

An Inside Analysis of Non-Native English Materials at Tertiary Level

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Abstract: *This study investigated the perceived qualities of English varieties that are intended to be learned through NNEMs. It also looked at how desired the students and teachers feel toward the use of NNEMs, as well as how it is used in the classroom. Educators and students at a public university in southern Vietnam were asked to complete Google Form questionnaires and interviews in order to gather both qualitative and quantitative data. The findings showed that the majority of teachers and students thought NNEMs were a really useful tool. The students also stated that they wanted to learn about NNEMs more thoroughly. Following the conclusion, implications for instruction are also covered.*

Keywords: *non-native English materials (NNEMs), world Englishes (WEs), native speakers of English (NSs), non-native speakers of English (NNSs).*

1. INTRODUCTION

1.1. Background of the Study

As English has become a more valuable tool for international communication in recent years, a growing number of people all over the world are embracing it as their lingua franca (ELF). This suggests that speakers of English interact with speakers of other languages, both native speakers (NSs) and non-native speakers (NNSs), despite their differences in geography and culture. Thus, it is not unexpected that NNSs currently have a greater market share than their native counterparts (Kumar-Bhowmik, 2022). Additionally, as Coskun (2010) attests, the growth of NNSs has led to the creation of different English dialects and affected a number of important issues related to English language education (ELT).

However, the majority of ELT contexts, including those in Vietnam, continue to be dominated by so-called "standard English" (SE), which includes American and British English, and receive far more attention than other dialects that are taken into consideration, despite the fact that English language learners interact with non-native speakers outside of the classroom more frequently than they do (Lê Thị Hương, 2013). Even though learning materials that present native variations may motivate students and enhance their language learning experiences, they might not be enough to meet their demands in a world where English is taught as an international language (ELF) or EIL. Here, the question is whether or not students should find non-native English materials (NNEMs) engaging if authentic resources reflect the way they actually use the language.

1.2. Aims of the Study

This essay aims to shed light on opinions on the use of NNEMs in English language training. Additionally, students and teachers's expectations for using those materials when incorporating them into their lesson, as well as whether or not they are interested in learning and teaching about the adoption of non-native English literature.

1.3. Research Questions

In order to address the issues, this article aims to investigate the following research questions:

1. What are the students' and teachers' perceptions towards the necessity for use of NNEMs in learning English?
2. How do the students and teachers want to learn and teach through the use of non-native English materials?

2. LITERATURE REVIEW

2.1. Definition of Materials

Teaching materials are described as "any systematic description of the techniques and exercises to be used in classroom teaching" by Matsuda (as stated in Brown, 1995, p. 139). It can also be recognized that teaching materials are any tools a teacher utilizes to offer instruction to students. To suit the goals and objectives of learners, resources are typically designed in two primary forms: "printed ones," like books, workbooks, and teacher guides; and "non-printed ones," such as audiotapes, videotapes, and computer-based materials (Tok, 2010). As a result, educators have a wide range of options when selecting resources for the specific classes and objectives they are teaching.

2.2. The Use of Materials in English Language Teaching

So far, there have been various arguments regarding the significance of English language resources in the teaching and learning process. On the one hand, materials represent a certain worldview and serve as a source of input as well (Matsuda, 2012). To put it another way, resources give teachers and students a framework, a source of inspiration, and activities to help them accomplish their goals. According to Tonawanik and Donovanik (2019), teachers cannot accomplish improved instruction or the intended learning outcomes for their students without the support of instructional materials. With carefully selected resources, educators can purposefully and intentionally impart new information and language objects to students.

Additionally, materials have the power to shape students' opinions and impressions about the target language. However, in the modern context of using English as an ELF or EIL, instructional resources assist students in recognizing variations in forms, purposes, and users (Matsuda & Friedrich, 2011). Due to the immense function of material in language teaching, English teachers currently use a variety of instructional resources to meet the requirements and interests of their students (Rao, 2019).

