How Perceptions and Attitudes Towards Native and Non-Native English Speaking Teachers influences Pedagogy

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Abstract

This study focuses on four English language teachers (ELTs) and how perceptions of their statuses as native English-speaking teachers (NESTs) or non-native English-speaking teachers (NNESTs) influence their pedagogies. Through the analysis of four interviews, this qualitative study explores how these English-speaking teachers not only perceive themselves, but also how they think their students perceive them as either native, or non-native English speaking teachers. A cross-case analysis where the findings are situated within the literature is also presented. The findings are presented as four case studies that examine self-perception as a NEST or NNEST; ELL teaching strategies and philosophy of teaching; and teacher to student relationships. The participants provided valuable insight on how their English-speaking status affects their pedagogies. This study found that there are significant pedagogical differences between NESTs and NNESTs throughout the three themes that arose from the interviews. The discussion explores the strengths and weaknesses that are connected to English-speaking status along with suggestions for future studies.

Key Words: English language learners, native English speaking teachers, non-native English speaking teachers, pedagogies.
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## Table of Contents

### CHAPTER 1: INTRODUCTION

**Introduction to the Research Study**  
7

**Purpose of the Study and Research Questions**  
8

**Background of the Researcher**  
9

### CHAPTER 2: LITERATURE REVIEW

**Literature Review**  
12

**The Debate on NESTs versus NNESTs**  
12

**The Perception of NESTs versus NNESTs from the Point of View of the Student**  
15

**Collaboration between NNESTs and NESTs**  
17

### CHAPTER 3: METHODOLOGY

**Procedure**  
20

**Instruments of Data Collection**  
20

**Participants**  
21

**Data Collection and Analysis**  
22

**Ethical Review Procedures**  
23

**Limitations**  
23

### CHAPTER 4: FINDINGS

**Introduction**  
25

**Interview 1 – Krista McDonald**  
26

**Self-Perception as a NEST**  
27

**Philosophy of Teaching and ELL Strategies**  
28

**Teacher to Student Relationships**  
29

**Interview 2 – Lisa Lee**  
29

**Self-Perception as a NNEST**  
30

**Philosophy of Teaching and ELL Strategies**  
31

**Teacher to Student Relationships**  
33

**Interview 3 – Jason Taylor**  
34

**Self Perception as a NEST**  
34

**Teaching Philosophy, ELL Strategies and Teacher to Student Relationships**  
35

**Interview # 4 – Mi-yong Kim**  
36

**Self-Perception as a NNEST**  
37

**Teaching Philosophy, ELL Strategies and Teacher to Student Relationships**  
37
CHAPTER 5: CONCLUSION AND DISCUSSION 40

PARTICIPANT OVERVIEW 40

CONNECTION TO THE LITERATURE 41

THE NEST VERSUS NNEST DEBATE 41

STUDENT PERCEPTIONS OF NESTs AND NNESTs 43

LIMITATIONS OF THE STUDY 45

FURTHER STUDY 45

REFERENCES 47

APPENDICES 49

APPENDIX A: LETTER OF CONSENT FOR INTERVIEW 49

APPENDIX B: TEACHER INTERVIEW QUESTIONS 51

APPENDIX C: PROFICIENCY LEVEL INDEX 53
CHAPTER 1: INTRODUCTION

Introduction to the Research Study

For the last few decades, native English speaking teachers (NESTs) have flocked to South Korea from English speaking countries to gain experience teaching, reap the benefits of teaching contacts, and to simply enjoy the experience of living in a foreign country. However, in recent years, the number of NESTs has declined, specifically in public schools across the country. The number of NESTs in public elementary and secondary schools this year in Korea dropped seven-percent for the second consecutive year, according to data gathered by The Korea Herald (2013). The statistical change may be too recent and insignificant to conduct a meaningful research study exploring the reasons for the drop in this specific instance. However, the literature on NESTs and non-native English speaking teachers (NNESTs) may suggest that this statistical drop is related to many underlying factors of the English education system in Korea, and other countries around the world. It may also reflect the attitudes, perceptions, and effectiveness of NESTs and perhaps explain why many public schools in Korea are downsizing in NESTs and hiring more NNESTs.

NESTs not only teach English language learners (ELLs) in their home countries, but also in English speaking countries where ELLs immigrate. In this instance, it is much more crucial for ELLs to learn English in order to fully immerse themselves in an English speaking society. Although 80% of English teachers in the world are non-native speakers, in multicultural countries where English is the dominant language, it is much more common for NESTs to teach ELLs as opposed to NNESTs. (Moussu and Llurda, 2008). Some would expect this to be the case in a country such as Canada where they would take
the economic opportunity to hire NESTs and teach ELLs coming from all over the world. The general public may expect this to be the most effective way to learn English as NESTs not only possess the skills to teach reading, writing, and pronunciation, but also, day to day speech. If this is the case, why is the public school system in Korea hiring fewer NESTs? Economic reasons aside, the literature suggests that, culture, structure of classrooms, and perception of NESTs may have an impact on student learning. Perhaps the NESTs that are being hired in Korea, although proficient in the English language are not suitable to teach multiple levels of ELLs. It is important to study the differences between NESTs and NNESTs, especially in a country like Canada where learning English is crucial for immigrants to function normally if they wish to settle in an English speaking environment.

Purpose of the Study and Research Questions

The purpose of this exploratory study is to explore how students’ appeared perceptions of NESTs and NNESTs affect teachers’ strategies, feelings, and attitudes towards teaching ELLs. Specifically, the study will focus on how the teachers perceive themselves, and how they feel students view them as either a NEST or NNEST. Some questions that will be explored in this study are: What are students’ initial thoughts and attitudes on NESTs and NNESTs? Do teachers feel that students’ attitudes are influenced by their status as a native or non-native speaker of English? Have teachers noticed a difference in behaviour from students towards NESTs versus NNESTs. Do teachers adjust their teaching strategies to cater to not only the level of ELLs but also to their perceptions of the teacher? Finally, what are some of the ideologies and perceptions of NESTs and NNESTs of themselves and each other? These questions may highlight some
of the advantages and issues with NESTs and NNESTs in a world where English is a global language.

Background of the Researcher

My interests for this area of study arose from my experiences teaching English in the Republic of Korea (South Korea). From September 2012 to September 2013, I taught English speaking skills at a middle school located in Incheon, South Korea. Although I had an amazing teaching experience, I could not help questioning if I was the right candidate for the job. Although I am considered a proficient English speaker, I did not major in English, and I only had taken a short course on English teaching for ELLs. In short, I felt unprepared to teach English, especially to students who were at a beginner level.

During my time in South Korean classrooms, I quickly realized a significant difference between my English classes (co-teaching with a South Korean speaking teacher) as opposed to other English classes where students had class solely with their respective NNEST. My classes tended to involve more participation through language play and interactive videos and games, while NNESTs’ classes taught grammar through lectures, and reading, writing, and listening drills. I also noticed a significant difference in the behaviour of my students between the two different environments. For example, in my classrooms, students often appeared to be more enthusiastic, talkative, and yet less aware of my lessons. Students in NNESTs’ classes on the other hand seemed calmer, attentive, and more aware of the lesson being taught. After observing the environment of the school and the behaviour of the students, I speculate that many students, especially ones who had a low level of English, did not value my aid. Perhaps these students felt
intimidated by an only English speaking classroom environment. Contrary to that, students who appeared to be interested in learning English whether it was for academic or leisure purposes, seemed to respect my English teaching abilities and valued my criticism. These students also came to me with questions rather than approaching their NNESTs.

