

Perception of Saudi Students About Non-Native English Teachers and Native English Teachers in Teaching English at Jazan University

Md Nurul Haque
Jazan University, Saudi Arabia

Sumona Sharmin
Jazan University, Saudi Arabia

Abstract—This study tries to investigate the perception of Saudi students at Jazan University about native English-speaking teachers (NEST) and non-native English-speaking teachers based on their teaching the language skills and grammar. The perception of 50 native English-speaking teachers and 50 non-native English teachers was collected from the students taught by these teachers. The findings show that native English-speaking teachers are outstanding at teaching reading, listening and speaking. In contrast, non-native English-speaking teachers are very good at teaching grammar, reading and writing skills. This study will help the Saudi government employ and hire teachers from other countries where the native language is English and countries where English is the second language. This study will also support the university authorities, educationists, and syllabus designers assigning teachers to teach different language skills based on native and non-native English-speaking teachers.

Index Terms—perception, native, non-native, language skills, Saudi students

I. INTRODUCTION

English was initially brought to Saudi Arabia in the late 1920s when it was thought to be of little value and faced fierce opposition from society (Alshahrani, 2016). It is believed that English as a foreign language was first taught in the Saudi Arabian school system in 1928, just a few years after the Directorate of Education was established in 1923. (Al-Seghayer, 2011, as cited in Al-Seghayer, 2014)). Saud Arabia is unique in its culture, religion, and perception of English language and English teachers and non-native and native English teachers. It gives readers knowledge of the cultural, linguistic, and historical backdrop of English in Saudi Arabia, emphasizing the main variables that might affect successful English teaching and learning in this nation. The study is unique in that it examines difficulties related to in-country English learning and learners independently from those related to in-country English teaching and instructors (Moskovsky & Picard, 2018). Although Saudi people have a horrible prejudice against the English language and culture because it is the center of all Islamic countries and their thriving economic growth, the government has emphasized English.

The government's Scholarship program, which dates back to the early 2000s, has been crucial in this nation-building effort. The scholarship program, which incorporates paying many Saudi nationals' tertiary education at overseas institutions, is practically a vast investment in human resources - a campaign to upskill a new generation of Saudis and, in the process, create a highly educated, professional, and knowledgeable nation (Alshahrani, 2016). According to (Al-Seghayer, 2014), education is being expanded at all levels, and the country's economy and its industrial and commercial foundation are quickly growing. Suppose an accurate image of the current condition of the English language in Saudi Arabian territory is to be provided. In that case, the flow of foreign personnel and the ever-changing views of the Saudi people toward English and the existence of numerous media sources must all be considered. Indeed, the new language was viewed as posing a severe danger to Saudi Arabia's Arabic mother tongue, culture, customs, and religion: Islam, as a result, due to the language's poor standing in the country (Alrashidi & Phan, 2015). English teaching and learning got little attention for over seven decades. After 9/11, however, there was a significant shift in the way English was taught and learned in the country. Since then, the Saudi Government has made considerable efforts to promote English, resulting in significant advancements in teaching English and its influence. This growth has aided in advancing English's prestige and the language in general. The Saudi Government recognizes the significance of education, as evidenced by the government's annual budget. In 2013, for example, the budget for learning was set at 25% of the overall budget (Ministry of Finance, 2013, as cited in Al-Seghayer, 2014)).

Native language has a tremendous impact on teaching and mastering that language. So, the native and non-native should be defined linguistically. A person's native language is the first language he learns to speak; he is a native speaker of that language (Blomfield as cited in Cook, 1999). Native speakers have (a) a subconscious knowledge of

rules, (b) an intuitive perception of meanings, (c) the ability to converse in social conditions, (d) a variety of linguistic abilities, and (e) language inventiveness, according to (Stern, 1983, as cited in Cook, 1999).

According to Braine (2010), English instructors' most significant international association is teachers of English to Speakers of Other Languages, Inc. (TESOL). TESOL now has approximately 11,000 members from 149 different countries. In the United States, TESOL is affiliated with 47 autonomous teachers' organizations and 50 comparable organizations in other countries. The influence of TESOL has grown to around 47,000 members globally due to these affiliations (see www.tesol.org). The results show a significant difference between native and non-native English teachers from the students' perspective. The findings show that non-native instructors are better than native English teachers at classroom teaching and administration. However, native teachers are better at in-class communication and have more favorable characteristics. The findings will benefit both native and non-native instructors in identifying and raising awareness of their inadequacies (Ustunluoglu, 2007).

