Exploring the Multifaceted Roles of Non-Native English-Speaking Teachers (NNEST) in Enhancing participants' Speaking Proficiency

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Abstract

This study explores the roles of Non-Native English Speaking Teachers (NNESTs) in facilitating the improvement of participants' English speaking skills. The research was prompted by the challenge faced by a NNESTs from Indonesia, who relocated to Kyrgyzstan to teach English as a second language. The teacher lacked cultural knowledge to support his participants' language learning. To address this, the study employed a descriptive qualitative research design and utilized interviews as the primary data collection method to investigate how NNESTs support the development of their participants' English speaking ability. The analysis employed a Miles and Huberman data analysis to identify patterns and themes in the data. The findings reveal that NNESTs design instructional approaches that foster an environment conducive to speaking practice and enable participants to engage in conversation without fear of criticism. Additionally, the teachers provide personalized feedback to help participants identify their areas of weakness. Creating an engaging learning environment encourages participants to use English more frequently.

Keywords: Non-Native English Speaking Teacher, Speaking, Speaking skill

Abstrak

Penelitian ini bertujuan untuk mengetahui peran guru yang bukan penutur asli Bahasa Inggris (NNESTs) *dalam membantu siswa untuk meningkatkan keterampilan berbicara bahasa Inggris. Penelitian dilaksanakan karena guru yang bukan penutur asli Bahasa Inggris yang merupakan orang Indonesia mengajar bahasa Inggris yang merupakan bahasa kedua di Kyrgyzstan. Guru tersebut tidak memiliki pengetahuan budaya untuk mendukung pembelajaran bahasa siswanya. Penelitian ini menggunakan desain penelitian kualitatif deskriptif dengan wawancara sebagai teknik pengumpulan data untuk mengetahui bagaimana NNESTs membantu kemampuan berbicara bahasa Inggris siswa. Teknik analisis data Miles and Huberman digunakan untuk mencari pola dan tema dalam data penelitian ini. Penelitian menemukan bahwa guru NNESTs pembelajaran yang mendukung peserta didik untuk berbicara menggunakan bahasa Inggris dan membentuk lingkungan di mana siswa dapat berlatih tanpa khawatir dikritik. Selain itu, guru memberikan kritik yang disesuaikan dengan masing-masing siswa untuk membantu peserta didik dalam mengidentifikasi kelemahan mereka. Penciptaan lingkungan belajar yang menarik mendorong siswa untuk lebih sering menggunakan bahasa Inggris. Studi selanjutnya harus melihat bagaimana guru NNESTs dengan tempat kerja baru dengan budaya yang berbeda.*

Kata Kunci: Guru Bahasa Inggris Bukan Penutur Asli, Berbicara, Kemampuan Berbicara

Introduction

Roles are a set of duties attached to a teacher especially during performing function as an educator. Aghaei et.al (2002) stated that in the classroom, teachers play a variety of functions. Role expectations might be seen as broadly accepted social norms. participants can be perceived as complementary role partners in the teaching profession, just as there are instances where headmasters, parents, and other teachers can be considered role partners.[1] Similarly, other scholars, Smith and Johnson (2005), have investigated the idea of role partners in the teaching profession. These role partners may include parents, other teachers, and headmasters in addition to pupils. According to Smith and Johnson, acknowledging the complimentary responsibilities of these stakeholders promotes collaboration and improves the entire educational experience[2]. In addition, Robert & Wright (1998) characterized roles as social. They are made up of elements that when combined result in particular social behavior. Some roles are avoidable, some come to us at random, and some, like professions, are selected. then, misunderstandings and contradictions arise when a teacher is unsure of the role behavior expected of her/him, when her/his expectations differ from those of others, when his/her other roles overlap, when the teacher's personality does not fit the role, or when the teacher merely does not believe what s/he is saying[3]. In brief, an educator's roles are a group of responsibilities.

