NATIVE AND NONNATIVE ENGLISH-SPEAKING TEACHERS IN TURKEY:
TEACHER PERCEPTIONS AND STUDENT ATTITUDES

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.

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ABSTRACT

NATIVE AND NONNATIVE ENGLISH-SPEAKING TEACHERS IN TURKEY: TEACHER PERCEPTIONS AND STUDENT ATTITUDES

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This study is aimed at investigating the existence of preferential attitudes towards native English speakers in the field of ELT, resulting in depreciation of nonnative English language teachers in the case of two high-ranking English-medium universities in Ankara, Turkey. The study involves detailed analysis of data collected from teachers and students of English through questionnaires and semi-structured interviews. The goal of the study is twofold: 1) Teachers' self-perceptions regarding their identities as native versus nonnative English speakers and as local versus foreigner teachers in Turkey, as well as their views about the advantages and disadvantages of being a native (NEST) versus nonnative English-speaking teacher (NNEST). 2) Students' perspectives about NESTs and NNESTs, their attitudes towards their current English teachers and their observations regarding their English teachers' teaching style and language use.

Analysis of data from teachers revealed a multifaceted and complex set of similarities and differences in NESTs and NNESTs' self-perceptions and attitudes, mapping the contours of the teachers' shared identities. Analysis of student responses demonstrated that their attitudes to English teachers are formed under the influence of various conditions, and their teacher's native or nonnative English speaker's identity is just one among a range of relevant factors potentially contributing to students' attitudes towards their teacher, like, for instance, students' level of English proficiency, expected grade,

teacher's communication skills, teaching style, and appearance. The study aims to enhance the general understanding of various issues related to native, local and expatriate nonnative English teaching professionals, to contribute to teacher empowerment by raising their awareness about their own advantages and disadvantages, and to improve collaboration between NESTs and NNESTs in the English language preparatory programs.

ÖZ

TÜRKİYE'DE İNGİLİZCEYİ YABANCI DİL VE ANA DİL OLARAK KONUŞAN İNGİLİZCE ÖĞRETMELERİ: ÖĞRETMEN ALGILARI VE ÖĞRENCİLERİN TUTUMLARI

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Bu araştırma, Yabacı Diller Eğitimi (YDE)'nde anadil konuşucusu İngilizce öğretmenlerinin (AKİÖ) başka oğretmenlere kıyasla daha çok tercih edilip edilmediğini ve bu durumun yabancı dil konuşucusu İngilizce öğretmenlerini (YKİÖ) ötekileştirilmesine neden olup olmadığını, Ankara'da öğretim dili İngilizce olan iki üst düzey üniversite bağlamında inceler. Araştırma, anketler ve yarı yapılandırılmış görüşmeler yoluyla İngilizce öğretmen ve öğrencilerinden toplanan verilerden oluşur. Araştırmanın iki ana hedefi vardır: 1) Türkiye'deki İngilizce öğretmenlerinin, AKİÖ ve YKİÖ olmanın avantaj ve dezavantajlarıyla ilgili görüşleri ve Türkiye'de AKİÖ veya YKİÖ ve yerli veya yabancı öğretmen olarak belirledikleri kimlikleriyle ilgili öz algıları. 2) İngilizce eğitimi alan öğrencilerin AKİÖ ve YKİÖ hakkındaki görüşleri, araştırma esnasındaki İngilizce öğretmenlerine karşı tutumları ve bu öğretmenlerin öğretim tarzıyla dili kullanımı konusundaki gözlemleri.

Öğretmenlerden edinilen veriler, AKİÖ ve YKİÖ'lerin öz-algı ve tavırlarında çok yönlü ve karmaşık benzerlik ve farklılıkları ortaya çıkararak, öğretmenlerin ortak kimliklerinin sınırlarını çizmektedir. Öğrencilerin yanıtları incelendiğinde, İngilizce öğretmenlerine karşı tutumlarının çeşitli koşullardan etkilenerek şekillendiği, bununla beraber, öğretmenlerinin anadillerinin İngilizce olup olmamasının, öğrencilerin İngilizce yeterlik düzeyi, beklenen not, öğretmenin iletişim becerileri, öğretim tarzı ve dış görünüşü gibi, konuya ilişkin diğer birçok etmenden yalnızca biri olduğu gözlemlenmiştir. Bu araştırma, AKİÖ ve YKİÖ (Türk ya da yurt dışından gelen) gruplarıyla, ilgili çeşitli konuların toplum genelindeki algılanışlarını geliştirmeyi, öğretmenlerin kendi gruplarının avantaj ve dezavantajlarına yönelik farkındalıklarını artırarak öğretme isteklerini artırmayı, ayrıca üniversitelerin İngilizce Hazırlık programlarında AKİÖ ve YKİÖ'ler arasındaki işbirliğini geliştirmeyi hedeflemektedir.

Anahtar Sözcükler: Anadili İngilizce Olan Öğretmen, Anadili İngilizce Olmayan Yerli Öğretmen, Anadili İngilizce Olmayan Gurbetçi Öğretmen, anadil konuşuculuğu, iyi İngilizce öğretmeni

To the ones I love

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Lastly, I would like to express my profound gratitude to the ones I frequently mentally revisited throughout this study, to my high school teacher of Russian literature, I. E. Efroimskaya, who fostered my critical thinking and imparted practical skills of working with texts, and to N. I. Kolesnikova, who has always inspired me by her personal example of a good English teacher.

Thank you all…

TABLE OF CONTENTS

ABBREVIATIONS

BUSEL	Bilkent University School of English Language
CIDER	Centre for Instructor Development, Education and Research
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a lingua franca
ENNEST	Expatriate Nonnative English-Speaking Teacher
ELT	English Language Teaching
ESL	English as a Second Language
LNNEST	Local Nonnative English-Speaking Teacher
L1	First Language
L2	Second Language
METU DBE	Middle East Technical University Department of Basic English
NES	Native English Speaker
NEST	Native English-Speaking Teacher
NNES	Nonnative English Speaker
NNEST	Nonnative English-Speaking Teacher
NNS	Nonnative Speaker
NS	Native Speaker
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

1.0   Presentation

In this chapter, firstly, the central research problem deeply rooted in the ideology of native-speakerism used to legitimate favoritism of native English speakers in the field of ELT is introduced. Secondly, the researcher states her personal perspective on the major focus of the study. Then, the significance and purpose of the study is presented and the research questions are articulated. Finally, the limitations of the study are listed.

1.1.   Statement of the Problem

From being the official language of two great powers, the USA and the UK, English obtained universal recognition as world/international/global language in the modern world. According to the British Council, in at least seventy countries with a total population of over two billion, English has official or special status. The estimated number of people speaking English as a foreign language (750 million) exceeds the numbers of people speaking it as a native (375 million) or as a second language (375 million) (The British Council Learning). The global spread of English as a language of international communication caused significant changes in the language teaching profession. The growing numbers of English learners entailed the increasing demand for trained and preferably native teachers of English all over the world. The demand for so-called native teachers far outweighs the supply of them (Pasternak and Bailey, 2004, p. 156).   Most of the students in undergraduate and graduate English teacher education programs are nonnative speakers of the language they are trained to teach in the future. After gaining all necessary qualifications NNESTs often face a problem of employment

in both ESL and EFL contexts (e.g. Mahboob, Uhrig, Newman, and Hartford, 2004; Moussu, 2006; Ozturk and Atay, 2010). Braine (2010) described a paradoxical situation in ELT that " while ESL students were praised and admired for their multiculturalism and diversity they bring into language classes, NNS English teachers who could also contribute their rich multicultural, multilingual experiences were often barred from the same classes" (p. 4).

To prevent discrimination and to provide equal opportunities to native and nonnative English educators in the field of ELT, in the beginning of nineties TESOL released *A TESOL Statement on Nonnative Speakers of English and Hiring Practices*, emphasizing the following issues:

> Whereas TESOL is an international association concerned with the teaching of English to speakers of other languages and composed of professionals who are both native and nonnative speakers of English, and
>
> Whereas employment decisions in this profession which are based solely upon the criterion that an individual is or is not a native speaker of English discriminate against well-qualified individuals, especially when they are made in the absence of any defensible criteria, and
>
> Whereas such decisions, not based on sound criteria, must ipso facto be in contradiction to sound linguistic research and pedagogical practice,
>
> Therefore be it resolved that the Executive Board and the Officers of TESOL shall make every effort to expunge from all publications of TESOL and its affiliated bodies all language supporting such discrimination, and
>
> Therefore be it further resolved that the Executive Board and the Officers of TESOL shall make every effort to prevent such discrimination in the employment support structures operated by TESOL and its own practices… (TESOL, 1992)

Despite the abovementioned TESOL statement, native versus nonnative speaker dichotomy may still be considered as the major cause of discriminatory practices in the field of ELT. The absolute authority of the native speaker in our profession has been encouraged by Chomsky's (1965) concept of 'native speaker', defined as an "ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly" (p. 3). Chomsky's representation of a native speaker, which is

expressively abstract, has been divorced from its initial context. In *Aspects*, when defining the idealized context in which linguistic theorists are supposed to perform their research, incorporating an ideal speaker-listener in a superficial vacuum-like monolingual environment, Chomsky is not concerned with various linguistic situations found in reality, "like many theoretical linguists, [he] is not interested in languages: what he studies is language" (Davies, 2004, p.432). In the context of ELT, his theoretical conclusions have been mistakenly transferred onto practical grounds and lately criticized for being reductionist. As argued by Paikeday (1985), in its linguistic sense, the term "native speaker" is "an ideal, a convenient fiction, or a shibboleth rather than a reality like Dick or Jane" (p. 10). In contrast to the idealized monolingual native-speaker's world, in real-life bilingual or multilingual contexts, various language norms are brought into being by diverse speakers with various levels of competence.

Rampton (1990) emphasizes the idea that a human language is a product and a tool of social interaction, and is acquired in social environment through membership in various groups defined by class, gender, age, ethnicity, region and so on (p. 98). Being born into a group does not imply that the person automatically gains absolute proficiency levels in the language spoken by the group: "many native speakers of English can't write or tell stories, while many non-native speakers can" (ibid.) Moreover, the author argues that nobody's functional command can be perfect in all areas of a language, and that the speaker can be more proficient in some areas than in others. Rampton advanced the notions of "language expertise", "language inheritance", and "language affiliation", which provide more space for in-depth exploration of individual cases and general situations than do the concepts of "native speaker" and "mother tongue." "Language expertise" describes language proficiency in general terms, "language inheritance" refers to the first language acquisition, and "language affiliation" is associated with the second language learning. Both "language inheritance" and "language affiliation" are integral components of "language loyalty". The major difference between "language inheritance" and "language affiliation" is that the former occurs inside the social groups, and the latter operates across them (ibid, p. 99).

In the discussion of the concept of native speaker, Davies (2004) attempted to answer the question whether the native-speaker idea, undoubtedly incorporating unrealistic properties, is also in accord with reality. In contrast to the difference between genders, the difference between the native and nonnative speaker does not involve biological distinction. Davies claimed that native speaker/nonnative speaker differences are not inborn but acquired in the process of L1 learning which is so well-established that it guarantees the real and permanent membership as a native speaker (p. 433).

Kramsch (1998) argued that a notion of a "native speaker" is "based on arbitrarily selected features of pronunciation, grammar, lexicon, as well as on stereotypical features of appearances and demeanor" (pp. 79-80). Native-nonnative categorical absolutes are strongly related to other social categories, e.g. race, social class, nationality, religion and gender. Kubota and Lin (2006) stated that institutional racism is strongly integrated with the field of language teaching and manifests itself by endowing NESTs with a privileged status in employment that is enhanced by having White skin (p. 479). Amin's study (1997) of five visible-minority female English teachers, based in Canada, revealed that some language learners assumed that there is an intrinsic connection between race and language ability. The findings demonstrated the language learners' dominant belief that only White people are real Canadians. Non-White English teachers were not perceived as authentic Canadians, and therefore were characterized as nonnative speakers of English. Golombek and Jordan (2005) examined the narratives of two Taiwanese students involved into a teaching English as a second language (TESL) master program to discover the ways pre-service teachers establish and maintain their identities as legitimate language teachers. The analysis of data collected through the interviews and reaction papers written in a pronunciation pedagogy course revealed that the participants were deeply influenced by the native-nonnative speaker dichotomy and educational practices, viewing Whiteness as an essential part of being a native speaker of English. Holliday and Aboshiha (2009) claimed that a postmodern qualitative research methodology provides an opportunity to investigate the individual cases of hidden discourses of TESOL related to native vs. nonnative teacher bigotry, in its turn revealing an ideology of racism (p. 669). Racism in TESOL profession is not only associated with color, since numbers of NNESTs may be considered White (invisible

minority), but is related to the processes of "othering" of the group, which is perceived as deficient. The authors gave emphasis to the analysis of the cultural psychology and practices of "othering" within TESOL.