Recent research has begun to untangle the ideological tangle of nativeness, demonstrating that native speaker status is as much a function of race, accent, nationality, or cultural familiarity as language proficiency (Aneja, 2016). So, we found that though Saudi Arabia does not have a long history of learning and teaching the English language, it has not emphasized who are the better teachers, non-native or native English-speaking teachers. It also shows they have cultural biases toward English in the early teaching period. However, now they send their students with a scholarship to study English in English speaking countries. On the other hand, they hire teachers from non-native English-speaking countries like Egypt, India, Sudan, Bangladesh and Pakistan. They also employ some teachers from the USA, UK, Canada, Hungary, and other English-speaking countries. There is hardly any study conducted on language skills like listening, speaking, reading, writing and grammar where non-native or native English teachers are compared from the students' perception.

Though there is a generalization that native English teachers have better in-class communication and reasonable control over language, non-native teachers are better in class control and class teaching. There is no specific study on other aspects of classroom teaching like grammar, understanding students, psychology, and other language skills. This study found skill-based perception, classroom control, teaching strategies and classroom management. Fifty native English Teachers and fifty non-native English-speaking teachers taught over five hundred students, and data were collected from the students about the perception of both types of teachers. A descriptive test was done to analyze the data. Another t-test was conducted to see the difference in perception of both kinds of teachers. In some aspects, non-native teachers are better than native teachers, and native English-speaking teachers outperform other elements. This study will add new knowledge about teaching the English language and the perception of native and non-native teachers in Saudi Arabia. This will also guide Saudi authorities in hiring English teaching personnel, whether from English speaking countries or non-native countries. Moreover, this study will guide the authorities, educationists, and syllabus designers to assign teachers in a foreign country like Saudi Arabia based on the native English speaking teachers' performance skills and non-native English speaking teachers' performance skills. This will also help new researchers conduct similar research and explore another new research world.

A. *Material Studied*

In sociolinguistic interviews for a cross-cultural marriage study project, 27 out of 73-second language (L2) users of English and German claimed to have attained high-level competency in their L2 and could pass for native speakers in some situations (Piller, 2002). Similarly, Copland et al. (2003) demonstrate that in the setting of the young learner classroom, instructors who are familiar with the children's first language have a more extensive repertoire of teaching and can thus give more language learning chances. They also concluded that NESTs (Native English-speaking teachers) should actively study their students' languages to deliver a psycholinguistically, sociolinguistically, and pedagogically good learning experience (Copland et al., 2003). Another research shows the distinctive natures of non-native and native English-speaking teachers from the students' perspective. The results show a significant difference between native and non-native English teachers. The findings show that non-native instructors are better at in-class teaching and administration than native English-speaking teachers.

However, native English teachers are better at in-class communication and have more favorable characteristics. The findings will benefit both native and non-native instructors in identifying and raising awareness of their inadequacies (Ustunluoglu, 2007). Another contrasting result shows that the ultimate goal of L2 learning should be measured in terms of L2 knowledge. There is no reason why the L2 component of multicompetence should be the same as the L1 component of monolingualism, if only because multicompetence is inherently more complicated. Whether one agrees that some L2 users can pass for native speakers or not, these passers make up a tiny proportion of L2 users (Cook, 1999). Non-native instructors had lower self-confidence than EIL teachers, emphasizing native teachers' superiority. However, after participating in panel discussions, they were able to see their advantages over native teachers (Tajeddin et al., 2019).

Recent research, however, has found the opposite to be true in the case of native English speakers. Recent research has started to disentangle the ideological tangle of nativeness, proving that native speaker status is as much a result of the race, accent, nationality, and cultural familiarity as language proficiency (Aneja, 2016). So, it shows those non-native teachers who know students' mother tongue has the upper hand in their classroom. Sometimes some non-native speakers surpass the native speakers' competencies, expert speaking and pronunciations (Alshahrani, 2016). However,

all these perceptions about the non-native English teachers are general and overall but not specific or skilled based on the native, and non-native teachers, which were not studied at all (Moskovsky & Picard, 2018).

However, all of the non-native educators on the panel agreed that English is now being used as a lingua franca worldwide to promote communication (Tajeddin et al., 2019). As a result, the needs of native English-speaking teachers are no longer prioritized because language is mutually intelligible. Another comparison research reveals two distinct characteristics of both types of teachers. Native teachers rely on extending their language more than non-native teachers (Rámila Dáz, 2008). Eliciting rather than clarifying terms in the classroom is more crucial.

Similarly, another study minimizes the need for native English-speaking teachers as their performances are not so widely prominent. Wang and Fang (2020) finds that Stakeholders do not see a substantial difference between the two types of English instructors; according to findings gathered through a questionnaire and interviews at a university in southeast China, NESTs cannot be defied justly but do not see a substantial difference between the two types of English instructors because of their native-speaker status.

