

The Students' Attitudes towards the NESTs versus NNESTs and their Impacts on the Students' Motivations to Learn English Language at KAU

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Abstract:

Motivation is one of the crucial aspects of second language acquisition. Students' motivation can be influenced by their teachers. The present study aims to investigate the impact of the two types of teachers on EFL learners' motivations to learn English. These are NESTs (Native English-speaking teachers) and NNESTs (native English-speaking teachers). Hence, it examines learners' attitudes and perceptions towards the two types of teachers. This study employed a mixed method by distributing a questionnaire contains quantitative and qualitative tools. It consists of twenty items of Likert scales and two open-ended questions. The present study subjects are 31 female students at King Abdulaziz University in Jeddah, Saudi Arabia. The results of the study demonstrate that learners have a positive attitude toward NESTs and NNESTs. Despite that, the tendency to learn with NNESTs is higher than NESTs. The findings also show that both types of teachers motivate students to learn English. Moreover, it suggests that the methodology and teachers' personalities are more important than the teachers' nativeness.

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King Khalid University
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By
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Motivation is one of the crucial aspects of second language acquisition. Students' motivation can be influenced by their teachers. The present study aims to investigate the impact of the two types of teachers on EFL learners' motivations to learn English. These are NESTs (Native English-speaking teachers) and NNESTs (native English-speaking teachers). Hence, it examines learners' attitudes and perceptions towards the two types of teachers. This study employed a mixed method by distributing a questionnaire contains quantitative and qualitative tools. It consists of twenty items of Likert scales and two open-ended questions. The present study subjects are 31 female students at King Abdulaziz University in Jeddah, Saudi Arabia. The results of the study demonstrate that learners have a positive attitude toward NESTs and NNESTs. Despite that, the tendency to learn with NNESTs is higher than NESTs. The findings also show that both types of teachers motivate students to learn English. Moreover, it suggests that the methodology and teachers' personalities are more important than the teachers' nativeness.

Keywords: EFL learners, motivation, NEST, NNEST, Saudi students' attitudes.

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CHAPTER ONE: INTRODUCTION

1.Introduction:

Motivation is one of the most critical factors in learning a new language. Most researchers and teachers would admit that motivation is a very significant, if not the most significant factor in learning languages (Du, 2009). Motivation is defined as a set of effort, desire, and favorable attitudes to achieve the learning goals (Gardner, 1985). Without this important combination, it is difficult to ensure constant and effective learning. It is the stimulus that keeps learners progressing in their learning journey. First of all, it is important to present the earliest second language acquisition theories to understand the emergence of motivation in second language learning. A popular concept that relates to motivation is the Affective Filter hypothesis. It was initially presented by Dulay and Burt (1977), who explained it as a barrier that prohibits language input from accessing the mental Language Acquisition Device as it prevents the language acquisition process (Nath, et al., 2017). Then, Krashen (1958) incorporated the Affective Filter Hypothesis as one of his five Input Hypotheses. Krashen's hypotheses are Acquisition-Learning Distinction, Monitor Hypothesis, Natural Order Hypothesis, Input Hypothesis, and Affective Filter Hypothesis (Nath, et al., 2017). The Affective Filter Hypothesis is what matters here, as it describes the role of motivation in learning a new language. Krashen (1982) introduced three major factors that influence the Affective Filter, which are motivation, self-confidence, and anxiety (Nath, et al., 2017). To illustrate, the filter becomes high when the learner is unmotivated, unconfident, and anxious (Du, 2009). Thus, low-motivated learners are not able to benefit from the input they are exposed to because the increased filter prevents them from obtaining the linguistic input. Hence,

the evidence suggests that motivation is crucial for enhancing the learning process of EFL (English as a Foreign Language) learners.

