

A Comparative Study of Student Engagement in English Classrooms Taught by Native and Non-Native English Speaking Teachers, Koh Kong Province, Kingdom of Cambodia

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Abstract: *This study investigated student engagement (behavioral, emotional, and cognitive) in English classrooms taught by Native English Speaking Teachers (NESTs) and Non-native English Speaking Teachers (NNESTs) in Koh Kong Province (the western part of Cambodia) and examined whether students with different years of learning English reported their engagement differently. Mixed-methods research design was used to elicit the data. Two hundred and ten students from Grade 10 and Grade 11 completed the questionnaire. After that, four students from each Grade were interviewed in depth. The quantitative results showed that students reported having more behavioral and emotional engagement in the classes taught by NEST than NNEST. However, for the cognitive engagement, students felt more engaged in the class taught by NNEST than NEST. Additionally, qualitative explained that students felt more engaged in the class taught by NEST because it is the opportunity to use English as well as they can practice pronunciation skills.*

Keywords: student engagement, native English speaking teachers, non-native English speaking teachers, English classroom

Introduction

English language has turned into a global language for quite a while, and it has been taught in many nations. The status of a global language contributed to the number of English users has been increasing because of empire and globalization (Jenkins, 2006). Because of its common everywhere throughout the world, the number of English teachers who are Non-native English Speaking Teachers (NNEST) has dwarfed the quantity of Native English Speaking Teachers (NEST) (Gurkan & Yuksel, 2012).

The issue of NNEST and NEST has turned into a prevalent subject in the field of English Language Teaching (ELT). It is not unusual to have students learning English express that they preferred being taught by NEST. For example, Diaz (2015), surveyed 78 students in France and found the majority of students participating in the study preferred NESTs because they taught in subjects related to oral production such as pronunciation and oral exercises. Similarly, Alseweed (2012), administered a questionnaire to 169 Saudi university students and found statistical significant difference in the students' opinion in favor of NESTs. Moreover, Huys (2017), surveyed the two group of Dutch English learner, and found that Dutch students showed an overall preference for the NEST, although their preference was more complex for specific subject areas.

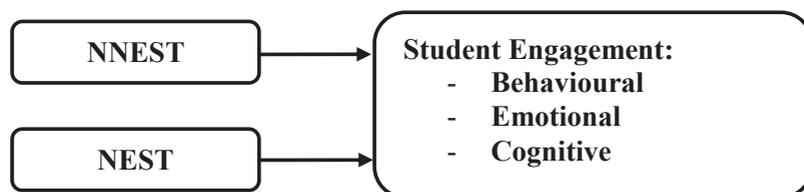
Based on previous studies, it can be concluded that many non-English speaking countries, native teachers seem to be appreciated. From the point of view of the learners, having a NEST means practicing conversation with a NEST, learning slang and colloquial vocabulary, helping

with special usages and tricky pronunciation problems (Clouet, 2006). Additionally, students appreciated learning with NESTs' cultures, but also experienced a cultural and communicative gap in NEST-fronted classrooms. Also, higher level students who are already familiar with the mechanical aspects of their L2 prefer NESTs for increasing their spoken fluency and mastering different spoken registers. These studies pointed to the notion of "native speakerism" in which students perceived that NEST is a role model of language users (Holliday, 2006).

However, to date, there is still not adequate empirical evidence about student engagement in classes taught by NESTs and NNESTs in Cambodian context. This may be an indicator of the opportunity that teachers, parents, researchers, and may be even students in Cambodia do not acknowledge or do not identify about student engagement between native and non-native English speaking teachers as pleasurable and adequate English studying foundations. Therefore, in order to understand is to study student engagement, it is important to investigate student engagement in English classrooms taught by native and non-native English speaking teachers in their studies to enhance their English competency. Moreover, it is necessary to understand more about the different years of learning English report their engagement practice differently in English classrooms taught by NESTs and NNESTs in Cambodia context.

