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**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

Native vs. Non-native: A Relevant Debate in Teacher Effectiveness Discussions?

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obtención del título de Licenciada en  
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**Resumen:**

Esta síntesis de investigación tuvo como objetivo comparar estudios empíricos enfocados en las percepciones de alumnos sobre sus profesores de inglés nativo y no nativo hablantes con estudios empíricos acerca del impacto concreto de los dos tipos de profesores en el desarrollo de las cuatro macrodestrezas y tres sistemas de sus alumnos en el idioma. Para alcanzar este objetivo, se recopilaron un total de 20 estudios. En cuanto a los criterios de inclusión, los artículos considerados debían ser estudios empíricos completados en contextos en donde se aprende el inglés como idioma extranjero, publicados dentro del marco de cinco años, con la excepción de un estudio pionero. Los resultados del análisis revelaron que en general, las percepciones de los alumnos sobre sus profesores de inglés nativo y no nativo hablantes no mostraron una preferencia marcada. Sin embargo, los estudios enfocados en el impacto de enseñanza de los profesores de inglés nativo y no nativo hablantes mostraron resultados divididos entre una eficiencia neutral y una eficiencia mayor por parte de los profesores nativo hablantes. Adicionalmente, se sugirió que investigaciones futuras se enfocaran más en el desarrollo de la lectura, escritura, escucha y vocabulario del idioma dentro del marco de profesores nativo hablantes vs. profesores no nativo hablantes.

**Palabras clave:** Profesor de inglés nativo hablante. Profesor de inglés no nativo hablante. Percepciones de alumnos. Impacto de enseñanza. EFL. Lectura. Escritura. Escucha. Habla. Gramática. Vocabulario. Pronunciación.



**Abstract:**

This research synthesis aimed at comparing studies focused on students' perceptions regarding their Native English Speaking Teachers' (NESTs') and Non-Native English Speaking Teachers' (NNESTs') skill and system teaching abilities with the teachers' actual instructional impact on students' development in the four English skills and three English systems. So as to achieve this aim, there were a total of 20 studies collected. Regarding the inclusion criteria, the considered articles had to be empirical studies completed in EFL settings and published within a five-year time frame, with the exception of one seminal study. The results of this analysis revealed that overall, students' perceptions of NESTs and NNESTs showed no clearly marked preference. However, the studies focusing on NESTs' and NNESTs' teaching impact were divided between neutral teacher effectiveness results and higher NEST effectiveness results. Moreover, future research on reading, writing, listening, and vocabulary development within the NEST vs. NNEST frame was suggested.

**Keywords:** NEST. NNEST. Learners' perceptions. Teaching impact. EFL. Reading. Writing. Listening. Speaking. Grammar. Vocabulary. Pronunciation.



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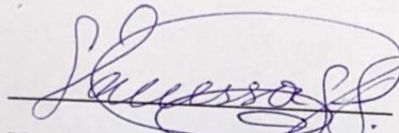


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## **Dedication**

This research synthesis is dedicated to all my fellow classmates and younger English Literature majors. Know that it is easy to lose focus and motivation throughout your years as a university student, but as you finalize the major and thus, your thesis, as you write the final acknowledgements and dedication, you will vividly recall all the support you have had throughout these four years, and that is what will make it all worth it. I wish you nothing but the best.



## Introduction

The NEST vs. NNEST effectiveness debate has been present since 1961 according to Phillipson (1992, as cited in Braine, 1999, p. 14), in which the NEST has normally resulted as the winning side (Moussu, 2002; Mahboob & Golden, 2013; Kurniawati & Rizki, 2018), affecting NNESTs worldwide (Braine, 1999; Braine, 2010, as cited in Kurniawati & Rizki, 2018; Clark & Paran, 2007; Moussu & Llurda, 2008; Mahboob & Golden, 2013; Rivers, 2016; Ruecker & Ives, 2014; Alshammari, 2020; etc.).

Notwithstanding, the argument behind this said effectiveness of NESTs has not been evidenced enough in practical outcomes (Elyas & Alghofaili, 2017; Chun, 2014; Jenkins, 2006). On the opposite side, research has shifted its attention more so towards NNESTs' advantages in the English learning classroom (Wu, 2020), furthering the need for research to address both NESTs' and NNESTs' strengths and weaknesses in English teaching.

That being said, this research synthesis analyzes 13 studies engaged with students' perceptions of their NESTs' and NNESTs' skill and system teaching performance and nine studies engaged with NESTs' and NNESTs' actual teaching performance and their impact on students' achievement in the four English skills and the three English systems. The foci of this research synthesis were divided this way in order to substantiate whether learners' perceptions are in line with actual teaching performance impact. By doing so, the consideration of the nativeness factor in all professional and educational areas in the English teaching-learning context will be called into question no matter the conclusions this analysis arrives at.



This research synthesis is composed of six chapters. The first entails the description of the research (the background, the statement of the problem, the rationale, the research questions, and the research objectives). The second encompasses the theoretical framework, in which key concepts and definitions were clarified in order to position the study in an uncomplicated frame. The third consists of the literature review, which provides a general overview of the studies and their findings. The fourth chapter, methodology, describes how the research synthesis was carried out and the inclusion/exclusion criteria considered for the selection of studies. The fifth contains the organization and analysis of the gathered studies according to various categories, which allowed for correlations to be found, and thus, conclusions to be drawn, and lastly, the sixth chapter presents the conclusions and recommendations of this project.



## CHAPTER I

### 1. Description of the Research

#### *1.1. Background*

Chomsky (1965) described linguistic theory's concerns as having to do with native speakers, considering them models of a language. The implied superior status of native speakers (Chomsky, 1965), along with the effort of world powers, namely the USA and the UK, of advocating for English to become a *global language* (Phillipson, 2018) may have led to the native English-speaking teacher (NEST) preference that continues to be observed in English Language Teaching (ELT) contexts today (Phillipson, 2018).

Phillipson (2018) argues that the native speaker's superiority is based on fallacies rooted in linguistic imperialism: a social phenomenon characterized by the dominance of a language over others (Phillipson, 2018). One of the fallacies was recognized by Phillipson (2018) as the *native speaker fallacy*. In simple terms, this fallacy refers to the assumption that a native speaker is the most ideal English teacher, and consequently disqualifies non-native English-speaking teachers (NNESTs), collectively (Phillipson, 2018).

This fallacy has, in fact, disqualified NNESTs in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts as can be noticed with, for example, the concurrent position statements published by the renowned Teachers of English to Students of Other Languages (TESOL) association. At the starting point, the association issued a position statement promoting appreciation for all English varieties (TESOL association, 1996). Following this decree, another position statement was



published insisting English-learning institutions to halt discrimination towards NNESTs based on, among others, their language background (TESOL, 2001). Five years later, the TESOL association called for the end of discrimination towards NNESTs more explicitly through their *Position Statement Against Discrimination of Nonnative Speakers of English in the Field of TESOL* (2006). Finally, just last year, TESOL joined thousands of organizations in their fight for diverse and inclusive workplaces, adding English educators to the list of targets for advocacy (TESOL, 2020).

Furthermore, Medgyes (1992) emphasized that language competency in the establishment of the types of speakers' teaching effectiveness puts NNESTs at a disadvantage and sidetracks other more relevant factors for determining teaching effectiveness, such as professional motivation (Alrabai, 2016; Mostafa & Abdollahzadeh, 2012), personality (Pacek, 2005; Fatemi et al., 2016), qualifications (Kiczkowiak, 2019; Kalay, 2017), etc.

Nevertheless, NEST VS NNEST student perceptions continue to withhold the NEST as their overall preference (Moussu, 2002; Tajeddin & Akeh, 2016; Watson Todd & Pojanapunya, 2009). Additionally, although research has shown the advantages NNESTs hold over NESTs (see below), there is also research that implies that the NESTs, even without proper teacher training, can have a beneficial impact on students' motivation (Lamb & Budiyo, 2013). It is then not surprising to realize that nativeness continues to be the most important trait in the English teacher hiring process (Alshammari, 2020; Mahboob & Golden, 2013; Moussu & Llorca, 2008; Pacek, 2005; Thornbury, 2006).





Another focus of the debate is the types of speakers/teachers' linguistic identities since certain linguistic identities remain ambiguous, furthering the complexity of the native versus non-native speaker dichotomy (Higgins, 2003; Moussu & Llurda, 2008). Indians, for example, whose English acquisition started in their early school years and has since then been used for professional communicative purposes, do not exactly fit into neither the native or non-native speaker category (Medgyes, 1992).

Linguistic imperialism continues to resound in this particular part of the debate due to the prevalence of the Inner Circle, Outer Circle, and Expanding Circle's varieties of English. According to the linguist Braj B. Kachru (1985, as cited in Crystal, 2003), English varieties are labeled in the following way:

The inner circle refers to the traditional bases of English, where it is the primary language: it includes the USA, UK, Ireland, Canada, Australia and New Zealand.

The outer or extended circle involves the earlier phases of the spread of English in non-native settings, where the language has become part of a country's chief institutions, and plays an important 'second language' role in a multilingual setting: it includes Singapore, India, Malawi and over fifty other territories. The expanding or extending circle involves those nations which recognize the importance of English as an international language, though they do not have a history of colonization by members of the inner circle, nor have they given English any special administrative status. It includes China, Japan, Greece, Poland [. . .] In these areas, English is taught as a foreign language (p. 60).



For purposes of remaining steadfast to the EFL context in which this research synthesis is developed, as well as for purposes of reading ease, the researcher will consider studies that include inner circle speakers as NESTs and expanding circle speakers as NNESTs, as English varieties in the outer circle remain ambiguous and are developed in ESL contexts. Studies that do not mention their participant NESTs' or NNESTs' nationality background will be pointed out to avoid bias.

Moving on to the existent empirical evidence, researchers have explored EFL students' and teachers' perceptions on NESTs and NNESTs in relation—to (a) their teaching and knowledge strengths and weaknesses (Elyas & Alghofaili, 2017; Chun, 2014; Sung, 2014); (b) personality aspects (Chun, 2014; Sung, 2014); (c) the motivation they cause in students (Adara, 2018; Koşar, 2018; Pae, 2016; Sung, 2014); as well as (d) their strategies for assessment, evaluation, and management (Elyas & Alghofaili., 2017; Jabeen, 2016). However, it is important to remain mindful about the possibility of learners' perceptions holding bias based on their experiences, background, gender, and taste (Beckett & Stiefvater, 2009).

In general, findings have reported that both NESTs and NNESTs possess advantageous strengths that can support EFL students' English learning process in different ways (Chun, 2014; Kurniawati & Rizki, 2018; Medgyes, 1992; Sung, 2014), yet favorability towards NEST remains instilled in students due to the importance factor that students hold over aspects in favor of NESTs like pronunciation (Chun, 2014; Tsang, 2019), varied and dynamic class approaches (Chun, 2014; Sung, 2014), and even teachers' western-looking physical appearances (Lamb & Budiyanto, 2013).



Overall, this research synthesis aims to put into perspective the nativeness factor within EFL teaching contexts by comparing results of students' NEST and NNEST perceptions to the actual impact of NEST VS NNEST instruction on students' achievement that various studies have found. In simpler terms, this research synthesis will analyze and compare both student perceptions with instructional impact outcomes found in the available empirical data.

### ***1.2. Statement of the problem***

In EFL contexts around the world, the NEST tends to be the overall preference of students (Moussu, 2002; Tajeddin & Adeh, 2016; Watson Todd & Pojanapunya, 2009). Non-native EFL teachers around the world have recognized certain advantages that NESTs hold over them, yet have also recalled these advantages as not having direct influence on their effectiveness as teachers either (Tajjedín & Adeh, 2016). Nevertheless, the NNESTs' professional self-confidence is, in fact, still negatively affected by the native speakerism ideology (Tajjedín & Adeh, 2016). Additionally, students' (explicit) perceptions tend to show an overall preference towards NESTs (Chun, 2014; Moussu, 2002; Mahboob & Golden, 2013; Watson Todd & Pojanapunya, 2009), deepening the gap between NESTs and NNESTs.

In the Ecuadorian context, the worldwide importance of English was recognized in 2011, pointing towards the design of a more developed action plan for the improvement of the English learning process in primary and secondary schools (Ministerio de Educación,



2011). Likewise, in the Ecuadorian tertiary education context, a B2 English level<sup>1</sup> became a requisite for graduation (Consejo de Educación Superior, 2016).

In spite of this latter measure taken by the Consejo de Educación Superior, desirable outcomes seemed not to have been reached as noted when Education First (EF), a renowned private company that fosters education through language learning, promoted their yearly ranking of countries based on the English levels of the countries' young and older adults. Disappointingly, Ecuador's EF EPI ranking finished in 93<sup>rd</sup> place out of 100 countries/regions, and in last place in Latin America according to EF's latest ranking (Education First, 2020).

Plus, in the initial stages of the action plan - in 2012, specifically - Ecuador's Ministry of Education evaluated English teachers' competency in the foreign language ("El ministerio de educación", 2014). The results indicated that 74% of the teachers reached minimum expertise levels (A1 and A2)<sup>2</sup> even though the Ministry had established a B2 English level requisite for English teachers, too ("El ministerio de educación", 2014).