Another major issue I noticed with my own classes was the significant disengagement from the students. Especially for students who had a very low level of English skills, appeared mostly, if not completely, disinterested in my classes regardless of how simplified my lessons seemed to be. On the other hand, students who had a basic or even some level of English understanding, appeared to be more interested in what I was teaching. This experience immediately made me question the structure and demographic of NESTs English speaking classrooms. My Native speaking English skills appeared only to be beneficial to students who could somewhat understand my English classes, while students who possessed little to no English skills seemed to mentally remove themselves from the classroom.

As an English teacher in South Korea, I also came into contact with a diverse population of NESTs who were submersed in similar and dissimilar teaching environments compared to mine. The biggest difference I noticed were the classroom environments between public schools and private schools. Public school NESTs often experienced similar classroom set-ups, schedules, learning levels, and benefits. For example, the majority of public school teachers taught 22 hours in the classroom per week in classes of 35-40 students with a wide range of English skills, ranging from beginner to advanced. On the other hand, private school teachers often had classes of 7-14 students with average to advance level of English skills. This observation peaked my
interest about the difference between public and private school so I decided to talk to NNESTs about the perceptions of the schools from the students’ perspective. The common response was that students feel that public schools should not be taken as seriously as private schools. This response instantly made me curious about the effectiveness of NNESTs and the effects of classroom environment and the structure of the education system.

Finally, my interest peaked when the Incheon Metropolitan Office of Education gave my employers an ultimatum regarding the employment of a NEST. They would not have a NEST at their school unless I agreed to renew my contract. I later learned that many public schools were given the same ultimatum. They would not intake any more NESTs unless the previously employed NEST renewed their contracts.

After collecting this information mostly fuelled by my curiosity, I decided that I wanted to research the differences between NNESTs and NESTs and how their status as an English speaker affects the way they teach English.
CHAPTER 2: LITERATURE REVIEW

Literature Review

The literature explores many different issues that involve NESTs and NNESTs. Broad topics such as the debate of NESTs versus NNESTs, communicative approaches between them, perceptions, and native and non-native cooperative environments are widely discussed and debated among scholarly work. The vast majority of the literature is the former, the NEST versus NNEST debate; who is a better educator, native or non-natives speakers?

The Debate on NESTs versus NNESTs

Ever since Chomsky (1986) described a native speaker as the idealized speaker-hearer, the position of native speaker has been formulated as the only reliable source of linguistic data. Many works support this paradigm by suggesting that the goal for most ELLs is to produce native-like speech and therefore, ELLs should be taught by a NEST to reach this goal (Nam, 2010). However, more recent studies are quick to counter the paradigm and question the identity of native-speakers suggesting that the definition of a native-speaker is subjective (Piller, 2002). In some cases, non-native speakers mistook other non-native speakers as native speakers because of their exposure and high proficiency in the English language. The literature then asks: at what proficiency level is an ELL considered a ‘native speaker”? Can they even reach the status of a ‘native speaker”? Others suggest that NNEST have the advantage because some ELLs prefer the relatedness and feel more comfortable learning from a teacher who speaks their native tongue. In this instance, ELLs have the advantage to clarify English concepts with their teacher by translating words to their native language, and can also relate to the struggles
of learning a language as complex as English (Moussu and Llurda, 2008). Further, Wahyudi (2012) argues that NNESTs teach grammar more effectively than NESTs. This might correspond to the idea that NNESTs may be able to predict student’s difficulties in learning the rules of language as they might have similar experience (Wahyudi, 2012). Also, it is debated that NNESTs thoroughly study English grammar and therefore, are more familiar with textbook English while NESTs are better for teaching fluency, speaking, and pronunciation (Wahyudi, 2012).

Although recent years have challenged Chomsky’s paradigm, there have been recent articles supporting it. Being a native teacher provides at least three advantages in general: native teachers have better proficiency, they are better at explaining cultural issues in the target language, and are more flexible with quick topic changes (Wahyudi, 2012). Arva and Medgyes (1992) argue that NESTs are excellent with spontaneous language use in various settings. Therefore, teaching conversation, pronunciation and serving as the role model for students in these areas comes easy to NESTs. Teaching first languages also makes it easy for NESTs to teach cultural issues, as language is a social practice and therefore, teaching language means teaching culture itself (Kramsch, 1993). In accordance with this, NESTs are most likely able to teach English along with the embedded values such as idiomatic expressions, slang words, and what to ask and what not to ask native speakers (Wahyudi, 2012).

The literature not only describes the advantages of NESTs but some of the challenges NNESTs face. Braine (2010) reports that the occasional English use, the fear of losing proficiency if teaching in the school where NNESTs are dominant, lack of commitment, rarely participating in leisurely reading, the anxiety of their own accent
(inferiority complex) and lack of confidence, and unfamiliarity with materials, are all examples of anxiety NNESTs experience while teaching English (Mousavi, 2007). In line with the above phenomenon, Mousavi (2007) mentions that the respondents in his research confessed that the teachers are not confident talking to native speaking teachers working in the same school, or even the young learners who they are teaching. This brings the relationship between the NEST and the NNEST into question. In many countries, such as South Korea, NESTs and NNESTs co-teach together, and therefore, establish a meaningful work relationship. Yet studies show that NNESTs in South Korea are often intimidated by the NESTs’ proficiency in English and are embarrassed of their own English speaking abilities when they are working together.

The literature also debates over the methodology of the way the English language is taught by NESTs and NNESTs. Medgyes (1986) discusses the difficulty NNESTs face when they try to teach English by only speaking in English to their students. Medgyes (1986) found that the problem with the communicative approach for NNESTs is that they struggle with their own language deficiencies while NESTs are basically unaware of these difficulties. He argues that a communicative approach is too much of a burden to a NNEST because it requires native-like proficiency and sociocultural knowledge associated with the language. Nam (2010) states that NESTs provide a better teaching and learning model and that NNESTs might not perform well without constant contact with NESTs. While Medgyes (1994) specifies advantages of NNESTs based on questionnaire surveys administered to NESTs and NNESTs, he maintains that NESTs have the advantage over NNESTs in terms of the use of the language. Their findings reinforce the native speaker model in language studies. Thus, the belief that native
speakers are superior models for language acquisition, the Chomskyan paradigm became more established (Nam, 2010).

The Perception of NESTs versus NNESTs from the point of view of the Student

Regardless of how justifiable or politically correct it is or is not to refer to a teacher as a ‘native’ or ‘non-native’ speaker, what the political, professional or personal implications of labeling teachers as one or the other may have on teachers’ credibility and status in the classroom, or even how labels could affect hiring practices, students clearly have valid teacher preferences which cannot be dismissed because of a terminology debate among scholars and professionals.

The perception of NESTs and NNESTs is an important part of the literature, as students have a strong control over the amount of information they absorb. If students have a lower opinion of one teacher over another, they are less likely to absorb information, especially if they believe it is coming from an unreliable, untrustworthy, or unfamiliar teacher. Furthermore, they may feel disconnected, unmotivated, and hopeless if they cannot relate to their English teacher.

