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Native vs. Non-Native English Speaking Teachers: An Analysis of Business Schools in the Tertiary Education Sector

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The study examines how Business Schools at universities in Korea can motivate Korean, English as a foreign language (EFL) learners in business courses under the policy of English-medium instruction (EMI). This research focuses on the role of non-native English speaking teachers (NNESTs) and native English speaking teachers (NESTs) in an EFL environment. To conduct the experiment, EFL learners' motivation changes and qualitative interviews are collected; the NNEST class (n = 19), and NEST class (n = 18). The results of the motivation survey showed that at the beginning of the semester, the NNEST class learners displayed a lower level of confidence and intrinsic motivation than that of NEST class learners. However, by the end of the semester, while the intrinsic motivation levels remained the same, the NNEST class showed a higher level of confidence, interest, and extrinsic motivation than that of NEST class. Qualitative interviews were also done after the semester ended. The results of the interviews showed that motivation changes had no direct effect on classroom satisfaction in EFL contexts as learners understood the differences between NNESTs and NESTs, and their expectations in class of these two teachers were clearly different. Based on the findings, the paper also provides some policy advice to universities so as to help increase Korean EFL learners' motivation and class satisfaction under the English-medium instruction policy.

Keywords: EFL learners, EMI business courses, NNESTs/NESTs, intrinsic/extrinsic motivation

Introduction

In recent years, the Korean government has placed a greater emphasis on English-medium Instruction (EMI) to improve the world ranking of Korean universities (Aju University, 2011). University rankings are calculated using a range of factors such as: the number of foreign faculty members, research output, number of foreign students and the number of classes conducted in English. Many governments in Asia including China, Korea and Singapore promote the policy of EMI in courses given the advantages they offer both the universities and their respective students (Matthews, 2013). In Singapore, EMI at all levels of education has led to significant success with Singaporean college students exhibiting the highest levels of English proficiency in the Asian region (Bolton, 2008). Given such a pretext, it is no wonder that EMI is an important higher education policy in Korea. Although much research has been done on how motivation interrelates with learners' linguistic skill and achievements under EMI policy (Kim, 2014., Kim & Kim, 2018), little is known on how NNESTs (non-native English-speaking teachers) and NESTs (native English-speaking teachers) effect EFL learners' motivation to learn in non-English learning

subject classes. In Korea, although NESTs conduct many of the conversational English courses, the majority of non-English learning courses in business and engineering are conducted in English by NNESTs. While there has been a lot of research done on NNESTs and NESTs in English teaching environments, little has focused on the influence of NNESTs and NESTs in non-English teaching environments especially in a business school context. Given this gap in the extant literature, the study addresses how NNESTs and NESTs effect learners' motivation in the non-English language learning course. The findings of this study will also provide an insight into the learners' class satisfaction and expectations towards their teachers in class. These results will be analyzed in order to improve the quality of the classroom delivery and the level of learning motivation for Korean EFL learners. The research questions for this study are:

1) How are motivational changes and class satisfaction interrelated with each other?
2) How can universities help NNESTs and NESTs to improve the motivation of Korean EFL learners under the EMI policy framework?

Literature Review

NESTs vs NNESTs

Unlike English language teaching, the use of English in business, engineering and tourism courses is used purely as a medium of instruction. Many studies on NESTs and NNESTs in language teaching has shown that learners prefer teachers in certain circumstances within the EFL environment. Watson-Todd and Pojanapunya (2009) found that learners preferred to be taught by NESTs in conversational English classes especially in the area of pronunciation, while grammatical rules were better explained by NNESTs (Braine, 2010; Medyes, 1992). Moreover, Mahboob (2004) argued that although NESTs were good at teaching oral skills, they were weak in giving adequate answers to learners' questions. Moreover, Mahboob (2004) also revealed that sharing the same culture and language made NNESTs easily understand the EFL learners' needs in class.