Conceptual Framework

This study employed student engagement in English classrooms taught by NESTs and NNESTs. In order to investigate the student engagement in English classrooms taught by NESTs and NNESTs was analyzed in line with three aspects. The use of writing in this study helped the researcher monitor the student engagement.



The researcher conducted a study to find out the differences of student engagement between NNEST and NEST teaching English in Cambodia based on three main factors (behavior, emotion, and cognition). The researcher wanted to improve more on the student engagement so that students learning outcome could be more successful in their studies or learning. For the purposes of this study, three distinctions of students engagement-proposed by different researchers used to construct a questionnaire (Fredricks et al., 2004). They are as follows.

1. *Behavioural engagement.* Students are *behaviourally* engaged when they participate in the lessons, are on time, concentrate on the assignments given, and put effort into those assignments.
2. *Emotional engagement.* Students are *emotionally* engaged when they are enthusiastic about a class, are interested in going to the class, and demonstrate a positive learning attitude.

3. *Cognitive engagement.* Students are *cognitively* engaged when they understand the importance of their education and the specific subjects and assignments, are able to formulate their own learning goals, make use of their self-regulating capabilities, and want to achieve academically.

Literature review

Previous studies have explored the benefits of student engagement to building up students' English skills. They were additionally seen to be touchier to the students, use native language increasingly and help create language ability of the students particularly in pronunciation (Gurkan & Yuksel et al., 2012). However, the greater part of the members in the investigation saw that NNESTs offered better technique in teaching language, give more information about the English language with foreseeing better and anticipating students' challenges (Boecher et al., 2005). Occasionally, qualified non-native English speaking teachers are not viewed as great by the leaders with a specific end goal to teaching occupations. For some situation, learners did not understand the amount they can gain from a non-native speaking teachers since they just trust a native speaker is the best. A decent language teacher is neither native nor non-native, yet that one that is professionally and individually arranged to play out the requesting assignment of teaching others (Ulate, 2012). Predictable with numerous investigations that, in view of learners' and teachers' recognitions, inferred that the NESTs assume a most important part in encouraging and enhancing the students' informative skill (Albakrawi et al., 2014).

Previous studies showed that NEST encourage students from the academic and guide them to assurance the implementation of the material literacy design at the secondary levels in the content area classrooms by teaching lessons, catching up with the teachers in the classroom, and offering criticism to teachers' direction in the classroom after a perception. Burns (2014, pp. 64-65) discovered that there totally was no difference between native and non-native teachers who teach Chinese in the United States context. Therefore, the most accurate assumption was that both of these teachers brought a different and exceptional arrangement of skills to the occupation. The differences in quality of teaching among NEST and NNEST expanded just to the extent the circumstance they teach in.

Vesterinen (2016) found that the results of this study uncovered how receptively and decidedly Finnish college students' viewed that native and non-native English speaker teachers. Both teacher clusters were similarly valued and viewed as productive, in spite of the fact that for various reasons. Normally variety inside the two clusters was extraordinary, as every single English teacher were people with different foundations, experiences and abilities, however likely inclinations can be called attention to. Neither of the teacher groups is principal, as NESTs and NNESTs are just unique. Professionalism, including pedagogical skills and language competence, appeared to be the most critical factor. Particularly, Topkaya, and Celik (2016) reported that this finding explored a gathering of non-native English language teachers' perceptions with respect to what professional development (PD) is and their PD performs in connection to their career organizes in teaching. The discoveries uncovered that teachers in various career stages may have distinctive requirements and likewise different impression of PD. Subsequently, understanding these stages, how teachers created through them, and their changing needs and perceptions may help enhance the training of in-service teachers and by growth positively affect the quality of students' learning and improvement that the students seem to be favored by the learners. In this manner, PD activities or tasks ought to be arranged and actualized by the requirements and personalities of teachers.