2.3. Models of English

To distinguish between native and non-native English speakers, one must first have a broad understanding of how English is spoken and understood within the three concentric circles of Kachru's model (1985). Based on his definition, the world's nations can be divided into three categories based on how they relate to the English language: Inner Circle (IC), Outer Circle (OC), and Expanding Circle (EC). (WEs).

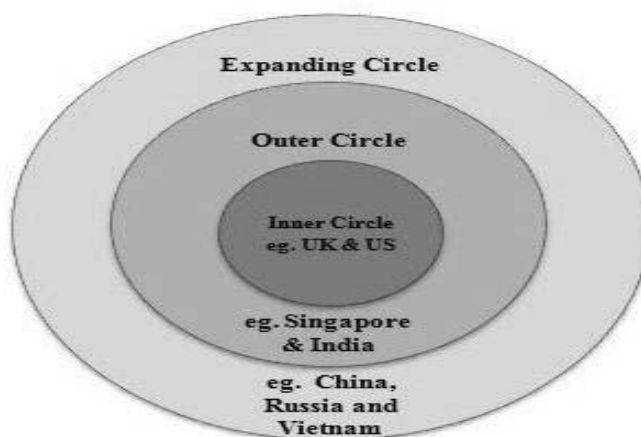


Figure 2.1. Kachru's concentric circle model of World Englishes

Firstly, the IC refers to the nation-states in which English is classified as a native language- where people speak English as their mother tongue, like in America, England, Australia, Canada, and New Zealand. People who live in these nations are therefore referred to as NSs. Second, the OC designates nations such as India, the Philippines, Nigeria, Pakistan, Kenya, Malaysia, and Singapore where English is taught as a second language (ESL). English has an official or governmental standing, even if it is not commonly spoken as a mother tongue in this community. Stated differently, English is widely utilized in the education system, newspapers, and media at large as well as "a means of communication within the country, at least among the educated classes" (Trudgill & Hannah,

2008,p.5). Lastly, nations like Poland, China, Brazil, Vietnam, and others that utilize English as a foreign language (EFL) are included in the EC. In these nations, people either speak English as a second language or as a means of communication with outsiders.

2.4. Non-native English Varieties Inmaterials (NNEMs)

As was previously indicated, the unprecedented worldwide use of English presents a variety of challenges for ELT. An enormous number of variants have emerged as a result of English's tremendous spread. Several academics have looked into the issue of "which English variety should be presented in classroom materials: native or non-native?" in the context of teaching materials. The conceptions of "native" and "non-native" variants cannot be separated from what is called "World Englishes" (WEs). NSs are typically thought of as users that provide standards. In many places of the world, American and British English are frequently considered the two most popular options for instructional models. This has an effect on the majority of the content in teaching and learning resources for languages. In EFL and ESL instruction, the English native language variations are commonly utilized as a standard (Seidhofer, 2004). Furthermore, it is believed that using materials should go with underling the learning effects of employing educational materials for non-native English speakers (Lachner et al., 2022).Also, Hidayati (2019) asserts that successful vocabulary instruction occurs when the material is purposefully tailored to the needs of the students.

3. RESEARCH APPROACHES

To obtain accurate and trustworthy data for the study, a combination of qualitative and quantitative methods was employed. It has been believed that ccombining these two strategies can yield the most benefits for a number of reasons. By using a semi-structured interview, the qualitative method gives the researcher the flexibility to gather data and gain a comprehensive understanding of how teachers and students feel about using NNEMs in the current setting. On the other side, perceptions and attitudes, for example, may not lend themselves to quantitative data collection. As a result, using a qualitative approach is a good choice in this case. Overall, using data gathered from the questionnaire and the quantitative approach aids the researcher in achieving a high degree of reliability (Balsley, 1970).

3.1. Data Collection Instruments

3.1.1. Questionnaire

A questionnaire is frequently seen as an efficient method of gathering information from a large number of people. One benefit of employing a questionnaire is that it can save the researcher money and effort. More precisely, gathering a lot of data quickly from a large number of people is significantly simpler. The researcher can swiftly and accurately examine the data gathered by using computer software (SPSS). As stated by researchers, the goal of a quantitative research strategy is to collect numerical data and extrapolate it to other demographic groups (Johnson & Christensen, 2008). The approach has been regarded to be applicable to the application of a broader population to collect research data (Cavana et al. 2000).

