Winter 1-31-2024

Students' Perceptions of Non-native Arabic and Native Arabic Teachers

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الجـامـعة الأمـريكيـة بالقـاهـرة

Graduate Studies

Students' Perceptions of Non-native Arabic and Native Arabic Teachers

A Thesis Submitted by

Mohamed Hassan Firgany

to the

Teaching Arabic as a Foreign Language

Graduate Program

January 2024

In partial fulfillment of the requirements for the degree of

Master of Arts in Teaching Arabic as a Foreign Language

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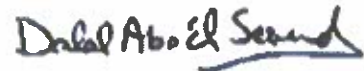
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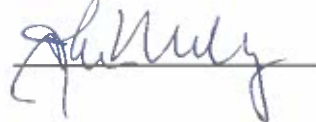
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Acknowledgments

To my parents, who taught me the ways of life and reading.

To my beloved wife Aya and my children Malik, Salma, and Anas, who created a conducive atmosphere for completing this work.

To my siblings Hossam, Ahmed and Samaa who added flavor to my life.

I want to convey my profound appreciation to Dr. Dalal, my thesis supervisor, for her unwavering support and encouragement. I am grateful for your valuable feedback and thoughtful comments. Your assistance and understanding as both a supervisor and professor are truly appreciated.

I am delighted to have been a student in some of the important courses of my program under the guidance of Dr. Raghda, my professor and examiner. Your role as a professor and advisor has been treasured, and I've gained substantial wisdom from you as a student and teacher.

I would like to express my sincere gratitude to Dr. Shahira, my second reader, for dedicating her valuable time and providing comments and feedback throughout the duration of my thesis.

To everyone who taught me career, knowledge, or life lessons, and in particular, I would like to mention Dr. Zeinab Taha, AUC, Dr. Shahab Al-Nimr Ismail, Helwan Uni., Dr. Saida Hamed, Helwan Uni., Dr. Maher Mahdi, Helwan Uni., and Mr. Abdelqader Sabah, Al-Andalus School.

Finally, I express my deep gratitude to my library, which I consider like a child among my children growing before my eyes. I spend beautiful moments in it; I would not be who I am without it.
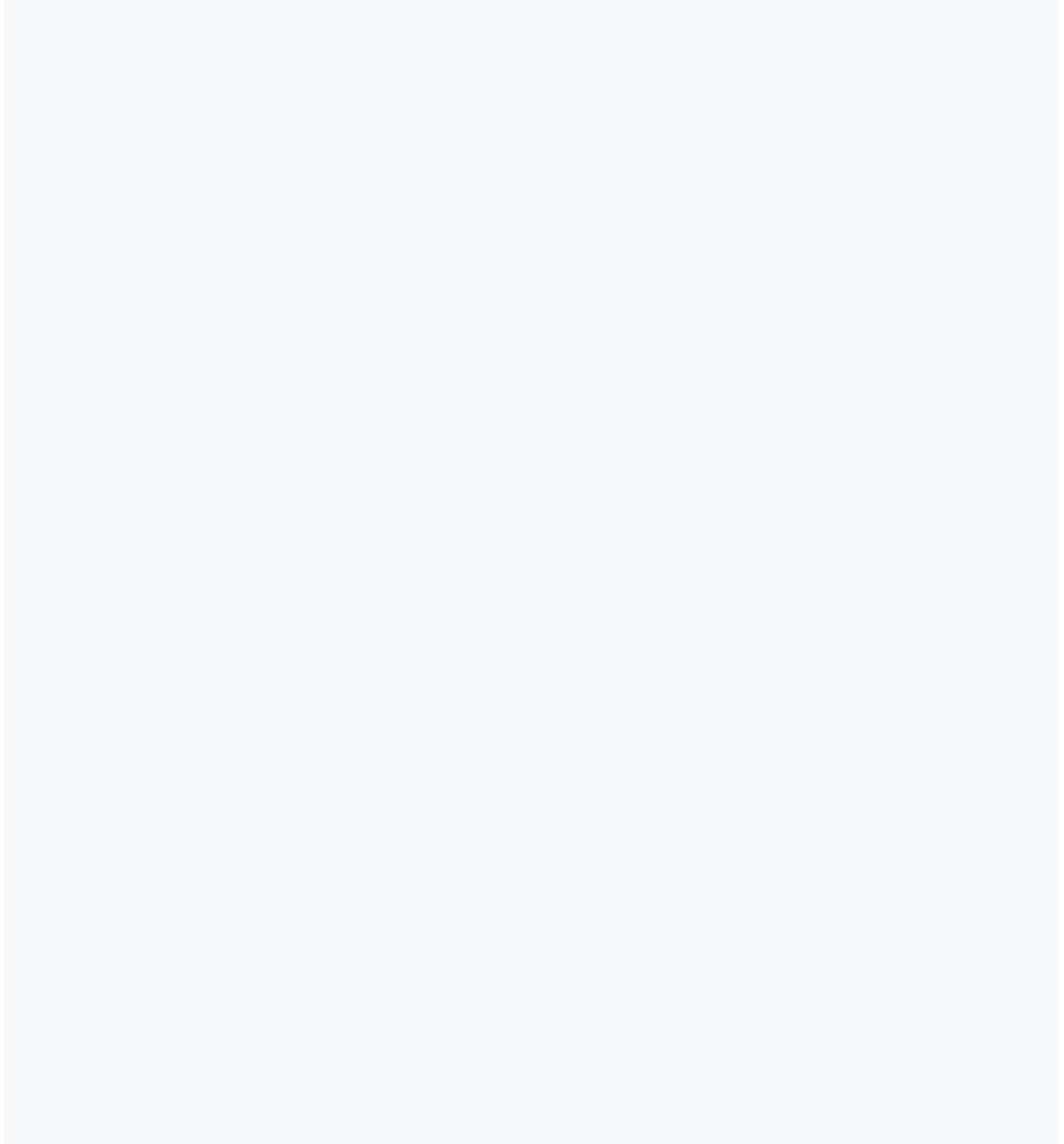
Dedication

To the soul of Mr. Khaled Mohie

Abstract

Educators teach Millions of Arabic language learners worldwide, most of whom are not native speakers. Despite their efforts in teaching, developing educational materials, and significant contributions to scientific research, there is a lack of research on them within the context of the Arabic language.

In this project, I explore students' perceptions of teaching practices for native-speaker teachers (NSTs) and non-native-speaker teachers (NNSTs), along with the advantages and disadvantages associated with each. Additionally, I aim to understand the impact of certain variables such as gender, age, nationality, language proficiency, and the purpose of studying on these perceptions.

Through 173 survey responses and eight semi-structured interviews, the researcher concluded that there are statistically significant differences in teaching practices between the two groups. Furthermore, Students appreciate both roles, acknowledging their complementary contributions to their educational journey. The optimal scenario, as perceived by the students, is studying with both types of teachers, benefiting from the strengths of each.

Keywords: Native speaker teachers, non-native speakers teachers, teaching practices

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Abbreviations

AFL: Arabic as a foreign language

EFL: English as a foreign language

L1: First language

L2: second language

NST: native speaker teacher

NNST: non-native speaker teacher

Chapter 1

Introduction

The Arabic language represents the mother tongue of more than four

hundred million people distributed in 24 countries over a wide geographical area

extending from the Atlantic Ocean in the West to the Arabian Gulf in the East

("List of Countries and Territories Where Arabic is an Official Language," n.d.). In

addition, it is the language of religion and worship for 1.9 billion Muslims—most

of whom are concentrated in non-Arabic-speaking countries—especially Southeast

Asia, Central Asia, and West and Central Africa ("Islam by Country," n.d.). As a

result of the increase in the number of people wishing to learn the Arabic language,

the number of teachers is constantly increasing, specifically from non-Arab

teachers. There are many non-Arab teachers and their contributions to the field of

teaching Arabic as a foreign language range from teaching to research and

development of materials.

This is evident from the number of theses on the Arabic language, its

teaching, and its literature in Indonesian universities reached more than 1,500

theses (Abd Elwahab, 2015). In addition, Qaddom and Civelek (2018) published

biographies of 99 Turkish professors working in Turkish universities to teach the

Arabic language. They have published 661 books and 506 scientific papers, most

of them on teaching the Arabic language to non-native speakers. Besides that, in

one university in Malaysia, "the Islamic University in Kuala Lumpur," 339 theses were completed on the Arabic language, its teaching, and its literature (Bahjat, 2016).

As for the number of teachers, Daad (2017) mentioned that the number of Pakistani teachers of the Arabic language has increased in recent years. There are also twenty thousand Arabic language institutes in Indonesia and more than thirty thousand governmental and private Islamic schools, and the vast majority of the teachers there are Indonesians (Abd Elwahab, 2015). In addition, the Institute of Islamic and Arabic Sciences alone held more than 70 training courses to qualify Indonesian teachers to teach Arabic as a foreign language (Bodyinshah, 2015). There are also 62 Arabic language departments in Indonesian universities (Al Hasana, 2015). In Brunei, more than 800 students studied abroad and returned to teach the Arabic language, in addition to the presence of 8 universities that teach the Arabic language (Haykel et al., 2017). These are large numbers if we consider that Brunei's population is 450,000 people ("Brunei," n.d.).

Despite this fact, there is no research on NNSTs in the context of Arabic as a foreign language (AFL). Before addressing what has been written about non-native teachers in literature, I need to discuss two terms: first, the native speaker and second, the non-native speaker.

Native Speakers and Non-native Speakers

Kachru (1985) divided the countries into three circles according to English usage. Firstly, the inner circle is those countries where English is the population's first language, such as Canada, the United States of America, Australia, New Zealand, and Great Britain. Then comes the outer circle, which is those countries where English is an additional language, such as Nigeria, Singapore, and India. After that, the expanding circle is the countries where English is taught as a foreign language.

If we were to apply these three circles in the context of the Arabic language, the inner circle countries would include the Arabian Peninsula, the Levant, North Africa, Mauritania, and Sudan. The outer circle countries would include Niger, Chad, Somalia, and South Sudan. Lastly, the expanding circle would consist of most of the countries of the Islamic world in Central and West Africa, the countries of Southeast Asia, and the countries of the former Soviet Union.

In his book *Language Imperialism*, Philipson (1992b) presented a similar division where he divided countries into core countries—countries whose first language is English—and periphery countries—countries that speak English as a second or foreign language.

Holliday (1994) also divides countries into two groups: BANA (Britain, Australasia, and North America) and TESEP (Tertiary, Secondary, and Primary

education in the rest of the world). He argues that an approach that works in BANA countries cannot necessarily be implemented in TESEP countries. This is because the two groups of countries have different cultural contexts.

Because of these divisions, the view that Mey (1981) referred to was formed: that the native speaker of the language is the final standard for all linguistic matters, as his rule ends all linguistic disputes. He is like the kings of the ancient era, so he cannot make mistakes, as he is not just above the laws, but instead, he is the law itself. This is confirmed by the fact that the owners of these divisions consider native speakers to be like gods and that they never make mistakes (Rajagopalan, 1997, 2005).

The idea of the division was criticized by (Graddol, 1998; Modiano, 2001) because this division places the mythical native speaker at the center of global language usage and as a model of what is right, while the number of non-native speakers of the language exceeds the number of native speakers.

This view has resulted in non-native language teachers being treated as second-class citizens in the world of language teaching (Rajagopalan, 2005). Consequently, they are exposed to discrimination when searching for jobs (Braine, 2013). As a result, they may suffer from an inferiority complex (Cook, 1999).

The reason for the existence of this view may go back to the period between the 1960s and 1980s when the dominant linguistic theory that influenced linguists

and language teachers was "Generative Grammar," where Chomsky raised the native speaker to the position of be-all and end-all of all theorizing about language (Rajagopalan, 2005). Nevertheless, the reality is that Chomsky, most of the time, was talking about an ideal language speaker who does not mix with people who speak other languages to acquire the quality of nativity (Rajagopalan, 2005).

If we apply this to the Arabic language, the gap is even wider, considering the multiglossic nature of Arabic and that Modern Standard Arabic is no one's mother tongue, let alone Classical Arabic, which is the goal of many students who want to study the Arabic language to understand *The Holy Qur'an* and the Sunnah of the Prophet.

There are questions about the alleged absolute superiority of NS and whether he is proficient in all four skills to the same degree. The truth is that he is a native speaker in oral skills only, and even this skill requires more complex sub-skills, such as convincing others, threatening them, etc., which are not acquired in the cradle (Rajagopalan, 2005). Davies (1999) asserts that many native speakers lack precise writing skills and that this is acquired in an arduous manner, leaving native speakers practically on an equal footing with non-native speakers. Rajagopalan (2005) adds that reading and writing skills are not linked to a specific language, but rather, they are skills that cross linguistic boundaries. Medgyes (1994) adds that

even the efficiency of NNS may exceed the efficiency of NS in one or more aspects.

In Modern Standard Arabic, the NS loses some of its natural superiority over the NNS. If we move to the classical language, more of the superiority is lost.

Therefore, Phillipson (1992b) tried to eliminate the differences between Native Speaking Teachers (NST) and Non-native Speaking teachers (NNST). Pacek (2005) adds that there is much academic skepticism about the assumption that native speakers are the best teachers of their mother tongue.

The term dilemma "NS and NNS"

The number of specialists emphasizing that separating NS and NNS is not easy constantly increases (Benke & Medgyes, 2005). Butler (2007) added, "nativeness itself appears to be complicated both psycholinguistically and socioculturally" (p. 4). Several specialists have determined that there is ambiguity around the definition of NS and NNS (Edge, 1988; Medgyes, 1994; Phillipson, 1992a, 1992b). Even the legitimacy of the term 'native speaker' has been questioned (Braine, 2013; Meara, 1986; Medgyes, 1994).

The terms (NS and NNS) have been criticized as being evaluative and judgmental, enhancing the strength of NST and presenting NNST as lacking in something and, therefore, being less valuable than NST.