In the study conducted by Bender (2017), the learners believed that this class student mostly participated in the class. It means that the lessons that teachers have prepared for students in the class of what the learners can see in the textbook. That is, if the students stayed focusing on and engaged with the learning content. Bender (2017) pointed out that for the students to be engaged with their learning, they must be participated, and they must be elaborated. Students reported that they were engaged emotionally in the class taught by NESTs more than in the class taught by NNESTs. In the study, the learners believed that this class students are enthusiastic about the class, and are interested in going to the class. This suggested that, for example, in classrooms with high levels of emotional support (e.g., sensitive, responsive interactions among teachers and students). Additionally, the strong relation between student self-efficacy and emotional engagement in English class. Emotional engagement refers to the students' enjoyment and interest in English class, feelings that are critically important to both motivation and success.

According to Martin, & Rimm-Kaufman (2015), it was pointed out that students' own feelings about English in relation to their engagement, as well as the ways in which teacher and classroom supports can compensate for students lack of agency. The students reported that they were engaged cognitively in the class taught NESTs more than in the class taught by NNESTs. In this study, students believed that when they understand the importance of their education and the specific subjects. Especially, Rotgans, Schmidt (2011) pointed out that cognitive engagement in the classroom can be characterized as a psychological state in which students put in a lot of effort to truly understand a topic and in which students persist studying over a long period of time. However, NESTs' ability as an important qualification for language teachers or course lecturers. Students ranked subject knowledge, teaching experience, and instruction design as the most important teacher qualifications. Furthermore, as DeVito (2016, p. 9) found that in context of the research, it was supposed that an engaged student is the student who is participated into studying and extracurricular activities, classifies herself/himself with the school, and is willing to participate into studying by working extra to get better academic outcomes. Particularly in English language courses, passing different tests is the main goal of most students. Therefore, experience and knowledge at taking English tests is more significant when selecting English teachers. Teacher behaviour and student engagement may simply be hard to significantly change across one school year. By high school and after years of sitting in classrooms, students may improve somewhat rigid patterns in their own classroom behaviour. Students who expect to be disengaged may need more than a single teacher to break such expectations and learned behaviour—developmentally sensitive teacher-student interactions may need to occur throughout the school day and across courses (and teachers). In addition, some students may need more concentrated remediation plans to help them address skill deficits (e.g., attentional difficulties) in order to increase their engagement.

According to Kwah, Milne, Tsai, Goldman, and Plass (2016) in the response to teacher and student communicated emotions, the authors took these components as a guide for renovating the program educational programs and implementation with a specific end goal to cultivate a more positive emotional atmosphere and divert students' certain emotional toward engagement in learning objectives. This study's suggestions point to the potential outcomes of planning educational module and program used to cause all the more emotionally responsive conditions for STEM learning. It was also in same study by Pilotti, Anderson, Hardy, Murphy, and Vincent (2017) the emotional engagement was related to the grades developed with students' emotional engagement, however, declined with teachers' cognitive engagement.

Research Questions

The following research questions would be discovered:

1. Is there a difference in student's engagement (behavioural, emotional, and cognitive) in English classrooms taught by NESTs and NNESTs in Cambodian context? If so, what are the differences?
2. Do students with different years of learning English report their engagement differently in English classrooms taught by NESTs and NNESTs in Cambodian context?

Research Methods

This study was a mixed methods approach to obtain answers to the research questions. It also attempted to determine students engagement in English classrooms taught by native and non-native English speaking teachers. For this study, I applied mixed method approach to my research. As indicated by Creswell (2012), the term mixed methods approach is one in which the researcher tends to base knowledge on pragmatic grounds (e.g. consequence-oriented, problem-centred, and pluralistic). Also, a mixed method approach research as a procedure for collecting, analysing, and "mixing" both quantitative and qualitative methods in a single study or series of studies to understand a research question. The purpose of this design was to use the qualitative data which I gathered to help explain or build upon the initial quantitative results.

