

THE ATTITUDES OF SECONDARY SCHOOL STUDENTS TOWARDS  
NATIVE AND NON-NATIVE ENGLISH SPEAKING TEACHERS IN AN EFL CONTEXT

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## Thesis Abstract

Sema Meşincigiller, “The Attitudes of Secondary School Students towards Native and Non-Native English Speaking Teachers in an EFL Context”

This thesis explores the attitudes of secondary school students studying at private schools towards native and non-native English teachers in an EFL context. In particular, what kind of attitudes these students had in terms of learning English and a good English teacher image were investigated. In addition, the students’ preferences for each group of teachers or both of them were sought besides the reasons for this preference.

In order to reveal the attitudes, 680 students were surveyed through an attitude scale followed by an open ended question seeking the reasons for their preferences, six structured focus group interviews, for about 4, 5 hours in total, were held with 84 of them, and two English classes of students were observed both with two native English speaking teachers and two non-native English speaking teachers in a period of three months for 35 lesson hours. The quantitative results were analysed via SPSS by using means, percentages, and a t-test, and the qualitative data were analysed through the content analysis method.

The results of the study indicated that these students had positive attitudes towards both their native English-speaking English teachers and their non-native English-speaking English teachers, so they mostly preferred to be taught by both groups of teachers. It was also revealed that the students perceived both of their teachers to be good English teachers but that they favoured their NNESTs in terms of pedagogical teaching skills. The findings also showed that these students mostly recognized their teachers’ different strengths and weaknesses. So, they mostly preferred their NESTs for the teaching of oral skills and vocabulary teaching, and

they favoured their NNESTs mostly for grammar teaching and as they provided the use of L1 (Turkish) when necessary.

## Tez Özeti

Sema Meşincigiller, “İngilizce’nin Yabancı Dil olarak Öğretildiği bir Ortamda, Ortaokul Öğrencilerinin Ana Dili İngilizce Olan ve Ana Dili İngilizce Olmayan İngilizce Öğretmenlerine karşı Tutumları”

Bu çalışma, İngilizce’nin yabancı dil olarak öğretildiği bir ortamda, özel okullarda okuyan ortaokul öğrencilerinin ana dili İngilizce olan ve ana dili İngilizce olmayan İngilizce öğretmenlerine karşı tutumlarını incelemektedir. Özellikle, bu öğrencilerin İngilizce öğrenme ve iyi bir İngilizce öğretmeni imajı açısından ne tür tutumlara sahip oldukları araştırılmıştır. Buna ek olarak, öğrencilerin her bir grup öğretmen veya her iki grup öğretmenle ilgili olarak tercihleri araştırılmıştır.

Bu tutumları ortaya çıkarabilmek için, 680 öğrenci, tutum ölçen ve öğrencilerin tercihlerinin sebeplerini soruşturan açık uçlu bir sorunun dahil olduğu bir ankete tabi tutulmuş, bu öğrencilerin 84’ü ile toplamda 4.5 saat süren 6 yapılandırılmış odak grup görüşmesi yapılmış ve üç aylık bir süreç içinde, 35 ders saatinde iki İngilizce sınıfı, ana dili İngilizce olan ve olmayan ikişer İngilizce öğretmeni ile gözlemlenmiştir. SPSS programı kullanılarak, nicel sonuçların, ortalama, yüzde ve bağımlı örneklem t-testi analiz edilmiş; nitel sonuçlar da içerik analizi yöntemi kullanılarak analiz edilmiştir.

Çalışmanın sonuçları, bu öğrencilerin tutumlarının hem İngilizce’yi ana dili olarak konuşan hem de ana dili olarak konuşmayan İngilizce öğretmenlerine karşı olumlu olduğunu göstermiştir. Bundan dolayı bu öğrenciler, çoğunluk itibarıyla, her iki grup öğretmenden de öğrenim görmeyi tercih etmişlerdir. Aynı zamanda, bu öğrencilerin her iki grup öğretmeni de iyi İngilizce öğretmenleri olarak algıladıkları ama ana dili İngilizce olmayan İngilizce öğretmenlerini öğretim becerileri

bakımından daha fazla tercih ettikleri ortaya konulmuştur. Buna ek olarak, sonuçlar öğrencilerin çoğunun öğretmenlerinin farklı güçlü ve zayıf yönlerinin farkında olduklarını göstermiştir. Bu yüzden, öğrenciler çoğunlukla ana dili İngilizce olan İngilizce öğretmenlerini sözel becerilerin ve kelimenin öğretiminde tercih ederken, ana dili İngilizce olmayan İngilizce öğretmenlerini de çoğunlukla dilbilgisi öğretiminde ve ana dilin (Türkçe) gerekli durumlarda kullanımını sağladıkları için tercih etmişlerdir.

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*This thesis is dedicated to my parents, my husband, and our only, Eren...*

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## CHAPTER ONE

### INTRODUCTION

This introductory chapter presents the background of the study, the statement of the problem, the purpose of the study, and finally the significance of the study.

#### Background of the Study

Today, that English has established its position as a lingua franca of the world with its genuinely global status is a well-known fact (Crystal, 2003; Kirkpatrick, 2007). It is now estimated that about a quarter of the world's population speaks English in addition to many more learning it as a second or a foreign language, which contributes to its steady growth. So, it is no surprise that non-native speakers (NNSs) of it have far outnumbered its native speakers (NSs) throughout the world (Crystal, 2003). In other words, "...roughly only one out of every four users of English in the world is a 'native speaker' of the language" (Seidlhofer, 2011, p. 2). That means most of the communication in English is carried out between NNSs for commercial, academic, and business-related purposes (Alptekin, 2002) and in ELF (English as a Lingua Franca) environments instead of EFL (English as a Foreign Language), ESL (English as a Second Language), or ENL (English as a Native Language) ones (Jenkins, 2003). As a result of this 'unprecedented' and 'unparalleled' growth, English has been and is continuously being shaped by both its NS and NNSs (Seidlhofer, 2011), which has led to diversifications in the language as well as to the emergence of new varieties throughout the globe. That is why, the status of English

as a Lingua Franca, World Englishes (WEs), what standard English is, the concept of being a NS, and the ownership of the language have been extensively discussed by many scholars in the field (Widdowson 1994; Jenkins, 2007; Kirkpatrick, 2007; Seidlhofer, 2011).

When the spread of English regardless of its socio-economic and political reasons is considered, it is possible to classify English and its use into a few categories. First, it is relevant to start with Kachru's (1985) controversial but still widely used stratification of English according to the places it is used. In the 'inner circle' countries like the USA, England, or Australia, English is used as the primary language of people. From a classical point of view (and a linguistic one, too), people there can claim the ownership of English, who determine the standards of the language. So, English is regarded as a native language in those countries. The 'outer circle' refers to another stratum where English is used in addition to a native language (i.e. as an official language) such as India, Nigeria, or Singapore. The third circle, referred as the 'expanding circle', includes countries where English has no official status but where it is taught and learnt because of some sociological, economical, or educational reasons. Korea, Saudi Arabia, Zimbabwe, China, and Turkey are just a few to be given as examples. According to Kachru (1985), the speakers of English in these countries are the ones "who actually further strengthen the claims of English as an international or universal language" (p. 13).

Basing on Kachru's modelling, it could be suggested that the speakers of English in the inner-circle countries use it as their 'first language' (or mother tongues); the people speaking English in outer-circle countries use it a 'second language'; and for the people learning and using English in the expanding-circle countries, it is a 'foreign language', which does not have an official status but which

has a priority in foreign language teaching (Crystal, 2003). It should be noted here that the distinction between a second and a foreign language is not a linguistic one. Like Kachru (1985), Crystal (2003) maintains that the importance of English as an international language (EIL) is acknowledged in the countries in the expanding circle.

Widdowson (1994) also regards English as an international language, as well, and he asserts that claiming custody over English would debilitate its status as an international language. Elaborating on Widdowson's (1994, p. 385) statement "[English] is only international to the extent that it is not their [NS of English] language", Rajagopalan (2004) puts forward that English now "...belongs to everybody who speaks it..." (p. 111). English is a world language because it is used throughout the world in different contexts and for different purposes by a large and a growing number of people with diverse backgrounds (Rajagopalan, 2004), as well as by native speakers all over the world. Even, it is a fact that it has been the first and the only global language in the history of the world (Romney, 2010).

There has been a switch from regarding English as an international language (EIL) to viewing it as a lingua franca because in essence they refer to the same "phenomenon,...lingua franca uses of English primarily among its non-mother tongue speakers" (Jenkins, 2007, p. xi). Today, English is often used as a lingua franca by the majority of its NNSs among themselves instead of a 'foreign' language to be used with its NSs (Jenkins, 2007, p. xi). As a result of the globalisation of the language by this means, English of the 'inner circle' countries developed into a lingua franca (Seidlhofer, 2011). As she defines it, ELF is "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (p. 7).

It is also relevant here to mention what is meant by ‘World Englishes’. Beside the development of ELF, the global spread of the English language also led to the emergence of different varieties across the globe, and some other ‘Englishes’ apart from the language of the inner-circle countries started to be referred in the field. WE is a term used to represent the divergent uses and varieties of English in different sociolinguistic contexts other than inner-circle countries such as Nigerian English, Indian English, or Singapore English, which are recognised and legitimised (Kachru, 1992; Seidlhofer, 2011). Jenkins (2003) suggests using the term WE to refer to the indigenized varieties with local norms of use in outer circle countries as well as an umbrella term to cover all varieties of English throughout the world. Making a distinction between WE and ELF, Seidlhofer (2013) refers to ELF as “functionally and not formally defined; it is not a variety of English but a variable way of using it: English that functions *as a lingua franca*” (p. 77, emphasis in original).

Having looked at the uses of English, ENL, ESL, EFL, EIL, and WE by NSs and NNSs of the language, it is time to consider its teaching, which is related to the subject of this research study. In addition to the overwhelming number of NNSs, the number of non-native English-speaking teachers (NNESTs) (around 80% of all English teachers) also surpasses the number of native English-speaking teachers (NESTs) in the world (Bolton, 2006). Apparently, “[t]hey will continue to outnumber their NS counterparts simply because the vast majority of English users are NNSs” (Braine, 2005, p. 23). So, it is possible to claim that English teaching is, in fact, spearheaded primarily by NNESTs around the world. However, NS norms and standards still continue to suppress their potentials and put them in an inferior position in comparison to NSs of English, which is still pampered by the “NS model” in applied linguistics (Mahboob, 2010). By questioning the native speaker superiority,

some professionals in TESOL and some scholars in applied linguistics paved the way for the NNEST movement (Mahboob, 2010).

Emerging after the acceptance of the term WE, the NNEST movement has an indirect but an important relationship with WE (Mahboob, 2010). Mahboob suggests that “both research on World Englishes and NNEST aim to legitimize and empower non-Anglo users of English: World Englishes by describing and legitimizing different dialects/varieties of English, and the NNEST by recognizing the contributions of NNESTs to the field” (p. 7). These two movements both argue that

- there is not only one “standard” English,
- being a NS of English (with inner-circle accents) does not guarantee teaching the language successfully,
- English language teaching and learning should be locally and culturally suitable,
- there is not only one teaching-learning approach suitable for every context in the world. (pp. 7-8)

#### Statement of the Problem

Situated on Eurasia (between Asia and Europe), Turkey is one of the countries located in which Kachru (1985) would call the ‘expanding circle’. Thus, English in this context is EFL.

Although English Language Teaching (ELT) has a long history in Turkey, it is an agreed fact that it falls short to teach English to Turkish EFL learners adequately in terms of both quantity and quality. This is sarcastically shown in the news excerpt below, which talks about a famous imaginary British couple used extensively in English course books that were studied in Turkey for many years:

This hyperactive British couple set out to teach English to Turkish students almost 50 years ago. They were involved in a series of outdoor activities; they went on picnics, to the zoo, climbed mountains, and indeed they frequently went to the seaside. Though neither Mr. Brown nor Mrs. Brown seemed to be interested in what

was happening in other parts of the world, on one occasion they even went to Mexico to teach airport, customs, luggage, and sombrero. At the end of all these activities, Turkish students could still not speak English except for the sentence: Mr. and Mrs. Brown went to the seaside. (as cited in Coşkun, 2010, p. 2).

In order to understand the reasons of why English teaching has been unsuccessful in the Turkish context, a study by the research foundation TEPAV (Economic Policy Research Foundation of Turkey) was done (Koru & Akesson, 2011). It is acknowledged in the report that “English is the only global language of our era” (p. 5). It is also reported that Turkey has ranked 43rd out of 44 countries in the English Proficiency Index (EPI), which implies the failure as a country in ELT. Elaborating on how to improve the teaching of English language in the country, it is suggested that the state recruit native English teachers from England and the USA, which is regarded as the most effective solution in the short run. Such a suggestion as a solution, in fact, implies that the problem with the language teaching in Turkey is the NNESTs themselves and that NESTs (in fact, ‘qualified students’ without any experience and education on teaching from the universities of these countries) can teach Turkish learners English.

Other researchers studied the reasons for the failure of ELT in Turkey previously, but the non-nativeness of the teachers had not been mentioned among the reasons (as cited in Coşkun, 2010). In spite of this, relying upon similar practices in the world (Koru & Akesson, 2011), the Turkish government decided “to embark on a project to hire 40.000 native English-speaking teachers (NESTs) to collaborate with the local non-native English teachers...in English as a Foreign Language...classes in Turkey” in order to improve the ELT standards and quality in the country (Coşkun, 2013, p. 1). One example of such a practice is in Japan and called JET (Japan Exchange and Teaching), which recruits NESTs to teach alongside NNESTs from

elementary to tertiary level state schools. Another one is in Hong Kong, NET (Native-speaking English Teacher) program, which hires NESTs to teach at state primary and secondary school levels (Braine, 2010). Both projects have something in common. NESTs teaching in those countries mostly lack teaching credentials, let alone language teaching training and experience. Besides, they have some shortcomings like especially and most importantly affecting NNESTs negatively (Braine, 2010).

Before the implementation of the project, Coşkun (2013) studied the reactions of 240 pre-service NNESTs to it. The results of the study revealed that some of the participants were in favour of the project because, in line with the common belief, they thought NESTs could be helpful in improving students' speaking skills and in raising their cultural awareness. However, the majority of the subjects objected to the project and expressed negative attitudes towards it due to their concerns about employment issues and teaching and learning pedagogy.

The result of this study was in fact like a representation of many others concerned in ELT in Turkey, education boards in universities, in-service English teachers, and especially pre-service teachers, who also criticized the project harshly (Coşkun, 2010). For example, in a panel discussion, Haznedar (2011) expressed her concerns about the possible economic, scientific, psychological, and social effects of the project, and she also mentioned how such a project could undermine the professional image of NNESTs in Turkey, similar to the ones in JET and NET schemes. As a result of such objections, the project was not put into practice as it had been scheduled and suspended indefinitely (Selvi, 2014). Although English has already been acknowledged as an international/ global language, and the 'native-speakerism' / 'native-speakerdom' has come under fire (Holliday, 2005), and the

credibility of NESTs has been questioned by many scholars throughout the world, the consideration of such a project is an indication that Phillipson's (1992) 'native speaker fallacy' and the related notion that 'native speakers make the best/ideal teachers of English' still prevail in this Turkish context. Additionally, the idea behind the project may signify possible conscious or subconscious negative perceptions towards NNESTs in general in Turkey.

Studying the attitudes of NESTs hired for JET towards the global spread of English and models of English teaching, Crump (2007) states that

[a]n internet search for 'English teaching jobs' attests to the high demand for English teachers internationally and shows where the demand is especially strong; the first results are websites advertising jobs in Asia (e.g., China, Hong Kong, Japan, Korea, and Taiwan). For many of these jobs, the main requirement for the teachers is that they be native speakers of English, not that they be qualified as English language teachers (p. 12)

And it is concluded from the research done that Turkey is no exception, and this is true for this EFL context, too. To illustrate, Tatar and Yıldız (2010) found out that NESTs were favoured more than NNESTs by private school administrators in the hiring processes and that NNESTs cannot apply for some schools as teachers of English. The following excerpt from a human resources insert of a daily newspaper illustrates this point:

X KOLEJİ  
IS SEEKING EXPERIENCED NATIVE EARLY CHILDHOOD  
(Ages 3-5) AND ESL TEACHERS (k12) FOR THE 2013-2014  
ACADEMIC YEAR (as in original; however, the name of the  
private school was changed for anonymity)

In another study (Öztürk & Atay, 2010) done in the same context, it is indicated that private schools employ NESTs more frequently than NNESTs even if NESTs have fewer qualifications or less teaching experience with the purpose of attracting more "customers" for their schools, which would raise their enrollment

rates. To illustrate, recently, the researcher herself has experienced what has been mentioned above. When she called the human resources of a private university in order to seek opportunities for a teaching position at the school of foreign languages, the contact person kindly declined her saying “I am afraid we are recruiting only NESTs for the time being”. Her English proficiency, teaching qualifications, and experiences were not even evaluated for the position.

Such hiring practices may emerge from school administrators’ assumption that parents and students favour NESTs more than NNESTs regardless of NESTs’ teaching qualifications or experiences.

#### Purpose of the Study

Thus, the purpose of this study is to reveal how this assumption is manifested in this Turkish EFL context. Llurda (2005) states that students’ preferences have influenced school administrators’ hiring practices and led them prefer NS teachers over NNSs. However, it is not “logical to assume that hiring a native over a non-native teacher is always the best administrative decision” because “NNESTs have a great deal to offer their students and may be as effective as or even more effective than some NESTs (Pasternak & Bailey 2004, p. 156.) So, this study attempts to find out what the attitudes of Turkish EFL students are towards NS and NNS English teachers in a country of the ‘expanding circle’, Turkey. What is especially investigated are the attitudes of private secondary school students towards NESTs and NNESTs and these students’ preferences for each group of teachers as well as the reasons for this preference, if there is any.

## Significance of the Study

There has been a growing interest in the issues related to native speakers and non-native speakers in the teaching of English as a second and a foreign language as a component of English as an international language over the last two decades. This interest is evident from the fact that this issue was put forward by TESOL Research Agenda (2000) as one of the topics for 'Priority Research Areas and Questions'. Among the several questions to be researched, the question 'What are the attitudes of ESL/ EFL students toward teachers who are NNSs?' posed by TESOL, is the most relevant one to the subject of this thesis study.

Braine (2004) regards the attitudes and preferences of students 'the most crucial factor' in relation to NESTs and NNESTs issues (p. 22). Elaborating on why there has been fewer studies about students on this issue, he speculates that "[t]he sensitive nature of the factor and the need to be politically correct may have influenced more experienced researchers to steer clear of this topic" (p. 22), and he suggests investigating more on the matter for younger researchers. In a more recent work, however, he states that areas of research on students' perceptions of NESTs and NNESTs have already saturated (Braine, 2010, p. 89). Although this is true for ESL environments where there is an abundance of NESTs, there have been a lot fewer studies in EFL contexts because of the scarcity of NESTs, which makes research in these contexts infeasible or irrelevant (Braine, 2010). This observation may be partially true for Turkey, but especially private schools in big cities can hire NS expatriates for teaching positions, be it for primary, secondary, or tertiary levels. The nation-wide project for state schools mentioned above is also an indication of a

possibility of recruiting NESTs in large quantities as in Japan or Hong Kong in the future.

Although there have been some studies investigating students' perceptions of and attitudes towards NESTs and NNESTs in Turkey (Şahin, 2005; Yılmaz, 2006; Üstünoğlu, 2007; İnceçay & Atay, 2008; Demir, 2011; Demir, 2012), no study has been conducted on secondary school (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades) students' attitudes towards both groups of teachers (at the same time) and the reasons for the attitudes and preferences on a scale as large as this one. Even, this study is one of the rarest studies concerning the attitudes of students as young as 12 years old. Generally, the data were collected from university students. So, this research study is an attempt to fill the gap as such and also, as Lurda (2005) suggests, to “help identify NNS teachers' qualities, improve teacher training programs, and guide administrators in their selection of the best possible teachers for a given setting” (p. 8) as well as contributing to the related literature about the global NEST-NNEST issues by providing some insights from the Turkish context. Besides, the findings of this study could be reviewed for the purpose of understanding what students would think of the integration of NESTs into secondary school system as part of English language teaching. So, in a way, this study could also be regarded as a complement to Coşkun's study, which studied the reactions of pre-service (undergraduate) NNESTs (2013). Finally, the results of the present study could be utilised for the empowerment of NNESTs in this EFL setting because “the strengths of NNESTs are still somewhat unknown or might be underestimated-especially in the context of Turkey” (Tatar & Yıldız, 2010, p. 116).

In the light of the main objective of the study, which is to find out Turkish secondary school students' attitudes towards NESTs and NNESTs, this thesis has

been organized into five chapters. The following chapter (2) provides a literature review of previous research in a detailed way in addition to the theoretical framework for the study. Chapter 3 gives some detailed information on the design of the study, the context of the study, the participants, the instruments, the procedure, and the data analyses used in the study. Chapter 4 presents the results of the study. Finally, Chapter 5 discusses the findings and includes the conclusion of the study.

## CHAPTER TWO

### REVIEW OF LITERATURE

This chapter begins with the definitions of NESTs and NNESTs in the context of the teaching and the learning of English. Next, the NEST versus NNEST issue is discussed, followed by the discrimination alleged between the two. Then, after the research studies conducted on the self-perceptions of NESTs and NNESTs are presented, the perceived advantages and disadvantages of both groups of teachers are presented. A definition of a good English teacher is offered after which the NNEST movement is described. Following this, the construct of “attitude” is defined. Finally, a review of research on students’ attitudes towards NESTs and NNESTs in ESL, EFL, and Turkish context is presented.

#### Who is a NEST and a NNEST?

In the context of languages, *native* and *non-native* have been used by scholars to refer to the speakers of a language. Crystal (2003) defines the native speaker as

someone for whom a particular language is a first language or mother tongue. The implication is that this native language, having been acquired naturally during childhood, is the one about which a speaker will have the most reliable intuitions, and whose judgments about the way the language is used can therefore be trusted. (p. 308)

Kramsch also adds to this definition by stating that “it is not enough to have intuitions about grammaticality and linguistic acceptability and to be able to communicate fluently and with full competence; one must also be recognized as a native speaker by the relevant speech community” (2003, p. 255) by which she refers

to the significance of the sociological perception and stereotyping of who a native speaker is (Amin, 1999). Another in-depth definition comes from Nayar (TESL-EJ, n. d.), who ascribes the following features to a native speaker. He adds “any or all of the following in any combination, with different components assuming prominence according to exigencies and demands of the particular context” could make a person a native speaker of a language.

- a) Primacy in order of acquisition
- b) Manner and environment of acquisition
- c) Acculturation by growing up in the speech community
- d) Phonological, linguistic and communicative competence
- e) Dominance, frequency and comfort of use
- f) Ethnicity
- g) Nationality/domicile
- h) Self-perception of linguistic identity
- i) Other-perception of linguistic membership and eligibility
- j) Monolinguality

In line with Amin (1999), he explains that the features of ethnicity and politics have more weight than others because even if one does not have the features (a) to (e), they could still declare ‘native speakerdom’ and be regarded as native speakers provided that they have ‘Caucasian ethnicity’ and ‘the right nationality’.

As for non-native speakers, they are usually defined according to native speakers in applied linguistics. Basically, a non-native speaker is someone who speaks a language as their second language (in addition to their mother tongues). Kachru and Nelson (1996) state that “When we say ‘English as a second (or even third or fourth) language’, we must do it with reference to something, and that standard of measure must, given the nature of the label, be English as someone’s first language” (p.79). Braine (1999) agrees with this definition by stating that “a non-native speaker of a language is defined against a native speaker of that language” (p. xiv). As a result of such a comparison, in Selinker’s terms (1992), non-native speakers are regarded to have ‘interlanguage’s on the way to acquire a ‘native-like’

competence, which they mostly fail because of ‘fossilization’. The definition of the non-native speaker on the basis of a ‘native-speaker model’ authorises the native speaker in the language, which positions them at a privileged level, while positioning the non-native speaker at an inferior level, implying they have a deficient form of the language (Mahboob, 2010).

From a neutral perspective, similar to Nayar’s, Liu (1999) suggests a ‘multidimensional and a multilayered continuum’, which would “adequately represent the true nature of being a speaker of a language” (p. 165) as opposed to distinct definitions of native and non-native speakers. The dimensions of the continuum are:

- Sequence (Is English learned first before other languages?)
- Competence (Is English our most competent language as compared to other languages, including our L1?)
- Culture (What culture are we most affiliated with?)
- Identity (Who do we prefer to be recognized as under different circumstances?)
- Environment (Did we grow up bilingually or trilingually?)
- Politics (Why should we label NNSs and NSs in a dichotomy instead of viewing it on a continuum?) (pp. 163-164)

Some scholars also defined who a NNEST is, as well. Medgyes (2001) for example, defines a NNEST as a teacher:

- for whom English is a second or foreign language;
- who works in an EFL environment;
- whose students are monolingual groups of learners;
- who speaks the same native language as his or her students (p.433).

Further elaborating on the characteristics of NNESTs, Mahboob (2010) describes NNESTs as ‘multilingual’ because they “speak at least one language in addition to English”, ‘multinational’ because they “come from different parts of the world and represent diverse ethnic, national, and racial origins”, and ‘multicultural’ because

“coming from different national and geographic regions[, they] represent different ways of construing reality (through language)” (p.1).

As shown above, it is not easy to come up with an ‘agreed upon’ definition of a native and a non-native speaker. Still, most of the related literature makes use of this dichotomy, and as the controversy over the issue still prevails; in this thesis, ‘native English speaker’ will be used to refer to Caucasian speakers of English who are from inner-circle countries (namely England, the USA, Canada, and Australia) and who use it as their first language. And ‘non-native English speaker’ will be used to refer to people who learned the language in addition to their first languages and who speak it as a second or a foreign language. Following this, in English language teaching (ELT) context, a NEST is a native English speaking teacher of English, and a NNEST is a non-native English speaking teacher of English. It should be noted that, in this thesis, no evaluative judgment is meant by the use of these terms.

#### NEST versus NNEST Issues

The NEST versus NNEST issue is a highly controversial and a debatable one as because “[p]erceptions of a language generally influence perceptions of who its speakers are and who should teach it” (Romney, 2010, p. 18). That is why, it has been discussed and acknowledged by many scholars in the field.

Two decades ago, in his ground-breaking book, *The Non-Native Speaker*, Medgyes (1994) already mentioned this issue and noted that ‘the scholarly debate’ on native-non-native dichotomy caused some controversial issues to rise in applied linguistics. This distinction was discussed earlier by a number of scholars in their works, suggesting other terms to replace native and non-native speaker, like

Paikeday's 'more/less proficient users of English' (as cited in Medgyes, 1992), 'more/less accomplished users of English' (Edge, 1988), 'expert speakers' and 'inheritance' and 'affiliation' (Rampton, 1990), and more recently 'professional-non-professional' or 'competent-incompetent' (Astor, 2000). Some others discussed the dichotomy in their studies with linguistic, pedagogical, and political implications (Norton, 1997; Canagarajah, 1999; Cook, 1999). In short, "[t]he term nonnative-English-speaking teachers (NNESTs) has created a division among professionals in the ELT profession" (Maum, 2002, p.2). In her succinct summary of the discussion on the NEST-NNEST dichotomy, she says

supporters of the term believe that it is necessary to distinguish between native- and nonnative-English-speaking teachers because their differences are, in fact, their strengths and should be recognized. Those who oppose the dichotomy feel that differentiating among teachers based on their status as native or nonnative speakers perpetuates the dominance of the native speaker in the ELT profession and contributes to discrimination in hiring practices. (p. 2)

Some scholars also criticise the NEST-NNEST dichotomy as it seems to be evaluative and judgemental. It is thought to attribute power to NESTs as opposed to NNESTs, who are downgraded (Mahboob, 2010).

Being one of the opponents of the dichotomy, Kachru and Nelson (1996) argue against it by questioning the notions of nativeness and innateness, which are undermined through the discussion of the historical spread of English and language change based on sociolinguistic implications. According to them, the sociohistorical context of English generated different varieties and speakers of English around the world, which invalidates the dichotomy. Maintaining a similar stance towards the dichotomy, Davies (2003) regards the native and non-native speaker issue as a result of social and power relations. He especially examines the NS concept as a construct from psycholinguistic, linguistic, and sociolinguistic aspects. He concludes that

except for the early childhood exposure to the language, all the other characteristics of the NS- intuitions about idiolectal grammar, intuitions about group language grammar, discourse and pragmatic control, creative performance, and interpreting and translating, are attainable by the NNS (p. 211). This reality, as he claims, in fact, makes the native-non-native dichotomy irrelevant. Consequently, he suggests that “[t]he native speaker boundary is...one as much created by non-native speakers” (p. 9) and that “[the native speaker] membership is determined by the non-native speaker’s assumption of confidence and identity” (p. 215). That is, non-native speakers are the ones most responsible for the dichotomy.

Medgyes (1994) characterises the dichotomy from another point of view, especially in the ELT profession. He adopts a clear linguistic distinction between native and non-native speakers, following Selinker’s (1992) ‘interlanguage continuum’ to define the language competence (Medgyes, 1992). He (1994) asserts that native speakers enjoy the advantage of the linguistic competence, which non-native speakers can never attain entirely, at least phonologically or lexically. Similarly, he believes that NNESTs’ handicap in the language proficiency is their ‘most valuable asset’ that “helps [them] develop capacities that a NEST can never aspire to acquire” (p.76). This distinction is also maintained in teaching practices of both groups of teachers, which are attributable to their ‘divergent language backgrounds’ (1992, p. 348). He, however, does not assume nativeness a precondition for successful teaching, and distilling through several surveys he conducted, he hypothesises that “NESTs and NNESTs can be equally good teachers on their own terms” (p.76). He also states that “natives and non-natives stand an equal chance of achieving professional success” (1992, p. 346).

Some aspects of his work have also been criticized (see Mahboob, 2010). In his earlier works (1986), he talks about NNESTs' having language deficiencies that affect their teaching performances in comparison to NESTs. Mahboob (2010) claims that Medgyes regards this NEST-NNEST issue in line with Bley-Vroman's 'comparative fallacy' (1983) or Phillipson's 'native speaker fallacy' (1992), which adds to the reinforcement of the NEST-NNEST dichotomy. In an interview, Medgyes ("NNEST of the Month", 2014) admits "that the native/nonnative dichotomy doesn't stand up to close scrutiny". And he adds "[s]everal other terms have been offered to replace it, but none of them seems to have stood the test of time." As an alternative to the NS-NNS dichotomy, for example, the concept of 'ownership' of English was put forward by some scholars like Widdowson (1994), who maintains that English is no longer under the control of native speakers (people from the inner-circle countries) and that its norms and standards are also created by speakers of the language from the outer circle. Addressing to the so-called non-native speaker, he says

[r]eal proficiency is when you are able to take possession of the language, turn it to your own advantage, and make it real for you. This is what mastery means. So, in a way, proficiency only comes with nonconformity, when you can take the initiative and strike out on your own. (p. 384)

"The concept of ownership [may be] seen better suited to describe English speakers' proficiency because it avoids the overly static dichotomies that inner-outer circle, or NS-NNS, produce" (Higgins, 2003, p. 619). However, it falls short to explicate the contexts of language use and the speakers of the language (who may not claim any ownership of the language) in the expanding circle. In other words, unless a better or a proper description of this complex issue of ELF is proposed, 'the NEST-NNEST dichotomy' seems here to stay for a little more time.

As a matter of fact, denying this dichotomy does not make it non-existent as Medgyes (1994) puts forward, though based on his tentative observations, that the dichotomy is a ‘reality’, which is indicated below:

- the ELT profession acknowledges the native/ non-native division or at least uses the concept in everyday communication;
- the NEST/ non-NEST issue is controversial;
- there are several categories of consideration involved (business, professional, sociolinguistic, moral, political and others) (p. 72).

This is supported by Pacek (2005), who points out that the NEST-NNEST distinction “...certainly does exist in the minds of [the] general public not directly engaged in the NS/NNS debate” (p. 243). In addition to the minds, this distinction is also brought into action as discrimination against NNEST around the world, especially in school administrators’ or language school managers’ hiring and advertising practices (Mahboob, 2010).

As Medgyes (1992) suggests, “a truly liberal attitude towards the native/non-native issue” would be as follows:

[T]he difference between NESTs and non-NESTs should not be blurred or ignored. On the contrary, we as ELT professionals should strive to highlight those divergences and place them under close scrutiny. We should sensitize teachers both to their limitations and potentials, and suggest ways they could make progress within their own constraints. (p. 349)

### NEST - NNEST Discrimination

According to Selinker and Lakshmanan, “[t]he monolingual bias in TESOL and applied linguistics research resulted in practices of discrimination where non-native speakers of English were seen as life-long language learners, who fossilized at various stages of language learning as individuals and communities” (Mahboob, 2010, p.1). This bias, in contrast, has led to a perceived NS superiority because of an

“automatic extrapolation from *competent speaker* to *competent teacher* based on linguistic grounds alone” (Seidlhofer, 1999, p. 237, emphases in original). Although NESTs’ high competency in the target language does not automatically authorise them to teach it (Kramsch, 2003), “the tenet of the ideal teacher being a native speaker has been widely accepted and has had a wide-ranging impact on language education policies”, including the hiring practices worldwide (Todd & Pojanapunya, 2009, p. 24). Widdowson (1992) also argues that NS English teachers are accorded more prestige, and they are preferred in employment regarding the knowledge of the language more than pedagogic expertise. Since the 1990s, however, this superiority of native speakers and native-speaking teachers alike has been discussed and questioned extensively (Phillipson, 1992; Widdowson, 1994; Braine, 1999; Canagarajah, 1999; Kamhi-Stein, 2004; Llurda, 2005; Mahboob, 2010).

As a result of the discriminatory hiring practices against NNESTs, “A TESOL Statement on Nonnative Speakers of English and Hiring Practices” was positioned, which stated that teachers of English should not be hired based on only the criterion of nativeness (TESOL Statement, 1992), thus offering acknowledgment and encouragement to well-qualified professional NNESTs all over the world (Forhan, 1992). As the discrimination continued, another position statement was published by TESOL (2006) emphasising that “the use of the labels ‘native speaker’ and ‘nonnative speaker’ in hiring criteria is misleading” and that they underestimate “the formal education, linguistic expertise, teaching experience, and professional preparation of teachers”.

In spite of the fact that TESOL presented a clear opposition to the discriminatory hiring practices against NNESTs, nothing much has changed in the minds and practices of authorities in charge of recruiting teachers of languages.

Braine (1998) suggests some reasons for why discriminatory practices are common especially in ESL environments (like in inner-circle countries). The first and the most popular excuse is that NESTs are preferred for teaching English by ESL students. Whether it is true or not has been extensively studied in the field, which is discussed in detail below. Another reason for the unwillingness to hire NNESTs is the difficult recruiting process that authorities have to tackle, which discourages them to work with NNESTs. Finally, the main and the most implicit reason is that NNESTs are regarded as threats to NESTs' potential job opportunities in ELT. Braine further asserts that NNESTs, even trained in inner-circle countries, are often unable to find teaching positions in EFL contexts, especially in Japan, Korea, and Hong Kong (where tone and pitch are determinant in NNESTs' English accents), as a result of the fact that NESTs are preferred over NNESTs regardless of how qualified they (NNESTs) are as teachers. In his view, in these countries, this preference is connected to the for-NEST 'propaganda' prevalent, due to which school administrators, parents, and students have generally negative attitudes towards NNESTs (Braine, 1998). What is more ridiculous, as Braine (1999) points out "[i]ronically, the discrimination is spreading to NS[s] as well. Some Hong Kong institutions...insist on teachers with British accents at the expense of those with American or Australian accents" (p. 26).

This last example of discrimination mentioned above suggests that, in addition to what Braine (1998) puts forward as the reasons of the discriminatory practices against NNESTs, 'accent' may be another major cause for the discrimination, as well (Maum, 2002). For example, accents associated with inner-circle countries are prioritised more than accents associated with outer circle countries like Singapore or India, and even some accents have a higher status among

these inner-circle countries (as cited in Amin, 1999), as shown by Braine (1998) above. However, “there’s a limit to what even a native speaker can do for a student over a certain age” (Jenin, 1998, p.14) as would be supported by the classical theories of language acquisition, especially in oral related skills like accent or pronunciation. So, discrimination based solely on accent would be irrelevant.

The discriminatory practices that NNESTs are exposed to have been presented by some scholars through their studies. Mahboob, Uhrig, Newman, and Hartford (2004) surveyed administrators to find out the hiring criteria for NESTs and NNESTs in Intensive English Programs (IEP) in the U.S. and the proportion of them working there. The findings indicated that more than half of the respondents gave importance to nativeness of the teachers. Moreover, a correlation was found between the number of NNESTs working in their programs, only about 8% of all teachers, and the administrators’ ‘native-speakerdom’ or ‘native speakerism’.

As part of her study, Moussu (2006) also studied the attitudes of administrators and their beliefs and practices of NESTs and NNESTs in IEPs, too. It was found that the administrators valued formal teacher education and teaching experiences of both groups of teachers the most. Native-like fluency was also mentioned as a hiring criterion, though. Besides, many NNESTs were found to get the same treatment as NESTs both in hiring practices and teaching assignments in the programs in this ESL context. As NNESTs’ strengths, their being good role models for students, their ability in anticipating language difficulties of students, their pedagogical skills were cited. As for their weaknesses, their foreign accents and lack of cultural knowledge were stated in addition to low self-esteem and over-emphasis on grammar while teaching. Although there does not seem to be an open discrimination against NNESTs in these IEPs as far as the responses taken from these

administrators are concerned, the relatively low number of NNESTs hired in these schools may suggest an implicit or covert discrimination.

Selvi's (2010) recent study on the job advertisements for ELT teachers proves that NESTs and NNESTs are still discriminated in the process of recruitment both in ESL and EFL contexts. For the purpose of revealing employers' discriminatory practices, he examined 38 advertisements put in a website of TESOL, providing career opportunities, and 211 advertisements appearing in an international website for job offers, which were analysed through the content analysis method. The results indicated that 60% and 75% of the advertisements found in the websites required "native English speaker or English speaker with native-like proficiency" or "native English speaker or speaker with native-like abilities" (p. 165-6). Some (over 20%) advertisements even specified the countries of the prospective candidates like Canada and Australia. Selvi concludes that "[t]he analysis of the advertisements empirically validated impressions of an undemocratic and unethical employment landscape in the English language teaching profession" (p. 172).

Taking a stand against discriminatory hiring practices, Kaplan (1999; as cited in Ezberci, 2005) suggests that "[t]eachers of English to speakers of other languages should be hired on the basis of their qualifications as teachers, without reference to the relative nativeness of their English proficiency". He also adds that although "the ability to speak, hear, read and write some variety of English" is important, the "ability to teach in the particular environment" is as important as the former. Parallel to this view, Pasternak and Bailey (2004) suggest that "a professionally prepared non-native English-speaking teacher..., who has a good English ability" "should be given greater consideration for a teaching position" than "a native speaker of English ..., who has little or no training" (p. 162).

Discriminatory practices against NNESTs are not only prevalent in ESL environments as would be expected as shown from the statement “students don’t travel halfway round the world only to be taught by a non-native speaker” (as cited in Medgyes, 2001). The discrimination also seems to be true for EFL contexts, as put by Selvi (2010) “[t]he analysis also revealed that the discriminatory job advertisements were mostly found in the EFL context” (p. 166) as ELT market in EFL environments is much broader. The discriminatory practices are also revealed by the participants in the studies done in Turkey (mentioned elsewhere in this paper) (Doğançay-Aktuna, 2008; Öztürk & Atay, 2010; Tatar & Yıldız, 2010).

More than two decades ago, it was prevalent to hire NESTs without any teaching qualifications instead of qualified and experienced NNESTs throughout the world, both in ESL and EFL environments (Amin, 1999; Braine, 1999; Canagarajah, 1999; Rampton, 1990). It is still so in many EFL settings today, though. However, as the arguments as to the necessity of requiring teaching credentials of English teachers regardless of their native languages continue (Nayar, 1994; Phillipson, 1996), “the emphasis in hiring” would shift “from *who* the job candidates are (i.e., native or nonnative speakers of English) to *what* they are (i.e., qualified English teachers)” and this would “allow for more democratic employment practices” (Maum, 2002, p. 2, emphases added).

According to Moussu (2006), this shift has already occurred as she claims “[b]eing an ESL/EFL professional is no longer a question of native language... , but a question of education, experience, professionalism, and maybe self-esteem” (p. 25). So, it is relevant here to mention how NESTs and NNESTs perceive themselves in the field of TESOL.

### Self-Perceptions of NESTs and NNESTs

How NESTs and NNESTs view themselves as teachers and as speakers of English, and what they think about their own strengths and weaknesses are also important in order to understand students' attitudes towards them.

Through his book *The Non-Native Teacher*, Medgyes (1994) pioneers the studies done in NEST-NNEST issue in terms of their self-perceptions. Referring to NESTs and NNESTs as "two different species", he advances four hypotheses as to their differences in 1) language proficiency, 2) teaching behaviour, and as to that 3) their teaching differences originate from their language proficiencies, 4) they have the capacity to become equally good teachers in different terms (p. 27). Of the three surveys he conducted, one of them was done in an ESL context (U.S.), one was done in an EFL context (Hungary), and the other was done internationally. It was found that vocabulary was referred as the most difficult language area followed by oral skills (speaking-fluency/pronunciation and listening) by NNESTs. Grammar, on the other hand, was the language area where they felt comfortable the most. With writing and reading skills, they were found to be satisfied. Besides, the majority of them reported that they were not affected negatively by these language difficulties while teaching. Another result showed that there were perceived differences between NESTs and NNESTs in terms of the use of English, the general attitude as language teachers, the attitude to teaching English, and the attitude to teaching the culture. An interesting result was that about 25% of the respondents went for only NESTs and about 25% again for only NNESTs for the question "Who is better?". However, about 40% of them voted for both. That is, they recognised each other's different

strengths in language teaching, and the majority placed an equal chance of success on both groups of teachers.

Reves and Medgyes (1994) surveyed NESTs and NNESTs from ten countries through open-ended and close-ended questionnaires regarding their self-perceptions and their teaching and how these perceptions affect their teaching behaviour and attitudes of NNESTs. The questions as to only NNESTs revealed that most of them found their English to be good or average. The areas of language difficulty, similar to Medgyes' (1994) studies, were mentioned most frequently as vocabulary and fluency, followed by speaking, pronunciation, and listening skills. Grammar was referred as their favourite area in teaching by these NNESTs. About a quarter of the teachers thought these difficulties did not influence their teaching at all. According to the results, two-thirds of the respondents reported differences between NESTs and NNESTs in teaching behaviour. While a quarter of them found NESTs better as teachers, the same amount of them considered NNESTs more successful as teachers. About half of the respondents stated no difference between the two groups in terms of teaching. Additionally, the majority of them responded that they would employ both NESTs and NNESTs equally if they were to hire teachers for their schools. It is concluded that, overall, the inadequacies in NNESTs' language proficiencies influence their self-perceptions and teaching attitudes. That is, their limited or somewhat poorer use of English may result in a poorer self-image. Then, this could influence their language performance negatively, and again this would reinforce the feeling of inferiority, altogether adding to the vicious cycle. In contrast, NNESTs with high proficiency are shown to be less likely to experience these negative feelings and self-perceptions.

Amin (1999), in her small-scale study, interviewed five minority women English teachers in Canada with ESL students. They were asked about their perceptions of how their students would perceive them. They came up with two assumptions: 1) “only white people can be native speakers of English” and 2) “only native speakers know “real”, “proper”, “Canadian” English” (p. 94), which underestimate the teaching qualities of non-native, non-white, women teachers of English, and thus which cause them to experience disempowerment and discouragement.

In another small-scale study done in Hong Kong (Tang, 1997), NNS English teachers were surveyed on their perceptions of NESTs and NNESTs’ English proficiency and competency. All of the respondents thought that NESTs were far better in pronunciation, listening, vocabulary, and reading in a decreasing rate. On the contrary, they associated themselves more with accuracy than fluency. Some stated that NESTs could provide authentic communication for students, who cannot have any other opportunities in such an EFL environment. Presumably, they regarded their shared mother tongue with students a beneficial teaching tool, and they perceived themselves as advantageous in having an L2 learning experience, which functions as another instructional tool in predicting students’ language problems and understanding their weaknesses.

Inbar-Lourie (2005) studied the self and perceived native and non-native speaker identities of EFL teachers in Israel through self-report questionnaires. The main focus was whether there were any differences between teachers claiming they are NS of English and the ones who do not, regarding some other factors like English teaching matters. Their background variables, which could influence their perceptions, were also examined. The results indicated that teachers perceived

themselves as native mostly because of early exposure to English and other people's perception of them as native speakers of English. The results also showed that there were some differences between these teachers like student-teacher interactions, teaching attitude and behaviour in some language areas, and the degree of confidence while teaching some skills. These differences were attributable to some personal and professional variables like school level, country of birth, instead of NS or NNS status of teachers. On the other hand, no differences were observed between the teachers in terms of their perceptions of teaching and assessment practices, the goals of English language teaching, defining the students' English proficiency, and the status of English in that EFL context.

