

A STUDY TO DETERMINE “THE LEARNER PARENTS’ PERCEPTIONS OF NON-NATIVE ENGLISH SPEAKERS’ TEACHING OF ENGLISH AND LEADERSHIP CAPACITIES IN INTERNATIONAL SCHOOLS”

A CASE STUDY OF INTERNATIONAL SCHOOLS IN ZAMBIA

By

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ABSTRACT

Concern over the quality of teaching in schools has existed for ‘as long as the schools themselves’ (Cruickshank, 1992). Today, parents, policymakers, and other stakeholders are expending significant energy critiquing non-native English-speaking teachers’ quality and arguing for the improvement of teacher education. For many parents in Zambia, it would seem that teachers of English who are not mother-tongue speakers are automatically regarded as inferior.

The study tackled the problem through identifying the overall views, beliefs, and rating of non-native teachers in delivering language education to learners in line with learner outcomes with an assumptive view that native speakers are regarded as superior. To establish a base for the study, related works done by scholars and Organisations within Zambia, in other African countries and beyond, were reviewed. The study sample included 100 respondents in which random sampling method was used in selecting respondents. The study adopted descriptive and explanatory study designs within a case study approach. This is because both qualitative and quantitative data were collected. Qualitative data were collected by desk research and oral, recorded interviews. It was analysed manually by using narrative methods of deductive and inductive. Quantitative data were collected by self-administered semi- structured questionnaires. It was analysed by using the Statistical Package for Social Sciences (IBM-SPSS) version 21, Smart Survey, and Microsoft Excel software.

The study shows that there are clear negative perceptions towards non-native speaking teachers, particularly in the area of delivering high-level English language education outcomes. It has been determined that parents negatively look upon NNESTs as less qualified or better placed to deliver better results in English language education in international schools. Further, there is a strong positive perception that suitable curricula would be adopted from native speaking backgrounds. However, there is a divided view on who is capable of managing ELT departments or schools. In this regard, the study determined that parents have a moderate positive perception towards NNESTs to take a lead in managing international schools and their ELT departments at both school and institutional levels. From the findings, the study recommends that deliberate measures be put in place to encourage NNESTs to take a lead and engage both learners and their parents (communities) with strategies that assist them spread the word and express their confidence, competences, and build trust with parents. It also suggests that government put in place policies that encourage further language education like shared scholarships from native speaking learning institutions, NGOs and the private sector for ELTs to enhance their teaching and management skills.

DEDICATION

I dedicate this work to my late sister Juliet, my late mother Regina, my father, my children; Joshua and Takondwa, my siblings and God's goodwill. It is because of you that, I have managed to put this report together.

ACKNOWLEDGEMENTS

I would like to pass my greatest regards and thank God for granting me good health and grace to see me through this research report writing. I acknowledge love and time my children/my entire family gave to the support and the valuable guidance offered by my Supervisor. Professor Austin Cheyeka. Special recognition goes to my colleague, Ms. Diana Ndina Lumano who proofread my work and for offering helpful guidance. May God be blessed!

DECLARATION

I, *Regina Mwango Daka*, hereby declare that this research project report is my own original work and has not been presented for examination in any other institution or learning institution for any academic credit.

Signed

Date: October 2019

REGINA MWANGO DAKA

APPROVAL

I certify that this work is the result of the student's own effort.

Sign: (Supervisor) Date.....

PROF.

LIST OF ACRONYMS

EFL	English as Foreign Language
ELL	English Language Learners
ELTs	English Language Teachers
ESL	English as a Second Language
IBM-SPSS	IBM - Statistical Package for Social Sciences
IELTS	International English Language Testing System
IJHSS	International Journal of Humanities and Social Sciences
ISA	International Schools Association
L1	First (or Main) Language
L2	Second Language
LICS	Lusaka International Community School
MoE	Ministry of Education
NESTs	Native English Speaker Teacher(s)
NNESTs	Non-Native English Speaker Teacher(s)
TESOL	Teaching English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language

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CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND

In today's globalized world, language knowledge becomes more important for good and skilled communication, especially the English knowledge is necessary to be competitive and for communication worldwide. The English language is the most frequently spoken, acquired, and taught language all around the world. For more than two decades, the language has been 'an unchallenged *lingua franca* and a most common means of global communication' (Crystal, 1997). According to a TESOL *International Association Annual Report* (2014), 'there are 1.5 billion English learners worldwide'. The number of English Language Learners (ELL) is rapidly growing in the contexts of both English as a foreign language (EFL) and English as a second language (ESL). Standardised English language proficiency tests such as the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) now have a speaking component that is crucial in determining a learner's level of language competency and knowledge. Similarly, in college level English language classrooms, the speaking and listening components are integral as well.

There are two groups of teachers – Native English Speaker Teachers (NESTs) and Non-native Speaker Teachers (NNESTs) – who teach English as a second language. Brown (2013) defines a NEST as 'someone who's main or first language (L1) is English and who has learned it first as a child', and NNEST as 'one who learned a language other than English as a first language, and is learning or has learned English as an additional language (L2)'. The status of English as a world and foreign language is obviously due to its large number of native speakers worldwide, but also 'its simplicity in grammar, structure and vocabulary making it one of the most important languages in the world' (Amin, 2016). According to Amin (2004: 83), "there are approximately 380 million native and more than 700 non-native speakers of English all over the world". This results in large parts of today's communication taking place in English. Thus, good English language speaking and knowledge is a precondition for many jobs and educations – emphasising its current importance.

In the field of English language teaching, a growing number of teachers are non-native speakers. Canagarajah (1999) notes that ‘80% of the world’s English language teachers are non-natives’. In addition, there has been debate in the past years about whether native or non-native English language speakers are better at this language teaching and, due to globalization; ‘the number of English teachers available is rising steadily’ (Alseweed, 2004). In this regard, today’s teachers of English come from a broad range of countries and thus have differing cultural and linguistic backgrounds. These backgrounds “have influences on the teachers” teaching styles, methods, knowledge of the language and culture, and their general understanding of the teaching context and their students” (Alseweed, 2004: 57).

Zambia is a country where English language has been taught as a foreign language starting from primary schools up to higher educational institutions all over the country. However, the current situation is that children have to be taught in local languages in which their schools are located in a province in which that language is dominant. For example, Western province is dominated by Silozi as a language of instruction from grades one to four. Besides this, the education and training policy issued that, English will be taught as a subject starting from basic school grades and it will be the medium of instruction for secondary and higher education. These changes in the national policy are aimed to promote mother tongue teaching in primary education, alongside English as an instruction medium in secondary education.

Research on non-native English-speaking teachers is a fairly recent phenomenon as issues relating to them used to be politically incorrect to be studied and discussed openly (Al-Issa, 2005; Zughoul, 2003). As such, the place of non-native speakers as English teachers has probably been an issue as long as English is taught internationally. However, the majority of students worldwide learn English in foreign language contexts and, consequently, ‘most teachers of English work in such contexts too’ (Cook, 1999). In addition, ‘NNESTs teach most English language learners in the world’ (Bulter, 2007; Evrim, 2007). Medgyes’s (1992/1994) work has laid emphasis on issues relating to NNESTs in the area of teachers’ self-perceptions as well as learners’ and their parents’ perceptions of their EFL teachers whether they are native or non-native speakers. Furthermore, many researchers (e.g. McDonald & McRae, 2010; Widdowson, 1994; Xiaoru, 2008) have studied issues relating to NNESTs and NESTs. This is the more reason this study to further studies by looking at learners’ parents’ perceptions on NNESTs and their leadership capacities. It therefore distinguished itself by focusing on parents rather than learners, administrators, or teachers in *Zambian international schools’ perspective*.

In the leadership context, “Fully elected boards, especially parent boards, and fully self-perpetuating boards can be problematic and the hybrid (international schools) model has distinct advantages” (James & Sheppard, 2014: 2). Several scholars and practitioners agree based on their experience in the profession or from research results that school principals play the most essential role in a school in all aspects ranging from the daily management of the school to fostering high standards and quality of educational practice. “School principals play a crucial role in school-wide efforts to raise standards of teaching and pupil learning and achievement” (Day & Harris, 1999: 6). “The leadership of the principal is known to be a key factor in supporting student achievement” (Wahlstrom & Louis, 2008: 458). Further, Cunningham & Cordeiro (2006) stressed, the school leader role focuses on ‘curriculum and instructional development; supervision; program, teachers and their evaluation, resources provision, and continuous development of teaching and learning’ (in Hang, 2013: 1). According to Beyer & Ruhl-Smith, principals are the “ones who empower others, encourage creativity and flexibility, promote collaborative planning and share decision-making in an effort to develop trust throughout the school setting, and utilize these qualities as a catalyst for successful school restructuring and reform” (1998: 116).

The leaders’ capacity is the key to a good school environment, and in achieving teaching (including teaching English) and learning quality. A “good leader is important to teachers, and it affects their decision about where to work; more effective principals are able to staff schools with more effective teachers” (Rice, 2010: 1). With such responsibilities, school leadership must implement their duties responsibly and carefully or mistakes would cause dissatisfaction among learners’ parents, teachers and subsequently, low achievements for the school management and “student learning outcome” (Barnett & McCormick, 2004: 406). The principals and school leaders who are implementing their roles and duties should be constantly reviewed and assessed for transparency in schools, because their leadership has an impact on “parents and teacher morale, job satisfaction, and motivation” (Evans, 2001: 291). One of the methods in assessing leadership is to examine the parents’ perceptions of their principals because they work closely and directly with them. As pointed out by Scotti and Williams, “parents’ perceptions of their principal’s leadership are one of the key variables that affect the school productivity as a social organisation” (in Luo & Najjar, 2007: 2). These aspects have made it the core motivation to carry out a study to assess parents’ perceptions regarding leadership capacities in Zambian International Schools.

1.1 INTRODUCTION TO RESEARCH PROBLEM

With the above background, it is noted that the important and basic elements of the education system and administration are the students, learners' parents, managers, curriculum, and the teacher. Without one of these elements, there would not be any education in schools. In a training program, there are many facilities, tools, and equipment, which are designed to meet the needs of the students. However, an effective teacher is important for a successful training program – a 'key element of the effective English language education program' (Miller & Miller, 2002). To meet these expectations, teachers and their leaders must be well trained and have the competencies that will lead to students' success. This is also the case for ELT and leadership in learning institutions, especially international schools. To meet the expectations and needs of parents (and their children), "Teachers of English must be well-trained and armed with necessary competencies, which will help them teach effectively" (Mustafa, *et al*, 2013: 4). There has been debate on the competences, attitudes, perceptions and other research concerning NNESTs as well as leadership capacities pertaining to international schools management worldwide but little or no research has been undertaken to determine such virtues in the Zambian context, especially one looking at learners' parents. It is therefore the intent of this study to determine such within the Zambian international schools.

1.2 STATEMENT OF THE PROBLEM

Research on NNESTs is 'a fairly recent phenomenon as issues relating to them used to be politically incorrect to be studied and discussed openly' (Al-Issa, 2005; Zughoul, 2003). As such, the place of non-native speakers as teachers of English has probably been an issue as long as English is taught internationally. Further, "There are over 5000 English-medium international schools worldwide, which are attended by over 4 million students and they continue to grow in number rapidly" (James & Sheppard, 2014: 2; ISCR, 2010). The way they are governed, the learners' parents, and their perception on such leadership capacities has not been analysed extensively to date, particularly in Zambia's international schools. This research intends to do so, by reporting about international schools leadership and in particular the parents' perceptions on leadership capacities.

1.3 STUDY OBJECTIVES

1.3.1 OVERALL OBJECTIVE

The purpose of this study was to determine the parents' perceptions of Non-native English teachers of English language and leadership capacities at International Schools in Zambia.

