



الجمهورية الجزائرية الديمقراطية الشعبية

DEMOCRATIC AND POPULAR REPUBLIC OF
ALGERIA

وزارة التعليم العالي والبحث العلمي

MINISTRY OF HIGHER EDUCATION AND
SCIENTIFIC RESEARCH

جامعة عباس لغرور خنشلة

UNIVERSITY OF ABBES LAGHROUR –B KHENCHELA

كلية الآداب واللغات

FACULTY OF LETTERS AND LANGUAGES

قسم اللغة الانجليزية

DEPARTEMENT OF ENGLISH



Description of The Native and Non Native EFL Teachers Accent

Case study : EFL Teacher's at The University of Abbes Laghrou
Khenchela

*Dissertation Submitted in Partial Fulfillment of the Requirements for Master degree in
Didactics of Cultures and Foreign Languages*

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June, 2019

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Case study:

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Master Degree

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STATEMENT

We hereby certify that this dissertation is entirely the results of our own investigation. The various sources, to which we are indebted, are clearly indicated in the text or in the references.

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Introduction

There is a great demand on English language from EFL teachers all around the globe because of globalization.

A-STATEMENT OF THE PROBLEM:

During the researchers ' five years of study at the department of English at the University of Khenchela, it was noticed that there was a deficiency in the teaching of EFL

(Speaking, fluency, competence...)

Amongst Non- Native teaching staff of English, particularly in the department of English at the University of Khenchela.

The discovery was found by the researchers when interfering with Native speakers through the media and websites such as YouTube...

1.2. OBJECTIVE OF THE STUDY:

The main objective of this study is to describe EFL Native and Non-native differences in teaching EFL by discovering the focal but not all their differences.

The main issue here is to highlight their advantages and disadvantages and hopefully set some recommendations to help remedy the situation.

1.3. AIM OF THE STUDY:

In order to shed the light on the difference between Native and Non-Native English teachers; this study aims to describe their strength and weaknesses in teaching EFL.

1-4-Hypothesis:

The following hypothesis was made:

"There is a no difference between Native and Non-Native teaching, especially in their accent."

1.5. LIMITATIONS OF THE STUDY:

- Space and money were real obstacles to this research.
- The time allocated to investigate this thesis and to see its change and stability.
- Limitation of the sample.
- The dissertation covered the main objective of the study and the general Methodology.

The sample although very limited in its size allowed the students to confirm their hypothesis and draw individual results to allow further studies on this matter to obtain a wide confirmation of its certainty.

1.6. Implications and Significance of the Study:

a-The first major implication of the present dissertation is that it provides much needed empirical data on the actual Natives and Non Native's teachers teaching EFL and their differences and similarities with special reference to their accent.

b- Contacts have already been established during the analysis of the questionnaires with the appropriate private and government institutions through the websites and other media to explore how future relationships can be achieved in the near future to collaborate.

These open large gates for future research on this subject.

c- Accordingly, our research suggests that we need to abandon the old view that Natives speakers teaching and accent are the best suited to teach EFL. Instead, the issue here is to support of how to nurture and support the capability of Non-Native's and improve continual personal contact between the two groups.

The following hypothesis was made:

"There is a no difference between Native and Non-Native teaching, especially in their accent."

1.7. DATA COLLECTION AND PROCEDURE:

1.7.1. DESIGN AND DESCRIPTION OF THE QUESTIONNAIRE:

The questions basically were designed similarly for both types of teachers. Direct 'close 'and 'open' ended questions and multiple ones when necessary.

1.7.2. Population to be investigated:

As mentioned before in the general Introduction of this dissertation, two groups of teachers were investigated, namely:

1 – The first group Non Native teachers of English from the Department of English, University of 'Abbess Laghrour Khenchela.

2 – The second group was Native teachers from the British Council, Algiers, Bourn4 EFL School, Greece and Appleton high School. Cheshire, UK.

The First types of teachers were initially eighteen but for the sake of the validity of the questionnaire, the researchers reduced it to a number of twelve each to create a balance in the number of respondents. .Therefore, the dissertation used a convenience sample of only twelve

respondents from each group bearing in mind the limitations of small sample because of the expected difficulty in obtaining responses from the Native teachers.

The two types of questionnaires were set anonymously in order not to create discomfort. However few Native respondents identified themselves.

1.7.3. THE DEPARTMENT INVESTIGATED:

This study was conducted in the department of English at the University of “Abdess Laghrour” Khenchela, and British Council.

1.8. ADMINISTRATION OF THE QUESTIONNAIRE:

The teacher’s questionnaire is designed to both EFL Teachers of the department of English at the University of Khenchela and British Council in Algeria and.

The questionnaire was composed of thirteen questions. They were in the form of close and open questions requiring from the teachers to give their answers.

CHAPTER ONE:
LITERATURE REVIEW

CHAPTER ONE:

Native and Non-Native English Speaking Teachers.

Introduction:

The following chapter will present the research context in which the current study is situated. It will describe a range of issues associated with the employment terms of (NESTs) and (NNEST) teaching terms and more broadly their differences.

Its major axes are centred around the following points:

A-The place of the English language in the world today.

B-The negatives ideas resulting from the old « cliché » that native English speaking teachers (NESTs) are more proficient in their teaching than non native ones (NNESTs) .

C-The demand of Native teachers in foreign countries where English is considered as a foreign or a second language and

D-The discrimination of Non Native English teachers.

E-The teaching effectiveness and competence of Native and Non Native English Speaking Teachers.

F-The Native and Non Native speaking 'accent etc....

1-1 English as a Global Language and the demand for EFL teachers:

English language is used by billions of speakers all over the world (above 1.5 billion) and it has become the preferred language for a number of factors. In reality if there is no common language between people or academicians from different nationalities, the discussion or conversation would be impossible.

The employment of native teachers in foreign countries where English is considered as a foreign or a second language has encountered a growing concern over their teaching effectiveness and performance when compared to non native teacher.

The demand for EFL teachers, even the Non Native ones is closely linked to the global spread of the English language. This is a process that began in the nineteenth century, Ahn, H; et al (2014, pp 195- 22.) recognised that it accelerated in the twentieth century through colonization, emigration and business. English has become the language of engineering, science, commerce, finance, and diplomacy. The number of English learners is still increasing according Medgyes, P and Graddol, D. (2006) later it was supported by Copland, F, et al, (2014, pp 738-762.) that learners are learning at a younger age. All of these demands create a tremendous requirement for English teachers and particularly for NESTS (Liu, J, 2009).

1-2 the 'Inner Circle' Dominance of Native Teachers:

The demand for NESTs according Kachru, BB. (1996, pp 241-255), is related to what is termed the ' Inner circle dominance ' where he defined it to the representation of traditional English bases for instance UK, USA, Australia, New Zealand). The preferred option for a Native speaker model of English, specifically American English and British English, and in particular its grammar, vocabulary and pronunciation. Hall, G., (2011) added that this idea is still widespread, high and norm-providing (Hall, G, 2011). Furthermore, authors such as

Jenkins, J,(2012, pp 157-181.) explained that testing and materials in English language teaching (ELT) remain Native Speaker English oriented and that norms and authentic models ' should come from NESTs (No and Park, K J, 2008, pp 141-160.).

However, as Galloway noted that the Native Speaker begins to be used as a measure of competence and also affirmed that teachers are often paid for their dialects (2013, pp 786-803.).

All these conditions ensure that native speakers remain globally in demand. Countries from the 'Inner circle' especially the UK and USA, have taken advantage of the expanding ELT market and demand for western varieties by providing teachers, training, materials and testing. Shin, J and Kellogg, D, (2007, pp 159-177) convincible proved how the English language has been packaged for export and large scale-marketing, serving UK and US business interests.

Over the years, this merchandising has resulted in standard 'British and American English varieties' being ' accepted and promoted as the only internationally acceptable pedagogical models for English language teaching ' (He, D and Zhang, Q, 2010, pp 769-789.). A number of studies (Inoue, N et Al, 2013, pp 29-56.) examined the attitudes of overseas postgraduate NNEST / TESOL students studying at Australian and UK universities. On the one hand, these students value their qualification from an institution of the 'Inner Circle' and on the other hand, they are highly sceptical about the value of the English' inner circle » models and are aware of the importance of ' World English'.

In contrast to the ' Inner circle ' countries in which English is the main language of communication between citizens and ' Outer circle ' countries (such as Nigeria, India and Malaysia).

1-3: The Different Views on Native and Non-Native English Speaking

Teachers:

There is a strong supposition in the international community which considers that Non-native English speaking teachers are less competent than Native English ones and only a tiny proportion of (NNEST) still have better capacities than or similar to the (NEST).

The question of competence that native English-speaking teachers (NESTs) are the best model in teaching spoken and written language rather than their counterparts non-native English-speaking teachers (non-NESTs) in the educators «arena" is no more recognised and is becoming an increasing matter of debate. The educational global view that natives master the linguistic competence in pronunciation, grammar and fluency is creating tension among second language learners.

Harrison, NJ, (2012, p, 67) thoughts on non-nativeness are the opposite of Clyne, M (2005, p 193) who stated that "Non nativeness accentuates what people are not rather than what they can do, and downplay the value of Bilinguality". Medeguez, P (1992, p124) hypothesed that both (NESTs) and (Nests) could be "Equally good in their own terms "(Lurda, E, 2005, 69) Medgyes, P, (1992, pp 340-349) also stated «The existence of inherent ambiguities" in the label of non-native.

In other terms, he regarded the question of quality of teaching amongst native and non native teachers as equal. Faez, F (2011, p234) considered that the difference between 'Nests' and 'NNESTs' teaching relies on the" fixed and unitary construction of physical and racial identity to support the ownership of monolingual linguistic identity".

Meneill, D, (2005, p165) on the other hand demonstrated a similar idea about differences among (NNESTs) and (NESTs). He showed that being a native speaker of a language is more

of societal belonging rather than of linguistic incompetence. His views on this linguistic theory that has traditionally considered native speakers as the only reliable source of linguistic power put the Chomsky's one aside (1965, 214). The first one who puts non -native into the centre stage of linguistic was "Paykedays, T. (1985, pp, 18-19). He also asserted that "The native speaker is dead" and argued that 'He only exists as a fragment of linguistics imagination'.

1-4: Employment Discrimination of Non-Native English Speakers Teachers:

Selvi, A.F (2011, pp, 187-189) declared that the notion about the difficulties of favouritism about the experience and status against NNEST was and is still widely spread in the world. He argued that English is only utilized by its speakers to serve their European country.

However, the amount of (NNEST) outnumbered the native speakers one. So it is not right to express that a native utterer of English is much trustworthy and certain than a (NNEST). This continuous approach is unacceptable. So the judgement about the non Native speakers as a negative factor of communication in educational terms and production is not respected anymore.