3.1.2. Interview

One of the techniques that is commonly employed in qualitative research is the interview. Although there is some preparation required, the interview can be freely tailored to the participant's answers. The primary rationale behind this decision is the researcher's ability to manage the answer scenarios, arrange a suitable time and location, and arrange the order in which the questions are posed. Stated differently, it provides interviewees and interviewers with flexibility. Despite appearing to be time-consuming and expensive, this kind of data gathering tool gave the researcher more control over the interview question sequence (Creswell, 2013).

3.2. Participants

Two participant groups provided the study's data: 230 students and 8 teachers from a public university in Southern Vietnam.

3.3. Data Analysis

Statistics were generated from the data obtained by answering surveys. Tables and graphs illustrated the statistical evidence's findings. Furthermore, the information gathered through interviews was categorized. The interviews were recorded using a cassette recorder. The researcher then thoroughly translated and examined these interviews.

4. FINDINGS AND DISCUSSIONS

4.1. Students' and Teachers' Perceptions towards the Necessity for use of NNEMs in Learning English

4.1.1. Students' Perceptions on the use of NNEMs

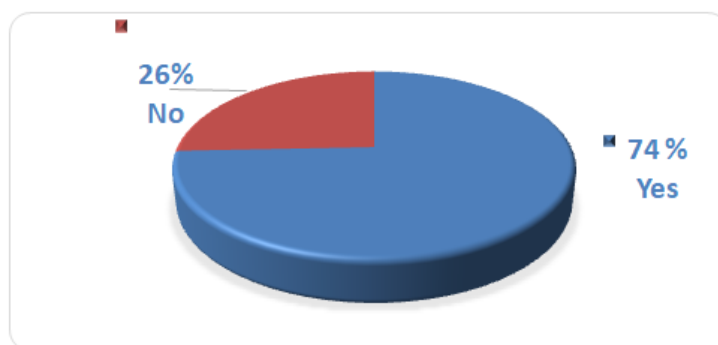


Figure 3.1. *The necessity of using NNEMs*

Figure 4.2 demonstrates that while 26% of students disagree with the usage of NNEMs in English language instruction, 74% of students agreed that they should be employed. It is clear that the majority of student participants understood the importance of incorporating NNEMs into the classroom. Any kind of English learning demands the right resources. Therefore, exposure to a range of Englishes—in which NNEMs play a significant role in the learning environment—is the best approach to effectively learning diversity of English. One student said, "Yes, but if we are not encouraged or guided by teachers to use NNEMs, we may get nowhere to find reliable materials."

This student expressed hope for the role that teachers will play in introducing pupils to NNEMs.

(H. L., interview on June 3, 2024)

The use of NNEMs should be encouraged when the chances to interact and collaborate with NNSs have been growing. Some students, however, passionately disagreed, arguing that the NNEMs should only be utilized as supplemental or reference resources rather than the primary course texts.

"Yes, using NNEMs to help kids learn about the diversity of English is a good way to expand their knowledge and awareness of the language. But in my opinion, it should serve as a guide for pupils to learn more about it. Students can then easily adjust to working with NNSs. "

(H. L., interview on June 4, 2024)

It is clear from the 26% of participants who said "no" that they only wanted to study SE and didn't think they needed to learn English via NNEMs. They did not have much time in school to study various forms of English, which is another valid cause (refer to the student questionnaire). It would be sufficient to learn SE using resources written by NSs; NNEMs would not be needed.

The researcher employed seven statements to ask students about the benefits of using NNEMs for their learning in order to determine how helpful they would be. The following table displays the findings.

