

Attitudes of Jordanian Graduate Students towards Native and Non-Native English Language Teachers

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Abstract

This study aimed at investigating the attitudes of Jordanian graduate students towards native and non-native English language teachers. It also aimed at finding out the reasons why Jordanian graduate students have such attitudes. The study raised these three questions. To achieve the aims of the study, the researchers used a student's questionnaire which was distributed to 100 participants who were chosen purposively. However, only 93 questionnaires were filled out and returned. Results of the study revealed that students believed that both native and non-native English language teachers had their advantages and disadvantages. Native English language teachers were preferred for teaching pronunciation, oral skills and culture while non-native English language teachers were preferred by Jordanian graduate students in teaching grammar and writing skills and they believed that teacher's knowledge of the students' language made the teachers more empathetic as they can use translation.

Keywords: Attitudes, Jordanian students, Native, Non-native, English, Teachers

1. Introduction

In the field of English language teaching (ELT), a growing number of teachers are not native speakers of English. Some learned English as children; others learned it as adults; some studied English in formal academic settings; others learned it through informal immersion with native speakers of the language.

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Some speak British, Australian, Indian, or other varieties of English; others speak Standard American English. For some, English is their third or fourth language; for others, it is the only language other than their mother tongue that they have learned.

The issue of native and non-native has been shown to have a profound effect on the experiences of English as a foreign language (EFL) students and instructors worldwide. The importance of this subject particularly in Jordan where the language teaching has expanded in the last years has encouraged the researchers to investigate it.

Similar to many other EFL contexts, the majority of Jordanian people, including administrators and educators seem to view English language teaching as a domain of native speakers and assume that the ideal EFL teacher is necessarily a native speaker.

There is a controversy among educational scholars about the efficiency of English language teachers. Some of them advocate the native English language teachers and give them preference to non-native ones. This situation indicates the existence of a pedagogical problem. Therefore, the researcher decided to investigate this issue by delving into graduate students' and teachers' attitudes about whether native English language teachers or non-native English language teachers make better language teachers and whom they prefer and why.

The present study aimed to present the attitudes of EFL graduate learners towards native and non-native English language teachers and to find out why they have such views in an EFL context, namely Jordan, which has not been explored in terms of the relevant issue so far.

To achieve these goals, the study attempted to address the following questions:

- 1) What are the views of Jordanian graduate students towards native and non-native English language teachers?
- 2) Why do Jordanian graduate students hold these views?

This is a very recent and relevant area of study. Researchers only began investigating issues related to non-native English-speaking teachers in the 1990s and studies of ESL/EFL students' and teachers' attitudes became visible in the literature at the start of the twenty-first century. Research on native and non-native English language teachers has become important recently. There is a real deficiency in the literature about students' attitudes regarding native and non-native English language teachers in Jordan.

The findings of this study may help inform teachers of the attitudes held by their students and provide the stimulation to reflect on their own experiences as EFL teachers. Thus, if the students' current attitudes are better understood, researchers, administrators, and teachers will more accurately know the beliefs that the students bring to the classroom and can better know what types of activities, conversations, or possibly workshops that could challenge these current beliefs.

2. Literature Review

There are many different notions of the terms native and non-native speakers of English. Thus, in the context of this study, a native speaker of English is someone who has learned English as first language in childhood. That means being a native speaker of a language is a fact which cannot be changed afterwards in life through training or learning, (Cook, 1999). This implies that nobody can ever become a native speaker of another language than the first one learned. Nevertheless, people can be native speakers of two or more languages when they have acquired both languages early in childhood. Those people are called bilinguals.

Non-native speakers of a language, on the other hand, are people who have learned this particular language as second or third language, but have a different language as native language. Even with lifelong practice L2 can never become one's native language. Medgyes (1999) stated that, "native speakers have acquired English", while "non-native speakers [...] are still acquiring" (p. 179). The term 'non-native English language teachers' has created a division among professionals in the English language teaching profession. Supporters of the term believe that it is necessary to distinguish between native and non-native English speaking teachers because their differences are, in fact, their strengths and should be recognized.