1.3.2 SPECIFIC OBJECTIVES

- 1) To assess parents' perceptions on NNEST's teaching of English in international schools in Zambia
- 2) To assess the parents' perceptions on leadership capacities at international schools in Zambia

1.4 RESEARCH QUESTIONS

In an attempt to investigate the problem, the following research questions were considered;

- A. What are the parents' perceptions on NNEST's teaching of English in these research domains?
 - I. Teaching and Learning as a foreign (or official) language
 - II. English curriculum (content, manuals, textbooks)
- B. What are the parents' perceptions on leadership capacities in these domains?
 - I. Leadership (headships) in English Language departments of international schools
 - II. Overall leadership (principality) in international schools

1.5 STUDY LIMITATIONS

The study was limited to parents (including teacher-parents) and English language teachers between the ages of 16 – 60 years. Therefore, the findings of this study were not directly being applicable to the entire population groups that included learners of different ages and characteristics. Further, due to limited resources, the study was conducted only in a few private (or for profit) international school establishments and did not include public or community (not

for profit) schools regardless of their classifications. This means that not all school classifications were covered; however, this aspect was mitigated by ensuring that the selected sample is as representative as possible. Furthermore, owing to the sensitive nature of the topic researched, truly, there were non-responses from certain participants creating a bias in the data collected. This was however be mitigated by employing more skilful and caution when soliciting for information and also by making follow ups.

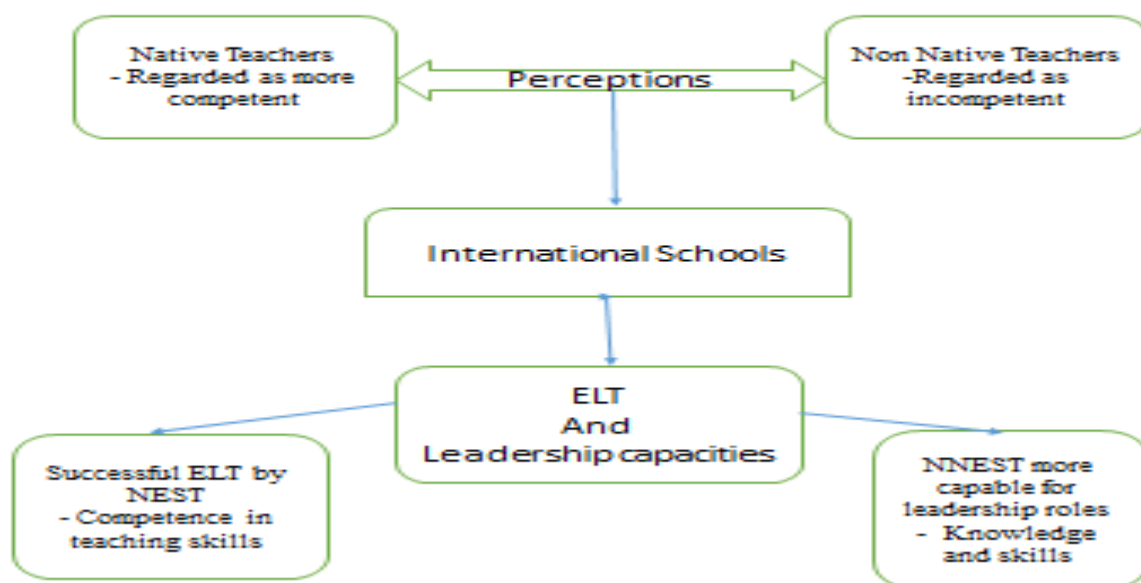
The researcher expected respondents to be afraid in providing the data fearing that the information provided may be used for other purposes. The researcher and the enumerators went about dealing with this limitation (or fear) by assuring the respondents of the strict confidentiality of the information obtained. We stressed to respondents that this information should only be used for academic study purposes as indicated on the questionnaires. Very few respondents raised the issue of anonymity though, but the researcher managed to overcome this by assuring them strict non-identification and non-disclosure agreement of the respondents in the project and in the future. Time limit indeed was the other problems. The researcher also expected to find difficulties in locating certain parents, as they are usually accessible at opening (or open days) when they are escorting or delivering their children from holidays. This required soliciting their contact lines for telephone interviews. This required extra funds for airtime and time consuming. The researcher mitigated this by making appointments with the schools' administrations for questionnaire submission to parents.

1.6 STUDY DELIMITATION

The scope of this study was delimited to the following aspects:

- All participants in this study were from Zambia's two international schools from Central and Copperbelt provinces only. Therefore, the results were not generalized to parents' perceptions in other countries.
- As such, the views, beliefs, and perceptions of public primary, secondary schools, and university teachers were not examined during the investigation.

1.7 Conceptual framework



Source: compiled by the author

The conceptual framework used for the study identified perceptions of learners' parents towards English language teaching and leadership capacities in international schools. There are two groups of teachers – Native English Speaker Teachers (NESTs) and Non-native Speaker Teachers (NNESTs) – who teach English as a second language in international schools.

1.8 OPERATIONAL DEFINITIONS

To facilitate the understanding of this report, these terms and/or concepts were defined:

ATTITUDE(S) – The positive or negative evaluation towards an object, event, or evaluation of an object or something generally.

ENGLISH AS A FOREIGN LANGUAGE (EFL) – Learning of non-native language in the environment of one's native language. This applies to the case of Zambia.

ENGLISH AS A SECOND LANGUAGE (ESL) – Learning English in a country where English is the primary or official language. This specific title is to characterize when students are living in an English speaking country and their native language is a foreign language.

FIRST LANGUAGE (L1) - Also known as native language or mother tongue - is the language(s) a person has learned from birth or within a critical period.

INTERNATIONAL SCHOOL – The nature of the student population; typically multinational; who established the school; one or more overseas groupings of some kind; or who owns the school – that is, individuals, the parents of the students or a foreign government; and whether the school belonged to or was entitled to belong to the International School Association.

LEADERSHIP (MANAGEMENT) - The leadership of an organisation can take many forms and can be distinguished in many ways and management roles. In this study, leadership meant

- 1) The quality of being a good leader,
- 2) The position of leader,
- 3) The few people who are the most important members of a party or group.

Management is:

- 1) The activity of directing or running a business,
- 2) A group of managers/directors

Manager entailed

- a) The head of a department,
- b) A person in charge of a branch.

NON-NATIVE ENGLISH-SPEAKING TEACHER (NNEST)/INSTRUCTOR – This term refers to a teacher or an instructor teaching the English language, but who does not use English as first language (mother tongue) in his/her home country.

SECOND LANGUAGE (L2) – The language(s) learned after one's first language.

PERCEPTION(S) – These are views or opinions held by an individual resulting from experience and external factors acting on the individual. It can also be the process by which organisms interpret and organize sensation to produce a meaningful experience of the world.

TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) – meant teaching English to students whose first language is not English. It usually occurs in the student's own country; either within the government or private school system.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In this chapter, the researcher sought to outline the literature as reviewed in relations to the study at hand. This review helps in ‘demonstrating familiarity with the knowledge body and establish credibility, and, show how the current research project is linked to past research’ (Neumann, 2006). It relays on data obtained from published reference materials as books, magazines, etc. and further provides an overview of major relevant activities earlier studied in relation to the subject. As put by Kombo and Tromp (2009), ‘the main purpose of literature review is to determine what has been done already related to the problem being studied’. Thus, the chapter reviews research and other relevant secondary sources on the perceptions of learner’s parents on NNESTs Teaching of English and leadership capabilities in international schools. It will briefly determine what is meant by nativity and non-nativity in language teaching as put by other scholars as well as on perception as understood in context. An attempt is made to include literature from the West, Africa and Zambia.

2.1 ABOUT NATIVITY AND NON-NATIVITY IN ELT

There has been confusion about what constitutes nativity and non-nativity particularly as the terms somewhat point to tribal, ethnic, and cultural orientations one is affiliated to. Today, the aspects of ‘native’ and ‘non-native’ English speaking teacher is rarely talked about in public, although teachers of either affiliation are keen to talk about it’ (Jin, 2005). Suárez (2000) argues that the term ‘native’ is ‘an ordinary word that denotes the locality one is born (or brought up in) and it has a positive connotation in the ELT field’. In contrast, the term ‘non-native’ appears too embarrassing to mention and it has low priority on the ELT agenda. Moreover, ‘it has negative effects on the teachers’ morale who feel inferior and inadequate when they compare themselves to their native colleagues’ (Suárez 2000: 48). He points out that anything following the negative prefix ‘none’ is bound to be negative.

However, Lee suggests six defining features of a native speaker that some authors such as Kubota (2004); Maum (2002) and Medgyes (1992) support and agree with. These are the individual “1) acquired the language in early childhood and maintains its use; 2) has intuitive

knowledge of the language; 3) is able to produce fluent, spontaneous discourse. 4) is communicatively competent and able to do so within different social settings; 5) identifies with or is identified by a language community, and 6) does not have a foreign accent.” (in Lee, 2005: 8). As such, several researchers have stated that ‘the definition of native and non-native speakers is problematic’ (Chang, 2007; Liu, 2008; Medgyes, 1992). In this sense, being a monolingual speaker of a language (which is rare) and being born in a particular place does not adequately facilitate the quest in defining the native speaker since many native speakers of a language do, in fact, ‘speak other languages besides their own; and monolinguals may be the exception rather than the norm’ (Maum, 2002).

2.2 ABOUT PERCEPTION(S)

Different scholars have defined the term perception differently making the concept rather ambiguous. Damask and Mellet describe perception as “A cognitive act in the cognitive relation between man and world, accomplished through the senses, a sensory act in which the real world is visibly involved” (1982: 21). Forgas and Melamed defined it as “The means by which the information a person acquires from the environment is transformed into experiences of objects, events sounds and tastes” (1976:3). Similar to this is Roth and Frisby’s conception that it refers to “the means by which information acquired from the environment via the sense organs is transformed into experiences ...” (1986:81).

In essence, it appears that the definition of perceptions are limited to the cognitive component of attitude which Triandis describes as “an idea which is generally some category used by humans in thinking” (1971: 3). However, Cook (1979:2) describes perception as “the way people react and respond to others in thought, feeling and action”. As such, the perception concept can be used differently and has more than one aspect. For example, there are physical aspects of perception, which include the physical properties of the stimulus such as ‘the hue, saturation and brightness, the receptor organs, the eye with iris, fovea, etc. and the transmission of impulses from the receptor to the brain’ (Forgas, & Melamed, 1976). In all, perceptions here entail the attitude, feeling, beliefs, values, and weight people put towards the environment, people, situations (or experiences) with NNESTs and leadership capabilities.

2.3 PERCEPTIONS ON NON – NATIVE SPEAKERS’ TEACHING OF ENGLISH

2.3.1 THE GENERAL (GLOBAL) PERSPECTIVE

It has noted that ‘English is now widely acknowledged as an international language with official status in at least 80 countries around the world’ (British Council, 2016) with ‘more non-native speakers (NNSs) than native speakers (NSs)’ (Galloway & Rose, 2015). About 74% of tourists travel internationally from non-English-speaking countries to non-English-speaking countries, highlighting the role of English in international communication as ‘an important language for the increasingly mobile international world’ (Graddol, 2006). Moreover, thanks to the development of social networking sites such as Facebook, the internet now serves as another important medium for the dissemination of English, enabling language learners to interact in English with various speakers globally. The teaching and learning of English have become a driving force in analysing certain social and cultural discourses while ethnic and racial relations have been altered because of the language.

Many studies have generally been carried out regarding perceptions of particular subjects on non-native (and native) English language teaching as a foreign language. Some observable studies are those of Gil (2009); Kirkpatrick (2007); Phillipson (1992); Cortazzi and Jin (1996); Reeves and Medgyes (1994) as well as Brown (2007). Canagarajah (1999), for example, has indicated that ‘although the number of non-native teachers has reached more than 80% of all English teachers in the world’ (in Gil, 2009), NNESTs are still widely considered less qualified than NESTs. In essence, the dichotomy of native and non-native speaker happens because of “native speaker fallacy” - that is, as put by Phillipson (1992), “an assumption that the native speaker is the ideal teacher” (in Gil, 2009: 90).

This assumption from these studies put it that native speakers possess the language proficiencies, which include the capability of using idiomatic expression and speak fluent English because they are ‘the owners’ (Samimy & Brutt-Griffler, 1999) and have ‘first-hand knowledge’ (Kirkpatrick, 2007) of the language. As such, native speakers do not have difficulties in pronunciation because they have acquired the language since they were born with it, and they are able to judge which utterances are grammatically acceptable and which are not. Beside their linguistic proficiencies, ‘native teachers also possess the knowledge of cultural connotations of English’ (Gil, 2009). This connotation puts the non-native speakers at a

secondary or negative view to teach English particularly in what are considered international schools. For example, English has specific ways and expressions for greetings or to extend wishes, condolences, which are different from learners' own cultures. This puts the researcher in a good position to utilise this aspect to analyse the finding to ascertain similarities or differences (positive or negative view) with regard to learners' parents.