Moreover, the importance of a teacher's role during learning is undeniable. Umar mentioned It plays a significant role in defining the degree of learning outcomes' quality. The professional skills, output, drive, and competences of a teacher have a significant impact on their ability to raise student achievement[4]. It indicates that quality learning can be obtained if the teacher can maximize his roles as a teacher who teaches and educates the participants. Together with other key duties like management and education, the teacher's role is crucial in assisting pupils in developing their own learning autonomy[5]. Bajrami's statement hints at the teacher's additional role as the person who has to train the participants to be the independent learner. In conclusion, there is no denying the significance of a teacher's role in education.

In addition to being a teacher, Yasmim & Islam mentioned teachers have to practice several roles during the instruction of English as a second language. Then, they are also required to facilitate learning, assist the participants during the learning process and guide the participants when they face difficulty. Besides, teachers also have an obligation to comprehend teaching strategies and receive teaching certification. All of these professional duties are expected to be able to improve participants' English ability[6]. Similarly, another expert provides a pretty similar perspective. He said there are several roles of language teacher such as organizer, assessor, prompter, informant, tutor, observer, controller, and facilitator[7].

In contrast, a good teacher is not enough because there are a wide variety of professional

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functions which are developed along the time. According to Nagy Teachers are expected to be contemporary, which entails having the skills to create engaging lessons (often utilizing digital technologies) and employing instructional strategies that inspire pupils to think creatively[8]. The other expert seems to agree with this statement. As Abramova & Makarova mentioned, The professional responsibilities of teachers have changed from those that were directly related to the teaching and learning process to those that include authoring programs and articles[9]. Teachers are required to do a wide range of professional tasks, including using digital tools to design interesting classes, encouraging pupils to think creatively, and accepting additional duties outside of the typical teaching and learning process. For teachers to flourish in their careers and give their participants a high-quality education, they must learn these new skills and competences and adapt to the changing educational scene. Podgoršek et. al said rather than serving as a lecturer and a source of knowledge, teachers now serve as learning facilitators and deliver education that is student-centered[10]. As a result, teachers need to be willing to take on additional responsibilities and design and support strategic learning with a focus on communication and technical skills. They must alter their traditional professional growth route and find ways to make it better[11]. As a result of this transition, educators must now assume new duties such as creating student-centered learning

experiences, fusing communication and technical abilities, and continually enhancing their teaching methods. To meet the changing requirements of participants and develop effective and engaging learning environments, teachers must embrace these changes and actively pursue professional development opportunities.

Besides, another issue emerges related to the qualification of an ideal English teacher. There is a debate whether native English speakers are necessary to develop better language skills. Wang & Fang mentioned Native English Speaking teachers (NESTs) are considered as perfect English teachers, but TESTs are often underestimated[12]. According to Fauzi & Hashim, there is negative perception on TESTs particularly when it comes to grammatical and communication skills instruction. However, NEST, considered positive at the beginning of the research, received more unfavorable reactions from pupils[13]. It marks the positive tendency toward native English speaking teachers and negative reaction to non-native English speaking teachers but all of the perception will be changed or will remain the same along with the time.

Contrasted to negative perception toward non-native English speaking teachers, there is false perception that native speakers are perfect English teachers because NEST has proven better in some areas especially grammar because they have prepared better than native speaking counterparts[14] As both NEST and NEST work

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similarly, there is no clear difference in the instruction offered by these two groups. However, there are differences between these two groups. The NNESTs were noted as offering better learning methodologies, being better at comprehending the challenges their pupils faced, and possessing more accurate knowledge of the English language. Also, the NNESTs were better equipped to help their participants with their related languages since they had a superior command of technical grammar. On the other hand, NESTs were better at providing a consistent language model, had higher adaptability, and incorporated their own idioms in their lessons, which suggests they improvised throughout the class. While educating and exposing participants to cultures where English is spoken as a first language, the NESTs were undoubtedly better at pronunciation[15]. Then, reading, listening, and speaking are taught exceptionally well by native English speakers. The instruction of grammar, reading, and writing, in contrast, is a specialty of non-native English speakers[16].