Medgyes (1994) thoroughly discussed non-native speakers of English. He argued that both native and nonnative speakers of English could be successful ESL/EFL teachers. Medgyes stated that 1) the ideal native English language teacher is the one who has achieved a high degree of proficiency in the learners' mother tongue. 2) The ideal non-native English language teacher is the one who "has achieved near-native proficiency" in English. (pp. 348-349)

Medgyes (1994) noted that an ideal native English language teacher should possess a high degree of proficiency in the learner's mother language. He discussed the differences between native and non-native English speakers' use of English, general attitude, attitude towards teaching language, and attitude towards teaching culture. He noted that native English language teachers use real English and use it more confidently compared to non-native English language teachers. In a discussion about non-native English language teachers' advantages and disadvantages, He described six positive characteristics: 1) They provide a good learner model to their students; 2) They can teach language strategies very effectively; 3) They are able to provide more information about the language to their students; 4) They understand the difficulties and needs of the students; 5) They are able to anticipate and predict language difficulties; and 6) In English as a foreign language settings, they can use the students' native language to their advantage. He then explained that if the language 'deficiencies' of the non-native English language teachers are remedied, native and non-native English language teachers have equal chance to achieve professional success.

Medgyes (1996) had already proposed a kind of principle "the more proficient in the learners' mother tongue is the more efficient in the classroom." (p. 41) He provided two reasons why non- native English language teachers benefit from their ability to use the students' mother tongue. First, the mother tongue is the most genuine tool of communication between non- native English language teachers and their students in the monolingual classroom.' Second, the native language proved to be a powerful teaching/learning tool in many situations.

Phillipson (1996) considered non-native English language teachers to be potentially the ideal ESL teachers because they had gone through the process of acquiring English as an additional language. They have first-hand experience in learning and using a second language, and their personal experience has sensitized them to the linguistic and cultural needs of their students.

Many non-native English language teachers, especially those who have the same first language as their students, have developed a keen awareness of the differences between English and their students' mother tongue. This sensitivity gives them the ability to anticipate their students' linguistic problems.

Cook (2001) indicated that code-switching is another positive feature that non-native English language teachers enjoy in the classroom. He emphasized that using learners' first language should not be totally banned in the classroom. Rather, he claimed that: "treating the LI as a classroom resource opens up several ways to use it, such as for teachers to convey meaning, explain grammar, and organize the class, and for students to use as part of their collaborative learning and individual strategy use. The first language can be a useful element in creating authentic L2 users rather than something to be shunned at all costs." (p. 402).

Liang (2002) conducted a study at California State University, USA. She investigated 20 ESL students' attitudes towards the accents and speech of six ESL teachers; five non-native English language teachers and one native English language teacher. In this study, the students were asked to listen to short audio recordings of their teachers and then rank the teachers' accents according to a scale of preference. The researcher collected the data via questionnaires that also contained questions related to students' background and beliefs about teaching, in addition to their rankings and preferences. Her analysis of data revealed that students rated pronunciation/accent in teachers' speech as very important, but that such ratings did not result in negative attitudes toward non-native teachers. The results in this study showed that the students held generally positive attitudes toward these teachers and believed that pronunciation/ accent was not as relevant as they had first thought. Further, personal and professional features, such as 'being interesting', 'being prepared', 'being qualified', and 'being professional', played a role in the students' preference for teachers.

Mahboob (2004) examined students' perceptions of non- native English language teachers. He used the novel and insightful 'discourse analytic' technique, asking 32 students enrolled in an intensive English programme to provide written responses to a cue that solicited their opinions on native and non-native language teachers.

The students' comments were classified according to linguistic factors (oral skills, literacy skills, grammar, vocabulary, culture), teaching styles (ability to answer questions, teaching methodology), and personal factors (experience as an ESL learner, hard work, affect). The analysis of these comments showed that both native and non-native English language teachers received positive and negative comments. In the case of non-native English language teachers, experience as an ESL learner earned the most number of positive comments, followed by grammar, affect, oral skills, methodology, hard work, vocabulary, culture, ability to answer questions, and literacy skills. Non-native English language teachers received negative comments with regard to oral skills and culture.