Furthermore, because of these advantages, native speaking teachers are said to outperform the non-natives and are able to occupy the central position in English learning and teaching all over the world. They are teachers in their own countries (inner circle) and sent to the outer and expanding circle countries to teach or to train NNESTs. As such, in countries where English is learned as a foreign language, 'the native speaker teacher is a real gift and can be students' favourite' (Gil, 2009). This gives this study the reason to assess whether this extends to the attitudes, beliefs, and values that learners' parents have. It is however not the researchers' preconceived thought that this true but a question it seeks to answer.

Further, studies have shown that there are some circumstances where NESTs may fail to meet learners' expectations. For example, 'in an English language class in one of China's international school, the students thought that their NEST did not teach writing effectively' (Cortazzi & Jin, 1996). This is because the student's perceptions of writing discourse, process, and organization were different from the teachers. In other words, these students had different thinking ways, which was influenced by their eastern tradition, while the teacher brought with her the Western one she was more accustomed to. In this sense, not only the NNEST employed in EFL context (in the given example), but also the NEST in their own country teaching to students from other countries may face similar difficulties.

A similar study conducted by Han (2005) on Korean students studying in Australia revealed that 'they viewed their NEST negatively because the teacher lacked understanding of Korean culture'. In contrast to the above case, "the students expected their teacher to be more concerned on their learning difficulties, and even should have knowledge in their language" (Han, 2005: 7). In both studies, it can be noted that the natives and non-natives dichotomy mostly bring disadvantages to the latter. Compared to NESTs, NNESTs usually feel that they have many weaknesses, which in turn make them lose confidence when teaching. A correlational study conducted by Reeves and Medgyes (1994) showed that 'there is a relationship between the teachers' proficiency and their self-image' (in Samimy & Brutt-

Griffler, 1999). NNESTs not having a very good command of English, especially in oral proficiency, mostly possess low self-image and this influence the way they teach.

The lack of competence possessed by NNESTs might be true. In the case of ELT in Indonesia, students may find that their English teachers are far from satisfactory. In terms of educational background, not all teachers of English have appropriate qualification or have a chance to pursue ELT training. The teaching methodology is still traditional, and the resources are limited. As a result, learners do not get make much improvement' (Nur, 2004). Besides struggling with their own self-perceptions, NNESTs also have to face the learner's perceptions. Learners in general hold a belief that NNESTs are less competent, and they prefer to be taught by native speakers because they can get the perfect model. This conception gives the researcher to pursue this thought in a more different context – that of the learners' parents and in a more streamlined environment as that of international schools.

However, Brown (2007) puts forward a positive acknowledgment that 'NNESTs actually possess distinct advantages over NESTs'. According to Brown, NNESTs may not always be able to achieve native-like oral proficiency, but they might have excellent skills in listening, reading, or writing. In dealing with their weakness in speaking or pronunciation, Brown suggests NNESTs to compensate it by using media such as recording of native speakers' voices along with other models of English varieties. More convincingly, Medgyes (1992) states that 'language competence is actually only one variable in teaching skills. There are other variables like personality, behaviour, experience, aptitude, charisma, sex, age, motivation, training, and so on, which need to be taken into account. As such, if NESTs and NNESTs are compared within these aspects, it is likely that both are equally competent in teaching practice. For example, a NNEST may be charismatic according to the students because of his/her ability in telling stories, making jokes, playing games, or ability to build relationships. This context can be used in this study to pinpoint strengths or derive a positive attitude as seen by parents as opposed to learners or otherwise. This study therefore will endeavour to utilise this approach to evaluate perceptions in this regard.

In addition, Phillipson (1992) claims that 'NNESTs can be better qualified than NESTs because; 1) they have been through the complex process of acquiring English language competences, 2) have insights on learners' linguistic and cultural needs, 3) are aware of the difficulties and differences between L1 and L2, and 4) have first-hand experience of using L2'.

Furthermore, Medgyes (1992/2006) proposed the six assets of NNESTs. Those assets are; ‘(i) NNESTs are models of successful learners. They would not be able to become teachers of English if they had not learned the language successfully. As such, all the process and success can motivate the learners to make the same achievement or even better. (2) NNESTs can teach learning strategies more effectively as they have experiences and know how to learn the language through a conscious process, unlike the NESTs who just acquire it. Therefore, they can apply and share their strategies to the students.

Furthermore, (3) NNESTs can provide learners with more information on the language. It is because they have learned English from scratch and during the process; they understand how the language works. These teachers have bilingual or even multilingual competence, and according to Canagarajah, this competence “develops a deep metalinguistic knowledge and complex language awareness” (1999: 80). Further, (4) non-native teachers are more able to anticipate learner’s difficulties. Through their own learning experience, NNESTs know what is difficult and easy, so they can anticipate when their students encounter certain problem. Medgyes (2006: 438) puts it as having a “sixth sense”, so NNESTs can predict and prevent the students’ linguistic problems. This also goes with the leadership that results from applying such skills. Phillipson also stresses that (5) non-natives can benefit from using the same mother tongue as the students. In the past, there was a notion that a successful lesson must be conducted entirely in English. However, now many experts agree that the use of L1 can make the teaching and learning process more successful. It can serve as “the most genuine vehicle of communication between teachers and learners” (Medgyes, 2006: 439).

Harbord (1992) also approves of the ‘use of L1 in a second language classroom and calls it as a ‘humanistic approach’ because it can facilitate the communication as well as rapport between learners and teachers’. Learners are given opportunity to switch to L1 when they have difficulties in finding the correct expression in English. Therefore, they will be less fearful of making mistakes. Besides, L1 can also be used for time efficiency. Students may feel frustrated being taught by a native speaker teacher because they may not always understand everything in English. However, when NNESTs use their mother tongue to explain difficult language items such as grammar patterns or certain expressions, the lesson is easier to grasp. This notion can provide an insight on how parents in different social and cultural contexts can use this approach and build judgements for or against NNESTs. The challenge would be on how they use this for leadership in their departments.

The idea of this study is to assess how learners' parents feel, think, or perceive NNESTs to teaching of English. It could be assessed as negative (bad) or positive (good). Furthermore, the question remains as to how non-natives are capable of taking a lead in management positions in international schools. In this sense, Cortazzi and Jin (1996) argue that 'having the same first language can also mean having the same background in culture, habits, or perspectives. As such, "non-native teachers are capable to understanding learners' behaviours in the class, e.g., why learners seem passive or do not ask questions, which for native teachers, this might not be favourable"' (Cortazzi & Jin, 1996: 196). In addition, non-native teachers understand learners' responses to particular topics such as women's roles, family values, religious issues, and norms in their society. Native teachers might not be all familiar with these or they have different perspectives.

For some EFL learners and their parents, cultural identity might be an important issue when it comes to building perceptions about who teaches them or their children. As such, non-natives could play important roles by helping learners acquire English successfully, while at the same time maintain their cultural identity. This can have influence on how people look at them, particularly when they are charismatic or known intellectuals. Being able to understand the students' backgrounds, 'a non-native teacher can conduct a lesson that is more culturally responsive, for example by including local topics in the lesson materials' (Mumba, 2006). This highlights a need to analyse how cultural, racial, or social virtues would influence people's views in teaching English as well as peoples' capabilities to manage schools. In all these studies, it is noted that much of them are focused on learners' perceptions on their NNESTs versus NESTs in the teaching of the language at the global level. This gives this study a unique perspective in that it focuses on learners' parents other than the learners themselves or the public. It is thus the credible point to note and the reason why this research need to be carried out. It will add a unique perspective, add to various knowledge bodies, and provide new insights in this regard.

2.3.2 THE AFRICAN PERSPECTIVE

Mebratu Mulatu, *et al* have taken a study to "assess the perception of students and English language teachers towards their English language instruction in the schools in Sidama Zone, Ethiopia". The main objective of the study was "to assess the perception of students and English language teachers towards their English language instruction in the schools in this Zone"

(Mulatu, *et al*: 2008: 1). However, although this study focused on students' perceptions, it holds similarity to this study as students' attitudes towards their teachers could be similar to those of their parents. Usually, if there could be disparities, then they are certainly minuet. It also helps provide distinction and credibility as the findings could hold similar but credibly opposite understanding.

The results of the study confirmed that “though English language teachers have knowledge about the role of teaching English-foreign language status, majority of the English language teachers (70%) had limited knowledge about language policies, strategies, and directions identified in Ethiopian education system” (Mulatu, *et al*: 2008: 1). They have also limited access to know different education sector development program frameworks. Regarding students' perception towards the language, “the results disclosed that most of the students (86.4%) confirmed English language is more difficult to learn”. Thus, various organizations should design capacity building trainings to ELTs not only on language policies and strategies but also on English syllabus and curriculum. In addition, ELTs should use various techniques to meet students' English language needs. This study helps the researcher have a context in which to analyse various perceptive orientations in the Zambian environments.

2.3.3 PERCEPTIONS ON SCHOOLS' LEADERSHIP

Edgerson and Kritsonis, (2006) argued that a teacher's success in the classroom is a direct consequence of their relationship with their principal. In the contemporary developments of empowerment, parents' participation must be increased in the decision-making that affects their confidence in administrators, and ‘parents together participate into their own plan for school's future’ (Ornstein & Levinne, 2006). The relationship between principal and parents differs much according to school location and number of teachers in each school. However, the relationship should exist to improve the institution. With the significance of parents' satisfaction and perceptions, they should be the ones who need to be involved in “indirectly or directly assess and evaluate their children's and teachers' leadership capabilities and English language teaching competencies” (Hang, 2013: 1). Parents have to find out how satisfied they are with their children's school leadership and job satisfaction among them and “to explore the strengths and weaknesses of school management” (in Hang, 2013: 1). This notion provides tools that can be used in this study to analyse the parents' perceptions.

According to Schoenfeld, ‘parents’ perceptions, beliefs, and attitude greatly influence not only how, but what they do to improve the schools they take their children’ (in Babich, 2010). Parents’ perceptions, attitude, and methods for leading classrooms have a direct and indirect role in influencing a child’s academic experience, including learning English as a foreign or official language. Attitudes and beliefs here pertain to goals and values the parent has and how they view their children’s teachers, English teaching procedures and content. Often, parents’ beliefs ‘influence decisions regarding leadership methods and they affect students’ viewpoints towards learning as these are often formulated early in life’ (Qbeita, 2011: 76). If a teacher is a NNEST, one can be negative towards teaching EFL, and is apathetic in delivering English as Foreign Language content, a large number of students are likely to mirror these beliefs and views, especially during kindergarten and elementary grades. This study could be a useful tool to focus our study of the Zambian International school leadership and the perceptions of learners’ parents. The notions many parent boards or groups tend to escalate necessitate this study thus making it unique.

Lucy Sibanda has attempted to “explore the perceptions of deputy principals of formerly segregated township schools in South Africa on the concept of distributed leadership” (2018: 781). She stresses, “In the apartheid dispensation, school leadership style was hierarchical and centralised on the principal, but now distributed leadership has gained global attention because it allows different leadership roles to be allocated over multiple members of the school, for the purpose of improvement of learner achievement” (Sibanda, 2018: 781). The findings here revealed, “Principals understood distributed leadership as sharing responsibilities and working collaboratively for the sake of learners’ achievement”. Although principals strongly believed in the benefits of empowering teachers to make decisions concerning the school, the deputy principals showed a lack of trust in teachers’ ability to take leadership and believed that if teachers are given that power, they may abuse it.