In response to worrying tension in the English area, the government decided to follow in the steps of many countries that had successfully worked with native English speaker volunteer programs ("Ecuador perdió \$6,5", 2018). *Time to Teach* became Ecuador's first program of this nature, and it consisted in recruiting 762 native English

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<sup>1</sup> The Council of Europe (2001) stated that according to the Common European Framework of Reference for Languages, the B2 English Level corresponds to that of an independent user who can interact with the language clearly, fluently, and spontaneously.

<sup>2</sup> The Council of Europe (2001) stated that according to the Common European Framework of Reference for Languages, the A1 and A2 English levels correspond to that of basic users who can interact with parts of the language that are related to the most relevant, basic topics in a direct, simple way.



speakers from different parts of the world to teach English in Ecuadorian public schools in exchange for a monthly salary, a place to stay, and help with their migratory status (“Ecuador perdió \$6,5”, 2018).

However, according to “Ecuador perdió \$6,5” (2018), among other irregularities found, the vice-minister of Education (at that time, Álvaro Sáenz) found that various volunteers who were recruited did not even rely on an English teaching degree; a common bias in English Language Teaching (ELT) contexts (Alshammari, 2020; Mahboob & Golden, 2013). Moreover, owing to the mismanagement of resources intended to finance the NEST program, many of the foreigners faced a humanitarian crisis (“Ecuador perdió \$6,5”, 2018), so two years later, the Ministry of Education confronted the humanitarian crisis issue by hiring 198 of those foreign professionals (Ministerio de Educación, 2018).

The EF EPI-s ranking can be helpful in showing the course of Ecuador’s English status during that year in which the native English speakers began working with secondary level students (in 2018). Positioned in pre-A1 to A1 ranges, Ecuador remained within a low English proficiency level according to the results of the EF SET (Education First, 2019). Overall, Ecuador’s rankings have continued to decrease, possibly hinting at the call for different and improved action plans to be designed by the government.

The general problem is that the position of nativeness as an indicator for teaching effectiveness, whether practical or impractical, has not been evidenced enough in terms of practical outcomes (Elyas & Alghofaili, 2017; Chun, 2014; Jenkins, 2006), leading to the need of further analysis of the NEST vs. NNEST debate. The specific problem is that in addition to having no firm impact basis for the NEST commercial preference, the studies



that have approached students' perceptions on NESTs and NNESTs have led to results that can be influenced by contextual factors, meaning that perceptions can change according to individuals' English level, gender, personal experience, etc. (Beckett & Stiefvater, 2009).

Therefore, the intention of this research synthesis is to bring forth an overview of not only NNESTs' and NESTs' strengths and weaknesses perceived by groups of students, but also an overview of practical outcomes of both teachers' instructional practices in an attempt to call for the further revision of recruiting and hiring processes in the TESOL area; specifically, the EFL area.

### ***1.3. Rationale***

Most studies regarding the NEST vs. NNEST distinction have collected information through observations and written and recorded perceptions on NESTs and NNESTs (Watson Todd & Pojanapunya, 2009), which, as mentioned before, can only reach so far in attempting to approach the NEST vs. NNEST from a practical point of view. The guidelines for hiring English teachers demands a deeper analysis based on actual empirical evidence. Therefore, this study will report on a collection of studies that have examined both NEST and NNESTs' strengths and weaknesses. In addition, contrasting studies that inquire into the practice of the so-called strengths and weaknesses and its impact on students' language learning achievement will also be reviewed.

Taking this variety of studies into account will allow a more empirically-based contribution to the debate. This research synthesis aims to overcome arguments that are exclusively based on perceptions that, while remaining important to reflect on students and



teachers' feelings and attitudes, exclude the reality of what happens in the classroom on a practical level.

Moreover, it is important to address the native versus non-native debate because there is still a broader acceptance towards NESTs (Moussu, 2002; Mahboob & Golden, 2013; Kurniawati & Rizki, 2018) which puts NNESTs, who are a majority (Canagarajah, 2005, as mentioned in Moussu & Llurda, 2008), at a disadvantage (Medgyes, 1992). According to Jenkins (2006), this NEST preference may imply the desire for native-like competency, which may be unrealistic, especially within the English as a Lingua Franca (ELF) context that is developing today. The native-like standard also becomes implicitly elitist, favoring high socioeconomic sectors and marginalizing low ones (Velez-Rendón, 2003); not considering conditions of lower socioeconomic countries' [like Ecuador's] that are usually accompanied by "non-motivated students, lack of support and resources, overcrowded classrooms, [ . . .]" (González et al., as cited in Velez-Rendón, 2003, p.192).

Furthermore, this study attempts to bring forth important teaching implications through students' perceptions. The calling for improved teacher training in areas like teachers' content knowledge, for instance, is an implication that may benefit NESTs due to their tendency to rely on intuition, which cannot always be asserted (Borg, 2003; Ma, 2012; Kim, 2009). Another teaching implication worth mentioning may be the calling for improvement in material and dynamic class preparation for NNESTs, who have been shown to be more likely to rely on passive teaching methods (Chun, 2014; Elyas & Alghofaili, 2017; Pae, 2016; Sung, 2014). Generally speaking, regardless of teachers'



native or non-native status, weaknesses must be self-evaluated and taken action upon (Sung, 2014).

#### ***1.4. Research Questions***

This research synthesis intends to answer the following research questions:

- What are English learners' perceptions regarding NESTs' and NNESTs' skill and system teaching strengths and weaknesses within the EFL context found in the available empirical evidence?
- What is the instructional impact that NESTs and NNESTs have on English learners' development of the four English skills and the three English systems within the EFL context based on the existing empirical evidence?
- What is the relation between learners' perceptions and practical outcomes of NESTs' and NNESTs' alleged skill and system teaching strengths and weaknesses?

#### ***1.5. Research Objectives***

##### **General Objective**

- To analyze the available empirical data on the NEST and NNEST debate and its implications

##### **Specific Objectives**

- To compare and contrast NESTs and NNESTs' skill and system teaching strengths and weaknesses as reported by English learners in the available empirical evidence.





- To analyze NESTs and NNESTs' skill and system teaching impact evidenced in the existing empirical data
- To examine learners' perceptions of NESTs' and NNESTs' alleged skill and system teaching strengths and weaknesses in terms of their practical outcomes found in the literature



## CHAPTER II

### 2. Theoretical Framework

#### 2.1. *Native English Speaking Teachers*

Based on Kachru's (1985, as cited in Crystal, 2003) categorization of English varieties, NESTs should be understood as teachers of English whose nationalities reside within the inner circle. The inner circle, according to Kachru (1985, as cited in Crystal, 2003), encompasses countries and regions where English is acquired as a first language (e.g. the USA, Canada, Australia, Great Britain, etc.). However, when regarding NESTs in this research synthesis, the word teacher(s) should not be taken literally, as various native English-speaking *teachers* (NESTs) who were participants in the empirical studies chosen for this synthesis did not have a teaching degree (e.g. Al-Nawrasy, 2013; Al Noursi, 2018; Zhang & Zhang, 2020, etc.), which in itself, evidences the NEST superiority.

Also, it is important to be aware that there are more definitions that authors have attributed to the term *native speaker*. For example, Davies (2003) proposes the following criteria for a person to be named a native speaker:

- Childhood acquisition of the language
- Intuitions about idiolectal grammar
- Intuition about group language grammar
- Discourse and pragmatic control
- Creative performance
- Interpreting and translating (p. 211)



However, the chosen native speaker definition based on Kachru's English varieties is to be used throughout this synthesis because its more general guidelines allows for the researcher to make use of studies that do not pry deeply into teachers' linguistic identities, which (1) are the majority of studies, and (2) would be necessary if Davies's (2003) definition were to be considered. The selected studies rather provide readers with very general information about the teacher participants' nationalities.

## ***2.2. Non-Native English Speaking Teachers***

On the other hand, of equal importance to define is the non-native English-speaking teacher (or NNEST). NNESTs need not implicit quotation marks around the word *teacher*, as the studies included for this research synthesis all involve non-native speakers who have degrees in English teaching, which is quite frequently a necessary qualification for non-native speakers who apply for an English teaching job.

That being said, the NNEST definition taken into account for this study stems from Kachru's (1985, as cited in Crystal, 2003) categorization of English varieties, as well; i.e., teachers who have learned English as a foreign language, and therefore, speak English forms that correspond to the extending or expanding circle varieties, such as China, Japan, Poland, Turkey, Ecuador, among others.

## ***2.3. TESOL and EFL***

Other key concepts that will be thoroughly used throughout this research synthesis need to be clarified, as well. The umbrella term that will be continuously referred to is TESOL, which stands for "Teaching English to speakers of other languages." Within the



TESOL broadness, there are two commonly known English teaching-learning settings: EFL and ESL. Due to the setting of the present study, research carried out in EFL contexts seemed most appropriate to consider; EFL is the abbreviation used for English as a Foreign Language. English is learned as a foreign language in places where English is not a first or native language (Gebhard, 2006); for instance, Italy, Poland, Greece, Ecuador, etc.

#### ***2.4. The Start of the NEST vs NNEST Dichotomy***

Phillipson (1992) points out that the NEST superposition was first explicitly brought up at a 1961 conference in Uganda (as cited in Braine, 1999, p. 14). Phillipson (1992) also stated that NEST were regarded at this conference as the most legitimate English instructors (as cited in Braine, 1999, p. 14), which according to Braine (1999), further altered NESTs' position in EFL and ESL areas from then on.

The pivotal point of research that responded to the NEST vs NNEST dichotomy dates back to the 90's (Karakas, et al., 2016), in which NNESTs' abilities were the primary focus, as researchers attempted to heighten the NNEST's position, which seemed daunted upon by the NEST's (Wu, 2020). In this context, Peter Medgyes and Robert Phillipson's works were of the earliest responses to the NEST vs. NNEST controversy (Moussu & Llurda, 2008).

Medgyes (1992) commented that the established importance settled upon nativeness overshadowed other effective-English-teacher qualities. In fact, Medgyes (1992) points out that if nativeness were to be held as the ultimate indicator of language teacher effectiveness, then teacher training would not be necessary. Phillipson (1992, as cited in



Braine, 1999), on the other hand, introduced the concept of the *native speaker fallacy*. This fallacy basically assumes that by being a native speaker, one's English teaching abilities are automatically ensured, which Phillipson emphasized was not supported by any type of research [at that time] (Phillipson, 1992, as cited in Braine, 1999, p. 14).

Another one of the earliest responses to the native vs. non-native debate, found even earlier than Medgyes and Phillipson's research, came from Paikeday (1985). In his paper, titled "May I Kill the Native Speaker?", Paikeday (1985) remarks his rejection towards the existence of native speakers - partly because racist and elitist views taint the ostensible concept of the native speaker, coinciding with racist implications of the NEST-NNEST differentiation observed in Watson Todd and Pojanapunya (2009), Moussu (2006) and Rivers (2016).

### ***2.5. English as a Lingua Franca (ELF) and its Implications on the NEST vs. NNEST Dichotomy***

English became a lingua franca (ELF) in the 1990's (Crystal, 2003). To clarify, a language reaches lingua franca status when countries that have few or no mother-tongue speakers of the language position it as a special means of communication within their communities (Crystal, 2003).

Even though some scholars, like the sociolinguist Trudgill (in press, as cited in Jenkins, 2006), point out that there is a historical background of the language, in which native speakers are held accountable for the upbringing of English, the established definition of a lingua franca, plus ELF principles clearly manifest there is no language



ownership in this globalized context (Crystal, 2003; Jenkins, 2006). The gradual disappearance of the “ownership of English” is, in fact, occurring, and it is opening way for a wider acceptance towards spoken varieties of the language and a larger questionability of “standard” norms, especially when regarding differences in phonology and vocabulary (Crystal, 2003).

Additionally, although Jenkins (2006) states that in theory, ELF is defined as a contact language used between non-native speakers only, she reiterates that the majority of ELF researchers involve native speakers in this intercultural communicative process, as well, suggesting a less narrow outview on the term. In these settings, House (1999, as cited in Jenkins, 2006, p. 161) argues that in an ELF interaction where native speakers are involved, too, it is they who will have to follow the ELF speakers’ norms, not the other way around.

ELF implications on the NEST vs NNEST dichotomy are quite considerable. Jenkins (2006) implies that views like Trudgill’s that highlight the “ownership of English” allow for American and British English to remain as the worthiest English forms to be studied, and consecutively, allows for American and British NESTs to remain as the teacher preferences among students, teachers, administrators, etc. This preference can be exhibited, like Jenkins (2006) mentions, in various governments’ implementations of native English speaker volunteer teaching programs [like Ecuador’s - see above].

It can also be seen in governments’ decisions to involve NESTs in order to improve schools’ English proficiency (Kurniawati & Rizki, 2018), in English teaching conferences, where NNESTs are “rarely [. . .] the key speakers” (Braine, 2010, as cited in Kurniawati &



Rizki, 2018, p. 142), and in English teacher advertisements where being a native speaker of the language can be seen as a requirement (Braine, 1999; Clark & Paran, 2007; Moussu & Llurda, 2008; Mahboob & Golden, 2013; Rivers, 2016; Ruecker & Ives, 2014; Alshammari, 2020; etc.).

