

Research and Trends in the Studies of Native & Non-native Speaker Teachers of Languages: A Review on Selected Researches and Theses

Fathen SuriatiJusoh [1], Norlidah Alias [2], Saedah Siraj [3], Dorothy De Witt [4], Zaharah Hussin [5], Ghazali Darusalam [6]

[1] University of Malaya, Kuala Lumpur
fathen123@gmail.com

[2] University of Malaya, Kuala Lumpur
drnortidah@um.edu.my

[3] University of Malaya, Kuala Lumpur
saedah@um.edu.my

[4] University of Malaya, Kuala Lumpur
dorothy@um.edu.my

[5] University of Malaya, Kuala Lumpur
zaharah@um.edu.my

[1] University of Malaya, Kuala Lumpur
drgha@um.edu.my

ABSTRACT

Recruiting and employing native speaker teachers of English Language (NST) in non-native speakers' context are widely practised in countries which learn and use the target language taught by the native speaker teachers (NST) as either as a second or a foreign language. This paper reviews selected journals and thesis on the issues of Native and Non-native Speaker Teachers (NST & NNST). It covers on students', as well as the Native and Non-Native Speaker Teachers' (NNST) self-perceptions and attitudes. This review discovers almost the same pattern of students' attitudes and perceptions towards native speaker teachers. Most studies reviewed indicate that most of the non-native learners of the target language have positive attitude towards native speaker teachers. They view native speaker teachers as the model of the target language learnt and believe that the native speaker teachers could provide a great example in learning pronunciation and speaking skill. In addition, this review also identifies that learners believe that their non-native teachers are compatible in teaching the language as they have experienced in being second language learners. As such, they are more empathic and are able to apply the suitable teaching approaches for the learners in learning the language. In contrast, the learners view their non-native speaker teachers are weak in teaching oral communication skills as they believe that in order to learn communication skills, native speaker models are required. However, the learners still prefer the collaborative teaching of native and non-native speaker teachers of the language when learning the target language. This is because they take the native speaker teachers as their model to learn the language and the non-native speaker teachers as their interpreter. Nonetheless, this review also finds that learners value both native and non-native teachers of the language.

Keywords: *Native speaker teacher, non-native teachers, students' perceptions, language learning*

INTRODUCTION

Employing and hiring Native Speaker Teachers (NST) of any particular language to teach the target language as either as a second or foreign language is so common in many countries which value the target language as much as their first language (L1). English is one of the languages which is taught as a second language (ESL) or a foreign language (EFL) across the globe. With the growing demand of the importance of English language in various fields has influenced the employment of the Native Speaker Teachers (NST) by some countries. In contrast, a fact has shown that the majority of English teachers in the world are not native speakers of English and almost eighty percent of the world's English language teachers are Non-Native Speaker Teachers (NNST) (Matsuda & Matsuda, 2001). As such, there are numerous studies have been conducted regarding the issues on Natives Speaker Teachers (NST) and Non-Native Speaker Teachers (NNST). The researchers have high interests to determine the issues on Natives Speaker Teachers' (NST) and Non-Native Speaker Teachers' (NNST) teaching effectiveness, roles, students' preferences as well as teachers' self-perception.

This part will review sixteen articles on the issues of Natives Speaker Teachers (NST) and Non-Native Speaker Teachers (NNST) across the world. This review will cover on the topics of students' perception and attitudes and Natives Speaker Teachers' (NSTs) and Non-Native Speaker Teachers' (NNST) attitude and self-perception.

RESEARCH PURPOSE

The purpose of this article is to learn and review the research trends on Native and Non Native Speaker Teachers' (NST&NNST). Sixteen related journal articles and unpublished theses which are published from the year 2002 until 2011 are selected in this study. The articles and theses are then analysed according to their publication year, participants, research design, research methods, research analysis, research setting and research findings. The results of the analysis will outline the research trends and patterns of the journal articles and theses which are related to Native and Non-Native Speaker Teachers' (NST&NNST) issues. It is hoped that the results of this study can provide Native Speaker Teacher (NST) programme organisers, administrators, teachers and researchers with some insightful ideas about the publishing trends, patterns and issues studied on Native and Non- Native Speaker Teachers (NST&NNST). In addition, learning and knowing the trends of the current studies will assist the policy makers to promote further studies to fill in the gaps of the research field in the future.