Moreover, there were several studies related to this. First, the research conducted by Herlina & Said which attempts to find whether NEST is able to increase participants' learning motivation so that their spoken English is improved. It found that NEST is able to boost participants' motivation to speak and participants' achievement in spoken English. It was also discovered that participants who are taught by English-speaking teachers do significantly better on learning tests than pupils who are taught by non-native speakers of the language[17]. Similarly, Moussu & Llurda said the perspectives and insights that NNESTs offer

to language instruction can contribute to the development of a more productive and inclusive learning environment[18]. Besides, Linarsih (2013) found non-native English speaking teachers are able to bridge cultural and religious divides while also clearly defining the language. In addition, they can create a more effective curriculum and have a better understanding of participants' needs. Nonetheless, the contribution of native English-speaking teachers (NESTs) is equally crucial for enhancing communication skills. Effective language instruction depends on the teacher's personality traits and their capacity to use the right teaching strategies to improve participants' language proficiency.[19]

Moreover, the role of NNESTs has been recognized due to the contribution to English language instruction. They bring a distinct viewpoint and cultural experience that can aid participants in understanding and using English more effectively. However, there is limited research about this topic even though the importance of NESTs in English language teaching. Therefore, it needs more research related to the role of NNESTsin improving participants' English ability, particularly speaking skill. Subsequently, this research aims to discover what is the role of non-native English speaking teachers (NNEST) in enhancing participants' speaking skill.

In this case, the participants in Kadamjay Semetey High school learn English as a second or foreign language. The participants definitely discovered various difficulties in mastering English skills such as listening, reading, writing and speaking. However, the teacher who teaches

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them English is non-native English speaking teachers who moved to Kyrgyzstan from Indonesia. The teacher certainly faces unique challenges and opportunities while teaching English to participants because the teacher has limited knowledge and experiences about their culture. However, there is limited research on the role of NNESR in enhancing participants' English speaking skill.

As a result, this research is crucial for filling up this knowledge and understanding gap and can assist to discover the methods and tactics NNESTs can employ to successfully enhance their participants' speaking abilities. This research may also contribute to improving the standard of English language instruction in various and multicultural environments by better understanding the function of NNESTs in language teaching.

The research then focuses on how non-native English speaking teachers (NNESTs) might help participants develop their English speaking abilities. NNESTs have been the subject of some study, although much of it has been on the difficulties they confront in the classroom or on the perceptions of participants and coworkers of NNESTs. By studying the precise function that NNESTs can play in enhancing participants' English speaking abilities, this study seeks to add to the body of current knowledge. This can entail examining the distinctive viewpoints and pedagogical approaches that NNESTs bring to the classroom as well as their capacity to connect with other non-native English speakers.

In addition, this study may offer useful advice on how to effectively utilize the abilities and experience of NNESTs in the classroom for language teachers, administrators, and policymakers. The focus of this study is on the function of NNESTs in enhancing English speaking abilities, and its' potency to offer fresh perspectives and guidance in the field of English language instruction

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Method

The qualitative research design was used for this study because it enables the researchers to examine material in-depth on a certain issue. Through the use of a qualitative research design, the researchers were able to examine how the NEST helped participants' English-speaking abilities. The grade 7 pupils and NNESTs were interviewed to gather the data. Miles and Huberman data analysis would be used to look for patterns and themes in the study data.