Visibly, all in all, the extent to which overall ELF norms can be seen in TESOL realities is not broad (Jenkins, 2006). Some superficial efforts have taken place following what Jenkins (2006) describes as the *plethora* of research on ELF's implications in English learning; for example, utilizing recordings in which speakers' different English varieties can be appreciated during listening practice (Torres, 2020). Nevertheless, "submission to native-speaker norms" (Seidlhofer, 2005, as cited in Jenkins, 2006, p. 172) maintains its prevalence (Jenkins, 2006).

The overall NEST preference insinuated by students (Adara, 2018; Pacek, 2005; Watson Todd & Pojanapunya, 2009; etc.) jeopardizes ELF norms since it implies that the English learning outcome should be to achieve native-like competency (Jenkins, 2006). Many authors assert that this is an inappropriate target norm that English users have no need to conform to in globalized settings (Jenkins, 2000; Kirkpatrick, 2007; Seidlhofer, 2001, as cited in Bøhn & Hansen, 2017).

## ***2.6. Students' Perceptions Towards NESTs and NNESTs***

The importance of exploring students' attitudes towards their English teachers or professors, as well as towards their learning environments is grounded on Gardner and Lalonde's (1985) language learning motivational theory and socio-educational model. As



reported by Gardner and Lalonde, second or foreign language learning success is linked to not only learners' cognitive abilities, but also their emotional standpoint.

The former has to do with the aptitude someone has to learn other languages, and the latter has to do with, of course, emotions and/or motivational factors. Gardner and Lalonde convey that this emotional aspect is necessary to consider in the language learning process due to the submersion into a different culture with its own set of grammatical and phonological principles that learners are faced with.

In Gardner and Lalonde's attempt to develop a theoretical model that could explain the relationships across the different factors that accounted for language learning success, the socio-educational model arose. This model includes two attitudinal precursors that are said to increase or decrease learners' motivation to learn a language: *integrativeness* and *attitudes towards the learning situation*. In *attitudes towards the learning situation*, students' evaluations of teachers [or professors], didactic material, classroom environment, etc. were proposed as primary factors to be considered.

Based on Gardner and Lalonde's study, as well as various other studies (Ehrman, 1990; Galbraith & Gardner, 1988; Oxford, 1992; Oxford & Ehrman, 1993; [. . .] as cited in Ehrman & Oxford, 1995), Ehrman and Oxford (1995) further supported the notion of learner motivation impact on language learning achievement by emphasizing that language teachers must take into consideration individual learners' differences in terms of "aptitude, age, [. . .]and language learning styles" (p. 67) for optimal outcomes in learners' English proficiency.





Students' perceptions on emotional/motivational factors are said to be more positively attributed to NESTs (Lamb & Budiyanto, 2013; Pae, 2016), which causes students' perceptions to result in an overall preference towards NESTs (Moussu, 2002; Tajeddin & Adeh, 2016; Watson Todd & Pojanapunya, 2009). Plus, according to students' perceptions, NESTs have the advantage of bringing an excitement factor into the class, whether it has to do with their Western-looking appearance (Lamb & Budiyanto, 2013), or because they bring in a new culture to the classroom, etc.

However, placing NESTs as the better English teachers based on only students' perceptions may bring about misleading results because (1) perceptions may be tainted by beliefs that are based on the *native speaker fallacy* (Alseweed, 2012); (2) perceptions may be tainted by racial stereotypes (Moussu, 2006; Rivers, 2016; Watson Todd & Pojanapunya, 2009); and (3) perceptions may be tarnished by students' taste, background, personal experiences with the types of teachers, etc. (Beckett & Stiefvater, 2009).

Furthermore, students' preferences tend to lean towards NESTs due to perceptions of, for example, more effective speaking skills (Chun, 2014; Pae, 2016; Simon & Taverniers, 2011) and varied class methodologies (Elyas & Alghofaili, 2017; Chun, 2014; Pae, 2016; Sung, 2014), or towards NNESTs due to perceptions of similar language learning experiences, for example (Rahimi & Zhang, 2015; Tsou & Chen, 2017; Wang & Fang, 2020).

Therefore, while perceptions have been a focus in the NEST and NNEST dichotomy, it is also important to look into the NEST vs. NNEST instructional impact. Instructional impact comparison allows for the analysis of both types of teachers'



achievement in attaining improvement on behalf of their students in different English areas. Thus, not only will the consideration of empirical research surrounding instructional impact allow for contrast of the types of teachers effectiveness, but it will also allow for linkage between students' perceptions and practical outcomes.



## CHAPTER III

### 3. Literature Review

As many researchers have mentioned, much of the literature covered thus far in the NEST vs. NNEST debate has focused on students' perceptions (Elyas & Alghofaili, 2017; Al-Nawrasy, 2018; Al-Shewaiter, 2019; Chun, 2014; Watson Todd & Pojanapunya, 2009); hence, the studies considered for this research synthesis will be organized according to not only students' perceptions, but also teachers' instructional impacts.

Students' perceptions will be organized categorically conforming to learners' perceptions of their teachers' strengths and weaknesses in teaching them reading, writing, listening, and speaking. The teachers' ability to teach the English phonology, vocabulary and grammar systems will also be embedded. NESTs' strengths and weaknesses will be developed first, followed by NNESTs'.

#### *3.1. Learners' Perceptions of NESTs' and NNESTs' Skill/System Teaching Strengths and Weaknesses*

As proposed by the socio-educational model (Gardner & Lalonde, 1985), students' attitudes towards their teachers are part of the attitudinal determiners that have the power to increase or decrease students' motivation, and therefore, their achievement. In this case, these perceptions will englobe NESTs' and NNESTs' abilities to teach the four English skills: reading, writing, listening, and speaking. The three English systems (grammar, pronunciation, and vocabulary) are embedded in all four skills, so the researcher will also focus on students' attitudes towards NEST' and NNESTs' abilities to teach these.



### **3.1.1. Learners' Perceptions of NESTs' and NNESTs' Reading Skill Teaching**

**Strengths and Weaknesses.** In the reading realm, Elyas and Alghofaili (2017) found that students considered NESTs as better at teaching reading in perceptions. Presenting heterogeneous findings to these, Fuangkarn and Rimkeeratikul (2020) reported that in response to their questionnaire item related to reading skills that stated, "The teacher teaches me to read words, sentences, or passages in the textbook" (p. 249), the majority of students chose NNESTs more frequently than they did NESTs. Obtaining similar results, participants in Qadeer (2019) considered that NNESTs were the more effective teachers of this skill. It is also note-worthy to state that there were perceptions that indicated no specific preference or presented disparity in their results: Koşar's (2018), for example.

### **3.1.2. Learners' Perceptions of NESTs' and NNESTs' Writing Skill Teaching**

**Strengths and Weaknesses.** Meanwhile, regarding NESTs' and NNESTs' ability to teach writing, Tsou and Chen (2017) claimed that pupils favored NNESTs, yet the number of participants who sided with this affirmation were less than half the total number of participants. Qadeer (2019) coincided with Tsou and Chen's (2017) results. On the other side, Elyas and Alghofaili (2017) revealed that their participants' perceptions held no differences in NESTs' and NNESTs' effectiveness for teaching writing. Revealing equally unclear teacher preferences, Koşar's (2018) participants showed an inclination towards both types of teachers in different stages of the research.



### **3.1.3. Learners' Perceptions of NESTs' and NNESTs' Listening Skill Teaching**

**Strengths and Weaknesses.** In the case of listening, Karshenas and Biria (2016) and Qadeer (2019) found that the majority of students stated they considered NESTs more competent at teaching them listening. Elyas and Alghofaili (2017), and Koşar (2018), on the contrary, revealed that their participants' attitudes remained neutral towards both NESTs' and NNESTs' listening teaching abilities.

### **3.1.4. Learners' Perceptions of NESTs' and NNESTs' Speaking Skill Teaching**

**Strengths and Weaknesses.** Finally, as for the speaking or oral skill, Karshenas and Biria (2016), Elyas and Alghofaili (2017), Tsou and Chen (2017), Koşar (2018), and Qadeer (2019) coincided with the superiority of NESTs at teaching this skill. Meanwhile, Fuangkarn and Rimkeeratikul (2020) sustained neutral preferences.

Furthermore, NESTs were found to be the teacher preference for teaching pronunciation in a considerable amount of studies: Karshenas and Biria (2016), Karakaş, et al. (2016), Li and Zhang (2016), Elyas and Alghofaili (2017), Tsou and Chen (2017), Koşar (2018), Adara (2019), Fuangkarn and Rimkeeratikul (2020), and Wang and Fang (2020). As an additional note, Tsou and Chen (2017), Rahman and Yuzar (2020), and Wang and Fang (2020) found that students favored NESTs' natural pronunciation ability. Likewise, Adara (2019) found that NESTs' accent was one of the main reasons why students prefer NESTs over NNESTs. Karshenas and Biria (2016) also reported that students believed NESTs' accent and pronunciation were more authentic than NNESTs'. However, this pronunciation and accent features mentioned in these last studies had to do exclusively with teachers' natural abilities to speak English, not to teach it.



In the same natural ability frame, Fuangkarn and Rimkeeratikul (2020) reported that the 30 interviewees in their study expressed dislike towards the pronunciation of their NNESTs. In the same criticizing tone towards NNESTs' accents, students in Tsou and Chen (2017) expressed their dislike towards their NNESTs' Taiwanese accent. Rahman and Yuzar (2020), on the other hand, said that students perceived no problem with NNESTs' accent even though, as mentioned above, students' overall preference was NESTs' pronunciation.

The other English systems, vocabulary and grammar, were also embedded in the chosen studies. In this context, NESTs were also perceived as having a stronger suit for teaching vocabulary on the basis of their owning of a greater abundance of words, which students mentioned could help them attain a wider range of vocabulary (Tsou & Chen, 2017). Likewise, Adara (2019) indicated that NESTs helped students gain more vocabulary, yet NNESTs provided clearer explanations of unknown vocabulary. Apropos of vocabulary teaching, Koşar (2018) and Wang and Fang (2020) showed favorability towards NNEST. Fuangkarn and Rimkeeratiful (2020) also discovered that students leaned towards NNESTs for teaching them new vocabulary.

As for grammar teaching, Karakaş, et al. (2016), Tsou and Chen (2017), Koşar (2018), Adara (2019), Fuangkarn and Rimkeeratiful (2020), and Wang and Fang (2020) all sided with NNESTs for teaching this system. Koşar (2018), in fact, encountered a unanimous vote favoring NNESTs' teaching of grammar in his interview stage of his research. However, Tsou and Chen's (2017) results were still below half the number of participants. Also, showing discrepancy in his results for grammar teaching, once again,



Qadeer (2019) found that NESTs and NNESTs were both perceived as knowledgeable in the grammar system of the target language, yet NNESTs were perceived as the more effective teachers of this skill.

Yazawa (2017) also mentioned that students appreciated NNESTs' clearer explanations of grammar contents. Plus, NNESTs were in charge of teaching this system in Kemaloglu-Er (2017), supporting the notion that NNESTs are more equipped to teach this particular system. As a side note, Adara (2019) discovered that students did, in fact, notice that NNESTs' had sporadic grammatical mistakes, yet they did not find them relevant. Notwithstanding, providing contradicting results once again, Zhang and Zhang (2020) documented that students found NNESTs' grammar knowledge to be superior to that of NESTs'.

### ***3.2. NESTs' and NNESTs' Teaching Impact on Learners' Skills/Systems***

As stated, research on NESTs and NNESTs has been narrowed into students' perceptions of them, yet very little has been explored regarding NESTs' and NNESTs' instructional impact on students' achievement (Elyas & Alghofaili, 2017; Chun, 2014; Jenkins, 2006). In order to extend on the conclusions that perceptions have arrived at, and possibly even verify or put them in doubt, it is necessary to look into the effects that NESTs and NNESTs have on students' actual progress and achievement.

**3.2.1. NESTs' and NNESTs' Teaching Impact on Students' Reading Skills.** Only neutral responses were found for teachers' impacts on students' reading achievement, in which Al-Shewaiter (2019) and Elyas and Alghofaili (2019) located no remarkable differences between NESTs' and NNESTs' student groups.



### **3.2.2. NESTs' and NNESTs' Teaching Impact on Students' Writing Skills.**

Al-Shewaiter (2019) associated writing skill development benefits, specifically, more accurate structure development, to being taught by NNESTs. On the opposite side, Elyas and Alghofaili (2019), who compared students' most recent module grades with their previous ones, reported that NNESTs' students' writing skills seemed to worsen, yet NESTs' students did not see a positive impact either, as the groups' writing grades neither improved, nor worsened. Al Noursi (2018) also reported that in overall writing achievement, neither NESTs, nor NNESTs had a significant impact.

### **3.2.3. NESTs' and NNESTs' Teaching Impact on Students' Listening Skills.**

For addressing NESTs' impact on this receptive skill, the researcher has arrived at a total of four studies; two of which single-handedly deal with NESTs and NNESTs teaching impacts on students' listening skill achievement (Karshenas & Biria, 2016; Wu, 2020), and two that have approached the NEST VS NNEST impact from a broader perspective (effect of NESTs and NNESTs on students' overall proficiency) , yet whose skills have been examined in a more individualized manner (Al-Shewaiter, 2019; Elyas & Alghofaili, 2019).

