

A Study on Motivational Differences in English Oral Classes Taught by Native vs. Non-native Teachers

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Abstract. With the development of globalization, the importance of English language skills to students' personal development and social needs has become increasingly important. Motivation is a key determinant of learning effectiveness and has a significant impact on college students' English language skills. Compared to previous research, this study aimed to investigate the effects of native and non-native teachers on students' motivation to learn English in the classroom. By comparing the effectiveness of the two types of teachers in stimulating students' interest in learning and increasing their motivation, it provides insights into the similarities and differences between native and non-native-speaking teachers in teaching English as a foreign language. It finds out that the influence of foreign and native English teachers on students' motivation to learn spoken English is multifaceted. Both foreign and native teachers can bring unique advantages to the classroom, and the choice between the two types of teachers may depend on individual factors. The combination of the two approaches has the potential to provide a well-rounded learning experience that meets the different needs and preferences of students in the spoken English classroom.

Keywords: Motivational Differences; China; English major students; English Oral Classes; Native and Non-native Teachers.

1. Introduction

In recent years, with the acceleration of globalization, the importance of English-speaking ability has been increasing day by day. It has gradually attracted academic and public attention and has had an increasing impact on the course of history. While many schools and universities choose to hire local lecturers to teach English courses, a considerable number have offered courses taught by overseas teachers, aimed at helping English learners improve their oral skills. In higher education English teaching, the teaching style and background of teachers affect the motivation of students to learn English. For Chinese students, the goal of learning English is no longer limited to passing only CET-4, CET-6 and various certificates, because society requires talents with comprehensive abilities in reading, speaking, writing, and translation. Therefore, the cultivation of foreign language talents should prioritize the importance of oral English training and practical enhancement of English usage skills [1].

Over the past few years, the relative advantages of native English teachers and non-native English teachers have been widely discussed. In the past, there were studies similar to this one, which found that for students taught by native English speakers, students' involvement with the language is positively affected by their exposure to different cultures and their perception of linguistic authority while students taught by non-native English teachers have a great sense of empathy and better comprehension when facing linguistic challenges [2-5]. Meanwhile, with the continuous publication of similar studies in recent years, this issue remains unresolved. Each study has its own justifications and shortcomings. On the one hand, supporters of native English teachers argue that, as their mother tongue is English, these teachers are better able to understand the cultural context behind the language and its various meanings, thereby assisting their students in enhancing their language learning. On the other hand, supporters of non-native English teachers emphasize that, having experienced the

process of learning English as a second language, these teachers are able to empathize with students' difficulties and knowledge gaps.

Motivational differences between students were also a focus of this study. Motivation is a multifaceted construct that impacts students' engagement, persistence, and achievement in language learning [6]. Self-determination theory distinguishes between intrinsic and extrinsic motivation, with both types playing crucial roles in the language learning process [7].

This study will be based on the concept of motivation developed by the famous psychologist Abraham Maslow [8]. He divides motivation into two types: Intrinsic motivation is the drive for self-reward such as satisfaction, self-growth, and a sense of self-worth for a certain behavior [8]. Extrinsic motivation, on the other hand, is motivated primarily by outside factors such as rewards for contributions, recognition, and so on [8]. Extrinsic motivation is a kind of motivation that is generated by external stimuli and is obtained from rewards, penalties, and acknowledgment [8]. Student interest and engagement in the classroom were also a focus of this study. The interest students showed in the two different types of teachers was naturally different, and their engagement in the classroom with the different teachers varied accordingly. Differences in student interest and engagement have a major impact on motivation to learn. Interest is an intrinsic source of motivation for students. When students are interested in a topic or lesson, they are more motivated to learn, think more deeply and explore. Engagement is the degree to which students are involved and engaged in learning activities. When students are immersed in their learning, they are more focused, conscientious and hardworking.

This study will use a questionnaire survey and interview methods. Questionnaires were employed in the quantitative technique to look into variations in Chinese students' motivation. These variations were associated with the kind of speaking instructor they received instruction from. Open-ended data was gathered through interviews as part of the qualitative method. The purpose of the interviews was to record the authentic experiences and emotions of Chinese students.

The three research questions the author posed for this study were: 1. Are there any differences between motivational differences between native vs. non-native teachers? What are the differences? 2. How do the differences influence students' spoken English performance? 3. How do two different teachers affect student engagement in the classroom and students' study methods?

