Culturally Responsive Self-Efficacy and Self-Perceptions of Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST).

by

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Abstract

This study investigates the culturally responsive self-efficacy and self-perceptions of Native English Speaker Teachers (NESTs) and Non-native English Speaker Teachers (NNESTs) in K-12 schools in Newfoundland and Labrador, Canada. The study aims to compare the culturally responsive teaching self-efficacy beliefs and self-perceptions between these two groups of teachers within linguistically and culturally diverse classrooms. A qualitative research design was employed, utilizing semi-structured interviews and non-participant classroom observations to collect data. Eight ESL teachers were interviewed, and two were observed to gain insights into their teaching strategies, interactions with students, and classroom management techniques. The study's thematic analysis reveals that both NESTs and NNESTs demonstrate a commitment to fostering inclusive classrooms. However, they differ in their levels of self-efficacy and self-perception, influenced by their linguistic backgrounds, professional training, and experiences. Key findings reveal variances in self-efficacy and self-perception between NESTs and NNESTs, shaped by linguistic backgrounds, training, and experiences. Interactions with diverse students bolstered self-efficacy, while gaps in training and institutional support hindered the implementation of culturally responsive practices. The study underscores the need for inclusive, fair, and culturally responsive environments in education, emphasizing the importance of training and hiring practices that reflect student diversities. It advocates for an educational setting that mirrors the multicultural and multilingual realities of students, urging stakeholders to recognize the unique challenges

and strengths of both NESTs and NNESTs in fostering a globally representative educational landscape.

General Summary

This thesis delves into an examination of culturally responsive self-efficacy and self-perceptions among both Native English Speaker Teachers (NESTs) and Non-native English Speaker Teachers (NNESTs) in K-12 educational settings in Newfoundland and Labrador, Canada. It employs qualitative methods, including semi-structured interviews and non-participant classroom observations, to compare and contrast the cultural teaching efficacy beliefs and professional perspectives of these educators in diverse classrooms. Through interviews with eight ESL teachers, two of whom were directly observed, the study reveals differences in self-confidence and perceptions, shaped by linguistic backgrounds, educational training, and personal experiences. While both groups demonstrate a commitment to inclusive teaching, variations surface in their confidence levels and approaches to fostering cultural responsiveness. The thesis emphasizes the importance of fair and culturally responsive educational environments, advocating for comprehensive training and inclusive hiring practices that recognize and celebrate student diversity.

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1. Introduction

Education perpetually evolves as a cornerstone of societal advancement, reflecting the diverse tapestry of global cultures and languages that characterize modern societies. In the Canadian context, particularly within Newfoundland and Labrador, this diversity brings unique challenges and opportunities in teaching English as a Second Language (ESL). The educational landscape here, as elsewhere, is not merely a reflection of curricula and pedagogies but also of the educators who bring these elements to life. My research finds its genesis and urgency within this dynamic and complex setting.

My path to this research was carved through personal experience. As a student of the Master of Education program at Memorial University of Newfoundland, I faced significant barriers similar to those encountered by many non-native English-speaking teachers (NNESTs) aspiring to integrate into the local school system. Despite a rich background in ESL teaching and the advanced pedagogical training from my homeland, the stringent certification requirements in Newfoundland, which favour a Canadian Bachelor of Education, rendered my qualifications insufficient. This systemic preference for native English-speaking teachers (NESTs) seemed to stem from a widespread belief in their superior teaching efficacy – a belief that merited scrutiny. Motivated by these challenges, I embarked on this comparative study of the self-efficacy and self-perceptions of NESTs and NNESTs. My intention is not only to contribute to the academic discourse on teacher efficacy but also to illuminate the strengths of NNESTs, fostering greater confidence within this group and potentially influencing the hiring processes within the educational landscape of Newfoundland and Labrador.

1.1 Background of the Study

American and Canadian colleges and universities are growing more ethnocultural and linguistically diverse, partly due to increased international student enrollment. 1.4 million international students opt to study at postsecondary educational institutions in Canada and the United States, which grew by 7.1 per cent between 2015 and 2016 (Canadian Bureau of International Education, 2016; Institute of International Education, 2016). According to Statistics Canada (2017), by 2031, nearly half of Canadians over 15 will be immigrants or have immigrant parents. Previous research has found that, despite a large number of English Language Learners (ELLs) in North American kindergarten through grade 12 (K-12) classrooms, teachers lack enough preparation to support these students (Ladson-Billings, 2000; Rushton, 2000; Webster & Valeo, 2011).

There are two current migration trends. First, an increasing number of internationally educated professionals are crossing borders due to globalization. Second, increased immigration has boosted linguistic and cultural diversity in many immigrant-receiving countries, particularly in metropolitan areas that draw the majority of newcomers and their offspring.

In reflecting upon my own journey as an ESL teacher, I have been acutely aware of the contrasts and commonalities in the experiences of NESTs and NNESTs. Despite the comprehensive training and wealth of diverse teaching approaches that I and many of my NNEST peers bring to the educational setting, we often encounter systemic barriers that limit our professional integration. These personal observations have fueled my academic curiosity and provided a lived context that underscores the importance of exploring the perceived self-efficacy within our teaching roles. This research is a conduit

through which I aim to amplify the voices of NNESTs, shedding light on the nuances of our experiences and challenging the prevailing assumptions that often hinder our professional advancement.

1.2 Purpose of the Study

The purpose of this qualitative research was to describe and compare the culturally responsive teaching self-efficacy beliefs of ESL Non-native English Speaker Teachers and Native English Speaker Teachers, as well as to investigate their experiences and perceptions of personal abilities to teach culturally diverse students rigorously. Teachers were underprepared to engage in culturally responsive teaching approaches due to a lack of understanding of the relationship between culture and classroom conduct (Siwatu et al., 2017). Understanding a classroom's cultural background can reduce cultural conflicts (Siwatu & Starker, 2010). Individuals who are hesitant to execute information due to self-doubt about their abilities to carry out successful actions require self-efficacy (Siwatu et al., 2016).

According to the literature, there is a favourable relation between self-efficacy beliefs and teacher quality. Little study has shown teachers' self-efficacy beliefs about culturally responsive teaching (Siwatu et al., 2016). The literature on culturally responsive teaching self-efficacy beliefs of ESL teachers is limited (Bradshaw et al., 2018). Furthermore, there is a gap in the literature about the culturally responsive teaching self-efficacy beliefs of NNESTs and NESTs. Also, the relationship between these teachers' self-perception and their self-efficacy beliefs needs more research. Therefore, this study aimed to address this gap and increase the opportunities for qualified NNESTs to find teaching positions.

1.3 Self-Efficacy in Education

Understanding the concept of self-efficacy is crucial to this research, as it underpins the core investigation into teachers' beliefs about their capabilities. Albert Bandura, a renowned psychologist, introduced the term "self-efficacy" to describe an individual's belief in their ability to succeed in specific situations (Bandura, 1977). This belief is pivotal in determining how a person thinks, behaves, and feels; it essentially shapes how one approaches goals, tasks, and challenges.

In the realm of education, teacher self-efficacy refers to a teacher's belief in their capacity to plan, organize, and carry out activities necessary to achieve educational goals despite the varying needs of students and the inherent complexities of the teaching environment (Tschannen-Moran & Woolfolk Hoy, 2001). A substantial body of research suggests that teachers with high self-efficacy are more likely to implement innovative teaching strategies, adapt to diverse student needs, and persist through challenges (Caprara et al., 2006).

For ESL educators, self-efficacy becomes particularly important. It influences their ability to provide culturally responsive instruction and to foster a learning environment where students from diverse linguistic backgrounds can thrive (Guskey, 1988). Given the increasing diversity in Canadian classrooms, this study seeks to explore how ESL teachers' self-efficacy beliefs shape their instructional practices and how this, in turn, influences their success in culturally and linguistically diverse settings.

According to previous research (Cheung, 2002; Mahboob, 2003; Moussu, 2002), students value NNESTs for their knowledge, preparedness, caring attitudes, and experience, and they recognize that NNESTs and NESTs complement each other in terms

of their strengths and weaknesses (Matsuda & Matsuda, 2001). However, even after spending several years studying for a degree in TESOL (typically in an English-speaking country), NNESTs still have difficulty securing teaching positions in ESL or EFL situations. At the same time, NESTs are frequently hired despite having no qualifications other than native speakers (Braine, 1999). TESOL has issued an anti-discrimination statement (TESOL, 1992) stating that teachers should not be hired based on their native language. However, as previously stated, a quick search in various online job lists demonstrates that discrimination based on the first language is still alive.

1.4 Significance of the Study

Understanding teachers' culturally responsive self-efficacy beliefs is critical for determining areas where teachers are most and least effective (Siwatu et al., 2016). Qualitative data collection to investigate and compare NNESTs' and NESTs' culturally responsive self-efficacy beliefs helps devise appropriate interventions to assist teachers in developing robust self-efficacy beliefs (Siwatu et al., 2016). Teachers in the classroom are the most crucial variable in student accomplishment (Siwatu et al., 2011). Teachers require assistance increasing low self-efficacy or challenging inflated self-efficacy beliefs (Wyatt, 2015). Self-efficacy beliefs are essential for effective, culturally responsive teaching (Alaca & Pyle, 2018).

The qualitative study is vital for educators, educational leaders, curriculum developers, and educational institutions interested in learning about the professional development needs of ESL teachers. Every year, new non-native TESOL students graduate and seek ESL jobs; every day, more people want to learn English, and frequently, new jobs are posted that obviously discriminate against those non-native

TESOL teachers. This study aims to enhance understanding that may lead to more tremendous success and recognition for Non-native English Speakers in the ESL job market. The study's findings could shed light on the abilities required to boost teachers' self-efficacy and promote culturally responsive teaching strategies for both NNESTs and NESTs. Therefore, It is critical to undertake this study and share its findings with the academic community to provide competent teachers with employment opportunities and ESL students with the opportunity to be taught by qualified teachers, whether native or non-native speakers.

This exploration of self-efficacy is particularly pertinent given the diverse educational landscape of Newfoundland and Labrador, where ESL educators encounter unique cultural dynamics within their classrooms. Ultimately, this work aspires to enrich our understanding of how teachers' beliefs in their effectiveness, regardless of their native language, shape their teaching practices in the culturally diverse landscape of contemporary classrooms.

1.5 Research Questions

Research questions to guide the qualitative case study research were:

1. What are the culturally responsive teaching self-efficacy beliefs of NNESTs and NESTs?
2. How do NNESTs and NESTs perceive their self-efficacy, and how does this perception differ between the two groups?
3. How is the self-perception of NNESTs formed within the context of teaching in diverse classrooms?

4. How do the NNESTs' and NESTs' self-perception affect their culturally responsive self-efficacy to teach in diverse classrooms?

A qualitative research approach was employed to attempt to address these questions. Qualitative approaches involve an in-depth investigation of people's beliefs, assumptions, understandings, views, actions, or interactions (Doyle, 2018). A qualitative approach, according to Creswell (2012), is the ideal way to "address a research problem in which you do not know the variables and need to explore" (p.17). Qualitative research is "concerned with the construction of meaning, how people make sense of their lives and their worlds" (Merriam & Tisdell, 2015, p. 24). This is especially important for knowing how individuals think about or grasp a subject in depth and richness. A qualitative approach seemed most appropriate for this study because it investigated teachers' perspectives and experiences. A case study method was adopted as a research design. Multimethod fieldwork assisted this study, including nonparticipant observation and open-ended interviews with eight ESL teachers.

A case study's value is that it can be used to understand a more significant issue through a specific case with a small sample size. It investigates how people perceive and construct their reality in-depth and contextually. As a result, the case study method allows the researcher to go beyond broad explanations and comprehend behavioral situations within a specific context (Creswell, 2012).

1.6 Definition of terms

Providing definitions ensures that everyone understands critical concepts and terminology. Although several terms are commonly used, definitions narrow the scope of understanding the study's focus.

Culturally responsive teaching: Using students' home culture to scaffold learning and make meaningful pedagogical connections (Ladson-Billings, 1998).

Culturally responsive teaching self-efficacy: Belief in personal ability to execute culturally responsive teaching practices (Siwatu, 2007).

Culturally and linguistically diverse students: Students of colour, students living in poverty, and English language learners (Cramer, 2015).

Self-efficacy beliefs: Belief in personal ability to plan and execute processes to accomplish a task. Self-efficacy beliefs affect thought patterns, which influence the self-appraisal of capabilities (Bandura, 1986).

Non-Native English-Speaking Teacher (NNEST): An individual who teaches English but whose first language is not English (Braine, 2010).

Native English-Speaking Teacher (NEST): An individual whose mother tongue is English and who teaches English as a second or foreign language" (Medgyes, 1994).

Internationally Educated Teachers (IET): An individual who received their teacher education qualifications outside of Canada, and it refers to a teacher who has lived, worked, or studied outside of Canada for an extended period (Vidwans and Faez, 2019).

1.7 Outline of the Thesis

This introductory chapter describes the research background and identifies the study's objectives and research questions. This chapter also discusses the significance of the study.

The thesis also includes the following chapters: theoretical and conceptual framework, literature review, methodology, findings, discussion, recommendations and a conclusion. The second chapter provides theories, models, and conceptual ideas related to the study. The third chapter provides context for the study by drawing on relevant literature. The literature review focuses on previous research studies on teachers' self-efficacy and self-perceptions, especially in ELT settings. The methodology chapter introduces the methodology utilized for the study and discusses the procedures used, participants, time frame, and study context. The findings of the study are provided in Chapter 5. This chapter reports on NNESTs' and NESTs' self-efficacy and self-perceptions based on qualitative findings from interviews with both NNESTs and NESTs, as well as results from participant observation. Given the research questions, the study findings are discussed and analyzed in Chapter 6. This chapter also includes the study's conclusions, limitations, recommendations for future research, and an analysis of the theoretical perspectives and their implications for practice.

2. Theoretical and Conceptual Framework

This chapter delineates the theoretical and conceptual underpinnings that guide this research. It seeks to intertwine the strands of diversity in education with the psychological construct of self-efficacy, particularly regarding teachers in an increasingly multicultural landscape.

2.1 Diversity in Education

A pressing narrative within the domain of educational scholarship underscores the urgent need for a teaching workforce that mirrors the cultural and linguistic mosaic of the student population. Pioneering voices in educational research (Niyubahwe et al., 2013;Ragnarsdóttir, 2010; Schmidt et al., 2010; Walsh et al., 2011) have long advocated for a diverse body of educators capable of reflecting and serving the pluralistic student body within public education systems. The rationale for this push stems from a belief, as suggested by Ragnarsdóttir (2010), that teachers from diverse backgrounds may possess inherent advantages in understanding and catering to the needs of a diverse student cohort.

This advocacy is juxtaposed against a stark reality: a mismatch exists between the diversity of the student population and that of the teaching staff. Bascia (1996) and subsequent reaffirmations of the concern (Janzen & Cranston, 2016) illustrate that despite societal shifts toward greater diversity, the demographic composition of the teaching profession has remained relatively static. This dissonance extends into the realm of internationally educated teachers (IETs), who, despite their potential to contribute significantly to educational diversity, face systemic barriers to employment within the public education system (Marom, 2017; Zietsma, 2010; Schmidt, 2010b, 2016).

Arguments in favour of a diversified teaching force are multifaceted, encompassing equitable representation (Ryan et al., 2009), enhanced instructional appropriateness (Sleeter & Milner, 2011; Solomon, 1997), and the fostering of meaningful relationships with students from various cultural backgrounds (Villegas & Lucas, 2004). The ultimate objective is to cater adeptly to the educational demands of a linguistically and culturally diverse student body (Santoro, 2008).

2.2 The Construct of Teacher Self-Efficacy

Teacher self-efficacy is central to this discourse on diversity, a pivotal psychological attribute that influences teachers' perceptions of their capabilities within the classroom setting. Bandura's (1997) social cognitive theory posits that self-efficacy—teachers' beliefs in their ability to effectuate classroom tasks—plays a crucial role in instructional effectiveness. An extensive body of literature (e.g., Akbari & Tavassoli, 2014; Knoblauch & Chase, 2015; Mateo-Gaxiola, 2014) corroborates the significant influence of teacher self-efficacy on a spectrum of positive educational outcomes, ranging from student achievement to the teachers' own sustained engagement and professional growth.

The assessment of teacher self-efficacy has predominantly employed quantitative methodologies (Wyatt, 2018), leveraging validated instruments such as the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001). While widely used, these instruments are not without critique; scholars argue that the complex nature of self-efficacy may not be fully encapsulated by Likert scale responses (Wheatley, 2005).

Emerging perspectives (e.g., Labone, 2004; Wheatley, 2005; Klassen et al., 2011) advocate incorporating qualitative approaches to unearth a more nuanced understanding

of teacher self-efficacy. Such methodologies could illuminate the intricacies of how beliefs and efficacy operate within teachers' lived experiences, particularly within linguistically and culturally diverse educational contexts.