The world should start being more conscious about considering both (NNEST) and (NEST) as equal and complementary to each one. Reis .R.R., (2011, p45) used the 'Vygotskian Sociocultural Theory' (Vygotsky's .S., and Cole .M, 1978) to search in point the formation of a special English educator professional individuality. His assumptions about the Native speakers compared to their Non-Native counterparts. Reis completed his investigating through measuring in - socio-economic class pedagogy, interviews with the educators.

Over the course of instruction of the investigating period of time, the educators 'attitudes about Non-Native English speakers underwent a process from - faultfinding assumptions to a

individual - generated review of Non-Native speakers that they are the agents of good utilization of English. The educator updated his judgment of the Non-Native speaker but never overcame the basic concept of the Non-Native that he will always become just that small negligible teaching quality.

1-5: Comparison of the Effectiveness of Native and Non-Native Speakers of English:

Gurkan .S, and Yuksel .D. (2012, pp 147 - 76) examined the show of some (NNESTs) and (NESTs) in the classroom. The examination (a generic one) which consisted of 70 students, seven of which were (NNESTs) and three of (NESTs).

The researchers conducted interviews with the participants by using questionnaires to evaluate their outputs. The examination's results showed that the (NNESTs) and (NESTs) performed very similarly in all categories in the examination. It suggested that there was no difference between the messages provided by either abstraction.

The implications of such study was that a determination between a (NNEST) and a (NEST) identified differences as to their basic cognitive teaching process strategies in understanding the difficulties that their students are faced with, and non Native teachers had a finer real awareness about the English language.

The (NNESTs) also had a stronger hold of technical grammar and were better positioned to assist their students in their communication.

Conversely on the other side, the (NESTs) were better at providing pleasant communication and showed greater inability of writing and they employed personal speech communication in their lessons. The (NESTs), for sure, were finer at pronunciation during the activity of

pedagogy and made their students busy with their English communication. The researchers found out that their area of difference was almost the same. The study showed similar classroom occurrence for (NNESTs) and (NESTs) in pronunciation and grammar.

1-6: Difference between Native and Non-Native English Speaking Teachers:

Ma, L. P. F and Ping, F. M. (2012,pp 116 - 207) analysed the advantages and disadvantages of Native and Non-native English teachers with focussing on students in Hong Kong. Their investigation examined areas of strengths and weaknesses of a (NNEST) teaching.

It was demonstrated that the NNESTs are able to assist and educate without mistaking or blaming their mother tongue communication and so this human action is very important especially in the first stages of pedagogy.

The researchers proved that the notion of the incapacity of non Native to not much assist is rejected once more. It asserted again that (NNEST) and (NEST) are a complementary pedagogical combination.

1-7: The Native speaker and the English communication pedagogy challenge:

Besides the education challenges cited above, there are other areas of differences such as demographic challenges that render English teaching impossible for all ELT positions to be filled by teachers from native English countries. According to Kachru, B (1985, p143) English is utilized in the world by three types of speakers:

1-The Native (ENL),

2-The Communication (ESL)

3- The Foreign communication (EFL) speakers.

His classification has been elaborated on the basis of his concept of getting and the functions of English in these contexts.

Crystal, D., (199, p231) attempted to number each unit of this classifications.

According to his applied Mathematical calculations, there are areas units of 375 and 750 million of English speakers.

375 Million English speakers of Native and Second communication (ESL) and 750 million speakers of English as a overseas communication (EFL).

The non- Native speaker's area unit is therefore thrice the amount of Native speakers.

Even if all Native speakers were to be hired in ELT they would not be enough to respond to the demands of the world's market.

1-8: Correctness and the Native Speaker:

As Hocking (1974) and many others believe that the Native speaker is fault exempt because he learns from the communication from early childhood. But a native speaker is no fault guaranteed as other aspects such as cultural and social elements determine what must be said and how it must be said. Moreover, from a purely grammatical point of view, even in native areas, poor and inefficient speakers are still found.

Error analysis in linguistic study did not emerge from the study of non - native speakers but from the study of native speakers.

Pettman (1913) in a statement on the use of English by British in South Africa lament : " It gives an Englishman , who loves the sentence that is lucid and logical , a shock to hear his native tongue maltreated by those who are just as English as himself " (1995, p19).

So any ELT attempt that is primarily based on Native - speaker origins without solid ELT training is not a safe from error.

1.9: Beyond the ‘Inner Circle of Native teachers:

Unlike the countries of the ‘Inner circle, ’ where English is the main language of communication among citizens, and countries of the ‘outer circle ’ (such as Nigeria, India, and Malaysia, for example), In which English has an official function, often because of its colonial history, English has no official status in ‘expanding circle’ countries (such as Japan, Russia, and Korea, for example) and there are no colonial links with Britain or the USA (Deterring, D, 2010 pp 3-15.). Yet there is a strong demand for English.

Authors such as He, D., and Zhang., Q, (2010 pp 769-789) suggested that the majority of English interactions in both ‘outer circle’ and ‘expanding circle countries worldwide are now between Non-Native speakers, using English as a common language, sometimes called English as a lingua franca (Jenkins. J.2012, 486-494). It is widely believed that the English required for these lingua franca purposes is less complex than Western native speaker models. Nevertheless, UK and USA English varieties continue to dominate the ELT landscape (Galloway, N. 2013786-803.), and their testing systems (IELTS and TOEFL) continue to challenge English language learners with NS models.

1-10 the Myth of Native Speakers:

There has been a lot of debate about 'Native speakerism'. Holiday, et Al, touched on a number of issues, from ideological perspectives to the value of using terms like 'Native speaker,' which do not accurately reflect the realities of many teachers. Indeed, Kramsch, C (1997, pp 359-369.) completely rejected the term, calling it:

'... An imaginary construct - a canonically literate

Monolingual middle-class member of a largely

Fictional national community whose citizens share a

Belief in a common history and a common destiny. '

1.11: The Advantages and Disadvantages of being a Non-Native English speaker:

The NNEST notion has both advantages and disadvantages. As with most terms, benefits and disadvantages depend on the context and circumstances of their use. It is now estimated that the percentage of English teachers classified as LETs has reached 80% (Moussu, L., and Llurd, E. 2008, pp.315-348.). In addition, NNSs far outnumber their NS counterparts in terms of using English for communication.

Important work has been done to reposition the NNEST as a legitimate English model and teacher. Phillipson.R. (1992) first put forward the concept of 'Native speaker fallacy,' which strongly argued that the ideal English teacher is a native speaking teacher. Being a non-native speaking teacher is also considered to be a distinct quality by, Braine, G., (1999, p. xiv), who supported Phillipson's argument that 'the very fact that non-native speakers of a language have

undergone the process of learning a language makes them better qualified to teach the language than those who are born to it. ' Kamhi-Stein, LD (ed)'s (2004) work also positions NNESTs in a favourable light and shares their perspectives and experiences.

Authorities in some countries are beginning to recognize that (NNESTs) with a high level of English can be recruited into roles traditionally held by NESTs. For example, Algerians nationals who have spent time in English speaking countries and display high skill levels are being recruited as assistant English teachers (AETs). However, Shibata, M (2010)124-133.) found that while Japanese English teachers in junior high schools appeared to approve both types of AETs (NESTs and NNEST), their counterparts in senior high school tended to be reluctant to accept non-native speakers as AETs.

While NNEST continue to be much in demand in their home countries, where local knowledge of educational and societal norms is recognised as important, there are barriers to their employment in inner circle countries (see Clark, E and Paran, A, 2007, pp 407-430). However, a gradual change may be underway in the UK at least: BAAL (the British Association for Applied Linguistics) recently banned employers from advertising for native speaker teachers on its site and NNEST are employed in university departments, adult and further education centres and language schools.

1.12: The Native English Speaker Teacher (NEST):

There are thousands of NESTs working in institutions in countries of the inner, outer and expanding circle, in every type of educational institution from nurseries to universities. Their status in these institutions depends on a variety of factors from qualifications and experience to country of origin. The relative status of NESTs and LETs within the same educational institutions and programs has been a worldwide issue for a long time. Most studies tend to

focus on the position of LETs and their fight against unfavourable comparisons with their native-speaker counterparts. However, Houghton, SA and Rivers, DJ (Eds) (2013) articulate Nests' concerns educational contexts. Its edited collection explores wide-ranging issues related to nativespeakerism as it manifests itself in a range of workplaces. The collection shows how NEST teachers can be the targets of various forms of prejudice and discrimination. Certain studies that give voice to the challenges and experiences of NESTs include Chen, WC and Cheng, Y (2010,pp,41-49), who focus on the NEST perspective and challenges , and outside South East Asia, Gingerich, RR (2004), who focuses on the learning experiences of three NESTs (from the USA).

There are also pernicious race elements closely associated with native-speakerism. It was mentioned earlier that it is often considered preferable for native speakers to have either British or American accent (Galloway, N, 2013, 786-803), But preference also extends to identity racial aspects (see Chen, WC and Cheng, Y, 2010, 41-49). Javier. E (2015) draws on Holliday (2005; 2011) 8 Literature review when she argues that ELT is dominated by the belief that native speaker teachers represent a Western culture from which the ideals of both English and English language teaching methodology spring. The less explicit but prevalent view that native speakers are Western native English speakers and white is associated with these ideals. Javier.E shows that the racial stereotype of the idealized NEST as 'white' creates problems for professionals who do not fit into the linguistic and racial categorizations of others. She argues that visible ethnic minority (NESTs) (VEM-NESTs) may not be considered as 'western' enough to be considered native speaking teachers because of their racial identities.

1.13: Learner and Parent Preferences

Whether or not NESTs are valued depends on whose perspective is fore grounded. Many studies show that learners believe their speaking and listening will improve faster if they are

taught by (NESTs) (e.g. Butler, YG, 2007 ; Hadla, Z , 2013), although there is no empirical evidence to support this belief. Lasagabaster, D and Sierra, JM (2002, P, 132-142.) found that Spanish students also preferred (NESTs) or at least a combination of (NESTs) and (NNESTs) Parents, like (NNEST), have an important effect on the demand for native speakers. Heo, JY (2013) argues that society has built up a strong public faith in ' native speakers' (see also Park, K-J, 2008, 71-92.). One of Heo's featured teacher's talks about the significant impact the NS has on the classroom responses and attitude of the students (compared to their solo teaching classes).

She found the students in the teaching classes of the team were more active and excited. Additionally, teachers talked about the expectations and preference of parents for (NESTs). As one of the teachers in Heo's study noted (ibid: 289) 'when we organised an English camp during a vacation, we had to put a native speaking teacher's name on the name list of tutors (.)Otherwise, parents and students were less interested or insecure about camp program.

