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EFL Students' Perceptions at Sudanese University Level of Native and Non-Native English-Speaking Teachers

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Abstract

This present paper focuses on the much-debated issue of native and non-native English-speaking teachers (NESTs/NNESTs). Employing two research tools (mixing both quantitative and qualitative methods), the study investigated a group of participants - (347) University English Language EFL students from seven sound Sudanese universities. The key data was collected from two resources; a questionnaire and a series of interviews. Afterwards, the data collected was, further, subjected to a statistical analysis. After offering a brief literature review of the study which has been conducted on the differences between native and non-native English-speaking teachers (NESTs/NNESTs), and to obtain a deeper insight into Sudanese university EFL students' perceptions of the influence of native and non-native English-speaking teachers (NESTs/NNESTs) on the English language classroom. The results are enlightening, as Sudanese university EFL students comprised in the sample find an overall positive satisfaction of both groups with relevant differences between the pedagogical behaviour of (NESTs/NNESTs), with the students' beliefs that NESTs/NNESTs can be equally qualified teachers with strengths and weaknesses for each.

Keywords: Native and non-Native, Student Perceptions, Qualitative and quantitative data , Multilingualism, Speakerism.