As explained above, obvious differences exist between NNESTs and NESTs. NNESTs and EFL learners share the same cultural backgrounds and linguistic understanding of their native language which can be a great help for NNESTs when having to explain certain theories and give examples in English to EFL learners. Kang and Park (2005) stated that Korean EFL learners asked fewer questions in an EMI policy environment where they had to speak only English in class, factor which can demotivate learners. Therefore, having NNESTs will help learners to feel at ease about being involved in class.

Although the NESTs have a privileged position in English language teaching (Clark & Paran, 2007), when it comes to teaching other subjects, NESTs can be perceived as having a lower status than NNESTs. This is because the focus of the class is not necessarily in learning English linguistic skills of English, more the theoretical aspects of other major subjects, which can be difficult to understand even in the learners' own native language. Bang (2007) and Cho (2012) reported that Korean Engineering EFL learners perceived EMI policy negatively, since they had difficulty communicating with teachers in English. This indicates that English itself is a classroom obstacle for Korean EFL learners, so the use of NESTs will only help to exacerbate the problem for learners.

Motivation

Being motivated encourages learners to stay on top of their studies and achieve higher levels of academic achievement (Mohamadi, 2006; Omidiyan, 2006). Many studies have shown that academic motivation helps learners to carry out the tasks and accomplish specific goals (Hassanxadeh & Amuee, 2001). Moreover, satisfaction plays an important role in a learners' academic performance (Dhagane &

Afrah, 2016). More recently, Kim (2016) analyzed six different motivational factors; intrinsic, extrinsic, confidence, anxiety, interest, and attitude to analyze the correlation between learners' motivation level and English proficiency (see Table 1). The results show that intrinsic motivation, confidence, interest, and attitudes are positively correlated to class satisfaction with the exception of attitude, which was related to English proficiency. This suggests that students are more motivated when they are satisfied with how the class is conducted regardless of the students' English proficiency. As these factors were carefully chosen to gauge the learners' motivation, our work incorporates Kim's (2016) six motivational components to better understand learners' motivational changes.

TABLE 1
Motivational Components

Motivational Components	Description
Intrinsic motivation[1]	Students who have a high intrinsic motivation factor share an intrinsic level of enjoyment for a particular activity. They exhibit a natural curiosity for a problem in which they want to solve. Intrinsic motivation is a central motivator of the education process.
Extrinsic motivation	Students who have a high extrinsic motivation factor are motivated when they receive rewards such as good grades or prizes. In addition, they perform in order to avoid punishment.
Confidence	Students who have a high level of confidence believe that they have the ability to achieve their goals.
Anxiety[2]	Students who have high level of anxiety feel success is impossible or beyond them. The probability of accomplishing their goal seems impossible even when they try hard.
Interest	Students who have a high level of interest have a strong desire to broaden their own perspectives by learning a new language, culture and people.
Attitude	Students who have a positive attitude towards learning can learn more quickly and are more open to new challenges.

Methodology

Course Context and Participants

The study was conducted at two Korean university international business schools. In both instances, classes were conducted in English and Korean EFL learners used only English class materials and took exams in English as well. A total of 37 undergraduate university EFL learners majoring in international business participated in this study, with the subject of delivery being an international trade course. EFL learners' English proficiency was controlled to evaluate accurate motivation and class satisfaction level. The only difference between these two classes was that one class had a NEST who did not understand any Korean while the other class was taught by a NNEST who was a Korean-English bilingual. Classes were conducted in English and no one was allowed to speak Korean in class.

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[1] The issue of motivation is divided into two categories, internal and external motivation (see Table 1). Mohamadi (2006) notes that individuals are mainly influenced by external motivational factors in order to achieve specific activities; while internal motivation draws on incentives so as to complete specific tasks. Moreover, an individual's level of motivation can be negatively impacted by a number of issues, such as, pessimism, anxiety and depression can reduce interest in class and the learning process in general (Askari, 2006). In addition, as Kim (2014) asserts, intrinsic motivation has an affective reaction on Korean EFL learners' attitudes to speaking a foreign language. Moreover, for these learners, they find learning and speaking in a foreign language enjoyable.

[2] McIntyre and Gardener (1991) highlighted that learners who feel anxious are motivated by receiving external rewards. That is level of anxiety can be decreased by external rewards in this case specifically higher grades or positive feedbacks to learners.