2.3 Self-Efficacy in Diverse Educational Settings

In the landscape of diverse educational settings, it is paramount to understand how teachers' self-efficacy beliefs are shaped by and respond to the challenges and opportunities presented by cultural and linguistic diversity. This research aims to delve into the self-efficacy of both non-native English-speaking teachers (NNESTs) and native English-speaking teachers (NESTs) within such environments, examining the impact of their self-perceptions on their instructional practices.

As delineated by Bandura (1997), the factors influencing self-efficacy beliefs encompass mastery experiences, vicarious experiences, verbal persuasion, and physiological states. These elements are instrumental in shaping the self-efficacy beliefs that guide teacher behaviour, motivation, and, ultimately, the educational outcomes of their students.

In this context, the study considers the intersection of self-efficacy with teachers' self-perception of their strengths and weaknesses in linguistically and culturally diverse classrooms. This examination is particularly pertinent given the scarcity of research focusing on the comparative self-efficacy of NNESTs and NESTs in such settings.

2.4 Aims of the Current Study

Given this backdrop, the current study investigates the nuances of self-efficacy beliefs among teachers in diverse classrooms, focusing on the self-perception of NNESTs and NESTs. The study aims to contribute to the burgeoning discourse on the psychology

of language teachers and the realization of a pedagogy responsive to students' cultural and linguistic identities.

3. Literature Review

This section presents the literature and best practices related to the current research topic (Culturally Responsive Self-Efficacy and Self-Perceptions of Non-native English Speaker Teachers and Native English Speaker Teachers).

Books, journal articles, essays, research papers, websites, and government publications are among the forms of linked literature studied. The evaluated literature is thoroughly and critically examined within the context and setting of the research questions, and it was utilized to generate interview questions as well as a conceptual framework to guide this research.

3.1 Teaching in Linguistically and Culturally Diverse Classrooms

Canada has one of the most significant migration rates in the Organization for Economic Cooperation and Development (OECD), well above the OECD average influx rate of 0.60% of the total population in 2011 (OECD, 2013). Migration accounts for two-thirds of Canada's population growth (Reitz, 2013). Migrant-receiving countries (such as Canada, Australia, and New Zealand) are becoming more ethnically diverse due to migration (Deters, 2011). However, the ethnic variety of the teaching force in these countries has not kept up with the diversity of the student body.

Many studies have revealed a disparity between the variety of the student body and the limited diversity of the teaching force in Western countries (e.g., Ryan, Pollock, & Antonelli, 2009; Schmidt, 2016; Sleeter & Milner, 2011). It is commonly agreed that "although changes in student demographics have been considerable, changes in teaching force demographics have been modest... "The majority of instructors remain white females, monolingual, and middle-class" (Ball & Tyson, 2011, p. 2).

Students from culturally and linguistically diverse backgrounds have been present in Canadian schools for decades. Our classrooms, instructional methods, and curricular content, on the other hand, have been built with children from the same homogeneous mainstream cultural context in mind (Coelho, 2012). As a result, students from culturally and linguistically diverse backgrounds who have had different experiences than mainstream students may be disadvantaged. According to Coelho (2012), it is critical for teachers to comprehend that some students are learning the language of instruction and have information from other geographical locations. As a result, teaching strategies must be appropriate for students from diverse cultural and linguistic backgrounds to provide them with equitable possibilities for success.

In essence, culturally responsive pedagogy addresses difficulties related to teaching in diverse classrooms by "using the cultural aspects, experiences, and viewpoints of ethnically diverse students as conduits for more effectively teaching them" (Gay, 2002, p. 106). Through the application of cultural knowledge and prior experiences, increased awareness of frames of reference, and acceptance of student performance styles, culturally responsive teaching can make learning relevant and rigorous for culturally and linguistically diverse students (Gay, 2015; Kelley et al., 2015; Ladson-Billings, 1998). According to Bennett et al. (2018), culturally responsive education is a theory and pedagogical method that is broadly defined and constantly growing. Culturally responsive teaching assists educators in building pedagogical abilities for teaching students from diverse cultures, thereby closing existing disparities in opportunity and achievement (Martin, 2016).

Hammond (2015) elaborated that culturally responsive teaching is a method of learning that involves connecting information processing structures and memory systems in the brain. For example, students from oral cultural traditions employ rhythm or music to create memory pathways that help them learn stick (Hammond, 2015). Understanding student culture enables teachers to use successful pedagogy (Lim et al., 2019). Culturally responsive teaching entails complex and dynamic linkages between students' home cultures, school cultures, and educational system cultures (Anthony, 2017; Ladson-Billings, 1998).

3.1.1 Teacher's Self-Awareness and Culturally Responsive Teaching

Understanding personal culture increases awareness of deep cultural features (Hammond, 2015). Recognizing and comprehending personal cultural identities and perspectives enables teachers to notice students' cultural variety (Brown & Crippen, 2017; Gay, 2015). Culturally responsive teachers use critical reflection to raise awareness of unconscious racial biases (Hammond, 2015).

Mitchell (2015) conducted a study in which teachers took part in a workshop to analyze personal cultural identity and identify how to use it with students and colleagues. Culturally responsive teaching taught the teacher-participants how to apply cultural perspectives in the classroom and execute culturally responsive teaching practices. Mitchell concluded from the workshop results that multicultural self-efficacy beliefs increase when teachers become aware of their cultural identity (Mitchell, 2015), and with increased multicultural self-efficacy, teachers become advocates for students from diverse cultures and believe in their ability to effect change for culturally and linguistically diverse students (Mitchell, 2015).

According to Gay (2000), when students' knowledge and abilities are embedded inside their life experiences, their academic achievement improves. Five culturally relevant pedagogical competencies are described. First, a teacher's knowledge base must extend beyond material understanding to encompass students' value systems, traditions, and learning styles. The second competency entails translating the learned knowledge base into culturally relevant curriculum designs and instructional approaches. Third, it is critical to develop learning settings in the classroom for students from diverse backgrounds. Fourth, teachers must recognize that cross-cultural communication techniques differ from the traditional student-teacher conversation in mainstream North American classrooms. The fifth competency entails teaching in various settings where teachers integrate their students' prior knowledge with new knowledge by constructing a bridge between their prior knowledge and the new information they will acquire.

3.1.2 IETs, Immigrant Teachers, or Non-native Teachers?

Miller (2009) stated that in her paper entitled "Teaching with an Accent: Linguistically Diverse Preservice Teachers in Australian Classrooms", a question of nomenclature contributed to the difficulty of writing about the teachers in her study. She struggled with a descriptor for these teachers, as did the literature, which referred to native and non-native speakers, linguistic minorities, CALD background speakers, users of English as a second or additional language, bilingual, multilingual or plurilingual cohorts, multicultural groups, and so on. She mentioned how inadequate the term "non-native English speaker" appears in the context of the highly diverse cohort described in the introduction. As cited in Kim (2011), according to Kachru and Nelson (1996), a "native speaker" is someone who learns English as a first language as a child in a natural

situation. Native speakerism, according to Holliday (2005), is “an established assumption that ‘native speaker’ teachers reflect a ‘Western culture’ from which arise the values both of the English language and English language teaching methods” (p. 6). According to Kramsch (1997), native speakership is “neither a birth nor an education privilege” but rather “acceptance by the community that formed the distinction between native and non-native speakers” (p. 363, cited in Braine, 1999, p. xv).

Because ideology is essentially linked to “the process of sustaining asymmetrical relations of power - that is, to the process of maintaining domination” (Braine, 1999; Brutt-Griffler & Samimy, 1999; Canagarajah, 2013; Davies, 2003; Holliday, 2005; Phillipson, 1992), the ELT profession should progress from a dominant and deeply established native-speaker ideology to a more inclusive perspective that supports diversity (Thompson, 1984, p. 4). According to studies, many NNESTs feel disempowered due to their students’ and parents’ stereotypes of an authentic English teacher (Amin, 1997; Brutt-Griffler & Samimy, 1999).

For many years, the binary of native-speaker versus non-native speaker, as well as assumptions about native-speaker competence, had been contested (Davies, 2003; Higgins, 2003; Leung et al., 1997; Lippi-Green, 1997; McKay, 2003), but institutions had been remarkably resistant to what was perceived as a change in English language use standards. Although different English dialects are common in Australia, teachers are subject to institutional constraints and expectations, many of which are entirely appropriate (Miller, 2009).

According to Samimy (1997), the most significant credentials of English teachers are language competence, the extent of teachers’ teaching experiences, and relevant

teaching qualifications. Many studies indicate that if NNESTs gain near-native English proficiency, they can be excellent language teachers (Phillipson, 1992). According to Phillipson, non-native English speakers (non-NESs) can attain fluency, knowledge of idiomatic expressions, and cultural understanding. According to Cook (1999), a multilingual teacher is qualitatively different and incomparably more qualified than a monolingual teacher.

According to Vidwans and Faez (2019), IETs have been referred to using a variety of terms across the literature, including "immigrant teachers" (e.g., Amin, 2000, Beynon, Ilieva & Dichupa, 2004; Hwang et al., 2005; Michael, 2006; Subedi, 2008), "visible minority teachers" (e.g., Ng, 2006), "bilingual teacher candidates" (e.g., Flores, Clark, Guerra & Sánchez, 2008), "overseas trained teachers," "foreign-trained teachers" (e.g., Flores & Huerta, 2008; Mawhinney & Xu, 1997), "foreign teachers," and "internationally trained teachers" (Walsh et al., 2011), and "internationally educated teachers" (e.g., Deters, 2010; Faez, 2007; Pollock, 2010; Walsh & Brigham, 2007). The term IET is used by the OCT (2016) to refer to teachers who received their teacher education qualifications outside of Ontario, and it refers to a teacher who has lived, worked, or studied outside of Canada for an extended period.

Michael (2006) defined immigrant teachers in Israel as those with foreign teaching certification. Flores et al. (2008) classified bilingual education teaching candidates in the United States into three groups: first-generation college students, second-generation paraprofessionals, and immigrant normalistas (foreign-trained teachers). Mawhinney and Xu (1997) used the term "foreign-trained teachers". In contrast, Myles, Cheng, and Wang (2006) used the term "internationally trained teachers"

to refer to teacher applicants who have teacher qualifications from outside of Canada or international teaching experience. In their study, Walsh and Brigham (2007) defined internationally educated teachers as those who have immigrated to Canada, finished postsecondary education outside of Canada, and/or have (had) teaching experience elsewhere and/or in Canada. Faez (2007) defined internationally educated teacher candidates as those who had attended school or lived/worked outside of Canada for a lengthy period. In these studies, some teachers moved to a different country relatively early; others migrated to other settings after years of teaching.

3.2 Qualifying Teachers Based on Their Nativeness

The belief that English teacher qualifications are entirely determined by native status and target language competence persists in the TESOL profession (Choi & Lee, 2016). Phillipson (1992) challenged the concept that native speakers are superior language teachers in his seminal book Linguistic Imperialism, claiming that the higher capacity native speakers are thought to have may be achieved through training. He also claimed that non-native teachers have qualifications that native speakers may not have. Since then, significant empirical information has been compiled to determine the qualifications and skills of non-native teachers (Braine, 1999; Llurda, 2005; Shin, 2008). As cited in Karas and Faez (2021), The native/non-native dichotomy in English language instruction has been questioned, and it is obvious that such broad generalizations cannot account for all teachers' various linguistic backgrounds (Faez, 2011). However, the terms continue to be used in the field because no widely acceptable alternatives have been proposed. Non-native English Speaker teachers (NNESTs) may lose confidence as a result of the overall issue of native speakerism that exists in English language teaching

(Holliday, 2005). This notion illustrates the widespread perception that, regardless of training or experience, many individuals prefer Native English speaker teachers (NESTs). While this approach has been widely criticized in academic circles (e.g., Freeman, 2016; Holliday, 2005), it has been shown to hurt NNESTs in the job market (Selvi, 2010) and in terms of professional validity (Braine, 2010).

An increasing number of researchers have argued that target language proficiency should not be equated with nativeness and that professional preparedness as teachers, achieved through accumulated experiences of training and teaching, should be considered as another main criterion for evaluating the qualifications of both native and non-native teachers (Braine, 2010; Cook, 1999; Mahboob, 2010; Medgyes, 1994; Pasternak & Bailey, 2004).

However, a dominating line of research has inundated the area with comparative studies on native versus non-native teachers (e.g., Arva & Medgyes, 2000; Medgyes, 1994; Moussu, 2010). This methodological approach had frequently fallen victim to the comparative fallacy, relating teacher qualifications to language backgrounds and categorizing individuals as belonging to homogeneous groups, even when it was difficult to determine whether identified differences between non-native and native teachers were due to nativeness or other factors, such as training and teaching experience. Furthermore, in today's increasingly multilingual society, the concepts of the native speaker and non-native speaker have become muddled (Canagarajah, 2005; Cook, 1999).

Researchers have emphasized the benefits of NNESTs in the Canadian educational system, which assists all students, not ELLs, in addition to the desire for a more diversified teaching force. Because of homogeneous teaching staff, NNESTs help

to disrupt the mainstream discourse that has existed for decades. In addition, other roles that NNESTs have taken on in schools today include activists and change agents in ELL education (e.g., Beynon, Ilieva, & Dichupa, 2004). They also demonstrate high sensitivity and empathy for ELLs (e.g., Faez, 2012a) and contribute to the conversation about immigrant integration (e.g., Phillion, 2003). NNESTs are also excellent cultural bridge builders and equity builders in the educational system (e.g., Block, 2012).

In his article (2015), Deters presents findings from a qualitative research study of internationally educated teachers' and college professors' (IETs) professional integration experiences in Ontario, Canada. Two current migration trends inspired the study. First, an increasing number of internationally educated professionals are crossing borders due to globalization. This tendency is most prominent in Canada, where the migrant-driven immigration policy has drawn many skilled immigrants who have been granted resident status according to their education and professional training. According to a Citizenship and Immigration Canada report from 2009 (Fuller, 2015), more than 60% of recent immigrants were highly skilled. Canada has a solid track record of integrating immigrants, partly because highly skilled immigrants "arrive with larger levels of human and social capital to integrate" (Joppke & Seidle, 2012, p. 9). Furthermore, public support for immigration has grown in Canada over time, in contrast to an increase in anti-immigrant views in Australia, Europe, and the United States (Fuller, 2015, p. 359). These factors, as mentioned by Fuller, would appear to predict positive labour market entry results, yet highly skilled immigrants continue to confront multiple impediments and frequently end up underemployed (Banerjee & Fan, 2014; McCoy & Masuch, 2007; Remmenick, 2013; Somerville & Walsworth, 2009).

Second, increased immigration has boosted linguistic and cultural variety in many immigrant-receiving countries, particularly in metropolitan areas that draw the majority of newcomers and their children. Scholars and education stakeholders have expressed the urgent need for diverse teachers and staff to reflect and serve the increasingly diverse student body in the public education system (Niyubahwe et al., 2013; Schmidt et al., 2010; Ragnarsdóttir, 2010; Walsh et al., 2011). Ragnarsdóttir (2010) addressed the relevance of multicultural education in providing circumstances for equality, stability, and coherence in a multicultural society and in building a common identity, citing Parekh's work. Multicultural education encompasses the belief that all students, regardless of gender, colour, culture, or class, have an equal opportunity to learn. Furthermore, variety is respected and valued. Ragnarsdóttir also raised the point that teachers from diverse backgrounds may be more able to comprehend the demands of a diverse group of students. In a classic mismatch, little thought has been given to the untapped potential of NNESTS to meet this need. On the one hand, there is a pressing need in the education system for teachers from diverse backgrounds; on the other hand, thousands of experienced NNESTs from diverse cultural and linguistic backgrounds cannot find full-time employment as teachers in public education systems.

Beyond comparative study, reevaluating the qualifications of Non-native English speaker teachers in their respective teaching situations is required. One step in this manner has been to focus on Non-native Teachers' perceptions and challenges (e.g., Golombek & Jordan, 2005; Liu, 1999; Park, 2012; Trent, 2012). The use of qualitative research methodologies, such as narrative and thematic analyses, in these studies has its own position and relevance in describing teachers' various stories and experiences.

Nonetheless, as Moussu and Llurda (2008) stated, “an over-reliance on this type of work poses an obvious hazard to the discipline” (p. 333) because the qualitative approach is limited in answering issues about the broad generalizability of findings over a large population.

