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**ENGLISH INSTRUCTORS' AND STUDENTS' PERCEPTIONS ABOUT
TAIWANESE NEST KNOWLEDGE AND QUALITY IN TERMS OF EFFECTIVE
TEACHING**

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Abstract

Many Taiwanese believe the myth that being taught by a native speaker is the best way to English. This belief has influenced many Taiwanese language institutes to include the native English speaking teacher (NEST) as part of a language instructor's job requirements. There has been a widespread push for changes in the level of knowledge and quality of Taiwanese EFL teacher effectiveness throughout the educational system. This study aims to investigate the impact of native English speaking teachers (NESTs) on Taiwanese EFL students. It also explores how the teachers' background influences the students' achievement in terms of the development of their language skills. The present study found that there were significant differences between NESTs and Taiwanese teachers. NESTs were student-centered and cared a lot of about the communication. By emphasizing on communication, independent thinking, and good relationships with students, students could promote their oral skills, be able to produce creative things, and be willing to learn at the same time. The findings also showed how lower levels students tend to be more comfortable with Taiwanese teachers who use primarily the first language (L1), while upper level students tended to choose NESTs, because they needed proficiency skills such as language fluency and higher oral communication to be examples in class. Based on the findings of this study, the implications are made on the topic of the effect of NEST and NNEST on EFL learning.

Keywords: Native Teacher, Non-native Teacher, EFL learning, Effective teaching

Introduction

The cultural background of an instructor may have a significant influence on his/her teaching behaviors. Kim (2005) mentioned that the educational systems of Eastern and Western are distinct in nature. There are different teaching behaviors between native and non-native teachers (Juhász, 2011; Medgyes & Reves, 1994). Teachers of western countries allow students to think critically, flexibly, and creatively in class; however, teachers of eastern countries focus on memorization and repetition for students to get better scores (Kim, 2005). Obviously, teachers of different nationalities and cultures possess different teaching beliefs on students, which may affect their teaching behaviors and teaching expectations.

Native English speaking teachers have a complete knowledge of their own culture so that they tend to teach English culture in a lively interesting manner, which is helpful for learning English. Huda (2012) stated that learning the culture of a language is a way to become a more effective communicator of the language. Most people believe that native teachers were more fluent, accurate, and familiar with the intricacies of English (Zia & Aylar, 2016). In addition, native teachers prefer to use the student-centered instruction and emphasize on the teaching of pronunciation and communication skills. Native teachers provide a comfortable teaching-learning environment that motivated students to speak and

interact with teachers (Alseweed, 2012). In contrast, non-native English speaking teachers tend to use the grammar-translated method as their teaching strategy. Non-native English speaking teachers give better instruction of grammar rules through explicit instructions, methodology, and are more aware of learners' difficulties (Tajeddin & Adeh, 2016). However, they focus on teacher-centered and exam-oriented approaches in the EFL instruction, and those approaches made it harder for students to express, comprehend messages, and communicate in English (Scovel, 1983). Overall, teachers' diverse cultural backgrounds are an important factor that affects teaching and learning in the EFL classroom.

Long-term and short-term stay native English speaking teachers may have different beliefs and intentions toward teaching English to EFL students. Generally, the instructor's behaviors, beliefs, teaching strategies may highly affect the learning motivation and interest of students (Alseweed, 2012). Traditionally, native English speakers are considered as ideal teachers to teach English (Phillipson, 1992). There's an urgent demand for NESTs due to the fast-growing trend of globalization and a need to study English (Juhász, 2011). English learners will only increase with the overwhelming influence of English (Wu & Ke, 2009). The discussion of teaching English has been an issue internationally. Moreover, the government of Taiwan has devoted to offering a better education of English teaching and learning. Through investigating on NEST's teaching strategies, we could adapt NEST's teaching strategies to our teaching strategies. It's worth probing because having a better teaching strategy would make a significant influence on the English learning of Taiwanese students. A combination of native and non-native teachers' teaching ways would help students learn English better (Alseweed, 2012). In addition, Torres (2004) stated that students are able to provide treasurable comments on courses, not to mention that they are the customers of language curriculums. As a result, understanding the perceptions of students toward NESTs and NNESTs is another great concern in the current study.