Again, from the ideological point of view, native English-speaking teachers in the classroom teaching are stringent and adherent to their beliefs and methods. However, the study shows nothing differs between both perspectives. Kesevan et al. (2018) discover that much previous research in this area has concentrated on either instructors' classroom beliefs or behaviors. So yet, no scientific evidence exists to back up the popular notion that native and non-native English teachers have distinct teaching beliefs and methods. Tatar (2019) finds out that local teachers mean that non-native teachers are better in teaching methods and native teachers are better in the use of language. The native-speaker criterion was given higher weight by participants from schools that employed both expatriate and local instructors.

Moreover, administrators believed that local instructors were more informed about teaching methods, whereas expatriate teachers were better at language. Again, nominating students to speak in the classroom with questions and answering local teachers' logic to equal speaking time is more logical than native teachers' strategies. Kesevan et al. (2018) show that native ETAs prefer to employ open floor nomenclature when asking questions in the classroom. The pupils choose whether or not to respond to the teacher's queries. Students are under less pressure to engage verbally in this sort of nomination. Meanwhile, Malaysian instructors argue that individual nomination leads to more classroom involvement. Individual nomination, they think, helps to distribute turns equitably and allows the instructor to assess each learner's comprehension.

Here another study shows the supremacy of native English-speaking teachers only in pronunciation and broader cultural knowledge. NESs have a more exact and conventional pronunciation and a more comprehensive range of cultural knowledge. According to the instructor participants, the teaching method is more fluid and dynamic, focusing on communication than grammar (Wang & Fang, 2020). On the other hand, native English-speaking teachers seem to be more tolerant of errors than non-native English-speaking teachers. According to some researchers, there is some evidence that the two categories of teachers have distinct teaching styles and, as a result, different tactics. Natives, for example, appear to be more forgiving of students' mistakes, and non-natives may be more devoted to teaching (Rámila Dáz, 2008).

Finally, we can conclude that English is no more the language of the native; instead, it has become the international language. So the superiority of native English-speaking people is no longer seen as the standard. As Tajeddin et al. (2019) found out, EIL was viewed well by native English-speaking teachers. They were all aware that English is spoken by non-native speakers and non-native English speakers worldwide. They also felt that English had become the dominant language in both business and education and that this had had a significant impact on its users worldwide. However, all but one of them agreed that English is a language that belongs to native speakers.

With the oil boom in the 1930s, English gained broadly applied in commerce, but the government did not implement it in the curriculum until the 1950s. The Scholarship Preparation School (SPS) in Makkah, founded in 1936 to prepare Saudis to travel abroad and receive a Western education, was the first place in Saudi Arabia where English was taught (Alshahrani, 2016). The development of ELT was gradual because Saudi Arabia was still a young and impoverished country at the moment of integration. The first college in Mecca, established in 1949, required English as a subject for two hours per week for four years, and the first university in Mecca (King Saud University), established in 1957, featured an English department (Al-Abed Al-Haq Smadi, 1996 as cited in Faruk, 2014). As a result, the English language has a short history in Saudi Arabia.

Nonetheless, the government uses various methods to popularize English. The government's Scholarship program, which dates back to the 2000s, has been crucial in this nation-building endeavour. The scholarship program, which entails paying a huge number of Saudi nationals' tertiary studies at foreign universities, is essentially a massive investment in human resources - a campaign to upskill a new generation of Saudis in order to establish a highly educated, competent, and knowledgeable kingdom (Moskovsky & Picard, 2018).

With economic power came a tremendous influx of people, particularly employees and household labourers, and Saudis began using English as a lingua franca. As a result, they recognize the importance of English. Furthermore, a significant influx of non-Arab speaking migrant skilled and unskilled labourers and millions of non-Arab pilgrims resulted in the significant development of ELT in the late 1970s and early 1980s. English was viewed as crucial to sustaining the country's economic status since it was the only language of interaction between Arabs and non-Arabs on the one hand and a portal into the non-Arab world on the other (Faruk, 2014).

As a result, the Saudi government recognizes the importance of English in all of these fields. English holds a unique role in the Saudi community for various social, cultural, historical, and economic reasons (Moskovsky & Picard, 2018). In Saudi Arabia, English is now taught at all levels of education, from primary to university. They hire English instructors from all over the world. They hire both native English speakers and non-native English teachers.

On the other hand, they have opposing views on native and non-native teachers. As an English university instructor, I witnessed students' differing attitudes and impressions of non-native and native English professors. That sparked my interest and motivated me to start the research.

