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Highlights

Evaluation of a Predictive Learning Tool to Enhance

Obstacles to School Reform

Synergy in English Teaching

Discovering Thoughts, Inventing Future

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Obstacles to School Reform: Understanding School Improvement in a UAE International School

By Dr. Jake Madden

Abstract- This research paper reports on data from an International School in Abu Dhabi that has been engaged in the initial stages of school improvement. Using a constructivist grounded theory design, qualitative and quantitative data were employed to investigate the school's climate and its capacity for change. Applying Schiemann's 'People Equity' framework (2009), data were collected about the level of staff's Alignment, Capability and Engagement (ACE). The Principal was interviewed about his understandings and expectations for school reform and teacher development, and site-based data about staff and student outcomes was drawn from the school.

Keywords: *school improvement; school climate, leadership.*

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Obstacles to School Reform: Understanding School Improvement in a UAE International School

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Abstract - This research paper reports on data from an International School in Abu Dhabi that has been engaged in the initial stages of school improvement. Using a constructivist grounded theory design, qualitative and quantitative data were employed to investigate the school's climate and its capacity for change. Applying Schiemann's 'People Equity' framework (2009), data were collected about the level of staff's Alignment, Capability and Engagement (ACE). The Principal was interviewed about his understandings and expectations for school reform and teacher development, and site-based data about staff and student outcomes was drawn from the school. Initial findings show the distinctive dynamics experienced by this school in its journey to improve the quality of teaching and learning. These include: the ways in which the Principal has needed to address the school's specific contexts ahead of school reform; the cultural, linguistic and pedagogic diversity of the staff; the need for greater professionalism; and the idiosyncratic nature of the national regulatory requirements. In the current educational climate of an imperative for improved teaching and learning, the research highlights this school's distinct differences based on cultural and systemic variations as well as its similarities with other schools seeking such improvements. With limited data available on Middle Eastern International Schools engaging in change journeys, this paper provides a valuable perspective on the challenges and opportunities for school reform in these contexts.

Keywords: school improvement; school climate, leadership.

I. Introduction

This paper provides insights into one International School in Abu Dhabi, in the United Arab Emirates, and what data from that school indicates are some key elements for preparing staff for school improvement. Using constructivist grounded theory to frame the analysis of an interview with the school's Principal, this paper notes his understandings of the contexts that underpin the school's climate. The school's specific dynamics further complicate the already challenging processes of school reform. The paper presents a review of the literature, providing a case for the current imperatives for school improvement and the known barriers to that process. It also outlines the challenges that research has shown are faced by principals of International Schools, and some of the inherent problems for schools in the Middle East.

II. The Research

This research paper is based on two sets of data drawn from the International School: qualitative survey data and demographic information, and a quantitative interview with the Principal. The first set of data was a survey from both the Principal and the school's staff. Based on the work by Schiemann (2009) on 'People Equity' and "optimising talent" (pp 208-209), the survey was designed to assess the staff's level of Alignment, Capability, and Engagement (ACE; more on this shortly). Additional contextual information was garnered from the school, which noted its similarities and differences with other Middle Eastern and International Schools. The second set of data was a semi-structured audio-recorded and transcribed qualitative interview with the school Principal about his understandings and expectations about school improvement, his intentions for developing the teachers in the school and the barriers and challenges he was facing in these processes.

The survey data, based on ACE factors (Schiemann, 2009), was gathered and statistically analysed as part of a broader research project with multiple schools across three countries (n=7). It was designed to provide relevant information for school principals for decision-making processes about school readiness for improvement, and provided each school with a report summarising that information. From the survey data, and employing a 'traffic light' system, the report indicated how the individual schools rated, along with comparative data from 'similar' schools and 'all participating schools' in the project. It noted for the principals the areas in which their school ranking was more than one standard deviation above or below that of all the schools participating in the project. The report noted areas of success and areas for potential improvement across the survey questions and, because the principal had also completed the survey, it noted the variances between how the aggregate of the staff responded as opposed to how the principal responded on each of the three areas of Alignment, Capability and Engagement. It also provided demographic information

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about the staff (e.g. gender, teaching experience, age, role/s within the school, qualifications, and areas of prior professional development).

The principal of this Abu Dhabi International School was interviewed to determine his broader understandings about the school climate, the level of preparedness of his staff for school improvement phases, what he expected to achieve through that transformation, and the challenges he was able to anticipate might occur. The transcript of the interview was analysed using a constructivist grounded theory methodology (Charmez, 2002; Corbin and Strauss, 1990; Mills *et al.*, 2006; Strauss and Corbin, 1998; 1999). The interview data in the form of transcription was member checked (Creswell, 2004) with the participant for clarification and further commentary. The analysis revealed more detailed understandings about the context of the school and the issues faced in preparing the staff for school improvement. It noted the school-specific dynamics that presented additional challenges for the Principal.

III. Education in the Middle East

The growth of school education in the Gulf Cooperation Council (GCC) region began with the discovery of oil in the 1950s. During this time, the rapid economic and social development across the region necessitated the employment of large numbers of expatriate workers. Many of these workers brought their families and children with them. Reflecting the educational needs of these expatriate families, there was a demand for private schools to offer a variety of international curricula—including curricula from the United Kingdom (UK), the United States (US), India, and other places in addition to the Arabic-medium curriculum taught in public schools.

However, the rapid increase in schooling options had seen an increase in school diversity and presented some challenges for governments and education agencies. Kamel (2014) notes the three key challenges facing the Middle East:

1. An increase in education inconsistency within the countries of the Middle East;
2. A marked decrease in the quality of student learning despite an increase in *per capita* education expenditure; and
3. A mismatch and growing divide between market needs in terms of capacity in skills and what the education system has to offer in terms of output (Kamel, 2014, p. 100).

Kamel's findings are drawn from various educational agencies' statistical data that the school systems in the Middle East and North Africa Region (MENA). These indicate that the schools are generally of low quality, and key international student test measures (i.e. PISA, TIMMS) highlight that basic skills are not being learnt by students in the MENA region (Gatti *et al.*, 2013). Additionally, UAE students scored below average in PISA testing in 2012 and the UAE was ranked 48th in mathematics, 44th in reading and 46th in science out of 65 participating Organisation for Economic Co-operation and Development (OECD) countries. In the last round of TIMMS, the UAE ranked below the average.

Alayan, Rhode and Dhouib (2012) note that in the Middle East, traditional education models can no longer stay abreast with fast modernization resulting from successive technological advances, and there is an impact of the information revolution and social media on character formation. Such analysis has seen the development of an ambitious UAE 2021 Education Vision[1] for the country to activate education in helping to establish a knowledge-based society.

Over the past three decades the expatriate population explosion and the need for schooling has seen a growing number of investors into the school market in the UAE. In 2015 the International Schools Consultancy (ISC)[2] listed the UAE has having 507 International Schools. The dominance of the private education market and the presence of its for-profit providers raises questions about educational access and equity, particularly for middle and low-income expatriate families who do not have access to public schooling.

With the substantial growth in building of new schools in the UAE, ISC Research[3] predicts that, by 2020, there will be a need for 503,000 full time teachers. If International School standards are to continue, this will require the employment of teachers who have the skills and experience to teach the globally recognized curricula such as the National Curriculum of England, the International Baccalaureate and an American curriculum.

Given the research indicates that staff turnover in International Schools is between 20-25% the recruitment of quality staff is a major challenge (Preetika and Priti, 2013). Attracting and then retaining quality staff in itself is a problematic issue for all schools. While many factors contribute to teacher turnover, the disparity in teacher remuneration and the government control on private school fees are key contributors to teacher turnover, as highlighted in a 2015 report by Ardent Advisory and Accounting[4]. Furthermore, Kamel (2014) claims that, as the UAE government revise existing regulations and educational requirements for schools and teachers, education providers are finding it harder

[1] http://www.vision2021.ae/en/national-priority-areas/first-rate-education-system
[2] (http://www.iscresearch.com/information/isc-news.aspx)
[3] http://www.iscresearch.com
[4] http://ardentadvisory.com/images/GCC%20Education%20Sector%20Report.pdf

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to attract quality teachers due to complicated regulations, licensing and educational requirements set by government entities.

IV. UAE School Context

With almost 90% of schools belonging to the private sector, Dubai established the *Knowledge and Human Development Authority* (KHDA) in 2007 to oversee growth, quality and direction of private education in Dubai (Thacker and Cuadra, 2014) while Abu Dhabi instituted the Abu Dhabi Department of Education and Knowledge (ADEK)[5].

Currently, only 20% of the schools are "national" schools that operate using the national UAE curriculum, although all schools are mandated to teach the Arabic and Islamic curriculum as the minimal foundation. Within the UAE there are currently 15 different international curricula[6], including Indian, English National, French, German, Canadian, American, Australian, and International Baccalaureate.

The school at the centre of this study is one of the new private schools to be established by the private sector. Situated in a growing area of Al Shamkha, Abu Dhabi, the K-12 school was re-established in 2014, and opened with an initial enrolment of 277 K-6 students. Since then it has steadily grown into a fully-fledged K-11 school with more than 1175 enrolled students. Currently Emirati students account for 90% of the student population with the remaining 10% and being expatriate, although of predominately Arab descent.

Since its inception, the school has grown its leadership team and there have been leadership changes since opening. The teaching staff is currently a mixture of predominately Arabic only speaking staff (20%), English only speaking staff (30%) and bilingual speaking staff (50%). As reported by Madden (2014) the focus on building teacher capacity centers on addressing the challenges of staff diversity.

Notwithstanding these dynamics, the ability to engage parents as partners in learning does involve cultural challenges. It is considered that "Many schools fail to engage Emirati parents appropriately and use communication channels that do not take cultural considerations into account, such as when a phone call is more appropriate than written communication" (Al Sumaiti, 2012, p. p.1).

Thus, the specific contexts and dynamics evident in this International School compound the challenges faced by the school's Principal in his efforts to prepare for and facilitate school improvement.

[5] https://www.adek.gov.ae/

[6] KHDA, 2015, Inspection of Private Schools 2013-2014 Key Findings retrievedfromhttps://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/DSIB%20Key%20Findings%20Report_English%20Final.pdf

V. Literature Review

This review of the academic literature focuses on three of the broader elements of school reform that relate to this paper:

- The role of the principal in school improvement, with a particular focus on 'readiness' and capacity for change;
- The role of the principal in school improvement;
- And the role of the school climate in school improvement.

While there is an obvious interconnection between these three elements, the literature about how that relationship happens, and how it is then related to school improvement, will be noted.

Reform of national education systems has been at the forefront of discussions for governments and education departments in countries around the world. This global educational reform movement (Sahlberg, 2011) has been gathering momentum since the early 1980s and has focussed attention on many aspects of educational practice. These foci include, but are not limited to: school leadership; principal characteristics; elements of quality teaching; professional learning for teachers; personalisation and differentiation of teaching; embedding ICT into teacher practice; "21st century teaching"; raising educational standards; and many more (Cheng, 2009; Dondero, 1997; Fullan, 2014; Hargreaves and Evans, 1997; Hargreaves and Fullan, 2012; Masters, 2014). Claiming a direct correlation between high levels of educational achievement and national economic success, governments, and subsequently education systems, are continuing to cast their attention to what is happening in schools across the world (Masters, 2014; McMahon, 2011). Middle Eastern nations are not exempt from this focus as they too are seeking national financial and economic excellence as well as educational success for their students (Purinton and El Sawy, 2012).

The educational literature attests to the imperatives of school improvement and increasing student achievement. The professional journals abound with research about how schools, teachers, education systems can achieve improvements in student learning. Hattie's (2009) work has affirmed the numerous factors that influence whether and to what degree a school–its staff, parent community, students and the principal–can achieve 'improvement'. Acknowledging that references to 'school improvement' frequently implies that the learning outcome of students will be increased, expanded, augmented, or in some way be better than it was previously, any kind of school improvement is both nebulous in what it looks like, and difficult to achieve (Alayan *et al.*, 2012). When the measure of 'improvement' is student learning outcomes, then there is the range of student tests that can be used to

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determine that measurement (Leithwood *et al.*, 2004). When 'improvement' refers to the nature of the school 'climate', then there are likewise surveys, tools and instruments that can 'measure' and evaluate a school's climate (Al Makadma and Ramisetty-Mikler, 2015; Alborno and Gaad, 2014; Liu *et al.*, 2014; Thapa *et al.*, 2013). Likewise if the leadership of the principal is the mechanism through which these achievements can be realised, then there is ample research literature around principal behaviour, characteristics and leadership, and their co-relationship (Du Four and Marzano, 2011; Fullan, 2014; Hallinger, 2014; Hitt and Tucker, 2015; Leith wood *et al.*, 2004; Litz, 2014; Preetika and Priti, 2013; Wang *et al.*, 2015). Similarly, if the focus for the improvement is on what teachers do – their pedagogy and practices – then there are a myriad of research studies that have, and are, investigating changes in what teachers do to bring about learning improvements (McLeod and Reynolds, 2007; Murray, 2012; Niemi *et al.*, 2012).

