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NATIVE ENGLISH SPEAKING TEACHERS IN ELT ABROAD FROM THE POINT OF VIEW OF LANGUAGE LEARNING STUDENT

There is prejudice in the modern world that native English speaking teachers are better than non-native. In this article, we aim to reveal this opinion as well as to determine the effect native or non-native teacher has on certain language skill development in students. Many scholars worldwide have researched the question. They agreed that non-native English teachers are underestimated by employers around the globe. Furthermore, about 80% of all English teachers are non-native speakers. Our research demonstrate that native speaker English teachers are more effective in intermediate and advanced students, while non-native English speaking teachers are good for beginners. Furthermore, according to the results of our questionnaire, native speaking English teacher developed more speaking, listening and writing skills in students, while non-native English speaking teacher explained grammar and vocabulary better. The other thing we would like to present an interesting exercise that can be of great use to those, who learn native language in a country simultaneously teaching English or other foreign language. The exercise rise motivation as well as breaks the communication barrier in non-native English speaking students. In addition, the exercise can be of great use to all language levels of English learners.

Keywords: non-native English speaking teacher; native English speaking teacher; language learning; skills development.

Formulation of the problem. Today's world is becoming globalized. One of the reason of this phenomenon is the ability to speak more than one language. The other reason is that employers prefer to hire people who knows more than one language. Therefore, large amount of people around the world know two or more languages. This is achieved owing to teachers of a foreign language.

Teachers in language learning play a crucial role. It is much harder to learn a foreign language without a teacher. The role of a teacher is to facilitate learning process through explanation of grammar and vocabulary, evaluating student's knowledge, developing four basic language skills (writing, reading, listening and speaking). The main feature of a teacher of a foreign language is that he/she must know perfectly the language he/she is going to teach students. However, the ability of a teacher to teach the foreign language is not only limited to the

very knowledge of this foreign language, but to many other factors as well. They include pedagogical abilities of the teacher, abilities of a student to learn language etc.

Currently there is a debate around the globe about the question who is the best teacher, natives or non-natives. Many scholars have researched the problem of native speakers in teaching G. Andreou and I. Galantomos [1], J. Lee [2], I.G. Merino [3], H. Bastug, M. Karakuzu and M. Akdogan [4], Z. Rao [5], L.P.F. Ma [6] etc. Furthermore, scholars agree that non-native teachers in the modern world are underestimated by employees towards native teachers. In addition, G. Braine [7], V. Cook [8] grounds that non-native English teachers are better than native ones. Therefore, the question of whether native English speaking teachers are better than non-native ones is of great topicality today, taking into account that around 80% of English teachers around the globe are non-native speakers, according to G. Braine [9].

The purpose of the paper is to investigate the problem of language teaching by native speakers and non-native ones. Moreover, we tried to determine what skill in students can be better developed separately by native speakers teachers and non-native ones.

Procedure of the experiment. In order to answer this question it was decided to conduct a questionnaire of students. 32 second year students of the Faculty of Veterinary Medicine at Stepan Gzhytskyi National University of Veterinary Medicine and Biotechnologies Lviv participated in the survey. Students were divided into two groups, according to their level of the English language knowledge. Students of the first Group (Group 1–16 students) had the beginner level of the English, while students from the second group (Group 2–16 students) had intermediate and advanced.

They were having English lessons 3 times a fortnight for 4 weeks. Students were taught by non-native teacher and by native. Teachers were changing after having taught students of each group for 4 weeks. At the end of the experiment, students were given a questionnaire with three questions:

Q1: *What teacher is most suitable for you?*

Q2: *Please describe the reason you have chosen this answer.*

Q3: *What of your skill has benefited more from each teacher?*

Having seen the results of the questionnaire, it was decided to supplement research. We decided to take 4 more weeks of teaching English, but now native teacher was assistant in non-native. In the end of this stage, we asked students two question:

Q4: *What was the best teaching teaching/learning process?*

Possible answers: *native/ non-native/ combined.*

Q5: *Can you specify your answer?*

There were two teachers of the English language, who participated in the experiment. The first was non-native speaker of the English language, who finished University of the "English philology" specialization and who had experience of teaching equal to 12 years. The second teacher was native speaker of the English language, coming from Nigeria. He studied in English speaking comprehensive school and come to Ukraine to learn the Ukrainian language. He does not have teaching experience.