3.3 Challenges of NNESTs

Despite the benefits of expanding the teaching pool, NNESTs continue to confront a variety of challenges, such as job discrimination (e.g., Schmidt, 2010b), a devaluation of their diversity (e.g., Cho, 2011), and high rates of unemployment and underemployment (e.g., Deters, 2009). While the entrance of NNESTs – teachers with certification and, in many cases, significant teaching experience — might be viewed as an opportunity to improve the diversity of the teaching profession, research suggests that most of this teaching experience and potential go unused. According to Deters (2011), 6.2% of immigrants to Canada are teachers (p. 9). Meanwhile, among all regulated professions, teaching has the greatest rates of immigrant underemployment and unemployment. According to Zietsma (2010), the bulk of migrant teachers find work as “teachers on call” (substitute teachers), with only 20% finding permanent teaching positions. Marom (2017) identified structural hurdles to NNESTs recertification in British Columbia based on comprehensive interviews with NNESTs and faculty members, as well as classroom observations. Language issues, such as proficiency and accent, are the most significant barriers to work. According to the Ontario College of Teachers (2017), “new-Canadian teachers - defined for this research as those who came to Canada and acquired Ontario certification after completing teacher education in other countries - continue to report by far the weakest job outcomes” (p. 28). Thus, the capacity

of NNESTs to recertify and find work is a critical problem for the successful diversification of the teaching profession in Canada and worldwide. According to the NNESTs contacted for the study, certain accents (for example, British) are accepted but not others (e.g., Eastern European). The author also observed that "there was frequently an unconscious link between language—particularly accent—racism, and prejudice based on skin colour and ethnicity" (Marom, 2017, p. 171). In addition to language obstacles, there were institutional barriers, such as inadequate information about the recertification process and a lack of acknowledgement of teaching credentials from the NNESTs' home countries.

Deters (2015) noted that recent research on internationally educated teachers has focused on the labour market entry hurdles IETs encounter. Schmidt et al. (2010, p. 441) highlighted "systemic discrimination in hiring processes as one of the most significant barriers for IETs attempting to re-enter the labour force." The authors, whose research is based on the Canadian province of Manitoba, also noted that due to Canada's present oversupply of teachers, there has been a lack of interest in, and hence financing for, government programmes to assist the entry of IETs into the Canadian education system. Walsh et al. (2011, p. 660), based in the Maritimes (Canada's Atlantic region), confirmed the existence of labour market entry barriers for NNESTs and added that female immigrants are more likely to be unemployed and that deskilling (underemployment) is strongly correlated with gender, race, ethnicity, and English language proficiency. Many Canadian-born people in the Maritimes appear to categorize distinct visible minority groups hierarchically, according to their research participants. Maritimes. For example, some NNESTs believe that some Asian ethnicities (such as Chinese) are more readily

accepted than others; “when they [cannot] find [anyone else], they call for Indian or Pakistani” (p. 661). One of the study participants said that being white and European helped her win admission: “I had all the acceptability. I am well aware that it is assisting me because I am one of the few foreigners who have entered the system.” (p. 661) Participants who had previously lived in Ontario, which has a far more diverse population, found it simpler to get into the education system there than in the Maritimes, which also has one of the highest unemployment rates in the country.

The literature demonstrates the prejudiced lens through which IETs’ linguistic talents are perceived. In the context of ESL or EFL, IETs from expanding circle countries (countries where English has no official status, such as China and Iran) and, on occasion, IETs from outer circle countries (countries where English has an official status, such as India and Nigeria) are referred to as non-native English speaking teachers (NNESTs). Even though the native/non-native dichotomy is highly contested (e.g., Faez, 2011) and has been found to perpetuate racial and employment discrimination (e.g., Faez, 2012b; Kamhi-Stein, 2018; Selvi, 2018), these labels are still employed, primarily due to a lack of a better substitute term.

3.4 Strengths of NNESTs

Although some previous research investigated the distinctions between native and non-native speakers (Kachru, 1981; Coppieters, 1987; Edge, 1988; Kresovich, 1988), most of them supported the notion that the native speaker is the ideal language teacher. According to Marom (2017), “differences between ‘native’ English speakers and ‘others’ maintain linguistic hierarchies rather than encouraging tolerance and diversity” (p. 171). NESTs and NNESTs’ potential merits and weaknesses are thoroughly documented in the

literature (e.g., Moussu, 2018a, 2018b). Even though there have been reports that some Internationally Educated Teacher Candidates (IETCs) may require assistance with their oral and written language skills (e.g., Faez, 2010), it is crucial to recognize that NNESTs bring a wide range of expertise, language proficiency, and skills to the profession. NNESTs, like NESTs, have significant within-group differences, and the continued use of the native/non-native dichotomy contributes to NNEST discrimination and devaluation. As a result, it is critical that teachers be evaluated based on their pedagogical skills rather than their status as native or non-native English speakers. Medgyes' work (1992) presented a complete and exhaustive comparison of native and non-native English teachers to determine the perfect teacher. According to the findings of his study, the ideal English teacher has a high level of competency in the student's first language and near-native fluency in English. Medgyes (1994) identified six beneficial features of non-native teachers in a follow-up study: 1) They set a good model for their students; 2) They understand and can teach language strategies; 3) They can provide English language information; 4) They are aware of language difficulties and can predict and prevent them; 5) They are sympathetic to students' learning experiences, and 6) They can benefit from sharing students' native language. Other researchers have re-examined these beneficial characteristics. For example, Barratt and Kontra (2000) discovered that native teachers struggle to make relevant comparisons and contrast with students' first languages. They are also unable to sympathize with their students' second language and cultural learning experiences, as confirmed by Árva and Medgyes (2000). Cook (2005) concurs with Medgyes that non-native teachers can "offer models of proficient users in action in the classroom" as well as "examples of people who have become effective users" in the real

world (p. 57). Nemtchinova (2005) investigated host teachers' perceptions of non-native student teachers during practicums in the United States. Her findings include non-native trainees having good contact with their ESL students, adequate prior preparation, good connection with students, and a sufficient understanding of US culture.

3.5 NNESTs' Self-Perception

One of the most difficult challenges for NNESTs is not usually language proficiency but self-esteem and authority in front of their students.

The critical view on native speakerism, with its far-reaching negative connotations and effects, has contributed to the development of a substantial corpus of study on NNESTs.

Various studies have been conducted to investigate NNESTs' assessments of their strengths and weaknesses. This research agenda has focused mainly on investigating the bias of the "native speaker fallacy." According to Mahboob (2010), this bias favours native speaker norms and characterizes NNESTs as imperfect language users. He supports new paradigms based on a functional perspective of language, which emphasizes a speaker's ability to use language in real-world circumstances; hence, more valid, objective criteria, namely experience and education, are used to assess NNESTs' teaching ability.

Considering teachers' self-perceptions of whether or not they are native speakers of the language, what they teach is undeniably a trend in the profession. According to the findings of Reves and Medgyes's (1994) study, the majority of the participants identified as non-native speakers of English (NNSs). Reves and Medgyes (1994) conducted one of the first research in this field with 216 non-native teacher participants. A significant

finding in this study was a link between instructors' poor self-image, their poor language skills, and feelings of inadequacy. Other research has found that occasional linguistic errors can increase non-native teachers' sentiments of inadequacy and self-doubt (Braine, 2004; Morita, 2004). Corroborating this, Samimy and BruttGriffler (1999) observe that their non-native participants struggle to feel qualified in their educational environment because their linguistic skills are continually questioned. Ellis (2002, 2004) did an interesting study on non-native teachers' self-perceptions in Australia, focusing on multilingual-ness rather than just native-non-native-ness. These conclusions were later refuted by Llurda and Huguet (2003) and Butler (2007). In their examinations, primary school teachers judged that Native English Speaker Teachers (NESTs) were superior to Non-native English Speaker Teachers (NNESTs). The latter study discovered a link between primary NNESTs' perceptions of their inadequate language proficiency and their belief in the native speaker fallacy. Nonetheless, in Llurdas and Huguet's (2003)study, secondary school teachers were more confident in their language skills, implying that the native speaker was not always the best fit for the job.

According to Reyes and Medgyes's (1994) study, the majority of NNEST participants admit to having knowledge and skill limitations in vocabulary, speaking, pronunciation, and listening. Furthermore, 84% believed the constraints did not negatively impact their performance. The participants in Samimy and Brutt-Griffler's (1999) study did not use the language to characterize themselves about NESTs. However, they did portray NESTs as fluent, accurate, and communicative-based users of the language. This image of NESTs appears to be related to findings from Dogancay-Aktuna (as quoted in LLURDA, 2008), who found their colloquial and conversational knowledge

and skills lacking. Other research, such as Butler's (2007), discovered that participants considered their reading and writing abilities stronger than their speaking abilities. Similarly, primary school teachers rated their reading abilities and grammar understanding well in Llurdas and Huguet's study.

According to Samimy and Brutt-Griffler (1999), NNESTs believed that NESTs employed a wide range of teaching styles and provided positive feedback to students. NNESTs were described as using their L1 more in their teaching, paying more attention to psychological and emotional elements, being more book and exam-oriented, and knowing more about their students. Like the previous study, Dogancay-Aktuna (as cited in LLURDA, 2008) discovered that respondents believed their grasp of contextual concerns was enhanced since they were NNEST instructors in an EFL setting.

According to research, NNESTs' perceptions of themselves have been found to have self-confidence difficulties. NNESTs' self-perception as lacking the language capacity that NESTs have (KIM's, 2011) or their permanent awareness of their language challenges may lead to a negative self-perception, resulting in a deterioration in language competence and an impression of inferiority (Reyes & Medgyes, 1994). According to Bernat's (2008) research, NNESTs lacked experience and had linguistic challenges, creating a sense of inferiority compared to NESTs. Rajagopalan (2005) discovered that a group of NNESTs in Brazil believed they were underprepared for their jobs, were undervalued as teachers, had few opportunities to grow, and were pursuing an unattainable ideal. Furthermore, their interactions with native speakers exacerbated their anxiousness. This study discovered an intriguing correlation: less experienced participants were less concerned about their lack of native speaker credentials.

Greis (1984) and Medgyes (1994) both express concerns for teachers who, despite substantial education and experience, still feel nervous in front of students or colleagues. For example, Reves and Medgyes (1994) conducted a study that found that NNESTs were always self-conscious of their mistakes due to their persistent anxiety about their students' evaluations. According to Reves and Medgyes, this "self-discrimination" frequently leads to a lower self-image, which affects language performance and can lead to an even stronger sense of inferiority. "A teacher without the necessary language abilities will fundamentally lack authority and self-confidence in the classroom, and this will impair all areas of his or her performance" Cullen (2000, p. 29).

This viewpoint may appear extreme, but other language teachers, new teachers of all languages, or teachers with low self-esteem may have similar feelings. It is worth noting, however, that it appears appropriate for NESTs to make mistakes while teaching or not to know all of the details about the English language (Amin, 2004). When NNESTs repeat the same errors or need to learn more about English, their teaching abilities and qualifications are frequently doubted (Canagarajah, 1999, 2005). According to Braine at the TESOL Conference in Long Beach on April 1, 2004, this attitude among students, NEST colleagues, and even NNESTs themselves will frequently result in the emotions of inadequacy mentioned above.

Amin (1997), an immigrant teacher in Canada, interviewed five women, both non-native and native speakers of diverse English (including Indian English), about their teaching experiences. These five ladies claimed their students believed only Caucasian teachers could be fluent English speakers. They also claimed that only Caucasian native North American English speakers could understand "genuine" and "proper" English. As a

result, those teachers continually felt scrutinized and compared to native, white teachers. Amin also discusses gender, quoting Widdowson, who stated that "the instructor who is a native speaker is rewarded 'authenticity and authority'" (p. 386). She also emphasizes that "from a gender viewpoint, the operative word is 'authority'" (Amin, 1977, p. 97), a severe issue for female teachers who struggle to build this authority. However, the referent of ESL appears to be a white, Anglo male, a "non-white male, if not as real a teacher in the students' perceptions as a white male, would nevertheless command the authority that his gender imparts upon him" (Amin, 1977, p. 97).

Liu (1999b) evaluated the attitudes and perspectives of ESL teachers, graduate students, and ITAs at a large Midwestern school. According to his findings, the variables perceived by teachers as making a significant difference in their teaching experiences were the students' level (graduate students respected and admired NNSs more than undergraduates), the teachers' race and accents, the course the NNESTs were teaching, and the teachers' individual teaching methods. This supports Tang's (1997) study, which found that teachers encountered varying reactions from students from various countries. Teachers in Liu's (1999b) study also acknowledged difficulty identifying themselves as native or non-native English speakers because their criteria did not match the students'. One of the teachers, for example, was from Korea and had come to the United States as a child, identifying himself as a native English speaker. His Asian appearance, on the other hand, led his students to identify him as an NNEST. When the Korean teacher told his students he was a native English speaker, they looked at him with "a mixture of surprise, suspicion, and disappointment" (p. 171). Regardless of whether they were native or non-native speakers, all respondents to Liu's (1999b) study agreed that "the teacher's

professional training, linguistic and sociolinguistic competence, understanding of the students' needs, continuous encouragement of students' efforts, and realistic expectation of students' progress constitutes a good ESL professional" (p. 174). NESTs do not perceive their NNEST colleagues as incompetent as programme administrators or the NNESTs themselves believe.

Maum (2003) also questioned 80 teachers in adult education about their beliefs and experiences as native and non-native ESL teachers. Her research demonstrated that NNESTs, more than NESTs, valued ESL teachers' cultural and linguistic backgrounds and that including cross-cultural themes in ESL instruction was beneficial. In addition, interviews with NESTs and NNESTs revealed that both sets of teachers saw their roles as ESL teachers somewhat differently, based on their perceived strengths and weaknesses and their personal language learning experience. Surprisingly, the NESTs in this study were unaware of any prejudice against NNESTs, even though NNESTs explicitly stated their displeasure with their isolation and "marginalization in the profession" (Maum, 2003, p. 162).

Llurda and Huguet's (2003) findings in an EFL environment provide intriguing insights into NNESTs' self-perceptions of their strengths and weaknesses. 101 NNESTs from primary and secondary schools were asked regarding their perceived language skills in this study. Teachers in primary schools claimed they were highly skilled in reading comprehension and grammar rules. On the other hand, secondary teachers thought they were pretty good at reading and listening comprehension. Furthermore, secondary teachers assessed their English skills as greater than primary teachers.

Kamhi-Stein et al. (2004) investigated the self-confidence and linguistic demands of 55 K-12 NESTs and 32 K-12 NNESTs. They also looked into teachers' opinions of racism and the support they got at work. The findings show that both NESTs and NNESTs were satisfied with their teacher preparation and the support they received from mentors and administrators, but that NESTs found the "informal support network" (Kamhi-Stein et al., 2004, p. 93) (such as friends, family, colleagues, etc.) to be more valuable and accessible, and that NNESTs were slightly more pessimistic about interactions with and support from school administrators. Overall, both NESTs and NNESTs appeared to be satisfied with their jobs. Kamhi-Stein et al. discovered that both NESTs and NNESTs appeared confident in their language skills. According to Kamhi-Stein et al., this result contradicts earlier findings and may have influenced the answers. Another unexpected finding was that NNESTs could have positively evaluated their pronunciation or communication skills. At the same time, grammar was not considered the most robust competence of NNESTs, and NNESTs felt more at ease teaching reading, listening, and even speaking than teaching grammar, which contradicted earlier findings and expectations.

Sahib (2005) investigated NNESTs' confidence and self-image in TESL in the Canadian context. Her findings imply that concerns about teachers' language skills and lack of acquaintance with Canadian cultural norms may impact their self-image. Sahib also discovered that the TESL programme that her participants were enrolled in was ineffective in meeting the demands of NNESTs. One of her ideas is that NNESTs connect and collaborate with NESTs to better integrate into the Canadian TESL community and establish a better teacher self-image.

3.6 NNESTs' Self-Efficacy

A large body of research suggests that language teachers' perceptions have a significant impact not just on teaching techniques but also on student motivation and accomplishment (Borg, 2003). Numerous studies on non-native teachers' language competency have found that it influences their professional self-esteem and confidence, professional position as instructors, and teaching methods (e.g., Brinton, 2004; Mahboob, 2010). The native-speaker norm widespread in the TESOL field (i.e., excellent English teachers speak Anglo-English like native speakers) is a considerable deterrent to establishing credibility as English teachers, even for teachers with a strong command of English (Brady & Gulikers, 2004; Braine, 2010; Llurda, 2005).

Teachers' self-efficacy is defined as their self-perception of competence in executing teaching activities (Bandura, 1997; Pajares, 1996). Self-efficacy in teaching has been found to influence teachers' goals, courses of action, investment of effort in teaching, motivation and aspiration levels, persistence in the face of setbacks, control of thought and emotional processes, and ultimately, level of success in student learning (e.g., Bandura, 1997, 2006; Caprara et al., 2006). Researchers in the TESOL field have only recently investigated teachers' self-efficacy concerning the following agendas: the impact of efficacy beliefs on communicative language teaching (Nishino, 2012) and on using group work in teaching (Wyatt, 2010), the roles of supporters such as colleagues and family members (Brannan & Bleistein, 2012) and teacher training for efficacy development (Faez & Valeo, 2012); and the association between self-efficacy (Moafian & Ghanizadeh, 2009).