In a study examining Spanish demographic conducted by Torres (2004), the results showed that participants generally preferred NESTs. Further, those who had previous experience with both types of teachers showed an even stronger preference for NESTs. However, in another study conducted in Hong Kong solely focusing on the perceptions of NNESTs, found that generally, ELLs showed a favorable attitude towards NNESTs (Ling and Braine, 2007). During the survey, most students reported that they did not encounter problems with these teachers because of their non-nativeness. They stated that NNESTs taught as effectively as NESTs and had no difficulty in understanding
and answering students’ questions. They believed that the NNESTs made a sincere effort to communicate with their students, and, simply stated, they liked studying with NNESTs. During the interviews, students voiced specific reasons for their positive attitudes. They stated that NNESTs could apply effective strategies in teaching English as they had gone through a similar educational system, shared the same cultural background, and therefore, understood the difficulties faced by local students. Local NNESTs could make use of Cantonese, the students’ first language, in explaining difficult issues in the English class. They were capable of designing teaching materials according to the needs and learning styles of the students. The students also voiced their concerns regarding the shortcomings of NNESTs. They remembered being spoon-fed in English lessons, and an over-emphasis on past exam papers during English lessons (Ling and Braine 2007). Their NNEST also over-corrected their mistakes in English usage. Nevertheless, these are only some minor complaints overshadowed by mostly favorable opinions of NNESTs in Ling and Braine’s (2007) study.

One may argue that the division of NESTs and NNESTs can often be separated by superficial values and pre conceived notions of teachers who are stereotyped or misjudged. Torres (2004) encounters a participant from Mexico who voices the concern of the categorization of native and non-native speakers and states that being a native or non-native speaker is not what is important in the classroom, but the character of the teacher. Another participant from Mexico agreed; if the teacher is passionate, you know you can learn, regardless of their language background. Another categorization problem lies within the skill sets between the NEST and the NNESTs. Torres (2004) continues to study whether or not ELLs prefer individual skill sets rather than simply categorizing the
teacher by native and non-native. Skills such as: pronunciation, writing, culture, speaking, listening, reading, and grammar were observed. Interviewees expressed a strong preference for NESTs in the production skills of pronunciation and writing and a moderate preference for NESTs in the teaching of U.S. culture. A participant from Yugoslavia expressed that with a NEST, you can hear the pronunciation and you can learn English more effectively. An interviewee from Cuba agreed and added that NESTs explain the culture better. On the other hand, participants from South Korea, Cuba, and Bosnia all thought NNESTs were better at teaching grammar, confirming the results Wahyudi (2012) found in his investigation. As the South Korean participant pointed out many times, if NNESTs are from the same background as the students, they can give explanations in the students’ language (Torres, 2004).

Torres (2004) not only investigated preferences based on the skill set of the teachers, but also the students. The underlying question for this topic was: what is the preference for NESTs or NNESTs based on the students’ skill set and level of English? Torres (2004) found that NNESTs were better with beginner students, given the assumption that the NNEST is of the same first language background of the students. A participant from Kosovo left their English class taught by a NEST because they could not ask the teacher questions and got frustrated. Two other interviewees from Vietnam both agreed that for the first six months or at the beginning, a NNEST, “bilingual” teacher is better (Torres, 2004).

Collaboration between NNESTs and NESTs

It is important to remember while investigating the statistical drop of public school NESTs in South Korea is that the majority of the time, NESTs are accompanied
by a NNEST to teach students as a team and utilize the skills of both teachers. One must take this into consideration while studying the statistical drop of NESTs working in public schools in South Korea. Although this study will not solely focus on public school teaching in South Korea, it is beneficial to investigate the literature of the collaboration between NNESTs and NESTs as it is a common practice, especially in countries where English is not the first language. The reason for this area of focus is to investigate the effectiveness of NESTs and NNESTs collaborating inside and outside the classroom.

One study highlighted the lack of communication that exists between a Taiwanese NNEST and her respective NEST partner (Islam, 2011). Interview data from Islam’s (2011) study shows that the NESTs had a view different from their respective NNEST partners’ regarding the qualities and formats of collaborative teaching. All three NESTs interviewed agreed that collaborative teaching involves not only teaching together inside the classroom, but also planning lessons together outside of the class. However, in reality, all three NESTs were not able to experience planning with the NNESTs outside of class time due to time restrictions. The NNEST interviewees however, expressed that this way of teaching completely satisfied their expectations of collaborating with a NEST. It is shown that there was a mismatch between the NESTs and NNESTs regarding how they actually practiced collaborative teaching. The gap also occurred between teachers' perceptions and reality in view of team teachers' roles in the classroom. The teachers were confused and uncertain about their responsibility and role in collaborative teaching (Islam, 2011). Another study explores the perception students have on NEST to NNEST collaboration (Takana, 2008). Students do not think that the NEST should be teaching English alone. The mean score of the question of whether elementary school students
should be taught entirely in English by NESTs was relatively low. One participant insisted that if only the NEST is teaching, there is not enough Japanese to understand what they are teaching (Takana, 2008).
CHAPTER 3: METHODOLOGY

Procedure

The purpose of this study is to identify how ELLs’ attitudes and perceptions of NESTs and NNESTs affect the teachers’ teaching strategies, thoughts, feelings, and attitudes towards teaching. A qualitative case study will be conducted to investigate the views and opinions of the NEST and NNEST dichotomy from the teacher’s point of view, and how it influences future practice. The data collection for this study will consist of four interviews of teachers who have experience teaching ELLs to gain insight about their perceptions on NESTs and NNESTs. Due to the nature of the study, two NESTs and two NNESTs will be interviewed to obtain an equal amount of data for both sides. Further, this section will outline the research design including a description of the research participants, data collection and analysis, and limitations.

Teachers are given the questions several days before the interview takes place so they can have time to think about and construct their answers. Following the qualitative interviews, the data will be transcribed and strategically coded to highlight any significant trends and themes. Finally, the data will be analyzed to complete the findings section of the study.

Instruments of Data Collection

Data collection will consist of semi-structured interviews for four different teachers (See Appendix B for interview questions). As mentioned, the teachers will receive the questions a few days before the interview to enhance the quality of their answers. This will give the opportunity for the teachers to fully reflect on their past experiences to give truthful and meaningful responses. The interview questions will
consist of closed and open-ended questions. The purpose of the closed-ended questions will be to acquire basic information such as teacher background and work experience that may significantly alter the analysis of the data (See Appendix B). For example, the age group of the students that the participant teaches may be related to their attitudes and perceptions of the NEST and NNEST dichotomy. Further, the participants’ comfort with the students may also be significant when analyzing the different perceptions. Medgyes (1994), Torres (2004), and Wahyundi (2012) find that the attitudes of NESTs versus NNESTs may be related to the confidence and comfort level the teacher have with their students. The purpose of the open-ended questions will be to learn about the opinions and feelings that the teacher has on the NEST and NNEST dichotomy (See Appendix B). These open-ended questions will allow for significant analysis to take place while investigating the perception of the NEST versus NNEST debate. (See Chapter 5).