However, several factors influence motivation. One of them is the learners' attitudes. Gardner and Lambert (1959) were the first ones who shed light on the strong relationship between motivation and positive attitudes towards a language and its speakers (Todor, Degi, 2016). Another influential variable that motivates learners are teachers. Yilmaz et al. (2017) pointed out that learners' motivation is highly affected by their teachers. In this regard, there are two major types of teachers in the EFL context. Native English-speaking teachers and non-native English-speaking teachers. A native speaker (NEST) can be identified as a person with English as her/his first language and has spoken it since childhood. On the other hand, a non-native speaker (NNEST) refers to a person whose mother tongue is not English and has acquired it as a second or foreign language (Al-Nawrasy, 2013). It is considerably argued that NESTs are better teachers than NNESTs because they teach their first language. Some scholars claim that NESTs are the best and ideal teachers because of their superior command of English (Nawrasy, 2013). This assumption formed the concept of employing NESTs in colleges, language institutions, and universities, with no consideration of their qualifications or experience as teachers (Alseweed, 2012). Phillipson (1992) named this as a Native speaker fallacy and defined it as the misconception held by many individuals that the native speaker is a stronger language teacher than a non-native speaker. (as cited in Huys, 2017). The question here is, are the students affected by this concept? EFL learners' attitudes towards the two types of teachers are still debatable (Al-Nawrasy, 2013; Huys, 2017; Phothongsunan, 2018; Alqahtani, 2019). However, only a few researches were conducted to look at this issue by investigating the impact of the two types of teachers on students' motivations to learn English, such as (Adara, 2018&2020), especially in the EFL Saudi context.

1.1 Statement of the problem:

Unfortunately, in EFL setting, NESTs and NNESTs are seen differently. They are classified according to their linguistic background, not their teaching abilities. According to Moussu (2010), it is widely considered that NESTs are the ideal English teachers (as cited in Alghofaili& Elyas, 2019). Undoubtedly, this concept leads to hiring discrimination and a preference for nativeness over qualifications. As Mahboob (2004) pointed out, program managers consider "nativeness" to be very important when it comes to hiring teachers. This assumption prevailed and spread in the Saudi EFL context without considering the students' attitudes and motivations. Hence, this study tackles the motivation angle and provides an essential investigation about learners' motivation in relation to the different types of teachers in EFL Saudi context.

1.2 Significance of the study:

Although extensive research in the Saudi context has been carried out on EFL learners' attitudes and achievements in relation to NESTs and NNESTs (Al-Nawrasy, 2013; Alghofaili& Elyas, 2019), no study exists which surveyed the EFL learners' motivations. Thus, the novelty of the current study is to put insight into this matter. It explores EFL learners' attitudes regarding the two types of teachers and then answers whether English teachers' type impacts the learners' motivations or not and why. Specifically, it intends to answer the following questions:

1.3 Research questions:

- 1-What are the attitudes of KAU students towards NESTs and NNESTs?
- 2-What is the impact of the two types of teachers on the students' motivation?

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Native and Non-native English teachers:

For over 20 years, discussions have been held to decide the best English language teacher (Al-Nawrasy, 2013). The issue has grown in importance in light of the debate regarding the superiority of NESTs over NNESTs. It has been the subject of a large number of published studies (Huys, 2017; Alghofaili & Elyas 2017 & 2019). Unfortunately, non-native speakers are remarked as those with restricted access to the language or with few native speakers' features (Davies 2004, as cited in Adara, 2019). Due to this claim, NESTs are regarded as the language's ideal teacher (Moussu, 2010, as cited in Alghofaili, Elyas 2017). However, the literature shows contradictory findings of the best English teacher. Alqahtani (2019) conducted a study in Riyadh, Saudi Arabia. The researcher found that NESTs outperform NNESTs as they provide effective teaching styles and methodology that meet the students' needs. Also, the subjects of the study exhibited explicit preference and satisfaction for NESTs. However, claims that advocate NESTs as better than NNESTs in language teaching are still under intense investigation about their validity. According to Bueno (2006), no research has proven this claim (as cited in Adara, 2019).

On the other hand, Alghofaili and Elyas (2017) employed a questionnaire to examine the impact of NESTs and NNESTs on the students' achievement in KAU. The findings indicate that teachers' nativeness has no noticeable influence on the learning process, instead, the teacher's personality is more important. Thus, students seem to esteem other aspects other than the teachers' native language. Another study by Alghofaili and Elyas (2019) investigated the impact of NESTs and NNESTs on the Saudi EFL learners' achievements in listening and speaking skills. The results revealed that the nativeness of teachers does not influence the speaking and listening skills of Saudi

EFL students. It is possible to say that even the improvement in students' performances is not significant enough to favor NESTs over NNESTs.