The research questions addressed by this study are therefore:

1. Which research setting has a high rate of studies on Native Speaker Teachers (NST) and Non-Native Speaker Teachers (NNST) between the year 2002 to the year 2011 from these sixteen selected journal articles and theses?
2. What is the data collection method most commonly used in Native Speaker Teachers (NST) and Non-Native Speaker Teachers' (NNST) studies in these sixteen selected journal articles and theses?
3. What is the most common issue concerning Native Speaker Teachers (NST) and Non-Native Speaker Teachers (NNST) studied in these sixteen selected journal articles and theses?
4. What are the similar and different findings found in these sixteen selected journal articles and theses?

METHOD

Research Papers for Analysis

This study uses sixteen selected articles which are taken from various educational journals and unpublished theses. Educational journals that are used are *Journal of Language and Linguistic Studies*, *TESOL Journal*, *Arizona Working Papers in SLA and Teaching*, *JALT Conference 2002 Proceedings Academic Journal*, *English Language Teaching Journal*, *Language Awareness Journal*, *ABAC Journal*, *Asian EFL Journal*, *ARECLS Journal*, *PORTA LINGUARUM Journal*, *WoPaLP Journal* and *TESL-EJ (Teaching English as a Second or Foreign Language) Journal*. These selected journal articles and theses are published from the year 2002 to the year 2011.

These journal articles and theses are then analysed according to their publication year, participants, research designs, research methods, research analysis and research settings. The gathered data on research methods and research settings are then analysed statistically in order to answer research questions 1 and 2. As for the research settings, the countries where the studies are conducted are categorised according to their salient continents such as America, Western Asia, Eastern Asia and Europe (refer to Tab. 1).

Additionally, a content analysis is carried out by analysing abstracts, research questions and findings of each study. Descriptive statistics are used to analyse and report the data.

Table 1. Research settings and their salient continents

Research settings	Salient continents
Japan China Korea Taiwan Thailand	Eastern Asia
Hungary Spain	Europe
Iran Turkey	Western Asia
Midwest, USA Southwest, USA Indiana, USA West Texas, USA	America

Research issue analysis

Based on the methodology of content analysis, the research questions and their findings were categorized into some issues of Native Speaker Teachers (NST) and Non-Native Speaker Teachers' (NNST) studies. The final analysis results consisted of the following issues:

1. Students' perceptions and attitudes towards Native Speaker Teachers (NST).
2. Students' perceptions and attitude towards Non-Native Speaker Teachers (NNST).
3. Native Speaker Teachers' (NST) perception towards students.
4. Other teachers' perceptions and attitudes towards Native Speaker Teachers (NST).
5. Native Speaker Teachers' (NST) perceptions and attitudes towards themselves.
6. Non-Native Speaker Teachers' (NNST) perceptions and attitudes towards themselves
7. Administrators' perceptions and attitudes towards Native Speaker Teachers (NST) and Non-Native Speaker Teachers (NNST).

It should be noted that many articles addressed more than one issue in their studies (refer to Table 2 for further information). The findings of the studies which were categorized according to issues were studied to find their similarity and differences and ultimately answer research question 4. The percentages of the related issues were statistically analyzed to answer research question 3.

Table 2.An analysis of 16 studies according their issues

Study (author, year)	Participants	Research design/type	Data collection	Data analysis	Research setting	Issues discussed
Miyazato (2002)	13 Japanese freshmen in the Department of Business and Communication (BC) and junior students in the Department of Business (DB)	Descriptive	Interview	Interpretative	Japan	Students towards NST
Lasagabaster & Sierra (2002)	76 undergraduates	Descriptive	Questionnaire	Descriptive (mean)	Spain	Students towards NST&NNST
Mahboob (2004)	37 students who enrolled in an Intensive English Program at a large Midwestern ESL program.	Descriptive	Students' essay	Discourse analysis, Interpretative	Midwest, USA	Students towards NST&NNST
Madrid & Cañado (2004)	459 students from various level of education and 35 NNST	Descriptive, Developmental	Questionnaire	Interpretative, Descriptive (mean, SD), Statistical analysis (ANOVA)	Spain	Students & teachers towards NST&NNST
Sahin (2005)	1076 high school students	Descriptive, Developmental	Questionnaire	Descriptive (mean, SD), Statistical analysis (t-test)	Turkey	Student towards NST
Koksal (2006)	216 high school and college students	Descriptive	Questionnaire	Descriptive (percentage), Statistical analysis (r)	Turkey	Students towards NST&NNST
Moussu (2006)	1040 ESL students, 18 NNST, 78 NST, 21 Administrators	Descriptive	Questionnaire	Descriptive (mean, mode, median, SD)	Indiana, USA	i) Students towards NST&NNST. ii) NST towards themselves iii) NNST towards themselves. iv) Administrators towards NST&NN

