

UNIVERZITA PALACKÉHO V OLOMOUCI
PEDAGOGICKÁ FAKULTA
Ústav cizích jazyků

**Native versus non-native English teachers and their influence on
students**

Bakalářská práce

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Olomouc 2024

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Ve Znojmě dne 25.3.2024

Barbora Gřivnová

Chtěla bych vyjádřit své poděkování vedoucí mé bakalářské práce, paní Mgr. Petře Charvátové, za její odborné vedení, cenné rady, trpělivost a ochotu během zpracování mé práce. Dále bych chtěla poděkovat své rodině a blízkým za jejich podporu po celou dobu mého studia.

Anotace

Jméno a příjmení	Bc. Barbora Gřivnová
Katedra	Ústav cizích jazyků
Vedoucí práce	Mgr. Petra Charvátová
Rok obhajoby	2024
Název práce	Native versus non-native English teachers and their influence on students
Zvolený typ práce	Bakalářská
Anotace práce	Přehledová bakalářská práce se zabývá rozdíly mezi rodilými a nerodilými učiteli angličtiny a zkoumá jejich vliv na zlepšení studentů v angličtině. První část se zabývá obecným popisem jednotlivých aspektů výuky a jejich důležitosti při výuce angličtiny. Druhá část se věnuje jednotlivým aspektům ve výuce učitelů rodilých a nerodilých mluvčích a jak je jejich studenti vnímají z hlediska výslovnosti, stylu učení, komunikace se studenty, kulturních odlišností, výuky gramatiky, pochopení potřeb studentů a přípravy studentů na zkoušky. Poslední část se zabývá tím, jaký má výuka vliv na zlepšení studentů v jednotlivých aspektech angličtiny, jako je mluvení, psaní a poslech.
Klíčová slova	Rodilý učitel, nerodilý učitel, výuka angličtiny, styl výuky, vnímání studentů
Anotace v AJ	This bachelor thesis examines the differences between native and non-native English teachers and explores their impact on students' improvement in English. The first chapter deals with a general description of the different aspects of teaching and their importance in teaching English. The second chapter looks at the different aspects in the teaching of native and non-native teachers and how their students perceive them in terms of pronunciation, learning style, communication with students, cultural differences, teaching grammar, understanding students' needs and preparing students for exams. The last chapter looks at how teaching affects students' improvement in different aspects of English such as speaking, writing and listening.
Klíčová slova v AJ	Native teacher, non-native teacher, English-language teaching, teaching style, students' perception
Rozsah práce	36 stran
Jazyk práce	Angličtina

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Introduction

After World War II, English became a language widely used for communication, especially in business, technology, internet and education. Nowadays, in the globalized world, knowing English is seen as a key to success in personal life, education, and careers. As a result, more and more people, both children and adults, want to learn English all over the world. In some countries with multiple official languages, English is being taught to people from young age and sometimes more often than their own native languages (Liontas, 2018, p. 1). The rising number of people learning English worldwide, thanks to its global use and status as an international language, is leading to a greater need for English teachers. An interesting result of this is that there are now more people who speak English and are not native English speakers than those who are native in English. It is possible that there could be up to four times as many non-native English speakers as native ones today (Floris and Renandya, 2020, p. 2). This also implies that there are more teachers who speak English as a second language. A recent survey indicates that non-native English-speaking teachers (NNESTs) are believed to be more numerous than native English-speaking teachers. Approximately, out of 15 million English teachers globally, around 12 million are NNESTs, which is about 80 % (Liontas, 2018, p. 1). Other terms related to the concepts of native and non-native speakers are multilingualism and bilingualism. Multilingual people have the capability to communicate using multiple languages, while bilingual people can proficiently use two languages with equal competence (Cambridge Dictionary).

Important terms which are used throughout the whole thesis are native and non-native speaking teacher. A native speaker is someone who learns and speaks a language from their early childhood, basically since they were born. Native speakers have the ability to understand the language really well and use it appropriately, including all the everyday phrases. They can also quickly tell apart the standard language forms from the less common ones without needing to think much. Additionally, native speakers can be good at having natural conversations because they do not have to plan what they are going to say in advance. So, when we apply this definition to English language teaching, NESTs are teachers who learned and speak English as their very first language (Rahman and Yuzar, 2020, p. 323). On the other hand, NNESTs are teachers who learned English as an extra/additional language, not their first one (Rahman and Yuzar, 2020, p. 323).

In the world of English language teaching, native English-speaking teachers (NESTs) are sometimes seen as the ultimate experts when it comes to speaking and writing English. Moreover, non-native English-speaking teachers (NNESTs) are perceived as worse educators because they did not grow up with English as their first language (Walkinshaw and Oanh, 2014, p. 1). It is a common, but not necessarily true, belief that only native speakers should teach languages (Floris and Renandya, 2020, p. 1). In reality, both native and non-native teachers can be appreciable English teachers, and they each have their own strengths and weaknesses (Novianti, 2018, p. 44).

The aim of the bachelor thesis is to identify advantages and disadvantages of native and non-native English teachers and examine and compare the impact on students' language acquisition and overall learning experience. The aims of the bachelor thesis are specified in the following objectives:

1. To identify advantages and disadvantages of native English teachers and examine their teaching styles.
2. To identify positive and negative aspects of non-native English teacher's teaching.
3. To examine how NESTs and NNESTs teaching affects students' progress and how their students perceive them.

1 Aspects of teaching and their importance in teaching English

The first chapter will deal with different aspects of teaching and how they are important in English learning. Exploring various teaching aspects like different teaching methods, how to manage a classroom, and skills related to interacting with students helps teachers improve how they teach English. This makes them better at helping students learn the language.

Various studies have found that effective language teachers share features such as socio-affective abilities, pedagogical knowledge, subject matter expertise, and personal attributes. Socio-affective skills include excitement for teaching, building strong student relationships, addressing student needs, and encouraging student motivation. Pedagogical expertise includes delivering useful feedback, arranging and explaining course material, using a variety of teaching methods, and effectively managing the classroom. Subject area expertise comprises fluency in English and knowledge of English vocabulary and pronunciation (DİNÇER et al., 2013, p. 5-6).

First important aspect is pronunciation. Pronunciation is often acknowledged as the first and most crucial aspect of communication. Pronunciation is a key component of effective communication since it not only gives speakers more self-confidence when speaking, but it also enhances their listening comprehension (Kissova, 2019, p.1-3). Learning pronunciation enhances fluency in listening and speaking skills. Pronunciation plays a crucial role in effective communication and learners with pronunciation difficulties may struggle to be understood, even if their grammar and vocabulary are proficient. Accurate pronunciation helps understand spoken English better. Overall, pronunciation instruction is essential for the development of oral proficiency in second language learners (Nguyen et al., 2021, p. 2,8).