Inspired by Medgyes' study (1994), Llorca and Huguet (as cited in Braine, 2010) studied NNESTs' self-awareness in terms of how they perceived their language skills, how these skills influenced their teaching practices, and how they placed themselves in the NEST-NNEST debate through interviews. The results showed that teachers in the secondary schools were more confident than primary school teachers in general proficiency in English, in grammar and reading skills. In contrast, primary school teachers had more awareness in their language improvement over time. Besides, primary teachers were found to be affected more by 'the native speaker fallacy' as half of them would prefer to hire more NESTs than NNESTs for their schools, and the other half stated that they would prefer to hire equal numbers of NESTs and NNESTs. Most secondary school teachers would go for an equal number of NESTs and NNESTs, too, and again most of them regarded being a NNEST as an advantage in teaching English.

Another study from an ESL context came from Kamhi-Stein, Aagard, Ching, Paik, and Sasser (2004) concerning the different perceptions of NEST and NNEST

K-12 teachers in terms of their English language skills and teaching preferences as well as their professional preparation and job satisfaction. The results revealed that NNESTs held slightly more positive perceptions with regards to their professional preparation programs. In their overall job satisfaction, both NESTs and NNESTs were similar (more or less positive). As for language skills, there were some differences in their perceptions. In overall terms, NESTs rated themselves more positively than NNESTs. In individual language skills, NESTs rated “reading” the highest while NNESTs rated “listening” the highest. In contrast, “pronunciation” was rated the lowest by NNESTs, and likewise “grammar” was rated the lowest by NESTs. Interestingly, regarding the overall instructional abilities, NNESTs perceived themselves better than NESTs. Finally, they regarded their nonnative status as an asset in their professions.

Sifakis and Sougari (2005) investigated Greek EFL teachers’ attitudes towards their pronunciation and teaching practices of pronunciation. It was found that all the teachers were satisfied with their accents as they sounded “native-like”, which suggested that native speaker norms were influential in their beliefs about and practices of English pronunciation. Additionally, it was revealed that they were not aware of EIL-related matters at all.

In addition to students and administrators, Moussu’s (2006) study sought the self-perceptions of NESTs and NNESTs regarding their professional (teaching) and linguistic skills in an ESL environment. The findings showed that NNESTs felt more insecure than NESTs about their English proficiency and knowledge in overall terms although they may not be less proficient. The problematic language areas were especially oral skills, vocabulary, writing, and even grammar, which is normally viewed as an area of strength for NNESTs. Similarly, they felt less comfortable

teaching skills overall than NESTs, especially speaking, culture, and writing. Although they did not mention reading and listening as areas of insecurity, they again felt uncomfortable teaching these skills. Conversely, they expressed comfort in teaching grammar and in teaching lower level classes even more than NESTs. Teaching test preparation courses was a skill that both groups of teachers felt uncomfortable.

Another study was done in Turkey (Ezberci, 2005) to find out the differences between the career perceptions of NESTs and NNESTs working at universities, their attitudes towards teaching, and the two groups' perceptions of the strengths and weaknesses of NESTs and NNESTs. For this aim, 172 (52 male and 122 female) teachers were given questionnaires (with an open-ended question) and 15 of them were interviewed one by one. They were from 10 different universities (both private and state) in Istanbul, 21 of whom were NESTs and 151 of them were NNESTs. Their ages ranged between 20-50+. The educational and teaching backgrounds of the teachers were diverse. The results showed that there were some similarities and differences between NESTs and NNESTs in their perceptions. It was found out that both groups of teachers viewed ELT as a "career" or a "profession", which shows that both NESTs and NNESTs have a sense of professionalism in the field. Both groups of teachers agreed on the idea that nativeness of a language teacher was the least important thing in teaching. What mattered most, from their points of view, was the teaching qualifications of the English language teacher. As for their perceptions as to the strengths and weaknesses of NESTs and NNESTs, NESTs thought that language proficiency was an important qualification of a language teacher and that they were better than NNESTs in this sense. Although NNEST acknowledged that NESTs had better language proficiency, they claimed that they were better teachers

than NESTs because of their greater teaching strengths. Both groups agreed on the idea that NESTs were better at oral skills and they constituted better models in this sense. With regards to their weaknesses, both groups mentioned NESTs' lack of classroom management abilities and grammar teaching skills. As for NNESTs' strengths, both of them mentioned their better teaching abilities in general (specifically grammar) and their understanding students' needs and problems better. As regards to their weaknesses, their lower competency in English in general (specifically oral skills) ranked the top. Interestingly, from NESTs' point of view, NNESTs' use of L1 in class was regarded as a weakness, and sharing the students' culture was regarded as a strength, which NNESTs did not even mention in the interviews.

One of the studies done in this context about NNESTs' perspectives on culture, culture teaching, and on their positions (i. e. strengths and weaknesses) within the EFL context as ELT professionals was Bayyurt's (2006). 12 NNESTs (2 male and 10 female) with an age range of 21-38 were investigated through semi-structured interviews. The data analysed through thematic analysis revealed that they regarded culture as an inseparable part of a language and thus its teaching. They also talked about how the target culture is indirectly and implicitly conveyed through the teaching of the language. They acknowledged the importance of raising students' cultural awareness and knowledge about the countries where the target language is spoken as well as about the differences between them and other cultures, including their own local culture. As for their strengths as English language teachers, they cited their knowledge and use of the L1 of the students and their familiarity with the local culture of the students. The participants especially stated that NNESTs could be more helpful for a learner during the early stages of language learning through the use of

L1 and the knowledge of the local culture. They also referred to their being previous language learners, which makes them sensitive to the students' language difficulties, as a strength. However, some of the participants expressed the need to acquaint themselves with the target culture first to teach it to their students. Finally, the NNESTs in the study acknowledged the advantage of NESTs in especially the teaching of oral skills (i. e. pronunciation and fluency) and the target culture. That NESTs should teach more advanced learners was also added by some participants.

Doğançay-Aktuna (2008) conducted a study this time to investigate the perceived challenges and strengths of NNS teacher educators (as ESOL professionals) who train EFL NNS teachers around the country. The results of the online exploratory survey revealed that they all rated their overall English proficiency high, and about half of the subjects stated they did not have any problems at all. The rest mainly expressed a need for improvement in the use of idiomatic expressions in everyday communication, which is to be expected as most did not live in English-speaking contexts. When asked about their views on how they would place themselves on the native-nonnative continuum, complex responses, questioning 'native/native-like' or 'non-native' constructs, were taken, and such responses were suggested to show "that at least some NNESTs ESOL professionals are moving beyond the native speaker model as the sole norm in defining their English language proficiency" (p. 69). While evaluating their NNS status, more than half of the educators stated there were prejudices against NNESTs, which resulted in discrimination, which is thought to originate from poor language skills of NNS teachers and from "overadmiration" for NS of English. So, they claimed NESTs were preferred for English teaching positions by private schools in Turkey even though they have poorer English teaching qualifications, "hence reflecting societal

attitudes and student attitudes, especially for their listening and speaking classes” (p.75). However, about the half of the respondents did not consider their NNS status as language teachers as a disadvantage because they were aware that their remarkable professional training and their familiarity with the local teaching context were advantageous for them. Overall, they were confident with their non-native status, and they had self-esteem in this EFL context.

Tatar and Yıldız (2010) also did a study in the same context, Turkey. The purpose of the study was to find out the main problems of NNESTs and NNESTs’ perceived strengths in the classroom as well as the views concerning the native/ non-native distinction from the perspectives of teachers and teacher candidates, who had a chance to observe both NESTs and NNESTs’ teaching. The data were collected through face-to-face, e-mail, and focus group interviews, and journals. It should be noted that the results of this study only concerned private schools. The findings of the study suggested that Turkish NNESTs faced some problems because of being a NNS. In line with the results of the study done in the same EFL context mentioned above, the participants claimed discriminatory practices against NNESTs in hiring. Even some participants said that only native speakers could apply for some teaching positions in the district, which consequently result in the favouring of NESTs over NNESTs. They also mentioned the additional benefits NESTs are offered, which NNESTs can never enjoy. Based on these discriminatory practices, NNESTs are said to find it hard to establish credibility in the eyes of students and administrators. NNESTs’ low English proficiency and lack of communicative skills, which could lead to low self-esteem, were also mentioned as another concern. That NNESTs are assigned to teach grammar and lower level classes whereas NESTs are preferred to teach communication skills and in advanced levels is seen as another sign of

discriminatory practice, which underestimates NNESTs' potentials and undermines their self-esteem. As opposed to the concerns, there are certainly some strengths they enjoy as NNESTs. First of all, the participants recognized the essential role they have in an EFL context as long as they have a high proficiency in the language. The use of the shared mother tongue and the culture in the classroom, their experience as an L2 learner, better classroom management and discipline, grammar teaching and feedback, 'educator' role were cited as NNESTs' perceived strengths, which make them advantageous over NESTs.

Öztürk and Atay's study (2010) also sheds some light on the challenges of being a NNEST in Turkey from their perspectives. They examined three novice teachers' (ELT graduates) opinions of the NS/ NNS dichotomy in Turkey through interviews over an eighteen months' period. The results indicated that the teachers thought there was inequality between NESTs and NNESTs in the hiring practices of private institutions. They even stated that any foreigners (other than Turks) with English proficiency could be regarded a NS (of English) and hired. So, they expressed their disappointments and felt inferior as inexperienced NNESTs as opposed to NS candidates without any ELT diplomas or teaching qualifications and experiences. That is, they themselves accepted NSs' superiority, too. After they could find jobs at private institutions, they started to question the so-called superiority of NSs, and they began to feel they could be as successful as NESTs, and even better as they got experienced and witnessed NEST's (real NSs and pseudo NSs; i.e. Polish English teachers) problems in teaching. As a conclusion, it is stated that the native speaker model is still accepted in this Turkish context and that NNESTs' self-image and self-esteem as teachers are affected negatively by this NEST/NNEST dichotomy.

## Advantages and Disadvantages of NESTS and NNESTs

Having looked at the perceived strengths and weaknesses of NESTs and NNESTs from the point of themselves as teachers and of administrators, it is now relevant here to consider what scholars think about the advantages and disadvantages of being a native and a non-native speaker while teaching and what studies have been conducted on the issue.

The pioneering work on NEST-NNEST dichotomy and its impact on teacher education is Medgyes' (1994). Medgyes addresses to the problems NNSs of English encounter, and the challenges they have to meet in his book "The Non-native Teacher". His main focus is on the teachers' language proficiency by which, he claims, their teaching behaviour and attitude are shaped. In the several surveys that he conducted, data are collected from both native and non-native speakers of English teachers by using questionnaires and interviews, which designate the differences emerging from personal characteristics, language proficiency and attitudes to teaching the language and the culture. In his discussion about NNESTs' advantages and disadvantages, he puts forward six positive sides of being a NNEST (1992, p. 347). Namely, NNESTs are claimed to be good at 1) providing a good model for the language learners, 2) teaching language-learning strategies well to the students, 3) supplying information about the English language, 4) anticipating and preventing language difficulties of the students, 5) showing empathy in the learning processes of the students, and 6) benefitting from the mother tongue of the students. As for the disadvantages, the linguistic incompetences of NNESTs are specified as lack of proficiency in vocabulary, oral skills (fluency, pronunciation, and listening), grammar, and literacy skills (reading and writing). Based on the surveys conducted,

while elaborating on whether NESTs or NNESTs are worth more, he infers that “NESTs and NNESTs are potentially effective teachers, because...their respective strengths and weaknesses balance each other out” (p. 76).

Pointing out the difference between “the role of instructor and the role of informant”, Widdowson (1992) suggests that although the NS enjoys the role of an informant, the NNS is more advantageous in the role of an instructor because NNSs’ “experience as English language *learners*” is more than NSs, who have more “experience as English language *users*” (p.338, emphases in original). He also argues that in the case of a native speaker in a language education environment, relying too much on the fact that others can speak their language may result in the alienation from the students’ language and culture, which in turn may prevent them from developing expertise as instructors.

Pasternak and Bailey (2004) discuss the strengths and weaknesses of NESTs and NNESTs by referring to the difference between ‘declarative knowledge’ (knowledge about something) and ‘procedural knowledge’ (ability to do things). For an ELT teacher, declarative knowledge may refer to “the ability to explain grammar rules and their exceptions” (p.158); procedural knowledge may refer to “the ability to use grammar rules appropriately in speaking and writing” (p. 158). NESTs, in this sense, are thought to have a natural advantage for the procedural knowledge about the target language and the target culture, but they are at a disadvantaged position in the teaching of the target language, which necessitates both declarative and procedural knowledge, especially if they lack professional training and experience of learning another language. In comparison, NNESTs are thought to have better declarative knowledge about the target language and both stronger declarative and procedural knowledge about teaching it. However, they may lack the procedural

knowledge about the target language in some areas and also about the target culture. They conclude that NESTs and NNESTs both have some strengths as English teachers, but they may also have some deficits in their professionalism.

Although NNESTs were found to be less proficient in vocabulary skills in Medgyes' study (1994), when it comes to its teaching, the results were different. In McNeill's study (2005), four groups of English teachers (novice and expert NESTs versus novice and expert NNESTs) were compared with each other in predicting the areas of difficulty in vocabulary learning of 200 Cantonese-speaking secondary school students. The results indicated that NNESTs were better at identifying the students' potential lexical problems in all cases than NESTs. This could suggest that NNESTs may be better in teaching of the vocabulary despite the lack of proficiency in it.

With the purpose of reviewing the differences between NESTs and NNESTs in their teaching behaviours mentioned in Medgyes' book (1994), Arva and Medgyes (2000) conducted a study in Hungary with 10 teachers (5 native - 5 non-native), teaching in five different secondary schools, through interviews and video-recorded lesson observations. The results were mostly in line with the assumptions made in the book, and this study was a kind of confirmation. Briefly, NESTs were found to be 'perfect language models' and more competent in the target language especially in colloquial language and spontaneous communication compared to NNESTs, 'perfect language learner models', who were found to have inadequate command of English especially in vocabulary, pronunciation, and colloquial language. As for grammatical knowledge, having learned it consciously through pre-service training, NNESTs were favoured more in comparison to NESTs, who usually lack metacognitive awareness of the language to be taught. NNESTs' being generally favoured

especially in this attribute is somewhat normal as learning something consciously helps one to teach it better (Cullen, 1994). This attribute made NNESTs chief teachers at their schools while NESTs were assigned to teach only conversation classes. Another deficiency of NESTs was the lack of competence in students' mother tongue. In contrast, this competence was enjoyed by NNESTs, which enhanced their teaching. Another difference was the general attitude of teachers. NNESTs were regarded stricter teachers whereas NESTs were found to have casual attitudes while teaching. The results of this study corroborates with the one mentioned below in that NNESTs are better at empathising with their students in the language learning process, that they are better at explaining grammatical rules, and that they serve as good role models in learning a language.

In another study (Barratt & Contra, 2000), NESTs were found to be ineffective in comparative teaching (which students enjoy with NNESTs) as a result of their lack of competence in the students' mother tongue and language awareness, which also adds to NESTs' inability of empathy with the students just because "native speakers know the destination, but not the terrain that has to be crossed to get there; they themselves have not traveled the same route" (Seidlhofer, 1999, p. 238).

While summarising the advantages of NNESTs concluded from many studies, Nemtchinova lists the followings:

- having a conscious knowledge of the target language,
- identifying with the needs of the students,
- understanding the challenges of their students,
- having a better teacher-student rapport in the classroom,
- having a multilingual and multicultural experience,
- allowing for cross-linguistic and cross-cultural comparisons and contrasts for an ESL/EFL classroom (as cited in Nemtchinova, 2010, p. 130).

## Who is a Good Language Teacher?

Having discussed the perceived advantages and disadvantages (or strengths and weaknesses) of NESTs and NNESTs, it is now relevant here to touch upon the issue of a “good” language teacher. The first research question of this thesis research partly investigates students’ good English teacher image, as well. Being a “good” language teacher will be used as an umbrella term which includes some other positive adjectives like “efficient, successful, qualified, quality, competent, and ideal”.

Before moving on to what the literature says about good teachers, it would be appropriate to have a look at what ‘teaching’ is. According to Fernstermacher and Richardson (2005), good teaching and successful teaching are different from each other, but the integration of these results in quality teaching. While good teaching is teaching the subject matter in an adequate and complete way, with ‘age appropriate’ and ‘morally defensible’ methods, which aim at the learner’s competence, successful teaching is teaching that “bring[s] about learning” “to some reasonable and acceptable level of proficiency” (p. 191). That is, not all successful teaching means good teaching. Similarly, good teaching may not yield successful learning. However, “a high quality teacher is proficient in both dimensions [good plus successful teaching]” (Mullock, 2010, p. 89). And they have ‘superior conceptual knowledge’ and ‘superior pedagogical knowledge’, as well as ‘strategic knowledge’ (as cited in Mullock, 2010).

From the students’ perspectives, though, the qualities of a good teacher depend on their levels. For example, lower secondary level students favour teachers who are willing to help them and who are able to make clear explanations for them to

understand better, and who are friendly, empathetic, understanding, etc. However, these qualities seem to be less important for higher level secondary school students (as cited in Mullock, 2010).

Medgyes (1992) states that although “there are significant differences between NESTs and NNESTs in terms of teaching practice”, which are attributable to their different language backgrounds, both of them could be ideal teachers, by suggesting that

1- [T]he ideal NEST is the one who has achieved a high degree of proficiency in the learner’s mother tongue;

2- [T]he ideal non-NEST is the one who has achieved near-native proficiency in English. (p. 348)

According to Phillipson (1996; as cited in Üstünoğlu, 2007), however, a NNEST has a more potential to be an ideal language teacher because they have experienced the learning of an additional language, which makes them sensitive to their students’ linguistic and cultural needs.

In his article, “a qualified nonnative English-speaking teacher is second to none in the field”, Astor (2000) suggests that “a qualified teacher of English should be a professional in at least three fields of knowledge: pedagogy, methodology, and psycho[linguistics] and applied linguistics”, which must be learned and practiced (p. 18). That means, nativeness would not suffice for them to teach English properly, and thus the dichotomy based on the nativeness/non-nativeness of teachers of English would be irrelevant.

According to Pasternak and Bailey (2004), a good language teacher should have merits in two areas. First, they should possess both declarative and procedural knowledge about the target language, about its teaching, and about the target culture. Second, they should be professionally prepared for the teaching of the target

language. So, in their view, the issue of nativeness/nonnativeness for a language teacher is second to being professional because “[w]hether a native or a nonnative speaker, a teacher without any formal training cannot be said to be professionally prepared” (p. 161).

Talking about “[e]xperts working on NNEST issues and World Englishes”, Mahboob (2010) indicates they “agree that being a native speaker of a standard ‘inner circle’ variety of English is not sufficient to be a successful English language teacher” (p. 8). Instead, they value ‘expertise’ and ‘training’ in order to be a successful teacher.

Similarly, Lee’s (2000) note on who is a good teacher denies the dichotomy emerging solely from nativeness by stating “[i]n fact, what makes a good English teacher has nothing to do with our nationality or our accent. Rather, it is the drive, the motivation, and the zeal within us to help our students and make a difference in our teaching that make [NNESTs] us better”.

As for the views of ESL and EFL students on what makes a good teacher, several studies were conducted. Brosh (1996), for example, examined the characteristics of an effective language teacher from the perspectives of secondary level students in Israel who all had NNESTs. The results showed that the students regarded a language teacher effective if they had enough proficiency in the target language, if they were good at lesson preparation and organization, if they were good at motivating students with different teaching skills and techniques, if they could relate their knowledge easily and comprehensibly, if they treated the students in a fair and equitable way, and if they were available for help outside the class.

Cortazzi and Jin (as cited in Mullock, 2010) investigated Chinese university students’ views of a good English language teacher. They found out that the

teachers' content knowledge as well as their personal (teaching-related) characteristics such as being patient, being friendly, having a good sense of humour, being a good moral model, and teaching about life were considered to be important. They also showed clear differences between NESTs and NNESTs in terms of the teaching cultures of teachers.

Peacock (2002) studied a similar group to the one mentioned above, Hong Kong university students' perceptions of a good TESOL teacher. Their competence in English, being patient and well-prepared, having interesting lessons, and explaining concepts clearly and understandably were cited as the qualities of a good English teacher.

Mullock (2010) also examined undergraduate Thai students' and their lecturers' views on the characteristics of a good English language teacher. The results indicated that the five most frequently mentioned qualities were oral proficiency of a teacher (fluency and pronunciation), the declarative knowledge of English language and its culture, the ability to use technology for motivational purposes (make lessons fun and easy), being understanding, empathetic and respectful, and being friendly, cheerful, and easy-going (for a harmonious teacher-student relationship).

Liu (1999) studied NNS professionals' impact on their students in an ESL environment. She found out that "it's the teacher's professional training, linguistic and sociolinguistic competence, understanding of the students' needs, continuous encouragement of students' efforts, and the realistic expectation of students' progress that ultimately constitutes a good ESL professional" (p. 174).

## The NNEST Movement

As most scholars in the field would agree, the worldwide NNEST movement started with Braine's joint colloquium, "In Their Own Voices: Non-native Speaker Professionals in TESOL" (Braine, Canagarajah, Connor, Sridhar, Thomas, & Chitrapu, 1996), which brought about considerable interest in the nonnative speaker issue in teaching English. The following colloquia at TESOL conventions led to the establishment of a TESOL Caucus for non-native English speaking teachers in 1999. This caucus attracted remarkable attention from non-native educators throughout the world, and inspired them to generate extensive publications and presentations, which helped fill the gap in then rare literature (Braine, 1999). The Caucus aimed to help "strengthen effective teaching and learning of English around the world while respecting individuals' language rights." (Braine, 2010, p. 4). Thus, "there has been a dramatic increase in the representation of NNSs in professional conferences at the regional and state levels" as well as at the international level within the last decade (Kamhi-Stein, 1999, p. 156). In 2008, the Caucus changed into The NNEST Interest Section of the TESOL organizations, which "provide[s] NNS professionals with a much-needed voice" and visibility throughout the world (Kamhi-Stein, 1999, p. 156) and where the issue is dealt with more professionally 'as a full-fledged area of research' (Braine, 2010, p. 5). The Caucus and the Interest Section aim

- 1- to create a non-discriminatory professional environment for all TESOL members regardless of native language and place of birth,
- 2- to encourage the formal and informal gatherings of nonnative speakers at TESOL and affiliate conferences,
- 3- to encourage research and publications on the role of nonnative speaker teachers in ESL and EFL contexts, and
- 4- to promote the role of nonnative speaker members in TESOL and affiliate leadership positions. ((Braine, 2010, p. 4)

Braine states that except for the first one, all the others have been accomplished more successfully than expected. As a result of these achievements, the self-esteem of NNS teachers has risen, the academic research and publications on the issue have increased, and NNSs have started to be affiliated with leadership positions more in critical boards worldwide. The first objective remains to be an ideal that the NNEST movement tries to attain in the future, if not today (2010). This thesis is, in fact, an attempt to move further in this direction by providing some insights from an EFL context through presenting students' attitudes towards NNESTs and NESTs, as well.

Through his comprehensive book, which can be counted as a milestone in this movement, Braine (1999) provides a forum for NNESTs where they can raise their concerns and elaborate on their personal experiences as non-native speakers of English as well as raising sociopolitical issues and arguing implications for teacher education. The autobiographical narratives of non-native language educators who are from different geographical origins and diverse language backgrounds give insight into their unique experiences. Thus, it presents the role of non-native English speaking teachers in ELT. Thomas (1999) suggests in the book that

[i]t is time that our profession goes beyond just “respecting differences”...; we need to value diversity and to acknowledge the presence of the NNS professional, as an important, vital, and very credible force in the TESOL profession. It is time to go beyond lip service. It is time to clean house and to truly value diversity (p. 12)

after discussing the challenges to the credibility of the NNESTs in terms of hiring practices, being invisible/ unheard in TESOL organization, the prejudices of non-native students and of native teachers. So, it could be said that the aim of the book is as it has been quoted above.

Being one of the past chairs of NNEST Caucus, Mahboob is regarded one of the pioneers in NNEST movement (Liu, 2010). He argues that “[t]he NNEST

movement...created space for questioning monolingual myths in TESOL and applied linguistics” (Mahboob, 2010, p. 6). And his book serves this purpose by offering a ‘NNEST lens’ through which we could evaluate the work and the practices on the issue by identifying, examining and questioning the assumptions in the field. “The NNEST lens...is a lens of multilingualism, multinationalism, and multiculturalism[,]...[which] takes the diversity as a starting point in TESOL and applied linguistics [sic] practice and research and questions the monolingual bias in the field” (p. 15). Through his valuable book, he, in a way, fulfills the need that Brutt-Griffler pointed out “to reclaim the role and contributions of non-mother-tongue teachers of English in the international history of English” (as cited in Mahboob, 2010).

Llurda (2005), through his leading book, contributes to the field by presenting important researchers’ discussions and studies on NNS teachers in the profession. The volume is significant in that it deals with NNS teachers in EFL contexts contrary to many others about ESL settings. To him, “moving from global perspectives to locally meaningful settings” is needed to analyse the implications of being a NNEST since the local context may influence the teacher’s identity as a language teacher (p. 3).

The first volume created by the founding members on the NNEST Caucus was edited by Kamhi-Stein (2004), making an important contribution to the issue through presenting the work of native speakers of English professionals as well as the non-native ones. She believes that the integration of “the perspective of NES professionals who have contributed to strengthening the professional preparation of pre-service and in-service NNEST professionals and to increasing the professional

opportunities available to them” into the discussion is needed to “widen the range of voices available in the literature about NNES professionals” (pp. 2-3).

The first aim of The Caucus and the Interest Section “to create a non-discriminatory professional environment for all TESOL members regardless of native language and place of birth” (Braine, 2010, p. 40) seems to be realised, though not fully-fledged, as evident from the arguments below:

- “1) [the] growth of English as an international language has made the monolithic view of native speaker as the target model increasingly irrelevant.
- 2) [the] acknowledgement of the potential strengths (as well as weaknesses) of both NEST and NNEST as ‘different’ rather than one being more superior (or inferior) to the other.
- 3) more than the linguistic status of NNESTs, other issues such as teacher professionalism are given more priority in determining a ‘good’ teacher” (as cited in Demir, 2012, p. 10).

Once a sensitive topic to be discussed openly, the nonnative speaker English teacher issue has become a legitimate topic of interest for several researchers, scholars and practitioners alike (Braine, 2004). Over the last two decades, a considerable amount of research has been conducted and contributed to the once scarce NNEST literature. The research studies could be grouped under three categories as research on self-perceptions of NNS English teachers, research on administrators’ perceptions of NNS English teachers, and research on students’ perceptions/ attitudes towards NNS English teachers. As for the future of the NNEST movement, Braine (2010) determines a road map for NNESTs by suggesting

- enhancing the English language proficiency,
- learning to collaborate with NS English teachers,
- making the most of professional organizations,
- diversifying the scope of research on NNS teachers.

## What is Attitude?

As the main concern of the present study is the attitudes of the students, it is important to elaborate on what an attitude is. Succinctly, an attitude is defined as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour” (Eagly & Chaiken, 1998, p. 269). According to Weneger and Fabrigar (as cited in Moussu, 2006), these

[r]elatively enduring and global evaluations can be based on either two distinct types of information: affect and cognition. The affective basis refers to emotions and mood states that a person associates with the attitude object. [...] The cognitive basis refers to beliefs about attributes of the attitude object.

While they refer to the affective and cognitive bases of the evaluations of individuals, Krosnick, Judd, and Wittenbrink (2005) point out the behavioural results of these evaluations in their definition of attitude, “a predisposition to like or dislike [an object], presumably with approach or avoidance consequences” (p. 22). “[A]ll speakers and learners of a language make evaluations about (*i.e.* hold attitudes towards) linguistic superiority or inferiority, aesthetic preferences and differences (phonetics, etc.), and social conventions and connotations” (Moussu, 2006, p.36). Alford and Strother (1990) relate their evaluations to “personal experiences, linguistic and cultural knowledge of the language, and the status of the language, or language variety” (Moussu, 2006, p. 36). Following Moussu, in this research study, “students are believed to assign emotions to the concept of native and nonnative English-speaking [EFL] teacher[s] (affect), have specific beliefs about the characteristics of native and nonnative English-speaking [EFL] teachers (cognition), and subsequently act in a certain way with native and nonnative English-speaking [EFL] teachers (behaviors)” (p. 36).

In Thomas' terms, "[t]he challenges that NNSs face stem not only from professionals in the field or from the organization as a whole but also from their non-native students" because "[w]e usually learn to value what we see valued and to undermine what we see undermined" (Thomas, 1999, p. 8). For this reason, it is important that students' attitudes be examined, as well.

### Students' Attitudes towards NESTs and NNESTs

The studies regarding students' perceptions of NESTs and NNESTs will also be examined in this part because perceptions (cognition) are regarded as part of attitudes and because they are discussed together in the literature.

Despite the conclusions that Medgyes draws from his studies on NESTs and NNESTs, it is important to find out whether students agree with them or not, and what they actually think about this issue. Even though students' perceptions of NNESTs have not been studied as much as NNESTs' self-perceptions, a considerable compilation has been formed on this issue, as well, more recently.

### Studies Done in ESL Contexts

Being one example of the research studies done on international teaching assistants (ITAs), Plakans' (1997) study inspired other researchers to study the NNEST issue from students' point of view.

Although ITAs are not ESL teachers and rarely even language teachers, they still represent an international culture in North-American universities, and bring to the teaching place different language abilities, as well as foreign ways of teaching and learning. These ITAs also have to work with U.S. teachers and students from a culture different from their own, a situation quite similar to that

of NNESTs in ESL settings. (Moussu, 2002, p. 35).

That's why, it is relevant to cite this study here. Besides, in fact, ITAs in U.S. are quite similar to NESTs working as language teachers in Turkey because mostly they are not EFL teachers and even most of them are not teachers of any kind (they get some kind of certificate for teaching); so, their situation is also similar to NESTs in most EFL settings throughout the world. Because miscommunication occurs from time to time between ITAs, who are non-native speakers of English, and undergraduate native English speaking students in the USA, she surveyed 1751 undergraduate students at a large university to find out what experiences those students have with ITAs, how they deal with problems related to ITAs, and thus to assess their attitude towards them using an attitude scale. As the students had diverse backgrounds (11 different characteristics), which was evident from the university records, the relationship between their attitudes and those characteristics were also examined. Besides, she explored the students' opinions and experiences through focus group interviews, as well. The results of the survey indicated that nearly 60% of the students had problems with ITAs, and that almost 60% of these students would choose to deal with the problem by trying to learn the material by themselves or with the help of their fellow classmates. The mean score for the attitude scale revealed that students had an attitude toward their teachers between neutral and slightly positive. At least, they did not have a negative attitude altogether. When the relationship between the responses to the scale and the variables examined, it was found that some background characteristics, academic college differences, sex differences, age differences, the year of enrolment, expected differences in GPA, and homogeneity factors affected their attitudes significantly. The focus group interviews helped the students to elaborate on their experiences, if not their attitudes, with ITAs.

Two main problems attributed to ITAs originated from their language use. Specifically, the students struggled a lot to understand their pronunciation, and ITAs could not understand and answer the students' questions well. The findings of this study is said to be congruent with the ones done previously. Moussu concludes that the problems arise from the teaching assistants' inexperience with the spoken English used by the students and from the discrepancy between the students' and ITAs' pedagogical and cultural expectations. Although the sample size in the study is quite big, rather divergent backgrounds of the students may have blurred the results, not to mention the diverse backgrounds of the ITAs.

Moussu (2002) examines, differently from the above mentioned study, non-native students' perceptions of, this time, NNESTs, in an English language centre of an American university. Specifically, she studies the feelings and expectations of 83 students, with an age range of 17-30+, about their native and non-native English speaking teachers of English in an ESL environment. She also investigates the possible individual variables of both the students and the teachers that could affect their feelings, beside the effect of time and exposure on the feelings, if any, along with the reasons of this change. For this purpose, two Likert-type questionnaires, including open-ended questions about their teachers and questions seeking demographic information about both the students and the teachers were adopted to be implemented first at the beginning and then at the end of the same semester, which were similar but not identical. Additionally, three different interviews with a small group of students were held at equal intervals during the semester to see whether any change in their attitudes occurred. Because of the serious problems with the implementation of the questionnaires for the native teachers and the obstacles with the interviews, their validity and the reliability are questioned. Therefore, only the

findings of the questionnaire for NNESTs will be presented here. From the analysis of the results, it is clear that students did not have negative feelings towards their NNESTs, if not altogether positive. Only the teachers' knowledge of culture was mentioned as a deficiency on behalf of them. The individual variables of the students and the teachers did not show any significant effect on their attitude towards NNESTs because of the limited sample size. Though not statistically significant, neither, the effect of time and exposure to NNESTs slightly had a positive effect on the opinions of the students. That is, the initial and the final questionnaires could be said to yield more or less similar results. As a result, the study does not suggest anything important regarding students or teachers because of the small subject size and diverse backgrounds of both the students and the teachers.

Being one of the pioneering studies on ESL students' attitudes toward native and non-native speaking instructors was Kelch and Santana-Williamson's (2002). Along with physical appearance of NNS (Amin, 1997), teachers' accents are hypothesised to shape students' attitudes towards them. In order to find out whether this is true for ESL students in an American university, the researchers had 56 intermediate and high intermediate students from three different countries listen to 6 different audio-taped English accents, three of which were different native and three of which were different non-native. Upon listening to the recordings, the students completed an attitude survey questionnaire. The questionnaire sought answers about students' perceptions of each speaker's 'teacher education and training, experience, teacher likability, teaching expertise, desirability as a teacher, empathy for students, and overall teaching ability' (p. 61). One question required them to name which skill they would want to learn from them, and another required them to classify the speaker as a NNS or a NS. Besides, through an open-ended question, the students

were asked to cite the advantages of learning from both groups of teachers. The findings showed that the students could not differentiate NS accents from NNS accents accurately. Only the Standard American English was rated to be a native speaker accent more than 50% of the time. The other two native English speaker accents were not even considered to be native as evident from the judgment rate of 39% and 27% respectively. What is more interesting is that the Portuguese English variety was judged to be native 40% of the time by the students, which is more compared to the judgement rate of native accents. A further analysis of the data revealed that the attitudes of the students were more positive regarding the qualities mentioned above for the perceived NSs, whereas their attitudes tended to be more negative for perceived NNSs. That is, there is a big discrepancy between the perceived status of the speakers and their actual status in terms of nativeness. Another result indicated that while students preferred NSs for learning speaking and listening related skills, they did not show any preference for NNSs for accuracy skills. As to the advantages of having both groups of teachers, NNSs were considered to be a 'source for motivation' and 'empathy' in learning a second language by the students, beside having the ability to use students' mother tongue as a teaching strategy. As for NSs, they were favoured more for their pronunciation. When the fact that the students could not distinguish natives from non-natives by listening to their accents is taken into consideration, it is, in fact, highly likely that the students have "stereotypical beliefs and assumptions about the supremacy of native teachers." (p. 64). As one conclusion of the study, the researchers draw that the students' attitudes are affected either negatively or positively by the teachers' perceived nativeness/ non-nativeness with regard to their perceptions of how well they can teach and how good they are as teachers. Another conclusion is that the students tend to favour one

accent more than others if they are familiar with it, or if they have been exposed to it more. That is, the presence or an absence of an accent in a teacher does not count for students, at all, which may mean that a prolonged exposure to and familiarity with one NNEST's accent will not be regarded as a handicap for the students or a drawback on behalf of the teacher.

Similar to the study above, university students' attitudes towards their NNESTs' accentedness, which is assumed to shape their attitudes and contribute to their preference for teachers, were investigated by Liang in an ESL environment (as cited in Braine, 2010). In this study, 20 ESL university students listened to audio recordings of six ESL teachers, one of which was a NEST. Then, they filled in a questionnaire in which they ranked the teachers' accents, indicated their preferences, and stated their beliefs about teaching. It was found that speaking skills of ESL teachers were rated as very important. However, the pronunciation and the accent of the teachers were not effective in influencing their attitudes towards NNESTs as much as their professional features like being 'qualified', 'professional', or 'prepared'. Overall, they had positive attitudes towards these teachers. What can be concluded from the study is that NNESTs' degree of professionalism should be the topic of discussion rather than their ethnicity and linguistic backgrounds.

One of the studies dealing with what students think on this issue in an ESL environment is Mahboob's (2004), with a purpose of evaluating ESL students' attitudes towards NESTs and NNESTs. The data were collected from 32 university students through essay writing on a topic about NESTs and NNESTs, which were analysed through the use of a qualitative method-discourse analytic technique. The findings of the study indicate that the students commented on their teachers' linguistic factors, teaching styles and personal factors. An in depth analysis of the

findings revealed that the students had both positive and negative comments regarding the two groups of teachers. Specifically, students preferred NESTs for their teaching oral skills, vocabulary, and culture. They, however, received negative comments on issues related to grammar, some personal factors, and teaching methodology. Conversely, NNESTs were favoured for their teaching grammar and literacy skills well, their compatible teaching styles, and some personal factors. On the other hand, they received negative comments regarding the teaching of oral skills. The findings of the study suggest that these ESL students do not have a clear preference of one group over another and that they appreciate NESTs' and NNESTs' own strengths and weaknesses.

A case study was carried out in an ESL context by Pacek (2005) on the same issue. The participants were international university students at Birmingham University. There were two groups of students, and these groups were quite different from each other in many aspects. One group, whose students came from diverse educational, disciplinary, cultural, linguistic and geographical backgrounds, was large and the age range was wide. The other group composed of 5-12 prospective teachers of English, and they were all Japanese. So, this group's members were more alike when compared to the other group. The age range was from 35 to 45, and their language proficiency ranged from intermediate to advanced. All had similar backgrounds and nationality, though. The aim of the study was to find out if the students' attitudes to a NNS English language teacher were negative and whether their perceptions were affected by age, gender, nationality and educational background. Two questionnaires were used, one of which asked them to write about the most and the least important characteristics of a foreign language teacher. The other one asked them to answer some questions roughly on three main areas:

- how they reacted when they first found out that their teacher was a NNS.
- whether their attitude changed after finishing the course.
- what the most important advantages and disadvantages of having a NNS lecturer were.

The groups' answers were analysed and compared, and it was found out that although generally the students expected to be taught by NSs of teachers, they did not start out with negative attitudes to the teacher. Still, 35% of the students expressed negative attitudes when they found out that their teacher was not a NEST. However, only 2% of them expressed continued negative attitudes to the same NNEST by the end of the course. Surprisingly, it seemed that the perceptions/ attitudes of the students were not affected by the factors mentioned above. Another interesting finding was that 47% of the students did not realise the teacher was in fact a NNEST.

As a follow-up on her study mentioned above, Moussu (2006) conducted another study on the same issue, this time in a wider extent. Different from her previous study, in this study, she also surveyed teachers and administrators in addition to students as well as elaborating on the effects of time and exposure, and some other variables such as gender, first language, or level of the students on their attitudes towards NESTs and NNESTs. In this part, only the attitudes of students will be discussed. At the beginning of one semester, she gave a 5 point Likert-scale type attitude questionnaire to 804 ESL students coming from diverse language backgrounds with an age range of 16-50, along with two open-ended questions asking about their NESTs' and NNESTs' strengths and weaknesses. The teachers of the students were either NESTs or NNESTs, again NNESTs' having different language backgrounds and origins. The same questionnaire was administered to 643

of these students at the end of the semester. Overall, the results of the study revealed that the students had a more positive attitude towards NESTs than NNESTs. However, in general terms, the attitudes of NNESTs' students changed more positively towards their NNESTs than the students of NESTs. That is, the difference between the initial and the final attitudes of the students was more for NNESTs. Time and exposure to both groups of teachers had positive impact on the students' attitudes, and the difference was significant. Other individual differences of the students affected their attitudes towards their teachers. Especially, the students' first languages influenced their attitudes as well as the teachers' origins. To illustrate, Asian students (e. g. Korean) had more negative attitudes towards NNESTs than European students (e. g. French). Besides, as the level of the students increased, their attitudes towards NNESTs levelled up accordingly. As an interesting result, regarding grammar, the students did not show positive attitudes towards NNESTs, as would be expected. This is probably due to the fact that the students and the teachers did not share the same mother tongue. Although Moussu's study was a thorough one, it falls short to yield generalizable results due to the problems with regards to the heterogeneity of both the teachers and the students. Additionally, that the data were collected from the students who either had NESTs or NNESTs makes it difficult to reach reliable conclusions as they lacked the criteria to compare and contrast, namely evaluate, their teachers.

Another study of Moussu was the one conducted with Braine again in an ESL context to find out students' attitudes towards NNESTs (Moussu & Braine, 2006). The study specifically explored what teacher and student variables (at the beginning of the semestre) and how time and exposure to NNESTs influenced students' attitudes. 95 students with different language backgrounds (21 countries),

different proficiency levels (3, 4, and 5) and different ages (17-53), who were taught by four NNESTs again with diverse language backgrounds, different teaching experiences and English backgrounds, participated in the study. They were given questionnaires twice; the initial one at the beginning of a semestre and the final one at the end of the same semestre. The analyses of the data revealed that at the beginning of the semester, overall the students had positive attitudes towards their NNESTs, except for one item interrogating their ideas about NNESTs' cultural knowledge of USA, about which they were mostly unsure. Additionally, it was found out that at the beginning of the semestre, the first languages of the students and the first languages of the NNESTs affected students' attitudes. Among other nationalities, Koreans had a tendency to have more negative attitudes towards NNESTs. (The reason for this difference could be found in the study mentioned below). What is more, the differences were significant. As for the teachers' variables, respect, accent, and appearance resulted in significant differences, which meant that these influenced the students' attitudes towards them. Other differences among the NNESTs, however, did not show any significance. As for time and exposure to NNESTs, in most items, they did not have a meaningful difference because at the beginning of the semestre, the students already had positive attitudes towards the NNESTs. The most noticeable positive effect of time and exposure was seen in the item asking whether the students would encourage a friend to take a class with that NNEST. The fact that the effect of time and exposure did not have as much effect as had been assumed by the authors was related to the small sample size, which, then, could be regarded as a limitation of this study, in addition to the difficulty of controlling the variables of both the students and the teachers. That the results were not triangulated by another tool was another limitation of the study.

Students' attitudes towards NESTs and NNESTs were also studied with a different technique in the data analysis (Lipovsky & Mahboob, 2010). The data were gathered from 19 Japanese high school students who attended an ESL orientation program in the USA. They had one NESTs and one NNEST teaching them at the same time. They were required to write essays about a topic on NESTs and NNESTs at the beginning and at the end of the program. 'The Appraisal Analysis' was used to analyse the written discourse of the students. This more 'fine-tuned' analysis revealed similar results with Mahboob's previous study (2004). That is, the students commented on both groups of teachers' linguistic competences, teaching styles, and personal factors. NNESTs were generally appraised for teaching literacy skills (a linguistic competence) and for their teaching methodology, which addressed the students. They were also favoured for their empathy skills, tenacity, and enjoyment (personal factors). On the other hand, NESTs were considered strong in teaching oral skills (a linguistic competence). This discourse analysis technique helped the researchers understand that a factor which is viewed as a disadvantage by some students could be viewed as an advantage by some other. To illustrate, some students considered the fact that NESTs could not speak the L1 of the students (a lack of the linguistic competence) as something positive since this would oblige them to communicate in English, and this would eventually improve their English. The same incompetence of NESTs was considered as something negative by some students since it hindered their comprehension. As a conclusion, the students in the study recognised the complementary strengths of NESTs and NNESTs, and they did not prefer to be taught by only NESTs or only NNESTs. In addition, it was found that time did not affect the general trend in the students' responses.

### Studies Done in EFL Contexts

A study done in an EFL context was Cheung's, which was conducted to explore the attitudes of university students in Hong Kong towards NESTs and NNESTs and their perceived strengths and weaknesses by the same students (Cheung & Braine, 2007). As a negative attitude has been taken towards NNESTs in that context by some school administrators and parents, which is evident from the discriminatory practice in job offers, it is deemed necessary to shed some light on students' attitudes in Hong Kong. As research tools, Plakan's (1997) questionnaire was used with some adaptations and given to 420 students, from the first grade to the third, from seven universities. Besides, 10 students from three universities were interviewed in a semi-structured form to have a detailed understanding of their experiences with NNESTs, their perceptions of those teachers' strengths and shortcomings, and their ideas about the qualities of a good English language teacher. Classroom observations were also carried out to triangulate the data. The results of the questionnaire showed that the university students generally had a positive attitude towards their NNS English teachers in terms of communication with them and learning from them. The interview data revealed that as the teachers' strengths, the students cited their ability to use their mother tongue in teaching, their effective pedagogical strengths, their being knowledgeable in English (especially grammar), their ability to empathise with students, and their having positive personal characteristics. On the other hand, NNS teachers' examination-oriented teaching approach, overcorrection of students' errors, and their limited use of English were cited as their weaknesses. Another finding of the study is that there is a positive correlation between the students' year of study at the university and their attitude. That is, the longer they stay at the university, the

more positive attitude they have towards them. Similarly, their negative attitude decreases as they pass to the upper level. They also recognised the strengths of their NESTs, who were regarded to have a high proficiency and performance in English and cultural awareness of English-speaking countries. All in all, their teachers' non-nativeness did not create any problems for the students, and they preferred NNESTs over NESTs with more prestigious accents. This result is quite interesting considering the general negative attitude of school administrators and parents toward these teachers in that district.