This background gives impetus and a hint on what other people, including fellows within the teaching profession can have particular feeling, attitudes, and perceptions, negative or positive, towards leadership capacities in school management. This could come from the notion that African governance and leaderships are marred with corruption, totalitarian tenets, and demagogic. Others would express incompetence in persons based on race or national origin. For example, it is a common notion that Europeans or American possess high levels of education and thus bear greater leadership capabilities. These notions pose a need to investigate

what attitudes people may bear on culturally diverse international schools particularly in Zambia. This study can aid in that, as Sibanda recommends, “formal leaders in schools build trust relationships in which teachers feel entrusted to make good decisions for their schools”. This would promote a more suitable and comfortable working environment for every parent, teachers, principals, investors, and stakeholder in international schools.

2.3.4 THE RESEARCH GAP

The native/non-native concern is a very interesting topic and calls amazing interest in the field of ELT as well as that of education management. From the above literature, it is noted that many researchers have attempted to carry out studies, particularly in the ELT subject. For example, Benke and Medgyes (2005) studied differences in teaching behaviour between native and non-native teachers. Liu & Zhang (2007) analyzed student perceptions of native and non-native teachers. Alseweed (2012) investigated university student’s perceptions of the influence of native and non-native teachers. Brown (2013) examined students’ attitudes and perceptions towards the teaching behaviour of native and non-native teachers. Therefore, the main essence of carrying out this study is to feel the research gap on perceptions of non-native teachers of English and leadership capacities in international schools. Though limited to the Zambian perspective, this would help in shaping another path of looking at the perceptions, negative or positive, from the learners’ parents’ point of view.

CHAPTER THREE

METHODOLOGY

3.0 RESEARCH DESIGN

The purpose of this study was to determine the learners' parents and their Perceptions of Teaching of English and Leadership in International Schools in Zambia. Therefore, descriptive survey method was used as the appropriate design; because, the study was directed towards people, their opinions, attitude and behaviors. This design is also commonly employed to collect detail description of existing educational and leadership analysis phenomena with the aim of producing data that justify current conditions and practices in educational settings. According to Best and Khan (2006), descriptive research attempts 'to describe systematically a situation, problem, phenomenon, service or program, or provides information or describes attitudes towards an issue'. The method was selected because the nature of the problems needs wider description and detailed analysis of existing phenomenon with the intent of employing data to justify current conditions. This research further applied both quantitative and qualitative methods in analyzing the perceptions and leadership capacities, with a focus on two selected international schools in Zambia. This study therefore adopted a mixed method design. A mixed-method approach has been considered so that the researcher can have a holistic picture of the perceptions in this regard.

3.1 Quantitative Design

The Quantitative methods looked at quantifying data and generalise results from a sample of the population of interest. It aimed at looking to measure the incidence of various perceptions, views and opinions in a sample or aggregate result. The aim also was to count or quantify views in an attempt to explain what was observed. This is included in the study through making descriptive and observational measures as means of analyzing and presenting data that concerns the experiences of the respondents. This method helped in the systematic calculation and presentation of data to give a clear picture of the problem.

3.2 Qualitative Design

The Qualitative approach was adopted as 1) concerned with a quality of information; 2) attempt to gain an understanding of the underlying reasons and motivations; and 3) establish how people see and interpret their experiences and the world around them. A qualitative method ‘provides insights into the setting of a problem, generating ideas and/or hypotheses’ (Khan, 2006). The relevance of applying qualitative design in this study was to help explore the respondents’ experiences for easy recording of the possible new views. The design also helped to focus on broader understanding and deeper insight into the parents’ behavior.

3.3 STUDY SITE AND POPULATION

This study was focused on two (02) international schools in Zambia. The exact populations in terms of learners’ parents, leaders, and Teachers of English (or of the students) were unknown in these case studies at the time of the study.

3.4 SAMPLING - SIZE AND DESIGN

A total sample size of 100 adult respondents (both males and females), that is, of the ages 16 to 60 years, from the selected case study international schools. The target groups were restricted to any parent (including English language teacher parents) and guardians known to have a learner admitted/enrolled at the case studies. According to Mouton (1998), the key concept in sampling is representativeness. He has also contended that ‘unless the sample from which we generalize, ‘truthfully’ or ‘faithfully’ represents the population from which it was drawn, we have no reason to believe that the population has the same properties as the sample’. Thus, to achieve fair representation of sampling, both purposive and random sampling techniques were used to select respondents from the selected schools. Hence, two international schools were selected purposively and randomly. This formula calculates the sample size is used;

$N = Z^2PQ/D^2$, where N = Sample size, P = Population size (Estimate), Q = 100- P, D = Margin of Error +/- 5%, and Z = 1.96 from normal distribution which is 95% confidence interval. For the purpose of this study and its magnitude, the researcher chose this sizable sample size to mitigate the cost of doing it while hoping to achieve accuracy in the findings.

3.5 DATA COLLECTION METHODS

The researcher went over some terms and basic concepts and answered few questions from participants before they started to administer the questionnaire. Participants used between 15-20 minutes to answer the questions. Participants responded mostly with a simple Yes/No answer. Some of the questions required one or two sentences to give reasons or to make suggestions to support their answers. Responses were based on parents' understanding and knowledge of the questions provided for the research. Each category was coded and interpreted for analysis in accordance with the objective of the study. Then the data was categorized according to themes used in the tools. As such, data was accessed through hard and soft data, which involved calculation of numerical values and use of words for both quantitative and qualitative methods. For quantitative domain, data was collected using a questionnaire, and qualitative domain using a structured interview questions.

3.6 TOOLS AND INSTRUMENTS

A. Questionnaire

To achieve objectives of the study, a quantitative methodology involving a close-ended questionnaire was used as the measuring tool. Because, the close-ended questionnaires could be administered to groups of people simultaneously since they are less costly and less time consuming than other measuring instruments. In this research, questionnaires were used to obtain quantitative data from respondents. As a result, 100 questionnaires were distributed.

B. Interview Questions

The researcher to get additional data to substantiate the information obtained by questionnaires used a one-on-one interview style question. Through this part of data collection instrument, the researcher used unstructured interview questions to address opinionated views, attitudes, and perceptions that may be involve emotional expressions etc. This was administered through emails and/or telephone interviews to captured respondents.

3.7 DATA PROCESSING AND ANALYSIS

In order to find the results in the study area, this study analysed different documents such as the questionnaire. The researcher used this method in order to crosscheck with the existing

facts on the ground. The method of data analysis was based on the nature of the data, as there will be two kinds of data: quantitative and qualitative. SPSS version 21 and Microsoft Excel of computer programs were applied to analyse the quantitative data. There were three types of data: responses to the 4-5-point Likert scale, dichotomous questions, and open-ended questions. For the Likert-type questions, the answers were given a numerical score (1 -5). For the dichotomous questions, numerical values were assigned to each answer (Yes = 1 and No = 2). Participants' responses to the open-ended questions were analysed by the researcher.

Upon collecting information from the field, all questionnaires were checked to ensure uniformity, consistence and completeness. First, the relevant data were coded, summarized, and transferred into SPSS for further analysis. However, apart from processing and analysing data, the Excel was be utilized for building diagrams, tables, graphs, and pie charts etc. to ease understanding. Qualitative data was analysed textually by grouping information thematically based on explicit rules of coding from the respondents. The coding involves building and applying a concept dictionary of fixed vocabulary of terms based on which words are extracted from the textual data for coding or statistical computation. Qualitative content analysis can involve any kind of analysis where communication content (speech, written texts, interviews images etc.) is categorized and classified' (Weber, 1990). As such, to interpret and generalize certain data and phenomenon - like those obtained from opinion based and explained answers. This was necessitated by limited access to certain phenomenon, e.g. that pertaining to behavioural trends. Further data analysis was done through observation, participatory responses, and from literature review. All data collected and used maintained correspondence from sources for accountability, transparency and data validation.

3.8 ETHICAL CONSIDERATIONS

To go along research ethics and conduct, the researcher sent the questionnaire to the University of Zambia regulating body for official approval. To gain access to the participants, the researcher obtained official permission from all case studies. Considering that the subjects are human beings and sensitive records of say the 'what stakeholders like parents and teachers think', there was need to ensure that subjects were protected from any kind of discrimination/harm, therefore, ethical issues were taken into account. Owing to the sensitive nature of records that were reviewed in the selected schools, the researcher ensured that information obtained was kept confidential – that is, restricted to the researcher and used only

for academic purposes. As such, the research focused on the codes and ethics, which were developed by the Nuremberg code of 1947. The ethical considerations applied here were in respect of people's rights, cultures, traditions, norms, personal values, race, and benefits – that is, individuals require their dignities be maintained and not to distort the values of people. The researcher applied the Teaching codes of conduct regarding personnel information – that is, human rights be protected by autonomy, beneficence not to cause harm in question phrasing. A statement of consent was a prelude of the questionnaire to give the researcher advantage to remain within the legal, moral, and ethical limits as required.

CHAPTER FOUR

FINDINGS AND RELATED DISCUSSIONS

4.0 INTRODUCTION

This chapter covers data scrutiny, display and explanation of the study findings based on the data collected from the field. The chapter is methodically organized to answer the objectives of the study. Further, the study findings are linked to how the theories in the study have been used and how the literature in the study can be incorporated in the entire study.

4.1 THE LEARNERS' PARENTS PERCEPTIONS

This research was aimed at finding out the learner parents' perceptions on Non-native English speakers' teaching of English and leadership capacities in international schools in Zambia. It therefore sought to achieve two objectives:

1) To assess parents' perceptions on NNEST's teaching of English in international schools in Zambia

2) To assess the parents' perceptions on Non-native English speakers' leadership capacities in English departments at such schools. These objectives are discussed in the conclusions part of chapter five.

The research questions answered in the findings to follow include: A) What are the parents' perceptions on NNEST's teaching of English in these research domains as: I) Teaching and Learning as a foreign (or official) language, II) English curriculum (content, manuals, and textbooks), B) what are the parents' perceptions on leadership capacities in these domains? I) Leadership in ELT departments of international schools, II) Overall leadership (principality) in international schools in Zambia. The findings on these aspects are thus presented in the data findings and analysis to follow. However, to achieve this, the paper presents some demographic dimensions as obtained from the data collected.

4.2 PARTICIPANT'S DEMOGRAPHIC DIMENSIONS

The participants were all parents or guardians of a pupil in-service or at one of the investigated schools. 100 questionnaires were disseminated to parents in two international schools, and 82 responses were returned in which some were filled completely and a few incomplete. They were incomplete in that a few questions were skipped or simply unanswered. The high rate of return was mainly due to the dissemination method as the questionnaires were handed to these parents and English teachers while they were having their quarterly PTA meeting in one school and on open week in the other. Basic information about the participants is shown in Tables 1 and 2 below.

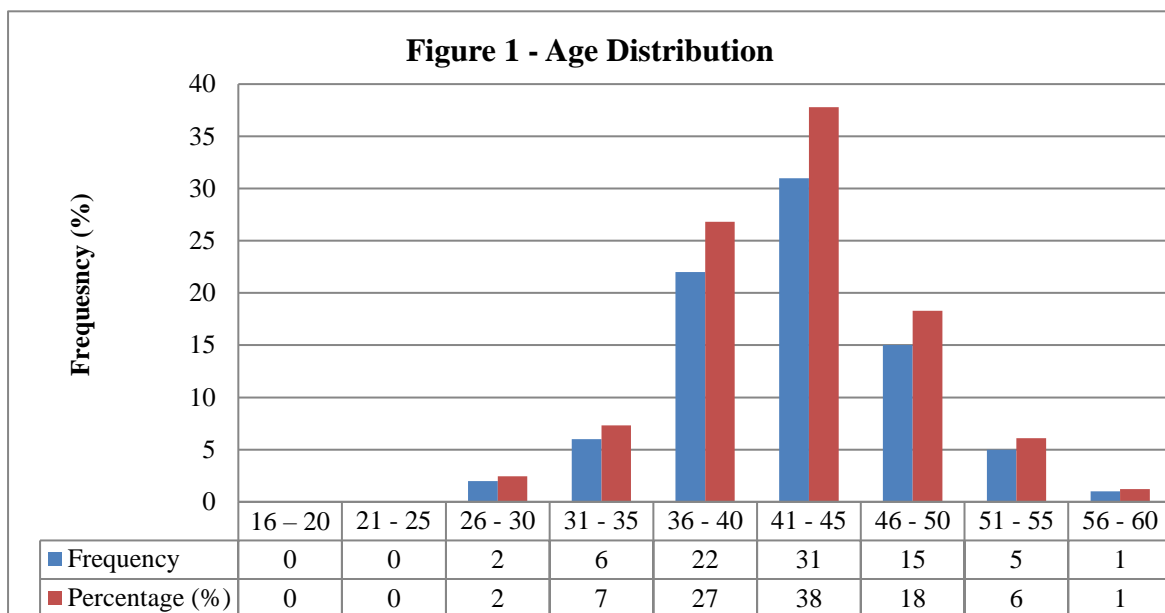
Table 1 - Distribution of Gender

Gender	Frequency	Percentage (%)
Male	32	39.0
Female	50	61.0
Total	82	100

Participants were 61% female and 39% male, which corresponds to the gender distribution of parents and English teachers as per returned and completed questionnaire responses. This represents a higher number of female (50) respondents above the mean of 41 for all responses. Furthermore, most of the participants were relatively old enough to be parents in line with Zambia's life expectancy standard (of about 38 years) standing at about 90% of the responses received. This was good for this research as it showed some level of responsibility among elderly parents in making sure they respond to certain concerns such as their perception in this area. This is evidenced by the low levels of responses from the younger age group representing less than 10% of responses as shown in table 2 and figure below.