2.2 Learners' attitudes towards NESTs and NNESTs:

There are arguments regarding learners' attitudes towards NESTs and NNESTs. Several studies were carried out in various contexts to examine the learners' attitudes that demonstrated a considerable contradiction in their results. Some of them will be discussed in this section. Urkmez (2015) conducted a study in Turkey to investigate the preference towards NESTs and NNESTs of 120 Turkish students. The finding demonstrated that the learners' views of their NESTs and NNESTs were significantly different. The participants preferred NESTs because they believed NESTs were better at teaching speaking, listening, and cultural knowledge. At the same time, they think that NNESTs were better at teaching grammar and writing. Similarly, Huys (2017) investigated the students' preference regarding NESTs and NNESTs in Nijmegen. The results showed that there was an overall preference for NESTs. However, the preference regarding the specific subject areas was not only related to NESTs. Most of the students preferred to learn pronunciation with NESTs and grammar with NNESTs. Moreover, Alseweed (2012) conducted a study in Qassim, Saudi Arabia. His research aimed to examine the students' perception of their NESTs and NNESTs in English classrooms. The findings demonstrated a higher preference for NESTs. Similar to Phothongsunan's study (2018) in Bangkok. It concludes that most of the participants preferred to study with NESTs, and this positively affected their behavior and motivation to learn. Besides, the participants provided a comparison between the two groups of teachers in their teaching method, marking, language proficiency, personality, etc., but the most preferred qualities of the two types of teachers were related to their personalities. It is interesting to note how these students stated that they preferred NESTs, but when it comes to the detailed

investigation, such as the subject preference, it appears that there was a slight preference or no preference at all for a specific type of teacher over the other. This raises a question, are the learners affected by the native speaker fallacy? It seems EFL learners lacked awareness regarding this matter.

On the contrary, in Indonesia, Adara (2018) examined students' motivation in learning English as a second language with NESTs and NNESTs. The findings revealed that most participants preferred NNESTs over NESTs because they had the same mother tongue. Similarly, in Braine and Lings' (2007) study in Hong Kong, the researchers stated that the students had a positive attitude towards NNESTs, although they shared some weaknesses of NNESTs. Interestingly, the students from the final year showed a greater favorable attitude for NNESTs than the students from the first year. The earliest learners likely had more knowledge and awareness than the new students based on their long-term experience. Mahboob (2004) in Michigan investigated students' perceptions of NESTs and NNESTs. The researcher asked them to write an essay regarding their preference. The findings demonstrated that students did not have an apparent preference for the two kinds of teachers. Also, they presented strength points for NNESTs more than NESTs. Overall, it is normal to find differences in learners' attitudes and preferences, but the issue is when the teaching facilities react on a general assumption that says learners prefer NESTs over NNESTs. The learners' attitudes are important as they wider our understanding of the issue and help to provide an effective learning environment in EFL classrooms.

CHAPTER THREE: METHODOLOGY

3.1 The participants:

The study samples are 31 female students from different majors at King Abdulaziz University in Jeddah, Saudi Arabia. The subjects' majors are Statistics, Business Administration, Public Administration, and Law. They were chosen because the two types of teachers have taught them. The age range of the participants is from 19 to 23. The following chart describes the subjects' English level.

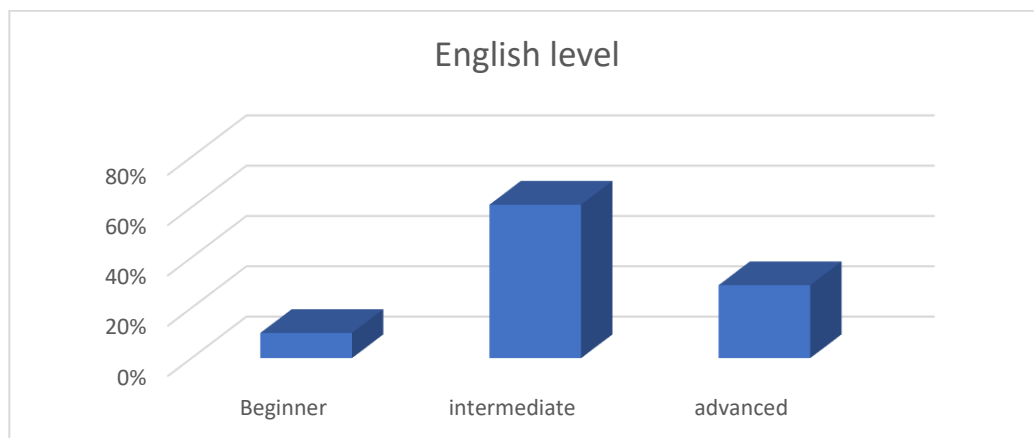


Figure 3.1. The participants' English level

3.2 The research instruments:

The research design is a mixed method as it carries tools for quantitative and qualitative data. This method was employed to obtain a broader understanding of the collected data. To ensure that the participants understand the key terms NESTs and NNESTs, the researcher added definitions at the beginning of the questionnaire. The questionnaire has three sections: demographic questions, twenty Likert scale items, and open-ended questions. The demographic section contains five

questions, age, gender, English level, and a question that asks if they have been taught by the two types of teachers.