Self-efficacy implies that skills and knowledge are insufficient to finish an action effectively and that one's judgment about whether or not to accomplish an act effectively also impacts it (Bandura, 1995). Self-efficacy beliefs, according to Bandura, influence individuals' ideas, feelings, actions, behaviour, level of perseverance, and conflict-resolution techniques. According to Bandura (1995), "people's levels of motivation, affective states, and actions are based more on what they believe than on what is objectively true" (p. 2). Furthermore, individuals' views of self-efficacy vary depending on the setting and task. The greater the teachers' self-efficacy beliefs, the greater their efforts in teaching and the goals they set for themselves (Woolfolk et al., 2005). Many researchers have found that teachers' self-efficacy is related to student progress and academic success (e.g., Bandura, 1995; Bolshakova et al., 2011). In a study conducted in Iran, Mojavezi and Tamiz (2012) explored the connection between teachers' self-belief and students' drive and success. Their findings revealed that teachers with solid self-efficacy positively influenced their students' motivation.

Students from diverse backgrounds do not necessarily find the curriculum and instruction relevant to their experiences (Siwatu, 2011b; Gay, 2000). As a result, education must be incorporated into students' life experiences so that all students have equal opportunities for academic success (Gay, 2000). Therefore, it is critical to investigate teachers' perspectives on teaching approaches generally valuable for all students, known as general pedagogy, and those directed explicitly at ELLs, known as culturally responsive pedagogy.

In a study conducted by Vidwans and Faez (2019) in Ontario, Canada's most diverse province, Internationally Educated Teachers' (IETs) and non-Internationally

Educated Teachers' (non-IETs) perception of self-efficacy for providing linguistically and culturally inclusive pedagogy in K-12 classrooms were compared. A quantitative 40-item survey was used in the study to compare teachers' self-efficacy perceptions of general pedagogy versus culturally responsive pedagogy. According to the study's findings, while IETs and non-IETs reported no significant differences in their ability to implement general pedagogy, IETs reported greater confidence in implementing culturally responsive pedagogy. Coady, Harper, and De Jong (2011), as referenced by Vidwans (2016), conducted a study which revealed that proficiency in "LOTE [language(s) other than English]" was a key factor positively linked with teacher readiness to instruct ELLs. In a separate study, Garca-Nevarez, Stafford, and Arias (2005) discovered that Latino teachers who spoke Spanish favoured incorporating ELLs' L1 in class compared to non-Latino teachers who were not Spanish speakers. It is also possible that IETs reported increased self-efficacy due to empathy and understanding for ELLs due to similar background experiences, even though higher empathy does not always translate into acceptable educational methods (Faez, 2012a). In a study conducted by Miller (2009), Several participants stated that their diverse cultural backgrounds were an asset for teaching. They emphasized that teachers from diverse cultural backgrounds may have more tolerant and non-discriminatory attitudes toward CALD students (see also Brown & Miller, 2006). They also expressed solidarity with students from other nations and empathy for their own situation. They believed CALD teachers might provide value beyond their teaching disciplines by having a deeper awareness of the outside world (Miller, 2009).

Whatever the cause, IETs in Vidwans and Faez's (2019) study indicated increased self-efficacy for providing culturally sensitive pedagogy, and they supported calls for teacher diversity.

3.7 Culturally Responsive Self-Efficacy Beliefs

There is a gap in the literature about teachers' views on culturally responsive teaching self-efficacy (Bradshaw et al., 2018). Debnam et al. (2015) identified a field gap in measuring culturally responsive teaching practices. Teachers have higher levels of self-efficacy than is observed (Debnam et al., 2015). Because teachers' viewpoints are uncertain, it is not easy to interpret their self-doubting responses on typical self-efficacy tests (Siwatu et al., 2016).

Brown and Crippen (2017) investigated the knowledge and behaviours of six high school life science teachers during a professional development opportunity as they attempted to apply culturally responsive pedagogy. By the end of the professional development session, the teachers' perspectives had shifted from believing that student deficits caused low performance to believing that a lack of teacher resources caused bad performance. The shift in perspective prompted teachers to position students as authoritative leaders with authoritative knowledge, to emphasize community building, and to employ culturally responsive pedagogy to develop a bridge between students' homes and schools (Brown & Crippen, 2017). Ortiz, Capraro, and Capraro (2018) discovered an explicit alignment between culture and mathematics, implying the necessity to adapt standard teaching and pedagogical practices. Another study found that when a rap lesson was used in a mathematics classroom, Asian and Caucasian students

lost interest, involvement, and motivation (Ortiz et al., 2018). Teachers should analyze all students' motives to promote involvement (Ortiz et al., 2018).

The role of cultural diversity in early childhood education is determined by teachers' cultural viewpoints (Alaca & Pyle, 2018). Prior views and experiences, according to Alaca and Pyle (2018), affected teachers' attitudes toward child development and classroom procedures in the early teaching years. Although five of the six teachers in the study agreed that children's cultural backgrounds should be considered in kindergarten, only three stated that they did so regularly (Alaca & Pyle, 2018).

Because children enter school affected by their home culture, the significance of cultural diversity in education is crucial, and educational experiences have substantial consequences for future social, emotional, and intellectual achievements (Alaca & Pyle, 2018). There are various classroom techniques for dealing with ethnicity and race (Alaca & Pyle, 2018). A colourblind approach prioritizes sameness, allowing educators to ignore students' racial and cultural disparities (Alaca & Pyle, 2018). Anti-bias education emphasizes recognising diversity, building positive self-identities, and combating discrimination (Alaca & Pyle, 2018). Even though young children are inherently accepting of others, York (2016) warned against adopting an acceptance-focused worldview based on assumptions about young children's inability to notice distinctions or grasp bias.

Geerlings, Thijs, and Verkuyten (2017) investigated teachers' feelings of self-efficacy when interacting with individual students of different ethnicities rather than the whole class. According to the findings of the study, teachers are less effective when interacting with individual students from ethnically excluded groups. Furthermore, when

inequalities across ethnic groups were more apparent, there were pronounced low self-efficacy levels. Native Dutch teachers expressed poorer self-efficacy in teaching marginalized students in classrooms with fewer marginalized students, whereas teachers in highly diverse classrooms reported higher self-efficacy (Geerlings et al., 2017).

In a study conducted by Siwatu et al. (2016), preservice teachers indicated excellent self-efficacy in helping students identify as essential classroom members and creating positive personal interactions with students, according to Siwatu et al. (2016). Preservice teachers expressed lower self-efficacy when applying more complex parts of culturally responsive teaching, such as curriculum and instructional integration of students' culture (Siwatu et al., 2016). Teachers' lack of awareness of their students' cultural backgrounds, as well as their lack of appreciation for diversity, were discovered to result in low performance expectations (Mitchell, 2015). Ineffective field experiences, a lack of knowledge about student diversity and culturally responsive pedagogy, and insufficient exposure to culturally responsive teaching topics and models were cited as reasons for preservice teachers' doubts about their own culturally responsive self-efficacy (Siwatu et al., 2016). Siwatu (2011) examined the nature of preservice teachers' culturally responsive teaching self-efficacy beliefs using a mixed-methods study approach, gathering quantitative data first and then conducting face-to-face interviews. Although the activities were rarely taught in teacher education courses or practical teaching experiences, preservice teachers with greater self-efficacy beliefs exercised more of the abilities and tasks specified in the culturally responsive teacher self-efficacy scale (Siwatu, 2011).

3.8 Summary

The literature review chapter provides a comprehensive overview of research studies focused on teachers' self-perceptions, self-efficacy, and culturally responsive teaching practices. Overall, the reviewed papers highlight the importance of these factors in English as a Second Language (ESL) contexts.

One key theme that emerges is the agreement among both Native English speaker teachers (NESTs) and Non-native English Speaker teachers (NNESTs) regarding the qualities of a good ESL professional. This includes professional training, linguistic and sociolinguistic competence, understanding of students' needs, continuous encouragement of students' efforts, and realistic expectations of student progress.

The papers also emphasize the value of teachers' cultural and linguistic backgrounds. NNESTs, in particular, emphasise these factors and advocate for including cross-cultural themes in ESL instruction. The studies highlight the benefits of incorporating students' cultural experiences into the classroom, fostering a more inclusive and engaging learning environment.

The reviewed papers highlight the significance of self-efficacy in shaping teachers' goals, motivation, and, ultimately, student learning outcomes. Teachers' beliefs about their competence in executing teaching activities influence their teaching approaches, investment of effort, persistence, and control of thought and emotional processes. High levels of self-efficacy are associated with more significant efforts in teaching and setting higher goals for oneself.

Furthermore, the literature review explores the impact of the native-speaker norm on teachers' self-perceptions. The expectation for English teachers to speak English like

native speakers can create challenges for NESTs and NNESTs, even those with strong English language skills. This norm influences teachers' professional position, teaching methods, and overall credibility.

Culturally responsive teaching practices also emerge as a crucial aspect. The papers emphasize the significance of considering students' cultural backgrounds and experiences in the classroom. Culturally responsive pedagogy aims to create an inclusive and supportive learning environment that recognizes and values students' diverse identities and backgrounds.

In summary, the literature review highlights the importance of teachers' self-perceptions, self-efficacy, and culturally responsive teaching practices in ESL contexts. The findings emphasize the need for ongoing research and professional development initiatives to enhance teachers' confidence, cultural awareness, and pedagogical approaches. By considering these factors, educators can promote effective instruction, student motivation, and academic success for diverse student populations.

4. Methodology

The questions that guided the current study include: What are the culturally responsive self-efficacy perceptions of ESL teachers on teaching in linguistically and culturally diverse classrooms? How do NESTs' self-efficacy perceptions differ from those of NESTs? How is the NNESTs' self-perception formed? How do NNESTs' and NESTs' self-perception impact their self-efficacy to teach in linguistically and culturally diverse classrooms? A qualitative case study methodology was used to answer these questions. I was able to gain a thorough comprehension of the phenomenon of interest by employing this methodology.

When collecting and analyzing data, ethical concerns encompassed a range of considerations. These included being transparent with participants about my position as the primary researcher and data collector, providing a thorough overview of the study, and being open about my personal beliefs, biases, philosophical viewpoints, inclinations, character traits, and any possible conflicts of interest (as noted by Creswell, 2012; Glesne, 2011). Furthermore, I was ethically responsible for mitigating power and hierarchical relationship dynamics, potential researcher biases, and any negative impacts on the site or the participants due to the research (Creswell, 2012).

The following chapter provides an overview of the techniques and procedures utilized in the study's data collection and analysis. The first section of this chapter starts by describing the chosen study design and technique. The data collection methods are then outlined. The setting and participants, as well as the time range and data analysis, are then described. Finally, the validity and reliability of the study are discussed.

4.1 Qualitative Research

A research strategy is a broad framework within which research is conducted (Punch & Oancea, 2014). Two primary methodologies commonly employed in research are qualitative and quantitative (Creswell, 2012). In this study, the choice of research strategy aligned with the research topic and the generated research questions, leading to the selection of a qualitative research approach deemed the most suitable. As Nestor and Schutt (2012) suggest, the primary aim of employing qualitative research is to delve into people's thoughts and actions. A case study design was utilized to facilitate a deeper understanding of the subject within its specific context. Qualitative case studies place a central emphasis on participants' perspectives and experiences, recognizing the intricate interplay of various factors and the presentation of multiple viewpoints (Stake, 2010).

4.2 Sources of Evidence

One explanation for the association between case study design and a qualitative approach lies in the frequent utilization of participant observation and unstructured interviews during data collection, which allows for the acquisition of comprehensive and detailed information (Bryman, 2012). Non-participant observations and semi-structured interviews were employed to collect data in this study, which matches the concept of a qualitative case study. Studying and participating in fieldwork can assist in gathering rich, detailed data (Holt & Sparkes, 2001).

Each study must use data collection resources to address the specific research questions. Case studies are frequently, but only sometimes, based on several data sources, such as observation, interviews, and document analysis (Meyer, 2015). The six most prevalent data sources are physical artefacts, archival records, documents, interviews, direct observations, and participant observation (Yin, 2012). According to Yin (2012),

physical artefacts include any physical evidence such as tools, artworks, notes, and computer output that can be a data source about a person or a group of people. Second, archival documents include service records, maps, charts, name lists, survey data, and personal records such as diaries, which can be helpful to data sources in particular investigations (Yin, 2012). Documents such as letters, memoranda, agendas, study reports, or any other objects that could be contributed to the database are the third source of data, according to Yin (2012).

Yin (2012) defines *observation* as one of two types: direct observation and participant observation. In a case study, direct observation happens when the investigator visits the place to collect data. Participant observation is a distinct style of observation in which the researcher can participate in the activities under investigation. Finally, the interview might take various forms, such as open-ended, focused, or structured. In an open-ended interview, the researcher can inquire about the informant's thoughts about the case. This method can be used to confirm previously acquired data. In a focused interview, the respondent is only interviewed for a limited period, and the questions answered may be drawn from the case study procedure. Structured interviews are especially beneficial in neighbourhood studies where a formal survey is necessary (Yin, 2012).

This study utilized two sources of evidence: non-participant observation and semi-structured interviews. I chose non-participant observation to avoid interfering with typical class activities while observing what was going on. Semi-structured interviews were also employed to understand the participants' perspectives better.

4.3 Semi-structured Interviews

Semi-structured interviews with 8 ESL teachers (4 NNESTs and 4 NESTs) were used as the primary data source in the study to understand their perceptions and points of view. According to Punch and Oancea (2014), using interviews as a data collection instrument in qualitative research is an acceptable strategy for investigating how individuals think about and describe different events and building meaning and reality. Based on these authors, it is one of the essential methods for understanding participants. According to Bryman (2012), qualitative interviews are spontaneous conversations between the interviewee and interviewer that are convenient for the participants. Unlike quantitative interviews, qualitative interviews involve open-ended questions that allow the researcher to delve deeply into specific issues (Punch & Oancea, 2014). Interviews were critical for determining the sorts of self-efficacy-forming experiences encountered by ESL teachers, as well as the perceived impact of these experiences on the development of culturally responsive teaching self-efficacy (Siwatu, 2011).

According to Punch and Oancea (2014), "unstructured interviews are in-depth investigations of participants' experiences and perspectives, in their own words" (p.185). According to Bryman (2012), the informant's comprehension of the topics at hand is critical in semi-structured interviews. This method allows informants and researchers to collaborate on meaning construction and to continue the conversation (Forsey, 2012). As a result, I asked the interviewees to inquire about anything unclear to them. According to Punch and Oancea (2014, p.185), adequate data collecting in semi-structured interviews requires attentively listening to silences, prompts, and feedback; asking questions; shifting topics; and coping with sensitive themes and confrontational situations.

The interviewer values the interviewee's point of view. As a result, the interviewer may alter the interview framework and ask more questions regarding an issue to elicit rich and thorough responses from the interviewee (Bryman, 2012). According to Bryman (2012), questions in an interview do not have to be asked in the precise order stated in the interview guide, and the interviewer is free to ask follow-up questions on anything expressed by the interviewees. Furthermore, researchers frequently need to catch up on the topic of discussion to ask clarifying questions about the research topic. This can help interviewees relax and provide more objective information.

4.4 Non-Participant Observation

Another data source in this study was Observing both NNESTs and recording both structured observations on a data sheet and field notes on how they behaved in the classroom. The researcher creates field notes to record behaviours, activities, events, and other features of the cases being observed (Creswell, 2012). Flick (1998, cited in Doyle) classifies observation into four categories: a) covert versus overt observation, b) non-participant versus participant observation, c) systematic versus non-systematic observation, and d) observation in natural versus artificial situations (e.g., a laboratory) and self-observation versus observing others. I employed overt observation, in particular, which refers to the researcher being transparent about their aims in the field and ensuring that all participants are aware of what is happening. This strategy also avoids ethical issues like deception or a lack of informed consent (Flick, 1998, as cited in Doyle, 2018). In addition, in order to prevent undue influence, I was a non-participant observer.

I took field notes during the observation. According to Marshall and Rossman (2006, cited in Doyle, 2018), whether for covert or overt observation, observation entails

more than simply hanging out. It was completed as a systematic approach of observation and note-taking about what, how, and why some behaviours were happening.

My primary focus during non-participant observation was on understanding the dynamics of the classroom, particularly concerning the self-efficacy and self-perception of both NNESTs and NESTs. Specifically, I looked for:

- ***Teaching Strategies and Techniques***
    - I observed the pedagogical methods employed by the teachers, noting any strategies that seemed to be influenced by their self-perception and self-efficacy beliefs. This included how they introduced new concepts, facilitated discussions, and responded to student queries.
- ***Interactions with Students***
    - I paid close attention to the nature of interactions between the teachers and their students. This helped gauge the comfort, confidence, and competence the teachers felt in a linguistically and culturally diverse classroom setting.
- ***Classroom Management***
    - Observing how teachers managed their classrooms provided insights into their self-efficacy. Effective classroom management often correlates with higher self-efficacy beliefs, as teachers feel more confident in handling diverse classroom situations.
- ***Cultural Sensitivity***
    - Given the focus on linguistically and culturally diverse classrooms, I observed how teachers navigated cultural nuances, including addressing

cultural references, managing potential cultural misunderstandings, and incorporating diverse cultural perspectives into their lessons.