However, some definitions must be mentioned. For example, Medgyes (1994) differentiates between native and non-native speakers according to their birthplace and the national language of their country. Another example could be living in a native-speaking context throughout infancy while being raised by a native-speaking family. (Medgyes, 1994).

On the other hand, Davies's (2004) definition of native speakers is much narrower and excludes many fluent and proficient people in their L1, even if they did not acquire it in childhood. He defined a native speaker as someone who acquires their L1 (first language) in childhood, besides they must have intuitions about their idiolectal grammar (the grammar of their own individual speech) the standard language grammar, and be able to produce fluent spontaneous discourse. A native speaker, as defined by Davies, must also have a unique capacity to write creatively and to interpret and translate into their L1. With so many different definitions, the most tangible difference between a native and a non-native speaker is acquiring the language as an L1 (Hummel, 2021; Walkinshaw & Oanh, 2014).

Research on Non-native Teachers

Research on non-native speaker teachers (NNSTs) is relatively recent, as there was little research in the 1990s (Ballard, 1996; Cortazzi & Jin, 1996; Holliday, 1994, 1996). With the beginning of the new millennium, interest in studying non-native-speaking teachers increased due to its importance (Benke & Medgyes, 2005). These studies were concerned with several aspects, such as their choices and orientations (Medgyes, 1994), or studying them through direct observation in the classroom (Árva & Medgyes, 2000; Macaro, 2005), or comparing their knowledge with native speaker teachers (McNeill, 2005), but research on perceptions had the lion's share. For example, some research dealt with their self-perceptions (Brutt‑Griffler & Samimy, 1999; Inbar-Lourie, 2005; J. Liu, 1999, 2005, 2013), others focused on their supervisors' perceptions of them (Llurda, 2005b), and still others focused on students' perceptions (Ali, 2009; Alwadi, 2013; Benke & Medgyes, 2005; Javid, 2016; Lasagabaster & Sierra, 2005; Ma, 2012; Mermelstein, 2015; Pacek, 2005).

The importance of studying non-native teachers

Research on non-native language teachers is essential to the development and preparation of these teachers (Bailey, 2001; Llurda, 2005a). To indicate its importance, TESOL International Research Foundation (TIRF) 'Call for Research Proposals 2003-2004' identified the following research priority: The relationship

between teachers' proficiency in English, effectiveness in teaching English as a second or foreign language or as a medium of instruction, and student achievement (Llurda, 2005a).

To the best of the researcher's knowledge, the topic of NNSTs has not been studied in any aspect of teaching Arabic as a foreign language. Thus, it opens the door to more studies in the context of AFL, including but not limited to:

- Teaching differences between NSTs and NNSTs, whether by observation in the classroom, students' perceptions, or the teachers' perceptions themselves, and the similarities and differences between the perceptions of students and teachers.

- Characteristics of non-Arabic speaking teachers

- Discourse analysis in class

- Teachers' ability to predict the difficulties faced by students

Research gap

Thus, despite the importance of studying non-native teachers, and despite their role in teaching the Arabic language and their contributions to the research and development of textbooks, they have not been addressed in any research - within the limits of my knowledge - in the context of teaching Arabic as a foreign language (AFL).

In this project, I will address students' perceptions of their language instructors. I am focusing on perceptions as perceptions represent interpretations of reality and showcase powerful and influential human thought and behavior (Munhall, 2008). Perceptions of students regarding both native and non-native language instructors play a significant role in how teachers can understand and enhance their own pedagogical approaches when teaching languages. By providing student perceptions, teachers can better evaluate their own strengths and weaknesses (Matsuda & Matsuda, 2001), enabling them to establish a stronger bond with their students based on their understanding of language learning difficulties, cultural differences, and other various sociolinguistic barriers in communication that may exist between teacher and students (Pasternak & Bailey, 2004).

Research questions

1. How do students of Arabic as a foreign language perceive NSTs and NNSTs teaching practices?

2. What are the advantages and disadvantages of having NSTs and NNSTs from the point of view of the students?

3. What other factors contribute to students' perceptions of how NSTs and NNSTs are different and similar? (gender, language proficiency, nationality, age and, purpose of study.)

Hypotheses

1. Students will show no absolute preference for either group (NSTs and NNSTs).

2. The higher the level of linguistic proficiency, the greater the preference for a speaking teacher.

3. Participants are expected to prefer NST in the areas of vocabulary, pronunciation, oral skills, and culture and preferred NNST in the areas of grammar, reading, and learning strategies.

4. Both NSTs and NNSTs have advantages and disadvantages from the students' perspective.

The purpose of the study

The purpose of this study is to investigate students' perceptions of the teaching practices of their native and non-native teachers. And specify the advantages and disadvantages of NSTs and NNSTs from the students' perspective. In addition to stating the impact of variables such as gender, age, nationality, language proficiency, and the study objective on students' opinions about teachers.

Definitions

Perceptions are defined as "complex mental processes by which people understand, interpret, evaluate, and form a picture of social phenomena." (Munhall, 2008, p. 606)

Native Arabic speaker teacher: is defined as "teacher of Arabic whose main or first language (L1) is Arabic and who first learned it as a child adopted from (Brown, 2013, p. 8).

Non-native Arabic teacher: is defined as "teacher of Arabic who learned a language other than Arabic as a first language, and is learning/learned Arabic as an additional language (L2)" adopted from (Brown, 2013, pp. 8–9).

Chapter 2

Literature Review

Overview

In this chapter, the researcher will review previous studies that contributed to the body of knowledge with respect to students' perceptions of NSTs and NNSTs, NNTSs' perceptions of themselves, and practicum supervisors' perceptions of them.

Research on NNSTs is relatively recent. It was the fruit of educational linguistics research in the 1990s, which focused on the social context in which language teaching occurs. Research by (Ballard, 1996; Cortazzi & Jin, 1996; Holliday, 1994, 1996) contributed significantly to understanding the intertwined relationship between NSs and NNSs (Llurda, 2005a).

No review of the literature on NNSTs can begin without a reference to Peter Medgyes (Braine, 2005), as he paved the way for discussing issues related to non-native teachers with his pioneering research *Native or Non-native: Who's Worth More?* (Medgyes, 1992). In his book *The Nonnative Teacher* (Medgyes, 1994), he collected scientific facts and theoretical principles in a precise and clear manner (Llurda, 2005a).

However, studies on these issues did not begin to be widely published in the United States until a decade later. This gap may be due to the fact that Medgyes' research was published in a journal that is not widely circulated in the US and that

his book *The Non-native Teacher* (1994) was published only in the UK and was difficult to obtain in the US until it was reprinted by another publisher (Braine, 2005).

Perhaps one of the main reasons for the great boom in research of this kind was the establishment of the Non-native English Speakers' Caucus in the TESOL organization in 1999 (Braine, 2013).

Students' Perceptions of Teachers

There are no studies examining students' perceptions of Native and Non-Native teachers in the context of AFL, so in the following paragraphs, I will report students' perceptions of Native and Non-Native teachers in the EFL context.

The Importance Of Studying Students' Perceptions

Studies centered on students' perceptions of teachers are of great importance (Braine, 2005). A large and growing number of research has reported that determining learners' perceptions regarding important educational aspects has an effective role in achieving the desired goal, which is the effectiveness of the teaching process (Al-Asmari & Javid, 2011; Javid, 2016).

Awareness of student perceptions of teachers might improve the teachers' pedagogical strategies, as they can benefit from the student's point of view to notice their strengths and weaknesses (Matsuda & Matsuda, 2001). It is also expected to help teachers forge stronger bonds with their students due to

instructors' comprehension of students' challenges in learning a language, culture shock, and other sociolinguistic communication hurdles (Pasternak & Bailey, 2004).

The Superiority Of The Nst, Is It Proven?

NST preferences on the part of students and their parents were reported in multiple studies. Mermelstein (2015) conducted a study at a Taiwanese University with EFL Students by investigating students' preferences in six areas, targeting language

proficiency and teaching skills. The results of the statistical analysis showed that students would rather be taught by an NEST except for a single area: the teacher's ability to identify learners' difficulties, which indicated a similar number of preferences to both NEST and NNEST. Other studies conducted on students' perceptions towards NEST and NNESTs reported a high percentage of favoritism towards NSs in language skills and teaching practices (Ali, 2009; Alseweed, 2012; Alseweed & Daif-Allah, 2012; Alwadi, 2013; Javid, 2016).

Regarding students' perceptions of teaching practices, Ma (2012) investigated students' perceptions of NNESTs in Hong Kong. The findings revealed that NNESTs' classes were disinteresting, authoritative, and demanding, whereas NESTs' classes were innovative and interesting. Unlike NESTs, who adopted a communicative teaching approach, NNESTs followed the traditional

pattern of language teaching, focusing on grammar and assisting students with examinations. Moreover, Liu and Zhang (2007), who conducted a study on teaching practices of NESTs and NNESTs in China, found that 60% of the respondents confirmed that NESTs are creative regarding the teaching techniques used.

Although students and parents prefer NSTs in most situations, the assumption that NSTs are better than NNSTs remains unproven and is considered a prejudice rather than a pedagogical reality (Celik, 2006). Alseweed and Daif-Allah (2012) also stressed that educational research did not give preference to either of them, as each has flaws and advantages, and it is not fair to judge teachers by place of birth. There are competent and incompetent teachers from both groups, not due to nativeness but rather to their training (Luksha & Solovova, 2006 qtd. In Alseweed & Daif-Allah, 2012). If the NS has an advantage in teaching his mother tongue, then the NNS has a strong claim because he was a student of it and has experience in learning a foreign language that he can transfer to his students (Javid, 2016). Hence, the overwhelming majority of respondents said that ideally, both NSTs and NNSTs should be available to teach them, stressing that they are not prepared to do so without the services of either group (Benke & Medgyes, 2005). The following paragraphs will discuss the differences between NSTs and NNSTs.

Differences Between NSTs and NNSTs

Linguistic Proficiency And Its Impact On Teaching.

Perhaps the most important advantage for NSTs is language proficiency. Seidlhofer (1999) points out that language proficiency is usually associated with teaching competence. Therefore, students emphasized that NSTs are better at pronunciation, have greater knowledge of terminology and vocabulary, and have improved listening skills (Barratt & Kontra, 2000; Lasagabaster & Sierra, 2005). This is clearly reflected in teaching oral skills classes and making students better able to speak (Benke & Medgyes, 2005).

In contrast, most NNSTs admitted to having pronunciation, speaking, and listening difficulties (Lasagabaster & Sierra, 2005; Medgyes, 1994). The students said many of the NNSTs have bad and artificial pronunciation and foreign accents (Lasagabaster & Sierra, 2005; Medgyes, 1994). They use an old language and speak a lot in the students' mother tongue (Benke & Medgyes, 2005), unlike NSTs who speak English due to their lack of knowledge of the students' local language (Lasagabaster & Sierra, 2005).

However, an unresolved question arises about the appropriate proficiency level for language teaching (Bley-Vroman, 1990; Llurda, 2005a). Canagarajah (2013) adds that a good teacher may not need complete mastery of the language to teach as long as he knows the language better than the students and can convey

curiosity and desire to learn the language. In addition, mastering the language does not automatically imply the ability to identify which language practice may turn out to be more pedagogically effective (Seidlhofer, 1999).

Linguistic Awareness.

In Llurda's (2005b) study, the skills of 243 non-native students enrolled in graduate programs in TESOL were evaluated by practicum supervisors and compared with the performance of native students enrolled in the same programs. The linguistic awareness aspect of the NNS was better than or equal to the performance of the NS. Lasagabaster and Sierra (2005) stated that NNSTs provide better explanations of linguistic items. According to Barratt and Kontra (2000), Benke and Medhyes (2005), and Lasagabaster and Sierra (2005) NNSTs are especially skilled at explaining grammar and more able to deal with grammatical difficulties.

Pacek (2005) added that the ability of NNSTs to predict language problems is greater than NSTs. This was confirmed by McNeil's (2005) study, where the participants were 65 English language teachers, both NTs and NNTs, and 200 students with upper intermediate proficiency in the English language. Teachers were asked to predict difficult vocabulary words in a reading text assigned to students and justify their decisions. The students' understanding of the text's vocabulary was examined, and the teachers' predictions were compared with the

students' actual difficulties. The two groups of teachers were divided according to experience. In general, the two groups of beginner and expert teachers of NNSTs showed a significant correlation with the level of difficulty of the words. In general, the NSTs failed to recognize the words that the students found difficult.

Some students in Lasagabaster and Sierra's (2005) study mentioned that NSTs are not aware of grammatical difficulties and that they sometimes explain grammar poorly. In Árva and Medgyes' (2000) study, the NSTs mentioned that grammatical knowledge is the main gap, as most of them did not really know grammar until they started teaching it.

Culture.

There are two aspects of culture: the first is related to the culture of the countries that speak the target language, and the other is the culture of the students themselves, especially concerning the roles of the student and teacher in that culture.

All studies agreed that NSTs were significantly superior in understanding the cultural aspect of the target language, teaching it, and conveying it to students.

On the other hand, NNSTs' knowledge of the student's culture and mother tongue is a strength, as it enables them to know the students' real needs and set realistic expectations for their performance (Medgyes, 1994). They can promote language learning more effectively because of their enhanced understanding of

students (Benke & Medgyes, 2005). In addition to their knowledge of the influence of the first language on the second language is their ability to remove the many doubts that students have about grammatical rules and vocabulary meanings (Lasagabaster & Sierra, 2005). Because they have gone through the same learning experience, they can identify linguistic and non-linguistic issues that could become obstacles for their students, and they teach students strategies that facilitate the learning process (Lasagabaster & Sierra, 2005). They are more understanding and supportive of students as they know the challenges associated with language learning (Medgyes, 1994; Pacek, 2005). In terms of working in the classroom environment, they share the students' perceptions of the roles of teacher and student because they come from the same cultural and educational background (Pacek, 2005). Due to their intimate knowledge of the local environment, NNSTs can prepare students for tests and can better detect cheating (Benke & Medgyes, 2005). So, the knowledge of the students' culture and first language is an important source of confidence in NNSTs (Lasagabaster & Sierra, 2005; Seidlhofer, 1999). On the other hand, in the case of NSTs, , due to the cultural and language differences between students and teachers, a communication gap often exists between them. During the ongoing discussions, NSTs tend to leave problems unexplained (Benke & Medgyes, 2005).