Benke and Medgyes (2005) surveyed 422 Hungarian students to explore ESL/EFL learners' judgments of native and non-native English language teachers' characteristics and teaching behaviors. The instrument was a questionnaire consisting of a five-point Likert scale questions with statements about native English language teachers and non-native English language teachers based on Medgyes' (1994) list of characteristics of native and non-native English language teachers. Results of the study indicated that participants showed no bias against non-native English language teachers. They judged non-native English language teachers to be just as capable, equally patient, but also more demanding, thorough and traditional in the classroom than their native speaker "colleagues, who were more outgoing, casual and talkative" (p. 204). Participants believed that non-native English language teachers were better at explaining grammar, vocabulary, and translation, and that native English language teachers were better at pronunciation and at using colorful language.

Moussu and Braine (2006), in a longitudinal study, investigated the attitudes of ESL students enrolled in an intensive English programme at a university in the USA. In this 14-week long quantitative study, the participants were asked to respond to a questionnaire twice: once at the beginning and the other one at the end of the semester. Over the 14-week semester, three separate sets of interviews were also conducted with six students. Analysis of the data showed that most students had a positive attitude at the beginning of the semester, based mainly on their experiences with non-native English teachers in their own countries.

The students' attitudes towards these teachers became markedly more positive by the end of the semester. Variables such as the native language of the students and the native language of the teachers were found to influence the students' attitudes.

3. Methodology

3.1. The Sample

A convenience sample of 100 graduate students from two public and three private universities in Amman, Jordan had been selected to respond to the questionnaire. Only ninety three questionnaires were filled out and returned by the participants. The demographic background data of the students included gender, age, academic degree, occupation, academic specialty and the universities they attended. The choice of students was based on the belief that students at this level are relatively more able to express their views than other students in lower grades. All of the participants had also studied English as a foreign language. In the target sample, it was noticed that the students were 49 males and 44 females with ages that range between 24 - 44 years and more. The students had different occupations and academic specializations. The majority of the students, 90.3%, hold Master Degrees and 9.7% hold PhDs.

3.2. The Instruments

In this study the researchers used a students' questionnaire. The questionnaire consisted of four parts with items extracted from instruments used in previous studies such as Medgyes (1994), Reves and Medgyes (1994), Benke and Medgyes (2005) and Moussu (2006). Some items were modified and other ones were added to make the questionnaire relevant to the Jordanian students studying English as a foreign language.

While the first part of the questionnaire required obtaining demographic data such as gender, age, level of education, academic specialization and the age at which they started to learn English, the second part consisted of statements that examined the students' attitudes towards native English language teachers.

The third part of the questionnaire included statements that solicited students' attitudes towards the non-native English language teachers and the fourth and last part of the questionnaire included an open-ended question in which students listed their reasons for preferring a native or a non-native as their English language teacher.

A five-point Likert scale was used for the subjects' responses on the statements. Each statement gave five options:

- | | | |
|-------------------|----------------------|------------|
| 1- Strongly Agree | 2- Agree | 3- Neutral |
| 4- Disagree | 5- Strongly Disagree | |

The questionnaire was presented to students in English and Arabic. Useful guidance and help was given through the whole process. One hundred copies of the questionnaire were distributed to graduate students enrolled in two public and three private universities in Amman, Jordan. However, 93 questionnaires were filled out and returned to the researcher. Fifty three copies were filled in English and forty copies in Arabic. In administering this questionnaire, the researcher used the delivery and collection method.