Table 2 - Age Distribution

Age (Years)	Frequency	Percentage (%)
16 – 20	0	0
21 – 25	0	0
26 – 30	2	2
31 – 35	6	7
36 – 40	22	27
41 – 45	31	38
46 – 50	15	18
51 – 55	5	6
56 – 60	1	1
Total	82	100.0



It can also be confirmed from figure 1 that the distribution is positively skewed to the right where the highest figures in terms of age are distributed. This shows that there was high probability of most respondents being in their parenthood or family responsibility age. Moreover, the high concentration of respondents lies between the ages 31 to 45 years. This shows that active parental responsibility and investment.

4.2.1. Education and Employment Distribution

Table 3 indicates that about 18% of respondents hold a university/college Master Degrees, 43% had bachelor's degrees, and 38% with at least a diploma/certificate education from a particular profession. This signifies a high significance the knowledge of English language teaching or learning as being of some importance. This is evidenced by the high mean (average) level of education standing at 27 (90%). This is higher than the mean required mean of 21(1%) respondents. This carries credibility in the research findings as only a small percentage still had some education up to high school level. In addition, a good number of employed persons were high such that 68% were in formal, 24% in informal employment while 7% in business or self-employed. The demographic data indicate that there is no significant difference in the sample of parents and teachers with regard to their English language use and experience. Moreover, this indicates that responses from respondents were reliable and informed going by the education and employment distribution.

Table 3: Education and Employment Distribution

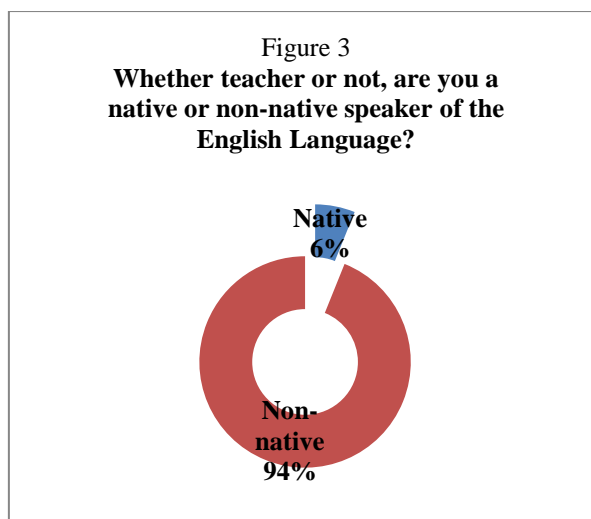
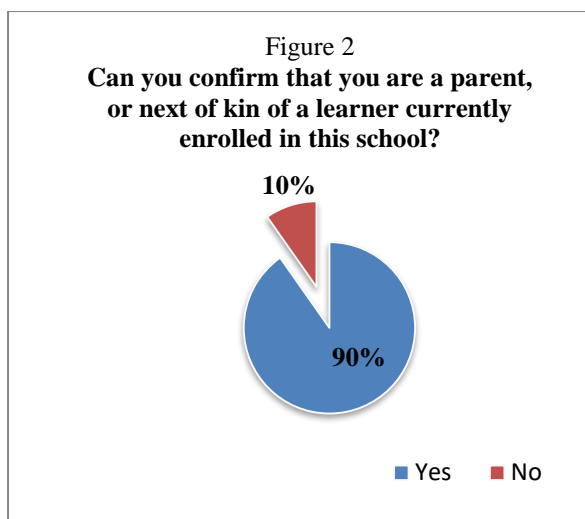
Item	Responses: Frequency (%)				
	Masters	Degree	Tertiary (Dipl/Cert.)	High School	None
What is your highest level of education?	15 (18%)	35 (43%)	31 (38%)	1 (1%)	0 (0%)
Item	Responses: Frequency (%)				
	Formal	Informal	Self/Business	None	
What is your employment status?	56 (68%)	20 (24%)	6 (7%)	0 (0%)	

4.2.2. Confirmation of Parenthood/Next of Kin Relations and Nativity

To make the conclusions more reasonable and significant, it was necessary to know or confirm whether these respondents had a parenthood or next-of-kin relations with the learners at the study sites. It was also necessary to establish their English language-speaking nativity with no consideration to race, creed, ethnicity, culture or citizenship (nationality). The table below shows results in that 74 (90%) were in the affirmative while only 8 (10%) were in the negative. A good number showed that 77 (94%) were non-native speakers and 5 (6%) were native speakers. This could be that these had some British, Australian, or American descent. However, this is the researcher's assumption, as these nations are well-established native English language speakers. The table below refers.

Table 4 – Parenthood and Nativity Distribution

Questionnaire Item	Responses	
	Yes	No
Can you confirm that you are a parent, or next of kin of a learner currently enrolled in this school?	74	8
Item	Responses: Frequency (%)	
	Native	Non-native
Whether teacher or not, are you a native or non-native speaker of the English Language?	5	77



The above findings carry some importance in establishing the required audience as parents and teachers in the English language teaching departments were targeted. It was also good that the researcher managed to capture such respondents with some level of nativity, thus giving relevance to this analysis. Otherwise, this research would have some kind of bias in the presentation of facts, findings, and/or opinions.

4.2.3 OVERALL RATE OF LEVEL OF NNESTS TEACHING OF ENGLISH LANGUAGE

Considering the main purpose and key objectives of this study, for which research questions were to be answered, the following chapters presents the findings and discussions that focus on these questions. As such, it seeks to present figures, means, and numbers corresponding to responses as received from the study sites. Various questionnaire items are presented with the corresponding responses accordingly. It is from here that the researcher establishes perception rating and conclusions related to parents' feelings, beliefs, efficacy, and views with regard to Non-native English speakers' teaching of the language and leadership capabilities in international schools in Zambia.

Table 5 – NNESTs Teaching of English Rating Distribution

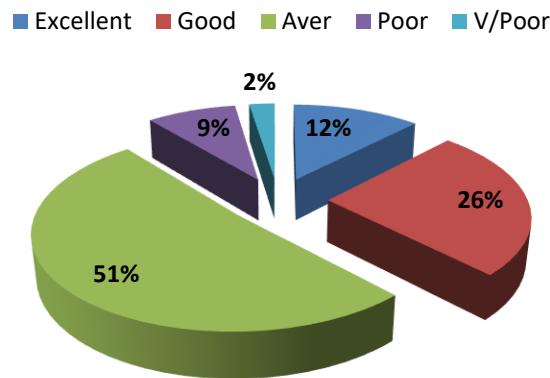
Questionnaire Item	RESPONSES: Frequency (%)					TOTAL
	Excellent	Good	Aver	Poor	V/Poor	
Considering that your child/dependent is or has been enrolled in this school, how would you rate the overall level of NNESTs Teaching of English at this school?	10 (12)	21 (26)	42 (51)	7 (9)	2 (2)	82 (100)
	NEST	NNESTs				
Whom do you consider the BEST teachers of English at this school?	55 (74)	19 (26)				74 (90)
Who do you think are the WORST teachers of English at this school?	12 (18)	55 (82)				67 (82)
	YES	NO				
Would you prefer a NNEST to teach your child the English language?	28 (37)	47 (63)				75 (91)
	From (NC)	From (NNC)				
Considering that, we are in Zambia, which curricula, textbooks etc. should be used to teach the English language in such schools.	15 (18)	67 (82)				82 (100)

The above shows that responses seeking to answer research question part (A) within the domains of (I) and (II). That is, what are the parents’ perceptions on NNEST’s teaching of English in these research domains? I) Teaching and Learning as a foreign (or official) language, and II) English curriculum (content, manuals, and textbooks).

I) **Perceptive rating on the NNESTs Teaching of the English language**

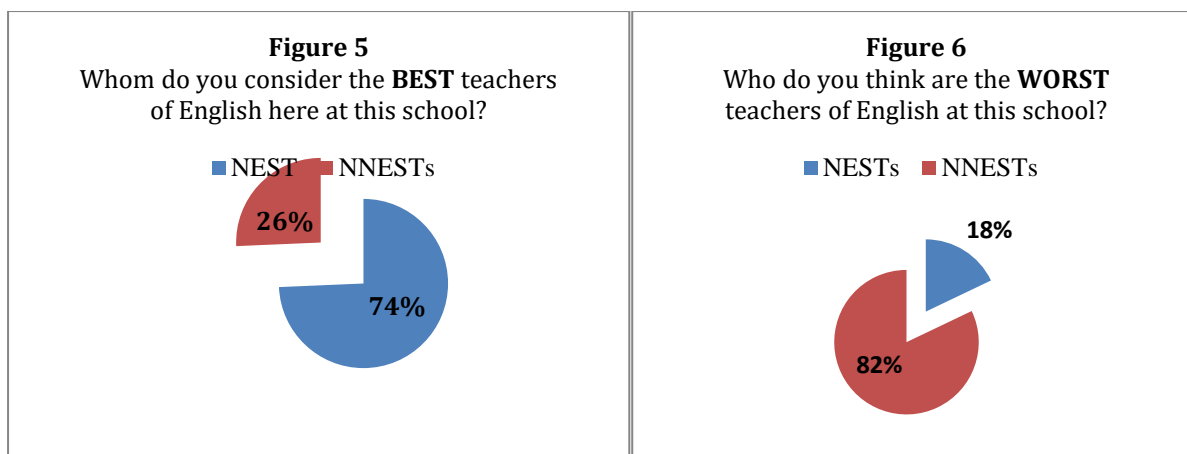
The pie chart below shows a breakdown of percentages in line with the number of responses to this question. Respondents were asked to rate, according to their informed beliefs, opinions, or facts, the NNESTs teaching of English as a foreign or official language in the schools where their children or learners were admitted. The rating was based on the standard of how “good” they are, i.e. from *Excellent to Very Poor*. This figure below and the table above show that few numbers (31) rate NNESTs highly as good or excellent. Moreover, only 10 respondents rate them as excellent. Furthermore, few numbers also rate them lowly. A large chunk of 51% (above) has rated them as average in this arena.

Figure 4
 Considering that your child or dependent is or has been enrolled in this school,
 how would you rate the overall level of NNESTs Teaching of English at this
 school?



The above figures indicate little significance to a negative or negative perception in that the larger numbers of about 51% of the respondents have rated NNESTs on average basis. This percentage is well above the 50% or mean frequency of 21 respondents. On the other hand, on average, those who rated them from average to excellent exceeds the mean of 21 (i.e. 24.3) as compared to those who rated them from average to very poor (i.e. mean, 17). As such, this analysis may have little relevance to extract a real fact of either a negative or positive perception as figures show. However, other indicators below may lead to a better analytical basis.

The pie charts below show the analysis on the questions of who parents considered as the best (good) or worst (not good) teachers of English between the NNESTs and NESTs. This could provide further insight as it narrows the responses to either of the two. However, there were some resistance or reservations observed towards the response to this question. This is shown by the fact that not all respondents (out of the 82 returned questionnaires) answered these questions. For example, out of 82, only 74 (90%) answered to the BEST teacher consideration, and 67 (82%) respondent to the WORST consideration. Although this is some limitation, at least a good number (above 3/4) is enough to drive a good analysis or facts.

