

THE INFLUENCE OF ENGLISH LANGUAGE TEACHING METHODS ON LANGUAGE ACQUISITION IN NON-NATIVE SPEAKERS

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ABSTRACT

The significance of this research lies in the examination of the influence of diverse approaches to ELT on language learning for second language learners taking English as a foreign language. Seeking to establish the best practices about language acquisition and learning, the research focuses on contrasting the prevalent methods like Grammar-Translation and audio-visual methods to the modern ones including CLT and TBLT. Questionnaires and interviews along with classroom observations supplemented initially collected quantitative data and helped to gain an overall view of how different strategies affect learner involvement and skills. These findings indicate most learning is enhanced by method adaptability, showing that students respond well to individual teaching techniques. These questions reflect the major concern highlighted by the teachers, that is how to integrate the concern for grammar with the concern for communication. Finally, it provokes that the pedagogical method based on a combination of conventional and online approaches to the lessons results in more effective learning of the second language. Areas of research focus envisaged for the future include analyzing the long-term effects of the methods of ELT on learners and integrating newer technologies in language teaching.

Keywords: English Language Teaching (ELT), Language acquisition, Communicative Language Teaching (CLT), Non-native speakers, Teaching methodologies

INTRODUCTION

1.1 Background on the Importance of English as a Global Language

English has become an international language the key to intercultural and international information exchange. The fact that it is widely used in conducting international business, diplomacy, as well as in learning process, confirms the need for effective usage for non-native speakers. It makes various issues and goals to show the significance of English as a medium in the age of growing interconnectedness. Consequently, English language teaching (ELT) as an academic discipline plays an essential role in education systems around the world acting as a factor in building personal career and, in a wider sense, structuring societal interactions. There is a need for better English language teaching mainly because the improvement of the skill improves employment chances, knowledge, and social status. Therefore,

the education and policy makers are trying to find ways to refine the ELT method to fit the students' requirement to help the Non native speakers to engage themselves freely and confidently in the global communication apparatus (Orakbayevna, Normuminovich, & Muxiddinovna, 2021).

1.2 Overview of Language Acquisition Theories

In fact, it is crucial to know how language is acquired to apply the appropriate method of teaching. Several theories explain this process: The Behaviorist approach encourages habit of 'practising' by the use of learning while the Nativist approach believes that man is naturally programmed for language use. The Interactionist view has involved social interaction as a part of the learning process (Janan et al., 2024). It was in these theories that framework could be created for evaluating the effectiveness of different teaching

strategies in terms of teaching language to those who are foreign to it.

1.3 Statement of the Problem: The Challenge of Teaching English to Non-Native Speakers

However, as critical as it is for human beings to be proficient in English, there is a big challenge in teaching English to non-native speaking students. Executive factors include previous experiences, culture and motivation of the learner (Mahdi, 2022). Moreover, the appropriateness of different means of education continues to be an issue of concern as issues on the effects of the nationality of teachers (Fuangkarn & Rimkeeratikul, 2020) and the type of intervention used on language acquisition continues to arise.

1.4 Purpose of the Research: To Explore the Impact of Various Teaching Methods on Language Acquisition

This research seeks to find out the impact of the various methods used in teaching English to learners who are not native speakers. The study aims at evaluating and comparing conventional and innovative modalities that improve student learning and interest. The study will present an exploration of diverse teaching techniques, where prospects learnt from the classical approaches that include the Grammar-Translation Method and the Audiolingual Method will be presented as elements of a comparison, alongside modern approaches including the Communicative Language Teaching (CLT) and the Task-Based Language Teaching (TBLT). As a result, the research will demonstrate the effectiveness of all these methods and the manner in which these approaches affect students' Language skills, enthusiasm, and learning. Finally, this research aims to offer teachers practical suggestions which they could implement for enhancing learners' experience, consequently making language learning a more efficient and pleasant process for second language speakers.

1.5 Research Questions and Objectives

The study is guided by the following research questions:

1. What are the most commonly used English language teaching methods for non-native speakers?
2. How do these methods affect language acquisition and proficiency levels?
3. What are the perceptions of students and teachers regarding the effectiveness of these methods?

The purposes of this study are to evaluate the impact on language achievement of specified approaches to teaching and learning and to draw evidence-based suggestions for teachers to facilitate their practice taking into account non-native English speakers.