The present status of English as an international language (EIL) also raises the question whether native versus nonnative dichotomy may remain legitimate. For example, Kachru (1986) points out that "the concept 'native speaker' is not always a valid yardstick for the global uses of English" (p. 17). Viewing English as means of international communication, global education and open society, brings an idea that it should not be taught as a singular standardized target language. Nowadays, the English language proficiency implies an ability to communicate in culturally heterogeneous multidialectal society. Cook (1999) emphasized the importance of L2 users' image empowerment. He claimed that "L2 users should be treated as people in their own right, not as deficient native speakers" (ibid, p. 195). The term "multi-competence" coined by Cook (1991) describes the overall language knowledge of a person proficient in more than one language. According to Cook, viewing L2 learners as multicompetent language users, rather than failed native speakers, will help to diminish the native speaker authority in ELT (p. 204).   Llurda (2004) suggests that native-speaker control of the language will be eliminated when nonnative speakers gain awareness of their status as self-sufficient rightful speakers of EIL, instead of seeing themselves as more or less successful speakers of a native variety of English (p. 320).

Although the idealization of the native speaker has been openly questioned (Rampton, 1990; Kramsch, 1997, 1998; Widdowson, 1994; Cook, 1991, 1999), and even defined as a "fallacy" (Phillipson, 1992), it still exerts an ultimate influence on the field of ELT worldwide. This authoritative concept, influencing the self-perceptions of both native and nonnative educators, their students and administrators' attitudes, is related to the issue of power, which is "hegemony designed for normalization" (Burns, cited in Misztal, 2001, p. 318). As argued by Holliday (2005), native-speakerism is a deterministic paradigm strongly demarcating native and nonnative teachers, viewing the former ones as superior to the latter ones. Native versus nonnative bigotry is very deep in the psyche of ELT, and even 'nonnative' teachers, perceiving native speakers as the

language norm providers, are native-speakerists. Nonnative speakers' loyalty to the authority of native speaker was explained by Llurda (2009) in terms of Stockholm Syndrome, which is a paradoxical psychological condition when hostages exhibit servility and positive feelings to their captors and which was interpreted as a defensive mechanism of human psychology creating an emotional attachment to the dominant figure (p. 119). It is not the native-nonnative dichotomy that generates discrimination of nonnative educators, but "*ideology of native-speakerism* which works against this common identity" (Holliday, 2005, p. 6). It is about being or not being ideological and about attributing positive characteristics to one group and negative ones to another or judging about people on the basis of their professionalism and knowledge. Holliday argues that "it is *people*, not *places*, who have professions, prejudices, and cultures" (ibid, p. 2). In fact, there are prominent scholars both in the 'center' and 'periphery', who made an important contribution to the profession. Educators and students from the periphery should not be perceived and should not perceive themselves as powerless and deficient in linguistic and professional terms. Holliday aims at demonstrating that they possess "immense abilities to make English and TESOL what they wish them to be" (ibid, p. 11). Since there are more nonnative than native teachers of English in the world, it is undeniable that they wield influence on English language pedagogy.

1.2. Personal Perspective

A strong motivation for the study into the issues related to nonnative and native English educators is grounded in the researcher's personal experience as a language learner and a NNEST. I was born in the Soviet Union, RSFSR (the Russian Socialist Federative Soviet Republic) in the middle seventies and in the middle of eighties my family moved to Frunze (nowadays Bishkek), the capital of the Kirghiz Soviet Socialist Republic. I am a native speaker of Russian, and a learner of English, German, Kyrgyz, Turkish, and French.

Due to a diglossic situation in Kyrgyzstan, as an ethnical Russian, I had to learn Kyrgyz as a required subject at high school and later as a required undergraduate level course at the university. Both at high school and university, I was successful enough to get the highest grade at the end of the course, and I am still able to understand separate words and phrases when people speak Kyrgyz. All my Kyrgyz language teachers were native Kyrgyz speakers, and I have never met a single nonnative teacher of Kyrgyz. Obviously, the quantity of nonnative teachers of a language is directly proportional to the levels of the language's popularity. I had been learning German as a second foreign language after English in the second and third years of my undergraduate studies. All my German teachers were nonnative German teachers. Interestingly, in contrast to the English teachers at that university, in most cases, German teachers were able to make themselves understood in English. For that reason, they were sort of scornful of the students and teachers from the English philology department, who were proficient only in English. After having successfully passed the required course, I had little experience with German. To learn Turkish was a question of vital importance, since I was doing my graduate training in Turkey. Due to the fact that all my studies in Turkey were in English and that all people around me were able to speak English, due to the loaded schedule and inborn laziness, my survival-level proficiency in Turkish has not progressed any farther.

Two years ago, owing to some personal reasons, I started learning French at the French Cultural Institute in Ankara, Turkey. In Turkey I had three French teachers, and all of them were nonnative. One of them was from Algeria, two others were Turkish. The French teacher from Algeria spoke Arabic as a native language, she was also fluent in French and English, and spoke basic Turkish. Interestingly, when she introduced herself to our group she mentioned that she was from France. After a week of teaching us, she revealed her actual identity. In a personal conversation she explained that students were often negative about her non-French origin, so she preferred to avoid conversations about her national background until they saw her in action as an effective teacher. After moving to France, I took compulsory State subsidized 120 hours of French provided by the French Immigration and Integration Office *(OFII, Office Français de l'Immigration et de l'Intégration).* Interestingly, most of the teaching materials used during those

lessons were coming from Turkey; specifically, from the preparatory school of Galatasaray University, where the medium of instruction is French.

The native speaking instructors of French were not trained to teach French as a Foreign or Second language. They were well-educated, extremely knowledgeable teachers prepared to teach French to the speakers of French at various educational levels. However, in the environment of the second language classroom they were sincerely lacking efficiency, methodology, and general understanding of their students' learning needs and difficulties. In most cases their lessons were ill-prepared, disorganized, and often boiling down to the students' hours-long independent digging into inexhaustible stacks of grammar handouts. During the lesson I often recurred to the idea that those native teachers of French would not stand any comparison in terms of professionalism and effectiveness with the nonnative teachers of French in Turkey. Attending the language course as a student was a very contradictory experience, on the one hand, it was very interesting to observe the dynamics of the classroom from the inside, and on the other hand, it was emotionally tiring to contemplate the problematic issues of the instruction not having the authority to take over the control of the problems. I believe it was also a rewarding experience, since as a result of it I regained the already lost insight into how it feels to be a foreign language student that is indispensable to promoting tolerance and empathy in my own classroom.

The longest and the most successful experience of learning a foreign language I have ever had is learning English. My earliest experiences of learning English are related to my grandmother, a school teacher of English, who taught me a couple of simple words in English. My subsequent English learning and performance were limited to the English lessons at a comprehensive school in the EFL context of Russia and then Kyrgyzstan. However, my school was not an ordinary comprehensive school, where students had English twice a week; it was a specialist school focusing on English teaching, so there were five-six lessons of English per week. In contrast to general comprehensive schools, where English was taught starting from the first year of secondary school, at my school, English instruction started in the second grade of primary school. Consequently, my official English education started at the age of 8. In view of the fact that until the

collapse of the Soviet Union in 1991, it was difficult to imagine a native teacher walking down the street, not to mention a NEST being employed in that area, all my English teachers at school were NNESTs.

The first NESTs I met were the Protestant missionaries from the United States, attracted by uncultivated territories and innocent in terms of religion souls of atheists. After seventy years of isolation from the rest of the world, all foreigners were perceived by us as remarkable creatures from other planets: they dressed in a different way, in contrast to us, they used a lot of gestures while talking, and they spoke English sounding differently from the one we learnt at school. They were willingly employed at the universities to teach English. Their nativeness in English compensated for the absence of any professional training in ELT and for the fact that all their lessons turned into sermons finalized with an invitation to visit their church. Since the church service was in English, lots of students from the English philology department were attracted by it. Another category of NESTs at my university were Peace Corps volunteers and young adventurous backpackers wearing heavy mountain boots and shorts all the year round. One of them wrote a short poem for the university newspaper that clearly demonstrated the students' genuine interest to the foreigners:

> Girls are whispering and giggling when I'm passing by,
> And only my shoes are left behind on their mind.

In fact, despite that the NESTs were not qualified to teach English, they were treated with great respect, and all their explanations and comments about English were perceived by the students and NNESTs as gospel truth. The university experiences with NESTs instilled an idea of NEST's incontestable superiority, still having an influence on my self-perceptions and self-confidence as a NNEST.

After my university graduation, I started teaching English at the International school located in Kyrgyzstan to the students with various linguistic backgrounds. The majority of the teachers at that school were from the United States. Local teachers were employed as paraprofessionals to assist foreign teachers in various school subjects. However, there were a few local teachers who worked independently, a teacher of Russian, Arts, and P.E. Although qualified as a professional English teacher, I had to

teach as a paraprofessional for a year to prove my knowledge and skills. I was teaching in a team with a NEST, and as a novice teacher, I gained valuable experience while working with a more skilled colleague. Apart from that, the overall patronizing attitude to the local teachers at that school was one of the moving factors for me to start my graduate studies. I came to the conclusion that since I happened to be a nonnative English speaker, I have to work hard to gain respect and to win recognition in the field of ELT.

As soon as I came to Turkey for my graduate studies, I started looking for a teaching position at different private language schools in Ankara. I was rejected by most of them on the basis of my nonnativeness. During the job interviews, the administrators openly stated their position that native English teachers are preferred on default. Despite the resolution passed by the Executive board of TESOL in 1991, disapproving discriminatory hiring policies strongly based on the applicant's native language, administration of language schools in Turkey still more eagerly hire native English teachers with little teaching qualifications before more experienced nonnative ones. They explain it mainly by business issues: in order to attract more people to join their English courses, language schools advertise themselves as hiring native English speakers. Finally, when I started teaching I was often introduced to the students as a NEST. I do not look like a stereotypical NNEST and usually students cannot distinguish my accent, but feeling guilty for not being a NEST became habitual. In contrast to the school administration, I never hide my national background and always mention it in the first lesson. Usually my students are positive about it. However, in several cases they asked the administration to change me for a NEST.

There are certain differences in the attitudes of school administration and students to native and nonnative teachers. There is a big difference between the salaries of native and nonnative teachers having similar amount of teaching experience and qualifications. For example, according to the teacher's salary distribution form provided by one of the language schools where I used to teach, a novice native teacher gets a few Turkish Liras more per lesson than a novice nonnative teacher. Secondly, in contrast to nonnative teachers, native teachers are officially allowed to take a long leave with no threat to be

fired. Thirdly, since the students more eagerly join groups taught by native speakers, native teachers generally get more hours of teaching than nonnative ones.

The abovementioned dissimilarities in treatment of nonnative and native teachers by the administration of schools and students are caused by a common idea that native speakers, who are more proficient in English, are able to teach it better and also by the fact that there are more nonnative English teachers than native ones in Turkey. Consequently, rare native speakers are more appreciated. Interestingly, strong preference of native teachers, made expatriate nonnative teachers coming from abroad to teach English in Turkey tell lies about their sociolinguistic identity. One of my colleagues from Sudan, whose native language is Arabic, convinced the school administration and the students of that her native language is English. Although English is Sudan's second official language, she learned it at school and most of her life spoke Arabic.

Most of the native teachers I happened to work together with, accustomed to favoritism of the administration and students, tended to underestimate nonnative teachers. For example, one of my colleagues, a novice native teacher from the United States, having three months of teaching experience, was indignant by the fact that my salary was slightly higher than hers. I tried to explain the difference between us, since by that time I had had about 8 years of teaching experience and MA degree in ELT. She claimed that none of nonnative teachers in the world, even those having MA and PhD in ELT, can be better in English than a native speaker. I agreed with her on the point that educated native speakers can be more proficient in English than nonnative ones, but knowing the language and being a professional teacher of it are two things that do not always come together. When I explained to her that if she obtained a university teacher training, her salary would be much higher than mine, she finally got comforted. Unfortunately, the abovementioned incident was not a single instance; similar conflicts between nonnative and native teachers were reported by my nonnative colleagues on multiple occasions.

After moving to Toulouse, France, I applied for teaching positions at some private language centers. One of the employers asked me a rigidly structured question: "Are you

from the UK or the United States?" I explained that I am not a NEST, but in addition to the 10 years experience that I have accumulated teaching culturally and linguistically diverse students, I hold an MA in ELT and I am currently completing the dissertation for a PhD in this field. Her response was that their school *unfortunately* does not employ NNESTs. I found the situation to be offensive, and expressed my attitude by telling that what they were doing was actually discrimination. I would definitely file a discrimination complaint, if the job I was applying for was an official teaching position posted by Pôle Emploi (*fr.* Employment Center). I think that in addition to conducting research related to NESTs and NNESTs, NNESTs need to struggle against discrimination at workplace by creating more precedents in various law systems of the world. The employer argued that their employing policies cannot be regarded as discriminatory, since *educated* NESTs are the best teachers of English, and she gained this gospel truth from the research and from her own experience as an English teacher and as a student of English, and it is a normal state of affairs and there is nothing to be ashamed of in that their school strives to employ only the best teachers. For private language centers the so called *educated* NESTs are usually the ones who obtained a four-week TEFL certificate course for 1500 Euros.

I admit the fact that there are certain differences between native and nonnative teachers, but I am against the usual practice associated with our profession, when NNESTs are treated by the employers as deficient in terms of the language they teach. The fact that English was not acquired in the childhood, but consciously learned later in life, turns for NNESTs into a burden similar to some irrecoverable congenital brain disorder. The sad message that I often get, is that all university degrees, a high level of proficiency in English, and years of teaching just upgraded me to a high-functioning "linguistically handicapped" (Medgyes, 1994, p. 103) entity in the eyes of the potential and actual employers; while the abovementioned entity is on the better end of the spectrum, she still cannot be compared with the good species, i.e. NESTs. In spite of the fact that my job search at times is unsuccessful, my experience as an EFL teacher and learner can be only described as successful.