1.14: Programs of EFL in Algeria

Algeria is a great country. But most Algerian people can't speak English properly because the government wants them to teach the old colonial French which is ranked 17 in the world in 2016, so they have limited access to quality English. Well, this will hamper them from participating and making their voice heard in a global world that uses English as the international language to communicate.

Compared to some African countries, Algeria is far behind in English speaking ability because French is imposed on Algerians and there are few, if any, English learning resources.

As the world is becoming truly global, it is now absolutely important for Algerians to master English language.

It is, after all, the most widely spoken language worldwide.

Conclusion:

Chapter One discussed and described views in accordance with the general trends and previous studies on Native and Non Native English teachers.

CHAPTER TWO:

DATA ANALYSIS

CHAPTER TWO: DATA ANALYSIS AND FINDINGS

INTRODUCTION:

The method used in this analysis is the descriptive method because it is thought to be one of the best methods to distinguish between the different teachers answers and allows the researchers to know different views about the native and non native teachers .

2.1. ANALYSIS OF THE NON-NATIVE TEACHER'S QUESTIONNAIRE:

QUESTION ONE: HOW LONG HAVE YOU BEEN AN EFL TEACHER?

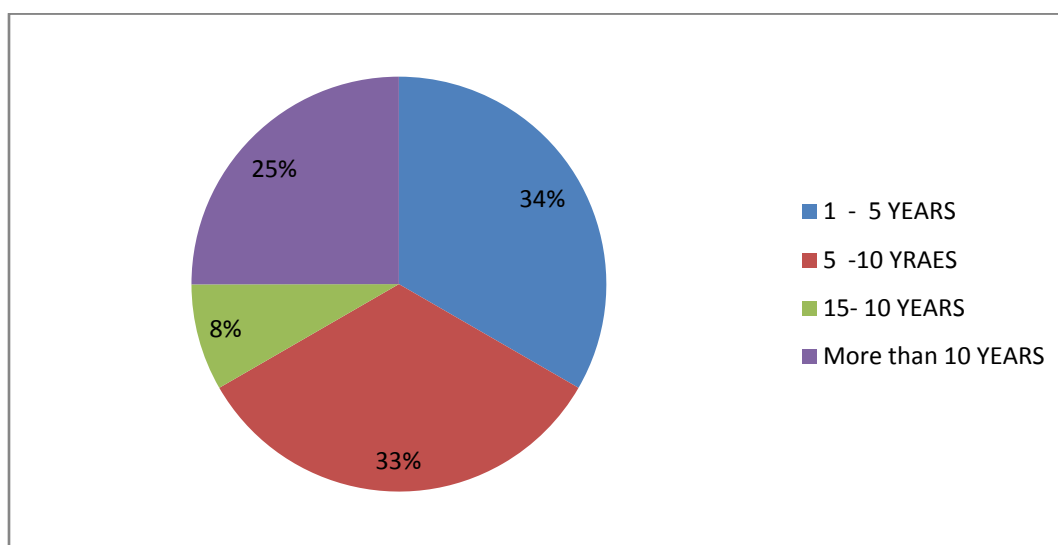


Figure 01: the Experience of EFL Non-Native Teacher

Option	Number of teachers	Percentage %
1 - 5 years	4	33.3
5 - 10 years	4	33.3
10 – 15 years	1	8.3
15 +	3	25
Total	13	100

Table 01: the Experience of EFL Non-Native Teacher

Table and Figure One indicated that thirty percent (33%) of the Non Native teachers' teaching experience lies between One to Five Years. Similar percentage was found for those who taught between five and Ten Years. Twenty five percent worked for more than 15 years .This implies that only a quarter of them had a wide experience in teaching EFL.

QUESTION TWO: WHAT QUALIFICATIONS DO YOU HOLD?

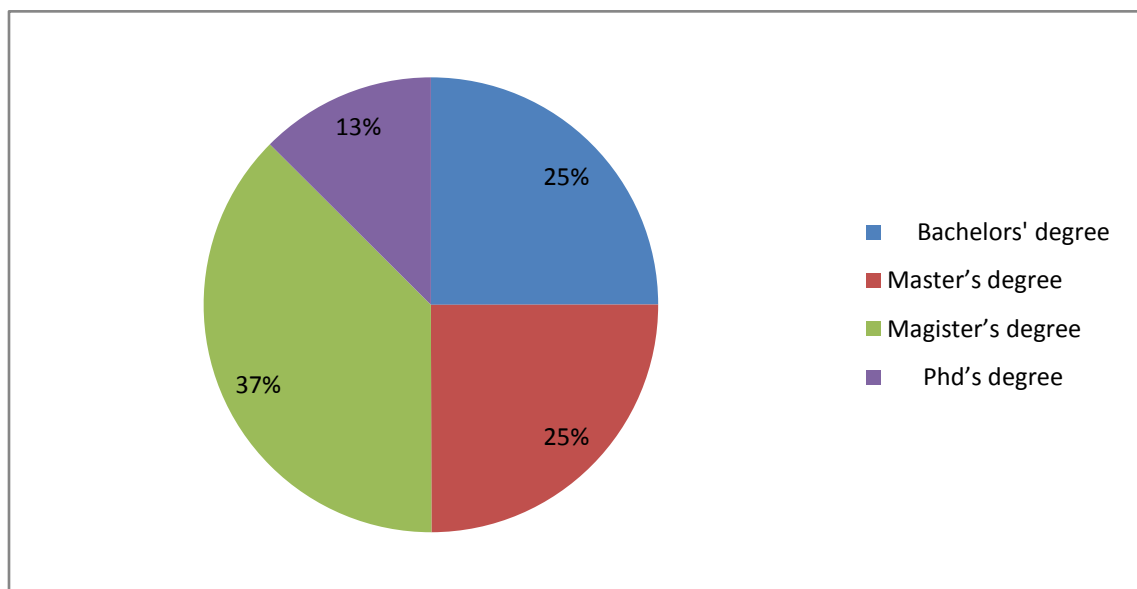


Figure 02 : Teachers' Qualifications

Option	Number of teachers	Percentage %
Bachelors' degree		
Master's degree	4	33.3
Magisters degree	6	50
Phd's degree	2	16.7
Total	12	100

Table 02: Teachers' Qualifications

As shown in Table and Figure Two , half of the respondents hold a Magister degree, whereas thirty three percent (33%) of them hold a Master degree, only a minor proportion hold a Ph.D degree.

QUESTION THREE: WHAT IS THE MAIN REASON WHICH MADE YOU CHOOSE TO BECOME AN EFL TEACHER?

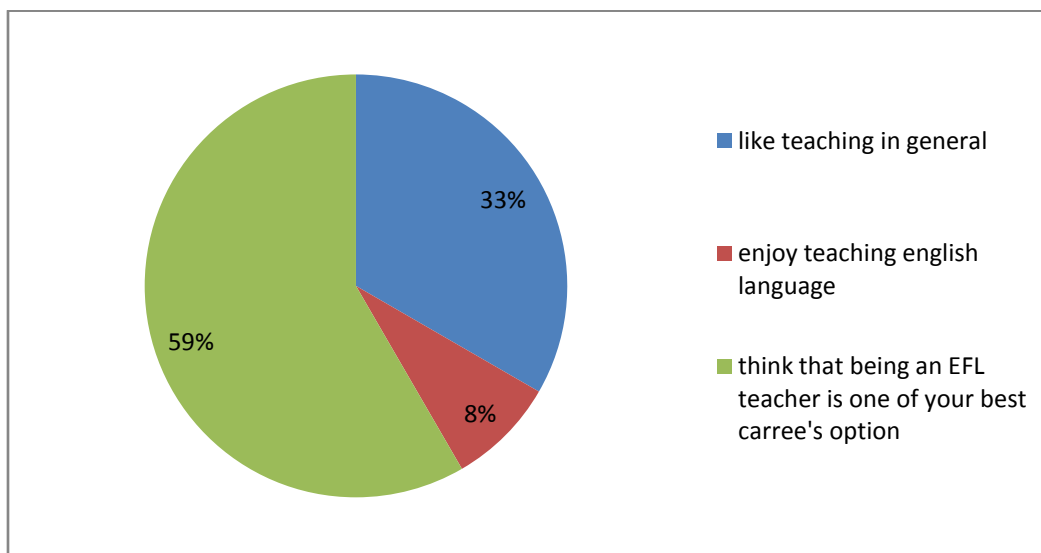


Figure 03: Reasons of Selecting Teaching EFL

Option	Number of teachers	Percentage %
Like teaching in general	4	33.3%
Enjoy teaching English language	1	8.3%
Think teaching as a best career's option	7	58.3%
Total	12	100%

Table 03: Reasons of Selecting Teaching EFL.

Table and Figure three showed that the higher percentage Fifty Eight percent (58%) of teachers selecting teaching EFL because they think teaching as a best career's option, and Thirty percent (33 %) selecting teaching EFL because they like teaching in general , whereas the rest of the percentage Eight percent (8%) selecting teaching EFL because they enjoy teaching English language.

QUESTION FOUR: WHAT WOULD BE YOUR BIGGEST WORRY AS A NON-NATIVE ENGLISH TEACHER REGARDING YOUR TEACHING COURSE?

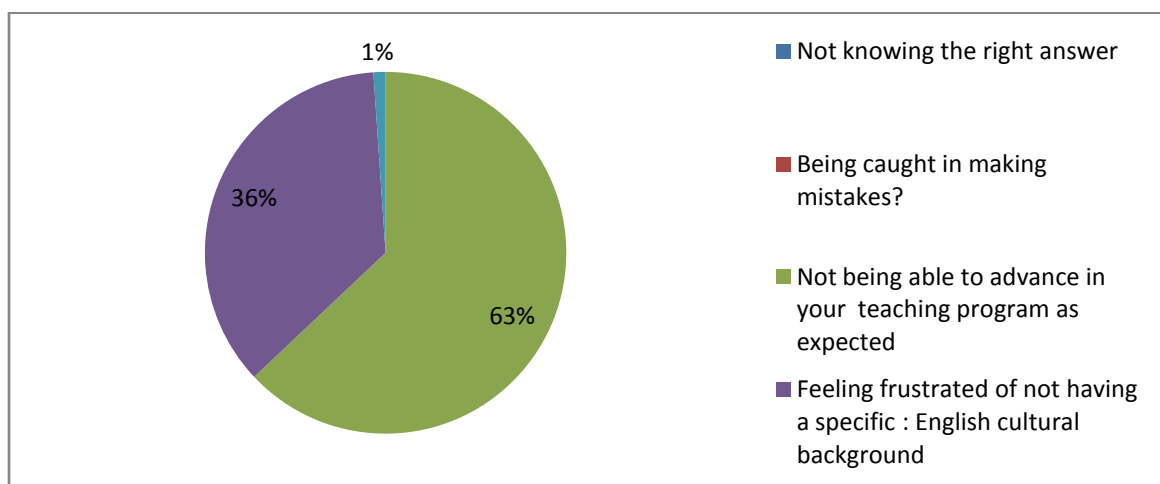


Figure 04: the worries of Non-Native English Teacher regarding teaching course.