NNESTs and grade 7 pupils make up the study's sample. A sample of 30 Kadamjay Semetey High School pupils in grade 7 were chosen by the researchers because it enables a concentrated investigation of a certain section of the student body. The researchers could learn more about the experiences, viewpoints, and academic achievement of participants in grade 7 at Kadamjay Semetey High School by choosing a sample of them. This targeted method can offer insightful information that is indicative of this particular group, which can help to advance our comprehension of the study issue in the context of the school. A more practicable and useful research procedure is facilitated by choosing a reasonable sample size of 30 participants, which guarantees that the researcher can efficiently gather and evaluate the data within the allotted time and resources. The study's sample of seventh-grade English language learners demonstrates the group's homogeneity. This approach enables a more thorough evaluation of the factors that may influence language learning in this particular population as well as a more focused investigation of the contribution of NNESTs to the improvement of English speaking skills. The English language ability and teaching background of the NNESTs would be taken into consideration. Two teachers who teach English as a second language and whose native tongue is not English would be the NNESTs because of their distinct viewpoint and greater comprehension of the difficulties experienced by English language learners.

Interviews would be used to gather data. To learn more about the NNESTs and participants' perspectives on the function of NNESTs in enhancing English speaking abilities, the researchers conducted semi-structured interviews with them. To get the participants' perspectives on how NETscan help participants improve their English-speaking abilities, interviews would also be held with them.

Miles and Huberman data analysis would be used to analyze the data because it presents the structured step to anatomize the data using data reduction, data display and conclusion drawing/verification. The information gathered from interviews would be transcribed and examined using the procedures listed below: First, data reduction condenses relevant information from raw data by transcribing interviews, organizing data, and selecting key themes, categories, or codes. Second, data display, the data is displayed graphically for analysis and interpretation. Various methods can be used to show connections between topics, such as matrices, charts, diagrams or networks. This helps researchers identify trends and connections. Then, Drawing/Verifying Conclusions: In this step, conclusions and interpretations are made based on the preceding processes. Researchers draw insights from the data and investigate how they fit into existing knowledge or theoretical frameworks to ensure accuracy and validity. The last step is Verification of Conclusions: The final phase involves evaluating inferences from the data. This can be done through feedback from participants, additional analysis, or comparison with prior work.

To offer a thorough knowledge of the function of NESTs in enhancing participants' English speaking abilities, the themes will be interpreted in the context of the study questions.

Finding and Discussion
Finding

In discovering the role of NNESTsin improving participants' English speaking skill, there were several questions asked to NESTs and participants. First, what is the English skill considered important? All of the participants expressed a desire to sharpen their communication or listening abilities. The student made the observation that speaking is crucial for communication[20], and other participants expressed a wish to communicate with friends and visit English-speaking nations like the United States[21]. The other pupils also understood how crucial hearing is because so many individuals have varied accents when speaking English[22].

Speaking abilities are crucial for pupils to communicate with the outside world, as seen by the teacher's response. Speaking English can help pupils become more comfortable communicating with other individuals. Although the teachers acknowledged that other abilities like listening, reading, and writing are also crucial for improving one's overall command of the English language[23].

Second question is whether participants feel afraid of talking in English. Some pupils in seventh grade are comfortable speaking English, while others have various levels of dread or nervousness. Some participants reported feeling at ease and having no anxiety when speaking in English. However, the other participants acknowledged that they experience fear or trepidation when speaking in English because of how challenging the language is to learn or because they want to get better at it.

Similar sentiments were voiced by another student, who said that while he fears speaking in English, he understands the necessity to do so. These results imply that while some participants could be at ease speaking English, others would need extra assistance to get over their anxieties and advance their language abilities.

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[20]structured interview with Eldar on February 13th
[21]structured interview with Daniel on February 13th

[22]structured interview with Abdurrahim on February 13th

[23]structured interview with Gusti on February 14th

In order to prevent participants' fearness to speaking using English The NNESTs uses a particular technique to allay pupils' anxiety about speaking English. Instead of addressing participants' errors in the moment when they are in class, the teacher chooses to record them for later review. Each student receives personalized feedback from the teacher, who addresses the exact mistakes committed and offers recommendations for development.