Another study dealing with students' attitudes to NESTs and NNESTs was of Lasagabaster and Sierra (2005). In the study, students' preferences for either group of teachers were explored. There were 76 Basque students as participants in the study, who were all university students with the age range of 18-36. The data were gathered through a five-point Likert scale questionnaire, which asked about the students' opinions about NESTs and NNESTs' language skills, grammar, vocabulary, pronunciation, learning strategies, culture and civilisation, attitudes and assessment. They were also asked to evaluate these features according to teachers from primary, secondary and higher education levels. They were also required to write their opinions freely about the pros and cons of having NESTs and NNESTs, and which one they would prefer as their teachers. The results of the questionnaire suggest that the students favoured NESTs more as the educational level (that teachers teach) increases. This tendency was clear in the areas of grammar, listening, reading and strategy teaching. The preference for NNESTs was the most when grammar was considered, and that was only in primary level teaching. In general, for the most part, these EFL students showed a preference for NESTs over NNESTs. However, they preferred to be taught by both groups in an ideal situation. As for the pros and cons

part of the survey, their responses were generally in line with the ones mentioned in Benke and Medgyes' (2005) study below.

One of the studies dedicated to students' perceptions of NNS teachers was done by Benke and Medgyes (2005). In the study, 422 Hungarian learners of English with English proficiency level ranging from at least lower intermediate to advanced took part as respondents. They came from different educational backgrounds, some from secondary schools, some from colleges and some from universities. That is why, the ages of the participants were quite different from one another. All of them, however, had been taught both by NESTs and NNESTs for at least more than a year. As an instrument, a five-point Likert-type scale questionnaire was used to determine how they viewed their teachers' classroom management skills and teaching related personal characteristics. Along with it, some open-ended items were attached to gather information about the potential advantages and disadvantages of both types of teacher, as perceived by the students. The results of the study showed that there were significant differences between NESTs and NNESTs' teaching behavior, from the students' point of view. On the whole, NNS teachers were thought to be "more demanding, thorough and traditional in the classroom than their NS colleagues, who are more outgoing, casual and talkative" (p. 204). As a common characteristic of both groups of teachers, their patience was shown. It was also indicated the students were aware of the fact that both groups of teachers are important in the classroom, and they are as complements to each other. About the advantages and disadvantages, the open-ended items revealed that NNESTs were the most advantageous in teaching grammatical issues, which is in line with Medgyes' (1994) statements, while NESTs were so in teaching speaking. NNESTs were also perceived to be promoting language learning more effectively. In contrast, NESTs' classes were found to be

more lively and colourful in general. NNESTs' tendency to use L1 in class was cited as a disadvantage. However, most of the lower level learners believed NESTs were difficult to understand and inefficient at explaining grammar. Besides, that they come from different cultures and language backgrounds added to the communication breakdown between students and teachers, so the students thought.

Another study that investigated students' perceptions of NESTs and NNESTs was done in Korea (Butler, 2007). The objective was to examine how elementary school teachers' accents affected their students' listening comprehension. Another aim was to explore the students' attitudes towards a native speaker model (English with an American accent) and a non-native speaker model (English with a Korean accent). The data were collected from 312 six graders through a matched-guised technique, in which a female bilingual Korean American recorded texts both with American accent and Korean accent. First, the students listened to either the American-accented texts or the Korean-accented texts (159 versus 153 students), and their comprehension was compared. Next, the students were asked to listen to both of the recordings for the second time, after which they responded some attitudinal questions about different qualities (e. g. their pronunciation) of both speakers (in fact, one person). The questions were pertinent to different qualities of NESTs and NNESTs mentioned in Medgyes (1994). Specifically, they were asked about both speakers' ability to use English, English teaching strategies, and general teaching strategies. Students' past experiences with native English speakers (if any) were also investigated. The results of the study indicated that there were not any significant differences between the comprehension and performance levels of the two groups of students for the two accented English conditions. That is, the accents of the teachers did not affect the students' listening comprehension. As for the attitudes, however,

there were significant differences between the attitudes of students towards the two guises. Their preference for the American guise was much stronger because she was found to have better pronunciation and more confidence while speaking English. They also thought that she would focus more on fluency and use Korean (L1 of students) less in class. The data, however, did not yield any significant differences for the teachers' general teaching strategies.

One of the studies done in an EFL context was Liu and Zhang's (2007), which examined 65 (53 female-12 male) third year college students' perceptions of 4 NESTs and 11 NNESTs in terms of teaching attitudes, teaching styles (means of instruction), evaluation (assessment), and teaching outcome (performance). 9 of these students were also surveyed through an interview on their NESTs and NNESTs. Specifically, they commented on which areas their teachers should develop themselves in order to address their needs. The results showed that while according to the students there were no differences between the attitudes of NESTs and NNESTs in teaching, their teaching styles and evaluation of the students were found to be significantly different from each other. In other words, NESTs were perceived to be better as they provided diversity while teaching and because they were more flexible in evaluating the students. When it comes to the teaching results, most of the students believed that they learned English more with their NNESTs (Chinese). The interview data revealed that students with upper-levels of English enjoyed NESTs' classes more than the lower-levels, who experienced nervousness because of inability to express themselves in English. Students generally preferred face-to-face interaction with both groups of teachers. The interview results were not used to support the findings of the questionnaire, though. The number of female and male students is not even, which may have biased the results, and the unequal number of

NESTs and NNESTs may have affected the students' perceptions of them.

All the studies mentioned hitherto investigated students' attitudes towards or perceptions of NESTs and NNESTs explicitly, mostly through surveys. A study which explored students' attitudes through an implicit method was of Todd and Pojanapunya's (2009). The purpose of the study was to explore students' both explicit attitudes and implicit attitudes and to find out a relationship, if any, between the explicit and implicit attitudes by comparison. In the data collection process, 261 Thai university students were first given questionnaires to measure their explicit attitudes, and then they took the Implicit Association Test for the measurement of their implicit attitudes towards both groups of teachers. Next, the results were compared. The results of the study indicated that the students' attitudes towards their NESTs and NNESTs were mixed and complex, and when compared, there were differences between the explicit and the implicit attitudes. Generally speaking, however, it was found that explicitly the students preferred NESTs over NNESTs, and they expressed warmer feelings towards NNESTs. When their implicit attitudes are considered, however, they did not display a difference between NESTs and NNESTs in terms of preference. That is, explicit attitudes are not related to implicit attitudes. Another finding of the study shows that the students' previous learning experiences affected neither their explicit nor implicit attitudes towards NESTs and NNESTs. This study is important in implying that students' explicit attitudes may be inclined to be prejudiced towards NESTS and NNESTs rather than the real unconscious attitudes. However, as in line with most studies mentioned above, even if not explicitly, the students implicitly do not have a clear preference of one group of teachers over another, probably because they recognise (again unconsciously) their respective strengths and weaknesses.

## The Context of the Present Study

As mentioned above, Turkey is a country belonging to the ‘Expanding Circle’ (Kachru, 1992), where English is taught and learned as a foreign language. The world-wide spread of English has also affected Turkey in sociological, cultural, economic, and educational terms. Although English does not have an official status in this context, it has a privileged status in the society among other languages, be it in educational or professional areas. English is mostly the second language learned for the majority of the people in Turkey in addition to their mother tongue-Turkish, and it is learned for a third language by ethnic minorities present in Turkey in addition to the official language-Turkish (Doğançay-Aktuna & Kızıltepe, 2005). Selvi (2011) states that “[a]s in other monolingual European countries, English is increasingly used for intra-national as well as international communication with the rest of the world” in Turkey (p. 182).

The main agent of the spread of English in Turkey has been the educational institutions, both private and public, including higher, secondary, primary, and elementary education, and more recently even pre-school levels, especially in big cities across Turkey (Doğançay-Aktuna & Kızıltepe, 2005). The teaching of English as a foreign language has a long history in Turkey, which gained importance with the establishment of a private secondary school with an English medium instruction in Istanbul (as cited in Kırkgöz, 2005). About a century later, the spread of English in Turkey started to gain speed with the establishment of English-medium state secondary schools and then a university (Kırkgöz, 2005). In 1997, English was started to be taught to 4 and 5 graders at primary school (Kırkgöz, 2005). And finally, in 2012, with the new curricular education reform, second graders (age 6)

also began to learn English at state schools, as well (as cited in Kırkgöz, 2014).

Thus, once having a special role in Turkish academia and its use as a *lingua franca* for tourism across the country, English has also gained importance in the workplace as ‘a job requirement’ and as a ‘financial incentive’ (Doğançay-Aktuna & Kızıltepe, 2005; Selvi, 2011). It has even been able to establish its place in Turkish business discourse and the media, through which it has insinuated into the daily lives of Turkish people and the Turkish language, as well (Selvi, 2011).

Despite the efforts of the state for the enhancement of English learning in Turkey, it remains as a problem to be solved as shown below by the Ministry of Education:

There is no question that the key to economic, political and social progress in contemporary Turkish society depends on the ability of Turkish citizens to communicate effectively on an international level, and competence in English is a key factor in this ability. Yet, despite continual efforts at improving the effectiveness of language education in Turkey, a significant percentage of students leave school without the ability to interact successfully in an English-language medium (as cited in Kırkgöz, 2014).

One reason may be the dramatic increase in the number of students from primary school through higher education (as a result of the reforms mentioned above), combined with the shortage of English language teachers, which is tried to be made up with non-ELT teachers (even with graduates of other departments), who receive some pedagogical and language training before teaching (Kırkgöz, 2005). This lack of qualified local NNESTs have also been acknowledged by some scholars (Alptekin, 1991; Doğançay-Aktuna & Kızıltepe, 2005).

In spite of the controversy regarding the spread and use of English, especially over as a medium of instruction, and its perceived adverse effects on Turkish language, it is being promoted by the state (Selvi, 2011). Despite the fact that “there is a great disparity between the quality and the quantity of English language teaching

that different strata of the society can have access to” because of “a lack of economic support and qualified teachers” (Doğançay-Aktuna & Kızıltepe, 2005, p. 262), the societal demand for English is constantly increasing. The reason for it is mainly due to its perception as a gate to ‘better-paying jobs’ and ‘academic advancement’ in the society (Doğançay-Aktuna & Kızıltepe, 2005).

Being aware of this increasing demand for English language, educational institutions (especially private ones) in Turkey have started to look for ways to appear attractive for their potential costumers- students. According to Üstünoğlu (2007), “[c]ompetition among private universities and the importance of foreign languages have led those universities to employ native teachers of English rather than more experienced non-native teachers in order to be different and attract more students”, which would contribute to their survival as institutions (p. 65). Private primary, secondary, and high schools are no exception in this regard in Turkey.

Hiring NESTs for teaching positions is a common practice especially in EFL contexts across the world, and as Bedford (1970) explains,

the reason for employing the native speakers as teachers of English all over the world is the shift in emphasis from the once dominant translation method to the aural-oral approach. And this shift has made new, quite different, and in many ways greater demands on English teachers” (as cited in Şahin, 2005).

As “another important reason though less apparent” he adds

is the high priority that it imposes on the ability of the teacher to speak the language he/she teaches. It demands a good deal of fluency on part of the teachers. Most of the nonnative teachers have no way of acquiring this facility and hence, the necessity of hiring native speakers as teachers of English rises.

This is also true for Turkey, and more and more private institutions try to hire as many NESTs as possible. According to Alptekin (1991), NNESTs are the reasons for this practice, and he states that “the need for native speakers stems chiefly from the

inadequacy both in quantity and in quality of the local teachers of English to meet the rising demand for this ‘lingua franca’ of our age” (as cited in Şahin, 2005), a finding also echoed by Doğançay-Aktuna (2005) and Bayyurt (2006). This low quality and quantity of local teachers could be attributed to the abrupt increase in the demand for ELT professionals as a result of the educational reforms and to the practice applied to fulfil this demand as mentioned above.

### Studies Focusing on NNEST Issues in Turkish context

The need for hiring NESTs in the Turkish context has brought about some effects on Turkish NNESTs and students, shaping their attitudes and perceptions towards NESTs and NNESTs, as well. The following studies carried out in this EFL context shed some light on attitudinal perspectives towards NESTs and NNESTs in Turkey.

Şahin (2005) is the first to examine the effects of NESTs on students’ attitudes towards English and the people of the language, and consequently on their success in English learning. The data were collected from 1,075 (637 male and 438 female) private secondary school students (now high school level) studying at the preparatory school with the age range of 13-15. While 844 (78%) of them have been exposed to NESTs (at least one), 232 (22%) of them have never been taught by NESTs. First, the test scores (average) of these two groups’ were compared, and it was found that the scores of students taught by NESTs were higher than the scores of the ones who were not. Then, the two groups’ responses about their attitudes towards the target language and the people of the target culture were compared. The results showed that the students with a NEST experience had more positive attitudes

towards the community of the target culture more than the ones who only had NNESTs. However, the difference between their attitudes towards the target language was not meaningful. It was concluded that a NEST experience helped the students have positive attitudes towards the people of the target language although it was not true for the target language itself. Besides, the students taught by NESTs were found to be more successful than the ones who were not. What is more, the length of exposure to NESTs correlated with the success of the students and their attitudes towards the people. The success and the attitudes of male and female students were also compared. It was found that girls were more successful in their scores and had more positive attitudes towards the target language than male students. However, no information was provided for NESTs and NNESTs (i.e their competences, language skills, and experience). Moreover, the number of male and female students was unequal, and so was the number of students who have been exposed to NESTs and the ones who have not. And as to the scores of the students, only test scores do not provide adequate information about a student's language competence and performance. All these factors may have biased the results. A lack of triangulation of the results was another deficit of the study.

One of the studies done is Yılmaz's (2006) in the same context. While examining the opinions of 385 senior high school students from Anatolian High Schools (where English is taught intensively) about the role of culture in learning English, Yılmaz also gathered some data on the students' perceptions of NESTs and NNESTs' characteristics. The findings of the study showed that these students regarded nationality important for English language teachers, so being a NS of the target language was referred to be important by these students. Specifically, most of the students thought that English language teachers should be from England and the

U.S.A. Interestingly, they were unsure about NESTs from other countries like Canada or Australia. Similarly, they were not certain about Turkish NNESTs and teachers from outer-circle countries, either. However, they disagreed with the idea that English language teachers should be from other EFL countries (i.e. countries from the expanding circle). They were also asked about the characteristics of NNESTs and NESTs separately. As for Turkish NNESTs, it was understood that they were viewed better at understanding students' language difficulties in comparison with NESTs. However, the students did not agree with the idea that Turkish NNESTs teach English better than NESTs. Similarly, they were unsure about whether Turkish NNESTs are knowledgeable about the target culture, whether they can teach it contrasting with the local culture, and whether they can inform the students about the target culture. With regards to their opinions on NESTs' characteristics, it was understood that they agreed with the idea that NESTs teach English better than Turkish NNESTs. As to the target culture, they were found to inform the students more and teach it better than Turkish NNESTs. When they were asked about their opinions of English language teachers' characteristics in general, they stated that teachers should speak the L1 (Turkish) of students (NESTs, too), be knowledgeable about the Turkish culture, and be knowledgeable about the target culture. As for their preferences of English language teachers in general, below is their ranking:

- 1- NESTs who can speak Turkish,
- 2- Turkish NNESTs who lived in inner-circle countries,
- 3- NESTs,
- 4- English language teachers with English language teaching diplomas,
- 5- Turkish NNESTs

So, it is concluded from the study that these students favoured NESTs more than Turkish NNESTs in teaching English. However, they viewed speaking Turkish and

being familiar with the Turkish culture as important characteristics for an English language teacher. And in this regard, they found Turkish NNESTs better at understanding their language difficulties more. It should be noted, however, that the participants in this study did not have NESTs teaching English to them. That is, they only had experience with Turkish NNEST. So, their perceptions and opinions of NESTs are, in a way, based on their assumptions.

In her study, Üstünoğlu (2007) studied the perceptions of 311 university students with English language levels ranging from elementary to advanced, studying at a private preparatory school of a university in Turkey. She wanted them to evaluate their NESTs (19) and NNESTs (19) in terms of in-class teaching roles, in-class management roles, in-class communication skills, and individual qualities. The results of the study showed some differences between these two groups of teachers. First, NNESTs were taught to demonstrate in-class teaching roles, like stimulating interest for the lesson, adjusting the level of subject content for the students, using educational tools appropriately, correcting errors efficiently, and checking students' achievements better than NESTs. Similarly, NNESTs were found to be better at in-class management roles than NESTs such as maintaining discipline in the classroom, being better prepared, promoting active participation in the lesson, and complying with lesson plans. As for in-class communication, NESTs were favoured more than NNESTs. They were found to be better at making lessons enjoyable, using body language, praising students, and treating students respectfully. With regards to individual qualities, there was a meaningful difference between NESTs and NNESTs. The students regarded NESTs more cheerful, trustworthy, energetic, respectful, consistent, tolerant, easy-going, and sensitive in comparison with their NNESTs. Although the subject number of this study is quite good for reliability and

making generalisations, it could have been triangulated with interviews and lesson observations, which would make it sounder.

One of the studies dealing with students' attitudes towards NESTs and NNESTs was of Inceçay and Atay's (2008). They also studied the effect of NESTs and NNESTs on EFL learners' classroom interactions. The participants of the study were 18 (4 female and 14 male) private university students studying at the preparatory school with an age average of 19. They were intermediate level students being taught both by a NEST (male) and a NNEST (female) in different skills. A pair of teachers of the same class was observed. The NNEST was a Turkish with a teaching experience of 8 years, and the NEST experienced teaching English as a foreign language for 15 years. Both of them were graduates of ELT. The data were collected through interviews and video-recorded lesson observations. The lesson observations lasted for about 3 months. The interviews were held with every student one by one at the end of the lesson observations. The results of the interview data showed that the students had different attitudes towards their teachers. The majority of the students (72%) preferred their NEST as better English teachers. On the other hand, they stated that a NNEST would be more preferable in the early stages of L2 learning as they could help students with the use of L1 especially in grammar explanations. The students also provided reasons for their choice. Their preference of NESTs was attributed to the relationship between the students and the NEST, the freedom of the students during classes, and the authenticity of topics and language use the NESTs provided them. The students stated that they had a more friendly and flexible relationship with their NEST, which they could not enjoy with their NNEST. As for freedom, they mentioned that they felt freer with their NEST during the class time as he did not have as strict rules as the NNEST, like not letting students enter

the class late or speak in Turkish. Besides, at the expense of ensuring classroom discipline, their NNEST did not let them have group or pair works, which they enjoyed a lot in the NEST's classes. With regard to authenticity of topics and language use, they said that they could practice English more with their NEST through speaking about any topic because they did not have to follow a course book. Other topics were also revealed based on the findings of the lesson observations. First of all, it was found out that the number of students' initiating a conversation was more in the NEST's classes. That is, the overall teacher talk was much more in NNEST's lessons. Besides, the length of the students' utterances during the conversations was much lower in the NNEST's classes as they focused on grammar, not speaking. Another result was that the students used their L1 more when they had difficulty with the target language; in the NEST's classes, however, they did their best to keep the conversations in English. Besides, the students felt obliged to self-correct their grammar mistakes in the NNEST's classes more while they did not bother doing so in the NEST's. The reason for this was related to the NNEST's focus on grammar and error correction, but the NEST usually did not interrupt the students as long as their mistakes did not break communication. The last element found in the NEST's classes was the humour factor, which led the students to enjoy the lessons and feel relaxed. This factor was non-existent in the NNEST's classes. Overall, the differences between the students' attitudes towards their NEST and NNEST were attributed to the different cultural backgrounds of the teachers, the relationship they formed with their students, and the teaching principles they applied throughout their lessons. However, the type of the courses the teachers were assigned to teach (NEST-speaking course and NNEST-grammar course) was not mentioned as one of the reasons of the teachers' behaviours in class, which should affect the students'

attitudes. The small sample size and the lack of a standardized measurement tool could be regarded as deficiencies on behalf of the study.

Another study conducted in this EFL context deals with students' perceptions of NS and NNS foreign language teachers, too (Demir, 2011). The study aimed at investigating undergraduate students' perceptions of both groups of teachers. It also tried to find out whether gender and students' previous experiences with NS teachers influenced their perceptions or not. The teachers were evaluated in terms of in-class teaching and management roles, communication skills, and their individual qualities through a questionnaire. Differently from the ones mentioned so far, in this study, not only students' perceptions of NESTs and NNESTs, but also students' perceptions of native and non-native Japanese speaking teachers were investigated at the same time because overall the perceptions towards nativeness/ non-nativeness were examined. It is relevant to mention this study here since it could add a different perspective to the studies done in the Turkish context. 120 students from 3 different universities participated in the study. Of the students, 83 were female, and 37 were male. Besides, 46 of them were studying Japanese, and 74 were studying English. As an instrument, a five-point Likert type questionnaire was implemented to collect the data. The descriptive analyses of the data demonstrated that students' perceptions of NNS teachers were more positive than the NS teachers in all of the above-mentioned qualities. When the means were compared for both groups of teachers, however, the only significant difference was in the category of in-class teaching roles. In other words, the students' attitudes towards NNS teachers were higher only in this category. Another finding was that male and female students' perceptions for both groups of teachers were significantly different from each other in all categories. That is, male students held more positive attitudes towards the teachers than females. As

for the other variable, students' past experiences (the number of NS teachers they had) with NS teachers did not affect their overall perceptions. One limitation of the study was the relatively small sample size. Although it explored the gender effect, only 37 of the participants were male. That means some of the data came from only 37 students. The study did not triangulate the results, either, which decreases the reliability. Another thing is that apparently the students had much more NNS teachers than NS, which is evident from the sentence "All the students had at least one native speaker teacher during their university education." (p.6). The number is too few to give sufficient idea about NS teachers to compare them with non-native counterparts. Moreover, the native teachers' being from different language backgrounds may have affected the results because students' attitudes towards a native teacher consist of the beliefs, feelings, and opinions towards the language of the teacher, as well. And this difference was not a matter of comparison or a variable in the study.

Another study (Demir, 2012) done in Turkey concerns students' perceptions with regards to NESTs and NNESTs' effects on their attitudes and motivation, similar to Şahin's (2005). They were examined through a comparative analysis. The data were obtained from 96 (50 male-46 female) Turkish university students with an age range of 18-21, and they had both NESTs and NNESTs teaching them English in the preparation school of a state university. They were given a five-point Likert scale questionnaire, mostly prepared and adapted by the researcher. The results demonstrate that the students favoured their NESTs more than their NNESTs, and they stated that their English was positively affected by them more frequently than NNESTs. Their lessons were found to be more interesting and enjoyable than NNESTs'. Hence they declared they were more motivated to learn English in their

lessons. They were also preferred more for their culture teaching in comparison to NNESTs because more than half of the students believed that they needed to learn the culture of the language, too, to learn the language well. Moreover, students regarded their NESTs to be better at teaching vocabulary, pronunciation, and speaking skills, as well as listening and writing while their NNESTs were thought to be better in teaching grammar. NNESTs were found to be communicating more with the students, as well. The students also acknowledged the fact that NNESTs provided more strategies and ideas for the students. As for NNESTs' accents, the students thought that they did not have to have perfect native accents; however, they attributed importance to their accents. Although students seemed to have more positive attitudes towards their NESTs, they believed that NNESTs could also be as effective as NESTs in general. However, only slightly more than the half of the students preferred to be taught by both teachers at the same time. And even though NESTs were clearly regarded highly by these students in many respects, they still thought a teacher's being a good teacher was more important than their nativeness / non-nativeness. There are many limitations to this study, which may have distorted the results. First, it is not clear whether the items were translated into Turkish or not to enable understanding. The language levels of the students were not mentioned, either. If there were also beginners or elementary level students surveyed, they may not have interpreted the items well. Besides, the questionnaire was implemented in the middle of the term, which means that the students had not had enough experience with the teachers. In addition, the small sample size makes it hard to generalise the results for this EFL context. Most of all, that only the results of the questionnaire were relied on to draw conclusions poses a threat for the reliability of the study.

In this chapter, the constructs of NEST and NNEST, a good English teacher, and attitude were defined. Then, the discussion over NESTs and NNESTs in the world was presented. Besides, research on self-perceptions of and attitudes towards NESTs and NNESTs in ESL and EFL environments were reviewed. The following chapter will present the methodology of this study, including the research questions, the participants, the instruments, and the analyses.

## CHAPTER THREE

### METHODOLOGY

This chapter consists of six parts: research design, research context, participants, data collection instruments, procedure, and data analysis. First, the design of the study is presented including the research questions. Second, an elaborate description of the research context, participants, and the data collection instruments are provided. Then, the procedure followed during the data collection process is described. Finally, in the data analysis section, how the data gathered were analysed is presented.

#### Research Design

In this study, a mixed design was used, where both quantitative and qualitative methods were employed to explore the attitudes of students towards NESTs and NNESTs, and the reasons for these attitudes. The quantitative research method was employed in order to collect data from the students through the questionnaires. This ‘top down’ scientific method allowed the researcher to analyse and explain the attitudes of the participants towards the present variables- NESTs and NNESTs in the study. With such a large number of samples (680 students), the aim was to give statistically significant and generalizable results. The qualitative research method was employed, as well, as a ‘bottom up’ method, which allowed the researcher to gain a holistic understanding of how participants feel, think, and behave in relation to NESTs and NNESTs and why. The data for the qualitative method were collected through focus group interviews with students, on-site observations in two

classrooms, and from written responses of students to an open-ended question. Thus, through this mixed design, the corroboration of the findings was aimed.

The present study attempts to investigate the following research questions:

- 1- What are the attitudes of secondary school EFL students studying at private schools towards native and non-native English speaking teachers in terms of learning English and a good English teacher image?
- 2- What are the reasons of students' preferences for native English speaking teachers and/or non-native English speaking teachers?

### Research Context

This study took place in an EFL context, where English is taught and learned as a foreign language, namely Istanbul, Turkey. The participating students were from six different private schools, and the teachers were from one of these schools. Only one school was chosen for the lesson observations because it was the closest one to where the researcher lived. The schools are all members of one foundation. So, the administrators and the teaching staff are supposed to be following the same or similar teaching and learning principles as the educational philosophy of the schools are alike. The vision and the mission of the schools are also similar in this sense.

According to the information obtained from the administrators and teachers during the data collection process, the vision of the schools is to be one of the prominent schools of Turkey, and to get known internationally by educating successful students for the future. This will be done by helping them become creative, compatible with the world, solution-oriented, enterprising, patriotic, well-equipped, productive, moral, and dynamic individuals. As for the mission of the schools, they aim at

educating students who have adopted the principles and the opinions of Atatürk, and who are productive, creative, and responsible. The ultimate aim is to contribute to the future of Turkey. The mission is realized by educating these students through the most developed teaching methods supported by technology and foreign language intensive. There is a common syllabus used for teaching English in these schools, and the materials are the same, apart from some extra hand-outs prepared optionally by individual teachers. The teachers are required to research modern educational systems and materials, attend related seminars, and produce materials accordingly. The aim of English teaching at schools is to create classroom environments where students can learn English well through modern teaching methods, which are meaningful, effective, and interesting, and by which individual differences are taken into consideration. The academic syllabi and curricula are planned according to the collaboration of Turkish (NNESTs in this context) and foreign (NESTs in this context) teachers. Because of these above mentioned similarities among the schools, an effect emerging from different teaching and learning contexts on the students' attitudes is diminished.

The materials used are for ELT and non-ELT, which support the curricula in different ways. English is offered through two language courses - Language and Production, and Interaction and Literature. Language and Production is a course in which the focus is mostly on grammar and language use. They are taught explicitly and systematically in the lessons with the aid of materials used. The materials also provide practice and interactive activities. The same English course book, which is of British origin, is followed by all schools, and English is taught in an integrative method through the book, where all skills - reading, writing, speaking, and listening, and grammar and vocabulary are dealt with by the teachers. The aim of this course is

to help students use English in an accurate and fluent way. This course is offered by only Turkish NNESTs in the schools. In Interaction and Literature course, the focus is mostly on interaction and communication, built on the skills acquired in the course mentioned above, through reading passages and language presentations. Another course book (again British) is used for this course, where students are engaged in interactive and communicative activities. Although all skills are taught in the course, speaking and vocabulary are given special attention by the teachers. Writing and reading are also taught along with listening skills. Though taught implicitly, grammar is not the focus in this course. This course is offered only by NESTs in the schools, if possible.

In the data collection process of this study, the native teachers in these schools were all from the inner-circle countries. The NESTs were British, American, Canadian, and Australian. Normally, if native teachers are not available, non-native teachers from European countries like Sweden, Kosovo, Ukraine, and other countries like Russia or Nigeria are hired instead of Turkish English teachers. In this EFL context, “native-speakerness may be associated with appearance, name, or even attitude. As long as one “looks” or “sounds” native, he/she could easily be hired” (Tatar & Yıldız, 2010). So, it is probable that the participants may have had non-native English teachers other than Turkish for Interaction and Literature course. Originally, there are 8 schools of the foundation, and all of them were going to be researched, but two of the schools had teachers from Kosovo and Sweden as “NESTs” at the time, so they were excluded from the study. That is, only Turkish NNESTs were included in the study.

Students take 8 hours of English lessons in a week. The proportion of these two courses may vary from school to school because of convenience, but generally

Language and Production courses are one or two hours more than Interaction and Literature courses. That is, students are exposed to their NNESTs more frequently than their NESTs on a weekly-based schedule. “The school principals in [this] project are likely to have assigned NESTs with the job of conversation on grounds of linguistic considerations alone. Such a selection criterion is of dubious value. Considering the NESTs’ lack of EFL training and experience, however, there is no doubt that the principals’ decision was...right” (Arva & Medgyes, 2000, p. 364).

Three of these schools are located on the Anatolian side of Istanbul, and the others are located on the European side. They are in different areas of different districts in Istanbul. Namely, they are in Acıbadem, Bağdat Street (Göztepe), and Kartal and in Beşiktaş, Florya, and Tarabya. As is apparent from the locations of the schools, it is most likely that they represent a wide range of students whose families could be from diverse educational and socio-economic backgrounds.

### Participants

In order to answer the research questions posed, students who were studying at private secondary schools at the time participated in the study. The students were the students of private schools because state school students in Turkey are unlikely to have a NEST throughout their English learning. It was not possible to choose individual students for the study due to the excessive number, so only the schools were chosen through a convenience sampling method. State schools and most private schools in Turkey are not able to hire native speakers of English as language teachers because there are not enough NESTs living in Turkey, and because NESTs are more expensive to hire than NNESTs. That is why, it was almost impossible to apply the

random sampling. These students were 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders because they were supposed to be at pre-intermediate to upper-intermediate levels of English, which should give them the ability to understand native speaker English teachers and to compare them to non-native counterparts in several respects. Besides, if the fact that they had mostly been the students of the same school at the primary level is taken into consideration, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students are most likely to have encountered more native English teachers so far than those in the 5<sup>th</sup> grade and under. Moreover, it was more likely that they would take the research more seriously and answer the questions as supposed, given that they were older and more mature. The researcher was informed by the school administrators that the number of female and male students in each class was more or less the same. So, any effect of gender on the results of the questionnaires is not likely. This study is interested in secondary school students' attitudes, so only these grades were investigated. When the data were collected, 5<sup>th</sup> grade students were not included in secondary school level. However, the educational system has changed, and now 5<sup>th</sup> graders are also considered secondary school students.

The students were from six different private schools. The students' ages ranged from 12 to 14. All the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students, 680 in total, were given the questionnaires. There were some missing samples who did not answer the open-ended question at the end of the questionnaire, so 643 students answered it. Apart from the questionnaires, one group of students representing each class from each school, with an average number of 14 was interviewed. In total, 84 students were interviewed through 6 different interviews. A purposive sampling was used to select the students to be interviewed. One female and one male student who could express their feelings and thoughts openly were chosen from each class (only 6, 7, and 8

grades) of each school. It was done to eliminate a possible effect of gender and to give each class a chance to be represented.

Additionally, in one of these schools, two NESTs and two NNESTs were observed to pinpoint possible different or similar real classroom practices of NESTs and NNESTs for the same classes. As in the selection of students for interviews, a purposive sampling method was applied for these teachers, as well. After all, the aim of the qualitative research is to have an understanding, to describe, and to clarify an experience, so how representative the sampling is of no concern in this kind of research (Dörnyei, 2007). Another purpose of the lesson observations was to identify the convergent and the divergent points between what was presented by the teachers while teaching and what was stated by the students as to their teachers and their teaching in both the open-ended question and the interviews. The English lessons- Language and Production and Interaction and Literature of one 7<sup>th</sup> grade class and one 8<sup>th</sup> grade class from the same school were observed for in total of 35 lesson hours. These classes, as is true for all the classes in the study, had a pair of one native and one non-native teacher.

Table 1 presents some personal information about the teachers observed.

Table 1. Information about observed NESTs and NNESTs.

	NEST 1	NNEST 1	NEST 2	NNEST 2
Nationality	Canadian	Turkish	British	Turkish
Age	33	32	41	42
Gender	Male	Female	Female	Female
Years of ELT Experience	5	9	8	20
EFL Education	TESOL certificate	BA in ELT	CELTA & ICELT Certificates	BA in ELT
Classes Observed	7-A	7-A	8-A	8-A
Lessons Observed	10	10	10	5

The native teacher of the 7<sup>th</sup> grade class was a male Canadian English teacher with 5 years of English teaching experience in this EFL context. He used to be a language teacher back in Canada, and he taught both to English speaking students and French speaking students, as well. The non-native teacher of the same class was a female English teacher of Turkish origin with 9 years of language teaching experience. The native teacher of the 8<sup>th</sup> grade class was a female from England, and she had taught as a class teacher at primary school back in her country. She had been teaching English for 8 years in Turkey. The non-native teacher of the same class was also a Turkish teacher with an experience of 20 years in ELT. The previous teaching experiences of the native teachers were not taken into account because until they came to Turkey, they were not teaching English to students whose first language was Turkish, which is the point under discussion in this study- teaching English to Turkish students. In other words, the native teachers observed as well as the ones included in the study indirectly (the native teachers of all the students participating in the study) were not qualified as EFL teachers prior to their arrival in Turkey. As the

NNEST of 8-A preferred to allow her students to practise for their PET or CET exams (standard tests for English), she stopped teaching English towards the end of the semester. So, the researcher could observe this teacher's class for only 5 lesson hours.

### Data Collection Instruments

As questionnaires are found useful in collecting “information about affective dimensions of teaching and learning, such as beliefs, attitudes, motivations, and preferences”, the primary data source in the data collection process was the questionnaires, which focus on the students' opinions and feelings about native and non-native English teachers in terms of learning and teaching English (Richards & Lockhart, 1994, p. 10.). They were used to answer the first research question investigating the students' attitudes towards NESTs and NNESTs. The questionnaire (see App. A) was adapted from the one that was used in Moussu's study (2006). The English version is also available in Appendix B. The original questionnaire is a highly reliable and a valid one as it was created especially for Moussu's doctoral thesis study to measure students' attitudes towards NESTs and NNESTs. It is a five-point Likert-type scale, an example of an explicit measurement technique. Brown asserts (2001) that “Likert-scale questions are effective for gathering respondents' views, opinions, and attitudes about various language-related issues” (p. 41). According to Krosnick, Judd, and Wittenbrick (2005), Likert scales can yield highly reliable and valid measurement of attitudes as long as the items and the scale are created based on sound theoretical assumptions and the rating scale includes reasonable and moderate number of points. Given the sample size of the study, using questionnaires was but

an obligation, as well. After the implementation of the questionnaires, the internal consistency of the items was measured to reveal whether the questionnaire items were reliable. The reliability coefficients (Cronbach's alpha) was found to be "0.924", so the items could be judged to have a high degree of reliability, which helps the results become quite generalizable.

Because the context for which the original questionnaire was created was an ESL environment, two of the items related to teachers' appearances were excluded. The other items were used as they were. Another difference is that the participants in Moussu's study either had NESTs or NNESTs in their English lessons. However, the participants in this study filled in the same items for two groups of teachers separately. Thus, the adapted questionnaire consists of four sections. In the first section of the questionnaire, students' attitudes towards their NNESTs are measured. The second section includes the same items for students' NESTs. The items in the third section attempt to reveal students' attitudes towards English teachers in general regardless of nativeness/nonnativeness. Another item was attached at the end of the questionnaire to investigate whether students would prefer only NESTs or only NNESTs, or both of them together. Following this item, an open-ended question was added to reveal the possible reasons of their choices. The students were allowed to write as much as they wanted in the blanks provided. The students were not required to write their names so that they could feel comfortable writing about their teachers. Biographical information was not collected from the students in order to maintain confidentiality and anonymity.

In order to find out what the reasons for these attitudes were, structured focus-group interviews were held. Interviews are believed to be one of the convenient research instruments in qualitative studies as they are very useful

communication methods (Dörnyei, 2007). The purpose was to be able to answer the second research question partially. Interviews, though implemented to a small sample from all the students, were adopted as a complement for the findings obtained from the open-ended question at the end of the questionnaire, which investigated the reasons for why they would choose a NEST, a NNEST, or both. As Currie and Kelly (2012) suggest, group interviews can “generate rich data through participant interaction” because “group dynamics can stimulate participants, increasing their recall of specific events and encouraging elaboration beyond what the interviewer may have intended and what would have emerged in one-on-one interviews” (p. 408). Another purpose was to help the triangulation of the data gathered through the qualitative methods, namely lesson observations and the open-ended question, as well as the questionnaires in this study. The triangulation was especially given importance because multiple data sources help increase the reliability and the internal validity of a study (Merriam, 2009). The questions (see App. C) for the interviews were adapted from another questionnaire used by Lasagabaster and Sierra (2005). The English version of the interview questions is available in Appendix D. Every item in the questionnaire used for their study was changed into an interview question. The interview questions sought to find whether they would prefer a NEST or a NNEST in general, the advantages of having both teachers at the same time, which teacher is better at teaching grammar, vocabulary, pronunciation, listening, reading, speaking, strategies, culture, which teacher affects the students’ attitudes towards learning English and towards English speaking countries in a positive way, which teacher assesses their language skills better, and why. The interviews were planned to be video-taped, but the school administrators did not give any permission for video-taping. So, all the interviews were audio-taped and then transcribed.

In addition to these tools, another qualitative method, field notes were used. In order to obtain some information about possible differences and similarities in classroom practices of NESTs and NNESTs, which could affect students' attitudes towards them, joint classes of two NESTs and two NNESTs were observed. The field notes were obtained through observation protocols. Observations, as another qualitative inquiry instrument, enable the observer as an outsider to gain an understanding of a context which can be regarded as a routine for the insiders, in addition to providing triangulation for other data sources like interviews (Merriam, 2009). According to Bartel (2005), observations are also useful instruments to understand teachers' classroom routines and teaching schemata. Descriptive notes and analytical notes were written down in the course of lesson observations with a special attention to students' observable feelings and opinions about these teachers and their behaviours towards them respectively.

### Ethical Issues

In Turkey, if a researcher wants to do some research on educational practices, they need to obtain permission from the ministry of education, especially if large samples from schools and audio-taping as a data collection instrument are included. There are some procedures that one needs to fulfill for the permission.

That is why, the researcher first obtained consent from the administrations of each school in order to proclaim that they had consent at the beginning of the spring semester in 2012 (see App. E). Afterwards, a permission document from Lucie Moussu which shows that the researcher was allowed to use her questionnaire in this study was obtained by personal contact through the Internet. The Turkish translation

of the research proposal was also supplied along with the acknowledgement of the ELT department of Boğaziçi University. Meanwhile, upon the request of the administrators of the schools, another permission was taken from the educational management of the foundation. It took about three months for them to give the permission (not a written document, though). Upon this permission, three of the schools agreed to start with the data collection (the questionnaires and the interviews) towards the end of that spring semestre without the formal permission from the provincial directorate of national education as the researcher stated that the process was subjected to serious delay due to the permission taking procedures. The formal permission of the ministry (see App. F) was finally provided towards the end of the following fall term (in 2012), only after which the remaining schools agreed to participate in the study.

### Procedure

In order to find answers to the research questions posed, data were collected through questionnaires including Likert-scale items and an open-ended item, structured focus group interviews, and lesson observations. Before the data collection period started, the necessary permissions from the administration of the foundation and the administrators of the individual schools were received to conduct the study. The administrators were asked to sign the consent form. The administrators were aware that the study was about students' attitudes towards their native and non-native English teachers. As for the students, they were not given consent forms because the administrators said it was not necessary, so an oral explanation was provided as to

the questionnaires before they were implemented in each class. It was also added that they did not have to take the questionnaire if they did not want.

First, the lesson observations started in the spring term of 2012. Two NESTs and two NNESTs agreed to be observed. On a weekly period, the researcher observed one 7<sup>th</sup> grade class and one 8<sup>th</sup> grade class in English lessons with both their native and non-native teachers. The researcher positioned as an observer throughout the lessons without any inclusions or interference. As mentioned before, NESTs were observed in Interaction and Literature lessons, and NNESTs were observed in Language and Production lessons. Unfortunately, the researcher did not have the opportunity to observe any of the 6<sup>th</sup> graders' English lessons because of the inconvenience of the programme. The observations lasted for about three months from March to May in order to have some prolonged engagement and thus some systematic data. The observation period was scheduled in this way deliberately because “[p]rolonged engagement provides a foundation for credibility by enabling the researcher to learn about the culture of an organization or other social setting over an extended time period that reduces the conflict which may arise from the newness of researchers and respondents to each other’s presence (Erlandson, 1993, p. 133).

Towards the end of the spring term of 2012, three of the schools were given the questionnaires within two weeks. Before the implementation of the questionnaires, the students were told that the confidentiality and the anonymity of their answers were ensured. Besides, the researcher ensured that the students had a reasonable understanding of who “NS” and “NNS” were in their contexts. They were asked to indicate their attitudes towards their teachers by filling in the point ranging

from strongly disagree to strongly agree on the scale that best reflects their feelings and opinions about a certain aspect of their teachers.

The implementation of the questionnaires lasted for about 15 to 20 minutes per class. The researcher herself invigilated along with another subject teacher while the students filled in the questionnaires to help them answer the items and to make sure that there would not be any missing items. All the schools were visited on different days at different times of the day. So, the implementation of the questionnaires was performed in different settings. Before the term ended, the interviews with these schools were held as follow up.

Because the administrators of the remaining schools also required permission from the provincial directorate of national education for the implementation of the questionnaires and the interviews, they were given the questionnaires towards the end of the following fall term after the permission was taken (Fall 2012). The same procedures were applied in the data collection process for questionnaires in these schools. Following the questionnaires, the interviews were held as the ones mentioned above. Overall, the data collection process lasted for about seven months excluding the summer holiday due to the problems about the permission taking process.

The interviews were all structured focus-group interviews with 12 to 16 students depending on the class numbers of the schools. Two students, one male and one female, were selected as the representatives of each class from all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders. Again, before each interview was held, the researcher explained the terms “NS” and “NNS” in a simple and a short way so that they would not be confused. The interviews lasted for about 40-45 minutes each. In total, the interviews were recorded for about 4.5 hours. The interview sessions were held with only one group

from each school separately. The data gathered from the interviews were transcribed and then translated into English by the researcher.

Previous to the implementation of the questionnaires and the interview questions, they were all translated into Turkish so that the students could understand them better. The items in the questionnaire were translated into Turkish by three English teachers pursuing their academic studies in the field including the researcher herself separately. They were then compared and revised accordingly. Before the questionnaires were implemented at the schools, they were given to a 7<sup>th</sup> grade class composed of 17 students in one of the participating schools as the pilot of the study to ensure that the students would not have any problems with understanding the questions and to designate problems if there should be any. It lasted for about fifteen minutes, and no questions arose from the students as to the items. That class was not included in the main study. The questions of the interview were not piloted because if any misunderstandings occurred or any questions arose, the researcher would be there to give any explanations needed during the interviews. Besides, piloting the interview would mean that the researcher had to interview two groups of students from one of the schools, which was not possible because the permission was for only one group of students from each school.

### Data Analysis

Many analysis protocols were carried out for the questionnaires. First, the means and the standard deviations for each item in the questionnaires for both their NESTs and NNESTs were calculated. Then, the frequency for each point in each item in each questionnaire was calculated. Finally, the mean scores were compared by using the

paired-samples t-test to find out whether there were any differences between the students' attitudes towards their NESTs and NNESTs. As the third part of the questionnaire, the students filled in four items which involved statements on English teachers in general. For this part, the means, the standard deviations, and again the percentages for each point of each item were calculated. In the statistical analysis process of the data gathered from these 680 participants, SPSS (Statistical Package for Social Sciences) for Windows 20 was utilised. The results were evaluated at 95% confidence level, and  $p < .05$  level was chosen for statistical significance.