B. Research Objectives

The research objective was to find out the different perceptions of Saudi students about native English-speaking teachers and non-native English teachers at Jazan University. The students' perceptions proved who were better English teachers in teaching English in Saudi Arabia. The students' perception was measured from different angles like language skills, reading, writing, listening, speaking, and teaching grammar.

II. RESEARCH METHODOLOGY

Fifty native English-speaking teachers and fifty non-native English teachers taught twenty groups of five hundred students at Jazan University in Saudi Arabia. Non-native English teachers were from India, Bangladesh, Pakistan, Sudan and Jordan, where English is not their native language. In contrast, teachers from Canada, U.K and America were native English-speaking teachers. Most non-native English teachers had B.A. honours and masters in English language and literature; some have Applied Linguistics and ELT background with teaching experience of more than ten years. Similarly, native English-speaking teachers had TESOL or any Diploma in English language teaching. Both types of teachers were assigned to teach reading, writing, listening, speaking and grammar in the same groups. They used to teach them throughout the semester. After the semester, students' perceptions of 50 native English-speaking teachers and 50 non-native English-speaking teachers about the teaching performance were collected through the Likert scale from the students for analysis. A non-parametric Chi-square test was conducted to find out the result of the students' perceptions. A pilot study was conducted to rectify the scale and questionnaire, and the validity and reliability of the scale were also tested.

A. Research Hypothesis

There is no significant difference in students' perception of native English-speaking teachers and non-native English-speaking teachers.

B. H1 Hypothesis

There is a significant difference in students' perception of native and non-native English-speaking teachers.

III. RESULT AND ANALYSIS

A Chi-Square test of Independence was conducted after collecting the data from the students after the semester was over. Below, the test result has been presented and analyzed.

A. Perception of Reading Skills

TABLE 1

Teachers * Reading skill Cross Tabulation						
			Reading skill			Total
			good	very good	Excellent	
Teachers	NEST	Count	0	16	34	50
		% within Teachers	0.00%	32.00%	68.00%	100.00%
		% within Reading skill	0.00%	34.80%	64.20%	50.00%
	NNEST	Count	1	30	19	50
		% within Teachers	2.00%	60.00%	38.00%	100.00%
		% within Reading skill	100.00%	65.20%	35.80%	50.00%
Total		Count	1	46	53	100
		% within Teachers	1.00%	46.00%	53.00%	100.00%
		% within Reading skill	100.00%	100.00%	100.00%	100.00%

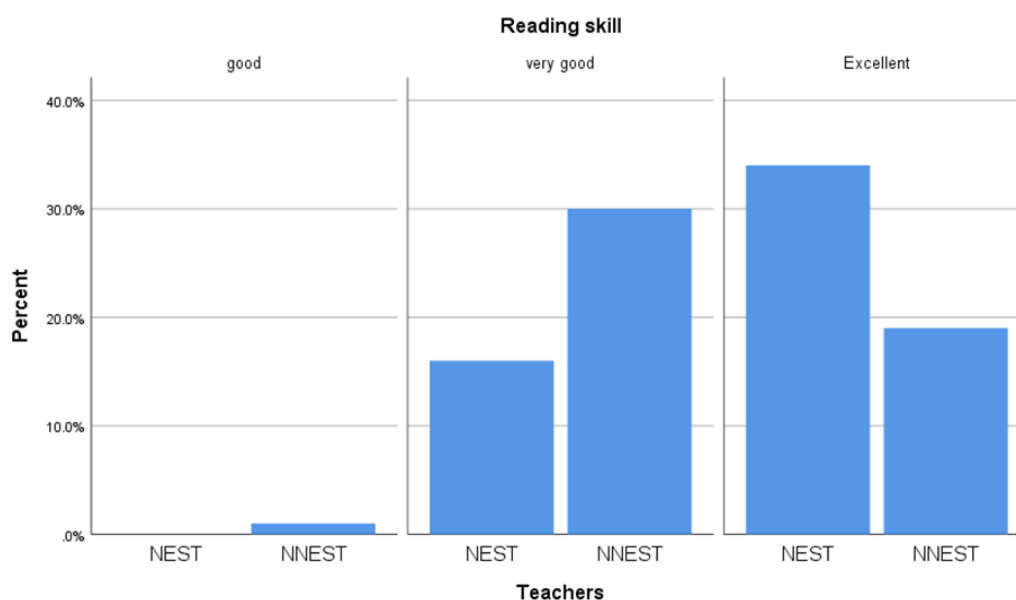
The table above shows that an equal number of native English speaking (NEST) and non-native English-speaking Teachers (NNEST) took part in teaching reading skills during the semester. Among the 50 native English-speaking

teachers, 0% of the teachers were good, 32% were very good, and 68% were excellent in teaching reading according to the students' perceptions. On the other hand, 2% of the non-native English-speaking teachers were good, 60% were very good, and 38% were excellent in teaching reading skills. Here native English-speaking teachers outperformed the non-native English-speaking teachers.