Table 4.1. *Advantages of using NNEMs*

Statements	Strongly agree(%)	Agree(%)	Disagree (%)	Strongly disagree(%)
S1: It increases my confidence when communicating with different types of English speakers, broadens my understanding of English dialects, and lessens my sense of bewilderment.	25.2	64.3	4.3	6.2
S2: It aids in my comprehension of the varied idioms, applications, and cultural contexts of English.	23.5	67.0	7.8	1.3
S3: Working with non-native English speakers in my future employment may benefit from my understanding of the different kinds of English found in NNEMs.	23.0	63.5	13.5	0.0
S4: It enables me to observe how many non-native English speakers utilize language in their daily lives, which may vary from that of native speakers.	17.0	67.4	14.3	1.3
The opportunity to interact with and learn from non-native English speakers in addition to native speaker resources in the classroom piques my interest in studying the language.	11.3	61.7	26.1	0.9
S6: When I watch foreign TV stations, it makes it easier for me to grasp different dialects of English.	19.1	64.8	15.7	0.4
S7: Rather than speaking English like a native, this helps me become an effective user of it.	16.2	61.7	17.8	4.3

Table 4.1 summarizes some of the common advantages of NNEM use for students. According to the participants, promoting non-native English varieties through the use of NNEMs is a crucial activity that is considered to offer certain benefits. S1 and S2 go over the first major goal of using NNEMs to learn English in the classroom. When it came to S1 and S2, the great majority of respondents (89.5% and 90.5%, respectively) agreed and strongly agreed that NNEMs may provide a wealth of information on those kinds' forms, usage, and cultures. As a result, students would have an easier time and have less misunderstanding when speaking with their peers. They felt more comfortable using their English for communication when they had some prior knowledge of those variations.

According to Kaymakamoğlu and Atmaca (2016), learners cannot profit from the communicative environment if they lack the requisite understanding of other English types, causing them to feel uncertain or unwilling to participate in conversations (p. 43). One way to use NNEMs is to identify typical errors that NNSs frequently make so that learners can steer clear of them in the future converse in English.

4.1.2. Teachers' Perceptions on the use of NNEMs

As noticed, all of the teacher respondents believed that exposing various non-native English varieties through NNEMs was crucial to English education since these materials could bring a lot of advantages when it came to the role and benefits of using NNEMs in the classroom.

First off, it's possible that more NNSs than NSs are encountered, interacted with, communicated with, and worked with in the Vietnamese setting. As a result, it is essential to discuss NNEMs as a useful tool for expanding and improving students' knowledge as well as giving them a better understanding of different Englishes, particularly those of NNSs. One educator said:

"It is "practical if suitable," in my opinion. It can help to introduce the concept of WEs. It's possible that Vietnamese language learners study English in order to converse with other NNSs like Singaporeans, Malaysians, or Japanese in the future."

(H. T., interview on June 7, 2024)

An additional teacher noted, "NNEMs can be helpful in that they give pupils the chance to be exposed to what I refer to as "the worldwide English." You know, NNSs speak this particular kind of English. Students will probably come across individuals whose first language is not English in the future. As a

result, they must comprehend English as a universal language. It is possible that students will view a type of English that is spoken by people all around the world differently if NNEMs are used in the classroom.

(T. T., interview on June 8, 2024)

Regarding incorporating NNEMs into the classroom, one teacher reasoned:

“Yes, using NNEMs to help kids learn about the diversity of English is a good way to expand their knowledge and awareness of the language. But in my opinion, it should serve as a guide for pupils to learn more about it. Students can then easily adjust to working with NNSs.”

(D. N., interview on June 3, 2024)

Some educators admitted that at first, they were a little apprehensive about employing NNEMs. NNEMs were brought to light nevertheless when they took into account the university's present teaching environment.

A instructor expressed, "I was also perplexed when I initially had access to NNEMs." I used to be vehemently opposed to the content of WEs. much like a "opportunist." I want everything to be right and correct. But when I took a broader view, I saw it was really helpful. In this era, communication via Twitter, Facebook, and email is progressively happening very quickly. Thus, the options for learners to communicate with NNSs are rich. It is useless to concentrate only on SE without letting them know that there are other varieties of English.