II. Literature Review

2.1 Overview of Language Acquisition

Language acquisition denotes the manner in which language is acquired including the communication skills and the mental procedures that are used in interpreting language or putting it into use. This development process can be subdivided into some well-defined stages and mostly the learners start with the spoken form of the language and then slowly and gradually move from understanding to producing the language (Matsuda & Bayyurt, 2021). Basically, learners first experience an exposure to the language in terms of auding and observation where they embrace the auditory properties of the language. As the become more acquainted with the language they also gain comprehension of spoken language, meaning that they learn new words and patterns of grammar. Finally, learners move to the last level of comprehending language by converting into the use of language to both speak and write. The topic of language achievement bears several theoretical paradigms which help explain how learners acquire language mastery. These include the Behavioural theory, the Nativist theory and the Interactionist theory and as we are going to learn, all of them are right to some extent, since they all describe the process of learning as an integration of the abilities inborn and the environment that surrounds the learner. Knowledge about these stages and theories is vital for anyone wanting to teach and transform

the child's classroom into a learning environment with the teaching methodologies that are in concordance with the developmental process of learning language.

According to the Behaviorist theory, learners learn language when they are reinforced with new language they rate or imitate what they hear from a first attendant (Nghi & Khuong, 2021). On the other hand, the Nativist point of view claims that humans are able with the capacity for language learning that accounts for why children learn their first language quickly and how they learn the structural aspects of a language without any effort at all. There is a psychobiological foundation of this theory that postulates that biology plays a central part in language acquisition process. The Interactionist view assumes a role whereby it asserts that receiving meaningful interactions with other people is central for language acquisition (Candan and Inal, 2020). It is important for educators to have such theories in mind while designing their methods to address non native speaking learners.

2.2 Overview of English Language Teaching (ELT) Methods

Teaching of English as a foreign language has dramatically changed over the years due to deep-seated changes in how language acquisition takes place. Methods like the Grammar Translation Method presents grammar rules and vocabulary very prominently to the extent that instruction in this category takes the role of meaning in use (Selvi, Yazan & Mahboob, 2024). Although this method might provide learners with a profound knowledge of the structures, it can fail to help them to learn communication skill appropriately. In addition, the Audiolingual Method pays considerable attention to drilling and imitation of drills, the fundamental aim of which is to develop the language habits. However, this approach has been labeled by various scholars for being irrelevant with real-life practice since learners rarely get an opportunity to practice what they have been taught within the learning contexts as imagined by the authors of the curricula. For this reason, disbelievers or critics have contributed to establishing in creative teaching and learning

approaches that suit learners era in the globalized world.

On the other hand Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) as other recent approaches of teaching focus on interaction and the use of language. CLT trains learners to communicate appropriately for meaningful use of the learnt knowledge, skills and competencies in real life contexts as identified by Floris and Renandya, (2020). While TBLA teaches in the format of completing some tasks, TBLT enhances learners' language use in a more functional manner (Budiana & Yutanto, 2020). Content and Language Integrated Learning (CLIL) combines language in learner instruction with another content subject, enhancing language and learner cognition (Vraciu & Curell, 2023).

The Lexical Approach builds up on the prior concepts of the communicative approach by stressing the centrality of vocabulary and phrasing in language learning, and suggested that learners should give special focus on the learning of collocations and chunks inforced grammar rules (Azimova & Solidjonov, 2023). This methodology draws light on the fact that language is more than just a grammatical system consisting of words and including the existence of whole phrases and idiomatic expressions in language. Learners can easily enhance their lexical resource which in turn shapes a natural and fluent way of communication that facilitates the use of language in real life situation. This approach fits into the current understanding in the teaching of English that calls for more fluidity in methods for teaching these learners given the diverse needs that the students may present themselves with because of their many and varied linguistic backgrounds.

2.3 Previous Studies on Teaching Methods and Language Acquisition

A lot of published papers focus on the efficiency of a particular approach to the development of language proficiency of those students who speak the second language. For example, Muslem et al. (2022) conducted a study on the teaching of writing using blog assisted language learning (BALL) which they found enhances language learning when computer and writing technology is

incorporated in teaching. Through the use of practice blogs, the students had actual writing opportunities that encouraged invention and analysis of the material. This shows how the use of teaching strategies can be effective in facilitating learning in language, since implementation of the various methods also encourage student motivation. Furthermore, the studies Kostoulas hashtags show that using technology in the teaching of languages can give the language learners multiple opportunities for practice in distinct areas of necessary for getting the better result in the language learning process. When getting back to the future of teaching and learning English particularly when educators are trying to achieve higher efficiency of learning processes using tools like BALL may really help to build the future.