The third question is what kind of method that participants like for speaking activities. According to the findings of the interviews with the pupils and the teacher, group work and reading English-language literature were the most favored approaches. For speaking exercises, group work was chosen by 80% of the pupils. They said that working in groups was fun and that it enabled them to generate ideas and solutions with the aid of their buddies. The remaining pupils said reading English-language literature was the best way to hone their speaking abilities. Additionally, the teacher favored group projects as a way to conduct speaking exercises. According to the teacher, group work is a powerful tool for involving kids in the learning process since it enables them to come up with ideas and solutions with their peers.

The fourth question is whether the NNESTs have allowed you to have more speaking practice. Most respondents agreed that having a Non-Native English Speaking Teacher (NNEST) had given them greater speaking practice. Some participants (40%) said they spoke with the teacher every day to practice speaking in English, while others (60%) said the teacher had assisted them in speaking in English and had urged them to practice after class. Additionally, one respondent noted that the NNESTs is successful in enhancing their speaking, listening, and writing abilities.

The next question is whether the NNESTs have helped your confidence in speaking English. All of the participants gave positive responses, showing that they had more chances to use their NNESTs to hone their speaking abilities. Some of them mentioned that they had sought the teacher's assistance when they had difficulty pronouncing certain words or finding the right words. They added that the teachers had assisted them in speaking clearly.

The NNESTs replied that he frequently assigned projects that required the participants to demonstrate their efforts to their peers when asked how to increase participants' confidence in speaking English. They would gain experience speaking in front of their peers and learn how to be accountable for creating the greatest presentation this way.

The sixth question is whether the NNESTs has helped you to improve your speaking skill. All of the participants concurred that the NNESTs had assisted them in honing their speaking abilities. After the lesson, they said, they were able to practice speaking, and the teacher would clarify any challenging words or passages. Along with providing opportunities for speaking practice on various subjects, the teacher would also help the participants with their pronunciation. The kids' confidence in speaking English has increased thanks to these exercises.

The next question is whether NNESTs conducts student centered activity. all of the participants admitted that their NNESTs has conducted participants centered activity. The teacher mentioned that for participants to be actively involved in the learning process, student-centered activities are crucial.By creating lesson plans that encourage active engagement from my participants, I include student-centered activities into my teaching practice. For instance, give participants more individual and class tasks. By giving them the chance to lead conversations, select project subjects, and work with their classmates, I also urge my participants to actively participate in their own education. They get more invested in the learning process and feel more empowered to take responsibility for their education as a result.

The last question is whether NNESTs encourages the participants to communicate in English. The majority of participants provide a positive reaction about this. They mentioned their NNESTs encouraged them to speak in English.

In addition, the teacher mentioned that he attempted to develop interesting and entertaining activities that foster dialogue in the classroom. He encourages his pupils to speak English. He made an effort to foster an environment where pupils feel inspired to express themselves in English. Additionally, he frequently gives participants the chance to express their opinions in English by inviting them to participate in class discussions. Additionally, he advises participants to converse in English with their peers while working in groups or even just when socializing outside of the classroom. My goal is to assist my pupils in gaining self-assurance and language competency by regularly fostering English conversation in the classroom and outside of it.

Discussion

This study found both the participants and the teacher understand how critical it is to practice speaking in order to effectively and confidently express their ideas, emotions, and feelings. participants' understanding of how important speaking abilities are to effective communication can encourage them to actively participate in class activities and have conversations with their peers. According to Quaidy that the learners had to be immersed to do some activities in the classroom that can make the learners speak and mingle to around them during learning speaking activities[24] The teacher's knowledge of the value of speaking abilities suggests that they will probably use instructional techniques and exercises that place a high priority on the improvement of this talent.

