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Teaching English Intensively by NESTs in the Saudi EFL Setting: Status and Implications

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ABSTRACT: *Intensive EFL programs become the current mainstream in the Saudi educational system in most undergraduate tracks. They are aimed at compensating students' previous lack of exposure to English. These programs are chiefly staffed by NESTs. The policy makers believe that native-English instruction is an ideal teaching model that can offer authentic English in the EFL classrooms. There is, however, a dearth of the conducted research studies that examine such a trend. This paper endeavors to assess NESTs' teaching performance based on a list of teaching competencies at Jeddah's intensive English program. The data are qualitatively collected via an observation checklist of seven NESTs. The main findings reveal that NESTs significantly perform high in almost 60% of these competencies. Also, there are no significant differences between the median ranks of NESTs in all the teaching competencies according to these variables: nationality, experience and qualification. This paper recommends that the ideal EFL instruction requires NESTs to be aquatinted with a wide range of technical, contextual and cultural competencies along with their nativeness.*

KEYWORDS: NEST, EFL, teaching; intensive; competence

INTRODUCTION

Intensive EFL foundation programs are newly established in the Saudi context that need to be evaluated. The Kingdom of Saudi Arabia has 29 governmental universities and 43 private universities and colleges (Ministry of Education**,** 2020). Also, there are many other training institutions which provide intensive foundation programs for EFL students (McMullen, 2014, p. 131).

Al-Shumaimeri (2013) justifies the establishment of such intensive English programs by arguing that "because of the importance of English language in education, technology, business, and scientific research, preparatory year programs for teaching English as the main subject, have been established in Saudi universities" (p. 17). These intensive English programs are mostly and preferably staffed by Native English speakers (NESTs) who intend to reflect their cultural and authentic English practices.

Applying these programs means that two central factors, that affect English language learning, are emerged in one situation. These are language intensity and language nativeness. Identifying the implications of these two variables has been rarely addressed on the Saudi EFL context according to the literature (Alfehaid, 2019; Ismaiel, 2017; Alghofaili & Elyas, 2017; Hussain et al., 2016 and Elyas & Mahboob, 2014).

Consequently, this study is a response to the current demand towards adopting NEST as an ideal model of language teaching as well as to the scarcity of research studies that deeply evaluate "the pros and cons of such practices from classroom discourse perspectives" (Barnawi & Al-hawsawi, 2017, p. 212). Alhawsawi (2013) argues that the Saudi government invests vast amount of money in higher education, though a review of the literature showed that only a few studies have been conducted on "exploring learning and teaching in higher education in general and EFL programs in particular" (p. 144). There are, however, some good research studies that have examined these two issues separately. For instance, Alghofaili & Elyas (2017) and Ismaiel (2017) have discussed the issues pertaining to native and non-native English teaching, whereas McMullen (2014), Al-Shumaimeri (2013) and Hussain et al., (2016) addressed how intensive English programs are perceived in the Saudi milieu.

The importance of this study comes from the fact that it sheds light on the implications of teaching EFL by NESTs. It also appraises some aspects of the electronic learning that is currently and largely taking place as result of social distancing forced by the COVID-19 pandemic situation in schooling. It is much needed, therefore, to examine this type of instruction especially with the current educational tendency towards increasing intensive-native English instruction in the post-secondary schools (Elyas & Mahboob, 2014 and Alghofaili & Elyas, 2017).

On the other hand, most of the conducted studies on this issue are predominantly quantitative ones that adopted a single survey questionnaire tool such as Abdul Qadeer (2019), Alghofaili & Elyas (2017), Ismaiel (2017), Hussain et al., (2016), McMullen (2014), Al-Shumaimeri (2013) and Al-Omrani (2008). Thus, a deep investigation of NESTs' instruction is essential through what is called a 'qualitative observation'. Recruiting NESTs in EFL intensive programs is a hugely expensive in comparison to

NNESTs. So, administrators and decision makers will no doubt be willing to evaluate such an experience and see how it could (positively) reflect on teaching process in the Saudi EFL context. To this end, the present study attempts to answer this broad question: How do NESTs teach English in an intensive foundation program based on a list of teaching competencies of a skillful EFL instructor?

Questions of the study

The current paper aims at evaluating NESTs' teaching performance at an EFL intensive English program. It also explores the native-English instruction in the Saudi setting from different angles such as teachers' nationality, qualification and teaching experience.
The following are the research questions:

The main stated question is: How is English taught by native instructors at Jeddah intensive program?

There are three sub-questions to be addressed along with this question:

1. Are there any significant differences between the median ranks of NESTs according to the variable of nationality (Britain and South Africa)?
2. Are there any significant differences between the median ranks of NESTs according to the variable of qualification (Education and Non-Education)?
3. Are there any significant differences between the median ranks of NESTs according to the variable of teaching experience (less than 10 years and 10 years and above)?

Limitation of the study

This paper is limited in evaluating the NESTs' teaching based on a list of suggested teaching competencies of the ideal EFL teachers. The study was carried out in Jeddah city where technical-diploma students are undertaking an intensive English program that lasts for 17 weeks and is taught online due to the COVID-19 lockdown of schools in 2021. The students hold diploma certificates in vocational and technical fields and aged between 20-23 years.

LITERATURE REVIEW

Intensive

According to the Cambridge Dictionary, the word intensive means "involving a lot of effort or activity in a short period of time" (Intensive, 2022). Hamilton & Stewart (1993, p. 231) refers to language intensity as the amount of exposure to the target language (TL). In this study, 'intensive' is defined as the degree of teaching EFL technical students by NESTs, which totals 510 hours distributed over 17 weeks.

Native English-Speaking Teacher (NEST)

Bussmann (2006) defines a native speaker as "a person who learned a language as a child"… and seen as an "ideal speaker/listener of a linguistic community" (p. 785). In this paper, NEST refers to the English-speaking teacher whose mother tongue is English. (i.e., from South Africa or Britain).

Language intensity and nativeness

At First, the intensity of a language instruction does not simply refer to the length of time to the target language. For instance, language progress is not enhanced by how long the exposure is, but how much (and effective) input the EFL students have been exposed to. Munoz (2012) states that the degree of L2 improvement does not only depend on the quantity and duration of L2 contents (such as number of school years, months, weeks, days or hours) but also "on the intensity of L2 input, that is how the total amount of L2 input and contact is distributed over the course of L2 program or curriculum" (p. 132). It could be argued, therefore, that the strong present mainstream stance to include intensive English programs for Saudi novice undergraduates is due to their inadequate language level despite the long previous duration of studying English (almost six years, 4 hours a week). So, among the most constrains that deter EFL teaching in Saudi education is the limited time for instruction (Shah, Hussain, & Nasseef, 2013, p. 107 and Al-Seghayer, 2014, p. 19).