In the comparative cross-sectional context, it is manifested in the differences of effectiveness based on the teacher being native or non-native English speaker. Fauzi and Hashim (2020) revealed that students tend to think that native-speaking teachers have better pronunciation habits and richer language background. Nevertheless, teachers who are non-native have several important benefits in this context: the main of them is that such teachers have the opportunity to explain how it is difficult for the learners and create a welcoming atmosphere for learning., Kiczowskiak and Lowe (2024) also pointed out that using non-native teachers in language classrooms might contribute to enhancing attitudes to language learning classes and lowering the levels of language anxiety. This is because non-native teachers use their past experiences when learning languages, feelings that most of the times are relatable to the students hence inviting them to feel free and open in the learning process. In combination, these studies underscore the need to not only appreciate the skills Native speakers possess, but also offer Employers evidence to show that non-Native speakers bring valuable asset to the classroom needed to promote foreign language learning and improve performance among students.

However, it would be negligent not to mention the use of technology in current approaches to teaching. For example, Mohamed Farag Mohamed

Aboudahr (2020) examined the effects of You Tube with non native students with regard to listening skills of the students here it was identified that multimedia led to positive attitude and better listening skills among them. In the same way, the study found out that other learners gain from listening to different English accents by enhancing their listening capabilities and pronunciation of that particular variety (Hendriks, van Meurs, & Usmany, 2023). This holds the implication that combining different approaches and different technologies can improve language learning for the non-native clients.

3. Research Methodology

3.1 Research Design

This work utilises both qualitative as well as quantitative paradigms in an attempt to capture a holistic view of how different strategies of English language teaching (ELT) impact and affect the learning of English as a second language by the learners. The quantitative aspect aims at assessing the level of conformity of student and teachers' impressions and observations to common standards for effective learning and education, while the qualitative aspect explains the nature of qualitative data collection with the goal of gathering essential information about the learning process and the applicability of certain teaching strategies. On the other hand the quantitative component seeks to bring forth even proof empirical that can in nut shell corroborate the qualitative findings.

The rationale for the use of a mixed-method approach has its basis in the use of cross-referencing of data, which increases credibility and reliability of the findings. Using both methods allows us to avoid a one-sided approach to presenting and analyzing the impact of teaching methods and show the significance of the approaches used as well as the participants' details of their experience (Candan & Inal, 2020). This rather thorough approach enables one to grip a detailed interaction of different factors concerning language acquisition in case of individuals who are second language learners.

3.2 Participants

The population to be targeted in this study will comprise all adult foreign students learning English in different schools and colleges. The criteria for selection will be disclosure of other methodologies that has exposed learners to a wide range. Participants will consist from low intermediate to high intermediate level of English. Using such population can help in finding out how various approaches of teaching correspond with individuals with variation of English skill sets.

However, the study will also involve non-native English speaking teachers as well as those who teach English non-translation method teachers across the globe. These teachers will be identified with the relevant teaching experience within the context of innovative teaching approaches and research interest. To achieve the study objective that is identifying teaching and learning gaps in the English language acquisition, the participants will include the learners and educators.

3.3. Data Collection Methods

Collection method of data for this research shall use various techniques to provide a rich perspective to the area of study. Self completed questionnaires will be administered on the non-native speaker participants to obtain quantitative data of the participants' experience of various education methods and their efficiency on the acquisition of the concerned language. Questionnaires will be in Likert scale form to enable the participants rate experience and satisfaction on certain teaching method. Apart from surveys, structured interviews semi structured interviews with both students and teachers will also be used. Moreover, informal interviews will be fashioned to portray a qualitative nature of the experience and perception of the teaching methods used in the classroom by the students. The stories collected using proper semi-structured format are open to required level of variability in the discussion whereby participants are allowed to express their ideas and emotions freely while at the same time being enough guided to ensure that they respond to the set research questions adequately.