What is pertinent to this paper is that school principals are increasingly implicated in the imperative for school reform. This expectation, though, is further complicated and compounded by the specific dynamics of International Schools such as the one in the UAE, which is the focus of this study.

The following three sections focus more closely on the literature about the role of Principals and school readiness and capability for change, the role of the school principal in school improvement, and school climate and its relationship with school improvement.

VI. School Improvement: Readiness and Capacity

Since 2009 when Hattie (2009) released his synthesis of meta-analyses of 'what works' in education, noting for readers the 'achievement effects' of a range of factors that play a major role in contributing to student learning, there has been increased attention on what happens in schools. Hattie noted six key contributors to student learning achievement: home, student, school, teacher, teaching and curricula (Hattie, 2009, p. 19). Of these six, his meta-analyses of research showed that the teacher and the teaching play pivotal roles in student learning outcomes. Coming at a time when educational reform was already in full swing and the quality of teaching and learning activities was under the spotlight, Hattie's findings (2009) added weight to the imperative for teachers to focus on pedagogy and practice (Dinham, Feb 28th 2013). This pressure then transfers to the stakeholders: not only teachers, but also principals, education systems, support mechanism, professional literature and research alike (Du Four and Marzano, 2011; Fullan, 2014), and has been disparately applied and enacted across the world (Sahlberg, 2011). As an inherent part of the global educational reform movement, quality of pedagogy and practice, in tandem with professional learning and the professionalisation of teachers and teaching has received much attention (Johnston, 2015). Principals are currently expected to focus on developing their staff in whatever ways are necessary to achieve school improvement (Darling-Hammond and Lieberman, 2012).

In tandem with this imperative for principals to ensure their teachers are developing and improving student learning outcomes is the notion of "people equity" (Schiemann, 2009) that has been adapted and, in this instance, applied to educational contexts. Taken from the field of human resources and considering people as both a valuable resource and a talent, Schiemann (2009) developed the construct of "people equity" as a framework to maximise and mange staff talent through enabling the performance and the growth of employees. In summary, the framework focuses on three elements of staff capabilities. These include staff's:

1. Alignment to the organisation's focus, which "implies that from top to bottom everything is connected in the most effective and efficient way possible so that there is maximal output using the least amount of input" (p.105);
2. Capabilities, being "the skills, technology and processes needed to deliver successful products and services to customers" (p.129); and
3. Engagement being a combination of worker satisfaction (organisational, job, fair treatment and low stress) commitment (to the company's mission, proud to be a member, and able to identify with the organisation's values and beliefs) and advocacy (willingness to put in extra effort, to recommend friends to join, and customers to use) (Schiemann, 2009, p. p.155).

It was Schiemann's (2009) framework for "people equity" that led to the development of a survey instrument to assess teachers' capacity and readiness for change. The survey was designed to give principals an indication of how their staff, individually and collectively, perceived the school environment. From the receipt of the information drawn from the survey results, principals were more informed about their staff's understandings, readiness and capacity to for change. In light of the imperative for school improvement, it is claimed that this kind of information is foundational for forward movement in the school improvement agenda (Fullan, 2014).

VII. The School Principal and School Improvement

The second area of literature that is overviewed here is that of the role of the school principal in facilitation of school improvement. As already noted, much of the responsibility for ensuring that schools are being seen to reform, and improve their students'

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learning outcomes, falls to the principal. There is no shortage of research literature about many areas of principal ship, including:

- The nature of school leadership (Fullan, 2014; Urick and Bowers, 2014);
- Principal and leadership characteristics that are aligned with student achievement (Hallinger, 2014; Hitt and Tucker, 2015);
- The imperative for ensuring teachers are professionally developed (New South Wales Department of Education and Training, 2006; Van Driel and Berry, 2012);
- The need to develop professional learning communities (DuFour and Marzano, 2011; Fullan, 2014);
- And the need for teachers to be more 'professional' (Johnston, 2015; Wallace, 2009).

All of these components that can contribute to school improvement have become the responsibility of the school principal. With or without system levels of support (funding, time allocation, resources) principals are tasked with ensuring that, through focus on these kind of elements of school life, improvements will happen (Hitt and Tucker, 2015).

While the academic literature on whether or not, or to what degree, the school Principal impacts on the educational outcomes for students is divided (Mulford *et al.*, 2004), there is evidence to suggest that any impact occurs through indirect mechanisms (Barker, 2007; Mulford *et al.*, 2004). For example, Hallinger and Heck (1998) noted that the effect of the principal on student learning is small and usually statistically hard to detect. Barker notes that: "The great majority of schools seem to be performing at levels that could be predicted from knowledge of their [student] intake" (Barker, 2007, p. p.25). This paper though focuses on how this Principal was faced with specific school dynamics, which, in the context of an International School in Dubai, further complicate the processes of school reform.

VIII. School Climate and School Improvement

The third area to be outlined is that of school climate. This paper uses the definition of school climate asserted by the *National School Climate Council* (USA) where school climate is defined as: "the quality and character of school life. School climate is a multidimensional concept that reflects the norms, goals, values, interpersonal relationships, teaching and learning practices, safety, and organizational structures of a school community" (National School Climate Council, 2007, p. 2). Two seminal reviews of school climate research (Anderson, 1982; Freiberg, 1999) provided the basis of much research, especially when Frieberg (1999) asserted the need for more, useable, well-defined and research-based school climate models to facilitate further development in this area. While there is much literature on this complex area, three key links between school climate and school leadership are noted briefly here.

1. Thapa et al. (2013), in their review of school climate have highlighted many of the evidenced outcomes associated with positive school climate (Thapa *et al.*, 2013). While these are too expansive to mention here, suffice to say that school climate matters because it has the potential to affect numerous aspects of school life – for staff, students, parents and leaders. It is also asserted that the tone and nature of a school's climate becomes the responsibility of the school principal. Developing a positive and collaborative school climate within the complexities of an International School setting becomes even more challenging for principals in these circumstances.
2. While principals have the power, authority, and position to not only impact the school climate and the professional capacity of their teachers, the literature indicates that many school leaders are not in tune with their staff (Ainscow *et al.*, 2013; Paustian-Underdahl *et al.*, 2014). In the complex and dynamic environment of schools, all principals need to understand effective leadership behaviours and teachers' perceptions of their behaviours (Hill, 2014; Wang *et al.*, 2015).
3. Zepeda, Jimenez and Lanoue (2015) assert that principals must know and understand how to provide the foundation for creating an atmosphere conducive to change. Leaders must be able to correctly envision the needs of their teachers, empower them to share the vision, enable them to create an effective school climate and thus create the conditions for school improvement (Fullan, 2014; Wang *et al.*, 2015).

Effective school leaders engage in three key behaviours when shaping the climate of the school. Initially they detect the school culture and learn about its history leading to the current context (Hill, 2014). Before trying to reshape or improve the climate of the school the principal must know the deeper meanings embedded in it (Urick and Bowers, 2014). Secondly, principals need to uncover and articulate core values. It is important to identify which aspects of the climate are damaging and which are constructive (John and Taylor, 1999). Finally, principals work to build capacity within their staff to foster mindfulness and create the working conditions for improvement strategies to thrive (Masters, 2012).

Thus, this paper has noted the research that was conducted as the basis for the paper. It has outlined the specific context of the International School

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in Dubai, and has reviewed key literature and research about school improvement, school principals and school climate and their co-relationship to school improvement, with specific focus on the Middle Eastern educational contexts.

IX. Discussion and Implications

This section discusses the themes identified from the constructivist grounded theory analysis of data. The themes derived from the data described the dynamics that the Principal encountered at the UAE International School. These themes are noted here, and then briefly discussed. The key findings and implications arising from this study and relevant to this paper include:

1. *Intensified Teacher Diversity:* The cultural diversity of the school's staff bring added complexities to the task of school reform because of the disparate range of cultural expectations and paradigms. Substantial staff coherence and professional consistency are essential for staff to have a shared vision and mission for change (Fullan, 2014). Understanding the inherent constraints and benefits of this teacher diversity and managing its limitations create an additional level of complexity for the Principal in the school's moves towards improvement (DuFour and Marzano, 2011).
2. *High Teacher Turnover:* The high levels of staff turnover in International Schools is recognized (Benson, 2011) and in this school the Principal has noted impacts of the teacher turnover on the cohesion of staff, the school's organizational structure, and the (loss of) knowledge of the instructional learning programs and routines of every-day school life.
3. *Staff Communication and Languages:* With the cultural diversity comes linguistic diversity that further compounds communication within the school. In this school there are three groups of language speakers, which further complicates not only communication but also professional relationships amongst and between staff members.
4. *Pedagogical Difference:* the diversity of cultural backgrounds of the staff also results in a wide variety of pedagogical differences. While difference can be beneficial, ensuring that there is consistency and a shared pedagogic vision becomes more challenging when the variety of pedagogies are greater and more disparate than in other, state-based educational systems in Western countries.
5. *Teacher Professionalism:* Notions of what it means to be a professional educator also vary greatly with this diverse cohort of teachers. Again, this adds another level of complexity as the Principal seeks to develop consistency and professionalism in the staff.
6. *Performance Management Regulations:* The Principal's need for clarity and understanding of the regional school accountability regulations was more intense in this Middle Eastern context. Additionally, he noted the need to work with the system of school ratings that holds schools accountable for improving student achievement and overall levels of school performance. Developing staff understanding of the performance standards rubrics is a foundational step that was challenging in these contexts.

a) *Intensified Teacher Diversity*

This International School experiences high levels of teachers' cultural diversity as teachers from around the world bring with them a range of "Western" and Middle Eastern educational and cultural knowledge and understandings. The impact of this teacher diversity is significant for International Schools as it invariably affects the school, its students and the teachers themselves. While teachers' cultural diversity brings benefits, it also presents challenges. This school's Principal was aware of the need to align school improvement strategies to the tasks of recruiting, selecting, developing, and retaining effective teachers to maximize the success of such strategies. In doing so, the Principal could ensure that the school had the necessary teaching talent for the implementation of the school's instructional vision.

b) *High Teacher Turnover.*

While high turnover of principals and staff in International Schools is a recognised phenomenon (Benson, 2011; Hawley, 1995; Odland and Ruzicka, 2009), this school realised an average 20% change in staff each year. The overall effect of this level of teacher turnover depended on the effectiveness of individual teachers and their distribution across the school (Mancuso *et al.*, 2010). If leaving teachers were equally as effective as those who replace them, then there should be a smaller net effect on student achievement due to the turnover. While there was no evidence to determine whether or to what degree this staff turnover may contribute to lower student achievement, or whether low achievement may also cause teachers to leave, the school's capacity to recruit quality staff added to the complexity of the situation. The Principal noted the negative impact of staff turnover on staff cohesion, the disruptive nature of staffing changes on the school's organisational routines, and loss of knowledge about the instructional learning programs.

c) *Staff Communication and Languages*

With the noted cultural diversity evident in this International School's staff also came a linguistic diversity. The school's staff fell into three distinct linguistic groups: those who speak only English; those who speak only Arabic; and those who speak one of

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those languages, with a little of the other language and are thus, bilingual. The linguistic diversity in this International School served to further divide and at times isolate the staff. In many other International Schools English is the 'lingua franca' that all staff are expected to speak and understand. However, this is a bilingual school, with teaching programs in both Arabic and English. When around a third of the staff speak only one of the nominated languages, this acts to further divide and isolate, rather than unite the staff, towards a common, shared vision. Thus, the Principal was charged with not only building school culture, implementing school improvement strategies, providing professional development and monitoring the day-to-day operations of the school, but also with doing so in the context where not all staff speak the same language.

d) Pedagogical Difference

Not only does the school's teachers have a wide variety of cultural perspectives but each of these teachers came with an inherent teaching pedagogy and teaching roles. Their established educational expectations were drawn from a vast assortment of teacher training programs across a range of nations. The teaching approaches that teachers have developed around pedagogical concepts such as: lifelong learning, behavior management, critical thinking, experiential and discovery learning, are often at odds with the teacher-centered, rote learning style that dominates Islamic and Middle Eastern education. Therefore, the Principal's role was to manage the staff professional development, and sometimes re-training, in order to align the staff's pedagogies and enable the implementation of the school's instructional vision. This was another level of complexity faced by the Principal in this International School. Given the cultural diversity from the countries of origin of the school's staff and the diversity of teacher training programs and their respective paradigms, this International School experienced a much wider range of diversity than many other schools.

e) Teacher Professionalism

One of the concepts under the umbrella of enhancing teachers' performance and the effectiveness in advancing student achievement has been teacher professionalism. The relationship between the culture of the school and the level of teacher professionalism has been noted in the literature (Australian Institute for Teaching and School Leadership [AITSL], 2011; National School Climate Council, 2007). Literature on teacher professionalism offers some essential characteristics about what is expected (Duhn, 2011; Hilferty, 2008; Servage, 2009). Chiefly, professionally focused teachers deliver high quality learning experiences, are looked upon as role models, espouse professional values such as effectiveness, efficiency and punctuality, and have an organisational pride and discipline in what they do. The role of the principal is implicated in developing professionalism in teaching staff (Thoonen *et al.*, 2011). For this International School, the Principal was keen to advance notions of what it means to be a professional teacher through engaging teachers in a conversation about the implications for them, their students, and the educational community. Without this focused attention on core standards and expectations, the opportunities for cooperative and consistent staff behaviours was limited. Thus, this facilitation of a shared understanding of what it is to be a professional educator was an additional component of this Principal's role in this International School.

f) Performance Management Regulations

The Emirate of Dubai's requirements for performance management and the attending regulations in the form of an annual external inspection process was devised to observe and rate a school's overall levels of student learning and progress over time. Although a wide range of data is collected, a key process for judging school performance is the use of standardized test results (eg TIMSS, PISA, ISA). Using the UAE School Inspection Framework[7], this Principal indicated he intended to coordinate collaboration of teachers around curriculum and standards, focus on instructional strategies and goals, and influence student learning through tightening assessment practices. This has implications for leaders to not focus too strongly on implementing practices associated with accountability and quality assurance as this increases pressure on teachers, thus reducing their readiness for change (Lee and Dimmock, 1999).