3.3. Results of Question One

The level of agreement of students' attitudes towards native English language teachers was determined by the following equation:

$$\begin{aligned} \text{Interval Width} &= \text{maximum point} - \text{minimum point} \div \text{number of levels.} \\ &= 5 - 1 \div 3 = 1.33 \end{aligned}$$

- Low level of attitude = from 1 to 2.33
- Medium level of attitude = from 2.34 to 3.67
- High level of attitude = from 3.68 to 5

To answer the first question, the participants were asked to indicate their level of agreement with 46 items, 23 items were related to their attitudes towards native English language teachers while another 23 items were concerned with students' attitudes towards non-native English language teachers.

The Likert scale that consisted of five points: Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Table (3) below indicates the results of the first part of the first question. The statements are ordered in accordance with their means from the highest to the lowest.

It can be noticed from Table (1), that the students have a high level of agreement with the first 14 items with a percentage of 60.9% from the total items with a mean that ranges from (3.78 to 4.58). They highly believe that native English language teachers speak English fluently (M= 4.58), can correct students' pronunciation (M= 4.38), can pronounce naturally and accurately (M= 4.31) and encourage students to speak more English in class (M= 4.31). The students also believe that native English language teachers speak fast (M= 4.27), focus primarily on speaking skills (M= 4.17) and cannot explain the concepts or words in Arabic. Statements 15 to 20 show that the level of agreement of students' attitudes towards native English language teachers is medium with a percentage of 70% from the total items and a mean that ranges between (2.4 to 3.65). They believe that native English language teachers treat students equally and fairly (M= 3.60), they hardly understand students' point of view (M= 3.48) and are better in teaching writing skills (M= 3.45). Furthermore, the items with a low level of agreement are items 21 to 23. The students have a very low level of agreement on the items that showed that English language teachers are patient about students' errors (M= 2.17), assess students' language knowledge properly (M= 2.13) and rely heavily on the course book (M= 2.11).

Table 1: Means and Percentages for Students' Attitudes towards Native English Language Teachers

No.	I believe that the native English language teacher.....	Mean	Percentage	Level of agreement
1	speaks English fluently.	4.58	91.6	High
2	can correct students' pronunciation.	4.38	87.6	High
3	can pronounce naturally and accurately.	4.31	86.2	High
4	encourages students to speak more English in class.	4.31	86.2	High
5	speaks too fast.	4.27	85.4	High
6	focuses primarily on speaking skills.	4.17	83.4	High
7	cannot explain the concepts or words in Arabic.	4.16	83.2	High
8	provides extensive information about the culture of English-speaking countries.	4.13	82.6	High
9	is better in teaching reading and vocabulary.	4.12	82.4	High
10	is less sensitive to students' culture.	4.06	81.2	High
11	has too many unfamiliar words in his\her speech.	4.04	80.8	High
12	employs modern teaching methods and techniques.	4.03	80.6	High
13	prepares learners well for the exams.	3.80	76.0	High
14	is not familiar with the students' language problems.	3.78	75.6	High
15	treats students equally and fairly.	3.60	72.0	Medium
16	hardly understands students' point of view.	3.48	69.6	Medium
17	is better in teaching writing skills.	3.45	69.0	Medium
18	assigns a lot of homework.	3.26	65.2	Medium
19	is too strict in marking.	3.26	65.2	Medium
20	uses more interesting class activities	3.10	62.0	Medium
21	is patient about students' errors.	2.17	43.4	Low
22	assesses students' language knowledge properly.	2.13	42.6	Low
23	relies heavily on the course book.	2.11	42.2	Low

Table 2: The Strength of the Students' Attitudes towards Native English Language Teachers with the Frequencies and the Percentages

	Rating	Frequency	Percentage
High	5- 3.68	14	60.9
Medium	3.67 – 2.34	6	26.1
Low	2.33 – 1	3	13.0
Total		23	100%

As shown in Table (2) above, the students' responses have 14 high items with a percentage of 70%, six medium items with a percentage of 26% and three low items with a percentage of 13%.

Summary of the results of question one shows that statement number one ranks the first in terms of its mean, which is (4.58). This statement indicates that students believe that native English language teachers speak English fluently. While statement number 23 ranks last; its mean is (2.11) which indicates that students believe that native English language teachers' reliance on the course book is very low.