Secondly, the last item of the questionnaire investigating whether they would prefer NESTs, NNESTs, or both in English learning was analysed so as to find out the students' preference in general, and the percentage for this item was calculated. Afterwards, the open-ended "Why?" question attached to this item was analysed by using a qualitative method- the content analysis. Krippendorff (2013) suggests that "content analysis is an *empirically grounded method*, exploratory in process, and predictive or inferential in intent" (p. 1, emphases in original). Content analysis can be used "[t]o reflect attitudes, interests, and values (cultural patterns) of population groups" as well as "describ[ing] attitudinal and behavioral responses to communications" (as cited in Krippendorff, 2013, p. 50). Content analyses are regarded "most successful when they focus on facts that are constituted in language" such as "concepts, attitudes, beliefs, intentions, emotions, mental states, and cognitive processes" that are manifested "in the verbal attributes of behavior" (Krippendorff, 2013, p. 78). In this study, the content analysis done reveals an in-depth representation of students' attitudes towards their NESTs and NNESTs in terms of 'affect' (for presenting emotional responses), 'judgement' (for assessing human behavior), and 'appreciation' (for evaluating products or performances)

respectively as well as the reasons for why they would prefer both teachers at the same time (Lipovsky & Mahboob, 2010). While carrying out the content analysis, the data were first examined for code labelling through which many themes appeared. Next, a thematic framework including some main categories was developed, namely the linguistic competences of the teachers, their teaching styles, and the personal factors. After the initial coding, the data were examined for any additional categories, but no other themes or categories appeared. More specifically, these main categories consisted of some subcategories. For example, the linguistic competences theme involved teachers' oral skills (listening and speaking), literacy skills (reading and writing), grammar, vocabulary, culture, strategy, and their competence (or incompetence) in the students' native language. Under the teaching styles of the teachers category, the actual teaching practice of the teachers in the class and their assessment and evaluation of the students at the end of these practices were included. For the last category, personal factors, teachers' personality traits, their being teachers, their effect on students' attitudes, and their nativeness (nonnativeness) were found. Where appropriate, some statistical analyses to present percentages were conducted.

In addition to this question, the interviews were examined to find out the reasons that shaped the students' preferences. As for the interviews, again the content analysis method was employed in order to find out the recurring themes for the reasons of students' preferences. The same procedures mentioned above were followed in the analysis of them. The themes were then classified under some categories. The percentages of some categories were calculated to give some statistical results, as well.

Finally, the field notes obtained through lesson observations were also examined by using the content analysis method through which the same procedures were followed.

Below is a table displaying the procedures for the research questions.

Table 2: Data Collection Instruments and Data Analysis Procedures Corresponding to Each Research Question

Research Questions	Data Collection Instruments	Data Analysis Procedures
1) What are the attitudes of secondary school EFL students studying at private schools towards native and non-native English speaking teachers in terms of learning English and a good English teacher image?	<ul style="list-style-type: none"> <li>- The Likert-scale questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>-Quantitative analysis (SPSS 20)               <ul style="list-style-type: none"> <li>1) Descriptive statistics                   <ul style="list-style-type: none"> <li>- means/percentages</li> </ul> </li> <li>2) A paired samples t-test</li> </ul> </li> </ul>
2) What are the reasons of students' preferences for native English speaking teachers and/or non-native English speaking teachers?	<ul style="list-style-type: none"> <li>- The open-ended question in the questionnaire</li> <li>- The structured interviews</li> <li>- The lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>-Qualitative analysis               <ul style="list-style-type: none"> <li>1)The content analysis</li> <li>2)Percentages(in figures)</li> </ul> </li> </ul>

In this chapter, the design of the present study, the research context in which the study was realised, the descriptions of the participants, the instruments, the data collection process, the procedure, and the analyses of the data were presented. The following chapter will present the results of this study.

## CHAPTER FOUR

### RESULTS

This chapter presents the results of both the quantitative and the qualitative analyses of the data collected from 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade secondary school students, and it is organised by research questions. The research questions were investigated through a t-test analysis, some descriptive statistical analyses, and the content analysis.

Descriptive statistical analyses comprise means, standard deviations, and frequencies calculated in order to present the results of questionnaire items.

*Research Question 1:* What are the attitudes of secondary school EFL students studying at private schools towards native and non-native English speaking teachers in terms of learning English and a good English teacher image?

In order to give an answer to this research question, the responses of the students to the questionnaires were examined. The results of the descriptive analyses and the t-test are available in Appendix G and Appendix I. The responses given for NESTs and NNESTs will be presented according to the grouping found in the first research question; namely “attitudes in terms of learning English” and “attitudes in terms of a good English teacher image”. Questionnaire items pertaining to the attitudes in terms of a good English teacher image are as follow:

1. My English teacher is a good English teacher.
2. I would enjoy taking another class with this English teacher.
4. My English teacher is the kind of teacher I expected to have here.
5. My English teacher is an ideal teacher for me.
10. My English teacher is a good example of the ideal English speaker.
11. My English teacher knows the English grammar very well.
12. My English teacher rarely makes grammar mistakes when he/she writes.
13. My English teacher rarely makes grammar mistakes when he/she speaks.
16. The English pronunciation of my English teacher is good.

The following remaining items are pertinent to the students' attitudes in terms of learning English:

3. I am learning a lot of English with this teacher.
6. My English teacher explains difficult concepts well.
7. My English teacher is able to simplify difficult material so I can understand it.
8. My English teacher teaches in a manner that helps me learn.
9. My English teacher motivates me to do my best to learn English.
14. My English teacher explains grammar rules very clearly.
15. I understand what my English teacher is saying without a problem.
17. I understand my English teacher's pronunciation easily.

Because the first two items are about a good English teacher image, the presentation will be done accordingly. Throughout the interpretation of the results, the percentages of the points in the items and the means of the items for each group will be used as necessary. It is also necessary to note that while presenting the results, the terms "agree" and "disagree" are used to comprise "strongly agree" and "strongly disagree" respectively for the ease of interpretation.

### A Good English Teacher Image

For the first item "My English teacher is a good English teacher", the students agreed that both their NESTs (mean=4,19) and NNESTs (mean=4,28) were good English teachers in general. That is, the teachers both match their expectations of a good English teacher, and there is not a statistically significant difference between students' evaluations of both groups of teachers in this item. This result could be said to be supported by the result of the question "Which one (NEST, NNEST, or both) would you prefer?", which revealed that the preference rate of only one group was very similar to the other, 18% NESTs and 22% NNESTs. The responses that were given to why they would prefer NESTs or NNESTs also confirm this result. The students who wrote that their NESTs were good English teachers were as many as

the ones who wrote that their NNESTs were good English teachers. The statements below exemplify this point:

- The native teacher (NEST) is quite a good teacher. (Student#435-open-ended question)
- (NNEST) Because the teacher teaching 8 graders this year is a really good teacher. (Student#419-open-ended question).
- Because I love them both, and I think they are both very good teachers... (Student#2-open-ended question).

While responding to the item (2) “I would enjoy taking another class with this English teacher”, the students did not show a strong agreement as in the one above. The responses did not differ significantly for both groups of teachers. Only 46% of the students agreed that they would enjoy taking another class with their NESTs as opposed to 42% who agreed they would do so with their NNESTs. The means, 3,23 and 3,22, show that the students are mostly unsure about whether it would be a good idea to have another class with their current teachers.

Interestingly, as for the item (4) “My English teacher is the kind of teacher I expected to have here”, the students’ degree of agreement for their NESTs (68%) and NNESTs (68%) is the same. The means were slightly different (3,86 versus 3,94), though. However, the difference was not significant. Despite the fact that the agreement levels of the students did not reach 4, the result could mean that their teachers in a way satisfy their expectations while teaching. In other words, both their NESTs and NNESTs are the kinds of teachers that they expected to have in their schools.

The responses given to the item (5) “My English teacher is an ideal teacher for me” are quite close for their NESTs and NNESTs, 68% and 70% of agreement with the means of 3,90 and 3,94 respectively. The result of this item shows that they

consider both of their teachers as almost ideal English teachers for them because the difference has no statistical significance. They think the ideal teacher has a combination of different qualities like teaching skills and personal factors as illustrated below:

- Because both in terms of teaching and motivating and being good, my foreign teacher (NEST) is the most ideal teacher. I love him/her. (Student#347-questionnaire)

- Because I love my non-native teacher (NNEST) more. She/ he helps me with learning English a lot this year; she/ he also did last year. She/ he encourages me. If I become a teacher of English someday, I would like to be one like her/ him because she/ he is an ideal teacher. Besides teaching, she/ he also amuses us. Our lessons are very enjoyable. (Student#63-questionnaire)

The items so far could be grouped in terms of how the students generally view their teachers as English teachers. As a result of a tentative observation, it could be said that these students favour both their NESTs and NNESTs without any significant differences. That is, they mostly have slightly positive attitudes towards them as to their being English teachers in general (without referring to any specific skills) regardless of their nativeness and nonnativeness.

Another item under a good English teacher (as an image) group is (10) “My English teacher is a good example of the ideal English speaker”. In this item, the highest frequency was for NESTs (71% strongly agree) as they were considered to be good examples of ideal English speakers in comparison to NNESTs with a total of 71% agreement degree. The compared means for this item were 4,47 (NESTs) versus 4,29 (NNESTs). Hence, the difference is statistically significant. What is to be noted that NNESTs were evaluated positive in this sense, too (with an agreement level more than “agree”). It should also be mentioned that the high total of agreement (%81) for NESTs could signify the students’ assurance on the issue. In brief, NESTs

are considered to be better in speaking English. The following statement verifies this result:

- (NEST) Because she/ he speaks English in an active way in her/ his daily life, she/ he has a better command of the language. She/ he is more aware of the details of the language. Her/ his accent and spoken language are better. (Student#587-questionnaire)

The students generally attribute three qualities to an ideal English speaker: fluency, pronunciation, and accent as mentioned by the students below:

- ...Our British teacher speaks more fluently as it (English) is her/ his native language... (Student#11-interviews)

- Foreign teacher (NEST) because she /he pronounces words better. (Student#14-interviews)

-Because it (English) is her/ his native language, she/ he has a better accent. (Student#15-interviews)

As with item (11) “My English teacher knows the English grammar very well”, the students agreed more for their NESTs than their NNESTs, which is evident from the means, 4,53 and 4,42 respectively. In other words, 73% of the students, which is in fact a large quantity, strongly agreed that NESTs’ grammar knowledge is better than NNESTs, not to mention the ones who ‘only’ agreed with the item. However, NNESTs were also regarded good in English grammar as the mean is between “agree” and “strongly agree” for them, too. Nevertheless, NESTs are thought to be more knowledgeable in English grammar. The other data sources support this result.

- (NEST) Her/ His grammar is better... (Student#101-questionnaire)

- I think foreign teachers (NESTs) (are better in grammar) because the foreign teacher is “in” the language; it (English) is her/ his native language. And she/ he knows the key parts of her/ his language better... (Student#22-interviews)

The responses given by the students for the item 12 “My English teacher rarely makes grammar mistakes when he/she writes” and 13 “My English teacher rarely makes grammar mistakes when he/she speaks” yielded very similar results. That is why, they will be presented together. The means for NESTs are 3,57 and 3,53 while they are 3,49 for both items (12 and 13) for NNESTs. When the compared means for NESTs and NNESTs are taken into consideration (see App. G), it is clear that the differences are not significant. However, with regards to the percentages (see App. H), NESTs are perceived to make slightly less grammar mistakes while writing and speaking. If such a perspective is taken to read the results of these two items, it could be said that the results are in line with the previous one. That is, NESTs are thought to know English grammar better, and thus they are thought to make less grammar mistakes in language use. The students’ responses to open-ended question and their comments in the interviews are also in line with this.

- The native teacher (NEST) makes fewer grammar mistakes.  
(Student#362-questionnaire)

- ...but when it is a foreign teacher (NEST), because she/ he has lived there (in the English-speaking country), she/ he can speak the grammar in an exactly correct way... (Student#9-interviews)

When the means (4,46 for NESTs and 4,29 for NNESTs) of the item (16) “The English pronunciation of my English teacher is good” are compared, it is found that there is a statistically significant difference between the students’ perceptions of NESTs and NNESTs. That a high percentage of the students (72%) strongly agreed on this item suggests that NESTs are regarded to be better in pronunciation.

- Because the native teacher’s (NEST) pronunciation is better.  
(Student#230-questionnaire)

- Foreign (NEST) because there are pronunciations according to accents...But foreigners (NESTs) pronounce better because they are already foreigners... (Student#8-interviews)

The results concerning the items mentioned above could also be presented together to make an overall evaluation of NESTs and NNESTs in terms of grammar and oral skills from the perspectives of the students. So, when the results of the items related to the teachers' grammar knowledge and use are taken into consideration, it becomes clear that NESTs are favoured more than NNESTs by these students. With regards to their oral skills, speaking and pronunciation, the students apparently preferred NESTs more frequently than NNESTs.

Overall, the students' attitudes towards their NESTs and NNESTs are positive in terms of a good English teacher image. Although they did not display a strong agreement in some items for both groups (items 2, 4, and 5), they never had negative attitudes, or they were not completely unsure about an item. If examined in detail, though, it is clear that the students favoured their NESTs more in oral skills such as speaking and pronunciation and in their grammar knowledge and use compared to their NNESTs. The reasons of such preferences are to be investigated through the second research question below. As for being English teachers in general, though, the students did not show any preferences between NESTs and NNESTs. When the items concerning the general qualities of being English teachers and the ones referring to specific language skills are compared, it could be suggested that the students were slightly more certain about how they thought and felt about some specific skills of the teachers, so they displayed stronger agreement on those items (items 10, 11, and 16).

## Learning English

As a partial answer to the first research question, the results of the remaining items will be presented below as regards to the students' attitudes towards NESTs and NNESTs in terms of learning English, which, in a way, is a reflection of the teachers' teaching.

The item (3) "I am learning a lot of English with this teacher" questions the students' English learning in general. The comparison of the means (3,80 for NESTs and 4,05 for NNESTs) yields a significant difference between the students' perceptions of both groups of teachers. The students agreed on this item for their NNESTs more frequently (74%) than their NESTs (65%). Namely, they feel and think that they learn more English with their NNESTs in general. So, in a humble opinion, it could also be suggested that NNESTs are perceived to be teaching more English to these students. What is meant for "more English" is to be discussed below under the second research question.

The item (6) "My English teacher explains difficult concepts well" and the item (7) "My English teacher is able to simplify difficult material so I can understand it" are similar in the sense that they question whether the students understand what their teachers teach. The means for NESTs are the same, 3,89 (for both items), and 4,07 (for item 6) and 4,00 (for item 7) for NNESTs. So, the means of each item are very similar, and the differences are statistically significant for both items. It means that they favour their NNESTs more than their NESTs in explaining and simplifying difficult concepts and subject material in a way the students could understand. The statements below also support this result:

- Because our non-native teacher (NNEST) teaches in a simpler way. (Student#208-questionnaire)

- I think my non-native teacher (NNEST) teaches the subject matters better and in a way that I can understand. (Student#7-questionnaire)

The students generally refer to NNESTs' ability to use their L1 while simplifying or explaining difficult things. In other words, their utilising the students' mother tongue (Turkish) helps them understand difficult concepts or material. The following example explains how they do it (i.e. while teaching grammar):

- I think we can understand better from a Turkish teacher because a Turkish teacher can also teach by comparing with Turkish grammar. And she/ he can lower the level so that we can understand better... (Student#31-interviews).

The results of "My English teacher teaches in a manner that helps me learn" (item 8) and "My English teacher motivates me to do my best to learn English" (item 9) will also be presented together because they both emphasize the psychological effect of the teachers on the students' learning. In other words, the first item refers to the teacher's teaching attitude, which affects the students positively and results in learning. Likewise, the second item refers to the teacher's enhancement of the students' motivation and again results in learning. When the means for item 8 (3,95 for NESTs vs. 4,11 for NNESTs) are compared, it is found out that there is a statistical difference between the students' perceptions of both groups. Similarly, the compared means for the second item (3,72 for NESTs vs. 3,91 for NNESTs) reveal a statistical significance. What is to be concluded from these results is that the students regard their NNESTs more highly than their NESTs. In other words, they perceive NNESTs to be better at triggering learning English regardless of other teaching skills and qualities. When the items are compared, the students seem to be more certain about their opinions for the first item (8), though.

- (NNEST) She/ He is a more efficient teacher. In addition, she/ he notices our mistakes and motivates us. Besides, she/ he gives us extra work so that we become better. She/ He provides the order in the class. She/ He teaches in a way we can understand.

(Student#241-questionnaire)

- ...I think that Turkish teachers understand us better and that they try to make us speak (English) more and think about it more... A Turkish teacher says like “Learning the language was also difficult for me in the past”. As she/ he can empathise, I think she/ he can find better ways of teaching. Thus, she/ he helps us learn. I mean it (learning from a NNEST) is more positive. (Student#16-interviews)

The item (14) “My English teacher explains grammar rules very clearly” is about the teacher’s grammar teaching. The compared means for each group of teachers (4,00 for NESTs vs. 4,07 for NNESTs) did not yield a significant result as opposed to what would be expected. The agreement levels of the students for them were also similar, 70% and 73% respectively. As a result, the NESTs in this study are taught to be as good as their non-native counterparts at explaining grammar rules by these students. The examples below illustrate how both teachers teach grammar:

- I think while teaching grammar, a Turkish teacher teaches the reasons in an easier way. That is, I learn along with the reasons. I mean I grasp the logic behind and why a rule has to be so, but a foreign teacher (NEST) is also necessary. (Student#10-interviews)

- I think the foreign teacher (NEST) (while teaching grammar) because the foreign teacher is “in” the language; it (English) is her/ his native language. And she/ he knows the key parts of her/ his language better, and as she/ he shows you those key parts, you understand better (Student#22-interviews)

The results of the last two items “I understand what my English teacher is saying without a problem” (item 15) and “I understand my English teacher’s pronunciation easily” (item 17) will be presented together, as well, because they both pertain to the teachers’ English speaking and the students’ understanding. When the

means (3,73 for NESTs and 3,89 for NNESTs) of the responses for both teachers are compared for the first item, it is apparent that the difference between them is meaningful. Likewise, the compared means (3,99 for NESTs vs. 4,18 for NNESTs) reveal a statistically significant difference between the teachers (as perceived by the students) for the second item. According to the results, NNESTs are found to be more understandable while speaking, and again they are regarded easier to understand in terms of pronunciation by these students. However, the students did not agree on the first item as strongly as they did on the second one. This may suggest they sometimes have problems with understanding what the teachers say. Still, this is truer for their NESTs than their NNESTs. The statements below exemplify these points:

- (NNEST) She/ He speaks in an understandable way, and she/ he explains in a way that we can understand... (Student#507-open-ended question)

- In pronunciation, it seems we can grasp from a foreign teacher (NEST) better, but we used to have a teacher at grade six. That foreign teacher would pronounce many vocabulary items in a way that we couldn't understand. That is why, we couldn't understand anything... (Student#33-interviews)

As an overall evaluation, it could be said that the students' attitudes towards their NNESTs are more positive than towards their NESTs with regards to learning English. They did not have any negative attitudes towards NESTs in this part, though. Still, in the items 9 and 15, which are about the teachers' providing motivation and their English pronunciation, the students did not show as strong agreement as in the other ones for both groups of teachers. Some students' uncertainty lowered the level of total agreements on these issues. In another item which is pertinent to the teachers' grammar teaching, the students did not show a clear preference between their NESTs and NNESTs contrary to the previous

literature claiming that grammar teaching is perceived to be NNESTs' strongest skill in English teaching, which NESTs mostly fall short or cannot enjoy (as perceived, though).

### On English Teachers in General

The third part of the questionnaire includes Likert-scale items on English teachers in general regardless of their nativeness or non-nativeness.

The first item of this part is described statistically below in Table 3.

Table 3: "English teachers should all speak with a perfect American/ British accent."

Item	Number of Students	Mean	Standard Deviation
Question 18	680	4,06	1,10

The frequency for each point in the item is as follows in Figure 1.

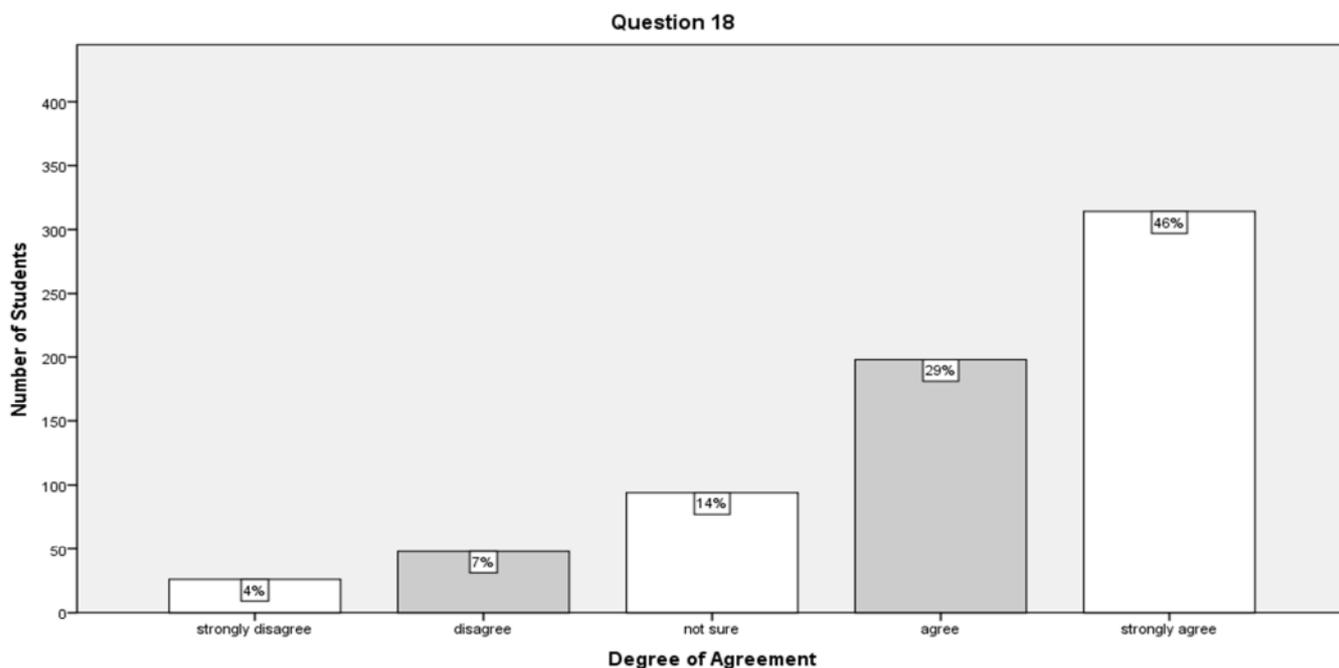


Figure 1: “English teachers should all speak with a perfect American/ British accent.”

It is clear from the table and the figure that the students gave importance to native accent, and they mostly (75%) taught that English teachers should possess this attribute, speaking with an American or British accent, with which the students are most familiar. In other words, they think native English accent is either American or British, and they are not aware of other inner-circle accents like Canadian or Australian, let alone other WE accents. This could be supported by the students commenting on why they would prefer NESTs in learning English:

- If it is her/ his native language, then she/he is either American or British. I think foreigners (NESTs) teach foreign languages better because they are already from there (English-speaking countries)... (Student#191-questionnaire).
- ... because there are two types of English. One of them is the one that the English speak, the other one is the one that Americans speak... (Student#58-interviews)

That is to say, they do not know of other accents found in other inner-circle countries. This could also be supported by the fact that the students did not mention any other accents in the interviews or the open-ended question except for one or two, who talked about Canadian and Australian accents of the teachers.

Another item is concerned with the nativeness of teachers. The results are shown in Table 4 and Figure 2.

Table 4: “Native English speakers make the best English teachers.”

Item	Number of Students	Mean	Standard Deviation
Question 19	680	3,04	1,34

Figure 2 displays the distribution of the items in the scale.

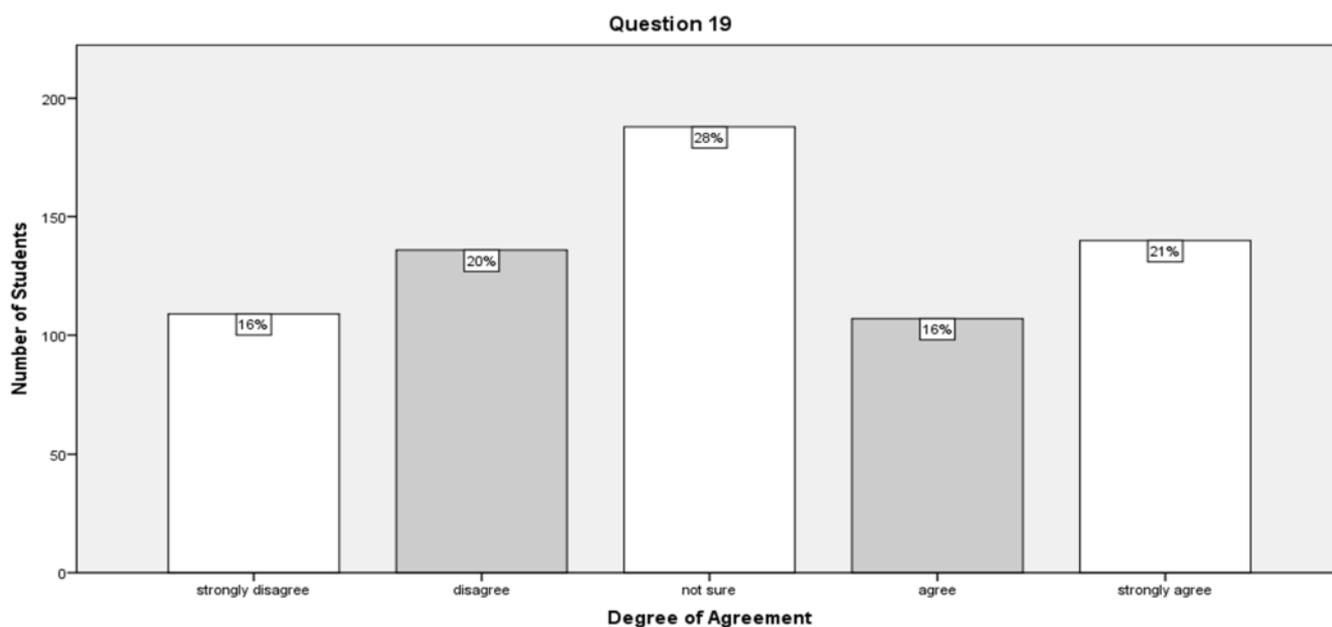


Figure 2: “Native English speakers make the best English teachers.”

The students, who have shown determination in their responses so far, have displayed uncertainty in this item. The rate of agreement and the disagreement is almost the same (37% and 36%). “not sure” point got 28% frequency. That is, they

are not sure whether nativeness counts in teaching English and helps NESTs to be best English teachers.

Item 20's results are illustrated in Table 5 and Figure 3.

Table 5: "I can learn English just as well from a nonnative English teacher as from a native English teacher."

Item	Number of Students	Mean	Standard Deviation
Question 20	680	3,89	1,17

Figure 3 displays the distribution of the items in the scale.

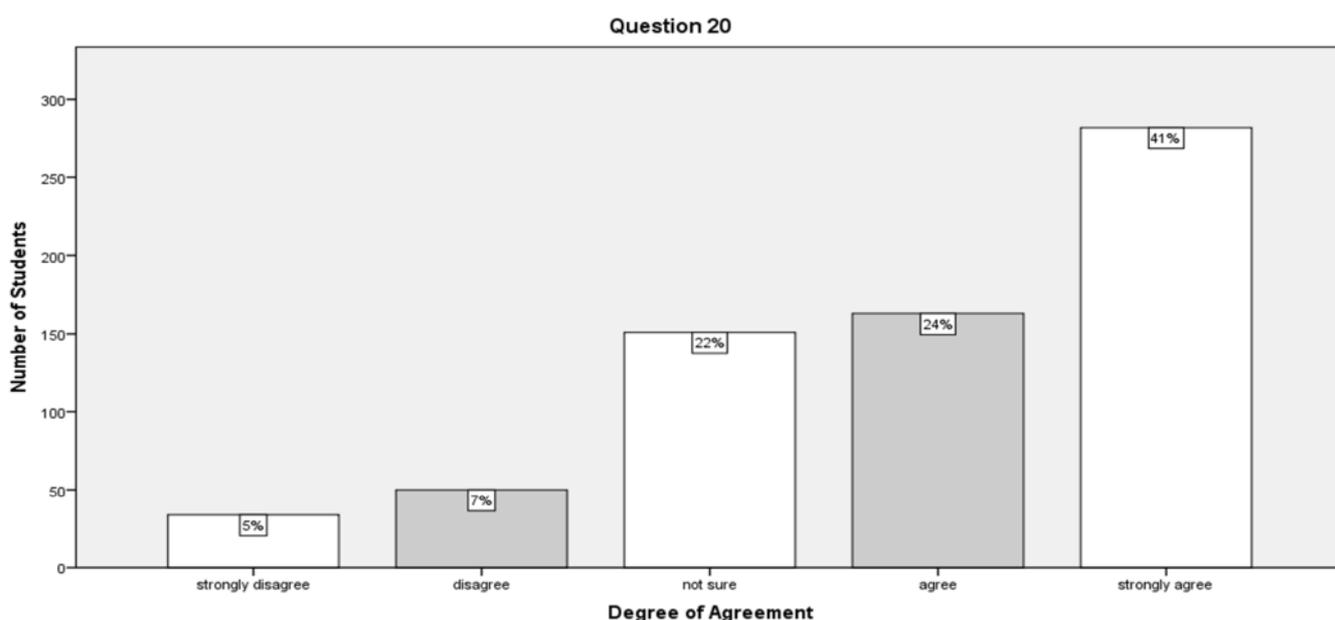


Figure 3: "I can learn English just as well from a nonnative English teacher as from a native English teacher".

More than half of the students (65%) taught that they could learn English from a NNEST as well as from a NEST. The result of this item could be regarded as a support for the previous one or vice versa because if they considered nativeness a precondition for being a good English teacher, they would not agree with this item.

The last item of the scale is like a summary of students' attitudes towards their English teachers' nativeness. Table 6 and Figure 4 present the results of the responses.

Table 6: "I don't care where my teacher is from, as long as he/she is a good teacher for me."

Item	Number of Students	Mean	Standard Deviation
Question 21	680	4,16	1,21

Figure 4 illustrates the frequency of the responses.

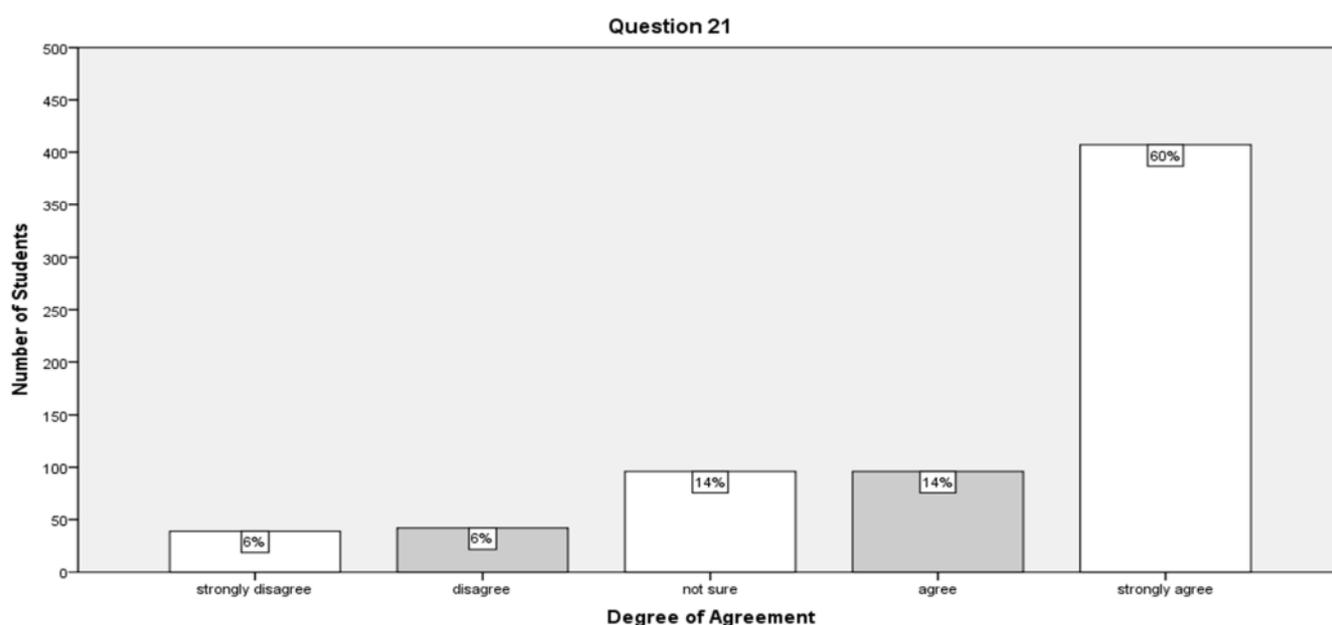


Figure 4: "I don't care where my teacher is from, as long as he/she is a good teacher for me."

Most of the students (74 %) agreed that their teachers' nativeness would be of no concern for them while learning English. What counted for them was their teaching qualities or skills. This result is also supported by the items concerning "a good English teacher image" found in the previous parts of the questionnaire. As a reminder, the students did not prefer one group of teachers over another in general, and they had positive attitudes towards both of them.

As a summary for this part of the questionnaire, it could be said that although most of the students acknowledged the importance of a native (or native-like) accent, they were not sure whether nativeness could guarantee to make a teacher of English a good teacher or the best one. Following this, they declared that they could learn English from a NNEST, too, which removes the importance of nativeness in English teaching in the eyes of the students. Lastly, they valued the quality of being a good English teacher rather than nativeness in English language learning. All in all, for these students, nativeness or nonnativeness of an English teacher does not matter in English learning. Instead, being a good English teacher is what they mostly give importance to.

In conclusion, the result of the first research question is presented below:

As for a good English teacher image:

- The students mostly have positive attitudes towards their NESTs and NNESTs in terms of their being English teachers in general (without a reference to any specific skills) regardless of their nativeness and nonnativeness.
- With regards to the teachers' grammar knowledge and use, the students favour NESTs more than NNESTs. However, their attitudes towards their NNESTs are also positive.
- As to the teachers' oral skills, speaking and pronunciation, the students preferred NESTs more frequently than NNESTs. They have positive attitudes towards their NNESTs, too, though.
- Overall, the students' attitudes towards their NESTs and NNESTs are positive in terms of a good English teacher image.

As regards to learning English:

- The students think they learn more English with their NNESTs in general.

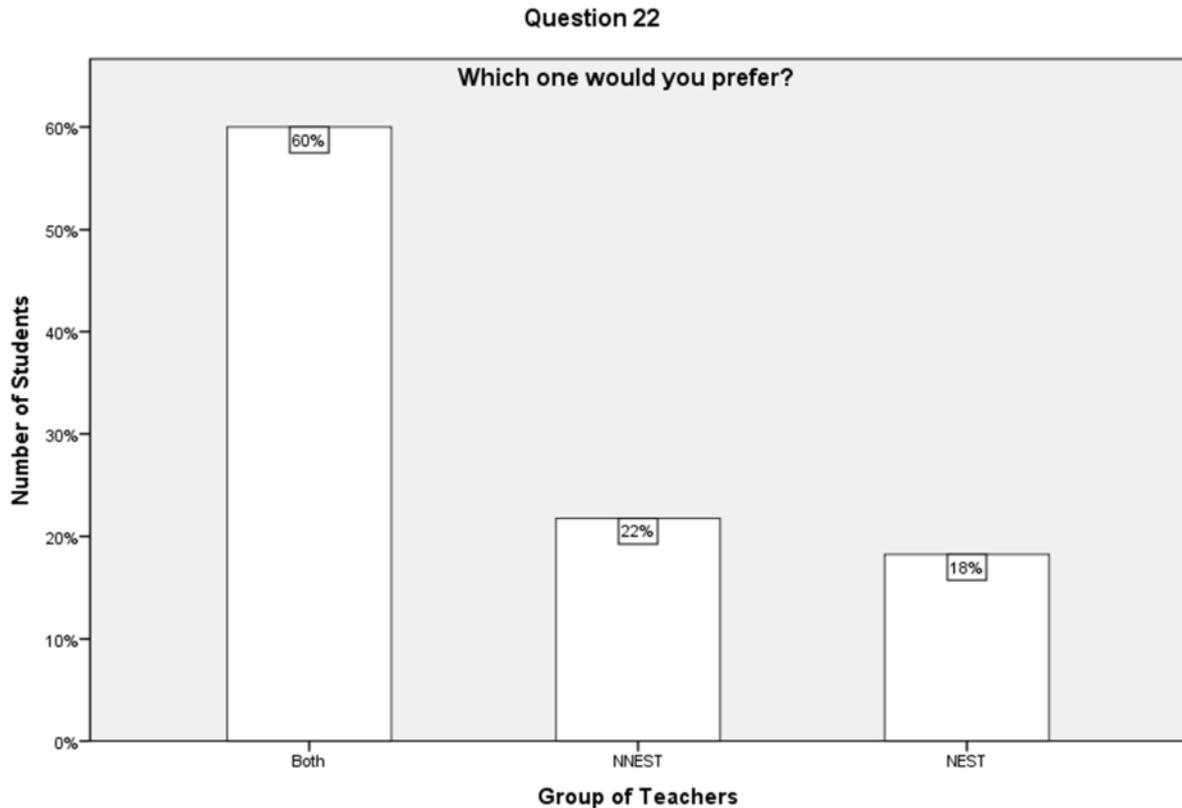
- The students favour their NNESTs more than their NESTs in explaining and simplifying difficult concepts and subject material.
- The students regard their NNESTs better at motivating them and thus helping them learn English regardless of other teaching skills and qualities.
- The students view their NESTs as good as their NNESTs at explaining grammar rules.
- The students find their NNESTs more understandable while speaking (i.e. pronunciation).
- Overall, the students' attitudes towards their NNESTs are more positive than towards their NESTs with regards to learning English.

In general, these students have positive attitudes towards both their NESTs and NNESTs, and they favour a teacher's teaching skills instead of their nativeness/nonnativeness.

*Research Question 2:* What are the reasons of students' preferences for native English speaking teachers and/or non-native English speaking teachers?

This thesis research also investigates which group of English teachers these students would prefer or whether they would prefer both of them while learning English, as a representation of their attitudes towards NESTs and NNESTs. Attached to the attitude questionnaire was a question asking about their preferences. To be able to investigate the reasons of students' preferences, what their preferences were was first asked through the question below. Although this question was part of the questionnaire, it is more appropriate to examine it under the second research question. The figure below illustrates their preferences.

Figure 5: Question 22 “Which one (NEST or NNEST) would you prefer?”



It is clear from the figure that 60 % of these private secondary school students would prefer to be taught both by NESTs and NNESTs at the same time in an ideal situation. That is actually what happens at their schools now. Both teachers teach English to these students collaboratively. However, while 22% of the students would prefer only NNESTs as their English teachers, 18% of the students would prefer only NESTs as their English teachers. The result clearly indicates that the number of the students who prefer only NNESTs and only NESTs are more or less the same. That is, there is not a clear preference of one group of teachers over another by the students.

The reasons for the students’ preferences were gathered from the open-ended question “Why?” that was added to the attitude scale. Additionally, the interviews were used to obtain the possible reasons of their choice. Finally, the field notes

coming from the lesson observations will be used to form the basis to illustrate the reasons. The results of the questionnaire items will also be used where relevant. It should also be noted that some quotations from the interviews and the responses of the open-ended questions will be used more than once since they generally include different points related to the teachers within themselves.

Three broad categories as linguistic competences, teaching styles, and personal factors emerged from the analyses of the interviews and the open-ended question as to the reasons for students' preferences. As mentioned above, 18% of the students preferred only NESTs and 22% of them preferred only NNEST while learning English. The reasons for these two groups of teachers will be presented together for practical purposes. Then, the reasons for both teachers (60% preference) at the same time will be examined.

### Linguistic Competences

Seven factors originated from the data referred by the students under the category of linguistic competences. Specifically, while the students commented on their NEST and NNESTs' linguistic competences, they referred to their oral skills (listening and speaking/ pronunciation-accent-fluency), literacy skills (reading and writing), grammar, vocabulary, culture, strategy, and their competence (or incompetence) in the students' native language.

## Oral Skills

In this category, the teachers' listening and speaking (pronunciation, accent, and fluency) skills were included. The teaching of these skills was also included in this category. The students previously agreed in "a good English teacher image" that their NESTs were better examples of the ideal English speakers and that their English pronunciation was better in comparison to their NNESTs. The qualitative data yielded similar results in this sense, and NESTs were always evaluated positively in speaking skills. Specifically, they were found to be better at pronunciation, fluency, and accent, which altogether enable them to be good at speaking in overall terms. The following examples from the open-ended questions emphasize why they consider NESTs to be good examples of the ideal English speaker more frequently than NNESTs.

- (1) (NEST) Because I think speaking and fluency are very important. (Student#342-questionnaire)
- (2) Because the pronunciation of the native teacher (NEST) is better. (Student#230-questionnaire)
- (3) (NEST) ...Her/ His accent and spoken language are better. (Student#587-questionnaire)

The fact that they are good at speaking skills automatically makes NESTs good at the teaching of it as perceived by the students. This is exemplified by a student during the interviews:

- (4) A foreigner (NEST) knows how to speak better than a Turkish. She/ He speaks better and teaches it better... That is, if we think everybody (NESTs and NNESTs) has the same teaching ability, one who knows better teaches it better. (Student#18-interviews)

These students mostly believe that if their teachers are good at speaking skills, their pronunciation, accent, and fluency will also be improved accordingly. That is, they are thought to have positive effects on the students' general speaking skills. The student above, however, is aware of the fact that one may not teach better just because they are better at a skill. That is why, he says "...if they all have the same teaching ability...". Below are some examples from the interviews and questionnaire which express students' evaluations of NESTs' teaching speaking skills and how they help them improve the students' pronunciation, accent, and fluency:

(5) Because her/ his (NEST) pronunciation is better and helps me correct my accent. (Student#585-questionnaire)

(6) Because the foreign teacher, (NEST) for example, makes us pronounce a word again and again if we cannot pronounce it properly so that we get accustomed to its pronunciation. The foreign teacher teaches far better as she/ he makes us repeat for us to get used to saying it. (Student#23-interviews)

(7) This is like one cannot teach you how to speak fast or fluently. This is about a foreign teacher's (NEST) pushing us. By speaking fast, she/ he causes us to speak as fast and fluently as she/ he does... However, with a foreign teacher, you try to put it together. Then, after a while, you get that kind of fluency. (Student#22-interviews)

Throughout the observations, no instance of explicit fluency or accent teaching by NESTs was observed. Whether being exposed to these NESTs affect these students' accents and fluency positively or not is beyond the scope of this study. However, it is true that NESTs give more importance to students' pronunciation compared to NNESTs. The extract from the observations below presents how NESTs teach pronunciation to the students. "There is a reading passage, and the teacher has one student read it aloud while the others are following. The teacher corrects explicitly

whenever there is a pronunciation mistake. For example, the student pronounces ‘steer’ in a wrong way, and the teacher says ‘not like that’, and provides the correct pronunciation. The teacher waits for the student to repeat it, too” (NEST 1, Interaction and Literature, Grade 8, March 7, 2012). The following reflective note for this instance confirms that NNESTs do not pay much attention to students’ pronunciation mistakes. “[NNEST 2] doesn’t care about the pronunciation of the words as much” (Interaction and Literature, Grade 8, March 7, 2012).

When compared to NESTs, NNESTs received both positive and negative comments on speaking skills. In the “learning English” part of the questionnaire, the students agreed that they understood their NNESTs’ English speaking and pronunciation more easily and without any problems. In other words, although NESTs are found to be better at speaking skills, NNESTs are favoured by these students because they are thought to be more understandable in this sense. The following examples illustrate that NNESTs are easier to understand while speaking:

(8) Because I cannot understand a native teacher (NEST) easily, I prefer a Turkish teacher. (Student#36-questionnaire)

(9) (NNEST) She/ he speaks in a more understandable way and explains in a way that we can understand... (Student#507-questionnaire)

(10) I think in pronunciation, a foreign teacher (NEST) is better, but I learn better from a Turkish because the foreigner speaks very fast. (Student#21-interviews)

On contrary to these comments, some students evaluated their NNESTs’ speaking skills negatively. Especially, in accordance with the results of the questionnaire, NNESTs were found to be less adequate in pronunciation. Even though the students are for NNESTs (as exemplified above) in the teaching of speaking in general, as for the teaching of pronunciation, it is claimed that NNESTs

do not focus on pronunciation teaching and that they avoid correcting pronunciation mistakes, which is regarded as something negative. This was mentioned by the students in the interviews, some of which are as follow:

(11) As the foreign teacher (NEST) studied English in her/ his country, her/ his pronunciation is better. The Turkish teacher's pronunciation is a little bad because she/ he learnt it here.  
(Student#24-interviews)

(12) I think foreign teacher (NEST) because our foreign teachers push us to pronounce the words that we cannot while speaking. For example, while reading, if we couldn't say it properly, she/ he tells us the correct version. She/ he keeps trying until we do it. With a Turkish teacher, however, we just read it randomly, and we get confused. (Student#18-interviews)

The observations of the students are also supported by the data that come from the observations. Especially one of the NNESTs (NNEST 2, Language and Production, Grade 7) makes frequent pronunciation mistakes. For example, "she pronounces 'fashionable' in a wrong way like /fæʃəneɪbəl/" (March 15, 2012), "'vacation' is spelled like 'vocation'" (April 6, 2012), and she pronounces 'mothers' and 'fathers' the same - /mʌðərs/ and /fʌðərs/" (May 11, 2012). As for teaching pronunciation, the following example can be given "The teacher asks one student to spell his name. He spells his name 'Deniz', but 'i' is pronounced in a wrong way. She does not correct it, and she appreciates the student by saying 'good'" (NNEST 2, Language and Production, Grade 7, April 6, 2012).