2. Methods

2.1. Questionnaire

2.1.1. Research object.

The research subjects are several freshmen to senior students majoring in English.

2.1.2. Questionnaire information.

This questionnaire refers to Gardner's Multiple Intelligence Theory, Self Determination Theory, Gardner and Lambert's Motivation Theory Scale, Dornyei's Motivation Strategy Scale and has been appropriately adapted based on the characteristics of English-speaking teaching by native and non-native teachers [6,7,9-10].

This questionnaire can be roughly divided into six parts, which are as follows: 1. Personal information survey: including the gender and grade level of the respondents. 2. Perception of the importance of spoken English: asking the respondents about the importance of spoken English in their professional learning. 3. Teaching of spoken English: asking the respondents whether the spoken English courses they are receiving are currently being taught by native teachers or non-native teachers. 4. Differences between native and non-native teachers in oral teaching: Explore the respondents' perceptions and perspectives on the two types of teachers in oral teaching. 5. Learning motivation and motivation methods: finding out what respondents believe are the most effective ways of motivation for them to learn spoken English. 6. Teachers' Strengths and utilization methods: exploring issues such as how

respondents believe that they can better utilize the strengths of both native and non-native teachers in order to motivate their students to learn spoken English. Each section is organized around the theme of the survey in order to find out the respondents' perceptions, views and preferences regarding the teaching of spoken English by native and non-native teachers.

2.1.3. Questionnaire distribution.

This questionnaire was collected online.

The distribution period was from March 3, 2023, to March 5, 2023, with an approximate distribution time of 72 hours and a collection time of 14:00 on March 5, 2023.

The number of questionnaires collected is 144.

The reliability of this questionnaire is 0.702.

2.2. Interviews

2.2.1. Interviewees.

The subjects of this interview are students from two English majors in their third year of university (one student's English-speaking class is taught by a native language teacher, while the other student's English-speaking class is taught by a non-native language teacher).

The interview teacher is an English teacher from the School of Foreign Languages at a university.

2.2.2. Interview outline.

The interview with the student consisted of 7 parts (see Table 1):

Table 1. Student Interview Outline

Number	Outline
1	Opening and Introduction
2	Basic Information
3	Opinions on spoken English courses
4	Views on native and non-native teacher
5	Learning Motivation and Preferences
6	Suggestions and Expectations
7	Conclusion

The interview with the teacher consisted of 7 parts, respectively (see Table 2):

Table 2. Teacher interview outline

Number	Outline
1	Opening and Introduction
2	Basic Information
3	Teaching Philosophy and Motivation
4	Views on native and non-native teacher
5	Teaching methods and strategies
6	Dealing with students' challenges and difficulties
7	Suggestions and Expectations

2.2.3. Interview process.

The interview time is 5-10 minutes.

The recording method is telephone interviews, and the interviews were kept in audio format.

3. Result

In this study, the author found that students preferred the teaching styles of non-native teachers when learning English speaking. About 70% of the students preferred the teaching styles of local teachers because they believed that local teachers were better able to understand students' linguistic backgrounds and cultural differences, and were more likely to make students feel close and emotionally connected. Meanwhile, nearly 30% of the students believed that non-local teachers had more advantages in teaching spoken English, such as authentic language background, rich international experience and cultural perspectives.

When it comes to English oral teaching, students generally believe that pronunciation and teaching methods are the main differences between the two types of teachers. At the same time, they also pay more attention to improving their understanding of English culture and customs, and to broadening their international perspectives and communication opportunities. Therefore, schools should make full use of the strengths of local and non-local teachers, such as providing various opportunities for oral practice and offering cross-cultural communication courses, to motivate students to learn spoken English.

In terms of teacher-student interaction, students generally considered role-playing and on-site examination to be a more effective way of communicating. In addition, they hoped that schools could organize regular teacher-student interaction activities to better promote teacher-student relationships.

The results show that the majority of students believe that spoken English is very important in their professional learning and are more inclined to improve their oral skills through a combination of local and non-native teachers.

Although most students choose native language teachers, non-native language teachers also have unique advantages in pronunciation and cultural background. In terms of teaching methods, students generally believe that non-native teachers' pay more attention to oral skills, while native language teachers better understand students' language backgrounds and cultural differences.

