Dr. Yasuyo Tomita is a Sessional Lecturer at OISE. In her research and teaching, she is interested in instructed second language acquisition (e.g., form-focused instruction, corrective feedback), teaching methodologies, and learner identity and investment. Her research interest also includes creativity and technology use in action-oriented language learning. Currently, she is collaborating on several research projects, including meta-analysis of native/non-native speaking teachers and classroom research on learner perceptions towards online and in-person language learning. Her latest publication focuses on second-language acquisition theory and practice in Japanese and Korean classrooms.

**SPEAKERS**

**Yasuyo Tomita**
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**Nina Spada**
Dr. Nina Spada is Professor Emerita in the Language and Literacies Education program at OISE, University of Toronto. Her research on instructed second language acquisition (SLA) has significantly contributed to our knowledge about the effects of different types of instruction on learning and to the importance of making SLA research relevant and meaningful to language teachers. Dr. Spada is co-author of the book How Languages are Learned currently in its 5th edition and co-editor of two book series: Oxford Key Concepts for the Language Classroom and Language Learning and Language Teaching.

**DATE**  February 10, 2023  
**TIME**  2:30pm-4:30pm  
**PLACE**  Online via Zoom  
Register here
The mythical assumption that the ideal second language (L2) instructor is a native speaker of the L2 still exists in some language education contexts, despite evidence to the contrary (Medgyes 1994; Canagarajah 1999). Phillipson (1992) referred to this myth as the native speaker fallacy and raised serious concerns as to how it has resulted in discrimination in language education. Since then, extensive research related to NS/NNS teachers has been conducted, indicating advantages for both NNS and NS (Benke and Medges 2005; Moussu 2010; Park 2012) and confirming that other factors, particularly pedagogical knowledge and experience, are far more important than NS/NNS status (Faez, 2012; Faez, Karas, & Uchihara, 2021). Nonetheless, the native speaker fallacy continues in many language teaching contexts (Holliday 2018; Swearingen 2019; Tsuchiya 2020), which is no doubt related to the fact that it takes a long time to debunk deeply entrenched myths such as these. It may also be related to the fact that little research has directly investigated the contributions of L2 instruction provided by NS and NNS teachers on language learning. One exception is a study of the effects of NS/NNS instruction on L2 pronunciation development - a linguistic domain where NS are thought to have a distinct advantage over NNS teachers. The results showed “no significant impact of teachers’ language backgrounds on students’ overall improvement” (Levis, Link, Sonsaat, & Barriuso, 2016, p. 915).

The purpose of the present meta-analysis is to explore the effects of instruction provided by NS/NNS teachers on L2 grammatical ability - a linguistic domain, where NS/NNS teachers are thought to bring different strengths. For example, NNS teachers are often considered to be more effective providing explicit grammar instruction which leads to learners’ conscious knowledge of the L2. NS teachers on the other hand, are thought to be more effective combining attention to grammar within meaning-based instruction leading to learners’ spontaneous L2 ability.

The data for this study consists of a subset of studies originally included in a separate meta-analysis designed to investigate the effects of instruction on learning different grammatical features. While several instructional variables were examined in that study (Tomita, Spada, Housen, De Clercq, Koch, & Lochtman, 2018), NS/NNS status was not included. In this current meta-analysis the findings will be discussed in relation to types of instruction and outcome measures, as well as the distribution of NS/NNS teachers in different instructional contexts and their professional qualifications. We will also discuss the importance of teacher training that raises teachers’ own awareness towards strategical use of research findings to teach with confidence and to communicate with students, other teachers, and administrators in a way that values our linguistic and cultural diversity in and outside of the classroom.