Another aspect is a cultural difference between teachers and students and importance of understanding culture in English learning. Language and culture are connected, with language influencing and expressing cultural aspects. Culture refers to the beliefs, traditions, behaviours, and values shared by a certain group of people. The relationship between one's own culture and foreign cultures, as well as the levels and abilities of the students, influence how culture is taught in language classes (Yang, 2014, p. 303-304). The integration of cultural information in ELT is widely acknowledged as critical to improving students' communicative abilities. Incorporating

cultural components into language learning helps students use language effectively in a variety of social circumstances. Additionally, exposure to cultural content promotes critical thinking and intercultural awareness (Ordóñez Procel et al., 2023, p.793).

An equally important aspect is teaching grammar. Grammar plays an important part in English language instruction and emphasizing on grammar increases language teaching efficacy. Learning grammar improves learners' confidence and the entire learning process (Ly, 2020, p.188-189). Grammar, defined as rules governing language structure and usage, is required for writing and speaking in all languages. To guarantee that English students achieve proficiency in the language, teachers must balance teaching grammar and communication skills (Dutta and Mukherjee, 2018, p. 71).

Another important aspect is effective communication between the teacher and students. The relationship and comprehension between teachers and students are improved by effective communication. Knowledge and social skills must be balanced when teaching, with communication abilities being essential for success (Khan, 2017, p.20). Effective communication leads to better understanding of student's needs in English learning. When it comes to offering focused support and interventions when needed, it is essential to comprehend the needs and interests of the students. Understanding their needs, teachers can increase students' motivation. Modifying education to fit the needs and interests of the students fosters a comfortable and inclusive learning environment (Educational Innovation, 2023). Similarly, using different teaching styles are significant to keep students motivated and improve their performance. Due to the wide variety of methodologies used, English lessons can be creatively organized to keep students' interest in the subject. Different teachers choose different methodologies depending on important factors including motivation, student competence levels, and class objectives (Nargiza, 2022, p. 35-36).

In conclusion, pedagogical knowledge, subject matter expertise, and personal qualities are all important qualities of language teachers. Pronunciation improves speaking and listening abilities, which are essential for language learners to become proficient. Comprehending cultural differences facilitates efficient language instruction and fosters intercultural consciousness. Learning grammar improves students' self-confidence and language skills. Improved understanding and meeting of students' needs through effective communication between teachers and students results in higher motivation and improved performance. Moreover, differentiating teaching approach can improve learning outcomes and student engagement.

2 Student's perception of NESTs and NNESTs

The second chapter includes perception of students towards NESTs and NNESTs in terms of pronunciation, comprehension, culture, teaching styles, communication, teaching grammar, preparation for exams and understanding the needs of students. Each subchapter deals with advantages and disadvantages of both types of teachers and their comparison.

2.1. Pronunciation and comprehension

The first subchapter deals with pronunciation of NESTs and NNESTs and comprehension of the students. Pronunciation and comprehension are crucial in English teaching because they directly impact effective communication. Proper pronunciation ensures clarity and understanding and reduces misunderstandings. Comprehension is important because it allows individuals to understand and make sense of information presented to them, whether it is in written or spoken form.

Using the right pronunciation in communication by the teacher is important because the students listen and often imitate the pronunciation of the teacher. Learning English from a NEST is helpful because students can listen to how native speakers talk. This can improve their pronunciation when they imitate them. By copying native speakers, students can get better at saying words and sounding more like a natural English speaker (Walkinshaw and Oanh, 2014, p. 5). Students in the Chinese study think highly of native English-speaking teachers because they often use idiomatic English in class and have a strong command of the language, including accurate pronunciation and fluency in expressions. Following the belief that native speakers are the ideal language models, students see NESTs as the best example for learning. Many students, especially those aiming for a perfect American or British accent, appreciate the NESTs' high English proficiency. NESTs provide direct exposure to slang, along with the correct pronunciation, which is valuable for learners (Wang and Fang, 2020, p. 7-9). NNESTs are on the other hand sometimes perceived as not accurate in English pronunciation. Twelve students in a Hong Kong study mentioned that NNESTs did not speak English with what they considered "accurate" or "standard" pronunciation. They preferred native speakers to teach English pronunciation. Some students expressed doubts about the accuracy of local teachers' pronunciation. Additionally, five

interviewees observed occasional grammatical errors in the spoken English of some NNESTs (Sung, 2014, p.41).

Accuracy in pronunciation was also mentioned as important in a study conducted in Hong Kong which involved 25 students the researchers looked at how the students viewed native English-speaking teachers and non-native English-speaking teachers. Students thought NESTs had good pronunciation, with 17 saying it was 'standard' or 'accurate.' Nine students wanted to copy how NESTs spoke, and two hoped NESTs would help them improve their accent. Six students liked hearing different native-speaker accents and wanted NESTs to teach them English. One student said NESTs give 'real accents,' and another thought listening to NESTs would help him talk to foreigners from different countries. Overall, students valued hearing different native-speaker accents. One student also mentioned that he appreciates learning proper foreign English and becoming familiar with standard English through NESTs. He also pointed out that it helps him understand the intonation of English better (Sung, 2014, p. 37-38). Even though NESTs' pronunciation is perceived as more accurate, NNESTs are sometimes recognized as more understandable. In Indonesian study where the participants were fourth-year students studying English at a college in Cimahi, the students express positive views about NNESTs in terms of understanding the language. About 28 %, agree that learning from NNEST is clearer and more understandable compared to native speaker teachers. Additionally, 28 % of students strongly agree with this statement (Novianti, 2018, p.52).

NESTs were positively valued in a study conducted in high schools in Istanbul, which included 84 students throughout 6 different universities. NESTs consistently received positive evaluations for their speaking abilities. Specifically, they were recognized for their proficiency in pronunciation, fluency, and accent, contributing to their overall speaking competence. Due to their perceived excellence in speaking, students believe it indirectly benefits their listening skills, as exposure to NESTs can make their listening better. NESTs are also preferred for assisting students in learning and practicing listening skills for English examinations. Many students mentioned that NESTs' way of speaking is similar to what is heard in Cambridge exams, making it easier for students to handle listening sections (Meşincigiller and Akcan, 2015, p. 163).