Option	Number of teachers	Percentage %
Not knowing the right answer		
Being caught in making mistakes?		
Not being able to advance in your teaching program as expected	7	58.3
Feeling frustrated of not having a specific : English cultural background	4	33.3
Feeling frustrated of not having a specific : : An English native speaker person to ask for advice	1	1
Other reasons		
Total	12	100

Table 04: the worries of Non-Native English Teacher regarding teaching course.

From Table and figure four it can be seen that more than a half of the respondents (58%) reported that their biggest worry of being a NNEST is not to be capable to advance in their teaching program, While thirty three percent (33%) complained of being frustrated for not having a specific Native person to ask for advice when teaching EFL to foreigners

QUESTION FIVE: DO YOU THINK THAT IT IS EASY TO GET RID OF YOUR NATIVE'S ACCENT?

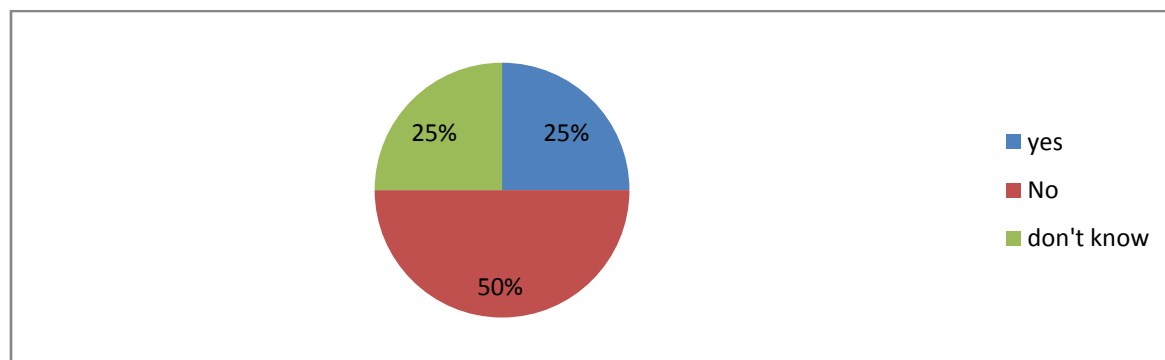


Figure 05: Teachers' opinions on their mother tongue accent.

Option	Number of teachers	Percentage %
Yes	3	25
No	6	50
Don't know	3	25
Total	12	100

Table 05: Teachers' opinions on their mother tongue accent.

Table and figure five showed that fifteen percent (50%) stated that it is impossible to get rid of one's native accent. The remaining percentage did not have any ideas.

QUESTION SIX: HAVE YOU EVER BEEN CONCERNED ABOUT YOUR ACCENT AS A NON – NATIVE ENGLISH SPEAKER?

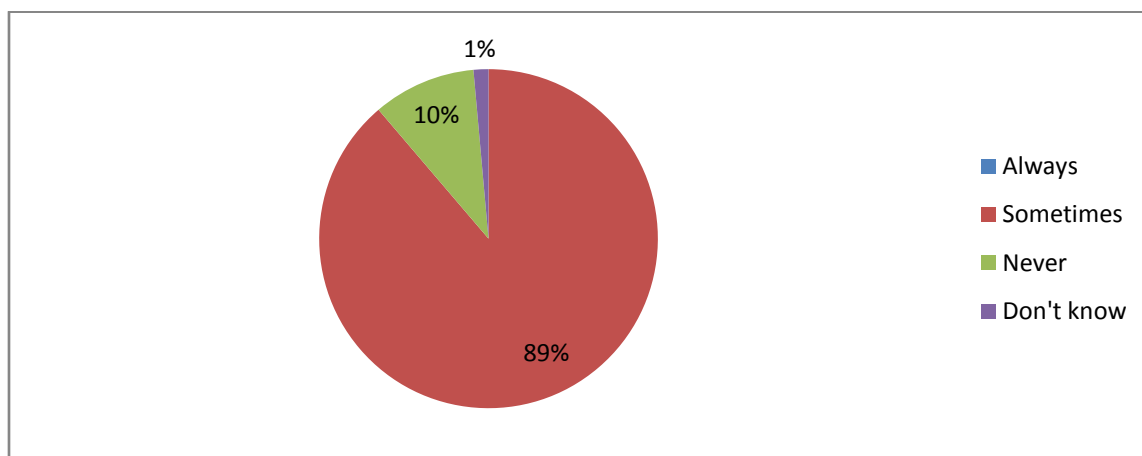


Figure 06: Concerns about Non-Native English Speakers' accent.

Option	Number of teachers	Percentage %
Always		
Sometimes	9	75
Never	1	8.3
Don't know	2	17
Total	12	100

Table 06: Concerns about Non-Native English Speakers accent.

Table and Figure six demonstrated that seventy Five percent (75%) of teachers has been concerned about their native accent as a non native, while Sixteen percent (16) said that they don't know about it, and Eight percent (8%) said never.

QUESTION SEVEN: WHEN YOU SPEAK ENGLISH, DO YOU MAKE BIG EFFORTS TO GET RID OF YOUR NATIVE?

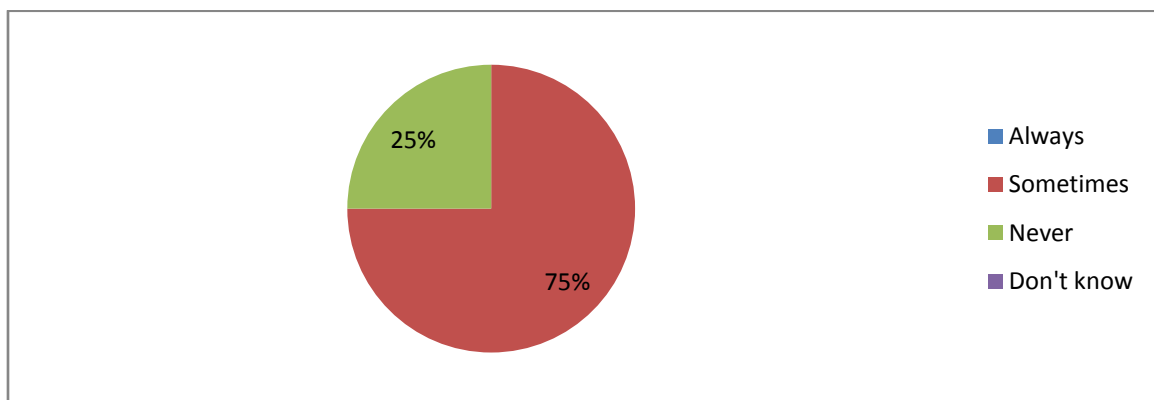


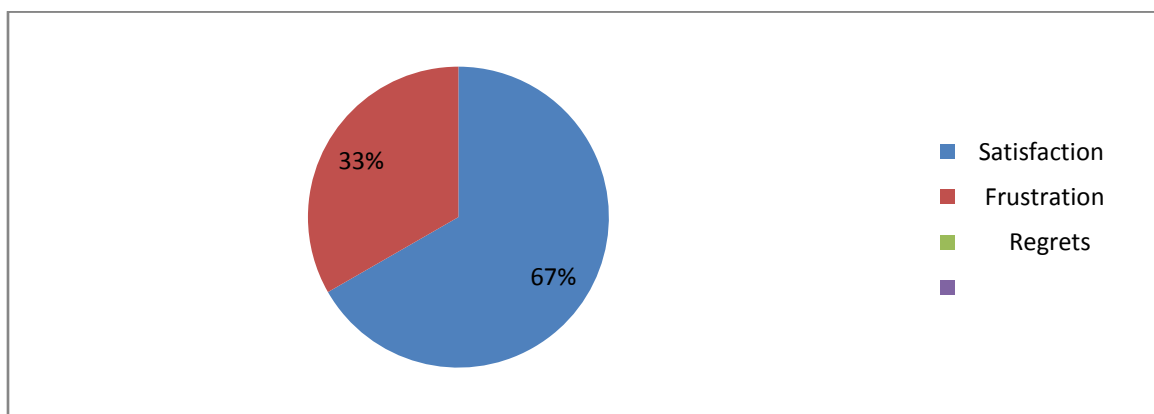
Figure 07: Non-Native Teachers' efforts to get rid of their Native Accent.

Option	Number of teachers	Percentage %
Always		
Sometimes	9	75
Never	3	25
Don't know		
Total	12	100

Table 07: Non-Native Teachers' efforts to get rid of their Native Accent.

Table and Figure seven present approximately Seventy Five percent (75%) of teachers said sometimes they make big efforts to get rid to native accent, while twenty Five percent (25%) of them said never.

QUESTION EIGHT: AS A NON NATIVE SPEAKER TEACHER OF ENGLISH, WHAT FEELINGS ARE RELATED TO THE PROCESS OF TEACHING ENGLISH HAVE YOU HAD OR DO YOU HAVE NOW?



Feelings of Non-Native Speakers Teachers related to the process of teaching English.

OPTION	Number of teachers	Percentage %
Satisfaction	8	66.7
Frustration	4	33.3
Regrets		
Total	12	100

Table 08: Feelings of Non-Native Speaker Teachers related to the process of teaching English.

Table and Figure Eight showed that nearly (66%) was satisfied about the process of teaching English they have, While Thirty-Three percent (33%) of teachers said that they are frustrated.

.QUESTION NINE : AS A NON-NATIVE ENGLISH TEACHER , DO YOU EVER COMPARE YOURSELF TO A NATIVE ONE ?

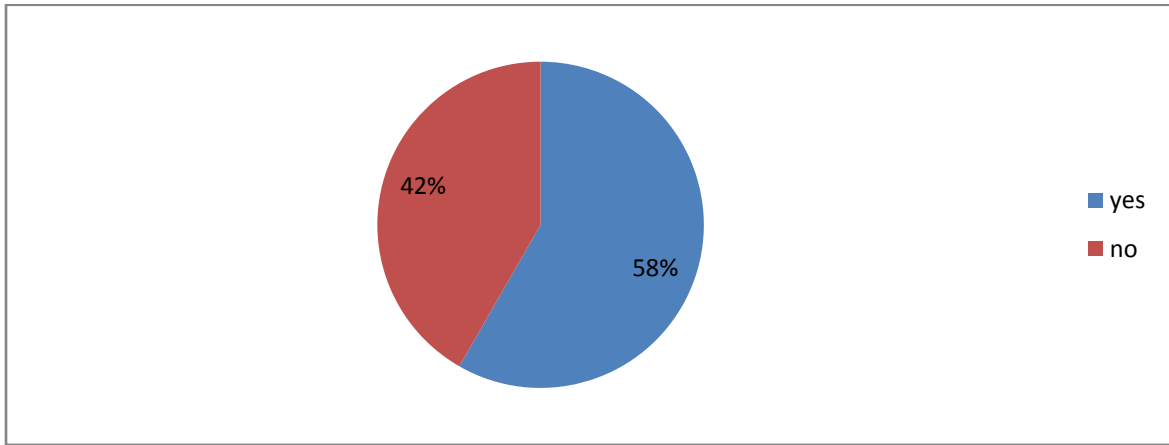


Figure Nine: Comparison of Non-Native Teachers of English to the native.