Participants

The participants of this study will consist of English language teachers who have at least 5 years of teaching experience. Previously mentioned, the study will include at least two Native speakers of English and two non-native speakers of English. This will ensure the quality and variety of the responses. Further, due to the ongoing debate of the definition of a native English speaker, and for the purposes of this study, this paper will consider the following definitions for both native, and non-native English speakers. A native English speaker is considered someone whose first language is English, and was born in an English speaking country and grew up in an English-speaking household. A non-native English speaker is someone whose first language is not English, and was born in a country where English is not the dominant or first language, and did not grow up in
an English-speaking household. The participants involved will also teach similar age groups, ideally, junior or intermediate students to be able to affectively compare and contrast the responses from all of the participants. If the age differences of the students are too great among the participants, the quality of the analysis may suffer due to an inability to find common themes between the age groups. The ideal participant will also have experience with many different levels of English. Having experience with many different levels of English will provide insight of the relationship of the English level with the perceptions of NESTs and NNESTs.

The reason for selecting the aforementioned participants is to be able to receive quality responses from individuals with a fair amount of experience teaching English. Also, it is ideal to involve participants who have worked with fellow English teachers so they can provide insight on the NEST and NNEST dichotomy. Finally, it is beneficial to include a participant who has experience in a public school and/or school that specializes in teaching English to foreigners. The preceding description of the participants however is merely an ideal anticipation and is subject to change during the process of the study.

Data Collection and Analysis

Throughout the data collection, there are a few themes that will be investigated. Most importantly, perceptions of NESTs and NNESTs whether positive, negative, or neutral will be studied and analyzed. During the interviews, I hope to record any type of significant behaviour that might not be represented through words, like body language for example. I wish to then compare and contrast these notes with the transcriptions of the respondents. This way, I cannot only recall their responses but the mood and expressions at the time while reading the transcriptions. Second, I hope to colour code the different
themes such as positive and negative perceptions and student involvement and attitudes towards English learning. Finally, connections between the themes will be noted and analyzed for further review.

Ethical Review Procedures

Prior to interviewing the teachers and students, all participants will be required to read and sign a consent form (Appendix A). The consent form will inform the participants about the purpose and procedure of the study, and about the use of the data gathered via interviews. Participants will know that they can refuse to participate and withdraw from the study during any point of the research. All copies of the consent form as well as any other documents used for research purposes will be stored in a password protected device for up to two years following the writing of my research paper, publication or presentation of my research findings. All the documents will be safely destroyed after the completion of the study. All participants mentioned in this study will be given pseudonyms for confidentiality and anonymity.

Limitations

There are several limitations to this particular study. First, the sample size is small and will not be a fair representation within this particular area of study. Also, teachers’ views on how they think students perceive them might be completely different to how they actually perceive them. Therefore, not having any student participants is another limitation to this study. Another limitation to this study is the complications of identifying NESTs from NNESTs. During my search for participants, I must be specific when differentiating a native speaker from a non-native speaker. Further, due to the
ongoing debate of what constitutes Native speaker from a non-native speaker the validity of my findings may lack quality.
CHAPTER 4: FINDINGS

Introduction

The findings of this study are focused on four-individual qualitative interviews. The interviewees were required to be licensed teachers and to have at least five years experience working with ELL’s. Also, due to the nature of this study, two of the interviewees were NESTs and the other two were NNESTs. This ensures that there are a variety of responses that covers pedagogy, philosophy of teaching, thoughts and feelings on language acquisition, student to teacher relationships, and other major themes among both NESTs and NNESTs. Further, as the interviewers come from many different teaching backgrounds, their responses are reflected upon the different levels of English proficiency their students possess. Throughout the findings section, I will reference the level of English proficiency of the participants’ students, as it is an important factor to consider when analyzing the responses. Please refer to appendix C for a description of the five levels of ELLs taken from the Canadian English Language Proficiency Index Program (2015).

As previously mentioned, the findings of these interviews will provide information on the differences of pedagogy between NESTs and NNESTs. However, after extensively reviewing the interview responses, this section will also briefly discuss some of the differences between teaching ELLs in a setting where English is the dominant language as opposed to teaching ELLs where English is the second or foreign language. Although this is not the primary focus of this study, the differences between these two settings was too great to ignore and therefore, will be taken into consideration.

This section will be organized as a case study analysis, individually outlining
important information from each qualitative interview. There will be a discussion that focuses on each individual participant and any major themes that surfaced from the interview responses. These case studies will also describe the background of the participants in detail including previous experience. The purpose of including background information is so the researcher and readers can take these experiences into consideration while discussing the themes that occurred from the interview process. These themes include: Self-perception as a NEST or NNEST, philosophy of education, teaching strategies for ELLs, and teacher to student relationships. Moreover, each case study will occasionally discuss important connections to the literature mentioned in chapter three. The themes in this chapter were chosen for a variety of different reasons. Depending on how a NEST or NNEST perceives him or herself with the status as a native speaker or non-native speaker of English, will drastically affect the way they structure his or her pedagogy. Similarly, a teacher’s philosophy of education and teaching strategies will be related to the teachers’ pedagogy and therefore, will be interconnected to their English speaking status. Finally, the research discussed in chapter three has illustrated how teacher to student relationships between English language teachers (ELTs) and ELLs can be drastically different than other relationships due to cultural and language barriers. Exploring the complicated relationship between ELTs and ELLs would be beneficial when comparing it to the ELTs pedagogies.

**Interview 1 – Krista McDonald**

The first participant, who we will call Krista McDonald for anonymity, is a NEST with twenty-three years of teaching experience and ten years working with ELLs in a public school in Toronto, Ontario. Her students consist of all proficiency levels (one to
five), and from grades one to six. Her classroom experience consists of working with typical public school size classrooms (25-30) of Chinese born Canadian students.

**Self-Perception as a NEST**

Being a Native Speaker of English, Krista believes that her native English speaking abilities should not - and does not affect her ability to engage her students. Although her students might perceive her a certain way due to her native English speaking status, she strongly believes that student engagement, safe classroom environments, and student improvement are achievable regardless of her status as a NEST. The perception of herself as a NEST is similar to the opinions and beliefs of many students in Wahyudi’s (2012) study. The case studies analyzed in Whayudi’s study illustrated that students felt engaged by both NESTs and NNESTs, and that they had no stronger preference of the two.

Further evidence suggests that Krista is confident as a NEST, and believes that there are few downfalls to this status. Aside from confidence, she believes that her native speaking status, and her inability to speak the first language of her students, benefits her instruction. Students being forced to speak English will foster an environment of urgency, as their teacher –Krista – cannot speak her students’ native language. Krista however, also believes that NNESTs have many positives that she does not have as a NEST. Krista expresses,

...toward me, Students are definitely not as willing to interact with me as they are towards their fellow peers. Maybe they have more knowledge in their head, but they often seem reluctant because they're not comfortable yet to speak to me as a native speaker.

Krista expresses her concern of disconnection from her students and how her status as a NEST may deter her students from approaching her. Further, Krista admits
that if she were able to speak and understand her students’ native language, it would benefit her instruction, as she could explain in detail to those who are confused about a concept or instruction. However, she also believes that in this case, students may potentially rely too heavily on constant translation to their native language, which could be problematic. Nevertheless, Krista’s ability or inability to speak her students’ native language does not affect her confidence in being an effective NEST.

**Philosophy of teaching and ELL strategies**

Although Krista’s Philosophy was not explicitly stated, this section will outline the interviewee’s strategies and beliefs based on the answers provided in the interview. Krista’s responses indicated that she has a very high responsibility and accountability of her students’ success. Krista’s teaching relies heavily on differentiated instruction as she has many different levels of English speakers. For lower levels, she uses strategies such as vocal repetition, simple language in her vocal and written instruction, and the use of props and hand gestures. For more established learners, Krista constantly challenges these learners to achieve a higher level of learning.