Wong (2006)	8 undergraduates who have no experience teaching language and teaching training but require to teach English as a second language(a part of their studies requirements)	Descriptive	NSTs' reflective and teaching journal, Interview&Ob servation	Interpretative, Discourse analysis	West Texas, USA	NST towards themselves
Liu&Zhang (2007)	65 third year college students	Descriptive	Questionnaire &Interview	Descriptive (mean), Interpretative	China	Students towards NST&NNST
Meadows& Muramatsu (2007)	187 American University students	Descriptive	Questionnaire &Interview	Statistical analysis (ANOVA), Interpretative	Southwest, USA	Students towards NST&NNST
Sureepong & Kasma (2008)	36 Thai English lecturers	Descriptive, Developmental	Questionnaire & Semistructure d interview	Interpretative, Descriptive	Thailand	NNST towardsthem selves&NST
Eslami&Azi zullah (2008)	40 Iranian EFL teachers	Descriptive	Questionnaire &Interview	Descriptive (mean, SD)	Iran	NNST towardsthem selves
Wu&Chung Ke (2009)	107 students, 3 NST	Descriptive	Questionnaire &Interview	Interpretative	Taiwan	i) Students towards NST. ii) NST towards Students.
Devrin & Bayyurt (2010)	385 senior high school students	Descriptive	Questionnaire	Descriptive, Interpretative	Turkey	Students towards NST
Ha Nam (2010)	6 students in two separate schools and 4 NST	Descriptive, Developmental	Interview& Classroom Observation	Interpretative	Korea	Students towards NST&NNST
Juhasz (2011)	18 NST whowork in different institu tions in Budapest.	Descriptive	Questionnaire & Semi-structured interview	Descriptive, Interpretative	Hungary	NST towards themselves

RESULT AND DISCUSSION

Percentage of studies conducted according to their research settings

The result of this study revealed that Eastern Asia had the highest number of countries which conducted the studies on Native Speaker Teachers (NST) and Non-Native Speaker Teachers (NNST) among the sixteen selected journal articles and theses. The percentage of studies according to the research setting is presented in Fig. 1.

From the result shown in Fig. 1, it indicated that Eastern Asia had the highest number of studies on Native Speaker Teachers (NST) and Non-Native Speaker Teachers (NNST) with the percentage of 31.25%, whereas, Europe had the least number of related studies (18.75%); America and Western Asia had the same number of studies which were 25% respectively.