Table (3) below shows the means and percentages of the students' attitudes towards non-native English language teachers. The statements are ordered in accordance with their means from the highest to the lowest.

According to the students, as shown in Table (3), they have a high level of agreement with the first ten items with a percentage of 43.5% from the total items with a mean range from (4.49 to 3.85). They highly believe that non-native English language teachers explain unfamiliar words by using translation (M= 4.49), know English language grammar very well (M= 4.42), put more emphasis on grammar rules (M= 4.34) and rely heavily on the course book (M= 4.34). The students also believe that non-native English language teachers use simple English to explain grammar (M= 4.17), understand students' language problems and difficulties (M= 4.14) and compare and contrast the grammar of English and Arabic (M= 3.88).

Statements 11 to 18 show that the level of agreement of students' attitudes towards non-native English language teachers has a percentage of 70% from the total items with a mean range from 3.17 to 3.63.

They believe that non-native English language teachers are not familiar with English culture (M= 3.63), they correct students' errors (M= 3.60) and treat students equally and fairly (M= 3.60). The items with a low level of agreement are items 18 to 23. The students have a very low level of agreement on the items that show that English language teachers speak English fluently (M= 2.19), help students to develop understanding of the foreign culture (M= 2.14) and teach reading and vocabulary more efficiently (M= 2.08).

Table (4) shows that the students' responses have ten high items with a percentage of 43.5%, seven medium items with a percentage of 30.4% and six low items with a percentage of 26% .

Table 3: Means and Percentages for Students' Attitudes towards Non-native English Language Teachers

No.	I believe that the non-native English language teacher...	Mean	Percentage	Level of agreement
1	explains unfamiliar words by using translation.	4.49	89.8	High
2	knows English language grammar very well.	4.42	88.4	High
3	puts more emphasis on grammar rules.	4.34	86.8	High
4	relies heavily on the course book.	4.34	86.8	High
5	uses simple English to explain grammar.	4.17	83.4	High
6	understands students' language problems and difficulties.	4.14	82.8	High
7	is good in teaching writing skills.	3.96	79.2	High
8	compares and contrasts between the grammar of English and Arabic.	3.88	77.6	High
9	is too strict in marking.	3.88	77.6	High
10	prepares learners well for the exams.	3.85	77.0	High
11	is not familiar with English culture.	3.63	72.6	Medium
12	corrects students' errors.	3.60	72.0	Medium
13	treats students equally and fairly.	3.60	72.0	Medium
14	assesses students' language knowledge properly.	3.46	69.2	Medium
15	assigns a lot of homework.	3.20	64.0	Medium
16	speaks more Arabic during the class.	3.18	63.6	Medium
17	is co-operative with students.	3.17	63.4	Medium
18	uses different class activities.	2.24	44.8	Low
19	focuses primarily on speaking skills.	2.23	44.6	Low
20	teaches all the required skills:(listening, speaking, reading and writing)	2.23	44.6	Low
21	speaks English fluently.	2.19	43.8	Low
22	helps students to develop understanding of the foreign culture.	2.14	42.8	Low
23	teaches reading and vocabulary more efficiently.	2.08	41.6	Low

Table 4: The Strength of the Students' Attitudes towards Non-native English Language Teachers with the Frequencies and the Percentages

	Rating	Frequency	Percentage
High	5- 3.68	10	43.5
Medium	3.67 – 2.34	7	30.4
Low	2.33 – 1	6	26.1
Total		23	100%

Summary of the results of the second part of question one shows that statement number one ranks the first in terms of its mean, which is (4.42). This statement indicates that students believe that non-native English language teachers explain unfamiliar words by using translation. While statement number 23 ranks last; its mean is (2.08) which indicates that students belief that non-native English language teachers teach reading and vocabulary more efficiently (M= 2.08), is very low.

3.3.Results of Question Two

Students' responses to the open-ended question at the end of the questionnaire show that Jordanian students have their own reasons for preferring either a native or a non-native English language teacher. The results of the second question will be discussed qualitatively.