For students that are struggling, Krista immediately takes accountability and changes her instruction, rather than putting the blame on her students. Generally, a lack of engagement from her students means that the material is too difficult, and she must take a step back to identify the student’s individual needs. Krista expresses the importance of differentiating her instruction for these struggling students, and treats them as if they have an individual education plan (IEP).

*For those students, we have to look at what they are struggling with and write them an IEP (individual education plan). While you don’t do this formal plan for ESL, I really think about the different things in my head what an ESL student might know and doesn’t know individually. You can’t just treat the whole class the same.*
As a NEST, Krista expresses that her instruction, teaching strategies, and philosophy of teaching, is not affected by her status as a native speaker of English. However, she admits that her status as a native speaker may subconsciously change her attitude towards ELLs. She also expresses that her strategies and classroom environment may have been different if she was a NNEST. For example, being a NNEST would have the advantage of building a stronger relationship with her students, as they may empathize with her status as a non-native speaker of English.

Teacher to student relationships

Although Krista treats all her students equitably, she admits that her status as a NEST may intimidate her ELLs and as a result, may have a weaker relationship with them as opposed to native English speaking students. Native English speaking students habitually complete daily school activities in English without a second thought. However, ELLs who are not only learning to speak English, but also learning content in English, are often very stressed out Krista says.

Often the students don’t want to get embarrassed in front of me because I am a native English speaker. It’s very stressful for the students because every time they are speaking English, they have to perform. So interaction becomes more of a job and a chore rather than just a natural social interaction between two people. It’s very stressful for them and it’s hard work.

It is difficult to determine if Krista’s relationship with her students influenced her pedagogical practices. However, According to the research, teacher to student relationships can have a drastic impact on instruction, classroom environment, and pedagogy overall (Torres, 2004; Nam, 2010).

Interview 2 – Lisa Lee
The second participant, who we will call Lisa Lee for anonymity, is a NNEST with five years of teaching experience with all five years working with ELLs in a public school in Toronto, Ontario. She grew up in a non-English speaking household with Cantonese as her first language. Her students consist of proficiency levels one and two, and has taught from grades one to six. Her classroom experience consists of working with typical public school size classrooms (25-30) of Chinese born Canadian students. It also worth noting that most of Lisa’s students also speak her native language: Cantonese.

**Self-Perception as a NNEST**

Like Krista, Lisa is very comfortable with her status as a NNEST. Lisa has a level five level of English speaking Fluency, so she is fairly comfortable teaching ESL/EFL. For Lisa, speaking her ELLs’ native language (Cantonese) is more of a concern than her status as a NNEST. Students will often resort to speaking Cantonese to her when speaking English becomes too difficult. It is through this experience where Krista’s idea of the “performance” of speaking English is too difficult for the students to undergo. As students continue to struggle with speaking English, they will switch to Cantonese when they speak to Lisa, as they know she understands what they are saying. She expresses that resorting to Cantonese is problematic, as it is the goal for these students to reach a level 5 level of English proficiency. Lisa explains the hindrance of having the ability to speak Cantonese.

> They way it hinders my teaching is that; the students latch on to their first language. They’ll constantly talk in to me in Cantonese so it’s hard for them to speak English. The students know I understand their language so they tend to want to speak to me in Cantonese.

Regardless of this downfall, Lisa maintains a strict environment, where students must speak English as much as possible. She expresses that she uses her ability to speak
Cantonese in as many positive ways as she can, while minimizing the negative ways. When lower level learners (one and two) are struggling, she translates words to Cantonese so the students can conceptualize what they are learning. The evidence gathered from the interview illustrates that Lisa believes that being a NNEST is a reality that is unavoidable and can be used to benefit her instruction wherever necessary. She expresses that being able to speak ELLs first language is problematic depending on the NNEST. For example, she notices that students will resort to using their native language to avoid as much English speaking as possible. However, if utilized in an appropriate way, being a NNEST and having the ability to speak your students’ first language could be a very powerful tool in the classroom according to Lisa.

**Philosophy of teaching and ELL strategies**

As a NNEST, Lisa has many different ways she can engage her students in ways that a NESTs cannot. Since Lisa teaches mostly level one and two ELLs she uses many of the same methods Krista uses on her lower level learners, such as vocal repetition, simple language in her vocal and written instruction, and the use of props and hand gestures. However, when her low level students are struggling significantly, Lisa will translate to Cantonese to explain difficult concepts or vocabulary. Translating back to Cantonese helps students who are having trouble disconnecting English with their native language. Although it is difficult to compare and translate two very diverse languages such as Cantonese and English, doing this can give comfort to students who have anxiety about abandoning their native language according to Lisa.

For students who are struggling with her lessons, Lisa feels that her ability to connect with the students being a NNEST, and speaking their language can aid them in
their struggles. Further, she can use her ability to speak Cantonese to communicate with her ELLs’ parents who, more often than not, cannot speak English fluently.

As a teacher who can speak the language of my students, as I said before, I can help translate and explain in greater detail; also, I have the ability to talk to their parents who usually don’t know English at all. This helps me to communicate with the parents to talk about the different ways I may be able to help their child. A teacher who does not speak the student's home language generally cannot communicate with the parents and as a result, they can’t get any additional information such as the way the student works at home, or anything else that may help them in the classroom.

This is not to assume that Lisa solely uses her Cantonese for lower level ELLs who are struggling. She uses traditional strategies similar to Krista, and changes her instruction, as she believes that struggling students is a result of ineffective teaching. For example, Lisa, like Krista, also understands the importance of differentiating her instruction for her students who are struggling. She identifies why a student may be struggling, and will adjust her instruction accordingly. For students who may find a task to be too difficult, she will modify and accommodate by making the task less challenging. Similarly, she will modify and challenge others who may find that the task at hand is too easy. Furthermore, Lisa tries to avoid the assumption that ELLs who are struggling are struggling with English. To identify the area of difficulty, Lisa consults other homeroom teachers to find out if there are any other learning difficulties that a student may have. For example, homeroom teachers can inform Lisa if a particular student suffers from anxiety or any other learning barriers other than struggling with English.

Unlike Krista, Lisa believes that her instruction can be affected by her status as a NNEST. However, she believes that all NNESTs have the ability to use this status to improve pedagogy. Aforementioned, Lisa translates when necessary, connects with
students who have a similar background, and communicates with parents in order to
guide her instruction as a NNEST.

**Teacher to Student Relationships**

Although Lisa does not depend on teacher to student rapport for a sound
classroom environment, Lisa admits that her background and status as a NNEST has
improved her relationship with her students and has therefore, improved her teaching and
classroom environment.