In the present world when English is spoken internationally, the native versus nonnative dichotomy should be eliminated. To my mind, educators need to move away from deterministic paradigms strongly demarcating native and nonnative teachers and to abolish all forms of institutional restriction based on the teacher's native language. We should reinforce social principles valuing universal human rights and take steps to making teaching of English as an international language free of obsolete stereotypes. These are the major ideas and personal experiences as a NNEST that exerted the influence on the choice of the topic for this doctoral study.

1.3. Significance and Purpose of the Study

Since the vast majority of English teachers worldwide are nonnative speakers of the language they teach (Braine, 1999, 2010), the research into linguistic, instructional and employment challenges faced by such professionals is gaining explicit importance nowadays.

There are two major groups of teachers involved in state and private language programs all over Turkey: native (NEST) and nonnative English-speaking teachers (NNEST). The first goal of the study is to explore and to extend findings of the previous studies focusing on self-perceptions of NESTs and NNESTs (Amin, 2004; Moussu, 2006; Dogancay-Aktuna, 2008; Petrić, 2009; Ozturk and Atay, 2010). It is aimed at teacher encouragement by raising instructors' personal awareness of their particular advantages and disadvantages in terms language proficiency and teaching pedagogies.

Medgyes (2001) defines a nonnative English teacher in general terms as "the one 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, he mentions that the definition only partially applies to a group of teachers working in ESL settings with students from heterogeneous linguistic backgrounds. However, as a result of globalization, blurred boundaries and international migration in the postmodern world, numerous nonnative English teachers started working in the environments different from their original ones,

and therefore, do not share the same native language and culture with their students. While working abroad, such teachers may experience isolation from their original culture. In view of the increasing presence of nonnative English-speaking educators in the teaching contexts different from their original ones and the paucity of research in this field (Petrić, 2009), in addition to the investigation of issues related to native and local nonnative English teachers (LNNESTs), the present study included expatriate nonnative English teachers (ENNESTs) into its framework.

Basing on the EFL situation in Turkey, Çelik (2006) suggested that English language programs could benefit from having both native and non-native teachers working together in teams, sharing and combining their experiences and methodologies of teaching the language. Çelik stated that "both native and non-native teachers of English in Turkey's context, as everywhere else, show a great variation in their knowledge, use and teaching of the English language" (p. 375). However, the differences of various types of English teachers do not detract from NESTs and NNESTs' merits. Well-planned team work and teaching at schools and universities in Turkey would unite native and non-native teachers, promote the sense of collegiality among them, and would definitely intensify their professional support and development. Richards and Farrell (2005) provided an example of team-teaching, where a native teacher teaches speaking and pronunciation parts of the lesson and a nonnative one explains grammatical points to the students (pp. 159-160). The second goal of the study is to examine English teachers' perceptions of advantages and disadvantages of NESTs, ENNESTs and LNNESTs, and the issues related to collaboration between various groups of English educators involved into language programs at universities in Turkey. The study may enhance understanding of various issues related to native and nonnative English educators and may contribute to the improvement of collaboration between NESTs and NNESTs and their integration within the department.

While teaching in various private language institutions in Turkey, the researcher has noticed certain differences in the attitudes of school administration and students based on the native vs. nonnative distinction. As argued by Braine (1999), "no issue is more troubling than that of discrimination in employment" (p. xvi). Similarly, Cook (1999)

and Medgyes (1992) claimed that in making hiring decisions program administrators often give importance to the native English speaker criterion. Following the dominant discourse of ELT, the native teacher is traditionally associated with a pure standard variety of English and supreme pedagogy. Program administrators assume that students in their programs prefer native English-speaking professionals over nonnative ones. Preference of teachers from the 'center' by school administrators is explained mainly by business issues; in order to attract more people to join their language programs, language schools advertise themselves as hiring native English speakers. However, despite the administrators' perceptions of students' attitudes to nonnative professionals, nativeness is not a major factor influencing students' opinions. As argued by Cook (2000), "nowhere is there an overwhelming preference for NS teachers. Being an NS is only one among many factors that influence students' views of teaching" (p. 331). Nonnative professionals often exemplify successful language learners, who, similar to their students, previously have gone through the process of learning the language and thus gained an ability to foresee the difficulties faced by their students in the process of language learning. In other words, nonnative teachers become their students' "language models" (Medgyes, 2001, p. 436). The third goal of the present study is to present an in-depth investigation of students' attitudes to NESTs, ENNESTs, and LNNESTs working at universities in Turkey.

The choice of the country was governed by the personal interest of the researcher in the current ELT situation in Turkey. Teaching in the private English language classrooms in Turkey raised a number of questions about native and nonnative English-speaking teachers' identity, incorporating self-perceived characteristics, and their students' attitudes to them.

1.4. Research Questions

The three goals listed in the previous section are going to be gained by examining NESTs and NNESTs' self-perceptions and their attitudes to each other, and by investigating student attitudes to NESTs and NNESTs. The study is guided by the following research questions:

1. *What are the perceptions of NESTs, local NNESTs, and expatriate NNESTs working at English language programs in Turkey of themselves and of each other in terms of proficiency in English, teaching styles, and native or nonnative personality characteristics?*

1.1. What are the teachers' general beliefs about the qualities of a good English teacher?

1.2. What are the teachers' beliefs about local NNESTs and expatriate NNESTs?

1.3. What are the teachers' beliefs about NESTs?

1.4. What are the teachers' self-perceptions in terms of their English language proficiency and teaching skills?

1.5. What are the teachers' beliefs related to foreign teachers' interface with students' native language and culture?

1.6. What are the teachers' experiences in their workplace?

2. *What are the perspectives of students enrolled in English language programs in Turkey on NESTs and NNESTs?*

2.1. What are the students' attitudes towards their current English teachers?

2.2. What are the students' general beliefs about NESTs and NNESTs?

2.3. Do other student variables, such as level of English proficiency, expected grade, university, and gender, influence their attitudes towards their English teachers?

1.5. Scope and Limitations of the Study

Due to the fact that the study focused on NESTs and NNESTs working in Turkey, the results of the study do not provide sufficient foundation for making generalized conclusions about English teachers in other countries. Furthermore, since the study is limited to Turkey, where English is learned as a foreign language, the results of the study might not be reflective of ESL settings.

The scope of the study is limited to tertiary institutions, primary and secondary education institutions, and private language centers are not a part of the study.

Since the study deals with native vs. nonnative dichotomy, characterized as discriminatory (Phillipson, 1992; Widdowson, 1994; Kramsch, 1997, 1998; Braine, 1999), some participants were reluctant to provide their responses to some interview questions and questionnaire statements.

Another limitation of the study is that the researcher is a NNEST, so the participants might not feel free to express their real attitudes to this group of teachers that could to some extent influence the reliability of the study.

1.6. Overview of the Study

The present study consists of five chapters. The first chapter describes the main features and purposes of the study in general outline. The second chapter provides background information, reviews the main theories and earlier studies which provided the bases for the current research. The third chapter introduces the present study's methodology. The forth chapter presents the results and interprets the findings. The fifth chapter summarizes the study and the obtained results.

CHAPTER 2

REVIEW OF LITERATURE

2.0   Presentation

This chapter aims to present background information about the previous research and the theories which provided the bases for the current study. It starts with a brief definition of the concepts of an attitude, belief, and perception. Furthermore, it focuses on a review of concepts related to effective teaching, proceeding to the research aiming at defining a good teacher. It is followed by examination of the main points brought forward by studies on NESTs and NNESTs. Discussion of some aspects related to the students' native language and culture in ELT forms the last part.

2.1.   Definitions of Attitude, Belief, Perception

The processes of teaching and learning are strongly associated with the interrelated concepts of teachers and learners' attitudes, beliefs, and perceptions.

Attitudes entail a complex structure of relations and components. Assigning a primary importance to the person's experience, Allport (1935) described an attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 810). Furthermore, Krech and Crutchfield (1948), adopting a multifaceted view of an attitude, defined it as "an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world" (p. 152). Similarly, Rosenberg and Hovland's (1960) tri-component model of attitudes incorporated affection, cognition, and behavior domains.

Baker (1988) argued that attitudes do not always coincide with our actual behaviors and are context-dependent. In a row with attitudes, people's actions are strongly determined

by other factors, such as their personality, specific needs, capabilities, and stimuli. Moreover, attitudes are different for real situations and hypothetical situations, and also may alter with regard to "I" and "they" (ibid., p. 114). Beliefs, pertaining to a cognition domain of an attitude, were defined by Dörnyei (2005) as systems of thoughts, which are more deeply than attitudes "embedded in our minds and can be rooted back in our past or in the influence of the modeling example of some significant person around us." (p. 214). Furthermore, perceptions are conceptual constructs are also strongly related to people's attitudes and described as a process of interpretation and organization of inflowing information, when "the external signals arriving at the sense organs are converted into meaningful perceptual experiences" (Lindsay and Norman, 1972).

2.2. Effective English Language Teaching

Teaching is generally described in terms of reciprocal effects of teacher's classroom behaviors on students' learning. Good teaching was identified by Vries and Beijaard (1999) as effective teaching, resulting in high students' achievements; however, it was noted that process-product approach to teaching does not provide clear evidence supporting casual connection between the observable teacher's actions and student's attainment (pp. 373-374). Trigwell (2001) claimed that in addition to observable classroom behaviors, teaching entails planning, compliance with the particular context, knowledge of the specific content, remaining a perpetual learner, critical evaluation and beliefs about teaching and learning (p. 65). Focusing on the approach to evaluating teaching in higher education, the author characterized good teaching as a combination of a scholarly approach to teaching, student-focused teacher plans and strategies (ibid., p. 72). Fernstermacher & Richardson (2005), exploring the concept of teaching and its relationship with learning, differentiated between instructional intent and actual achievement; that is to say that teaching does not necessarily produce the intended learning outcomes. The authors claimed that quality teaching, determined by learning production, is gained by combining "good teaching" and "successful teaching". Accordingly, "good teaching" implies that sufficient and comprehensive academic knowledge is communicated in conformity with age appropriate and morally defensible instructional strategies and with intention of contributing to the learner's content-related

competence development. As for "successful teaching", it indicates actual acquisition of the intended knowledge or skill and presumably comes into effect if "good teaching" is sustained by learner's willingness and effort, supportive social environment, and both learning and teaching opportunities. Consequently, "quality teaching" is stipulated by the teacher, the learner, and the real context within which it takes place:

> There are, as any teachers of more than a few years will inform you, interactions between the context for teaching and the practices of the teacher. One aspect of these interactions is that a person may be a good teacher in one context and a mediocre one in different context with virtually no variation in basic pedagogical form from one context to the other. (p.207)

2.2.1. Research on the Good Teacher Profile

Considerable research efforts to investigate the profile of a good teacher have been devoted both in general (Koutsoulis, 2003; Cheung, 2006; Telli, Brok, & Çakiroğlu, 2008; Çakmak, 2009) and foreign language education in various settings and cultural contexts (Brosh, 1996; Park & Lee, 2006; Arıkan, Taşer, & Saraç-Süzer, 2008; Aydin et al., 2009; Shishavan & Sadeghi, 2009; Mullock, 2010; Arıkan, 2010; Wichadee & Orawiwatnakul, 2012; Mahmoud & Thabet, 2013).

Based on quantitative data elicited from 608 students enrolled in five high schools in Cyprus through Classroom Culture Description Questionnaire, Koutsoulis (2003) investigated characteristics of an effective teacher in terms of their human qualities, communication skills, and teaching and production characteristics. Moreover, the researcher studied the relationship between the teacher specific qualities and various problems students reported to have encountered at school. Finally the influence of students' achievement on their effective teacher classification was examined. In general, student perceived effective teaching relied on all three abovementioned categories: humanistic approach, production, and developed communication skills. Within the first category respondents emphasized teacher's ability of being understanding (25%) and friendly (14%). The major problems faced by students at school appeared to be the pressure from school and the lack of teachers' understanding.

In addition, they stressed such qualities as kindness, trustworthiness, patience, fairness, and love for students. Within the communication skills category, effective communication and handling teacher-student relationship (13%) and effective classroom management skills (10%) emerged as the most significant characteristics. Furthermore, effective teachers were expected to assume democratic, unbiased, cooperative attitudes, and to have an appreciative outlook of their students' abilities. Within the category concerned with production and teaching abilities, students noted entertaining and motivating aspects of teaching. Besides, such qualities as being helpful, organized, work-focused, goal-oriented, caring for students' learning were emphasized. It was revealed that students with higher and lower achievement levels perceived effective teaching completely differently. Thus, high achievers valued teachers being knowledgeable and less preoccupied with students' misbehavior during the lesson. The low achieving group spoke for teachers being more sympathetic in grading and not underestimating the students.

Cheung's study (2006), including 725 Hong Kong primary school in-service teachers, aimed at measuring teacher efficacy levels. Efficacy was defined as "the extent to which the teacher believes he or she has the capacity to affect student performance" (Berman et al., 1977, ibid., pp. 435-436). Building on the previous research into teacher efficacy, Cheung presented an overview of efficacious teachers' general qualities, claiming that they are "more likely to stay in teaching, put more time into teaching and show greater effort in classroom planning and organization and greater enthusiasm for teaching" (ibid., p. 436). Furthermore, efficacious teachers have clear insights into the needs of students, they are less critical of mistakes made by students, demonstrate stronger disposition to support students experiencing problems, and make more efforts to maximize students' learning. Analysis of data elicited by means of the 12-item Teachers' Sense of Efficacy Scale revealed significant correlation of female gender, when lower levels of teacher efficacy was demonstrated by male teachers as opposed to female ones, and years of teaching experience to levels of teacher efficacy. However, educational levels did not demonstrate significant correlation to general teacher efficacy.