Organization of the Classes

The basic international trade courses were offered by two different teachers; an NNEST (a bilingual Korean teacher who is fluent in English), and an NEST (a teacher from New Zealand who only spoke in English and did not understand or speak Korean). However, the NNEST was not allowed to speak in Korean during class. The learning materials were carefully developed by both teachers using an international business textbook. 12 weeks of Power Point materials were developed before the semester started for both teachers to fully understand how the classes will be conducted. Each unit consisted of a general explanation of the theories followed by related video materials and short quizzes. The mid-term and final exams included written essay-based questions, while a group presentation assessment was also given. In addition, two teachers met every week before the class to discuss how the class materials were to be delivered.

Materials

The study used both quantitative and qualitative methodological approaches. All of the participants completed the questionnaire, which was written in English, at the beginning, middle and at the end of the semester. The questionnaire included two categories; the first sought to ascertain the participants' respective backgrounds while the other category attempted to understand the participants' motivation progress. 26 questions were constructed based on the six factors that contribute to motivation and is based on the works of Choi and Kang (2010) and Kim (2016). Table 2 documents the six factors and their relevant variables that are associated with these areas of analysis. In this instance, Factor 1 examines the issue of intrinsic motivation. Factor 2 deals with the issue of extrinsic motivation and how studying English will affect future job opportunities and their ability to succeed in life. Factor 3 looks at confidence, with questions focusing on presentation assessments, grades, and activities in class. Factor 4 deals with anxiety and how the respondents feel when they prepare for a test or take a course that is taught in English. Factor 5 focuses on a student's interest levels when learning English, while Factor 6 deals with attitudes and whether they are open to new things and have a positive outlook on learning English.

In order to identify class satisfaction levels, the instructors chose three students from each class. They were then asked to freely express their thoughts on the class at the end of the semester. The six questions asked in each interview were taken from Hwang and Ahn (2005) (see Table 3). Furthermore, the interviews were done in Korean to make sure participants were able to comfortably portray their thoughts about a particular issue.

TABLE 2

Factors in Survey

Factor 1 Intrinsic Motivation (Eigen value: 7.90)		
Num	Variables	Reliability
13	I try my best when I study English.	.730
14	I can focus on studying English even though the surrounding environment is noisy.	.749
15	I establish clear goals when I study English so I can achieve better results.	.662
16	I study English hard without thinking about the potential outcomes of my efforts.	.612
17	I study English as hard as I enjoy doing my other hobbies.	.660
Factor 2 Extrinsic Motivation (Eigen value: 2.91)		
Num	Variables	Reliability
22	Success in life depends on how well I do in English.	.759
23	I think English is the most important subject to study.	.689
24	I study English in order to get a good grade, to enter graduate school, or get a good job.	.715
25	I think studying English will help me to get a job later.	.793
26	I study English because I believe it is necessary to have knowledge of this international language.	.676
Factor 3 Confidence (Eigen value: 2.04)		
Num	Variables	Reliability
1	I am confident that I can speak better English than other students.	.674
2	I can do presentations in English well.	.764
3	I can do very well in the group activities that are required in an English-speaking class.	.650
4	I can get a better grade in my English classes than other students.	.678
5	I can utilize the English grammar I studied when previously taking English speaking classes.	.513
6	I want to get close to people from who speak English as a mother tongue.	.449
Factor 4 Anxiety (Eigen value: 1.46)		
Num	Variables	Reliability
10	I get anxious about whether I can get a high grade in an English-speaking class.	.763
11	I get anxious about whether I would understand the class materials when the lecture is conducted in English.	.787
12	I think other students have better English skills than me.	.713
Factor 5 Interest (Eigen value: 1.09)		
Num	Variables	Reliability
18	Studying English is really fun.	.578
19	I study English in order to travel or work abroad.	.623
20	I like studying English because it gives me a new challenge.	.611
21	Learning English is fun and enjoyable like doing a hobby.	.656
18	Studying English is really fun.	.578
Factor 6 Attitude (Eigen value: 1.05)		
Num	Variables	Reliability
7	I think western people are generally nice.	.622
8	I believe English is a more detailed form of language.	.851
9	As there are so many good English novels, I believe that English is superior to that other languages.	.868

TABLE 3

Satisfaction and Interest Interview Question

	Questions
Satisfaction	Did you satisfy with the course?
	Do you find this area of the study more interesting after taking this course?
	I would like to recommend this course to other students. Would you recommend this course to other students, if so why?
Interest	Did teachers help students to get interested in the contents?
	Did you prepare for the class and tried your best to get involved in class? If not why?