Despite the shortage of research carried out on language intensity, there are some interesting issues found in the work of the pioneer researchers such as Reid (1997), Mahboob (2004), Lee, (2005), Moussu (2006) and Moussu & Llurda (2008). Among the most important of these is that language intensity is examined in certain settings where English is exclusively taught by NESTs. Hence, the findings drawn from these studies cannot be generalized to most of the EFL contexts where English is usually taught by NNESTs (or at best a mixture of both NESTs and NNESTs). Another issue that has been mentioned by Reid (1997, p. 26-27) is the recruitment policy of hiring unqualified English teachers in the intensive English programs that reflect negatively in the students' results to benefit from such intensity. For instance, students spend a lot of time and money in such intensive instruction but regrettably with teachers who lack pedagogical and contextual knowledge (Moussu, 2006, p. 147-149). According to Szasz (2010), one of the main threats to such intensive English programs throughout the USA is the hiring of language teachers "with little to no qualifications and pay them minimal wages" (p. 199). Therefore, directors of intensive English programs should always consider the quality of recruitment and classroom activities as well as providing mentorships especially to new teachers, both NESTs and NNESTs (Moussu & Llurda, 2008, p. 329).

In general, the literature reveals positive results of intensive English instruction on students' learning, especially if it is implemented by qualified NESTs. Young (2007) finds out that the intensity of instruction has a great impact on students' literacy in all levels

(Beginning, Low Intermediate, and Advanced), the level of achievement is 66% of students in high intensity instruction compared with 56% in low intensity instruction (p. 1-6). Serrano (2011) also believes that EFL learners make more language improvements in the intensive English programs than in normal programs, while advanced EFL learners do not seem to benefit from intensive teaching practices as much as intermediate learners do (p. 117). These positive results seem to be not limited to linguistic developments, but also promogulated to psychological variables such as learning desire and attitude. For instance, Munoz (2012) concludes that intensive English instruction has positive outcomes, both for EFL learning and for attitudes and motivation towards English learning (p. 13). Al-Shumaimeri (2013, p. 30) adds that intensive native English instruction does stimulate EFL students to deal with new vocabulary and adapt new learning styles of writing as implemented by NESTs. Lastly, Albalawi (2014, p. 829) discovers that students at Tabuk University perceive such an instruction as a source of encouragement to perform well in their language learning.

However, NESTs in intensive English programs need pedagogical grounding to be more efficacious. Young (2007, p. 7) recommends that EFL instructors require special training to make the most of the class time through implementing students' needs assessments, applying effective lesson plans, adopting proper materials, and assessing students' improvements continuously. Students should not rely solely on the intensive exposure of English they encounter in school, but rather practice it outside the classrooms for more language development. NEST, on the other hand, needs a good distribution of class time in order to create a successful environment for the EFL students (Edelenbos, Johnstone & Kubanek, 2006). It is because intensity is not simply about the concentration of the allocated time, but how such time is effectively consumed by NEST. In addition, NESTs' teaching in EFL intensive programs are better combined with authentic tasks which reflect the day-to-day life practices to boost students' linguistic and cultural knowledge (Al-Shumaimeri, 2013, p. 30).

It is noticed that most of the research studies conducted on the intensive native instruction assess language learning at the end of the intensive program and do not include longitudinal measures throughout the program (Munoz, 2012). Also, Serrano (2010, p. 100), states that "it is certainly surprising that not much research has been done on intensive instruction, considering the impact that the time factor can have on L2 learning". So, the current study endeavours to fill this gap as its main objective is to evaluate how the instruction time is executed by NESTs, especially with the real paucity of relevant research studies on intensive native teaching in the Saudi context.

Language intensity in the Saudi EFL context

In the Saudi context, most of the intensive EFL programs are under the umbrella of what is called the 'Foundation Year Programs'. The current targeted investigated program in this

paper is, however, an exceptional as it is independently administered by an external operator called Assrooh Athakiyah Company at Technical and Vocational Training Corporation (TVTC). For instance, the intakes are graduated diploma students from TVTC technical colleges (aged 20-23), while the intakes in the EFL foundation year programs are for those who have just completed secondary schools (aged 17-18). The duration, level of English intensity, and the type of a language focus (ESP or EGP) of these programs are different from one site to the other. They are all subjected to the political, educational and financial situation of a university or college (Abu Laban, 2018). The nationalities of the teaching staff also vary amongst these programs. For instance, some EFL programs are only staffed by NESTs, while the others are a combination of NESTs and NNESTs. Accordingly, only some of these programs can be completely called 'intensive-native' English programs.

As mentioned earlier, having the intensive English programs in the Saudi educational system comes from the fact that English is an important tool for the country's prosperity. It is also a practical demonstration of the Saudi's top political desire. For instance, Royal Decree in 2005 required that English to be intensively taught as a compulsory course at all Saudi higher institutions (Barnawi & Al-hawsawi, 2017). Al-Seghayer (2011) argues that the Saudi higher education's philosophy is in the fact that most of the industries that rely on technology, education and economy in Saudi consider English as a vital communicational instrument for trade. Barnawi & Al-hawsawi (2017) further point out that the Saudi policy concerning teaching English language in higher education wavers between the desire to preserve the Arabic language and the influence of globalization, and the desire towards having "more access to international communication, scientific information, trade, politics and commerce" (p. 205). Although the EFL foundation programs, in general, are introductory programs that aim at preparing Saudi students for studying in tertiary education (Abu Laban, 2018), the common trend is to highly weight English in these programs quantitatively and qualitatively. The amount of contact teaching hours in English becomes intense and the teaching staff are mostly (and preferably) NESTs.

The intensive EFL programs take on many forms around the world as university-affiliated programs or those operated independently. They also "vary from a few hours each week to total immersion" (Szasz, 2010, p. 194). In the Saudi context, we can see this dichotomy as well. For instance, the teaching hours of English in preparatory programs at Saudi universities are diverse in terms of language intensity. Alhawsawi (2013) mentions that the number of instructional hours given to the intensive EFL programs differ from one university to the other.

In 2010, dramatic shift moved from just offering few compulsory English courses to vigorously make English "integral part of the preparatory program in all universities in KSA" (Alhawsawi, 2013, p. 36). Currently, English courses in most universities constitute

a large portion of the foundation year programs as it is asserted by Abu Laban (2018, p. 53). For instance, King Fahd University of Petroleum and Minerals (KFUPM) offers the intensive one-year EFL course with an average of twenty hours a week (KFUPM, 2019). The EFL preparatory program in Imam Mohammed bin Saud Islamic University (IMBSIU), however, is not that intensive as compared to KFUPM or TVTC. Alhawsawi (2013) states that IMBSIU puts a heavy emphasis on evolving Arabic and Islamic culture, therefore, both Arabic and English are used as mediums of instruction. This, in sequence, reflects the low perception of policy makers towards language intensity in the preparatory year program. For example, College of Medicine has a one-year EFL preparatory program where English is "taught for fourteen hours per week only" (Alhawsawi, 2013, p. 145).

Notably, like KFUPM, the Royal Commission Colleges and Institutes (RCCI) at Jubail and Yanbu and all Saudi private and governmental universities/colleges/institutions, that have been using English as a medium of instruction in the past two decades, is now considering using English as a medium of instruction in their programs especially in applied sciences like engineering, medicine, business and information technology or their preparatory year program (Barnawi & Al-hawsawi, 2017, p. 206). Similarly, the preparatory intensive EFL programs in International Technical Colleges adopt teaching English in all the prerequisite courses such as sciences and computing technology. The only exceptional for this is the Islamic studies course (2 hours) that are taught in Arabic. In preparatory year program at Qassim University, Hussain et al. (2016) mention that there are sixteen-hour course specified for English, and out of these hours, there are four hours allocated to English for Specific Purposes (ESP Engineering and Medicine).

