

# EXAMINING THE LEARNING ENGAGEMENT OF ESL LEARNERS WITH NATIVE ESL TEACHING INSTRUCTIONS, FOCUSING ON BEHAVIORAL, AFFECTIVE, AND COGNITIVE ASPECTS

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## **ABSTRACT**

*Student engagement is vital in ESL education, with various pedagogical approaches emphasizing its importance. This research reviews literature on learner engagement in ESL and EFL classrooms, while also collecting data on students' attitudes towards native and non-native ESL teachers. The study aims to examine three types of teaching-learning engagements and explore learners' responses to instructions from native ESL teachers. A purposive sampling method was employed, selecting 41 participants consisting of 24 first-year and 17 second-year students. A survey research design utilizing a nonexperimental approach was used, employing a Likert scale and polling instrument. The study found that students had positive responses to instructions from native ESL teachers in Central Asia. This suggests that the presence of these teachers has had a significant impact and efforts should be made to recruit more. These findings could improve ESL teaching approaches and methodologies.*

## **KEYWORDS**

*Behavioural engagement, affective engagement, cognitive engagement, learning attitudes, Non-native English as a Second Language (NNE SL) Teacher, Native English as a Second Language (NESL) Teacher.*

## **1. INTRODUCTION**

### **1.1. Background of Study**

According to research by Yu and Yang [1], the reactions of English as a Second Language (ESL) students to learning instructions extend beyond mere responses to revision. These reactions can be categorized into three distinct dimensions: behavioural engagement, which encompasses actions such as students' uptake or revision of the text; affective engagement, which pertains to learners' attitudes; and cognitive engagement, which involves learners' perceptions and views of Corrective Feedback (CF). To comprehend the perspective of ESL students towards receiving instructional guidance from ESL native instructors, it is imperative to take into account prior research investigating the learning attitudes and responses of ESL students towards instructions delivered by both native and non-native speakers. It is crucial to thoroughly comprehend the outcomes of these studies. This study compares ESL instructors who are native English speakers with those who are non-native speakers with English as their second language.

## 1.2. Statement of the Problem

Previous research has not adequately explored the attitudes and learning responses of ESL students towards English as a Foreign Language (EFL) teachers who are native English speakers. There is a lack of comprehensive research in this area, with the closest existing studies focusing on students' attitudes and learning responses towards non-native ESL teachers. Additionally, there is a scarcity of research data examining the learning responses and attitudes of students in Central Asia from behavioural, affective, and cognitive perspectives. Despite the demand for native EFL teachers, there is a lack of in-depth research investigating students' attitudes and responses towards their instruction. The absence of empirical evidence [2], [3], [4] to substantiate the employment of native English as a Second Language (ESL) teachers creates a research void. Consequently, educational policies pertaining to this domain suffer from inadequate research-backed endorsement and information.

## 1.3. Research Objectives

The objective of this research is to fill the existing research gap regarding the learning engagement of English as a Second Language (ESL) students towards the instruction or tutoring offered by native ESL instructors or teachers. This is particularly significant due to the growing need for these educators in Central Asia [5]. According to data from the International TEFL Academy, there are approximately 100,000 job openings in the ESL field each year, with a substantial number of these positions located in Asia. However, it is important to note that only half of the teaching workforce chooses to renew their contracts annually [5]. This research explores learner engagement in ESL and EFL classrooms, focusing on students' attitudes towards native and non-native ESL teachers. The study aims to investigate different teaching-learning engagements and how ESL learners respond to instructions from native ESL teachers. It categorizes student reactions into three dimensions: behavioural engagement, affective engagement, and cognitive engagement, going beyond analyzing reactions to revision. The primary objective of the study was to ascertain and comprehend the following aspects of ESL students:

1. The impact of ESL instructions from native ESL teachers on learners' behavioural engagement.
2. The impact of ESL instructions from native ESL teachers on learners' affective engagement.
3. The impact of ESL instructions from native ESL teachers on learners' cognitive engagement.
4. The impact of ESL instructions from native ESL teachers on the learning process.