Results. The results of the questionnaire showed that major part of students (14 students out of 16) from Group 1 answered that non-native teacher was better than native. The reason for this was mostly due to simple and clear explanation of grammar, vocabulary and communication. However, they mentioned that native teacher helped them to develop speaking, listening and writing skills more than non-native.

Results from Group 2 showed that native teacher was better for them, however, non-native was good as well. The results were 10 students for native and 6 for non-native. The reason for such results was mentioned that native teacher makes them talk more in English than non-native. The other reason was that they were forced to communicate with native only in English, since he does not know Ukrainian. Therefore, almost all of them (15 students out of 16) agreed that they develop speaking, listening and writing skills with native more than with non-native teacher.

Concerning the supplementary part of our research, the results showed that students of both groups prefer having both teachers in the classroom (28 students out of 32). The main reason was that non-native are good at explanation of vocabulary and more clear at grammar while native are good at listening, speaking and writing.

Discussion. The research was aimed at answering simple question: "Who can be the best teacher of a foreign language: native or non-native?" However, the clear answer to this question cannot be done due to several factors. The first is that each students have his/her own language learning qualities i.e. some learn words better than grammar, other not; some can speak and listen better other write etc. Therefore, we cannot obtain clear results of teacher's effectiveness, basing on students language progress. The other important factor is the personality of teacher and his/her abilities to teach and interact with students. Some teachers are good at grammar while others are good in vocabulary explanation etc. I.G. Merino states [3] that the difference between non-native and native teachers lies in the fact that they have different teaching behavior, which largely depends on the language proficiency. A. Holiday [10, p. 385] mentions that native ELT is believed to be the representative of the western culture and many believes that they are better teachers than non-native ELT.

In addition, some students can speak other foreign languages. Hence, we would like to mention the phenomenon of multicompetence. Multicompetence, as it comes out from the works by G. Andreou and I. Galantomos [1] and V. Cook [11] refer to the knowledge of a person of more than one language. In addition, authors state that multicompetent speakers demonstrate better cognitive processes than monolingual. Therefore we can determine only one teacher effectiveness, not all of them as a group i.e. natives or non-natives.

Native teacher in our research can be called "Pseudo-native speaker". According to G. Andreou and I. Galantomos [1] pseudo-native speaker can be recognized by strange pronunciation, lower degree of idiomaticity, rely on repetitions and usage of routine language. However, there were several reasons why we have chosen him. Firstly, he grew in a country where English is official language. Secondly, he was learning English from childhood and went to school where native speakers were teaching. Thirdly, he is foreigner with no knowledge of the Ukrainian, therefore, students were able to communicate with him using only English. In addition, I.G. Merino [3] emphasizes that while teaching English in non-English speaking country, the teacher should learn native language of that country in order to facilitate teaching process for students. The same idea is mentioned in the study by H. Bastug, M. Karakuzu and M. Akdogan [4] and in the paper by L. Barratt and E.H. Kontra [12, p. 22]. Furthermore,

E. Lurda [13, p. 317] mentions that English language teacher need to take into consideration the previous knowledge of students as well as on the knowledge of their own language and culture.

In addition, it should be mentioned that in our research, non-native teacher had more benefits before experiment than native i.e. teaching experience, appropriate specialization etc. Therefore, H. Bastug, M. Karakuzu and M. Akdogan [4] mentions that English teachers must have teaching qualifications regardless they are native or non-native. In addition, E. Lurda [13, p. 319] states that most ELT have adequate knowledge of the English language to perform their task. However, we aimed at determination of the certain skill development in students and their feedbacks. In addition, we, as each teacher of a foreign language in the world, want our students to know the language they are learning as natives do. In this regard, we should mention that there are many explanations of the notion of who can be considered native or non-native. Moreover, the research of T. Reves & P. Medgyes [14] has demonstrated that the higher proficiency of the English language is in a teacher, the less self-conscious and insecure he feels in the classroom while teaching. The questionnaire done by P. Medgyes [15, p. 343] showed that the majority of people would hire non-native ELT with qualification rather than native without one.