In the Turkish context, Telli et al. (2008) studied characteristics of an ideal Turkish teacher as perceived by 21 teachers and 276 high school students. Participants' responses obtained through an open-ended paper-and-pencil question and interviews were evaluated for the purpose of creating a list of teaching behaviors. Both teachers and students viewed an ideal teacher as the one providing guidance and support, increasing students' motivation and confidence, being able to establish rapport with students and to gain their respect.

Furthermore, Çakmak's study (2009) focused on the beliefs of 221 Turkish prospective teachers about the major qualities of an effective teacher. Analysis of prospective teachers' reactions to the questionnaire statements detected that stating the aim of the lesson, sustaining students' participation during the lesson, having affection for their job, teaching with regard to students' individual interests and talents, building positive teacher-student relationships were the most valued characteristics. Whereas "utilizes various seating arrangements (group, etc.) in the teaching process", "makes jokes", "gets students to do presentations (projects, etc.) in lessons", "suggests a source material list to students to follow in the lessons" and "is authoritative" were the least appreciated teacher's qualities (ibid., p. 81). Furthermore, it was pointed out that reactions to questionnaire statements of female prospective teachers were generally more positive than responses of male participants.

In the Israeli educational context, Brosh (1996) explored ideas of 200 foreign language teachers of English, French, Arabic, and Hebrew and 406 high school students. The data collected through questionnaires and interviews demonstrated a lot of similarities between teacher and student perceived qualities of an effective language teacher. The first priority was given to the teacher's sufficient language proficiency in terms of reading, writing, speaking, and understanding. Emphasis was also given to the teacher's lesson preparation, organizational and teaching skills. Both teachers and students' second priority engaged ability to provide clear explanations of the material and to sustain students' motivation. Discussing the third main concern of effective teaching, students placed more value on the quality of being fair and treating students equitably than teachers. Besides, students stressed the importance of teacher approachability after

the class. Interestingly, awareness of and positive attitude to the native speakers' culture, the use of students L1 for instruction, conducting the lesson in the target language, knowledge of the curriculum, research-oriented teaching, readiness for in-service training, sense of humor, teacher's gender, and appearance were identified as less important aspects of effective teaching.

Park and Lee (2006) also focused on teachers and students' ideas about the qualities of effective English teachers. The study took place in Korea and included 169 teachers and 339 high school students. Data was collected by means of a self-report questionnaire organized around three broad categories: English proficiency, pedagogical knowledge, and socio-affective skills. In general, teachers' perceptions of effective English teachers differed significantly from opinions expressed by the students' in relation to all three categories. The teacher group put more emphasis on English proficiency and the student group attributed more importance to pedagogical knowledge. It was stated by the students that learners' interests-focused and proficiency levels-oriented teaching is the key distinctive feature of an English effective teacher. Similar to the results reported by Brosh (1996), both teachers and students did not identify the use of L2 as the only instruction medium as an important factor of effective teaching. Interestingly, the least value was put by both groups upon socio-affective skills. Both teacher and student groups emphasized the role of increasing students' motivation and self-confidence. Moreover, it was revealed that students' achievement levels had significant influence on their responses related to pedagogical knowledge and socio-affective skills; and the male students' reactions to socio-affective skills category items were significantly different from the reactions demonstrated by the female students.

Arıkan et al. (2008), exploring Turkish EFL students' ideas about an effective English teacher, utilized data collected through two open-ended questions and a survey, inquiring about personal and professional teacher qualities, and professional skills. The authors noted that while students' judgments based on observed classroom behaviors may not be descriptive of an actual teacher personality, investigation of students' perceptions of an effective teacher might shed light on the distinctive features of effective teaching. Students put emphasis on teacher's friendliness, youth, enthusiasm,

creativeness, sense of humor, and fairness; less importance was attributed to gender, experience, and strictness. Analysis of data within the professional category suggested students' preference for Turkish English teachers possessing strong English competency over NESTs. This result was attributed to students' feeling more comfortable in the presence of Turkish English teachers and L1 use. Besides, it was appreciated if teachers incorporated entertaining elements into the lesson, such us educational games, and focused on both formal and informal registers. Teacher's ability to provide effective grammar instruction, to teach using real-world examples, to speak with correct pronunciation, and to make students feel comfortable emerged as the most essential pedagogical skills of an effective English instructor. Finally, teachers who are angry or strict, completely dependent on the lesson plan, not using a variety of instructional methods, unable to meet students' expectations, unaware of students' learning needs, less proficient in English, discriminating against particular students, and having poor classroom management skills were identified as ineffective.

Aydin et al. (2009), putting forward the claim that effective teaching always includes the affective domain, studied emotional side of teaching from the perspectives of 199 expert and novice English teachers' working at state and private schools in Turkey. Teachers' perceptions were elicited through the questionnaire including items focusing on the affective domain of language learning and ones inquiring about the possible reasons for avoiding emotional side in their classrooms. The majority of Turkish EFL teachers believed that they exert very strong influence on their students' lives (94%) and comfort in the classroom (98%), and that teachers serve as role models for their students (94%), that they are responsible for encouraging students to express their feelings (96%), and have to be aware of their own strengths and weaknesses to improve general language teaching practices (94%). Moreover, teachers held an opinion that students should feel as valuable members of the class whose individual rights are protected, and should be offered opportunities to increase self-confidence that is essential for successful learning. Summarizing the results concerned with the aim of English teaching, the author stated that language instruction and educational materials should be aimed at students' personal development, self-confidence improvement, becoming more sympathetic to others, and increasing their chances for self-actualization. It was revealed that Turkish EFL

teachers' perceptions do not change according to their teaching experience or context. However, school context, students, teachers and environmental factors were identified as the major factors causing the affective domain avoidance.

Arıkan (2010) focused on "the ideal and actual characteristics" distinguishing effective English instructors as perceived by prospective and in-service teachers of English in Ankara, Turkey. Qualitative data was obtained by means of interviews from four pre-service English teachers and three in-service secondary school English teachers; the quantitative stage of the study included analysis of 50 pre-service teachers' responses to the Likert-style survey. Efficiency of an English teacher was generally understood in terms of interaction with their target audience. Pre-service teachers stated that good English teachers are "able to transmit knowledge effectively", "interested in scientific and cultural development", "open-minded to bring the outside world into the classroom", and "value and respect students' judgments" (p. 221). On the part of in-service teachers, being familiar with the target language culture and being backed up with in-service training and updated proper curriculum were determinative of the English teacher's effectiveness. The major advantages of their current mentoring teachers, according to the pre-service teachers, incorporated efficiency in building rapport and positive learning environment, in having the subject matter knowledge, and in using the course book effectively. On the other hand, the mentors were characterized as less efficient in terms of communication skills in the target language development, educational materials preparation, and the target language culture knowledge.

Shishavan & Sadeghi (2009) investigated conceptualization of an effective English language teacher based on the questionnaire data elicited from 59 English language teachers and 215 learners of English at universities, high schools, and language institutes in Iran. Overall, teachers and learners in the study expressed dissimilar views on an effective English language teacher profile. Thus, more emphasis was given by the teachers than by the students to mastery of subject matter and to pedagogical knowledge, including lesson preparation, following lesson plans, fair evaluation of students' work, integrating group activities, and assigning homework. On the other hand, the students gave more prominence than teachers to teacher's personal qualities and communication

skills. Moreover, they reacted more favorably than teachers to the statements about the use of L1 in the L2 classroom. Both teachers and students identified patience, flexibility, creativity, considering students' needs and interests, being optimistic and having positive attitudes to students as the top personal characteristics of an effective English instructor.

Mullock's study (2010), based on the data obtained through open-ended questionnaires and interviews at two Thai universities from 134 undergraduate students and 6 lecturers, inquired whether a good language teacher has to be a native speaker. The content analysis of students' responses revealed that the oral proficiency in English, declarative knowledge of the language and culture, use of technologies in teaching, and ability to establish harmonious teacher-student relationships were the most valued qualities of an English teacher. Students emphasized the importance of teacher's effective strategies facilitating their understanding and learning of complicated material, and making them enjoy the lesson in a supportive comfortable atmosphere. Similar to their students, the lecturers identified having good teaching skills, profound content knowledge, appropriate personal qualities, such as patience, creativity, sense of humor and commitment to the teaching profession as the most significant qualities of a good teacher. Furthermore, it was noted that a very small number of student participants (4%) explicitly specified a preference for NESTs or for a "standard English accent" (10%) (p.104). Putting forward an idea that some previously listed qualities may favor one teacher type over another, like NESTs are generally perceived as being stronger than NNESTs in the area of procedural knowledge, and NNESTs are viewed as having more developed than NESTs declarative knowledge of language, it was suggested that NNESTs should extend their target language proficiency and cultural awareness, and NESTs should improve their declarative knowledge of English.

Wichadee & Orawiwatnakul (2012) compared qualities of effective English language teachers in terms of English proficiency, pedagogical knowledge, organization and communication, and socio-affective skills as perceived by 192 low and high proficiency level students at Bangkok University. Both low and high proficiency student groups ranked English teachers' qualities in the following order of importance: organization and

communication skills, socio-affective skills, pedagogical knowledge, and English proficiency. Statistically significant differences between low and high proficiency groups were detected in pedagogical knowledge, socio-affective, and organization and communication skill. In the interviews both low and high proficiency student participants associated increased use of classroom activities and exercises with their learning advancement.

Mahmoud & Thabet (2013) reported on Saudi and Yemeni college students' perceptions of the foremost qualities describing a good English teacher. The data was elicited and analyzed in order to respond five research questions focusing on 1) the general qualities of a good English teacher, 2) English teaching-related qualities, 3) gender-related differences, 4) students' proficiency level-related differences, and 5) national context-related differences. Responses to an open-ended question asking students to specify the qualities of a good English teacher were divided under four headings: English proficiency, pedagogical knowledge, socio-affective skills, organization and communication. The majority of qualities emphasized by the Yemeni students fell within the socio-affective category: "is patient", "involves students", "encourages students to be creative", "is helpful and respects students' needs", "is kind, caring, and loving" (p. 76). Other significant characteristics were teacher's ability to provide clear and detailed explanation of the lesson, being punctual, speaking clearly with a good accent, and giving advice to students. The Saudi respondents placed more importance on the knowledge of pedagogy category, valuing teacher's ability to communicate information clearly, to make tests and exams easy, to involve students in classroom discussions, to use L1 for translation, but to refrain from using it in communication with students. Within the category of English proficiency, students put high ranking on teacher's good command of the language and fluency. No major differences regarding students' gender and proficiency levels were revealed.

Borg's study (2006), exploring the differences of English language teachers from teachers of other subjects, was chosen to conclude the digest of research findings delineating an effective teacher profile. It included 200 in-service and prospective language teachers from various contexts, and also instructors in other disciplines

working in the UK, Hungary, and Slovenia. English teachers were defined as distinctly different in terms of 1) the nature of the subject matter, which was explained by that language is dynamic and practical; 2) the content, since language teaching incorporates teaching of language structures, cultural points, and various skills; 3) the methodology, as language teaching implies creating contexts for communication; 4) teacher-learner interactions, since language teaching involves more communication between teacher and learners than does teaching of other subjects; and 5) issues related to native and nonnative speakers of English, since English teachers and learners have to interact through the language diverse from their mother tongue; and language teachers are compared to native speakers of the language they teach (ibid, p. 24). Moreover, it was argued that ELT is more commercialized than other areas of teaching. Creativity, flexibility, and enthusiasm were identified as the most imperative characteristics of an effective English language teacher.

2.3. Research on NESTs and NNESTs

The research on the issues related to nonnative educators is relatively new; most of the studies have been conducted in the last twenty years. The earliest studies in this field were presented in Braine's book *Nonnative educators in English language teaching* (1999), implying "a response to this notable vacuum in the English Language Teaching (ELT) literature, providing a forum for language educators from diverse geographical origins and language backgrounds" (Braine, 1999, p. ix). The book included the articles exploring the theme of nonnative educators at both micro and macro levels, moving from the contributors' personal experiences as NNESTs to more general linguistic, pedagogical, and political implications of the NNEST's identity.

Moussu and Llurda (2008) divided research conducted on the topic of nonnative English teachers into two broad parts: teacher education in ESL and EFL setting, and advantages of native and nonnative English speakers in the ESL/EFL classroom. Teacher education part involves studies considering the context and content of TESOL training programs providing English instruction to NNESTs and aiming to answer the question whether the nonnative English educators get sufficient teacher preparation. In the second part,

advantages of native and nonnative English speakers in the ESL/EFL classroom, the authors offer detailed examination of the research on the issues related to native and nonnative English teachers incorporating various points of view: teachers' self-perceptions, attitudes of EFL/ESL students, beliefs and practices of English program administrators. Depending on the research methods employed, five major types of studies dealing with NESTs and NNESTs were identified: non-empirical reflections on the nature and conditions of NNESTs, personal experiences and narratives, surveys, interviews, and classroom observations (ibid, p. 332).