Being a part of oral skills, listening and the teaching of this skill were also mentioned by the students. As NESTs are regarded good at speaking, students think this will eventually affect their listening skills in a positive way, though indirectly. That is, only listening to their NESTs may help them improve their listening skills. The examples chosen from the responses for the open-ended question illustrate this point. Again, all the comments were positive on this skill for NESTs.

(13) I can learn how to listen and speak from a native teacher (NEST) easily... (Student#270-questionnaire)

(14) She/ He (NEST) teaches the accents better... and I get accustomed to it as she/ he speaks in English with us. (Student#334- questionnaire)

(15) The reason for choosing this option is that a native teacher (NEST) can level up my English, and thus I think I can understand everything said. (Student#360- questionnaire)

In addition to NESTs' positive effect on the students' listening skills, NESTs were also favoured because they are thought to aid the students in learning and practising how to listen for examinations (standard examinations for English). Beside giving strategies about listening examinations, NESTs' native accents and fluency while speaking are perceived to function like exercises for them. The comments below describe how their NESTs help them with their listening skills:

(16) The foreign teacher (NEST) because she/ he has us study for important exams like PET, CET, in which listening is important. (Student#9-interviews)

(17) Because the foreign teacher (NEST) speaks like the people who speak in the listening excerpts in Cambridge exams. And because we get used to the accent of that foreign teacher, we can do the listening parts more easily. (Student#1-interviews)

(18) With native teachers (NESTs), we do exercises in the foreign language. The people in the exams and they speak similarly. They teach us how to listen and how to understand a word, so we understand better. (Student#2-interviews)

The following extract from the observations of one of the NESTs (NEST 2) is in line with what the students describe in the above examples.

There is a listening exercise going on. The students are to listen to the excerpt and choose the right option found in the book. The students listen to the tape-recorder once. Before they listen to it for the second time, the teacher writes some important vocabulary

items and their Turkish equivalents on the board like ‘cottage=*yazlık*’, ‘equality=*eşitlik*’, and he gives them some metacognitive strategies on how to find the right option in the test (NEST 2, Interaction and Literature, Grade 7, April 2, 2012).

The fact that NNESTs were not mentioned as much as NESTs in listening skills or teaching listening in the open-ended question or the interviews may imply that they are not regarded to be as good. However, a few students referred to NNESTs’ experience as language learners, which could help them pinpoint some possible difficulties of the students while listening and teach accordingly. As NNESTs can also empathise with the students in this respect, they may be better at predicting difficulty areas related to accent or pronunciation and help the students understand the listening excerpts better. Some students commented on how NNESTs could help them in listening skills as the following examples show: (It should be noted that these comments are the only comments made for NNESTs).

(19) I say Turkish (NNEST) because a Turkish teacher learnt how to listen in the past as the way we learn now. So, she/ he may know how to teach it better. (Student#12-interviews)

(20) ...Listening could be better with a Turkish teacher because she/ he may know our levels and the things that we cannot understand better... But when it is a Turkish teacher, they may do better listenings to improve the vocabulary that we don’t know. (Student#15-interviews)

(21) In the listening parts, some words can be pronounced in a way that is not understandable by, for example, Americans. In that case, a foreign teacher (NEST) cannot explain in the way we understand. She/ He may explain, but we may not understand. That is why, a Turkish teacher can teach in a better way. (Student#18-interviews)

The extracts from the observations below depict how NNEST 2 helps the students with the listening exercises. “The students are listening to a listening extract, and they fill-in-the blanks accordingly. After they finish listening to it, the teacher checks

the students' understanding by asking 'Did you understand what is the listening about?' [*sic*]. Nobody answers, but she stills makes a brief explanation about the excerpt" (Language and Production, Grade 7, April 6, 2012). The following one also belongs to the same NNEST:

The teacher starts with giving instructions about the listening exercise. While the students are listening, the teacher monitors them. The students want to listen to the excerpt again, and she accepts. The students listen to it carefully, and when the listening is finished, they start to answer the questions in the coursebook. When they give incorrect answers, the teacher corrects them mostly implicitly (i.e. repetition). The students ask if they don't understand something from the listening, both in Turkish and English. So, the teacher simplifies the explanations found in the listening by providing the Turkish meaning of some words. (Language and Production, Grade 7, March 9, 2012).

It is clear from these illustrations that in order to help the students fulfil the listening exercises, she makes use of questions, simplifications, and the shared language (Turkish).

In short, the students favoured their NESTs over their NNESTs in oral skills. Specifically, for the speaking skills (accent, pronunciation, and fluency) and the teaching of these skills, NESTs always received positive comments. However, NNESTs were viewed both positively and negatively by the students. They thought NNESTs were more understandable in their pronunciation, accent, and fluency (which made them preferable for some students), but they were criticised for their 'bad' pronunciation and inadequate teaching of speaking skills like pronunciation. As for listening skills, again NESTs were preferred by these students because NESTs speaking to the students was perceived to automatically help them improve their listening skills. Besides, that NESTs have them practice for listening exams made them more favourable. On the contrary, few students mentioned their NNESTs' good listening teaching practices.

## Literacy Skills

In this category, the reading and writing skills of the teachers were included. The teaching of these skills was also examined in this category. These skills did not get as many comments as oral skills did for both teachers. When compared, it was found out that NESTs are favoured more by the students than their non-native counterparts because the students feel their reading skills are improved better with NESTs. This is due to the fact that NESTs provide them with exercises on reading. The following comments discuss the positive role that NESTs play in improving the students' reading skills.

(22) ...I improve my reading with my other teacher (NEST) and I love my teachers... (Student#66-questionnaire)

(23) Because... I understand better when I read a text with a foreign teacher (NEST). (Student#105-questionnaire)

(24) Because in foreign teachers' (NEST) lessons, we read a passage, and there are questions related to that passage like fill-in-the-blanks exercise. I think a foreigner is better then. (Student#11-Interviews)

The examples above were ordered as they are because examples 23 and 24 illustrate the reasons why NESTs are favoured more by the students as shown in example 22. Throughout the observations of both groups of teachers' lessons, it was observed that as the student in example 24 states, the students generally have reading passages and activities in NESTs' lessons. However, they also have reading exercises with their NNESTs. The only difference is that as the programme and the course book materials necessitate, NESTs have more reading passages to teach, and they use them mostly to teach vocabulary whereas NNESTs utilise them in order to teach mainly grammar along with other skills.

NESTs are also found to be good at writing skills as well as the teaching of them by these students mostly because they are native speakers of English. As NESTs are regarded competent in reading and writing skills, they seem to be preferred more in the teaching of these skills, as well, as mentioned in the examples below:

(25) A native teacher (NEST) is absolutely very good in pronunciation and in activities like reading, writing...  
(Student#202-questionnaire)

(26) ...We can learn speaking and writing from the other teacher (NEST) properly as it is her/ his native language. (Student#34-interviews)

Another reason for preferring NESTs in these skills is that they are said to be providing the students with preparation for reading and writing exams (these are standard English examinations, too). The following examples from the interviews and the responses of open-ended question clarify this point:

(27) The foreign teacher (NEST) because again they make us study on reading for exams... The foreign teacher makes us study on speaking and reading. There are also some reading passages in Turkish teacher's lessons, but I prefer the foreign teacher.  
(Student#7-interviews)

(28) ...Although she/ he makes us write a lot, this information helps me with preparing for exams a lot. (Student#149-questionnaire)

In the first example, the student acknowledges that NNESTs also teach some reading, but NESTs are preferred more because of their focus on exam-oriented teaching in literacy skills (though, not always). Interestingly, no instances of NESTs' special focus on exams were observed for neither reading nor writing skills during the observations of NESTs. On the other hand, though few, NNESTs make the students study for those exams as illustrated in the excerpt taken from the observations:

The teacher and the students are doing some writing activities for PET exams. The teacher first writes a topic on the board. She then writes a paragraph on the board as a sample, and the students copy it. After that, they all talk about the teacher's paragraph. Now, the students are to write the same paragraph with different ideas to make it their own. For some time, the students work on their paragraphs, and meanwhile the teacher monitors the students. Most students do the activity; they seem eager and motivated.

Afterwards, they read their paragraphs, and the teacher gives feedback and corrects whenever there are errors/ mistakes while they are reading (NNEST 2, Language and Production, Grade 7, May 11, 2012).

Although the reading skills of NNESTs were not mentioned by the students, the teaching of this skill by NNESTs as part of the literacy skills was referred as something positive in few students' evaluations. NNESTs are preferred because they have the opportunity to use the shared language (L1 of the students) while teaching reading, which NESTs lack. NNESTs mostly utilise the mother tongue of the students while explaining some points in reading passages (as illustrated in example 29) as well as providing the meanings of some vocabulary items to help them understand reading passages (as mentioned in example 30). It should be noted that they only commented on reading skills, not writing skills.

(29)...The Turkish teacher sometimes needs to explain the parts that we have difficulty, in sentences and paragraphs, readings. Otherwise, we can't understand however much it is explained in English. You know, when it is explained in our native language (Turkish), we get it better. (Student#16-interviews)

(30)I think Turkish teacher because while doing reading, we may meet lots of new words, and we don't understand their meanings. The Turkish teacher explains them to us according to the passage. A word may have two meanings. A foreign teacher cannot do this because she/ he does not speak Turkish properly. That is why, it is more advantageous to read with a Turkish teacher. (Student#21-interviews)

It is shown that the use of L1 adds to the students' understanding of reading passages in general. How NNESTs make use of L1 in teaching reading is given in the below extract as follows:

There is a reading passage in the course book, and the students are reading it. After it is finished, a student asks "What is the difference between "discovery" and "invention", teacher?". The teacher first explains the difference in English. Some students seem confused, so she tells the meanings in Turkish. Then, in order to reinforce their understanding, the teacher asks "Is 'vaccine' a discovery or an invention?" Students start to discuss it with the teacher (in Turkish, though), who says that it is a discovery as opposed to the students, who argue that it is an invention (NNEST 2, Language and Production, Grade 7, May 4, 2012).

All in all, the scarcity of comments on NNESTs' reading skills and the absence of any comments about their writing skills may suggest that the students find NESTs to be better at teaching literacy skills. Specifically, NESTs are thought to have better reading and writing skills as English is their native language. The students also think that their being good at those skills make them better at the teaching of reading and writing, too. The students also favour them more because they provide the students with exercises (both reading and writing) for exams. Few students commented that NNESTs could also be preferred for reading skills as they use L1 for making explanations and helping students understand more.

### Grammar

As part of linguistic competences, the knowledge and the teaching of grammar by the teachers will be mentioned in this section. Previously, the results of the questionnaire revealed that NESTs were thought to know the English grammar better than their non-native counterparts. The findings of the open-ended question also comply with

the results of the questionnaire in this sense. NESTs are regarded good at English grammar, and the students attribute their proficiency to the fact that English is their native language as shown below:

(31) Her/ His (NEST) grammar is better. We can get more information from them. (Student#101- questionnaire)

(32) I think foreign teacher (NEST) because the foreign teacher is “in” the language; it (English) is her/ his native language. And she/ he knows the key parts of her/ his language better... (Student#22- questionnaire)

The second statement is like the reason of the first statement. In other words, that English is their native language determines their proficiency.

While literally no students mentioned how good NNESTs are at English grammar, NNESTs were overwhelmingly favoured in grammar teaching by these students. In fact, the grammar category in the linguistic competences was the one in which the students made the most positive comments about NNESTs. Even though the item in the questionnaire about grammar teaching did not produce a significant difference between the teachers, the mean of the item for NNESTs was more than NESTs, which could be suggested as supportive for this result of the qualitative data coming from both the interviews and the open-ended question. The reason of this preference is mostly because NNESTs can help them more by using their mother tongue while explaining, or because students themselves benefit from their L1 while asking questions about the rules, which would eventually help them learn grammar better or understand the rules more. Other than these, NNESTs are claimed to use L1 in teaching grammar with a different purpose, too. NNESTs have the opportunity to use students’ native language as a base for comparative teaching of the grammar, in which NESTs fall short, and this may aid their understanding. The examples below from the interviews make these points clearer:

(33) For example, the Turkish teacher teaches grammar better because it is easier to learn a new subject in our native language. If everything were vice versa, and the foreign teacher (NEST) taught grammar, I would not be able to learn “the English” I have learnt so far. (Student#14-interviews)

(34) Because we can ask a Turkish teacher about the structures or the things we don't understand, but it is difficult for us to ask about the same things to a foreign teacher (NEST), especially if there is a rule. And we may not understand completely with a foreign teacher. However, when we don't understand something, we can ask a Turkish teacher and learn better. I think in terms of grammar, the Turkish teacher is better. (Student#28-interviews)

(35) I think we can learn better from a Turkish teacher because a Turkish teacher can also teach by talking about the Turkish grammar at the same time. And she/ he can lower the level according to our understanding. Maybe foreign teachers (NESTs) teach differently in their own countries, and the students there understand in a different way. Their understanding and our understanding may be different from each other. (Student#31-interviews)

It is clear that what the students talk about in examples 33 and 34 is confirmed in the excerpt below taken from the observations of a NNEST:

There is another listening activity. The teacher gives the instructions about the listening. The students listen to it carefully, and they start to answer the questions in their course books. After the checking is finished, the teacher moves on to teach relative clauses. It is obvious that the teacher has used the listening exercise as a base for the grammar point. She makes a brief explanation of what they are. When she is explaining the relative pronoun “whose”, she gives some examples. The students ask when they do not understand both in Turkish and in English. While elaborating on “whose”, she says “aitlik” for “possession”, whose meaning a student asks. It is time for exercising, and the students work on them. Meanwhile, the teacher monitors them. While answering the questions, the teacher corrects carefully when they make a mistake. When the students insist on their errors, the teacher switches to Turkish to explain the rules. It is clear that she uses the mother tongue as a teaching aid. (NNEST 2, Language and Production, Grade 7, March 14, 2012).

NNESTs' past experiences as language learners were also mentioned as another reason for the students' preference of them as teachers of grammar. The fact that NNESTs have some kind of awareness in terms of grammar as it was learned, not acquired like NESTs is also acknowledged by the students who think that this awareness makes NNESTs better at grammar teaching in an in depth way.

(36) The foreign teacher (NEST) does not give importance to grammar as she/ he has been learning it since her/ his childhood. However, a Turkish teacher can teach us the grammar in a detailed way as she/ he learnt English later in her/ his life.  
(Student#24interviews)

Although NNESTs were favoured more in grammar teaching, NESTs were also found qualified in some respects by some students. The following examples indicate how their competency in grammar helps them be regarded as good in teaching it and how they are perceived to implicitly affect students' grammar through listening to them:

(37) I think foreign teacher (NEST) because the foreign teacher is "in" the language; it (English) is her/ his native language. And she/ he knows the key parts of her/ his language better, and as she/ he shows you those key parts, you understand better (Student#22-interviews)

(38) While listening to a foreign teacher (NEST), we, in a way, learn the grammar. (Student#26-interviews)

Teachers' mistakes were also mentioned by the students in this category. As mentioned before, even though there was not a significant difference between NESTs and NNESTs in making grammar mistakes, when the percentages are taken into consideration, NESTs are perceived to make rarer grammar mistakes while speaking and writing as compared to NNESTs. The content analyses done for the open-ended question and the interviews revealed similar results in this sense. No reference was

made to whether the mistakes were in speaking or in writing. So, the students are thought to be referring to both skills in the presentation of the results. Still, the contexts in which the comments were made hint which skill they could refer. NESTs' making mistakes much less frequently was mentioned as a reason for the students' preference for NESTs in the open-ended question. As they also talk about the speaking skills (i.e. accent, pronunciation) of the teachers, they most probably talk about the grammar mistakes that NESTs make (or do not make) while speaking, as shown below:

(39) She/ He (NEST) teaches the accents better. She/ He doesn't make any grammar mistakes, and I get used to it as she/ he speaks in English with us. (Student#334-questionnaire)

(40) Because of the native teacher's (NEST) pronunciation, speaking, and making no mistakes. Besides, she/ he always speaks in English. (Student#391-questionnaire).

Throughout the observations, only two or three instances of grammar mistakes were observed in both of the NESTs. That is, the data gathered from the observations also confirm this evaluation. Although no significant difference was found between NESTs and NNESTs in making grammar mistakes while speaking and writing, the compared means for NNESTs were lower. This may signify that they are found to be more apt to make such mistakes especially while speaking. They also worry that NNESTs' mistakes may affect their English learning negatively. The followings can be given as examples about these points:

(41) Our non-native teacher (NNEST) makes a lot of mistakes. I know this because my native language is English...(Student#184-questionnaire)

(42) ...But a foreign teacher (NEST) is also necessary. In fact, as my friend has said, she/ he (NNEST) can make mistakes, and this may affect us negatively. However, a Turkish teacher and a foreign teacher are both necessary for grammar. (Student#10-interviews)

(43) ...but when it is a foreign teacher (NEST), because she/ he has lived there (in the English-speaking country), she/ he can speak the grammar in an exactly correct way. ... Maybe, a Turkish teacher may make small mistakes although she/ he knows it... (Student#9-interviews)

The students are in fact correct in their observations and predictions. One of the NNESTs (NNEST 2) especially makes a lot of grammar mistakes while speaking and even writing. The extract below displays some of her mistakes.

The topic is family relationships. The teacher asks a student about her mother “Do you proud of her?”. She repeats the mistake after a short while. The mistake goes unnoticed, again. And there is no self-correction. As a reflection, the researcher wrote “I do not think the students are able to catch the teacher’s grammar mistakes anytime”. (NNEST 2, Language and Production, Grade 7, April 4, 2012)

There is a short passage about chemistry, and she is explaining some words in English. She says “I am not mention about that”. As a reflection, the researcher wrote “There are double mistakes in a single sentence. That is unacceptable! Both are grammatical mistakes, and the lesson is a grammar lesson. Again, neither the students nor the teacher is aware of the mistakes”. (NNEST 2, Language and Production, Grade 7, May 11, 2012)

In the analysis of the questionnaire items related to making mistakes, it was found out that the students did not differentiate between NESTs and NNESTs in a clear way (i.e. the difference was not significant). The behaviour of the students as shown above in the excerpts (i.e. they did not understand the mistakes; they did not react to them) may explain why there is not a significant difference. Simply put, if they could understand that their NNESTs do make mistakes and their NESTs do not make so many grammar mistakes, they would have agreed much more for their NESTs. That is, the observation excerpts confirm the results of the questionnaire item and the data obtained from the interviews as shown above.

Some students also commented on how their NESTs' or NNESTs' grammar competencies may affect them while learning the target language. In the interviews, it is pointed out that NNESTs' grammar mistakes while speaking may affect the students negatively in terms of their listening skills. The following comment can be given as an example:

(44) ...Maybe, a Turkish teacher may make small mistakes although she/ he knows it. And this may affect us negatively in terms of our listening. (Student#9-interviews)

Whether NNESTs' making mistakes affects students' listening skills negatively or not is not investigated in this study, though. In contrast to NNESTs, the students generally think that NESTs do not make any mistakes, and thus the students become less likely to make mistakes in the target language. The following comment exemplifies this point:

(45) The reason of my choice is that with a native teacher (NEST)...we make fewer grammar mistakes. (Student#260-questionnaire)

In brief, NESTs were preferred by the students for their proficiency in English grammar (i.e. they make much fewer mistakes), which is attributed to their nativeness. This fact was perceived to affect the students' progress implicitly through listening in a positive way. Although NNESTs were viewed far less proficient in grammar, which is evident from the mistakes they make while speaking and writing, they were preferred much more than NESTs in its teaching. This is because NNESTs and the students can make use of the shared language to talk about grammar and because NNESTs have the ability to understand students' difficulties as they experienced learning the language themselves, too.

## Vocabulary

Another linguistic factor mentioned by the students was their teachers' vocabulary knowledge and its teaching, and they will be examined in this part. NESTs were favoured in this part as much as they were in the competence in oral skills. NESTs were preferred by some students in the open-ended question and the students in the interviews because they thought they could learn more vocabulary items from NESTs. The examples below illustrate this point:

(46) We can learn more vocabulary from a native teacher (NEST).  
(Student#434-questionnaire)

(47) Our Turkish teacher also teaches us, in fact, and we learn with her/ him, too, but we learn fewer words compared to the foreign teacher (NEST). With a foreign teacher, we learn at least one word, and it could be more. (Student-38-interviews)

The following examples explain why the students think so. They, in a way, think that the knowledge or a proficiency of a skill or a competence entails its teaching.

(48) I think foreign teachers (NESTs) know more vocabulary as they have lived there (in English-speaking countries). Because our Turkish teachers generally teach the vocabulary that they study in the books. As they have broader knowledge in this sense (NESTs), I think our foreign teachers are more successful in teaching the subject matter. (Student#9-interviews)

(49) A Turkish teacher's vocabulary knowledge is limited since they learnt it later in their lives, but as she/he speaks the language, a foreign teacher (NEST) has a lot more vocabulary knowledge. That is why, we learn more easily and more from her/ him. (Student#45-interviews)

That is, because NESTs' lexical knowledge is more than NNESTs, they are thought to be better at the teaching of it as shown in the examples above.

NESTs were favoured a lot also because they could teach the vocabulary used in spoken English/ colloquial language, which NNESTs are thought to lack, to the students.

(50) Because, by this means, I can learn how some vocabulary items are used in the spoken language better. (Student#336-questionnaire)

(51) We can learn the vocabulary that is used in the colloquial speech better from her/ him (NEST) as she/ he already uses them in her/ his speech. (Student#43-interviews)

(52) As everybody says, foreign teachers (NESTs) show us how to use the vocabulary that is necessary for social environments. When you go abroad and speak there, you can grasp the speech and the accent because they also teach you like that. Foreign teachers' vocabulary knowledge is broader. As a result, however much we learn, we can never learn as a foreigner does. (Student#52-interviews)

NESTs are perceived to be able to teach vocabulary better, and the students claim they can learn vocabulary more easily because NESTs are the native speakers of the target language and because they focus more on vocabulary teaching through more activities. The following examples mention the reasons for favouring NESTs more:

(53) As her/ his native language is English...she/ he explains words better. (Student#359-questionnaire)

(54) The foreign teacher (NEST) emphasises the vocabulary more because she/ he wants us to understand so that we can use them in sentences. She/ he even has us do some related activities. Then, I learn the vocabulary better from a foreigner. (Student#14-interviews)

(55) I think in vocabulary...it is not like that with the foreign teacher (NEST). She/ he even explains every word in detail by giving sample sentences and like saying what kind of a word that is. By this means, our vocabulary knowledge broadens, and we learn more things. (Student#8-interviews)

(56) I, for example, agree with my friend. For example, an English teacher (NEST) knows the key parts of vocabulary items, so she/ he teaches us those parts. Besides, that teacher expresses that word with a lot more words. As foreign teachers have lived in their own (English-speaking) countries, they have good commands of their own language. (Student#7-interviews)

Example 55 exemplifies what kind of activities NESTs do to teach vocabulary such as explaining the vocabulary items, giving different examples, and providing the type of the words. The students, in fact, are accurate in their observations of NESTs' vocabulary teaching. The excerpt from the observations below depicts a presentation of vocabulary items by one of the NESTs:

The lesson starts with a list of vocabulary projected to the board. The teacher starts to explain the words, and she focuses on the meaning. Then, the teacher provides the students with example sentences for each word. All the students listen until the teacher goes over all of the list, so they don't write. The teacher explains what "elevator" is, and she also tells them that it is British English. Then, she gives them the American English version "lift". If it possible, she draws pictures on the board while explaining. It is finished now, and the teacher gives 10 minutes for the students to write down the words. Afterwards, the students try to give examples for them. They are to write their examples in their notebooks. The teacher monitors them. One student uses "steer" in a wrong way, and she corrects it by saying "No". (NEST 1, Interaction and Literature, Grade 8, March 8, 2012)

As can be seen from the description above, NESTs are more into vocabulary teaching through different activities. The students are given more opportunities to deal with vocabulary in comparison to NNESTs. Throughout the observations of NNESTs' lessons, no instances of vocabulary teaching like the one depicted above was observed.

Below is another excerpt from a lesson of the other NEST. It is also in line with the students' observations:

The teacher draws a chart on the board, and he writes some vocabulary items, the parts of speech, the translations, and the example sentences for each word. It goes like Word - Grammar - Turkish - Example. If a word is a noun, he adds “countable - uncountable” in the list. The teacher completes it with the students. The students are writing as he writes and he explains the words. One example is “Timeless - Adverb - *Edebi* (literary)- The “Mona Lisa” is a timeless painting. The vocabulary list is finished. And he is just monitoring to see whether they are writing or not. A student asks what an uncountable noun is for equipment. The teacher explains “For example, you don’t say ‘sular’ (waters), you say ‘su’ (water). So, you never say equipments”. (NEST 2, Interaction and Literature, Grade 7, March 19, 2012)

As a reflection, however, it was noted that the example sentences do not convey the meanings, and it is hard to guess the meanings from the context. He does not check if the students understand or not, either. This practice is always typical for this NEST. There are also some mistakes in the Turkish translations of the words. For example, “timeless” does not mean “*edebi*” (literary), but it may mean “*ebedi*” (timeless). The teacher is not aware that the Turkish translation is wrong. The students miss that there is a mistake, too, and they take notes as it is written on the board. Besides, in Turkish, you can say ‘sular’; there is nothing wrong with it. That is why, the students do not understand the explanation of the teacher. All in all, it may not be a good idea for a NEST to use L1 of the students in vocabulary teaching because of the risk of misleading students.

Few students commented on how NESTs improve a sub-skill in vocabulary learning, using dictionaries, while teaching them the vocabulary. They also compare learning from a NEST to looking up a word in a dictionary, which helps them learn better. The comments below illustrate these points as follow:

(57) For example, while teaching, a Turkish teacher says the meaning of a word (in Turkish) right away when we don’t understand it, but when we ask our English teacher (NEST) (in

Turkish), we need to look it up in the dictionary as she/ he cannot answer our questions. This way, our habit of using dictionaries improves. Thus, I understand better. (Student#59-interviews)

(58) We learn the vocabulary better from foreign teachers (NESTs) because we won't need the Turkish versions of words when we go abroad. A foreign teacher writes the English meaning of a word in English. It is like looking up an English word in an English-English dictionary. That is why, we learn and understand better. That is why, I think vocabulary learning is better with foreign teachers. (Student#49-interviews)

As opposed to what the students claim about their NESTs' teaching practices of vocabulary items, they sometimes provide the Turkish equivalents of the words, which makes it unnecessary to use dictionaries, as shown in the observation excerpt above. (NEST 2, March 19, 2012). In fact, NESTs' using L1 in vocabulary teaching may be misleading for students, and an example of this is also shown in the same excerpt.

Although the evaluations of NESTs were mostly positive in vocabulary teaching, the evaluations of NNESTs were mixed; the students had both positive and negative comments. NNESTs' giving the Turkish translation of words without any explanation was regarded as negative as shown in the examples above. What was seen as a drawback was something that some students favoured while learning the vocabulary. That is, some students claimed they benefitted a lot from NNESTs' use of L1 while learning vocabulary. The following examples below make this point clearer:

(59) I think we can learn better from our Turkish teacher because she/ he is a Turkish like us, and when we don't understand a word, she/ he explains the meaning in Turkish, not in English. And when it is explained in our native language, we can use it better. (Student#41-interviews)

(60) I will say 'Turkish teacher' because the English teacher (NEST) teaches in English. She/ He teaches you something that

you don't know in English. There are also unknown things in her/his speech, so you cannot understand. You ask for the Turkish version, but she/he doesn't know. That is why, the Turkish teacher is better. We think in Turkish, and we speak in English.  
(Student#32-interviews)

As can be seen in these examples, NNESTs' explanations in the students' native language is regarded as an advantage by some students. Below is an example of what the students (example 60) say about their NESTs concerning the providing of the words' meanings in L1 of the students from the observations: "The teacher is teaching vocabulary to the students. She tries to explain what 'oxygen' is. She gives a really complex explanation for that, so the students do not seem to understand the explanation". As a reflection, the researcher notes that "it is, in fact, really easy to teach it as it is similar in Turkish. They are cognates, but she does not seem to be aware of it. A NNEST would be more helpful for this word". (Instructor 1, Interaction and Literature, Grade 8, March 8, 2012).

On the other hand, this very fact, NNESTs' use of the shared language while teaching vocabulary, was something that some students did not appreciate. The examples below illustrate this point:

(61) I think, in vocabulary, Turkish teachers tell us a word and ask the class, and the class generally says, let's say *araba* (car) for the word "car", and it's finished. Then, we move on to the other word... (Student#8-interviews)

(62) But when it is a Turkish teacher, she/he gives us directly the Turkish meaning. Thus, you only know its Turkish. You cannot understand how it is used in English. (Student#3-interviews)

So, in general, it is implied that learning the Turkish equivalent of a word does not guarantee the students' understanding and learning. That is true that NNESTs sometimes provide the Turkish meaning of an English word. However, that does not always happen. And whether the students need an explanation in Turkish or not

depends on the context and the vocabulary item. The following observation excerpt describes this as follows:

The teacher directly starts like “Today, we’re gonna do the superlatives and continue with the book”. So the focus is on the grammatical use of adjectives. The students open up their books. There is a short reading passage about “triathlon”. Before the students ask, the teacher says “In Turkish, we say ‘*triatlon*’ (triathlon)”. (NNEST 2, Language and Production, Grade 7, April 5, 2012).

When the focus is on another subject other than vocabulary teaching, the teacher tends to provide the Turkish meaning of the words right away. “The use of L1 in this context is probably a teaching strategy” noted the researcher as a reflective note. That is most likely to be true because the teacher may not want to lose time dealing with every single unknown word, which would shift the focus and concentration of the students from the subject under examination. Besides, “triathlon” is not among the targetted words to be taught in this lesson. The treatment for unknown vocabulary items may be different in different contexts for different words, though, as exemplified below (the same instructor, the same lesson):

There is a fill-in-the blanks exercise in the book. The students are to put the suitable words in the blanks in the superlative form. The students meet a new word “challenging”. One student asks about its meaning. The teacher explains in a short and easy way “Something difficult to do”. The students seem to understand. (NNEST 2, Language and Production, Grade 7, April 5, 2012).

If the students understand the definition in English, NNESTs do not always provide its Turkish, as calimed by the students above. When the teacher thinks the student do not understand or have problems with the meaning, they may use L1. The following example from an observation exemplifies this point:

They start with the course book. The students are to do a vocabulary exercise in the book silently while the teacher checks something on the computer. The students seem eager about the

task. One student asks what “alibi” means. The teacher gives a definition of it according to the context. The students seem confused by the English definition. So, the teacher says “it is something like ‘*kanıt*’ (proof). The students continue with the exercise. (Insructor 2, Language and Production, Grade 8, April 5, 2012).

Briefly stated, in vocabulary teaching, NESTs are favoured more than NNESTs by these students. They are viewed as more knowledgeable in English vocabulary as English is their native language. That is why, they are perceived to be teaching vocabulary better. NESTs are also said to provide more activities for the students to learn the vocabulary, which the students benefit a lot. Another reason for the students to prefer NESTs more is the fact that they can teach the students the colloquial use of English naturally, which NNESTs are thought to lack. However, few students mentioned that NESTs’ lack of providing Turkish meanings of some words is disadvantageous, which causes them to prefer NNESTs in this sense. This disadvantage is viewed as an advantage by some students, though, because it helps them to use dictionaries, a sub-skill in vocabulary learning. NNESTs are generally regarded negatively in vocabulary and its teaching because they are thought to have limited vocabulary and because they do not provide enough vocabulary activities. For the use of L1 in vocabulary teaching, while some students view it as something negative some regard it as something positive.

### Culture

Culture is another category that emerged from the data under linguistic competences. The cultural knowledge of the teachers and culture teaching will be examined in this part. The comments of several students dealt with the teaching of culture, and NESTs

always received positive evaluations from the students. NNESTs got neither positive nor negative comments on the issue, which may imply that they do not prefer NNESTs in culture teaching or that they think this is an attribute only related to NESTs. NESTs are perceived better in cultural knowledge and hence its teaching. The examples below indicate how the students think about the NESTs and the culture and what they think about the relationship between them.

(63) A native teacher (NEST)...knows that culture better...  
(Student#321-questionnaire)

(64) I think I can learn English and its culture better from a teacher who has been speaking English as her/ his native language since birth. (Student#335- questionnaire)

(65) I would prefer a native teacher (NEST) because I can learn the English language and the English/ American culture from them. I would like to learn more about the culture because my English is above the average. (Student#576- questionnaire)

The students' opinions in this regard are not confirmed by any lesson observations, though. NESTs have never been observed teaching culture albeit implicitly throughout the observation period.

Only NESTs are preferred for the teaching of culture because they are perceived to have lived within the culture and experienced it, which help them be more knowledgeable about it and better at relating it to the students. The following examples below explain these reasons behind their preferences.

(66) Because the foreigner (NEST) has lived in one of those (English-speaking countries). As their languages are the same, their cultures are similar. That is why, she/ he can give much more information about them. (Student#1-interviews)

(67) The foreigner (NEST) because the fact that they have experienced living in those countries helps them teach us better. Would you learn better from a person who just studied it or from a person who lived there? (Student#13-interviews)

It is implied in the second example that NNESTs learn the target culture through books, and this would not help the students as much. As confirmed by the field notes obtained from the observations, NNESTs do not teach the target culture explicitly. That is, apart from some instances found in the course books, they do not provide any information on or talk about the culture of the target language.

In short, for culture teaching, NESTs are preferred over NNESTs because they are thought to be knowledgeable about the culture of the English-speaking countries.

### Strategy

One of the categories originating from the data (interviews) was teachers' strategy teaching or strategy giving while teaching the target language. NNESTs were thought to be having and giving more strategies about learning English than NESTs. The reason for this was generally based on NNESTs' previous experiences as L2 learners, which helped them develop strategies. And they are thought to relate these strategies to students. The first example below refers to this point:

(68) Because our Turkish teacher learnt English later in her/ his life like us, and while learning, she/he also used these tips. So, while teaching, she/ he can help us in this sense. (Student#5-interviews)

Another reason for NNESTs to be preferable in this sense is that they utilise Turkish in strategy teaching. The use of L1 is claimed to help the students with understanding the strategies given by the teacher. The example below clarifies the point:

(69) Because we can understand Turkish teachers' illustrations more easily. As she/ he gives tips in our L1, we can understand better. (Student#1-interviews)

NNESTs are said to give strategies especially while teaching grammar. The following statements illustrate this point:

(70) I think a Turkish teacher can give better tips because I think we use much more grammar in her/his lessons. That is, we learn grammar, and our teacher gives us tips so that we can learn and use much more easily. (Student#13-interviews)

(71) ...While giving us little information notes, the Turkish teacher also helps a lot. For example, she/ he gives us formulas and things in order to use grammar correctly... (Student#11-interviews)

On the other hand, NESTs were also thought to have more strategies and be better at teaching them by some students because they are native speakers of the language.

(72) ...But when you go deeper, an English (NEST) could be better because for example, when we learn English in the future...in England or in another country...there, one who has actually lived there or grown up there can explain the strategies for speaking English, the ones a Turkish teacher would not be able to explain, more easily and clearly. (Student#12-interviews)

Some students are also aware of the language learning experiences of both teachers.

Below is a student's comment about the difference between NESTs and NNESTs in strategy teaching. He/ she compares them like a summary of the students' overall comments:

(73) I think the Turkish teacher because an English or an American teacher has already known English since birth, so they would not be able to understand what we can't understand. And because it is her/ his native language, she/ he cannot understand why we can't understand or what is difficult or nonsensical for us. However, a Turkish teacher is also a Turkish and learnt English once, so she/ he can understand what is difficult or what may be difficult for us and what is nonsensical for us. That is why, she/he can give us the tips that they found and used while learning English. That is why, in this regard, a Turkish teacher is better. (Student#10-interviews)

As is apparent from the example above, NNESTs are favoured more than NESTs in this sense. Although some students said that NESTs could have more strategies because they are native speakers, mostly the students preferred NNESTs because the students are aware of the fact that they also passed through the same route as language learners (Thomas, 1999; Bayyurt, 2006). And the students think that this helps them empathise with the students more; so, they can help them by providing the strategies they used while learning the target language. The use of L1 while giving strategies may also be advantageous for the students.

#### Competence (or Incompetence) in the Students' Native Language

Teachers' competence or lack of competence in the students' native language (Turkish, in this context) is the last category of the linguistic competences. Along with other factors mentioned above, another factor which caused some of the students to prefer only NESTs was that they had to use English as a medium of instruction and communication in the classroom. Thus, NESTs' lack of competence in Turkish turned out to be something good for the students. They regarded this incompetence as an incentive for improving and practicing English. The following examples illustrate how:

(74)...But on the contrary, because the foreign teacher who cannot speak Turkish in the lesson has to speak in English, I comprehend and learn English better. I think in order to learn English, one needs to be exposed to it. (Student#58- questionnaire)

(75)Because I talk about my problems in Turkish with a non-native teacher (NNEST). But as I would definitely have to speak in English with a foreign teacher, my English would become better with her/ him than with a non-native teacher. (Student#557- questionnaire)

These evaluations are also confirmed with the data coming from the observations. It is mentioned elsewhere in this study that NNESTs do speak in Turkish but for a reason (i.e. as a teaching aid, which students benefit). Students also speak in Turkish with the teacher and with each other. Even if NNESTs do not want them to speak in Turkish, they cannot help it. The extracts from a NNEST's lesson display how the students constantly try to speak in Turkish with the teacher:

The lesson starts. It is the last lesson. One student dares to speak in Turkish to ask something. The teacher forbids it right away, and she says "Don't speak Turkish". The student does not ask the question in English. (NNEST 2, Language and Production, Grade 7, March 14, 2012)

When the task is finished, the teacher starts a game. The students are to ask questions about important numbers in the teacher's life. The teacher says "I'll write numbers, and you'll try to find what it is [sic]". One student asks a question in Turkish. In a teasing voice, the teacher says "You speak very well Turkish [sic]". (NNEST 2, Language and Production, Grade 7, April 5, 2012)

Even in NESTs' lessons, these students speak in Turkish, especially among themselves. If the teacher understands and speaks some Turkish, as in the case of NEST 2, the students may sometimes speak in Turkish with the teacher, too. If L1 is not allowed in any case like in NEST 1's lessons, they avoid speaking in their mother tongues with the teacher.

The obligation of speaking and asking in English and listening to English at all times is thought to contribute to the students' progress in different skills such as speaking and reading, as illustrated as follow:

(76) I also agree with my friend. ... but in speaking, an English teacher (NEST) is better. For example, when they want you to speak, she/he pushes you to speak in English. When you are bored, you cannot switch to Turkish. (Student#35-interviews)

(77) ...because a foreign teacher (NEST) will explain a reading paragraph in English. When she/ he explains in English, even if our

English is bad, our reading skills will improve as we will try hard to understand... (Student#3-interviews)

That is, NESTs' incompetence in L1 of the students indirectly leads the students to try harder while speaking to make themselves clear, and this will, in turn, improve their speaking skills. Likewise, the same inability of NESTs is referred as an aid in enhancing the students' reading skills because this time, they will struggle to understand the NEST with more effort, and again, this will, in turn, help them better their reading skills (and their listening skills, too).

On the other hand, some students regarded NESTs' lack of competence in the students' mother tongue as an obstacle to the students' understanding of the teacher, the subject, or the lesson. Likewise, the students' inability to communicate with the NEST is said to add to the problem.

(78) Because native teachers (NESTs) cannot teach me when I don't understand something. Besides, I cannot learn anything during lessons as they speak very fast. (Student#404-questionnaire)

(79) When I ask a foreign teacher (NEST) in Turkish, she/ he doesn't understand. When she/ he speaks in English, I cannot say because I don't know English. (Student#25-interviews)

From the examples above, it is clear that NESTs' incompetence in Turkish results in problems in communication between the students and the teachers. These evaluations are also confirmed with the field notes. How NESTs cannot make themselves clear and how this results in confusion on behalf of the students is depicted below:

They move on to a reading activity. One student reads, and consecutively the teacher explains the sentences. The students seem to follow. There are two unknown words, and she explains the difference between "grain" and "fragments". Although they don't seem to have understood it, she doesn't check whether they understand or not. In the same passage, there is another new word "tissue". She explains what "tissue" means, but the students cannot find out its Turkish equivalent. It is not understood. She herself

gets that the students have not understood it. She does not try to explain it in another way, though, and she just moves on. As a reflective note, the researcher writes “in NNESTs’ classes, they at least give the Turkish meaning, so the student would think that they have learned it, but now, they do not think they have learnt the word”. (NEST 1, Grade 8, Interaction and Literature, May 2, 2012)

The students also thought NESTs to be at a disadvantage due to this incompetence, which affect their learning in different skills. First, the students express their difficulty in learning vocabulary because of the fact that they cannot ask the questions they want to their NESTs as they are not competent in the students’ L1.

Similarly, the students sometimes have difficult times in understanding the grammar subject when they are not provided with a Turkish explanation. The students sometimes feel the need for a Turkish explanation for understanding reading passages. That is to say, NESTs often fall short of addressing the students’ needs because of their inability in Turkish. The comments below explain each point:

(80) When we do it with the Turkish teacher, we can ask about the words that we cannot understand, but when it is a foreign teacher (NEST), we cannot ask; we have difficulty. (Student#28-interviews)

(81) I think a foreign teacher (NEST) is more disadvantageous in grammar because a Turkish teacher can provide its Turkish when you don’t understand. However, when you ask a foreign teacher (in Turkish), I just don’t understand as I cannot get an answer. (Student#21-interviews)

(82) ...in sentences and paragraphs, and in reading passages, when we sometimes have some problems, the Turkish teacher needs to explain it in our native language. Otherwise, we can’t understand however much it is explained in English. You know, when it is explained in our native language (Turkish), we get it better. (Student#16-interviews)

Like in the case of NESTs, NNESTs’ competence in the students’ native language received both positive and negative comments from the students. And this

ability of NNESTs was a major reason which determined students' preference in favour of NNESTs. NNESTs' sharing the same mother tongue with the students was viewed as facilitating students' learning and understanding English more. Below are some examples as to how:

(83) A foreign teacher (NEST) teaches them in English, but the Turkish teacher teaches both in Turkish and English. If we don't understand, they can switch to Turkish. (Student#25-interviews)

(84) ...As the non-native (NNEST) teacher can also teach us by explaining in Turkish, it becomes easier for us to learn. (Student#563- questionnaire)

Both of the statements of the students exemplify how NNESTs use their native language when the students do not understand something in English. The students also think that the NNESTs' competence in the students' native language is helpful for the students in different skills. For instance, NNEST are said to utilise this competence while teaching reading. Especially their teachers help them with explaining the vocabulary items important for understanding reading passages. The students can also benefit from the NNESTs' competence in Turkish while learning vocabulary. Again, they explain the meanings in Turkish where necessary, thus the students claim they learn and use the vocabulary items better. Another contribution of this competence is viewed in grammar teaching. The teachers speak Turkish while teaching them grammar points. The statements below exemplify these points:

(85) I think Turkish teacher because while doing reading, we may meet lots of new words, and we don't understand their meanings. The Turkish teacher explains them to us according to the passage. A word may have two meanings. A foreign teacher cannot do this because she/ he does not speak Turkish properly. That is why, it is more advantageous to read with a Turkish teacher. (Student#21-interviews)

(86) I think we can learn better from our Turkish teacher because she/ he is a Turkish like us, and when we don't understand a word,

she/ he explains the meaning in Turkish, not in English. And when it is explained in our native language, we can use it better.  
(Student#41-interviews)

(87) Because a non-native teacher (NNEST) can teach us the parts that we don't understand in Turkish while teaching grammar.  
(Student#389- questionnaire)

It is implied as shown through these examples that NNESTs make use of this competence in areas of difficulty for students, and they probably switch to Turkish in order to simplify some points.