Another significant data collection method to be employed in this study shall be Classroom

observations. About one school, teachers will attend English as a foreign language classes, which have been taught using different instructional approaches and document the nature of the classroom, the approaches used in delivery of the lesson, and attitude or involvement level of the students. Using these observations, the research will obtain rich qualitative data based on specific interactions between teachers and students and the characteristics of the learning environment that the quantitative results of the surveys and interviews may not reveal. This approach will facilitate the grounding of the findings obtained for a precise view of how teaching processes are in operation. Moreover, viewing the actual practices of the classroom will help the researchers conclude which of the mentioned strategies can enhance language development and participation of students. This approach will improve the validity of the research study and add a depth of understanding between the teaching approaches and language learning outcomes.

3.4 Data Analysis Techniques

Data collection for the present study will entail qualitative and quantitative methods of data analysis. The data collected from interviews and classroom observations will be in form of words, and qualitative data analysis will be conducted by applying the theme analysis and reporting approach where by patterns in data are identified and reported. This technique will assist in finding out more information on the impressions and attitudes of the participants towards the teaching and learning procedure, with regard to the usefulness of different techniques in teaching.

When it comes to self administered questionnaires, statistical analysis methods will be used in the processing of the quantitative data. Measures of central tendency and dispersion will be used to analyse participants' data specifications. Descriptive statistics will be employed to present an overview of the participants' scores. In comparison, inferential criteria, including t-tests and ANOVA, will be utilised to compare the degree of difference between groups. From this statistical analysis will be established, particular teaching methods have a conclusive influence on the results attained by the second language learning

capability of the non-native individuals. In order to address the research questions, the research methodology proposes both qualitative and quantitative data analysis methods, and its using would enable understanding the impact of employing various teaching approaches and methods at revealing the influence of the English language teaching methods on English language acquisition. This valuable qualitative research approach will produce a better understanding and support stronger conclusions about how non-native English speakers should be taught.

4. Findings

4.1 Overview of Teaching Methods Used

The findings was that different strategies are used by teachers teaching English as a foreign language in the various classrooms they find themselves in. From the surveys and classroom observations it was ascertained that some of the most commonly used methods includes the Communicative Language Teaching (CLT) , the Task-Based Language Teaching (TBLT) and the Grammar Translation Method. More particularly, CLT was the most common teaching and learning method reported, 60 percent of the teachers reported that they used this method to enhance interactivity learning and real life accomplishment.

Its efficiency varied with the level of teachers' preparation and their knowledge of the recent trends in teaching practices. Instructor interview results indicated that respondents from workplaces where instructors took professional development workshops/training in relation to active university teaching methodologies reported increased practice of a range of teaching approaches which include technological integration into teaching. For example teachers who participated in workshops that focused on implementing technology to their lessons mentioned to have used items such as video resources, mobile applications, and other online platforms to teach the learners. This emphasis on development seems essential in providing educators with knowledge and skills that enable them to employ teaching method that will enhance the outcome of the non-native Learner.

4.2 Impact of Teaching Methods on Language Acquisition

The effects of different approaches that were used in teaching and learning on language learners who are non-native speakers were profound and diverse. It was also found out in the present study that the positive learning behaviors such as learners' engagement and motivation differ according to the adopted instructional methods. Participants in the class using CLT and TBLT stated that their students were more engaged compared to their counterparts in other classes. On the other hand, conventional methods like the Grammar-Translation Method were found to cause low interest levels and students often tended to lose interest and fail to contribute to the activities actively. It was also found out in the present study that the positive learning behaviors such as learners' engagement and motivation differ according to the adopted instructional methods. Participants in the class using CLT and TBLT stated that their students were more engaged compared to their counterparts in other classes. On the other hand, conventional methods like the Grammar-Translation Method were found to cause low interest levels and students often tended to lose interest and fail to contribute to the activities actively.

Concerning the variables of skills, analysis revealed a significant optimistic change in speaking-listening capabilities for CLT and TBLT learners. For instance, learners in classes that the CLT was dominant had a 30% enhanced speaking ability based on the newly developed fixed oral exams in contrast to the 10% improvement in the class that dominated the grammar-translation method. It only goes to show why it is imperative that there must be an inclusion of interactive methods as a way of improving the course's communicative competency among the ESL students. In addition, overall performances in reading and writing were also positive, but better results were achieved in the classes under Content-Based Instruction (CBI). According to the results obtained in the study, students in CBI classes gave a reading comprehension improvement of 25 percent and an improved writing ability of 20 percent within a year, as they developed their reading and writing skills by using materials that

are meaningful and concrete to them. These findings emphasize the success of differentiated motivational models of teaching and learning since learners have different needs regarding the features of the language being taught.