The first usage of the term "native speaker", according to J. Lee [2] was firstly used by Bloomfield in 1933. Since that time, the notion was researched by many scholars. However, G. Andreou and I. Galantomos stated [1] that the term Native Speaker dates back from the Medieval era. They define native speaker as the one who was born in in English speaking country, has learned English from childhood, speaks English as the first language, is fluent in language etc. J. Lee [2] mentions that native speaker has six defining features: learned language in early childhood, has intuitive knowledge of the language, able to produce fluent discourse, is communicatively competent, is identified by a language community and does not have foreign accent. Moreover, he mentions that native speaker should know all linguistic, stylistic, phraseological aspect of the language.

G. Andreou and I. Galantomos in the paper [1] emphasize that very few non-native students can pass to native speakers. On the contrary, J. Lee [2] states that non-native speaker cannot become native otherwise is born in an English speaking country. Despite that, G. Andreou and I. Galantomos state that non-native speakers are often norm-

dependent. This means that their usage of the target language is an imitation of some form of native use. In addition, I.G. Merino states [3] that often non-native English speaking teachers often feel unsafe while using English language, therefore adopting two types of attitude: pessimistic and aggressive. Latter is demonstrated by intolerant attitude towards students. Pessimistic is more common among teachers and is manifested through overuse of grammar and little of vocabulary and pronunciation. Thus, we can assume that non-native teachers of the foreign language as well, could explain grammar rules better than native. This statement is supported by our questionnaire, where students mentioned that non-native teacher was better in grammar explanation.

The interesting feature that can be viewed from the results of our experiment is that writing skill was better developed with native teacher. The interesting point lies in the fact that it is obvious that non-native could have explained better using mother tongue. We assume that native teacher was better in writing, because he was learning writing, but in the Ukrainian language. Therefore, he could understand better how to teach students writing using his own recent experience. In addition, I.G. Merino states [3] as well mentions for making teaching process excellent and effective, teachers should understand that they are students themselves, learning new things with their students. According to author, this is the best solution to non-native teachers who adopted pessimistic attitude.

According to the results of our research, native teacher was better in speaking and listening skills development. This is obvious that students who wants to communicate with teacher should use only English and therefore, develop speaking and listening skills better than with non-native teacher. Furthermore, the paper by I.G. Merino [3] mentions that native teachers are better in developing oral skills than non-native.

In addition, in the paper by I.G. Merino [3] is mentioned that when it comes to the choice between native or non-native teacher, there is no much difference. He states that 25% of students would choose native, other 25% would choose non-native and 50% does not see difference. Furthermore, the study by H. Bastug, M. Karakuzu and M. Akdogan [4] showed that students of the Turkish universities would choose native teachers rather than non-native. In addition, the study by L. Barratt & E.H. Kontra [12] showed the same results.

However, students of the beginner level would prefer non-native teacher in order to

receive better explanation in their native language. Furthermore, the results of our study have demonstrated that students of the beginner group chose non-native teacher rather than native. They explained that the reason was that non-native speaker could give better explanation of grammar, vocabulary etc. using native tongue. Therefore, we can assume that beginner students can benefit more from non-native speaker rather than from native one. However, intermediate and advanced students – from native teacher.

The results of our research showed that the major part of students preferred having both teachers in their lessons. The main reason of such result is that this model combines benefits of both teachers. Therefore, students can have good grammar and vocabulary explanation with non-native teacher consequently having good listening, writing and speaking skills training by communicating with native speaker. Moreover, this model can require additional financial support from the university and not many can afford it. However, the non-native teacher of our research has found a way out.

Non-native teacher invented interesting exercise in order to fulfil both aims: facilitate foreign teacher in his learning of the Ukrainian language and make Ukrainian students communicate in English more. In addition, this exercise is based on voluntarism. The exercise works as follows: non-native teacher give students some topic to research. The person who will be doing presentation is native teacher. Therefore, Ukrainian students should help native teacher to make presentation on the given topic. However, the native teacher should make this presentation in the Ukrainian language. Therefore, Ukrainian students try to communicate in English while teaching English speaking student (native teacher) Ukrainian. Thus, English speaking student (native teacher) learned Ukrainian consequently Ukrainian students communicated and learned more English. In addition, students in our research were very willing to participate in such exercise. Therefore, we can assume that this exercise can motivate students a lot.