- ***Reflective Moments***
    - Moments when teachers paused to think, reconsider their approach, or made on-the-spot changes to their teaching methods were noted. These moments often reveal much about a teacher's self-perception and adaptability in diverse settings.
- ***Non-verbal Cues***

Beyond verbal interactions and teaching methods, I also observed non-verbal cues such as body language, facial expressions, and gestures. These cues can offer a deeper understanding of a teacher's comfort level, confidence, and perceived challenges in the classroom.

I developed a data sheet (see Appendix A) for the observations and looked for indicators of the mentioned practices.

4.5 Setting and Participants

As part of a delegated application process, this study was reviewed by and received ethics clearance from the Interdisciplinary Committee on Ethics in Human Research (ICEHR) (June 2023) (See Appendix B).

After that, I applied for the Newfoundland and Labrador English School District approval to contact the school principals and the teachers regarding the research and the data collection. I got the school board approval in February 2024 (Appendix G).

Following that, a letter was sent to school principals asking them to distribute my recruitment letter poster to all their teachers and ask them to contact me, not the school principal, to maintain anonymity.

Volunteer ESL teachers were sent recruitment letters (Appendix D). The teachers were given further information about the study, and the volunteers were given consent forms (Appendix C). After collecting signed consent forms, the study began on February 2, 2024.

The sampling process and unit selection in case studies are directly related to the research questions, which provide guidelines for knowing what categories of people must be selected to participate in the study (Bryman, 2012, p. 416).

Participants and sites are selected based on whether they are "information-rich" (Patton, 1990, cited in Creswell, 2012). However, Punch and Oancea (2014) argue that the sampling strategy must be consistent with the other research components because it is critical to ensure that the participants are aligned with the study's goals and research questions.

Furthermore, the number of participants in the case study number framework is limited, as a case study typically wants to explore a phenomenon in depth within a specific setting rather than widely (Meyer, 2015).

The criteria for participation in the current study included the following: (a) the participants were ESL teachers teaching in K-12 schools in Newfoundland and Labrador, Canada. (b) The number of native and non-native speaker teachers was equal since the study aimed to compare these teachers' culturally responsive self-efficacy and self-perceptions. Moreover, (c), another criterion for selecting participants was diversity.

Non-native speaker teachers from various backgrounds and countries were chosen. I also attempted to select native teachers based on their experience working with diverse students and having travelled to other countries.

4.5.1 Demographic Characteristics of the Interview Participants

Eight ESL teachers were interviewed using semi-structured interviews. All fully participated in the process, and none withdrew. Code names have been used instead of participants' real names to ensure confidentiality.

T1: She has been working with NLESD (Newfoundland and Labrador English School District) for almost 18 years as an ESL/EAL teacher K-12. She has invaluable experience working with diverse students. She works as an NLESD multicultural education coach and supervises students from various cultures.

T2: T2 has been working with NLESD for over 25 years as an ESL/EAL teacher with experience teaching ESL to learners from various backgrounds.

T3: T3 has been an ESL teacher in NLESD for about three years. He is currently teaching ESL to high school students from diverse backgrounds.

T4: T4 graduated from Memorial University of Newfoundland in 2021, got her Newfoundland teaching certificate after graduation, and started teaching in NLESD as an ESL teacher.

T5: T5 has a background of teaching ESL for almost 25 years in Turkey, Vietnam, and Canada. She joined NLESD in 2022 and has worked with multicultural students since then.

T6: Living in and travelling to different countries since childhood, T6 has been teaching in various educational settings and to students from diverse cultures. T6 joined NLESD in 2022 and teaches ESL in an elementary school in St. John's.

T7: T7 has been working with NLESD for two years. She holds a PhD in Education and works with students from various countries.

T8: Recently graduated from Memorial University, T8 got her teaching certificate to teach ESL to students and started her career in NLESD in September 2023. She has experience teaching ESL for 15 years in her home country and worked as an ESL instructor at LINC school for one year before being hired at NLESD.

4.5.2 Demographic Characteristics of the Observed Participants

Observation participants were selected from the teachers who participated in interviews. 1 NEST (T2) and 1 NNEST (T7) fully participated in the study, and neither withdrew. As mentioned, both teachers have been teaching in NLESD and have invaluable teaching experience in multicultural settings.

4.6 Time Frame of the Study

Data from observation and interviews were collected over two weeks. I observed 2 ESL teachers' classes (one NEST and one NNEST) from February 2 until February 16, 2024. Each participant was observed for 2 hours. During this data collection period, interviews with 8 ESL teachers were also done,

4.7 Data Analysis

Data analysis, essential to legitimate qualitative research, provides the researcher's understanding and interpretation of experiences and perceptions to reveal meaning in situations and contexts (Maguire & Delahunt, 2017). Qualitative research can

quickly create significant amounts of data. According to Miles (as cited in Bryman, 2012), qualitative data is “an enticing annoyance” because of the “attractiveness of its complexity but the difficulties of finding analytic paths through that richness” (p. 565). Researchers can obtain a large amount of data using qualitative data-collecting methods such as interviews or observation. Furthermore, few well-established and commonly accepted “rules” exist for qualitative data analysis.

Thematic analysis, as defined by Braun and Clarke (2006), was used to analyze data from interviews in this study, and the observation framework was created using the criteria identified by LeBlanc, Raetz, Sellers, and Carr (2016), which are explained in detail below.

4.8 Analyzing Interview Data

Interview data were analyzed using Braun and Clarke’s (2006) thematic analysis phases. “A strategy for detecting, analyzing, and reporting patterns within data,” according to Braun and Clarke (p.79). The thematic analysis seeks to discover critical topics and patterns in data (Maguire & Delahunt, 2017).

Six processes are included in the thematic analysis: 1: become familiar with the data; 2: produce initial codes; 3: look for themes; 4: examine themes; 5: define themes; and 6: report on the analysis (Braun & Clarke, 2006).

After interviewing the teachers, the first step in this study was to read and reread the transcripts of the interviews to become acquainted with the texts. It is critical to become familiar with documents to focus on what participants stated and limit the danger of bias. Following that, all relevant passages of the text were coded. Saldana (2015) defines a *code* as “a word or brief phrase that symbolically is assigned a summative,

silent, essence capturing, and evocating attribute for a portion of language-based or visual data" (p.3). Even if the researcher can never be free of epistemological, theoretical, and normative commitments, the researcher's analytical preconceptions are set aside throughout the coding process because the content is not formed through a pre-existing coding frame (Braun & Clarke, 2006).

In the next phase, I searched for repeating patterns in the text and arranged the codes into themes. The patterns were detected based solely on the material, without respect for theory or research questions. Following that, the fourth phase began with a review of the themes. I sought weaker themes with insufficient data to support them or needed to be more diversified. This process also revealed which themes were similar enough to be merged into larger ones. As a result, the fifth phase commenced, in which the most relevant themes were selected and incorporated into the final vital themes. The last significant themes were renamed, and each topic was given a specific description. According to Braun and Clarke (2006), the final phase is to "discover the 'essence' of what each theme is about" (p.92).

The primary themes were finalized in the sixth phase by adding descriptive language to each that retells what the ESL teachers stated. The essential aspects of the original descriptive text were then reinforced and supported with key quotes from the interviews.

Braun and Clarke (2006) also underline that themes can be recognized at several levels, which they call latent or semantic. The semantic method focuses on what participants say; it does not aim or intend to explore beyond the meaning of the answers offered. On the other hand, the latent approach allows researchers to investigate or find

underlying assumptions, conceptualizations, or even ideologies. In this study, the decision was taken to employ either the semantic or explicit technique to summarize and explain the patterns in semantic content.

4.9 Analyzing Observational Data

The teachers' observations were based on the study's research questions. The observations focused on different aspects such as teaching strategies and techniques, cultural references and examples, language use and communication, student engagement and participation, classroom management and discipline, interaction with culturally and linguistically diverse students, and reflection and adaptation. The observation framework was designed according to the criteria of LeBlanc, Raetz, Sellers, and Carr (2016).

Certain remarks were noted during classroom observations and incorporated into the findings for enhanced clarity. In sharing the study's findings, the participants' words are prioritized to convey their perspectives' intricacy, depth, and richness. As a result, quotes from participants are frequently included. By showcasing the participants' expressions in this manner, readers can directly interact with the data, forming their interpretations and deepening their understanding of the context. The study's primary objectives have guided the determination of the data's sufficiency and the depth required in its examination (Silverman, 2013).

4.10 The Validity of Case Study Research

Validity in qualitative research is an essential component in active research since it determines the value of the investigation. According to Cohen, Manion, and Morrison (2011), validity is the touchstone of all sorts of research, and it is critical to adhere to

research traditions. As much as possible, I followed the validity principles. The validity criteria used in this study are described below.

4.10.1 Credibility and Trustworthiness

In content validation, the instruments used by the researcher must fairly and fully cover the items proposed to be covered by the research problem (Golafshani, 2003; Miles & Huberman, 1994). The instruments for this research were observation and interviews. The observation form and interview questions were well-designed to address the issues I wanted to learn more about. Furthermore, the findings of this study accurately describe the phenomenon under investigation. Furthermore, the data acquired can support the events described in this research, ensuring internal validity. Case studies have the advantage of including various data-gathering sources, such as observations, interviews, and documents (Yin, 2012; Doyle, 2018). Researchers can examine the consistency of the findings by looking at the topic from several aspects because different methodologies have distinct biases and strengths (Yin, 2012). This study employed interviews and observation as data sources to validate the study's conclusions by examining and rechecking the data and comparing the results from other data sources (Golafshani, 2003).

4.10.2 Transferability

The generalization and transferability of a study's findings to different settings is called external validity (Ghauri & Grnhaug, 2010). External validity and generalizability are typically connected with quantitative research since they relate to how sampling processes can represent a whole community. Because qualitative studies are more context-dependent, they typically have limited transferability (Yin, 2012). However,

Rodriguez (1999) feels that the concerns of validity and generalizability in qualitative research are essentially the same as those in quantitative research. Both seek to prove the truth of accounts and to depict some reality outside the investigation's scope. They also seek to convey theories and findings that apply to a larger group than the participants in the study.

Case study designs have been frequently criticized for their lack of generalizability, owing to the fact that the research findings are only for limited sample size, and generalizing the conclusions to other situations or the complete community with a comparable problem makes no sense. Each circumstance is distinct regarding the community's background, language, and culture (Bryman, 2012). However, according to Bryman (2012), there are ways to demonstrate that case study data and analysis might be helpful outside the case under consideration. According to Punch and Oancea (2014), the generalization process in qualitative research is rarely apparent and straightforward. Because generalization in qualitative research is dependent on the objective of a specific research project, and theory evolves from evidence in qualitative research. According to Bryman (2012), the critical concern in qualitative research is not whether the findings can be generalized but how successfully the researcher produces theory from the data. This point of view on generalization is known as theoretical generalization (Mitchell, 1983, as cited in Bryman, 2012). *Analytic generalization* is a phrase used by Yin (2012). The essential element is that whether the generalization was derived from the circumstances provided at the start or discovered at the end of the case study, it would be at a higher conceptual level than the specific case.

As previously stated, this study is a case study limited to a specific situation, and there is a small basis for transferring the findings to a larger population. To increase the study's transferability, a thorough description of the context, participants, and research design was provided so that readers could decide about the study's transferability.

4.11 Reliability

In qualitative research, reliability relates to the research's credibility or trustworthiness (Cohen et al., 2011). It is focused on finding consistency (Lincoln & Guba, 1985). Furthermore, if a study is reliable, other researchers should be able to review the research project's methodologies, procedures, choices, and decisions. The reliability is ensured by summarizing several factors as thoroughly as possible, including interviews and observation data. Such descriptive transparency is essential for demonstrating how and why results were obtained to others. Transparency is also essential for preventing or reducing the researcher's personal interests or points of view from potentially influencing the investigation (Denscombe, 2014).

Furthermore, ESL teachers were given the opportunity to add anything they may not have stated during their interviews. At the end of the interview, all ESL teachers were asked if they wanted a copy of the transcription provided to them. All participants said they were interested. As a result, the transcripts were delivered to them, and the participants authorized them after some revisions.

According to Golafshani (2003), the researcher would be the scientific measurement tool in qualitative research, as opposed to questionnaires in quantitative research. In other words, many characteristics of a researcher's personality and history can impact the outcome of an interview. These consequences can undermine the

research's credibility and trustworthiness. According to Hayes (2000), the researcher's academic background and epistemological affinities may be communicated to respondents unconsciously through body language and tone of voice. In this case, I hold a bachelor's and master's degree in education. In addition, I am a non-native English speaker. This background could have influenced how the interview questions were developed. To mitigate these impacts, the interview questions were reviewed and discussed with my supervisor to identify potential biases.

Additionally, to guarantee this research's consistency, trustworthiness and reliability, all interviews were documented and transcribed, with the results being enhanced by observations. This allows others to replicate my methods.

4.12 Summary

This chapter described the procedures and data analysis techniques to address the research questions. In doing so, a qualitative methodology was utilized. The study design used several data collection methods in a case study format. This study used semi-structured interviews and non-participant observation as primary data sources.

Interviews were recorded, transcribed, and coded reflexively. The themes that emerged from coded data were investigated. Observations were conducted using a pre-developed rubric, and several occurrences of ESL teachers' self-perception and self-efficacy-related behaviours were compiled and compared. Participants were four native-speaker ESL teachers and four non-native-speaker ESL teachers teaching in K-12 schools in Newfoundland and Labrador, Canada. 2 of the ESL teachers were also observed. The observation process lasted for two weeks. The following chapter presents the findings of this study regarding the research questions, which include: What are the culturally

responsive teaching self-efficacy beliefs of NNESTs and NESTs? How do the NNESTs' and NESTs' self-perception affect their culturally responsive self-efficacy to teach in diverse classrooms?

5. Findings

This chapter presents the research findings exploring the culturally responsive self-efficacy and self-perception of ESL teachers, including both native English speaker teachers (NESTs) and non-native English speaker teachers (NNESTs). The study examines the development of their cultural competence and the challenges they face in a diverse educational environment. The findings are organized as follows: Firstly, the demographic characteristics of the teachers participating in the interviews are provided. Next, the themes derived from these interviews are presented. Subsequently, the results and discussions related to the observations are presented. The chapter concludes with a summary of the findings to shed light on the culturally responsive self-efficacy and self-perception of ESL teachers in both the NEST and NNEST categories.

5.1 Results from Interviews

As previously mentioned, eight ESL teachers (four NNESTs and four NESTs) were interviewed to determine the fundamental factors that influenced how positively or negatively they perceived their own culturally responsive self-efficacy. Six final main themes emerged and were formulated by applying a theoretical thematic analysis of the material gathered from the interviews. These themes are classified into factors contributing to increasing or decreasing the CRSE among teachers.

Underlying factors increasing Culturally Responsive Self-efficacy are described as follows: The first theme, “Interaction with diverse students”, captures the essence of teachers’ day-to-day engagement with a multicultural student body. This theme reflects the dynamic interplay between educators and students of varying cultural backgrounds,

highlighting the teachers' roles as both instructors and cultural learners within their classrooms.

The theme follows closely "Understanding the significance of incorporating diverse students' families in the teaching and learning process". This theme speaks to the recognition by educators of the valuable contributions that the families of diverse students bring to the educational experience, fostering a more inclusive and comprehensive teaching approach.

Conversely, some themes speak to the factors decreasing culturally responsive self-efficacy. The third theme, "Lack of mastery experiences, modelling, and practice of CRT skills," delves into the deficit of practical experiences crucial for developing CRSE. It underscores the need for educators to learn about CRT and practice and refine these skills in real-world settings.

The fourth theme, "Lack of formal training in the CRT curriculum, holistic approaches, and ESL, highlights a critical gap in teacher education. It emphasizes the need for formalized training that integrates culturally responsive methodologies within the curriculum, preparing educators to meet the needs of diverse learners.

"Lack of support for CRT in schools", the fifth theme, identifies the shortfall in institutional support as a barrier to implementing culturally responsive practices. It reflects schools' need to provide the necessary backing regarding resources, policies, and an encouraging environment for CRSE to flourish.

The final theme, "Limited awareness of racial and cultural sensitivities", sheds light on the need for heightened awareness and understanding of racial and cultural

nuances. This theme encapsulates the impact of such awareness on teachers' self-efficacy in managing and valuing the cultural diversity within their classrooms.

Each theme carries the collective voices of the teachers interviewed, their insights forming a narrative tapestry that shapes the concept of CRSE as understood in contemporary ESL education.

All themes presented are structured retellings of the interviews and constitute the first step of abstraction in the thesis. Subsequently, in the forthcoming discussion chapter (see Chapter 5), findings from these themes are combined with theory and literature; hence, the research questions will be answered through more advanced conceptual and theoretical reasoning.

5.1.1 Interactions with Diverse Students Increased CRSE

All interviewees discussed how their interactions with various student groups were instrumental in learning particular skills on the culturally responsive self-efficacy (CRSE) scale. They were more valuable than what they learned on the topic through formal education. The first theme explores how participant interactions with diverse students significantly improved their CRSE. All interviewees, both NESTs and NNESTs, unanimously acknowledged that these experiences were paramount in enhancing their CRSE abilities and surpassed the impact of formal education.