Both Karshenas and Biria (2016) and Wu (2020) reached the conclusion that NESTs have a more positive impact on students' listening comprehension than that of their NNESTs counterparts. Karshenas & Biria (2016), on one hand, in their search for answers to whether NESTs' natural cultural understanding of the target language had a positive or neutral effect on students' aural performance, brought up positive implications that fortify NESTs' strengths related to knowing more about the target language's cultures than NNESTs.





Meanwhile, Wu (2020), approaching the NEST and NNEST listening skill impact from the extensive listening input theory, found that between students' second pre-test and the post-test applied after a year of having been taught by NESTs, there had been significant improvement. For example, from the 530 students categorized as low-proficiency listeners in the second pre-test, 209 became middle-proficiency listeners, and 65 became high-proficiency listeners. Similar distributions could be observed for initial middle-proficiency and high-proficiency listeners.

Likewise, Al-Shewaiter (2019) individually inspected the listening section in the achievement test, revealing that students taught by NESTs had significantly superior outcomes than the students taught by NNESTs. Oppositely, Elyas and Alghofaili (2019) discovered that NNESTs had a more positive effect than NESTs on their students' listening skills.

**3.2.4. NESTs' and NNESTs' Teaching Impact on Students' Speaking Skills.** In Al-Shewaiter (2019), it can be observed that Arabian students who were taught by NESTs had a significant increase in their speaking proficiency post-tests in comparison to the students taught by NNESTs. On the other side, Adugüzel and Özüdoğru (2017) stated that, although non-significant, deterioration between NESTs' students' speaking pre-test and post-test scores was found, while NNESTs' students speaking test scores significantly improved.

Al-Nawrasy's (2013) overall significant differences between NESTs' and NNESTs' impact on students' speaking abilities were null, as well as Elyas and Alghofaili's (2019) and Koşar's (2019), who, likewise, found no significant differences in the pre-operating



stage with the post-operating stage that could enhance either teacher's teaching strengths in this specific skill.



## CHAPTER IV

### 4. Methodology

According to Norris and Ortega (2006), a research synthesis is a pursuit of thorough and trustworthy accumulation of knowledge developed throughout different initial studies. Therefore, in order to obtain the adequate sources for the following exploratory, documentary research synthesis, content analysis research methodologies were extensively used. The inclusion criteria for the analysis of primary sources is as follows.

- The articles must be empirical studies so that the impact of having a NEST or a NNEST in the English learning classroom is clearer
- The articles must be published studies in educational journals, as these imply that the research has gone through criteria for publication scanning, increasing trustworthiness
- The articles must be carried out in EFL contexts, in other words, in the extending circle of English varieties (Thailand, China, Saudi Arabia, etc.), as their contextual English-learning circumstances can be related to the those of the Ecuadorian EFL Context where the research was carried out
- The articles must be no more than 5 years old, with the exception of seminal studies, to fortify the relevance of the research synthesis
- The research methods that articles used could be quantitative, qualitative, or mixed methods, but if qualitative, the analysis of results must have taken a quantitative approach, as quantitative methods allow for inferences to be



drawn from a more analytical point of view in order to test the magnitude of a relationship (Kumar, 2019)

The exclusion criteria, on the other hand, encompass the following standards:

- Research carried out in ESL settings was not considered

The information was searched in online databases, such as Academia, ERIC, ProQuest, Research Gate, Semantic Scholar, Google Scholar, SpringerLink, and Taylor & Francis Online. The terms or their combinations that were used to look for these studies were the following: (a) non-native, (b) native, (c) English teacher, (d) effectiveness, (e) preference, (f) perceptions, (g) impact, (h) EFL. There were not any restrictions related to the design of the studies as long as qualitative studies used quantitative methods to test the magnitude of a relationship.

The following journals were revised for the investigation: *Jordan Journal of Educational Sciences*, *European Journal of Foreign Language Teaching*, *English Language Teaching*, *Leksika*, *Modern Journal of Language Teaching Methods (MJLTM)*, *Journal of English Education*, *Asia Pacific Journal of Education*, *Novitas-ROYAL (Research on Youth and Language)*, *English Teaching & Learning*, *Eruditi*, *Cogent Education*, *American Journal of Educational Research*, *Arab World English Journal*, *International Journal of English and Education*, *Indonesian Journal of English Language Teaching and Applied Linguistics*, *Journal of Language and Linguistic Studies*, and *Kastamonu Eğitim Dergisi*.

## CHAPTER V

### 5. Data Analysis

This chapter seeks to answer the research questions and reach the research objectives established through the analysis of the results of the 20 chosen studies. The results of the studies, as previously mentioned, are divided according to the focus of these studies: Students' perceptions of NESTs/NNESTs or NESTs' and NNESTs' teaching impact. These will then be conjointly analyzed to compare and contrast perceptions vs. real-time teaching impact results in order to reach conclusions.

#### 5.1. Foci of Studies

Table 1

##### *Foci of Studies*

<b>Author/Year</b>	<b>Focus</b>	<b>N</b>	<b>%</b>
Adara (2019); Elyas & Alghofaili (2017); Fuangkarn & Rimkeeratikul (2020); Karakaş, et al. (2017); Koşar (2018); Li & Zhang (2016); Qadeer (2019); Rahman & Yuzar (2020); Tsou & Chen (2017); Wang & Fang (2020); Yazawa (2017); Zhang & Zhang (2020)	Learners' Perceptions of NESTs' and NNESTs' Skill/System Teaching	11	55%
Adugüzel and Özüdoğru (2017); Al-Nawrasy (2013); Al Noursi (2018); Al-Shewaiter (2019); Elyas & Alghofaili (2019); Koşar (2019); Wu (2020)	NESTs' and NNESTs' Teaching Impact on Students' Skill/System Development	7	35%
Karshenas & Biria (2016); Li & Zhang (2016)	Both Learners' Perceptions of NESTs and NNESTs and NESTs' and	2	10%



	NNESTs' Teaching Impact		
<b>Total</b>		20	100%

Table 1 shows the number of studies that focused on either component analyzed in this research synthesis: learners' perceptions of NESTs/NNESTs or NESTs' and NNESTs' teaching impact. As can be seen, more than half of the studies exclusively dealt with students' perceptions of their NESTs' and NNESTs' teaching abilities, while slightly less than half of the studies exclusively dealt with NESTs' and NNESTs' instructional impact. Additionally, there were two studies that looked into both students' perceptions and English teacher impact.

### 5.1.1 Learners' Perceptions of NESTs' and NNESTs' Skill and System

**Teaching Abilities.** Students' perceptions of their English teachers, whether NESTs or NNESTs, constitute the first focus of this research synthesis. The following table shows the number of students' perceptions studies that looked into the perceptions students had in regards to how well their NESTs or NNESTs could teach a specific English skill or system. It's clarifying to point out that the total number of studies that focused on learners' perceptions shifted from 10 (as seen in Table 1) to 13 because the three studies that focused on both perceptions and teacher impact were added.

Table 2

*Learners' Perceptions of NESTs' and NNESTs' Skill and System Teaching Abilities*



<b>Study/Skill or System</b>	<b>Read.</b>	<b>Writ.</b>	<b>Listen.</b>	<b>Speak.</b>	<b>Gram.</b>	<b>Vocab.</b>	<b>Pronun.</b>
Adara (2019)							
Elyas & Alghofaili (2017)							
Fuangkarn & Rimkeeratikul (2020)							
Karakaş, et al. (2016)							
Karshenas & Biria (2016)							
Koşar (2018)							
Li & Zhang (2016)							
Qadeer (2019)							
Rahman & Yuzar (2020)							
Tsou & Chen (2017)							
Wang & Fang (2020)							
Yazawa (2017)							
Zhang & Zhang (2020)							
<b>Total: 13</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>10</b>	<b>5</b>	<b>10</b>



For the first half of our research focus, Table 2 is useful in showing the skills or systems that were most or least reported on in the chosen studies. The skill that was most developed by the researchers was speaking, and the system that was most developed was grammar. Meanwhile, there appears to be quite a lot that is yet to be looked into in regards to learners' perceptions on their NESTs' and NNESTs' teaching effectiveness for the reading, writing, and listening skills. The same can be said for the English vocabulary system.

### 5.1.2. Learners' Perceptions of NESTs' and NNESTs' Reading Skill Teaching Abilities

Table 3

*Learners' Perceptions of NESTs' and NNESTs' Reading Skill Teaching Abilities*

<b>Author/Year</b>	<b>Type of Teacher</b>	<b>N</b>	<b>%</b>
Elyas & Alghofaili (2017)	NEST	1	25%
Fuangkarn & Rimkeeratikul (2020); Qadeer (2019)	NNEST	2	50%
Koşar (2018)	Neutral/Not Clear	1	25%
<b>Total</b>		<b>4</b>	<b>100%</b>

Table 3 presents the studies that have covered students' perceptions on which type of English teacher tends to provide heightened support in the development of their reading skills. As can be seen, from the small spectrum of empirical data that the researcher was able to collect, perceptions, as a whole, do not uplift neither NESTs', nor NNESTs' reading





teaching abilities.

Elyas and Alghofaili (2017), the only study that favored NESTs for teaching this skill, gave no possible reasoning for this preference. However, the author did mention that the minority who favored NNESTs, on the other hand, gave quite a few reasons for this preference, such as NNESTs' larger pool of reading strategies and methods, their ability to code switch, and their ability to easily translate difficult reading excerpts (Elyas & Alghofaili, 2017). It is also important to consider the possibility that Elyas and Alghofaili's (2017) sample size might have impacted the results.

Fuangkarn and Rimkeeratikul's (2020) results, on the other end, which showed an active inclination towards NNESTs for reading, could be reasoned with the participants of the study's educational level: primary, which could be an indication of a more sharpened need of the teachers' ability to use students' first language (Tsou & Chen, 2017). However, the same cannot be inferred for Qadeer (2019) since the researcher worked with advanced leveled participants, and yet, the participants still preferred NNESTs. An interesting finding in Qadeer (2019) was that students categorized NESTs and NNESTs as equally knowledgeable in regards to reading skill content even though NNESTs were categorized as the more effective teachers of this skill.

Koşar (2018), meanwhile, found that students' perceptions differed in the open questionnaire segment of his study and in the closed questionnaire segment of his study. In the former, there was an apparent preference for NNESTs in this skill; however, in the latter, results were unclear: a little less than half of the students disagreed with the questionnaire



item that stated that NNESTs were more effective at teaching reading and writing, while 35% neither agreed, nor disagreed with this statement.

These results could have arisen this way because the question was not well formatted, as it involved two skills, which students could have had separate opinions on, and therefore, may have focused on only one of those skills in which they considered NESTs more effective at teaching, explaining the position in disagreement with this questionnaire statement. Otherwise, students had different teacher preferences for the two skills, and therefore, simply opted for the neutral position option.

### 5.1.3. Learners' Perceptions of NESTs' and NNESTs' Writing Skill Teaching Abilities

Table 4

*Learners' Perceptions of NESTs' and NNESTs' Writing Skill Teaching Abilities*

Author/Year	Type of Teacher	N	%
	NEST	0	0%
Qadeer (2019); Tsou & Chen (2017)	NNEST	2	50%
Elyas & Alghofaili (2017); Koşar (2018)	Neutral/Not Clear	2	50%
<b>Total</b>		<b>4</b>	<b>100%</b>

From Table 4, it can be observed that the limited number of studies that did, in fact, focus on students' perceptions of their NEST' and NNESTs' teaching abilities for writing are divided in two positions: NNESTs are more effective and neither/both NESTs and



NNESTs are effective. The empirical evidence by Tsou and Chen (2017) that sided with NNESTs for writing skill teaching justified this preference with the possibility that NNESTs' ability to share and use students' first language to explain or even translate writing excerpts can benefit students' learning. Reading excerpts were also included in this statement, yet the skill as such was not of focus.

On the other hand, Qadeer (2019) stated that even though NNESTs were categorized as the most effective teachers of this skill, both NESTs and NNESTs were categorized as equally knowledgeable in writing skill content. Additionally, Elyas and Alghofaili (2017) stated that almost all students agreed that nativeness was not the determiner of whether NESTs or NNESTs were better at teaching this skill. They simply cared about the writing skills instructor being competent. As mentioned before, though, perhaps an increased participants number in Elyas and Alghofaili (2017) could have led to other results. Finally, for the study carried out by Koşar (2018), previous explanations regarding reading skills could be useful to explain the unclear results in this skill, as well (see section 5.1.3).

#### 5.1.4. Learners' Perceptions of NESTs' and NNESTs' Listening Skill

##### Teaching Abilities

Table 5

*Learners' Perceptions of NESTs' and NNESTs' Listening Skill Teaching Abilities*

Author/Year	Type of Teacher	N	%
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Karshenas & Biria (2016); Qadeer (2019)	NEST	2	50%
	NNEST	0	0%
Elyas & Alghofaili (2017); Koşar (2018)	Neutral/Not Clear	2	50%
<b>Total</b>		<b>4</b>	<b>100%</b>

As can be seen from the results, the most noticeable statistic is, very recurrently, the great gap in the literature regarding learners' perceptions on their NESTs' and NNESTs' teaching effectiveness in this skill. To make matters worse, from the small spectrum of studies available for analysis, which leave unclear preferences, there were factors that could have influenced the results of the studies. The NEST preference observed in Karshenas and Biria (2016), for example, could have been influenced by the nature of the study.