*I had a student who came into Canada with no English abilities who started in
grade 3. When I had her, she was reluctant to talk, but when she found out I spoke her
language, she started to talk and open up to me and she would speak constantly speak in
her language non-stop about her personal life. It was even hard to get her to stop talking.
I think it’s all about that comfort zone and to be able to actually speak someone in his or
her own language. I feel like she wanted to talk a lot so I wouldn’t misunderstand her
intentions and her muteness. So to me, I understood that she meant no harm and that she
is safe, she feels comfortable.*

Lisa’s grade 3 student reflects the feelings and thoughts of many of the
participants from the studies mentioned in chapter three. Moussu and Llurda (2008),
along with Wahyudi (2012) and Torres (2004) recorded many different instances where
ELLs show signs of greater comfort with NNESTs. These students tend to take comfort
in the idea that their respective NNEST also went through a similar process of learning
English (Wahyudi, 2012; Torres, 2004; Moussu and Llurda, 2008). Lisa also feels that
she has the strongest relationship with the students as opposed to the other teachers in the
school. She expresses that students have many thoughts and feelings about their personal
life. Furthermore, the students can fully disclose their thoughts and feelings to Lisa
because they can communicate them through their native language. As a result, Lisa
develops a deeper and closer relationship, especially to ELLs who are at a lower level of
English.
Interview 3 – Jason Taylor

The third participant, who we will call Jason Taylor for anonymity, is a NEST with five years of teaching experience with all five years teaching ELLs. Unlike the previous participants, Jason has experience abroad, teaching ELLs in South Korea, Thailand, China, and Toronto, Ontario. Abroad, Jason taught at local public schools, whereas in Toronto, he independently taught adult students. His students consisted from levels one to four, and all ages from kindergarten to adult students. It is also worth noting that Jason taught collaboratively with a NNEST while working in a public school in South Korea. It is important to consider the influences that cooperative teaching has on pedagogy, as we examined from Islam (2011) and Takana (2008) in chapter three.

Self Perception as a NEST

Like Krista, Jason is very comfortable teaching ELLs and believes that his status as a NEST - with the right attitude - can benefit student learning. This becomes evident as Jason expresses how credibility plays a major role in gaining respect from his students, and especially those with lower level English abilities. For students who have an innate motivation to learn English, Jason believes that his students trust and respect him more as a NEST. However, teaching at local public schools abroad, Jason explains how his status as a NEST could hinder the learning of unmotivated students.

*It has also definitely hindered my teaching though. For example, students who had no desire to learn English in some of my classes would almost completely ignore my existence. They could not connect with me on any level whatsoever because A) they don’t want to learn English and B) I can’t speak their native language. In this case, there is literally no connection to be gained with these types of students.*

This instance is more common in public schools abroad than it would be in schools in English speaking countries. Jason expresses that in countries where English is
not the first language, there is a higher frequency of students who have little to no motivation. Whereas in private schools and one on one tutoring, generally consists of students with higher motivation according to Jason’s observations. Nevertheless, the evidence suggests that Jason is confident in his status as a NEST and also uses this status to his advantage.

Jason however, is very aware that his status as a NEST can be very intimidating to ELLs. As a NEST, Jason sometimes worries that students are afraid to speak up or participate in class due to the fact that they are intimidated by his mastery of the English language. Overall, Jason believes that his status as a NEST contributes to a positive learning environment, but also tries to minimize the negative qualities that exist as well.

**Teaching Philosophy, ELL strategies and Teacher to Student Relationships**

Aforementioned, Jason believes that his status as a NEST can be very intimidating to lower level ELLs. Therefore, Jason’s philosophy of teaching is based on the importance of understanding the feelings and attitudes towards NESTs. Jason executes this by trying to learn the first language of students he is teaching. For example, when Jason taught in South Korea, he decided to take Korean language classes. Not only that, but Jason would show his students that he was trying to learn to show them that everyone has a difficult time learning languages.

...to show them that there isn’t just a one-way relationship, that there is another language learner in the room, and that’s me! And that I’m learning their language, and that I’m excited about it, but I’m also struggling with it. This way, my student’s almost empathize with me. This is how I make the connection with students who may even seem very disengaged.

Unlike the other interviewees, Jason believes that students should not be speaking in their first language during English classes. Jason’s education at the
University of Toronto through a language acquisition course reinforces the idea that complete immersion is the most effective way to learn a language. Therefore, students should not only be speaking English during class, but should also be practicing wherever possible. For example, students in Jason’s class will routinely watch English television shows and listen to English music.

In Jason’s case, it appears that his status as a NEST is very influential on the strategies and methods he uses in his classrooms. He shows his students that he too, is a language learner. By doing this, students are willing to help Jason, and see that he struggles in some of the same areas in learning a new language. Further, he encourages his students to participate in daily activities by sharing his interests in popular culture from his home country, Canada.

Interview 4 – Mi-yong Kim

The fourth and final participant, who we will call Mi-yong Kim for anonymity, is a NNEST with 6 years of teaching experience with ELLs. Mi-yong’s first language is Korean, but she also grew up speaking English through public education in Toronto, Ontario. Mi-Yong has experience teaching ELLs in South Korea, Japan, and Brazil with no experience teaching ELLs in Canada or any other English speaking country. Her students thus far range from levels one to four, and all ages from kindergarten to adult students. Similar to Jason, Mi-yong taught collaboratively with NNESTs while working in a public school in South Korea and Japan. Mi-yong also has a variety of experience in classroom settings as she has worked in large public school classrooms, smaller private schools, and one on one tutoring.
**Self-Perception as a NNEST**

At first, Mi-yong seemed confused about the implications of the NNEST vs. NEST debate. She considers herself as a fluent English speaker and had not realized that many people, including her students, may label her as a non-native speaker. However, after some thought, Mi-yong explained how through her observations and memory, students may have an opinion on her language background and experience.

> Since I’ve grown up speaking English basically my entire life, I’ve never considered myself to be a non-native English speaker. However, looking back on my experiences, I feel like my students and especially Korean students treated me differently than other white teachers.

Mi-yong’s comment brings up the question of ethnicity in an overseas ELL environment. Based on the evidence from Mi-yong’s responses, her students seemed to react more so towards her ethnic background as opposed to her status as a NNEST. Although some students understood that she grew up in an English speaking environment, she explains how younger and more immature students do not understand how an ethnically Korean NNEST could be a fluent speaker of English. As a NNEST Mi-yong feels like she has to prove herself as a fluent speaker of English, especially when teaching abroad.

One of the ways Mi-yong’s status as a NNEST affects her self-perception is when she teaches younger ELLs. She must establish her ability to teach English as younger students may make the false assumption that her ethnic background is a direct reflection of her ability to teach English.

**Teaching Philosophy, ELL strategies and Teacher to Student Relationships**

Mi-yong claims that most of her teaching strategies come from her education and training at the University of Toronto. Like Krista Mi-yong indicates that she has a very
high responsibility and accountability of her students’ success. Mi-yong’s teaching relies heavily on differentiated instruction as she has many different levels of English speakers. For lower levels, she uses strategies such as vocal repetition, simple language in her vocal and written instruction, and the use of props and hand gestures. Mi-yong also likes using non-traditional ELL strategies to engage her students however. However, Unlike Krista, Mi-young uses a similar approach to Jason, and builds a rapport with the students in order to improve the engagement in the classroom. For example, Mi-yong researches the pop culture of whichever country she is teaching in, and utilizes this knowledge in her lessons.

When you teach middle school students, it’s very hard to keep them engaged in learning a language, especially English. Thankfully, English teachers can always pull content from literally anything around them and use it in their lessons. When I was in Korea, I always tried to throw in the latest K-pop hit in my lessons to engage my students. And for some reason, my students all really liked Justin Beiber. Even though I don’t like Justin Beiber, I would make jokes about him in class to put a smile on their faces. When my students know I can crack a joke, they become more comfortable like as if their thinking “okay, she’s a normal person too” It sounds silly, but a lot of students can be very intimidated by their teachers. It’s always good to show them that you can learn and have a good time.