The second section was taken from a previous study (Adara, 2020). It comprises twenty Likert scale items with four response options: strongly agree, agree, disagree, and strongly disagree. The first ten statements examine the learners' motivation and attitudes towards learning English with NESTs. In contrast, the next ten items examine the learners' motivation and attitudes towards learning English with NNESTs.

In the third section, the researcher added two open-ended questions. These questions are set for more clarification and to enrich the data. The first question is "What type of the two types of teachers do you prefer? Why?" this question was used to allow the participants to express themselves because the Likert scale allows only for limited answers. The second question is "What are the most important qualities of English teachers that motivate you to learn?". To identify the fundamental and most crucial English teacher characteristics that motivate learners. The open-ended are optional to give more space for participants who want to share their own opinions and experiences.

3.3 The procedures:

As mentioned, the Likert scales section was adopted from a previous study (Adara, 2020). The researcher changed the word "Bahasa Indonesia" into "Arabic" because the present study's subjects are native Arabic speakers. Also, the content of the questionnaire was translated into Arabic to make it easier for the participants to answer it correctly. Google Forms was employed to create and design the survey. It took more than two weeks to receive forty-seven responses. Sixteen of them were excluded because they were not the target subjects. The quantitative data were analyzed using the SPSS program and Microsoft Excel. SPSS was used to get the mean and

standard deviation, while Excel was used to get the rank. The qualitative data were translated into English and used to support the quantitative data and to get a more comprehensive understanding of the issue.

CHAPTER FOUR: RESULTS OF THE STUDY

4.1 Learners' Motivation and Attitudes Towards NESTs:

The results of the study demonstrate that KAU' learners have positive attitudes towards NESTs. The results also indicate that they are motivated to learn English with NESTs. These results are shown in Table 1 below.

Table 1: Mean of Learners' Motivation and Attitudes Towards NESTs

statement	Mean	Std Deviation
1-I want to speak as fluent as my native English-speaking teachers.	3.74	.445
2- Native English-speaking teachers motivate me to speak English more in the classroom.	3.16	.860
3- I feel more excited to study English with native teachers.	3.03	.875
4- I enjoy listening to English spoken by native speakers.	3.03	.718
5- Native English-speaking teachers have better accents than non-native teachers.	2.97	.752
6-- If I want to travel abroad, I have to practice speaking with native teachers.	2.87	.922
7- I like learning about American or British cultures from native speakers.	2.82	.395
8 -Learning English with native teachers is more interesting than non-native teachers.	2.81	.980
9 - Native English-speaking teachers motivate me to learn grammar.	2.74	.999
10- My speaking, listening, reading and writing skills of English are improved after being taught by native English-speaking teachers.	2.59	.682

<u>Weighted Mean</u>	<u>2.970</u>
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As shown in the above table, the participants wish to speak English fluently like their NESTs (3.74). The participants also believe that native English-speaking teachers motivate them to speak English more in the classroom (3.16). The participants feel more excited to study with NESTs (3.03). The subjects enjoy listening to the language used by NNESTs (3.03). The results indicate that (2.97) believe NESTs have better accents than NESTs. The participants believe that if they plan to travel abroad, they have to practice English with NESTs (2.87). The subjects also like to learn about the American or British cultures from NESTs (2.82). The participants believe that learning English with NESTs is more interesting than learning with NNESTs (2.81).

Regarding grammar, participants believe that NESTs motivate them to learn grammar (2.74). The subjects believe that their speaking, listening, reading and, writing skills of English are improved after being taught by native English-speaking teachers (2.59). As shown in the Weighted Mean Table 1, the participants have positive attitudes towards NESTs, and they are motivated to learn English with NESTs (2.970).

4.2 Learners' Motivation and Attitudes Towards NNESTs:

The study's findings indicate that KAU's students have a positive attitude toward NNESTs. They are also motivated to learn English with NNESTs. These findings are presented in Table 2 below.