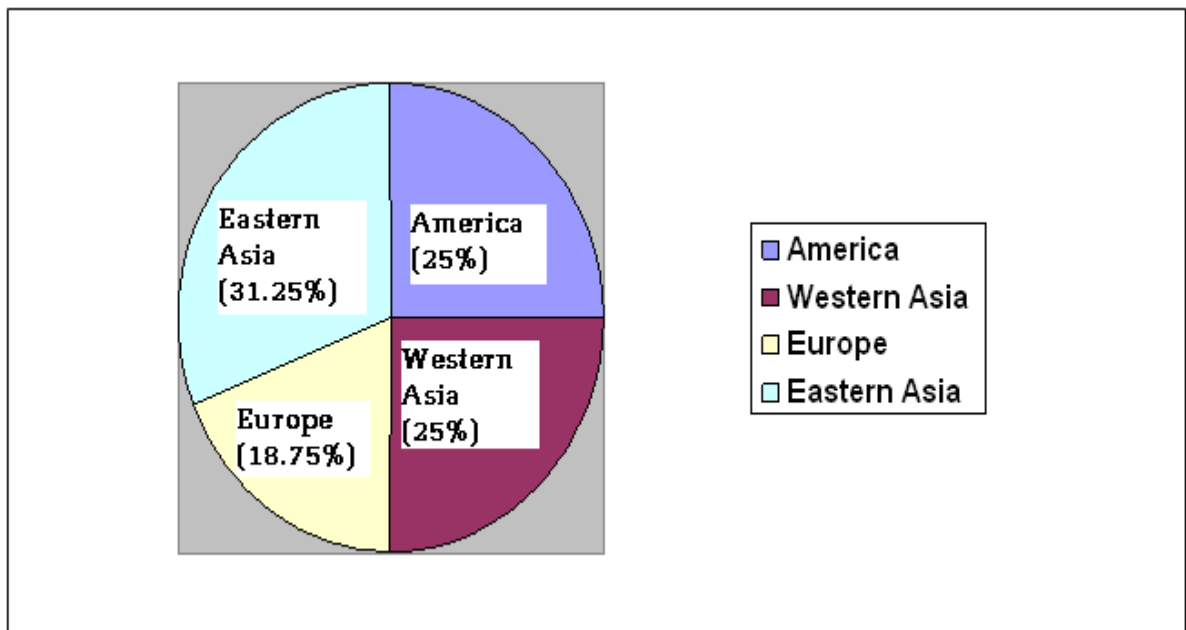


Fig 1. Percentage of studies conducted according to their research settings.

Data collection method commonly used in the selected journal articles and theses

The most common collection method used in the selected sixteen journals was the combination of questionnaire and interview which were the mixed methods. Seven (7) studies or 43.75% applied mixed methods in collecting the data. The second common data collection method used was the questionnaire (31.25%) followed by the interview (12.5%). The least used data collection method was through students’ essay and observation, journal and interview (6.25% respectively). The result is presented in Table 3.

Table 3. Frequency and percentage of data collection methods

Research type	Data collection methods	Frequency	Percentage (%)
Quantitative	Questionnaire	5	31.25
*Mixed methods	Questionnaire and Interview	7	43.75
Qualitative	Interview	2	12.5
Qualitative	Students’ Essay	1	6.25
Qualitative	Observation, Journal and Interview	1	6.25
	TOTAL (N)	16	100

*The most common data collection methods used in these sixteen articles.

According to Meadows and Muramatsu (2007) questionnaire was used to investigate the general attitudes quantitatively whereas interview was used to allow participants to provide reasons behind their expressed attitudes in the questionnaire based on their personal experiences in the related studies. In addition, Craswell (2012) stated that mixed methods were used to provide better understanding of research findings and these methods were able to explain results of the first phase in more detail.

In addition, when all the data collection methods were categorized according to their research type, mixed methods which were the use of questionnaire and interview was still the most common method applied among the sixteen reviewed articles. The result is presented in Table 4.

Table 4. Frequency and percentage of research type

Research type	Frequency	Percentage (%)
Quantitative	5	31.25
*Mixed methods	7	43.75
Qualitative	4	25.0
TOTAL (N)	16	100

*The most common data collection methods used in these sixteen articles.

Most common issue studied on Native Speaker Teachers (NST) and Non-Native Speaker Teachers (NNST).

The most common issue studied in this field is the Students' Perceptions and Attitudes towards on Native Speaker Teachers (NST) with the percentage of 40.0%. It is followed by the issue of Students' Perceptions and Attitudes towards Non-Native Speaker Teachers (NNST) with the percentage of 26.67%. In addition, there are three issues which are the least studied in these sixteen selected articles. They are the issues of Native Speaker Teachers' (NST) Perceptions and Attitudes towards Students, Other Teachers' Perceptions and Attitudes towards Native Speaker Teachers (NST) and the issue on Administrators' Perceptions and Attitudes towards Native Speaker Teachers (NST) and Non-Native Speaker Teachers (NNST). These issues are raised once each with the percentage of 3.33% respectively. The result of this finding is shown in the Table 5 below.

Table 5. Issues studied in sixteen reviewed articles

Issues	Frequency (n)	Percentage (%)
*Students' perception and attitude towards Native Speaker Teachers (NST).	12	40.0
Students' perceptions and attitude towards Non-Native Speaker Teachers (NNST).	8	26.67
Native Speaker Teachers' (NST) perceptions and attitude towards students.	1	3.33
Other teachers' perceptions and attitude towards Native Speaker Teachers (NST).	1	3.33
Native Speaker Teachers' (NST) perceptions and attitude towards themselves.	4	13.33
Non-Native Speaker Teachers' (NNST) perceptions and attitude towards themselves	3	10.0
Administrators' perceptions and attitude towards Native Speaker Teachers (NST) and Non-Native Speaker Teachers (NNST).	1	3.33

*The most common issue studied in these sixteen articles.

Similar and different findings found in these sixteen selected journal articles and theses

Students' Perception and Attitudes

Exposure to Native Speaker Teachers (NSTs)

A study by Sahin (2005) finds that the learners who are exposed to the teaching of English from native speaker teachers of English have more positive attitudes towards the target language and they are more successful in English lesson compared to those who are not exposed to these teachers. Sahin however adds, even the exposure to a Native Speaker Teachers (NST) does not cause any difference on achievement; there are statistically differences on attitudes on language and language community.