The pronunciation of both types of teachers is perceived positively and negatively in certain aspects. According to a study conducted on universities in Vietnam

and Japan, NESTs are valued as models for authentic pronunciation, despite potential comprehension challenges. However, NNESTs' pronunciation is perceived as less authentic, and their speech may be less fluent than native speakers', but they are valued for their ability to switch to students' native languages when necessary (Walkinshaw and Oanh, 2014, p.7).

Students agreed that improving pronunciation was a positive aspect of learning from NESTs. However, they often found it challenging to understand what NESTs were saying. Moreover, while students liked hearing NESTs' pronunciation, they noted that NESTs did not always help correct the students' own pronunciation (Walkinshaw and Oanh, 2014, p. 6). Some students mentioned that NESTs speak fast, making it hard for students to pick up the right pronunciation and language skills. On the other hand, NNESTs speak slower and use repetition drills, which help students learn better (Alghofaili and Elyas, 2017, p. 6). Also, NESTs use various accents and pronunciations for example from the USA, the UK, or Australia, and these accents can be tough for students to understand (Chun, 2014, p. 570). At lower levels, a language barrier with NESTs can make students lose interest, negatively affecting their English learning. However, at advanced levels, communicating with NESTs can lead to significant progress as students learn many idiomatic expressions (Wang and Fang, 2020, p. 11).

As mentioned, (p.12) understanding of the English language differs throughout different levels and ages of the students. 58.4 % of the participants in a Korean study believed that having a NEST is helpful for advanced-level students, while only 25.6 % agreed that NESTs are effective for beginners. Similarly, students tended to agree with the idea that NNESTs are better suited for teaching beginners. Therefore, participants generally saw NESTs as more appropriate for advanced learners and Korean English teachers (KETs) as more suitable for beginners. Overall, participants thought that studying with NESTs would be less effective until they reach a certain level of English proficiency (Chun, 2014, p.572-573). A similar opinion was shared in a study on Chinese university teachers' and students' attitudes toward native and non-native English-speaking teachers discovered that NNESTs are better suited for beginner-level students. This is because there is often a language barrier between students at lower levels and NESTs. This barrier can cause students to lose interest, which can negatively impact their English learning progress (Wang and Fang, 2020, p.11). The recommendation is for NESTs to primarily teach advanced students, who already have

certain level of English, focusing on conversational skills and native culture topics (Silahahi, 2020, p.95).

Sometimes the difference between NEST and NNEST is not significantly important for students in terms of pronunciation and comprehension. According to the findings of Saudi Arabian study, the nativeness and backgrounds of teachers do not significantly affect the learning process of EFL Saudi students. Instead, the study highlights several factors that play roles in supporting EFL learning. Teachers need to be skilled and experienced, regardless of where they are from. It is helpful when teachers speak the same language as the students. But if a teacher has a strong accent that students are not used to, it might make learning harder. Also, the teacher's personality matters a lot in how they communicate with students, even more than their nationality (Alghofaili and Elyas, 2017, p.8). Similar preferences were showed in the Moroccan study. The research in a Moroccan context reveals that Moroccan English foreign language students hold positive attitudes towards both NESTs and NNESTs. They express a preference for classes with both types of teachers and believe that the origin of the teacher is irrelevant as long as they are effective instructors. The students are accepting of foreign accents and express satisfaction with learning experiences under NNESTs. Moroccan teachers generally feel satisfied with their linguistic and professional skills, though some struggle with speaking and pronunciation due to limited practice in Moroccan schools. Weaknesses of NNESTs identified include accents and lack of knowledge in idioms (Mourchid et al., 2023, p.17-18).

In conclusion, how teachers speak and how well students understand them is important in English teaching. Students often copy the way their teachers talk, so it is crucial for teachers to pronounce words clearly. Many students like learning from NESTs because they believe NESTs have accurate pronunciation. However, some students find it easier to understand NNESTs because they speak more understandably. In the end, what matters most is that the teacher is skilled and experienced, and that they can communicate well with their students, regardless of where they are from.

2.2. Cultural differences

The next subchapter deals with the cultural differences of both types of teachers and students and how it contributes to the students' comprehension and learning experience. Coming from the same or different culture than students is important because it

influences the understanding of the students and can enrich students' knowledge. A native speaker is someone who has grown up with the language and culture, influenced by both so he can enhance students' understanding of the culture. NNEST on the other hand shares the cultural background with students which can lead to better comprehension (Kramadibrata, 2015, p. 290).

Many students find it beneficial to learn from a NEST because it helps them become familiar with the teacher's culture. This is not surprising, as many people are interested in other countries and cultures when learning a second language. Students can learn a lot about the culture and people of the NEST's home country. NESTs can also effectively highlight the differences between the students' country and their own (Walkinshaw and Oanh, 2014, p. 6). During English lessons, NESTs frequently include elements of their own culture into teaching materials, which students often find interesting. Occasionally, NESTs share personal stories, cultural experiences, and traditional values from their native lands (Rahman and Yuzar, 2020, p. 330). Native teachers also usually travel more and frequently share interesting and amusing experiences from their travels worldwide (Kemaloglu-Er, 2017, p. 25). Understanding the culture associated with the language being learned is considered highly significant for students (Rahman and Yuzar, 2020, p. 330).

Students believed NESTs were skilled not just at providing cultural knowledge but also at teaching reading skills despite language barriers. Since many English texts used in university teaching come from English-speaking countries and often include cultural, historical, and social elements, students in EFL situations preferred learning from NESTs who could explain cultural specifics and provide background knowledge for better understanding (Chun, 2014, p. 575). In a study in Jakarta at private universities, 80% of participants thought that certain courses should be taught by foreign speakers. When it comes to subjects like conversation and English culture (American or British), they believed NESTs should handle these courses because they have a deeper cultural understanding than NNESTs (Silalahi and Maraden, 2020, p. 94).

When learning the language, it is important for students to acquire knowledge about cultural elements associated with the language they are studying. A study in Hong Kong showed that some interviewees believed NESTs had sociocultural strengths due to their knowledge of Western culture. Western culture primarily refers to the cultures originating from Europe and those influenced by European traditions, including

American culture. Seven interviewees expressed interest in understanding British and American cultures, seeing NESTs as a valuable source of cultural information. One interviewee highlighted the importance of culture in language learning, mentioning that students feel it is essential to learn about British and American cultures to master the language. According to one of the students, NESTs can discuss Western culture elements like food, clothing, and pop culture, sharing insights from their experience in England or America. This helps students learn more about their culture and the people in English-speaking countries, contributing to a better understanding of cultural issues (Sung, 2014, p. 38). Moreover, 78 students who participated in a Korean study thought NESTs were better at sharing cultural insights about their country and preparing them to interact with native speakers (Chun, 2014, p. 575).