Option	Number of teachers	Percentage %
Yes	7	58.3
No	5	41.7
Total	12	100

Table 09: Comparison of Non-Native Teachers of English to the native

Table and Figure Nine demonstrated that more than half fifty eight percent (58%) of teachers they try to compare themselves to the native's one sometimes, while the rest Forty One percent (41%) of teachers didn't do.

QUESTION TEN: DO YOU THINK THAT LEARNING AND ACQUIRING A FOREING / SECOND LANGUAGE PROVIDE YOU WITH THE SAME TEACHING'S ACCENT AS THE NATIVES' ONE?

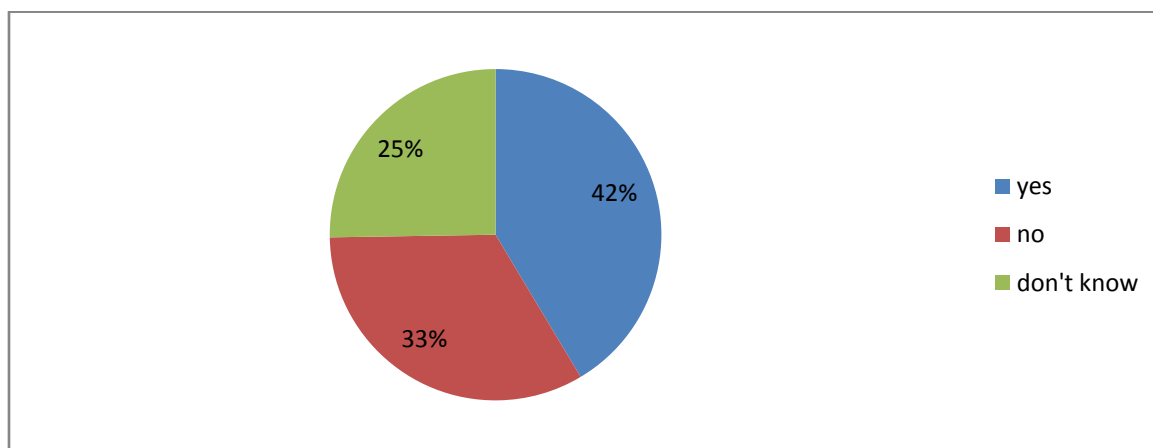


Figure 10: Opinions of Non-Native Teachers about the acquisition of foreign / second Language and its effect on their English accent.

Option	Number of teachers	Percentage %
Yes	5	41.7%
No	4	33.3%
Don't know	3	25%
Total	12	100%

Table ten: Opinions of Non-Native Teachers about the acquisition of foreign / second Language and its effect on their English accent.

Table and Figure Ten present that Four One percent (41%) of teachers agree that learning a foreign language provide the one with the same teaching's accent as the natives, and Thirty Three percent (33%) of teachers said it it is not ,while the others twenty five percent (25%) said that they don't know .

QUESTION 11: WHO DO YOU THINK IS MORE SUCCESSFIL IN TEACHING ENGLISH AS A FOREIGN LANGUAGE?

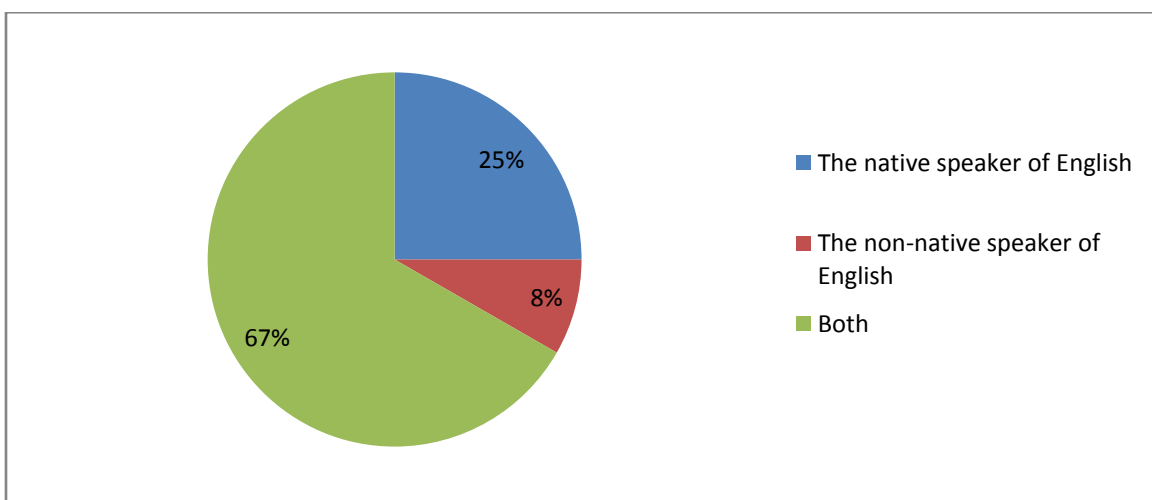


Figure 11: Opinions about the success of native and non native speakers regarding their teaching English as foreign language.

Option	Number of teachers	Percentage %
The native speaker of English	3	25
The non-native speaker of English	1	8.3
Both	8	66.7
Total	12	100

Table 11: Figure 11: Opinions about the success of native and non native speakers regarding their teaching English as foreign language.

Table and Figure 11 showed that Twenty-Five percent (25%) of teachers think that the natives are more successful than non native while Sixty Six (66%) percent of teachers see that both of them successful in teaching English as a foreign language.

QUESTION 12: WHICH ENGLISH ACCENT DO YOU PREFER?

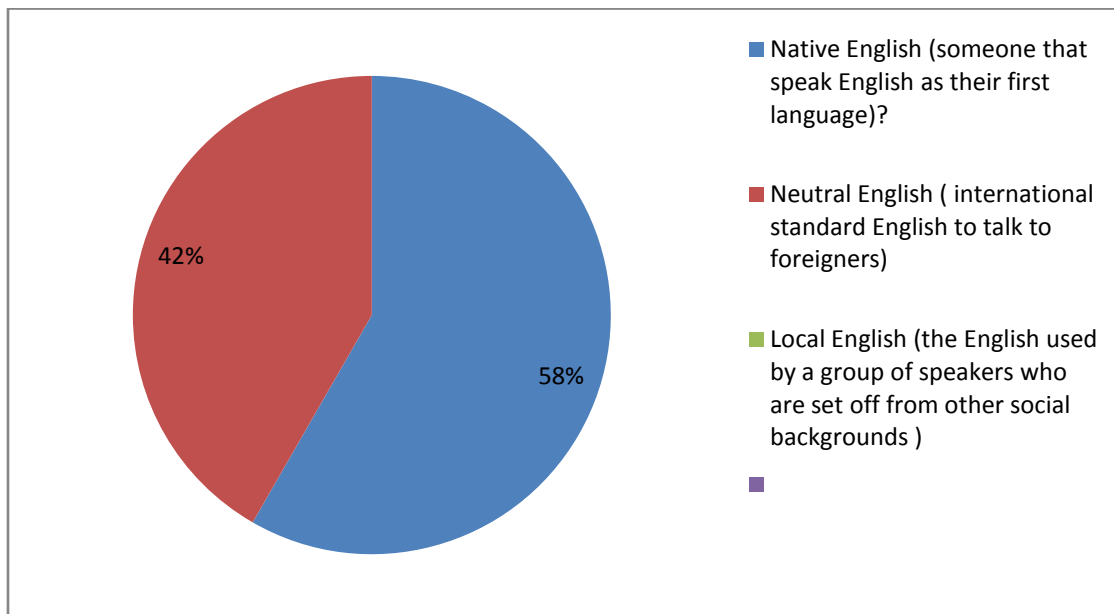


Figure 12: Preference of the best English accent.

Option	Number of teachers	Percentage %
Native English (someone that speak English as their first language)?	7	58.3
Neutral English (international standard English to talk to foreigners)	5	41.7
Local English (the English used by a group of speakers who are set off from other social backgrounds)		
Total	12	100

Table 12: Preference of the best English accent

Table and Figure 12 present that approximately fifty eight percent (58%) of teachers prefer the native accent while fourth one percent (41%) prefer the neutral English.

QUESTION 13: in your opinion, which country’s English accent should be positioned at the top?

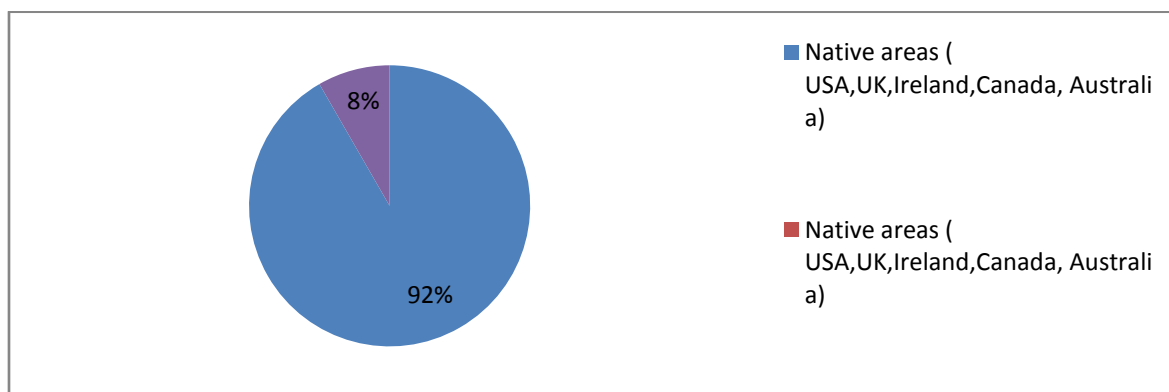


Figure 13: Opinions about the position of the best English accent.

Option	Number of teachers	Percentage %
Native areas (USA, UK, Ireland, Canada, Australia)	11	91.7
Native areas (USA, UK, Ireland, Canada, Australia)		
Areas of English as foreign language (China, Japan, Poland, Vietnam)		
Or other areas where English as a foreign or second language is taught (Such as Europe, Russia, North and Central Africa...).		
Or all countries listed above	1	8.33
Total	12	100

Table 13: Opinions about the position of the best English accent.