Quantitative Part

The target population was high school students in Koh Kong province located in the western part of Cambodia. The estimated number of participants needed to conduct statistical tests with sufficient power is 210, calculated by using the G*Power Software (Erdfelder, Faul, & Buchner, 1996) with the small effect size of .25, statistical power of .7, and alpha level of .05. Participants were selected by using volunteer sampling. The instrument used in the quantitative part was a questionnaire, which was developed based on the conceptual framework of behavioral, emotional, and cognitive engagement (Fredricks et al., 2004). The questionnaire was separated into two sections: demographic data and students' engagement. In the questionnaire, the respondents were asked to determine their agreement with the statements about student engagement. To maximize the validity of the questionnaire, three professionals in the field of English language teaching were asked to check the consistency of the survey and language use. After that, the questionnaire was piloted. The reliability rate is 0.92 (Cronbach's alpha). The data were analyzed by using mean, standard deviation, and paired sampled t-test.

Qualitative Part

The purpose of this qualitative part was to explain the findings in the quantitative part. The interviews were used to collect the data. Eight students (four from each Grade) from different high schools were purposefully selected based on the following criteria: maximize what I wanted to study, hospitable to the inquiry, and willing to participate (Stake, 1995). It took approximately 30-45 minutes for each interview. The interviews were recorded and later transcribed for data analysis. The data were analyzed by using thematic analysis looking for themes emerged from the data. Trustworthiness was enhanced by collecting the data until the data were saturated.

Results

Research Question 1: Is there a difference in student's engagement (behavioral, emotional, and cognitive) in English classrooms taught by NESTs and NNESTs in Cambodian context? If so, what are the differences?

To answer to the first research question, quantitative and qualitative data were used. The quantitative data were presented first in Table 1.

Table 1 Mean Scores of Student's Engagement taught by NEST and NNEST

Student's Engagement (Behavioural, Emotional, and Cognitive)	n= 210				Level
	NEST		NNEST		
	M	SD	M	SD	
Behavioural	4.00	.45	3.92	.46	High engagement
Emotional	3.94	.47	3.84	.51	High engagement
Cognitive	3.93	.52	3.99	.52	High engagement
Overall	3.95	.42	3.92	.43	High engagement

Overall, the students reported that they were engaged in the high level taught by NEST ($M = 3.95$, $SD = .42$) and by NNEST ($M = 3.92$, $SD = .43$). When considering each category independently, it was found that the students felt engaged in the high level. To determine whether the aforementioned differences were significant, paired-sample t-test was conducted as shown in Table 2.

Table 2 Pared Sample t-test of NEST and NNEST

Student Engagement	NEST		NNEST		T	df	p
	Mean	SD	Mean	SD			
Behavioural	4.00	.45	3.92	.46	2.50	209	.01*
Emotional	3.94	.47	3.84	.51	3.38	209	.00*
Cognitive	3.93	.52	3.99	.52	-2.59	209	.01*
Overall	3.95	.42	3.92	.42	1.73	209	.08

* $P < .05$

The results showed that there were significantly different in all aspects of student engagement (behavioral, emotional, and cognitive) taught by NEST and NNEST. Students felt more behaviorally engaged in the English classrooms taught by NEST ($M = 4.00$, $SD = .45$) than NNEST ($M = 3.92$, $SD = .46$) conditions; $t(209) = 2.50$, $p = .01$. Student felt more emotionally engaged in the English classrooms taught by NEST ($M = 3.94$, $SD = .47$) than NNEST ($M = 3.84$, $SD = .51$) conditions; $t(209) = 3.38$, $p = .00$. However, student felt more cognitively engaged in the English classrooms taught by NNEST ($M = 3.99$, $SD = .52$) than NEST ($M = 3.93$, $SD = .52$) conditions; $t(209) = -2.59$, $p = .01$.

Apart from the quantitative data, interviews were also conducted to understand the differences. The analysis revealed themes: opportunity to use English, increasing class participation, and the development of pronunciation skills.