Having seen that the exercise worked well and Ukrainian students were willing to participate in the exercise, we have invited more foreign students, studying Ukrainian language at the University. Therefore, we had additional 3 foreign students who were voluntary assisting non-native English teacher. It is worth mentioning that both, beginners and intermediate students from both groups

were actively involved in the exercise. Students of the Group 1 were working on simple topics while students from Group 2 – on more advanced. Foreign English speaking students of the language courses were actively participating as well benefiting a lot from the exercise.

This exercise is of particular importance to universities, which hold national language courses for foreigners. A student from such courses can be taken as an assistant to the English language teacher in order to learn something from students and to teach students English. This model is very practical since it does not require any additional financial support. In addition, both, national and foreign students can benefit a lot in their language learning process while using this model.

It is worth mentioning that according to results non-native teacher was better in grammar and vocabulary explanation than native. Consequently, native teacher was better in developing students' speaking, listening and writing skills. This phenomena can be explained by the fact that non-native teacher was having special training in the University on English grammar and vocabulary explanation. On the other hand, students could hear live English from native speaker. In addition, students lost fear of language incompetence while speaking to native teacher, hence developing their speaking skills.

Conclusion. Having completed the research and questionnaire, we can make several conclusions:

- non-native English speaker teachers are more effective than native ones for students of the beginner level of the foreign language. However, native speaker teachers are more effective for intermediate and advanced students;

- concerning students' skills development, we should mention that native speaker teachers are more effective in developing speaking, listening and writing skills. On the contrary, non-native speaker teachers are better in grammar explanation and presentation of new vocabulary;

- native speakers assisting non-native speaker teachers are the best model, since it combines the benefits of the both models of teaching. However, it is economically insufficient for universities, requiring spending more money;

- the exercise when non-native speaking students teach native speaker language course students is the best option in developing communication skills in both types of

students. Furthermore, it rises motivation and interest of students to learn foreign language. In addition, it is economically sufficient for universities.

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ВИКЛАДАЧІ-НОСІЇ АНГЛІЙСЬКОЇ МОВИ У НАВЧАННІ ІНОЗЕМНОЇ МОВИ ЗА КОРДОНОМ З ТОЧКИ ЗОРУ СТУДЕНТА, ЯКИЙ ВИВЧАЄ НАЦІОНАЛЬНУ МОВУ

Анотація. У сучасному світі існує упередження, що вчителі, рідною мовою яких є англійська, є кращі, ніж не носії цієї ж мови. У цій статті ми маємо на меті розкрити і дослідити це твердження, а також визначити, який вплив мають носії та не носії вчителі на певний розвиток мовних навичок у студентів. Багато вчених у всьому світі досліджували це питання. Вони погодилися з тим, що викладачів англійської мови, які не є носіями мови, недооцінюють роботодавці у всьому світі. Окрім того, для майже 80% з усіх викладачів англійської мови, вона не є рідною. Наше дослідження показує, що вчителі-носії англійської мови є ефективнішими для учнів з середнім на високим знанням англійської мови. Водночас викладачі, для яких англійська є нерідною мовою є кращими для початківців. Відповідно до результатів нашого опитування, вчителі англійської мови, для яких вона є рідною мовою, розвивали в учнів більше навичок го-

воріння, аудіювання та письма, в той час як вчителі англійської мови, для яких вона не є рідною мовою, краще пояснювали граматику та слова. Іншим аспектом, який ми хотіли висвітлити – це вправа, яка може бути корисною для тих, хто вивчає рідну мову в певній країні, одночасно навчаючи англійську чи іншу іноземну мову. Ця вправа підвищує мотивацію, а також руйнує комунікаційний бар'єр у студентів. Крім того, вправа може бути корисною для всіх студентів, які вивчають англійську або іншу іноземну мову.

Ключові слова: викладач англійської мови – не носії; викладач англійської мови – носії; вивчення мови; розвиток навичок.

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