Table and Figure 13 showed that approximately all teachers agreed that the native areas accent should be in the top.

2.3. ANALYSIS OF THE NATIVE TEACHER'S QUESTIONNAIRE:

QUESTION 14: HOW LONG HAVE YOU BEEN AN EFL TEACHER?

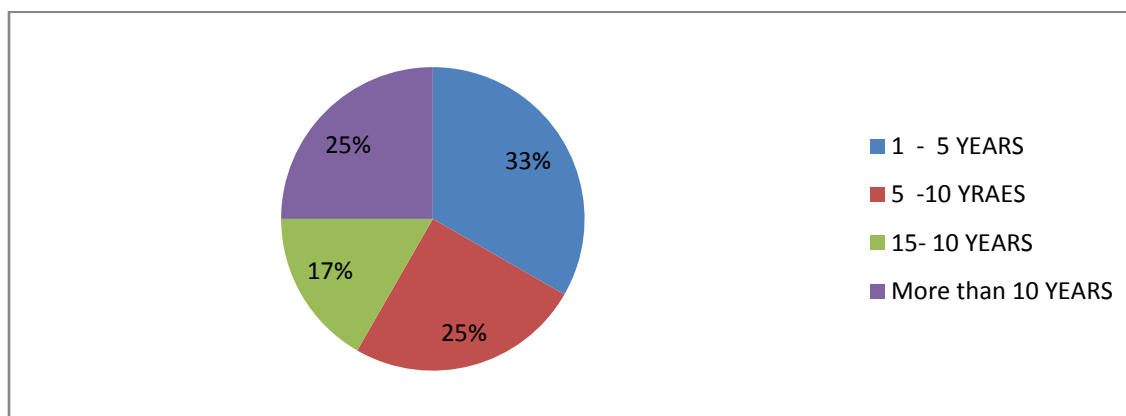


Figure 14: The Experience of EFL Native teacher

Option	Number of teachers	Percentage %
1 - 5 years	4	33.3
5 - 10 years	3	25
10 – 15 years	2	16.7
15 +	3	25
Total	12	100

Table 14: The Experience of EFL Native teacher

Table and Figure 14 indicated that thirty percent (33%) of native teachers on this Filed between One to Five years while twenty five percent (25%) of theme have an experience in teaching between Five to Ten years, whereas sixteen (16%) work for the period from 10 to 15 years, and the rest (25%) of teachers work more than 15 years.

QUESTION 15: WHAT QUALIFICATIONS DO YOU HOLD?

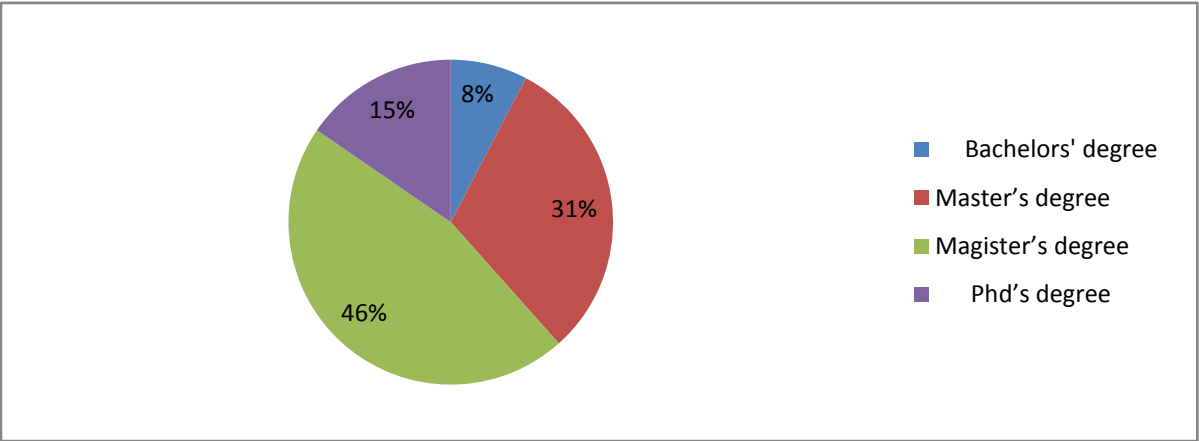


Figure 15: Native Teachers' Qualifications:

Option	Number of teachers	Percentage %
Bachelors' degree	1	8.3
Master's degree	4	33.3
Magister's degree	6	50
Phd's degree	1	8.3
Total	12	100

Table15: Native Teachers' Qualifications:

Table and figure 15 showed that fifty percent (50%) of the teachers hold the old Algerian classical Magister degree, which is equivalent to the LMD Master degree, this latter, recorded less than the former one with (33%) of teachers. A minority hold a Ph.D. This denounces a big shortage in high professorial qualifications of the teaching staff

QUESTION 16: WHAT IS THE MAIN REASON WHICH MADE YOU CHOOSE TO BECOME AN EFL TEACHER?

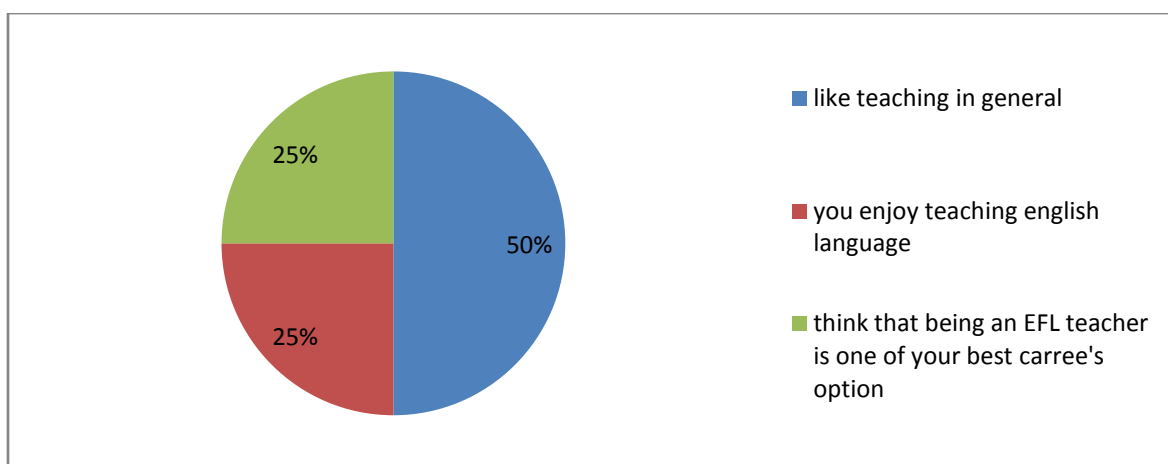


Figure 16: Reasons of Selecting Teaching EFL

Option	Number of teachers	Percentage %
Like teaching in general	6	50%
Enjoy teaching English language	3	25%
Think teaching as a best career's option	3	25%
Total	12	100%

Table 16: Reasons of Selecting Teaching EFL

As it can be seen from Table and Figure 16, a majority of the respondents (50 %) selected teaching EFL because they like teaching in general. The remaining percentage of the natives (25%) opted for teaching EFL because they enjoy teaching English language and the same amount of teachers preferred it as their best career's option.

QUESTION 17: WHAT WOULD BE YOUR BIGGEST WORRY AS A NATIVE ENGLISH TEACHER REGARDING YOUR TEACHING COURSE?

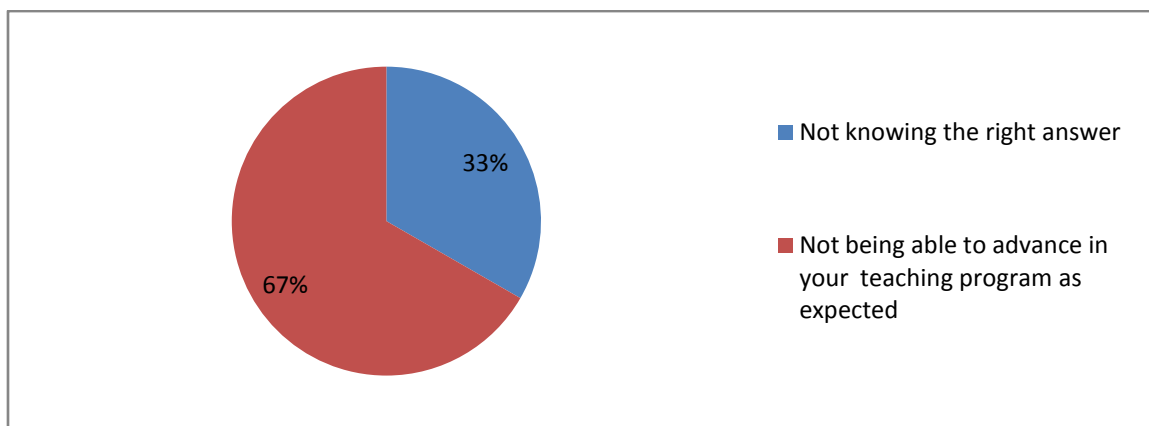


Figure 17: The worries of Native English teacher regarding teaching course.

Option	Number of teachers	Percentage %
Not knowing the right answer	4	33,3
Being caught in making mistakes?		
Not being able to advance in your teaching program as expected	8	66,7
Feeling frustrated of not having a specific : English cultural background		
Feeling frustrated of not having a specific :: An English native speaker person to ask for advice		
Other reasons		
Total	12	100

Table 17: The worries of Native English teacher regarding teaching course.

Table and Figure 17 displayed that approximately sixty six percent (66%) of the Native teacher's biggest worry was not to be able to progress in their teaching program as expected, while thirty three percent (33%) of them expressed their concerns about not being capable of knowing the right answer.

QUESTION 18: AS A NATIVE SPEAKER TEACHER OF ENGLISH, WHAT FEELINGS ARE RELATED TO THE PROCESS OF TEACHING ENGLISH HAVE YOU EVER HAD OR DO YOU HAVE NOW?