Karshenas and Biria (2016) specifically researched the impact NESTs' target language cultural knowledge had on students' listening comprehension tests, which encompassed cultural topics. Additionally, the perceptions were obtained through informal talk, which is a questionable measure to obtain data with. Plus, seeing as the study does not clarify, there is a possibility that students found out the NEST impact results on their listening tests, which were completely positive, before voicing their listening teacher preferences, or they may have known about the research topic beforehand, too. This could have provoked specific results.

On the other hand, extending more on Elyas and Alghofaili's (2017) results, their null results stem from the two perceptions students stood by: (1) NNESTs are better at teaching listening and (2) both NESTs and NNESTs are good at teaching listening.



Nevertheless, the number of participants in Elyas and Alghofaili (2017) was very small compared to the other studies, which could have possibly shaped these results.

Moving onto the neutral preference observed in Koşar (2018), listening teaching capacities were explored only in the closed questionnaire segment of his study, so in this case, unclear preferences do not stem from disparities in the results, but rather from students' equal number of NEST and NNEST preferences for this skill. Disparities were made clear in Qadeer (2019), however, when revealing that learners felt NNESTs were more knowledgeable in the skill content, yet NESTs were more effective at teaching the skill. This finding would hint at the fact that NESTs were perceived as more methodologically and strategically equipped to teach learners how to improve their listening skills, yet it contradicts the findings related to, in actual fact, students' satisfaction with NESTs' and NNESTs' teaching methodologies revealed in this study.

#### 5.1.5. Learners' Perceptions of NESTs' and NNESTs' Speaking Teaching

##### Abilities

Table 6

*Learners' Perceptions of NESTs' and NNESTs' Speaking Skill Teaching Abilities*

Author/Year	Type of Teacher	N	%
Karshenas & Biria (2016); Elyas & Alghofaili (2017); Koşar (2018); Qadeer (2019); Tsou & Chen (2017)	NEST	5	83,33%
	NNEST	0	0%



Fuangkarn & Rimkeeratikul (2020)	Neutral/Not Clear	1	16,67%
<b>Total</b>		<b>6</b>	<b>100%</b>

As expected, Table 6 shows that students mostly prefer NESTs for teaching them speaking skills. Learning oral skills with NESTs could be seen as a common preference among learners because, like Tsou and Chen (2017) and Koşar (2018) mentioned, English-only environments that are enforced due to the lack of sharing the same first language as NESTs truly obligate students to practice their English speaking skills. Interestingly, in this case, lacking students' first language is a benefit, rather than a downside.

Nevertheless, NESTs were not the overall student preference for teaching speaking according to Fuangkarn and Rimkeeratikul (2020) even though students also saw the lack of sharing the same first language as a benefit. Rather, both NESTs and NNESTs were learners' preferred speaking teachers, yet this was drawn from only two speaking teaching factors: (1) teachers' ability to teach students to use English fluently, and (2) teachers' ability to teach students to use short phrases or expressions in English. The former resulted in a preference for NNESTs, while the latter resulted in a preference for NESTs.

In the speaking teaching realm, there could have been influencing factors for this NEST preference. However, it is important to remain mindful about the difference between perceptions surrounding NESTs' and NNESTs' natural abilities (in this case, fluency) and perceptions surrounding NESTs' and NNESTs' actual teaching abilities. Remaining honest to this differentiation, certain natural advantages NESTs have over NNESTs will be



included as a side note, yet will not be induced for analysis. Having made this aspect clear, studies that praised NESTs' natural abilities can be listed.

For instance, NESTs' naturally higher proficiency in idiomatic English was emphasized by students (Karshenas & Biria, 2016; Rahman & Yuzar, 2020; Wang & Fang, 2020). Also, participants in Wang and Fang (2020) made a remarkable difference between NESTs and NNESTs in terms of two aspects, one of which is most relevant to this topic of research: English proficiency. Students favored NESTs in this case (Wang & Fang, 2020), and similarly, Koşar (2018) alluded to students' preference towards NESTs' English proficiency, too.

In the same vein, fluency as a NEST strength had a nearly perfect degree of accord among the studies that included a survey or interview question inquiring students' beliefs about their NESTs' and NNESTs' degrees of fluency in the target language, with the exception of Fuangkarn and Rimkeeratikul (2020), who, as aforementioned, highlighted NNESTs' ability to teach students to use English fluently. In this sense, Karshenas and Biria (2016), Karakaş, et al. (2016), Tsou and Chen (2017), Koşar (2018), Wang and Fang (2020), and Zhang and Zhang (2020) all alluded to students highlighting NESTs' naturally superior English fluency. Accuracy, like fluency, seemed to be perceived as superior in NESTs in Karshenas and Biria (2016), Tsou and Chen (2017), Yazawa (2017), and Wang and Fang (2020), as well.



### 5.1.6. Learners' Perceptions of NESTs' and NNESTs' Grammar Teaching

#### Abilities

Table 7

*Learners' Perceptions of NESTs' and NNESTs' Grammar Teaching Abilities*

Author/Year	Type of Teacher	N	%
	NEST	0	0%
Adara (2019); Fuangkarn & Rimkeeratiful (2020); Karakaş, et al. (2017); Koşar (2018); Qadeer (2019); Rahman & Yuzar (2020); Tsou & Chen (2017); Wang & Fang (2020); Yazawa (2017); Zhang & Zhang (2020)	NNEST	10	100%
	Neutral/Not Clear	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

The results shown in Table 5 concurred with the researcher's expectations and with other studies, as well (Lasagbaster & Sierra, 2002; Mahboob, 2004; Liaw, 2012; Zhou & Hou, 2015; Nafi et al., 2016; Adara, 2018; etc.). Zhang and Zhang (2020) reasoned students' NNEST preference for teaching grammar in the following way: from a logical standpoint, NESTs hold the upper hand in grammar levels when producing the target language in comparison to NNESTs. However, this is not enough for students to rate NESTs as the superior teachers in grammar, seeing as NESTs tend to lack explicit grammar knowledge.





This lack of explicit grammar knowledge on behalf of NESTs has been exposed over the years, where studies have considered that NESTs tend to rely on their intuition in terms of their mother tongue’s grammatical properties, which may or may not be accurate (Borg 2003; Ma, 2012). Contrastingly, using the native tongue or having gone through the same EFL learning process was called out as pivotal in explaining difficult grammar (Koşar, 2018; Tsou & Chen, 2017; Yazawa, 2017), especially with students who have a low sense of self-efficacy in the target language (Yazawa, 2017). In this sense, NNESTs are more likely to provide grammar learning benefits, as they have gone through the same English learning experience as their students, and they are more likely to share students’ native tongue (given that they are local NNESTs).

Additionally, building a favorable learning environment for students is also directly related to students’ motivation, and therefore, their learning outcomes (Gardner & Lalonde, 1985). This could explain, in particular, Yazawa’s (2017) teacher preference findings for this system, seeing as more than half of the students (55%) expressed they felt more comfortable learning from their local NNESTs.

### 5.1.7. Learners' Perceptions of NESTs' and NNESTs' Vocabulary Teaching

#### Abilities

Table 8

*Learners' Perceptions of NESTs' and NNESTs' Vocabulary Teaching Abilities*

Author/Year	Type of Teacher	N	%
Tsou & Chen (2017)	NEST	1	20%



Fuangkarn & Rimkeeratikul (2020); Koşar (2018); Wang & Fang (2020)	NNEST	3	60%
Adara (2019)	Neutral/Not Clear	1	20%
<b>Total</b>		<b>5</b>	<b>100%</b>

Table 8 shows a majority vote on NNESTs being the better vocabulary teaching entities. Drawing on the inferences made by the researcher in studies that explored students' perceptions of NESTs' and NNESTs' teaching methodologies, in which NESTs were mostly upraised (Ismaiel, 2017; Kemaloglu-Er, 2017; Tsou & Chen, 2017; Qadeer, 2020; Wang & Fang, 2020, etc.), the preference observed in Tsou and Chen (2017) can be explained by students recognizing NESTs' wider ranges of vocabulary teaching techniques (applying images, gestures, drawings, songs, etc.), or by students giving higher regards to the weight of vocabulary a teacher can have, in which case NESTs generally have a natural advantage over NNESTs.

As for the majority vote on NNESTs being better at teaching vocabulary, Adara (2019) suggested that the use of students' first language was a teacher preference determiner in this case. Tsou and Chen's (2017) participants and Koşar (2018) agreed that local NNESTs' and students' native language plays a helpful role not only when teaching vocabulary, but also writing, grammar and culture, too; however, both Adara's (2019) and Tsou and Chen's (2017) results contradict this NNEST advantage, leaving Koşar (2018) as the only researcher whose findings were consistent with this NNEST vocabulary teaching forte.



### 5.1.8. Learners' Perceptions of NESTs' and NNESTs' Pronunciation Teaching

#### Abilities

Table 9

*Learners' Perceptions of NESTs' and NNESTs' Pronunciation Teaching Abilities*

Author/Year	Type of Teacher	N	%
Adara (2019); Karshenas & Biria (2016); Elyas & Alghofaili (2017); Fuangkarn & Rimkeeratikul (2020); Karakaş, et al. (2016); Koşar (2018); Li & Zhang (2016); Rahman & Yuzar (2020); Tsou & Chen (2017); Wang & Fang (2020)	NEST	10	100%
	NNEST	0	0%
	Neutral/Not Clear	0	0%
<b>Total</b>		<b>10</b>	<b>100%</b>

Table 9 shows an also predictable preference towards NESTs for teaching pronunciation, which is also observed in studies like Moussu and Llurda (2008), Levi et al. (2016), and Lasagabaster and Sierra (2002) (as cited in Li & Zhang, 2016, p. 90). It is worthy to state that studies that only inquired students' attitudes toward the general knowledge they felt their teacher had on the language or toward teachers' common natural abilities at accomplishing the specific skill or system themselves were not included for analysis. For instance, Zhang and Zhang's (2020) participants highlighted NESTs' speaking skills or proficiency, yet this study was not included because, again, this does not reflect whether students think NESTs can teach this skill or not.



Li and Zhang (2016) revealed interesting findings in the instrument questionnaire that was used to compile students' perceptions on NEST' and NNESTs' abilities to teach pronunciation. The students' perceptions on both types of teachers showed to be quite comparable in the questionnaire items, yet when students arrived at the last question in the questionnaire, which bluntly asked which type of teacher they preferred for learning pronunciation from, the students chose NESTs.

### 5.1.9. Learners' Proficiency Level

Table 10

#### *Learners' Proficiency Level*

<b>Author/Year</b>	<b>Proficiency Level</b>	<b>N</b>	<b>%</b>
Yazawa (2017); Karakaş, et al. (2016)	Beginner	2	15,38%
Elyas & Alghofaili (2017); Li & Zhang (2016)	Intermediate	2	15,38%
Karshenas & Biria (2016); Qadeer (2019)	Advanced	2	15,38%
Koşar (2018)	Intermediate & Advanced	1	7,69%
Adara (2019); Fuangkarn & Rimkeeratikul (2020); Rahman & Yuzar (2020); Tsou & Chen (2017); Wang & Fang (2020); Zhang & Zhang (2020)	Do Not Mention	6	46,15%
<b>Total</b>		<b>13</b>	<b>100%</b>

Table 10 arose during the analysis when the researcher realized somewhat continuous connections between students' proficiency levels and their NEST/NNEST preference. The table shows that the majority of studies do not clarify participant students'



proficiency levels, not allowing for a thorough analysis of the NEST/NNEST preferences, which have shown to have a relation with language proficiency (Alseweed, 2012; Karakaş et al., 2016; Tsou & Chen, 2017). These studies agreed that the lower one goes down on the students' language proficiency scale, the higher the inclination is towards NNESTs, which could have very well explained the NEST or NNEST preferences observed in the results.

Moreover, building a favorable learning environment for students is also directly related to students' motivation, and therefore, their learning outcomes (Gardner & Lalonde, 1985) and NEST/NNEST preferences. Consequently, aspects such as self-efficacy (Yazawa, 2017) and anxiety (Pae, 2016; Koşar, 2017; Tsou & Chen, 2017) become very much relevant as one moves more towards the beginning of the language proficiency spectrum.

Nevertheless, there was a small number of studies that allowed for a somewhat enhanced analysis since they actually pointed out students' proficiency level and reported on a larger range of teacher effectiveness benefits in the four skills and the three systems. A study that was in line with the proficiency level and NEST/NNEST relation includes Fuangkarn and Rimkeeratikul (2020), who worked with beginner leveled students, found NNEST preferences stated for reading, grammar, and vocabulary, which, unlike speaking and pronunciation (in which learners either favored NEST or remained neutral), may require further support from the students' first language. Karshenas and Biria (2016) also coincided with the relation, seeing as their advanced leveled students preferred NESTs, yet, as said before, there were various factors that could have influenced the researchers' results.