X. Conclusion

This study uses the self-stated understandings of teachers and an International School principal who are teaching in a majority Emirati International School in Abu Dhabi. The paper focuses on the need for school leaders to have a strong contextual understanding before leaping into school improvement initiatives. The literature has shown the importance of implementing a sustainable school improvement plan and accounting for the specific nature of the school climate. The study has shown ways in which this Principal addressed: the school's specific dynamics ahead of school reform; the cultural, linguistic and pedagogic diversity of the staff and how it complicated the application and preparation for change; and the Principal's focus on greater professionalism for his staff. These specific challenges were noted within the idiosyncratic nature of the national regulatory requirements for this International School.

[7] https://www.moe.gov.ae/Ar/ImportantLinks/Inspection/PublishingImages/frameworkbooken.pdf

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This study highlights that having a depth of knowledge of the cultural, linguistic and pedagogical diversity of the staff, and then addressing the challenges, can support the school leader and the staff in readiness for significant educational change. In this study, the information provided to the Principal from participation in a 'school readiness' survey empowered him for informed decision-making. Thus, navigating the complexities of school climate and the specific dynamics evident in the school became inherent to the plan for change. The study notes that successful school improvement can occur when the readiness of staff for change is high and the principal has an informed understanding of the challenges of the school's climate. This was evident for this Abu Dhabi International School and the journey of change continues for the staff and principal.

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Unsupervised Learning: Using Educational Videos as a Learning Tool to Enhance the English Vocabulary use for the I-Generation

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Abstract- Words are the foundation that we need to build our meaning on; therefore, without vocabulary, one cannot communicate properly or create a single comprehensible conversation (Ghazal, 2007, p. 84). Furthermore, Bowen and Marks (2002) describe vocabulary as follows: "words are the base of language which makes them the base of communication indicating the pivotal role of vocabulary knowledge in second language acquisition" (as cited in Ebrahimzadeh, 2017, p. 1). Consequently, not having an adequate amount of vocabulary leads to a deficiency in language production (Ebrahimzadeh, 2017, p. 1). This paper aims to highlight the most salient studies that are related to enhance the new generation of EFL students' vocabulary attainment through the use of educational videos outside the classroom setting.

Keywords: EFL learners, i-generation, learning english, literature review, saudi arabia, teaching english, unsupervised learning, videos, vocabulary.

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Unsupervised Learning: Using Educational Videos as a Learning Tool to Enhance the English Vocabulary use for the I-Generation

Shaima Seddigi [α] & Dr. Abeer Sultan Althaqafi [σ]

Abstract- **Words are the foundation that we need to build our meaning on; therefore, without vocabulary, one cannot communicate properly or create a single comprehensible conversation (Ghazal, 2007, p. 84). Furthermore, Bowen and Marks (2002) describe vocabulary as follows: "words are the base of language which makes them the base of communication indicating the pivotal role of vocabulary knowledge in second language acquisition" (as cited in Ebrahimzadeh, 2017, p. 1). Consequently, not having an adequate amount of vocabulary leads to a deficiency in language production (Ebrahimzadeh, 2017, p. 1). This paper aims to highlight the most salient studies that are related to enhance the new generation of EFL students' vocabulary attainment through the use of educational videos outside the classroom setting.**

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Definitions of Terms and Abbreviations

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

ELT: English Language Teaching.

ESL: English as a Second Language.

L2: Second Language.

MALL: Mobile-Assisted Language Learning.

SLLs: Second Language Learners.

TBLL/TBLT/TBI: Task-Based Language Learning/Task-Based Language Teaching/Task-Based Instruction.

TBL: Technology Based Learning.

I. Introduction

According to Celce-Murcia (2001), vocabulary and grammar are two vital constituents of language attainment and usage (as cited in Belkhir, 2013, p. 77). Scholars like Celce-Murcia (2001), Nunan (2001) and Swan (2002) hold the view that unlike vocabulary, grammar has taken a significant amount of attention in the arena of English Language Teaching (ELT) methodologies (as cited in Belkhir, 2013, p. 77), and that is one of the gaps that this paper is trying to fill. Vocabulary is of considerable importance when learning or using any language (Ghazal, 2007, p. 84).Moreover, Gui (1985) and Meara and Jones (1987) state that one thing that a good number of Second Language Learners (SLLs) suffer from recalls terms. However, at the same time, they also add that there is no language without words, and a generous amount of studies imply that predicting one's overall proficiency in a language should be based on the size of his/her vocabulary knowledge (as cited in Gu, 1994, p. 2). Consequently, developing vocabulary is incontrovertibly essential and challenging at the same time, which means that this area should receive more attention from scholars (Gu, 1994, p. 2).

a) *The effectiveness of learning/teaching vocabulary for EFL learners*

Laufer (1986) and Nation (1990) have recognized that not having a good grasp of word knowledge might cause SLLs to struggle in both receptive and productive skills. Also, they have emphasized that no matter how much one has become proficient in a particular language, he/she should not stop learning new vocabularies; because it is a lifetime journey (as cited in Belkhir, 2013, p. 78). Thus, terminology can be regarded as the cornerstone of acing a new language, especially that it is the root that paves the way to success in all of the four core language domains -receptive skills: listening and reading, and productive skills: speaking and writing- (Belkhir, 2013, p. 78). As a result, Allen (1983) mentions that one of the most successful strategies learners can receive from their teacher to succeed; is learning vocabulary. He also says that learners will be able to excel both in that particular language and in real life too; because without words; a proper and meaningful communication amongst people cannot occur (as cited in Belkhir, 2013, p. 78).

Moreover, a significant point to mention here is Milton's (2008) findings that suggest that vocabulary can be very successfully taught and learned with good materials among interested learners. It need not be unpleasant for learners to acquire very substantial volumes of words, nor does it require an excessive investment of time or effort from the teacher. (p. 235). In his same paper, his study's results also indicate that the

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procedures that he has used turned out to be "very effective indeed and required very little formal organization" (Milton, 2008, p. 235), and that can shed light on the effectiveness of unsupervised learning in the vocabulary field.

b) The importance of helping learners to be autonomous

As cited in Morin & Goebel (2001) Hulstjin (1993) argues that the process of teaching vocabulary is not only dedicated to learning the vocabularies themselves, it is as well accompanied with teaching tactics to learners to enable them to be independent learners (as cited in Ghazal, 2007, p. 84). The previous statement can be related to the famous metaphor: 'give a man a fish and you feed him for a day; teach a man to fish, and you feed him for a lifetime,' and this is one of the gaps that this study is hoping to fill. Furthermore, Belkhir (2013) asserts that "vocabulary is inevitable in teaching and that it should be taught and recycled very often in and outside the classroom for vocabulary knowledge can ever be fully mastered" (p. 81). That can complement Milton's (2008) idea, which is as follows: one type of unsupervised learning can be by encouraging EFL learners "to try to continue their language study outside the classroom" (p. 227), and that might indicate how crucial unsupervised learning can be. Additionally, he said that when he suggested that to them in person; it has led to tremendously positive results (Milton, 2008, p. 227), and he mentioned some examples to guide learners through the process of learning. That can shed light on the teachers' responsibility in convincing learners that being autonomous can work and can lead to success, and in providing learners with some guidelines that can give them a push at the starting point. Recommending EFL learners to keep on learning outside of the classroom can lead to building a significant amount of vocabulary (Milton, 2008, p. 227). Moreover, Milton argued that casual exposure to the foreign language of this kind is the only way to build a large amount of vocabulary" (Milton, 2008, p. 227). Furthermore, Milton (2008) indicates that:

> These informal tasks appear practical, effective, motivating and enjoyable. There is every reason for thinking they would enhance, but should not replace a program of formal classroom input. Classroom input and direction probably provide the basis of vocabulary and other knowledge, which allows learners to derive both pleasure and language gains from the extra language-learning time spent in these informal activities. (p. 236)

According to Milton (2008) one of the essential points for this idea to be successful is that learners must want to carry out these informal tasks and learn the language (p.227) and that it is one of the gaps that this study is willing to fill; since one of the main goals is to apply a strategy that might help increase the students' willingness to be autonomous learners to be successful in learning a Second Language (L2) -which is English in this case.

As we have talked about the importance and effectiveness of vocabulary learning for EFL learners and its major role that it plays in raising the learners' proficiency level in a new language. It is now essential to talk about the concept of unsupervised learning in detail as a way to offer learners essential tactics that can help them learn vocabulary on their own.

II. The Concept of Unsupervised Learning

The following section is going to discuss the process of moving from traditional learning to e-learning, how one way of e-learning can be unsupervised learning, and how MALL can be a form of unsupervised learning.

a) From traditional learning to e-learning

First of all, Stephenson (2006) says that the old-style formal education system is "too passive, too parochial, too hierarchical, and too artificial. By harnessing IT effectively, educators can make instruction more graphic, dynamic, and active than it is now" (p. 3). Which shows how everyday learning is heading towards being much more creative to be much more effective. Moreover, Mujahid (2002) mentions that "technology means nothing if it is not used" (p.1), which means that unless technology is being well-used; all kinds of learners will not benefit properly, and that focuses on the importance of giving learners a variety of options that can lead them to be positive autonomous learners.

In addition, Assareh and Hosseini Bidokht (2011) assert that:

> In this Global village that we live, education is not restricted in a special place like school, all learners should be life-long learners, and it should not be restricted to time and place. New education should help students to learn how to learn and what to learn. It should encourage them to think critically and innovatively. (p. 795)

What is stated above totally complements the idea presented in this study since this study shares similar ideas and thoughts, such as the importance and effectiveness of unsupervised learning and the importance of helping increase the autonomy level among learners.

E-learning is defined as all kinds of education that are received and transferred by electronic means. Furthermore, the arena of e-learning is blooming very

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fast, and its limits, boundaries, and rules are still blurry. (Assareh and Hosseini Bidokht, 2011, p. 791)

Finally, in this section, the process of moving from traditional learning to e-learning has been discussed. Also, it will mention how one kind of e-learning can be unsupervised learning and how it can help EFL learners in increasing their vocabulary knowledge.

b) From e-learning to unsupervised learning

One type of unsupervised learning can be done by encouraging EFL learners "to try to continue their language study outside the classroom" (Milton, 2008, p. 227), and that might indicate how effective unsupervised learning can be. Additionally, Milton (2008) says that when he suggested that to them in person; it has led to tremendously positive results (p. 227), some examples that might help guide the learners were also mentioned in his paper. That can shed light on the teachers' responsibility in convincing learners that being autonomous can help and can lead to success, and in providing learners with some guidelines that can give them a push at the starting point. Recommending EFL learners to keep on learning outside of the classroom can lead to building a significant amount of vocabulary (Milton, 2008, p. 227). Moreover, "it has even been argued that casual exposure to the foreign language of this kind is the only way to build a good vocabulary" (Milton, 2008, p. 227).

Furthermore, Milton (2008) also indicates that:

> These informal tasks appear practical, effective, motivating and enjoyable. There is every reason for thinking they would enhance, but should not replace a program of formal classroom input. Classroom input and direction probably provide the basis of vocabulary and other knowledge, which allows learners to derive both pleasure and language gains from the extra language-learning time spent in these informal activities. (p. 236)

Moreover, an essential point to mention here is also Milton's (2008) findings that suggest the following:

> Vocabulary can be very successfully taught and learned with excellent materials among interested learners. It need not be unpleasant for learners to acquire very substantial volumes of vocabulary, nor does it require a huge investment of time or effort from the teacher. (p. 235)

In his same paper, his study's results also indicate that the procedures that he has used turned out to be "very effective indeed and required very little formal organization" (Milton, 2008, p. 235), and that can shed light on the effectiveness of unsupervised learning in the vocabulary field.

According to Milton (2008) one of the major points for this idea to be successful "is that learners must want to carry out these informal tasks and learn the language." (p.227) and that it is one of the gaps that this study is willing to fill; since one of the main goals is to apply a strategy that might help increase the students' willingness to be autonomous learners to be successful in L2.