Data Analysis

26 survey questions were presented (see Table 2) to students using a five-point a Likert scale in which the following categories were given, 5-strongly disagree, 4-disgree, 3-neither, 2-agree, and 1-strongly agree. An ANOVA was used to analyize the data obtained from the survey to determine whether factors in educational settings, in this case having the NNEST or NEST in the business class, affect learners' motivation factors: intrinsic motivation, extrinsic motivation, confidence, anxiety, interest, and attitude. The motivation change survey was conducted at the beginning (NEST1, NNEST1), middle (NEST2, NNEST2) and at the end (NEST3, NNEST3) of the semester for both groups of participants by using SPSS 22.0 statistical software. Prior to carrying out an ANOVA, a reliability analysis was conducted to represent the internal consistency of the questionnaire items. The Cronbach's alpha was found to be .736. Qualitative interviews were done in one on one basis in Korean which were then recorded, scripted and translated later on.

Results

Control background

In an attempt to ensure the results of the study are reliable and robust, two variables (learners' major and English proficiency level) are controlled. All of the learners were majoring in international business, and in regards to English proficiency, both the NNEST class and NEST class learners' level of English are evenly matched. As such, an independent samples t-test indicated that there were no significant differences between NNEST class ($M = 10.79$, $SD = 2.92$) and NEST class ($M = 10.50$, $SD = 3.63$), $t(35) = .268$, $p > .05$ (see Figure 1).
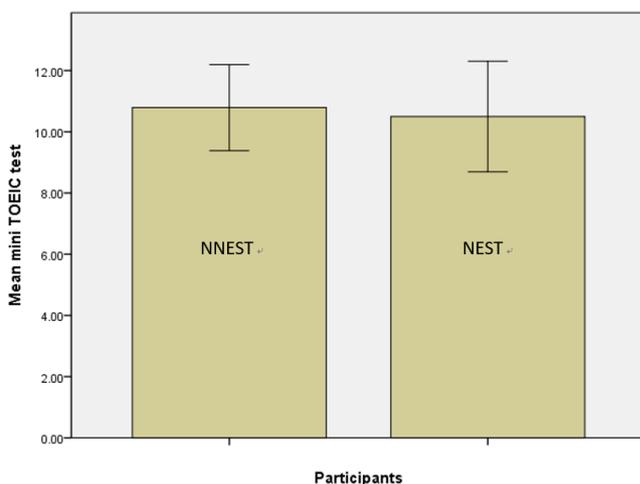

Figure 1. English proficiency difference.

Results of Motivation Changes

Given the study's primary focus deals with the issue of motivation, this study empirically assessed motivational changes by examining both NNEST and NEST class learners' progress at the beginning (1), middle (2), and end of the course (3).