According to Moussu [6], students' perceptions of ESL teachers who are native English speakers (NES) or non-native English speakers (NNES) can vary unexpectedly positively or predictably negatively. Furthermore, factors such as the student's first language significantly impact their attitudes towards NES and NNES ESL teachers. Moreover, the study reveals that students' attitudes towards both types of ESL teachers change over time. The findings suggest that the linguistic background of ESL teachers is just one of many factors that influence students' attitudes towards their teachers. Therefore, it is important to redefine English proficiency and teaching skills beyond the binary distinction of native versus non-native speakers and consider the complex context in which teaching occurs.

A study conducted in Malaysia by Teow and Manochphinyo [7] investigated students' attitudes towards native and non-native English-speaking teachers. The results indicated that most participants held unbiased views towards both types of teachers and showed a strong

understanding of the unique strengths possessed by native and non-native English-speaking teachers. The assessment of teachers primarily focused on their personal attributes and teaching abilities, rather than their native status. Although linguistic proficiency was seen as beneficial, the respondents generally prioritized the teacher's effectiveness in delivering instruction.

Liu [8] undertook a study that merits contemplation, despite its focus on Japanese teachers. This study investigated the perspectives of Chinese students with varying degrees of competence in the Japanese language, who received instruction from both native speakers (NSs) and non-native speakers (NNSs) of Japanese. The data collection involved the use of questionnaires and interviews. The findings revealed that the students acknowledged that both NSs and NNSs possessed strengths and weaknesses in terms of knowledge, teaching abilities, and communication skills. The students did not perceive NNS teachers to be inherently inferior to NS teachers on a global scale. Additionally, the results indicated that the students preferred NSs as role models for oral language skills and teaching Japanese culture, while they preferred NNSs for teaching grammar and drawing upon their own successful language learning experiences in their teaching practices. Furthermore, the advanced students exhibited a more positive attitude towards these teachers, particularly towards NS teachers.

Another study conducted by Radu [3] investigated the attitudes of students in Quebec towards native-speaking anglophone ESL teachers, and nonnative francophone and allophone ESL teachers. Quebec is a unique context that combines elements of both English as a Foreign Language (EFL) and English as a Second Language (ESL) settings. The findings of the study revealed that despite having less exposure to native-speaking anglophone teachers, students held a more positive attitude towards them compared to non-native ESL teachers, particularly in terms of their effectiveness in teaching linguistic skills. Additionally, the study observed an in-group preference among teachers and students, with francophone students displaying a more positive attitude towards nonnative francophone teachers. On the other hand, allophone students did not exhibit a stronger preference towards allophone teachers, likely due to the diverse composition of both the student and teacher populations. The study found that in Quebec's blended educational environment, factors such as a shared language, familiarity with teachers' spoken English, and students' social identity and adaptability can influence their perceptions of instructors.

In research conducted by Chang [9] that examined the perspectives of Taiwanese university students towards non-native English teachers, the results revealed that Taiwanese students held positive and favourable attitudes towards their non-native English teachers, perceiving them as competent in delivering effective instruction. However, some participants did identify certain limitations or deficiencies in the performance of non-native English teachers.

## **2. THEORETICAL FRAMEWORK**

### **2.1. Behavioural Engagement in ESL**

Behavioural engagement is a complex construct encompassing various dimensions, primarily focusing on a student's conduct within the classroom, involvement in school-related activities, and level of interest exhibited towards academic tasks [10]. It is one of the three dimensions of learner engagement, the other two being cognitive and affective engagement [11]. Different researchers have identified different behaviours as showing engagement, but some of the common ones include being on-task, participating in class discussions, and asking questions [12]. Tucker's research [12] found that a study conducted in China showed that different factors, such as finding pleasure in academics, actively participating in class, having a positive self-perception, and using effective strategies, played a role in connecting academic enjoyment and achievement

in the context of learning English as a foreign language (EFL). The study involved 528 Chinese secondary school students and concluded that behavioural engagement is a significant predictor of academic achievement.

## **2.2. Affective Engagement in ESL**

According to Tucker [12], affective engagement is an important aspect of learning, especially in the context of English as a Second Language (ESL). Affective engagement in education refers to the emotional and attitudinal responses shown by students while learning. This engagement can be divided into two types: behavioral and emotional. Generally, positive emotions are linked to higher achievement and self-control [12]. However, this connection is not always consistent. Research by Baker et al. [13] found that boredom is associated with lower engagement and negative outcomes, while frustration does not always lead to problems.