(H. T., interview on June 7, 2024)

Second, employing NNEMs in the classroom was seen by some educators as a useful means of bridging the gap between instruction and learning. The first significant steps in assisting students in exploring other English should be taken by English teachers. Although learning and practice are related, they frequently occur at distinct times, according to one educator.

That is, students must acquire SE in a classroom setting. But, if we ignore the "diversity" of Englishes and place an excessive amount of emphasis on SE, our pupils will find it difficult to deal with reality. Since we are educators, we ought to consider it and take action.

(B. C., interview on June 9, 2024)

Not to mention, all eight instructors agreed on the proper dosage of NNEM use, despite their support for its use. NNEMs cannot take the place of NS-written materials since the SE is still the primary focus of instruction in the current setting. Nonetheless, NNEMs can be utilized as an additional resource to uncover students' perspectives regarding WEs.

According to the survey, the majority of educators and learners accepted the need of utilizing NNEMs in the classroom and had a good attitude toward them. This may be connected to the theory put forth by Matsuda (2012) that "English varieties are a much more encompassing manifestation of cultural, linguistic, and other values, rather than merely a matter of different pronunciation features or vocabulary." (page 174). This shows how crucial it is to find out what aspects of the non-native English language that teachers and students think are the most significant and helpful to learn using NNEMs. This would help to provide a more comprehensive view of the situation.

4.2. Students' Enthusiasm for using NNEMs in the Classroom

4.2.1. Students' Opinions of and Desires for using NNEMs



Figure 4.2. Types of English preferred to learn at school

Figure 4.1 illustrates that a sizable portion of pupils (63.9%) favored learning solely SE or English of NSs like British or American. According to 32.2% of students, learning English from NSs and NNSs was enjoyable. Only nine students, or 3.9% of the total, expressed a desire to study English only from NNSs. The primary objective of learning for students who prefer speaking English spoken by native speakers is to help them become fluent in the language and develop an accent similar to that of a native speaker. Participants also took these English standards into consideration because they are "correct and perfect."

“As my objective in learning English is to converse with native speakers, and these are standard. I have to pick up a common kind of English that everyone can comprehend. For example, learning English from the Philippines makes it considerably harder to understand other Englishes.”

(N. O., interview on June 2, 2024)

It implies that students' perceptions of native English variations and their positive attitudes about them were influenced by their personal preferences. On the other hand, a third of the participants said they preferred both native and non-native English. This implies that some people still think it's important to acquire English from non-native speakers. "Native or non-native English speakers—who do you encounter more outside of class?" was the question posed. Interviewees revealed that ten out of fifteen students admitted to interacting more with NNSs, especially those from ASEAN nations (China, Japan, Singapore, Malaysia, the Philippines, and Thailand).

In actuality, people discovered how crucial it was to learn these dialects of the language when they had the chance to interact with speakers of other languages. This was because it would significantly help them overcome challenges and enable successful communication (PhạmHòa Hiệp & Tôn Nữ Như Hương, Moore & Trần Thị Hạo, 2015).

Talking about this issue, one student provided the following explanations for her choice:

“I come across a wide range of English dialects. In my opinion, we are unable to effectively communicate unless we can listen to them in English. For example, Indians are excellent grammarians, but their speech can be difficult to understand when you first meet them.”

(N. L., interview on June 2, 2024)

In order to interact effectively with any English speaker, many other students similarly felt that learning SE initially was preferable to learning more about other non-native English types later on. 3.9% of participants said that NNSs' English was their preferred style.