Mi-yong also touches on the topic of speaking her students’ first language. When Mi-yong taught in Korea, her fellow co-teachers strongly advised her to not speak Korean at the risk of her students relying on their first language. She admits that it was very difficult for her not to speak Korean, as she would have been able to easily translate difficult vocabulary words, or be able to explain a concept in greater detail in their shared first language. On the other hand, Mi-yong’s Japanese and Brazilian students seemed to take interest in the fact that English was her second language. Mi-yong would often tell stories and different ways she learned English growing up. Like Jason, Mi-yong shared her struggles with learning a language in order to connect with the students. Also, Mi-yong feels like she has an advantage as a NNEST because she went through the same
struggles when she attended school in Toronto. She claims, that she is able to predict the students’ misconceptions and errors about English, since she also learned the language at a young age.
CHAPTER 5: CONCLUSION AND DISCUSSION

Participant Overview

After analyzing the participants’ responses, various implications and observations can be made with regards to the influence of NNEST and NEST status on pedagogy. Self-perception as NEST or NNEST seems to have slightly influenced the participants’ pedagogy. Regardless of the belief that self-perception has no impact, evidence suggest that teachers might even be subconsciously aware of their status as a native or non-native speaker. For example, although Krista thinks that native status is irrelevant, she finds it difficult to connect with the students on a deeper level due to the cultural and language barriers. Naturally, her pedagogy is affected since she must find other ways to connect with her students. Lisa, on the other hand, is very aware of the way she is portrayed to her students as a NNEST. She takes advantage of this status, and uses it to translate vocabulary from English to Cantonese, and to communicate with students’ parents to keep them on track. Like Lisa, Jason is also very mindful of his status as a NEST. Jason sympathizes with students because as a language learner, native Japanese and Korean speaking teachers also intimidate him. He takes this into consideration when planning for his lessons. Showing students that he is also a language learner is a strategy he uses to build a sound rapport with his students, further building on his pedagogy as a whole. Finally, Mi-yong became aware how influential her status, as a NNEST can be on students who are studying English abroad. According to Mi-yong’s observations, ELLs who are studying English abroad tend to visualize an English teacher as a white male or female. As a Korean-Canadian, Mi-yong had to adjust her pedagogy to educate her
students on language and cultural differences especially the separation of ethnicity and language.

Student to teacher relationships was another factor that seemed to be significantly different between NESTs and NNESTs. Krista and Jason, the two NESTs, expressed concern about the disconnection with their students due to the language and cultural barriers. On the contrary, Lisa and Mi-yong, the two NNESTs, both described their ability to connect with the students on a deeper level due to the fact that they are non-native speakers of English. Both Lisa and Mi-yong were also exposed to students with the same first language. This gave them an added advantage of switching between the two languages, and being able to communicate more complicated thoughts and feelings with the students.

Connection to the Literature

The statistical drop of the requests for NESTs in South Korea reported by the Korea Herald (2013) cannot be explained by this study, or one study alone. Rather, this study, and others discussing the influences and differences between NEST and NNESTs, can provide valuable insight and recommendations on how educators can construct English teaching programs, and how English-speaking status should be taken into deeper consideration during the hiring process.

The NEST versus NNEST debate

As previously mentioned in chapter two and three, the literature heavily discusses the debate on NESTs versus NNESTs. As discussed by Nam (2010), a two-tier categorization of English teachers (native and non-native) is problematic due to the varying levels of English language proficiency and fluency. This problem is evident
thorough the observations of Mi-yong’s thoughts and feelings of English Speaking status. Although Mi-yong is a fluent English speaker, she would be considered to be a NNEST to some scholars, as English is her second language. Whether or not scholars agree upon Mi-yong’s NNEST status, students have opinions on teachers’ English speaking status and therefore, are important to discuss throughout the literature.

Although many scholars agree with Chomsky’s (1986) paradigm that native speakers are the most reliable source of linguistic data, this study and other literature suggests that this doesn’t necessarily mean that NESTs are the perfect model for all ELTs. As we saw in Lisa’s and Mi-yong’s case, students generally felt more comfortable with them because they could relate to their non-native status. This observation reflects many of the findings from the literature discussed in chapter three. As discussed by Moussu and Llurda (2008), ELLs have the advantage to clarify English concepts with their NNESTs by translating words to their native language, and can also relate to the struggles of learning a language as complex as English. For those NNESTs who cannot speak their students’ native language, they still at least have the ability to relate to their status as a non-native speaker (Piller, 2002). Comfort however, is not the only reason why studies found NNESTs to be efficient ELTs. Wahyudi (2012) found that NNESTs are better at predicting student’s difficulties in learning the rules of English as they might have had similar experiences. This relates to Mi-yong’s experience teaching ELLs in Korea. Mi-yong was able to predict common grammatical errors that her students might make such as subject/verb agreement and pronoun/verb agreement errors. Similarly, Lisa remembers how she benefited from hand gestures and visual cues when she was learning English, and now uses these strategies in her instruction.
The responses from the NEST participants in this study also contain similarities to the findings and discussions on the NEST versus NNEST debate. Jason and Krista both found a comfort in their NEST status, as many students admired their fluency and pronunciation. As Arya and Medgyes (1992) argue, NESTs are excellent with spontaneous language use in various settings. Therefore, teaching conversation, pronunciation and serving as the role model for students in these areas comes easy to NESTs. However, Jason and Krista also confirmed many of the negative findings on NESTs established by Moussu’s and Llurda’s (2008) study. NESTs, and their mastery of the English language often intimidate students (Moussu and Llurda, 2008). Jason and Krista confirmed that they felt a disconnection with their students, as many of them felt they were under constant scrutiny and judgement of their English speaking abilities.

**Student perceptions of NESTs and NNESTs**

Many of the student perceptions discussed in chapter two reflect various self-perceptions of the ELTs from this study. Although opinions and preferences vary, there are a few common reasons why ELLs have a specific preference between NESTs and NNESTs that were briefly described previously. One of the main reasons why students prefer NESTs to NNESTs is due to their credibility and mastery of the English language. Torres’s (2004) student participants expressed a strong preference for NESTs in the production skills of pronunciation and writing. Jason specifically mentioned the value of his credibility, but also mentioned that it is only beneficial to those students who have a high motivation to learn English. A common reason why ELLs may prefer a NNEST to a NEST is the aforementioned student to teacher rapport. The study by Ling and Braine (2007) stated that NNESTs could apply effective strategies in teaching English as they
had gone through a similar educational system, shared the same cultural background, and therefore, understood the difficulties faced by local students. Furthermore, Agudo and Robinson (2014) discuss the different factors that contribute to student preference. Although many students agreed that NESTs are more affective teaching advanced students, they believe that NNESTs are more affective teaching beginner levels because they often share similar discomforts with the language. As a result, these students generally feel comfortable and more connected to the NNEST. Mi-yong and Lisa shared similar thoughts and attitudes about their students. They felt that their ELLs were more comfortable with them, as they shared similar struggles and experiences learning English.

