

## Teacher Characteristics and Instruction: A Meta-Analysis

Teacher characteristics, particularly being native and non-native (or near native) speakers of the target language, have often been discussed in relation to teacher identity, power relationship, and race in second and/or foreign language education (Amir, 2008; Medgyes, 1992; Moussu & Llurda, 2008; Selvi, 2011), as well as in terms of teacher training, teaching strategies, assessment strategies, and learners' views on them as well as students' learning and their views on non-native and native speaking teachers (e.g., Amin, 1997; Azin, Raof, Ismail, & Hanzah, 2013; Camberlin\_Quinlisk, 2012; Ling & Braine, 2007). Although Unsworth, Persson, Prins, and de Bot (2015) reported that non-native speaking teachers' proficiency had a significant effect on their students' learning in early language education, the dichotomous relation has been mostly researched qualitatively and there are few studies that directly compared the effects of instruction provided by native speaking teachers and non-native speaking teachers.

In this current study, I examined the effects of instruction on second or foreign language learning with native and non-native speaking teachers as a moderator variable by conducting a meta-analysis. The goals of this meta-analysis are to (i) investigate whether the effect of instruction on second/foreign language learning is influenced by the teacher's L1 background (i.e., native and non-native speaking teachers) and (ii) whether this effect varies with the types of outcome measures used. A post-hoc analysis was also conducted to examine the effects of teacher characteristics in relation to types of instruction.

The data for this current research synthesis were the empirical studies on the effect of instruction. The studies were collected through an extensive online search, using a database called "Summon." More than 1000 studies were retrieved, and I examined whether they met the inclusion criteria in that the studies (a) included instructional treatment, (b) had a control group, (c) had a pretest-posttest design, (d) provided information about the teacher's language background, and (e) provided sufficient statistical information to calculate effect sizes. The results of the effects of instruction will be discussed in relation to native and non-native (or near native) speaking teachers. The pedagogical and theoretical implications for Japanese teachers will also be provided, including the importance of instruction rather than the status as native or non-native (or near native) speaking teachers.