5.1.1.1 NEST Experiences and Perspectives. NESTs often found themselves deeply engaged in understanding the variations among diverse cultures, which required them to adapt their teaching methods to embrace various cultural perspectives. As T1 (NEST) reported, “Working with students of different cultural backgrounds has been a very

enlightening experience. I have learned so much by observing how they learn and interact occasionally. It has given me more confidence in managing a culturally diverse class."

T3 (NEST) said:

> I remember a situation in which two students of different cultural backgrounds were conflicted due to their cultural differences. Handling that situation, ensuring it got resolved, and creating an atmosphere of harmony whilst making it a learning experience for all the students was the turning point (T3).

NESTs often find their natural linguistic abilities can be an asset and a liability in understanding and dealing with cultural subtleties, which significantly affect their CRSE.

5.1.1.2 NNEST Experiences and Perspectives. NNESTs often draw upon their journeys of navigating the English language to forge bonds and comprehend the distinct hurdles their students encounter. T4, an NNEST, reflected:

My journey with diverse students has consistently been enlightening. Each interaction and every obstacle encountered in striving to render lessons more inclusive and accessible have served as building blocks in amplifying my culturally responsive and sustaining education. I have learned to tweak and shift my teaching approach to meet their distinctive needs.

T2, another NNEST, underscored the vital role of weaving students' cultural tapestries into their teaching methodologies, stating:

> Organizing a 'Cultural Day' in my class was among the most rewarding experiences. Each student brought a piece of their culture into the room. It was not merely educational but also a window into their backgrounds, subsequently shaping my teaching strategies to be more attuned to cultural nuances (T2).

NNESTs frequently employ their multicultural and multilingual backgrounds as a conduit to empathize with, comprehend, and tackle the singular needs and challenges their students face, thereby enriching their CRSE.

5.1.2 Understanding the Significance of Incorporating Diverse Students' Families in the Teaching and Learning Process Increased CRSE

Every participant underscored how their CRSE was elevated by recognizing the significance of dialoguing with and incorporating the families of diverse students into the educational journey. Involving students' families in the teaching and learning process was pivotal in boosting the CRSE of both NEST and NNEST interviewees. The teachers highlighted various experiences to illuminate the understanding and recognition of families' vital role in the educational paths of diverse students.

5.1.2.1 NEST Experiences and Perspectives. NESTs frequently embraced family involvement, focusing on connecting cultural and linguistic divides. T5, a NEST, stated, "The inclusion of families in the educational journey has always been pivotal. I have noticed that when families are engaged, students often feel more visible and supported, which, in turn, positively shapes their learning and engagement." T6, another NEST, highlighted the importance of grasping cultural contexts through family engagement, as they shared how "Interacting with my students' families has granted me deeper glimpses into their cultural worlds, proving to be key in tailoring my teaching strategies to be more culturally and contextually apt." NESTs commonly navigated the complexities of comprehending diverse cultural contexts and leveraged family involvement to bridge the gap between the home and school cultures, thereby increasing their CRSE.

5.1.2.2 NNEST Experiences and Perspectives. NNESTs, with their unique perspectives and often shared experiences with their students, approached family involvement with a nuanced understanding of the challenges faced by linguistically and culturally diverse families. T7 (NNEST) stated, "As a non-native English speaker, I understand the concerns and difficulties that families may experience. I always make an effort to include them in ways that are comfortable and accessible to them so that they feel respected and heard."

T8 (NNEST) highlighted the reciprocal learning that occurs through family involvement, stating, "Involving families is not just about enhancing the students' learning but also about us, as teachers, learning from the families. Understanding their values, traditions, and educational perspectives has invariably enriched my own understanding and approach towards CRT."

NNESTs often leveraged their experience with cultural navigation to build authentic connections with families to ensure that their involvement was supportive of the students and culturally sensitive and respectful towards the families.

These statements underscore the significance of family involvement in enhancing the teachers' CRSE. Teachers found that involving students' families and valuing their cultures can create a more inclusive and supportive learning atmosphere for their students, allowing them to teach in a way that suits their students' cultures and backgrounds.

5.1.3 Lack of Mastery Experiences, Modeling, and the Practice of Culturally Responsive Teaching Skills Decreased CRSE

During the interview, participants were asked if they believed they had the skills to teach culturally and linguistically diverse students. The third theme explained that the modelling and practice of CRT skills and mastery experiences are required to improve CRSE. Five of the eight participants said an online course was conducive to learning about multicultural theory. However, it provided a different level of training than mastery experiences such as executing and practising culturally responsive skills would provide.

The third theme elucidates a significant challenge faced by both NEST and NNEST participants: a lack of practical modelling and hands-on experiences in CRT skills, which was perceived to hinder the enhancement of their CRSE. Although theoretical knowledge gained through various workshops and online courses is essential and gives the teachers a thorough understanding of multicultural settings, they still need to learn through hands-on experiences and support in using CRT in authentic and real-world classroom settings.

5.1.3.1 NEST Experiences and Perspectives. NEST participants often highlighted the gap between theoretical knowledge and practical application in their experiences with CRT. T1 (NEST) expressed, “While the online courses provided a wealth of information on multicultural theories and strategies, the lack of practical modelling and opportunities to observe and practice these strategies in a real classroom setting was a significant drawback.”

T2 (NEST) further elaborated:

Mastery in CRT is about more than just understanding the theories but being able to implement them in our teaching practices effectively. The absence of experienced

models and opportunities to practice and refine these skills in a supportive environment has hindered the enhancement of my CRSE.

NESTs' statements that they need more structured opportunities to practice CRT skills show the importance of connecting theoretical learning with practice.

5.1.3.2 NNEST Experiences and Perspectives. NNEST participants, while echoing similar sentiments, also highlighted the additional challenges they faced when navigating cultural and linguistic landscapes. T7 (NNEST) shared, "As a NNEST, I bring my own cultural and linguistic experiences into my teaching. However, lack of support in culturally responsive practices affects my CRSE because I have to deal with the challenges based on my own experiences."

T8 (NNEST) emphasized the value of mentorship and shared experiences, saying, "Having experienced models, especially those who have navigated through similar cultural and linguistic journeys as us, would provide not just practical skills but also emotional and contextual support in enhancing our CRSE."

NNESTs highlighted the dual navigation through their own cultural and linguistic experiences and the application of CRT, indicating a nuanced need for models and practices that are practically applicable and contextually and emotionally supportive.

5.1.4 Lack of Formal Training in the CRT Curriculum, Holistic Approaches, and ESL Decreased CRSE

Six of the eight participants mentioned a lack of formal training in developing CRT curricula and holistic techniques to incorporate ESL training into their teacher education as a cause of their lower CRSE.

This theme highlights an essential concern about the lack of formal training in CRT, how to adopt and use holistic methodologies, and how to incorporate what they have learnt through their ESL training in practice. Seven of the eight participants, including both NESTs and NNESTs, mentioned this issue, which was indicated as a factor affecting teachers' CRSE.

5.1.4.1 NEST Experiences and Perspectives. NEST participants expressed that while they often encountered diverse classrooms, the lack of structured training in CRT and ESL methodologies left them feeling inadequately prepared to navigate the complexities of such environments effectively. T3 (NEST) shared, "My teacher education provided limited exposure to CRT curriculum development and holistic strategies. This often leaves me feeling like I'm improvising rather than implementing structured, effective strategies in my teaching."

T4 (NEST) highlighted the impact on CRSE, stating, "The lack of formal training in ESL specifically has sometimes left me feeling underprepared and less confident in ensuring that my teaching is effectively reaching all students, especially those for whom English is not their first language."

5.1.4.2 NNEST Experiences and Perspectives. NNEST participants, while sharing similar concerns, also highlighted additional layers of complexity due to their own linguistic and cultural navigation experiences. T6 (NNEST) expressed, "As a non-native English speaker myself, I understand the linguistic challenges ESL students face. However, because I haven't received formal training in holistic strategies or CRT curriculum creation, I frequently rely on my own experiences rather than formal methods."

T8 (NNEST) emphasized the importance of integrating CRT and ESL, stating:

> Incorporating CRT into ESL teaching is crucial to ensure that the linguistic and cultural aspects are addressed cohesively. The lack of formal training in integrating these aspects has sometimes made developing a linguistically and culturally responsive curriculum challenging (T8).

5.1.5 Lack of Support for CRT in Schools Decreased CRSE

Seven of the eight participants in the fifth theme reported that a lack of CRT support in schools was perceived as a barrier to meeting all students' needs, resulting in lower CRSE. Participants identified the following issues as reducing their CRSE:

1. A focus that is too much on content instruction in order to meet national curriculum standards
2. Crowded classrooms
3. The constant introduction of new initiatives
4. Increased student diversity
5. A lack of time and resources to develop and integrate a culturally responsive curriculum

Both NESTs and NNESTs provided insights into how these barriers appeared in their teaching experiences.

5.1.5.1 NEST Experiences and Perspectives. NEST participants often expressed frustration regarding the systemic barriers that hindered the implementation of CRT. T1 (NEST) shared:

> The constant push towards improving English test scores often overshadows the crucial need to integrate CRT into our teaching practices. The focus is so heavily tilted

towards meeting national core curriculum standards that it leaves little room to address our classrooms' cultural and linguistic diversity.

T2 (NEST) highlighted practical challenges:

> With overcrowded classrooms and the continuous introduction of new initiatives, finding the time and resources to develop and integrate a culturally responsive curriculum becomes an uphill battle. The lack of institutional support in this regard significantly needs to improve our ability to meet all students' diverse needs effectively (T2).

5.1.5.2 NNEST Experiences and Perspectives. NNEST participants, while stating similar concerns, also brought forth unique perspectives shaped by their own cultural and linguistic navigation experiences. T7 (NNEST) stated, "As someone who understands the linguistic and cultural challenges firsthand, the lack of CRT support in schools is particularly disheartening. Increased student diversity and insufficient resources limit our ability to provide an inclusive learning environment." T8 (NNEST) stated the impact on learners, saying:

> The lack of a supportive framework for CRT in schools not only affects our teachers' self-efficacy but also directly impacts the students. We create an environment in which not all students have equal access to excellent education when we are unable to satisfy their unique cultural and language demands due to organizational limitations (T8).

Both NEST and NNEST participants' experiences and opinions highlight the importance of institutional support for CRT in improving teachers' CRSE and advancing an inclusive, fair educational environment for all students.

5.1.6 Limited Awareness of Racial and Cultural Sensitivities Decreased CRSE

Participants were asked during the interviews whether they thought it was essential to be aware or unaware of student differences and their impact on teaching and learning within a culturally diverse educational environment. Participants in NEST and NNEST were asked about their perspectives on identifying and addressing racial and cultural gaps in the classroom and whether being aware of these differences is useful or irrelevant in teaching and learning. Participants' responses showed an overall gap in their knowledge and understanding of racial and cultural sensitivity, which might have a negative effect on their CRSE.

5.1.6.1 NEST Experiences and Perspectives. T1 (NEST) expressed a point of view that is inclined to welcome diversity, saying:

> I think it's important to recognize and celebrate our learners' varied backgrounds and cultures. I do confess, though, that preparing discussions and exercises that highlight these differences can be difficult without the right instruction and an understanding of the implications (T1).

T2 (NEST), however, had a different viewpoint, saying:

> In my opinion, treating every student similarly, regardless of their ethnic or racial background, ensures that everyone is afforded the same opportunities. I have always believed that an approach that does not focus on racial differences prevents biases and promotes equality in the classroom (T2).

5.1.6.2 NNEST Experiences and Perspectives. T7 (NNEST) underscored the significance of recognizing and valuing diversity, as she stated:

Being conscious of and valuing the cultural and racial differences among our students is pivotal in crafting an inclusive learning environment. An approach that ignores racial differences could accidentally ignore the special difficulties and experiences that students from different backgrounds face (T7).

T8 (NNEST), while acknowledging the importance of recognizing diversity, also expressed apprehensions about potential segregation:

While it's vital to acknowledge our students' diverse backgrounds, it's equally crucial to ensure that such recognitions do not create divisions or feelings of otherness among the students. Achieving the right balance where diversity is celebrated without fostering division is challenging (T8).

5.2 Results from Observation

Non-participant observation sessions were conducted to gain insights into the teaching strategies, interactions, classroom management, cultural sensitivity, reflective moments, and non-verbal cues of both NESTs and NNESTs in a real-world classroom setting. Two teachers, T2 (NEST) and T7 (NNEST) were observed, and the findings are presented below.

Table 5.1 Summary of the data collected from observing teachers

Criteria	T2 (NEST)	T7 (NNEST)
Teaching Strategies	Employed a variety of interactive strategies	Utilized a balanced mix of interactive and traditional methods
Interactions with Students	Engaged in informal,	Maintained a respectful and

	friendly interactions	empathetic interaction style
Classroom Management	Demonstrated ease and confidence in management	Exhibited a structured yet compassionate management style
Cultural Sensitivity	Incorporated diverse cultural references	Demonstrated deep understanding and respect towards cultural nuances
Reflective Moments	Frequently adapted teaching methods during sessions	Demonstrated thoughtful reflection and an intentional teaching approach
Non-verbal Cues	Displayed relaxed and open body language	Exhibited warm and encouraging body language

5.2.1 Participant 1: T2 (NEST)

5.2.1.1 Teaching Strategies. T2 used a variety of interactive teaching strategies, including group discussions, peer evaluation, and various exercises. For instance, when teaching about world cultures, she developed a group exercise in which students introduced and presented various cultural items. During this activity, it was clear that they felt proud of their own cultures and interested in learning about other cultures.

5.2.1.2 Interactions with Students. One thing always stood out whenever I observed T2's class: her genuine bond with the students. Instead of the usual teacher-student dynamic, she had a knack for connecting with them on a personal level. I once saw her kneel to chat with a student while listening intently, as if the student's words were the most essential thing in the world. Her words of encouragement were clearly confidence boosters that made the students feel valued and at ease.

5.2.1.3 Classroom Management. T2 demonstrated high confidence and ease in managing the classroom, effectively dealing with disruptions through calm interventions that diverted the students' attention and got the situation under control to ensure that students stayed on course without escalating the situation.

5.2.1.4 Cultural Sensitivity. T2 incorporated a wide range of cultural content into her lessons. One example was during a festival course, where T2 included examples from different cultures.

5.2.1.5 Reflective Moments. T2 exhibited adaptability by frequently reflecting on and adjusting teaching methods during the sessions. For example, quickly switched to an interactive quiz structure after seeing students' lowering attentiveness during a lecture.

5.2.1.6 Non-verbal Cues. T2's body language was relaxed and open, with frequent smiles, open arms, and generally a behaviour that created a comfortable and welcoming learning environment.

5.2.2 Participant 2: T7 (NNEST)

5.2.2.1 Teaching Strategies. T7 skillfully blended traditional teaching methods with interactive activities to ensure a structured yet engaging learning environment. For example, a lesson on local traditions was delivered through a lecture followed by a

student-led discussion that effectively balanced information delivery and student engagement.

5.2.2.2 Interactions with Students. T7 maintained a respectful and empathetic interaction style to ensure each student felt heard and valued. For instance, during a Q&A session, T7 attentively listened to each student's questions, providing thorough and thoughtful responses, thereby creating a supportive learning environment.

5.2.2.3 Classroom Management. T7 selected a method of classroom management that was both orderly and kind, upholding discipline while considering the students' emotional requirements. For instance, T7 balanced structure with empathy when a student needed more help or encouragement with a subject.

5.2.2.4 Cultural Sensitivity. T7 showed an in-depth understanding and respect for cultural differences while ensuring that each student's cultural background was recognized and appreciated. T7, for example, began a project in which students could learn and share their cultural traditions, therefore creating a learning atmosphere that respected variety.

5.2.2.5 Reflective Moments. T7 demonstrated reflective thinking and a purposeful teaching style, ensuring that each lesson was provided with purpose for the varied student groups. T7, for example, modified a lesson plan to include additional visual aids to satisfy the students' various learning requirements.

5.2.2.6 Non-verbal Cues. T7's body language was warm and encouraging, with frequent nods of affirmation, a gentle tone, and a welcoming attitude, which created a safe and encouraging learning environment for the students.

5.3 Summary

In this section, the outcomes from both interviews and observations are disclosed. Initially, the demographic details of the ESL teachers who participated in the interviews are outlined. Subsequently, themes surfacing from the interview findings are explored. Following this, the demographic details of the observed participants are discussed. Then, the discoveries related to each participant are individually explored while focusing on aspects such as teaching strategies, interactions with students, classroom management, cultural sensitivity, reflective moments, and non-verbal cues. To enhance the clarity of the findings, select quotes and behaviours from participants' interviews and observations are included.