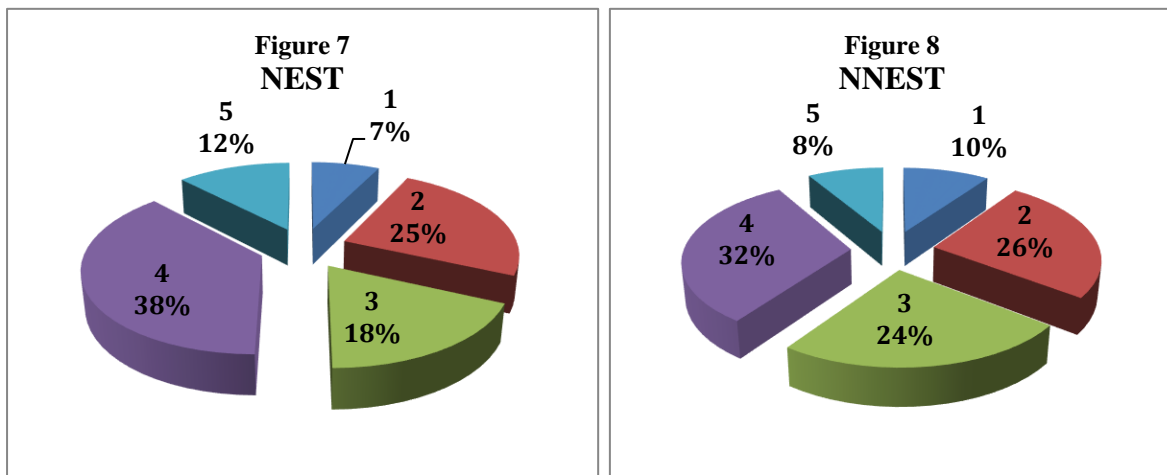


In the above sense, it has been observed that majority of the respondents expressed non-confidence in the Non-native speakers (NNESTs) as compared to the NESTs. As evidenced by 74% positive (BEST) attribution towards the Native English speakers in the first question as compared to only 26% in the negative perception response. This margin is too wide in that it tells the facts on the ground. Furthermore, a similar reaction was found in the ‘Worst’ teacher question in that 82% expressed dissatisfaction/negative belief in the NNESTs. Using this data, it can therefore be established that the parents expressed a clearly negative perception in the teaching competence in non-native English speakers.

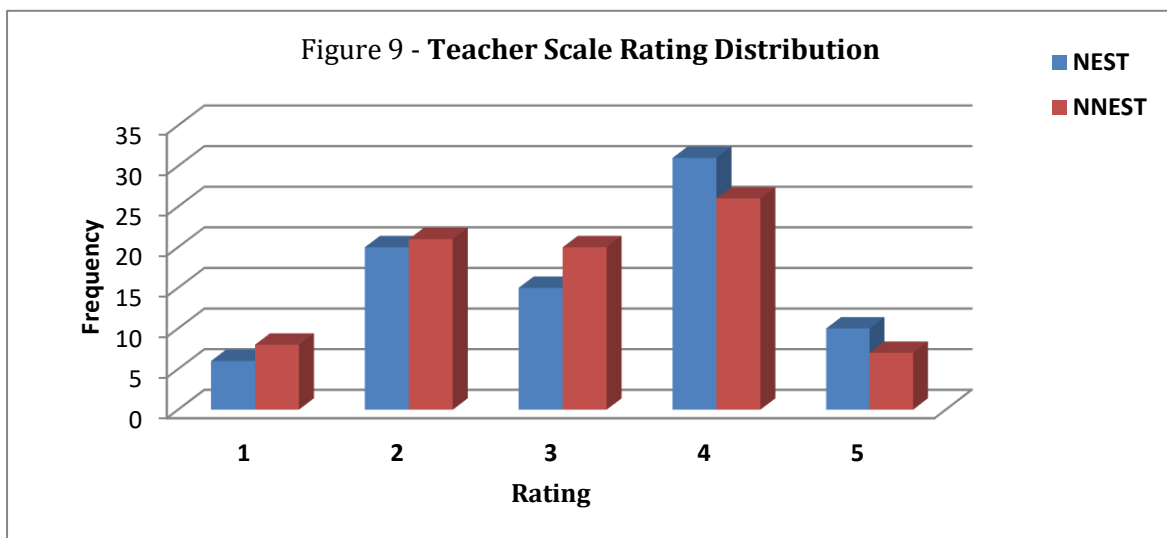
To identify the parents’ beliefs about teaching English in international schools, frequencies, mean and percentages of their responses were calculated regarding statements related to the first domain. Using the Likert-scale method in which response scale was kept short and simple – from 1 = lowest rating to 5 = highest rating, another question was asked. The idea was to establish positive or negative preferences towards NNESTs, or NESTs based on mid-point number (3) towards the right (positive) or to the left (negative) preferences. The results are as shown in table 6 below.

Table 6 – Teacher Preference Rating distribution							
Questionnaire Item	Rating: Frequencies (%)					Total	
	1	2	3	4	5		
On the scale of 1 – 5, who would you want to teach your child (or learn) the English language in class? Note: 1 = lowest, 5 = Highest	NEST	6 (7)	20 (24)	15 (18)	31 (38)	10 (12)	82 (100)
	NNEST	8 (10)	21 (26)	20 (24)	26 (32)	7 (9)	82 (100)

From table 6 and figures 7 and 8 below, it can therefore be observed that all (100%) respondents willingly answered this question. It can also be seen from the table 6 that rating number 4 (38%) is ranked 1 (Highly positive) on NESTs preference while rating 2 (26%) is ranked 1 (Lowly negative) in the NNESTs preference to teach their children. It can also be observed that NESTs have been given a positive preference as represented by the higher rate figures from 3 – 5. This shows a total 68% collectively compared to 64% for NNESTs. However, this difference is somewhat significantly small indicating some level of indecision (or uncertainty) on the parent’s side.



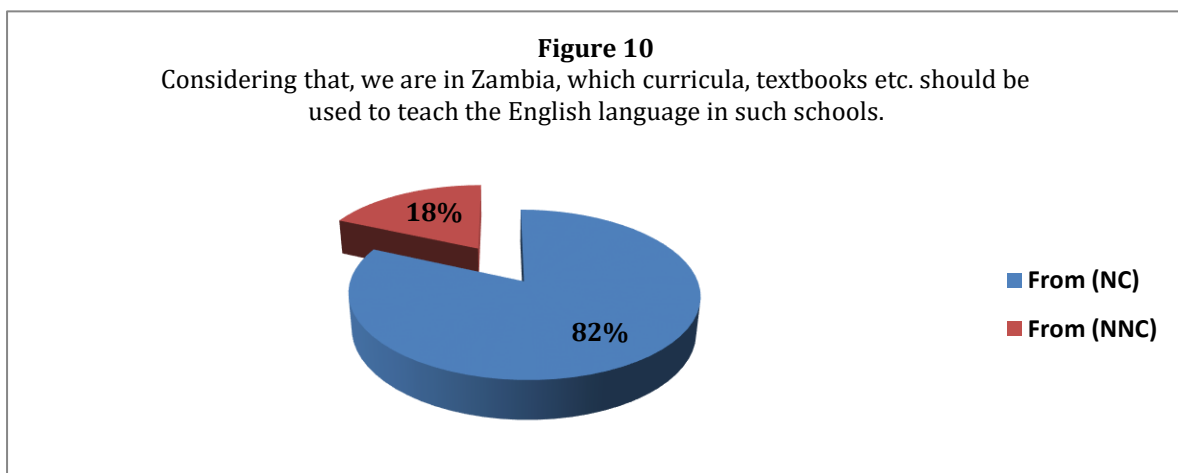
This above insignificance can be presented in the graph below. It clearly shows that minimal indifferences are seen among parents though NESTs are more favoured on the 4-5 rating. NNESTs have shown higher frequencies from rankings 1-3 as opposed to the NNESTs. In this sense, it can established that overall, NESTs are better preferred than NNESTs.



In all, this analysis on teacher preference shows a moderate orientation towards NESTs and NNESTs. This shows other reasons for such indecision to which further scientific research (psychological) in this instance would be appropriate.

II) Perceptions on English Language Curriculum

This study also aimed at finding out the parents of perceptions in the domain of, from which curricular (that is, textbooks, content, and manuals) to be used in international schools in Zambia. To identify the parents' views on the English curriculum, the frequencies, and percentages of their responses to the statements related to the second domain were calculated. The research question looked at from which nativity – that is, either from a non-native or native content. They are identified in figure 10 as follows:



The Results in Figure 10 show that the overall views of parents regarding the English curriculum in international schools demonstrate strong positive agreement on the comprehensiveness and quality of curriculum from Native speaking countries than those from Non-native countries. This is based on the percentages of all answers given by respondents to statements of the second domain. This amounted to 67 towards NEST curricular, which agrees equivalent to 82% overall. As such, only 18% were in support of Non-native curricular. This difference is so huge such that it tells a strong positive perception towards native speaking curricular and a strong negative perception to the non-native curricular.

4.3 PREFERENCE TO HEAD ELT DEPARTMENTS

This research also sought to answer research questions (B) – What are the parents’ perceptions on leadership capacities under these domains?

- (I) Leadership (headships) in English Language departments of international schools
- (II) (II) overall leadership (principality) in international schools. The following data results show responses and analysis regarding these questions.

4.4 PERCEPTIONS ON LEADERSHIP/HEADSHIP CAPACITIES OF ELT DEPARTMENTS

To identify parents’ perceptions regarding preference on headship of English Language Teaching (ELT) departments, the frequencies, percentages, and arithmetic means of their responses to the statements related to the third domain were calculated. The Likert-scale rating method was used in which respondents were asked how much they ‘agree’ or ‘disagree’ with subjects heading their children’s ELT departments as identified in Table 7.

Table 7 – Leadership/Headship Capacities distribution

Questionnaire Item	1. SA	2. A	3. U	4. D	5. SD
I would prefer a NES heading an English language department at this school.	15 (18.3%)	36 (43.9%)	10 (12.2%)	15 (18.3%)	6 (7.3%)
I would prefer a NNES heading an English language department at this school	10 (12.2%)	6 (7.3%)	35 (42.7%)	20 (24.4%)	11 (13.4%)

From the table above, the results demonstrate strong positive agreement or preference towards Native English Speakers (NES) based on the percentages and frequencies, which amounted to 62.20% or 51 out the total respondents who strongly agree (SA) and agree (A). This is contrary to those in favour of Non-native English speakers (NNES) standing at only at 19.5% or 16 out of the total. This shows a strong negative preference towards the NNES. Ironically, there are a huge number of respondents with an undecided (U) view regarding this question particularly towards the non-native speakers at 42.7%. Contrastingly, the percentage of undecided view

towards the NES is minimal standing at only 12.2%. Furthermore, there is a huge number of those who disagree (D) and strongly disagree (SD) with NNEST heading ELT departments standing at 24.4% and 13.4% respectively. Comparatively, few or less percentages appear with the same view towards NES standing at 18.3% and 7.3% respectively. In all, these results shows that show strong positive perception (preference) towards native English speakers and strong negative towards non-native speakers.

4.5 PERCEPTIONS ON NNESTs’ OVERALL LEADERSHIP (PRINCIPALITY) CAPACITIES

To identify parents’ perceptions regarding overall leadership or principality of English Language Teaching (ELT) departments, the frequencies, percentages, and arithmetic means of their responses to the statements related to the fourth domain were calculated. The same method was used as above. They are identified in Table 8.