There is a revision of some grammar rules through the projector. There are also some examples and exercises. The teacher asks questions, and the students answer them. Sometimes, the students are called by the teacher to go the board to answer the questions. When they make a mistake, she corrects them. The teacher shifts to Turkish to make some points clearer if the students get confused or ask something repeatedly. (NNEST 1, Language and Production, Grade 8, March 6, 2012)

The students favoured NNESTs more for explaining and simplifying difficult concepts and material in order to ease the students' understanding as shown previously through the questionnaire results. Sharing the same mother tongue with the teachers also help the students to ask questions for better understanding, which is revealed by the following statements:

(88) Because if I don't understand some subjects, I can tell my non-native teacher (NNEST) in Turkish, but while trying to explain it to my native teacher (NEST), I have difficulty. (Student#275-questionnaire)

(89) For example, now, the Turkish teacher (NNEST) can speak our language. I can at least ask my question in Turkish if I cannot speak in English... (Student#2-interviews)

That the students can ask questions to NNESTs more easily through the use of L1 is also confirmed by the data obtained from the lesson observations.

There is a question and answer exercise in the students' course book for the uses of two tenses - Past Simple and Present Perfect. One student at the back asks loudly "Teacher, how can we understand which tense to use?" in Turkish. The teacher does not seem to be pleased with this question and says "We talked about it yesterday, Burak, remember?" Still, she explains the difference between the tenses in an understandable and short way (like a summary). So, the students continue with the exercise. (NNEST 2, Grade 7, Language and Production, April 6, 2012)

So, it can be said that NNESTs' competence works for two ways "from teacher to students" and "from students to teachers". As a reflection of the students' preference of NNESTs, the examples mentioned above (from 78 to 89) for both NESTs and NNESTs highlight the importance of L1 use of NNESTs to help the students understand better, and this can be regarded as a reason for the differences between the two groups.

The competence of NNESTs in the students' native language is also regarded as a benefit in classroom management.

(90) I think for example in English lesson..., they sabotage the foreign teacher (NEST) quite a lot. They speak a lot in the lesson. There is generally a buzzing noise going on. That is why, a foreign teacher can also teach, but nothing would be understood then. That is, it would be difficult to understand the lesson. However, as the Turkish teacher knows our language, she/ he can make us silent more easily. So, we understand more easily. (Student#6-interviews)

The NNESTs generally use the students' L1 for pedagogical purposes as a classroom management tool. NNEST 1 tells the researcher that she deliberately uses Turkish for this purpose. This is shown below:

A student has been off-task since the beginning of the lesson. The teacher kindly touches his head to encourage him to participate in the activities. He does not care. That student continues to read another book some time later. This time, the teacher warns him in Turkish because she wants to be more effective (as she tells the researcher) by using Turkish. She threatens implicitly to send him

out of the class. This acts as a warning to make them do the exercises. (NNEST 1, Grade 8, Language and Production, March 6, 2012)

Below is another example of how a NNEST makes use of L1 for classroom management purposes:

The class is a little bit noisier this morning. The students and the teacher continue with an unfinished exercise together. As the noise goes on, the teacher hushes now and then, or she calls out some students' names. However, they do not calm down. The teacher warns them in English. It does not work, either. So, she gets really angry, and she shouts in Turkish. Now, the students are silent and ready. (NNEST 2, Grade 7, Language and Production, March 15, 2012)

As can be seen from the excerpt, the use of L1 is used to manage these students or to treat misbehaviours. The same students are far noisier and harder to manage in the NEST's class in Interaction and Language Course. The following excerpt depicts a typical section from the NEST's lessons as a confirmation of the comment above (90):

The lesson starts. The teacher knocks on the board because the students are really noisy. They have some time to study for the coming test in 20 minutes. They do not care and keep talking. Some students are dealing with other things; they are off-task. The teacher says "Students, can you please concentrate on this?", and then he says "Begüm, shut up. You are my number 1 problem" She murmurs and says "*Yeter ya!*" (enough!). The teacher ignores them and changes her seat. Even while using rude words, he is kind. He rarely shouts. Other teachers would go mad in such a class. The students at the back are not interested in the lesson, and they do not participate, either. Some are walking around, and some are talking in between. There is a kind of chaos in the class. When the students continue to make noise, he says "being good people is your job, not my. Be respectful, it is life. Listen to my voice (there is a problem, he may have a cold), do you think I want to teach you like this? I'm here instead of the hospital" with a reproaching voice. He gives general, moral lessons to these students. He expects they will understand and behave. He tries to touch their feelings so that they feel pity for him and do not misbehave. It does not work. Suddenly and

unexpectedly, the teacher lifts the table and lets it go off his hand, and it makes a terrible noise. The students understand that he is really mad, and they all become silent immediately. He says “I’m really honest. I can be really unkind. I don’t need to care people’s feelings”. (NEST 2, April 2, 2012)

It is clear that the NEST’s words in English do not work with these students. As it is noted by the researcher, “he implicitly and indirectly insults them through his gentle/soft said words. However, they probably do not understand them. They only understand when the teachers shout in Turkish”.

On the other hand, what was seen enhancing by the students above could be regarded as impeding their progress in different skills by some others. Some students commented that if they are obliged to speak in English, their English will be improved, and vice versa, their speaking in Turkish (they actually do) with NNEST will hinder their progress. The following examples can be given for this point:

(91) I think Turkish teachers slow down our progress in English because we can ask them Turkish questions, but we have to ask English questions to an English (NEST) teacher. And so, we learn better. (Student#3-interviews)

(92) Because I talk about my problems in Turkish with a non-native teacher (NNEST). But as I would definitely have to speak in English with a foreign teacher, my English would become better with her/ him than with a non-native teacher. (Student#557-questionnaire)

The statements below are also about this point, which strengthens the assertion that the students believe the use of L1 interferes with their progress in the target language:

(93) (NEST) By this means, we can have better English without speaking in Turkish. (Student#284-questionnaire)

(94) The reason is my non-native English teacher (NNEST) often speaks in Turkish in the lessons. ... I think in order to learn English, one needs to be exposed to it. (Student#58- questionnaire)

These statements indicate that NNEST generally switch to Turkish while teaching at these levels.

In short, the students prefer NNESTs over NESTs overwhelmingly as they are competent in L1 of the students. However, both NESTs and NNESTs' competence and incompetence in the students' L1 are regarded both positively and negatively by some students. As for NESTs' lack of L1 use in the class, some students think that the obligation of L2 use indirectly helps them improve their reading, speaking, and listening skills. For some, this inability is an obstacle for students' understanding the lessons, especially vocabulary, grammar, and reading, and for communication between the teacher and the student. NNESTs' are mostly favoured because the mutual use of L1 facilitates the students' understanding and learning, especially in vocabulary, grammar, and reading. The same competence is regarded as something negative by some since the use of L1 indirectly impedes their progress in English.

### Teaching Styles

Another category that originated from the data was the teaching styles of the respective teachers, NESTs and NNESTs. This category has two sub-categories as the teaching practice (during teaching) and assessment and evaluation (at the end of teaching) of the teachers.

### Teaching Practice

Along with linguistic competences of both groups of teachers, there were also some comments on their teachers' teaching styles. Both positive and negative comments

came from the students. Some of the students commented on their NESTs' teaching styles. They were all evaluated in a positive way. All the comments came from the open-ended question. However, they did not give any detailed descriptions as to the way they teach. The comments below can be given as examples for this point:

(95) Because my native teacher (NEST) knows how to teach better.  
(Student#199- questionnaire)

(96) Because our foreign teacher (NEST) teaches more quickly and more easily. (Student#258- questionnaire)

(97) Because with my foreign teacher's (NEST) speaking and teaching style, I learn more quickly... (Student#371- questionnaire)

Similarly, NNESTs also received comments on the way they teach English. It is important to note that almost half of the comments coming from the open-ended question about NNESTs were concerned with this issue. Previously, NNESTs were reported to teach in a manner that help the students learn more than NESTs. Again, it is clear from the qualitative data that almost all of the students referring to NNESTs' teaching styles evaluated them positively. That is, NNESTs were found to have better teaching styles, and the students referred to how their NNESTs teach English or how they help the students learn English in general. It is illustrated in the following statements as follow:

(98) Because I understand more in the non-native teacher's (NNEST) lessons. And I think she/ he teaches in a better way.  
(Student#201- questionnaire)

(99) As the Turkish teacher makes English learning easier or more understandable, I think the Turkish teacher makes English learning more positive... (Student#14-interviews)

(100) ...It is a little bit about the teaching style...but I think that Turkish teachers understand us better and that they try to make us speak (English) more and think about it more... A Turkish teacher says like "Learning the language was also difficult for me in the

past”. As she/ he can empathise, I think she/ he can find better ways of teaching. Thus, she/ he helps us learn. I mean it (learning from a NNEST) is more positive. (Student#16-interviews)

Whether the students understand and learn from these NNESTs more and easily because of the use of L1 or not is not mentioned, but it is a possibility to consider. Although NESTs are also commented on their teaching styles, which help the students learn, NNESTs were preferred more in this sense. The comments for NESTs, however, were not as many as for the NNESTs. This is in line with the results of the questionnaire item about teachers’ teaching manners. On the other hand, NNESTs also received a negative comment on their teaching styles. The following comments refer to this through a comparison between NESTs and NNESTs.

(101) I think Turkish teachers always teach it in a boring way, but foreign teachers, maybe because of their education systems or teaching styles, they are very enjoyable and teach more actively. (Student#6-interviews)

(102) The foreign teacher (NEST) is enjoyable, and Turkish teachers are very bad...Some teachers do not make us play anything, and I get bored. (Student#13-interviews)

These were the only negative comments on NNESTs’ teaching styles, but they were true as far as understood via the observations. NESTs, however, did not get any negative comments from the students in this sense. One instance from a NEST’s lesson could be given as an example of how they make their lessons active and fun:

The teacher says to the researcher “I am going to teach them something about the nature”. Then, he asks the students to form groups of four people. He shows them some soil and plant seeds. They really get excited for the coming activity. He distributes them some seeds and little pots. As a vocabulary activity, he writes the names of the seeds on the board, and they talk about what their Turkish equivalents can be. Before planting, they need to do something about it. Now, they are preparing small flags for the

plants. They are going to write their names on them. The teacher monitors them, helps them, and answers their questions. He says “at the end of the year, if the plants are alive, you’ll get something; if not, no!”. Then, as a class, they all go out to the garden. In the garden, the students enjoy dealing with the soil. They put their seeds in their pots with the flags attached. Some students do it for the first time in their lives. The teacher says to the researcher “they are city children”. Once they finish planting them, they water them. The students ask one by one to the teacher if theirs are OK. He checks their pots one by one patiently. One student adds “*çok zevkli bir etkinlik*” (it is a very enjoyable activity) (NEST 2, Grade 7, Interaction and Language, April 30, 2012).

Briefly, the students preferred their NNESTs over their NESTs for their teaching practices in the class. They are taught to teach better, compatible with the students’ learning styles, and in an understandable way. However, two comments revealed that NNESTs’ lessons are usually boring and passive. In contrast, NESTs’ classes were found to be enjoyable and active, which students like. Although they did not receive any negative comments in this regard, the positive comments were few.

### Assessment and Evaluation

Students also commented on the assessment and the evaluation of their teachers. Assessment and evaluation are included in this factor since they are practiced at the end of teaching practices. Teaching practices and assessment and evaluation are closely related as assessment and evaluation are performed based on teaching practices in class. As to this sub-category, the students have different comments for NESTs and NNESTs, which were all obtained from the interviews. The students evaluated their NESTs’ assessment and evaluation positively as they assess their students’ progress with a holistic approach through writing examinations, where they

can evaluate the students' understanding, vocabulary, writing skills, and indirectly grammar, too. This is exemplified below as follow:

(103) While Turkish teachers prepare only grammar-weighted exams, English teachers (NESTs) prepare exams including everthing, so they assess and evaluate everyting well. (Student#6-interviews)

(104) How does a foreign (NEST) teacher do it? The foreign teacher only asks about the vocabulary, and writing, too. Thus, she/ he can measure both our spelling mistakes and our vocabulary and whether we have understood it or not. That is, she/ he can assess many things at one time, and she/ he doesn't focus on one thing. She/ he doesn't say "I taught them the present continous tense, and now I will ask questions from this tense for 20 points in this test". It is not Mathematics or Science, it is English. (Student#21-interviews)

As perceived by the students, they can also assess and evaluate the students' speaking skills better because of their native accent. The following statements show this point:

(105) Our exams are according to the British accent. So, I think English teachers (NESTs) prepare (exams) better.... (Student#4-interviews)

(106) While evaluating our speaking, the foreign teacher (NEST) is better because it is her/ his native language, and she/ he can make the necessary recommendations. She/ He can make better comments. (Student#32-interviews)

Conversely, some students preferred their NNESTs over their NESTs in this category because they are taught more by their NNESTs as the programme necessitates. Thus, NNESTs' weight is more in assessment and evaluation as it is in teaching. As they test their students more, they can evaluate their students better; so the students think. And this affected their attitudes towards NNESTs in assessment and evaluation. The following comments are pertinent to this point:

(107) We have tests from two separate parts. 60 and 40 points in total. The part for 60 points contains questions about the things that our Turkish teacher teaches. So, we have more questions from her/his part. That is why, she/ he can get more information about our English levels. (Student#8-interviews)

(108) I think Turkish teacher because the Turkish teacher has us have more tests and exams, quizzes...Also, she/ he examines us through the quizzes in the books and the ones she/ he prepares. Foreigners (NESTs) generally does activities. That is why, the Turkish teachers understand better as they have tests a lot. (Student#3-interviews)

A student evaluated their NNEST in a skill which is usually attributed to NESTs- pronunciation. S/he was found to be better in evaluating the students' pronunciation as they both come from the same linguistic background. It is illustrated below:

(109) In pronunciation, our Turkish teacher can evaluate us better because she/ he evaluates our accents according to Turkish people's speaking and acts accordingly. However, as the foreign teacher knows it better, even trivial cases may attract her/ his attention and she/ he can evaluate accordingly. (Student#34-interviews)

As a conclusion for this part, the students' attitudes are mixed, and they do not have a clear preference of one group of teachers over another. Some students think that their NESTs are better at assessment and evaluation because they can do it with a writing exam, in which the students' writing, vocabulary, and grammar knowledge and performances are assessed and evaluated. They are perceived to be better at evaluating their speaking skills as they are NSs of English. In contrast, some think that NNESTs can assess and evaluate them better as they teach them more, thus they have more opinions on students' English. Their grammar weighted tests are criticised by some students, though.

## Personal Factors

The students also commented on some personal factors of their teachers as the reasons for their preferences. The factors mentioned were categorized under personality traits, being a good teacher, affecting attitudes, and nativeness. First, the comments on personality traits will be presented.

### Personality Traits

NESTs almost always received positive comments on their personality. What is meant by personality is their characteristics excluding qualities related to teaching or being a teacher. Their positive personal qualities make NESTs preferred more when compared to NNESTs in this sense. The NESTs were found to be friendly, good, positive, sympathetic, lovely, and intimate people. That they were preferable because of these positive personal traits were not mentioned in the interviews, though. The comments below show how the students view their NESTs in general in terms of personality traits:

(110) Our native teacher (NEST) is very good, positive... Apart from the lessons, personally, she/ he is very good and friendly. (Student#474- questionnaire)

(111) Because our foreign teacher (NEST) is more friendly, and her/ his English is good. Besides, we have enjoyable lessons. (Student#502-questionnaire)

(112) More sympathetic... (Student#527-questionnaire)

(113) My desire to participate in her/ his (NEST) lessons is more. She/ he makes me more motivated to learn English. She/ He is a very sweet person. (Student#545- questionnaire)

(114) They (NESTs) are more intimate, and because it is their native language, they teach it in a more determined way. (Student#182-questionnaire)

Some students also mentioned that NESTs get angry with the students much less frequently than NNESTs and that they behave gently, which make the students prefer them more in this respect. The following statements illustrate this point:

(115) ...But the foreign teacher (NEST) teacher is very good and she/ he rarely gets angry. (Student#197- questionnaire)

(116) Generally, foreign teachers (NESTs) behave more gently. Turkish teachers are harsher. (Student#18-interviews)

This observation of the students is also confirmed by a NNEST whose lessons the researcher observed. She touches upon how NESTs and NNESTs behave towards students as shown below:

The teacher comes and talks to me while the students are copying. She says that native speakers' classes are a lot noisier. "It is true for everywhere because NESTs and NNESTs are different in classroom management. NESTs think that students have the responsibility to learn and behave as needed, but in Turkey they do not. NNESTs, on the other hand, make students learn with stricter, more authoritarian behaviours as they are grown up like this". She adds that students have this "image" for a teacher. That's why, NESTs have some kind of shock when they first start teaching in Turkish classrooms, but then they learn the rules from their NNEST counterparts. She adds "if you ask them, they will surprisingly say that they love me more although I behave in a stricter way". She also says "they don't want to be treated well. That's how they culturally and instinctively know. So, they behave in a different way in NESTs' classes. As a reflection, the researcher notes that "I agree with what she thinks, and I also think that the students behave differently as their native teachers behave differently while they teach. That's the reason. They also teach different skills. This also affects the students' behaviours. (NNEST 1, Grade 8, Language and Production, March 13, 2012).

That is to say, it is not because NNESTs' personalities are worse than NESTs or NESTs' personal traits are better than NNESTs'. That is because, as revealed through the comment above, the culture of both NESTs and NNESTs affect their

behaviours (reflected in their teaching and their communication with the students) towards the students.

NESTs were also regarded fun and colourful people probably because of their teaching styles as the following examples imply.

(117) Your foreign teacher (NEST) is colourful and a good teacher. When she/ he is finished with the lesson, she/ he lets us watch films, play games, and be free. She/ He is more colourful compared to our Turkish teacher in general. (Student#479-questionnaire)

Based on the lesson observations, it could be asserted that both groups of teachers let the students have some free time before the lessons finish or play games with them. However, the frequency may change.

On contrary to the students who viewed their NESTs' personal traits positively, there were few students who regarded them negatively in this sense. Lack of empathy, getting angry with the students and shouting or scolding students as a way of disciplining students, which are generally attributed to Turkish teachers, are this time ascribed to a NEST. The comment below can be given as an example for this:

(118) Our native foreign teachers (NESTs) do not understand us. They even don't want to understand our problems. Besides, she/he teaches her lessons very slowly. And by shouting and getting angry, she/ he thinks she/ he can solve every problem. Our Turkish teachers understand us, and they empathise with us. Although they sometimes get angry with us, they fondly teach us. (Student#592-questionnaire)

This could be an exception, though, or it could be a point of view (or perception) of few students.

In contrast with NESTs, NNESTs almost always got negative comments on their personality traits. NNESTs are viewed as quick tempered and ones who get angry frequently, as well as being harsh probably because they want to discipline the students as explained in the following examples:

(119) Because our Turkish teacher never accepts mistakes, and she/ he is very angry... (Student#197-questionnaire)

(120) Some teachers (NNESTs) are...ok they have to make us silent when necessary. But, for example, she/ he teaches us something, and if we ask a question because we don't understand it, she/ he gets angry as she/ he has just gone over it. Generally, foreign teachers behave more gently. Turkish teachers are harsher. (Student#18-interviews)

Interestingly, NNESTs did not get specifically positive comments from the students on their personalities as many as the NESTs did. One of the few is as follows:

(121) I understand their pronunciation. She/ He teaches us necessary things. She/ he is a very good and helpful person. (Student#324- questionnaire)

(122) ...Our Turkish teachers understand us, empathise with us, and even though they sometimes get angry with us, they fondly teach us. (Student#592- questionnaire)

Overall, in terms of personality traits, NESTs were preferred more than NNESTs. They almost always received positive comments while NNESTs received almost always negative comments from these students.

### Being a Good Teacher

A lot of the students' comments were about another personal factor of the teachers "being a teacher" in general terms without referring to any specific teaching skills. About half of the items in the questionnaire was also grouped under a similar category-a good English teacher image. However, in this part, only the items which are related to their being teachers in general terms will be discussed in relation to the qualitative data obtained from the interviews and the open-ended question. As revealed through the quantitative results, the students reported that both of their NESTs and NNESTs were good and ideal English teachers who they expected to

have while learning English in their schools. However, they favoured their NNESTs slightly more (as shown by the compared means) in this respect. This result is also in line with the results obtained from the question “Which teacher would you prefer?”. The preference difference between the two groups of teachers was only 4%, NNESTs being preferred slightly more than NESTs. The qualitative data results also revealed that the comments about NNESTs were a little more in this respect.

First, the comments on NESTs will be presented. NESTs are claimed to be better English teachers in comparison to NNESTs. Their being good teachers are attributed to NESTs’ teaching better and students’ learning better.

(123) Because in terms of both teaching style, motivation, and being good, my foreign teacher (NEST) is the most ideal teacher. I love her/ him very much... (Student#347-questionnaire)

(124) The native teacher (NEST) is a better teacher for me ... (Student#13- questionnaire)

(125) Because I learn better from native teachers (NESTs). (Student#155- questionnaire)

(126) Because my native teacher (NEST) knows how to teach better, and she/ he is a sweet person.. (Student#199-questionnaire)

The comments for NNESTs on their being good teachers are similar to the ones for the NESTs, their teaching better and students’ learning better. The statements below are for NNESTs:

(127) For me, the non-native teacher (NNEST) is absolutely better, and I learn better. (Student#165- questionnaire)

(128) She/ He (NEST) teaches very well. I understand the lessons better. (Student#399- questionnaire)

It is important to note here that NNESTs did not get any but only two positive comments on their personality traits. However, they received many positive comments on their being good teachers. That is to say, the students can distinguish ‘being a good person’ from ‘being a good teacher’.

The questionnaire item “I would enjoy taking another class with this English teacher” is also related to this ‘being a good English teacher’ factor because if a student would like to take another class with any teacher, it would imply that the teacher were a good one. Like the other items for this factor, this item did not indicate a significant difference between NESTs and NNESTs, either. However, the compared means were lower than 4 (3,23 versus 3,22), which means that the students did not agree with this statement and that they were indecisive. In other words, they could not decide whether they would enjoy taking another class with their NESTs and NNESTs or not. And in neither the interviews nor the open-ended question did the students mention this respect.

These students also reported that they were learning a lot of English with their NNESTs. Based on the significant difference between NESTs and NNESTs in this regard, it could be said that the students implied they learned more English with their NNESTs in comparison to their NESTS. This difference may be due to the classroom management skills of respective teachers. The students believe that in order to be able to teach and learn something (English in this case), there should be some kind of order and discipline in the classroom, and the students should get ready for it first. The following statements clarify this assertion by presenting the difference between NESTs and NNESTs in terms of classroom management:

(129) Our Turkish teacher is better compared to our foreign teacher, and she/ he teaches better. Everybody speaks in the foreign teacher’s lesson... Her/ His English is very good, but she/ he cannot teach (because of the noise in the classroom). (Student#247-questionnaire)

(130) ...But because we cannot have the lesson with our foreign teacher, she/ he doesn’t have any contributions to me. I would like a teacher who can provide the discipline in the class. (Student#414-questionnaire)

(131) I think for example in English lesson..., they sabotage the foreign teacher (NEST) quite a lot. They speak a lot in the lesson. There is generally a buzzing noise going on. That is why, a foreign teacher can also teach, but nothing would be understood then. That is, it would be difficult to understand the lesson. However, as the Turkish teacher knows our language, she/ he can make us silent more easily. So, we understand more easily. (Student#6-interviews)

(132) For example, when the foreign teacher (NEST) comes to our class, there is more noise. When our Turkish teacher comes, everybody is more silent. They listen to the teacher more. (Student#12-interviews)

(133) The Turkish teacher provides the flow of the lesson better, but foreign English teachers (NESTs) cannot apply any sanctions when someone misbehaves. That is, the lesson cannot be taught...but the English teacher (NEST) can sometimes use English, and sometimes she/he cannot so as to silence others. (Student#57-interviews)

The comments of the students point out that the difference between the classroom managements of the teachers affects the teaching and the learning of English and thus marks whether they are good as teachers or not.

All in all, the students view their NESTs and NNESTs as good English teachers. However, because of their classroom management skills and because they felt they learned more English with them, NNESTs are preferred slightly more by the students.

### Affecting Attitudes

The data gathered from the interviews also revealed information about how their teachers affect the students' attitudes towards the culture of the inner-core countries and towards English learning. The teachers' effect on students' attitudes towards the culture will be presented first. NESTs are claimed to have a positive influence on the

students' attitudes towards the culture of English speaking countries. One example about a NEST is as follows:

(134) Our foreign teacher (NEST) makes us have positive opinions about her/ his country. For example, he once brought us some sweet, Canadian sweet. It was very nice. And she/ he talked about her/ his hometown. (Student#1-interviews)

The Canadian teacher in this example influenced the students' attitudes towards Canada and Canadian culture (indirectly the people, too) in a positive way. When they were asked whether the personality of the teacher would affect their attitudes both positively and negatively, they all agreed and gave the following examples:

(135) I think our foreign teacher (NEST), our attitudes could change according to them because our foreign teacher is a really good, affectionate person. And I think, he is Australian, Australians are like her/ him, at least the people around her/ him. (Student#6-interviews)

(136) Our teacher (NEST) is, on the contrary, an angry teacher. That is why, I think Australians are like her/ him. (Student#7-interviews)

The examples above are about an Australian teacher, and interestingly, the students are from the same school (but different classrooms). So, they are talking about the same teacher, but they are contradicting each other. It is most likely that the teacher behaves differently in these two classrooms. How the students view his personality and its effect on their attitudes towards the culture should be noted.

In addition to the personality of a teacher, the students also agreed that how they felt about the teacher would also affect their attitudes when they were asked. That is, it may depend on the teacher and what they say about those countries, their cultures and people alike. The following examples comment on the effects of both NESTs and NNESTs both positively and negatively. They illustrate how:

(137) In fact, it could affect us in two ways. As a result, they can affect both positively and negatively in terms of the places that they have lived or visited before. By talking about the bad sides, they

can affect us negatively. That is, the possibility is the same.  
(Student#9-Interviews)

(138) I think both native and non-native teachers may have been to those countries. They can give us tips and clues. One who has lived in one of those countries can satisfy our curiosity. Turkish teachers may also say bad things about them as they are not from there, but I don't think foreign teachers could say negative things about their own countries. (Student#2-interviews)

The second statement is like the explanation of the former one with an example. A NNEST may say negative things about one of the countries they have been to, and they may affect the students' attitudes in a negative way. Likewise, a NEST may talk about their own countries, and they may affect the students' attitudes in a positive way. Another student summarises this issue by saying that it is nothing to do with the nativeness of the teacher in an example as follows:

(139) It does not depend on the teachers' nationality. I agree with the fact that those who have been to more countries or have lived there longer can tell us about them and the culture there.  
(Student#18-interviews)

The interview data also revealed that both teachers had some influence on their students' attitudes towards learning English. They mostly stated that nativeness did not count in affecting their attitudes in this sense. The teachers' behaviours and attitudes or ways of teaching may affect the students' attitudes, as the students in the following examples indicate:

(140) I think whether they are Turkish or foreigners does not matter. It is all about the attitude and the behaviour. If a teacher treats you badly, naturally, you get alienated from that lesson, and your motivation and enthusiasm are broken. That is why, it is not important where the teacher comes from. The attitude and the behaviour are important. (Student#12-interviews)

(141) Their teaching styles also affect our liking or not. If she/ he always gets angry with us and treats us badly, then I take a dislike to English. To be honest, if she/ he teaches in a happy and an affectionate way, we may get interested in English. (Student#9-interviews)

(142) Frankly speaking, I don't like learning English so much because some teachers make it difficult. We already don't understand it. In addition to this, when they teach the material that we don't understand... Both teachers do this at times...  
(Student#17-interviews)

All the examples above illustrate that the teachers' behaviours and attitudes towards the students are important in shaping their attitudes towards learning English. That is, if they loved their teachers, they would love English learning, as well. A lot of students agreed with the statement below uttered by the interviewer:

(143) If we love our English teacher, we would love English more.  
(Interviewer-interviews)

Some students, however, found a relationship between their teachers' nativeness and their attitudes towards English learning. NESTs were positively evaluated in their effect on the students' attitudes. They commented that they like English learning because of the way NESTs speak English. They, in a way, admire NESTs, and in turn they like learning English. Below are some statements of the students, which highlight this point:

(144) Yabancı veya Türk olmasıyla az çok ilgisi var çünkü yabancı öğretmen bizimle konuştuğu zaman hani biz de imreniyoruz "aa ne güzel konuşuyor" gibisinden. Ben bu okula gelmeden önce mesela yabancı öğretmenim yoktu. İngilizce'den ben nefret ederdim. Geldim yabancı öğretmenimle ile konuştum, İngilizce'yi bir ders değil, resmen bir hayat yaşantısı, bir parçam gibi görüyorum.  
(Student#5-interviews)

(145) Yabancı öğretmenler İngilizceyi daha doğal konuştuğu için ben her zaman yabancı öğretmenlerin dersinden daha çok zevk alıyorum. İngilizce'yi daha çok seviyorum. (Student#3-interviews)

(146) Yabancı öğretmenler çünkü onlar gibi konuşmak isteriz o yüzden imrendiğimiz için de severiz İngilizce'yi. (Student#7-interviews)

As opposed to several positive comments on NESTs, NNESTs received only one specific positive comment from a student, who related their positive attitude to learning English to the teacher's nonnativeness:

(147) İngilizce öğrenmeyi Türk öğretmenimden dolayı seviyorum. Onunla etkinliklere daha iyi katılabiliyorum. (Student#11-interviews)

The reason that this student likes learning English is that their teacher is Turkish (nonnative). This helps them participate in activities more.

In overall terms, both their NESTs and NNESTs are thought to have a possibility to affect their attitudes towards the countries and learning English through their personalities. Although they generally mentioned that their attitudes are not determined by the teachers' nativeness or nonnativeness, some students stated their teachers' origin may affect their attitudes.

### Nativeness

Nativeness has been included in this part as a personal factor because of convenience. This factor was mentioned by a lot by the students, which affected their preferences. A number of students stated that being a native speaker of a language meant knowing about that language more and this ensured its teaching well. The following examples elaborate on this point:

(148) A person who comes from its origin is always better. (Student#96-questionnaire)

(149) (NEST) Because they have known English since birth. (Student#446-questionnaire)

(150) Because English or other languages should be learnt from native teachers. (Student#240-questionnaire)

(151) As English is her/ his native language and as she/ he knows it better, she/ he can teach it better. (Student#174-questionnaire)

(152) First of all, for one person, it is much easier to speak her/ his own language and teach it. Besides, she/ he gets training for teaching, which, I think, makes her/ him better at teaching it. (Student#562-questionnaire)

It is understood that only being a native speaker is an attribute that makes the students prefer NESTs as their English teachers. Besides, the fact that they know English more in general enables them to teach it better, as perceived by the students.

As illustrated in the last example, the students assume that NESTs study teaching English. However, in reality, only a few of the NESTs teaching these students were real teachers, and most of them had different teaching certificates (they were not real teachers). Still, except for one (one of the NESTs observed), none of them were teachers of English to the speakers of other languages.

Even though NESTs received many comments on this personal factor, NNESTs did not get any, the reason of which is self-evident. There were not any negative comments or references to their being nonnativeness, either. So, there were instances in which NESTs were preferred only because they were native speakers.

#### Both NESTs and NNESTs

Apart from the students who preferred only NESTs or only NNESTs while learning English, a majority of the students (60%), who took the questionnaire, preferred to be taught by both teachers at the same time (as shown in Figure 5). The reasons for why they preferred both teachers to learn English were mostly obtained from the open-ended question at the end of the questionnaire and the interviews. The field notes and the results of the questionnaire items (part 3) will also be used where necessary to illustrate the reasons.

Two categories emerged from the analyses of the interviews and the open-ended question with regard to the reasons of students' preferences for both groups of teachers. The first one is that NESTs and NNESTs are complementary since they are perceived to be good at teaching different skills. The other one is that a distinction based on their non/nativeness is irrelevant because there is not a difference between these two groups.

## Complementary

About 65% of the students who would prefer to be taught by both NESTs and NNESTs stated that these teachers are complementary to each other because they are good at different language skills, and thus each group is better at teaching different skills. That is, these students acknowledge NESTs and NNESTs' own strengths and weaknesses as teachers. That the students believe they are complementary is displayed below in the extracts as follow:

(153) Both of them, because both native (NEST) and non-native teachers (NNEST) complement each other with the things that they teach. (Student#11-questionnaire)

(154) I think they complement each other. I agree with everybody. (Student#5-interviews)

The students think that NESTs and NNESTs complete each other because they are perceived to be good at different skills; therefore both of them are advantageous and essential for the students to learn English better. These are illustrated below in the following comments from the interviews and the responses of open-ended questions:

(155) Both of them have different expertise skills. It is better and simpler to learn the subjects from their own areas of specialization. (Student#76-questionnaire)

(156) Both teachers have respective and good sides. Both of them teach me different things. (Student#21-questionnaire)

(157) The reason for my choice is that I can learn different things from them. As a result, the things that I learn from the foreign teacher are not the same as the things that my Turkish teacher teaches. (Student#477- questionnaire)

(158) Because both teachers teach in different ways to learn English. I learn important points from both of them. Both teachers have different experiences. (Student#485-questionnaire)

The students' observations about the fact that they teach different language related things and skills are also confirmed by the observations made by the researcher. As a result of the programme imposed in these private schools, NESTs and NNESTs focus on different skills in their lessons although they also have students practise each language skill.

It is obvious from the examples above that these students are aware that NESTs and NNESTs have different experiences and different ways of teaching, which determine the areas that they are good at. According to the students, they prefer them both mostly because while they can learn oral skills and vocabulary more and better with NESTs, they can learn English grammar and use their L1 with their NNESTs more.

#### No Difference

As the questionnaire results revealed, about two thirds of the students taught that they could learn English from a NNEST as well as from a NEST. Besides, most of the students agreed that they did not care where their English teachers were from as long as they were good teachers while learning English. The results of the qualitative data are also in line with these results. As opposed to students who think NESTs and NNESTs can teach different skills, 35% of the students who would prefer to be taught by both teachers think that there is not a difference between the two groups of teachers and that they can equally be good teachers.

(159) I cannot make any discrimination. Like in the 21<sup>st</sup> question. (I don't care where my teacher is from, as long as he/she is a good teacher for me). (Student#356-questionnaire)

(160) If the teacher is really good, what is important is not English's being their native language. What is important is her/ his teaching and speaking it accurately. (Student#64-questionnaire)

(161) I would prefer them both because, for me, whether English is their native language or not is not important. It is enough for a teacher to teach the lesson well, for me. (Student#298-questionnaire)

(162) It doesn't matter where my English teacher is from. What is important is her/ his teaching English well, and my teachers are like this... (Student#518-questionnaire)

(163) Both teachers speak English very well, and they teach in the best way. (Student#354-questionnaire)

(164) Because I think English learning is related to the teacher, not with whether their native language is English or not. A good teacher is good in every sense. (Student#512-questionnaire)

(165) Both of my teachers are good. It doesn't matter whether their native language is English or not; I think it is very good this way. Both teachers teach very well. I love both of my teachers very much. (Student#65-questionnaire)

Through the qualitative data, it is implied that for these students, nativeness of a teacher of English does not count. What is important for them is how well the teachers know English and how much they can teach it to the students rather than where they come from or what language they speak.

As an answer to the second research question as to their preferences of teachers, it could be said that these students mostly (60%) would prefer to be taught by both teachers at the same time. As for the reasons for preferring both of them at the same time, 65 % of the students stated that NESTs and NNESTs are complementary to each other as they teach different skills better. Among many skills the students referred to, vocabulary and oral skills were mostly attributed to NESTs, and grammar teaching and the use of L1 were attributed to NNESTs. 35% of the students found no difference between the teachers, and they stated that the nativeness of the teachers was of no significance as the important thing is their teaching

abilities. The rest of the students would prefer to be taught only by NESTs or only by NNESTs with similar degrees of preferences (22% vs. 18%) as they were thought to be good at teaching different skills, and this preference emerged from which skill they attached importance to (i. e. if they taught speaking is important in learning English, they chose NESTs; if they taught grammar is important, they chose NNESTs).

## CHAPTER 5

### DISCUSSION AND CONCLUSION

In this final chapter of the study, first the summary of the study is provided. Then, the results obtained from the analyses are discussed against the results of the previous studies to find out the convergent and the divergent points as well as the reasons for them. Following the discussion, the possible implications of the findings and the limitations of the present study are presented. Finally, some suggestions for further research are given.

#### Summary of the Study

This research study investigated the attitudes of secondary school students (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders) studying at private schools towards NESTs and NNESTs in an EFL context. What was especially investigated was whether they preferred one group over the other or whether they preferred both of them while learning English. Besides, the reasons for their preferences (only NESTs, only NNESTs, or both) were sought. For these purposes, the researcher conducted a four-faceted research method comprised of a questionnaire to find out the attitudes of the students, an open-ended question, structured focus group interviews, and lesson observations to find out the reasons of their attitudes and preferences.

The findings of the questionnaire based on the analyses indicated as an answer to the first research question that although the students' attitudes towards their NESTs and NNESTs are both positive in terms of a good English teacher

image, their attitudes towards their NNESTs are more positive than their NESTs in terms of learning English. In other words, these students think that both their NESTs and NNESTs are good English teachers with regards to English proficiency and likability as a teacher, but their NNESTs are more favourable when it comes to its teaching (the teaching of different skills). Still, they did not prefer their NNESTs over their NESTs with a clear difference (22% for NNESTs vs. 18% for NESTs). Instead, most of the students (60%) preferred to be taught both by their NESTs and NNESTs.

The analyses of the open-ended question, interviews, and lesson observations provided the answer for the second research question, and the reasons of their attitudes and why they would prefer NESTs and NNESTs respectively and both of them together were revealed. NESTs were mostly preferred for their vocabulary and oral skills teaching. In addition, they were favoured for the teaching of reading and writing skills and the teaching of culture more than NNESTs. Their positive personal traits and their being native speakers of English were also mentioned as reasons for their preference of NESTs. In contrast, NNESTs were preferred because they were perceived to be good at grammar teaching and because they share the L1 of the students, which they benefit a lot (as they report) while learning English. Besides, they were regarded more highly than NESTs in strategy teaching and in teaching practices during classes. For assessment and evaluation, being a good teacher in general (under personal factors category), and affecting students' attitudes towards learning English and English-speaking countries (under personal factors category), their preferences were mixed, and they did not have a clear preference of one over another.

When it comes to why they would prefer both NESTs and NNESTs, the results showed that most of the students thought they were complementary to each other as they were good at different skills (as shown above). Over one thirds of the students preferred them both because in their view, there were no differences between these two groups based on their nativeness. Also, they acknowledged a teacher's teaching skills regardless of where they are from.

### Discussion

The results of the first research question suggest that these students have positive attitudes towards both their NESTs and NNESTs (as revealed from their responses to the questionnaire items) and they recognize their teachers' respective strengths and weaknesses as English teachers. In this sense, the results of this study are congruent with most of the studies mentioned in the literature review part. First, these results comply with Mahboob's (2004) and Lipovsky and Mahboob's (2010) studies. In the studies, the students had both negative and positive comments regarding their NESTs and NNESTs as the students in this study. Specifically, in the studies above, NESTs were preferred for their teaching oral skills, vocabulary, and culture, but they received negative comments on their grammar teaching, some personal factors, and teaching methodology. Similarly, in this study, the students preferred NESTs for their teaching oral skills (listening and speaking-accent/ pronunciation/ fluency) instead of NNESTs like the students in Kelch-Santana-Williamson (2002), Benke and Medgyes (2005), Butler (2007), Coşkun (2010) and Demir (2012). NNESTs themselves also found NESTs beneficial in the teaching of oral skills (especially pronunciation and fluency) (Bayyurt, 2006). And the students in this study especially

stated the accent difference between their NESTs and NNESTs. Although it was shown in a study (Butler, 2007) that teachers' accented English did not affect the students' comprehension negatively and thus performance levels, these students are still in favour of native accents as revealed by the result of the questionnaire item "English teachers should all speak with a perfect American/ British accent", with which the students mostly agreed. This may be due to the students' "stereotypical beliefs and assumptions about the supremacy of native teachers" in speaking skills (Kelch & Santana-Williamson, 2002, p. 64). For the teaching of listening skill, NESTs were also favoured more as in Lasagabaster and Sierra's (2005) and Demir's (2012) studies. They were favoured especially because they thought their teachers' speaking to them would naturally improve their listening skills indirectly. Besides, their helping them practice for listening exams also makes them more preferable. Pasternak and Bailey (2004) suggest that "some NNEST's fluency (e.g., in listening and speaking) may be far less developed than their accuracy (e.g., in grammar and writing)" because of the scarcity or lack of input (exposure to target language speech) or interaction (with i.e. NESTs) (p. 157). This may be a major reason for why NNESTs were not preferred as much by these students.

As for vocabulary, in this study, NESTs were preferred over NNESTs although NNESTs also received some positive comments on their teaching reading, as well. In this sense, the results are in line with Mahboob's (2004) and Demir's (2012) studies, in which the participants thought NESTs were far better at the teaching of this skill than NNESTs. This is because students are aware that NESTs normally and naturally have a bigger lexicon as they are the native speakers of English. So, they think that they can teach them vocabulary better than NNESTs. As another reason for this result, in the interviews, the students stated that they learn

vocabulary with NESTs more and better because the course book used in their lessons includes more reading passages with a lot more vocabulary items to be learned. Even, one student said that “if that book were used in our Turkish teacher’s lessons, we could learn (vocabulary) better from them” (Student#40-interviews).

NESTs were also favoured for their better teaching of literacy skills (reading and writing) although not as much as in oral skills and vocabulary teaching. (The fact that NNESTs also received positive comments for the teaching of these skills should be noted, too). In this regard, the results are parallel to Lasagabaster and Sierra’s (2005) study, in which the participants preferred NESTs more than NNESTs in teaching reading and Demir’s (2012) study, in which the participants favoured their NESTs more than NNESTs for the teaching of writing. Again, the reason for the students to prefer NESTs for the teaching of literacy skills may be attributable to the scope of their lessons that they are responsible to teach. This is illustrated by one student as “mostly it is not because of the teacher; it is because of the book. If our NNEST had that book (the one their NESTs were responsible for teaching), it would be the same as we would be doing such and such reading activities with the book” (Student#11-interviews). For writing skills, NESTs were preferred more because they were perceived to be able to help the students prepare for English examinations more although no instances of it were observed in NESTs’ lessons (for once, a NNEST was observed to prepare the students with writing exercises, though). This result is also in contrast with Mahboob’s (2004) and Lipovsky and Mahboob’s (2010) studies in which NNESTs were preferred for the teaching of both reading and writing skills. As mentioned above, this difference may be from the allocations of teachers to different skills. For example, the course book that NESTs follow in this study includes more reading and writing activities than NNESTs who are to focus

more on grammar. Thus, they deal with students' reading and writing skills less than their native counterparts.

Culture teaching was another skill for which the students preferred their NESTs. Following Mahboob (2010), culture is examined under the linguistic competences part because it is defined as "...something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction, and, of course, *through linguistic communication*" (Duranti, 1997, p. 24, emphasis added). The culture of the core countries in this EFL context is "foreign" like the language itself. This foreign culture is to be learned along with the language, on behalf of the nonnative ELT teacher, and to be taught to students either explicitly or implicitly. So, foreign language teaching not only aims at improving students' grammatical and communicative competence but also at changing their attitudes towards the target culture in a positive way (Thanasoulas, 2000). And this cultural knowledge is a competence which is a linguistic one because language and culture are intertwined, and they "are from the start inseparably connected" (Buttjes, 1990, p. 55). That culture and language are interrelated are also confirmed by the NNESTs in Bayyurt's study (2006). The teaching of culture was neither negatively nor positively referred to NNESTs by the students. This result is consistent with Moussu's (2002) study in which NNESTs were found to be deficient in the target culture and thus its teaching. NNESTs' stating that they need to learn the target culture before relating it to their students may also suggest that they feel inadequate in the target culture and its teaching (Bayyurt, 2006). However, in Mahboob's (2004), Lasagabaster and Sierra's (2005), Bayyurt's (2006), Yılmaz's (2006), and Cheung and Braine's (2007) studies, NESTs were favoured for their cultural knowledge and awareness and its teaching as in this study. Similarly, in Coşkun's

study (2010), the participants stated that the integration of NESTs into ELT teaching in Turkey would be a good idea as they are perceived to have cultural awareness, which they can relate to their students. Again, instead of a deliberate teaching of culture through the books in the lessons, NESTs are thought to provide subtle or indirect information while teaching (by the students in this study).

NESTs' positive personal traits (regardless of their qualities related to teaching or being a teacher) also make them favourable for these students. In this sense, the result is in line with Benke and Medgyes' (2005), Üstünoğlu's (2007), İnceçay and Atay's (2008), and Demir's (2012) studies. Especially in the studies done in Turkey (mentioned in the previous sentence), NESTs were found to be more enjoyable, humorous, easy-going, cheerful, and more good-tempered probably because NNESTs are constantly under the pressure of heavy syllabus with a lot more subjects to teach compared to NESTs who, in most cases, even do not have to follow a course book (i.e. as in İnceçay and Atay's study). And this stress probably makes them 'less' favourable as people in the lessons. As opposed to the current study, NNESTs were preferred because of their more positive characteristics such as in Mahboob's (2004), Mahboob and Lipovsky's (2010), and Cheung and Braine's (2007) studies.