However, the culture difference is not always beneficial. One student from Japanese study mentioned that NESTs may have different values and communication styles, leading to occasional misunderstandings between students and teachers (Walkinshaw and Oanh, 2014, p. 6). Furthermore, students often express concerns about teachers' limited understanding of their cultural and linguistic backgrounds (Liontas, 2018, p. 4). In the Indonesian study, most of the students tend to prefer teachers who have a similar cultural background because they believe these teachers understand their needs better than foreign teachers (Rahman and Yuzar, 2020, p. 332). Non-native English teachers were growing up in the same country, environment, and possibly attending similar schools, sharing the same native language, cultural background, and facing similar challenges. Consequently, students will not consider it impossible to aspire to be like that person one day. NESTs sometimes lack these competencies and fail to fully understand their students (Mourchid et al., 2023, p. 16).

While some students criticize NNESTs' limited knowledge of English-speaking cultures, others appreciate working with teachers who share their cultural norms and values. Although students appreciate learning about NESTs' cultures, they note a cultural and communicative gap in NEST-led classrooms (Walkinshaw and Oanh, 2014, p.7). In the Korean study students perceived NNESTs as better for understanding their culture. Even though they acknowledged NESTs' ability to provide rich cultural insights, particularly in teaching reading skills, they also expressed frustrations with NESTs' inability to understand Korean language and culture, which impacted their communication and learning experiences (Chun, 2014, p.574-576).

As mentioned, cultural differences can sometimes lead to misunderstandings and communicational gaps between the teacher and the students. Eight interviewees from a Hong Kong study faced challenges in building a close connection with NESTs due to perceived cultural gaps. These students felt that NESTs, coming from a different cultural background, lacked understanding of the students' culture and daily life. The interviewees also noted the difficulty in finding shared topics for conversation with NESTs, given the significant differences in cultural backgrounds. Two students expressed hesitancy in interacting with NESTs, fearing they might unintentionally offend their teachers. One student remarked that NESTs seemed indifferent and unaware of the students' needs and daily activities, making it hard to establish a meaningful relationship. Other student pointed out he had a hard time finding things to talk about with NEST (Sung, 2014, p. 39).

In summary, learning from NESTs offers students valuable insights into English-speaking cultures, enhancing their language learning experience. However, cultural differences between NESTs and students can sometimes lead to misunderstandings and communication challenges. While some students appreciate the cultural knowledge NESTs provide, others prefer NNESTs who share their cultural background.

2.3. Teaching grammar

Grammar and grammatical competence are discussed in this next subchapter. Grammar is important for understanding the nature of the English language and for students to speak better and be better prepared for exams, especially the international qualification exams. Grammatical competence includes grammar rules, forming words and sentences and spelling. It is about the ability to use language accurately (Floris and Renandya, 2020, p. 14).

NNESTs were perceived as more proficient in teaching English grammar in many studies. According to 19 interviewees in Hong Kong research, NNESTs excel in providing detailed grammar instructions and useful exercises. They are also adept at explaining grammatical rules and concepts to students (Sung, 2014, p.40). In a Korean study including 125 Korean university students, 81 % of them believed that Korean English teachers (KETs) are better at teaching grammar. Additionally, 87 % of them think that Korean teachers were thought to understand better the problems with grammar students face when learning a language (Chun, 2014, p.569).

On the other hand, NESTs were usually perceived as less competent in teaching grammar. In a study at Japanese and Vietnamese universities, a few participants stated that NESTs were not very skilled at clarifying intricate grammar and vocabulary. Respondents remarked, that at times, a native English speaker finds it hard to explain a challenging new word in an easy-to-understand way. NESTs sometimes cannot explain some grammar difficulties because these things are so natural for them, and they do not know the reasons why they use it in a certain way. Many native teachers do not deal with grammar until they began teaching it (Walkinshaw and Oanh, 2014, p. 6-7). For NNESTs it is usually easier to explain grammatical features of the English language including syntax, phonetics and linguistics. On the contrary, NESTs may find it challenging to explain those rules (Liontas, 2018, p. 3). This happens because NESTs do not learn the language intentionally or through formal study, unlike NNESTs (Adıgüzel and Özüdoğru, 2017, p. 174). It must be also taken into account that the foreign teacher does not emphasize grammar because they have been acquiring it since childhood (Meşincigiller and Akcan, 2015, p. 165).

The struggle to explain grammatical rules to students was also identified in the Hong Kong study. Eight interviewees felt that NESTs find it challenging to provide explanations when illustrating the use of various grammatical rules. Some interviewees mentioned that NESTs do not give much attention to grammar in their teaching and do not point out students' grammar mistakes in writing. As per the interviewees, NESTs spend minimal time explaining English grammar in class, including the use of different tenses and prepositions in various contexts (Sung, 2014, p. 39). Having a foreign teacher is sometimes seen as a disadvantage in grammar because when they ask a foreign teacher, it is hard to understand as they may not get a clear answer. Students mentioned that they find it challenging to approach a foreign teacher with questions about grammar structures or concepts that they do not understand, particularly when there are complex rules involved. In such cases, they may struggle to grasp the explanations fully (Meşincigiller and Akcan, 2015, p. 164-165). Some interviewees expressed their concerns, stating that NESTs struggle with grammar, and they prefer not to learn grammar from them. They said that NESTs are not effective in teaching or explaining grammar. When the students make mistakes in tenses and ask NESTs for help, they usually cannot help them in resolving their issues (Sung, 2014, p. 39).

On the other hand, when having NNESTs as a teacher, students can ask questions in their native language, which will ensure the comprehension of the rules. Furthermore, NNESTs utilize the students' native language to teach grammar comparatively, which NESTs cannot do, leading to better understanding (Meşincigiller and Akcan, 2015, p. 164-165). NNESTs sometimes use students' native language to clarify complex grammatical structures, facilitating better understanding. For some learners, grasping English grammar can be difficult, hence, they prefer explanations in their first language. NNESTs are highly regarded for their ability to teach English grammar, particularly when incorporating the students' native language (Sung, 2014, p.40). In sentences, paragraphs, and reading passages, if there are issues, NNEST can explain it in their native language (Meşincigiller and Akcan, 2015, p. 165).