Questionnaire Item	Responses: Frequency (%)					Total
	1. Strongly Agree	2. Agree	3. Undecided	4. Disagree	5. Strongly Disagree	
On the notion that NNESTs DO NOT have the right competence, ability or zeal to teach English language, in international schools	5 (6)	24 (29)	23 (28)	9 (11)	21 (26)	82 (100)
On the notion that Zambians (or NNESTs) DO NOT have the right capabilities or training to lead or manage ELT departments in international schools	27 (33)	17 (21)	17 (21)	2 (2)	19 (23)	82 (100)
On the observation that most international schools in Zambia tend to be LED by foreigners (regarded as either International leaders or managers) other than those from this country.	51 (62)	13 (16)	10 (12)	4 (5)	4 (5)	82 (100)

From the table above, it can be observed that for example in first item: there are an overall 35% of respondents who either agree or strongly agree with the notion that NNESTs do not have the right competence, ability or zeal to teach the English language, in international schools in Zambia. This way below those who are either undecided, disagree or strongly disagree. This

indicates some difficulty in determining the parents' perception though the data shows a moderate positive perception towards NNESTs when it comes to leadership competences, ability, or zeal. Contrastingly, on the second item, the data demonstrates high percentages and frequencies for those who agree or strongly do so with the notion that NNESTs (or Zambians) do not have the right capabilities or training to lead or manage ELT departments in international schools in Zambia. This goes also with an agreement in the observation that most international schools tend to be led by foreigners (regarded as either International leader or managers) other than those from this country as justified below.

The data indicate that overall 54% of respondents have the view that NNESTs do not have the right capabilities to lead ELT departments as compared to 25% who disagree. This shows a negative perception towards NNESTs' leadership capabilities. The problem comes in when 21% forms a huge chunk of those with a mixed view on this subject. The data also shows (in the last item) that overall 78% agree that foreign nationals lead most international schools. This shows a clear perception that NNESTs are not better placed to lead international schools. This can be justified by the overall 10% who disagrees to this idea as well as the meagre 12% who are undecided or reserved towards this idea.

The findings agree with Schoenfeld in Babich (2010) who observed that, 'parents' perceptions, beliefs, and attitude greatly influence not only how, but what they do to improve the schools they take their children'. Parents' perceptions, attitude, and methods for leading classrooms have a direct and indirect role in influencing a child's academic experience, including learning English as a foreign or official language. Attitudes and beliefs here pertain to goals and values the parent has and how they view their children's teachers, English teaching procedures and content. Often, parents' beliefs 'influence decisions regarding leadership methods and they affect students' viewpoints towards learning as these are often formulated early in life'. If a teacher is a NNEST, one can be negative towards teaching EFL, and is apathetic in delivering English as Foreign Language content, a large number of students are likely to mirror these beliefs and views, especially during kindergarten and elementary grades.

CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS/RECOMMENDATIONS

The recommendations are in line with Sibanda (2018) who observed that, ‘formal leaders in schools build trust relationships in which teachers feel entrusted to make good decisions for their schools’. This would promote a more suitable and comfortable working environment for every parent, teachers, principals, investors, and stakeholder in international schools.

The purpose of this study was to investigate parents’ perceptions toward Non-native English-Speaking Teachers’ teaching of English as a foreign language (EFL) and their leadership capabilities in international schools in Zambia. The research study investigated the following questions:

- A. What are the parents’ perceptions on NNEST’s teaching of English in these research domains?
 - I. Teaching and Learning as a foreign (or official) language,
 - II. English curriculum (content, manuals, textbooks)
- B. What are the parents’ perceptions on leadership capacities in these domains?
 - III. Leadership (headships) in English Language departments of international schools, and
 - IV. Overall leadership (principality) in international schools in Zambia

The results of this study serve to determine essential learner parents’ perceptions towards NNESTs’ English language teaching and their leadership capacities with particular attention to Zambia’s international schools. These results have several implications. They suggest the extent of non-native teacher readiness for instruction programs and leadership in learning institutions in Zambia. They also point towards the non-native teachers’ strengths and weaknesses of the English language-teaching program and its curriculum. They also allow for assessments of parents’ confidence in teachers to teach their children in the English language subjects as an official or foreign language. From all of this we can hope to gain a better understanding of the prospects for English language education among Zambia’s schools, and in so doing we can hope to design appropriate evidence-based solutions to the problems identified.

Because the sample for this study was diverse – comprising parents and teachers whose learners are from two international teachers – it is hoped that conclusions and recommendations will be applicable throughout the Zambian education system. That is, differences in questionnaire responses have been identified according to respondents’ experiences, views, thoughts, ratings, and location of the teaching environment. Where there are such substantive differences, separate recommendations may prove to be appropriate. On the other hand, the results do show agreement across these demographics on other topics within the purview of the study. This discussion therefore makes an effort to identify and emphasize those points wherein recommendations are made to be applicable in circumstances of Zambia’s international schools’ education.

According to the analysis of responses, two related factors are perceived as bearing most negatively on the quality of English language teaching and learning in Zambia’s international schools. These are (a) non-native teacher competence, aptitude, and professionalism; and (b) leadership (management) capabilities of English language departments in international schools. However, moderate positive perception is observed in the area of English language curricular, content, and textbooks. Based on the samples collected, parents showed belief in the idea that English language curricular and leadership can be maintained while leaders can be trained within the non-native speaking countries to build capacity and human capital development win the education sector. Further, the teaching of other subjects in English in the classroom can help learners to improve and achieve fluency in the English language.

5.1. WHAT ARE THE PARENTS’ PERCEPTIONS ON NNEST’S TEACHING OF ENGLISH IN;

I) Teaching and Learning as a foreign (or official) language?

The conclusion derived from the results of this study is that there seems to have a negative perception among parents towards non-native speakers though moderate positivity can be observed from the figures. For example, in the question as to whom they would rate the NNESTs level of English language teaching at schools, the figures show that few numbers (31) rate NNESTs highly as good or excellent. However, only 10 respondents rate them as excellent. Furthermore, few numbers also rate them lowly. A large chunk of 51% has rated them as average in this arena. However, a negative perception is observed in other analyses. This is

observed in the questions on who they considered the best or worst teachers of English on either NNESTs or NESTs. It has been observed that majority of the respondents expressed non-confidence in the Non-native speakers (NNESTs) as compared to the NESTs. As evidenced by 74% positive (BEST) attribution towards the NESTs in the first question as compared to only 26% in the negative perception response. This margin is too wide in that it tells the facts on the ground. Furthermore, a similar reaction was found in the ‘Worst’ teacher question in that 82% expressed dissatisfaction/negative belief in the NNESTs. For one thing, the large difference between the positive and negative responses to the four preparation-related questions gives much greater weight to the negative view. Using this data, it can therefore be established that the parents expressed a clearly negative perception in the teaching competence in non-native English speakers.

In all, as this study explicitly deals with the subject of parents’ perceptions and views at the international schools’ level, these data might indicate only that international school parents overwhelmingly perceive their preparation as inadequate. This is, however, not absolute proof that the preparation and competence is inadequate. After all, something must account for the presence of a minority of positive responses to these questions. Nevertheless, this is indication that parents must show confidence in NNESTs to enhance their morale while building capacity for high learner outcomes. There is also need for improvement of the English language teaching programs for students. On the other hand, since this study found few significant differences between the view’s parents from different educational institutions, it seems that the differences must be explained by subjectivity. Nevertheless, the high reality of the inadequacy of preparation in English language education for non-native speaking teachers remains as a valid conclusion.

II) English curriculum (content, manuals, and textbooks),

The study in part, was aimed at finding out the parents’ perceptions on NNESTs teaching of English in line with the language’s teaching curriculum – that is, the content, textbooks, and manuals. This was meant to assess how parents view on the curricular produced from non-native English-speaking nations, writers, or producers. This was also based on the idea to investigate the parents’ thoughts or beliefs about the suitability or compatibility of such curricular to producing high standard learner outcomes. In this regard, the study wanted to

know the level of interest in learning strategies using blogs, wikis, clouds, and peer review help improve learning.

Results from the study shows that there were significant positive responses in support of curricula developed from native English-speaking backgrounds. This demonstrates a strong positive perception towards the comprehensiveness and quality of curriculum from Native speaking countries than those from Non-native countries. This is based on the percentages of responses given to statements regarding this aspect evidenced by an equivalent of 82% overall in agreement. As such, only 18% were in support of Non-native curricular. This margin is enough to show a strong positive perception towards native speaking curricular and a strong negative perception to the non-native curricular. In fact, many suggest, from the results, that there is need for a shift from the traditional method of learning to a more practical, student-centered form of learning to benefit students. As such, technology such as the use of blogs, clouds, and the internet offers diverse ways to enhance English language teaching, learning and curricular development. It is our responsibility to use these technologies to advance the subject contents, access manuals, and improve training of teachers. It is time technology is brought into ELT classrooms and to create the necessary environments to enable learners to compete, and regain self-efficacy, which has eluded them.

5.2. WHAT ARE THE PARENTS' PERCEPTIONS ON NNES LEADERSHIP CAPACITIES IN;

III) Leadership (headships) in ELT Departments

Another purpose was to find out parents' perception about NNES' capabilities to take leadership roles and cost-effectively manage ELT departments. Results demonstrate a positive perception towards Native English Speakers based on the 62.20% affirmative responses. However, there is hope for positive belief in leadership by NNESTs. This is due to the huge numbers of respondents with an undecided view regarding this question particularly towards the non-native speakers at 42.7%. Contrastingly, the percentage of undecided view towards the NES is minimal standing at only 12.2%. Furthermore, there is a huge number of those who disagree (D) and strongly disagree (SD) with NNES heading ELT departments standing at 24.4% and 13.4% respectively. In all, these results show strong positive perception towards

native English speakers and strong negative towards non-native speakers though confidence and potential are expressed towards NNESTs.

IV) Overall School leadership/principality

The results indicate some difficulty in determining the parents' perception though the data shows a moderate positive perception towards NNESTs when it comes to leadership competences, ability, or zeal. Contrastingly, the data demonstrates low confidence towards NNESTs in line with their right capabilities, training to lead or manage ELT departments in international schools. This goes also with an agreement in the observation that most international schools tend to be led by foreigners, thus regarded as either International leader or managers other than those from a non-native speaking country. The data indicate that overall 54% of respondents have the view that NNESTs do not have the right capabilities to lead ELT departments as compared to 25% who disagree. This shows a negative perception towards NNESTs' leadership capabilities. This shows a clear perception that NNESTs are not better placed to lead international schools. In all, there seems to have a negative perception by parents towards non-native speakers in many aspects though moderate positive perception when it comes to leadership aspects. This is in the view that leaders are born and not made and thus anyone can and has the potential to lead regardless of nativity or originality.

5.3. SUGGESTIONS AND RECOMMENDATIONS

In light of parents' perceptions revealed in this study, the following suggestions and recommendations are made. There is significant room for improvement in the delivery of English language education to international schools' learners in Zambia, and these points would likely address many of the deficiencies implied by parents' experiences. At the same time, implementing them may help to improve overall parent perceptions, which can be beneficial to teacher performance and result delivery. These different goals are of concern to different stakeholders in the educational system. It is up to teacher trainers and educational policymakers to see that the right procedures and comprehensive teaching material are in place to promote the beneficial non-native teacher perceptions. The effect of these improvements upon actual classroom practice is a separate topic from that of deliberate, in-class practices aimed at improving English language educational outcomes.

Recommendations can address that regardless of parent perceptions, or assume teachers are amenable to departmental and schools' procedural changes. Teachers themselves can implement these, while other recommendations regard teachers as the object of the change, and not the agent of it. The beliefs in inadequate English language teaching preparation and professional development among non-native speakers appears to be a source of various parent perceptions, including their perceptions towards what might be done by policymakers and curriculum designers to address their needs and challenges. These include holding specialized professional development programs and introducing classroom aids who are specialized in teaching English. Both of these measures would clearly serve to address a lack of preparation. Another suggestion would be linking NNESTs to NESTs and other experts in the ELT fields particularly from native nations. This can be through educational exchanges among teacher training institutions to help non-natives improve on their weaknesses.

For the Ministry of Education (MoE) and policymakers, we recommend them to confirm that current English language curriculum matches with up-to-date and worldwide standards. It is also essential to introduce regular, objective assessments of teachers' English language skills. Others include; hire and prepare teaching aides to provide teachers with additional support specifically related to the subject of English; provide schools with modern educational technologies that will contribute to the teaching the English language. Schools can also provide a language lab to practice teaching and learning English-language activities equipped with certain means, such as computer language programs to teach the English language. English language departments in schools can also establish rapport with parents so as to provide feedback on parent-teacher relations linked to learner progress in speaking, writing, and reading in English. They can thus utilize public relations and community outreach strategies to assure that there is little parent or community resistance to English language education programs.