TABLE 2

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.506a	2	0.009
Likelihood Ratio	10.019	2	0.007
Linear-by-Linear Association	9.401	1	0.002
N of Valid Cases	100		
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .50.			

According to the Chi-Square Test Independence, the p-value is 0,009, which is smaller than the $\alpha=0.05$. So, we rejected the null hypothesis and accepted the H1 hypothesis that there was a significant difference between the perception of native English-speaking teaching and non-native English-speaking teachers in teaching reading skills.



Graph 1

According to the bar chart above, most native English-speaking teachers were excellent in teaching reading skills, whereas average non-native English-speaking teachers were very good at teaching reading skills.

B. Perception of Writing Skills

TABLE 3

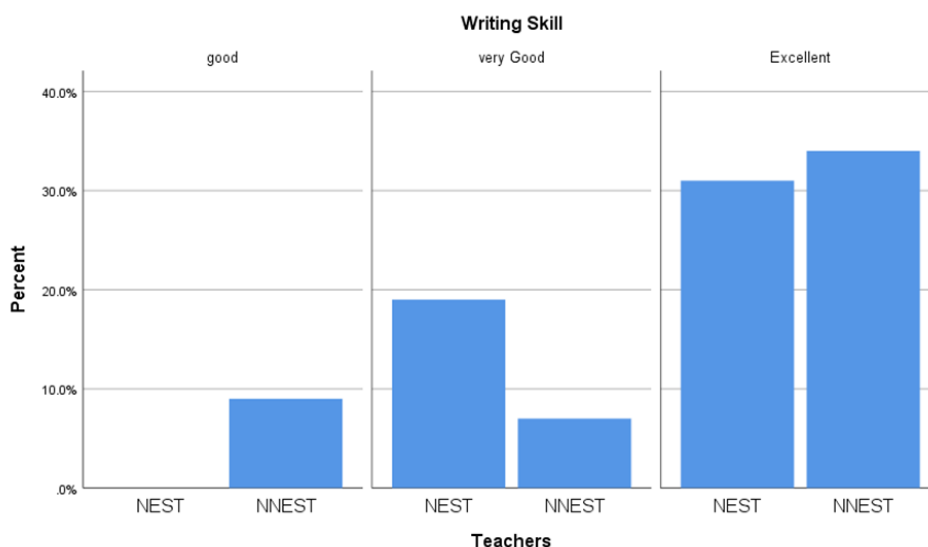
Teachers * Writing Skill Cross Tabulation						
			Writing Skill			Total
			good	very Good	Excellent	
Teachers	NEST	Count	0	19	31	50
		% within Teachers	0.00%	38.00%	62.00%	100.00%
		% within Writing Skill	0.00%	73.10%	47.70%	50.00%
	NNEST	Count	9	7	34	50
		% within Teachers	18.00%	14.00%	68.00%	100.00%
		% within Writing Skill	100.00%	26.90%	52.30%	50.00%
Total		Count	9	26	65	100
		% within Teachers	9.00%	26.00%	65.00%	100.00%
		% within Writing Skill	100.00%	100.00%	100.00%	100.00%

Here, 19% and 31% of the native English-speaking teachers were excellent at successfully teaching writing skills. In comparison, 18%, 14% and 68% of the non-native English-speaking teachers were good, very good and excellent successively in teaching writing skills according to the students' perception. Here non-native teachers had more mastery in teaching writing skills than native English teachers.

TABLE 4
Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.677a	2	0.001
Likelihood Ratio	18.369	2	0
Linear-by-Linear Association	0.836	1	0.361
N of Valid Cases	100		
a 2 cells (33.3%) have expected count less than 5. The minimum expected count is 4.50.			

According to the Chi-square Test, $P = 0.001$, smaller than $\alpha = 0.05$, compelled us to reject the null hypothesis. So, we could say that there was a significant difference in the perception of the NEST and NNEST, which meant non-native teachers were better than native English-speaking teachers in teaching writing skills.



Graph 2

In the graph above, native English-speaking teachers dominated students' "very good" perception of students over non-native English teachers. However, non-native English-speaking teachers dominated over the native English teachers in the 'excellent' perception of the students.