The next reason why are NNESTs perceived as better in grammar is that they can use their own experiences from when they learnt it themselves. Turkish students in a study conducted on 6 different private schools in Turkey strongly preferred NNESTs for teaching grammar especially because of their ability to understand students' difficulties while learning grammar. The students expressed the most positive feedback about NNESTs' ability to teach grammar compared to other linguistic competencies. Turkish teachers are perceived to excel especially because their ability to explain grammar concepts effectively stems from their own experiences as language learners. This first-hand experience gives them a unique insight into the challenges that learners face when grappling with grammar rules. Consequently, Turkish teachers are more proficient at providing in-depth explanations and guiding students through the difficulties of grammar (Meşincigiller and Akcan, 2015, p. 164-165). NNESTs as local teachers have undergone similar learning experiences, so they can effectively address students' grammar-related challenges (Sung, 2014, p.40).

However, some students saw the advantage of a native speaker not paying as much attention to grammar. They pointed out that their speaking skills got better because NESTs were generous in allowing them to speak without interruption or criticism for any grammar mistakes during their interactions (Novianti, 2018, p. 46).

In conclusion, NNESTs are often perceived as more proficient in teaching English grammar compared to NESTs. NNESTs excel in providing detailed explanations and exercises, as well as using students' native language to facilitate understanding. Their own experiences as language learners contribute to their

effectiveness in explaining grammar concepts and addressing students' difficulties. On the other hand, some students appreciate the speaking opportunities provided by NESTs, who may prioritize communication over grammatical accuracy.

2.4. Exam preparations

The upcoming subchapter focuses on preparations for exams, especially the final or interim university English exams and also the final secondary educational exams. Preparation for exams is important for several reasons. Firstly, it helps students become familiar with the format, structure, and expectations of the exam they will be taking. Secondly, exam preparation allows students to identify their strengths and weaknesses in specific subject areas, enabling them to focus their study efforts more effectively. Additionally, teaching preparation for exams equips students with essential study skills. Effective exam preparation ensures that students acquire the knowledge and understanding necessary to succeed academically.

NNESTs are, according to research, considered to be better at preparing students for exams. A study conducted in Turkey involved 66 students from English preparatory classes at Süleyman Demirel University and 63 non-native English-speaking instructors from eight different universities. The findings suggest that students in preparatory classes generally find NNESTs more effective in preparing them for exams. This preference might be because NNESTs are more knowledgeable about exam procedures and appear to be more attentive to their students' concerns, needs, and challenges (Sezgin and Önal, 2021, p.530). On the other hand, NESTs usually do not provide students with strategies for handling exams. According to 12 interviewees in the Hong Kong study, NESTs did not prioritize teaching examination preparation skills, even though passing English examinations was perceived as crucial for their university studies. As one interviewee mentioned, NESTs were unfamiliar with the examination format and question types and did not offer any guidance or advice on exam preparation. A few students commented that NESTs do not really teach exam skills at all, and they just do not understand how important the exam is for the students. One student also mentioned that NESTs never guide them on preparing for the exam (Sung, 2014, p. 39).

NNESTs are generally more focused on syllabus and discuss the scheduled material, which is also very important in preparing for exams. In a Turkish study,

students who were taking English courses at a university mentioned that NNESTs were more focused on following the syllabus and discussing the exam material with students. On the other hand, students noted that NESTs tended to be more flexible with the curriculum, using fewer written materials, skipping certain parts, and placing greater emphasis on discussions while providing extensive background information on the topic. It can be beneficial, however some students expressed frustration about spending too much time listening to stories from their NESTs, which left them with less time for exam preparation (Kemaloglu-Er, 2017, p.25). An Indonesian study showed a similar viewpoint. Sometimes, NESTs do not stick to the course objectives and get stuck on one topic, neglecting other important areas, which is not ideal. On the contrary, NNESTs usually stick to the language learning goals and put more effort into creating materials that fit the linguistic context (Rahman and Yuzar, 2020, p. 331).

It was also studied whether it is more comfortable for students to have NEST or NNEST in the exam room. The Turkish research found that it is notable that students feeling more anxious with a NEST as the examiner in their speaking exam. This suggests that NNESTs could foster a more relaxed and supportive environment during speaking exams, as they appear to better understand and empathize with students' emotions and worries (Sezgin and Önal, 2021, p.532). Another noted difference between NESTs and NNESTs was in student grading. Six participants in a study conducted in Saudi Arabia noted that NNESTs tend to be more understanding when it comes to grading. According to one of the students NNESTs are more attentive to students' desires to improve their grades, which makes them more supportive and forgiving in grading (Alghofaili and Elyas, 2017, p.6).

In conclusion, research indicates that NNESTs are often perceived as more effective in preparing students for exams compared to NESTs. NNESTs tend to be more knowledgeable about exam procedures, attentive to students' concerns, and focused on discussing exam material. They also foster a supportive environment during exams and are more understanding when it comes to grading. Conversely, NESTs may not prioritize teaching examination preparation skills and can be perceived as less focused on the specific needs of students regarding exams.

2.5. Teaching styles

This subchapter includes teaching styles of NESTs and NNESTs and students' perception on effectiveness of the teaching styles on English learning. Teaching styles are important because they influence students' learning experiences and outcomes. Different teaching styles allow teachers to engage students effectively and enhance their understanding of the subject matter.

Employing diverse teaching methods is advantageous for students because it makes the learning experience more dynamic and enriching for them. An observable advantage of NESTs lies in the diversity of their teaching styles. According to 18 respondents in a Hong Kong study, NESTs are recognized for employing diverse methods when teaching English. For instance, 11 interviewees highlighted that NESTs incorporate various activities such as drama, roleplays, watching movies, playing songs, and reading short stories into their lessons. This approach was described as making English classes enjoyable, motivating students to learn, and providing opportunities to practice speaking skills. Overall, these students find NESTs' lessons enjoyable, not boring, thanks to the use of diverse teaching materials and engaging activities (Sung, 2014, p. 36).

As mentioned, NESTs are known for their adaptable and dynamic teaching approach, prioritizing communication over grammar. Overall, their classes are perceived as more flexible, dynamic, and characterized by increased interactions between the teacher and students (Wang and Fang, 2020, p. 9). In English classrooms, NESTs often create creative teaching materials on their own (Rahman and Yuzar, 2020, p. 330). They usually prepare attractive and interesting teaching materials, often deviating from the textbook and using their own materials in class. These materials include games, crosswords, speaking tasks, role-plays, and interactive activities (Sung, 2014, p. 36). For many students NESTs' classes are more engaging. They do not solely depend on textbooks; instead, they incorporate various additional materials like videos. Students feel energized in their class, possibly because of NESTs' enthusiasm and lively atmosphere, which boosts their mood. They also mentioned that NESTs' inventive teaching methods keep them interested. What students find most appealing are the unique activities, enthusiasm, and lively interactions in NESTs' classes (Wang and Fang, 2020, p. 9).