4.2.2. Students' Expectation on the use of NNEMs

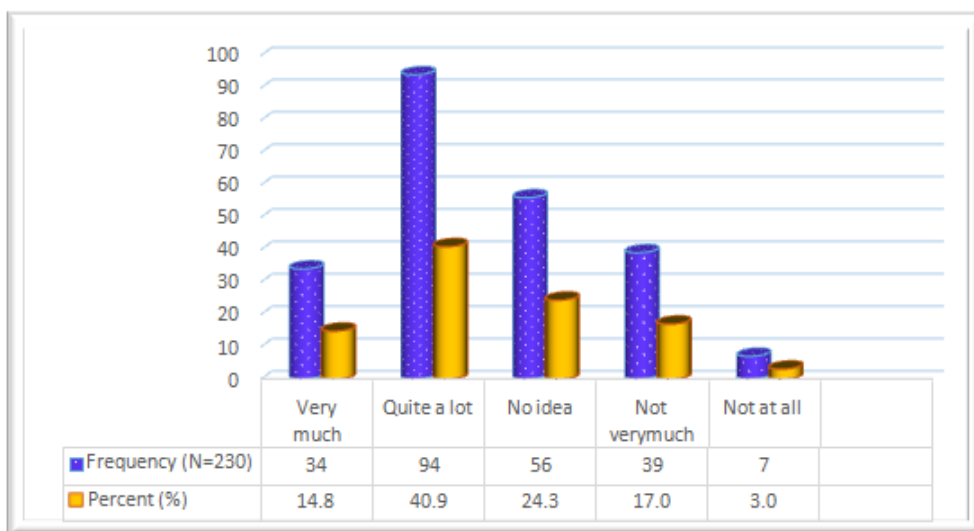


Figure 4.3. Students' interest on the use of NNEMs in class

This graph shows that, out of the 230 students, 94 (40.9%) and 34 (14.8%) said they like studying English with NNEMs "quite a lot" and "very much," respectively. Of the pupils, 39 (17.0%) expressed disinterest, and a significant proportion of them, 56 (24.3%), stated they had no idea about the

emotional component. Students who were interviewed gave several explanations for their preference for using NNEMs to learn other non-native English variants. First of all, the NNEMs contributed to the development of a stimulating learning environment. In addition to providing them with helpful information, using novel materials—such as watching a movie depicting NNSs conversing with one another—also piques their curiosity. A pupil remarked:

The use of NNEMs demonstrates that educators do focus on helping students widen their horizons.

“It seems to support both self-study and learning capacity. We become more motivated and interested in studying as a result, and we pay closer attention to the lesson. Additionally, because it sounds novel and distinct, learners are intrigued to study NNSs' word choices and accents.”

(H. D., interview on June 4, 2024)

Additionally, students' intrinsic drive to learn stems from their recognition of the relevance of the knowledge that NNEMs could impart. Students might come to understand that other non-native students experience similar issues. They could occasionally become confused by employing the incorrect words for the wrong reasons or in the wrong contexts. As a result, NNEMs could assist in compiling the essential advice for speaking with various speakers across the globe: "I can identify some differences in NNSs' English, and that will be very helpful if I wish to work as a translator."

(N. T., interview on June 3, 2024)

"The accent of different countries has its own power," remarked a different student. One example of an accent that can relieve anxiety is Indian. "I frequently picture something akin to a really stressful courtroom when I listen to it."

(H. N., interview on June 6, 2024)

To put it another way, it lets students gradually introduce various forms of English without compromising NSs' goal of learning the language.

However, a lot of students claimed that, for whatever reason, they were not interested in learning English via NNEMs. First of all, because they simply wish to concentrate on SE, the students believe that employing NNEMs is not necessary. NNEMs are regarded by them as "not standard." Then, learners may encounter difficulties due to speakers' accents or slang in NNEMs. Additionally, as NNEMs are very briefly discussed in the lessons, students' familiarity with the topic is limited, leading them to state that they have "no idea."

Table 4.2. Activities to make better use of NNEMs

Statements	Strongly agree(%)	Agree(%)	Undecided(%)	Disagree(%)	Strongly disagree(%)
<i>S1:</i> For warm-up exercises, use engaging audios or films depicting everyday exchanges or discussions between native and non-native speakers.	13.9	52.2	21.3	7.8	3.9
<i>S2:</i> Using NNEMs, groups or couples should discuss how various Englishes differ from one another.	5.7	45.7	36.1	9.6	3.0
<i>S3:</i> Creating group presentations that highlight variations in English usage based on the Internet's NNEM sources.	11.3	50.4	27.0	8.7	2.6

The majority of students chose "agree," as indicated in table 4.2. The category labeled "undecided" came next. Few pupils chose "strongly disagree" for each of the three options. Regarding S1, specifically, more than half of the participants (52.2%) expressed that they preferred to watch or listen to NNEMs that show how NNSs utilize English, particularly during warm-up exercises. However, a quarter (21.3%) of them stated they were unsure. This might be because they were unable to work with NNEMs and were not motivated to learn English in this manner.