C. Perception of Speaking Skills

TABLE 5

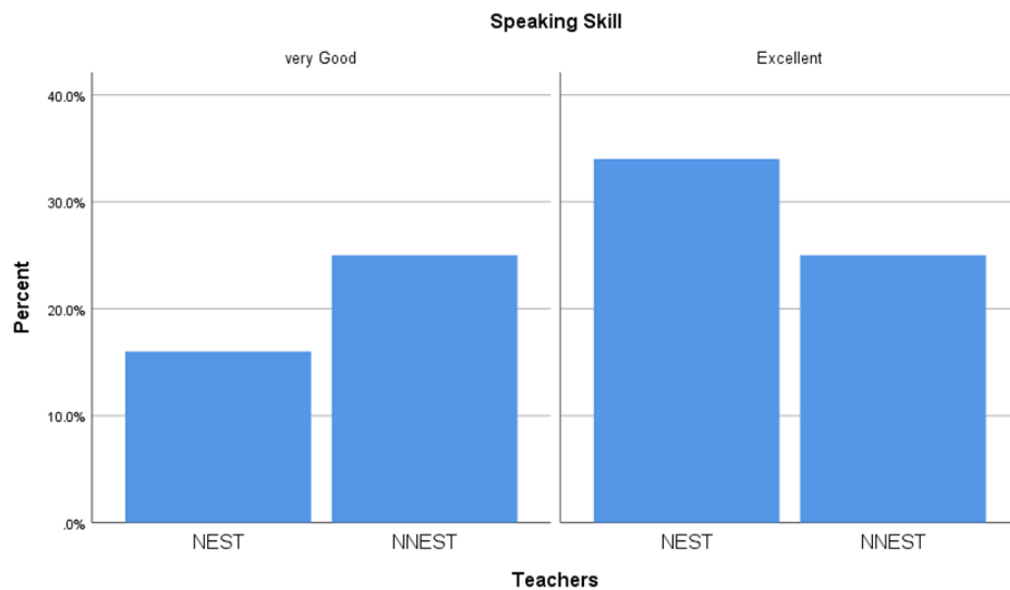
Teachers * Speaking Skill Cross Tabulation					
			Speaking Skill		Total
			very Good	Excellent	
Teachers	NEST	Count	16	34	50
		% within Teachers	32.00%	68.00%	100.00%
		% within Speaking Skill	39.00%	57.60%	50.00%
	NNEST	Count	25	25	50
		% within Teachers	50.00%	50.00%	100.00%
		% within Speaking Skill	61.00%	42.40%	50.00%
Total		Count	41	59	100
		% within Teachers	41.00%	59.00%	100.00%
		% within Speaking Skill	100.00%	100.00%	100.00%

In the table above, we can see the dominance of the native English-speaking teacher in teaching speaking skills as 32%, and 68% of the native English speakers were very good and excellent. On the other hand, non-native English-speaking teachers performed a little less than native English-speaking teachers.

TABLE 6

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.348a	1	0.067		
Continuity Correction ^b	2.646	1	0.104		
Likelihood Ratio	3.37	1	0.066		
Fisher's Exact Test				0.103	0.052
Linear-by-Linear Association	3.315	1	0.069		
N of Valid Cases	100				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.50.					
b Computed only for a 2x2 table					

In the Chi-square Test result, we observed that the p-value was 0.067, higher than the alpha of 0.05. So, we failed to reject the null hypothesis, which meant there was no significant difference between the perception of NEST and NNEST in teaching speaking skills.



Graph 3

The graph above shows the similarities as it was in the table above. Here an equal number of teachers from both groups had very good perceptions of the students, while a few NESTs had an excellent perception of the students.

D. Perception of Listening Skills

TABLE 7

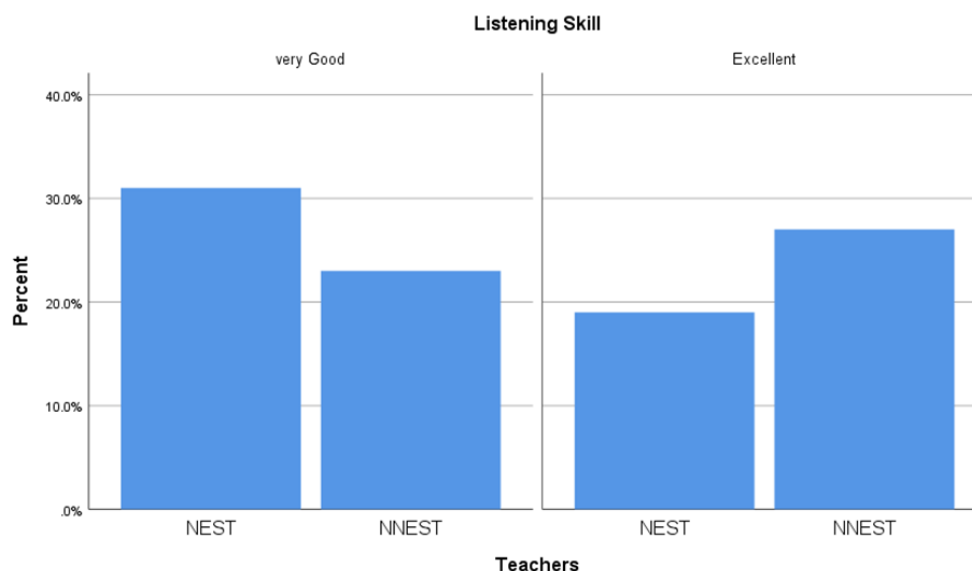
Teachers * Listening Skill Cross Tabulation					
			Listening Skill		Total
			very Good	Excellent	
Teachers	NEST	Count	31	19	50
		% within Teachers	62.00%	38.00%	100.00%
		% within Listening Skill	57.40%	41.30%	50.00%
	NNEST	Count	23	27	50
		% within Teachers	46.00%	54.00%	100.00%
		% within Listening Skill	42.60%	58.70%	50.00%
Total		Count	54	46	100
		% within Teachers	54.00%	46.00%	100.00%
		% within Listening Skill	100.00%	100.00%	100.00%