To encourage affective engagement in ESL instruction, teachers can use different strategies. For example, they can create a positive classroom environment that promotes safety, where students feel comfortable taking risks and making mistakes without fear of ridicule or embarrassment. Additionally, teachers can incorporate humor and storytelling into their teaching methods to enhance engagement and enjoyment of the learning process [14]. Technology can also be used to create interactive and captivating learning experiences that cater to diverse learning styles [12]. Lastly, teachers can provide opportunities for students to apply their language skills in real-world contexts, such as through community service projects or internships [14].

## **2.3. Cognitive Engagement in ESL**

Cognitive engagement is highly important in the field of education, especially in the context of teaching English as a Second Language (ESL). Academic studies have defined cognitive engagement as the level of focus and active involvement shown by learners while acquiring knowledge [15], [16]. It is a prerequisite for meaningful learning and is essential for students to be able to apply their knowledge in real-world situations [15].

In the context of ESL, cognitive engagement can be achieved by aligning instruction with principles and practices that promote cognitive engagement [15]. Teachers can help students become cognitively engaged by creating a socio-emotional connection between the student and teacher, making a clear link to the student's home language and culture, and delivering instruction that embraces the learner's need to learn language and content at the same time [15]. In summary, cognitive engagement is a critical component of learning, and teachers can help students become cognitively engaged by aligning instruction with principles and practices that promote cognitive engagement.

## **3. METHODOLOGY**

The research was conducted at a Kazakhstan University, specifically targeting students enrolled in the TESOL master's degree program. Purposive sampling was employed to select participants. 41 students consented to participate, comprising 24 first-year students and 17 second-year students. The research design utilized was survey research, employing a nonexperimental approach that incorporated polling rates and Likert scale-based questions. According to Check and Schutt [17, p.160], survey research refers to the systematic gathering of data from a sample of individuals, wherein information is obtained by eliciting responses to a series of inquiries. The survey research methodology was selected due to its utilization of Likert scales and polls, which enable researchers to gather significant data on the opinions and attitudes of participants, thereby

facilitating an enhanced comprehension of the associations between numerous factors and behaviours.

### 3.1. Data Collection

As per the invitation extended to TESOL students in their first and second years of study, a total of 41 individuals from these two levels voluntarily attended the assigned lecture room to participate in the research project. The study used a specific WhatsApp group to conduct an online survey with 41 participants. The participants were given a questionnaire with 15 rating items, which was translated from English to Kazakh to ensure understanding. The rating questions had a range of choices from strongly disagreeable to strongly agreeable. The data collection process took about 25 minutes. Afterward, a 4-item poll was given to the same participants, with 39 out of 41 participants responding.

## 4. RESULTS

The collected data from the polls and surveys were organized and subjected to analysis. The results were later displayed as tables and summaries.

### 4.1. The Poll

Polls (39 Respondents)

ESL teachers make the learning process interactive, interesting and useful.

1. Both native and non-native ESL teachers make their lessons interactive, interesting and useful.
2. Non-native ESL teachers make their lessons interactive, interesting and useful.
3. Native ESL teachers make their lessons interactive, interesting and useful.
4. Both native and non-native ESL teachers don't make their lessons interactive and useful.

Table 1. Total 'Percentages' and total 'Votes' per 'Statements'

ESL teachers make the learning process interactive, interesting and useful.		
Statements	Percentages	Votes
Both native and non-native ESL teachers don't make their lessons interactive and useful.	5%	2
Both native and non-native ESL teachers make their lessons interactive, interesting and useful.	77%	30
Native ESL teachers make their lessons interactive, interesting and useful.	18%	7
Non-native ESL teachers make their lessons interactive, interesting and useful.	0%	0
<b>Grand Total</b>	<b>100%</b>	<b>39</b>

In the context of interactive, engaging, and valuable participation, Table 1 illustrates the respondents' learning disposition towards Native ESL teachers, as assessed through surveys. While both native and non-native ESL teachers exhibit significant classroom involvement, native ESL teachers appear to possess an 18% edge over their non-native counterparts in terms of their capacity to render their lessons interactive, engaging, and valuable.