6. Discussion

In this chapter, the theory from the literature review is discussed, interpreted, and combined with the findings from the thematic analysis and interviews to address the research questions. As a reminder, the research questions are as follows: What are the culturally responsive self-efficacy perceptions of ESL teachers regarding teaching in linguistically and culturally diverse classrooms? How do NESTs self-efficacy perceptions differ from those of NNESTs? How is NNESTs' self-perception formed? How do NNESTs' and NESTs' self-perception impact their self-efficacy in teaching in linguistically and culturally diverse classrooms?

6.1 RQ1: Culturally Responsive Self-Efficacy Perceptions of ESL Teachers

The findings of the thematic analysis and interviews demonstrate varied areas of ESL teachers' self-efficacy perspectives in culturally responsive teaching (CRT). Teachers managed the complexity of diverse classrooms by relying on their cultural knowledge and experiences. While some teachers clearly stated and demonstrated their talents in using teaching methodologies suitable to diverse cultures, others identified areas requiring additional improvement and help.

For example, the study's literature review underlined the critical role of self-efficacy in defining teacher objectives, motivations, and, ultimately, student learning results. It emphasized that teachers' beliefs about their competence in executing teaching activities influence their teaching approaches, effort investment, persistence, and control of thought and emotional processes.

Gay (2002, 2015) has been instrumental in framing the dialogue around CRT by accentuating the importance of utilizing students' cultural experiences as potent vehicles

for teaching and learning. This viewpoint echoes the findings of the present study, wherein teachers recognized the significance of weaving students' cultural backgrounds into their teaching methodologies. Furthermore, Siwatu's (2007) exploration of teachers' self-efficacy in CRT is notably pertinent. It suggests that teachers often encounter a cultural mismatch that influences their self-efficacy and, subsequently, their teaching practices in diverse classrooms.

According to the study's findings, cultural competency, experiences, and professional development all impact ESL teachers' confidence in adopting CRT approaches. Teachers with higher self-efficacy frequently displayed a deep awareness and appreciation for their students' ethnic and linguistic variety. This is consistent with Ladson-Billings's (1995) argument that CRT is a worldview that recognizes and honours variety rather than a teaching technique.

However, the fact that some teachers displayed CRT abilities confidently while others struggled underscores the need for well-targeted professional development and assistance.

This is particularly essential when it comes to understanding cultural differences and addressing students' different learning needs.

6.2 RQ2: Differences in Self-Efficacy Perceptions Between NESTs and NNESTs

The study sheds light on the differences and similarities in how NESTs and NNESTs perceive their efficacy. The two groups of teachers had a strong commitment to providing their students with a good and influential learning environment. However, their self-perceptions of their talents differed in acquiring confidence in language usage,

comprehending cultural differences, and employing teaching techniques and tactics that are linguistically and culturally acceptable for varied learners.

NESTs, often lauded as language role models, exhibit strong self-efficacy in certain areas but grapple with challenges related to Culturally Responsive Teaching (CRT) due to cultural differences or unfamiliarity with varied educational settings. On the other hand, NNESTs, even in the face of dominant native-speakerism, bring a rich tapestry of linguistic and cultural experiences to the classroom. Their approach to teaching grammar and self-assessment of pronunciation and communication skills stands out, with NNESTs not viewing these areas as weaknesses.

The existing literature draws clear distinctions between the self-efficacy perceptions of NESTs and NNESTs. Moussu and Llurda (2008) emphasize that NNESTs often confront challenges related to legitimacy and confidence, which can influence their self-efficacy. This aligns with the findings of the current study, where NNESTs, with their vast linguistic and cultural background, occasionally face hurdles in some self-efficacy regions. NESTs, while typically seen as linguistic exemplars, might find it challenging to comprehend and adapt to the cultural and linguistic intricacies of their diverse student body, a notion supported by Mahboob (2004).

Kamhi-Stein et al. (2004) explored the self-confidence and linguistic demands of NESTs and NNESTs and revealed that both groups were generally satisfied with their job and teacher preparation. However, NESTs found the “informal support network” more valuable and accessible, while NNESTs were slightly more pessimistic about their interactions with and support from school administrators. Both groups appeared confident in their language skills. However, NNESTs did not evaluate their pronunciation or

communication skills negatively, and they felt more at ease with teaching reading, listening, and even speaking than teaching grammar.

The disparities in self-efficacy perceptions between NESTs and NNESTs are not merely dichotomous but exist on a spectrum influenced by factors such as professional development, teaching experiences, and the specific contexts within which they teach. This emphasizes the need to recognize and apprehend the specific strengths and demanding situations that each NEST and NNEST faces and to create a collaborative teaching environment that makes the most of their students' talents.

6.3 RQ3: Formation of NNESTs' Self-Perception

The formation of NNESTs' self-perception involves a multifaceted interplay of various factors intricately woven from their linguistic journey, cultural experiences, professional development, and the socio-linguistic contexts within which they operate. NNESTs navigate challenges and opportunities that mould their self-perception and, consequently, their teaching practices.

The findings from the study reveal that NNESTs often navigate through the dichotomies of being linguistic insiders/outsiders within their teaching contexts, significantly shaping their self-perception and identity. For instance, Kamhi-Stein et al. (2004) found that both NESTs and NNESTs appeared confident in their language skills, but NNESTs did not evaluate their pronunciation or communication skills negatively. They felt more at ease teaching reading, listening, and even speaking than teaching grammar, which contradicted earlier findings and expectations. Furthermore, Sahib (2005) discovered that concerns about teachers' language skills and lack of acquaintance with Canadian cultural norms might impact their self-image. Sahib also found that the

TESL programme her participants were enrolled in could have been more effective in meeting the demands of NNESTs.

The literature provides a rich context for understanding the formation of NNESTs' self-perception. Amin (1997) and Braine (2010) discussed the challenges faced by NNESTs, such as the internal and external pressures related to linguistic legitimacy and professional identity.

According to the study findings, NNESTs' self-perception changes as a result of their contacts, experiences, and professional growth in their teaching contexts. NNESTs provide a wide range of cultural and linguistic insights to the classroom, but they struggle with difficulties related to their professional identity and linguistic validity. They negotiate linguistic and cultural disparities in the classroom, and the socio-linguistic circumstances and dominant ideologies in their teaching environments significantly impact how they perceive themselves. Despite these obstacles, NNESTs use their bi/multilingualism and bi/multiculturalism as assets that enrich their teaching practices and foster meaningful connections with their students, particularly those with comparable linguistic and cultural experiences.

6.4 RQ4: Impact of Self-Perception on Self-Efficacy in Diverse Classrooms

The study's findings highlight the significance of how both NESTs and NNESTs' self-perception impacts their confidence and efficacy in diverse classrooms. The self-perception of a teacher, which is influenced by their own linguistic, cultural, and professional experiences, shapes their confidence, choice of teaching strategies, and interactions in various classrooms. Existing research also highlights the relationship between a teacher's self-perception and their confidence and capabilities in teaching

situations. Bandura (1997) posits that self-efficacy is inherently linked to an individual's beliefs about their capabilities, which are significantly influenced by their self-perception. For NNESTs, linguistic legitimacy and professional identity issues often intersect with their self-efficacy in teaching in diverse classrooms (Amin, 1997; Braine, 2010). Conversely, while navigating through cultural and linguistic mismatches, NESTs encounter different challenges and opportunities that shape their self-perception and, consequently, their self-efficacy (Mahboob, 2004).

The study discovered that NESTs and NNESTs' self-perception, among other factors, substantially impacts their confidence in teaching in several classroom settings. NNESTs generally use their multilingualism and diversity as significant tools to engage with students and develop their teaching techniques while expertly navigating language credibility and professional identity challenges. This process, however, is challenging because these strengths and obstacles are closely intertwined, and their teaching confidence develops in various ways. NESTs, on the other hand, who are typically viewed as language role models, have to deal with their own issues, particularly when it comes to interpreting and managing their students' cultural and linguistic diversity. As a result, their confidence in managing diverse classrooms decreases.

6.5 Implications

The findings from studying NESTs and NNESTs' self-efficacy and self-perception in CRT highlight the importance of complex, inclusive, and equity-based educational policies and practices. Educational institutions, policymakers, and stakeholders need to accomplish the following:

6.5.1 Foster Inclusive Environments

This requires dismantling ideologies and practices that perpetuate native-speakerism, validating and leveraging the unique linguistic and cultural capital of all teachers, and the creation of environments that recognize and value the contributions of both NESTs and NNESTs.

6.5.2 Tailored Professional Development

This requires implementing targeted professional development programs that address the unique challenges and leverage the strengths of both NESTs and NNESTs. This means creating spaces for ongoing learning, teamwork, and mentorship while ensuring every teacher is equipped to deal confidently with the complexities of teaching in classrooms rich with linguistic and cultural diversity.

6.5.3 Supportive Networks

This requires the creation of supportive and nurturing networks and mentorship opportunities where NESTs and NNESTs can exchange ideas, learn, and navigate their professional paths while increasing their self-efficacy and improving their teaching practices.

6.5.4 Collaborative Platforms

This requires setting up spaces where NESTs and NNESTs can collaborate, share insights, and grow professionally. This supportive community will help boost their confidence and improve their teaching methods.

6.5.5 Curricular Reforms

This requires embarking on curriculum changes, incorporating inclusive teaching materials, and carving out room for cultural conversations and exchanges within the

educational space while ensuring all teachers' and students' varied linguistic and cultural identities are appreciated and woven into the learning environment.

6.5.6 Address Unique Challenges

This requires acknowledging the diversity in teachers' confidence levels and creating ongoing opportunities for learning and teamwork while ensuring that teachers are empowered to provide the best possible learning experiences for their varied student body.

6.6 Limitations of the Study

Every research study has its limitations that influence its findings and how they are interpreted. This study's limitations are discussed below, focusing on how they might affect the results.

6.6.1 Generalizability and Transferability

The case study is inherently limited to a specific situation; thus, there is a restricted basis for transferring the findings to a larger population. Case study designs have been critiqued for their lack of generalizability due to the research findings applying only to limited sample size, and generalizing the conclusions to other situations or a larger community with a comparable problem can be challenging. The generalization and transferability of a study's findings to different settings, referred to as external validity, are typically associated with quantitative research since they relate to how sampling processes can represent a whole community. Because qualitative studies are more context-dependent, they typically have limited transferability.

6.6.2 Social Desirability Bias

The study may be subject to social desirability bias, a well-studied phenomenon in which respondents may have the human urge to present themselves in the best possible light. This bias might shape the answers and perspectives shared by participants during interviews and observations, which, in turn, could impact the genuineness and dependability of the data.

6.6.3 Limited Scope and Depth

While providing valuable insights into the self-perceptions and self-efficacy of NNESTs and NESTs, the study is limited in its scope and depth due to the case study format. The case study framework involves a limited number of participants since it usually aims to delve deeply into a phenomenon within a specific context. This limitation narrows the range of perspectives and experiences that the study can explore and understand.

6.7 Conclusion

The exploration of culturally responsive self-efficacy and self-perception among ESL teachers, particularly in distinguishing between Native English Speaker Teachers (NESTs) and Non-native English Speaker Teachers (NNESTs), has unveiled a rich collection of insights and discoveries within the educational landscape of Newfoundland and Labrador, Canada. Deeply rooted in the rapidly growing multicultural and linguistically diverse Canadian educational setting, this study sheds light on the differences, similarities, and distinctive experiences that shape the professional journeys of NESTs and NNESTs.

In light of the findings, several pivotal points emerge that not only summarize the essence of the study but also pave the way for future research and practical implications

in the realm of ESL teaching. The study highlighted the importance of acknowledging and appreciating the distinct skills and challenges both NESTs and NNESTs introduce. The differences and similarities between these two groups, especially in the context of self-efficacy and self-perception, have been meticulously explored to provide a nuanced understanding of their professional and personal narratives.

The discussion of the research questions revealed the complex interactions that influence the experiences and self-views of NESTs and NNESTs. The disparities in their experiences, the influence of cultural responsiveness on their self-efficacy, and the formation of their self-perception were examined against existing literature and the present study's findings. The discussion spotlighted the unique experiences and challenges NNESTs encounter and emphasized the necessity of adopting a more inclusive, fair, and culturally responsive educational environment. Additionally, the study illuminated the broader implications of these findings, especially concerning teacher training, hiring, and professional growth. The knowledge gained from the study highlights the need to cultivate an educational setting that is not only open to the multicultural and multilingual realities of the student body but also mirrors the same in its teaching staff.

In conclusion, the study acts as a spark for additional discussion and investigation into teacher self-efficacy, self-perception, and culturally responsive teaching, especially in the context of the increasingly multicultural and multilingual educational settings worldwide. It invites educational stakeholders to dig deeper into understanding the strengths and challenges of NESTs and NNESTs, thereby nurturing an educational

environment that genuinely reflects the vibrant mosaic of cultures, languages, and experiences that characterize our global society.

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Appendix A

Data Sheet for Non-Participant Observation

Date & Time	e.g., 10/3 10am				
Teacher (NEST/ NNEST)	E.g., NNEST				
Teaching Strategies & Techniques	E.g., Introduced new vocabulary using flashcards				
Interactions with Students	E.g., Assisted a student with pronunciation				
Classroom Management	E.g., Used a timer for group activities				

Cultural Sensitivity	E.g., Incorporated a Chinese festival into the lesson				
Reflective Moments	E.g., Paused before introducing a new topic				
Non-verbal Cues	E.g., Frequently made eye contact with students				
Additional Notes	E.g., Students seemed engaged throughout				

Appendix B

Certificate of Research Ethics Clearance for Human Participation Research

MEMORIAL UNIVERSITY

Interdisciplinary Committee on
Ethics in Human Research (ICEHR)

St. John's, NL Canada A1C 5S7
Tel: 709 864-2561 icehr@mun.ca
www.mun.ca/research/ethics/humans/icehr

ICEHR Number:	**20231725-ED**
Approval Period:	June 30, 2023 – June 30, 2024
Funding Source:	
Responsible Faculty:	Dr. Xuemei Li Faculty of Education
Title of Project:	*Culturally Responsive Self-Efficacy and Self-perceptions of Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST)*

June 30, 2023

Mrs. Saeideh Mashhadi
Faculty of Education
Memorial University

Dear Mrs. Mashhadi:

Thank you for your correspondence addressing the issues raised by the Interdisciplinary Committee on Ethics in Human Research (ICEHR) for the above-named research project. ICEHR has re-examined the proposal with the clarifications and revisions submitted, and is satisfied that the concerns raised by the Committee have been adequately addressed. In accordance with the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2)*, the project has been granted *full ethics clearance* for **one year**. ICEHR approval applies to the ethical acceptability of the research, as per Article 6.3 of the *TCPS2*. Researchers are responsible for adherence to any other relevant University policies and/or funded or non-funded agreements that may be associated with the project. If funding is obtained subsequent to ethics approval, you must submit a Funding and/or Partner Change Request to ICEHR so that this ethics clearance can be linked to your award.

The *TCPS2* **requires** that you **strictly adhere to the protocol and documents as last reviewed** by ICEHR. If you need to make additions and/or modifications, you must submit an Amendment Request with a description of these changes, for the Committee's review of potential ethical concerns, before they may be implemented. Submit a Personnel Change Form to add or remove project team members and/or research staff. Also, to inform ICEHR of any unanticipated occurrences, an Adverse Event Report must be submitted with an indication of how the unexpected event may affect the continuation of the project.

The *TCPS2* **requires** that you submit an Annual Update to ICEHR before **June 30, 2024**. If you plan to continue the project, you need to request renewal of your ethics clearance and include a brief summary on the progress of your research. When the project no longer involves contact with human participants, is completed and/or terminated, you are required to provide an annual update with a brief final summary and your file will be closed. All post-approval ICEHR event forms noted above must be submitted by selecting the ***Applications: Post-Review*** link on your Researcher Portal homepage. We wish you success with your research.

Yours sincerely,

James R Drover

James Drover, Ph.D.
Vice-Chair, Interdisciplinary Committee on
Ethics in Human Research

JD/bc

cc: Supervisor – Dr. Xuemei Li, Faculty of Education

Appendix C

Informed Consent Form

Title: Culturally Responsive Self-Efficacy and Self-Perceptions of Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST).

Researcher(s): Saeideh Borji Mashhadi, Master of Education, Memorial University of Newfoundland, St. John's, NL. Canada.

Phone: 709-743-6504

Email address: sborjimashha@mun.ca

Supervisor(s): Dr. Xuemei Li, Professor, Faculty of Education, Memorial University, St. John's, NL. Canada A1B 3X8

Phone: 709-864-6224

Email address: xuemeil@mun.ca

You are invited to take part in a research project entitled *"*Culturally Responsive Self-Efficacy and Self-Perceptions of Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST).*"*

This form is part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. It also describes your right to withdraw from the study. In order to decide whether you wish to participate in this research study, you should understand enough about its risks and benefits to be able to make an informed decision. This is the informed consent process. Take time to read this carefully and to understand the information given to you. Please contact the researcher, Saeideh Borji Mashhadi, if you have any questions about the study or would like more information before you consent.

It is entirely up to you to decide whether to take part in this research. If you choose not to take part in this research or if you decide to withdraw from the research once it has started, there will be no negative consequences for you, now or in the future.