From the table above, we found that native English-speaking teachers had a very good and excellent performance perception in teaching listening skills. 62% and 38% of the native English-speaking teachers were very good and excellent in teaching listening skills. However, almost an equal number of teachers were very good and excellent in the students' perception, like 46% and 54% of the NNEST were very good and excellent in teaching listening skills.

TABLE 8

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.576a	1	0.108		
Continuity Correction ^b	1.973	1	0.16		
Likelihood Ratio	2.588	1	0.108		
Fisher's Exact Test				0.16	0.08
Linear-by-Linear Association	2.551	1	0.11		
N of Valid Cases	100				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 23.00.					
b Computed only for a 2x2 table					

The Chi-square test found that the p-value was 0.108, which was greater than the alpha of 0.05. So, we failed to reject the null hypothesis, which indicated no significant difference in perception between NEST and NNEST in teaching listening skills.



Graph 4

The graph above also proved the null hypothesis that there was no significant difference between the perception of the NEST and NNEST. Although a very good and excellent perception of NEST was higher than NNEST, this was not significant.

E. Perception of Grammar Teaching

TABLE 9

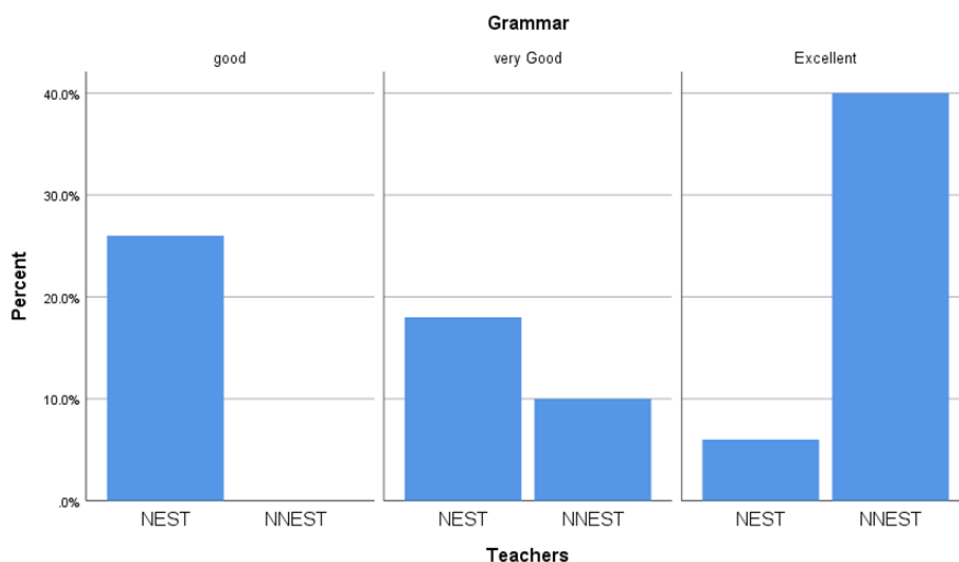
Teachers * Grammar Crosstabulation						
			Grammar			Total
			good	very Good	Excellent	
Teachers	NEST	% within Teachers	52.00%	36.00%	12.00%	100.00%
		% within Grammar	100.00%	64.30%	13.00%	50.00%
	NNEST	% within Teachers		20.00%	80.00%	100.00%
		% within grammar		35.70%	87.00%	50.00%
Total		% within Teachers	26.00%	28.00%	46.00%	100.00%
		% within Grammar	100.00%	100.00%	100.00%	100.00%

From the table above, we can observe that a few native English-speaking teachers (12%) got an excellent perception from the students, 52% of teachers were in very good perception, and 36% of the NEST were in a very good perception of the students. However, NNEST had extraordinary dominance in teaching grammar as 80% of the teachers of this group were excellent, and 20% of teachers were very good at teaching grammar.