Additionally, on the anxiety considerations, Koşar (2018) was in line with the language proficiency and anxiety relation as he pointed out that his more proficient participants did not feel anxious with NESTs. Yazawa (2017) also brought up that participants in her study who portrayed lower self-efficacy levels felt a heightened sense of anxiety in NESTs' classes. Finally, Tsou and Chen (2017) mentioned their participants felt no anxiety towards NESTs, yet they did not mention participants' proficiency level, so the relation cannot be deduced.

#### 5.1.10. NESTs' and NNESTs' Educational Background

Table 11

##### *NESTs' and NNESTs' Educational Background*

<b>Author/Year</b>	<b>Teachers' Educational Background</b>	<b>N</b>	<b>%</b>
Karakaş, et al. (2016); Zhang & Zhang (2020);	All (or almost all) NESTs had no English teaching degree (or similar), while NNESTs did	2	16,67%
Adara (2019); Wang & Fang (2020)	Both NESTs and NNESTs had an English teaching degree (or similar)	2	16,67%
Karshenas & Biria (2016); Elyas & Alghofaili (2017); Fuangkarn & Rimkeeratikul (2020); Koşar (2018); Qadeer (2019) ; Rahman & Yuzar (2020); Tsou & Chen (2017); Yazawa (2017);	Teachers' Educational Background was not mentioned	8	66,67%
<b>Total</b>		<b>12</b>	<b>100%</b>

### 5.1.11. NESTs' and NNESTs' English Teaching Background

Table 12

#### NESTs' and NNESTs' English Teaching Background

<b>Author/Year</b>	<b>Teachers' Experience</b>	<b>N</b>	<b>%</b>
	NESTs had noticeably less English teaching experience than NNESTs	0	0%
Adara (2019); Karakaş, et al. (2016); Wang & Fang (2020)	NESTs and NNESTs had equal (or almost equal) English teaching experience	3	27,27%
Karshenas & Biria (2016); Elyas & Alghofaili (2017); Fuangkarn & Rimkeeratikul (2020); Koşar (2018); Qadeer (2019); Rahman & Yuzar (2020); Tsou & Chen (2017); Yazawa (2017); Zhang & Zhang (2020)	Teachers' English Teaching Experience was not mentioned	8	72,72%
<b>Total</b>		<b>11</b>	<b>100%</b>

These tables arose during the analysis as well when the researcher realized some studies mentioned NESTs' and NNESTs' educational or experience backgrounds, and others did not. As can be seen from Table 11 and Table 12, the great majority of studies did not report on teachers' educational or experience background, which could have indicated relations that have yet to be analyzed in terms of students' NEST/NNEST preferences.



However, making inferences from the small amount of studies that reported on both variables, there are, as a point of fact, tentative relations between teachers' background and students' preferences. For example, in Zhang and Zhang (2020), NESTs did not have a teaching degree, and understandably, the study saw more NNEST preferences, whereas in Adara (2019) and Wang and Fang (2020), where NESTs and NNESTs were more balanced on the qualifications scale, there were more neutral outcomes.

Even so, the assumption that both NESTs and NNESTs had equal qualifications in terms of experience and training in Adara (2019) is a dangerous one drawn from the researcher's statement: "[b]oth NEST and NNEST that taught them were qualified English teachers" (Adara, 2019, p. 74); the author did not specify on what grounds a teacher is considered qualified or not. Additionally, as already pointed out, Adara (2019) and Zhang and Zhang (2020) revealed very little student perceptions on teachers' effectiveness at teaching them the different skills and systems. Finally, in a contrasting tone, Karakaş, et al. (2016), who only explored students' perceptions on NESTs' and NNESTs' grammar and pronunciation teaching abilities, did not see their NESTs and NNESTs equally even though both types of teachers had almost equal teaching experiences. However, as said, grammar and pronunciation had unanimous votes that supported NNESTs in the former system and NESTs in the latter on behalf of all studies, so this study coincided with the majority party.

## ***5.2. NESTs' and NNESTs' Teaching Impact on Learners' Skills/Systems***

### **5.2.1. NESTs' and NNESTs' Impact on Learners' Skills or Systems**

Table 13



*NESTs' and NNESTs' Impact on Learners' Skills or Systems*

<b>Study/Skill or System</b>	<b>Read.</b>	<b>Writ.</b>	<b>Listen.</b>	<b>Speak.</b>	<b>Gram.</b>	<b>Vocab.</b>	<b>Pronun.</b>
Adugüzel and Özüdoğru (2017)							
Al-Nawrasy (2013)							
Al-Noursi (2018)							
Al-Shewaiter (2019)							
Karshenas & Biria (2016)							
Elyas & Alghofaili (2019)							
Koşar (2019)							
Li & Zhang (2020)							
Wu (2020)							
<b>Total: 9</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>3</b>

As Table 13 shows, the majority of impact-related studies have centered on NESTs' and NNESTs' impact on students' speaking skills, followed by their impact on students' listening abilities. Meanwhile, the least researched skill in terms of NEST vs. NNEST impact is the reading skill. The systems, except for that of the pronunciation system, that were also the focal point for students' perceptions of NESTs' and NNESTs' teaching abilities in the first section were not found to be exclusively researched, unlike some skills



and the pronunciation system. Nevertheless, even though NESTs' and NNESTs' instructional impact on students' grammar and vocabulary levels were not foci in the studies, they were discovered to be embedded in a few impact studies.

It is also important to clarify that although the total number of studies collected for this teacher impact analysis section is 10 overall, the researcher will analyze each skill and system individually, meaning the total number of studies located at the end of each table will constantly change, for, as like Table 13 shows, there was a diverse number of studies that focused on each different skill or system.

### 5.2.2. NESTs' and NNESTs' Reading Teaching Impact

Table 14

*NESTs' and NNESTs' Reading Teaching Impact*

Author/Year	Type of Teacher	N	%
	NEST	0	0%
	NNEST	0	0%
Al-Shewaiter (2019); Elyas & Alghofaili (2019)	Neutral/Not Clear	2	100%
<b>Total</b>		<b>2</b>	<b>100%</b>

Table 14 shows that in both studies (the only ones that looked into NESTs' and NNESTs' impact on students' reading skills) there was a non-significant impact on behalf of both types of teachers. However, both studies showed certain limitations.



Al-Shewaiter (2019), for example, measured NESTs' and NNESTs' instructional impact on students' reading skills by a set of only four reading comprehension questions that were part of an overall English achievement test. Plus, they did not specify how many NESTs or NNESTs were part of their research, possibly limiting the generalizability of results.

Elyas and Alghofaili (2019), on the other hand, worked with participants who conformed a comparatively smaller sample than the other studies that focused on NEST and NNEST instructional impact (approximately 35 students were involved in Elyas and Alghofaili, 2019). Finally, these researchers revealed the impact on only one NEST in comparison to only one NNEST, restricting generalizability as well.

### 5.2.3. NESTs' and NNESTs' Writing Teaching Impact

Table 15

*NESTs' and NNESTs' Writing Teaching Impact*

Author/Year	Type of Teacher	N	%
	NEST	0	0%
Al-Shewaiter (2019)	NNEST	1	33,33%
Al Noursi (2018); Elyas & Alghofaili (2019)	Neutral/Not Clear	2	66,67%
<b>Total</b>		<b>3</b>	<b>100%</b>

As shown in Table 15, Al Noursi (2018) revealed no remarkable impact differences between NESTs and NNESTs on students' writing achievement; however, when



individualizing grading factors that evaluators took into consideration when revising students' writing compositions, a factor was found to uplift one teacher over the other, yet this is more suitable to discuss in the impact NESTs and NNESTs had on students' system development (see section 5.2.8).

Communicative effectiveness, mechanics of writing, and accuracy, however, which had to do with the organization and coherence of the writing piece, the use of correct punctuation, capitalization, spelling, and grammatical features, showed no differences based on the teachers' nativeness. Although, it is worth mentioning that in the study, the statistical data and the analysis of that data completed by the researcher himself showed one thing, and yet, the researcher's conclusions expressed another. Overall, however, the researcher claimed that both types of teachers' groups received quite low grades on their essays, which he stated was common in the research location.

Meanwhile, Al-Shewaiter (2019) and Elyas and Alghofaili (2019), with all their limitations mentioned in section 5.2.2., encountered different results from one another: Elyas and Alghofaili (2017) coincided with the neutral impact found in Al Noursi (2018), while Al-Shewaiter (2019) noticed a more favorable NNEST impact on students' writing skills.

#### **5.2.4. NESTs' and NNESTs' Listening Teaching Impact**

Table 16

*NESTs' and NNESTs' Listening Teaching Impact*



<b>Author/Year</b>	<b>Type of Teacher</b>	<b>N</b>	<b>%</b>
Al-Shewaiter (2019); Karshenas & Biria (2016); Wu (2020)	NEST	3	75%
Elyas & Alghofaili (2019)	NNEST	1	25%
	Neutral/Not Clear	0	0%
<b>Total</b>		<b>4</b>	<b>100%</b>

Table 16 shows that there is a more prominent positive effect on students' listening skills on behalf of NESTs. Both Karshenas and Biria (2016) and Wu (2020) reached the conclusion that NESTs had a more positive impact on students' listening comprehension than that of their NNEST counterparts. However, these studies were carried out based on different theoretical principles. Karshenas and Biria (2016) based their study on one of Phillipson's foci: the connection between the culture of a language and its impact in teaching that language (1992, as cited in Karshenas & Biria, 2016, pp. 286, 299). Wu (2020), on the other end, drew on the principles of extensive listening input.

In their search for answers to whether NESTs' naturally heightened cultural understanding of the target language had a positive or neutral effect on students' aural performance, Karshenas and Biria (2016) fulfilled their research with 60 EFL learners studying English at two language institutes in Iran. Their studies' conclusions brought along positive implications that fortify NESTs' strengths related to knowing more about the target language's cultures than NNESTs. It is important to remain mindful about the fact that this study's objectives were aimed at researching the effect of NESTs' cultural



knowledge on students' listening comprehension which was analyzed through students' understanding of culture-packed audios and/or culture-packed audio-visuals, particularly.

Meanwhile, Wu (2020) came through with a longitudinal study with over 1000 fifth grade student participants, allowing for more generalizable outcomes. Although Wu (2020) did not experiment with a comparative approach directly (NEST VS NNEST), she used two pre-tests: the first was applied a semester before the NESTs' incoming, when NNESTs were the only type of teachers students had been exposed to, and the second was applied a few weeks before the NESTs began teaching the students. This measure permitted Wu (2020) not only to make sure students' listening comprehension hadn't altered before applying the "NEST treatment", as Wu (2020) calls it (p. 8), but to also recognize the impact NNESTs had had on students during the semester and during the school years before since NNESTs were the only type of English teachers students had been exposed to.

Concluding students hadn't had any statistically significant improvement in their listening comprehension skills with NNESTs, the NEST 1-year treatment could begin. Wu (2020) found that between students' second pre-test and the post-test applied after a year of having been taught by NESTs, there had been significant improvement. For example, from the 530 students categorized as low-proficiency listeners in the second pre-test, 209 became middle-proficiency listeners, and 65 became high-proficiency listeners. Similar distributions could be observed for initial middle-proficiency and high-proficiency listeners.

Likewise, Al-Shewaiter (2019) individually inspected the listening section in the achievement test designed by the researcher himself, revealing that students taught by NESTs had significantly superior outcomes than the students taught by NNESTs. However,



there were only four multiple-choice questions to measure this skill, which could be, again, questionable.

Oppositely, Elyas and Alghofaili (2019) found that the NNEST in their study had a positive impact on students' listening skill development. However, again, Elyas and Alghofaili's (2019) sample size was comparatively smaller to the other studies that highlighted NESTs' and NNESTs' effects on students' listening skill, which worked with 60 or more participant students, and another possible limitation that has already been mentioned could be that they focused on the effects of only one NEST compared to only one NNEST.

All in all, it can be said that on extensive listening and cultural knowledge bases, NESTs hold a positive effect on students' listening skills. Seemingly, it can also be said that based on the 4 chosen studies in general, regardless of the principles they were fundamented on, NESTs tend to have a more heightened impact on students' listening skills.

### 5.2.5. NESTs' and NNESTs' Speaking Teaching Impact

Table 17

*NESTs' and NNESTs' Speaking Teaching Impact*

<b>Author/Year</b>	<b>Type of Teacher</b>	<b>N</b>	<b>%</b>
Al-Shewaiter (2019); Karshenas & Biria (2016)	NEST	2	33,33%
Aduğüzel and Özüdoğru (2017)	NNEST	1	16,67%



Al-Nawrasy's (2013); Elyas and Alghofaili (2019); Koşar (2019)	Neutral/Not Clear	3	50%
<b>Total</b>		<b>6</b>	<b>100%</b>

In Table 17, an interesting discordance with the common perception that NESTs are better at teaching speaking skills can be observed, seeing as between the NNEST higher impact and the neutral impact, the amount of studies that do not regard NESTs as the overall better speaking skills teachers surpass the amount of studies that do.