Problem Statement

Although numerous studies have been conducted to compare native/non-native English teacher issues, few have mainly focused on native English speaking teachers' perceptions of teaching. Moreover, long-term stay and short-term stay native English speaking teachers' teaching behaviors have rarely been discussed. In addition, the learner's motivation, preferences would be influenced by the teaching approach of the instructor. Knowing the native teachers' expectations for Taiwanese students' performances is worth probing, and to date, in depth interviews with teachers have rarely been conducted in Taiwan. Therefore, this study aimed to explore NESTs' teaching behaviors toward Taiwanese students, teachers' expectations, and students' preferences of teachers were also detected in the current study.

Purpose of the Study

The purpose of this study was to examine native English speaking teachers' teaching behaviors to Taiwanese students in the EFL classroom. The comparison of teaching behaviors between long-term stay and short-term stay native English speaking teachers was also probed in this study. Exploring the teaching expectations and difficulties of native teacher toward Taiwanese students in the EFL class were further detected through individual interviews in the present study. Moreover, the study compared the teaching expectations and difficulties of long-term and short-term stay NESTs, and also the preferences of these two kinds of teacher in students' points of view. It was hoped that, via the study, useful information would be generated in the area of English teaching to enhance the non-native English speaking teachers' lecturing.

Research Questions

1. What are NESTs' behaviors of teaching English on Taiwanese students?
2. Are there any significant differences between short-term and long-term stay NESTs' teaching behaviors?
3. What are Taiwanese students' perceptions toward NESTs and NNESTs?

Methodology

The purpose of this study was to detect native English teachers' teaching behaviors on Taiwanese students. The study also attempted to compare differences in teaching behaviors between long-term stay and short-term stay native English speaking teachers. In addition, Taiwanese students' perceptions toward NESTs and NNESTs are also discussed in the study. The current study involved both qualitative and quantitative approaches to assemble data.

Participants

The participants of the study were 26 native English speaking teachers and 128 students in the southern Taiwan. Those teachers were English teachers and currently enrolled in different institutes, including junior high schools, cram schools, and some were private tutors. In particular, the 26 foreign teachers were from different countries. There were 15 from America, 4 from Britain, 2 from Canada, 2 from Australia, 2 from South Africa, and 1 from India. The teaching experiences of short-term stay NESTs ranged from six month to 2 years. As for the long-term stay NESTs, the teaching experiences ranged from 5 years to 20 more years. In addition, those students were from southern Taiwan. They were in the second grade of junior high school.

Instruments

Three instruments were involved in this study: two questionnaires and one interview form. The teaching behavior questionnaire aimed to know the teaching behaviors of the foreign teachers. The questionnaire was divided into three sections. The first section dealt with teachers' background data. The second section contained 71 items that helped to examine the teaching behaviors and teaching strategies of the native English speaking teachers. This section included four categories, such as technical knowledge (item 1 to item 20), pedagogical skills (item 21 to item 41), interpersonal skills (item 42 to item 55), and personal qualities (item 56 to item 71) to provide the complete information of NESTs' teaching behaviors and beliefs. The third section was to seek for other opinions and suggestions. On the other hand, the questionnaire for students was aimed to know the perceptions of students toward NESTs and NNESTs. There were 28 questions in this questionnaire, and it included three sections. Section one dealt with students' learning experiences, section two aimed to know teachers' performances in English education, and the last section came with students' overall preferences. Those questionnaires were adapted from earlier studies (Brown, 2001; Kozlinskis & Vevere, 2011; Medgyes & Reves, 1994; Stronge, 2002; Al-Omrani, 2008). Moreover, all questionnaire items in the study involved a 5-point Likert scale ranging from strongly agree (5 points), agree (4 points), uncertain (3 points), disagree (2 points) and strongly disagree (1 point). The interview form was adapted from Juhász (2011), and the four interview questions were developed to answer the third and fourth research questions. The first question was about why the NESTs wanted to be the EFL teachers. The second question was to explore NESTs' expectations to students, and the third interview question was related to the difficulties that NESTs encountered while teaching English to Taiwanese students. Finally, the last question ended with how the NESTs dealt with those teaching difficulties.

Procedures

The data collection procedure involved implementing the questionnaires. The adapted questionnaire were reviewed by experienced teachers specialized in English teaching and learning to ensure the content validity of the survey study. There were a few stages to collect data in this survey study. The first step was to select NESTs and students from cram schools, language centers, and junior high schools in southern Taiwan. The second step was to ask for the permission of implementing the survey questionnaire. The third stage was to inform each NEST and student the purpose of this study and the appropriate way to fill the questionnaire. If they had any questions filling out the questionnaire, they could ask the researcher for clarification. Afterward, the researcher collected the completed questionnaires and checked for any missing items for each booklet right away. Finally, 10 long-term NESTs and 10 short-term NESTs volunteered for the following individual interviews. The researcher informed the purpose of the interview to those participants. Each separate interview lasted for about ten minutes, and the whole process was audio recorded.