However, dynamic and engaging teaching style is not always the best for the students. Students in a study conducted at Chinese universities mentioned that at times, they get anxious in the class with NESTs because their teaching is too dynamic. Students have to answer a lot of questions and participate in various activities constantly. They would prefer learning on their own without so many activities (Li and Zhang, 2016, p. 95).

In terms of teaching style of NNESTs, many students felt that NNESTs often used old-fashioned teaching methods. 15 students in a Hong Kong study mentioned this, saying that NNESTs usually relied heavily on textbooks and did not include enough fun activities in class. They described NNESTs as being too focused on talking a lot during class, which made it hard for students to participate actively. Some students said they did not pay much attention in these classes because they did not feel engaged. They found that local English teachers were very serious and strict in class, rarely playing games or using interactive methods. Instead, they mainly assigned practice papers and grammar exercises, which made the lessons feel repetitive and exam-focused all the time (Sung, 2014, p.41). Despite criticism of the typical teaching styles of NNESTs being focused on the teacher, students in Korean study (35.2 % of the participants) expressed satisfaction with the opportunities to practice English in classes compared to those (18.4 %) who were not satisfied. Some students mentioned that many NNESTs have studied abroad and use similar teaching methods to NESTs (Chun, 2014, p.572-573).

Even though NESTs use various activities during their lesson, according to a few studies, they are not always well prepared for their lessons compared to NNESTs. University students in a Korean study mentioned that although NESTs use a wider range of teaching methods compared to Korean English teachers, they believe that Korean teacher are better prepared for lessons than NESTs (Chun, 2014, p. 573). In terms of lesson preparation, 56.8 % of participants believed that NNESTs are more prepared for lessons compared to 26.4 % who thought that they are not thoroughly prepared (Chun, 2014, p.572-573). Moreover, NESTs have not always met the course objectives and may not always follow the syllabus of the course. Sometimes, they do not align with the course goals and frequently focus on one aspect, neglecting to teach other important elements, which is not ideal (Rahman and Yuzar, 2020, p. 331).

Both NESTs and NNESTs have different teaching styles but sometimes they are not important for students' learning experiences. Each teacher, regardless of nationality, has their own unique teaching styles and techniques for interacting with students (Alghofaili and Elyas, 2017, p.6-7). A Turkish study found no significant gap between NESTs and NNESTs when it comes to their roles in the classroom. Both groups demonstrated effective teaching skills, as indicated by their high scores and positive feedback from students during interviews. Despite some differences, the study concluded that there were no meaningful discrepancies in teaching and classroom management skills between the two groups, suggesting a balanced partnership where each group's strengths complemented the other's weaknesses (Kemaloglu-Er, 2017, p.26).

In conclusion, employing diverse teaching methods is advantageous for students as it creates a dynamic and enriching learning experience. NESTs are often recognized for their engaging teaching styles, incorporating various activities and creative materials to make lessons enjoyable and motivating. On the other hand, NNESTs may sometimes rely more heavily on traditional teaching methods such as textbooks, but they are well prepared for their lessons. While there may be differences in teaching styles between NESTs and NNESTs, both groups possess effective teaching skills that contribute to students' learning outcomes.

2.6. Communication

This subchapter includes how students feel about communication with NESTs and NNESTs. Students' perceptions of communication with teachers can impact their motivation, engagement, and overall satisfaction with the learning experience. Understanding students' feelings about communication with NESTs and NNESTs helps teachers improve their teaching approaches to better meet students' needs.

Setting a comfortable atmosphere in classes helps reduce students' anxiety and fear of making mistakes. In a Hong Kong study, two interviewees mentioned that NESTs create a more relaxed teaching atmosphere, encouraging students to participate without high levels of anxiety (Sung, 2014, p.36). NESTs create an open and democratic atmosphere by avoiding too many rules in the class. This fosters a more intimate communication process between the teacher and students. However, this teaching approach may not be effective in all classes, especially for early semester

students (students who are at the beginning of their academic semester at the university) who may not yet have sufficient language skills (Silalahi and Maraden, 2020, p. 94). On the other hand, research conducted at a Turkish university found that students generally feel less nervous about making mistakes in classes taught by NNESTs compared to those taught by NESTs. Students perceive NNESTs as more understanding and tolerant of mistakes. Similarly, they believe that NNESTs are better at encouraging students in their English learning journey. Conversely, students tend to feel more anxious when a NEST evaluates their speaking exams, suggesting that NNESTs may create a more relaxed and supportive environment during such assessments by demonstrating greater empathy towards students' emotions and concerns (Sezgin and Önal, 2021, p.531-532).

Moreover, NNESTs can create more comfortable atmosphere because they share their first language with the students which makes them feel less nervous. In the research which took place in the preparatory program of a state university in Turkey, five students mentioned that they would rather have a Turkish teacher because they believe they would receive clearer feedback using their native language (L1) and could communicate more effectively with them even with limited English skills. They enjoy Turkish teachers' classes because they can understand their mistakes better and get helpful feedback, especially when the teacher switches to the native language (HAN, Tanriöver and Şahan, 2016, p.7). Advantage of sharing the first language with the students was also mentioned in a study conducted in Saudi Arabia, which included 18 students studying at the English Language Institute. Nine participants mentioned that they find it easier to communicate with NNESTs, especially when they share the same first language. For example, one of the students prefers NNESTs because she feels they understand her better and provide useful feedback and tips for language learning (Alghofaili and Elyas, 2017, p.6-7). On the other hand, five students in a Turkish study preferred NESTs because they think that not using the native language in English as a Foreign Language (EFL) classrooms could push them to speak more English and improve their speaking skills (HAN, Tanriöver and Şahan, 2016, p.7).

In summary, creating a comfortable atmosphere in English classes is essential for reducing students' anxiety and fostering a comfortable learning environment. NESTs often promote a relaxed teaching environment by encouraging open communication and avoiding strict rules, while NNESTs use their native languages to provide clearer feedback and facilitate better understanding among students. However, the effectiveness

of these approaches may vary depending on factors such as students' language proficiency and cultural background.

2.7. Understanding the needs of students

This subchapter deals with the understanding the needs of students in English learning. By understanding students' needs, teachers can adapt their teaching methods and activities to meet their requirements. This ensures that teaching methods, materials, and activities are relevant and effective in addressing students' learning goals and challenges. By addressing that, teachers can create a more engaging and supportive learning environment that enhances students' motivation and achievement.