In Al-Shewaiter (2019) it could be observed that Arabian students who were taught by NESTs had a significant increase in their speaking proficiency post-tests in comparison to the students taught by NNESTs' post-tests, and even though Al-Shewaiter (2019) developed a specific speaking test apart from the overall achievement test mentioned in section 5.2.2., he did not specify the speaking test criteria, nor did he develop on the speaking evaluative process, which could have possibly affected the results. Additionally, there were other limitations observed in both Al-Shewaiter (2019) and Elyas and Alghofaili (2019) that were already mentioned (see sections 5.2.2., 5.2.3., 5.2.4.).

Karshenas and Biria (2016) also found a more favorable NEST effect in students' speaking skills, but the effect was far more specific, as the instruments used for assessing students' oral production were all custom designed to encompass cultural topics since, as mentioned previously, the focus was NESTs' cultural understanding effect on students' aural performance. Nevertheless, the oral production test that took place in Karshenas and Biria (2016) was fundamented on different criteria like vocabulary, accent, grammar, comprehension, and fluency, all of which seemed to uplift the effect of the NESTs.





Comparingly, Aduğüzel and Özüdoğru (2017), revealed a bigger NNEST impact on students' speaking skills, and even revealed that NESTs had a negative impact on students' speaking development although it was not considered statistically significant. Furthermore, even though post-test scores showed a positive significant difference in comparison to the pre-test scores of the NNEST's students, the post-tests scores of NESTs' students and NNESTs' contrastingly did not significantly differ from one another.

However, a limitation that could be spoken of is that the authors mentioned that the speaking test assessment criteria included vocabulary and comprehension, yet they did not individually compare these criteria between NEST's student group and the NNEST's student group, so the impact cannot be spoken of in these particularized terms. Plus, the researchers compared the impact of only one NEST against one NNEST, and the NNEST was one of the researchers, which could have resulted in possible conflicts of interest for the study.

On the other hand, Al-Nawrasy's (2013) overall significant differences between NESTs' and NNESTs' impact on students' speaking abilities were null, but the distinct positive relationships between specific sub-skills that were assessed during the speaking test and the NESTs' or NNESTs' impact were, in fact, apparent. In this sense, positive relationships between accuracy and NNESTs were found, while positive relationships between pronunciation and NESTs were found.

Likewise, there was no improved speaking performance observed in the NESTs' group overall in Koşar (2019), which was a more reliable finding because, unlike Al-Nawrasy (2013) and Aduğüzel and Özüdoğru (2017), Koşar (2019) utilized 3 instruments



instead of 1 to compare students' speaking rates across experimental and control groups: a final speaking test, a speaking quiz taken in the middle of the research (during the 4th week), and 3 speaking portfolios; all of which allowed for more reliable results.

Nevertheless, there were statistically significant differences in favor of NESTs found in students' third speaking portfolio in Koşar (2019). A limitation of this finding is that Koşar (2019) did not clarify on what criteria basis the portfolios were graded on.

### 5.2.6. NESTs' and NNESTs' Grammar Teaching Impact

Table 18

*NESTs' and NNESTs' Grammar Teaching Impact*

<b>Author/Year</b>	<b>Type of Teacher</b>	<b>N</b>	<b>%</b>
Karshenas & Biria (2016)	NEST	1	25%
Al-Nawrasy (2013); Al Noursi (2018); Al-Shewaiter (2019)	NNEST	3	75%
	Neutral/Not Clear	0	0%
<b>Total</b>		<b>4</b>	<b>100%</b>

In table 18, there is an increased NNEST impact on students' grammar usage, which coincides with the perceptions observed in section 5.1.5. Al-Shewaiter (2019) included structure (also known as grammar) as part of the achievement test instrument, in which there was a significant improvement observed in NNESTs' students. Likewise, Al-Nawrasy (2013) included accuracy as a criterion in the evaluation process of students' speaking tests. In this study, accuracy was considered as the variety of grammar and vocabulary that



learners used and how correctly they used it. All in all, there was an accuracy and NNEST relationship found. Al Noursi (2018) also evaluated students' accuracy in their writing compositions, where "The marker judged both the student usage of grammar and how correctly he used it" (p.155). In this study, there was a NNEST and grammar correlation, too.

### 5.2.7. NESTs' and NNESTs' Vocabulary Teaching Impact

Table 19

*NESTs' and NNESTs' Vocabulary Teaching Impact*

<b>Author/Year</b>	<b>Type of Teacher</b>	<b>N</b>	<b>%</b>
Al Noursi (2018); Karshenas & Biria (2016)	NEST	2	66,67%
Al-Nawrasy (2013)	NNEST	1	33,33%
	Neutral/Not Clear	0	0%
<b>Total</b>		<b>3</b>	<b>100%</b>

Table 19 portrays, by little, a more heightened NEST impact on students' vocabulary range. In all four studies, however, it is important to point out that vocabulary was simply an aspect to consider within a larger study. The research completed by Al Noursi (2018), for example, focused primarily on the teaching impact on students' writing skills, whereas Karshenas and Biria (2016) held a primary focus on the impact on students' speaking (and listening) skills, and Al-Nawrasy (2013) on the impact on students' speaking skills.



Al Noursi (2018) and Karshenas and Biria (2016) both found that NESTs had a more positive teaching impact on the vocabulary range that evaluators witnessed in students' productive skills (writing and speaking). Meanwhile, even though Al-Nawrasy (2013) also researched the teaching impact on a productive skill (speaking), the results were opposite, seeing as NNESTs held the upper hand in vocabulary, in this case. Nevertheless, unlike Al Noursi (2018), Karshenas and Biria (2016), and Li and Zhang (2016), Al-Nawrasy (2013) reported on vocabulary as a second sub-criterion since accuracy, the overall criterion, merged the correct use of both grammar and vocabulary into this criterion, possibly explaining the difference in results.

#### 5.2.8. NESTs' and NNESTs' Pronunciation Teaching Impact

Table 20

*NESTs' and NNESTs' Pronunciation Teaching Impact*

<b>Author/Year</b>	<b>Type of Teacher</b>	<b>N</b>	<b>%</b>
Al-Nawrasy (2013); Karshenas & Biria (2016)	NEST	2	66,67%
Li & Zhang (2016)	NNEST	1	33,33%
	Neutral/Not Clear	0	0%
<b>Total</b>		<b>3</b>	<b>100%</b>

Table 20 shows that, by little, the NEST positive instructional impact on students' pronunciation abilities was stronger. However, only one of these studies wholesomely studied NESTs and NNESTs' impact on students' pronunciation (Li & Zhang, 2016), and the other two studies (Karshenas & Biria, 2016; Al-Nawrasy, 2013) focused on students'



speaking skill enhancement by being taught from both types of teachers, in which pronunciation impacts were specified.

Karshenas & Biria (2016) included two criteria that had to do with pronunciation for evaluating students' speaking skills: comprehension and accent. Meanwhile, Al-Nawrasy (2013) explicitly included a pronunciation criterion for evaluating students' speaking competency. In both cases, the researchers discovered positive relationships between pronunciation (or comprehension and accent) and NESTs. Fluency was also a criterion mentioned in Karshenas and Biria (2016) that highlighted NESTs' improved impact.

As for Li and Zhang (2016), the study that specifically focused on the NEST vs. NNEST impact on students' English pronunciation, the researchers found that students' mean scores for foreign accentedness, as well as comprehensibility, improved in both NESTs' and NNESTs' classes. Nevertheless, the improvement was found to be statistically non-significant in NESTs' classes and statistically significant in NNESTs' classes. The authors explained this difference in results with the presumably dissimilar teaching styles that NESTs and NNESTs in this study might have had. A limitation found in Li & Zhang (2016), however, was the same found in Adugüzel and Özüdoğru (2017), where the researchers had included the impact of only one NEST vs. only one NNEST.

### **5.2.9. Learners' Proficiency Level**

Table 21

*Learners' Proficiency Level*



<b>Author/Year</b>	<b>Proficiency Level</b>	<b>N</b>	<b>%</b>
Adugüzel and Özüdoğru (2017)	Beginner	1	11,11%
Al-Shewaiter (2019); Elyas & Alghofaili (2019); Li & Zhang (2016)	Intermediate	3	33,33%
Koşar (2019)	Upper-Intermediate	1	11,11%
Karshenas & Biria (2016)	Advanced	1	11,11%
Al Noursi (2018); Al-Nawrasy (2013); Wu (2020)	Do Not Mention	3	33,33%
<b>Total</b>		<b>9</b>	<b>100%</b>

As in the first focus of this research synthesis, learners' proficiency level analysis arose during the development of the synthesis. Some concordances were found in this impact-focused section. For example, Adugüzel and Özüdoğru (2017), who worked with beginner level students, found a higher NNEST impact on students' speaking evolution. However, Wu (2020), who although did not explicitly portray participants as beginners, worked with elementary school students, found a higher NEST impact on students' listening evolution. This can be explained by the theoretical bases and the NESTs the researcher worked with. Since the children were exclusively exposed to English with NESTs, seeing as the NESTs could only speak in English, and, additionally, "[e]xtensive listening has found to be effective in enhancing students' listening comprehension" (Gilakjani & Ahmadi, 2011 and Yonezawa & Ware, 2008, as cited in Wu, 2020), results were most likely propense to praise NESTs.

Similar concordances can be said for the studies that worked with intermediate level participants, for these studies jointly revealed a more neutral impact overall, which is in line



with what is commonly known regarding higher proficiency students' progress not being as notable, especially at intermediate levels (Harmer, 2007).

### 5.2.10. NESTs' and NNESTs' Educational Background

Table 22

#### *NESTs' and NNESTs' Educational Background*

<b>Author/Year</b>	<b>Teachers' Educational Background</b>	<b>N</b>	<b>%</b>
Adugüzel and Özüdođru (2017); Li & Zhang (2016)	All (or almost all) NESTs had no English teaching degree (or similar), while NNESTs did	2	22,22%
Al-Nawrasy (2013); Al Noursi (2018); Koşar (2019)	Both NESTs and NNESTs had an English teaching degree (or similar)	3	33,33%
Al-Shewaiter (2019); Karshenas & Biria (2016); Elyas & Alghofaili (2019); Wu (2020)	Teachers' Educational Background was not mentioned	4	44,44%
<b>Total</b>		<b>9</b>	<b>100%</b>

Apart from the teacher impact that focused on the diverse English skills and systems, the analysis of NESTs' and NNESTs' educational backgrounds and teaching experience years arose while this research synthesis was being developed. Although not relevant to the research objectives, the differentiation that can be found among teachers



based on these factors seem to point to a relevant aspect to consider within the NEST vs. NNEST research.

As can be seen from Table 22, a great amount of studies do not reveal any statements regarding NESTs' and NNESTs' educational backgrounds, which should be considered in any comparative pedagogical research. Furthermore, three studies highlight NNESTs' higher tendency to hold bachelor degrees in English teaching compared to the two studies that mentioned that NESTs' had an English teaching degree or similar.

As a side note, also, it is necessary to clarify that Al-Nawrasy (2013) mentioned that all NESTs had a teaching degree "but not necessarily in English language" (p. 246), while all NNESTs had bachelor degrees in English teaching. However, NESTs' lack of English teaching degree was very mildly compensated by TEFL certificates, which were also held by NNESTs. English teaching certificates were considered as "similar" to English teaching degrees for simplicity reasons even though the researcher is well aware that a few weeks worth of English teaching training at a workshop or camp does not equal four or more years worth of English teaching preparation at a university.

Likewise, Koşar (2019) implied that NESTs did, in fact, hold bachelor degrees in education, but not specifically in English teaching. Other studies, like Li and Zhang (2016), on the other hand, implied that NESTs did not have teaching degrees by stating NNESTs' specific degrees and mentioning other aspects of NESTs instead of directly addressing whether they had a degree in English teaching or not.



**5.2.11. NESTs' and NNESTs' English Teaching Background**

Table 23

*NESTs' and NNESTs' English Teaching Background*

<b>Author/Year</b>	<b>Teachers' Experience</b>	<b>N</b>	<b>%</b>
Li & Zhang (2016)	NESTs had noticeably less English teaching experience than NNESTs	1	11,11%
Adugüzel and Özüdoğru (2017); Al-Nawrasy (2013); Al Noursi (2018)	NESTs and NNESTs had equal (or almost equal) English teaching experience	3	33,33%
Al-Shewaiter (2019); Karshenas & Biria (2016); Elyas & Alghofaili (2019); Koşar (2019); Wu (2020)	Teachers' English Teaching Experience was not mentioned	5	55,55%
<b>Total</b>		<b>9</b>	<b>100%</b>

English teaching experience, just as English teaching qualifications, may also render different results in the NEST vs. NNEST debate. Like Table 22, Table 23 also shows there is an overwhelming number of studies that do not inform readers about NESTs' and NNESTs' English teaching experience, which, as English teaching degrees, are important to consider in the NEST vs. NNEST debate, and could have allowed for a further analysis of results. On a lighter note, however, from the number of studies that did report on teachers' teaching experience, the majority stated that NESTs and NNESTs had equal or



almost equal English teaching experience, which allows for a more specialized analysis of NEST vs. NNEST impact results.