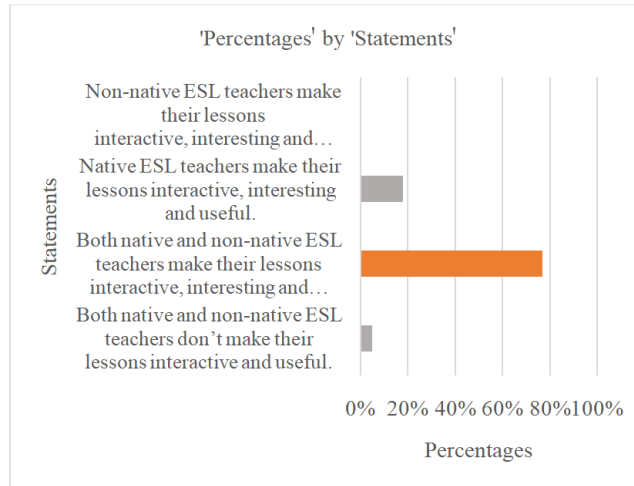


Figure 1. Total Percentages per Statements

Figure 1 illustrates a substantial disparity in the proportion of participants who indicated a preference for both native and non-native ESL teachers to incorporate interactive, engaging, and beneficial elements into their lessons. This implies that a considerable amount of participants believe that both categories of ESL instructors are successful in cultivating favorable attitudes towards learning among students. Additionally, native ESL teachers outperformed their non-native counterparts by a margin of 18%, with no respondents favouring non-native ESL teachers exclusively.

#### 4.2. The Survey

Table 2. 15 Item Survey administered to Respondents on a 6-point Likert Scale (Very Disagreeable, Disagreeable, Somewhat Disagreeable, Somewhat Agreeable, Agreeable, Very Agreeable)

Behavioural Engagement (Q1 - Q5)	Affective Engagement (Q6 - Q10)	Cognitive Engagement (Q11 – Q15)
1. I pay attention in a Native ESL teacher’s class.	6. I believe I will succeed in the Native EFL teacher’s class.	11. I feel involved in the lessons of the Native ESL teacher.
2. I participate in class discussions with a Native ESL teacher.	7. I enjoy learning from the Native ESL teacher.	12. The lessons of the Native ESL teacher are useful for my work.
3. I like the practice activities given by the Native ESL teacher.	8. The classroom environment is positive in the Native ESL teacher’s class.	13. I can relate satisfactorily to the lessons of the Native ESL teacher.
4. I am eager to speak and respond to discussions and activities in the Native ESL teacher’s class.	9. I don’t feel ridiculed or embarrassed in the Native ESL teacher’s class.	14. The lessons of the Native ESL teacher are applicable in real-life situations.
5. I have a positive attitude towards the Native ESL teacher’s class.	10. The Native ESL teacher’s class is interactive.	15. The Native ESL teacher’s lessons are culturally applicable.

Table 2 showcases the 15-item questionnaire that was completed by a total of 41 participants. The items are categorized into three distinct sections, with each section consisting of 5 items.

These sections are classified based on the respondents' levels of behavioural engagement, affective engagement, and cognitive engagement.

Table 3. Total 'Q1','Q2','Q3','Q4','Q5','Q6','Q7','Q8','Q9', and more by 'Scale'

Scale	Number of Respondents														
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Very Disagreeable	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1
Disagreeable	0	0	0	2	0	0	0	0	2	1	0	1	0	1	2
Somewhat Disagreeable	1	0	1	0	1	1	0	2	2	1	1	0	1	0	0
Somewhat Agreeable	6	7	6	7	2	7	4	8	5	6	6	4	6	6	9
Agreeable	21	25	18	21	22	16	19	18	22	23	22	21	21	22	17
Very Agreeable	12	8	15	10	15	16	17	12	6	9	11	14	11	10	11
Unanswered	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1
<b>Grand Total</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>

Table 3 displays the outcomes of the survey conducted using a 6-point Likert scale, illustrating the cumulative count of responses for each statement based on the range of responses spanning from Agreeable to Disagreeable, Somewhat Agreeable to Somewhat Disagreeable, and Very Agreeable to Very Disagreeable. Statements that did not receive any responses were categorized as unanswered and positioned beyond the Likert scale.

Table 4. The Likert scale

Scale	Points	Range
Unanswered	0	0.00
Very Disagreeable	1	1.00 - 1.83
Disagreeable	2	1.84 - 2.66
Somewhat Disagreeable	3	2.67 - 3.49
Somewhat Agreeable	4	3.50 - 4.32
Agreeable	5	4.33 - 5.15
Very Agreeable	6	5.16 - 5.98

The Likert scale presented above establishes the specific points and range used to assess and draw conclusions from data, as well as to comprehensively analyze the descriptive measurements of learning responses and attitudes exhibited by ESL participants towards NESL teachers.