Considerations When Selecting Instructor.

Students Level.

Lasagabaster and Sierra (2005) recommended that NNSTs are more suitable for teaching specific levels. Llurda (2005b) stated that the practicum supervisors evaluated the performance of two hundred forty-two non-native English-speaking graduate students studying TESOL in thirty-two programs in the USA and Canada through a questionnaire. The result was that 90% of non-native speaker students were suitable to teach beginners and lower intermediate students, 77% for upper intermediate students, and 62% could teach advanced levels.

Teaching Context.

In Llurda's (2005b) previous study, practicum supervisors recommended that only 41% of NNS students were suitable for teaching English as a second language compared to 97% as a foreign language for the same sample. So the ideal situation is for NSTs to study in countries that speak the language to be taught while NNSTs study in their own country (Canagarajah, 2013; Pacek, 2005). When the student's goal is to integrate into society and understand its culture, NSTs are the ideal choice, but in foreign language teaching contexts that do not aim to integrate learners into a specific culture, NNSTs are an excellent choice (Llurda, 2005b).

Teachers' Perceptions of Themselves

The research on teachers' perceptions of themselves varied in terms of the tools used. Reves and Medgeys (1994) and Llurda and Huguet (2003) used the questionnaire, while Samimy and Brutt-Griffler (1999) and Inbar-Laurie (2005) used interviews in addition to the questionnaire to study the above-mentioned aspect. As for the participants, Reves and Medgeys (1994) and Inbar-Laurie (2005) compared perceptions of NSTs with NNSTs, while Lorda's study was limited to Native teachers, and in contrast, Samimy & Brutt-Griffler's (1999) study was on NNS graduate students in TESOL.

Reves and Medgeys (1994) conducted an international survey of 216 native and non-native English language teachers from ten nationalities with the aim of studying the following hypothesis: NS and NNS teachers differ in terms of their teaching practice. These differences in teaching practice are mainly due to their differing levels of language proficiency, and their knowledge of these differences affects the NNS teachers' "self-perception and teaching attitudes." The survey consisted of 23 items, 18 of which were directed to both groups equally, and five were directed to non-native-speaking teachers only. Most of the questions were closed and aimed to obtain personal information about the participants and their

teaching context. As for the open questions, they aimed to obtain the self-perceptions of the study individuals and their opinions about hypotheses.

68% of participants reported differences in teaching practices and 84% of NNST admitted to having language difficulties, but only 25% said their language difficulties did not have a negative impact on their teaching while the remaining non-native teachers (75%) reported that language difficulties affected their teaching. This proves that language proficiency affects teaching practices (Reves & Medgyes, 1994).

Llurda & Huguet (2003) adopted the same questionnaire from Reves and Medgyes (1994), but for the goal of measuring self-awareness for the NNST and to compare primary and secondary NNT teachers in terms of how the subjects perceived their own language skills, how these skills affected their teaching, and how the skills had evolved over time. The subjects' teaching ideology is expressed through their preferences for designing a language course and their goals as language teachers. One hundred and one teachers from Spain participated in the study, and the results were as follows: Secondary school teachers showed greater confidence in their skills than elementary school teachers, and although elementary school teachers admitted that they experienced difficulties in teaching the language, they did not attribute these difficulties to their level of proficiency in the language.

On the level of their preferences for designing a language course, 81.6% of primary school teachers chose communicative topics and functions as a foundation of the course, compared to only about 50% of secondary school teachers. 38% of secondary school teachers chose linguistic structures and developing habits. Regarding their opinion on the teaching goals and importance of teaching communicative strategies, almost all the primary teachers (97.2%) preferred communicative strategies, while only two-thirds of the secondary teachers did so.

In another study that combined questionnaires and interviews, Inbar-Laurie (2005) studied teachers' perceptions of themselves to investigate why some teachers perceived themselves as NS of English, and the effects of the native versus non-native distinction on the pedagogical perceptions. Then she sought to discover whether there were differences in their perceptions concerning the following factors: differences between NSTs and NNSTs, teaching and the status of English, language teaching and assessment methods, and to determine the impact of personal and professional backgrounds on teachers' perceptions. The study included 264 teachers, including 93 NSs and 171 NNSs. They were asked to answer the questionnaire, and then interviews were held with 9 of them.

Results indicated that the teachers' native speaker identity could be explained by nine variables, two of which could best predict this identity: having spoken English from the age of 0 to 6 and others' perception of them as native

speakers of English. Differences between NS and NNS teachers could be detected only in some categories, mainly the superiority of the NS teachers as espoused by the NS teachers themselves, and the degree of confidence in teaching specific language areas. On the other hand, NNSTs reclaim that they have better student-teacher relations and feel more confident as they can use students' L1, making teaching easier. No differences were found in perception categories relating to teaching and assessment practices, defining students' knowledge of English, the status of the English language, and teaching goals.

Samimy & Brutt-Griffler (1999) surveyed and interviewed 17 NNS graduate students who were either pursuing an MA or Ph.D. in TESOL at a university in the United States. The study's objectives were to find out how these graduate students perceive themselves as professionals in the field of teaching English and whether they believed that NSs and NNSs teach differently. And if so, what they thought those differences were and whether or not these NNS English teachers felt limited in their ability to teach.

Over two-thirds of the participants acknowledged that their language barriers had a somewhat significant impact on their teaching ability. Almost 90% of the participants said there was a difference between NS and NNS English teachers. The former group was noted for being informal, fluent, accurate, employing a variety of strategies, methods, and approaches, being adaptable, using

conversational English, understanding linguistic nuances, using authentic English, giving students positive feedback, and emphasizing communication over exam preparation as the main objective of their instruction. The perception of NNS English teachers included a heavy reliance on textbooks, the application of first- and second-language differences, the use of the first language as a medium of instruction, awareness of the psychological and negative transfer aspects of learning, sensitivity to the needs of students, increased efficiency, knowledge of the students' backgrounds, and a focus on exam preparation. They did not, however, view the NS instructors as being better than their NNS counterparts.

Chapter 3

Methodology

Chapter Overview

The purpose of this chapter is to describe the methodology for investigating ALF students' perceptions of NSTs' and NNSTs' teaching practices and to examine the effect of some variables such as gender, age, language proficiency level, cultural background, and the goal of learning on students' perceptions. This chapter will discuss the research design, the participants, the tools, the data collection, and the procedures utilized to answer the research questions of this research study.

Research Design

This study is a mixed-method study as Dörnyei (2011) and Perry (2014) illustrate, this study can be considered quantitative because it involves procedures that collect numerical data, which is then analyzed primarily by statistical methods. For example, it is quantitative in the sense that through the use of a 5-point Likert-type scale, students' responses are counted and converted into percentages and then compared using a t-test; however, the researcher will gather descriptive data from the questionnaire and semi-structured interview, which makes it a qualitative study as well. Perry (2014) defines triangulation as not being limited to only one procedure for gathering data. Rather, using a multi-procedural approach.

Triangulation increases the credibility of study findings (Dörnyei, 2011; Perry Jr,

2014). Using triangulation is helpful to reach more accurate results and facilitate

the interpretation of results.

This study follows an exploratory and explanatory design. It is exploratory

in nature because the study aims to investigate the differences between NSTs and

NNSTs and the effect of some variables, such as gender, level, and cultural

background, on students' perceptions. Furthermore, the study tries to explain the

reason behind these perceptions, which is explanatory from this side.

Participants

The participants are non-native, adult Arabic learners who have studied

Arabic for over a year with both NSTs and NNSTs to study the perceptions of AFL

students of NSTs and NNSTs. Then, the differences between participants'

demographics—nationality, gender, language proficiency level, and the purpose of

studying Arabic—will be compared to analyze their effect on those perceptions.

One hundred and seventy-three participants responded to the questionnaire,

including twenty-six on the electronic version and one hundred and forty-seven on

the printed versions. Their demographic information was as follows:

Nationality

I divided them into four main groups according to cultural similarity, especially

concerning educational systems

- Fifty-nine from Russia and Central Asia (Russia, Kazakhstan, Uzbekistan, Dagestan, Chechnya, Tajikistan, and Azerbaijan)

- Forty-three from Europe, North America, and Australia (United States, Britain, France, Belgium, Turkey, Australia, Bulgaria, Poland, Hungary, Finland, Sweden, Denmark, Serbia, Canada, Spain, and Mexico)

- Fourteen from Africa (Somalia, Cameroon, Guinea, and Nigeria)

- Fifty-seven from South and Southeast Asia (Indonesia, Pakistan, India, and Bangladesh)

Table 3.1

Participants nationalities distribution

country	Number of subjects	percentage
Russia and Central Asia	59	34.1 %
Europe, North America, and Australia	43	24.8 %
Africa	14	8.1 %
South and Southeast Asia	57	33 %
total	173	100 %

Gender and Age

Participants were distributed by gender into ninety-six males and seventy-seven females

Table 3.2

Participants gender distribution

Gender	Number of subjects	percentage
Males	96	55.5 %
Females	77	44.5 %
Total	173	100 %

Participants were distributed by age into forty-eight participants between eighteen and twenty years old, eighty-seven participants between twenty and thirty years old, and thirty-eight participants older than thirty years old.

Table 3.3

Participants age distribution

Age	Number of subjects	percentage
Between 18- 20 years	48	27.7 %
Between 20 - 30 years	87	50.2 %
Older than 30 years	38	22.1 %
Total	173	100 %

Language proficiency and Study purpose

Participants were distributed by language proficiency into seventy-six are beginners, eighty-two intermediate, and fifteen advanced.

Table 3.4

Participants language proficiency distribution

Language proficiency	Number of subjects	percentage
Beginners	76	43.9 %
Intermediate	82	47.4 %
Advanced	15	8.7 %
Total	173	100 %

Participants were distributed by studying Arabic language purpose into one hundred and thirty for religious purposes, thirty-three for learning about other cultures and a love of studying languages, and ten to get a job.

Table 3.5

Participants studying purpose distribution

Studying purpose	Number of subjects	percentage
Religious	130	75.1 %
Cultural	33	19 %
Job	10	5.9 %
Total	173	100 %

The researcher interviewed eight participants who volunteered to conduct the interview and completed the advantages and disadvantages part of the questionnaire. Their distribution was as follows: two from Uzbekistan, two from Indonesia, two from the United States, and two from Somalia. Concerning their ages, there were five participants between twenty and thirty years, and three were older than thirty. Concerning their linguistic level, three were beginners, three were intermediate, and two were advanced. As for gender, half of them were male, and half were female.

Instruments

Two instruments will be used to collect data: a questionnaire and interviews.

The Questionnaire

The questionnaire is adapted from the (Benke & Medgyes, 2005) study. As the purpose of this study is similar to the study of Benke and Medgyes (2005).

Medgyes is one of the pioneers in the field of studies about non-native teachers, and his writing has been important and foundational since he published his book in 1994, *Non-native Teacher,* making his study an important reference in the field. This study was conducted on 422 English language learners, all of whom were native speakers of Hungarian, who were selected based on their studies for at least one year with NSTs and

NNSTs. They were distributed as follows: 62.6% high school students, 28%

college and university students, and 8% private language school students.

65.4% are under 20 years old, 31% are between 20 and 30, and the

remaining are older than 30. On the linguistic level, 70% are intermediate

students and 24% are advanced students.

Medgyes and Benke used a questionnaire to gather their data. They

developed the statements of this questionnaire through the results of two previous

studies (Árva & Medgyes, 2000; Medgyes, 1994), and the statements were limited

to those related to teaching practices.

 Like Benke and Medgyes's questionnaire (2005), this questionnaire

consists of four parts. The first part is the introduction, which is a brief instruction

clarifying the important terms used throughout the survey (for example: NST,

NNST, etc.) and the purpose of the questionnaire. The second part asks about the

demographic information of the participants, including age, gender, nationality,

mother tongue, duration of studying the Arabic language in years, duration of

studying the Arabic language with NSTs and NNSTs, number of NSTs and NNSTs,

Arabic language proficiency level, and the purpose of studying Arabic language.

The third part comprises two identical lists of 23 closed statements regarding

practices in the classroom that relate to both NSTs and NNSTs. Participants were

tasked with ranking responses to each of these statements towards both types of

teachers using a five-point Likert-type scale. The ranking scale, 1 to 5, is as follows: 1-Strongly disagree, 2-Disagree, 3-Neither agree, nor disagree, 4-Agree, and 5-Strongly agree. The fourth part is determining the advantages and disadvantages of both NSTs and NNSTs. It comprises 11 closed statements. Participants were tasked with ranking responses to these statements using a five-point Likert-type scale. Following the closed questions, there will be open questions to help study participants freely mention their perceptions of the advantages and disadvantages of both NST and NNST.

The questionnaire was made available online in two languages: English and Arabic. It will be printed in three different copies: Arabic-English (Appendix A), Arabic-Indonesian, and Arabic-Russian. These languages were chosen to help retrieve a greater number of responses, as English is the most widely spoken language in the world, Indonesian and Russian have large numbers of Arabic language learners who have studied with NSTs and NNSTs, and Arabic, of course, will be suitable for some students who do not know any of the other three languages.