As the last reason for preferring NESTs over NNESTs, NESTs' being native speakers of English could be given. That means some students preferred them because of their nationality/ origin. This suggests that some students suffered from Phillipson's (1992) "native speaker fallacy", and they thought that just because NESTs are native speakers of English, they are more proficient in English in general like speaking or vocabulary and they are 'more' able to teach it. This result is in line with the result of Yılmaz's (2006) study in which students gave much importance to

nativeness of teachers. Kelch-Santana and Williamson's (2002) showed that nativeness had positive effect on shaping students' attitudes about how well teachers can teach and how good they are as teachers.

Similarly, NNEST received both positive and negative comments on their linguistic competences, teaching styles, and personal factors as in Mahboob's (2004) and Lipovsky and Mahboob's (2010) studies. First of all, NNESTs were preferred for their grammar teaching. The same result was also obtained in Mahboob (2004), Lasagabaster and Sierra (2005) (they were only preferred for primary levels, though), Benke and Medgyes (2005), Demir (2012). As Pasternak and Bailey (2004) point out, NNESTs are thought to have better declarative knowledge about the target language, which gives them an awareness of how language works, and thus they are inclined to explain grammar rules and teach them better than NESTs. In this study, they were found to be better at teaching grammar than NESTs (revealed by qualitative results); however, in terms of grammar knowledge (procedural knowledge), the students favoured their NESTs significantly more. In this sense, it is contradictory to the findings of Cheung and Braine's (2007) study in which the students thought their NNESTs were better at grammar knowledge. Again, in Moussu's (2006) study, the students showed no preference for NNESTs for their grammar teaching as in this study, which is more understandable as NNESTs and students in an ESL environment usually do not share the same mother tongue, which enables its teaching on behalf of teachers and which enables its learning on behalf of students.

The qualitative data also revealed that NNESTs were preferred over NESTs because of their competence in L1 of the students, Turkish, which made them more understandable while teaching (i. e. vocabulary, grammar, reading). This result was

also true for Cheung and Braine's (2007) study, one in another EFL environment. It is interesting to find out that students in other EFL studies did not mention the L1 use of teachers as an advantage as much (except for Yılmaz (2006), İnceçay and Atay, 2008 ) although it is proved to be a useful and a necessary tool while teaching a foreign language (see Forman, 2010 & Harbord, 1992). NNESTs themselves regard it as an advantage or strength as in the studies of Tang (1997), Arva and Medgyes (2000), Bayyurt (2006), and Tatar and Yıldız (2010) although in practice (especially if they are observed) they avoid using the L1 of students as a result of the pressure of classical language acquisition theories. For example, in Benke and Medgyes' (2005) study, NNESTs' use of L1 was cited as a disadvantage, and likewise, in Butler's (2007) study, the students appreciated NESTs more as they were perceived to use the L1 of the students less. Although the students in this study regarded this L1 use of NNESTs mostly as an advantage, some students thought it could slow down their progress in English, which led them to prefer NESTs over NNESTs. In this regard, both negative and positive comments concerning the L1 use, the results of the present study is parallel to Lipovsky and Mahboob's (2010).

As revealed from the interview data, NNESTs were also preferred for their strategy teaching. This is also supported by Demir's (2012) study. The reason for this is referred to be NNESTs' experience as second language learners like the students themselves. NNESTs' being good language learner models for students is also referred by NNESTs themselves as a strength in Bayyurt's study (2006). So, it could be suggested that the students are also aware of the fact that "native speakers know the destination, but not the terrain that has to be crossed to get there; they themselves have not traveled the same route" (Seidlhofer, 1999, p. 238), so, they probably think NNESTs can provide more information on "the terrain that has to be crossed". As

opposed to this result, students in Lasagabaster and Sierra's (2005) study preferred NESTs more for strategy teaching especially as the proficiency level of the students increased. This suggests that they probably think NESTs have more strategies to teach as NS of the language as illustrated by a student from this study: "Bence yabancı öğretmen. Çünkü yabancı öğretmen o dilin içinde, zaten kendi dili. Ve kendi dilinin püf noktalarını daha iyi biliyor ve anlatırken sana o püf noktaları verdiği için daha iyi anlıyorsun" (Student#22-interviews).

It was shown (in İnceçay and Atay's study, 2008) that there are differences between the teaching practices of NESTs and NNESTs during their classes. In the present study, NNESTs were also favoured more than NESTs because of their teaching styles (practices during classes). Although the students did not give clear descriptions as to how, based on lesson observations, it is assumed that the students talk about NNESTs' teaching practices like stimulating interest for the lesson, adjusting the level of subject content for the students, using educational tools appropriately, correcting errors efficiently, checking students' achievements, making a connection between previous and current subjects, implementing effective learning exercises and activities, providing appropriate methods for the students. In this sense, the result complies with Üstünoğlu's (2007) study. In the studies of Mahboob (2004), Lipovsky and Mahboob (2010), and Liu and Zhang (2007), NNEST were favoured over NESTs in their teaching styles and practices in class. An explanation for them to be in favour of NNESTs in this respect may be because "their teaching styles match students' learning styles" (Mahboob, 2004, p. 134). After all, they have been through the same education system.

In addition to the ones mentioned above, the results of this study also indicated that the students did not have a clear preference of one group of teacher

over another in terms of assessment and evaluation, being a good teacher in general (personal factors), and affecting students' attitudes towards learning English and English-speaking countries. That is why, their comments were mixed, and they both had positive and negative attitudes towards both teachers. With regards to assessment and evaluation, both NESTs and NNESTs were found to be good in different aspects. Liu and Zhang's (2007) study could be given as a support for students' preferences of NESTs in this area. Under the personal factors, the teachers' being a good teacher in general was presented. In general, the students regarded both of their teachers as good teachers because the questionnaire results did not yield a significant difference between NESTs and NNESTs "good English teacher image". However, in the item "I would enjoy taking another class with this English teacher", as an indication of "a good English teacher image", they were similarly unsure for both teachers. Moussu and Braine's (2006) study showed that time and exposure had a positive effect on this item. In this case, with more time and exposure to the same NESTs and NNESTs, the students may become clear about their preferences on this issue. Being a good teacher also comprised of the notion 'learning from the teachers'. Half of the items in the questionnaire were related to this issue, and NNESTs were preferred significantly more than NESTs. Similarly, the participants in Cheung and Braine's (2007) study and Liu and Zhang' study (2007) had more positive attitudes towards NNESTs because they thought they learned more English with them. Benke and Medgyes' study (2005) also showed that from the perspectives of students, NNESTs promote language learning more effectively. While elaborating on the reasons for this result, classroom management skills of them were examined (as perceived by the students). The students reported that they learned more and better with their NNESTs because they could manage the class, which set the scene for proper teaching and

learning activities. This result is in line with Üstünoğlu's (2007) and Demir's (2011) studies in which NNESTs' were favoured for better classroom management skills. As the students and NNEST 1 stated NNESTs were usually strict and authoritarian than NESTs while teaching, an attribute that made NNEST more preferable. Üstünoğlu (2007) suggests that this may be because of the "Turkish educational system in which authoritarian teachers are respected and taken more seriously than lenient teachers" (p. 71). Finally, the students commented on their NESTs' and NNESTs' effects on students' attitudes towards learning English and English-speaking countries in the interviews. The students stated that mostly their NESTs affected their attitudes towards English speaking-countries. And this effect could be both positive and negative depending on the teacher's personality because how they felt about the teacher would directly affect their feelings about and opinions on those countries, the cultures, and indirectly the people there, too. What their teachers (both NESTs and NNESTs) tell the students about those countries could affect their attitudes both positively and negatively, too, towards the countries. On their attitudes towards English language, both teachers were reported to have effects, and this effect may both be positive and negative depending again on the individual teachers, not on their nativeness or nonnativeness. However, Şahin's study (2005) revealed that while students experiences with a NESTs had positive effects on students' attitudes towards the people of the language, they did not have any effect on their attitudes towards the language. Besides, exposure to NESTs was shown to have a positive effect on students' attitudes towards the people of that language.

As an answer to the second research question, it could be suggested that these students do not have a clear preference of one group of teachers over another. That is why, they would prefer to be taught by both students at the same time. One of the

reasons for this is that the students recognize that NESTs and NNESTs are complementary to each other with their teaching different skills and teaching behaviours as a result of their respective strengths and weaknesses as Medgyes (1994) would argue. In this regard, it is in line with the study results of Mahboob (2004), Lasagabaster and Sierra (2005), Benke and Medgyes (2005), Todd and Pojanapunya (2009), Mahboob and Lipovsky (2010), Demir (2012). In Lasagabaster and Sierra's study (2005) and Demir's study (2012), the students in fact preferred NESTs over NNESTs in general, but they would go for both (more than 70% and more than 50% respectively) in an ideal situation. As to which skills they are found to be good at teaching and their respective strengths and weaknesses, they are explained above in detail. Another reason for students' preference of different teachers for different skills may be because NESTs are allocated to teach courses in which oral skills have weight while NNESTs are assigned to teach courses in which grammar is the focus. As a result of these administrative decisions, the students' attitudes and preferences are most likely to be shaped.

As opposed to 65% who taught they can teach different skills, 35% of the students stated that they would prefer to be taught by both because in essence there is not a distinction or difference between NESTs and NNESTs based on their nativeness. After all, they did not agree with the statement "Native English speakers make the best English teachers"; they were mostly unsure about it, the only item in the questionnaire with which the students neither agreed nor disagreed. Instead, what is important for them is a teacher's teaching abilities. This result is in line with the result of the questionnaire items "I don't care where my teacher is from, as long as he/she is a good teacher for me" and "I can learn English just as well from a nonnative English teacher as from a native English teacher" because most of the

students agreed with these statements. This suggests that these students recognise professionalism that a teacher should have as referred by Pasternak and Bailey (2004). In this respect, this result is in parallel with Liang's study (as cited in Braine, 2010) in which the participants valued professionalism the most. It is also similar to Demir's (2012) study results which revealed that for the students, a teacher's being a good teacher was more important than their nativeness / non-nativeness in addition to their belief that NNESTs could also be as effective as NESTs in general.

### Implications of the Study

The quantitative analyses of the questionnaire indicated that most of these secondary school students preferred to be taught by both NESTs and NNESTs at the same time (not team-teaching, though), which is the actual practice in their schools today. Besides, the analyses of the qualitative data revealed that from the points of the students both NESTs and NNESTs serve equally useful purposes in their own terms; i. e. NESTs, better language models versus NNESTs, better language learner models (as cited in Braine, 2004, p. 21). So, it could be argued that the students are glad with this practice. Based on these results, it could humbly be suggested that NESTs should be included in the teaching of English in this EFL context as they are thought to have positive effects on the students' English learning. NESTs and NNESTs collaboration in EFL teaching has been indicated to be effective for especially students (i.e. in Hong Kong) (Careless, 2006). And provided that NESTs are also experienced ELT teachers, students from any levels, especially primary school levels, would benefit a lot from such a practice. So, "in an ideal school, there should be a good balance of

NESTs and non-NESTs, who complement each other in their strengths and weaknesses” (Medgyes, 1992, p. 349).

For school administrators or teacher educators and those in charge of recruitment procedures, the results of this study also imply that instead of a ‘either/or discourse’ (i.e. NEST or NNEST), a ‘both/and discourse’ (i.e. NEST and NNEST) should be adopted, which would enable cooperation and collaboration, which in turn “foster more educationally, contextually, and socially appropriate English language learning opportunities” for students (as cited in Selvi, 2011, p. 188). Moreover, beside the perceived relative strengths and weaknesses of NESTs and NNESTs, they should also consider the strengths and weaknesses of each individual teacher or teacher candidate regardless of their nationality in their programs. As a result, they should allocate each teacher to different skills instead of the ‘traditional’ practice, i.e. NESTs for oral skills; NNESTs for grammar. Thus, the students could benefit from their teachers’ potentials to the fullest extent, instead of the current practice in which

many qualified and experienced NNESTs’ professional teaching skills are downgraded to teaching grammar [while] NESTs are regarded more apt in teaching the usage of language and to have an advantage teaching cultural issues as well as speaking, listening, and writing skills. Therefore where and when possible, school administrators prefer to seek and recruit NESTs for teaching communicative skills. Such a distinction, especially due to the heavy emphasis on “communication” in language teaching methodologies, seriously constrains the role of NNESTs in the language teaching arena and underestimates their potential (Tatar & Yıldız, 2010, p. 120).

The results of the current study also refute the assumption mentioned in the introduction part, on which discriminatory hiring practices against NNESTs were based. It is confirmed through this study that students do not prefer only NESTs for learning English. Instead, they would prefer to be taught by both groups of teachers if possible. This finding could be used to empower NNESTs who seem to be “still anchored in the old native-speaker dominated framework in which British and

American norms have to be followed and native speakers are considered the ideal teachers” in this EFL context (Llurda, 2004, p. 319). And thus, they can be aware of their own respective strengths as language teachers, even which NESTs cannot enjoy.

Another implication could be about teacher education programmes for pre-service teachers and in-service teachers alike in Turkey. It was shown in this study that students mostly preferred their NESTs for the teaching of oral skills (speaking and listening) and literacy skills (reading and writing). So, it could be suggested that prospective teachers improve their English proficiency in terms of pronunciation and fluency (which the students mentioned as deficiencies on behalf of Turkish NNESTs). Besides, during their ELT education, more weight could be given to the teaching methodologies of reading, writing, and listening skills. The teaching of these skills could also be highlighted in in-service training so that they can address their students’ needs more. Compared to NESTs’ lessons, NNESTs’ lessons were also found to be boring or monotonous by some students. Similarly, during their pre-service and in-service training programmes, NNESTs should be equipped with necessary ideas and skills to make their lessons more attractive, enjoyable, and colourful for students so that they enjoy learning a foreign language. Finally, another factor that made NESTs more favourable by the students was their positive personality traits like being positive, humourous, understanding, and friendly. Again through more pedagogical training planning, how important these qualities as teachers from the perspectives of students should be brought to the attention of NNESTs.

A final implication of the current study could be related to the teaching of English in this Turkish context. The results of this study also showed that these

students did not have negative attitudes towards the nationality of their foreign language teachers, be it native or non-native. So, instead of teaching English as EFL in Turkey, as Bayyurt suggests (2012), teaching it as EIL (with a ‘socially sensitive pedagogy’) may be adopted, which “will prove to be the best practice for the Turkish educational system” (p. 308). And within this framework, this study could be an opportunity to raise “[a]n awareness of the role and strengths of NNESTs in [this] EFL context” (Tatar & Yıldız, 2019, p. 116), which will help Turkish NNESTs become “sensitive to the new perspectives that are opening up in front of them” based on “the options that lie ahead of them in the new framework of EIL, rather than ESL or EFL” (Llurda, 2004, p. 319). Bayyurt (2012) suggests that “research focused on non-native speaking teachers can contribute greatly to the teaching of English as an International Language in expanding circle countries” (p. 308). So, this study could be regarded as such; a contribution for the Turkish context in this sense.

#### Limitations of the Study

Although the design of the study is sound and the results are reliable and generalizable because of the large sample size, there are some limitations of this research study, too. One limitation of the present study is about the participants. The backgrounds of the participants of the study (the students) are more or less similar in educational and linguistic terms, and the possible effects of age and gender on the responses was eliminated in the process of designing the study, and the nationality of the NESTs were limited to inner-circle countries as otherwise would confuse the students as to who a NEST or a NNEST is. However, the researcher could not eliminate the possible other variables that might distinguish the two groups, namely

NESTs and NNESTs other than their nativeness/ nonnativeness such as their ages, gender, English proficiency, teaching experience and qualifications, and personalities, which could have been responsible for the perceived differences in between. However, it was almost impossible to control those variables given that it is not easy to find NESTs in this EFL context. Another limitation is that although it was ensured that all the NESTs in the data collection process were from inner-circle countries, these students' previous experiences with 'NESTs' may be problematic because in this EFL context, it is a common practice to hire NNESTs who "look and sound like NSs of English" as NESTs. And this may have affected their attitudes towards inner-circle NESTs (the research subjects). Besides, as a NNEST, the researcher herself distributed the questionnaires conducted the interviews. This may have posed a threat to the reliability of the results especially if the participants tried to be favourable to NNESTs because of the presence of a NNEST.

Additionally, in this study, only the explicit attitudes of the students were measured. However, as shown by Todd and Pojanapunya (2009), the explicit and the implicit attitudes may be different from each other. This may originate from the students' concern about seeming or sounding politically correct rather than their real attitudes. Another reason is that explicit attitudes may be inclined to be prejudiced towards teachers, of which even the students may not be aware. However, given the hardship of obtaining permission from the authorities, measuring their implicit attitudes would not be feasible in this context.

Although it was shown that time and exposure to NESTs and NNESTs did not have any effects on students' attitudes towards NESTs and NNESTs (Moussu, 2002; Moussu & Braine, 2006; Lipovsky & Mahboob, 2006; Todd & Pojanapunya, 2009; Demir (2011); they were found to be effective on students' attitudes in some

studies (Moussu, 2006; Cheung & Braine, 2007). So, more valid results on students' attitudes could have been obtained with the examinations of these variables. Again, because of the problems with permission taking process and the difficulty of developing scales for measuring implicit attitudes, this could not be realised.

Another limitation concerns the data collection instruments. For observation protocols, a group of NESTs and NNESTs were observed only from one school. It could have been better if the remaining five schools were given a chance to be represented in this sense. However, the locations of the schools were spread across Istanbul, making it almost impossible to follow the observation over a prolonged time period. At least, one NEST-NNEST partner from the 6<sup>th</sup> graders could have been observed, too, in order to have an idea about what actually happens between the students and the teachers apart from the stated comments taken from them. Although the researcher wanted to realise it, the schedule did not permit another observation because of the schedules of the teachers.

Besides, as the aim of the study was to have an overall picture of secondary school students' attitudes towards NESTs and NNESTs, no comparison between the student levels was made. However, such a comparison could have presented a clearer picture as to whether their attitudes were affected from their ages (12-14) and language levels (pre-intermediate-upper intermediate) even though it is not likely given that both the ages and proficiency levels are close.

Based on the data that were provided from the interviews, it could be suggested that the perceptions of students of which teacher could teach which skill better were also shaped by the allocation of NESTs and NNESTs to specific skills. If NESTs and NNESTs could have been evaluated for the same course, with the same materials (i. e. course book), the attitudes of the students would be more realistic.

Finally, the results of this study are only generalizable to private secondary schools in Turkey because state schools do not have a practice of hiring native speakers for teaching English for the time being. And the participants of the study came from medium-quality private schools like most private schools in Turkey. What is meant by this is that they are not in a position to be able to hire highly qualified and experienced NESTs because of the salary they offer. However, if this study had been conducted in higher quality private schools (which are few, though), the results would most probably be different. That is because mostly the NESTs in those schools are ELT teachers with EFL experiences and the NNESTs are quite proficient in English. That is why, the results cannot be generalizable to those.

#### Suggestions for Further Research

This study attempted to find out the attitudes of secondary school students towards NESTs and NNESTs. It needs to be replicated in different contexts and levels (i.e. university). The data for the current study came from the secondary level of a K-12 school. Further research could investigate the other levels of the same school or others (primary and high school levels) to have a more complete view of the picture. This study only investigated the students' attitudes. The other parties included in the same system could also be investigated, namely the attitudes of teachers, the administrators, and parents, which should give future researchers the opportunity to compare and contrast the results. Moreover, the effect of the practice of collaborative teaching on students' English progress could be investigated through comparison with learning only from NESTs and only from NNESTs if possible. And this could give

educationalists to evaluate the possible advantages and drawbacks of this practice, especially to those who consider recruiting NS of English for state schools.

In conclusion, this thesis sought to corroborate or challenge previous findings with regards to the NEST-NNEST issues and to shed some light on the issue in this EFL context, Turkey. It also attempted at presenting what EFL students' attitudes are towards NESTs and NNESTs in addition to their preferences and the reasons for these preferences as a difference from the studies done in this EFL context so far.

## APPENDICES

### APPENDIX A: The questionnaire

#### ANKET

#### Ana dili İngilizce olmayan İngilizce öğretmenleri üzerine:

Lütfen aşağıdaki cümlelere, **ana dili İngilizce olmayan İngilizce öğretmenlerinizi** düşünerek, ne derece katıldığınızı belirtin. Rakamları daire içine alınız.

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1- İngilizce öğretmenim iyi bir İngilizce öğretmenidir	1	2	3	4	5
2- Bu İngilizce öğretmeninden başka bir ders almak hoşuma giderdi	1	2	3	4	5
3- Bu öğretmenden İngilizce 'ye dair çok şey öğreniyorum	1	2	3	4	5
4- İngilizce öğretmenim bu okulda sahip olmayı umduğum türden bir öğretmendir	1	2	3	4	5
5- İngilizce öğretmenim benim için ideal bir öğretmendir	1	2	3	4	5
6- İngilizce öğretmenim zor kavramları/ konuları iyi bir şekilde açıklar	1	2	3	4	5
7- İngilizce öğretmenim zor olan şeyleri benim anlayabileceğim şekilde basitleştirebilir	1	2	3	4	5
8- İngilizce öğretmenim öğrenmeye yardımcı olacak şekilde öğretir	1	2	3	4	5
9- İngilizce öğretmenim İngilizce öğrenirken elimden gelenin en iyisini yapmam için beni motive eder	1	2	3	4	5
10- İngilizce öğretmenim İngilizce'yi ideal konuşan birine iyi bir örnektir	1	2	3	4	5
11- İngilizce öğretmenim İngilizce dil bilgisini/ gramerini çok iyi bilir	1	2	3	4	5
12- İngilizce öğretmenim yazarken çok nadir dil bilgisi / gramer hatası yapar	1	2	3	4	5
13- İngilizce öğretmenim konuşurken çok nadir dil bilgisi / gramer hatası yapar	1	2	3	4	5
14- İngilizce öğretmenim dil bilgisi/ gramer kurallarını çok açık/ anlaşılır bir şekilde açıklar	1	2	3	4	5
15- İngilizce öğretmenimin ne söylediğini sorunsuz bir şekilde anlarım	1	2	3	4	5
16- İngilizce öğretmenimin İngilizce telaffuzu iyidir	1	2	3	4	5
17- İngilizce öğretmenimin İngilizce telaffuzunu kolaylıkla anlarım	1	2	3	4	5

### Ana dili İngilizce olan İngilizce öğretmenleri üzerine:

Lütfen aşağıdaki cümlelere, **ana dili İngilizce olan İngilizce öğretmenlerinizi** düşünerek, ne derece katıldığınızı belirtin. Rakamları daire içine alınız.

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1- İngilizce öğretmenim iyi bir İngilizce öğretmenidir	1	2	3	4	5
2- Bu İngilizce öğretmeninden başka bir ders almak hoşuma giderdi	1	2	3	4	5
3- Bu öğretmenden İngilizce 'ye dair çok şey öğreniyorum	1	2	3	4	5
4- İngilizce öğretmenim bu okulda sahip olmayı umduğum türden bir öğretmendir	1	2	3	4	5
5- İngilizce öğretmenim benim için ideal bir öğretmendir	1	2	3	4	5
6- İngilizce öğretmenim zor kavramları/ konuları iyi bir şekilde açıklar	1	2	3	4	5
7- İngilizce öğretmenim zor olan şeyleri benim anlayabileceğim şekilde basitleştirebilir	1	2	3	4	5
8- İngilizce öğretmenim öğrenmeye yardımcı olacak şekilde öğretir	1	2	3	4	5
9- İngilizce öğretmenim İngilizce öğrenirken elimden gelenin en iyisini yapmam için beni motive eder	1	2	3	4	5
10- İngilizce öğretmenim İngilizce'yi ideal konuşan birine iyi bir örnektir	1	2	3	4	5
11- İngilizce öğretmenim İngilizce dil bilgisini/ gramerini çok iyi bilir	1	2	3	4	5
12- İngilizce öğretmenim yazarken çok nadir dil bilgisi / gramer hatası yapar	1	2	3	4	5
13- İngilizce öğretmenim konuşurken çok nadir dil bilgisi / gramer hatası yapar	1	2	3	4	5
14- İngilizce öğretmenim dil bilgisi/ gramer kurallarını çok açık/ anlaşılır bir şekilde açıklar	1	2	3	4	5
15- İngilizce öğretmenimin ne söylediğini sorunsuz bir şekilde anlarım	1	2	3	4	5
16- İngilizce öğretmenimin İngilizce telaffuzu iyidir	1	2	3	4	5
17- İngilizce öğretmenimin İngilizce telaffuzunu kolaylıkla anlarım	1	2	3	4	5

### İngilizce öğretmenleri üzerine genel ifadeler:

Lütfen bu cümlelere ne derece katıldığınızı belirtin. Rakamları daire içine alınız.

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
18- Bütün İngilizce öğretmenleri mükemmel bir Amerikan/ İngiliz aksanıyla konuşmalıdırlar	1	2	3	4	5
19- En iyi İngilizce öğretmenleri ana dili İngilizce olan kişilerden olur	1	2	3	4	5
20- İngilizce'yi, ana dili İngilizce olmayan bir öğretmenden, ana dili İngilizce olan bir öğretmenden öğrendiğim kadar iyi öğrenebilirim	1	2	3	4	5
21- Benim için iyi bir öğretmen olduğu sürece, İngilizce öğretmenimin yabancı olup olmadığı önemli değildir	1	2	3	4	5

22- Siz hangi öğretmeni tercih ederdiniz?

- Ana dili İngilizce olan öğretmeni  Ana dili İngilizce olmayan öğretmeni
- Her ikisini de

23. Bu tercihinizin nedeni nedir? Lütfen açıklayınız.

APPENDIX B: The Questionnaire (in English)

QUESTIONNAIRE

**On non-native teachers:**

Please decide whether the following statements are typical/ true of your non-native teachers of English and indicate the extent to which you agree with them. Circle the numbers.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Undecided (neither agree nor disagree)</b>	<b>Agree</b>	<b>Strongly agree</b>

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. My English teacher is a good English teacher                                     | 1 | 2 | 3 | 4 | 5 |
| 2. I would enjoy taking another class with this English teacher                     | 1 | 2 | 3 | 4 | 5 |
| 3. I am learning a lot of English with this teacher                                 | 1 | 2 | 3 | 4 | 5 |
| 4. My English teacher is the kind of teacher I expected to have here                | 1 | 2 | 3 | 4 | 5 |
| 5. My English teacher is an ideal teacher for me                                    | 1 | 2 | 3 | 4 | 5 |
| 6. My English teacher explains difficult concepts well                              | 1 | 2 | 3 | 4 | 5 |
| 7. My English teacher is able to simplify difficult material so I can understand it | 1 | 2 | 3 | 4 | 5 |
| 8. My English teacher teaches in a manner that helps me learn                       | 1 | 2 | 3 | 4 | 5 |
| 9. My English teacher motivates me to do my best to learn English                   | 1 | 2 | 3 | 4 | 5 |
| 10. My English teacher is a good example of the ideal English speaker               | 1 | 2 | 3 | 4 | 5 |
| 11. My English teacher knows the English grammar very well                          | 1 | 2 | 3 | 4 | 5 |
| 12. My English teacher rarely makes grammar mistakes when he/she writes             | 1 | 2 | 3 | 4 | 5 |
| 13. My English teacher rarely makes grammar mistakes when he/she speaks             | 1 | 2 | 3 | 4 | 5 |
| 14. My English teacher explains grammar rules very clearly                          | 1 | 2 | 3 | 4 | 5 |
| 15. I understand what my English teacher is saying without a problem                | 1 | 2 | 3 | 4 | 5 |
| 16. The English pronunciation of my English teacher is good                         | 1 | 2 | 3 | 4 | 5 |
| 17. I understand my English teacher's pronunciation easily                          | 1 | 2 | 3 | 4 | 5 |

**On native teachers:**

Please decide whether the following statements are typical/ true of your native teachers of English and indicate the extent to which you agree with them. Circle the numbers.

1	2	3	4	5
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Undecided (neither agree nor disagree)</b>	<b>Agree</b>	<b>Strongly agree</b>

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. My English teacher is a good English teacher                                     | 1 | 2 | 3 | 4 | 5 |
| 2. I would enjoy taking another class with this English teacher                     | 1 | 2 | 3 | 4 | 5 |
| 3. I am learning a lot of English with this teacher                                 | 1 | 2 | 3 | 4 | 5 |
| 4. My English teacher is the kind of teacher I expected to have here                | 1 | 2 | 3 | 4 | 5 |
| 5. My English teacher is an ideal teacher for me                                    | 1 | 2 | 3 | 4 | 5 |
| 6. My English teacher explains difficult concepts well                              | 1 | 2 | 3 | 4 | 5 |
| 7. My English teacher is able to simplify difficult material so I can understand it | 1 | 2 | 3 | 4 | 5 |
| 8. My English teacher teaches in a manner that helps me learn                       | 1 | 2 | 3 | 4 | 5 |
| 9. My English teacher motivates me to do my best to learn English                   | 1 | 2 | 3 | 4 | 5 |
| 10. My English teacher is a good example of the ideal English speaker               | 1 | 2 | 3 | 4 | 5 |
| 11. My English teacher knows the English grammar very well                          | 1 | 2 | 3 | 4 | 5 |
| 12. My English teacher rarely makes grammar mistakes when he/she writes             | 1 | 2 | 3 | 4 | 5 |
| 13. My English teacher rarely makes grammar mistakes when he/she speaks             | 1 | 2 | 3 | 4 | 5 |
| 14. My English teacher explains grammar rules very clearly                          | 1 | 2 | 3 | 4 | 5 |
| 15. I understand what my English teacher is saying without a problem                | 1 | 2 | 3 | 4 | 5 |
| 16. The English pronunciation of my English teacher is good                         | 1 | 2 | 3 | 4 | 5 |
| 17. I understand my English teacher's pronunciation easily                          | 1 | 2 | 3 | 4 | 5 |

## On English Teachers in General

Please indicate the extent to which you agree with the following statements.

1	2	3	4	5
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Undecided (neither agree nor disagree)</b>	<b>Agree</b>	<b>Strongly agree</b>

18. English teachers should all speak with a perfect American/ 1    2    3    4    5

British accent

19. NATIVE English speakers make the best English teachers 1    2    3    4    5

20. I can learn English just as well from a NONNATIVE English 1    2    3    4    5

teacher as from a NATIVE English teacher

21. I don't care where my teacher is from, as long as he/she is a good 1    2    3    4    5

teacher for me

22. Which one would you prefer?

Native teacher       Non-native teacher       Both

23. Why? Please explain.

\*Adapted from Moussu, 2006.

## APPENDIX C: The Interview Questions

### GÖRÜŞME SORULARI

- 1- Genel olarak, ana dili İngilizce olan bir öğretmeni mi yoksa ana dili İngilizce olmayan bir öğretmeni mi tercih edersiniz? Neden?
- 2- Her iki öğretmene de aynı anda sahip olmanın avantajları sizce nelerdir?
- 3- Ana dili İngilizce olan bir öğretmen mi yoksa ana dili İngilizce olmayan bir öğretmen mi gramer/ dil bilgisi anlatırken daha iyi? Neden böyle düşünüyorsunuz?
- 4- Kelime bakımından, ana dili İngilizce olan bir öğretmenden mi yoksa ana dili İngilizce olmayan bir öğretmenden mi daha iyi öğrenirsiniz? Neden böyle düşünüyorsunuz?
- 5- Telaffuzunuz ana dili İngilizce olan bir öğretmenle mi yoksa ana dili İngilizce olmayan bir öğretmenle mi daha iyi gelişir? Neden böyle düşünüyorsunuz?
- 6- Dinleme becerileriniz ana dili İngilizce olan bir öğretmenle mi yoksa ana dili İngilizce olmayan bir öğretmenle mi daha iyi gelişir? Neden böyle düşünüyorsunuz?
- 7- Okuma becerileriniz ana dili İngilizce olan bir öğretmenle mi yoksa ana dili İngilizce olmayan bir öğretmenle mi daha iyi gelişir? Neden?
- 8- Ana dili İngilizce olan bir öğretmen mi yoksa ana dili İngilizce olmayan bir öğretmen mi daha akıcı bir şekilde konuşmanızı sağlar? Neden böyle düşünüyorsunuz?
- 9- Ana dili İngilizce olan bir öğretmen mi yoksa ana dili İngilizce olmayan bir öğretmen mi İngilizce'yi daha iyi öğrenebilmeniz için daha fazla strateji/ fikir verir? Neden böyle düşünüyorsunuz?
- 10- Ana dili İngilizce olan bir öğretmenle mi yoksa ana dili İngilizce olmayan bir öğretmenle mi İngilizce konuşulan ülkeler hakkında daha fazla şey öğrenirsiniz? Neden böyle düşünüyorsunuz?
- 11- İngilizce konuşulan ülkelere ve kültürlerine karşı tutumlarınızda hangi öğretmeninizi sizi nasıl etkiliyor? Sizce neden?
- 12- İngilizce öğrenimine karşı tutumlarınızı hangi öğretmeninizi sizi nasıl etkiliyor? Sizce neden?
- 13- Aşağıdakileri ölçme ve değerlendirme konusunda, hangi öğretmen sizce daha iyi? :
  - dinlemedeki anlamınız?                      - okumadaki anlamınız?                      - konuşmanız?
  - yazmanız?                                      - telaffuzunuz?                                      - gramer/ dil bilgisi bilginiz?
  - Neden böyle düşünüyorsunuz?:

## APPENDIX D: The Interview Questions (in English)

### INTERVIEW QUESTIONS

1- In general, would you prefer a native or a non-native speaker of English as a teacher? Why?

2- In general, if you could choose, would you prefer to have both a native and a non-native speaker of English as a teacher? Why?

3- Is a native or a non-native English teacher better at explaining grammar? Why do you think so?

4- In terms of vocabulary, would you learn more with a native or a non-native teacher? Why do you think so?

5- Would your pronunciation be better with a native or a non-native teacher? Why do you think so?

6- Would your listening be better with a native or a non-native teacher? Why do you think so?

7- Would your reading skills be better with a native or a non-native teacher? Why do you think so?

8- Would you speak more fluently if you had a non-native teacher? Why/ why not?

9- Would a native speaker give you more strategies/ ideas to learn better? Why/ why not?

10- Would you learn more about English speaking countries with a non-native speaker? Why/ why not?

11- Would you have more positive attitudes towards English speaking countries and their speakers if you had a native teacher? Why/ why not?

12- Would you have more positive attitudes towards the learning of English if you had a native teacher? Why/ why not?

13- Would a non-native teacher be better than a native speaker in terms of assessing the following:

- your listening comprehension?

- your reading comprehension?

- your speaking?

- your writing?

- your pronunciation?

- your knowledge of grammar?

Why do you think so?

\*Adapted from Lasagabaster and Sierra, 2005.

**ONAY BELGESİ**

Boğaziçi Üniversitesi

Department of English Language Teaching

**Öğrencilerin Ana Dili İngilizce Olan ve Olmayan İngilizce Öğretmenlerine Karşı Tutumları**

Sayın Okul Yöneticisi,

Boğaziçi Üniversitesi'nde yüksek lisans yapmaktayım ve öğrencilerin İngilizce öğretmenlerine karşı tutumları üzerine tez yazıyorum. Okulunuzda, öğrencilerin tutumları hakkında anket yoluyla bilgi edinmek ve konu hakkındaki görüşlerini söyleşi yoluyla kaydetmek için bulunmaktayım.

Çalışmamın sonuçlarını, 2013'ün başında sunacağım tezimde yayınlamayı planlıyorum. Çıkan sonuçları, gelecekte, ELT konferanslarında sunabilirim ya da uluslararası akademik dergilerde yayınlatabilirim. Bu durumda, sizden öğrencilerin hal, hareket ve sözlerinin kesinlikle gizli kalacağından emin olmanızı rica ederim. Öğrencilerin gerçek adları tüm yazılı materyalde, anket, video/ teyp kayıtlarının transkriptleri ve yayınlar dahil olmak üzere, kimliklerinin gizli kalması için değiştirilecektir. Herhangi bir sebep belirtmeksizin, bu araştırmadan istediğiniz zaman geri çekilebilirsiniz.

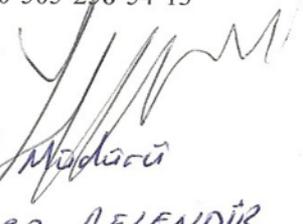
Eğer çalışmaya katılmayı kabul ediyorsanız, lütfen bu izin belgesini imzalayınız.

Çok kısa olarak, bu tez çalışmasının İngilizce öğretmenleri ve öğrencileri için faydalı olacağına inanıyorum.

Başka soru, yorum ve daha detaylı bilgi için isteğiniz olursa, bana 0 505 258 54 13 nolu telefondan ya da [semaerkut@yahoo.com](mailto:semaerkut@yahoo.com) mail adresinden ulaşabilirsiniz.

Saygılarımla,

Sema Meşincigiller  
Yüksek Lisans Öğrencisi  
İngiliz Dili Öğretimi  
Boğaziçi Üniversitesi

  
Okul Müdürü  
Zeynep BELEDİR

APPENDIX F: Permission of Ministry of Education

T.C.  
İSTANBUL VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : B.08.4.MEM.0.34.14.00-044-/ 172626  
Konu : Anket (Sema MEŞİNCİGİLLER)

28/12/2012

BOĞAZIÇI ÜNİVERSİTESİ  
(Eğitim Fakültesi Yabancı Diller Eğitimi Bölümüne)

İlgi : a) 05.12.2012 gün ve 300 sayılı yazınız.  
b) İst. Valilik Makamınının 27.12.2012 tarihli ve 172177 sayılı onayı.

Üniversiteniz Eğitim Fakültesi Yabancı Diller Eğitim Bölümü İngilizce Dili Öğretimi Yüksek Lisans Öğrencisi Sema MEŞİNCİGİLLER'in "Öğrencilerin Ana Dili İngilizce Olan ve Olmayan İngilizce Öğretmenlerine Karşı Tutumlarının Belirlenmesi Özel Ortaokul Seviyesinde Bir Uygulama" konulu tezine ilişkin anket çalışması istemi hakkında ilgi (a) yazınız ilgi (b) Valiliğimiz Onayı ile uygun görülmüştür.

Bilgilerinizi ve ilgi (b) Valilik Onayı doğrultusunda gerekli duyurunun araştırmacı anketçi tarafından yapılmasını, işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Strateji Geliştirme Bölümüne rapor halinde bilgi verilmesini arz ederim.



Süleyman AYKAÇ  
Müdür a.  
Müdür Yardımcısı

**EKLER:**

Ek-1 Valilik Onayı.  
2 Anket Soruları.

5070 Sayılı Kanuna Göre SÜLEYMAN AYKAÇ tarafından Elektronik Olarak İmzalanmıştır.<http://istanbul.meb.gov.tr/evraksozgu/> ac kontrol edebilirsiniz.