Data Analyses

The data of this study were collected from “The Questionnaire about NESTs’ teaching behaviors” given to 26 participants, and “The Questionnaire of Students’ Perceptions toward NESTs and NNESTs” given to 128 students. All the collected quantitative data from the two questionnaires were keyed in and well analyzed by the SPSS statistic package. Both descriptive and inferential statistics were used to analyze the collected data. The descriptive statistics of means, standard deviations, percentages, and frequencies were computed to report the perceptions of NESTs and students and teachers’ teaching strategies. In order to answer the research question two, independent t-tests were conducted to explore the effects of NESTs’ length of stay. Furthermore, the qualitative data from the teacher interviews were transcribed, filtered, coded, and sorted into themes to examine NESTs’ teaching difficulties and expectations in the EFL class.

Literature Review

EFL Teachers’ Different Cultural Backgrounds and Their Different Teaching Behaviors

Teachers of different cultural backgrounds or nationalities have different teaching behaviors (Juhász, 2011). The western education encourages students to think freely, write something creative, and to promote open discussions in a comfortable environment (Kim, 2005). American teachers have more flexibility in classes. They also tend to use various activities in class in order to cultivate students’ critical thinking abilities. Foreign teachers pay more attentions to students’ pronunciation and communication skills. Moreover, the U.S. National Policy emphasized the reading and problem solving skills of children. On the other hand, Chinese education system, which deeply influenced by the philosophy of Confucianism, has focused on standardized tests, memorization and were teacher-centered (Kim, 2005). Teachers of Eastern countries were characterized by correcting students’ mistakes, assigning a lot of homework, teaching effective learning strategies, and using examination-oriented teaching method. Overall, teachers from different nationalities and diverse cultural backgrounds may influence their teaching behaviors (Medgyes & Reves, 1994).

Strengths and Weaknesses between Native and Non-native English Teachers

Native and nonnative English teachers have their own strong points and weak points. With regard to the strong points of native English speaking teachers, several studied mentioned that they have accurate pronunciation, knowledge of their own culture, fluency,

intonation, familiarity with the intricacies of English, being exposed to the real-life of English use, and were more attractive (Zia & Aylar, 2016; Juhász, 2011). However, they have difficulties understanding students' learning needs, building close relationship with students (Alseweed, 2012). In contrast, the advantages of nonnative English speaking teachers were having better explanation of grammar rules, better methodology, and more sensitivity to learners' difficulties and needs. In addition, their weaknesses were lacking of self-confidence, not having native-like accent, and having insufficient knowledge of western cultures (Zia & Aylar, 2016).

Students' perceptions of Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs)

Previous studies showed that EFL learners indicate a preference for NESTs in teaching speaking skills, pronunciation, fluency, listening, and writing, while NNESTs are more capable of teaching grammar, and language learning strategies (Kelch & Santana-Williamson, 2002; Medgyes, 1994; Tang, 1997). Students perceived that NESTs are better teachers of terminology and English culture. NESTs have various kinds of approaches to text materials and a high proficiency in English. Arva & Medgyes (2000) stated that NESTs were outstanding in language usage in various settings and they were equipped with conversational expressions, idioms, phrases that only spoken in English. In addition, NESTs use terminologies that were far richer than any NNESTs. On the other hand, studies revealed that NNESTs have advantages in offering better learner models and language strategies. In the points of view of students, NNESTs were considered more effective in teaching test oriented courses for utilizing good teaching methods, responding with sensitivity to students' actual needs, and being held accountable for their instruction. Moreover, students expected NNESTs to help them to avoid language learning difficulties (Medgyes, 1994). When necessary, NNESTs can immediately explain some complicated phrases or grammar rules in the students' first language, and they can clearly understand students' difficulties in learning English. NNESTs were viewed as a motivation for students that they have gone through the process of acquiring English as a second language and they have reached a certain level of the language. Students believed that they can receive useful techniques and self-confidence from learning their second language from NNESTs. In addition, many studies revealed that students viewed English proficiency and good teaching techniques as the most important qualities for EFL teachers (Sevy-biloon, 2017). Students considered that both NESTs and NNESTs have their own strengths and weaknesses. It is prejudicial to judge by nativeness or non-nativeness of the ideal EFL teacher. Some even advised that having NESTs and NNESTs cooperate and work as a partnership would improve teaching quality (Alseweed, 2012).