Reasons Students Listed as to Why They Prefer a Native English Language Teacher

The first more frequently listed reason given by 30 participants is their belief that native English language teachers are better teachers is due to the frequency with which they use English.

Ten students have stated that native speakers of English use the language more in their daily life. Students have listed this as a reason why they are better teachers. Furthermore, native English language teachers are thought to have a stronger linguistic background in English because they have used it all their life. They have been raised speaking English, thus it is more natural for them than non-native English language teachers who generally have learned the language later in life as a foreign language.

The second more frequently listed reason given by (30%) of the students concerns native speakers knowing more than non-native speakers about English in areas such as pronunciation. The native speakers' accent is seen as correct and more natural by the students. Next, students have listed the cultural knowledge of the native speakers as another reason for considering them to be better teachers and have included comments such as "native speakers grew up in an English speaking culture". These students feel that this knowledge can never be fully attained by non-native speakers. Five students believe that native English language teachers are better teachers because they can add real-life experiences and thus students can get more than what is in the book. The same number of participants has remarked that students who have a native speaker teacher are better prepared to interact with other native speakers of English in various contexts, because native speakers speak informally and use slang and idiomatic expressions not present in the book. Three of the students have stated that non-native English language teachers are less likely to use idiomatic language, causing the teachers, and also thus the students to be ill prepared to communicate with native speakers of English language.

The next most frequent reason (23%) for preferring native English language teachers is concerned with the depth of the native speakers' vocabulary and their understanding of the contextual use of the vocabulary. Three students commented that native English language teachers are able to tell the students which phrases are more common.

Reasons Students Listed as to Why They Prefer a Non-native English Language Teacher

The majority of the students (74 students) have preferred the non-native English language teachers. They have pointed out that the teachers have a better ability to understand the difficulties students have in learning English because they too have learned it as a foreign language. These students believe it to be a great advantage that the teachers have gone through the same experience of learning English as a foreign language. One student has stated that non-native English language teachers would better know the methods of helping native speakers of Arabic learn English. Another student has stated that non-native English language teachers understand more the entire process of learning a language.

The second most common reason, given by nearly half of the students who believe that non-native English language teachers to be better, is concerned with the ability of non-native English language teachers to relate to the experience of the students because they have gone through it themselves. Therefore, they may understand the feelings of the students such as frustration, anxiety, or embarrassment.

The next reason, given by almost 37 students, is the patience of the non-native English language teachers. Students have commented that non-native English language teachers are more patient and understanding than native English language teachers who may not understand why students are struggling, or how difficult learning English is. The same number of students has commented that non-native English language teachers are more aware of the expressions and words in English because they are idiomatic. The non-native English language teachers' level of awareness of the difficulty in learning these expressions is believed to be higher than that of the native English language teachers. Twenty students have indicated that the fact that non-native English language teachers can use Arabic fluently with the students as an advantage. The teachers can communicate without any problem with the students in their own native language which is Arabic. They can also understand the questions students ask in Arabic when they do not know how to express the question in English.

Twenty students see the fact that non-native English language teachers have the same language and culture background as an advantage. Thirteen students further have included the reason that non-native English language teachers' speech is easier to understand because they do not speak quickly and do not include much slang. Finally, one student has chosen out the importance of using more Arabic in the class as an advantage.

4. Conclusions

The participants in this study have various perceptions with regard to native and non-native English speaker issues. Indeed, most of the participants have reported differences between native and non-native English language teachers in many aspects. Although many participants have indicted the advantages of native speakers such as better pronunciation, better language use, better linguistic competence and better knowledge of English culture, the question of who is a better language teacher appears to be rather irrelevant.

It is also noticed that non-native English language teachers seem to be the students' preference to teach grammar, writing and to be more sensitive to their needs, culture and difficulties.

5. Recommendations

On the bases of the results of this study, the researchers recommend the following: Students should be given the opportunity to have non-native English language teachers for grammar, and native teachers for English culture and oral communication classes. As Medgyes (1996) states, the ideal language institution is the one where there is a "good balance of native and non-native English language teachers, who complement each other in their strengths and weaknesses" (p. 42).