Regarding S2, 45.7% of respondents thought that talking about the distinctions between different varieties of English would be a fun and valuable topic to concentrate on, while 36.1% of respondents were unsure. For S3, the outcome was almost identical and had to do with group presentations demonstrating proficiency in various languages. Students felt that the presentation was a good way to boost their self-esteem and capacity for exploration.

During the interview and through open-ended questions, some fresh perspectives on the same topic were also discovered. Students stated that they enjoy the chance to discuss and exchange ideas about various English dialects with their classmates and other non-native English speakers. They also mentioned that receiving high-quality, uniform resource locator links (URLs), a variety of writing prompts, guidelines for self-study, and grades that are commendable could all serve to inspire students.

In summary, based on the perspectives of the students, teachers should create and utilize NNEMs appropriately and on schedule.

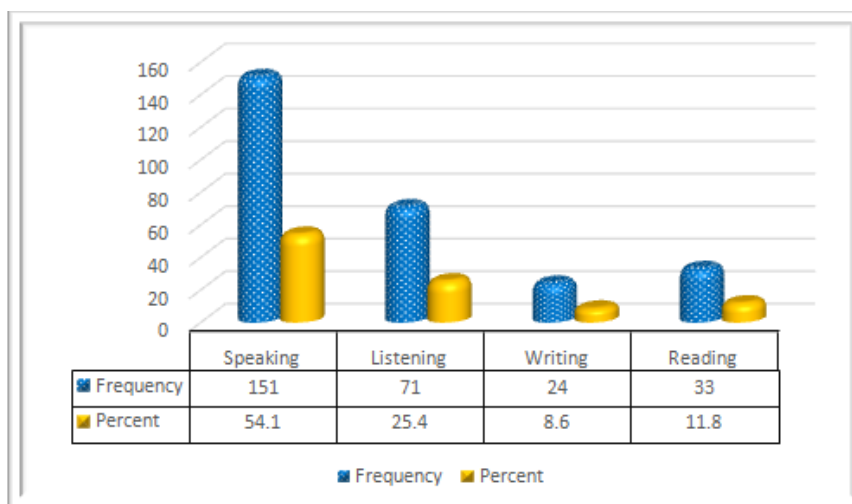


Figure 4.4. Skills in which NNEMs are used

Note: Respondents could choose more than one answer

Students' needs and expectations for practical skills in integrating NNEMs are clearly depicted in Figure 4.6. The majority of participants (151 = 54.1% and 71 = 25.4%) indicated in the results that NNEMs should be included in speaking and listening skills, respectively. On the other hand, fewer respondents chose to write (24=8.6%) and read (33=11.8%). The results indicate that learning the pronunciation and accents of NNSs was highly favored, and it would seem much simpler to address this using NNEMs. The way that talents and related activities are seen by the general public may depend on why they are used. The table that follows may be useful in demonstrating this relationship.

As noted in the literature, a variety of factors influence the efficient usage of NNEMs, one of which is the students' varying levels. The views of the pupils on the matter are displayed in the following chart.