NNESTs are perceived as better in understanding the students' needs when learning English. This hypothesis was mentioned in an Indonesian study which showed that NNEST may be better at understanding the obstacles which students may encounter during learning English (Rahman and Yuzar, 2020, p. 331). In a study in Indonesia including 25 students, most of them prefer learning from NNEST. About 44% strongly agree that NNESTs are better at understanding and predicting their learning challenges, while only 4% disagree. They also feel that NNESTs are more empathetic to their learning issues compared to NESTs, with 60% agreeing and only 4% disagreeing. Students think NNESTs understand their habits and behaviours better. Additionally, 48% see them as successful language learners, inspiring them to achieve similar or even better language skills (Novianti, 2018, p. 52-53). NNESTs go through the same process of learning English and therefore better understand the possible issues during the process and how to overcome them (Rahman and Yuzar, 2020, p. 331).

As mentioned, NNESTs are perceived as effective teachers because they focus on the learning journey of students and can help them better in case of difficulties. In Chinese study which involved 16 university students, the results found that NNESTs were more focused on grasping how students grow mentally and learn. The students mentioned that the teachers often applied their theoretical knowledge to assist them in case of difficulties (Deng, Zhang and Mohamed, 2023, p.6). In Turkish research, students were interviewed about their perception of competencies of NESTs and NNESTs. In one interview it was mentioned that the students can learn more effectively from a Turkish teacher because they can adjust the difficulty based on students' comprehension (Meşincigiller and Akcan, 2015, p. 164-165).

In addition to helping students throughout the learning process, NNESTs have a wealth of knowledge about the English language. This is because they learned English from the beginning and gained a deep understanding of how it works. They often speak more than one language, making them highly skilled. NNESTs can be better at predicting the challenges students might face. Drawing from their own learning journeys, they know exactly how to help students overcome problems. This shared experience makes them more empathetic, and they can offer valuable tips and strategies. They have a lot of experience and understand how to consciously learn a language, unlike native speakers who acquire the language. As a result, NNESTs can effectively apply and share their strategies with students (Novianti, 2018, p.50) This is also confirmed in a Saudi Arabia study where two students pointed out that NNESTs show more empathy and care in assisting students learning English as a foreign language because they have gone through similar experiences. On the other hand, NESTs may lack first-hand experience in learning English as a second language, making it difficult for them to empathize with the struggles and challenges faced by non-native learners. They may not be familiar with the cultural backgrounds and educational systems of their students, which can impact their understanding of their students' needs (Alghofaili and Elyas, 2017, p.5).

Better understanding of students' needs by NNESTs was also mentioned in another Chinese study, which included interviews with both students and teachers. In one interview the student said that he thinks, only NNESTs, especially Chinese English teachers, can truly understand them, because they were like them when they attended university (Wang and Fang, 2020, p. 10). NNESTs were also learners of English as a second language and were more willing to show understanding and empathy when students faced difficulties in learning English. Consequently, they could suggest helpful learning strategies for students (Sung, 2014, p.40). Because NNESTs are experienced in learning English as a second language it helps them to achieve higher teaching efficiency. Another teacher participating in a Chinese study was of the same opinion that Chinese English teachers have learned English as a second language, so they are better prepared to teach. Not only do they know the first language spoken by their students; they have also gone through the process of learning, so they know how difficult it is. They are also aware of the interference of Chinese in English. On the other hand, NESTs just acquire the language as their mother tongue; they cannot truly feel students' difficulties (Wang and Fang, 2020, p.10).

In various studies, NNESTs have been perceived as better able to understand the needs of students learning English compared to NESTs. NNESTs, having experienced the process of learning English themselves, are seen as more empathetic and better equipped to predict and address students' learning challenges. They focus on students' learning journeys and can adjust teaching strategies based on comprehension levels. Additionally, NNESTs can offer valuable insights and strategies based on their own learning experiences. On the other hand, NESTs usually do not understand the students' needs that well.

The ChatGPT tool (GPT3,5) was used to edit this text.

3 NEST and NNEST' s impact on students

The third chapter deals with how NESTs and NNESTs influence their students and in which areas students got better after being taught by either NEST or NNEST. By comparing the outcomes of students taught by NESTs and NNESTs, researchers and teachers can gain insights into which teaching methods are most effective in facilitating language learning and proficiency development. Finding out where students have improved will help determine in which areas it is more appropriate to have NEST and in which areas NNEST.

A few studies indicated that there is a significant difference in students' outcomes after being taught by either NEST or NNEST. The research findings from a Turkish study revealed that students taught by NNESTs demonstrated significantly higher English proficiency compared to those taught by NESTs. This increase in academic achievement in the NNEST group may be attributed to factors such as the teachers' experience levels, teaching styles, or the NNESTs' use of the students' mother tongue for explanations (Adıgüzel and Özüdoğru, 2017). The study's results in Saudi Arabia indicate that there are significant differences (at $\alpha \geq 0.05$) in the post-test outcomes for speaking and listening skills, favouring the students taught by native speaker teachers. However, for writing skills, there are significant differences (at $\alpha \geq 0.05$) in favour of the students taught by non-native speaker teachers (Al-Shewaiter, 2019, p.7).

As previous studies suggest, there is a difference in speaking abilities of students after being taught by either NEST or NNEST. The Iran study showed a closer look at the speaking abilities. The study reveals that students, regardless of their teacher's background, showed significant improvement in both accuracy and fluency while speaking. However, a closer look reveals that students taught by NNESTs performed better in terms of accuracy compared to those taught by NESTs. This is attributed to NNESTs adhering strictly to English grammar rules and providing feedback to students accordingly. On the other hand, students instructed by NESTs demonstrated better fluency in speaking. This can be attributed to native teachers offering easily understandable input, engaging students in discussions, and creating an English-speaking environment in class, thereby motivating students to participate actively and generate more output. Interestingly, there was no meaningful difference in lexical complexity between the two groups. Other results from this study indicate that learners

taught by the native teacher showed significant improvement in fluency and lexical complexity, but not in accuracy. This could be because the native teacher, who did not learn English the same way as NNEST, might have been lenient with errors and provided little feedback. Conversely, learners taught by the NNESTs significantly improved in speaking accuracy, but not in lexical complexity. Surprisingly, they even experienced a decline in fluency. This suggests that the non-native teacher focused more on accuracy rather than fluency, possibly neglecting opportunities for students to engage in meaningful speaking activities, thereby hindering their fluency development and practical lexical skills (Ghane, Razmi and Reynolds, 2023, p.4-5).