In relevant contexts, the Code of Federal Regulations in the US (CFR) define language intensity as a full language course of study lasting "at least eighteen clock hours of attendance a week" (Szasz (2010, p. 194). Similarly, Kraut (2017, p. 27) asserts that intensive English program requires language students to take at least eighteen hours of instruction a week to be considered as an intensive instruction. Cambridge English Language Assessment (2013) suggests a number of learning hours required to progress between levels in CEFR (Common European Framework of Reference for Languages), for instance, A1 level, 90-100 hours; A2, 180–200; B1, 350–400; B2, 500–600; C1, 700–800, and C2, 1,000–1,200. It is also called 'CEFR level guided learning hours'. This guided learning hours, according to the same source, means that "time in lessons as well as tasks you set them to do". This indicates that any time far beyond this defined time such as preparation, assessing or grading is not considered to be part of intensive teaching. Nevertheless, language students are usually developed differently based on some factors such as exposure to the TL and culture, language learning background, motivation, intensity of the study, age and amount of exposure outside of lesson times (British Council, 2021).

In short, the intensity of language instruction in the Saudi context is basically concerned about exposing EFL students to native English instruction in a concentrated period of time for the purpose of boosting their linguistic level. This exposure requires educational, linguistic and cultural adaptation from NESTs, administrators and policy makers. Language intensity, moreover, has many patterns that reflect the requirements of each institution. It seems that the minimum hours of instruction in intensive EFL programs need to be no less than eighteen hours a week. However, there are some issues that could hinder the effectiveness of this intensity such as the qualification of NESTs, their nativeness and the effectual distribution of class time.

Issues pertaining NESTs' teaching

The literature shows that having NESTs in the Saudi EFL context is attributed to two key factors. These are: 1) the present trend towards the notion of 'internalization' of Saudi's educational system which urges the Ministry of Education to adopt native English companies along with their native speakers, and 2) the ongoing efforts by policy makers to address the gap of language proficiency among the Saudi graduates (Al-shehri, 2022, p. 8). Therefore, NESTs or native English instruction is perceived as an attempt to remedy the language deficiencies that Saudi students possess (Alshehri, 2016 and Barnawi & Al-hawsawi, 2017). In addition, it is grounded in the fact that learning English becomes crucial for Saudi university students "as part of their higher education requirements" (Alghofaili & Elyas, 2017, p. 2) that in itself requires English to be taught in an authentic manner by NESTs. This transformation towards native English instruction has been also perceived as an ideal way to acquire English by the Saudi EFL students (Alseweed, 2012 & Ismaiel, 2017).

However, the findings of Alghofaili & Elyas's (2017) study: *Decoding the Myths of the Native and Non-Native English Speakers Teachers (NESTs & NNESTs) on Saudi EFL Tertiary Students* disclose that teachers' nativeness and backgrounds have "no significant effects on the Saudi EFL students' learning processes" (p. 1). Instead, Alghofaili & Elyas refer to the factors that have been detected and play vital roles in supporting EFL teaching such as teachers' competence and experience which make the teachers qualified regardless of their nationalities. There are also other voices that go far beyond this moderate view to entirely exclude the nativeness of the English teacher – meaning that in EFL teaching, it is better to be a competent NNEST rather than NEST. This is plainly seen in the works of great researchers such as Phillipson (1992), Medgyes (1994), Moussu (2006) and Phillipson (2016). In comparison, for instance, compared to NESTs, NNESTs can:

- provide a good learning model to their students;
- can teach language strategies very effectively;
- are able to provide more information about the language to their students;
- better understand the difficulties and needs of the students;

- are able to anticipate and predict language difficulties;
- and can (in EFL settings) use the students' native language to their advantage; (Medgyes, 2006, p. 436).

Accordingly, the debate about who is the ideal EFL teacher (NNEST or NEST) is still a disputed phenomenon amongst linguists and educators. This is ascribed to the fact that "what seems to be linguistically preferable (say NEST) may not be necessarily the same when it comes to teaching. For instance, NEST can be "a perfect linguistic model for most EFL students but they might lack some essential pedagogical or sociolinguistic skills" (Al-shehri, 2022, p. 6). So, the ideal English teacher is someone who is pedagogically and linguistically competent and can transfer this competence to his students to be good learners. Rice (2003) calls this 'teacher quality' that is not determined only by the teacher's qualification or experience but how do EFL students perform well.

Some authors have argued that linguistic competency of English teachers, based on their nativeness, should not be overestimated at the expense of other qualities of a good teacher. These qualities are motivation, aptitude, perseverance, experience, and education (Medgyes, 1992, p. 342). Mullock (2010, p. 89) claims that a quality English teacher is the one who has "superior content knowledge and superior pedagogical knowledge" regardless of their nativeness. Astor (2000) also proposes that there are certain competencies that a skilled English teacher should possess such as knowledge of "pedagogy, methodology, and psycho and applied linguistics" (p. 18). Similarly, Richards & Rodgers (2014, p. 353) suggest some principles that are part of an effective teacher such as having a good knowledge of how to engage language students in the lesson, promote cooperative learning and provide opportunities for them to participate.

Nevertheless, there are some barriers that could challenge NESTs to perform well in the classrooms. For instance, Howard, Short & Clark (1996, p. 12-14) argue that the type of curriculum and the class size may impede effective teaching. Shehdeh (2010) also states that in Arab countries, EFL teachers face serious challenges that deter their teaching performance accordingly such as learners' aptitude, initial preparedness, motivation and low proficiency of their students (p. 3602). Equally, the findings of Chen & Goh (2011) assure that EFL teachers find it difficult to prepare activities and apply them effectively due to "students' limited vocabulary and communicative abilities (p. 339). In the Saudi EFL situation, Shah et al. (2013) confirm that there is an additional set of challenges encountered by the EFL teachers, which has a direct impact on classroom learning and teaching such as "limited instruction time, large class sizes, mixed ability classes and various development needs, high expectations from students and parents, lack of resources, inappropriate textbook material and student's low proficiency" (p. 107). Likewise, the students themselves could be challenged by these obstacles. Fassinger, (1995) states that there are three basic factors that influence students' performance such as class traits,

student traits, and teacher traits. (p. 86). So, what could hamper EFL teachers from being effective, could also impede their students from being the same.

Previous research findings

Generally speaking, the notion of having NESTs in the Saudi EFL is highly welcomed (Alseweed, 2012; Al-Shumaimeri 2013; and Ismaiel, 2017). The research studies reveal that there is a positive impact of intensive language instruction on the Saudi EFL students especially if it executed by qualified NESTs such as Alhawsawi (2013); Albalawi (2014), McMullen (2014) and Al-shehri (2022).

For instance, Al-Shumaimeri (2013) finds out that NESTs in an intensive instruction can offer EFL students the chances to deal with and comprehend new terms, expressions and "native speaker's styles of writing and EFL ways of social and cultural behaviour" (p. 30). Ismaiel (2017) evaluates the 609 EFL students' perception towards NESTs at Taif University. The findings show significant impact of native instruction in comparison to Non-native instruction (being taught by NNESTs) in the students' achievement (p. 156). Similarly, Albalawi (2014) examines the consequences of some variables related to attitudes, motivation, and academic achievement of EFL students at intensive English language program at the University of Tabuk. The data are collected through a scale attitude questionnaire distributed to 90 students and 3 NESTs. The main finding of this study is that students have positive attitudes toward the intensive native English instruction and there are statistically significant differences according to the following variables: their academic achievement, their purpose of study, and their previous training programs (p. 829). There are, however, no statistically significant differences in students' attitudes according to the following variables: teacher nationality and their level of education. In the same vein, Al-shehri (2022) finds out that teaching English by NESTs in the Saudi EFL setting "has a statistical significance on the improvement of the students' achievement" (p. 17).