The purpose of using quantitative data collection, especially questionnaires, is to collect a large amount of data from participants quickly and precisely. Richard and Lockhart (1994) illustrate that it is helpful if the researcher is to assemble "information about affective dimensions of teaching and learning, such as beliefs,

attitudes, motivations, and preferences" (p.10), which is the core purpose of this research.

Semi-structured Interviews

After the questionnaire, I conducted semi-structured interviews with selected questionnaire respondents to enrich their answers to open-ended questions with more insights.

The questions for the semi-structured interview were written in English, Russian, Indonesian, and Arabic. Since asking students to answer in a specific language will be restrictive, the researcher allowed students to reply freely and spontaneously, taking notes with the help of one of the advanced students who spoke participants' languages (Indonesian and Russian). The researcher clarified that the information the participants provide is confidential and will not affect them negatively. This should help provide accurate results of students' perceptions.

The reason why the research encompassed qualitative data through one-on-one semi-structured interviews and the open questions in the questionnaire is to support the simple responses gathered from questionnaires and to triangulate the results of the interviews and the questionnaire.

Data Collection & Analysis Procedures

After preparing an electronic version of the questionnaire, it was published in many student groups on various social media platforms with a page at the end of

the questionnaire for those who want to volunteer for the interview to leave contact

information. Unfortunately, I did not receive a sufficient number of responses, so I

printed the questionnaire in the three languages mentioned previously, and I

collected data from the Lisan al-Arab Center for teaching Arabic to non-native

speakers in Madinat Nasr. As for Indonesian students, I reached them through two

female students studying at Al-Azhar University.

I distributed the questionnaire by hand, answered their questions, collected

copies, reviewed the responses, and selected twelve participants who agreed to

volunteer for the interview to conduct interviews with them.

The study incorporated content analysis and inferential analysis.

for quantitative data I used the two-tailed T-test to look into whether there is

any difference between the two groups of teachers and if other variables, such as

gender, impact students' perceptions. For other variables that contain more than

two categories, such as age, nationality, level of language proficiency, and the

purpose of studying the Arabic language, I used a one-way ANOVA test with Post

Hoc Tests to find out which of these categories are different from the other. On the

other hand, for qualitative data, content analysis was used to assess students'

responses. Color codes were employed in order to compile all similar responses

and patterns, which were analyzed later into themes. Color coding was revisited to

guarantee a precise classification of patterns and themes.

Chapter 4

Results and Discussion

This study aims to investigate AFL students' perceptions of NSTs' and NNSTs' teaching practices and examine the effect of variables such as gender, age, language proficiency level, nationality, and the goal of learning on students' perceptions. This chapter includes the results and the discussion of the data collected using the following instruments: questionnaire and semi-structured interviews.

Validity and Reliability

Validity refers to "the entire experimental concept and establishes whether the results obtained meet all of the requirements of the scientific research method" (Shuttleworth, 2008), which is divided into internal and external validity (Dörnyei, 2011). Dörnyei describes Internal Validity as the approximate truth about conclusions one comes to in the causes of certain outcomes. At the same time, External Validity examines the extent to which we can generalize our findings to a larger group, to other contexts, or at different times (2011, p. 52).

Many factors might have impacted internal validity, such as personal prejudice towards certain teachers, personality conflicts between learners and teachers, and external circumstances beyond their control. To reduce this impact to the minimum, the current study has chosen a relatively diverse group of

participants. They are from thirty-two countries and varied in age, gender, nationality, language level, and educational goals. In addition, accounted for those students who may produce biased responses. Another factor to increase internal validity was dividing the questionnaire statements into two sections, the first entirely about NNSTs and the second about NSTs. So, the participant does not compare one type of teacher to another but attempts to convey the practices of each category separately.

The diversity of participants in this study helps establish external validity so that the results can be generalized to similar contexts.

The most common method used for measuring reliability (internal consistency) is Cronbach's alpha. It is most frequently employed when we have multiple Likert questions in a questionnaire that form a scale and wish to determine if the scale is reliable. The value should be over 0.7 (Taber, 2018). When applying the Cronbach Alpha test to the questionnaire statements, the results were as follows

Table 4.1 Cronbach Alpha reliability test

section	Statement numbers	Cronbach Alpha
Non-native teachers	23	.963
Native teachers	23	.922
Advantages and disadvantages	11	.903

To further confirm, the researcher conducted a Cronbach alpha test for each statement to measure the extent of its correlation to the scale as a whole and the extent to which reliability increased when any statement was deleted from it. The result of the Cronbach alpha test was greater than or equal to the result of the questionnaire as a whole. To check the whole table (Appendix B). which indicates the high-reliability degree of the questionnaire as a whole and for each statement in it.

After ensuring the validity and reliability of the collected data, it was necessary to verify its normality by measuring the mean and standard deviation for each statement in the questionnaire. (Appendix C)

Results of research question one

This section mainly addresses the findings from the survey and interview that address the study's first question, "How do students of Arabic as a foreign language perceive NSs and NNS teachers' practices?". It illustrates how students view the teaching practices used by both native and non-native teachers. The tables below, where the p-value is p<0.05, displays the means and statistical significance between the two groups of teachers as reported by the students. There was a statistically significant difference between NSTs and NNSTs in all questionnaire statements in the first and second parts, except for one statement, "is impatient,"

where there were no statistically significant differences between the two groups of teachers. In the following tables, I will explain these differences.

Statements related to test analysis

Table 4.2 Analysis of statements related to tests

	Statement	N	NNSTs's mean score	NSTs's mean score	sig. (2-tailed)
2	is too harsh in marking	173	3.61	3.97	0.001
3	prepares learners well for the exam	173	3.79	4.27	0
8	sets a great number of tests	173	3.91	4.06	0.137
21	assesses my language knowledge realistically	173	3.86	4.03	0.066

There are four statements associated with tests. NSTs were better at preparing students for tests, contrary to what was stated in Benke and Medgyes's (2005) study, where they explained this by the NNSTs' knowledge of the students' local environment and the educational system. From my point of view, this difference is due to the nature of the participants in the two studies; as in Benke and Medgyes's (2005) study, the participants were school students whose exams are usually linked to a specific curriculum "achievement exams" and not their linguistic proficiency in general, in contrast to the tendency of the tests that the

students take in this study. Additionally, NSTs know the systems for exams, and thus prepare students better, if they are studying in their teachers' country which is the case with those participants.

One of the interview participants mentioned, "When I came to Egypt to join Al-Azhar University, I took a placement test that tested the four language skills on topics, some of which were new to me, and this was different from the tests I was taking in Indonesia. Although I was getting high grades on the tests in Indonesia, I failed this test." Then, I took a three-month course with an Egyptian teacher retook the test, and obtained the required score.

The NST was also better at realistically assessing the students' language knowledge and was too harsh in marking. This may be due to the linguistic level of NSTs, as they can better identify serious errors and those that can be ignored, in addition to their knowledge of errors that NNSTs may not notice.

Statements related to lesson planning analysis

Table 4.3 Analysis of statements related to lesson planning

	Statement	N	NNSTs's mean score	NSTs's mean score	sig. (2-tailed)
1	sticks more rigidly to lesson plan	173	4.02	3.52	0
11	is happy to improvise	173	3.74	4.13	0.001
15	relies heavily on the coursebook	173	3.79	3.95	0.191
16	prepares conscientiously for the lessons	173	4.05	3.75	0.015
19	assigns a lot of homework	173	3.8	4.05	0.021

As seen from the results, NNSTs stuck more rigidly to the lesson plan. This aligns with what one of the interviewees mentioned that teachers in his country adhere to one method in all their lessons. At the same time, NSTs sometimes change the method according to questions received from students. However, participants also mentioned that NSTs rely heavily on the coursebook. Some students mentioned in the advantages and disadvantages section of the questionnaire that NSTs only teach what is inside the book and do not give enough vocabulary practice. This contradicts what was mentioned in Arva and

Medgyes (2000) that native teachers utilize a wide range of activities, such as newspaper clippings, photocopies, posters, and realia, and rarely adhere strictly to the course book. Perhaps this can be attributed to the personal experience of learners with a particular teacher, especially considering that those students who mentioned this were beginners and had not studied with a large number of teachers.

Regarding homework, participants emphasized that NSTs assign a substantial amount of homework. For instance, one student at the Lisan Al Arab Center, while completing the questionnaire, called the teacher over. When the teacher approached, the student humorously emphasized the "Strongly Agree" option by repeatedly going over the check mark with a bold pen right before the teacher's eyes. In the interview, one of the participants stated, "NSTs do not consider us human beings, but rather they think that we are computers, and they do not take into account that we have a social life besides studying." This is due to NSTs' lack of knowledge of the difficulties faced by learners and their inability to accurately calculate the time required to complete homework assignments, often tending towards unrealistic expectations and deadlines. Because they lack sufficient awareness to realize these difficulties, NSTs are less sympathetic to students. Because NNSTs have gone through the same learning experience, they can identify linguistic and non-linguistic issues that could become obstacles for their students (Lasagabaster & Sierra, 2005). In other words, NNSTs are more

understanding and supportive of students as they are more familiar with the

challenges associated with language learning (Medgyes, 1994; Pacek, 2005).

Statements related to teaching methods analysis

Table 4.4 Analysis of statements related to teaching methods

	Statement	N	NNSTs's mean score	NSTs's mean score	sig. (2-tailed)
4	applies pair work regularly in class	173	3.67	4.05	0
5	applies group work regularly in class	173	3.68	3.87	0.11
6	prefers traditional forms of teaching	173	4.1	3.95	0.125
14	prefers teaching 'differently'	173	3.67	4.04	0.003
18	runs interesting classes	173	3.79	4.06	0.025
20	uses ample supplementary material (flashcard - presentations- posters - …)	173	3.95	4.04	0.379

Participants reported that NSTs apply pair and group work, teach differently,

run interesting classes, and use supplementary materials more than NNSTs. On the

other hand, NNSTs prefer traditional forms of teaching. This is aligned with Benke

and Medgyes's (2005); Brown (2013) as NNSTs, in general traditional in the

classroom and more demanding. Unlike NSTs, they are more outgoing, casual, and talkative. One interviewee mentioned that he feels more enjoyment in NSTs classes because they are new and different, while NNSTs classes are based on repeating.

Statements related to teachers' preferences and personal traits analysis

Table 4.5 Analysis of statements related to teachers' preferences and personal traits

	Statement	N	NNSTs's mean score	NSTs's mean score	sig. (2-tailed)
7	speaks most of the time during the lesson	173	3.67	3.86	0.074
9	directs me towards autonomous learning	173	3.79	4.18	0
10	is impatient	173	2.2	2.1	0.622
12	focuses primarily on speaking skills	173	3.78	4.12	0.001
13	puts more emphasis on grammar rules	173	4.17	3.77	0
17	corrects errors consistently	173	3.75	4.18	0
22	provides extensive information about the culture of Arabic-speaking countries	173	3.95	4.1	0.13
23	is interested in learners' opinion	173	3.94	4.1	0.105

As seen from the results, there were no statistically significant differences between NSTs and NNSTs in one statement in the questionnaire related to teachers' patience, as participants decided that both groups were patient.

NSTs focus primarily on speaking skills, while NNSTs put more emphasis on grammar rules. This is due to the superiority of NSTs in oral skills and the superiority of NNSTs in grammar. Considering that oral skills and pronunciation are the greatest weakness of NNSTs, and grammar is the greatest weakness of NSTs. So each of which resorts to its own safe haven (Árva & Medgyes, 2000; Barratt & Kontra, 2000; Benke & Medgyes, 2005; Lasagabaster & Sierra, 2005; Llurda, 2005b; Pacek, 2005). In the written part of the questionnaire, many students confirmed the superiority of NNSTs in grammar.

NSTs tended to correct errors more than NNSTs, contrary to what participants in Benke and Medgyes's (2005) study or classroom observation in Arva and Medgyes's (2000) study reported. They recorded videos of ten teachers, half NSTs and the other half NNSTs, and found that the NNSTs corrected errors more often. Speaking from the researcher's personal experience, this focus on error correction is due to how NSTs studied the Arabic language, especially regarding prescriptive grammar and correcting common errors, and their own previous and current professional background as proofreaders.

Although the NSTs provided more culture within the classroom than the NNSTs, the NNSTs mean was still high (3.95). This indicates that the NNSTs teach more culture in their classes. This may be due to the fact that the vast majority of the NNSTs of Arabic are Muslims, and when they talk about the Arab Islamic culture, they consider themselves part of this culture.

Miscellaneous statements analysis

Table 4.6

Analysis of miscellaneous statements

Miscellaneous statements	N	Mean	SD
A non-native teacher can give more help for a beginner	173	4.16	0.819
A native speaker teaches speaking skills/conversation more effectively	173	4	0.964
It does not matter what the teacher's native language is, the only thing that matters is how they teach.	173	4.12	0.91
In an ideal situation, both native and non-native teacher teach you	173	4.14	0.985
It is essential that everything should be in Arabic in an Arabic lesson,	173	3.16	0.881
A non-native speaker teaches writing skills more effectively	173	4.21	0.818

I wish I had only non-native teachers of Arabic.	173	2.15	0.814
There is no harm in the teacher using my native language every now and then	173	4.13	0.908
It is important that we should be able to translate	173	4.1	0.87
Native speakers should teach at a more advanced level.	173	4.08	0.905

As the previous table shows, the sentence "A non-native speaker teaches writing skills more effectively" was the highest mean score (4.21). This means that the overwhelming majority of students strongly agree with this statement. This is consistent with what was presented in the first chapter regarding writing skills. As Davies (1999) asserts, many native speakers lack precise writing skills and are acquired in an arduous manner, leaving native speakers practically on an equal footing with non-native speakers. Rajagopalan (2005) adds that reading and writing skills are not linked to a specific language, but rather, they are skills that cross linguistic boundaries. One of the interviewees mentioned that the NNSTs not only recognize the error like the NSTs, but they can also determine the cause of the error and treat it, because most errors in writing result from transferring the grammatical structure from the mother tongue. Another reported that NNSTs are able to predict mistakes before they happen and educate students about them. In

my view, NSTs lose a lot of their edge when we talk about writing in MSA because they do not acquire writing skills from the cradle, as with spoken dialects. In addition, based on the researcher's experience in the Egyptian educational system, local schools lack systematic methods with regard to teaching writing skills. On the other hand, NNSTs can transfer the skills they learned in writing in their mother tongue to Arabic, with the advantage of knowing why students make mistakes, as many of these errors stem from transfer from the mother tongue and NSTs personal experiences with them.