- 1- Teachers should be given training courses on teaching strategies and methodology by the Ministry of Education.
- 2- Teachers should also read more about English culture, subscribe to language journals and participate in conferences related to the teaching profession to broaden their knowledge.
- 3- Administrators should consider the qualifications, competence and the expertise of the teachers when they hire English language teachers. They should not discriminate against the non-native teachers.
- 4- Further research should consider investigating the competencies and needs of non-native Jordanian English language teachers.

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Appendix A English Language Students' Questionnaire

The Students' Questionnaire

Part I: Demographic Data

1. Gender: Male Female
2. Age: 24-29 30-36 37-43 44 and more
3. Occupation: Student Teacher Employee Other (Please specify)
4. Mother tongue: Arabic English Other (Please specify) _____
5. Enrolled in an academic degree: M.A PhD
6. Academic Specialty: English Arabic Others (Please specify) _____
7. University: University of Jordan German Jordanian University Petra University Middle East University Amman Arab University
8. How do you consider your level of proficiency in English?
 Beginner Intermediate Advanced

9. How long have you been learning English in Jordan? year(s)
10. Have you studied English abroad? Yes No
11. Have you studied English language with
- a. Native English language teachers? ()Yes () No
- b. Non-native English language teachers? ()Yes () No

Part II: Students' attitudes towards native English language teachers

Please decide whether the following statements are true of your **native teachers** of English and indicate the extent to which you agree with each item based on this scale:-

SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

No	I believe that the native English language teacher.....	SA	A	N	D	SD
1-	can pronounce naturally and accurately.					
2-	can correct students' pronunciation.					
3-	speaks English fluently.					
4-	focuses primarily on speaking skills.					
5-	is better in teaching reading and vocabulary.					
6-	is better in teaching writing skills.					
7-	encourages students to speak more English in class.					
8-	speaks too fast.					
9-	has too many unfamiliar words in his\her speech.					
10-	is not familiar with the students' language problems.					
11-	cannot explain the concepts or words in Arabic.					
12-	is less sensitive to students' culture.					
13-	provides extensive information about the culture of English-speaking countries.					
14-	treats students equally and fairly.					
15-	hardly understands students' point of view.					
16-	is patient about students' errors.					
17-	prepares learners well for the exams.					
18-	employs modern teaching methods and techniques.					
19-	uses more interesting class activities.					
20-	assigns a lot of homework.					
21-	relies heavily on the course book.					
22-	assesses students' language knowledge properly.					
23-	is too strict in marking.					

Part III: Student’s attitudes towards non-native English teachers

Please decide whether the following statements are true of your non-native teachers of English and indicate the extent to which you agree with each item based on this scale:-

SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

No	I believe that the non-native English language teacher.....	SD	D	N	A	SA
1-	knows English language grammar very well.					
2-	puts more emphasis on grammar rules.					
3-	uses simple English to explain grammar.					
4-	focuses primarily on speaking skills.					
5-	teaches reading and vocabulary more efficiently.					
6-	is good in teaching writing skills.					
7-	teaches all the required skills:(listening, speaking, reading and writing)					
8-	understands students’ language problems and difficulties.					
9-	corrects students’ errors.					
10-	explains unfamiliar words by using translation.					
11-	compares and contrasts between the grammar of English and Arabic.					
12-	helps students to develop understanding of the foreign culture.					
13-	speaks more Arabic during the class.					
14-	speaks English fluently.					
15-	relies heavily on the course book.					
16-	is not familiar with English culture.					
17-	assesses students’ language knowledge properly.					
18-	is too strict in marking.					
19-	assigns a lot of homework.					
20-	prepares learners well for the exams.					
21	uses different class activities.					
22-	is co-operative with students.					
23-	treats students equally and fairly.					

Part IV:

- Why do you prefer a native or a non-native English language teacher?

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