Table 5. Respondents' responses to statements on their classroom behavioural engagement with NESL and NNESL teachers.

<b>0. Unanswered</b>	<b>1. Very Disagreeable</b>	<b>2. Disagreeable</b>	<b>3. Somewhat Disagreeable</b>	<b>4. Somewhat Agreeable</b>	<b>5. Agreeable</b>	<b>6. Very Agreeable</b>	<b>Mean (x)</b>	
Behavioural Engagement	(0)	(1)	(2)	(3)	(4)	(5)	(6)	Mean (x)
1. I pay attention in a Native ESL teacher's class.	0	1	0	1	6	21	12	5.00
2. I participate in class discussions with a Native ESL teacher.	0	1	0	0	7	25	8	4.93
3. I like the practice activities given by the Native ESL teacher.	0	1	0	1	6	18	15	5.07
4. I am eager to speak and respond to discussions and activities in the Native ESL teacher's class.	0	1	2	0	7	21	10	4.83
5. I have a positive attitude towards the Native ESL teacher's class.	0	1	0	1	2	22	15	5.17
<b>Mean of Mean</b>								<b>5.00</b>

Based on the data presented in the table, it is evident that the average mean value of 5.00, indicating agreement, clearly demonstrates that English as a Second Language (ESL) learners exhibit positive behavioural responses and attitudes towards Non-English Speaking Language (NESL) teachers. Consequently, the level of behavioural engagement displayed by these learners in the classroom setting with NESL teachers is both positive and desirable.

Table 6. Total 'Q1', 'Q2', 'Q3', 'Q4', and 'Q5' by 'Descriptive Statistics' for Behavioural Engagement

<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>
I pay attention in a Native ESL teacher's class.	I participate in class discussions with a Native ESL teacher.	I like the practice activities given by the Native ESL teacher.	I am eager to speak and respond to discussions and activities in the Native ESL teacher's class.	I have a positive attitude towards the Native ESL teacher's class.



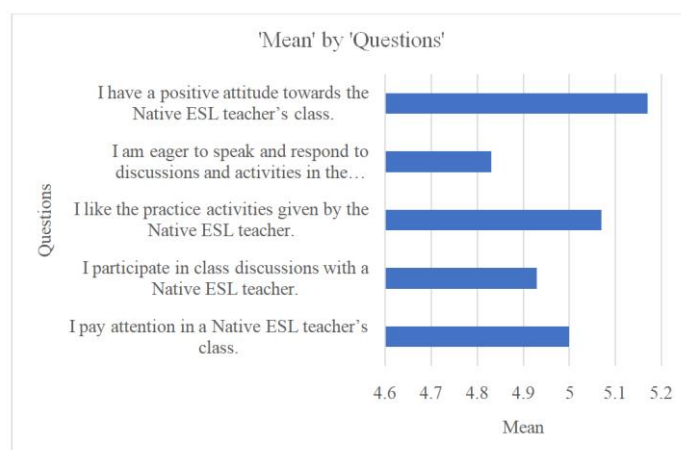


Figure 2. Mean per Questions (1-5)

Figure 2 shows respondents' responses to statements on their classroom behavioural engagement with NESL and NNESL teachers. From the depicted graph, it can be observed that the average score for each question ranges from a minimum of 4.83 to a maximum of 5.17, indicating a strong proximity to 5. This suggests that ESL learners exhibit a favourable behavioural response and attitude towards NESL teachers. Consequently, the behavioural engagement of students in the classroom setting with NESL teachers is characterized by positive and desirable behaviour.

Table 7. Respondents' responses to statements on their classroom affective engagement with NESL and NNESL teachers.