As we have discussed how one way of e-learning can be regarded as an unsupervised way of learning and how it can help EFL learners in increasing their vocabulary knowledge. The next paragraph is going to talk about how MALL (Mobile-Assisted Language learning) serves as a form of unsupervised learning.

c) MALL as a form of unsupervised learning

The meaning of MALL can be defined and derived directly from its name; its name is self-explanatory.

With appropriate design and implementation of seamless language learning, we envisage that MALL has the potential of revolutionizing the language learning field by students' use of mobile devices as personal learning tools to synergize formal (in-class) and informal (out-of-class) language learning spaces. (Wong & Looi, 2010, p. 431).

Kumar et al., (2010), provided significant justifications for the successful use of MALL in language learning:

- "The cell phone is the fastest growing technology platform in the developing world." (p. 743)
- "While cell phones can be deployed in schools in developing countries, the greatest opportunity is to facilitate informal learning in out-of-school environments to complement formal schooling." (p. 743)
- "In this paper, we argue that cell phones are a perfect vehicle for making educational opportunities accessible to rural children in places and times that are more convenient than formal schooling." (p. 743)
- "Our results show a reasonable level of academic learning and motivation." (p. 744)

In addition, Kumar et al. (2010) state that "no one has attempted to study mobile learning in unsupervised settings" (p. 743), and this is one of the goals that this study is aiming to fill. As we have talked about how MALL can be a form of unsupervised learning, the following section sheds some light on the effectiveness of watching videos for EFL learners and the theoretical framework behind that.

III. The Effectiveness of Using Videos for EFL Learners

The idea of the effectiveness of using videos in learning a second language is supported by many researchers. For example, Mackey and Ho (2008),

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Mayer and Moreno (2002) and Rose (2003) have pointed out that rather than using traditional books, using audio-visuals will be much more effective for the learners (as cited in Hsu, Hwang, Chang & Chang, 2013, p. 404). In addition, according to Bahrani and Sim (2012) media has become a really broad area that audio-visuals are no longer specialized only for entertainment purposes; a lot of programs could be regarded as a rich material to learn a new language (p. 63). The way videos should be chosen is stated in King's (2002) point of view which is that to meet the students' needs, videos should be chosen carefully according to the students' levels and according to what they are interested in (as cited in Tuncay, 2014, p. 56).

Furthermore, Qiang et al. (2007) suggest that the articulatory organs of a learner are active even when he/she is watching a video passively (as cited in Tuncay, 2014, p. 56). The previous information could indicate that a good part of learning a new language can happen incidentally (Ina, 2014, p. 81). That backs up Ballester's (2012) findings, which indicate that audio-visuals should be included in schools' curriculums (p. 545).

An interesting point that might support this research indirectly is Hsu's (2013) study, which has indicated that students' writing skills have improved after watching some videos related to the topic (p. 62). The previous piece of information might predict possible improvement in learners' vocabulary size after watching videos too. Another point that might be interesting too is that the results of Milton's (2008) study indicate that the "vocabulary uptake from a DVD film with sub-titles" (p.232233), has been effective.

There are several theories that support the idea of the effectiveness of watching videos for EFL learners. They are going to be simplified, related, and mentioned below, starting from the most general ending with the most specific:

1. *The Informal Language Learning Theory:* Based on the informal language learning theory, language learning can occur outside the classroom setting unconsciously and incidentally through interaction with the native speakers or exposure to authentic language input through technology. However, an EFL context lacks the social interaction, which naturally occurs in an ESL context. (Bahrani & Sim, 2012, p. 142)

One could agree with Bahrani and Sim, that learning is happening all the time, no one can stop it. However, EFL learners lack real interaction with authentic materials. Therefore, it must be said here that teachers are encouraged to try to engage EFL learners with L2 via watching videos daily so that we can get as close as we can to an English as a Second Language (ESL) context.

2. *Task-Based Language Learning (TBLL)/ Task-Based Language Teaching (TBLT)/ Task-Based Instruction (TBI):* focuses "on the use of authentic language and requires students to do meaningful tasks using the target language." (Althaqafi, 2018, p. 66). Nunan (2004) and Bygate, Skehan, and Swan (2001) mention that "TBLT is based on communicative and interactive tasks which require meaningful communication and interaction among learners." (as cited in "Differences Between Clt And Tblt English Language Essay", 2013, p. 3). EFL learners should be encouraged to watch videos in English as a way to help them to get exposed to the language and authentic materials. This approach is a branch of the approach that is going to be mentioned below.
3. *Communicative Language Teaching (CLT)/ Communicative Approach:* "Differences Between Clt and Tblt English Language Essay" (2013) mention the following: "CLT is an approach to the teaching of second and foreign languages by emphasizing the use of communication or interaction as both the means and the ultimate goal of learning a particular language."(p. 1). Furthermore, Althaqafi (2018) defines this approach and the previous one in the field of 'grammar' as follows: "approaches such as CLT and Task-Based Instruction often require the learners first to study examples and then try to extrapolate the rules by themselves as in an inductive approach (rule-discovery) path." (p. 66). Again, that is also going to be done when EFL learners are asked to watch videos in English.
4. *Multimedia Learning Approach:* According to Mayer (2002): *Multimedia learning* occurs when a learner builds a mental representation from words and pictures that have been presented. This definition is broad enough to include book-based environments consisting of text and illustrations, computer-based environments consisting of narration and animation, and virtual game environments consisting of interactive speech and animated micro worlds. (p. 85)

Moreover, Mayer (2002) has coined another related theory that supports the argument of using videos to teach English vocabulary for EFL learners, which is:

Multimedia instructional messages (which we also refer to as *multimedia messages) are* presentations of material using words and pictures that are intended to foster learning. The words can be printed text (such as text printed in a window on a computer screen) or spoken text (such as speech presented via computer speakers). The pictures can be static graphics such as photos, drawings, maps, charts, figures, and tables, or dynamic graphics such as video or animation. (p. 85-86)

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This approach supports the idea of the beneficial impact of watching videos on learners.

5. *Technology-Based Learning (TBL):* is defined by ASTD (2005) "as the learning of content via all electronic technology, including the Internet, intranets, satellite broadcasts, audio and video tape, video and audio conferencing, Internet conferencing, chat rooms, e-bulletin boards, webcasts, computer-based instruction, and CD-ROM." (as cited in Koller, Harvey and Magnotta, 2006, p. 4).We can say here that communication with EFL students can be done face-to-face as well as online and the educational material for learners can also be provided via the internet, which helps to ease the job for the teacher and aids students learning.
6. *Little Steps Lead to Success:* As Brenner-Roach (2017) mentions in his article 'small continuous steps do make a difference' (p. 3). This may indicate that for individuals to accomplish a certain task successfully, they should do something easier than what they expect themselves to do. That also suggests that tiny steps do make a difference in the long run. This might also lead students to become autonomous learners, which can possibly help increase their grit level as it will be discussed in the next section. Moreover, a reputable argument to mention here is Milton's (2008) findings that suggest that:

Vocabulary can be very successfully taught and learned with good materials among interested learners. It need not be unpleasant for learners to acquire very substantial volumes of vocabulary, nor does it require a huge investment of time or effort from the teacher. (p. 235)

IV. Grit: the Key to Success

Finally, a really important point to mention here is the following term: "Grit". According to Duckworth, Peterson, Matthews and Kelly (2007) "grit is a personality trait defined as passion and perseverance for long-term goals" (as cited in Eskreis-Winkler, 2015, p. 106). It has already been proven that the key to success in anything is to have a high grit level, and there is a scale that measures it, which is called the "Grit Scale" created by Duckworth et al. (2007) (p. 1089-1090). This means that the higher the grit level one has, the higher his/her chance is to acquire the English language successfully. Teachers always need to find a way to help those who have low grit levels to increase it, so that they can have a chance to succeed. Eskreis-Winkler (2015) wrote her dissertation about "Building Grit", and the results indicate that "grit can be encouraged—and that it can be encouraged without being explicitly taught. Indeed, simply serving as a grit mentor increased goal commitment, persistence, and performance" (p. 136-137). It is very essential to mention that her supervisor was Angela Lee, Duckworth herself, one of the creators of the idea of the importance of grit as a factor of success.

V. Conclusion

This paper highlighted the effectiveness of learning vocabulary in an informal setting. It has also mentioned the importance of providing learners with appropriate strategies to help them be autonomous learners. The second part talked about the concept of unsupervised learning. It discussed the process of moving from traditional learning to e-learning, how one way of e-learning can be unsupervised learning, and how MALL can be a form of unsupervised learning. Afterward, the third section talked about the effectiveness of using videos in learning a second language and highlighted some important theories that back up this idea. The fourth section briefly mentioned the idea of how little steps lead to success and how short length videos can increase students' vocabulary use.Finally, the fifth part has talked about the importance of grit as a significant element to help enhance students' achievement and development.

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Evaluation of a Predictive Model for the Decision of Lifelong Learners to Continue or Drop Out a German Course

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Abstract- The necessary motivation, attitude, and anxiety along with other independent variables, like the placement test scores, influence learners' adequate progress and successful performance in language classrooms. A machine learning model was designed by Dahman and Dag (2019) to predict adult learners' decision to continue or drop out ESOL courses based on the input variables (motivation, attitude, anxiety, and placement test scores). This study investigated the accuracy of this model in a different setup, the decision of lifelong learners to continue or drop out a German Language course. 100 German learners "A2" level have participated in the study, the result showed that the model predicted 95.4%. accuracy for the continuation, and 83.3% accuracy for the dropouts, with an overall accuracy of 94%. The implication of the result and future recommendations are discussed.

Keywords: prediction model; german language; L2 acquisition.

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Moh. R. Dahman [α] & Semiha Dahman [σ]

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List of abbreviations

L2:	Second Language
FLS:	Fatih Language School
ESOL:	English to Speakers of Other Languages

Main text

I. Introduction

The modern education system in its standard categories (formal or non-formal) bears loads of structured variables, from which you can adequately assess the desired output of it. For a possible example, in a non formal educational platform, like the second language programs for lifelong learners, *dropout phenomenon* can uniquely represent a critical feature (i.e. output) that's worth for comprehensive investigation. Initially, other features like language achievement, by lifelong learners, can be typically the key hub of necessary attention by the language teacher and effective administration. Commonly this specific feature, language achievement, is scientifically measured by various variables like necessary motivation, attitude towards the learned language, language anxiety, language aptitude, and many other attributes. However, It's crucial to notice *that before the possible beginning of the language course* (i.e. The planned progress to efficiently help learners to achieve desirable language achievement), identifying learners who are potentially at the edge to drop out,but not to continue, represents undoubtedly a significant fact that language teachers and administrators could properly use to reduce the dropout rate.

There has been at ease an immense amount of published study on dropout phenomenon., for example onschool-age student (see, Alexander, Entwisle & Kabbani, 2001; Battin-Pearson, Newcomb, Abbott, Hill, Catalano & Hawkins, 2000),or adults drop out from further and higher education (see, for example, Duque, 2014; Vossensteyn, Kottmann, Jongbloed, Kaiser, Cremonini, Stensaker & Wollscheid, 2015). Nonetheless, noticeably rarely required published research has been conducted on dropouts by adult learners from typical L2 classrooms. The only study, of which we are aware of that examined the role of variables, which might contribute to the decision of continuing or dropout a language course, and ultimately, introduced a consensus predictive model for the decision, was a study by Dahman and Dağ (2019).

In their published study, two dominant goals were investigated, the first goal was typically to attentively examine the relationship between the affective and the demographic variables and the adult learners' decision to continue or drop out ESOL course. And the second goal was precisely to propose a machine learning model to reliably predict the adult learner's decision to resume ESOL course; (before he/she indeed commences the course). Consequently, their adequate model, which fitted the demographic variable (the placement test score) and the affective variables (motivation, attitude, and anxiety), correctly predicted 83.3% of the adult learners' decision to continue ESOL course.

To this end, the scope of this study is precisely to adopt the proposed model, by Dahman and Dağ (2019), in another L2 classroom, that is a German Language Classroom for lifelong learners. Correspondingly, as the framework of this study suggests, *the aim is to evaluate whether the proposed predictive modelby Dahman and Dağ (2019) will be adequate topredict a lifelong learner's decision to continue or notGerman Language course*. Sequence of statistical analysis approach will be used to evaluate the model's result. Subsequently, If the developed model is

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adequate for different languages, e.g. German, other than English (i.e. ESOL courses), this suggests that *the model can serve as an alarm system for identifying the lifelong learners who are merely at the possibility of dropping out German Language course*. And that could graciously assist the responsible stakeholders (administrators and language teachers, and even policymakers) to modify the intended content of their courses and offer increased support to them.