Table 2: Mean of Learners' Motivation and Attitudes Towards NNESTs

Statement	Mean	Std Deviation
11- If I don't understand something, I can ask in Arabic.	3.48	.570

12- Non-native teachers understand what I said both in English and Arabic.	3.42	.848
13- Non-native teachers can explain difficult lessons easily.	3.39	.844
14- Non-native teachers give more activities that make me understand English.	3.29	.824
15- I study English better with non-native English-speaking teachers.	3.19	.833
16- I feel more relaxed to study English with non-native than native teachers.	3.10	.746
17- Non-native English-speaking teachers understand how hard it is to learn English.	2.94	.814
18- Non-native English-speaking teachers give me cultural knowledge like native teachers.	2.90	.831
19- I like listening to English spoken by non- native English-speaking teachers.	2.84	.898
20- Non-native English-speaking teachers motivate me to learn English.	2.74	.729
<u>Weighted Mean</u>	<u>3.129</u>	

As shown in table 2, the participants use Arabic in classrooms if they do not understand something (3.48). They also indicate that NNESTs understand what they say in English and Arabic (3.42). The participants believe that NNESTs can explain difficult lessons easily (3.39). According to the subjects, NNESTs use more activities to help them understand English (3.29). The participants believe they study English better with NNESTs (3.19). The respondents feel more relax to study with NNESTs (3.10). Also, they believe that NNESTs know how hard it is to learn English (2.94). The subjects believe that NNESTs provide cultural knowledge like NESTs (2.90). The participants like to listen to the language spoken by NNESTs (2.84). Regarding motivation, the participants believe that NNESTs motivate them to learn English (2.74). In the end, the

respondents have positive attitudes towards NNESTs, and they are encouraged to learn English with them, as shown in the Weighted Mean (3.129).

4.3 Students' preference of the two types of teachers and why:

The first question of the open-ended question is "What type of the two types of teachers do you prefer? Why?" All of the participants did not answer this question. Only Twenty-six learners answered it. However, sixteen of them reported that they prefer NNESTs, eight prefer NESTs, and two prefer both types of teachers. Also, few participants answered the second part of the question.

Regarding the NNESTs, three of the participants justify their preference for NNESTs because they share the same language. The first participant stated, "I prefer NNEST because they switch to Arabic if I do not understand," the second students wrote, "I prefer NNESTs because they use English and Arabic to explain difficult lessons" the third respondents stated "I prefer NNESTs because they can explain the lessons well in Arabic. It helps me to understand" one student wrote "I prefer NNESTs because they know how hard it is to learn English. Lastly, one respondent stated, "I prefer NNESTs because their accents are easier to understand". In regard to NESTs, one learner stated that "I prefer NESTs because they help me learn the correct pronunciation." Lastly, another student justifies her preference for NESTs by saying, "they are the best."

4.4 learners' perceptions of the most important qualities that motivate them:

The second question is "What are the most important qualities of English teachers that motivate you to learn?". The respondents' answers were related to two categories which are methodology and personality. Six students emphasized the methodology aspect. These are some of their suggestions "establish incremental practicing activities," "using English videos," and "preparing classes to practice English with each other." Also, one student state that" the length of the lessons

is what makes them boring". Regarding the personality, it was highlighted by five participants. One student wrote, "the teacher and students' relationship should be close to know our difficulties and motivate us". Similarly, another student revealed, "the teacher who respects and considers the student's capabilities." One respondent reported, "the teacher who does not diminish the student who is unfamiliar with the language.". Lastly, two participants stated that the teachers' patience is one of the essential characteristics that motivate learners.

The overall results indicate that learners have a positive attitude towards both types of teachers, and both motivate them to learn English. Nevertheless, the tendency to learn from NNESTs is higher than the NESTs. This appears in the Weighted Mean of the two sections. In the NESTs' section, the Weighted Mean (2.970), while in the NNESTs' section, it is (3.129). It also occurs in the first open-ended question, when sixteen out of twenty-six replies show a preference for NNESTs over NESTs while only eight responses go with NESTs.

CHAPTER FIVE: DISCUSSION

5.1. Learners' motivation and attitudes of NESTs:

The following section previews learners' attitudes and motivation of NESTs. It will be discussed in relation to the related literature.