However, teaching EFL by NESTs is challenged by several pedagogical, contextual, cultural and administrative challenges in the Saudi EFL which has led some researchers to be even against this type of instruction. For instance, Hussain et al. (2016) evaluates the preparatory year program at Qassim University both academically and administratively, and find out that NESTs are surely bringing their own culture to the EFL classrooms. Accordingly, there is a "direct cultural clash between the teachers and the students", and this, in turn, resulted in "some of the native teachers leaving their jobs because they felt uncomfortable in the class" (p. 3). Liton (2013) conducts a study about EFL teachers' perceptions, evaluations and expectations about English language courses at famous Saudi universities. The sample includes 25 NESTs and NNESTs EFL teachers and the data are collected through survey questionnaires and observations. The research's findings show that the foundation English course syllabus is not aptly matched to the needs of the students

and EFL classroom and is also not suitable for task-based language teaching practices because of the large class sizes (100-140 students). This study recommends that course contents should include the socio-cultural aspects of the Saudi students (Liton, 2013, p. 32).

likewise, Alshehri (2016) carries out a longitudinal study aimed at examining the implications of having intensive-native English instruction in Jeddah city. The survey's sample is 42 teachers and 241 students, and the test sample is 1,414 students. The main findings reveal that the number of graduates in three years is 439 (31%). This failure has been ascribed to "large class sizes (43 students per class), unqualified NESTs, and a very low level of students" (Alshehri, 2016, p. 433). Ashraf (2018) examines the vital issues related to the teaching of English at intensive English course at King Khalid University. The participants are 133 students and 18 EFL teachers. The most important findings are entitled under '*Major problems related teaching'* that negatively affect the usefulness of such an intensive English program which are summarized in the following statement: "the influence of mother tongue, less exposure to English in day-to-day life, attitude towards teaching and learning English, lack of recent trends of EFL teaching, enrolling larger number of students in EFL classes and failure of creating effective teaching environment" (Ashraf, 2018, p. 133).

Finally, Alghofaili & Elyas (2017) examines the effect of NESTs at King Abdulaziz University in Jeddah. The main findings of this study are: a) teachers' nativeness and backgrounds have no significant effects on the EFL Saudi students' learning processes, b) teachers' competence and experience are the things that make the teachers qualified, regardless of their nationalities, c) teachers sharing students' L1 play positive roles in the EFL learning process, d) the teacher's accent has an effect on students, which might hinder the learning process in the case of an unfamiliar accent, e) the teacher's personality is more involved in the classroom communications and interactions than is the teacher's nativeness (p. 1-8).

To this end, the current study endeavors to add to the previous literature a different reading about how native English instruction is executed in the Saudi EFL through deep qualitative observation of NESTs' teaching practices.

Research paradigm

Sample of the study

The population of this research was represented in the NESTs of the Intensive English Language Program at TVTC, as there are 13 programs in different regions of the Kingdom (8 males and 5 female's sites). The overall number of teachers in these programs is almost 80 teachers whose mother tongue is English (NESTs). Also, the number of registered students in these programs is about 3100 (TVTC, 2021). The teachers' sample included all

the seven teachers of the intensive English program in Jeddah city.

Design of the study

The current research study adopts classrooms' observation checklist as an instrument of data collection. O'Leary (2017) defines observation as a systematic method of gathering data that depends on a researcher's ability through his skills and experiences towards the phenomenon. She (O'Leary) also justifies for conducting this method by arguing that: 1) the gap between what people say, they do, and what they actually do can be far and wide and 2) the collected data through observations normally takes place in the real world "not a constructed research world" (O'Leary, 2017, p. 460).

Medgyes (2010, p. 191) highly recommends using observation as a research tool to achieve deep enquiry of the targeted investigated issue. In the domain of exploring NEST teaching, Moussu & Llurda (2008) state that "one of the most urgent needs at this point is to develop a research agenda that focuses specifically on classroom observation" to recognize the actual teaching competences of NESTs (p. 341). For a systematic collection of data, the observer needs to follow organized procedures. These steps are pointed out by O'Leary (2017, p. 466), and listed in the following:

- plans for all issues and contingencies;
- observes all aspects of the situation;
- records observations;
- reviews the process and refine as appropriate;
- and finally analyse the data.

As a qualitative tool, an observation checklist is designed to obtain data about classroom processes. This tool aims to answer the main question of this research: How is English taught by native instructors at Jeddah intensive program? It investigates the performance of NESTs based on suggested competencies list. These competencies cover the main teaching competencies of a NEST who teaches EFL in an online environment due to the current lockdown of schools as a result of the Covid19 pandemic. As in the following, there are five main domains of these competencies that also have sub-competencies as in appendix 2.

- Planning competencies.
- Implementation competencies.
- Assessment competencies.
- Online competencies.
- Contextual competencies.

These competencies are designed to meet the requirements of the ideal NEST at both pedagogical and contextual levels. Also, a list of electronic learning competencies has been included due the huge expansion of this type of learning nowadays.

These competencies, moreover, will be analyzed in accordance to some relevant variables for more correlated findings. These variables are: teachers' nativeness (British or South African), teaching experiences (1-10, or 10+ years), qualification (University degree in education, University degree in non-education) and the class level (low level: A and intermediate level: B). This will help to gain a deeper insight into this phenomenon, and how these variables are interrelated in the Saudi EFL context (see appendix 1).The teaching competencies are investigated in terms of their degree of availability in the targeted observed lessons or documents. For instance, planning competencies are mainly evaluated based on the provided documents from the teachers and officials at the program. Also, the availability of each competency (57 competencies distributed in five main domains) is marked as low, medium or high, (further elaboration about this categorization is mentioned in appendix 1).

Data collection and analysis

Observing the lessons are all video-recorded with the total of 21 hours: almost 3 hours for each observed teacher. Camtasia 2021 software (one of the most powerful video and screen recording) is used since all the observed class are conducted online. Also, scrutinizing the data is executed via SPSS (Statistical Package for the Social Sciences). There are certain statistical tests that have been used in this study:

- T Test and Mann-Whitney Test for the initial difference between high and low groups to get discriminative validity of the observation checklist.
- Kappa coefficient is used to measure the reliability of the observation checklist.
- One-Sample Kolmogorov-Smirnov Test is applied for identifying the significance difference between mean scores of the teaching competencies and the hypothetical value on the domains and the observation checklist.
- Mann-Whitney Test is also used to identify the significant difference between the median ranks of the INEP's teachers according to some variables such as nationality, qualification, experience and level of students.