II. Literature Review

In forthcoming section, we will review the literature of the main variables of the proposed model by (Dahman & Dag, 2019). As their study suggested, they categorized two learner variables*, the affective variable, and the demographic variable*. The published result demonstrated statistical differences, between the continued and the dropped out-groups, in the demographic variable (the placement test score) with a magnitude of large effect size (.378). Additionally, the result showed the affective variables (motivation, attitude, and anxiety) accounts for about 50% of the variation between the two groups.

a) *Affective Variables*- The literature of the affective variables, in the L2 acquisition, is entangled. While the purpose of this study is not to focus on the affective variables per se, we considered the dominant classes of them as *motivation, attitude, and anxiety as the proposed model suggested*.

- *Motivation* is the power of stimulating people to accomplish a target. The first motivational dichotomy can be viewed in Gardner (1985) paper; it suggested that there are two main types of motivation: instrumental and integrative. *The integrative motivation* of which learners aim to integrate into the target language culture, and the *instrumenta l*motivation of which learners aim to learn the target language for a functional purpose such as furthering a career or passing an examination(Ellis, R., 2004). Views about this dichotomy can be found in the work by (Gardner and MacIntyre, 1991; Williams and Burden, 1997).

Another motivational dichotomy found is intrinsic versus extrinsic. The extrinsic motivation that learners already have as personal characteristics, and the intrinsic motivation that learners gain or develop inside the classroom. Research studies on this dichotomy can be found in the work by (Dörnyei, 2008; Dörnyei, 2003; Crookes & Schmidt, 1991).

The findings in both dichotomies indicated that there are differences in the socio cultural environment, in which the language learning takes place; that may affect the decision to continue the language class. Inbar, Donitsa & Shohamy (2001), investigated the teaching of Arabic to Hebrew in Israel, it is no surprise the finding showed low motivation, negative attitude, limited achievement, and high dropout rate, all were accounted, due to the conflict with the Arab world (Inbar et al., 2001:298). In another study, Gardner and Smy the (1975) found that the dropout rate is positively correlated with lower motivation. To conclude, learning motivation was found to be the most important determinant of persistence in the second-language study (Clément & And, 1978; Dahman & Dag, 2019). The socio-educational model of language learning by Gardner (1985) is the most common model in the research studied and it's verified through the AMTB - Attitude / Motivation Test Battery (Cochran, McCallum, & Bell, 2010; Robinson, 2005).

- *Attitude* possesses motivational properties and motivation provides attitudinal implications (Gardner, 2008); that indicates attitude as a primary factor of behavior. Plenty of research studies have reviewed attitude as an important variable to cause a positive or negative reaction to language learning (see, for example, Gardner, 2014; Oroujlou & Vahedi, 2011). Bartley (1969, 1970) found that students who continued their language classes were more positive attitudes toward the class than did the dropouts. Gardner and Smy the (1975) also found that dropouts demonstrated fewer positive attitudes than students who continued. AMTB has measure scales for attitude in tandem with motivation.
- Anxiety is another variable which contributes to the process of foreign language classroom learning. Not surprisingly, many research studies have shown the negative impacts of anxiety on (L2) achievement (Ellis, R., 2004). Bailey et al. (2003) established a strong relationship between student dropouts and foreign language anxiety. This anxiety may evidence itself at all stages of the language learning process. The different views on the effect of anxiety on (L2) learning can be found in the work by (Bailey, 1983; Horwitz, Horwitz, & Cope, 1986; Aida, 1994). Gardner (1987) in his paper "The Role of Anxiety in Second Language Performance of Language Dropouts", suggested that anxiety plays a significant role in language learning. Horwitz (1991) estimated that foreign language anxiety accounts for approximately 25% of the variance in foreign-language performance.

To conclude, "anxiety can play a significant causal role in creating individual differences in both language learning and communication" (MacIntyre, 1995: 90). That indicates the causal link between the anxiety and the adult learners' decision to continue or drop out in language classes. The Foreign Language Learning Anxiety Scale (FLCAS), developed by Horwitz et al. (1986) is one of the common models in research

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studies to measure the degree and source of learners' classroom language anxiety.

i. *Demographic Variables* are individual characteristics assigned to some variables; Oxford (as cited in Onwuegbuzie et al., 2000) mentioned that gender differences exist in language learning strategies. Ehrman and Oxford (1995) found that age is related to the second language acquisition. Another demographic variable was reviewed in Onwuegbuzieet al., (2000) literature review; the study stated that "*one may assume that students who have visited many foreign countries and whose immediate family members speak one or more foreign languages proficiently are more inclined to appreciate the benefits of foreign language acquisition, and, consequently, are more motivated to learn a language than are their counterparts*" (Onwuegbuzieet al., 2000:6). The work is another demographic variable often cited in literatures. Type of work may conflict with classroom hours, might lead to dropout.

In the research study conducted by (Dahman & Dag, 2019), the findings were surprisingly different. The study stated that "*There was evidence of the statistically significant effect of the ESOL adult learners' placement test score (which was identified in this study as a demographic variable) on the decision to continue or drop out a language class; the effect size of the placement test was at large level (.378). Somewhat surprisingly, elements in the demographic variables (like gender, age, marital status, education, job, another spoken language, and is it the first language course) appeared to have no significance or direct effect on the decision to continue or drop out ESOL course among adult learners. Indeed, most of them showed a small effect size. It is possible that there are two reasons to explain this surprising finding. The first reason represents the nature of the services which are offered by FLS. In fact, FLS offers all the services as free of charge, because it's a founded organization by the municipality of Istanbul, Turkey. The second reason is the nature of the classroom in which is a heterogeneous class. Both reasons maybe can reduce the effect size of the non-significance demographic variables reported. This end implies that, in a way, when the adult learners willingly enroll in ESOL course, which is not compulsory or whatsoever, the individual differences like age, gender, etc. might have a trivial effect on the decision to continue or drop out. Differently, the language placement test score is nontrivial*." (Dahman & Dag, 2019:46).

III. Methodology

a) The contextof The Study

The target population of this study was lifelong learners who enrolled in German Intermediate Language Course offered by Fatih Language School (FLS) from Feb 2019 *until* May 2019. Two teachers participated in recording the findings of the experiment. Each teacher has two groups containing 25 learners for every group. That is in a total of 100 lifelong learners, all of whom were willing to voluntarily participate in the published study. Table (1) demonstrates the demographic distribution of the learners. Noteworthy that, FLS is a lifelong language training center founded by the Metropolitan Municipality of Istanbul, Turkey.

b) Instruments

i. *Demographic Variables:* We collected the information about the lifelong learners' demographic variable (the Placement Test Score) through a brief list that is voluntarily given by the teacher before the beginning of the course. Upon recording the placement test score, a learner profile was properly constructed along with a unique ID number.

Table 1: Demographical Information

Demographic Variables		Type	Learners n=100
Gender	1	Female	60 (60.0%)
	2	Male	40 (40.0%)
Age	1	18-29	66 (70.9 %)
	2	30-39	16 (13.7%)
	3	Over 40	18 (15.4 %)
Marital Status	1	Single	71 (75.2%)
	2	Married	26 (22.2%)
	3	Divorced	2 (1.7%)
	4	Widow	0
	5	Separated	1 (.9%)
Education	1	Pre-High School	0
	2	High School	13 (11.1%)
	3	Vocational School	1 (.9%)
	4	University	72 (76.1%)
	5	Master's Degree	10 (8.5%)

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	6	Ph.D. Doctoral	4 (3.4%)
Job	1	Art & Entertainment	5 (4.3%)
	2	Engineering	8 (6.8%)
	3	Business & Professional Services	8 (6.8)
	4	Construction	1 (.9%)
	5	Education	11 (9.4%)
	6	Finance & Insurance	9 (7.7%)
	7	Food & Services	0
	8	Health & Medicine	5 (4.3%)
	9	Home & Garden	5 (4.3 %)
	10	Students	44 (47.9%)
	11	Other.	7 (6%)
	12	Unemployed	2 (1.7%)
Placement Test	1	A >85	40(40.2%)
	2	B 75-85	47(48.7%)
	3	C 60-74	13(11.1%)

ii. *Affective Variables*: In this study, we employed two instruments, that are used by (Dahman & Dag, 2019) to measure the affective variables.

- The Foreign Language Learning Anxiety Scale (FLCAS), developed by Horwitz et al., (1986) which includes 33 statements, however, we selected 15 items for the study. Each item was rated by the participants using a 5-point Likert scale, in which 1 showed high anxiety and 5 indicated no-anxiety. The average time to fill out the questionnaire was 10 minutes.
- The second instrument is to measure the learner's motivation and attitude score. The questionnaire consists of55-itemsfrom AMTB, the instrument which administered in the study by Dahman and Dag (2019). The six responses: Strongly Disagree (SD), Moderately Disagree (MD), Slightly Disagree (SD), Slightly Agree (SA), Moderately Agree (MA), and Strongly Agree (SA). In case the items were negative in the light of learning German language, the responses were reversed to obtain the final score. The average time to fill out the questionnaire was 30 minutes.
- *Notes:* We assumed that both instruments, which employed in this study, possess a satisfactory level of validity and reliability as reported in Dahman & Dag (2019) study, however, a pilot study was also conducted to measure the reliability of each one. We selected 25 learners at random from the target population. The reliability coefficient test was run by PASW Statistics (Version 18).The values of Cronbach's Alpha were .846 and .851 for FLCAS and AMTB, respectively.

c) *Data Collection and Procedures (Before and After the Course)*

i. *Before the beginning course*

➢ *Data Collection*

- *Step one*: Beginning of the course (Feb. 01.2019) the FLCAS and AMTB, which merged into a single document and divided into two parts, were distributed. Participation in this study was solicited, and data were collected online using Excel Survey - Office 365. The invitation was sent (after acceptance from the participant by telephone) with an introduction. In the introduction, we explained the aim of the study with a respectful and understandable language. On top of that, we asserted the survey was voluntary, and the data would stay confidential.
- *Step Two*: After we collected the data, serious of steps to verify the dataset, such as organizing, cleaning the data, dealing with missing data, and computing total scale scores, were performed.

➢ *Procedure:*

Step One: a mini software that is provided by the author of Dahman & Dag (2019) was provided to calculate the probability of each participant whether to continue or dropout the course. Table (2) illustrates the result predict from the model.

Table 2: result of prediction from the model

Item	Will continue	Will dropout	Total
Number of Learners	84	10	100
% of total sample	84%	10 %	-

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ii. *After the ending of the course*

By the end of the course (May. 10.2019) We asked the school management to advise the final status of each learner from the 100-sample size. Of the 100 participants, 88(88.00%) were continuations while 12(12.00%) were dropouts. Table (3) illustrates the result.

Table 3: Actual result after the ending of the course

Item	Continued	Dropout	Total
Number of Learners	88	12	100
% of total sample	88%	12 %	100%

IV. Result and discussion

From the result of Table (2) and Table (3), we can see that the accuracy of the model to predict the continuation as accurate as 95.4%. and for the dropout as accurate as 83.3%. Table (4) illustrates the result. This result implicates and overall accuracy of the proposed model of 94%. That's in tandem with the finding of the original work of proposing the model in other language that is ESOL. As the expectation indicated the accuracy of prediction.

Table 4: Actual result verse the mis-labelled data

Item	Continue	Dropout	Total
Continues	84	4	88
Dropout	2	10	12
			100

V. Conclusion

Overall, this study has adopted a predictive model by Dahman & Dag (2019). The original work has been done to predict the decision by adult learner to continue ESOL course. We have typically implemented the proposed model, from the original work, into another language setup that is the German language. In the study, we carried out an experimental approach where the data were carefully collected over two completed phases, before the starting and after ending the course. The result typically shows the model, by Dahman and Dag (2019), accurately predicted 94% of the lifelong learners' decision to continue or drop out of the course. That typically shows that such a model is good to be adopted in a language classroom to help teachers and managers to aid those who are merely at risk to drop out the course.

VI. Limitation and Further Study

It must be born in mind that the study has been done at limited time and resources. In future work, the study can be better adapted for a broader sample and at multiple institutions at the same time. In this manner, the result of the study can't be generaliz able however can represent a base for further and future work.

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Scaffolding and Synergy in English Teaching by Native and Non-Native Educators: A Study in an EFL Context in Colombia

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Abstract- This paper shows the results about a qualitative research project focused on the analysis of three juxtaposed points of view about the perceptions regarding the teaching of English guided by native and non-native educators in a private university in Colombia. This study is based on the theoretical framework and concepts related to the nature of native or non-native educators with a methodology and analysis of the three perspectives: students, a native educator and a non-native educator, their opinions and experiences are contrasted to determine the academic positions and points of view of each of the parties involved, in order to understand how to achieve a more meaningful learning process. A questionnaire, an interview and a professor's journal were used to collect information in this case study research.

Keywords: *scaffolding, synergy, EFL, native, non-native, teaching.*

GJHSS-G Classification: *FOR Code: 420101*



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Scaffolding and Synergy in English Teaching by Native and Non-Native Educators: A Study in an EFL Context in Colombia

El Andamiaje Y Sinergia en La Enseñanza del Inglés Impartida por Docentes Nativos Y no Nativos: Un Estudio en un Contexto de Enseñanza de Inglés Como Lengua Extranjera En Colombia.