Then came the statement, "A non-native teacher can give more help for a beginner," with a mean score of 4.16. This is because they understand the student's native language and the influence of the L1 on the L2 (Lasagabaster & Sierra, 2005; Llurda, 2005b). In addition, NNSTs' knowledge of the student's culture and mother tongue is a strength, as it enables them to know the students' real needs and set realistic expectations for their performance (Medgyes, 1994). Because they have gone through the same learning experience, they can identify linguistic and non-linguistic issues that could become obstacles for their students, and they teach students strategies that facilitate the learning process (Lasagabaster & Sierra, 2005). They are more understanding and supportive of students as they know the challenges associated with language learning (Medgyes, 1994; Pacek, 2005). The impact of these features is greatest at the first levels of language learning. On the

other hand, due to the cultural and language differences between students and NSTs, a communication gap often exists between them. During the ongoing discussions, NSTs tend to leave problems unexplained (Benke & Medgyes, 2005).

The mean score of the statements "In an ideal situation, both native and non-native teacher teach you." (mean score 4.14) and "It does not matter what the teacher's native language is, the only thing that matters is how they teach." (mean score 4.12). The fact that the mean of both statements, indicates students' appreciation for both NSTS and NNSTs and they benefited from both. The most important consideration for students is teacher preparedness and aptitude for teaching. This is coordinated with Todd and Pojanapunya (2009) that effectiveness as a teacher is connected to additional factors like professionalism, commitment, and a readiness for continuous development and both NSTs and NNSTs should be treated equally.

This was followed by "A native speaker teaches speaking skills/conversation more effectively" and "Native speakers should teach at a more advanced level. " These statements with high means scores (4.08 and 4), respectively, confirm what was stated in previous research regarding students' preference for NSTs at higher levels (Lasagabaster & Sierra, 2005; Llurda, 2005b) and the observed superiority of NSTs in teaching oral skills as NNSTs face problems with pronunciation and maintaining a oral skills (Barratt & Kontra, 2000; Lasagabaster & Sierra, 2005;

Medgyes, 1994). Of course, the ability of NNSTs decreases at higher levels, where low-frequency vocabulary is abundant, and many lexical items are used with uncommon meanings, in addition to nuances between vocabulary.

After that, the two statements, "There is no harm in the teacher using my native language every now and then" with a mean score of 4.13, and "It is important that we should be able to translate" with a mean score of 4.1 indicate that students value teachers' knowledge of their mother tongue and their ability to explain certain vocabulary and structures in their mother tongue.

The students were neutral about the statement, "It is essential that everything should be in Arabic in an Arabic lesson" with a mean score of 3.16. The controversy over using only the target language in class was reflected in the written portion of the questionnaire and interviews, where some students expressed a preference for NSTs because they could not speak their mother tongue, offering them more exposure to the Arabic language; on the other hand, other participants considered it an advantage for NNSTs to know their mother tongue and explain in it.

Then, the statement "I wish I had only non-native teachers of Arabic." received the lowest mean score (2.15) among the statements to show their great appreciation of the NSTs.

Results of Research Question Two

In this part, I will address students' opinions on the advantages and disadvantages of both NSTs and NNSTs through the results of open questions at the end of the questionnaire and interviews that target each group's capability of addressing the various dimensions of language learning.

Vocabulary

A number of participants mentioned vocabulary as a strength for NSTs, especially for the following reasons. To start with "deep knowledge of low-frequency vocabulary." In addition to "connotations of words and phrases, including in which social situations it's most appropriate to use them." In contrast, NNSTs "Don't have as rich of a vocabulary (reservoir) to draw on." and "insufficient knowledge of specialized and low-frequency vocabulary" in addition to "They don't always intuitively know or understand the nuances" and " lack of vocabulary choice." This aligns with what was mentioned in the literature review that NSTs have greater knowledge of terminology and vocabulary (Barratt & Kontra, 2000; Lasagabaster & Sierra, 2005). Learning vocabulary is considered the most challenging element in language learning due to its vast size given that languages contain a vast number of words, requiring knowledge and use of a wide range of vocabulary to express ideas accurately and rapid changes compared to other language components such as phonetics, grammar, and morphology as

vocabulary changes over time due to social and technological developments, making it necessary to keep up with these changes and learn new words. Additionally, versatility in usage in light of the fact that some words may have multiple uses and appear in different contexts, increasing the challenge of understanding how to use them correctly and social context since some vocabulary may be linked to social context, and certain words may be inappropriate in specific situations or carry particular connotations. All these factors make vocabulary control extremely challenging for NNSTs.

Culture teaching

Students stated that NSTs "understand the culture, which is inherent to learning language, is better delivered by people intimately familiar with and connected to the culture." and they can give the students "good cultural immersion in the class." On the other hand, NNSTs "Lack of cultural knowledge." This harmonizes with the results of all researches and this is due to the fact that acquiring the cultural aspects of a foreign language can pose several challenges for learners including cultural differences, limited exposure, stereotypes and preconceptions, lack of cultural resources compared to language resources, and few of NNSTs had an opportunity to long cultural immersion.

Between Standard Arabic and Colloquial

Some students consider the knowledge of dialects to be a great advantage for NSTs as one of them mentioned that "Someone who grew up with the language is more familiar with vernacular and slang, so they are great in dialect courses." Another stated that "I want to learn multiple dialects. I think for sure.... a native is most suitable to teach a dialect (with all its idioms, collocations, etc...)." and it is considered as a weakness for NNSTs as they "may not have a large knowledge on Arabic dialects and informal language/slang."

On the contrary, some students whose goal is to learn only standard Arabic consider it a defect, as NSTs "may speak slang Arabic in the class." in addition to, "Not all of them know fusha." Thus this group considers the knowledge of standard Arabic at the expense of the dialect as an advantage for NNSTs as some mentioned, " they may know Fusha better" and "They focus on writing and reading and are great for fus-ha."

I have not come across research that addressed this point. Perhaps this issue is attributed to the nature of the Arabic language and its learners' needs, as the diversity of Arabic language levels and the presence of learners at these levels explain those results. There are learners who want to learn the classical language only without the need to learn conversation or colloquial language for these individuals, studying colloquial language is considered an additional burden with

no benefit in achieving their goal, which is understanding the heritage language. And there are those who want the language for communication with Arabic speakers, whether for study, work, or getting to know other cultures they need a living language used in everyday life.

oral skills and pronunciation

Students considered NSTs to have "accurate pronunciation" and "they choose interesting topics for conversation." On the other hand, NNSTs "can't model pronunciation as effectively", "in conversation they depend on translation," and "They are weaker in bringing a text to life and in conversational Arabic."

This matches up with what was mentioned in previous research on this point. NSTs are better at pronunciation and have improved students' listening skills (Barratt & Kontra, 2000; Lasagabaster & Sierra, 2005). This is clearly reflected in teaching oral skills classes and making students better able to speak (Benke & Medgyes, 2005). Speaking skills is considered one of the most challenging skills for non-native speakers, as they need to understand speech and respond relatively quickly. Most non-native speakers acknowledge shortcomings in this skill.

On the other hand, students mentioned some disadvantages for NSTs as they "sometimes speak fast." Thus, regarding speaking speed, NSTs may not be able to assess students' linguistic abilities accurately. Therefore, they often forget themselves and speak at an inappropriate speed for the students' level. Moreover,

NSTs may "emphasize speaking skills sometimes to the point where the other skills are completely neglected."

Because they excel in the speaking skill more than the other skills, they tend—perhaps unconsciously—to prioritize it over the rest of the language skills and components.

Metalinguistics Awareness and Teaching Grammar

Some students mentioned that " NNSTs can teach grammar better" and that NSTs have "insufficient metalinguistic awareness (phonology and morphology specifically)." But that deep grammatical knowledge is for NNSTs "Can be too heavy on grammar and usually very meticulous in error correction."

This aligns with the context of teaching English as a foreign language, as affirmed by Llurda (2005b), Lasagabaster and Sierra (2005), Barratt and Kontra (2000), Benke and Medhyes (2005) that NNSTs have a better linguistic awareness, they teach grammar in a more effective manner.

This may be attributed to the fact that a native speaker acquires the language unconsciously, without thinking about the changes that occur or its rules. In contrast, a non-native speaker spends a long time observing similar and different patterns, attempting to understand it. In addition to facing linguistic difficulties during language learning and knowing how to overcome them, and transfer their experience to others facing similar challenges.

Teaching in Arabic only

The students were divided over who saw not knowing the students' mother tongue as an advantage, as "you learn faster because you are exposed more to the Arabic language." Those who see the lack of knowledge of the student's mother tongue as a weakness mentioned some students among the disadvantages of NSTs "insufficient knowledge of English" and "Maybe they are not able to translate from Arabic to their students' language, which could be hard to teach them certain concepts at times." And NSTs "sometimes do not understand the questions directed to them."

In the EFL context, students consider the teacher's knowledge of the student's language to be an advantage (Medgyes, 1994), but excessive use of it is a drawback (Benke & Medgyes, 2005).

This largely aligns with the position of Arabic language learners, as they seek to benefit from the teacher's knowledge of their language without its dominance, which will reduce exposure to the Arabic language, thereby hindering learning and progress.

Students' proficiency level

Several students mentioned that NSTs "Can not relate to beginners," "May be challenging for early learners," "Could be confusing for beginners," and "You

can not understand words sometimes if you have no base of Arabic and will be lost in the class"

Lasagabaster and Sierra (2005), Llurda (2005b) have recommended that NNSTs are more suitable in their own countries, especially with beginner students.

This is prevalent in countries where a significant portion of the population does not speak English, considering it as one of the languages known by Arabic teachers, such as Asian countries. Therefore, we find that most Arabic language teachers in these countries are NNSTs.

Learning Experience and Transferring it

NSTs "Was born with language so may not understand the struggle in learning Arabic," and they "Have not gone through the learning process and can overlook the places where there will be difficulty. Have seen them often overestimate the abilities of their students because they don't really understand where their knowledge gaps are." while NNSTs "Have themselves gone through the process of learning Arabic and know best what strategies to use and what is most helpful from the perspective of a non-native."; "they know where you will get stuck and what will be most difficult, as well as what might be most important for you to learn going into the region." In addition "they know your struggles better coz they have been through it"

This aligns with what came in EFL context as NNSTs have gone through the same learning experience, they can identify linguistic and non-linguistic issues that could become obstacles for their students, and they teach students strategies that facilitate the learning process (Lasagabaster & Sierra, 2005). They are more understanding and supportive of students as they know the challenges associated with language learning (Medgyes, 1994; Pacek, 2005).

Therefore, NNSTs are more empathetic with students, know their capabilities better, and are more connected to their students. In contrast to NSTs, they assign more homework than some students can handle, as mentioned by some students earlier.

Discipline and organization

Students mentioned that NSTs "are more unorganized and less punctual" and "Usually less structured lesson plans, and your learning can be disrupted by many things going on in the class.". On the other hand, NNSTs are " more disciplined teachers."

Research in the EFL context has not addressed this point, and perhaps this is due to some individual experiences of students.

Making Mistakes

Students stated that "NSTs do not make mistakes" In contrast, NNSTs " may make some mistakes since it's not their mother tongue." one of the students

reported, "I have been taught to use words or phrases by non-native speakers that are considered incorrect or unacceptable for native speakers."

This is generally attributed to the difference in linguistic proficiency between NSTs and NNSTs, leading NNSTs to make some errors, especially during speaking. However, personally, I find that both groups make mistakes when speaking in 'Modern Standard Arabic.

Result of the Third Question

The third question is, "What other factors contribute to students' perceptions of how NSTs and NNSTs are different and similar? (gender, language proficiency, nationality, age, and purpose of study.)"

Gender

Just as there were statistically significant differences between NSTs and NNSTs in the group as a whole in most of the questionnaire statements, there are differences between male and female participants regarding most of the questionnaire statements.

Table 4.7

Mean and significant differences between genders

	Gender	N	Mean	Std. Deviation	Sig. (2-tailed)
Native statements	Male	96	3.9735	.52807	.000
	Female	77	4.3304	.53671	
Non-native statements	Male	96	3.6957	.78650	.009
	Female	77	4.0329	.54076	

It is noticeable from the previous table that the average for NSTs is higher than that of NNSTs for both males and females, as are the results for the group as a whole, but it is noted that the averages for females for the two groups of teachers (4.33 - 4.03) are higher than the averages for males for the two groups of teachers (3.97 - 3.69). As the Arabic language learners for religious purposes constitute the majority in this study, the differences between the opinions of male and female participants can be considered as differences between male and female teachers. This is because, in this category of learners, the teacher is of the same gender as the students, and there are no mixed-gender classes.

The table also shows that the differences between NSTs are larger than the differences between NNSTs, indicating the difference in the experience of these participants with native-speaker teachers, despite the fact that the overwhelming majority are of one nationality, which is Egyptian. Perhaps this is attributed to the nature of teachers for this category of students - those studying for religious

purposes - where they are predominantly prepared by more experienced teachers of the same gender. With the absence of teacher preparation programs in this field at the undergraduate level, the differences can be traced back to disparities between trainers fundamentally. This is regarding the survey statements related to NSTs.