Adugüzel and Özüdoğru (2017) pointed out that the NNEST in their study had 2 more years of experience than the NEST. Likewise, with a more prominent experience advantage, Li and Zhang (2016) seemingly insinuated that the NNEST in their study had many more years-worth of experience in comparison to the six month English teaching experience that was explicitly stated for the NEST in their study.

Overall, the studies that mentioned teachers' qualifications (education and experience) showed note-worthy consistencies in terms of the relation between NESTs' and NNESTs' qualifications and the respective impacts the teachers had on students' skills or system progress. For example, Al-Nawrasy (2013), Al Noursi (2018), and Koşar (2019), whose NESTs and NNESTs had almost equal teaching experience and/or educational backgrounds, revealed overall statistically similar teacher impacts on learners' skills competency. However, it is important to remember that although not significant enough to be considered statistically relevant, the studies did reveal certain aspects in favor of NESTs' impact or NNESTs' impact, respectively (see sections 5.2.3. and 5.2.5.).

Meanwhile, Adugüzel and Özüdoğru (2017) and Li and Zhang (2016), whose NNESTs held either English teaching experience or English teaching degree advantages over NESTs, showed that there was a more impactful effect on behalf of the participant NNESTs.



## CHAPTER VI

### 6. Conclusions and Recommendations

#### 6.1. Conclusions

Due to the relatively scarce research found in terms of NESTs' and NNESTs' skill and system teaching abilities, the researcher strongly suggests readers to take in the drawn conclusions with caution. In both cases, learners' perceptions and teachers' impacts, speaking was the most prominent skill focus. This coincides with what Wu (2020) stated about the prevalent research attempting to upgrade NNESTs' teaching competency. Seeing as NESTs have been understood as the teachers who teach speaking and listening skills the best (Tang, 1997; Al-Nawrasy, 2013; Daif-Allah, 2012; Zhang & Zhang, 2020; etc.) or have even been seen as the overall teacher preference (Pacek, 2005), it is understandable for researchers to question and even challenge the skill that has uplifted NESTs the most.

In terms of perceptions, there was no clearly marked teacher preference on behalf of learners for reading, writing, or listening (see Appendix A). As for NEST vs. NNEST impact, the same neutral outcomes were found for reading and writing; however, NESTs had an overall higher impact on students' listening skill development (see Appendix B). The most researched skill, speaking, saw somewhat different results in learners' perceptions compared to practical outcomes. In the perceptions focus, learners felt NESTs were better at teaching speaking (see Appendix A), yet in practical outcomes, there appeared to be an overall neutral impact on behalf of NESTs and NNESTs (see Appendix B).



Moving onto English systems, learners unanimously perceived that NNESTs had a higher impact on their grammar success and that NESTs had a higher impact on their pronunciation success (see Appendix A). The actual teaching impact results saw the same results even though this time, they were not unanimous: NNESTs had, in fact, a higher success rate at teaching grammar, and NESTs had a higher success rate at teaching pronunciation, yet in both skills, there was one study that did not coincide with this teacher result. Vocabulary, on the other hand, appeared to have different practical outcomes compared to learners' perceptions. Learners tended to lean towards NNESTs in their perceptions, but NESTs seemed to have the upper hand in their vocabulary teaching impact (see Annex B).

Additional findings were also interestingly encountered. Fuangkarn and Rimkeeratikul (2020) reported on NESTs' and NNESTs' teaching impact, yet this study was only considered for the perception section of this synthesis because it revealed impact results on students' overall proficiency, not on students' specific skill or system development. All of the students' English proficiency levels equally increased regardless of whether they belonged to a group taught by a NEST or a group taught by a NNEST, yet according to Hake (2002, as cited in Fuangkarn & Rimkeeratikul, 2020), the gain score was catalogued within a low gained level in both cases (Fuangkarn & Rimkeeratikul, 2020), which may hint at the need for improvement and/or increase of teacher training regardless of the English teachers' nativeness.

Furthermore, in studies like Adara (2019), Koşar (2018), Tsou and Chen (2017), and Yazawa (2017), NNEST teaching strengths were many times supported by students



who felt that sharing the same first language with their English teachers, who tended to be the NNESTs, was a great benefit. Nevertheless, in two of those studies (Koşar, 2018; Tsou and Chen, 2017), plus Fuangkarn and Rimkeeratikul (2020), lacking mother tongue commonality was seen as a great benefit, seeing as it would ensure students' English use and practice in the classroom.

On the other hand, Qadeer (2019), one of the studies used in the analysis of students' perceptions, reported various disparities in terms of teachers' skill knowledge vs. teachers' effectiveness at teaching a determined skill. In other words, the researcher found that students considered one teacher or both teachers more knowledgeable in a determined skill, but considered the opposite teacher or only one of the teachers more effective at teaching it. Additionally, when reporting learners' perceptions on NESTs' and NNESTs' teaching abilities for the listening skill, NESTs were seen as the more effective teachers, which would imply that NESTs' teaching methodologies were more effective. However, although not part of the interests of this research synthesis, Qadeer (2019) also researched students' attitudes towards NESTs' and NNESTs' teaching methodologies, in which NNESTs were the benefitted. Thus, it would seem that nativeness played a determining role in students' preferences.

In another realm, analysis of students' proficiency level, NESTs' and NNESTs' educational background, and NESTs' and NNESTs' professional background emerged during the data analysis. In this sense, it is noteworthy that the grand majority of the studies did not mention NESTs' and NNESTs' educational or professional backgrounds. Many studies have "call[ed] for eliminating discriminatory practices in the field by focusing on



teachers' professional qualifications rather than their 'native' status" (Alshammari, 2020, p. 2); in other words, they have emphasized how important English teacher qualifications are, yet the prevalent research continues to leave out NESTs' and NNESTs' educational and professional contexts. Nevertheless, based on the research that did actually mention these aspects, some tentative relations across the results and students' proficiency levels, as well as the results and NESTs' and NNESTs' educational and professional background could be delineated.

In regards to proficiency levels, there were some relations found between the results and the participants' proficiency levels in both research synthesis foci: perceptions and teaching impact. The more advanced students were, the more preferences and impacts leaned towards NESTs, while intermediate level students had more neutral preferences or experienced more neutral impacts. Finally, the more beginner-leveled students were, the more they leaned towards NNESTs. Additionally, students' proficiency level also influenced levels of anxiety in the English classroom (Koşar, 2018; Tsou and Chen, 2017). In both studies, intermediate and advanced level students participated, and it was revealed that these students did not feel anxious with NESTs.

NESTs' and NNESTs' educational and professional backgrounds also seemed to influence various studies' results. The more balanced participant NESTs' and NNESTs' educational degrees or professional experiences were, the more neutral the outcomes were for both perceptions and impact. On the other hand, if one teacher held strong educational or professional advantages over the other, perceptions or impact benefitted the teacher with the strongest educational/professional preparation. Nevertheless, it is important to remain



mindful that for simplicity reasons, educational experiences were deemed as “similar”, not identical. In Al-Nawrasy (2013) and Al Noursi (2018), for example, NESTs and NNESTs were identified as “similar” in terms of educational and professional upbringing, yet it was mentioned that the NNESTs held a bachelor degree in English teaching, while the NESTs held a bachelor degree in teaching, but not specifically English teaching. Some readers may be bound to consider this educational difference as determining. However, if one were to view the NNESTs as superior to the NESTs on educational grounds, the results become even more interesting: even without equal or proper educational qualifications, NESTs reached similar impact results to NNESTs, and even surpassed NNESTs in certain subskills.

In other studies, particularly the studies focusing on perceptions, there were marked NEST vs. NNEST differences even though the teachers had similar educational and/or professional backgrounds. Many times, these preference differences would encompass skills or systems (like grammar and pronunciation) that coincide with the majority of research done until now, and thus, leading researchers and readers to believe that nativeness is a determining factor for some skills.

In conclusion, is there an overall English teacher preference for teaching the English skills and/or English systems? Overall, no. Is there an English teacher who has a higher teaching impact on students’ skill and system development? It is hard to say. By comparing and contrasting perceptions and instructional impact in the empirical data available that was used in this research synthesis, it can be said that learners’ perceptions and NESTs’/NNESTs’ impact coincided on the same types of teachers for the reading and



writing skills, and the grammar, and pronunciation systems. There was a slightly clearer teacher impact for the pronunciation and grammar systems: NESTs for pronunciation and NNESTs for grammar. As for vocabulary and the four English skills, there were overall neutral outcomes found in both perceptions and impact results, yet the impact-focused results were more so split between neutral teacher effectiveness and higher NEST effectiveness. Nonetheless, it is not possible to confidently settle upon one type of English teacher due to the lack of wide, diverse samples and homogeneously qualified English teachers in the available empirical data.

## **6.2. Recommendations**

After compiling and analyzing the available empirical studies, the researcher recommends institutions, administrators, school boards, program creators, among others in the English teaching-learning field to view the NEST and the NNEST as entities who tend to differ from one another in certain aspects, and whose teaching approaches or methodologies, like every other teacher's, are based on their own cultural and personal learning and teaching experiences. Nativeness should not be a determining factor for recruitment or hiring, but rather both types of teachers' strengths and weaknesses should be diagnosed first in order for a system can be operated in which both NESTs and NNESTs can offer something different to students and to one another. It is also in the researcher's understanding that governments should pivot their primary efforts from NEST programs to teacher enrichment programs in which all English language teachers can benefit from EFL teachers or professors who have experienced English teaching in similar EFL and socioeconomic contexts.





As for further educational research on the topic, the researcher strongly advises that NESTs' and NNESTs' reading, writing, listening, and vocabulary teaching abilities be developed more. Also, educational and professional backgrounds should be more looked into and explicitly described, given that much of the research omits important information like this. It is also suggested that sample sizes (teacher and student samples) be bigger in order for heightened generalizability to take place, and for sample aspects, such as age, proficiency level, experience with NESTs, experience with NNESTs, and self-efficacy to be covered in future research in order to avoid misleading or biased results.

Likewise, when using instrument questionnaires to gain insights into perceptions, it is important for questions not to be misleading, either. Avoiding an unequal number of questions that pry into students' attitudes towards NESTs and NNESTs, questions that merge two aspects or elements into one, and questions that seem to ask about NESTs or NNESTs' natural competency rather than their actual ability to teach it can help in reducing bias. The researcher even encountered some biased studies that seemed to defend the NNEST more, seeing as their conclusions differed from their statistical analysis, which uplifted NESTs, so it is suggested to arrive at conclusions very carefully.

Moreover, explicitly and thoroughly describing data collection and overall research procedures, using more than one data collection instrument, or using slightly more developed instruments, considering a more open segment in the research where students can express and explain their preferences, reasons, and feelings, as well as making sure the statistical analyses coincide with what is being expressed in the conclusions, are all measures that should be considered.



Lastly, the researcher feels it is necessary to keep probing around the NEST vs. NNEST impact, especially in other EFL areas outside of Saudi Arabia and Asia, where the debate has most been researched. Wu (2020), for example, brought up extremely intriguing NEST impact results on students' listening skills according to Taiwan's regions, finding that there was a higher improvement in the east and the south regions, which she pointed out are the under-achieving rural areas in Taiwan. This was especially intriguing because the rural contexts are depicted as under-achieving in Ecuador, as well (Calderón, 2015), so it is only natural to wonder if the results would be the same in the geographical context where this research synthesis was developed.



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**Appendix A****Conclusions: Students' Perceptions (NEST/NNEST Preferences)**

Study/Skill-System	R	W	L	S	G	V	P
Adara (2019)					NNEST	Neutral	NEST
Biria & Karshenas (2016)			NEST	NEST			NEST
Elyas & Alghofaili (2017)	NEST	Neutral	Neutral	NEST			NEST
Fuangkarnt & Rimkeeratikul (2020)	NNEST			Neutral	NNEST	NNEST	NEST



Karakaş, et al. (2016)					NNEST		NEST
Koşar (2018)	Neutral	Neutral	Neutral	NEST	NNEST	NNEST	NEST
Li & Zhang (2016)							NEST
Qadeer (2019)	NNEST	NNEST	NEST	NEST	NNEST		
Rahman & Yuzar (2020)					NNEST		NEST
Tsou & Chen (2017)		NNEST		NEST	NNEST	NEST	NEST



Wang & Fang (2020)					NNEST	NNEST	NEST
Yazawa (2017)					NNEST		
Zhang & Zhang (2020)					NNEST		
Overall:	R Neutral	W Neutral	L Neutral	S NEST	G NNEST	V NNEST	P NEST

## Appendix B

### Conclusions: NESTs' and NNESTs' Instructional Impact

Study/Skill-System	R	W	L	S	G	V	P
Adugüze I and Özüdoğru (2017)				NNEST			
Al-Nawrasy (2013)				Neutral	NNEST	NNEST	NEST
Al-Noursi (2018)		Neutral			NNEST	NEST	
Al-Shewaite r (2019)	Neutral	NNEST	NEST	NEST	NNEST		





Biria & Karshenas (2016)			NEST	NEST	NEST	NEST	NEST
Elyas & Alghofaili (2019)	Neutral	Neutral	NNEST	Neutral			
Koşar (2019)				Neutral			
Li & Zhang (2020)							NNEST
Wu (2020)			NEST				
Overall:	R Neutral	W Neutral	L NEST	S Neutral	G NNEST	V NEST	P NEST