Opportunity to use English

The interview revealed that the students reported having NEST creates an opportunity to use English. This theme is related to the emotional aspect of student engagement. Students felt that their teachers would like to create the chance for students' accomplishment. All the students were asked to report about the experience learning English with NEST. Students themselves realized that they had a lot of improvement of their speaking with friends and teacher when they learned English with NEST. This theme is considered as emotional engagement. As the following examples of Kim's responses from the interviews highlight these ideas:

"...as we know that English is an international language or formal language that can communicate with foreigners, especially we must practice speaking and listening skill in order to strengthen on speaking. Second, s/he is not able to speak Khmer that make me to communicate with her/him in English all the time so that I can improve my English speaking or listening skill better or effectively," said Kim.

According to Kim from the interview, NEST was a good teacher that could make students to develop their speaking and listening skill. Students gradually improved. They learned from the class, their friends, and especially they can practice with native teacher.

Increasing class participation

This theme is related to the behavioral aspect of student engagement. After most of the students were interviewed to be more encouraged in the class, they made attempts to show their participation. At first, the students might have joined the activities because they had to fulfil class tasks, they needed to finish the group work. One of the students stated that students who joined the class taught by NEST and NNEST. He felt that both NEST and NNEST did some activities in the class to promote and develop their students' involvement in order to increase students' awareness in learning. This theme is considered as behavioral engagement. As Kaka stated that:

"For participation in class, I think that I like them both when they are asking us the questions, I can raise my hand to answer. I also participate in class equally with them both," said Kaka.

Kaka felt that both teachers were similarly in some cases in the class when he learned with them. He could share his opinions and raised his hands to respond the questions. He found that these could make students felt happy in the class without discrimination and ignorance them.

The development of pronunciation skills

This theme is related to the cognitive aspect of student engagement. The interviews revealed that students reported having started developing students' pronunciation skills. It is approved that among all participants that learning with NEST helped growth their linguistic knowledge as well as their language capabilities, particularly in terms of pronunciation. Since learning with NEST provided pronunciation models of real native speaker, this could assist students with improving their pronunciation skill. Students practiced listening and copying or repeating the pronunciation sound of the words many times until they got more accustomed to them. Furthermore, they tried to mimic the accent and intonation of the words they heard. This theme is considered as cognitive engagement. The following samples were described by the Kaka:

“In my opinion, I think I am happy and moreover, I will gain more knowledge regard to English pronunciation. Basically, at the beginning, I started learning English with non-native teacher (Khmer) and couldn’t even count the alphabets. However, I learned a lot from him, especially like words, sentences, and grammar. But around three years later, fortunately, when I am studying in grade 10, I met an American teacher. I feel like learning English with her, I can learn more such as new words or how to pronounce words in the correct way and I am able to make more conversations than when I studied English with Khmer teachers. I do focus on the way she teaches us the new vocabularies to me clear and accurate such as how to pronounce the new words...” Kaka

Therefore, it can be concluded that students had a better pronunciation in term of practicing with NEST. After the interviews, the students additionally demonstrated that they had better listening skills and good examples to compare with when they practiced speaking or pronouncing the words. Then, they could better recognize, understand, or identify those words they heard them in different classes. All appeared to approve that they were more assured in English speaking since knowing the actual pronunciation of words empowered them to pronounce the words plainly and properly. This confirmation was clear during the presentation stage of the learning when the students began to be adequately certain and volunteered to pronounce the words in front of the class. Some students additionally stated that they tried to speak English in class instead of Khmer.

To summarize, it would be logical to assume that the findings driven from qualitative data partially accord with the findings of quantitative data since student engagement were in parallel with the remarks they made. Since quantitative line of evidence revealed that student engagement in English classrooms taught by NESTs better in terms of high engagement based on three aspects (behavioral, emotional, and cognitive engagement), and providing positive attitudes to target culture. Additionally, qualitative line of evidence indicated that in terms of teaching grammar NNESTs was more successful.