Findings

Research Question 1: Are there any significant differences between short-term and long-term stay NESTs' teaching behaviors?

The independent-t-tests were conducted to compare the teaching behaviors of the two types of teachers. The overall mean of the long-term stay NESTs is 4.45, and the overall mean of the short-term stay NESTs is 4.32 (See Table 1). It was found significantly different in the category of pedagogical skills ($t=2.19$, $p=.03$), while the mean of the long-term teachers is 4.40 and the mean of the short-term teachers is 4.07. Moreover, Table 2 showed that the greatest differences in the teaching behaviors of the two types of teachers were: (1) I know how to maintain classroom management (Long-term $M=4.61$, Short-term $M=3.92$; $t=2.734$, $p=0.12$), (2) I ask students to review the course (Long-term $M=4.76$, Short-term $M=4.00$; $t=2.245$, $p=0.34$), (3) I teach students various effective learning techniques (Long-term $M=4.61$, Short-term $M=4.00$; $t=2.125$, $p=0.44$), (4) I find ways to make the difficult

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lessons easier to understand (Long-term M=4.69, Short-term M=4.15; $t=2.079$, $p=0.48$), (5) I receive enough training to perform my teachings (Long-term M=4.53, Short-term M=3.76; $t=2.070$, $p=0.10.49$).

Table 1
The Four Categories of Short- and Long-term Stay Native English Speaking Teachers' Teaching Behaviors (N=26)

Category		Mean	SD	T-test	Sig
Pedagogical Skills	Long-term	4.40	.35	2.19	.03
	Short-term	4.07	.42		
Technical Knowledge	Long-term	4.35	.33	.81	.42
	Short-term	4.23	.41		
Interpersonal Skills	Long-term	4.58	.25	.55	.58
	Short-term	4.52	.35		
Personal Qualities	Long-term	4.48	.30	.10	.91
	Short-term	4.47	.37		
Overall	Long-term	4.45	.23	1.32	.19
	Short-term	4.32	.28		

Table 2
The Significant Differences between Short- and Long-term Stay NESTs' Teaching Behaviors on Individual Items (N=26)

Rank	Item		Mean	T-test	Sig
1	I know how to maintain classroom management.	Long-term	4.61	2.734	0.12
		Short-term	3.92		
2	I ask students to review the course.	Long-term	4.76	2.245	0.34
		Short-term	4.00		
3	I teach students various effective learning techniques.	Long-term	4.61	2.125	0.44
		Short-term	4.00		
4	I find ways to make the difficult lessons easier to understand.	Long-term	4.69	2.079	0.48
		Short-term	4.15		
5	I receive enough training to perform my teachings.	Long-term	4.53	2.070	0.49
		Short-term	3.76		

Research Question 2: What are short-term and long-term stay NESTs' difficulties of teaching Taiwanese EFL students English?

In the following teachers' interviews, the long-term stay NESTs revealed their teaching difficulties due to being dissatisfied with passive students (4/10), some of them got pressure from students' parents (3/10), and some teachers reflected that they had to follow the curriculum prescribed by the cram schools (2/10), and some teachers had difficulties dealing with easily distracted students (2/10). Moreover, 7.69% long-term stay NESTs had teaching

difficulties in explaining meanings due to they can't speak Chinese, and they thought it was hard for them to teach English grammar (See Table 3).

On the other hand, the short-term stay NESTs also revealed their teaching difficulties that students were passive in learning (3/10), they can't speak Chinese (3/10), they got pressure from parents (1/10). However, the short-term stay NESTs viewed the different levels of students in the same class (3/10) as one of the primary teaching difficulties, 14.28% teachers thought that they didn't have enough time to teach, 7.14% teachers reflected that there were too many test-focused curricula, and students were too shy in learning (See Table 4).