A near similar case study on 13 Japanese university students by Miyazato (2002) finds that the students are "fear" of Native Speaker Teachers (NST) who do not share their linguistic and cultural background. Nonetheless, Miyazato adds that this "fear" is converted into joy when they succeed in communicating with the Native Speaker Teachers (NST). Furthermore, a study by Ha Nam (2010) also shows that the students confirm that they learn, understand and improve a lot on the western culture through the regular exposure to the teaching of Native Speaker Teachers (NST).

Hence, these three studies show that students who have exposure to Native Speaker Teachers' (NST) classroom will gradually develop their self-confidence in using English Language. This is due to their prior experience with the native teachers and indirectly makes them to have positive attitude towards the English language and its culture. Interestingly, Moussu (2006) in her study on 1040 ESL students in the States reports that the students have more positive attitudes towards the Native Speaker Teachers (NST) although they are taught by Non-native Speaker Teachers (NNST). This shows that the exposure towards the Native Speaker Teachers' (NST) is not the only reason to attract students to have positive attitude towards the teaching of the Native Speaker Teachers (NST).

Native Speaker Teachers (NSTs) as the Model of the Language

Additionally, a study on 187 American university students by Meadows and Muramatsu (2007) indicates that students prefer to have Native Speaker Teachers (NST) as the model of the language. Meadows and Muramatsu also finds that students need the Native Speaker Teachers (NSTs) to be the model to provide immersion culture, accent and grammar of the language. The similar finding is found in a study by Mahboob (2004) on 37 second language learners in the States who enrol in an Intensive English Program at a large Midwestern ESL program.

Mahboob states that the students believe that the Native Speaker Teachers (NSTs) are considered as the forte in teaching oral skills and they are the good models to learn pronunciation. These findings in both studies by Meadows, Muramatsu (2007) and Mahboob (2004) have the correlation with a study by Lasagabaster and Sierra (2002) and a study by Wu and Chung Ke (2009). Lasagabaster and Sierra mention that students prefer to have Native Speaker Teachers (NST) in the areas of pronunciation, speaking, vocabulary, culture and civilisation. Whereas Wu and Chung Ke find that the students view the Native Speaker Teachers (NST) mainly as the model of the language and correct their pronunciation instead of being a traditional teacher.

Hence, these findings conclude that, the students value Native Speaker Teachers (NST) as they need them as the model of imitation on the target language. In other words, Native Speaker Teachers (NST) are their models in learning pronunciation, accent, culture and speaking.

Non-native Speaker Teachers are Good in Teaching Grammar

In Mahboob's (2004) study also indicates that the students believe the Non-native Speaker Teachers (NNSTs) are good in teaching reading, grammar and listening. This is similar to a study by Ha Nam (2010) which finds that the students to be best improved in reading and grammar skills in Non-native Speaker Teachers' (NNST) classroom. It is also supported by a Lasagabaster and Sierra's (2002) study which indicates that the students are slightly negative

towards Native Speaker Teachers (NST) on grammar teaching.

It is contrast to the finding in Meadows and Muramatsu's (2007) study which shows students learn grammar better in Native Speaker Teachers' (NST) classroom. Nonetheless, more supported findings found in Mahboob's study high show that Native Speaker Teachers (NST) are perceived to be best in teaching speaking skill, stronger in their ability to teach vocabulary and culture and weak in their ability to teach grammar. This is was because the Native Speaker Teachers (NSTs) do not have experience learning English as a second language like the Non-native Speaker Teachers (NNST) (Mahboob, 2004). In contrast to Non-Native Speaker Teachers (NNST) who have an experience of learning the language as a second or a foreign language, they are more empathic towards the ESL or EFL learners' needs (Koksal, 2006).

Koksal further adds, the Non-native Speaker Teachers (NNST) could provide a good learning model for imitation and learning strategies to the learners. This is also supported in a study by Ha Nam which finds out that the Non- native Speaker Teachers (NNST) effectively use code-switching from learners' first language (L1) to learners' second language (L2) and as a result, it allows students to understand and participate and communicative activities better. Similarly, Madrid and Canado (2004) also states in their study that the students prefer Non-native Speaker Teachers (NNST) as they understand the students' first language (L1).