Research Question 2: Do students with different years of learning English report their engagement differently in English classrooms taught by NESTs and NNESTs in Cambodian context?

To answer the second research question, quantitative data was used. The quantitative data were presented first in Table 3.

Table 3 *Comparison of Students’ Years of Learning English taught by NESTs and NNESTs Native English Speaking Teacher*

Student Engagement	1-4 years		More than 5 years		t	df	p
	Mean	SD	Mean	SD			
Behavioural	4.00	.45	3.92	.46	2.45	208	.01
Emotional	3.94	.47	3.84	.51	1.74	208	.08
Cognitive	3.93	.52	3.99	.52	2.23	186.74	.02
Overall	3.95	.42	3.92	.42	2.44	208	.02

Overall, the students reported that there was a significant difference in the scores for 1-4 years of learning English in the class taught by NEST ($M = 3.95$, $SD = .42$) and more than 5 years of learning English in the class taught by NNEST ($M = 3.92$, $SD = .42$). There was a

significantly different between 1-4 years and more than 5 years samples in the number of words correctly recalled, $t(df = 208) = 2.45$, $p < .05$.

The results showed that there were significantly different in all aspects of student engagement (behavioral, emotional, and cognitive) taught by NEST and NNEST. The mean values indicated that 1-4 years correctly recalled significantly different ($M = 4.00$) than more than 5 years ($M = 3.92$). Particularly, behavioral and cognitive engagement in the class taught by NEST, there were significantly different in the scores for 1-4 years of learning English in the class taught by NEST ($M = 3.95$, $SD = .42$) and more than 5 years of learning English in the class taught by NNEST ($M = 3.92$, $SD = .42$). However, these results suggest that 1-4 years really does have an effect on students with different years of learning English of their engagement in English classrooms taught by NESTs and NNESTs. Specifically, our results suggested that when student emotional engagement was different, so that student engagement in learning was more increases.

Non-native English Speaking Teacher

Student Engagement	1-4 years		More than 5 years		t	df	p
	Mean	SD	Mean	SD			
Behavioural	4.00	.45	3.92	.46	.95	208	.34
Emotional	3.94	.47	3.84	.51	-.44	208	.66
Cognitive	3.93	.52	3.99	.52	2.73	208	.00
Overall	3.95	.42	3.92	.42	1.26	208	.21

To determine whether the aforementioned differences were significant, an independent t-test was conducted as shown in Table 3.

To answer the second research question, quantitative data was used. The independent t-test evaluated the difference in the mean value of the student engagement and if they were significantly different. Overall, the students reported that there was not a significant difference in the scores for 1-4 years of learning English in the class taught by NNEST ($M = 4.00$, $SD = .45$) than more than 5 years of learning English in the class taught by NEST ($M = 3.92$, $SD = .46$). There was a significant difference between 1-4 years and more than 5 years samples in the number of words correctly recalled, $t(df = 208) = 2.73$, $p < .05$. The mean values indicates that more than 5 years correctly recalled significantly different ($M = 3.99$) than 1-4 years ($M = 3.93$). Particularly, cognitive engagement in the class taught by NNEST, there was a significantly different in the scores for the questionnaire given before. These results suggest that more than 5 years really does have an effect on students with different years of learning English of their engagement in English classrooms taught by native and non-native English speaking teachers. Specifically, our results suggest that when student behavioral and emotional engagement were different, so student engagement in learning increases.

Discussion

The discussion focuses on the interpretation of the results of the current study concerning the student engagement in English classrooms taught by native and non-native English speaking teachers and the differences in student engagement (behavioral, emotional, and cognitive) in English classrooms taught by native and non-native English speaking teachers and different years of learning English report their engagement.