For teacher training institutions, it is necessary to hold specialized courses in second language education for teachers in their pre-service preparation. Include topics related to second language acquisition theories, practical training as to how to teach the English language, and methods of assessing progress in learning the subject. Adequate focus to training non-native ELTs must be given in appropriate assessment methods. Universities and teacher colleges can integrate English curriculum into teacher training, so that teachers have a chance to see the usefulness of the material, or at least to fully articulate their objections to it. In practice, training

institutions can provide relevant cultural, social contexts alongside instruction in English language and related teaching methods. For in-service Teachers, it is vital to provide stimulating educational English programs to attract learners' attention and enrich their language capacity to retain students' interest in the subject. This will ultimately have a positive trickle-down effect in that learners will give positive feedback about NNESTs to their parents. This can change the level of confidence parents have towards teachers in general. NNESTs can also endeavour to integrate English language curricula into general education, maintaining awareness of the latest teaching techniques and the good effects that this can have on students. They can encourage learners to learn foreign languages, and use English education to promote development of confidence and success in other subject areas, as well as to increase their motivation for pursuing foreign language education at later levels. To show leadership and zeal to manage their departments, teachers can utilize advanced educational technologies, or lobby for their installation; remain engaged with the general community to express their competence to parents; monitor parent reactions and other stakeholders to the expansion of English language education. They can also endeavour to engage with other teachers and faculties in order to both solicit and provide support to their language education. Wherever possible, they can utilize guest native English-speaking teachers who have notably greater competencies in English language sub-topics.

5.4. FURTHER RESEARCH

In general, it will be worthwhile to clarify the reasons for parents' perceptions, especially where there are demographic differences in those perceptions. A number of possibilities have been presented, but research would have to be conducted to determine whether such differences reflect cultural resistance to English in certain areas or whether they reflect different ideas about school-level education in general. Closely related to this, there is reason to investigate whether differences exist in parents' general perceptions about English-language education and their perceptions about teaching English to students in their own areas and classrooms. This topic could have implications not just for English-language education but also for education in general. If there are different perceptions towards the non-native teaching of English in different areas, it likely means that there are different perceptions about either the abilities of students or their possibilities for later careers and life experiences. These potential perceptions

may or may not be justified. That is its own topic for further research. This also applies to many of the perceptions uncovered in this study.

Finally, further research is needed in order to establish how the above recommendations can be implemented. Different strategies have been proposed for improving teacher delivery of English education and student outcomes. Sometimes, these recommendations reflect multiple approaches to the same problem. For instance, the introduction of an English language specialist to classrooms and the creation of professional development programs for current teachers have both been proposed as ways of making up for the deficiencies of current English preparation for non-native teachers. After all, as this study demonstrated, the perceptions of parents and stakeholders are important for the successful implementation of new education curriculum.

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APPENDICES

APPENDIX A: STUDY QUESTIONNAIRE

This document was administered for collecting data. The names of respondents were **NOT** mentioned in order to maintain confidentiality.

Dear Participant/Respondent,

My names are **Regina Mwango Daka** and I am a student at the University of Zambia, Institute of Distance Education (UNZA-IDE) in collaboration with the Zimbabwe Open University (ZOU) pursuing a **Master Degree in Education Management**. As a partial fulfilment for the programme, students are required to research on topics of their choice pertaining to their areas of interest or study. As a topic of choice, parents' perceptions on non-native speakers' teaching of English as a foreign language and leadership capacities in international schools captured my interest partly because of what have observed, particularly during my teaching practice, in Zambia.

I am now conducting a research project in line with the subject matter regarding '***TO DETERMINE LEARNERS PARENTS' PERCEPTIONS OF NON-NATIVE ENGLISH SPEAKERS' TEACHING OF ENGLISH AND LEADERSHIP CAPACITIES IN INTERNATIONAL SCHOOLS IN ZAMBIA***'. By **NON-NATIVE SPEAKERS**, I mean "*a teacher or an instructor teaching the English language, but who does not use English as first language (mother tongue) in his/her home country*" – an example of most Zambians. It is my pleasure to inform you that you have been randomly and purposively selected as a respondent in this research project. Kindly spare a few of your time (about **15 – 20 minutes**) to respond to the questions that follow below. I would like to assure you that the information provided in this study would **NOT** be used for any other purpose other than for academic purposes only and will be treated with utmost confidentiality. I thank you in anticipation for your participation and responses.

This questionnaire contains two (2) ways of answering the questions;

- (1) It requires the respondent to tick the correct answer and;
- (2) Questions are filtered; you are required to explain, give reasons or provide a listing.

KEY INSTRUCTIONS

1. Do not indicate your name and kindly answer as many questions as possible.
2. Show your answer by ticking your preferred response.

EXAMPLE: Are you a resident here in this school community?

1. Yes ✓
2. No

PLEASE ANSWER THE FOLLOWING QUESTIONS;

I. What is your age?

1) 16 – 20	4) 31 – 35	7) 46 - 50
2) 21 - 25	5) 36 – 40	8) 51 - 55
3) 26 - 30	6) 41 – 45	9) 56 - 60

II. What is your sex?

- 1) Male
- 2) Female

III. What is your level of education?

- 1) Masters
- 2) Degree
- 3) Tertiary (Diploma/Certificate)
- 4) High School
- 5) None

IV. What is your employment status?

- 1) Formal employment
- 2) Informal employment
- 3) Self-employed/Business
- 4) None

V. Can you confirm that you are a parent, or next of kin currently enrolled in this school?

- 1) Yes
- 2) No

VI. If ‘yes’, are you a Teacher of English at this school?

- 1) Yes
- 2) No

VII. If yes, (whether teacher or not), are you a native or non-native speaker of the English Language?

- 1) Native
- 2) Non-native

VIII. Considering that your child or dependent is or has been enrolled in this school, how would you rate the overall level of NNESTs Teaching of English at this school?

- 1) Excellent
- 2) Moderate
- 3) Average
- 4) Poor
- 5) Very poor

IX. Whom do you consider the BEST teachers of English here at this school?

- 1) Native speakers
- 2) Non-native speakers

X. Who do you think are the WORST teachers of English at this school?

- 1) Native speakers
- 2) Non-native speakers

XI. Would you prefer a Non-Native speaking teacher to teach your child the English language?

- 1) Yes
- 2) No

XII. On the scale of 1 – 5, who would you want to teach your child (or learn) the English language subject in class? Note: 1 = lowest, 5 = Highest

- 1) Native: 1, 2, 3, 4, 5
- 1) Non-native: 1, 2, 3, 4, 5

XIII. Considering that, we are in Zambia, which curricula, textbooks etc. should be used to teach the English as a foreign (or official) language in such schools.

- 1) From Native speaking countries 2) From Non-native speaking countries

XIV. I would prefer a Native English Speaker heading an English language department at this school.

- 1) Strongly Agree
- 2) Agree
- 3) Undecided
- 4) Disagree
- 5) Strongly Disagree

XV. I would prefer a Non-Native English Speaker heading an English language department at this school

1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

XVI. In terms of leadership, which management personnel do you consider capable of managing international schools here at this school.

- 1) Someone from a Native English-speaking nation
- 2) From Non-native English-speaking country
- 3) A foreign national regardless of nativity
- 4) A local citizen of Zambia

XVII. There has been a notion that Non-native English language speakers do not have the right competence, ability or zeal to teach English language, particularly in international schools. What is your opinion on this allegation?

1. Strongly Agree
2. Agree
3. Undecided (Not Sure)
4. Disagree
5. Strongly Disagree

XVIII. There is also a notion that Zambians (or say non-native English speakers) do not have the right capabilities, or right training to lead or manage English language departments in international schools. How much do you agree or disagree with this notion??

1. Strongly Agree
2. Agree
3. Not Sure
4. Disagree
5. Strongly Disagree

XIX. Another observation is that most international schools in Zambia tend to be led by either foreigners (regarded as International leaders or managers) other than those from this country. How much do you agree or disagree with this notion?

- 1) Strongly Agree 2) Agree 3) Not sure 4) Disagree 5) Strongly Disagree

XX. **In your opinion, whom would you prefer to manage the school where your child is admitted?**

- 1) Native English-speaking manager or national 2) Non-native speaking manager or national
3) Any foreign (manager) national 4) A Zambian citizen

XXI. **In your own thoughts, who do think has the better capacity to head international schools between local and foreign professionals in Zambia?**

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.....

XXII. Finally, there is a perception that foreign nationals (regardless of race, ethnicity, or creed) had better led international schools and native speakers like those from the United Kingdom, USA, or Australia are most preferred. In essence, most parents in Zambia would rather take their child to an international school headed by a principal from a foreign country. **What is your overall thought, view, or opinion in this regard?**

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.....
.....

I THANK YOU VERY MUCH FOR YOUR TIME, RESPONSES AND CO-OPERATION.

APPENDIX B: PROJECT TIMEFRAME

Data collection will be done from the first week of May to the last week of July. This time will allow for an exhaustive collection of information from the identified respondents. However, the initial steps will involve obtaining authority from the Independent Schools Association of Zambia. Thereafter, clearance to proceed with the research will be sought from the international schools of study and my supervisor. After this, the final research will commence and data to be collected will be organized and analysed in 30 days before writing and submitting the report and power-point presentation in 90 days. The activities and approximate periods are as illustrated in the work plan schedules.

Time-Frame	Activity	Responsibility
March - June, 2019	Formulation of and Research proposal writing	Regina
June 20, 2019	Submission of Research Proposal to Supervisor/lecturer	Regina
May 16 - June 19, 2019	Seeking Permission from Relevant Authorities at various International Schools	Regina
May 21 – June 23, 2019	Obtaining clearance from Independent Schools Association of Zambia (ISAZ)	Regina
May 25 - July 7, 2019	Collection of Data	Regina
July 8 - 13, 2019	Organisation of Data	Regina
July 15 - 25, 2019	Data Analysis	Regina
August, 2019	Commencement of Report Writing	Regina
September, 2019	Submission for Proof-Reading	Ms. Diana Ndina Lumano
September, 2019	Final Report Corrections	Prof. Cheyeka and Regina
October, 2019	Submission of Research Report to Supervisor/ Lecturer	Regina

APPENDIX C: THE BUDGET

NO	ITEM DESCRIPTION	QTY	PRICE @	AMOUNT
1	REAMS OF PAPER	2	K 50. 00	K100.00
2	BOX OF PENS	1	K 35.00	K35.00
3	AIR TIME (Airtel)	5	K20. 00	K100.00
4	TRANSPORT (10 days)	10	K70. 00/day	K700.00
5	FOOD AND SNACKS (10 days)	10	K20. 00/day	K200.00
6	PRINTING	100	K10.00	K1,000.00
7	PAYMENTS FOR ENUMERATORS	2	K400.00	K800.00
9	ERASERS	3	K20.00	K60.00
10	PENCILS	1 <u>Pkt</u>	K10.00	K10.00
11	STAPLES	1Pkt	K10.00	K10.00
	GRAND TOTAL			K3,015.00

ETHICAL CLEARANCE



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | **Tel:** +260-211-290 258/291 777
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HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

Approval of Study

9th January, 2019

REF. NO. HSSEREC: 2019 – AUG - 005

Dear Ms. Regina Mwangi Daka,

RE: "TO DETERMINE LEARNERS PARENTS' PERCEPTIONS OF NON-NATIVE ENGLISH AND LEADERSHIP CAPACITIES IN INTERNATIONAL SCHOOLS IN ZAMBIA"

Reference is made to your request for waiver of ethical approval of the study. The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB has approved the study noting that there are no ethical concerns.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study. In future ensure that you submit an application for ethical approval early enough.

Yours faithfully,

Dr. Jason Mwanza

BA, MSoc, Sc., PhD

CHAIRPERSON

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE IRB**

CC: Director, Directorate of Research and Graduate Studies
Assistant Director – Research, Directorate of Research and Graduate Studies
Assistant Registrar- Research, Directorate of Research and Graduate Studies
Senior Administrative Officer – Research Affiliation, Directorate of Research and Graduate Studies

Excellence in Teaching, Research and Community Service