In terms of motivational methods, students preferred internal incentives such as self-satisfaction and a sense of accomplishment, but external incentives such as grades and prizes also had their place. Foreign teachers have a clear advantage in terms of authentic language background, international experience and cultural perspectives, while local teachers are better able to establish a sense of intimacy and emotional connection with students and understand their learning needs and difficulties.

In terms of how to better exploit the benefits of local and non-local teachers, students recommend schools to organize regular teacher-student communication activities, offer a variety of oral practice options and offer intercultural communication courses. For students, it is most important to improve their authentic oral expression and improve their understanding of British culture and practices in English oral courses.

4. Discussion

4.1. Reasons

Students' motivations for learning English vary, but they can be broadly categorized into two types: extrinsic and intrinsic motivation. The main sources of intrinsic motivation are students' interest and enthusiasm for language learning, as well as their curiosity about English culture, their desire to communicate with strangers, and their desire to improve themselves. Extrinsic motivation comes from a variety of sources, such as the desire to succeed in school, future career goals, family expectations, and opportunities to travel and study abroad or to get a better job [8].

Different motivations mainly stem from differences in students' personal backgrounds, learning environments, interests and goals. For example, some students may have a natural interest in and affinity for English because of their family background of studying abroad; some students may pay

special attention to English learning because of their future career planning; and some students may need to learn English simply to pass the school's English exam.

The differences in motivation will directly affect students' oral performance. Students with strong intrinsic motivation are usually more willing to actively engage in learning [8]. They are more proactive and confident in oral practice, and are more willing to take risks trying new vocabulary and sentence structures. Therefore, their oral performance is often smoother and more natural. Students with strong external motivation may achieve a certain level of oral skill, but their flexibility and creativity in oral expression may be slightly worse [8]. They may place greater emphasis on accuracy and standardization of oral expression to meet specific learning or career needs.

This is because different motivations lead to different learning attitudes and strategies. Intrinsic motivation makes students enjoy the learning process more and they are more willing to improve their oral skills through communication, practice, and other means; external motivation makes students focus more on learning outcomes and they may be more inclined to cope with oral exams or tasks through memory, memorization, and other means [8].

4.2. Suggestions

Overall, students generally recognize the importance of spoken English and have a clear understanding of the differences and advantages between local and non-local teachers in teaching. In terms of teaching methods and incentive measures, students often have a wide range of options and incentive measures. It provides a valuable reference to improve and optimize the oral teaching of English.

At the same time, the survey results also reflect students' expectations and needs for different teachers, which helps to improve the effectiveness of spoken English teaching in a targeted manner. To improve the quality of oral English teaching, schools should take full advantage of native and non-native teachers, focus on the development of pronunciation and teaching methods, strengthen teacher-student communication, and offer a variety of oral practice options and intercultural communication courses. It helps to stimulate students' interest and motivation in learning and improve their English language skills.

5. Conclusion

The article highlights the importance of understanding motivational differences in English oral classes taught by native vs. non-native teachers. After this study, students must acknowledge that both native English teachers and non-native English teachers have brought different learning motivations to students, and both can improve their English proficiency. Both native and non-native teachers can effectively motivate students through different approaches. In summary, it is vital to find a balance and acknowledge the various demands of students in different language learning environments.

There are certain problems and limitations in the analysis of this study: To start with, motivation to learn to speak is very complex, and the questions designed are not comprehensive enough to capture the full range of motivation. This survey study is only an exploratory study of current college students' motivation to learn to speak, and it does not explore the relationship between different motivations. Additionally, this questionnaire study was conducted before students graduated, students do not know the actual use of spoken English, and many of them may have made their choices based on their personal feelings. The sample of data that can be collected at present is too small, and the coverage of the field is not comprehensive enough to conclude the field on the basis of a partial sample of data. In addition, the statistics of the results are hand-counted, where errors are inevitable.

Nevertheless, this study and analysis have a certain importance and value and a certain reference, which can provide empirical evidence for future oral teaching, learning and research. Subsequent research approaches may investigate the results of different types of motivation among the same

English-speaking learner, their correlations, and the factors that influence these correlations. At the same time, important issues for our future research include which motivations most influence oral English learning, how to maximize students' motivation, and how to provide targeted empirical evidence for most English language teachers.

Future research should continue to explore how different teacher characteristics influence student motivation and improve language learning outcomes in diverse classroom settings.

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