Despite statistically significant differences in survey statements related to NNSTs between male and female participants, they are slightly less than those in NSTs statements. This may be attributed to the similarity in the teaching context, even if the participants come from different countries. They often study in mosques or schools attached to mosques in their countries, such as in Russia, Central Asia, and Southeast and South Asia.

In about half of the statements (5 out of 11 sentences) associated with participants theoretical perspectives and beliefs about NSTs and NNSTs, there were no statistically significant differences between the male and female participant groups, indicating a greater agreement in students' theoretical perspectives and beliefs regarding NSTs and NNSTs.

It is largely in line with what was found in the EFL context, indicating a similarity in the theoretical perceptions and beliefs among students studying different languages, greater than the similarity in teaching practices from the students' perspective.

The following table shows the statements that male and female participants

agreed on.

Table 4.8

Statements in which there are no statistical differences between male and female

participants

Category	Statement number	statement	Males mean	Females mean	Sig. (2-tailed)	differences
Statements about NSTs	4	applies pair work regularly in class	4.04	4.09	0.696	No difference
	10	is impatient	2.15	2.11	0.745	No difference
	7	speaks most of the time during the lesson	3.82	3.98	0.352	Low difference
	8	sets a great number of tests	4.02	4.2	0.304	Low difference
Statements about NNSTs	1	sticks more rigidly to lesson plan	3.51	3.56	0.812	No difference
	2	is too harsh in marking	3.6	3.64	0.81	No difference
	10	is impatient	2.1	2.16	.8	No difference
	12	focuses primarily on speaking skills	3.76	3.84	0.601	No difference
	14	prefers teaching 'differently'	3.64	3.76	0.55	No difference
	13	puts more emphasis on grammar rules	3.72	3.91	0.315	Low difference
	3	It does not matter what the teacher's native language is, the only thing that matters is how they teach.	4.15	4.04	0.517	No difference
	6	A non-native speaker teaches	4.2	4.24	0.778	No difference

miscellane ous statements		writing skills more effectively				
	7	I wish I had only non-native teachers of Arabic.	2.05	2.2	0.74	No difference
	8	There is no harm in the teacher using my native language every now and then	4.11	4.2	0.583	No difference
	9	It is important that we should be able to translate	4.12	4.07	0.751	No difference

Note: when the Sig.(2-tailed) value is closer to 0, the difference is big. When it is 0.5 or more, it means no difference. When it is closer to 0.5 means, there is a difference, but it is not big

Based on the information in the table, the researcher deduces that participants exhibit a higher level of consensus regarding their beliefs about NSTs and NNSTs than their consensus on their perception of teachers' practices. Furthermore, participants have a stronger agreement regarding NNSTs than their agreement on NSTs.

Age

Participants were distributed by age into forty-eight participants (27.7 %) between eighteen and twenty years old, eighty-seven participants (50.2 %) between twenty and thirty years old, and thirty-eight participants (22.1 %) older than thirty.

Because age is divided into more than two categories (3 categories), the researcher will use one-way ANOVA analysis to see if the groups have statistically significant differences.

table 4.9 Anova analysis for age groups

		Sum of Squares	df	Mean Square	F	Sig.
Native statements	Between Groups	5.494	2	2.747	9.970	.000
	Within Groups	46.838	170	.276		
	Total	52.331	172			
Non-native statements	Between Groups	2.842	2	1.421	2.616	.076
	Within Groups	92.369	170	.543		
	Total	95.212	172			

From the preceding table, it is evident that there are statistically significant differences in students' opinions based on their age. The percentage of their disagreement regarding statements related to NSTs is greater than statements related to NNSTs. My interpretation of this is the same as previously mentioned regarding gender, where the teaching context is similar in countries where students study for religious purposes. Additionally, the absence of bachelor's programs in Egypt in this specialization - teaching Arabic to non-native speakers - contributes to the variation among trainers. Each one endeavors according to their own vision and personal experience. However, there remain significant differences in all sections of the questionnaire.

When we discover a statistically significant finding and seek to ascertain the trustworthy source of our differences, we employ a post hoc test (Loewenthal &

Lewis, 2020). In other words, A post-hoc test is done to determine precisely which groups vary from one another in each questionnaire statement. Therefore, another name for these tests is multiple comparison tests. From the post-hoc test (Appendix D), it is noticeable that there is a convergence of the two groups between 18 and 20 years and between 20 and 30 years in the results, where there are no statistically significant differences between them, unlike the group older than 30 years.

Nationality

The participants were from 31 nationalities. I divided them into four main groups according to cultural similarity, especially in educational systems. First, Russia and Central Asia, seven countries, fifty-nine participants (34.1 %). Second, Europe, North America, and Australia, sixteen countries, Forty-three participants (24.8 %). Third, Africa had four countries and fourteen participants (8.1 %). Fourth, South and Southeast Asia, four countries, fifty-seven participants (33 %).

As nationality is divided into more than two categories (4 categories), the researcher will use one-way ANOVA analysis to see if the groups have statistically significant differences.

table 4.10

Anova analysis for nationality groups

		Sum of Squares	df	Mean Square	F	Sig.
NATIVE	Between Groups	13.779	3	4.593	20.135	.000
	Within Groups	38.552	169	.228		
	Total	52.331	172			
NONATIVE	Between Groups	26.719	3	8.906	21.976	.000
	Within Groups	68.492	169	.405		
	Total	95.212	172			

From the previous table, we see that there are statistically significant differences in the opinions of students returning to their nationality. It is greater than the difference due to age in both sections (Native statements and non-native statements).

Through the results of the post hoc test (Appendix E), the researcher noted that there were statistically significant differences between the four groups and each other, except for (Russia and Central Asia) and (South and Southeast Asia). This may be due to the similarities between the students in these two groups regarding the goal of studying the Arabic language and the methods of teaching NNSTs, as well as their attending the same institutes to study the Arabic language here in Egypt.

Language proficiency level

Seventy-six participants from the beginner level (43.9%), eighty-two from the intermediate level (47.4%), and fifteen from the advanced level (8.7%) participated in this study. As language proficiency level is divided into more than two categories (3 categories), the researcher will use one-way ANOVA analysis to see if the groups have statistically significant differences.

table 4.11

Anova analysis for language proficiency level groups

		Sum of Squares	df	Mean Square	F	Sig.
Native statements	Between Groups	4.584	2	2.292	8.160	.000
	Within Groups	47.747	170	.281		
	Total	52.331	172			
Non-native statements	Between Groups	8.522	2	4.261	8.356	.000
	Within Groups	86.690	170	.510		
	Total	95.212	172			

From the previous table, we see that there are statistically significant differences in the opinions of students returns into their proficiency level.

Through the Post Hoc test (Appendix F), we see that despite the difference between the three proficiency levels, the opinions of students from the beginner and intermediate levels are closer to each other, unlike the opinions of students from the advanced level, which are different. As proficiency advances, the learner's

perception and understanding of the language become broader, thus widening the gap in students' opinions between advanced levels more than between beginner and intermediate levels.

The purpose of language study

The study participants pursued various objectives in learning the Arabic language. The majority, accounting for one hundred and thirty participants (75.1%), were engaged in religious studies. Following them were thirty-three participants (19%) studying for cultural purposes, and finally, ten participants (5.9%) were pursuing Arabic language studies for career-related reasons.

As the purpose of studying the Arabic language is divided into more than two categories (3 categories), the researcher will use one-way ANOVA analysis to see if the groups have statistically significant differences.

table 4.12

Anova analysis for the purpose of language study groups

		Sum of Squares	df	Mean Square	F	Sig.
Native statements	Between Groups	5.173	2	2.587	9.324	.000
	Within Groups	47.158	170	.277		
	Total	52.331	172			
No-native statements	Between Groups	5.185	2	2.593	4.896	.009
	Within Groups	90.027	170	.530		
	Total	95.212	172			

From the previous table, we see that there are statistically significant differences in the opinions of students according to their purpose of language study. Although there are differences in students' opinions for both the NSTs and NNSTs statements, the agreement in the NNSTs statements is greater.

Through the Post Hoc test (Appendix G), we see that despite the differences between the three purposes of study, the opinions of students who study for religious purposes and those who study for cultural purposes are closer to each other, unlike the opinions of students who study for career purposes, which are different.

Chapter 5

Conclusion

Chapter overview

This chapter will include a summary of the study results, most important

findings, pedagogical implications, limitations and delimitations, and further

research.

Summary

In this project, the researcher answered three questions:

First, How do students of Arabic as a foreign language perceive NSs and NNS

teachers' practices? Data extracted from one hundred and seventy-three

questionnaires and eight interviews showed statistically significant differences

between the two groups of teachers in every statement in the questionnaire except

for one statement "is empatint".

Second, what are the advantages and disadvantages of NSTs and NNSTs from the

students' point of view? Both groups had advantages and disadvantages. regarding

NSTs, the most important advantage was a deep knowledge of vocabulary and

expressions, the appropriate contexts for their use, and the nuances between them.

Knowledge of the culture of Arabic-speaking countries in addition to teaching oral

skills, accurate pronunciation, and the ability to teach advanced students. As for

their shortcomings, the most prominent of them was their lack of experience in

learning the Arabic language as a foreign language so they are not familiar with the linguistic and non-linguistic problems that students face and how to solve them, and their lack of knowledge of the students' culture, in addition to their lack of good knowledge of grammar. In addition to the difficulties they face in teaching beginners and understanding their questions, they are also disorganized and less disciplined.

Regarding the NNSTs, their advantages was that they knew the students' culture and that they represented a role model that could encourage the students, and because they had gone through the learning experience, they knew the problems and ways to solve them. They also have a deep knowledge of grammar, are more capable of teaching beginners, more capable of teaching writing, and are more disciplined and organized. Their disadvantages are their lack of knowledge of low-frequency vocabulary, its nuances, and the cultural knowledge that allows them to teach it. In addition to their lack of fluency in oral skills and accurate pronunciation. And they make mistakes sometimes.

There were some points of disagreement among the participants. Some considered them advantages, while others considered them disadvantages. For example, the ability to speak dialects was considered by some to be an advantage that NNSTs do not have, while there were those who considered it a defect because in standard Arabic lessons the teachers use it a lot. Another point was knowing the

student's mother tongue. Although it was considered an advantage in research conducted in the context of EFL, some students considered the teacher's lack of knowledge of the students' language an advantage so that they would be more exposed to the Arabic language.

Regarding the-third question, what other factors contribute to students' perceptions of how NS and NNS are different and similar? (gender, language proficiency, nationality, age and, purpose of study.).

There were statistically significant differences due to the gender of the participants, as females tended to give higher ratings to both groups of teachers, except in the part related to their personal opinions (miscellaneous statements). There were no statistically significant differences.

Regarding age, there were statistically significant differences between the three age groups. For both NSTs' and NNSTs' statements, however, the differences are greater in NSTs' statements.

As well as nationality, with a convergence in the opinions of participants from (Russia and Central Asia) and (South and Southeast Asia), in addition to differences due to the linguistic level, with a convergence between the beginner and intermediate levels. There were statistically significant differences due to the purpose of studying the language, with a convergence between students for religious and cultural purposes.

Although the students' opinions differed based on all the variables studied, their differences regarding the statements of NSTs were greater than the statements of NNSTs, despite the differences in the countries from which they came, and that the overwhelming majority of them had their teachers, NSTs, from Egypt.

Regarding the hypothesis there were four hypotheses in this project, All study hypotheses were confirmed.

Most important findings

1. There are differences between NSTs and NNSTs from the students' perspective in teaching practices.

2. Each of the two groups of teachers (NSs and NNSs) has its own advantages and disadvantages.

3. Students appreciate both NSTs and NNSTs and value the role of each in their educational journey.

4. There are differences between male and female teachers in both groups.

5. The differences among NSTs are greater than those among NNSTs despite the diversity in their countries of origin.

6. There are differences in students' opinions regarding their gender, age, nationality, linguistic proficiency, and the purpose of their studies.

7. The differences in theoretical perceptions and beliefs regarding NSTs and NNSTs are much less than their teaching practices.

pedagogical implications

For teachers

Teachers can identify students' preferences, what they consider as strengths or weaknesses, and then improve the areas of deficiency they may be facing. Moreover, understanding students' opinions and working on the points they mentioned can strengthen the bonds between teachers and students.

Regarding NSTs, they should focus more on studying grammar in a way that suits NNSs, as well as increasing linguistic awareness. Additionally, delving deeper into understanding the students' culture, especially regarding the roles of the teacher and the student. Also, learning writing teaching methods and giving more attention to studies on errors correction is crucial.

For NNSTs, it is essential for them to expand their knowledge of specialized and less frequent vocabulary, especially those within the scope of their students' interests. In addition, they should focus on understanding contexts and subtle differences between those words. Also, they should allocate time and effort to both pronunciation and oral skills, as well as gain cultural knowledge about Arab countries, especially if their students' goal is to integrate into Arab societies.

Teachers should acquire extensive information about their students, especially regarding their purpose of studying Arabic. This is essential for designing an educational experience tailored to this student needs.

Teacher preparation programs

Based on the results of this study, teacher preparation programs can be modified according to students notes about advantages and disadvantages of NSTs and NNSTs, whether training courses, undergraduate programs, or postgraduate programs for both NSTs and NNSTs.

Curriculum developers

Curriculum developers can leverage students' preferences to create curricula and activities that align with the aspirations of these students.

Limitations and delimitations

The aim of this study is to investigate the differences in teaching practices between NSTs and NNSTs. In addition to knowing the effect of variables such as gender, language proficiency level, cultural background, and learning goal on students' perceptions of NSTs and NNST. However, checking the effectiveness of those teaching practices was not the main scope of this paper.

I used surveys and interviews with students to gather information based on their perceptions. I did not conduct surveys or interviews with teachers because it was beyond the scope of the study. Additionally, classroom observations were not included due to time constraints and the difficulty of accessing non-Arabic-speaking teachers in Egypt.