Although most of the time students improve their speaking skills when taught by NESTs, according to an Indonesian study, most students still lack confidence in their English abilities despite having learned from NESTs. Around 76 % of students agree with this statement, while only 16 % disagree. Many students feel nervous when practicing English with NESTs, fearing that they will not understand their speech. Although 52 % believe that practicing with NESTs can enhance their English skills, their lack of confidence persists, especially when interacting with native speakers. However, exposure to NESTs has increased students' awareness of Western culture, with 60 % agreeing. Moreover, 56% express a greater desire to improve their English proficiency after being taught by NESTs (Novianti, 2018, p.54).

In terms of writing skills, the analysis of essays by Korean EFL writers reveals differences based on the extent of instruction received from NESTs. Students with more NEST instruction demonstrate vocabulary and usage resembling native English writers, incorporating academic vocabulary and diverse word forms. They also exhibit a tendency to evaluate arguments and express personal opinions. Grammatically, they show heightened awareness of verb tense and agreement, use determiners more frequently, and utilize first-person singular pronouns to support arguments. Conversely, students with less NEST instruction rely on formulaic language and logical arguments, avoiding personal opinions. They also tend to use pronouns like "we," "you," and "they" more often and incorporate relative clauses for complexity. While extensive NEST instruction fosters creativity and sophistication in construction, limited NEST instruction results in greater grammatical accuracy (Schenck, 2020, p.14-15). Arabic study mentioned that while there was no significant difference in students' achievement in communicative range and accuracy when writing essays between the students taught

by NESTs and NNESTs, NESTs' students performed better in vocabulary, while NNESTs' students scored higher in mechanics of writing. Mechanics of writing encompass spelling, punctuation, and capitalization. This difference in vocabulary range may be attributed to NESTs' ability to provide synonyms and idiomatic expressions, whereas NNESTs might use Arabic equivalents. NNESTs' performance in mechanics of writing could be due to their better understanding of language rules and their ability to empathize with students' challenges (Noursi, 2018, p. 158-159).

However, some studies found no difference in the progress of the students after learning from NEST or NNEST. The study's data analysis did not show any significant difference in the impact of NESTs and NNESTs on Saudi EFL university students. Instead, it emphasized that teachers' accents have a greater influence on students' English language learning than their nativeness. The study also highlighted that unclear or unfamiliar accents make English difficult to understand, thereby hindering the language learning process. Saudi EFL university students tend to accept teachers with familiar accents, such as native accents or accents similar to their first language, while rejecting other accents (Alghofaili and Elyas, 2017, p.5). In terms of speaking abilities, Turkish study found that participants' achievement levels in speaking skills did not show a statistically significant difference (Koşar, 2019, p. 995). Similarly, results reported by Adıgüzel and Özdoğru (2017) showed no significant difference in post-speaking test scores between participants taught by NESTs and NNESTs, suggesting similar speaking achievements.

In summary, various studies have examined the impact of NESTs versus NNESTs on students' language skills, particularly in speaking and writing and the results varied. NNESTs were found to enhance English proficiency significantly in Turkish and Iranian studies, while in Saudi Arabia, NESTs were favoured for speaking and listening, and NNESTs for writing. In writing, NESTs excelled in vocabulary, while NNESTs performed better in mechanics of writing. However, some studies found no significant difference in progress, emphasizing the influence of teacher accent. Overall, teaching style, cultural empathy, and accent familiarity play crucial roles in students' language learning experiences.

The ChatGPT tool (GPT3,5) was used to edit this text.

Conclusion

The bachelor thesis deals with the topic of native versus non-native English teachers and their influence on students. It presents the latest findings on advantages and disadvantages of both of these teachers and on their impact on students' progress in English.

Students highly value NESTs for their command of idiomatic English, accurate pronunciation, and exposure to various accents. They perceive NESTs positively for their speaking abilities, which indirectly improves their listening skills. However, some students find it challenging to understand NESTs, especially at lower levels due to language barriers and fast speech. Nevertheless, advanced students benefit significantly from NEST interaction, particularly in learning idiomatic expressions. Many students appreciate learning from NESTs as it allows them to immerse in the teacher's culture, gaining insights into customs, traditions, and societal norms. NESTs often integrate elements of their culture into lessons and provide valuable cultural context. However, cultural differences can sometimes lead to misunderstandings between students and teachers. NESTs also sometimes struggled to clarify intricate grammar and vocabulary, often finding it challenging to explain difficult concepts in a simple manner. NESTs may lack a strong understanding of grammar rules and may not prioritize teaching exam preparation skills, which can be crucial for students' academic success. NESTs are also recognized for their diverse and engaging teaching styles, incorporating activities like drama, roleplays, and interactive materials.

NNESTs are considered having a better understanding of students' learning needs, having gone through the process of learning English themselves, can empathize with students' challenges and provide effective teaching strategies. They are perceived to be more empathetic, understanding, and capable of predicting students' learning obstacles. NNESTs are perceived to excel in teaching English grammar due to their proficiency in providing detailed explanations and exercises. Students particularly prefer NNESTs for grammar instruction, as they can use the students' mother tongue for explanation, which aids comprehension. NNESTs' own experiences as language learners contribute to their effectiveness in teaching grammar, offering in-depth explanations and guidance through difficulties. Students often feel more comfortable communicating with NNESTs, especially when they share the same first language, facilitating clearer feedback and communication. Research indicates that NNESTs are perceived as more

effective in preparing students for final English exams and are often seen as more attentive to exam procedures, syllabus-focused, and better at discussing exam material with students. Moreover, students tend to feel less anxious during exams with NNESTs as examiners.

Research findings suggest that students taught by NNESTs demonstrate higher English proficiency overall compared to those taught by NESTs. However, NEST-taught students often exhibit better fluency in speaking, attributed to engaging classroom environments and easily understandable input. Meanwhile, NNEST-taught students excel in speaking accuracy due to strict adherence to grammar rules. In Saudi Arabia, students taught by NESTs fare better in speaking and listening skills, while those taught by NNESTs excel in writing skills. Despite improvements in English skills under NEST instruction, students may lack confidence when practicing English with NESTs, although they show increased awareness of Western culture and a desire to improve proficiency.

The presented results can be used as educational material for teachers, teacher trainers, and educators who can use the findings to enhance their understanding of the strengths and weaknesses of NESTs and NNESTs. This knowledge can guide curriculum development, instructional strategies, and classroom management practices to better meet the needs of diverse student populations. It may also provide new insights, perspectives, or methodologies for future research in the field. However, it must be taken into account that most of the studies are from Asia, especially because Asia has a larger population and a higher demand for English language education compared to Europe. As a result, there may be more research interest and funding available for studies related to English language teaching in Asian countries.

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Při úpravě tohoto textu byl využit nástroj ChatGPT (GPT3,5) a to pro kapitoly 2-3.