Braine (2010) presented a similar classification of research studies related to NESTs and NNESTs. Firstly, the research on self-perceptions of English teachers was discussed. Secondly, the author took an account of studies on students' perceptions of NNESTs and NESTs. Finally, studies that did not belong to the previous two categories were summarized: studies examining students' attitudes towards NNESTs and NESTs' accents (Forde, 1996; Luk, 1998, cited in Braine, 2010, p. 68), host teachers' evaluations of the nonnative teacher trainees (Nemtchinova, 2005, ibid, p. 70), and program administrators' opinions of NESTs and NNESTs (Moussu, 2006).

The following part is taking an account of research into the issues related to native and nonnative English educators. The summary was organized in two parts. Firstly, the studies dealing with local nonnative, expatriate nonnative, and native English teachers' self-perceptions were discussed. The second part examines research comparing native and nonnative English teachers based on their own perceptions, and students and administrators' attitudes to them.

2.3.1. English Teachers' Self-Perceptions

Due to the world-wide spread of English, ELT profession involves people who may be perceived as different from each other in terms of ethnicity, race, and culture. The issue of race for TESOL is in a row with other controversial social categories addressing issues of power, identity and social (in)justice, such as gender, sexual identity, and class, and should be endowed with the same level of importance (Kubota & Lin, 2006, p. 472).

Institutional racism comes into play when hiring decisions are made basing on the color of skin of the applicants. The notions of visible and invisible minorities are directly related to the issue of race. There is an assumption that white English teachers, who may pass for a stereotypical native speaker of English, have a privileged status.

Amin's study (2004) focused on the experiences of visible minority immigrant women teachers of ESL in Canada. Basing on qualitative data collected from the interviews with six participants, the researcher explored their personal encounters with nativist discourses. The study incorporated three major notions. Firstly, the author claimed that a racial minority woman's English is perceived as a nonnative variety of English. The second notion was that the native speaker concept is an integral part of nativist discourses providing only Inner Circle speakers of English with an ultimate right of being native speakers. Finally, the study drew on the concept that nonnative status of an immigrant woman is shaped by the construct of race. The narratives of the participants showed that they are aware of the nativist discourses that position them as different from native English-speaking professionals. However, the nonnative teachers in the study considered themselves as effective teachers despite being constantly judged against the native speaker norm. They demonstrated an ability to develop successful pedagogies and community with their students based on their nonnative status.

Another type of NNESTs, invisible minority, i.e. the ones coming from white minority groups, was discussed by Hansen (2004) in her personal narrative. The author's native language is Danish and she did not begin learning English until she was 10 years old. According to the traditional notion of nativeness in a language, she is not a native speaker of English. However, due to her native-like command of English and her physical appearance, she is often mistakenly taken for a native speaker. On the one hand, Hansen admits that the misidentification is flattering, since it justifies her achievements in learning English; on the other hand, it implies full attainment of language and culture and typically involves being monolingual and monocultural that contradicts her actual identity. The author thoroughly describes her experiences as an English learner in the U.S. and how she struggled to balance two languages and two cultures. As an English teacher, she had to balance her own perceived identity as a nonnative speaker of English

and other-identification her students had of her as a native speaker. When her professional achievements brought upon her self-confidence, she started revealing her nonnative identity.

In EFL context, Doğançay-Aktuna's study (2008) was designed to investigate self-perceptions of 21 nonnative English teacher educators at a university in Turkey. The survey focused on the participants' language skills, professional issues, and their perceived status as nonnative speakers within the ELT. 41% of the teacher educators claimed to have no problems with the language use. The majority of subjects having lived and worked only in Turkey mentioned that they would like to improve their English in terms of idiomatic expressions. Nearly half the subjects characterized their English proficiency as native-like, and about a third claimed it to be "not native-like". Half the subjects stated that there is a general preference of native speakers for English teaching positions in Turkey. 43% of the teachers did not regard their nonnative speaker status as a disadvantage. They mentioned NNESTs' professional training and familiarity with the local teaching context as the major benefits. 29% of the subjects, who considered their nonnative speaker status as a disadvantage, claimed that nonnative teachers are usually unconfident of their English proficiency.

Atay (2008) examined concerns of 116 Turkish prospective teachers of English about their future careers. With the help of the interviews, it was revealed that the majority of the participants supported the belief that native teachers have more advantages than nonnative teachers in terms of teaching English and culture of English-speaking countries. Only a few prospective teachers mentioned that nonnative teachers are better informed about their students' cultural background and are able to find the topics familiar to the students. All teachers in the study wanted to gain native-like competence in English, which they defined as "oral proficiency", incorporating fluency and little accent.

Furthermore, Ozturk and Atay (2010) conducted a follow-up of the above-mentioned study to explore whether there were any changes in the attitudes of the prospective teachers after starting teaching in various ELT contexts. The study included in-depth unstructured interviews with three female Turkish teachers of English with the purpose

of examining their opinions on the native speaker vs. nonnative speaker dichotomy. The study collected data within an eighteen month period. All participants were novice teachers of English, graduates of the English Language Education Department of a state university in Istanbul. In contrast to other 112 graduates of the same department, who took the national exam to become public school teachers and did not experience any native speaker vs. nonnative speaker dichotomy, the participants in Ozturk and Atay's study applied to private institutions. All three local nonnative teachers came across multiple difficulties in finding a job due to the commercial preference for native English teachers at private schools in Turkey. It was mentioned that out of 15 million primary and secondary school students, 10% are educated at private institutions, where native teachers with little or no teaching qualifications are employed before experienced nonnative teachers, and are generally paid more than local nonnative teachers. The authors concluded that despite an international spread of English there is still a broad social acceptance of the native speaker model. The study revealed that despite their university training and advanced proficiency in English, all participants felt inferior and insufficient when they compared themselves to native English teachers. The authors suggested that empowerment of nonnative teachers should be started in the teacher education programs.

Tatar and Yıldız (2010) reported on the self-perceived strengths and weaknesses of in-service teachers and teacher candidates at primary and secondary schools in Istanbul. The authors claimed that their participants experienced various difficulties due to being nonnative speakers of English. Discrimination against NNESTs in the recruitment and selection process, difficulty gaining students' trust, lack of language skills and unfamiliarity with the target language cultural backgrounds emerged as the key problematic domains of NNESTs. Teachers complained about unequal work conditions with NESTs, and being "downgraded to teaching grammar" (ibid., p. 120), 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." (ibid.) On the other hand, ability to make use of the shared L1 and culture with students, experience as a learner of English, effective classroom management skills, conscious knowledge of the L2 grammar and a relevant capacity to explain grammatical concepts

through interlinguistic comparisons with students' L1, commitment to the teaching profession and willingness of taking responsibility for their students' learning were identified as the most significant advantages of NNESTs. Based on the results, teacher empowerment was attributed to the NNESTs' intercultural competence, language proficiency and fluency development in both language teacher training programs and in-service teacher training.

All previously mentioned studies focused on nonnative professionals in ESL contexts or the ones teaching in EFL contexts provided by their native country. Petrić (2009) interviewed four migrant nonnative English teachers working in Hungary. The participants come from four Slavic countries, such as Poland, Bulgaria, Russia and Macedonia. One-hour in-depth interviews covered the following topics: the participants' educational and teaching backgrounds; personal perceptions of their status as non-Hungarian nonnative English teachers in Hungary in comparison to the native English teachers and Hungarian teachers of English; and the place of the students' and their own native language and culture in their teaching. The teachers in the study differed in self-representation practices related to their national background and the status as a NNEST. The teachers from Poland and Bulgaria were quite open about their origins. The teachers from Russia and Macedonia avoided revealing their national identities, or tried to minimize the role of their national background in front of the students. To illustrate: "When I say that I am Macedonian, I immediately have to justify it. *But I grew up in London!*" (p. 140). Among the variables influencing the identity migrant teachers project in the classroom are the ideology of their institutions, placing emphasis on NESTs, and also teachers' awareness of their native country's positive or negative image in the host country. Other variables which may exert some influence on the migrant teachers' identity projection in the classroom, not discussed by the researcher, are the participants' age and the length of their stay in the host country. As argued by Medgyes (1996), such variables as experience, age, gender, charisma, motivation play a decisive role in the teaching process. Interestingly, teachers who claimed to easily reveal their national origins are in their late 40s and came to Hungary in 1980s, but the teachers hiding their national background are in their early 30s and moved in Hungary in 1990s. Analysis of the participants' accounts suggested that their native language and cultural background

play an important role in their teaching practices. The study demonstrated that migrant nonnative English teachers share some descriptions with NESTs and local NNESTs, but do not easily fit either category. The author claimed that the migrant/expatriate nonnative teacher's classroom "may already be offering a practical response to the call to disassociate teaching English as an International Language from teaching the culture of English speaking countries only" (p. 149).

In contrast to the above mentioned studies dealing with various types of nonnative English teachers, the following study focuses on the self-perceptions of a native teacher. Samimy (2008) aimed to explore the trajectory of a NEST's identity development and the ways she situated herself in the contexts where only NNESTs were involved. The author included the analysis of power dynamics between a NEST and NNESTs in the setting provided by a graduate seminar for NNESTs at a large Midwestern U.S. university. The major purpose of the seminar was to raise NEST and NNEST's awareness of the status of NNESTs in ELT profession. The seminar attracted mainly nonnative English teachers enrolled in a master's or doctoral TESOL programs. However, in spring 2002, out of 23 students registered for the seminar, there was one NEST. Samimy used a case study approach to describe the perspective of the White American female English teacher (Olivia) on native speaker's world through the prism of a NNEST seminar. Data for the study were obtained from a reflective journal kept by the instructor throughout the seminar and from the participant's responses to online interactive dialogues, her final project, and online interviews with the instructor. The data analysis was based on data reduction and interpretation method and casual links and/or explanations search method. The author mentioned the participant's initial desire to join the NNEST's community in the seminar, but she experienced the feelings of exclusion and negativism from her classmates. A few weeks later Olivia reported that she felt accepted and self-confident that she would be able to verify her place in the seminar scheme. However, her self-confidence weakened and her positive self-image as an English teacher was confronted by the ideas discussed in the lessons. For example, the assumption that NNESTs provide a better learner model (Medgyes, 2001, p. 436) invoked the following reflection in Olivia's journal:

I realized that I would never be able to truly possess the empathy of knowing the struggle that comes with learning English as a second language. The trait I had long given myself, as being sensitive and empathetic to the needs of my ESL learners, seemed fake and pretentious. As I heard the comments of my classmates, who happily discussed their strengths as NNESs, I felt absorbed by a cloud that swallowed me as I dissolved within my diminishing confidence. *My voice silenced and my thoughts drifted elsewhere, while my hopes to be a role model for my students were shattered.* (p. 127)

Samimy described Olivia's struggle with her identity as a NEST in relation to the NNESTs' community. The personal conflict originated from her rejection of the NEST's label, associated with discriminatory practices against NNESTs, on the one hand, and her exclusion from the NNESTs' community on the other. Finally, the participant breaks away from the native speaker myth and expands the conventional description of a native speaker. Olivia opts to be a role model by supporting the rights of nonnative speakers and promoting collaboration between NNESTs and NESTs.

2.3.2. NESTs vs. NNESTs

In the EFL context, Arva and Medgyes (2000) focused on the teaching behaviors of native and nonnative teachers at secondary grammar schools in Hungary. On the one hand, they analyzed general differences between NESTs and NNESTs stated by the participants in the interview; on the other hand, they compared teachers' perceptions with their actual behavior in the classroom through a series of ten video-recorded lessons. As mentioned by the authors, although all NESTs in the study had a university degree or a teaching certificate, they were poorly qualified as EFL teachers with teaching experience ranging between 1 and 2.5 years. On the contrary, the Hungarian teachers of English were all qualified and experienced (between 2.5 and 10 years). Analysis of the interviews showed that the primary advantage of NESTs is their superior competence in English. On the contrary, NNESTs were reported to have a defective command of English. The major stated disadvantages of NESTs were their poor knowledge of grammar and their lack of Hungarian. Moreover, NESTs were criticized for their informal relations with students, for not using a course book, being reluctant to give homework and grades. NNESTs were characterized as strict and restrained by school regulations. In the lessons, NESTs created multiple opportunities for students to

use English for communicative purposes and provided a lot of cultural information. NESTs made efforts to build cross-cultural bridges by keeping inquiring about Hungarian culture and traditions. The classroom had a relaxed atmosphere, teachers and students exchanged jokes. However, there were lots of professional mistakes, such as launched and unfinished activities, bad timing, and other organizational problems. In the NNESTs lessons, it was observed that all five participants were fluent speakers of English. The major difference between NESTs and NNESTs was NNESTs' ability to use Hungarian for assistance. All five NNESTs followed course books, were strict to their students' errors, and assigned more homework than NESTs. In general, NNESTs favored an organized course-book-guided gradual approach to teaching. On the contrary, NESTs "kept pushing their students along a never-ending path" (p. 369). The authors concluded that NESTs and NNESTs are successful in different areas of teaching; NESTs, even if they lack qualification and experience, are good at teaching speaking skills, and NNESTs are good at teaching grammar.