William Ricardo Ortiz García [α] & Carol Anne Ochoa Alpala [σ]

Resumen- Este artículo versa sobre los resultados de una investigación cualitativa enfocada en el análisis de tres puntos de vista yuxtapuestos en torno a las percepciones acerca de la enseñanza del inglés orientada por docentes nativos y no nativos en una universidad privada en Colombia. Este estudio se basa a partir del marco teórico y de conceptos en relación con la naturaleza de docente de lengua nativa o de lengua no nativa y con una metodología y análisis de las tres perspectivas: estudiantes, un docente nativo y un docente no nativo, sus opiniones y experiencias son contrastadas para determinar las posturas académicas de cada una de las partes implicadas con el propósito de entender cómo se consigue un proceso de aprendizaje más significativo. Un cuestionario, una entrevista y el diario del profesor fueron instrumentos utilizados para la recolección de datos. Los resultados enfatizan que los estudiantes piensan que las ventajas del docente nativo son las desventajas del docente no nativo y viceversa, los estudiantes consideran que mejoran sus habilidades de habla y escucha con docentes nativos mientras que la lectura y escritura se desarrollan mejor con docentes no nativos. Los estudiantes no creen que exista una dicotomía sino un proceso recíproco.

Palabrasclaves: andamiaje, sinergia, EFL, nativos, no-nativos, enseñanza.

Abstract- This paper shows the results about a qualitative research project focused on the analysis of three juxtaposed points of view about the perceptions regarding the teaching of English guided by native and non-native educators in a private university in Colombia. This study is based on the theoretical framework and concepts related to the nature of native or non-native educators with a methodology and analysis of the three perspectives: students, a native educator and a non-native educator, their opinions and experiences are contrasted to determine the academic positions and points of view of each of the parties involved, in order to understand how to achieve a more meaningful learning process. A questionnaire, an interview and a professor's journal were used to collect information in this case study research. Findings showed that student think that the advantages of the native educators is the disadvantage of the non-native educators and vice-versa, students reflected about the classes taught by native educators as positive in terms of making up the abilities of speaking and listening while they considered that they improved the abilities of reading and writing guided by non-native educators. Students do not think there is not a dichotomy but a reciprocal process.

Keywords: scaffolding, synergy, EFL, native, non-native, teaching.

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I. Introduction

This work seeks to offer new horizons in the future pedagogical practices currently carried out in the field of English-teaching as a foreign language in different learning contexts. As it is currently well-known, becoming proficient in more than one language has ceased to be a value-added for learners and has instead become essential to access a variety of new achievements: to receive promotions, earn higher incomes, and get scholarships for post-graduate studies, among others. English as a foreign language is one of the most important pillars in the academic processes carried out by educational institutions, which seek to train professionals and students that are increasingly competent in the working world. Undoubtedly, learning a language is a fundamental part of this training. This research was conducted with students of native and non-native language educators at a private, denominational university in the department of Boyacá, Colombia. English is the particular focus of this paper, as it is one of the most spoken languages in the world. Likewise, the voices of the educators and the way they conceive of the processes carried out in their classes are included so that the narrative is complemented by more than one point of view and provides information from diverse, reliable sources.

Listening to the voices of English students paints a fuller picture of their perceptions and experiences, which contribute to the understanding and analysis of the factors involved in improving and understanding the educators' practices objectively in this language, based on results from a primary source rather than guesswork or theory. Moreover, in this type of research it is important to consider the points of view of both native and non-native educators to achieve a broader and more objective perspective of the learning

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process as a foreign language. Conducting this investigation is of professional interest to the authors, as through it, they seek to understand and analyze various points of view and experiences of students regarding academic processes with native and non-native educators alike, with the purpose of changing educational practices and promoting meaningful learning in English classes.

II. Problem and Research Questions

According to an informal poll conducted on the student population of the Universidad Santo Tomás in Tunja, Boyacá, Colombia (USTA), a portion of students believe that taking classes from a native speaker is optimal, while others in the same population maintain that they learn better from non-native professors. Likewise, some students believe that native and non-native professors complement each other. For that reason, it is necessary to thoroughly investigate the perceptions and experiences that students have toward learning English as a foreign language, to objectively understand their results with the language, and determine why they take a specific, fixed stance towards native and non-native professors and believe that teaching by these types of educators is more effective or meaningful. Additionally, the opinions of these types of professors must be heard. Based on the above, the following research questions arise:

Within the population of intermediate students' level of English as a foreign language at the Universidad Santo Tomás, Tunja, Colombia, what are students' assumptions of classes given by native and non-native professors?

How do native and non-native English professors describe the experiences of students in their classes?

III. Objectives

a) General objectives

i. To analyze perceptions and assumptions of classes given by native and non-native English educators in USTA (Universidad Santo Tomás, Tunja) within the population of intermediate students' level of English as a foreign language at the Universidad Santo Tomás, Tunja, Colombia.

ii. To reveal the opinions of both a non-native professor and of a native English-speaking educator toward the processes of teaching a foreign language, as well as their experiences with the students.

b) Specific objectives

i. To contrast students' experiences of their process of learning English as a foreign language between those carried out by native and non-native educators.

ii. To analyze the implications of taking classes with native and non-native professors from the point of view of the educators in question.

IV. Theoretical Background

In this research, the theoretical framework is related to each aspect of the process of teaching English as a foreign language by native and non-native professors within a local, national, and international context. These contexts generate open spaces for the discussion of best practices to carry out the process of teaching and learning in said language.

a) Implications of being a native language educator

The following is a description of the theoretical approach of the native language professor and its conception according to various sources.

A native English educator is defined as an educator who teaches a language (L1) as a second language or foreign language. At this point, it is necessary to make a distinction between L2 (second language) and FL (foreign language). In the first case, the language is spoken in the community in which one lives, even though it is not the learner's native language, while in the second case, the language does not have a presence in the community where the learner lives (Muñoz, 2002).

Likewise, as expressed by other authors and specifically by Gargallo Santos cited by Manga (2008): "Second Language (L2): That which fulfills a social and institutional function in the linguistic community in which it is learned. Foreign Language (FL): That which is learned in a context in which it lacks a social and institutional function" (par. 9). In the Colombian context, English is taught as a foreign language, given that said social function presented by the author is not fulfilled in the national territory.

Undeniably, there are benefits to receiving classes from native professors. These include but are not limited to the fact that they can contribute to significant language-learning in terms of deep knowledge of the language and linguistic competency, or "the appropriate idiomatic use of the language, cultural connotations and the ability to evaluate when a linguistic structure is appropriate or not" (Phillipson cited by Peraza, Saulny, Arrioj, & Cruz, 2012, par. 10). Likewise, native speakers provide a closer approximation to their culture, since they are familiar with it and can convey a better understanding of it than a non-native speaker could.

b) Implications of being a non-native educator

A non-native language professor is defined as a person whose L1 is not English, but who has received academic and pedagogical training that qualifies them for teaching English as a foreign language.

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Some studies carried out in this field, such as that of Lasagabaster & Sierra (2005) reveal that some university students in Spain prefer native speakers for concrete points such as pronunciation and development of speaking and listening abilities, but not for vocabulary or grammar, because "sometimes they do not have the knowledge to explain it" (p. 363).

On the other hand, a study of Mahboob cited by Walkinshaw & Hoang (2014) shows that non-native educators are at a disadvantage because of limited oral competency and little understanding of the culture. Despite their methodology and hard work, the above can be understood as the Achille's heel of educators whose L1 is not English. Paikeday (2005) describes "the recognition of the native educator as the principal authority in linguistic correction" (p. 391) stemming from their status as native speakers is seen as reliable. Thus, this belief that the native speaker is a superior English educator has been long-held.

In the same line of analysis, a student can feel the close accompaniment with their non-native educator, since they will have the empathy necessary to understand the difficulties that may arise in the learning of a language and provide them with meaningful assistance, which can help the student to improve their own language-acquisition process.

According to research conducted by Murray, Park, Kachru, Kamhi-Stein, & McKay, among others and cited by Peraza et al (2012), "the profession benefits if it considers the competency that a professor has to develop in the students the four skills (written and auditory comprehension, written and oral production)" (par. 8). In this research, the development of speaking is not taken as the only learning pattern, but rather as one of the four skills that one should develop in the learning of a foreign language to be a well-rounded process.

c) Teaching English as a Foreign Language

There is no standard pattern showing that the teaching of English as a foreign language should be taught in X or Y manner for successful learning, so the methods, strategies, and focuses used depend on their specific context and results. These previously mentioned aspects continue to be used in English classes. On the other hand, it should again be highlighted that not all methods work in all contexts. Different methods are used, new studies are implemented, and learning processes are carried out in different forms. In the concrete case of Colombia, the study of English as a foreign language is regulated by relevant laws. The Ministry of Education's efforts to improve said processes include linking native speakers that contribute to the language education in question, especially in the official sector. In the private sector, they are more confident in other factors to support the language-learning process: they simultaneously reinforce a more time-intensive English schedule (depending on the educational institution and its academic focus); diverse printed materials, like books; virtual platforms; educators qualified in foreign languages that have, at a minimum, a proficiency supported by international exams accepted by the Common European Framework of Reference for Languages, such as TOEFL; among other strategies, such as the inclusion of the target language in an interdisciplinary manner in other classes

d) Parameters and standards established by the national Ministry of Education (MEN) of Colombia in the teaching of English as a foreign language

Currently, in Colombia, the curriculum guidelines for the teaching of English as a foreign language are defined in law 115 of the constitution of 1994. Within the processes advanced in Colombia, the national Ministry of Education (MEN) laid out guide no. 22: "Basic Competency Standards in Foreign Languages: English" which goes into operation with the basic standards of competency in language, sciences, and citizenship. As a result, the MEN proposed the national bilingualism program with the objective of training competent students according to international standards.

According to the plan laid out by the MEN of Colombia, the levels of achievement in English are divided by academic years in which educational institutions are supposed to work on each level of the Common European Framework of Reference. The target levels are explicitly laid out in the document Visión Colombia 2019, (Guide No. 22 Basic Competency Standards in Foreign Languages: English. Training in foreign languages: The challenge!, English standards part 1, p. 10) in the following manner:

- From first to third grade in primary school: Level A1 MCE (beginner).
- From fourth to fifth grade in primary school: Level A2 (A2.1) MCE (basic 1)
- From sixth to seventh grade in secondary school: Level A2 (A2.2.2.) MCE (basic 2)
- From eighth to ninth grade in secondary school: Level B1 (B1.1.) MCE (pre-intermediate 1)
- From tenth to eleventh grade in secondary school: Level B1 (B.1.2) MCE (pre-intermediate 2)
- The previously mentioned report also inspired the use of declarative knowledge, skills and abilities, personal knowledge, and the ability to learn in English classes.

V. Methodology

This research is qualitative. Qualitative research is widely considered to be "that which produces descriptive data: people's own spoken or written words and their observable conduct" (p. 48).

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Throughout this research, a theory in which a descriptive method is used is shown. It seeks to determine and analyze the perceptions and contrast the experiences of law students in the Santo Tomás University in Tunja, Colombia in relation to English as a foreign language classes guided by native and non-native educators. The information collected is a description of their thoughts, perceptions, experiences and points of view. Additionally, two educators (one non-native and one native speaker) are interviewed in order to get to know their points of view and incorporate three distinct, complementary, and significant voices on the subject of the processes of learning English as a foreign language. Native and non-native educators have worked at Universidad Santo Tomás in Tunja for more than five years, the native one has a diploma as professional and some certifications in educational issues and the non-native one studied for five years to get a diploma as an English teacher, that educator also studied two masters in English teaching as a foreign language and has a TOEFL certification in C1.

At the same time, this research includes a case study. Some authors, such as Yin Cited by Martínez (2006) maintain that "the case study method is a very useful research tool, and its greatest strength is rooted in the fact that the behavior of the people involved in the phenomenon studied is measured and registered "(p. 67).