Validity

The validity of the tool, the degree to which it measures what it claims to measure, is tested by juries' judgment (referee's validity) and statistically via SPSS. At first, a group of nineteen referees are selected to judge the items of observation checklist which are modified accordingly (see appendix 2). These referees are specialist lectures who represent various domains in education and linguistics. Second, the statistical validity is checked

through 'discriminative validity'. It is done by using Mann-Whitney Test for separate equal two samples, the pilot study subjects are assigned to high and low groups according to their scores (Al-Bana'a, 2017, p. 175). The details are given in the table (1):

Table (1) Mann-Whitney Test details for the initial difference between high and low groups

Competency	Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig
Planning	High	3	2.00	6.00	0.000	0.050
	Low	3	5.00	15.00		
Implementation	High	3	2.00	6.00	0.000	0.050
	Low	3	5.00	15.00		
Assessment	High	3	2.00	6.00	0.000	0.046
	Low	3	5.00	15.00		
Online	High	3	2.00	6.00	0.000	0.050
	Low	3	5.00	15.00		
Contextual	High	3	2.00	6.00	0.000	0.046
	Low	3	5.00	15.00		
Total Average	High	3	2.00	6.00	0.000	0.050
	Low	3	5.00	15.00		

Sig ≤ 0.05

As it is shown in the above table, the obtained Mann-Whitney values of all competencies and the total average of the whole observation checklist are significant at 0.05 level because their sig values are equal and smaller than significance level (0.05). Consequently, this result indicates that there are significant differences between the median ranks of high and low groups in all competencies and the total average of the whole observation checklist. So, we can say that the observation checklist competencies have high discriminative validity.

Reliability

The reliability of the observation checklist, the degree to which they are consistent and stable in measuring what it is intended to measure, is measured by Kappa coefficient through re-application the observation checklist on the same pilot sample after three weeks. The details are given in table (1):

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Table (2) Kappa details to measure the reliability of the observation checklist

S. N	Competency	Kappa Value	Sig
1	**Planning**	0.400	0.023
2	**Implementation**	0.273	0.014
3	**Assessment**	0.400	0.011
4	**Online**	0.600	0.000
5	**Contextual**	0.273	0.008
Total Average		0.294	0.001

As it is shown in the above table, the obtained Kappa values of all competencies and the total average of the whole observation checklist are significant at 0.05 level because their sig values are smaller than significance level (0.05). Therefore, we can argue that the observation checklist competencies have a high degree of reliability.

FINDINGS AND DISCUSSION

As it mentioned earlier, the adopted research tool is aimed at assessing five domains of teaching competencies suggested for NESTs. It tries to answer the third question: How is English taught by native instructors at Jeddah intensive program? Moreover, there are sub-questions that will be addressed later. To answer this question, One-Sample Kolmogorov-Smirnov Test (K.S) is used to identify the significant difference between mean scores of NESTs and hypothetical value on five key domains and the observation checklist as a whole (Foreman and Corder, 2014, p. 80).

Table (3) One-Sample K.S Test for identifying the significance difference between the mean scores of NESTs and hypothetical value on the domains and the overall observation checklist.

Domain	Absolute Differences	Positive Differences	Negative Differences	Kolmogorov-Smirnov Value	Significance
Planning	0.325	0.143	- 0.325	0.861	0.449
Implementation	0.464	0.192	-0.464	1.228	0.098
Assessment	0.500	0.143	-0.500	1.323	0.060
Online	0.352	0.143	-0.352	0.930	0.352
Contextual	0.202	0.202	-0.179	0.535	0.937
Overall Observation Checklist	0.400	0.273	-0.400	1.059	0.212

Initially, Table (3) shows the significance difference between the mean scores of NESTs and hypothetical value on the teaching competencies' domains. The obtained K.S values of these domains are not significant at (0.05) because the significance values for all of these domains are bigger than (0.05). For instance, planning competencies **(**0.861), implementation competencies **(**1.228), assessment competencies **(**1.323), online competencies **(**0.930), contextual competencies **(**0.535) and the whole observation checklist (1.059). Accordingly, these results indicate that the level of NESTs in these competencies' domains is medium.

However, if we identify the significance difference between the mean scores of NESTs and hypothetical value in each competency separately (as in the following Tables: 4, 5,6,7, and 8), we can notice that some of the teaching competencies are significant at (0.05). It means that NESTs' level in these competencies is high. These are planning competencies (1,2,3,4,5,6,7,9, 10,11,12 and 13), implementation competencies (15, 16, 20, 22, 23, 25, 26, 27, 29, 30, and 32), assessment competencies (33, 35, 38, 39, and 40), online competencies (42, 45, and 48) and contextual competencies (50, 52, and 54). These competencies, which are 34 in number, represent 59.6% of the total 57 assigned competencies (see appendix 1).

Planning Competencies

Table (4) One Sample K.S Test for identifying the significance difference between the mean scores of NESTs and hypothetical value in each competency related to planning

No	Absolute Differences	Positive Differences	Negative Differences	Kolmogorov-Smirnov Value	Sig
1	0.571	0.286	-0.571	1.512	0.021
2	0.857	0.143	-0.857	2.268	0.000
3	0.857	0.143	-0.857	2.268	0.000
4	0.714	0.714	- 0.143	1.890	0.002
5	0.714	0.714	-0.286	1.890	0.002
6	0.714	0.714	-0.143	1.890	0.002
7	0.857	0.857	-0.143	2.268	0.000
8	0.429	0.429	-0.286	1.134	0.153
9	0.714	0.714	-0.286	1.890	0.002
10	0.857	0.857	-0.143	2.268	0.000
11	0.714	0.143	-0.714	1.890	0.002
12	0.714	0.286	-0.714	1.890	0.002
13	0.571	0.429	-0.571	1.512	0.021

Implementation Competencies

Table (5) One Sample K.S Test for identifying the significance difference between the mean scores of NESTs and hypothetical value on each competency related to implementation

No	Absolute Differences	Positive Differences	Negative Differences	Kolmogorov-Smirnov Value	Significance
14	0.429	0.429	-0.143	1.134	0.153
15	0.714	0.286	-0.714	1.890	0.002
16	0.714	0.286	-0.714	1.890	0.002
17	0.429	0.286	-0.429	1.134	0.153
18	0.286	0.286	-0.286	0.756	0.617
19	0.429	0.286	-0.429	1.134	0.153
20	0.571	0.571	-0.286	1.512	0.021
21	0.429	0.286	-0.429	1.134	0.153
22	0.571	0.143	-0.571	1.512	0.021
23	0.571	0.286	-0.571	1.512	0.021
24	0.429	0.286	-0.429	1.134	0.153
25	0.857	0.857	-0.143	2.268	0.000
26	0.571	0.286	-0.571	1.512	0.021
27	0.571	0.286	-0.571	1.512	0.021
28	0.429	0.286	-0.429	1.512	0.153
29	0.571	0.286	-0.571	1.134	0.021
30	0.571	0.429	-0.571	1.512	0.021
31	0.286	0.286	-0.286	0.756	0.617
32	0.714	0.714	-0.286	1.890	0.002

Assessment Competencies

Table (6) One Sample K.S Test for identifying the significance difference between the mean scores of NESTs and hypothetical value on each competency related to assessment

No	Absolute Differences	Positive Differences	Negative Differences	Kolmogorov-Smirnov Value	Significance
33	0.714	0.286	-0.714	1.890	0.002
34	0.286	0.286	-0.286	0.756	0.617
35	0.714	0.143	-0.714	1.890	0.002
36	0.429	0.286	-0.429	1.134	0.153
37	0.429	0.429	-0.429	1.134	0.153
38	0.571	0.286	-0.571	1.512	0.021
39	0.571	0.571	-0.286	1.512	0.021
40	0.571	0.286	-0.571	1.512	0.021

Online Competencies

Table (7) One Sample K.S Test for identifying the significance difference between the mean scores of NESTs and hypothetical value on each competency related to online competencies.