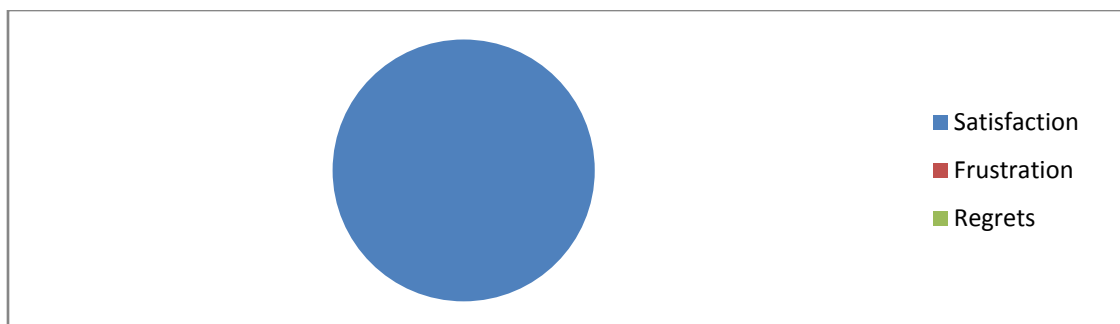


FIGURE 18: Feelings of Native speaker teachers related to the process of teaching English.

OPTION	Number of teachers	Percentage %
Satisfaction	12	100 %
Frustration	0	0%
Regrets	0	0%
Total	12	100

FIGURE 18: Feelings of Native speaker teachers related to the process of teaching English.

Table and Figure 18 demonstrated that the majority of all teachers (99%) are satisfied about the process of their EFL teaching.

QUESTION 19: AS A NATIVE ENGLISH TEACHER, DO YOU EVER COMPARE YOURSELF TO A NON NATIVE ONE?

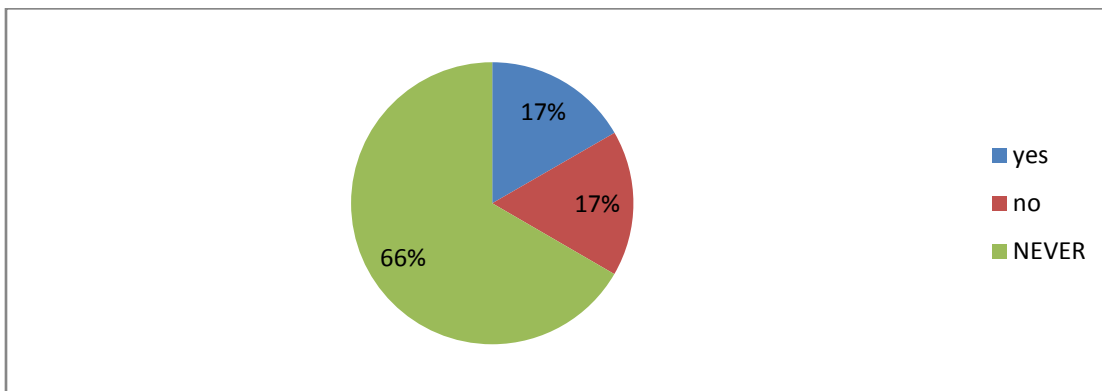


Figure 19: comparison of Native teachers of English to the Non-Native.

Option	Number of teachers	Percentage %
Yes	2	16,7
No	2	16.7
NEVER	8	66.7
TOTAL	12	100

Figure 19: comparison of Native teachers of English to the Non- Native

Table and Figure 19 showed that more than sixty six percent (66%) of the respondents negated the idea of comparing themselves to the Non-Native teachers in matter of teaching the remaining quarter of teachers declared that they did compare themselves to the Non-Native ones. This answer is relevant to the study in terms of its wide range of application that even Native EFL teachers lack confidence and look forward improving their teaching and regard Non-native as equally important and similar.

QUESTION 20: IN MATTER OF TEACHING QUALITY, DO YOU THINK THAT YOUR EFL TEACHING'S ACCENT ISSIMILAR TO NON NATIVE ONES?

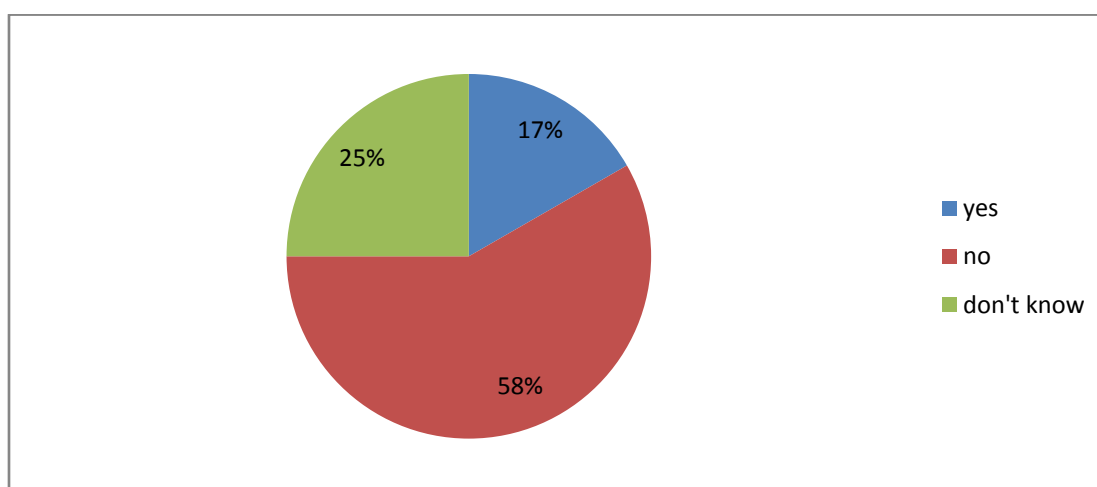


Figure 20: opinions about the similarity of Native and Non-Native accent.

Option	Number of teachers	Percentage %
Yes	2	16.7
No	7	58.3
Don't know	3	25
Total	12	100

TABLE 20: opinions about the similarity of Native and Non-Native accent.

Table and Figure 20 indicated that more than half (58%) of teachers thought that their accent was not similar to Non - Native ones, only

QUESTION 21: WHO DO YOU THINK IS MORE SUCCESSFUL IN TEACHING ENGLISH AS A FOREIGN LANGUAGE?

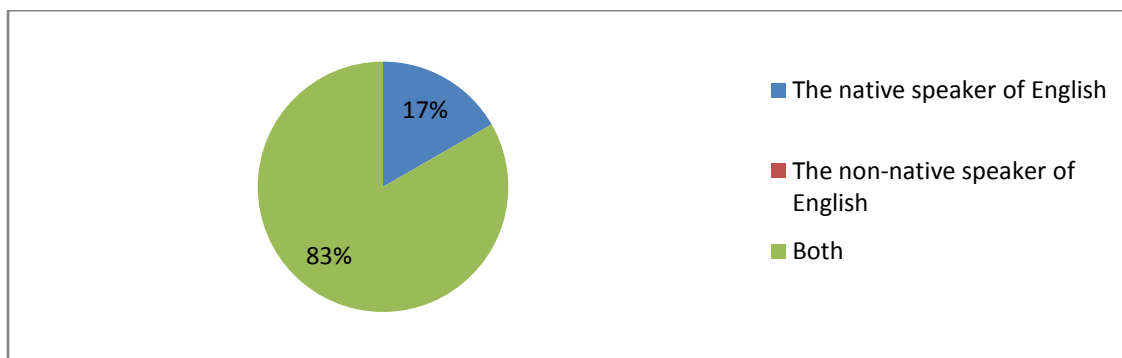


Figure 21: opinions about the success of Native and Non-Native speakers regarding their teaching English as foreign language.

The native speaker of English	2	16.7%
The non-native speaker of English	0	0%
Both	10	83.3%
Total	12	100%

Table 21: opinions about the success of Native and Non-Native speakers regarding their teaching English as foreign language.

Table and Figure 21 presented that more than half eighty three percent (83 %) of teachers think that both native and non native are successful in teaching English as a foreign Language, while Sixteen percent (16%) answers with that the native Is the successful one.

QUESTION 22: WHICH ENGLISH ACCENT DO YOU PREFER?

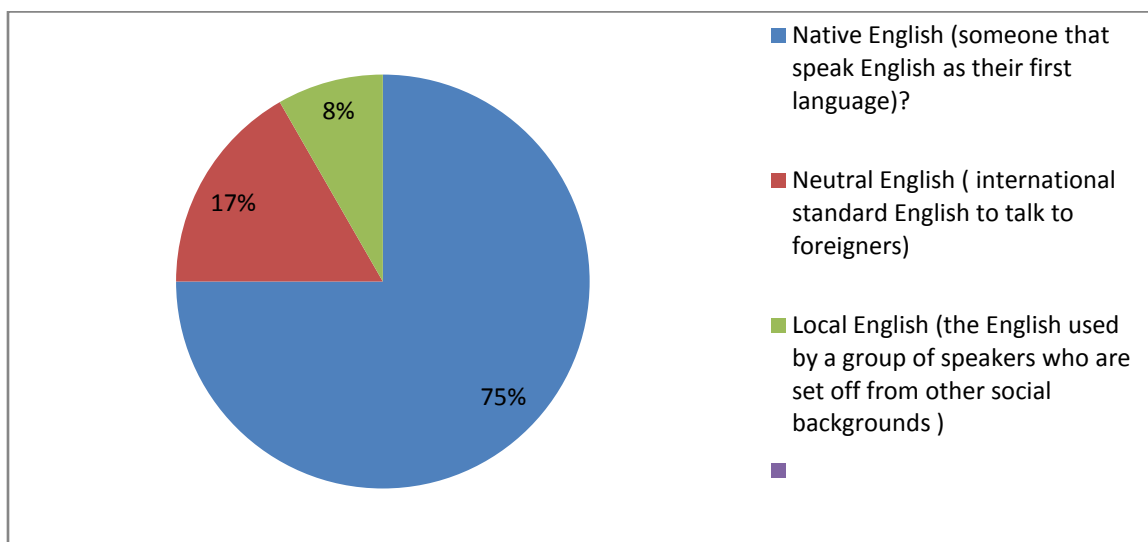


Figure 22: preference of the best English accent.

Option	Number of teachers	Percentage %
Native English (someone that speak English as their first language)?	9	75%
Neutral English (international standard English to talk to foreigners)	2	16.7%
Local English (the English used by a group of speakers who are set off from other social backgrounds)	1	8.3%
Total	12	100%

Table 22: preference of the best English accent.

Table and Figure 22 demonstrated that approximately Seventy Five percent (75%) of teachers prefer the Native English accent while Sixty percent (16%) of them said that they prefer neutral English and eight percent prefer the locale English.

QUESTION 23: IN YOUR OPINION WHICH COUNTRY'S ENGLISH ACCENT SHOULD BE POSITIONED AT THE TOP?