Most participants in this study study Arabic for religious purposes, making it difficult to generalize the results to dissimilar contexts.

This is the first study on this topic in the context of AFL, so there are no similar data for comparison with the data and results of this study.

Research on this topic in the EFL context has not addressed the issue of diglossia, so there is no data that I can compare with the results of this study.

This research is the first of its kind on this topic, studying the impact of variables such as gender, age, nationality, language proficiency, and study purpose on students' opinions. Therefore, there are no data from previous studies that can be compared with the results of this study.

Further Studies

To the best of the researcher's knowledge, this topic has not been studied in any aspect of teaching Arabic as a foreign language. Thus, it opens the door to more studies in the context of AFL, including but not limited to:

- Teaching differences between NSTs and NNSTs, whether by observation in the classroom, students' perceptions, or the teachers' perceptions themselves, and the similarities and differences between the perceptions of students and teachers.

- Other factors affecting students' perceptions regarding NSTs and NNSTs

- Characteristics of non-Arabic speaking teachers

- Discourse analysis in class

- Teachers' ability to predict the difficulties faced by students

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Appendix A

استبانة حول تصورات الطلاب عن مدرسين اللغة العربية لغير الناطقين بها (المدرسين الناطقين باللغة العربية و المدرسين غير الناطقين باللغة العربية)

A questionnaire about students perceptions of Arabic as a foreign language teachers (Native teachers and non-native teachers)

موافقة consent

عزيزي المشارك

أود في هذه الاستبانة الحصول على معلومات حول اتجاهات دارسي اللغة العربية من غير الناطقين بها تجاه مدرسي اللغة العربية الناطقين وغير الناطقين بها. وأنا مهتم بالتعرف على الفروقات بين المدرسين الناطقين وغير الناطقين بالعربية من وجهة نظر المتعلمين. الرجاء تعبئة الاستبانة من خلال وضع دائرة حول الإجابة المناسبة واستكمال الأسئلة في الجزء الأخير، حيث لن تستغرق الإجابة على الأسئلة أكثر من 15 دقيقة، الاستبانة بلا أسماء، وسيتم التعامل مع كافة البيانات بسرية تامة، لكني سأكون سعيدا لمشاركة النتائج التي سأحصل عليها. شاكر لك مساعدتك.

Dear Participant, With this survey, I would like to obtain information on the attitudes of non-native Arabic students toward native and non-native teachers of Arabic. I am interested in learning about the differences between native and non-native teachers as perceived by the AFL learners. Please fill in the questionnaire by circling the appropriate answers and complete the questions in the final part. It will not take more than 15 minutes to answer the questions. The questionnaire is anonymous. All data will be handled confidentially.

	Circle one of them
I agree to participate in the survey أوافق على الاشتراك في الاستبانة	X ✓

Name

Signature

Personal information البيانات الشخصية

Enter your personal data

Note: This data will not be used for any purpose other than scientific research

اكتب بياناتك الشخصية

ملحوظة: لن تستخدم هذه البيانات لأي غرض غير البحث العلمي

Age	Less than 20 years أقل من 20	Between 20 to 30 years بين 20 – 30 سنة	More than 30 years اكبر من 30 سنة
Gender	ذكر Male		أنثى Female
Nationality and mother tongue الجنسية واللغة الأم			
Years of Arabic study (approximately) (عدد سنوات دراسة اللغة العربية (تقريبا			
The number of native teachers (Arabs) that you studied with them (approximately) (عدد المدرسين العرب الذين درست معهم (تقريبا			
The number of native teachers (Arabs) that you studied with them (approximately) (عدد المدرسين العرب الذين درست معهم (تقريبا			
Level of language proficiency مستواك اللغوي	Beginner مبتدئ	Intermediate متوسط	Advanced متقدم
The purpose of studying Arabic			

	الهدف من دراسة اللغة العربية	

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حول المدرسين غير الناطقين بالعربية

الرجاء تحديد ما إذا كانت العبارات الآتية صحيحة بشأن **مدرسي اللغة العربية من غير الناطقين (مدرسي اللغة العربية من غير العرب)** بها لديك مع الإشارة إلى أي مدى تتفق أو لا تتفق معها:

1 - لا أوافق بشدة   2 - لا أوافق   3- محايد   4 - أوافق   5- أوافق بشدة

</div>

Non-native teachers

On non-native teachers, Please decide whether the following statements are typically true of your **non-native teachers of Arabic** and indicate the extent to which you agree with them.

1- Strongly disagree   2-Disagree   3- Neither agree nor disagree

4- Agree   5-Strongly agree

1	NN Ts	sticks more rigidly to lesson plan يلتزم حرفيا بخطة الدرس	1	2	3	4	5
2	NN Ts	is too harsh in marking صارم جدا في وضع الدرجات	1	2	3	4	5
3	NN Ts	prepares learners well for the exam يهيئ المتعلمين للامتحان بشكل جيد	1	2	3	4	5
4	NN Ts	applies pair work regularly in class يعمل الطلاب في ثنائيات بشكل منتظم في الصف	1	2	3	4	5
5	NN Ts	applies group work regularly in class يعمل الطلاب في مجموعات بشكل منتظم في الصف	1	2	3	4	5
6	NN Ts	prefers traditional forms of teaching يفضل أشكال التدريس التقليدية	1	2	3	4	5
7	NN Ts	speaks most of the time during the lesson يتكلم معظم الوقت أثناء الدرس	1	2	3	4	5
8	NN Ts	sets a great number of tests يضع عددا كبيرا من الامتحانات	1	2	3	4	5
9	NN Ts	directs me towards autonomous learning يوجهني نحو التعلم الذاتي	1	2	3	4	5

10	NN Ts	is impatient غير صبور	1	2	3	4	5
11	NN Ts	is happy to improvise يرتجل كثيرا أثناء الدرس	1	2	3	4	5
12	NN Ts	focuses primarily on speaking skills يركز على مهارات المحادثة بشكل رئيسي	1	2	3	4	5
13	NN Ts	puts more emphasis on grammar rules يشدد كثيرا على القواعد النحوية	1	2	3	4	5
14	NN Ts	prefers teaching 'differently' يفضل التدريس بشكل مختلف	1	2	3	4	5
15	NN Ts	relies heavily on the course book يعتمد كثيرا على الكتاب المقرر	1	2	3	4	5
16	NN Ts	prepares conscientiously for the lessons يحضر دروسه جيدا	1	2	3	4	5
17	NN Ts	corrects errors consistently يصحح الأخطاء دائما	1	2	3	4	5
18	NN Ts	runs interesting classes يدير الحصة بطريقة شيقة	1	2	3	4	5
19	NN Ts	assigns a lot of homework يعطي الكثير من الواجبات المنزلية	1	2	3	4	5
20	NN Ts	uses ample supplementary material (flashcard - presentations- posters - …) يستخدم مواد تكميلية في الدرس بكثرة (ملصقات، كروت، ...)	1	2	3	4	5
21	NN Ts	assesses my language knowledge realistically يُقَيِّم معرفتي اللغوية بشكل واقعي	1	2	3	4	5
22	NN Ts	provides extensive information about the culture of Arabic-speaking countries يقدم معلومات شاملة حول ثقافة البلدان الناطقة بالعربية	1	2	3	4	5
23	NN Ts	is interested in learners' opinion مهتم برأي المعلمين	1	2	3	4	5

حول المدرسين الناطقين بالعربية

الرجاء تحديد ما إذا كانت العبارات الآتية صحيحة بشأن **مدرسي اللغة العربية من الناطقين (مدرسي اللغة العربية من العرب)** بها لديك مع الإشارة إلى أي مدى تتفق أو لا تتفق معها:

1 - لا أوافق بشدة   2 - لا أوافق   3- محايد   4 - أوافق   5- أوافق بشدة

Native teachers

On native teachers, Please decide whether the following statements are typically true of your **native teachers of Arabic** and indicate the extent to which you agree with them.

1- Strongly disagree   2-Disagree   3- Neither agree nor disagree

4- Agree   5-Strongly agree

1	N Ts	sticks more rigidly to lesson plan يلتزم حرفيا بخطة الدرس	1	2	3	4	5
2	N Ts	is too harsh in marking صارم جدا في وضع الدرجات	1	2	3	4	5
3	N Ts	prepares learners well for the exam يهيئ المتعلمين للامتحان بشكل جيد	1	2	3	4	5
4	N Ts	applies pair work regularly in class يعمل الطلاب في ثنائيات بشكل منتظم في الصف	1	2	3	4	5
5	N Ts	applies group work regularly in class يعمل الطلاب في مجموعات بشكل منتظم في الصف	1	2	3	4	5
6	N Ts	prefers traditional forms of teaching يفضل أشكال التدريس التقليدية	1	2	3	4	5
7	N Ts	speaks most of the time during the lesson يتكلم معظم الوقت أثناء الدرس	1	2	3	4	5
8	N Ts	sets a great number of tests يضع عددا كبيرا من الامتحانات	1	2	3	4	5
9	N Ts	directs me towards autonomous learning يوجهني نحو التعلم الذاتي	1	2	3	4	5
10	N Ts	is impatient غير صبور	1	2	3	4	5

11	N Ts	is happy to improvise يرتجل كثيرا أثناء الدرس	1	2	3	4	5
12	N Ts	focuses primarily on speaking skills يركز على مهارات المحادثة بشكل رئيسي	1	2	3	4	5
13	N Ts	puts more emphasis on grammar rules يشدد كثيرا على القواعد النحوية	1	2	3	4	5
14	N Ts	prefers teaching 'differently' يفضل التدريس بشكل مختلف	1	2	3	4	5
15	N Ts	relies heavily on the course book يعتمد كثيرا على الكتاب المقرر	1	2	3	4	5
16	N Ts	prepares conscientiously for the lessons يحضر دروسه جيدا	1	2	3	4	5
17	N Ts	corrects errors consistently يصحح الأخطاء دائما	1	2	3	4	5
18	N Ts	runs interesting classes يدير الحصة بطريقة شيقة	1	2	3	4	5
19	N Ts	assigns a lot of homework يعطي الكثير من الواجبات المنزلية	1	2	3	4	5
20	N Ts	uses ample supplementary material (flashcard - presentations- posters - …) يستخدم مواد تكميلية في الدرس بكثرة (ملصقات، كروت، ...)	1	2	3	4	5
21	N Ts	assesses my language knowledge realistically يُقَيِّم معرفتي اللغوية بشكل واقعي	1	2	3	4	5
22	N Ts	provides extensive information about the culture of Arabic-speaking countries يقدم معلومات شاملة حول ثقافة البلدان الناطقة بالعربية	1	2	3	4	5
23	N Ts	is interested in learners' opinion مهتم برأي المعلمين	1	2	3	4	5

من فضلك بين مدى اتفاقك مع العبارات التالية

1 - لا أوافق بشدة   2 - لا أوافق   3- محايد   4 – أوافق   5- أوافق بشدة

Please indicate the extent to which you agree with the following statements.

1- Strongly disagree / 2-Disagree/ 3- Neither agree nor disagree/ 4- Agree / 5-Strongly agree

1	A non-native teacher can give more help for a beginner يمكن للمدرس غير الناطق باللغة تقديم مساعدة أكبر للطالب المبتدئ	1	2	3	4	5
2	A native speaker teaches speaking skills/conversation more effectively الناطق باللغة يدرس مهارات الكلام / المحادثة بشكل أكثر فاعلية	1	2	3	4	5
3	It does not matter what the teacher's native language is, the only thing that matters is how they teach. لا يهم ماهية اللغة الأصلية للمدرس، الشيء الوحيد المهم هو كيفية تدريسيه	1	2	3	4	5
4	In an ideal situation, both native and non-native teacher teach you في الوضع المثالي سوف أدرس مع كليهما في نفس الوقت (المدرس الناطق باللغة وغير الناطق باللغة)	1	2	3	4	5
5	It is essential that everything should be in Arabic in an Arabic lesson, من الضروري أن يكون كل شيء باللغة العربية أثناء درس اللغة العربية	1	2	3	4	5
6	A non-native speaker teaches writing skills more effectively غير الناطق باللغة يدرس مهارات الكتابة بشكل أكثر فاعلية	1	2	3	4	5
7	I wish I had only non-native teachers of Arabic. أتمنى لو كان كل المدرسين من غير الناطقين باللغة العربية	1	2	3	4	5
8	There is no harm in the teacher using my native language every now and then لا مشكلة في استخدام المدرس للغتي الأم باستمرار	1	2	3	4	5
9	It is important that we should be able to translate من المهم أن أكون قادرا على الترجمة	1	2	3	4	5
10	Native speakers should teach at a more advanced level. يجب أن يدرس المدرسون الناطقين باللغة المستويات المتقدمة	1	2	3	4	5
11	I would be ready to trade a non-native teacher for a native any time أريد مبادلة المدرسين غير الناطقين باللغة بمدرسين ناطقين باللغة	1	2	3	4	5

Please list some advantages and disadvantages emerging from being taught by a native and a non-native teacher.

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من فضلك اذكر بعض الإيجابيات والسلبيات للدراسة مع مدرسين ناطقين وغير ناطقين باللغة العربية

</div>

الايجابيات advantages	
	ناطق باللغة العربية Native speaker teachers
	غير ناطق باللغة العربية Non-native speaker teachers

السلبيات disadvantages	
	ناطق باللغة العربية Native speaker teachers
	غير ناطق باللغة العربية Non-native speaker teachers

The researcher would like to interview some volunteers via Zoom to talk about the advantages and disadvantages of studying with native teachers and non-native teachers. If you wish, please complete your information below.