No	Absolute Differences	Positive Differences	Negative Differences	Kolmogorov-Smirnov Value	Significance
41	0.357	0.357	-0.357	0.945	0.334
42	0.571	0.571	-0.286	1.512	0.021
43	0.429	0.429	-0.429	1.134	0.153
44	0.286	0.286	-0.286	0.756	0.617
45	0.571	0.143	-0.571	1.512	0.021
46	0.429	0.429	-0.286	1.134	0.153
47	0.429	0.286	-0.429	1.134	0.153
48	0.571	0.429	-0.571	1.512	0.021

Contextual Competencies

Table (8) One Sample K.S Test for identifying the significance difference between the mean scores of NESTs and hypothetical value on each competency related to the context

No	Absolute Differences	Positive Differences	Negative Differences	Kolmogorov-Smirnov Value	Significance
49	0.429	0.429	-0.286	1.134	0.153
50	0.571	0.286	-0.571	1.512	0.021
51	0.429	0.286	-0.429	1.134	0.153
52	0.714	0.286	-0.714	1.890	0.002
53	0.429	0.429	-0.429	1.134	0.153
54	0.857	0.143	-0.857	2.268	0.000
55	0.429	0.143	-0.429	1.134	0.153
56	0.286	0.286	-0.286	0.756	0.617
57	0.429	0.429	-0.429	1.134	0.153

This high competent level of NESTs could be attributed to their good qualification and experiences. For instance, there are four teachers (out of seven) who hold Bachelor or Master degree in Education/teaching. Two teachers (of the remaining three) have specialized qualification in EFL teaching that seems to positively affect their pedagogical skills. One has CELTA (Certificate in Teaching English to Speakers of Other Languages), and the other has TEFL (Diploma in Teaching English as a Foreign Language). Also, most of the teachers possess sufficient experience in EFL teaching ranged from 10 to 20 years in both EFL or native English context. As discussed in the literature (Alghofaili & Elyas, 2017 and Walkinshaw & Oanh, 2012), teachers' qualifications and perpetration are what could certainly affect their performance.

The policy of the program set restricted-timed procedures for NESTs by their supervisors and coordinators. I have witnessed and documented these procedures during my observations that lasted for almost three months. If we look at the pedagogical planning competencies (see Table 4), we will notice that most of them are significantly high. The majority of these competencies are strictly and directly applied by the program administrators and subjected to daily mentoring. This goes in parallel with Moussu & Llurda, (2008) recommendation that stresses the vital role of applying rigid mentorship in administering intensive English programs.

This study shows that NESTs focus on the meaning regardless of how accurate is the structure. For instance, competency number 26 (focuses on fluency more than accuracy) is highly significant for the teachers. This finding is similar to Tatar & Yildiz (2010) who find out that NESTs do not incline to correct verbal mistakes as this may hinder class communication.

Adopting variety of assessment's types and combining them with instantly feedback (see appendix 1: competencies 33, 38 and 40) is also highly significant for NESTs as it revealed in Table 6. This finding reflects good awareness among the teachers towards assessing students' progress. Doing so, this could enhance EFL students' learning engagement and make them frequently informed about their level of English as it argued earlier in the literature (Yorke, 2003 and Irons, 2008).

In the same domain of the assessment competencies, competency number 35 (links assessments with pre-stated objectives) is also significant at (0.05). This is matched with Omer & Umer's (2015) and Shariq (2020) suggestion that asserts that assessment tasks should synchronize with course objectives to help students develop their learning progress.

This intensive EFL program is entirely executed online. Having NESTs acquainted with relevant online teaching competencies is crucial. Out of the eight set online competencies, there are only three significant competencies at (0.05). The rest are not significant, meaning

that NEST's level at these competencies is medium. These three competencies are: 42, 45, and 48 (see appendix 1). Competency number 45 (offers synchronous and asynchronous learning content to fulfil different learning needs) is the most important of these as it addresses classwork and homework; especially with the plenty of learning platforms created by the provider. So, the NESTs seem to benefit from these tools (LMS, Smart Class and Microsoft Teams) and use them efficiently.

In contrast to Hussain et als'. (2016) finding that reveals a noticeable cultural clash between NESTs and Saudi students, the current study significantly proves the opposite. For instance, the obtained K.S values of the competency number 48 (considers cultural matters in presenting online materials) and 50 (aware of culturally and ideologically sensitive matters) are significant at (0.05) for NESTs at this program. It means that NESTs' level at these two competencies is high and, therefore, there is no divergent attitudes or cultural conflict encountered. This cultural consideration is one of the main traits of the ideal NESTs that could promote EFL learning as it argued earlier by Moussu (2006), Mullock (2010) and Khan (2011). Even though NESTs are thought to be the best in teaching English culture (Mahboob, 2004 and Barany & Zebari, 2018), this will not be accomplished until they appreciate the cultural norms of the target context (namely Saudi culture). This has been considered in Jeddah intensive English program.

Variables pertaining NESTs' teaching

In addition to the above findings, there are other variables have been considered in evaluating this type of instruction. These are teachers' nativeness, qualification, and teaching experiences.

Nationality variable

The first sup-question to be addressed here is: Are there any significant differences between the median ranks of NESTs according to the variable of nationality (Britain and South Africa)?

To answer this question, Mann-Whitney Test is used to identify the significance difference between the median ranks of NESTs according to the variable of nationality in all competencies and the observation checklist as a whole. The details are presented in the following table:

Table (9) Mann-Whitney Test for identifying the significance difference between the median ranks of NESTs according to the variable of nationality

Competency	Nationality	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig
Planning	Britain	4	5.38	21.50	0.50	0.053
	South Africa	3	2.17	6.50		
Implementation	Britain	4	4.50	18.00	4.00	0.476
	South Africa	3	3.33	10.00		
Assessment	Britain	4	5.13	20.50	1.500	0.105
	South Africa	3	2.50	7.50		
Online	Britain	4	4.88	19.50	2.500	0.208
	South Africa	3	2.83	8.50		
Contextual	Britain	4	4.50	18.00	4.00	0.480
	South Africa	3	3.33	10.00		
Total Average	Britain	4	4.75	19.00	3.00	0.289
	South Africa	3	3.00	9.00		

As it shown in Table (9), it is clear that the obtained Mann-Whitney U-values of all competencies and the total average of the whole observation checklist are not significant at (0.05) level because their significance values are bigger than the significance level (0.05). Consequently, this result indicates that there are no significant differences between the median ranks of NESTs according to the variable of nationality in all competencies and the total average of the whole observation checklist. The same details are presented in the following graph (1).