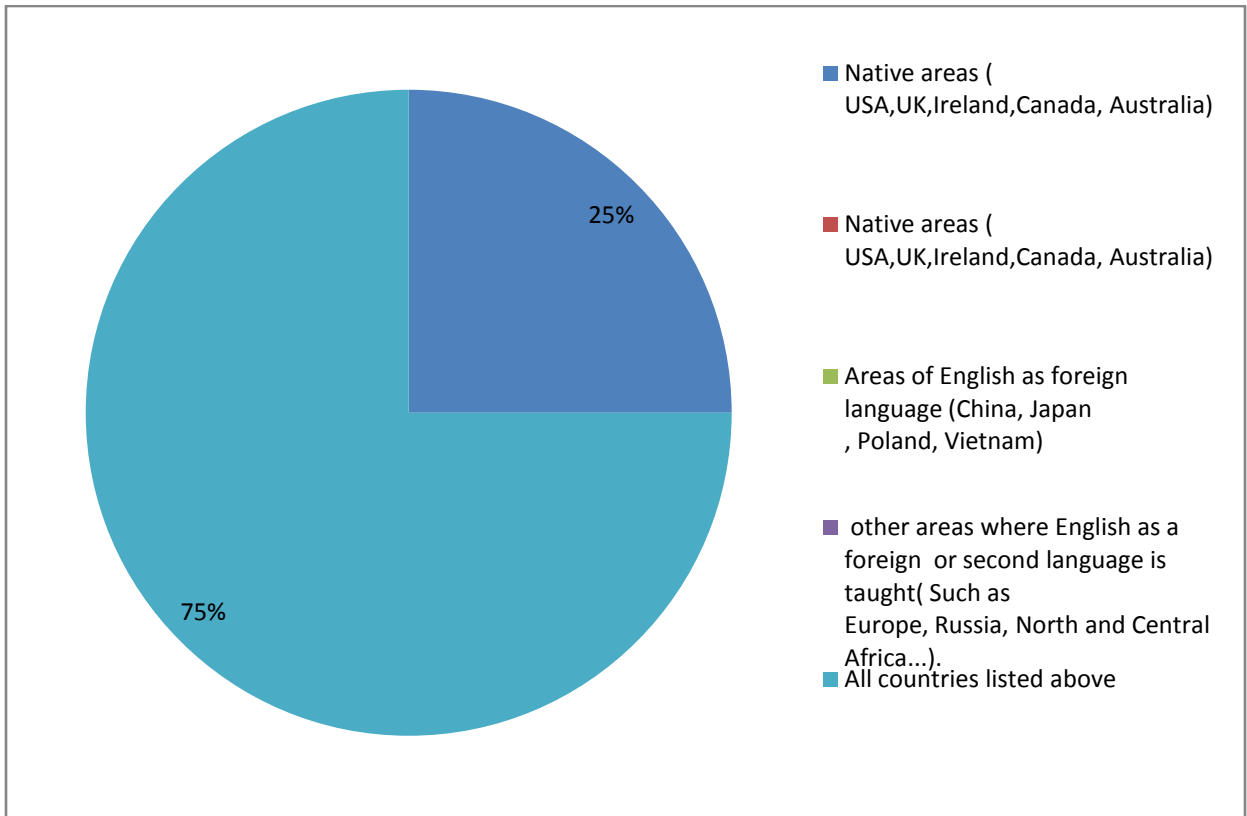


Figure 23: opinions about the position of the best English accent.

Option	Number of teachers	Percentage %
Native areas (USA, UK, Ireland, Canada, Australia)	3	25%
Native areas (USA, UK, Ireland, Canada, Australia)	0	0%
Areas of English as foreign language (China, Japan, Poland, Vietnam)	0	0%
other areas where English as a foreign or second language is taught (Such as Europe, Russia, North and Central Africa...).	0	0%
all countries listed above	9	75%
Total	12	100%

Table: 23: opinions about the position of the best English accent.

Table and Figure 23 presented that twenty Five percent (25%) of teachers answer with that all countries mentioned should be positioned in the top about their accent, while Seventy Five percent (75%) said the native areas.

Conclusion:

In conclusion it can be affirmed with a lot of cautions that according the available circumstances of the study and the limited size of the sample of the teachers available, the researchers engage to conclude that the EFL teaching process and especially their different native accent is of no consequence to their teaching competence.

FINDINGS

- Both types of teachers Native and non- Native were found to be satisfied about their teaching's process.
- Both Native and non -Native teachers agreed on a central point that their biggest worry is not being able to advance in their teaching program.
- Non- Native teachers asserted that their best effort is to reach the English Native's accent.
- The Non-Native teachers believed that top position for perfect English accent must be positioned in the native areas. Their opinions are backed by Native teachers.
- The majority of both type teachers believed that learning a Foreign/Second language provide them with a similar accent.
- The Native English accent has been rated as the best by both types of teachers rather than the locale and neutral accent.
- Most of Native and non-Native teachers were found to be successful in teaching English as a Foreign Language.
- The majority in both groups of Native and Non - Native certified that equal opportunity to work and teach should be given to both teachers.
- The teaching process of EFL is considered the same for both groups as far as competence is regarded. The only area of difference which should be remembered and highlighted in this study is that among the native teachers' accent itself there are varieties of accents and Non - English accent that should be considered and added to the list as other English continental's varieties.

GENERAL CONCLUSION:

This dissertation described and discussed the different areas of differences and similarities amongst Native and Non Native speakers of English as a Foreign Language.

It reevaluated their importance and showed how the perceptual experience and labels put on NNEST are significantly false.

The research entailed in Chapter one was the methodology. It defined the method used.

The second Chapter discussed the various authors dealing with the questions of Nativeness and its advantages and disadvantages.

The third Chapter embarked with the data analysis to demonstrate the strengths and weaknesses that exist in the University of Khenchela population (Native and Non Native teachers).

The students were exempted from the study because they were not covered.

The results showed that NNESTs and Nests' work should be complementary and the areas of differences hardly exist.

SUGGESTIONS AND RECOMMENDATIONS:

The following recommendation and suggestions were formed according to results shown by the data analysis concerning "the difference between native and non-native English speaking teachers" we recommend:

- to teach the next generation more about the real the history of English.
- to make both type of teachers aware of what the learners need to learn from English language.
- To teach English language more in our institutes.
- to be great full for the efforts that non-native teachers did and still do in teaching English language.
- stop comparing the accent of native and non native English because after all and logically the native English is the perfect one.

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APPENDICES

APPENDIX I: NNEST's QUESTIONNAIRE

The objective of this questionnaire is to discuss the difference of native and non-native English speaking skills, and to discover if there are any similarities or differences with regards to their teaching.

This questionnaire has been elaborated for the two types of teachers.

A-Questionnaire for Non- Native teachers.

Would you, Please, answer the following questions:

1-How long have you been an EFL teacher?

1- 5. Years.

5-10. Years.

10-15. Years.

More than 15 years...

2- What qualifications do you hold?

Bachelors' degree

Master's degree

Magister's degree

PhD's degree

3-What is the main reason which made you choose to become an EFL teacher? Is it because:

A- Like teaching in general?

B- Do you enjoy teaching the English language?

C- Think that being an EFL teacher is one of your best career's options?

4-What would be your biggest worry as a non native English teacher regarding your teaching course ?

- *Not knowing the right answer?
- * Being caught in making mistakes?
- *Not being able to advance in your teaching program as expected?
- * Feeling frustrated of not having a specific:
 - English cultural background
 - An English native speaker person to ask for advice?
 - Other reasons? Please, specify!

.....

5-Do you think that it is easy to get rid of your native's accent ?

- Yes
- No
- Don 't know

6-Have you ever been concerned about your accent as a non-native English speaker?

- Always
- Sometimes
- never
- don't know

7-When you speak English, do you make big efforts to get rid of your native accent?

- Always
- Sometimes
- never
- don't know

8-As a non-native speaker teacher of English, what feelings are related to the process of teaching English have you had or do you have now?

- Satisfaction.
- Frustration
- Regrets

9-As a non-native English teacher, do you ever compare yourself to a native one?

Yes

No

10-Do you think that learning and acquiring a Foreign/Second language provide you with the same teaching's accent as the natives 'one?

Yes

No

don't know

11-Who do you think is more successful in teaching English as a foreign language:

* The native speaker of English?

*The non-native speaker of English?

*Both?

12-Which English accents do you prefer?

* Native English (someone that speaks English as their first language)?

*Neutral English (international Standard English to talk to foreigners)?

*Local English (the English used by a group of speakers who are set off from other social backgrounds)?

13-In your opinion, which country's English accent should be positioned at the top :

* Native areas (USA, UK, Ireland, Canada, Australia)

* Previous English colonies (India, Malaysia, South Africa)

* Areas of English as foreign language (China, Japan, Poland, Vietnam)

* Or other areas where English as a foreign or second language is taught (Such as Europe, Russia, North and Central Africa...).

* Or all countries listed above?

APPENDIX II: NEST's QUESTIONNAIRE

The objective of this questionnaire is:

- 1- To discuss the difference of Native and Non-Native EFL teachers and
- 2- To discover if there are any similarities or differences with regards to their teaching 'accents.

This questionnaire has been elaborated for the two types of teachers.

B-Questionnaire for Native EFL teachers.

Would you, please, answer the following questions?

01-How long have you been an EFL teacher?

1- 5 years.

5-10. years

10-15. years

More...

02- What qualifications do you hold?

Bachelors' degree

Master's. " "

Magister's. ". "

PhD's ". "

3-What is the main reason which made you choose to become an EFL teacher? Is it because:

A- Like teaching in general?

B- Do you enjoy teaching the English language?

C- Think that being an EFL teacher is one of your best career's options?

04-What would be your biggest worry as a Native English speaker regarding your EFL teaching course?

- *Not knowing the right answer?
- * Being caught in making mistakes?
- *Not being able to advance in your teaching program as expected?
- * Feeling frustrated of not having a specific:
- Foreign cultural background or
- A Non Native speaker person to ask for advice?
- Other reasons? Please, specify!

05 -As Native English

Speaker, what are the feelings related to the process of teaching English have you ever had or do you have now?

- Satisfaction.
- Frustration
- Regrets

06 -As a Native EFL teacher do you ever compare your teaching to a Non Native's one?

- Yes
- No
- Never

07 -In matter of teaching quality, Do you think that your EFL teaching's accent is similar to Non Native ones?

Yes

No

Don't know

08 -Who do you think is more successful in teaching English as a foreign language:

* The Native speaker of English?

*The Non-Native speaker of English?

*Both?

09 -Which English accents do you prefer?

* Native English (someone that speaks English as their first language)?

*Neutral English (international Standard English to talk to foreigners)?

*Local English (the English used by a group of speakers who are set off from other social backgrounds)?

10 -In your opinion, which country's English accent should be positioned at the top :

* Native areas (USA, UK, Ireland, Canada, Australia)

* Previous English colonies (India, Malaysia, South Africa)

* Areas of English as foreign language (China, Japan, Poland, Vietnam)

* Or other areas where English as a foreign or second language is taught(Such as Europe, Russia, North and Central Africa...).

* Or all countries listed above?

Thank you for your cooperation and help.