Another study based on the classroom observations is Cots and Diaz's (2005) microanalytical analysis of NNEST's classroom talk. The authors emphasized the importance of a detailed inquiry into the teacher's verbal behavior implying both social and epistemic functions. The analysis of the data was divided into two parts: modalisation and participant inscription. The first part of the research is based on the qualitative analysis of transcripts of two intermediate-level EFL lessons taught by two NNSTs in Catalonia (Spain). For the second part of the study, introducing a quantitative perspective, the data were extended with two elementary-level EFL lessons taught by two NNESTs and with two intermediate- and beginner-level lessons taught by two NESTs. The analysis of modalisation in teacher talk involved three major steps. Firstly, different speech acts were classified on the basis of their relation to either social or epistemic roles played by them in the course of interaction between the teacher and the students. Consequently, social relationship acts and acts contributing to the construction of knowledge were specified. For example, social relationship acts incorporated power-oriented and solidarity-oriented strategies. Epistemic acts were described in terms of two types of strategies, depending on the degree of certainty with which the information is delivered, "categorical knowledge" and "non-categorical knowledge". Finally, a further

categorization of the acts according to their pragmatic load, content, or formal feature took place. Some verbal behaviors, e.g. higher number of occurrences of 'you' and higher number of self inscriptions through the inclusion of the first person pronoun 'I' in male teachers' talk , were claimed to be more relevant to the gender variable rather than to the nativeness variable. The NNESTs demonstrated lower tendency to use inclusive 'we' than NNESTs. The authors emphasized the importance of further research into the subject of cultural styles in teaching, that would clarify whether the teaching discourse choices relate to whether the teacher shares the cultural background with the students or not.

In the ESL context, inquiry into perceptions of native and nonnative English-speaking practitioners involved in K-12 programs (Kamhi-Stein et al., 2004) showed some similarities between the satisfaction levels of NESTs and NNESTs with their job, pre-service and in-service training, and mentoring they received from formal and informal networks. However, a few differences between NESTs and NNESTs were revealed. For example, more NNESTs than NESTs appeared to teach elementary grades. This finding was interpreted by the authors as a proof of NNESTs' linguistic advantage both inside and outside the classroom because of their first language skills. Secondly, it was revealed that NNESTs were slightly more positive about their instructional abilities than their native colleagues. The authors concluded that the results of the study do not support Medgyes's (2001) claim that NNESTs and NESTs are "two different species" (p. 434), since they share a complex set of similarities.

Moussu's doctoral research project (2006) investigated ESL students and program administrators' attitudes towards NESTs and NNESTs, and native and nonnative teachers' self-perceptions about their English-language proficiency and teaching skills. The study included 1040 students, 18 NNESTs and 78 NESTs, and 21 Intensive English program administrators. It relied on data collected with questionnaires. To examine the effects of time on students' attitudes, student questionnaires were completed both at the beginning and at the end of the semester. It was revealed that students taught by NNESTs had more positive attitudes towards NNESTs than students from NESTs' classrooms. However, in general, students' attitudes were more positive towards NESTs

than towards NNESTs. In addition, a comparison of the students' responses at the beginning and at the end of the semester demonstrated more positive attitudes to NNESTs at the end of the semester. Student variables, such as their first language, focus of the course, level of English proficiency, expected grade for the course, and also the teacher's national background influenced students' attitudes. For example, students from Korea held the most negative attitudes to NNESTs, and students from France, Spain and Portugal appeared to be more positive about NNESTs. Analysis of teacher questionnaires demonstrated NNESTs' lack of confidence in their English proficiency and teaching skills. Moreover, their foreign accents and limited knowledge of American culture were perceived as disadvantages. Seven teachers claimed that students made negative comments about NNESTs. Foreign language learning experience was recognized as the major strength of NNESTs. Program administrators appeared to be aware of NNESTs' advantages and disadvantages. They claimed not to use nativeness as hiring criteria, but to be precise about linguistic preparation, teaching experience and international awareness.

Mahboob et al. (2004) investigated program administrators' perceptions of native and nonnative ELT professionals involved in college-level intensive English programs (IEPs) in the United States. A survey consisting of three sections was developed for the purposes of the study. The first section addressed the criteria used by administrators to employ and evaluate English language teachers. The second section incorporated questions related to teacher demographics, such as being native or nonnative English speakers, male or female, graduate or undergraduate. The third section contained questions about student demographics, i.e. a number of students in each program, their ethnicity, and what proportion of them continued their education at a university or college in the U.S. In contrast to Moussu's results (2006), it was revealed that most program administrators give relative importance to teachers' native English speaker status. The major finding of the study is that the ratio of NNESTs to NESTs in the programs appeared to be low, out of a total of 1,425 ESL teachers in these programs, only 112 were NNESTs.

Another study by Mahboob (2004) in ESL context explored the attitudes of students to native and nonnative ELT professionals. The study followed the technique suggested by Hyrkstedt and Kalaja (1998). The participants were given a stimulus topic and asked to write their responses to the stimulus. 37 essays were further coded and the major categories were identified. The author emphasizes the point that no predetermined categories were used in the analysis; rather the categories were a result of the analysis. It was also mentioned that writing an essay gives an opportunity to the participants to respond along dimensions of their personal choice, rather than use the dimensions developed by a researcher. As a result, three broad groups of categories, such as "linguistic factors", "teaching styles", and "personal factors", were identified. It was revealed that students see NESTs as successful in teaching oral skills, and NNESTs as good at teaching literacy skills and grammar. Learners regarded NNESTs as being able to explain linguistic concepts better than NESTs due to their own L2 learning experience. As for pedagogical practices, the results of the study showed that students are appreciative of NNESTs' teaching styles, since they involve some unique characteristics that are lacking in NESTs' teaching methods. However, a majority of the participants perceive NESTs as better language models than NNESTs. They feel that NESTs are more skilled in their language and have better pronunciation than NNESTs. The author concluded that this emphasis on pronunciation by the students may be the main factor influencing program administrators' perception that students do not want to be educated by nonnative teachers.

One of the studies into the students' perceptions of native and nonnative teachers of English in EFL contexts was conducted by Lasagabaster and Sierra (2005). 76 university students in the Basque Autonomous Community (Spain) completed the questionnaire. It was hypothesized that: 1) there will be no clear preference for either NESTs or NNESTs; 2) there will be no differences in the respondents' preferences depending on various educational levels (primary, secondary, university), 3) there will be a preference for NESTs in the following areas of teaching: vocabulary, pronunciation, speaking, culture and civilization, attitudes and assessment, with no differences amongst the subgroups of respondents; 4) there will be a preference for NNESTs in the areas of grammar, listening, reading, and learning strategies, with no differences amongst the

subgroups of respondents. According to the results for the first hypothesis, when asked to choose between NESTs and NNESTs, 50.6% of students expressed a preference for NESTs, 35.5% had no clear preference, and 3.9% preferred NNESTs. Results for the second hypotheses showed a general preference for NESTs at all levels with increasing means as educational levels went higher. Concerning the third hypothesis, the participants demonstrated a preference for NESTs in the areas of pronunciation, speaking, vocabulary, and culture and civilization. In contrast to the previous assumptions, it was revealed that in teaching listening and reading skills the students also favored NESTs. However, in gaining learning strategies and grammar instruction there was an overall preference for NNESTs.

Cheung and Braine (2007) investigated the attitudes of university students in Hong Kong towards their nonnative teachers of English. The study incorporated data collected through a questionnaire survey involving 420 students from seven universities and interviews with ten students from three universities. In general, students demonstrated positive attitudes towards NNESTs in their programs. The participants stated that NNESTs were as effective as NESTs. Analysis of surveys showed that for some of the statements third (final) year students provided more positive answers than first and second year students. It was concluded that positive attitudes of students to their NNESTs tend to increase with longer stay at the university. The interview provided an opportunity to examine specific reasons for the students' attitudes. They claimed that local NNESTs could be successful in teaching since they shared cultural, linguistic and educational backgrounds with their students, and as a result could be more insightful about the problems faced by their students. Over-emphasis on exams, over-correction of mistakes, and use of English limited to the classroom were mentioned as the major disadvantages of NNESTs.

Inceçay and Atay (2008) examined the attitudes of Turkish EFL learners towards native and nonnative English teachers and differences in the classroom interaction. Two English teachers, one native and one nonnative, and eighteen students from an intermediate class participated in the study. Both teachers in the study were graduates of ELT programs. The native English teacher had 15 years of experience in TEFL, and the

nonnative teacher had eight years of teaching experience. The study relied upon data collected by means of video-recorded lessons and interviews with students. Analysis of the interviews revealed that the majority of the students (13/18) believed that native English teachers are better teachers than nonnative ones. The ones who preferred NESTs to NNESTs claimed the reasons such as friendly relationship, freedom, and authenticity of topics and language use. The students indicated having more symmetrical relationship with their native teacher than with the nonnative one, who was reluctant to communicate with the students outside the classroom due to cultural reasons or administrative restrains. Moreover, the students mentioned that their NEST, in contrast to their NNEST, is more tolerant to their grammar mistakes and less strict about attendance and grades. The rest (5/18) stated that it is advantageous to have NNESTs during the early stages of the foreign language learning, since they are able to provide comprehensive explanations of grammar in Turkish. Video-recorded lessons were transcribed and analyzed in terms of various acts in teacher and student talk, e.g. initiation, length of answers, use of Turkish, self correction, and humor. Conversation analysis of video-records revealed that students tended to talk more in the NEST's lesson (103 utterances) than in the NNEST's lesson (74 utterances). Students felt more confident in initiating the conversation with the NEST (14 initiations) than with the NNEST (6 initiations). Students' answers in the NEST's lesson appeared to be longer than in the NNEST's lesson. Another important difference was occasional use of Turkish by the students in the NNEST's class. Furthermore, the analysis showed that the students tended to self-correct more in the NNEST's lessons, which can be related to the NNEST's focus on grammar. Finally, it was noticed that in the NEST's lesson, the teacher and the students exchanged jokes and humorous comments, which was not observed in the NNEST's lesson.

2.4. Research on Students' Language and Culture in EFL Classroom

One of the major distinctions between NESTs and NNESTs' teaching behaviors is that NNESTs use more L1 in the lessons (Medgyes, 2001, p. 435). Eldridge's (1996) investigation into the code-switching depicted multiple learning and communicative functions of Turkish secondary school students' alternation between Turkish and

English in the context of the EFL classroom. In view of the fact that no significant difference was found in the amount of code-switching used by higher and lower proficiency students, it was concluded that there was no relationship between the level of L2 proficiency and the frequency of code-switching. Furthermore, it was revealed that the majority of code-switching instances were task-oriented, and the rest occurrences focused on various procedural matters. The major motivations for the use of code-switching were elicitation of an equivalent item, floor holding, metalanguage, reiteration/clarification, group membership, conflict control, alignment and disalignment. It is noteworthy that for the most part code-switching served educational goals, and only a small amount of switches could be characterized as an avoidance strategy. Moreover, it was stated that the presence of code-switching did not signify a pedagogical goal failure. Finally, the author argued that the abolition of the code-switching opportunities might damage students' motivation and self-confidence, and consequently, obstruct their linguistic advancement.

Üstünel & Seedhouse's study (2005), aimed at examining the sequential organization of teacher-initiated and teacher-induced code-switching and its relation to particular pedagogical focus, included data from six beginner-level EFL classrooms at a Turkish university. The authors noted that teachers tended to code-switched in order to enhance and monitor students' understanding of the subject matter, to motivate and deal with classroom disciple, to establish rapport and maintain interpersonal relations. Using the conversational analysis concept of preference it was revealed that the learners' language choices were conditioned by the teacher's pedagogical focus at that particular stage of the lesson. Thus, L1 sometimes was used to initiate students' production in L2, or L2 was used to obtain students' response in L1, or L2 was used to induce conversation in L2.

Chang (2006) examined the use of English and the students' native language in the NNESTs' classrooms. In view of attempts to introduce the concepts of EIL into language teaching, proposals are being made to provide the conditions for the learners to practice various bilingual skills in the classroom. Consequently, the use of the learners' native language and code-switching are regarded as important socio-cultural and

pedagogical tools (Llurda, 2004, p. 317). The participants in the study were six Taiwanese teachers, who had taught English at secondary schools in Taiwan. The author based his conclusions on the teachers' responses to the interview questions; the absence of data from the actual classroom was listed as a limitation of the study. All participants claimed to use their native language, which is Mandarin Chinese, while teaching English. In general, Mandarin Chinese was used for grammar instruction, giving explanations on homework and fulfilling organizational procedures. Most teachers reported to switch to L1 due to their students' low level of English, in order to ensure comprehension of complicated concepts and to save time. Moreover, code-switching was used as "an indicator of socio-cultural identity", i.e. to share life-experiences, feelings, or to tell jokes. Finally, most participants admitted that gaps in their own English proficiency sometimes triggered code-switching. In general, the teachers' reports, suggest that such variables as the level of teachers' English proficiency, teacher preparation, topic of discourse, pressure from supervisors, colleagues, students' parents, and sharing their native language and cultural background with their students influenced code-switching decisions in their classrooms.