The population selected for this research consisted of 20 undergraduate students in the law department, a non-native English educator and a native English educator in the Santo Tomás University in Tunja, Colombia. The participants of this project are 20 intermediate English level students from law faculty at USTA, Tunja. Students from this faculty need to take 9 English courses, for this reason, they are willing to participate in this kind of research inasmuch as they deal with English class within their undergraduate program. Their ages ranged from nineteen and twenty-two years old. There were 12 women and 8 men. The sample was selected considering the circumstances that the students in the class had experienced and the opportunity to take English as a foreign language classes given by native and non-native educators more than once per each educator. The participants were informed about their voluntary participation in the development of the project, in the same way; they signed a consent form in which they claimed their free and spontaneous participation of this research. Students' voices were included using the capital letter of their names.

a) Instruments

i. *Questionnaire*

Over time, a questionnaire has been one of the most-used instruments to conduct diverse research. For this reason, some authors have noted that the questionnaire is:

> "an instrument that is typically associated with quantitative focuses and research designs, because it is constructed to contrast points of view, because it favors contact with nomothetic rather than ideographic forms of knowledge." (Rodríguez, Gil, & García cited by memory of investigation. s.f. p. 56).

ii. *The Interview*

The interview was another instrument used for data collection. It is considered to be a "technique oriented to obtain information in an oral and personalized form about lived experiences and subjective aspects of the respondents in relation to the situation that is being studied" (Folgueiras cited by Cáceres, 2014, p. 36). The interview used for this research was designed to be semi-structured with open, precise, and pre-written questions to be given in a set order, in such a way that students could complement the responses that they had given when the questionnaire was administered.

iii. *Professor's Journal*

This is an instrument that is generally used as part of pedagogical research carried out by educators to investigate students' practices. One of the possible uses of the journal is similar in manner to a type of questionnaire, known as selection, that is structured by the educator (Korthagen, 2013). A non-structured journal was used for the research at hand. The researcher took notes when they had the opportunity to do so during classes and in the execution of worksheets and different activities, including oral and grammatical exercises. The journal was carried for three months.

b) Method of Analysis

The information of the project was collected with the previously mentioned instruments in mind: on the one hand, the survey; on the other, the interview, and finally the professor's journal. These methods were analyzed in light of grounded theory, which is an approach to the development of the theory that is "grounded in the collection and analysis of systematic data." This theory involves what has been called constant comparative analysis. In it, the researcher must be equally immersed in the collection of both inside and outside data collection and analysis (Strauss & Corbin, 1994).

c) Results

i. *Process of English as a foreign language class taught by native educators and its implications: student experiences*

This research shows the students' points of view, as much from the process as from the lived experiences during these English as a foreign language classes.

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Native educators of foreign languages have always benefitted from popularity among educational institutes and people that consider learning from a native speaker to be the best and most authentic way to learn. As a consequence, said educators tended/tend to be seen as a legitimate linguistic model for the teaching and learning of English as a foreign language (Kachru, 1992) cited by (Chacón & Pérez, 2009, p. 50). The native educators are those how L1 (first language) is English which, in the educational context in which the present research is framed, is taught as a foreign language (FL). In the same way, this research illustrates the process carried out by twenty students in English level five, in the law department in the Universidad Santo Tomás, Tunja, who have received classes guided by native professors. This research shows the students' points of view, as much from the process as from the lived experiences during these English as a foreign language classes.

In this way, the students point out that having received classes guided by native speakers, about 85% of them are observed to be aware of the benefits of having native educators, and have expressed this in class throughout the different activities proposed by the educator. These comments are registered in the professor's journal.

In particular, students highlight the pronunciation in its natural state, and in this way justify during their exercises the development of their oral ability (speaking), in which students like to ask their native educators the correct pronunciation of words and some terms and idiomatic expressions. These students see these educators as a dependable source of the way to speak English correctly and feel certain that they are developing this ability in an authentic way since they have a standard, adequate model to carry out this activity. On the other hand, they state that they learn from the knowledge that these educators contribute about their culture, clarification of doubts, and cultural details that they can learn. For example, native speakers can teach sayings, colloquial forms, expressions, phrases, and ways to distinguish between different English dialects. Native speakers certainly represent an authentic way to be contact with a culture without being immersed in it. The remaining 15% demonstrate their indifference for their educators' place of origin. This small portion of students values other matters, such as methodologies, didactics, and pedagogies that can be used to learn said language. Consequently, they do not see the nativeness as a unique, necessary, or exclusive source of success in the language-learning process. They even cite that their learning process is subject to diverse factors, such as the materials used in class, the time intensity of the week, the quantity of activities that they can develop with the goal of practicing what they have learned, the spaces available for classes, and the intrinsic interest of the student and their own motivation to want to learn English. Although the students are conscious of the fact that native speakers can contribute in these areas, they make clear that they have problems with their methodologies and the way the class is given. Students feel that non-native educators do not quite fit in the national context, generating the feeling of a lack of communication and leading to them not completely understanding the topics.

The students were interviewed and questioned about the implications of receiving classes from native educators and some of the students responded in the following manner:

I: From your point of view, what do you consider to be the implications of receiving English classes given by native educators in the USTA? Support your response.

A.T. *"The implications with a native speaker can be that they help us to understand their culture better and they can offer more information from their vocabulary, to listen, and to pay more attention to other details that we can use in another situation, and of course, the pronunciation; on the other hand, the native educators are not very contextualized in our culture, and in this case, they lack methodology, because the educational systems are different." Interview excerpt.*

M.G. *"Well, the implications with a native educator is that they can teach us more about their culture and also about how they speak and pronounce English in their country, but due to their methodology, the ideas do not always come across clearly and are not always understood, and the pronunciation can be complicated."* Interview excerpt.

L.M. "*The implications of receiving classes with a native is that one learns more of the pronunciation and the vocabulary of the language, however they do not have the methodology for us to quickly learn because of cultural differences, because they might lack knowledge about our culture and how to make us learn the language well."* Questionnaire excerpt.

G.G. "*The implications of a native professor is that sometimes, they do not understand our needs well and their methodology is different from the way we can understand English better."* Questionnaire excerpt.

In the above excerpts of the interview and the questionnaire, the students state that the greatest benefit of receiving classes with native educators is undoubtedly rooted in their pronunciation and the way that they teach the culture of English-speaking countries in a more authentic way. Approximately 35% of the participating students describe their experiences as a good learning process and value the concrete aspects that native educators bring, such as the learning of pronunciation, fluency, expressions particular to the language, and the way the content was approached. The students stated that they highly value the patience

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that their educators showed and the didactics used in their classes, and moreover, the advantage of the time to develop their listening ability, which benefits them and improves their pronunciation. The students believe that contextualizing the language is simpler with a native speaker, since they may have a clearer idea of why aspects of the language are the way they are, and state that learning concrete things like sayings, phrases, colloquial forms, and expressions of the language gives them a deeper understanding of the language they are learning.

On the other hand, 45% of the students claim not to have had a good experience in classes given by said educators. They argue that, based in many of their experiences, the native educators do not understand the social context in which they are carrying out their classes and as a result, they teach the topics in an overly-complex way, which naturally does not result in an adequate understanding of the topics. Moreover, they perceive non-native educators' classes as non-linear, in both the way that they teach classes and in how they develop thematic content. As a result, the students naturally become confused and do not understand the topic. Due to the lack of contextualization in the national environment, it is difficult for native speakers to interact with the students, who, in turn, cite not having a clear line of communication with their educator and simply ignore their own questions and doubts as a result. The learning process is therefore truncated and generally not completely successful. The students describe their process with the native educators as slightly inefficient. Similarly, they argue that they do not feel that native educators prepare their classes; on the contrary, there is a high level of improvisation because of native educators have no problems with speaking target language.

10% of the students qualify their process with native educators as "fair," feeling that even native speakers lack both the understanding of the national culture necessary to understand the needs of the students and an efficient way to cover the content. They also affirm that on some occasions, the native educator does not reflect on whether the students have enough time to internalize the topics, and as a result, students feel that they do not have the tools they need to develop their foreign-language abilities. Students also perceive a lack of preparation from non-native educators, and point out that the methodologies are not correct or adequate for the context in which the class is given. Finally, the remaining 10% describe their experiences as something new, but not very significant: they did not find that having a native educator deepened their language-learning or make them feel that they were learning meaningfully. On the contrary, they felt that it was just another class that could be given by anybody, without the educator's native background bringing any added value to the course.

In both the interview and in the questionnaire, the students maintain a position based in their experiences, about 35% of the time, the native educators bring very limited knowledge to the English-learning process. They think, and argue, that there are matters more important than pronunciation: while many of them claim that this is the principal strength of a native educator, it is not the only relevant factor: different English abilities deserve equal attention.

ii. *Process of English as a foreign language class given by non-native educators and its implications: student experiences*

The non-native English educator is that whose L1 (first language) is not English, but has received training at a university level to be able to teach it, especially in contexts where this language is taken as a foreign language. Lakatos & Ubach (1995, p. 242) identify the key problems in the teaching of said language by non-native educators as the level of mastery of the language and culture is inferior compared to native educators. For these reasons, non-native educators are perceived as being worse at teaching said language, and the belief that non-native educators are not well-qualified to successfully carry out this task persists. However, it is long overdue that positive aspects of non-native educators are being recognized. For example, Lakatos & Ubach (1995, p. 242) affirm that the non-native speaker can offer a learning model for the student, in which other qualities of these educators are emphasized at the time that they give class, for example their didactics and determination that they show to carry out their work in the best way possible.

The participants in this project, through their lived experiences with non-native educators, have had the possibility to broaden their opinion. Likewise, the professor made notes in the journal based on these experiences and expresses their points of view in the following way:

90% of the students claim to have had very good experiences with their non-native educators, arguing that, since the educators have gone through the same learning experience, they are more conscious of the fallacies that students might have and can explain and clarify topics efficiently; they affirm that the non-native educators are more patient, and thus their learning process is significantly enriched. Likewise, they explain that for these reasons, non-native educators are more demanding, because being familiar with the culture allows them to envision how far their students can go and to impose new challenges, choose evaluative processes according to their level and

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characteristics. Non-native educators know that not everyone is in the same condition and their performance can be tainted by different circumstances such as the lack of support or of opportune pedagogical interventions, circumstances that can be analyzed or foreseen by knowing the national context in which one is giving classes. Non-native educators have a value-added in their ability to interpret of gestures or attitudes of the learners; because they share customs, they can perceive things in the process of the students. For example, they can tell when students do not completely understand or an explanation is not clear without having to be told explicitly.

The remaining 10% believe that non-native educators show fallacies such as not giving classes completely in English and they see this as a disadvantage, since this does not promote the development of fluid speaking, but understand that on some occasions the intervention of the mother tongue is necessary to clarify different aspects, which naturally helps students to clearly understand topics. Additionally, they think that not hearing the original pronunciation of the foreign language as it is being taught is a disadvantage.

Likewise, the professor's journal reflects a good participation in the activities carried out in class on the part of the students, as the ability to use both languages (if necessary), gives them security as they participate, and simultaneously allows them not to feel self-conscious, because knowing that when they do not have enough vocabulary, they can rely on their first language, and it will be a great help.

In the same way, the students find that non-native educators have methodologies that are more in line with their needs in terms of the explanation of content, the way that they can practice, and the knowledge of the culture in which they are teaching English as a foreign language. In other words, the knowledge of the social context causes them to search for and make use of different alternatives so that the students successfully absorb the topics, or at least try to find new alternatives to that end.

The students were asked about their experiences in classes with non-native educators and here they present their responses:

I: How would you describe your learning process guided by a non-native educator at USTA?

A.T.: *"My learning process has progressed, since I do not take into account where the educators are from so one must have in mind the education that they provide to us, or the methodology has to be done more in line with our needs and I think that yes they have achieved that."* Interview excerpt.

L.R. *"The process with the non-native educator has been very good, because in some cases, the professor understands and discloses to the student his or her shortcomings, which is what is really needed to reinforce that in each of his or her classes."* Interview excerpt.

M.V. *"The process with a non-native is good, since we come from the same culture and they better understand what our needs are. It is not simply the pronunciation, but knowing why things are the way they are, for example what the verb tenses are used for."* Interview excerpt.

M.J.V. "*Well it depends on the professor; some try to make the student learn and there are others that make everything easy for the students and don't allow the student to develop their academic level in English*".

O.A. "*My position with the professors that were born here is that they make the classes educational and try to teach us, and beyond that, they know the reality we live in and know our words, and about the historical context of that country with this country. It is a little bad because you cannot learn the original pronunciation of the language, but every so they try to improve the social context that we live in to have a good vocabulary*".

In the above excerpts from both the interview and the questionnaire, the students claim that the process carried out with non-native educators has been good. In turn, they value the methodologies used in class in order to understand the topics and cover all of the content, through the methodologies that the students find useful and that work for them.

85% of the students claim that they learn better with non-native educators and insist that these educators find a practical way to teach English in a way that is significant for the students.

By the same token, this high percentage of students value the effort of their educators and describe the classes as a space in which, beyond learning effectively, they can interact with the educators. When there is a channel of communication, students feel that they can find out their shortcomings and how to work on them; since the non-native educator has more empathy for the students' process and can easily put himself in their shoes and understand that the process needs to be reinforced through diverse activities. They also point out that they feel there is good organization and planning that clearly establishes the goal of each class.

The remaining 15% of students have other opinions related to poor and fair experiences. They feel that non-native educators to not give them an extrinsic motivation to take the class more seriously; they affirm that they do not feel motivated by the attitudes of the non-native educators (as they do not give the necessary importance to the class or, on the other hand, can become too lenient using the excuse that they understand that the process is complex and so they cannot demand as much as they should), in addition to a series of other factors such as not feeling that the speaking is genuine or that the educator's competence is not satisfactory according to their expectations, based

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on criteria presented by Mahboob's (2003) cited by (Walkinshaw & Hoang, 2014, p. 3), in which the authors maintain that some non-native educators have low oral competency and limited cultural knowledge as disadvantages; these factors are decisive for this last portion of students in their English classes.