5.1.1 Learners' motivation and preference of NESTs and speaking:

The results show that the participants wish to speak English fluently like their NESTs. Similar to the previous study by Mahboob (2004), which investigated the learners' preferences to NESTs and NNESTs regarding the oral skills, its findings indicated that the learners prefer NESTs as being an ideal model in teaching oral skills. Also, Ürkmez (2015) found that 96% of the 120 Turkish students prefer NESTs over NNESTs for teaching speaking skills. However, most English learners regard fluency as the most essential skill (Alghofaili, Elyas, 2019). Considering that, the noticeable preference for NESTs at teaching speaking in many contexts is understandable. Since students consider native speakers are the only teachers who know the true and appropriate English (Amine,1994, as cited in Photongsunan 2018)

It appears that NESTs motivate learners to speak the target language. This can be explained as follows: in addition to NESTs speaking ability which makes them favorable for learners, NESTs force learners to use the target language because it is their only way for communication. Ma (2012) argues that NESTs provide an authentic English-speaking atmosphere by being unable to speak in students' first language to the point that students are required to use English (as cited in Adara, 2020). Unlike NNESTs who use and allow learners to use their first language when needed.

5.1.2 Learners motivation and preference of NESTs accent and culture:

As seen in the results, learners enjoy listening to the language of NESTs. This can be explained by their agreement on the fifth statement, which says that NESTs have better accents than NNESTs

(2.97). It indicates that learners prefer to be exposed to the target language used by a person who speaks it natively. According to Phothongsunan (2018), students view teachers with non-native accents as less qualified and unfavorably when compared to native teachers.

However, this is not the case of all students. For instance, a student of the current study stated that "I prefer NNESTs because I understand their accents". This statement is important because it demonstrates the diversity of learners' preferences. NNESTs aren't necessarily thought to be deficient in comparison to NESTs when it comes to speaking skills. Similarly, in Braine and Lings' (2007) study, the majority of the students stated that they prefer to learn English from NNSETs rather than NESTs with more prestigious accents. Students choose the local and familiar accent because it is easier for them to understand. Huys (2017) also found that learners will not switch classes if they have a teacher with a foreign accent. Overall, despite the significance of learners' perceptions, they are not enough. It is important to support these findings by examining the real impact of a native's accent on learners' speaking skills. For instance, Al-Nawrasy (2013) conducted a study on the learners' speaking proficiency when they studied with NESTs and NNESTs. The researcher found no significant difference among students' achievement in speaking skills.

The current findings suggest that learners like to know about the foreign culture from NESTs. Similar to Urkmez's (2015) study, which reveals that 84% of learners believe that they would learn more about the target culture with NESTs. Moreover, in Alseweed's (2013) study learners stated that NESTs are a real embodiment of the target culture, and he/she can teach his/her language more effectively than a teacher from another culture. Therefore, students believe that NESTs are the authentic sources of the target culture. It is more appealing for them to learn about the new culture from NESTs. This corresponds to the sixth statement (2.87) which indicates that

subjects desire to practice English with NESTs, if they plan to travel abroad, as traveling requires knowledge of the foreign culture.

5.1.3 Learners' motivation and preference of NESTs grammar and language skills:

Although the subjects demonstrate a positive attitude for NESTs. NESTs' grammar instructions and learners' development were the two points that received the least agreement from subjects. Likewise, the literature indicates that NNESTs are better at teaching grammar (Mahboob, 2004; Alseweed, 2012; Urkmez, 2015). A possible explanation for this may be that NNESTs studied the grammar and the structure of the language intensively, unlike NESTs who acquired this part of the language. Ma and Ping (2012) stated that when it comes to teaching grammar, NESTs often rely on their grammatical intuition, which is not always reliable (as cited in Alghofaili, Elyas, 2017). The fluency of the NESTs does not automatically fulfill grammar instructions. Grammar is more connected to accuracy. Thus, being a fluent teacher does not necessarily mean that she or he can effectively teach his or her native tongue. However, this argument does not apply to every NEST. It does, nevertheless, clarify why EFL learners prefer NNESTs for grammar instructions.

According to the results, it is conceivable to say that there is no significant improvement in learners' skills after being taught by the NESTs. Similar to the finding of Alghofaili and Elyas' (2019) study, which resolves that the nativeness of teachers has no remarkable impact on the learners' achievements. It is important to note that learners strongly promoted NESTs for teaching speaking and listening over NNESTs, but their agreements decreased when they were asked about the NESTs' impact on their skills. Consequently, a possible explanation for this might be that the concept of nativeness may influence learners because their positive attitudes towards NESTs do not seem to be reflected in their motivations and accomplishments.