Table 3
Teaching Difficulties of Long-term NESTs (N=10)

Rank	Statement	f	%
1	Dissatisfied with passive students	4/10	30.7
2	Have pressure from parents	3/10	23.0
3	Dissatisfied with easily distracted students	2/10	15.3
3	Don't like the prescribed curricula	2/10	15.3
5	Can't speak Chinese	1/10	7.69
5	Don't know how to teach grammar	1/10	7.69
Total		13/10	100

Table 4
Teaching Difficulties of Short-term NESTs (N=10)

Rank	Statement	f	%
1	Dissatisfied with passive students	3/10	21.4
1	Have difficulty teaching mixed level classes	3/10	21.4
1	Can't speak Chinese	3/10	21.4
4	Have limited teaching time	2/10	14.28
5	Don't agree the test-focused curricula	1/10	7.14
5	Have pressure from parents	1/10	7.14
5	Reflect that students are too shy	1/10	7.14
Total		14/10	100

Research Question 3: What are Taiwanese students' perceptions toward NESTs and NNESTs?

The result showed that the overall mean of Taiwanese students' perceptions toward NESTs and NNESTs is 3.30(See Table 3). The top three were found in the items of "In teaching speaking, Native English Speaking Teachers are superior because they have perfect pronunciation" (M=4.87; SD=.34), "Effective EFL teachers must have both teaching experiences and qualifications" (M=4.52; SD=.53), and "I think the co-teaching of NESTs and NNESTs would be better for learning" (M=4.46; SD=.57). The bottom three came from "NESTs have a better way of teaching grammar" (M=1.21; SD=.41), "In my opinion, Non-NESTs are more effective than NESTs because they use Chinese in lecturing" (M=1.48; SD=.55), and "Native English Speaking Teachers are superior and I learn further from them" (M=1.52; SD=.59).

Moreover, the top three of upper level students were found in "I prefer learning communication skills from native speakers because they are fluent" (M=5.00; SD=.00), "Intermediate level learners can learn well with NESTs because they have more opportunities to practice English with NESTs" (M=4.95; SD=.22), and "NESTs are more knowledgeable in the English language itself and culture" (M=4.93; SD=.27). The top three of lower level

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students came from “In general, lower-level learners learn better with NNESTs as NNESTs can explain in Chinese” (M=5.00; SD=.00), “Non-NESTs are good language acquisition models because the language learning processes have been overcome by them” (M=4.98; SD=.16), “I can learn English better from Non-NESTs because we have the same mother tongue” (M=4.93; SD=.27), and “I feel nervous to take NESTs’ courses” (M=4.93; SD=.27) (See Table 6).

Table 5
The Top Three and the Bottom Three of Students’ Perceptions (N=128)

Rank	Item	Mean	SD
Top three			
1	In teaching speaking, Native English Speaking Teachers are superior because they have perfect pronunciation.	4.87	.34
2	Effective EFL teachers must have both teaching experiences and qualifications	4.52	.53
3	I think the co-teaching of NESTs and NNESTs would be better for learning.	4.46	.57
Bottom three			
1	NESTs have a better way of teaching grammar	1.21	.41
2	In my opinion, Non-NESTs are more effective than NESTs because they use Chinese in lecturing	1.48	.55
3	Native English Speaking Teachers are superior and I learn further from them	1.52	.59

Table 6
The Top Three of Upper and Lower Level Students’ Perceptions (N=80)

Rank	Item	Mean	SD
Upper Level Students			
1	I prefer learning communication skills from native speakers because they are fluent	5.00	.00
2	Intermediate level learners can learn well with NESTs because they have more opportunities to practice English with NESTs.	4.95	.22
3	NESTs are more knowledgeable in the English language itself and culture.	4.93	.27
Lower Level Students			
1	In general, lower-level learners learn better with NNESTs as NNESTs can explain in Chinese.	5.00	.00
2	Non-NESTs are good language acquisition models because the language learning processes have been overcome by them.	4.98	.16
3	I can learn English better from Non-NESTs because we have the same mother tongue	4.93	.27
3	I feel nervous to take NESTs’ courses.	4.93	.27

Discussion

The teaching behaviors of native English speaking teachers

In this study, NESTs viewed interpersonal skills as the most important feature in teaching. They loved to interact with students and also tended to build a good teacher-student relationship, which was in line with the past literatures (Alseweed, 2012; Juhász, 2011). The

most distinctive teaching features of the NEST were found in respect students, treat students fairly, encourage students all the time, treat every student with courtesy, and establish good relationships with students. It showed that NESTs emphasized on the interactions with students and use the student-centered teaching way. The research also implied that NESTs have high self-confidence toward teaching. Due to different cultural background, NESTs were taught to be confident since their childhood. This is consistent with the result of teacher interviews, NESTs expect students to gain more confidence.