A Comparative Study Student Engagement in English Classrooms Taught by Native and Non-Native English Speaking Teachers

Findings from this study indicated that student engagement in English classrooms taught by native and non-native English speaking teachers, as assumed by mean, was high. Based on the findings in this study, it can be assumed that the learners at Koh Kong province actively engaged in English learning activities or paid very much attention to English taught by NEST. This evidence requires that the students only motivated to do what was required by the NEST for the purpose of learning school lessons, getting good grades, or completing the program. The other three possible explanations can be provided for this finding. These school high students learned English in an EFL setting and did not need it for daily survival as English language needed and used in ESL or English speaking contexts and it may lack of input-rich environments.

This study found in each student's engagement in English classrooms taught by native and non-native English speaking teachers. Based on the findings of the study, it can be said that in English classrooms taught by native and non-native English speaking teachers, as assumed by mean, was high. To understand the student engagement in English classrooms taught by native and non-native English speaking teachers, this study examined the student engagement among behavioural, emotional, and cognitive components.

According to the findings of the first research question, the learners mostly reported that they were engaged behaviourally in the class taught by NESTs more than in the class taught by NNESTs. In this study, the learners believed that this class student mostly participated in the class. It means that the lessons that teachers have prepared for students in the class of what the learners can see in the textbook. That is, if the students stayed focusing on and engaged with the learning content. The finding was consistent with Bender (2017) study, pointing out that for the students to be engaged with their learning, they must be participated, and they must be elaborated. Students reported that they were engaged emotionally in the class taught by NESTs more than in the class taught by NNESTs. In this study, the learners believed that this class students are enthusiastic about the class, and are interested in going to the class. This suggested that, for example, in classrooms with high levels of emotional support (e.g., sensitive, responsive interactions among teachers and students). The finding highlighted the strong relation between student self-efficacy and emotional engagement in English class. Emotional engagement refers to the students' enjoyment and interest in English class, feelings that are critically important to both motivation and success. This finding relate to previous study (Martin, & Rimm-Kaufman, 2015) pointed out that students' own feelings about English in relation to their engagement, as well as the ways in which teacher and classroom supports can compensate for students lack of agency. The students reported that they were engaged cognitively in the class taught NESTs more than in the class taught by NNESTs. In this study, students believed that when they understand the importance of their education and the specific subjects. The finding is consistent with (Rotgans, & Schmidt, 2011) study, pointing out that cognitive engagement in the classroom can be characterized as a psychological state in which students put in a lot of effort to truly understand a topic and in which students persist studying over a long period of time. However, NESTs' ability as an important qualification for language teachers or course lecturers. Students ranked subject knowledge, teaching experience, and instruction design as the most important teacher qualifications. This relate to previous studies (DeVito, 2016, p. 9) and shows that in context of the research, it was supposed that an engaged student is the student who is participated into studying and extracurricular activities, classifies herself/himself with the school, and is willing to participate into studying by working extra to get better academic outcomes. Particularly in

English language courses, passing different tests is the main goal of most students. Therefore, experience and knowledge at taking English tests is more significant when selecting English teachers. Teacher behaviour and student engagement may simply be hard to significantly change across one school year. By high school and after years of sitting in classrooms, students may improve somewhat rigid patterns in their own classroom behaviour. Students who expect to be disengaged may need more than a single teacher to break such expectations and learned behaviour—developmentally sensitive teacher-student interactions may need to occur throughout the school day and across courses (and teachers). In addition, some students may need more concentrated remediation plans to help them address skill deficits (e.g., attentional difficulties) in order to increase their engagement.