**Recommendations and Questions for ELTs**

As the debate of the NEST versus NNEST continues, it is important for all ELTs to understand how students perceive them, as it could change the way they organize their teaching programs. Furthermore, ELTs must also understand the differences between teaching English in an English speaking country, as opposed to a non-English speaking country. Before stepping into an EFL classroom, ELTs must think about the different themes that emerged throughout this study. What kind of perceptions do the students have on us as a NEST/NNEST? How are we going to engage and foster meaningful learning to ELLs who have very obvious native/non-native status preferences? How are we going to deal with students who have a negative perception on our statuses as NESTs/NNESTs? How are we going to take advantage of students who think otherwise? Finally, How are we going to connect with students in a way that produces an appropriate and meaningful relationship that excels their learning of English? As the implications of the participants responses show the difference between NESTs and NNESTs pedagogies,
all ELTs should be asking and dealing with the questions listed above to solidify their pedagogy.

**Limitations of the study**

Upon completion of Chapter four, several limitations are present in conducting a meaningful analysis. First, the sample size is small and is not a fair representation within this particular area of study. Also, teachers’ views on how they think students perceive them might be completely different to how they actually perceive themselves. Therefore, not having any student participants is another limitation to this study. Another limitation is the complications of identifying NESTs from NNESTs. Due to the many ongoing definitions of what constitutes a ‘native’ or ‘non-native’ speaker, there will be scholars who disagree with my participant labels as native or non-native. However, It is not the label that is important rather, it is how the teacher views and portrays his or herself. Another limit to my study is the variety of experience among the four participants. The experiences ranged from teaching ELLs for many years in Toronto, Ontario, Canada, to teaching for only 6 years in different countries across Asia. Surely, there are other factors involved that affect pedagogy such as cultural and upbringing that were not discussed in this study. In order for a more comprehensive study to take place, one must take these factors into consideration.

**Further Study**

Due to the findings of this study, future studies should consider the following questions and recommendations. Although the literature explores the interests and opinions of students on NESTs and NNESTs, there is little research that explores the opinions and feelings on NESTs, and NNESTs pedagogies. From the point of view of the
students, what are some ways that NESTs can improve their instruction considering the gaps from this status? On the other hand, what are some way’s NNESTs can improve their instruction? In order to gain insight on the ineffectiveness of NESTs in South Korea, studies should be looking more closely at the differences of ELLs in an environment where English is not the first language. Furthermore, studies should look more closely at NNEST and NEST relationships when working collaboratively in a classroom setting. As Krista mentioned in her response, many of the students’ motivation to learn English comes from the simple fact that they must speak English in Canada in order to fit in with the people around him. Therefore, it would be interesting to explore the differences between ELLs abroad who have a higher motivation to learn than students who have a lower motivation or desire to learn English.
REFERENCES


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APPENDICES

Appendix A: Letter of Consent for Interview

Date: ___________________

Dear ___________________,

I am a graduate student at OISE, University of Toronto, and am currently enrolled as a Master of Teaching candidate. I am studying native and non-native English speaking teachers for the purposes of investigating an educational topic as a major assignment for our program. I think that your knowledge and experience will provide insights into this topic.

I am writing a report on this study as a requirement of the Master of Teaching Program. My course instructor who is providing support for the process this year is Dr. Arlo Kempf. My research supervisor is Katherine Rehner. The purpose of this requirement is to allow us to become familiar with a variety of ways to do research. My data collection consists of an interview between 20-40 minutes that will be tape-recorded. I would be grateful if you would allow me to interview you at a place and time convenient to you. I can conduct the interview at your office or workplace, in a public place, or anywhere else that you might prefer.

The contents of this interview will be used for my assignment, which will include a final paper, as well as informal presentations to my classmates and/or potentially at a conference or publication. I will not use your name or anything else that might identify you in my written work, oral presentations, or publications. This information remains confidential. The only people who will have access to my assignment work will be my research supervisor and my course instructor. You are free to change your mind at any time, and to withdraw even after you have consented to participate. You may decline to answer any specific questions. I will destroy the tape recording after the paper has been presented and/or published which may take up to five years after the data has been collected. There are no known risks or benefits to you for assisting in the project, and I will share with you a copy of my notes to ensure accuracy.

Please sign the attached form, if you agree to be interviewed. The second copy is for your records. Thank you very much for your help.

Yours sincerely,

Ryan Abriel
Phone number, email: 289-685-4133, ryan.abriel@mail.utoronto.ca

Instructor’s Name: Arlo Kemph
Email: arlo.kempf@utoronto.ca

Research Supervisor’s Name: Katherine Rhener
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Consent Form

I acknowledge that the topic of this interview has been explained to me and that any questions that I have asked have been answered to my satisfaction. I understand that I can withdraw at any time without penalty.

I have read the letter provided to me by Ryan Abriel and agree to participate in an interview for the purposes described.

Signature: ________________________________

Name (printed): ________________________________

Date: __________________________
Appendix B: Teacher Interview Questions

Closed Ended Questions

Participant Background:

1. What is your first language?
2. Did you grow up in an English speaking country and household?
3. How many years of teaching experience do you have?
4. How many years of experience do you have teaching ELLs?
5. What level of ELLs have you taught?
6. What other languages are you proficient in?
7. Have you ever had experience teaching English abroad?
8. Have you ever had experience teaching English with non-native English teachers?
9. Have you taught in a school where English is not the first language (abroad)?

Open Ended Questions

1. Being a native/non-native English-speaking teacher, explain your thoughts and experiences when this status has aided/hindered your teaching.
2. From your personal experience teaching, explain how you think students feel about the fact that you are a native speaker/non-native speaker of English.
   a. Sub: explain the type of evidence from this claim.
3. What are some of the approaches and strategies you use for ELL’s?
   a. Sub: How successful do you think these strategies and approaches are with different levels? Explain in detail.
4. How do you adapt your strategies and lessons for learners who seem to be struggling?
a. Sub: How do you think being a native/non-native speaker fits into students struggling with these initial lessons (as mentioned in question 4)?

5. How is the engagement of your students when interacting with you, different from their engagement when interacting with other students who share the same first language (not English)?

6. How do you think being able to speak your students’ native language could aid in your teaching if at all?
   a. Sub: If not, explain why.
   b. Sub: Do you think your students would be more engaged/less engaged in your lesson if you could do so?

7. What are the steps/strategies you would use on a student who seems completely disengaged from a lesson?
   a. Sub: How do you feel the motivation of a student to learn English affects their engagement?
   b. Sub: Do you feel that your status as a native/non-native speaker affects the engagement/overall learning from the student?
## Appendix C: Proficiency Level Index

<table>
<thead>
<tr>
<th>CELPIP Proficiency Index Level</th>
<th>CELPIP Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td>Effective Proficiency</td>
</tr>
<tr>
<td>Level 4H</td>
<td>Adequate Proficiency (High)</td>
</tr>
<tr>
<td>Level 4L</td>
<td>Adequate Proficiency (Low)</td>
</tr>
<tr>
<td>Level 3H</td>
<td>Developing Proficiency (High)</td>
</tr>
<tr>
<td>Level 3L</td>
<td>Developing Proficiency (Low)</td>
</tr>
<tr>
<td>Level 2H</td>
<td>Minimal Proficiency (High)</td>
</tr>
<tr>
<td>Level 2L</td>
<td>Minimal Proficiency (Low)</td>
</tr>
<tr>
<td>Level 1</td>
<td>No Proficiency</td>
</tr>
<tr>
<td>Level 0</td>
<td>Did not attempt or insufficient information to assess</td>
</tr>
</tbody>
</table>