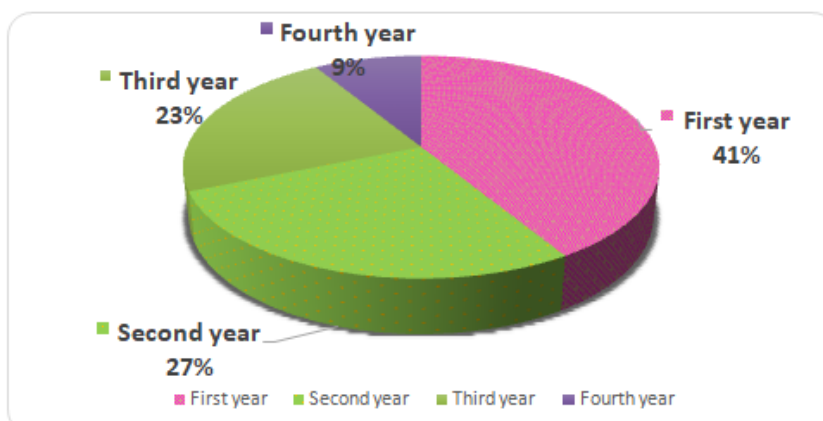


Figure 4.5. Students' thoughts on the best year to use NNEMs during their time in college

Figure 4.5 illustrates the agreement of up to 41% of students that first-year students should be taught non-native English varieties using NNEMs. According to 27% and 23% of respondents, respectively, it is preferable for second- and third-year students. These outcomes were in contrast to the ones derived from the interviews. Only two (13.3%) of the 15 interviewees strongly agreed that using NNEMs as early as possible in the first year of learning is a good idea, while 13 (86.7%) strongly agreed that using them would be ideal starting in the second or third year of learning.

According to them, students have a foundational understanding of SE by their second year; thus, it is likely that they will be better equipped to learn more about other non-native English dialects. Put another way, since they are already able to compare and identify differences across different Englishes, they might face less difficulty. Furthermore, they thought that SE should only be taught to first-year students by teachers. As the primary educational resources for their entire university career, professors' methods and materials, as well as college life itself, must be gradually assimilated by students.

According to a confirmed student, first-year students should focus on learning basic and standard English. As sophomores, they will have wider access to NNEMs. This assignment will be far less difficult, if that makes any sense.

(B. N, interview on June 6, 2024)

On the other hand, 41% of students who chose the "first year" did so for valid reasons. They fervently thought that freshmen's accent, intonation, and pronunciation are not as close to NSs since they like to use English in a Vietnamese fashion. This year, using NNEMs can help with comprehension and increase their initial awareness of other English. Furthermore, throughout the final three years, they will have additional time to familiarize themselves with such contents.

5. CONCLUSION

In summary, the research's key findings can be enumerated as follows: First of all, it is evident that the majority of the research university instructors and students had a favorable opinion of NNEMs. They thought that NNEMs ought to be taken into account and applied more often in the classroom. Even while they continued to maintain the view that NNS English is a type of SE, they understood that understanding NNS English's usage and cultural significance is essential to good communication. Based on their years of experience teaching English, teachers agreed with students when they said that NNEMs were very helpful.

Ultimately, the information gathered supported a few conclusions in the study of the participants' expectations on the efficient application of NNEMs. They spoke up about the events that should lead up to the implementation of NNEMs. In terms of activities, students indicated that they needed to hear presentations from educators and learners alike, exchange and share experiences about the subject, and receive helpful links and instructions on how to use online NNEMs.

Regarding recommendations for the most effective application of NNEMs, the majority of the teachers surveyed stated that NNEMs ought to be appropriate and selective. Selectivity here refers to the deliberate selection and application of trustworthy NNEMs, such as those found in the Vienna Oxford International Corpus of English (VOICE) and the International Corpus of English (ICE), which comprises 18 English variants from IC and EC (Greenbaum & Nelson, 1996).

One recent and significant change in ELT is the use of NNEMs in English language instruction. The teachers would therefore most likely face a number of difficulties. To make the most effective use of NNEMs going forward, it would be beneficial to comprehend those challenges and know how to address them.

The study's findings indicate that while the value of NNEMs has been acknowledged, the small number of NNEMs utilized in the classroom may not be sufficient to meet the needs of students. However, it takes a lot of work on the part of teachers to fully comprehend learners, other non-standard kinds, and the environment in which those resources are being used. In terms of applying NNEMs in the classroom, the researcher anticipates that this study will be of tremendous use to administrators and teachers at the university level in gaining an in-depth understanding of their current teaching situation.

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