5.1. Learners' motivation and attitudes of NNESTs:

The following section previews learners' attitudes and motivation of NNESTs. It will be addressed in light of previous research.

5.2.1 NNESTs motivate learners because they share the same language:

Based on the current results, the participants are motivated to learn with NNESTs because they have the same mother tongue. Sharing one language enables teachers to classify complex ideas via switching to the native language. It also allows learners to use their first language when they cannot find the proper expression. Comparable to Braine & Lings' (2007) results which indicate that learners show positive attitudes towards NNESTs because in discussing complex issues in English classes, NNESTs might use the students' first language. Adara (2018) also found that students preferred NNESTs over NESTs because they share the same native language. In the Saudi EFL context, nativeness acts as a constraint for developing fresh English students. Students graduate from high school with insufficient English skills, and then they shock by a native English speaker who does not speak their language. It influences the mutual understanding between the teachers and the students. Without a doubt, it ultimately causes the learners to participate less in the class.

The former finding is emphasized by the subjects' statements in the open-ended questions, where at least three students justified their preference for NNESTs by stating, "I prefer NNESTs because they switch to Arabic if I do not understand". However, using the first language is a double-edged sword. Total dependence on the first language in classrooms is not advantageous in language improvement. The ability to shift to Arabic, if it is needed, raises the learners' chance to understand the lessons. NESTs do not have that privilege. Students' exposure to English is not affected by the limited and careful use of the mother tongue in an English classroom; instead, it can help in the teaching and learning processes (Tang, 2002).

The second reason that makes lessons easier with NNETs occurs in the fourteenth statement (3.29), which shows that learners agree that NNETs use various activities. Braine and Lings (2007) state that students favor NNETs because they use effective teaching English activities, as they had a similar educational process. Most of NNETs' knowledge was obtained through intensive academic courses because the English language is not their mother tongue. Therefore, they had been exposed to plenty of teaching and learning techniques that sharpen their abilities in English language teaching.

5.2.2 NNETs motivate learners because they feel more relaxed with them:

The learners appear to appreciate the common culture and language. The ability to use Arabic in classrooms gives learners a sense of comfort. Learners also feel more relaxed around NNETs since they had been gone through the same learning experience. As found in the current study, the subjects agree that NNETs know how challenging it is to learn English. When the students find their teachers aware of their difficulties and needs it reduces their stress and anxiety. Likewise, Alseweed (2012) noted that learners believe that NNETs are more aware of their difficulties and challenges than NESTs. Overall, a relaxing classroom atmosphere increases learners' motivation.

Based on the results, it is hard to ensure what learners prefer on cultural instructions, but it is possible to state that learners have a natural preference regarding this matter. However, "NNS English teachers can also help students understand the culture of English, even though they are not English native speakers" (Chang, 2016, as cited in Huys 2017).

5.3.1 The methodology and personality are the most factors that motive learners:

In this section, most of the learners' responses are linked to the atmosphere of the classrooms in which they find close, supportive teachers who provide an exciting and motivating environment. It is vital to note that the subjects emphasize certain aspects that are not related to the native

language of the teachers. Teachers can offer learners a motivating learning atmosphere regardless of their linguistic background. It matches with the findings of a previous study which suggests that the “teacher’s personality is more involved in the classroom communications and interactions than is the teacher’s nativeness” (Alghofaili, Elyas, 2017, p.8) Therefore, the nativeness concept is a myth that underestimates other more critical factors for good teachers: their teaching methodologies and personality.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6. Conclusion and Recommendations

The importance of nativeness in the EFL contexts is an issue that has been under debate in various contexts. This study attempts to provide insight into this issue by targeting an essential aspect of second language acquisition which is motivation. Specifically, it examined the learners' attitudes towards NESTs and NNESTs. It also looked into the effects of the two types of teachers on the students' motivation to learn English. The results of the study were obtained via qualitative and quantitative instruments in the form of a survey. The findings demonstrate that the subjects who are female students at KAU have a positive attitude towards the two types of teachers. The results also indicate that both types of teachers motivate them to learn English. Nevertheless, the participants show the tendency to learn from NNESTs is higher than the NESTs. It appears that the learners are more attracted to learn speaking and listening skills from NESTs because they believe they have better accents, while they believe that NNESTs able to explain complicated lessons. They are also motivated to learn English with NNESTs because they share the same commonality of their mother language and learning experience, which increases their comfort level. Additionally, the results suggest that the teachers' methods and personalities motivate students to learn more than their nativeness.