NNEST 1 vs NNEST 2 vs NNEST 3

A 6x3 ANOVA test assessed the relationship between motivational difference (across the 6 factors analyzed: confidence, attitude, anxiety, intrinsic motivation, interest, extrinsic motivation) and NNEST class's learners progress (beginning; NNEST1, middle; NNEST2, end; NNEST3). The results revealed no significant changes in motivation throughout the semester, with the results being: Confidence, $F(2, 54)$ = .755, p = .475, η_p^2 = .027, Attitude, $F(2, 54)$ = .054, p = .947, η_p^2 = .002, Anxiety, $F(2, 54)$ = 1.556, p = .220, η_p^2 = .054, Intrinsic motivation, $F(2, 54)$ = .835, p = .440, η_p^2 = .030, Interest, $F(2, 54)$ = .353, p = .704, η_p^2 = .013, External motivation, $F(2, 54)$ = 1.363, p = .265, η_p^2 = .048 (see Figure 2).
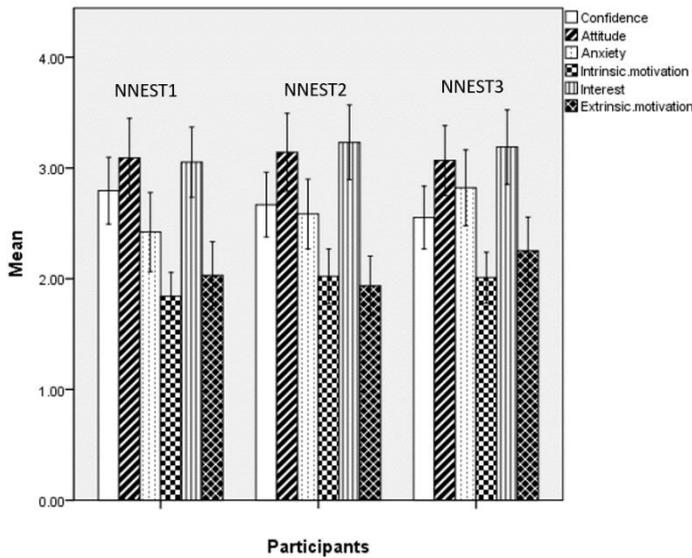

Figure 2. Results of NNEST class learners' motivation factors.

NEST1 vs NEST2 vs NEST3

A 6X3 ANOVA test was conducted to empirically document the relationship that exists between motivational difference (across the 6 factors: confidence, attitude, anxiety, intrinsic motivation, interest, extrinsic motivation) and the NEST class's learners progress (beginning; NEST1, middle; NEST2, end; NEST3). The results revealed no significant changes in motivation throughout the semester in all six affective factors; Confidence, $F(2, 51)$ = 2.577, p = .086, η_p^2 = .092, Attitude, $F(2, 51)$ = .104, p = .902, η_p^2 = .004, Anxiety, $F(2, 51)$ = .319, p = .728, η_p^2 = .012, Intrinsic motivation, $F(2, 51)$ = 1.348, p = .269, η_p^2 = .050, Interest, $F(2, 51)$ = .044, p = .957, η_p^2 = .002, External motivation, $F(2, 51)$ = .793, p = .458, η_p^2 = .030 (see Figure 3).

NNEST1 vs NEST1

In order to assess differences across the two groups of respondents at the beginning of the semester, an independent samples t-test was conducted, with the following results given. Firstly, the study indicated that the confidence factor was significantly higher for the NEST1 group (M= 3.4, SD=.69) than for the NNEST1 group (M = 2.8, SD = .63), $t(35)$ = 2.79, p < .05. Furthermore, the factor for intrinsic motivation was significantly higher for the E1 group (M = 2.5, SD = .38) than it was for the NNEST1 group (M = 1.85, SD = .45), $t(35)$ = 5.14, p < .05 (see Figure 4).
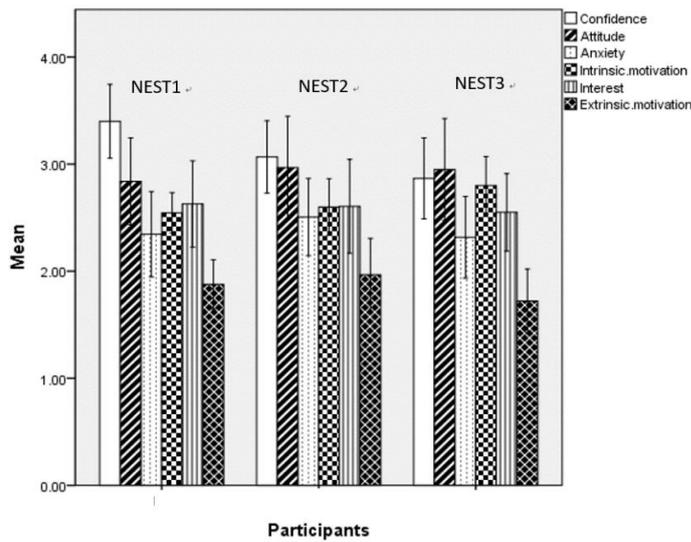
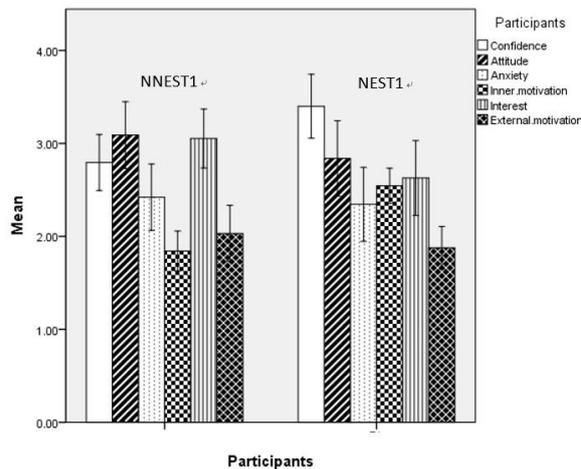*Figure 3.* Results of NEST class learners' motivation.