يرغب الباحث في إجراء بعض المقابلات مع بعض المتطوعين عبر زوم للحديث حول مميزات وعيوب دراسة اللغة العربية مع مدرسين عرب ومدرسين غير عرب. إذا كنت ترغب في التطوع سجل بياناتك في الأسفل

الإيميل e-mail	الاسم Name

Appendix B

Cronbach alpha test for each statement to measure the extent of its

correlation to the scale as a whole and the extent to which reliability increased

when any statement was deleted from it. To delete a statment (Cronbach's Alpha if

Item Deleted) should be higher the total value showen in table 4.1 and (Corrected

Item-Total Correlation) should be less than .3

     1. Non-native speaker teachers

Statments	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
sticks more rigidly to lesson plan	83.50	275.879	.447	.964
is too harsh in marking	83.40	273.707	.539	.963
prepares learners well for the exam	83.23	270.969	.670	.962
applies pair work regularly in class	83.35	271.030	.639	.962
applies group work regularly in class	83.34	268.643	.663	.962
prefers traditional forms of teaching	83.07	268.344	.711	.961
speaks most of the time during the lesson	83.35	270.902	.675	.962
sets a great number of tests	83.11	271.017	.711	.961
directs me towards autonomous learning	83.23	263.885	.819	.960
is impatient	83.12	268.944	.746	.961
is happy to improvise	83.28	265.516	.776	.961
focuses primarily on speaking skills	83.24	267.112	.798	.960
puts more emphasis on grammar rules	83.25	262.665	.811	.960
prefers teaching 'differently'	83.35	265.135	.735	.961
relies heavily on the coursebook	83.23	262.981	.809	.960
prepares conscientiously for the lessons	83.27	265.280	.754	.961
corrects errors consistently	83.27	265.408	.758	.961
runs interesting classes	83.23	265.524	.782	.961
assigns a lot of homework	83.22	268.626	.768	.961
uses ample supplementary material (flashcard - presentations- posters - …)	83.06	269.502	.750	.961
assesses my language knowledge realistically	83.16	269.958	.700	.961
provides extensive information about the culture of Arabic-speaking countries	83.06	271.106	.689	.962
is interested in learners' opinion	83.08	270.447	.710	.961

2. Native-speaker teachers statments

Statement	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
sticks more rigidly to lesson plan	89.50	147.717	.549	.919
is too harsh in marking	89.55	148.481	.476	.920
prepares learners well for the exam	89.26	151.170	.475	.920
applies pair work regularly in class	89.47	152.076	.461	.920
applies group work regularly in class	89.65	149.798	.405	.922
prefers traditional forms of teaching	89.42	149.292	.480	.920
speaks most of the time during the lesson	89.66	148.689	.477	.920
sets a great number of tests	89.46	147.924	.511	.920
directs me towards autonomous learning	89.35	146.449	.704	.916
is impatient	89.42	147.024	.699	.916
is happy to improvise	89.40	144.776	.649	.917
focuses primarily on speaking skills	89.41	148.034	.602	.918
puts more emphasis on grammar rules	89.35	145.904	.735	.916
prefers teaching 'differently'	89.49	144.030	.657	.917
relies heavily on the coursebook	89.57	141.653	.673	.916
prepares conscientiously for the lessons	89.48	143.135	.669	.916
corrects errors consistently	89.34	147.900	.553	.919
runs interesting classes	89.47	145.390	.621	.917
assigns a lot of homework	89.48	149.960	.461	.920
uses ample supplementary material (flashcard - presentations- posters - …)	89.49	147.821	.627	.918
assesses my language knowledge realistically	89.49	152.379	.440	.921
provides extensive information about the culture of Arabic-speaking countries	89.42	148.931	.530	.919
is interested in learners' opinion	89.42	150.408	.463	.920

3. Advantages and disadvantages statments

Statments	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A non-native teacher can give more help for a beginner	40.99	42.046	.750	.889
A native speaker teaches speaking skills/conversation more effectively	41.15	40.838	.724	.889
It does not matter what the teacher's native language is, the only thing that matters is how they teach.	41.03	41.819	.683	.892
In an ideal situation, both native and non-native teacher teach you	41.11	40.447	.740	.888
It is essential that everything should be in Arabic in an Arabic lesson,	40.99	42.546	.641	.894
A non-native speaker teaches writing skills more effectively	40.94	43.048	.649	.894
I wish I had only non-native teachers of Arabic.	41.00	42.291	.730	.890
There is no harm in the teacher using my native language every now and then	41.02	41.796	.687	.892
It is important that we should be able to translate	41.05	44.416	.476	.903
Native speakers should teach at a more advanced level.	41.07	43.600	.524	.901
I would be ready to trade a non-native teacher for a native any time	41.17	42.408	.505	.904

Appendix C

Data normality test

Statements 23 for non-native teachers 23 for native teachers 11 Miscellaneous statements	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
sticks more rigidly to lesson plan	.194	173	.000	.900	173	.000
is too harsh in marking	.238	173	.000	.886	173	.000
prepares learners well for the exam	.242	173	.000	.869	173	.000
applies pair work regularly in class	.197	173	.000	.887	173	.000
applies group work regularly in class	.236	173	.000	.871	173	.000
prefers traditional forms of teaching	.260	173	.000	.835	173	.000
speaks most of the time during the lesson	.214	173	.000	.880	173	.000
sets a great number of tests	.275	173	.000	.850	173	.000
directs me towards autonomous learning	.209	173	.000	.873	173	.000
is impatient	.255	173	.000	.858	173	.000
is happy to improvise	.200	173	.000	.880	173	.000
focuses primarily on speaking skills	.221	173	.000	.877	173	.000
puts more emphasis on grammar rules	.231	173	.000	.865	173	.000
prefers teaching 'differently'	.224	173	.000	.869	173	.000
relies heavily on the coursebook	.248	173	.000	.850	173	.000
prepares conscientiously for the lessons	.241	173	.000	.856	173	.000
corrects errors consistently	.242	173	.000	.854	173	.000
runs interesting classes	.227	173	.000	.855	173	.000
assigns a lot of homework	.245	173	.000	.864	173	.000
uses ample supplementary material (flashcard - presentations- posters - …)	.214	173	.000	.845	173	.000
assesses my language knowledge realistically	.199	173	.000	.855	173	.000
provides extensive information about the culture of Arabic-speaking countries	.214	173	.000	.853	173	.000
is interested in learners' opinion	.199	173	.000	.852	173	.000
sticks more rigidly to lesson plan	.247	173	.000	.827	173	.000

is too harsh in marking	.286	173	.000	.814	173	.000
prepares learners well for the exam	.270	173	.000	.789	173	.000
applies pair work regularly in class	.287	173	.000	.817	173	.000
applies group work regularly in class	.330	173	.000	.796	173	.000
prefers traditional forms of teaching	.259	173	.000	.808	173	.000
speaks most of the time during the lesson	.285	173	.000	.821	173	.000
sets a great number of tests	.237	173	.000	.813	173	.000
directs me towards autonomous learning	.260	173	.000	.810	173	.000
is impatient	.222	173	.000	.827	173	.000
is happy to improvise	.252	173	.000	.793	173	.000
focuses primarily on speaking skills	.231	173	.000	.818	173	.000
puts more emphasis on grammar rules	.257	173	.000	.812	173	.000
prefers teaching 'differently'	.240	173	.000	.824	173	.000
relies heavily on the coursebook	.250	173	.000	.814	173	.000
prepares conscientiously for the lessons	.241	173	.000	.811	173	.000
corrects errors consistently	.272	173	.000	.799	173	.000
runs interesting classes	.249	173	.000	.822	173	.000
assigns a lot of homework	.225	173	.000	.833	173	.000
uses ample supplementary material (flashcard - presentations- posters - …)	.272	173	.000	.823	173	.000
assesses my language knowledge realistically	.250	173	.000	.828	173	.000
provides extensive information about the culture of Arabic-speaking countries	.267	173	.000	.805	173	.000
is interested in learners' opinion	.284	173	.000	.776	173	.000
A non-native teacher can give more help for a beginner	.257	173	.000	.813	173	.000
A native speaker teaches speaking skills/conversation more effectively	.223	173	.000	.836	173	.000
It does not matter what the teacher's native language is, the only thing that matters is how they teach.	.266	173	.000	.814	173	.000
In an ideal situation, both native and non-native teacher teach you	.228	173	.000	.820	173	.000
It is essential that everything should be in Arabic in an Arabic lesson,	.263	173	.000	.804	173	.000

A non-native speaker teaches writing skills more effectively	.259	173	.000	.791	173	.000
I wish I had only non-native teachers of Arabic.	.262	173	.000	.800	173	.000
There is no harm in the teacher using my native language every now and then	.240	173	.000	.814	173	.000
It is important that we should be able to translate	.244	173	.000	.813	173	.000
Native speakers should teach at a more advanced level.	.256	173	.000	.821	173	.000
I would be ready to trade a non-native teacher for a native any time	.293	173	.000	.782	173	.000

Appendix D

Post Hoc test to show the detailed difference between groups according to age

groups

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Native statments	less20	20-30	-.37422-*	.09438	.705	-.5605-	-.1879-
		Above30	-.04324-	.11397	.000	-.2682-	.1817
	20-30	less20	.37422*	.09438	.705	.1879	.5605
		Above30	.33098*	.10206	.001	.1295	.5325
	Above30	less20	.04324	.11397	.000	-.1817-	.2682
		20-30	-.33098-*	.10206	.001	-.5325-	-.1295-
Non- native statements	less20	20-30	.23735	.13253	.805	-.0243-	.4990
		Above30	-.03962-	.16006	.075	-.3556-	.2763
	20-30	less20	-.23735-	.13253	.805	-.4990-	.0243
		Above30	-.27697-	.14333	.055	-.5599-	.0060
	Above30	less20	.03962	.16006	.075	-.2763-	.3556
		20-30	.27697	.14333	.055	-.0060-	.5599

*. The mean difference is significant at the 0.05 level.

Appendix E

Post Hoc test to show the detailed difference between groups according to

nationality

Dependent Variable	(I) Nationality	(J) Nationality	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Native statements	Western	Russia	.59213*	.09609	.000	.4024	.7818
		Asian	.61168*	.09097	.000	.4321	.7913
		African	.19565	.12332	.114	-.0478-	.4391
	Russia	Western	-.59213-*	.09609	.000	-.7818-	-.4024-
		Asian	.01955	.09952	.845	-.1769-	.2160
		African	-.39648-*	.12976	.003	-.6526-	-.1403-
	Asian	Western	-.61168-*	.09097	.000	-.7913-	-.4321-
		Russia	-.01955-	.09952	.845	-.2160-	.1769
		African	-.41603-*	.12601	.001	-.6648-	-.1673-
	African	Western	-.19565-	.12332	.114	-.4391-	.0478
		Russia	.39648*	.12976	.003	.1403	.6526
		Asian	.41603*	.12601	.001	.1673	.6648
Native statements	Western	Russia	-.56957-*	.12808	.000	-.8224-	-.3167-
		Asian	-.66334-*	.12125	.000	-.9027-	-.4240-
		African	.46159*	.16437	.006	.1371	.7861
	Russia	Western	.56957*	.12808	.000	.3167	.8224
		Asian	-.09378-	.13265	.481	-.3556-	.1681
		African	1.03116*	.17296	.000	.6897	1.3726
	Asian	Western	.66334*	.12125	.000	.4240	.9027
		Russia	.09378	.13265	.481	-.1681-	.3556
		African	1.12494*	.16796	.000	.7934	1.4565
	African	Western	-.46159-*	.16437	.006	-.7861-	-.1371-
		Russia	-1.03116-*	.17296	.000	-1.3726-	-.6897-
		Asian	-1.12494-*	.16796	.000	-1.4565-	-.7934-

Appendix F

Post Hoc test to show the detailed difference between groups according to

language proficiency level

Dependent Variable	(I) Language	(J) Language	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Native statement	Beginner	Intermediate	-.08665-	.08578	.314	-.2560-	.0827
		Advanced	.44759*	.13376	.001	.1836	.7116
	Intermediate	Beginner	.08665	.08578	.314	-.0827-	.2560
		Advanced	.53424*	.13249	.000	.2727	.7958
	Advanced	Beginner	-.44759-*	.13376	.001	-.7116-	-.1836-
		Intermediate	-.53424-*	.13249	.000	-.7958-	-.2727-
Non-native statement	Beginner	Intermediate	-.36176-*	.11558	.002	-.5899-	-.1336-
		Advanced	-.63568-*	.18023	.001	-.9915-	-.2799-
	Intermediate	Beginner	.36176*	.11558	.002	.1336	.5899
		Advanced	-.27391-	.17853	.127	-.6263-	.0785
	Advanced	Beginner	.63568*	.18023	.001	.2799	.9915
		Intermediate	.27391	.17853	.127	-.0785-	.6263

*. The mean difference is significant at the 0.05 level.

Appendix G

Post Hoc test to show the detailed difference between groups according to the purpose of studying Arabic

Dependent Variable	(I) Purpose	(J) Purpose	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Native statements	Religion	Cultural	.35188*	.09919	.001	.1561	.5477
		Career	-.42418-*	.20436	.039	-.8276-	-.0208-
	Cultural	Religion	-.35188-*	.09919	.001	-.5477-	-.1561-
		Career	-.77605-*	.21756	.000	-1.2055-	-.3466-
	Career	Religion	.42418*	.20436	.039	.0208	.8276
		Cultural	.77605*	.21756	.000	.3466	1.2055
Non-native statements	Religion	Cultural	-.09827-	.13705	.474	-.3688-	.1723
		Career	.83392*	.28236	.004	.2765	1.3913
	Cultural	Religion	.09827	.13705	.474	-.1723-	.3688
		Career	.93219*	.30060	.002	.3388	1.5256
	Career	Religion	-.83392-*	.28236	.004	-1.3913-	-.2765-
		Cultural	-.93219-*	.30060	.002	-1.5256-	-.3388-

*. The mean difference is significant at the 0.05 level.

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Advisor: **Dr. Dalal Abo El Seoud**

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