0. Unanswered	1. Very Disagreeable	2. Disagreeable	3. Somewhat Disagreeable	4. Somewhat Agreeable	5. Agreeable	6. Very Agreeable	Mean (x)	
Affective Engagement	(0)	(1)	(2)	(3)	(4)	(5)	(6)	Mean (x)
6. I believe I will succeed in the Native EFL teacher's class.	0	1	0	1	7	16	16	5.07
7. I enjoy learning from the Native ESL teacher.	0	1	0	0	4	19	17	5.22
8. The classroom environment is positive in the Native ESL teacher's class.	0	1	0	2	8	18	12	4.90
9. I don't feel ridiculed or embarrassed in the Native ESL teacher's class.	0	3	2	2	5	22	6	4.48
10. The Native ESL teacher's class is interactive.	0	1	1	1	6	23	9	4.85
<b>Mean of Mean</b>								<b>4.90</b>

According to the data presented in the table above, it is evident that the average mean value of 4.90, which is equivalent to 5, indicates that ESL learners possessed a favourable affective response and attitude towards NESL teachers. Consequently, the level of affective attitude and interaction within the classroom setting with NESL teachers was positive and quite desirable.

Table 8. Total 'Q6', 'Q7', 'Q8', 'Q9', and 'Q10' by 'Descriptive Statistics' for Affective Engagement

Q6	Q7	Q8	Q9	Q10
I believe I will succeed in the Native EFL teacher's class.	I enjoy learning from the Native ESL teacher.	The classroom environment is positive in the Native ESL teacher's class.	I don't feel ridiculed or embarrassed in the Native ESL teacher's class.	The Native ESL teacher's class is interactive.

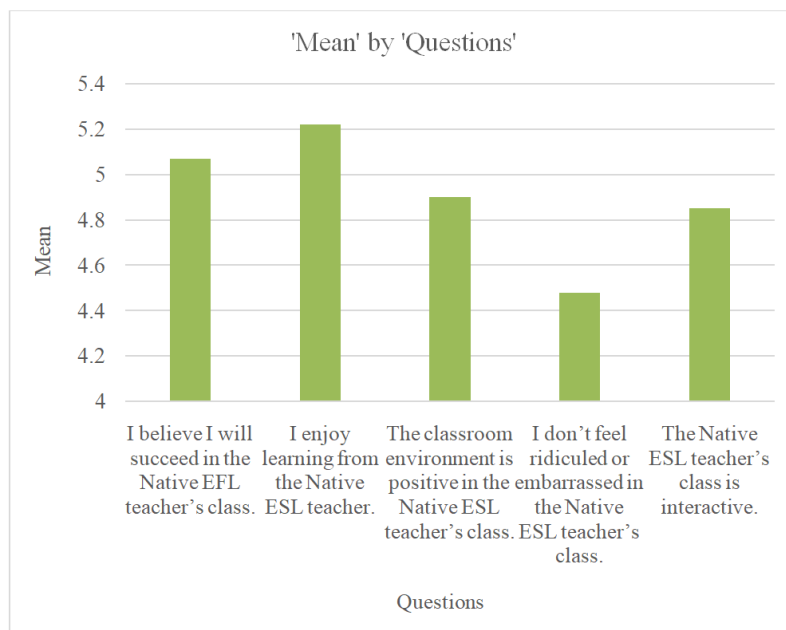


Figure 3. Mean per Questions (6-10)

Figure 3 illustrates respondents' responses to statements on their classroom affective engagement with NESL and NNESL teachers. The above figure displays a low mean value of 4.48 and a high mean value of 5.22, which are all equivalent to 5 according to the Likert scale range. This suggests a positive classroom affective response and attitude by ESL students towards NESL teachers. As a result, the level of affective response and interaction with NESL teachers in the classroom were positive and desirable.

Table 9. Respondents' responses to statements on their classroom Cognitive engagement with NESL and NNESL teachers.

0. Unanswered	1. Very Disagreeable	2. Disagreeable	3. Somewhat Disagreeable	4. Somewhat Agreeable	5. Agreeable	6. Very Agreeable	Mean (x)	
Cognitive Engagement	(0)	(1)	(2)	(3)	(4)	(5)	(6)	Mean (x)
11. I feel involved in the lessons of the Native ESL teacher.	0	1	0	1	6	22	11	4.98
12. The lessons of the Native ESL teacher are useful for my work.	0	1	1	0	4	21	14	5.07
13. I can relate satisfactorily to the lessons of the Native ESL teacher.	0	1	0	1	6	21	11	4.98
14. The lessons of the Native ESL teacher are applicable in real-life situations.	0	1	1	0	6	22	10	4.93
15. The Native ESL teacher's lessons are culturally applicable.	0	1	2	0	9	17	11	4.80
<b>Mean of Mean</b>								<b>4.95</b>

From the table above, the mean of mean's value is 4.95, closer to 5 and shows an agreeable cognitive response and attitude towards NESL teachers. Therefore, the overall cognitive engagement and attitude towards NESL teachers in the classroom setting were agreeable and favourable.