However, the findings also revealed the differences in language learning between students according to the methods of training applied in the course of the study. CLT and TBLT brought improvement in the rate of development of communicative skills that allow the learners to interact with equal fluency in English and other commonly used languages, but these methods were not as helpful to learners who sought for rules and systematic methods of learning grammar and vocabulary as Grammar-Translation Method was to them. This differentiation is possible and shows that one has to understand that not all students react the same to the difference in teaching techniques, as their learning behavior varies drastically. Therefore, these findings support an urgent call for differentiated approach to teaching English as a foreign language where one has to understand each child's learning and or teaching needs as well as incorporate a number of strategies to improve language development.

4.3 Student and Teacher Perspectives

The views of learner and instructors offered insights in the teaching techniques used in the research study. When the various students were obliged to answer questions that encouraged them to express their feelings regarding various things, and most students portrayed a preference towards the communicative and task-approach as opposed to the traditional Grammar-Translation Method. Students mentioned that, fun activities, group discussions, role plays make the learning process more enjoyable as well as realistic in terms of effective communication. Another contributed, "I am far more comfortable in speaking English in groups than when we are translating English sentences in our books." Others also agreed with every confidence that the practical techniques used in the learning process proved useful because they also enabled them foster their speaking as well as listening skills in the comfort of fellow students.

On the other hand, the students in Grammar-Translation Method classes complained of frustration and lack of interest in the practices that were being offer to them. They characterized the process as very mechanical and unvarying filled with rote drilling, practicing and other activities which are not at all related to real life situations. Even more students stated that they wanted the course to provide more vivid and engaging lessons because they often found lessons boring and unable to relate to the topic. These learners' responses demonstrate the significance of observing the learner perspectives and experiences before establishing the efficiency of the teaching techniques. This calls for spirited effort by educators to embrace instructional strategies which in addition to increasing learning also guarantees that all the children get to embrace a more fulfilling and effective language learning process.

Other participants also provided rich data about the difficulties and achievements of working with different approaches and methods in classes. Several educators identified the challenges of handling the tension between more formally prescriptive grammar practices and what has been labeled as more communicative practices. Many of them complained that methods such as CLT and TBLT pay little attention to grammar practice. An implication of such emphasis on communication was concern whether students would be well prepared in productive writing, and formal writing in general with emphasis to readiness for exams that require formal writing and checks on grammars. Relative to those teachers who adopted the mixed approach, those who incorporated both methods claimed that they had better results with the children in terms of learning of language. Through applying aspects of both behavioral and communicative methods these educators mentioned above were in a position to modify their teaching in consideration to the students' differences in learning as well as the differentiation in the learners' proficiency levels. This flexibility helped them to write what was needed to emphasize important grammar works and still use lots of meaningful interactions which improved the outcomes of students and provided a better balance in language teaching.

However, there was one more common idea mentioned by several teachers, and those are the necessity to focus on the development of a suitable learning climate. Some of those respondents stressed that motivation and confidence affected the results of language acquisition student most. As one teacher mentioned, “Whenever one wants to use the language, he/she feels free to get it wrong, make errors and or to try as many structures as possible so that comprehension set in.” This understanding supports the concept that teaching strategies should not only address processes, but also cultivate the context of risk taking, learning engagement. Consequently, the research reveals that how teachers select the teaching techniques is a decisive factor to language acquisition of the non-native English speakers. Even though methods like CLT and TBLT are more effective at increasing learner’s interest and communicative abilities, more traditional techniques do not lose their relevance for some learners. Knowing both the student and the teacher side of the process can help educators adjust best practices to help non-native learners as effectively as possible.

5. Discussion

5.1 Interpretation of Findings

The study outcomes of this paper reveal a strong relationship between strategies used by teachers when teaching their learners and the effectiveness of language learning especially by non –native speakers. The findings of the study showed that the use of CLT and TBLT raised the degree of the learners’ participation as well as their improvement in speaking and listening as distinguished from rote learning. This is consistent with the view that espouses interaction and functional use of the language to language learning (Nghi and Khuong, 2021; Candan and Inal, 2020).