Figure 4. Results of beginning stages of learners' motivation factors.

NNEST3 vs NEST3

Finally, an assessment of the two groups was also conducted at the end of the semester. The results from the independent samples t-test provided some interesting findings. The analysis indicated that there was no significant difference for the confidence factor between NEST class ($M = 2.9$, $SD = .76$) and NNEST3 ($M = 2.55$, $SD = .59$), $t(35) = 1.41$, $p > .05$. This suggests that the NNEST class's confidence increased as the semester progressed. However, the intrinsic motivational factor remained the same as the beginning stage which was significantly higher for the NEST3 class ($M = 2.80$, $SD = .54$) than for that of the NNEST3 class ($M = 2.01$, $SD = .48$), $t(35) = 4.69$, $p < .05$. On the other hand, the NNEST3 class showed a significantly lower level of anxiety (KE3; $M = 2.82$, $SD = .71$, E3; $M = 2.31$, $SD = .77$, $t(35) = 2.08$, $p < .05$), a higher level of interest (KE3; $M = 3.19$, $SD = .70$, E3; $M = 2.55$, $SD = .73$, $t(35) = 2.73$, $p < .05$), and a higher level of extrinsic motivation (KE3; $M = 2.25$, $SD = .63$, E3; $M = 1.7$, $SD = .60$, $t(35) = 2.61$, $p < .05$) than that of the NEST3 class (see Figure 5).
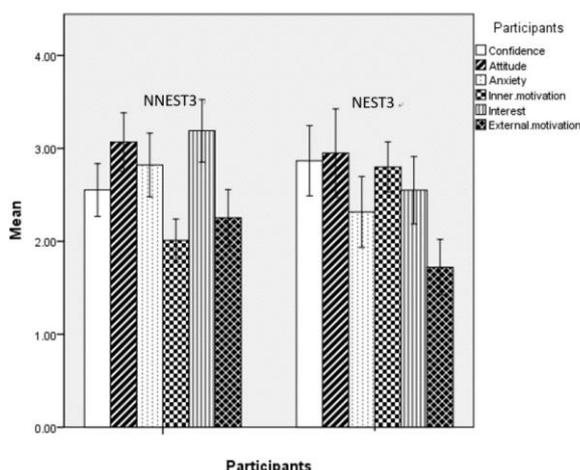
Figure 5. Results of end stages of learners' motivation factors

Table 4 summarizes the motivational changes at the beginning and at the end of the course between a NNEST and a NEST class. As described in Table 4, the NNEST class learners' intrinsic motivation, extrinsic motivation, confidence, and interest have increased while levels of anxiety decreased.