Along with this, the NNESTs put the highest priority on the participants' ability to speak. As a result, the teacher provided personalized feedback rather than directly addressing participants' errors while speaking English. It enables the teacher to assist each of the participants to improve their speaking skill effectively. As said by Ellis and Shintani that Individualized feedback has been proven to be successful in enhancing the speaking abilities of Japanese English language learners[25]. The teacher can assist pupils advance more rapidly by concentrating on certain errors and making focused suggestions for improvement. it can be obtained by focused practice, which is frequently using particular language abilities until they improve. Housen and Kuiken mentioned targeted practice is essential to become better the complexity, accuracy, and fluency of a second language[26]

Besides, NNESTs favored group work to conduct speaking exercises. It is similar to previous research which found group work may enhance participants' capability to provide and receive criticism[27] It is also possible to introduce collaborative learning and language development especially when participants are working on assignments that call for compromise and problem-solving[28]. in addition, working in groups can provide participants the chance to meaningfully negotiate meaning, which can enhance their language accuracy and fluency[29]

Furthermore, the NNESTs facilitates the student to practice speaking English inside and outside the classroom which is crucial to support English language learning. The previous study stressed the value of practice in language acquisition, saying that "practice makes permanent" and emphasizing the necessity for

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learners to intentionally exercise their language abilities in order to advance their language proficiency[30].

Thus, the lesson plan which provides the chance to speak English is necessary. NNESTs may aid participants in improving their speaking abilities by giving them tasks that require them to speak in English, such as presentations or debates. It is known that participants' speaking abilities can be enhanced by utilizing oral presentations. It gives participants a way to assess their English-speaking skills, which boosts motivation and enables them to utilize language critically[31]. The encouraging environment offered by this kind of task enables pupils to develop their speaking abilities.

Additionally, the facilitation to practice English can increase the participants' confidence to speak English. This theory is supported by research, which shows that effective speaking abilities may provide learners a genuine feeling of progress and increase their confidence[32]. Additionally, oral presentations can be a helpful tool for participants to hone their public speaking abilities and increase their comfort with the language[33].

In this case, the NNESTs have succeeded in running his role as educator to assist his participants to enhance English skill particularly speaking by emphasizing on three aspects. First, the providing of plenty of opportunities to practice speaking English by utilizing speaking assignments that encourage involvement and dialogue. These assignments may be tailored to each student's needs and preferences and can be designed to cover a wide range of topics and themes. By integrating speaking exercises in their class plans,

NNESTs may help their participants improve their language fluency and oral communication skills. Second, the providing of personalized feedback has helped the participants to identify the strengths and limitations in speaking English and creating successful methods for progress by giving them individualized feedback that is suited to their unique requirement. Third, the NNESTs encourage the participants to practice English. It may be done through positive feedback, the opportunities to show speaking abilities, and fostering an environment in the classroom that values language acquisition and encourages the use of English. NNESTs can assist participants in overcoming their anxiety and fear of speaking English and developing a positive attitude toward language learning by fostering a supportive and inspiring learning environment.

Conclusion

The NNESTs have been crucial in helping pupils develop their English language proficiency, particularly in speaking. The NNESTs have provided chances for pupils to use English and build their fluency by creating courses that are intended to encourage the development of speaking abilities. A friendly learning atmosphere has also been created by the NNESTs to allow participants to practice their English without worrying about being evaluated or ridiculed. As a result, a supportive learning atmosphere has been developed that encourages participants to feel confident in their abilities to communicate in English.

Additionally, NNESTs are crucial in helping participants identify areas where they need to improve by giving them personalized feedback.

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NNESTs assist participants in being self-aware of their language use and identifying areas for improvement by offering constructive feedback. Finally, NNESTs have encouraged participants to use English by fostering a stimulating learning environment and giving them opportunity to use the language in a variety of settings. participants are thus more inclined to continue speaking English outside of class and are more encouraged to do so. Overall, NNESTs have made a significant contribution to participants' English-language proficiency, and their work is essential to the success of any program for learning the language.

The future research should conduct research about how NNESTs adapt in the new working environment while the NNESTs work in the new place which has a different culture from their original place.

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