Table 10. Total 'Q11', 'Q12', 'Q13', 'Q14', and 'Q15' by 'Descriptive Statistics' for Cognitive Engagement

Q11	Q12	Q13	Q14	Q15
I feel involved in the lessons of the Native ESL teacher.	The lessons of the Native ESL teacher are useful for my work.	I can relate satisfactorily to the lessons of the Native ESL teacher.	The lessons of the Native ESL teacher are applicable in real-life situations.	The Native ESL teacher's lessons are culturally applicable.

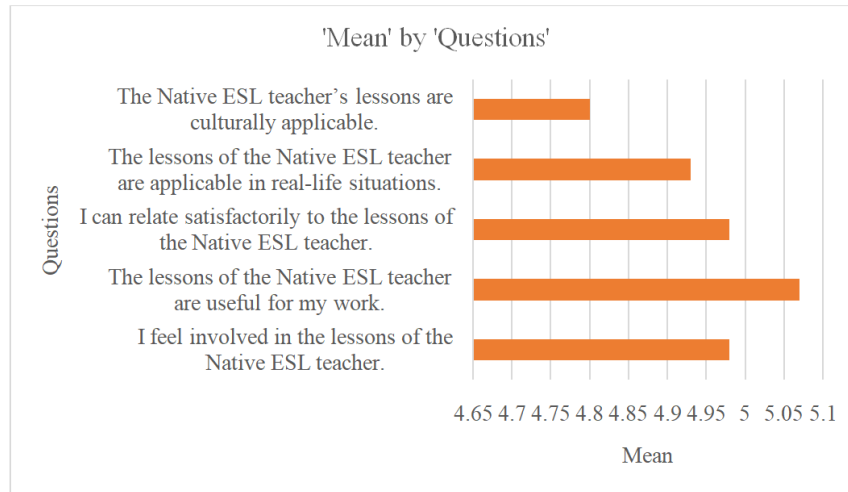


Figure 4. Mean per Questions (11-15)

Figure 4 illustrates respondents' responses to statements on their classroom Cognitive engagement with NESL and NNESL teachers. The figure above shows the lowest mean value of 4.80 and a high mean value of 5.07 which are all equivalent to 5 and show an agreeable cognitive response and attitude towards NESL teachers. Hence, cognitive engagement and attitude within the classroom setting with NESL teachers was agreeable and favourable.

Table 11. The mean and standard deviation of the various labels

Label	Scale	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Mean	Standard Dev
Very Disagreeable	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1.13	0.52
Disagreeable	2	0	0	0	2	0	0	0	0	2	1	0	1	0	1	2	0.60	0.83
Somewhat Disagreeable	3	1	0	1	0	1	1	0	2	2	1	1	0	1	0	0	0.73	0.70
Somewhat Agreeable	4	6	7	6	7	2	7	4	8	5	6	6	4	6	6	9	5.93	1.71
Agreeable	5	21	25	18	21	22	16	19	18	22	23	22	21	22	21	17	20.53	2.45
Very Agreeable	6	12	8	15	10	15	16	17	12	6	9	11	14	11	10	11	11.80	3.10
Unanswered	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0.27	0.46
<b>Total</b>		<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>5.86</b>	<b>1.05</b>

Table 12. Student Attitude and Classroom Engagement by Mean and Standard Deviation

<b>Factors</b>	<b>Mean</b>	<b>Standard Deviation</b>
Response	<b>5.86</b>	<b>1.05</b>
Behavioural engagement	<b>5.00</b>	<b>0.12</b>
Cognitive Engagement	<b>4.95</b>	<b>0.09</b>
Affective Engagement	<b>4.90</b>	<b>0.23</b>

The aforementioned tables, numbered 11 and 12, present the mean and variability of the participants' general attitude and their responses or reactions to the classroom instructions provided by NESL teachers. This information is based on the survey responses, specifically focusing on behavioural engagement (questions 1 to 5), affective engagement (questions 6 to 10), and cognitive engagement (questions 11 to 15). Table 12 specifically indicates that the mean response value is 5.86, which is equivalent to a rating of 6 on the Likert scale. This suggests that the participants' responses to the NESL teachers' instructions were very agreeable. Therefore, the overall response and attitude of ESL students towards NESL teachers were very engaging and beneficial to their learning experience. The overall response has a standard deviation of 1.05, which is very close to 1. This indicates that the data collected follows a standard normal distribution, meaning it is not significantly spread out in either a very high or very low manner.