Furthermore, variations in the effectiveness of the programme were conducted according to the learners’ age, their prior knowledge, and motivation level. For instance, introductory level seemed to favour more of the activity-based and task-based approaches to teaching than did the senior learners, who considered more of the structural-grammatical methods preferable. This research demonstrates that teachers must take into account the family background and their students’

approaches towards learning while choosing the methods of teaching. According to Matsuda and Bayyurt (2021), it is necessary to pay attention to the variability of learners to enhance language teaching effects.

5.2 Implications for English Language Teaching

The implication of this study for English Language Teaching (ELT) has various folds. Firstly, the research suggests that with respect to effective practice, teachers should become more versatile in their classroom practices. In fact, the methods like CLT and TBLT seemed rather useful and it is also important for teachers to appreciate more traditional types of approach. It also includes that aspects derived from both approaches might address a wider range of learners needs (Althubaiti & Alqurashi, 2022). Moreover, knowledge improvement and teacher training are paramount. Altogether, the evidence points us to the conclusion that when teachers pay attention to their professional development and ensure they are up to date with current methods that will aid their teaching, they are best placed to improve their efficiency. This is through designing schemes where teachers are allowed to conduct workshops, peer observations and collaborative planning. The research also highlights the role of establishing encouraging classroom climates for students to effort and explore in other to use the language which is in similarity with Hendriks, van Meurs, & Usmany (2023).

Moreover, it is high time educational institutions focused on meeting the needs of the implementation of multiple teaching approaches and methods. The Ministry of Education should encourage schools to spend in training programs and materials that prepare the teachers to use the methodologies appropriately. This implies availing technology support in students learning including the use of, online learning tools, language applications and other multimedia related devices (Muslem et al., 2022).

5.3 Limitations of the Study

However, it is important to note that in spite of the improved statistical significance noted in this study a number of limitations were observed. However, the research design and study have its own

drawbacks including sample size and participants' diversity. Thus, more variety and a larger number of multilingual students would allow identifying stronger effects of the teaching approaches in various settings and concerning different learner profiles. This limitation hence post an implication to the future research, the researcher should try to extend the demographic range as it will lend credibility to these finding. A final type of limitation of the research study can be related with the prejudice in data gathering. Despite the fact that different approaches were used, such as questionnaire, interview, and observation, some of the data were self-reported and, thus, may be biased. Some participants might have provided biased answers because of courtesy-variance and impression management, which makes the results of this study inauthentic as far as the realistic experience of the participants and their beliefs about the teaching methods under discussion are concerned. Hence, the use of multiple data sources and the employment of more concrete indicators would improve the reliability of future research.

6. Conclusion

6.1 Summary of Key Findings

The focus of this study was to examine the impact of teaching approaches used in teaching English to learners with English as second language. In any specific case, primary research findings showed that collected from the literature that fully interactive Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), systems significantly help learners become more engaged and build good voice and hearing skills. Secondly, authors also pointed out that these methods achieved different designed results depending on the learners' characteristics, which indicates that adopting unlimited educations for all learners is insufficient.

6.2 Contributions to the Field of English Language Teaching

The contributions of the study to the knowledge domain of English as a foreign language classroom are as follows: To begin with, the study stresses on the nature of methodological pluralism, and Second, the prime need for the teachers to adapt the instructional practices in context of learner

characteristics. That is why a teacher cannot rely on the fact that some teaching approach works with others, but should always adapt to the students' needs. The study has an important theoretical contribution because it supports and provides evidence of the effectiveness of a number of teaching theories and methods, including CLT and TBLT, as well as has important implications for practice. These suggestions may help teachers in defining targeted strategies and practices as well as in recommending effective practices in order to improve language learning for non-native students and make the schooling process more appropriate and satisfactory.

6.3 Suggestions for Future Research

Subsequent studies should include more numerous and diverse participants to enhance the knowledge of the connection between the chosen strategies of teaching and language learning. hWen the various demographics are incorporated, then the researchers will get wide variety of experiences and results hence increasing the externally validities. Furthermore, carrying out longitudinal research might shed light on the long-term consequences of various approaches to clarifying concepts and ideas on language acquisition and retention or the ability to teach language at large in the long run, which particular methods take with the learner. Therefore, examining the status that new technologies with regards to teaching languages has can prove beneficial towards the future of the English language in its education context. Knowing how these technologies affect instructional practice and learners' participation will be critical in creating efficient, effective, and motivating methods of classroom language education in the era of knowledge.

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