Similar to Chang (2006), Forman (2010) focused on the features characterizing and motivating the use of L1 in EFL classes. Based on the analysis of the interview and lesson observation data obtained from 9 bilingual Thai university instructors, seven major principles of L1 use explained in terms of its intended cognitive, affective, or pedagogic purposes were identified. Thus, L1 was reported to operate as an important meaning-clarification tool (cognitive) and as a facilitator of teacher-student relationships and collaborative classroom activities (affective). It was also noted that the use of L1 improves time management processes, increases comprehensible input, ensures participation, and provides for every contingency during the lesson (pedagogic). The researcher also listed additional, commonly noted in the literature principles of L1 use that did not manifest themselves in that particular context. Consequently, it was mentioned that L1 is sometimes used to maintain discipline, which is rarely observed in respectful well-behaved Thai classrooms (pedagogic), to enable code-switching processes and to foster resistance to the political dimensions of Global English (socio-political). In conclusion, the author asserted that, in view of the fact that the majority of

43

ELT programs are based on monolingual methodologies, the study was aimed at presenting the major principles constituting a bilingual pedagogy and, consequently, at drawing attention to the needs of NNESTs and their bilingual EFL classes.

Sampson (2012), having analyzed code-switching behaviors of ten students in EFL classes at a Colombian language school, claimed that the functions of code-switching may extend far beyond its compensatory purposes. Thus, contradicting the popular assumption that the more proficient L2 learners switch codes less frequently, equal numbers of switches, serving similar communicative objectives at various proficiency levels, indicated the absence of the relationship between code-switching and linguistic deficit that corroborated Eldridge's results (1996). It was claimed that code-switching frequently serves communicative functions, such as lexical equivalence, discussing procedural requirements, floor holding, revision, and establishing relationships inside the group. The overwhelming majority of the participants expressed positive attitudes towards code-switching, ascribing L1 a practical purpose of providing lexical equivalence. However, there were three participants who noted positive motivational and speaking skills developing effects of an English-only classroom.

Atay (2005) investigated the perspectives of 65 Turkish prospective teachers of English on the cultural dimension of language teaching. It was argued that the process of European and global integration taking place in the context of Turkey emphasizes the importance of learners' cultural awareness. The participants were given questionnaires focusing on the prospective teachers' understanding of the major points related to cultural awareness and some practical aspects of teaching language and culture. Moreover, 12 randomly selected participants were observed when teaching a specific course book unit incorporating cultural information and consequently interviewed on their particular ways of dealing with the cultural content. It was revealed that the prospective teachers in the study were lacking general intercultural experiences and had never visited any target language countries. The overwhelming majority indicated that their culture-related information was obtained from Turkish newspapers/magazines and Turkish radio/TV; the participants also argued that Turkish teachers of English are generally deprived of opportunities to gain cultural awareness. It was also noted that in

most cases the prospective English instructors believed that cross-comparisons with learners' culture are insignificant. The major implications for language teacher education were providing the prospective teachers with all necessary knowledge advancing intercultural learning and offering them more opportunities to gain cross-cultural approach to teaching English through exchange educational programs.

Ozturk, Cecen, & Altinmakas (2009) presented analysis of semi-structured interviews conducted with ten nonnative pre-service English language teachers studying in the Department of ELT at a university in Turkey, Istanbul. The focus of the interviews related to the present-day status and ownership of English, English as Lingua Franca (ELF)-related terminology, concepts of bilingualism and successful bilinguals, and their future teaching practices. The results of the study indicated that, although having acknowledged the present status of English as a Lingua Franca, the participants' perceptions of language teaching and associated beliefs were dominated by the taken for granted norm-bound assumptions related to the ideal native speaker-hearer, the Standard English, and ESL/EFL division. The participants' perceptions of a bilingual stemmed from a monolingual view of bilingualism, implying that a bilingual mind incorporates two isolated language competences. The authors argued that, due to the present status of English, reconceptualization of the major fundamental notions in the field of ELT, a pronounced tendency towards post-method approaches and development of context-specific approaches, the curriculum of ELT departments at Turkish universities should be re-evaluated and adapted to the new conditions.

CHAPTER 3

METHODOLOGY

3.0. Presentation

This chapter intends to discuss the research methodology used for the present study. First, it shows the research design based on the research problem, the goal of the study, and the nature of the data. Next, it presents the research instruments and a brief report on the pilot study. Third, it provides description of the research settings. Fourth, the data collection procedures and the analysis of quantitative and qualitative data were described. The final part provides demographic information about the participants.

3.1. Research Design

It is recognized that foreign language education is a social reality that is complex, dynamic, and can be interpreted in multiple ways. Interpretations of social reality are shaped by the background knowledge, experiences, beliefs, and ideologies of an individual researcher. Research results are context-dependent and in the majority of cases cannot be generalized to other contexts. Moreover, it is believed that social reality constructs, and is constructed by, individuals' self-perceptions, their background knowledge and experiences, and their understanding of the world. Participants of the study are viewed as active agents of social change, in this particular case, aimed at development and improvement of the foreign language education practices. The design of the study was developed based on three major research components: the nature of the research problem, the goal of the study, and the type of the data collected within the research framework.

The research problem, strongly associated with an ideology of native-speakerism, is complex and can be approached from various standpoints. This study intended to investigate the problem through the participants' accounts. The major goal of the study

is twofold. Firstly, it aimed at analyzing teachers' self-perceptions and attitudes to each other in terms of their proficiency in English and Turkish, knowledge of the culture, and usage of the specific teaching styles. Teachers' self-perceptions incorporated perceptions concerned with their identity as nonnative or native English speakers, locals or foreigners in Turkey, their position in the education program and their job satisfaction, challenges faced by them, self-perceived language needs, self-perceived prejudices, and various factors affecting their confidence. Secondly, it addressed the students' attitudes to NESTs and NNESTs. Data collected from students involved students' attitudes to their actual English teachers, personal observations related to their English teachers' pedagogies and language use, and their general beliefs about NESTs and NNESTs.

The choice of the particular data collection tools was conditioned by the goal of the study. The use of quantitative methodology represented by questionnaires with fill-in, multiple-choice questions, and Likert scale items enabled collection and analysis of extensive numbers of attitudes and opinions from a large number of respondents. As argued by Brown (2001), "Likert-scale questions are effective for gathering respondents' views, opinions, and attitudes about various language-related issues (p.41). Engaging larger groups of participants aimed at ensuring statistically significant and generalizing research results. In view of the research problem, dealing with the issues of institutional discrimination, an important advantage of questionnaires was their anonymity that facilitated production of more trustworthy data in the study. Moreover, answering fill-in, multiple-choice questions and Likert scale items and analyzing quantified attitudes obtained through the questionnaires, in general, was less time- and labor-consuming than analysis of qualitative datasets. However, despite all advantages, the quantitative methods of inquiry lack flexibility and personality of qualitative research tools. The qualitative methodology, based on interviews, was employed in order to balance diverse types of data, to anticipate the limitations of the quantitative methodology, and consequently, to improve the quality and facilitate the validity of the research results. Interviews gave an opportunity of gathering more comprehensive insights into the participants' beliefs related to the subject matter: "the richness of interview data also leads to more possibilities in terms of exploring the issues involved" (Brown, ibid., p.78). Figure 1 represents a brief outline of the present research design incorporating its

most significant components, i.e. sources of data, methodology, and research instruments.
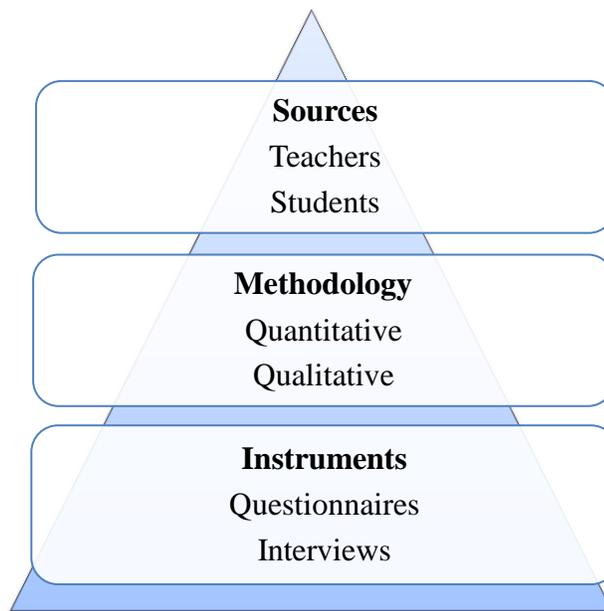
Figure 1. Summary of the Research Design.

3.2. Instruments

The present study investigates perceptions of NESTs and NNESTs working at English preparatory schools of English medium universities in Turkey, and their students' attitudes to them. Two types of data collection procedures, questionnaires and semi-structured individual and group interviews were followed in order to bring together different types of data that helped in answering the research questions in the study. The first data collection procedure concerned with two different questionnaire types which

were distributed to the participants. The second procedure involved two different interview types which were conducted with teachers and students.

In order to answer question 1 about NESTs and NNESTs' perceptions of themselves and each other, quantitative data collected by means of the teacher questionnaire and qualitative data from semi-structured interviews were employed. In order to answer question 2 about the students' attitudes to NESTs and NNESTs, the study relied upon data obtained through the student questionnaire and semi-structured group interviews. Subsequently, the data collected through the abovementioned procedures were analyzed and interpreted.

3.2.1. Questionnaires

Two types of questionnaires were administered to two groups of stakeholders within the framework of the study. The first type of questionnaires was distributed to the English teachers. The second type of questionnaires was administered to their students. Both questionnaires were adapted from Moussu's study (2006) of student attitudes, teacher self-perceptions, and program administrators' beliefs and practices regarding native and nonnative teachers in the United States. The development of questionnaires in Moussu's study was based on the initial identification of different teacher and student beliefs, which formed seven major constructs. To illustrate:

1. **Role model:** the ESL teacher is a good model of a language learner and/or speaker, which the students wish to emulate;

2. **Liking:** the ESL teacher corresponds to the expectations of the students, is liked by the students, and is a successful teacher;

3. **Learning difficulties:** the ESL teacher understands the learning difficulties of the students;

4. **Accent:** the ESL teacher's accent does not impair comprehension and learning;

5. **Grammar:** the ESL teacher's grammar and knowledge of grammar does not harm the learning process;

6. **Appearance:** the physical appearance of the ESL teachers does not distract or negatively affect students' attitudes about their teachers.

7. **Preparedness:** the ESL teacher seems organized and prepared for the class.

<div align="right">(Moussu, 2006, p. 49)</div>

The abovementioned constructs provided the basis for the creation of statements and questions in the questionnaires. Some of the questions in the teacher and student questionnaires developed by Moussu were eliminated, as they are closely associated with the ESL context of the United States, or were substituted by the questions and statements relevant to the EFL context of the present study. Question 12, "*If you consider yourself a NONNATIVE speaker of English: You feel that you are often being sidelined as a teacher for not being a NATIVE speaker?*" and question 13, consisting of several parts, "*If you consider yourself a NONNATIVE speaker of English, have you ever studied/lived in an English-speaking country? If Yes, which country? For how long? Do you feel more at home in English thanks to your having spent some time in an English speaking country*?" were adopted from Rajagopalan's study (2005).

The teacher questionnaire (Appendix F) consists of three parts and includes 80 questions. The aim of the first part is to identify a general profile of the participants by asking fill-in and multiple choice questions about the teachers' background, their first language, their Turkish language proficiency, gender, age, education, period of teaching in Turkey and in other countries, native or nonnative English teacher identity and related biases, previous stay in an English-speaking country and its influence on the English language proficiency improvement of nonnative English teachers. The second part focuses on the teachers' experiences at the current workplace, their position inside the program, and their job satisfaction. It includes the questions about the full- or part-time employment, cases of discrimination by students, administrators, and colleagues, collaboration between NESTs and NNESTs, and program administrators. Furthermore, the second part includes five-point Likert scale statements about the teachers' level of English proficiency and their perceived professional strengths and weaknesses. The final section III asks the teachers to reflect on their attitudes to native and nonnative English teachers, and on the general characteristics associated with native/nonnative teacher identity with Likert scale statements. The reliability SPSS output showed that

Cronbach's Alpha of the Likert items in the teacher questionnaire is 0.77, which may be interpreted as an "acceptable" reliability level.

The student questionnaire (Appendix G) consists of two parts and includes 49 questions. The first part of the student questionnaire asks multiple choice and fill-in questions related to the general profile of the students, i.e. their first language, age, gender, course level, reasons to learn English, and expected grades from the course. The second part incorporates multiple choice and short-answer open-ended questions, and five-point Likert scale statements related to the students' current EFL teachers' language skills and pedagogies, and general attitudes to native and nonnative English teachers. Basing on Medgyes's (1996) assumption that "the ideal NEST is the one who has achieved a high degree of proficiency in the learners' mother tongue" (p. 41), to the existing statements related to the "learning difficulties" construct in Part II of the student questionnaire, the statements about the use of Turkish in the classroom and understanding Turkish students' difficulties in learning English by an English teacher were included. Moreover, in addition to the statements related to the knowledge of grammar in Part II of the student questionnaire, the statements inquiring about the development of major linguistic skills (reading, listening, speaking, writing, and vocabulary) were included. As mentioned earlier, Part II of the teacher questionnaire asks teachers to evaluate their perceived teaching strengths in various areas of English. The abovementioned changes to the Part II of the student questionnaire were made to coordinate the information to be obtained by student and teacher questionnaires. The reliability analysis of the Likert items in the student questionnaire demonstrated a "superb" reliability level ($\alpha=0.91$). In order to be sure that all participating students are able to understand the questions and to respond accordingly, the student questionnaire was translated to Turkish and the translation (Appendix H) was provided upon students' request.