Briefly, students believe that Non-native Speaker Teachers (NNST) are more competent in teaching grammar rather than the Native Speaker Teachers (NST). This could be due to the experience of the Non-native Speaker Teachers (NNST) of being second language learners themselves and their strength of sharing the same cultures and language background as the learners and make them able to understand the needs of the learners more.

Team-Teaching by both Native and Non-Native Teachers

Interestingly, a study by Meadows and Muramatsu (2007) also identifies that the students also prefer team-teaching of native and non-native teachers of the language. This finding is similar to Lasagabaster and Sierra's (2002) study which indicates that the students prefer both native and non-native teachers to teach them the target language. This is was because they believe that the Native Speaker Teachers (NST) provide them a model of the language whereas the Non-native Speaker Teachers (NNST) are the interpreters of the language. This statement supports the finding by Moussu (2006) which reports that the Non-native Speaker Teachers' (NNST) language experience is an asset for ESL learners.

Thus, it portrays that the collaborative model of language teaching or team-teaching of both native and non-native teachers would create a perfect and positive language learning atmosphere for the second or foreign language learners as both teachers would complete each other and fill in the gaps of each other's weaknesses. In addition, these findings support the finding a study by Devrim and Bayyurt (2010) which indicates that the students value both native and non-native speakers as their language teachers.

Teaching Methodologies and Approaches

Additionally, a study by Liu and Zhang (2007) on 65 third Year College students in a university in South China reports that Native Speaker Teachers' (NSTs) approaches in teaching are more varied compared to Non-native Speaker Teachers (NNST) who use considerably more flexible media, power point presentation and internet in class instruction. One example of various teaching methodologies that is reported in Liu and Zhang's (2007) study is that the Native Speaker Teachers (NST) use more conventional media to assist their teaching. A similar finding in a study by Wong (2006) on eight untrained Native Speaker Teachers at a university in West Texas states that the Native Speaker Teachers NST) employ authentic materials over traditional grammar textbook.

Juhasz (2011) in her study on 18 Native Speaker Teachers (NST) in Budapest, Hungary also reports reported that the Native Speaker Teachers (NST) use the materials which they believe to be relevant and interesting for the learners and try to get the students out of the textbook. On the contrary, a study by Koksal (2006) on 216 Turkish students in Turkey states that the Non-native Speaker Teachers (NNST) are dependent too much on course books. Koksal also adds that the students believe that the Native Speaker Teachers' (NST) attract students to speak and communicate the language effectively, whereas the Non-native Speaker Teachers (NNST) encourage students to practise the language.

Some of The Native Speaker Teachers (NST) in this sixteen selected articles are seen to be more independent and flexible in their teaching approaches and materials used and they do did not stick to the use of textbook in teaching the language compared to the Non-native Speaker Teachers (NNST). In addition, the Native Speaker Teachers (NST) are also reported to be able to promote and attract students to use and communicate the language effectively compared to the Non-native Speaker Teachers (NNST) who are more likely to train the students to practise the language through selected topics in textbook. This could be due to the advantages of being born with the language and make them to be privileged in acquiring the language compared to Non-native Speakers Teachers (NNST) who have to learn the language as a second or foreign language.

Native Speaker Teachers' (NST) and Non-Native Speaker Teachers' (NNST) Attitude and Self-Perception.

Native Speaker Teachers' (NST) Attitude and Self-Perception.

In a study by Juhasz (2011) on 18 Native Speaker Teachers (NST) reports that 17 of the native teachers admit their reason to come to the other countries is not solely to teach but rather for to travelling and only one of them states he is interested to become a teacher. In addition, the Native Speaker Teachers (NST) agree their weak points are to explain and teach grammar. They also note that this could be because they do not understand the students' first language (L1) and the way they have been taught grammar in English lesson during their primary and secondary school years is completely different from what would be expected from them in the foreign language classroom (Juhasz, 2011).

A similar finding is reported in a study by Wong (2006) which indicates that the untrained Native Speaker Teachers (NST) are concerned about the length of the class and being incapable of explaining grammar and vocabulary. Nonetheless, the study has shown that the native teachers' confidence level gained immensely in a short period of time. These findings support the finding by Lasagabaster and Sierra's (2002) study which has shown that the students are slightly negative towards Native Speaker Teachers (NST) on grammar teaching. On the other hands, Native Speaker Teachers (NST) have problem in teaching grammar as they do not share the same mother tongue as the students which make them hard to explain the grammatical rules and due to their different experience of learning grammar themselves.