## 5. DISCUSSION

The primary objective of this study was to investigate the attitudes and responses of students towards native English as a Second Language (ESL) teachers within the context of three dimensions of classroom engagement: behavioural, affective, and cognitive engagement. According to the findings of the poll survey, a significant majority of participants, comprising 77%, agreed that both native and non-native ESL teachers effectively facilitated interactive, interesting, and useful lessons. However, a small minority of 5% of participants disagreed with this notion, suggesting that the lessons delivered by both native and non-native ESL teachers lacked interactivity, interest, and usefulness. Interestingly, 18% of the total 39 respondents concurred with the statement that native ESL teachers specifically excelled in providing interactive, interesting, and useful lessons. This observation implies that the majority of respondents acknowledged the interactive, interesting, and useful nature of classroom instructions delivered by native ESL teachers.

The polls showed that most students had positive responses and attitudes towards both native and non-native ESL teachers, which aligns with previous research conducted by Teow and Manochphinyo [7]. This also indicates that while students generally view the learning process led by native ESL teachers positively, the difference in attitudes towards native and non-native ESL teachers is not statistically significant. This finding is consistent with a study in [8], which found that advanced students exhibited a more favourable attitude towards both native and non-native language teachers, particularly native language teachers.

Based on the data presented in Tables 5, 7 and 9, it can be observed that respondents had a favourable response towards instructions of native ESL teachers in all forms of learning engagement. The mean scores were 4.90, 4.95 and 5.00, which are all equal to 5 on the Likert scale. Each of the 15 survey questions demonstrates a mean value close to 5, suggesting a level of agreement among respondents regarding the three different aspects of teaching and learning engagement within the classroom setting. The mean value for behavioural engagement is 5.00, followed by cognitive engagement at 4.95 and affective engagement at 4.90. This indicates that

the instructions provided by NESL teachers were generally well-received and aligned with the students' preferred learning processes or styles.

The students' responses align with the data, which shows a mean value of 5.86 for the overall response to NESL teachers' instructions as shown in Table 12, indicating a strong level of agreement among respondents towards NESL instructions and classroom engagement. Consequently, the learners responded very positively to the teaching and learning process as delivered by the NESL teacher.

## **6. IMPLICATIONS AND RECOMMENDATIONS**

The findings of this study have significant implications. Firstly, they support the recruitment efforts of native ESL teachers in central Asia, as students have embraced their presence. Secondly, the findings raise the question of what factors contribute to the greater interactivity and interest in learning from native ESL teachers compared to non-native ESL teachers.

The recommendations stemming from this study can be divided into two parts. First, this study, with other research in curriculum development and lesson planning, should inform the reformulation of teaching approaches. This would involve incorporating elements of creativity, language, and education into lesson planning, to generate interest and foster interaction in the non-native ESL teacher's classroom, similar to what is observed in the classroom of a native ESL teacher.

Secondly, the study serves as a starting point for collaborative teaching, which can be gradually implemented to align non-native ESL teachers with the teaching styles of their native counterparts. This practical initiative, if sustained over time, would result in non-native ESL teachers developing a blended teaching culture and approach that combines elements of both native and non-native ESL teaching.

## **7. CONCLUSION**

The findings from Tables 5, 7, and 9 indicate that the participants had a positive response to the instructions and teachings provided by ESL teachers who were native English speakers. This observation is further supported by the data in Table 12, which shows a high mean score of 5.86 on the Likert scale, indicating a strong agreement. As a result, the participants showed a high level of engagement and responsiveness during the learning process. These results align with a previous study [3], which found that students had a more positive attitude towards native English-speaking teachers, even with limited exposure to them compared to non-native ESL teachers. It is important to note that the variables in this study align with those in Radu's research, as both studies involved participants who had been exposed to native ESL teachers for a duration ranging from six months to a year and a half.

In conclusion, the overall response to the instructions and classroom engagement provided by native ESL teachers was highly favourable across the three forms of learning engagement assessed in this study.

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