Introduction:

The student researcher, Saeideh Borji Mashhadi, is a Master of Education student, at the Memorial University of Newfoundland. As part of my Master's thesis, I am conducting research under the supervision of Dr. Xuemei Li.

Purpose of study:

The purpose of this qualitative study is to investigate and compare the self-efficacy beliefs of ESL teachers (Non-native English Speaker Teachers and Native English Speaker Teachers) in multicultural classrooms, as well as to investigate their experiences and perceptions of personal abilities to rigorously teach culturally diverse students. A gap

is identified in the literature about the culturally responsive teaching self-efficacy beliefs of ESL Native English Speaker Teachers and Non-native English Speaker Teachers.The relationship between these teachers' self-perception and their self-efficacy beliefs needs more research. Therefore, this study aims to address this gap and increase the opportunities for qualified NNESTs to find teaching positions.

What you will do in this study:

The study includes collection of data from semi-structured interviews, and non-participant observation. You will be asked to be interviewed and if interested, your class will be observed for 2 sessions. The length of each session will depend on the typical duration of your class between the 2 recesses, but we anticipate that each session will last approximately 1 hour.

It is important to note that the focus of the research is solely on observing the teacher and understanding their experiences and perceptions. No information or data will be collected about individual students, and their academic performance will not be evaluated as part of this study.

Length of time:

The length of time estimated for the interviews would be about 45 minutes. The observation is expected to take 2 sessions(each session about 1 hour depending on the typical duration of the class between 2 recesses) for each participant. The researcher will

attend your class as a non-participant observer and you will be doing your routine activities.

Compensation:

In order to appreciate your time given to the study, you will be entered into a draw to win a $50 gift card.

Withdrawal from the study:

You have the right to withdraw from the study at any time you wish (before and in the middle of data collection, and after participation has ended) UNTIL 2 weeks following the receipt of your interview transcript (and observation notes, if applicable), which is the time when the data analysis starts.

Following your interview, a transcript will be prepared and sent to you within 2 days. If you are also participating in an observation session, detailed notes from the observation will be prepared and sent to you within 2 days after the last observation session. You will then have two weeks to review the transcript and observation notes and request any additions, changes, or deletions as you see fit. If you choose to withdraw, your transcript (and observation notes, if applicable) will be withdrawn in full. Please note that once the analysis has begun, it may not be possible to withdraw your data or make further changes to the transcript or notes. The data gathered from you until that point will be permanently

deleted and the interview transcripts and observation field-notes will be removed from the data and I will no longer use or add those data to the analysis procedure.

Possible benefits:

The potential benefits you may gain by participating in this study:

The outcomes of the study could give insight on the skills needed to increase your self-efficacy and encourage culturally responsive teaching practices for both native an non-native ESL teachers. It is therefore vital to conduct this research and disseminate its findings to the academic community in order to give qualified teachers with job possibilities.

The benefits for the scientific/scholarly community and society as a whole.

The study is significant for educators, educational leaders, curriculum developers, and educational institutions interested in understanding about ESL teachers' professional development needs. This study will also provide students with the opportunity to be taught by qualified teachers, whether native or non-native speakers, and therefore improve the educational system.

Possible risks:

If, during your participation in this research, you experience any psychological or emotional distress, such as memories of mistreatment or discrimination that may cause upset, it's important to prioritize your well-being. While I, as a non-native speaker, will

offer words of comfort and support, it's recommended that you seek appropriate resources for further assistance.

In the event that you require additional support, I encourage you to utilize resources such as your Employee Assistance Program (EAP) or other counseling services available to you. Additionally, you may find it helpful to reach out to helplines or warm lines that provide confidential and supportive listening services.

Confidentiality:

The data from this research project will be used for the researcher's thesis; however, your identity will be kept confidential. Although we will report direct quotations from the interview, you will be given a code name, and all identifying information such as your name and your workplace will be removed from our report."

Parents/Guardians Notification:

While student and parental consent is not required for the teacher observation, we believe in maintaining transparency and keeping parents/guardians informed about the research study. A letter will be sent to parents/guardians to notify them that the research is taking place and to clarify that it is not being conducted with or about their children. The purpose of this notification is to ensure that parents/guardians are aware of the study and can address any concerns they may have.

Anonymity:

Every reasonable effort will be made to ensure your anonymity. The data obtained from you will be published without identifiers, meaning that your personal information will not be included in any publications without your explicit permission. Your participation in this research will be treated with the utmost respect for your privacy, and your identity will remain confidential. If you agree to be observed in your classes or permit the use of direct quotations, there is a possibility that informed readers, including your students and others in the school, may be able to identify you. Despite this, all identifying information such as your name and workplace will be removed from the research report and any publications, maintaining confidentiality to the best of our abilities.

Recording of Data:

The interviews will be done in-person at Memorial University, at your school, or at another location of your choice. If you wish I can also conduct the interview through Skype or telephone. Please note that Skype has its own privacy policy, which you can review here. By participating in the interviews conducted through Skype, you acknowledge and agree to Skype's privacy policy. Audio recording will be done with your agreement. After the audio is transcript, the audio will be permanently deleted and no one would have access to it. If you choose not to be audio-recorded, detailed notes will be taken during the interview to capture the information shared. These notes will be used for analysis and included in the final report. No audio recording will be done if you do not provide consent. Following your interview, a transcript will be prepared and sent to you within 2 days. If you are also participating in an observation session, detailed

notes from the observation will be prepared and sent to you within 2 days after the last observation session.

Use, Access, Ownership, and Storage of Data:

The hardcopy will be stored in secure storage with a password. Electronic data files will be password-protected and stored on encrypted devices.

The data will be stored in a locked filing cabinet. Consent forms will be stored separately from the data.

Only the researcher will have access to the data. If necessary, the supervisor may have access to raw and anonymized data to safeguard the quality of the research.

If the participants decide to withdraw from the study, the data will be permanently deleted and will no longer be kept.

Data will be kept for a minimum of five years, as required by Memorial University's policy on Integrity in Scholarly Research.

Reporting of Results:

The data will be used in my Master's thesis.

Upon completion, my thesis will be available at Memorial University's Queen Elizabeth II library, and can be accessed online at:

http://collections.mun.ca/cdm/search/collection/theses.

The data will be reported in direct quotations only if you give me the permission to do so as well as in an aggregated and summarized form.

Sharing of Results with Participants:

The results of the study and the feedback on the study will be provided to you after the project is completed in a PDF format. Also, the research articles produced as a result of this research project will be shared with you as a link to the journal through the email address that you will provide for future contact. This will allow the researcher to contact you in the future, although providing your email address is optional. You may contact the researcher by email at any time to obtain copies of articles that have been published or any presentations that have been given.

Questions:

You are welcome to ask questions at any time before, during, or after your participation in this research. If you would like more information about this study, please contact:

Saeideh Borji Mashhadi: sborjimashha@mun.ca

Dr. Li: xuemeil@mun.ca

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research, such as the way you have been treated or your rights as a participant, you may contact the Chairperson of the ICEHR at icehr@mun.ca or by telephone at 709-864-2861.

Consent:

Your signature on this form means that:

You have read the information about the research.

You have been able to ask questions about this study.

You are satisfied with the answers to all your questions.

You understand what the study is about and what you will be doing.

You understand that you are free to withdraw participation in the study without having to give a reason, and that doing so will not affect you now or in the future.

Regarding withdrawal <u>during</u> data collection:

You understand that if you choose to end participation **during** data collection, any data collected from you up to that **point will be destroyed**.

Regarding withdrawal <u>after</u> data collection:

You understand that if you choose to withdraw **after** data collection has ended, your data can be removed from the study up to the date that data analysis procedure begins which will be two weeks after the receipt of the interview (and observation notes, if applicable). An email regarding the exact date of the data procedure will be sent to you prior to the procedure.

By signing this form, you do not give up your legal rights and do not release the researchers from their professional responsibilities.

I agree to be audio-recorded	☐ Yes
	☐ No
I agree to the use of direct quotations	☐ Yes
	☐ No
I agree to be observed in my classroom	☐ Yes
	☐ No

Your Signature Confirms:

☐ I have read what this study is about and understood the risks and benefits. I have had adequate time to think about this and had the opportunity to ask questions and my questions have been answered.

☐ I agree to participate in the research project understanding the risks and contributions of my participation, that my participation is voluntary, and that I may end my participation.

☐ A copy of this Informed Consent Form has been given to me for my records.

Signature of Participant Date

Researcher's Signature:

I have explained this study to the best of my ability. I invited questions and gave answers. I believe that the participant fully understands what is involved in being in the study, any potential risks of the study and that he or she has freely chosen to be in the study.

_____

_____

Signature of Principal Investigator Date

Appendix D

Recruitment Letter Poster

PARTICIPANTS NEEDED FOR RESEARCH:

Culturally Responsive Self-Efficacy and Self-Perceptions of Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST).

If you are a K-12 ESL teacher at a school in Newfoundland and Labrador and you have newcomer students, and if you are interested in discussing and sharing your opinions and experiences about your self-perception and self-efficacy beliefs, you are being invited to participate in a research study on the topic of 'Culturally Responsive Self-Efficacy and Self-Perceptions of Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST)'. I am conducting this study for my Master of Education degree under the supervision of Dr. Xuemei Li at the Faculty of Education at Memorial University.

The purpose of the research study will be to investigate and compare the self-efficacy beliefs of ESL teachers (native and non-native English speakers) in multicultural classrooms, as well as to investigate their experiences and perceptions of personal abilities to rigorously teach culturally diverse students.

Participation in this study is voluntary and is not an employment or school requirement. It will require about 45 minutes of your time for an interview, and possibly class observation for 2 sessions (each session about 1 hour depending on the typical duration of the class between 2 recesses) if you agree. The individual interview session can be scheduled either at Memorial University, at your school, or at another location of your choice. If you wish I can also conduct the interview through Skype or telephone. Following the arms' length procedures recommended by the Interdisciplinary Committee on Ethics in Human Research (ICEHR), participation in this research project will not be reported to the school administrator(s), any NLESD officials or any faculty members at Memorial University, including my supervisor. Also, no interviews will be scheduled during instructional time.

If you know any other K-12 ESL teacher, whether native or non-native, who may be interested in participating in this study, please ask them to contact me.

Thank you in advance for considering this request. For more information about this study,

please contact:

Saeideh Borji (she, her)

Master of Education Student

Faculty of Education, Memorial University of Newfoundland

Phone: (709)743-6504

Email: sborjimashha@mun.ca

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research, such as your rights as a participant, you may contact the Chairperson of the ICEHR at icehr.chair@mun.ca or by telephone at 709-864-2861.

Appendix E

Letter of Information

Dear colleague,

This letter is an invitation to consider participating in a research study I am conducting as part of my Master's degree in the Department of Education at the Memorial University of Newfoundland, under the supervision of Dr. Xuemei Li. I would like to provide you with more information about this project and what your involvement would entail if you decide to take part.

The purpose of this qualitative study is to investigate and compare the self-efficacy beliefs of K-12 ESL teachers (Non-native English Speaker Teachers and Native English Speaker Teachers) in multicultural classrooms and explore their experiences and perceptions of teaching culturally diverse students.Therefore, this study aims to address this gap and increase the opportunities for qualified NNESTs to find teaching positions.

Your expertise and insights as an ESL teacher are highly valued and can contribute significantly to the research. Your participation would involve sharing your experiences

and perspectives through a semi-structured interview of approximately 45 minutes in length to take place at Memorial University, at your school, or at another location of your choice. If you wish I can also conduct the interview through Skype or telephone. Also, I intend to observe two teachers in their classrooms for two sessions (each session about 1 hour depending on the typical duration of the class between 2 recesses), therefore, you will be asked to be observed in your class only if you are interested in doing so unless I had already selected the two participants for observation.

Participation in this study is voluntary and is not an employment or school requirement. You have the right to decline participation without any negative consequences, and your decision will not affect you now or in the future. If you choose to participate, your identity will be kept confidential, and all data will be anonymized in any publications or reports. Your identity will be confidential. Your name will not appear in any thesis or report resulting from this study, however, with your permission anonymous quotations may be used. There are no known or anticipated risks to you as a participant in this study.

A screening process will be conducted after receiving the responses from the teachers. Participants will be selected based on factors such as their teaching experience, cultural diversity in their classrooms, and availability. If there is an oversubscription of potential participants, more diverse teachers who use culturally responsive strategies in their teaching will be selected. After this screening process, selected participants will be informed by email 1 week after their response to the invitation.

The proposal for this research has been reviewed by the Interdisciplinary Committee on Ethics in Human Research and found to be in compliance with Memorial University's ethics policy. If you have ethical concerns about the research, such as your rights as a

participant, you may contact the Chairperson of the ICEHR at icehr.chair@mun.ca or by telephone at 709-864-2861.

For all other questions or if you would like additional information to assist you in reaching a decision about participation, please contact me by email at sborjimashha@mun.ca. You can also contact my supervisor, Dr. Li at xuemeil@mun.ca.

Your contribution to this study will not only expand our understanding of culturally responsive teaching practices but also provide valuable insights that can enhance the professional development needs of ESL teachers. Your time and expertise are greatly appreciated.

Thank you for considering our invitation and for your valuable contribution to the field of education. We look forward to hearing from you soon.

Yours Sincerely,

Saeideh

Appendix F

Letter to the parents regarding observations

Saeideh Borji Mashhadi

M.Ed students at Memorial University of Newfoundland

Unit1, 36 Pine Bud avenue

St. John's, NL

Dear Parents/Guardians,

Re: Research Study Notification - Classroom Observation

I hope this letter finds you well. I am writing to inform you about a research study that will be taking place in the classroom where your child is taught English as a Second Language (ESL) at [School Name]. As part of my Master's thesis research at Memorial University of Newfoundland, I am conducting a study titled "Culturally Responsive Self-

Efficacy and Self-Perceptions of Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST)."

The purpose of this study is to investigate and compare the self-efficacy beliefs of ESL teachers in multicultural classrooms, with a particular focus on their experiences and perceptions of teaching culturally diverse students. The research aims to explore the factors that contribute to effective teaching strategies in such environments.

I want to assure you that this study does not involve or target your child directly. The focus of the research is solely on observing the ESL teacher's teaching practices. No information or data will be collected about individual students, and their academic performance will not be evaluated as part of this study.

We have implemented strict measures to ensure the privacy and confidentiality of the teacher. All data collected will be de-identified, and any direct quotations or references will be anonymized to protect the identities of all individuals involved.

Participation in this research study is voluntary for the teacher. Your child's academic progress and standing in the classroom will not be affected in any way by this study.

Should you have any concerns or questions about the research in general, please feel free to reach out to me using the contact information provided below.

Your support and cooperation are greatly appreciated in allowing us to conduct this valuable research. We believe that the findings of this study will contribute to the enhancement of ESL teaching practices and ultimately benefit all students.

Thank you for your attention to this matter. If you would like more information about the research study, please do not hesitate to contact me at sborjimashha@mun.ca or (709)743-6504.

This study has been reviewed by and received ethics clearance through the Interdisciplinary Committee on Ethics in Human Research at Memorial University. If you have ethical concerns about your participation in this research, you may contact the Chairperson of the ICEHR at icehr@mun.ca or by telephone at 709-864-2861.

Sincerely,

Saeideh Borji Mashhadi

Appendix G

NLESD Approval Letter

NLSchools

Assistant Deputy Minister-Education Operations: Terry Hall

Date: February 2, 2024

Saeideh Borji Mashhadi
Memorial University of Newfoundland
230 Elizabeth Ave
St. John's, NL, A1C 5S7

Dear Mrs. Borji Mashhadi,

Your request to conduct education-related research entitled "Culturally Responsive Self-efficacy and Self-perceptions of Native Speaker Teachers and Non-Native Speaker Teachers" in NLSchools has been reviewed. Your request has been approved under the agreed upon conditions outlined in the signed checklist.

Please sign and return the attached approval form that requires you to adhere to conditions outlined by NLSchools. It is your responsibility as the researcher to:

Contact principals of schools to gain their permission to conduct your research. You will need a copy of the signed form to present to school principals. Please visit the website of NLSchools at https://www.nlesd.ca/index.jsp to gain contact information for schools within NLSchools. Submit a final copy of research findings and resulting papers/reports of your research to the Assistant Deputy Minister - Education Operations. Please note that NLSchools does not promote, or facilitate/conduct any part of the research for the researcher and is not held liable for any negative impacts relating to your research effort.

If the individual is carrying out research that requires direct access to students (in person meetings/on-line meetings) but there is always a teacher present, then they would have to complete the attached Criminal Offence Declaration. If they require contact with students for any purpose at any length of time without a teacher present, they would need a Criminal Record check from their local law enforcement agency submitted to the NLSchools Research Committee prior to approval to proceed with the research.

Sincerely,

Katrina Moores

Katrina Moores Pronouns: (She/Her)
Provincial Lead-Partnerships and Initiatives
Department of Education- NL Schools Branch
Government of Newfoundland and Labrador
Email: katrinamoores@nlschools.ca