In addition, Juhasz (2011) also reports reported that the Native Speaker Teachers' aim when teaching the language is was to make the students to communicate the language effectively, feel confident to speak to foreigners, gain wider impression of world though the use of the English language, equip students with a level of proficiency that they need to function successfully in their chosen academic fields. In contrast, a study by Wu and Chung Ke (2009) reveals the satisfaction of the Native Speaker Teachers (NST) towards the students' passiveness and lack of responsiveness in their language classroom. Shortly, the Native Speaker Teachers (NST) have their aims and expectation in teaching the target language to the students. Nonetheless, due to some negative responses by the students on the language lesson dissatisfy the Native Speakers Teachers (NST).

Non-Native Speaker Teachers' (NNST) Attitude and Self-Perception

Furthermore, a study by Moussu (2006) shows that the Non-native Speaker Teachers (NNST) reveal that they lack of confidence in their linguistic and teaching skills but they believe that their experience as the second language learners themselves would benefit their ESL learners. Hence, it portrays that even the Non-native Speaker Teachers (NNST) might have slightly a negative perception towards their ability in teaching the target language; nonetheless, they believe they could be a model to help the ESL learners to learn the target language through their previous experience.

Additionally, a study by Sureepong and Kasma (2008) on 36 Thai English Teachers (TET) has shown that the Non-native Speaker Teachers (NNST) perceive themselves could teach better than the Native Speaker Teachers (NST) if they have good preparations. The Non-native Speaker Teachers (NNST) also view themselves as bilingual as they are able to understand two languages and as such makes them privileged to use the first language (L1) to facilitate the learning of the second language (L2) among the students. The Non-native Speaker Teachers (NNST) also note that their ability to understand students' first language (L1) also attribute them to be more understanding and sensitive to the students' needs. Briefly, these findings indicate that the Non-native Speaker Teachers (NNST) have positive

perception towards themselves and their language teaching.

On the other hand, a study by Eslamia and Azizullah (2008) on 40 Iranian English Foreign Language (EFL) teachers finds that the more proficient the Iranian EFL teachers perceive themselves in speaking English, the higher their sense of efficacy in managing their lesson. Secondly, Eslamia and Azizullah also note that the more proficient the teachers perceive themselves in acquiring the language skills; the more efficacious they feel in designing effective instructional strategies in the foreign language classroom. Interestingly, finding in Eslamia and Azizullah's study also reveals the higher the teachers' sense of self- efficacy, the more tendency they use communicative-based strategies in their classes rather than focusing on language accuracy. Therefore, these findings concludes that the better language proficiency and fluency of the Non-Native Speaker Teachers (NNST) to a more positive attitude and creativity in teaching the target language.

CONCLUSION

Review on these sixteen researches and theses above, it illustrated that the Eastern Asia countries have the highest rate of conducting studies in this field. On the other hand, the European countries are the least research settings which have conducted the studies on native and non-native speaker teachers.

In addition, this review also identifies that the most common method used in collecting data in these sixteen selected articles is the combination of both questionnaire and interview. Thus, it shows that most researchers in the selected articles apply the mixed methods in collecting their data.

Furthermore, the most common issue studied in these selected articles is the issue on students' perceptions and attitudes towards Native Speaker Teachers (NST). This issue is the most common issue studied out of all seven issues on native and non-native speaker teachers found in these sixteen articles.

In terms of similarity and differences of the findings, this review identifies some common or similar findings among the selected articles. The first general common finding found is regarding students' perceptions towards the Native Speaker Teachers (NST). Overall, students view Native Speaker Teachers (NST) as the model of the target language. Students also view Non-Native Speaker Teachers (NNST) as the interpreter of the target language. Nonetheless, students value both Native and Non-Native Speaker Teachers as their language teachers. Interestingly, students believe that the collaborative teaching of Native and Non-Native Speaker Teachers would make their language learning to be more effective.

This review also reveals that students believe the Native Speaker Teachers (NST) are good in teaching communication and they have varied teaching approaches. On the other hand, students believe that the Non-Native Speaker Teachers (NNST) are good in teaching grammar compared to Native Speaker Teachers (NST). This finding is supported by the findings on which state that the Non-Native Speaker Teachers (NNST) have experienced learning the target language as a second (ESL) or as a foreign language (EFL) and thus makes them to be more empathic towards the students' needs.