This finding support Alghofaili & Elyas (2017) who find out that "teachers' competence and experience are the things that make the teachers qualified, regardless of their nationalities". Walkinshaw & Oanh (2012) also confirm that qualifications, experience, or enthusiasm are more important than teachers' nativeness. Likewise, as it discussed earlier in the literature, Phillipson (2016) states that nationality or nativeness play no significant role in recruitment in many European countries as holding relevant qualifications. This study, therefore, adopts Elyas & Alghofaili (2019) recommendation that asserts that policy makers should hire qualified EFL teachers regardless of their nationality or mother tongue.

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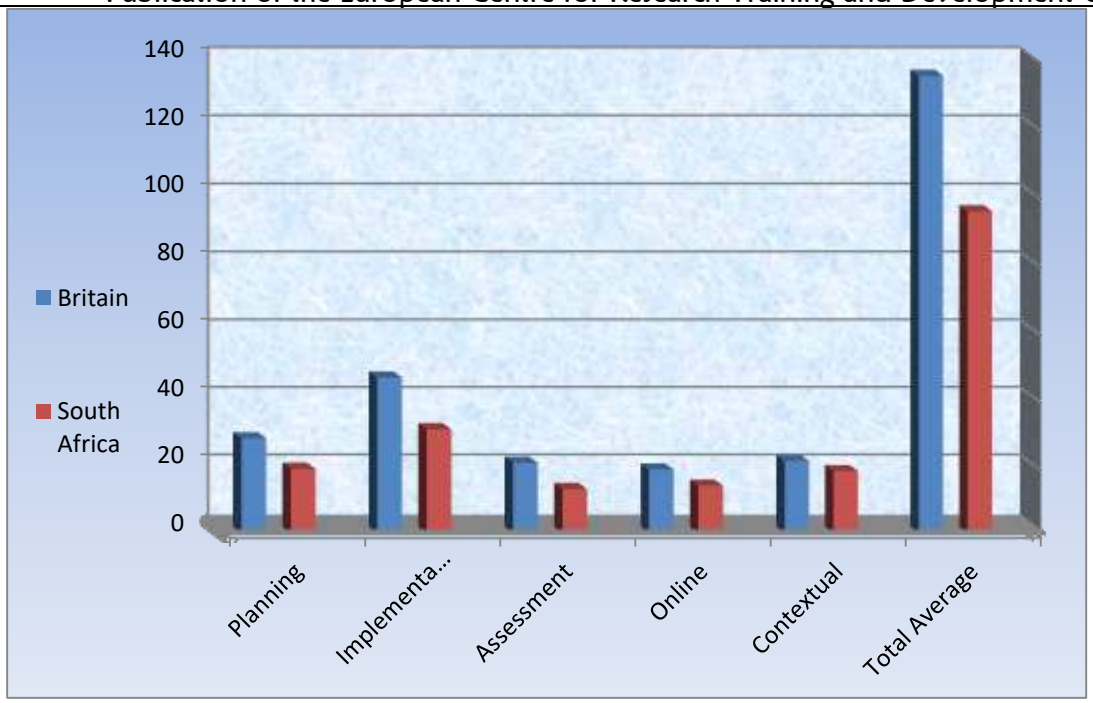

Graph (1) The Difference Between the Mean Scores of NESTs According to the Variable of Nationality

Qualification variable

The second sup-question is: Are there any significant differences between the median ranks of NESTs according to the variable of qualification (Education and Non-Education)?

To answer this question, Mann-Whitney Test is used to identify the significance difference between the median ranks of NESTs according to the variable of qualification (Education and Non-Education) in all competencies and the observation checklist as a whole. The details are given in the following table:

Table (10) Mann-Whitney Test for identifying the significance difference between the median ranks of NESTs according to the variable of qualification.

Competency	Qualification	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig
Planning	Education	4	2.88	11.50	1.50	0.108
	Non-Education	3	5.50	16.50		
Implementation	Education	4	3.38	13.50	3.50	0.372
	Non-Education	3	4.83	14.50		
Assessment	Education	4	2.63	10.50	0.500	0.051
	Non-Education	3	5.83	17.50		
Online	Education	4	3.00	12.00	2.00	0.150

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Competency	Qualification	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig
	Non-Education	3	5.33	16.00		
Contextual	Education	4	3.25	13.00	3.00	0.289
	Non-Education	3	5.00	15.00		
Total Average	Education	4	3.00	12.00	2.00	0.157
	Non-Education	3	5.33	16.00		

As it revealed in Table (10), it is obvious that the obtained Mann-Whitney U-values of all competencies and the total average of the whole observation checklist are not significant at (0.05) level because their significance values are bigger than the significance level (0.05). So, this result indicates that there are no significant differences between the median ranks of NESTs according to the variable of qualification in all competencies and the total average of the whole observation checklist. The same details are presented in the following graph (2).

Unexpectedly, the variable of qualification (academic preparation) seems to have no significant role in NESTs' performance in the assigned pedagogical teaching competencies. This finding is similar to Ozgenel & Mert's (2019) that shows that teachers' performances do not show significant differences according to the educational background.

Even though the literature has massively acknowledged the importance of educational preparation that may even exceed teachers' nativeness or experience (Astor, 2000; Moussu, 2006 and Richards & Rodgers, 2014), this variable has no statistical significance in this study. The interpretation here is that two of these three teachers (whom University degrees are noneducational) have specialized certifications in EFL teaching (one has CELTA and the other has TEFL) which seems to significantly reflect on their performance that reach the same level of the academically prepared teachers. Rice (2003) concludes that research has demonstrated a positive effect of certified teachers when this certification is in their field of study. Also, Shehdeh (2010) recommends that English teachers "must have a teaching certificate in addition to their qualification in the English language and its literature" (p. 3604).

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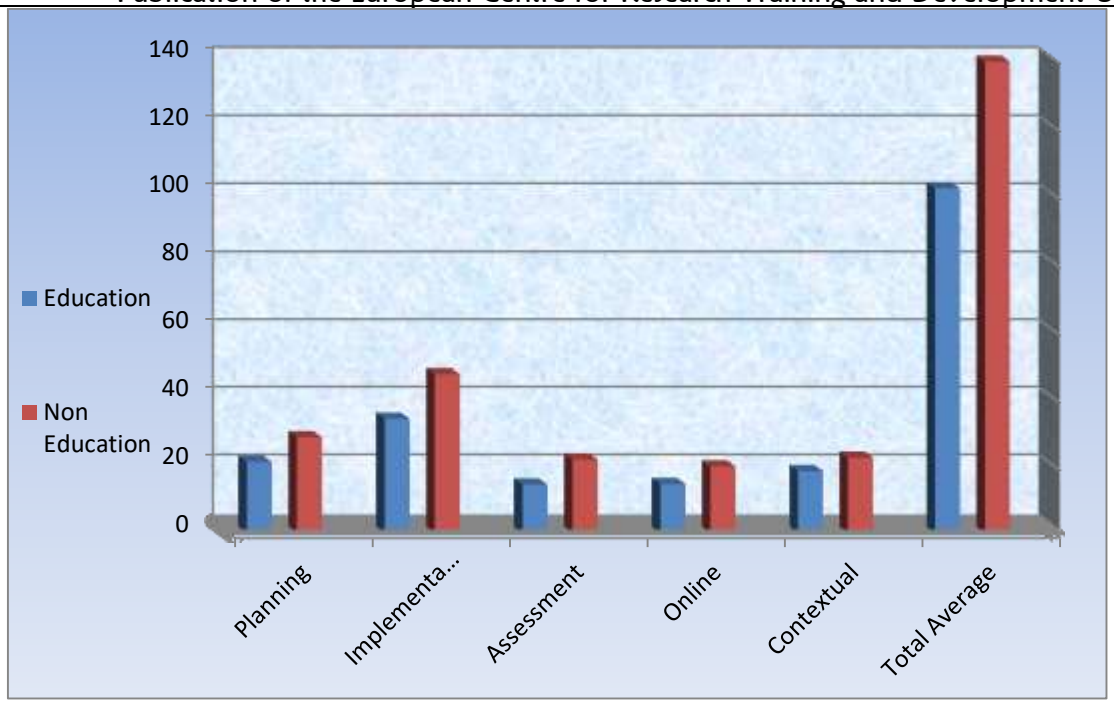

Graph (2) The Difference Between the Mean Scores of NESTs According to the Variable of Qualification

Experience variable

The last sup-question is: Are there any significant differences between the median ranks of NESTs according to the variable of teaching experience (less than 10 years and 10 years and above)?