In contrast, the lowest means came from speaking Chinese, knowing Taiwanese culture, and assigning homework. The results showed that most NESTs can't speak Chinese and they don't know Taiwanese culture well. First, most of them just came to Taiwan and don't plan to stay in Taiwan for a long time, so they don't know Taiwanese culture well and don't want to learn a new language. In addition, NESTs focused on practical aspects of teaching, they gave less homework and tests. Those teaching behaviors were significant different from Eastern teachers, who tended to be examination-oriented according to the Chinese educational system. It was clear presented that teachers from different nationalities and diverse cultural backgrounds may influence their teaching behaviors (Medgyes & Reves, 1994). In addition, NESTs reflected that the cram schools controlled the curriculum strictly. NESTs were also bad at classroom management, so it was hard for them to deal with student discipline problems. Walkinshaw and Duong (2012) even argued that some NESTs lacked the knowledge of teaching methodology.

The teaching behaviors of long-term stay and short-term stay NESTs

It was found significantly different in the category of pedagogical skills. It showed that long-term stay NESTs have more teaching experiences than the short-term, and the long-term stay NESTs were more dedicated in their teaching jobs. In general, the long-term stay NESTs have better knowledge toward teaching English to Taiwanese students than the short-term stay NESTs. This also implied that the short-term stay NESTs were lack of teaching experiences and they accepted insufficient teacher training. Moreover, Long-term stay NESTs were more strict, they asked students to review what they learned in class, and they taught students various effective learning techniques. In general, long-term stay NESTs were interested in being an EFL teacher as their career. As a result, the findings in this study indicated that the teaching behaviors of long-term stay and short-term stay NESTs were significant different.

Perceptions of students toward NESTs and NNESTs

According to the present study, the top one came from "In teaching speaking, Native English Speaking Teachers are better because they have standard pronunciation". Lasagabaster & Sierra's (2005) reported that students preferred NESTs as good models for learning fluency and pronunciation. In this study, Taiwanese students were found no preferences toward NESTs or NNESTs. It can be explained that students viewed an effective teacher as someone who is experienced and qualified for teaching. Medgyes (1994) stated that a good EFL teacher has nothing to do with his/her nationality. Both groups of teachers should be observed and treated according to their professional feature. Moreover, Taiwanese students reflected that NESTs were not good at teaching grammar in compared with NNESTs, which is corresponding with Zia & Aylar's (2016) findings. NNESTs teachers are well-prepared for the courses, and can use their mother language in explanation of grammar rules to EFL learners. Furthermore, students have high expectations on co-teaching of NESTs and NNESTs. Students believed that both groups of teachers can apply their own advantages through cooperation to help students learn better (Alseweed, 2012). In addition, upper level students showed higher means toward NESTs, which is in lined with Tsou & Chen's (2017)

research. Intermediate and advanced learners believed that NESTs can provide more useful information of English and culture, and can bring numerous opportunities to practice speaking English (Arva & Medgyes, 2000). In contrast, lower level students exposed their preferences to NNESTs, because NNESTs shared the same mother language with them, and NNESTs have gone through the same language learning process that students are facing right now. In addition, lower level Taiwanese students feel anxious while learning and using a foreign language with NESTs. Both Liu (2009) and Tóth (2011) stated that it is a great anxiety for EFL learners to speak a foreign language in a classroom atmosphere in front of classmates and teachers, because students have difficulties in speaking or understanding English. However, the lower level Taiwanese learners reflected that they feel more comfortable to learn with teachers who use their mother language during class instructions.

Conclusion

EFL students have a hard time in learning the language. Littlewood (1984) stated that in order to acquire certain level of the language, learners need enough models for imitation. As a matter of fact, it has become a controversial issue worldwide of who is the ideal teacher to learn English with. This study aimed to examine the teaching behaviors of NESTs in Taiwan, and the perceptions of Taiwanese students' toward NESTs and NNESTs in their English learning experiences. In consistent with Benke & Medgyes' study, the current study showed that Taiwanese students clearly awarded the distinct differences between the two kinds of English instructors. Students revealed that both kinds of teachers have their particular advantages and disadvantages. Moreover, upper level students showed their preferences toward NESTs while lower level students tended to learn English with Taiwanese teachers. It indicated that the real important factor is not nationality; it is associated to language proficiency and efficient teaching strategies, which lead to teacher effectiveness. In conclusion, this study provided a valuable vision of Taiwanese NESTs and EFL learners on the field of language teaching and learning. Based on the findings of this study, the implications are made on the topic of the effect of NEST and NNEST on EFL learning.

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