According to the findings of the second research question, the overall mean score reported that different years of learning English was a statistically significant difference in student engagement in English classrooms taught by native and non-native English speaking teachers. The findings found that 1-4 years really does have an effect on students with different years of learning English of their engagement in English classrooms taught by native and non-native English speaking teachers. Specifically, the results suggested that when student emotional engagement was different, so that student engagement in learning was more increases. It is similar to the study by Kwah, Milne, Tsai, Goldman, and Plass (2016) in the response to teacher and student communicated emotions, the authors took these components as a guide for renovating the program educational programs and implementation with a specific end goal to cultivate a more positive emotional atmosphere and divert students' certain emotional toward engagement in learning objectives. This study's suggestions point to the potential outcomes of planning educational module and program used to cause all the more emotionally responsive conditions for STEM learning. It was also in same study by Pilotti, Anderson, Hardy, Murphy, and Vincent (2017) the emotional engagement was related to the grades developed with students' emotional engagement, however, declined with teachers' cognitive engagement.

Implications

This part shows some recommendations for teachers, school, and parents. The findings of a high level mean of a comparative study of student engagement in English classrooms taught by native and non-native speaking teachers in the current study indicates that the high school students at Koh Kong province which indicated that they preferred the NESTs because students viewed NESTs as models of pronunciation and correct language use, as well as being sources of cultural knowledge, but they also found NESTs poor at explaining grammar, and their different cultures created tension. NNESTs were perceived as good teachers of grammar, and had the ability to option to the students' first language when necessary. Students found classroom interaction with NNESTs easier because of their shared culture. NNESTs' pronunciation was often believed substandard to that of NESTs, but also easier to comprehend to enhance NNESTs image in terms of student preference, the Cambodian English teachers should develop the teaching activities, the classrooms environment and climate to motivate student to learn in their class. Some respondents encouraged learning from both types of teachers, depending on learners' proficiency and the skill being taught.

Teachers: The teachers should introduce the learners to the variety and usefulness of English learning activities only from the results of the studies exposure to the experiences of more proficient and more successful learners, especially in introductory classrooms. Teachers should also integrate the comparative study of student engagement in English classrooms taught

by NEST and NNEST in their teaching program or make-up some meaningful lessons or homework linking with the use of English which encourages them to practice English in their own times. The awareness and development of the practices of a comparative of student engagement in English classrooms taught by native and non-native English speaking teachers may improve learners' motivation and may help them do better in English learning.

Teachers should, in addition, encourage their learners to find their own ways of overcoming the restraints on English language learning and use in their learning environments. These ways may include making efforts to find and communicate with NEST or English users, participating in English-using activities, practicing English with their friends and similar activities. Teachers should also encourage their learners to engage in English for pleasure as much as they can like reading books, reading or listening to news, watching movies or surfing the social Medias.

School: The school encourage the teachers of English subject to be aware of these English learning activities, to introduce these types of English learning activities to learners and should provide more suitable and relevant teaching and learning materials such as textbooks, audiotapes, videotapes, filmstrip projectors, tape recorders, pictures, or television monitors which are useful resources to assist the instructions of the teachers and English learners of the learners. Therefore, the school should organise activities about English, such as English shows, English competitions, workshops in English or other English-using activities that will provide trustworthy situations for the learners to use English.

Family: The family should play a variable and fundamental role to increase the chances and supports to the learners to assist their English learning. Parents should encourage their children to learn English language by introducing English learning materials; for example, English books, movies, video clips, pictures, cassettes and so on. If possible, the parents should prepare a home library with some English books or documents or some technological materials for children's self-study.

Recommendation for Future Study

1. This study was conducted only in Koh Kong province by using mixed research method to find out the students' engagement without studying students' learning outcome. The researcher suggests that the future researchers should investigate a comparative study of student engagement in English classrooms taught by native and non-native English speaking teachers and discover the extent to which a comparative study of student engagement in English classrooms taught by native and non-native English speaking teachers are related to student learning outcome, specially, communication skill.

2. From the results of the study, it indicated that student prefer to study with the NESTs. However, the English cover both sound meaning and sentence structure, it is interesting to investigate that whether the NESTs who are the volunteer teachers, the Peace Corps volunteer, could do well in helping Cambodian students learn well on grammar compared to the Cambodian English teachers who is considered NNESTs or not.

Note:

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