To answer this question, Mann-Whitney Test is used to identify the significance difference between median ranks of NESTs according to the variable of teaching experience in all competencies and the observation checklist as a whole. The details are presented in the following table:

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Table (11) Mann-Whitney Test for identifying the significance difference between the median ranks of NESTs according to the variable of teaching experience

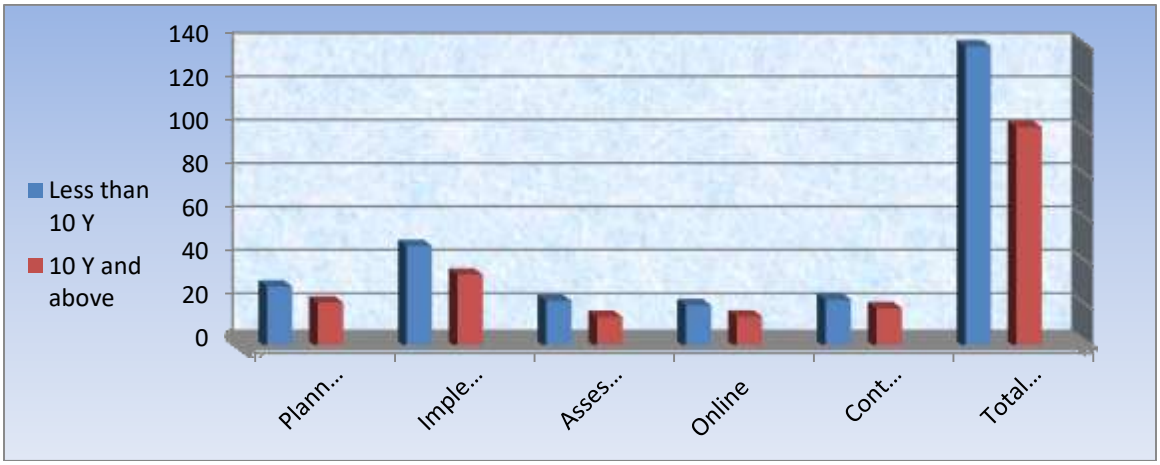
Competency	Teaching Experience	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Sig
Planning	less than 10 years	3	5.50	16.50	1.50	0.108
	10 years and above	4	2.88	11.50		
Implementation	less than 10 years	3	4.83	14.50	3.50	0.372
	10 years and above	4	3.38	13.50		
Assessment	less than 10 years	3	5.83	17.50	0.500	0.051
	10 years and above	4	2.63	10.50		
Online	less than 10 years	3	5.33	16.00	2.00	0.150
	10 years and above	4	3.00	12.00		
Contextual	less than 10 years	3	5.00	15.00	3.00	0.289
	10 years and above	4	3.25	13.00		
Total Average	less than 10 years	3	5.33	16.00	2.00	0.157
	10 years and above	4	3.00	12.00		

Based on the finding in the above Table (11), we can see that the obtained Mann-Whitney U-values of all competencies and the total average of the whole observation checklist are not significant at (0.05) level because their significance values are bigger than the significance level (0.05). Consequently, this result indicates that there are no significant differences between the median ranks of NESTs according to the variable of teaching experience in all competencies and the total average of the whole observation checklist. The same details are showed in the following graph (3).

Specifically speaking, there are two types of experiences that could be encountered here: pedagogical and contextual. Pedagogical experience refers to the overall teaching experience of the seven teachers: 4, 7, 10,11,13, 20, and 21 years. Contextual experience, on the other hand, pertain to the teaching experience in the Saudi or similar EFL context. Of these, five teachers have teaching experiences in the Saudi context (2, 2, 3, 4, and 4 years) and one teacher has 8 years in the UAE. The examined experience in the present study is the pedagogical one. Despite the extensive body of the literature about the importance of experience in teaching English (Medgyes,1992; Moussu & Llurda, 2008; Walkinshaw & Oanh, 2012 and Alghofaili & Elyas, 2017), this study shows no significant role of experience in NESTs' performance in the assigned pedagogical teaching competencies as revealed in Table 11.

There are two factors that might lead to such insignificance of experience (namely pedagogical experience). First, the small sample of the teachers cannot reveal an accurate reading about the effectiveness of this variable. Second, low experienced teachers may have contextual experience, sufficient qualification or special preparation that make their performance high regardless of their low pedagogical experience. For instance, Rice

(2003), Walkinshaw & Oanh (2012) and Alghofaili & Elyas (2017) assure that teacher's experience is not only what makes him perform well, but also qualifications, preparation, competence, personality and enthusiasm. These variables are intersected in a way that is hard to impossible to separate them from each other in judging teachers' performance.



Graph (3) The Difference Between the Mean Scores of NESTs According to the Variable of Experience

CONCLUSION

This qualitative study endeavor to assess the intensive native English teaching in the Saudi EFL context along with some pertinent variables. The main findings show that there are 34 competencies out of 57 statistically significant at (0.05). It means that NESTs' level of teaching performance is high in these competencies. This effective performance has been attributed to some factors such as, teachers' experiences, good qualifications and the adoption of rigid mentorship by administration of the program. There are also other significant findings of NESTs' instruction at Jeddah intensive English program that are worth mentioning. Firstly, NESTs emphasize fluency (focusing on the meaning) more than accuracy (focusing of structure). Secondly, NESTs apply a variety of assessment types, link these assessments with pre-stated objectives and combine them with instant feedback. Thirdly, there are only 3 online teaching competencies (out of 8) that are significant at (0.05). Fourthly, the findings of this study reveal that no cultural clash has been observed between NESTs and Saudi EFL students.

There are also some variables have been considered in this paper. These are teachers' nativeness, teaching experiences and qualification. All of these variables are not significant at (0.05); meaning that there are no significant differences between the median ranks of NESTs in all the teaching competencies according to these variables.

Recommendations

Based on the findings of the study, the following recommendations are made:

- Staffing intensive EFL programs should consider academic preparation and contextual experiences along with teachers' nativeness.
- Adopting a rigid mentorship in running intensive EFL programs can significantly reflect on NESTs' teaching performance.
- The traditional pedagogical knowledge cannot alone guarantee effective instruction. So, the ideal NEST needs to possess technical, contextual and cultural competencies in EFL teaching.

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