Additionally, this review also finds that Native Speaker Teachers (NST) in the selected articles agree that they have problem in explaining and teaching grammar as they learn it differently and it is also because they do not share the same mother tongue as the students. The Non- Native Speaker Teachers (NNST) on the other hand state that they sometimes lack of confidence in their linguistics and teaching skill. Nonetheless, their experiences of being the second language learners benefit their ESL or EFL learners to learn the language. In addition, due to the same language the Non- Native Speaker Teachers (NNST) share with the students would make them privileged to understand the students' needs.

In conclusion, there are number of studies have been conducted on the issues of both native and non-native speaker teachers. The findings of each study could be correlated or totally different from each other. The findings could be affected by the setting of the studies, both native and non-native speaker teachers, or students themselves. Nonetheless, there will never be a fit finding on the same issue researched and further studies always need to be done to fill in the gaps of the previous and the current studies. Since, this study only reviews sixteen selected journal articles and theses, thus, the findings could not be generalizable to all the studies in the related field. It could only provide some insightful ideas on the issues of Native and Non-Native Speaker Teachers (NST & NNST). This study also does not provide the reasons on every finding, and as such, further studies are recommended to understand and learn why such certain patterns or result are found.

REFERENCES

Creswell , J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Upper Saddle River, NJ: Pearson Education.

Devrin, Y. D. & Bayyurt, Y. (2010). Students' understandings and preferences of the role and place of "culture" in English language teaching: A focus on EFL context. *TESOL Journal*, 2, 4-23.

Eslami, Z. R. & Azizullah, F. (2008). Teachers' sense of self-efficacy, English proficiency, and instructional strategies: a study of nonnative EFL teachers in Iran. *TESL-EJ (Teachin English as a Second or Foreign Language)*, (11), 4, 1-19.

Ha Nam, H. (2010). *The pedagogy and its effectiveness among native and non-native speaking teachers in the korean EFL context*. Dissertation for Doctor of Philosophy .University of Buffalo, State University of New York.

Juhász, A. (2011). Native EFL teachers' self perception on their teaching behaviour: A qualitative study. *WoPaLP,5* , 86 - 99.

Koksal, K. (2006). *An investigation into students' perception of native english speaking teachers' (NEST) and non-native english speaking teachers' (Non-NEST) performance and competence in teaching english as a foreign language*. (Unpublished master's thesis), Canakkale ONsekiz Mart University, Turkey.

Lasagabaster, D., & Sierra, J.M. (2002). University students' Perceptions of native and non- native speaker teachers of English. *Language Awareness* 11, 132-142.

Liu, M. & Zhang, L. (2007). Student perceptions of native & non-native English teachers' attitudes, teaching skills assessment and performance. *Asian EFL Journal - Conference Proceedings*, (9), 4, 157-166.

Madrid, D. & Cañado, M. L. P. (2004). Teacher and students preferences of native and non-native foreign language teachers. *Porta linguarum* (2), 6, 125-137.

Mahboob, A. (2004). Native or non-native: What do the students think?. In L. D. Kamhi-Stein (Ed.), *Learning and Teaching from Experience*. Michigan: University of Michigan Press.

Matsuda, A., & Matsuda, P. K. (2001). Autonomy and collaboration in teacher education: Journal sharing among native and nonnative English-speaking teachers. *CATESOL Journal*, 13(1), 109-121.

Meadows, B. & Muramatsu, Y. (2007). Native speaker or non-native speaker teacher?: A report of student preferences in four different foreign language classrooms. *Arizona Working Papers in SLA & Teaching*, 14, 95-109.

Miyazato, K. (2002). Anxiety or admiration?: Japanese EFL learner's perceptions of native speaker teachers' classes. *JALT Conference 2002 Proceedings Academic Journal*: 1-8.

Moussu, L. M. (2006). *Native and non-native english-speaking english as a second language teachers: student attitudes, teacher self-perceptions, and intensive english administrator belief and practices*. Philosophical doctorate's thesis.

Purdue University, West Lafayette, USA.

Sahin, I. (2005). The effect of native speaker teachers of english on the attitudes and achievement of the learners. *Journal of Language and Linguistic Studies* 1, 1-14.

Sureepong, P. & Kasma, S. (2008). Native and non-native dichotomy: Distinctive stances of Thai teachers of English. *ABAC Journal*, (28), 2, 10-30.

Wong, C. Y. (2006). Are native speakers “good” language instructors? A case study of untrained ESL tutors. *ARECLS*, 6, 122-140.

Wu, Kun-huei & Chung Ke. (2009). Haunting native speakerism? Students’ perceptions toward native speaking English teachers in Taiwan. *English Language Teaching Journal*, (2),3. 44-54.