As with many studies, usually, there are limitations. Due to the time constraints, the researcher's efforts were limited to collecting the data via a survey only. Also, this study was conducted on a small sample of female students at KAU and it is limited to one preceptive. Thus, the findings of this study can't be generalized due to these limitations. However, it is recommended to expand the sample to include a larger number of female and male students. Both types of teachers can be included as participants to provide information about the learners' attitudes and motivations in

classrooms. It is also suggested to add the interview tool to enrich the understanding of the issue. It is proposed that this research be conducted at multiple settings or locations in Saudi Arabia, such as King Khalid University, King Saud University, etc. Despite these restrictions, the findings have brought attention to the issue and offered insight into this matter.

In light of the current results, it is suggested to distribute the tasks between the two teachers. We can keep the balance by assigning NESTs for speaking and listening classes and NNESTs for grammar and complex lessons in order to ensure providing the learners with options that suit them and keep them motivated. Overall, NESTs and NNESTs should have an equal chance in teaching employments opportunities. Teachers should be evaluated equally according to their qualifications regardless of their native languages.

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Appendix:**English version of the questionnaire:****The questionnaire:**

The purpose of this study is to investigate your personal perceptions and experiences regarding the two types of teachers that have taught you: native English-speaking teachers and non-native English-speaking teachers. There is no correct or wrong answer. Your responses will help accomplish the research objectives as you are the main source. You do not have to write down your names. Your responses will be used only for the purposes of this research. Your cooperation is highly appreciated.

- **Native English speaker** refers to someone who speaks English as her/his first language. Such as people from Canada, United Kingdom, United states of America, Australia etc...
- **Non-native English speaker** is a person who has learned and speaks English as her/his second language (Arab). Such as teachers from Saudi Arabia, Sudan and Egypt.

I fully understand the purpose of this survey, and I agree to participate in it:

A. Yes

B. No

Demographic questions:

Name: * optional

Age:

Gender:

Major:

In which semester:

You have been taught by both types of teachers (Native English-speaking teachers and Non-Native English-speaking teachers)?

English level:

- a. Beginner b. Intermediate c. Advanced

1- Choose ONE answer which best reflects your view of the given statement.

A. Learners' Motivation and Attitudes of NEST

1- I want to speak as fluent as my native English-speaking teachers.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

2- Native English-speaking teachers have better accents than non-native teachers.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

3- I enjoy listening to English spoken by native speakers.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

4- Native English-speaking teachers motivate me to learn grammar.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

5- I like learning about American or British cultures from native speakers.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

6- Learning English with native teachers is more interesting than non-native teachers.

- A. Strongly agree B. Agree

C. Strongly disagree D.Disagree

7- Native English-speaking teachers motivate me to speak English more in the classroom.

A. Strongly agree B.Agree

C. Strongly disagree D.Disagree

8- I feel more excited to study English with native teachers.

A. Strongly agree B.Agree

C. Strongly disagree D.Disagree

9- If I want to travel abroad, I have to practice speaking with native teachers.

A. Strongly agree B.Agree

C. Strongly disagree D.Disagree

10- My speaking, listening, reading and writing skills of English are improved after being taught by native English-speaking teachers.

A. Strongly agree B.Agree

C. Strongly disagree D.Disagree

A. Learners' Motivation and Attitudes of NNEST

11- Non-native English-speaking teachers understand how hard it is to learn English.

A. Strongly agree B.Agree

C. Strongly disagree D.Disagree

12 Non-native English-speaking teachers motivate me to learn English.

A. Strongly agree B.Agree

C. Strongly disagree D.Disagree

13- I study English better with non-native English-speaking teachers.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

14- Non-native teachers give more activities that make me understand English.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

15- Non-native teachers can explain difficult lessons easily.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

16- If I don't understand something, I can ask in Arabic.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

17- Non-native teachers understand what I said both in English and Arabic.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

18- I like listening to English spoken by non- native English-speaking teachers.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

19- I feel more relaxed to study English with non-native than native teachers.

- A. Strongly agree B. Agree
C. Strongly disagree D. Disagree

20- Non-native English-speaking teachers give me cultural knowledge like native teachers.

- A. Strongly agree B. Agree

C. Strongly disagree D.Disagree

2- Answer the following questions:

1- What type of the two types of teachers do you prefer? Why?

2- What are the most important qualities of English teachers that motivate you to learn?

Please mention them in order.