TABLE 4
Changes in Motivation Level

Beginning		Motivational	End	
NNEST1	NEST1	Factor	NNEST3	NEST3
* ⬇	* ⬆	Intrinsic motivation	-	-
-	-	Extrinsic motivation	* ⬆	* ⬇
* ⬇	* ⬆	Confidence	-	-
-	-	Anxiety	* ⬇	* ⬆
-	-	Interest	* ⬆	* ⬇
-	-	Attitude	-	-

The results of the interview show an interesting learner's perspective on NNESTs and NESTs. The EFL learners' expectations differed from teacher to teacher. As Mahboob (2004) argues, learners are most likely going to be aware of the different strengths and weaknesses of NESTs and NNESTs. This shows that for Korean learners of English, cultural and language differences play a significant part in identifying the role of teachers in class. Korean EFL learners tend to believe that when they do not understand the materials or lectures, it is their fault and not the teachers. This describes the passive nature of Korean EFL learners (Kim & Kim, 2005). This might be another reason why although there were changes in the NEST class's motivation level, it did not affect the satisfaction level of the class.

Discussion

The results of the questionnaires and structured interviews have several interesting implications regarding the role of NNESTs and NESTs in EFL contexts. Firstly, the results indicated that learners of the NEST class had a higher intrinsic motivation and confidence than those learners from the NNEST class at the beginning of the semester. It is therefore plausible to think that they intentionally chose the NEST class because they have a more positive outlook on the English language. However, at the end of the semester, NNEST class learners gained more confidence, interest and extrinsic motivation. As intrinsic motivation is difficult for others to change, as it is derived from genuine interest and inherent satisfaction rather than rewards (Ryan & Deci, 2000), both teachers did not influence the various learners' intrinsic motivation levels. Although learners in both classes' intrinsic motivation level did not change,

the NNEST and the NEST did have an influence on other motivational factors, which can still affect learners' attitude and level of satisfaction towards the class. In addition to the changes in confidence, interest and extrinsic motivation, learners in the NNEST class showed a lower level of anxiety than those being taught by the NEST. As the NNEST and learners shared the same culture and language, sharing the same background not only helped the NNEST to understand the language difficulties that learners go through but also made the learners feel more comfortable when asking questions and participating in class.[3]

As discussed, changes of motivation throughout the semester may seem promising to NNESTs but the results from the interviews may show otherwise. The results showed that the learners from the NESTs had difficulty understanding the course more than the NNESTs. However, it did not mean the quality of the NESTs class was low as the learners stated in the interview that they were satisfied with the class. This can be explained in a way that Korean learners view a lack of understanding in class as a lack of language skills and not the NESTs lack of teaching skills or knowledge. As Medgues (2001) stated, NESTs display a higher level of accuracy in language use and this helps them to explain the complex theoretical ideas more precisely using detailed examples in class. However, in the case of lower proficiency English learners, a precise explanation may not be the best solution to improve their motivation in class. In the case of low intermediate learners, NNEST can help to reduce the anxiety levels of EFL learners and in doing so help them to become more involved in the class by reducing their anxiety towards learning the concept of international trade in English. Therefore, although motivation may seem to be perceived to influence class satisfaction, motivational subscales have little direct influence on class satisfaction for lower intermediate level English learners. This is explained by interviewees 2 and 4, in which they state how their expectations of NNESTs and NESTs differ.

> I want to learn my subject (International Trade) in English to improve my English skills and familiarize myself with the subject in English as I want to go abroad to do an internship next semester. I believe my professor (NEST) can help me to get there. (Interviewee 2)
>
> Sometimes when I don't understand, I go and ask questions in Korean after class. It's easier for me to understand and I feel shy asking questions in English in front of others. I also like to make sure I have understood correctly sometimes. Although I'm not allowed to speak in Korean in class, it helps me to know that I can ask question after class in Korean. (Interviewee 4)

This three-tier relationship is represented to explain the relationship between NNEST, NEST, motivation and class satisfaction (see Figure 6).
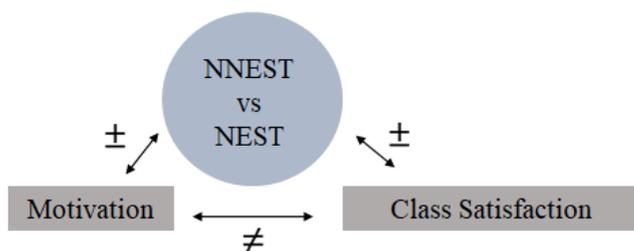

Figure 6. The mediating function of teachers between motivation and satisfaction.