TABLE 10

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	53.416a	2	0
Likelihood Ratio	66.508	2	0
Linear-by-Linear Association	52.412	1	0
N of Valid Cases	100		
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.00.			

The Chi-square test shows that the p-value is 0.00, more diminutive than alpha, 0.05. So, the null hypothesis was rejected, and the alternative hypothesis was accepted. So, there was a significant difference between the perception of NEST and NNEST. Non-native English teachers were far better than native English-speaking teachers, especially in teaching grammar.



Graph 5

The graph above shows that non-native English-speaking teachers were better than native English-speaking teachers. Native English-speaking teachers excelled in excellent and good perception, while many non-native teachers outperformed in excellent perception in teaching grammar.

IV. FINDINGS

From the above analysis of the result, we found that English-speaking teachers were good at some aspects of language skills, and non-native English-speaking teachers were good at some other aspects of English language skills.

- In reading skills, native English-speaking teachers performed very well according to the students' perceptions. However, most non-native English teachers had an excellent student perception, which was not negligible.
- In writing skills, non-native English teachers had a comparatively better perception of the students since they knew how to learn writing in a second language. So, they were also good at teaching the same skills.
- Native English-speaking teachers had excellent dominance in teaching speaking skills since they had actual pronunciation and accent and acquired the skill. Here non-native English-speaking teachers had a little less excellent perception of the students.
- We also found the students' very good and excellent perception of teaching listening skills. Non-native English teachers had a poor perception of teaching listening skills.
- In teaching grammar, non-native teachers had a better perception of the students because they learned the language by memorizing and understanding the grammatical rules. So, they were very good at teaching

grammar.

- Non-native English teachers were very strict with error correction, while native English-speaking teachers were a bit lenient in errors correction.

V. DISCUSSION

A language has four skills, two receptive skills, like reading and listening and two productive skills, like writing and speaking. Among these skills, native English teachers are very good at teaching listening and speaking skills, while non-native English teachers are very good at reading and writing. Moreover, non-native teachers are excellent at teaching grammar. For spoken English, native English-speaking teachers have a very good perception of the students. Similarly, they also have very good perceptions about teaching listening skills. This is because of the nativization of the language, which is not possible by non-native English teachers, and this is the drawback we can find out from this research.

On the other hand, non-native teachers are very good at teaching grammar, reading and writing. It is like a medical doctor who has suffered from some diseases, and then he becomes a doctor of those diseases. So, he knows the symptoms of the diseases and what the remedies for those particular diseases are. So, the research shows that native English-speaking teachers are better than non-native teachers at teaching listening and speaking. In comparison, non-native teachers are better at teaching reading, writing and grammar.

VI. CONCLUSION

Saudi students' perception of native and non-native English-speaking teachers shows that none teachers are perfect in teaching all language skills. Some of the teachers of both types are very good at productive skills and are very good at receptive skills. However, according to students' overall perception, non-native English teachers have a better perception of Saudi students. This study brings forth the perception of the Saudi Students and the performances of NEST and NNEST. Maybe, the Saudi government will hire more teachers from countries where English is the second language, not the mother tongue. This research also will help the Saudi authority assign teachers based on their native language and second language. The educationists and new researchers will find assistance from this study to carry out further study on this subject to find out the setbacks and advantages of NEST and NNEST to guide the authorities and overcome the drawbacks.

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Md Nurul Haque is a prominent faculty member of ELI at Jazan University in Saudi Arabia. He commenced his career as an English language teacher at AUB (Asian University of Bangladesh) immediately after completing his M. in Applied Linguistics and ELT and B. A (Honours) in English Literature and Language from the University of Dhaka. He has vast teaching experience with distinguished native English and non-native English teachers worldwide at home and abroad. He has published a mentionable number of articles in the international journal Scopus and Web of Science on the different subject matters of both literature and linguistics. He is recently pursuing his PhD in comparative linguistics from the Universiti Putra Malaysia.

Sumona Sharmin is a lecturer in English of ELI at Jazan University in Saudi Arabia. She began her career as an English language teacher at South East College immediately after completing her M. A in Applied Linguistics and ELT from Dhaka University and B. A (Honours) from Northern University in English Literature and Language. She has vast teaching experience at home and abroad with distinguished native English and non-native English teachers worldwide. She has published several articles in the international journal Scopus and Web of Science on the different subject matters of both literature and linguistics.