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STRATEJİ GELİŞTİRME BÖLÜMÜ E-Posta: [sgb34@meb.gov.tr](mailto:sgb34@meb.gov.tr)  
ADRES: İl Millî Eğitim Müdürlüğü D Blok Bab-ı Ali Cad. No:13 Cağaloğlu  
Telefon: Snt.212 455 04 00 Dahili: 239, Faks: 212 520 05 64 Şb.Md: 212 511 16 65

Appendix G: Descriptive Statistics for Questionnaire Items

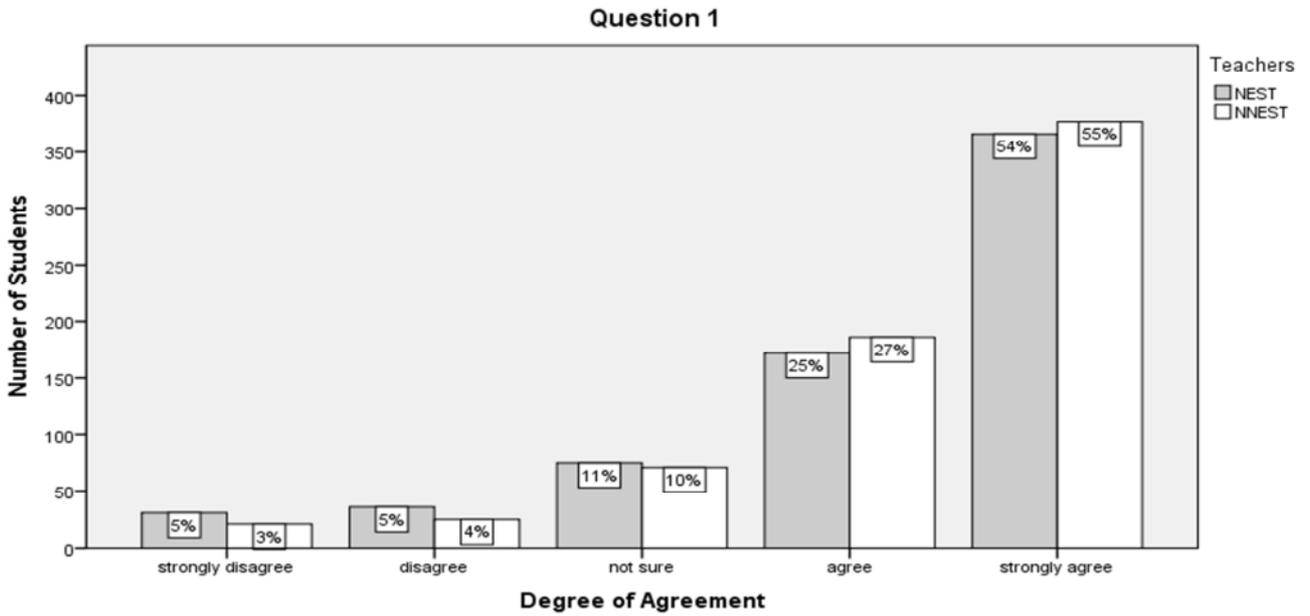
Native English-Speaking Teachers		Strongly disagree-----strongly agree					
		Likert		Percentage (%)			
Statements	Mean	SD	1	2	3	4	5
1. My English teacher is a good English teacher.	4,19	1,11	4,6	5,3	11	25,3	53,8
2. I would enjoy taking another class with this English teacher.	3,23	1,47	19,1	13,7	21	17,1	29,1
3. I am learning a lot of English with this teacher.	3,80	1,24	6,5	10,9	17,6	26	39
4. My English teacher is the kind of teacher I expected to have here.	3,86	1,26	8,2	7,4	16,6	25,6	42,2
5. My English teacher is an ideal teacher for me.	3,90	1,22	6,2	8,7	17,4	24,3	43,5
6. My English teacher explains difficult concepts well.	3,89	1,20	6,3	7,8	17,9	26,8	41,2
7. My English teacher is able to simplify difficult material so I can understand it	3,89	1,23	6,6	8,8	15,9	26,6	42,1
8. My English teacher teaches in a manner that helps me learn.	3,95	1,17	6,2	5,9	16,5	29,9	41,6
9. My English teacher motivates me to do my best to learn English.	3,72	1,33	10,9	7,8	18,1	24,6	38,7
10. My English teacher is a good example of the ideal English speaker.	4,47	0,98	2,9	3,5	7,4	15,6	70,6
11. My English teacher knows the English grammar very well.	4,54	0,91	2,6	1,9	7,9	14,1	73,4
12. My English teacher rarely makes grammar mistakes when he/she writes.	3,57	1,6	23	7	9	14	48
13. My English teacher rarely makes grammar mistakes when he/she speaks.	3,53	1,6	23	8	10	12	47
14. My English teacher explains grammar rules very clearly.	4,00	1,17	5,4	6	17,8	24,4	46,3
15. I understand what my English teacher is saying without a problem.	3,73	1,27	8,8	8,2	20,4	26	36,5
16. The English pronunciation of my English teacher is good.	4,46	1,03	3,8	3,2	8,1	13,2	71,6
17. I understand my English teacher's pronunciation easily.	3,99	1,22	6,9	6,8	13,7	25,3	47,4

Non-Native English-Speaking Teachers		Strongly disagree-----strongly agree					
Statements	Likert		Percentage (%)				
	Mean	SD	1	2	3	4	5
1. My English teacher is a good English teacher.	4,28	1	3,1	3,7	10,4	27,4	55,4
2. I would enjoy taking another class with this English teacher.	3,22	1,32	14,1	14,1	30	19	22,8
3. I am learning a lot of English with this teacher.	4,05	1,05	2,8	6,5	16,5	31,5	42,5
4. My English teacher is the kind of teacher I expected to have here.	3,94	1,13	4,4	6,8	20,9	26,3	41,6
5. My English teacher is an ideal teacher for me.	3,94	1,11	3,7	8,2	18,4	29,7	40
6. My English teacher explains difficult concepts well.	4,07	1,07	3,4	6,3	15,6	29,4	45,3
7. My English teacher is able to simplify difficult material so I can understand it	4,00	1,11	4	6,6	17,9	28,2	43,2
8. My English teacher teaches in a manner that helps me learn.	4,11	1	2,5	5,1	15,3	33,1	44
9. My English teacher motivates me to do my best to learn English.	3,91	1,17	5,9	6,8	17,9	28,8	40,6
10. My English teacher is a good example of the ideal English speaker.	4,29	0,95	2,1	2,9	13,7	26,9	54,4
11. My English teacher knows the English grammar very well.	4,44	0,84	1,2	2,5	9	26,3	61
12. My English teacher rarely makes grammar mistakes when he/she writes.	3,49	1,4	17	9	16	23	35
13. My English teacher rarely makes grammar mistakes when he/she speaks.	3,49	1,4	16	10	18	19	36
14. My English teacher explains grammar rules very clearly.	4,07	1,02	1,8	6,6	18,5	29	44,1
15. I understand what my English teacher is saying without a problem.	3,89	1,13	4,3	7,6	21,5	28,4	38,2
16. The English pronunciation of my English teacher is good.	4,29	0,98	2,5	4,1	10,4	28,1	54,9
17. I understand my English teacher's pronunciation easily.	4,18	1,01	2,6	4,3	15,6	27,2	50,3

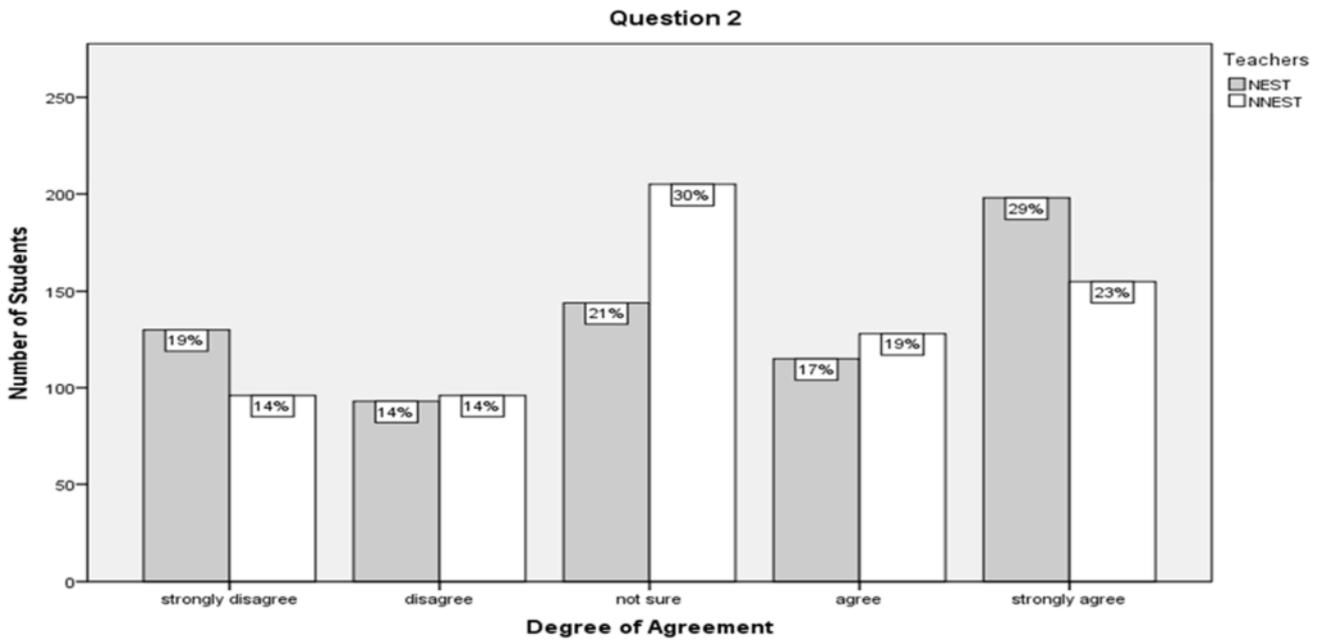
Statements on English Teachers in General		Strongly disagree-----strongly agree					
		Likert		Percentage (%)			
Statements	Mean	SD	1	2	3	4	5
18. English teachers should all speak with a perfect American/ British accent.	4,06	1,10	3,8	7,1	13,8	29,1	46,2
19. Native English speakers make the best English teachers.	3,04	1,34	16	20	27,6	15,7	20,6
20. I can learn English just as well from a non-native English teacher as from a native English teacher.	3,89	1,17	5,0	7,4	22,2	24	41,5
21. I don't care where my teacher is from, as long as he/she is a good teacher for me.	4,16	1,21	5,7	6,2	14,1	14,1	59,9

APPENDIX H: The Paired-Samples t-Test Results (in percentages)

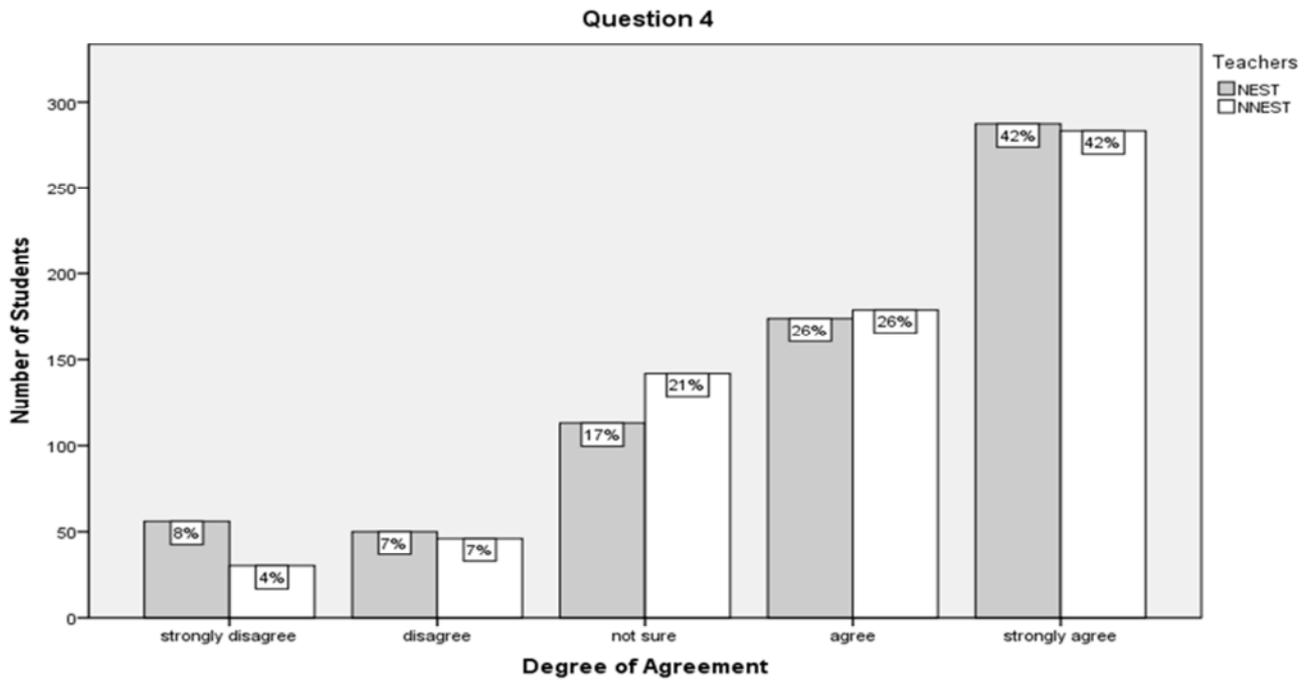
**A Good English Teacher Image:**



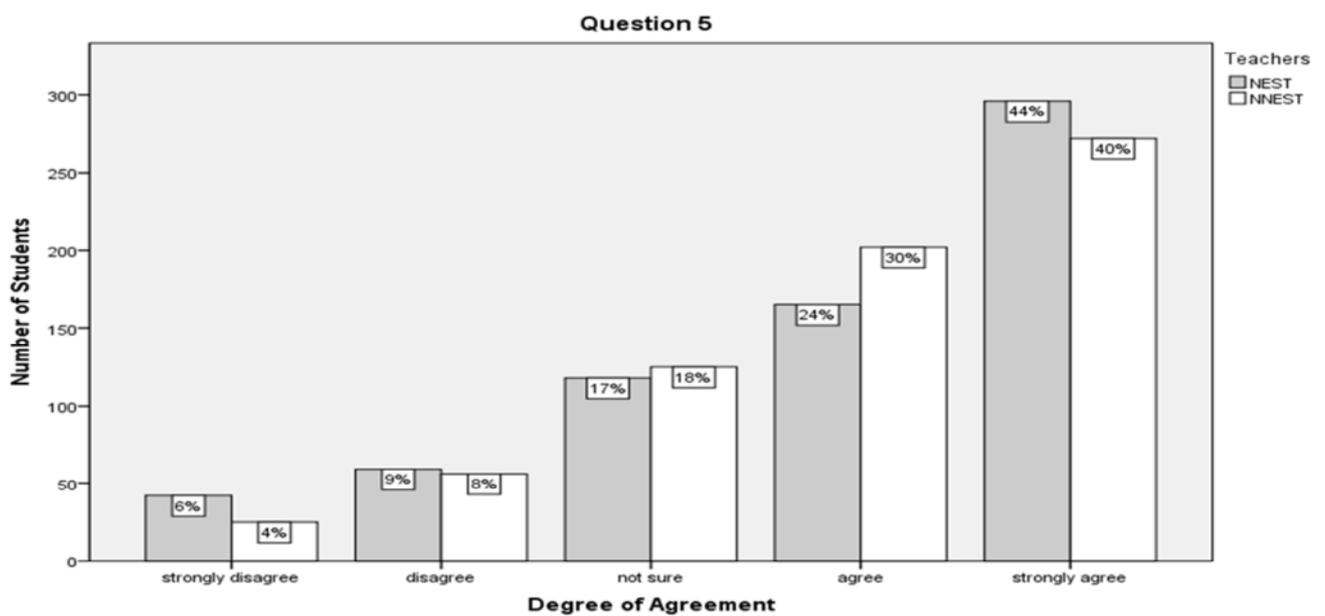
“My English teacher is a good English teacher.”



“I would enjoy taking another class with this English teacher.”

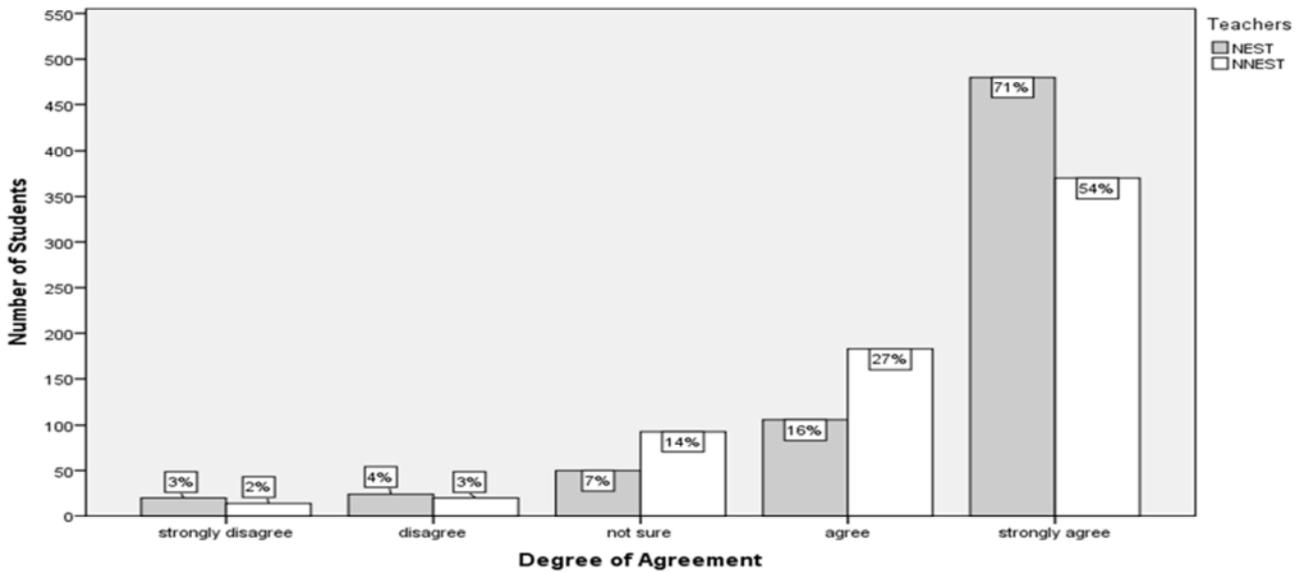


“My English teacher is the kind of teacher I expected to have here.”



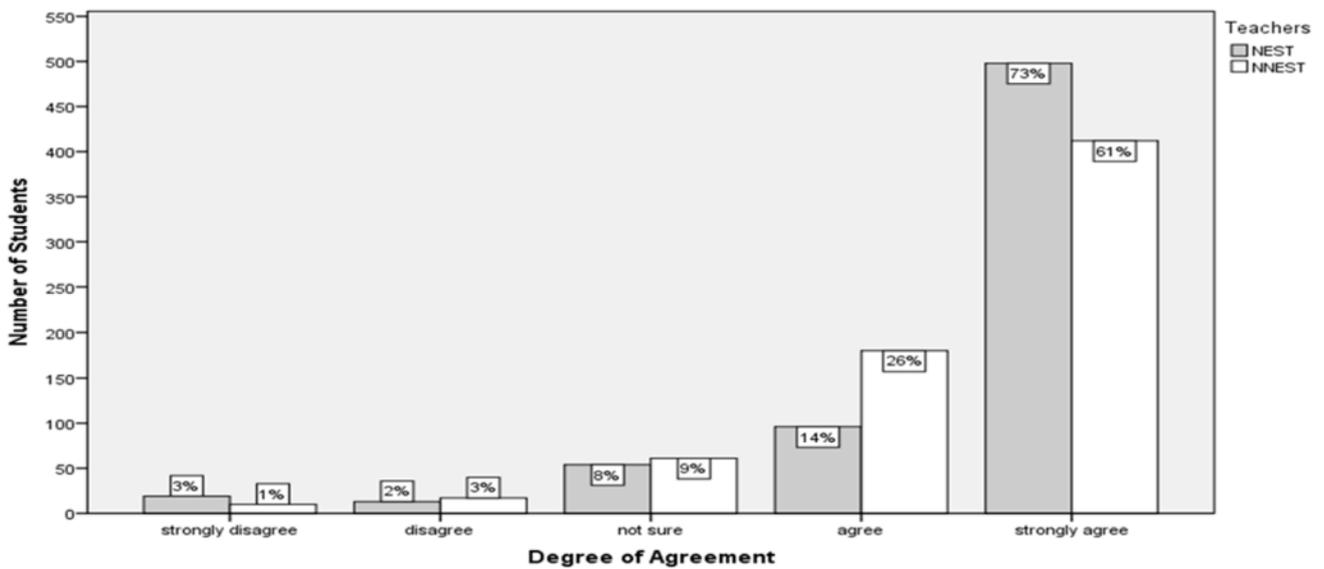
“My English teacher is an ideal teacher for me.”

Question 10



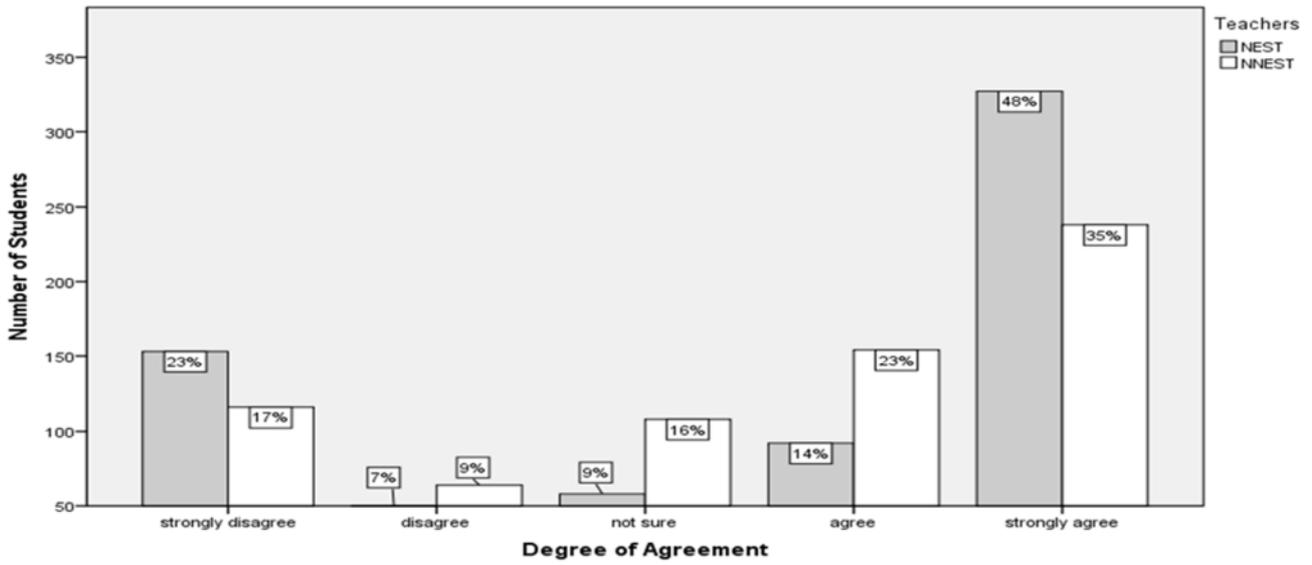
“My English teacher is a good example of the ideal English speaker.”

Question 11



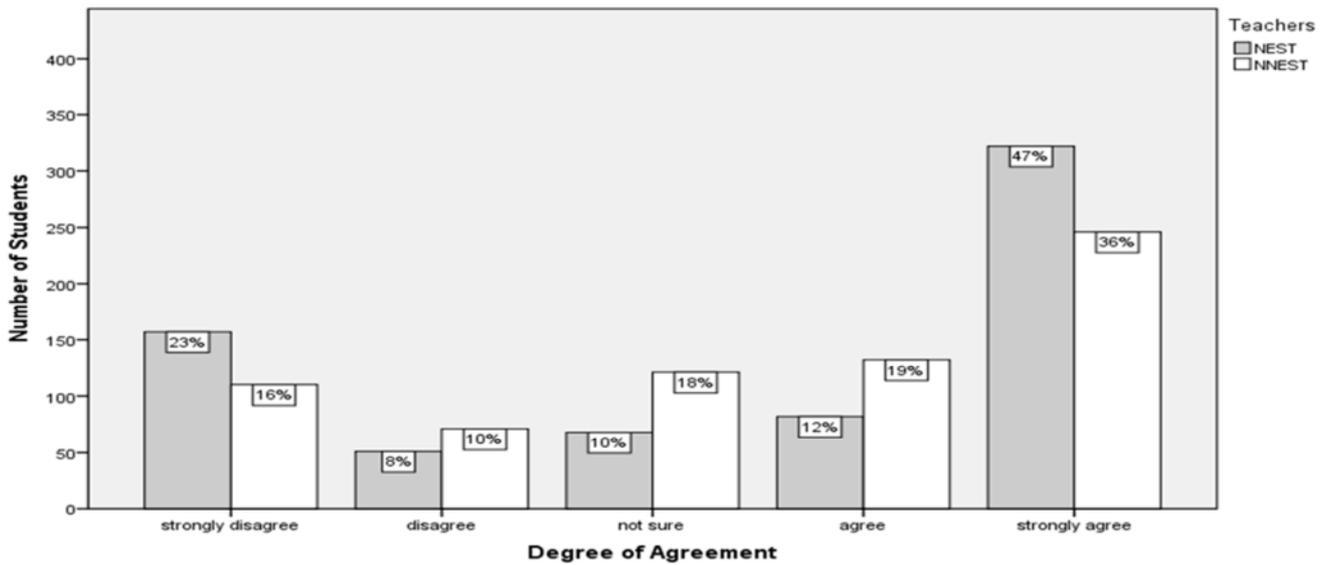
“My English teacher knows the English grammar very well.”

Question 12



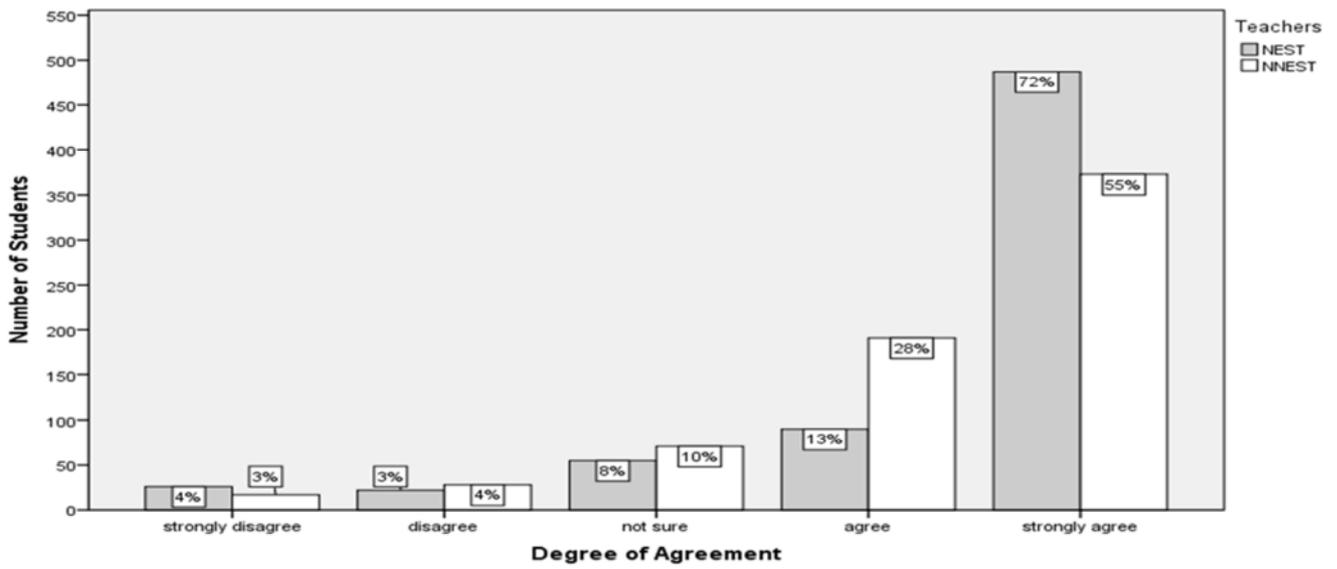
“My English teacher rarely makes grammar mistakes when he/she writes.”

Question 13



“My English teacher rarely makes grammar mistakes when he/she speaks.”

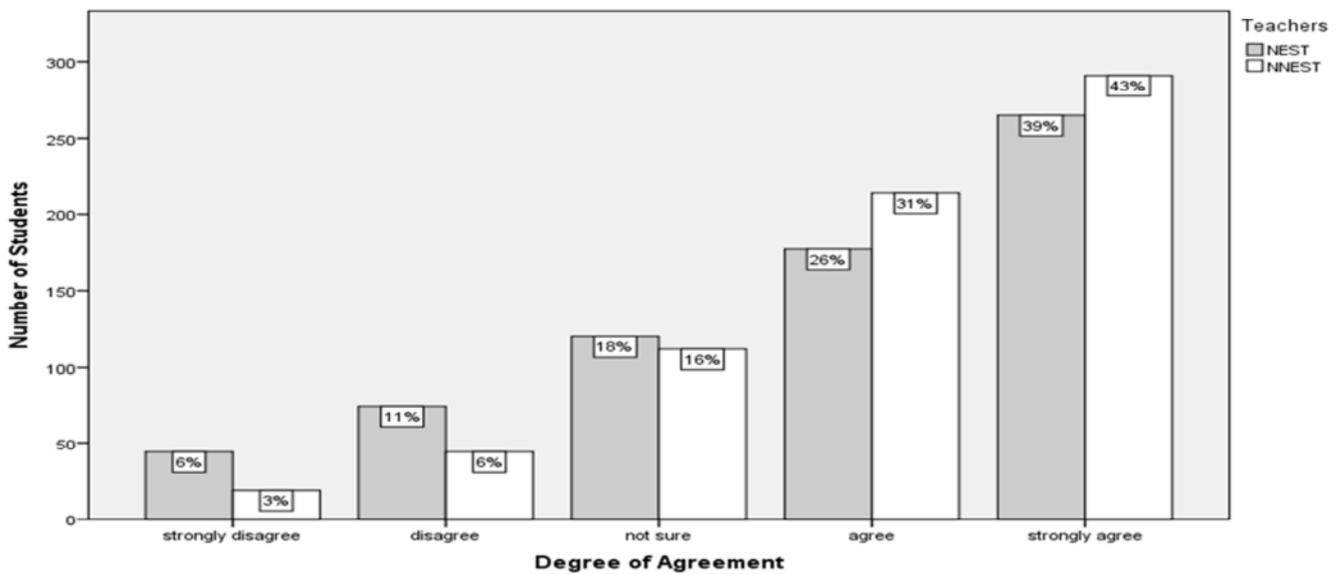
Question 16



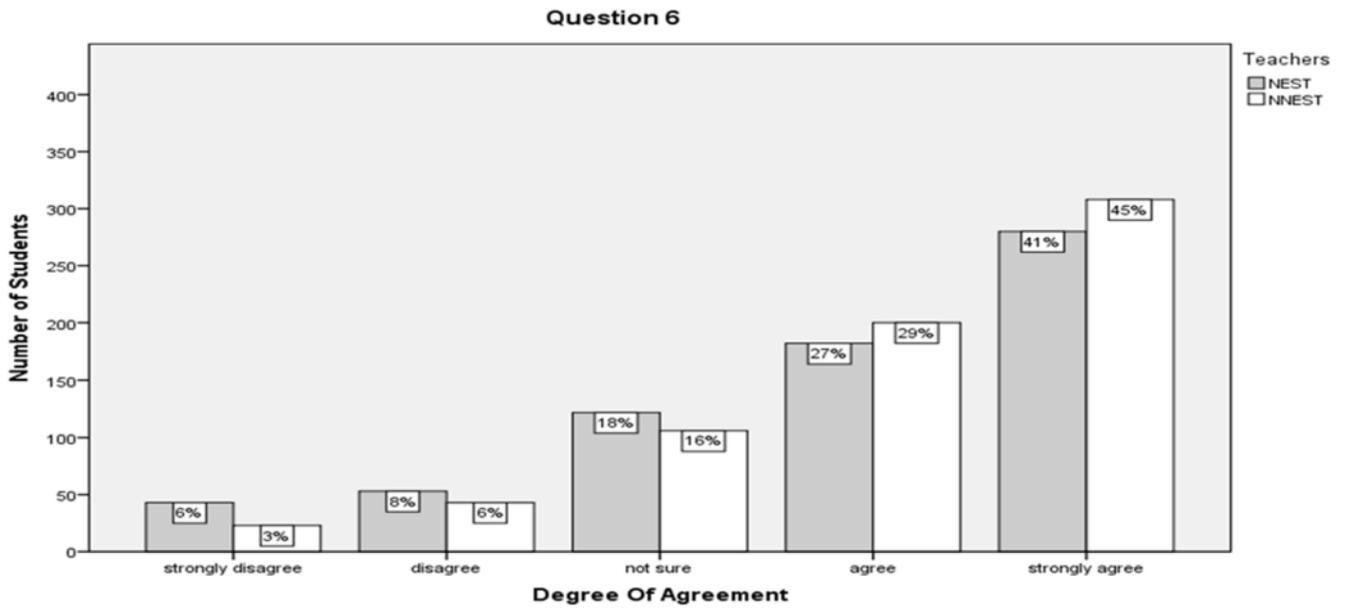
“The English pronunciation of my English teacher is good.”

## Learning English

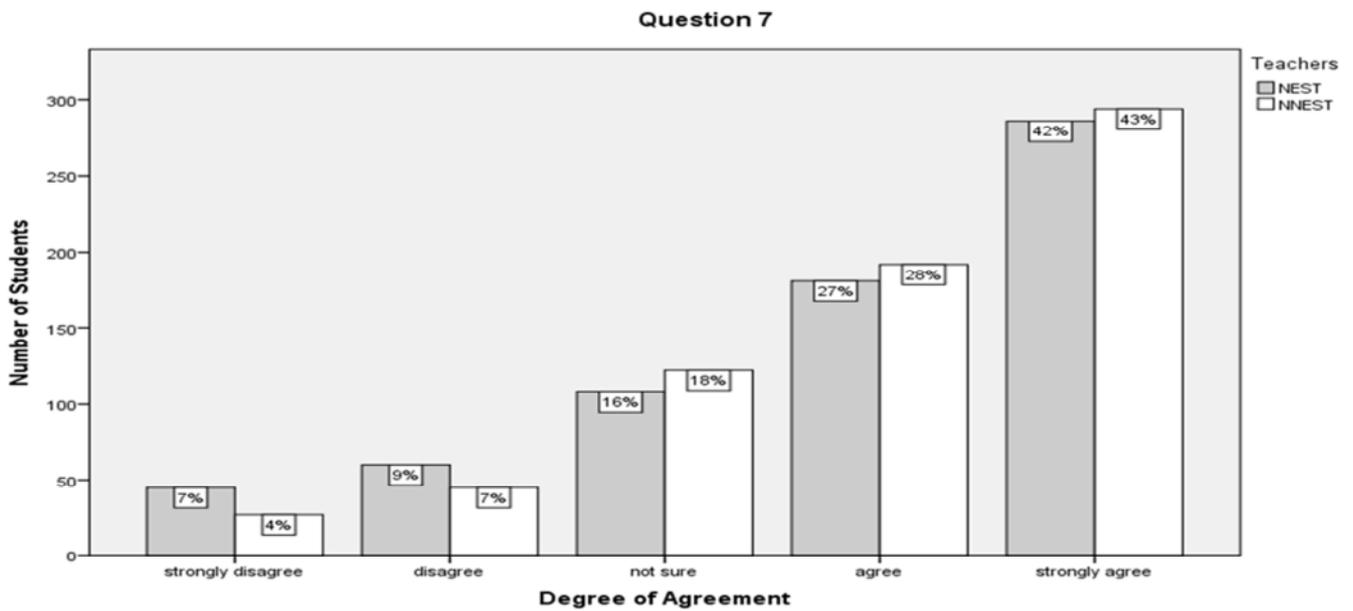
Question 3



“I am learning a lot of English with this teacher.”

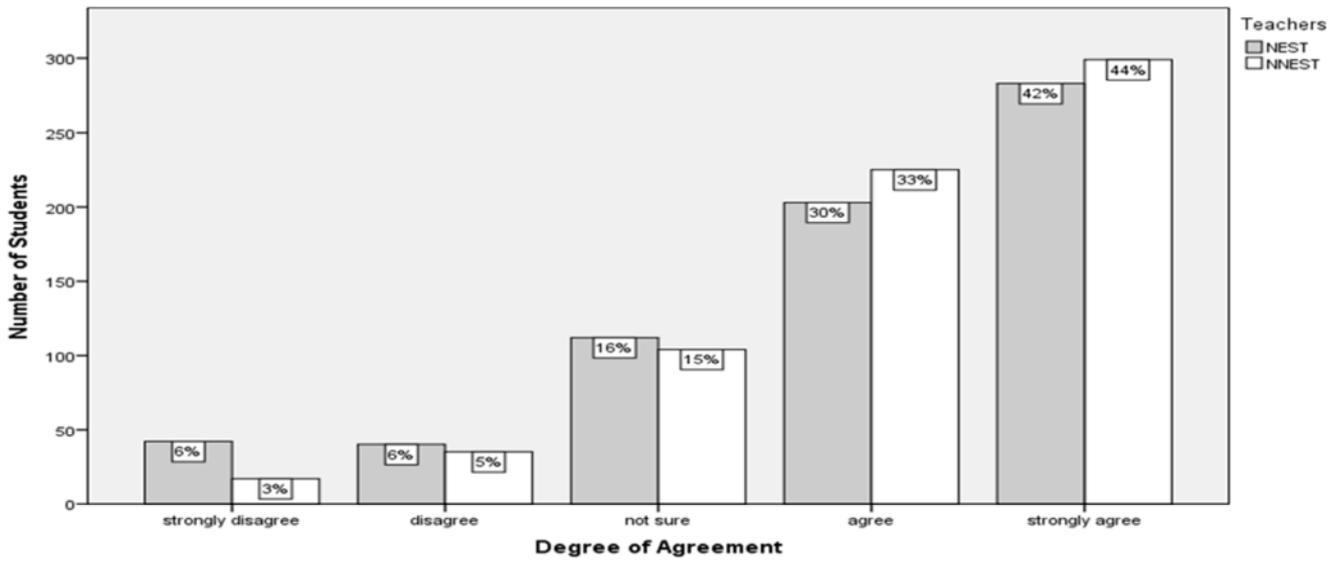


“My English teacher explains difficult concepts well.”



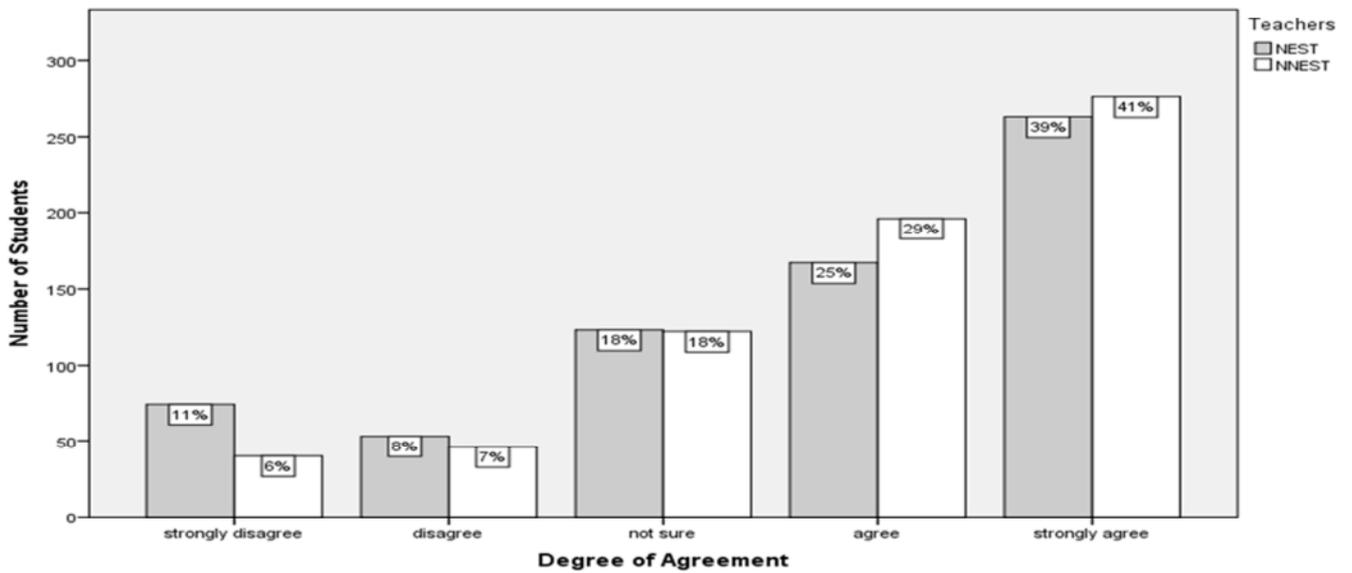
“My English teacher is able to simplify difficult material so I can understand it.”

Question 8



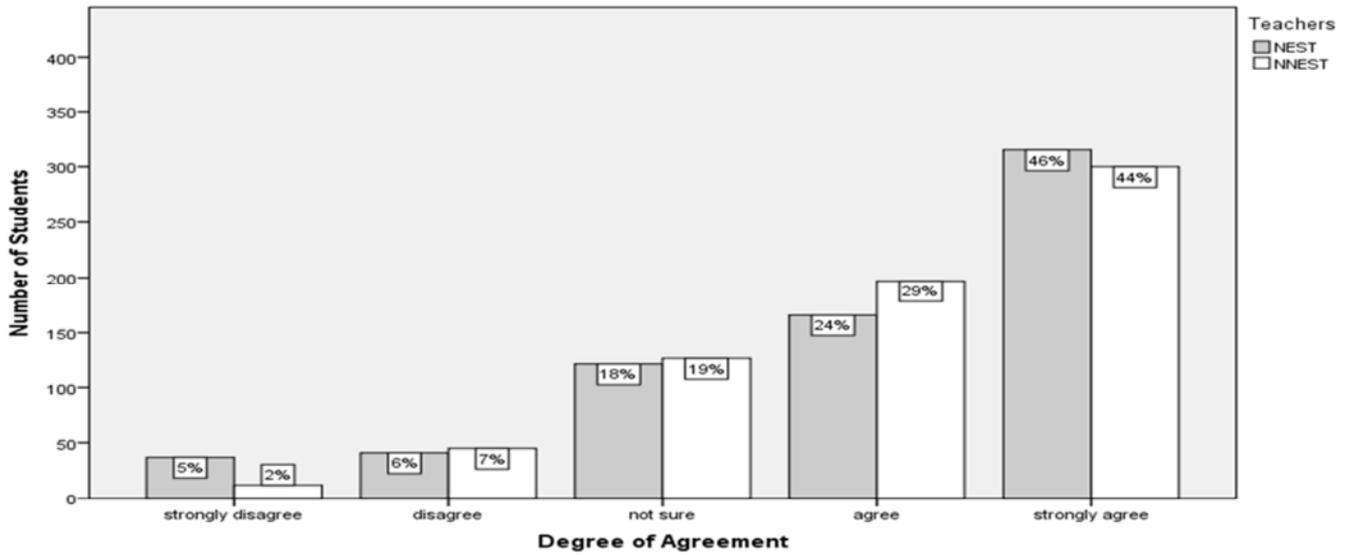
“My English teacher teaches in a manner that helps me learn.”

Question 9



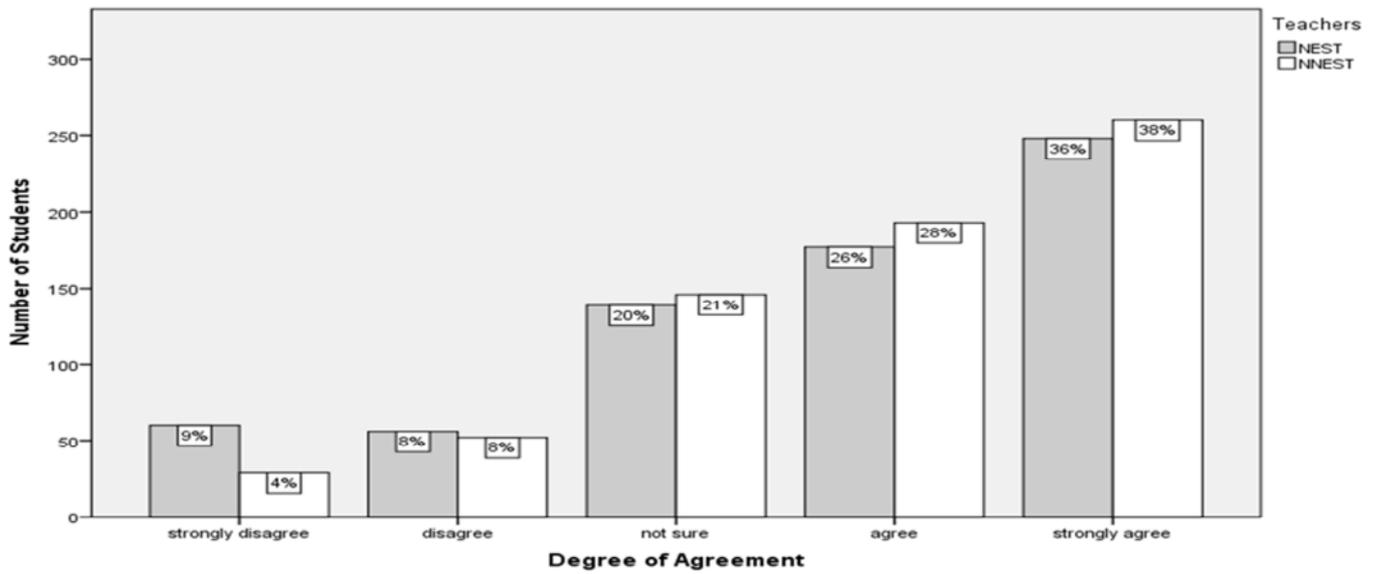
“My English teacher motivates me to do my best to learn English.”

Question 14

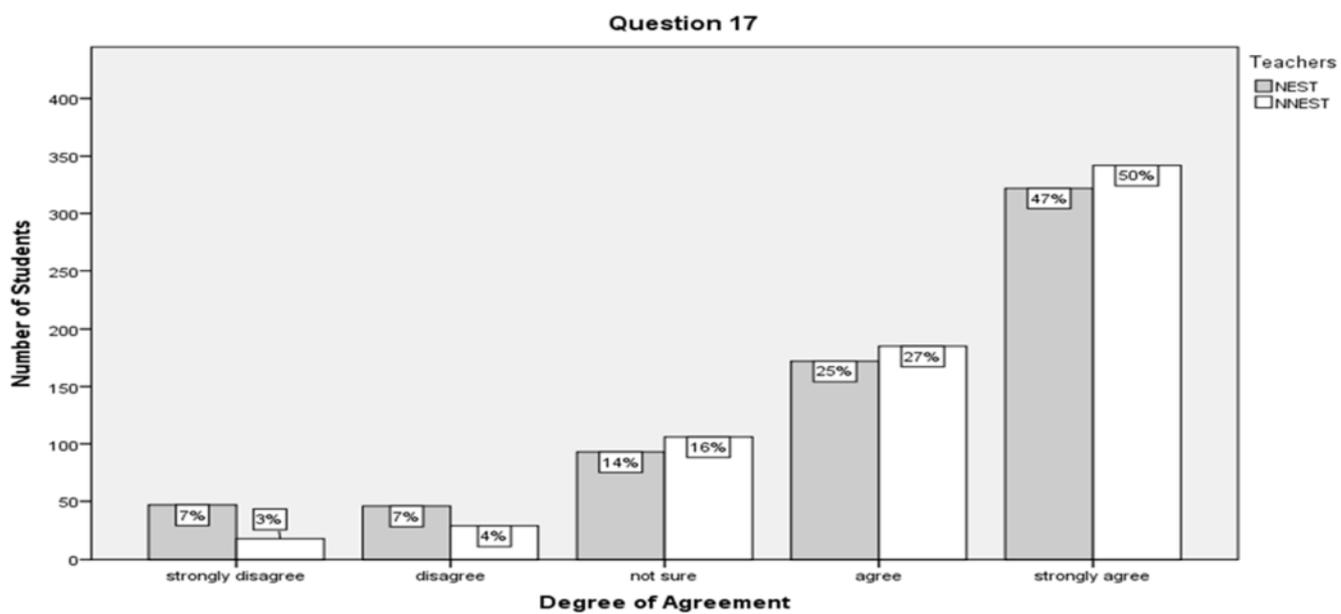


“My English teacher explains grammar rules very clearly.”

Question 15



“I understand what my English teacher is saying without a problem.”



“I understand my English teacher’s pronunciation easily.”

APPENDIX I: Paired Samples t-Test Results

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	NEST_Q1 - NNEST_Q1	-,099	1,326	,051	-,198	,001	-1,937	679	,053
Pair 2	NEST_Q2 - NNEST_Q2	,012	1,723	,066	-,118	,142	,178	679	,859
Pair 3	NEST_Q3 - NNEST_Q3	-,249	1,420	,054	-,355	-,142	-4,564	679	,000
Pair 4	NEST_Q4 - NNEST_Q4	-,078	1,510	,058	-,192	,036	-1,346	679	,179
Pair 5	NEST_Q5 - NNEST_Q5	-,038	1,479	,057	-,150	,073	-,674	679	,500
Pair 6	NEST_Q6 - NNEST_Q6	-,182	1,489	,057	-,294	-,070	-3,194	679	,001
Pair 7	NEST_Q7 - NNEST_Q7	-,115	1,472	,056	-,226	-,004	-2,032	679	,043
Pair 8	NEST_Q8 - NNEST_Q8	-,160	1,377	,053	-,264	-,057	-3,035	679	,002
Pair 9	NEST_Q9 - NNEST_Q9	-,191	1,501	,058	-,304	-,078	-3,322	679	,001
Pair 10	NEST_Q10 - NNEST_Q10	,187	1,234	,047	,094	,280	3,948	679	,000
Pair 11	NEST_Q11 - NNEST_Q11	,109	1,115	,043	,025	,193	2,545	679	,011
Pair 12	NEST_Q12 - NNEST_Q12	,082	1,545	,059	-,034	,199	1,390	679	,165
Pair 13	NEST_Q13 - NNEST_Q13	,041	1,546	,059	-,075	,158	,695	679	,488
Pair 14	NEST_Q14 - NNEST_Q14	-,069	1,416	,054	-,176	,038	-1,273	679	,204
Pair 15	NEST_Q15 - NNEST_Q15	-,156	1,330	,051	-,256	-,056	-3,056	679	,002
Pair 16	NEST_Q16 - NNEST_Q16	,169	1,268	,049	,074	,265	3,478	679	,001
Pair 17	NEST_Q17 - NNEST_Q17	-,188	1,243	,048	-,282	-,095	-3,947	679	,000

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