As Figure 6 describes above, although NNESTs and NESTs can influence the learners' motivation level

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[3] These findings are consistent with those of the previous research on NNESTs and NESTs in Hong Kong, where students favored NNESTs as they shared the same culture background and NNESTs tend to be more aware of language difficulties that learners go through (Ling & Braine, 2007; Duta, 2010).

and class satisfaction, that does not mean that there is a direct relationship between motivation and class satisfaction. The factors that influence learners' motivation is not a stable variable but changes accordingly to individual learners' expectations and what they want to achieve from the course. One of the interviews from the NEST class provided a comment that explains this interesting correlation between motivation and class satisfaction.

> At first, I was highly motivated as I believed that I was comfortable in reading and presenting in English. I thought I could finish this course successfully before the course started. However, as the course went by I had difficulty understanding some of the theories, which I then later had to find the translated version of the textbook for, so that I could appropriately prepare for the midterm and final exams. I have seen many of my friends get frustrated because they could not perform or understand as much as they wanted to. In Korean or English, many of the Korean students find it difficult to present or even ask questions in front of others. We need to not only improve our English proficiency but also change our attitudes in class. Therefore, it would be nice for the university to offer more short courses for students to learn how to present and speak their mind in public. (Interviewee 01)

Findings from a Jamal, Ziad and Hibah (2016) study on 120 Palestinian students, revealed that learners have a positive attitude towards both NNESTs and NESTs but preferred NESTs during listening courses. In addition, Yang and Kim (2011) noted that students are more willing to learn from the NESTs than NNESTs for classes that focus on conversation and presentation skills because these learners view NESTs as role models in classes that place an emphasis on pronunciation and speaking skills. Whereas learners view NNESTs as those who can provide a more analytical way of teaching that enables students to understand concepts more easily. Such findings should be incorporated in business schools throughout Korea as many business courses teach not only key theoretical aspects but also delve deeply into the practical and hands on aspects as well. In addition to this, the number of university students in Korea that go abroad to work or do internships has rapidly increased since 1998 (Human Resources Development Service of Korea, 2010). NESTs can therefore be utilized in a way that equips learners with the tools and skills they need to prepare for job opportunities around the world.

Conclusion

There is no doubt that in order to attract international students and to secure a high university ranking, it is important for Korean Universities to pursue English-medium courses (Cho, 2012). As EMI courses can be instructed by both NESTs and NNESTs, it is important to understand the different influences that NNESTs and NESTs can have on EFL learners. Additionally, how teachers communicate ideas and information with learners can heavily influence learners' motivation in an EFL environment especially for those EFL learners with low levels of English proficiency. Different communication styles from NNESTs and NESTs impact the ways in which messages are received and interpreted; moreover, how responses and feedback are expressed. Medgyes (2001) also points out that learners have different expectations of NNESTs and NESTs. These are the reason why the EFL environment is highly complex and unpredictable (Ahn & Jang, 2019; Alberto, 2013; Domenech & Gomex, 2014; Norliza, 2010; Panisonara & Panisoara, 2012; Ramsdan, 1992).

Despite our insightful findings regarding motivation and satisfaction, this study provides a number of opportunities for future research. Firstly, the present study is conducted using a small number of EFL learners majoring in international business in Korea. Future research could focus on how learners with different majors perform in similar circumstances. Additionally, since this study only focuses on low-intermediate learners of English, future studies could compare the perception of NNESTs and NESTs from learners with high and/or low levels of English proficiency. As Kang and Park (2004) demonstrate, English proficiency levels play a pivotal role in learners' motivation level in class, so future studies could

provide alternative perspectives in this regard. Finally, although the NNESTs and NESTs met at least once a week to best align their approaches to each class, there were different gender-based characteristics at play with this study. Therefore, it would be better to match the gender of the teachers or test for gender differences in future studies. Such changes may better explain the perception of learners on NNESTs and NESTs in an EFL context.

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