However, the law students in English as a foreign language level five in USTA describe in their interviews and questions being immersed in a reciprocal process, where they can expect results based not solely on the their educator's native language, given that they have an intrinsic motivation and desire to learn a foreign language, that the educator is an important factor since *"from my point of view they are the most important factor, if they are demanding and help students understand well, the process will be successful, and additionally they bring other factors such as the materials (because they design their class), the didactic resources, among others, and therefore they seem very important to me and more than anything to know how to select them."* Interview excerpt, but that definitely, they also should be committed, finally it is their process which is at stake, which either benefits or stagnates.

iii. *Teaching-learning process of English as a foreign language and implications for students from the point of view of native and non-native educators*

Currently, the educational institutions both in the public sector and in the private sector of the country are looking for the way to include native and non-native English educators on their payroll. In the public sector, the ministry of education has focused on bilingualism with the inclusion of native speakers as support in English classes. In the private sector, they have included native speakers as part of the faculty. Said educators have academic training to teach the class a foreign language or a second language, although not all the educators have been trained pedagogically to that end, so being a native speaker is considered to be a sufficient qualification to give English classes.

On the other hand, non-native English educators, who are professionals with a university degree from a five-year program. Institutions of higher education require that non-native educators have post-graduate studies, including a master's degree, and that their level of English is certified to be at least C1 through international exams.

The university at hand has both native and non-native English educators, who were interviewed about the processes carried out in English class with undergraduate students and that have received classes taught by both.

As part of the data-collection, with the goal of knowing their points of view as they relate to their perceptions regarding the teaching-learning process of English, two educators were interviewed: one native speaker, "NE," and one non-native speaker, "NNE," who make their assessments in the following way:

What is your perception of the classes given by native speakers and non-native speakers at USTA Tunja?

NE: *I think that we have an advantage with respect to the culture here in Colombia and I think that the people want to have native educators because they think that it is better, because of the pronunciation and the knowledge of the culture and I think that they, the students, think this way but they don't think of the similarities between Spanish and English, which the non-native speakers know better than us, right*? {…}

{…} *when I enter into a classroom, the students don't stop to think whether or not I have the ability to speak English well and with non-native educator, well, they do* {…}

NNE: *Well, I have always thought that having native professors and non-native professors in a team is fundamental… and we can have a complementary relationship, where we help the native speakers to understand our Colombian culture and, consequently, they can communicate with the students in a more meaningful way. Ehhh, I am not unaware of the fact that we must study many more years and permanently study the foreign language together with foreign cultures that are not part of our broad or extensive knowledge* {…}

The native educator reaffirms what was previously mentioned by the students, who value and hold in high esteem to English speaking ability, in its native form, a reliable source to learn pronunciation and improve aspects such as fluency and comprehension. The NE is also conscious of the fact that knowledge of English culture brings a value-added to the performance in class, since being an expert in this field, a native speaker can give exact responses to questions that come up in the middle of class. This educator also makes the assessment that, although the students do not see it this way, the native educator sees it as an advantage to be familiar with both cultures to facilitate the learning process. On the other hand, the non-native educator reflects on the importance of having both types of educators, and consequently does not perceive being a non-native speaker as a disadvantage compared to the native speaker, although the NNE is conscious of the fact that one always must work to improve, and on the contrary, in this last point the NNE finds that the relationship can be complementary as a reciprocal collaboration to improve aspects of their performance, rather than empowering or elevating one over the other. The NNE also reflects on the relationship as an enriching learning and teaching experience, since with the required effort, a NNE can overcome the obstacles that could in some way limit performance. To this last point NNE puts forward: […] *however, it is*

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possible that a non-native English educator could achieve a level of language ability and cultural knowledge which is so high… that… ehh, the line between native and non-native could become almost imperceptible. This while recognizing that the advantages of native speakers can be our disadvantages and vice versa […]

This educator clarifies that with the necessary preparation, the native or nonnative character will not be a resource that defines success in the process of English teaching, turning it into a strict dichotomy between which one must choose. The NNE recognizes that in each of the types of educators there are both advantages and disadvantages but finds that the duality in the advantages of one could be disadvantages for the other and vice versa. On the other hand, the native educator notes the following: NE […] *but I think that after the first month there is no difference in learning between natives and non-natives, because what is important in the class is the quality of the class, the quality of the materials, the quality of the explanation, how you want to behave in class, your tone of voice, your mood, everything, right? So after a while there is not difference, the process is the same, right? Very soon for the student it's not whether or not you're a native speaker: it is that you are the professors and the professor has to meet some requirements with the student's mental image of a professor* {…}

On this point we can find a situation like the breaking of the native vs non-native paradigm, since as NE states explicitly, learning is not measured only by its nativeness as such, but also by a series of factors that come into play and, in one way or another, influence the learning of the language. These include materials, the quality of the explanations, and even the mood of the educator, demonstrating other possible facts that can contribute to the success of this process. Therefore, we can start to understand that the two types of educators are conscious of the responsibility to which their performance gives rise, and beyond being a native or non-native educator, concentrate on the fact that the required preparation is fundamental to take on the challenge of teaching in class.

In the interview, the aforementioned educators reflect on the learning processes that they guided to analyze them in their own point of view.

How would you describe the teaching process guided by native and non-native educators at USTA Tunja?

NE {…} *I think that as a native speaker I have some opportunities, two or three more, to show or to demonstrate that yes, I am a good professor or not, and that because I am something new, I am an experience for them because I am a native educator, and this does have a small effect at the beginning, but very soon, as a professor you need to show your personality, show that you want to have the class, that you are truly strict or not and as a professor yes, I have this advantage that I am something new*{…}

This educator believes that being a native speaker undoubtedly represents an advantage for yes in terms of novelty and motivation for the students, since they can feel persuaded to learn, although the NE also knows that moving forward, results that determine that the native language is a benefit in the English-learning process will need to be shown. In the same way, NNE claims*: I believe that native and non-native educators can become very good in their teaching duties, however, one must consider that both of us have an obligation that has repercussions in the teaching-learning process of English as a second language. Well, for the non-native educators it is fundamental to keep studying the foreign language, since if you don't practice it, it's lost. It is a permanent practice.*

This last educator points out that success is not necessarily rooted in being a native speaker or not, and both can become good at their profession, just as both could fail to be successful at it. The responsibility is based on the fact that an adequate preparation, which is not exclusively rooted in the pedagogical training, since according to NNE: *It is not enough to major in pedagogy to teach students a language; it's necessary to search for the deepest understanding of the language and if it is possible, live in the foreign culture or study it, keeping in contact with authentic material and with native educators, you can teach us a lot about your culture* {…} consequently, continuing with the preconceived notion that the educator's nativeness is a circumstantial point, and as would can understand, it has advantages, but is not the only point that is taken as a frame of reference in successful learning.

NNE: *On the other hand, to a foreigner, a native English speaker, it is not enough to come to his or her country to take on a role as an educator for something that he or she hasn't studied, the ministry of education should understand that to achieve a bilingual Colombia, the foreigners that come to teach their language and culture to our students should have a base in pedagogy and know how the educational process works, not just in their countries, but also the Colombian educational system·*

These points converge throughout the process, naturally each one of the educators in question knows the advantages that they try to use to their favor, and also know that there are points that could be improved NE {…} *honestly we don't have the experience of the non-native professors and it is one thing to know how to say, "I don't know," and another thing is to explain, I think that non-native professors have to show a lot more, maybe you need to know better than us, because you have a disadvantage: not knowing English as a mother tongue* {…}

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In this case, the native educator recognizes the advantages and disadvantages of being a native speaker, knowing that these are on the agenda and that at some point the NE will take on each of these without letting performance be diminished. On the part of the other educator, the NNE is more conscious of the reality, especially because the national system has let the NNE see that challenges in the classroom are more difficult for a non-native speaker, however, this educator recognizes in the dichotomy a variety of possibilities, with advantages and disadvantages, and also recognizes that one of the principle challenges for NNEs is based in the need to prove that one is qualified to teach the subject in a compelling way, with good results and great possibilities of success. This is not to say that the NNE believes that by not being a native educator, the mastery of the language cannot be sufficient; especially when the English level, pedagogical knowledge, and the ability to guide English classes in a successful way are certified.

VI. Conclusions

The experiences that undergraduate law students have had in classes given by native educators have as often been good as they have been average, the reasons for which are related with the way that said educators lack an understanding of the culture in which classes are given; on the one hand, some describe their experiences as good in terms of having classes with a native educator being something novel, and they feel that they can learn pronunciation in an optimal way. On the other hand, the bad experiences come because of the lack of methodology and apt didactics for their learning according to the students' needs and feel that their process improves progressively, a small percentage have not had good experiences with the non-native educators, since they feel that they do not motivate them to learn the language and don't have a genuine pronunciation of the language.

Once the students experiences are determined and contrasted, one can conclude that the student perceive that the advantages of the native educators is the disadvantage of the non-native educators and vice-versa; on the one hand, the students think that the strength of the native educators is based exclusively in their pronunciation and the understanding of English-speaking culture, while the non-natives have as a strength the methodology and the didactics to guide the classes, from which one may draw a complementary relationship, in which one can find advantages and disadvantages. For that reason, the students who participated in this research think, and assure that learning a foreign language is not just a matter of speaking English well, this process implies practicing and three abilities more to be considered in order to become proficient languages learners. Students do not perceive there is just one way to move from a point to another one, they think there is a wide range of possibilities in terms of learning and nativeness is not the unique path but also self-motivation and abilities for the XXI century.

The students' descriptions of the implications of receiving English classes given by native educators reflect as a favorable aspect for their process the development of their speaking and listening ability, since the pronunciation is genuine and helps them to develop their listening, which in terms of learning English, makes up the input (what the students receive). While the implications with the non-native educators is reflected in the development of the abilities of reading and writing, since they cite understanding the topics better, learning the structural part of the language and the contextualization of the themes, the development of reading and writing, they are developing the output (what the student produces). Consequently, they maintain the premise that the strengths of one are the weaknesses of the other and vice-versa if it is a matter of a dichotomy, although they also perceive language learning guided by these two types of educators as a scaffolding process but what students really counts is the way how they might achieve their languages goals and learn, they are not concerned if their teachers are native or non-native speakers, they think that policies from some institutions and universities are more concerned about this aspect than students, last ones perceive classes with those educators as complementary process, both sides are different and good but a dichotomy is not an aspect students take into account when learning because for them it is more important to have a successful process than a biased one. The students claim that their goal is not to be a native-like speaker because they will not be and for that reason, they do not underestimate non-native educators, because they do not want to be perceived in future as the average speakers because of not having native similar pronunciation. Students do not think non-native pronunciation is a fact to feel embarrassed. Classes taught by native educators are not a learning fact neither classes taught by a non-native educator are a failure. Native and non-native educators' classes are the opportunity to reach the same goal through different learning paths. In short words, the result of classes guided by these educators is not a dichotomy but a reciprocal process that might help students to find successful achievements in terms of language.

The educators interviewed, non-natives and natives of the English language, are conscious of their commitment and limitations to the students in terms of the teaching of English as a foreign language, more than assuming who would be more appropriate for the students, is the fact of analyzing the pedagogical practices and how these can be beneficial from the

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complementarity of the native and non-native educators, although, no-native ones know their limitations, those do not hope to be considered similar to natives either underestimated because of their cultural conditions. Additionally, it is important to keep in mind that we live in a globalized world that breaks barriers and borders and for that reason, we should be open to the world's different cultures.

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Appendices

Appendix 1

Questionnaire

Objective. This questionnaire aims to collect information about the perceptions that students have in relation with English classes that will enable future teaching practices. Your answers will be treated confidentially with regard to the corresponding objective.

1. What is your perception about the process of learning English as a foreign language in the USTA?
2. From your point of view, what are the factors that influence the English learning process to be successful? Justify your answer. (Materials, teachers, environments, spaces, teaching resources, etc.)
3. How have your experiences with English as a foreign language classes been oriented by natives and non-natives in the USTA? Justify your answer.
4. What are the implications of taking English classes taught by native and non-native speakers at the USTA? Justify your answer.
5. In order for the learning process to be successful, classes should be taught by the native or non-native teacher? Justify your answer
6. How do you describe your learning process guided by a non-native teacher in the USTA?
7. What is your perception about native English professors in the USTA?
8. What is your perception about non-native English professors in the USTA?
9. What is the relationship between native and non-native teachers regarding their process of learning English as a foreign language in the USTA?

II part: Likert Questions.

Appendix 2

Interview

Please answer the following questions as honestly as possible. The product of the same will serve merely for academic and research purposes.

1. What is your academic position after taking English classes taught by native teachers at the USTA?
2. What is your academic position after taking an English class taught by non-native teachers at the
3. USTA?
4. How do you describe your English learning process guided by a native teacher at the USTA?
5. How do you describe your English learning process guided by a non-native teacher at the USTA?
6. From your point of view, what do you think are the implications of taking English classes taught bynative teachers at the USTA? Justify your answer.
7. From your point of view, what do you think are the implications of taking English classes taught by nonnative teachers? Justify your answer.

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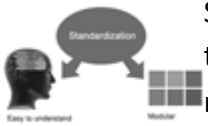

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6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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