3.2.2. Interviews

After collecting the questionnaires, the researcher conducted two types of semi-structured group and individual interviews with the two groups of stakeholders, i.e. English teachers and students. Semi-structured interviews were chosen for the current

study since they both provide an opportunity to cover pre-determined topics and also allow enough flexibility for interviewees to develop their ideas about the topic. The main purpose of the interviews was to compliment the quantitative data through clarification and extension of the stakeholders' answers to the questions in the questionnaires and collecting information about their personal teaching and learning experiences. This way the interviewer aimed at gaining in-depth understanding of the participants' attitudes and practices. Questions of both teacher and student interviews were adopted and adapted from the studies of Medgyes, Arva and Medgyes (Medgyes, 1994).

Teacher interview (Appendix D) includes 11 questions related to the teachers' opinions about advantages and disadvantages of native and nonnative English teachers in the classroom, knowledge of the Turkish language and culture by the foreign teachers teaching in Turkey, problems of employment for English teachers at universities in Turkey, interviewees' personal preferences of NESTs or NNESTs in the foreign language learning, and collaboration between English teachers in the program.

Student interview (Appendix E) includes 3 questions focusing on the participants' views of the differences between native and nonnative English teachers in the way they teach and use English in the classroom; whether good knowledge of the Turkish language and culture is important for an English teacher, and what English teachers, NESTs or NNESTs, they generally prefer. All interviews in this study were conducted in English, audio-recorded, transcribed, and analyzed.

3.2.3. Pilot

In order to exclude the problematic issues related to the conduction and analysis of the questionnaires and interviews, and to make sure that questions and statements in the questionnaires and interviews are understandable for the participants, a pilot of the present study was conducted in November 2010.

Before conducting the pilot, the arrangements were made with the administration of two private language schools in Ankara, providing general English courses for adult learners.

The major rationale behind the decision to conduct the pilot at these private language schools was that both NESTs and NNESTs, and students being educated by them can be easily found there. The nature of the ELT programs at both institutions is General English; the students aim at improving their English language proficiency in general terms in order to apply their knowledge of English in various professional and educational areas, and their personal lives. The stated goal of these language institutions is to produce learners who speak English both accurately and fluently.

As soon as the researcher obtained permission from the administration of two private language schools to conduct the pilot, the major areas to be addressed by the pilot and the relevant stakeholders were specified. Next, the researcher followed the main steps in her data collection procedures which are listed below.

The teacher questionnaire was distributed to 23 English teachers working at the abovementioned private language schools. The return ratio was high (87%), 20 out of 23 teachers completed and submitted the questionnaires. The student questionnaire was distributed to 79 students involved in various language programs running at the private language schools. The questionnaires were distributed during the lesson. The return ratio made up 100%. However, 4 questionnaires filled by the students were eliminated, due to a big number of missing answers. The teachers and students' responses were analyzed using the SPSS 16.0 statistical package for Windows. Due to a small sample of participants most of the findings were not significant. The pilot version of the teacher questionnaire included 67 questions (Appendix A). Analysis of data collected through the teacher questionnaire demonstrated that most of the questions and Likert scale statements were understandable for the participants. However, there were a few Likert scale items incorporating double-barrelled questions that became a cause of confusion for the respondents and the researcher. To illustrate: "Students in this program make negative comments about Local NNESTs' proficiency in ENGLISH and accent" (item 25, Appendix A). Likert scale items containing two attitude objects were substituted by single statement items addressing no more than one attitude object at a time.

In response to an administration request, the word "discriminated" in the statements 38, 39, and 40 (Appendix A) was substituted by "looked down". Question 55 asking

teachers whether their MA in ELT, or any other teacher training program, prepared them well for their teaching assignments (Appendix A) was excluded from the final version of the teacher questionnaire (Appendix F).

Analysis of data in the pilot study revealed further areas of interest related to NESTs and NNESTs in Turkey, such as NESTs in grammar instruction, familiarity of NNESTs with the cultures of English-speaking countries, the role of the Turkish language and culture knowledge for foreign teachers, extensive use of students' mother tongue in the classroom by local NNESTs, and the importance of teacher qualifications for NESTs and NNESTs. Likert scale items touching upon the abovementioned topics were included in the final version of the teacher questionnaire incorporating 80 questions (Appendix F).

The pilot student questionnaire included 44 questions (Appendix B). Similar to the teacher questionnaire, statements focusing on the knowledge of the cultures of English-speaking countries by NNESTs, and on the knowledge of the Turkish language and culture by foreign teachers were added into the final version of the student questionnaire incorporating 49 questions (Appendix G).

Next, the researcher arranged individual interviews with teacher participants and focused group interviews with student participants in order to clarify some points in the participants' answers and to ask them to comment on various topics related to native and nonnative English teachers. In general, three group interviews with students and ten individual interviews with teachers were conducted within the framework of the present pilot. Three group interviews involving 4 students from three different groups educated by three teachers belonging to three different categories, NEST, local NNEST, and foreign NNEST, were conducted. The interviewing procedures and conditions were discussed and verified in advance with the students and teachers. Both students and teachers agreed to be recorded. All interviews were partially transcribed for the further analysis. At the end of each interview, the interviewees were asked to comment on the clarity and meaningfulness of the interview questions. Most of the participants approved the interview questions; therefore the interview questions further employed for the

teacher and student interviews in the actual study remained unchanged (Appendix D, Appendix E).

Analysis of the quantitative and qualitative data performed within the framework of the pilot study demonstrated that the interview questions and questionnaire items were understandable for the participants, and the data collected through the questionnaires and interviews are sufficient for answering the questions posed by the study.

3.3. Research Settings

The study took place in the middle of the spring semester 2011 at the English Preparatory Schools of two universities located in Ankara, the Middle East Technical University (METU) and Bilkent University. METU is a state university, having 40 undergraduate, 100 master's, and 66 doctorate programs, currently involves 24,000 students. Bilkent is a private university, having 34 bachelor's, 6 associate's, and 47 graduate programs, numbers approximately 13,000 students. The language of instruction at both METU and Bilkent University is English. Both English Preparatory schools, METU Department of Basic English (DBE) and Bilkent University School of English Language (BUSEL), aim to prepare students for their English-medium undergraduate studies at the abovementioned universities.

At the time when the study was conducted, METU DBE involved 3072 students and 217 teachers. There were 128 classes with 24 students in each class. Every fall semester, according to their placement test scores, students are distributed to beginner, elementary, intermediate, and upper-intermediate groups. Through the academic year, they have 12-25 classes per week. In the spring semester, in view of their achievements, students usually get transferred to the higher proficiency level groups. So, when this study took place in April 2011, there were no beginner and elementary classes anymore; there were pre-intermediate, intermediate, upper-intermediate, advanced, and pre-faculty groups. To start their undergraduate studies, students are to be successful in the English Proficiency Exam at the end of the year.

The English language preparatory program of BUSEL involves about 2200 students and 200 teachers. It consists of 12 Teaching Units (TU); each unit managed by a Head of Teaching Unit (HTU) involves 15-17 teachers and approximately 150-200 students. Students receive between 25-30 hours of tuition per week through the academic year. At the end of the year, in order to enter their chosen department, they have to pass a proficiency examination called the Certificate of Proficiency in English Examination (COPE). At the moment of data collection from the English language preparatory program of BUSEL in May 2011, there were elementary, pre-intermediate, intermediate, upper-intermediate, advanced, and pre-faculty groups.

Data collection procedures at both METU and Bilkent preparatory programs were intentionally timed for the spring semester, since by that time students had gained personal experience through being educated by more than one English teacher that is a crucial factor in their attitude formation.

3.4. Data Collection Procedures

The study was designed in a way not to intrude on the lives and encroach on the time of the participants. Each individual or group interview took about 20-30 minutes; filling a student questionnaire took 10 minutes, and completing a teacher questionnaire took 20 minutes. All data gathered during the study were kept and remained confidential. Recordings and transcriptions were labeled according to pseudonyms. The participants were informed about the aim of the study. Written consent was obtained from each teacher participant before the study (Appendix J). The informed consent incorporated expectations of the researcher from the participants and the approximate time to be spent in participation, assurance of the fact that participation is on a voluntary basis and that participants are free to withdraw at any time, assurance of the confidentiality of the responses collected, and a statement of agreement to participate voluntarily upon adequate explanation of the aim of the research. The participants were assured that the data would be utilized only for research purposes, and that in the event of any publication or presentation resulting from the research, no personally identifiable

information would be shared. The researcher was identified by name, address, telephone number and e-mail in case the participants had questions about the study.

As soon as clearance from METU Human Researches Ethical Committee was obtained in March 2011 (Appendix I), official letters of intention to conduct the present study were sent to METU Department of Basic English and to BUSEL by METU School of Social Sciences. Next, the researcher met with the chair of METU DBE and the director of the BUSEL *Centre for Instructor Development, Education and Research* (CIDER) and provided a general verbal description of the study, discussed the data collection procedures, set specific time-frames, and presented data collection instruments, i.e. teacher and student questionnaires, interview questions, and a classroom observation instruments. As mentioned earlier, data collection took place in the middle of spring semester 2011. In April 2011, data were collected from METU Department of Basic English; and in May 2011, the study moved to BUSEL.

Data collection at METU DBE and BUSEL followed two various scenarios. At METU DBE, the researcher was introduced to an academic coordinator who provided her with a schedule, location of the classrooms, and a list of teachers working at the department. After that the researcher approached potential teacher participants one by one and explained the aim of the study. If a teacher was positive about filling the questionnaire and about being interviewed, the researcher asked their permission to distribute questionnaires to their students and to interview them. To elicit sincere responses from the students, they were assured that their answers would not be shown to their teachers. Completed questionnaires were collected and immediately enclosed in non-transparent envelopes, to prevent anybody from seeing the students' answers. Student interviews were conducted after the lessons and usually involved 3-5 interviewees who were taking turns to answer the questions. All teacher and student interviews were audio-recorded.

To collect data from BUSEL was easier than from METU, thanks to the organization and support of the director of the *Centre for Instructor Development, Education and Research* (CIDER) and to the heads of Teaching Units. Firstly, the researcher was introduced by the director of CIDER to the heads of Teaching Units who scheduled general meetings of the researcher with the groups of English teachers in the Teaching

Units. The major advantage of those meetings was the possibility to reach out and to explain the goals of the study to 15-17 potential teacher participants at a time. After the teachers were informed about the study in general terms, they were suggested to fill in the questionnaires, which were completed and handed back within the following 15-20 minutes. As soon as the questionnaires were completed, the researcher asked if any of the teachers would like to be interviewed, and if there were volunteers, individual interviews with them were scheduled. The heads of the Teaching Units helped with distribution of the questionnaires to students. After the questionnaires were completed, the heads of TU collected and enclosed them in non-transparent envelopes, sealed, and further transferred to the researcher. Student interviews usually took place during the breaks between the lessons and involved 3-5 students at a time, the interviewees were taking turns to answer the questions. After completing all data collection procedures and organizing all quantitative and qualitative data, the researcher moved on to the data analysis stage of the study.

3.5. Data Analysis

Before starting with the analysis procedures, the participants' responses to questionnaire items were entered in an SPSS spreadsheet that formed two quantitative data sets incorporating 89 teacher and 699 student questionnaires. Frequencies and percentages were then calculated using the multiple-choice and a five-point Likert-scale format, scoring from 1 to 5. The one-way ANOVA was employed to verify the differences between the groups of respondents. If statistically significant differences between group means were revealed ($p<0.05$), the one-way ANOVA was followed-up by running the Fisher's Least Significant Difference (LSD) post hoc test, employing t tests to perform pairwise comparisons between group means. The LSD test was chosen as the most appropriate post hoc procedure due to the unequal group sizes in the present study. In addition to the one-way ANOVA, the two-way ANOVA was performed to determine if there are any interactions between the student NEST or NNEST groups' membership and other personal characteristics on the students' reactions to the questionnaire statements.

As for the qualitative data set, 41 teacher individual and 19 student group interviews, including 79 student interviewees, were transcribed for the further analysis. Audio records for the present study include about 13.3 hours of interviews conducted with teachers, and 5 hours of interviews with students. Verbatim transcription of teacher and student interviews made up 77,461 and 19,231 words, accordingly. The summary of data sources (Table 1) and major steps in the organization of data analysis for each research question are shown below.

Table 1 Summary of Data Sources.

Data Source	Teachers	Students	Total Data
Questionnaires	89	699	**788**
Interviews	41 meetings/41 interviewees/13.3 hours	19 meetings/79 interviewees/5 hours	**60 meetings/120 interviewees/18.3 hours**

The research question 1 aimed at measuring the perceptions of NESTs and NNESTs of themselves and of each other in terms of their proficiency in English, teaching styles, and English native or nonnative personality characteristics. The data presented in relation to question 1 were obtained through the Likert scale and open-ended teacher questionnaire items and through the individual interviews with teachers.

To answer the sub-question 1 of the research question 1, similarities and differences between NESTs and NNESTs' general beliefs about the major qualities of a good English teacher were discussed by using qualitative data from question 1 of a teacher interview: *In your opinion, what makes an English teacher a "good" English teacher?*

To respond the sub-question 2 of the research question 1, teacher beliefs about NNESTs were investigated. Consequently, NNESTs' self-perceptions as NNESTs, their attitudes to NNES teacher categories in terms of proficiency in English and teaching styles were analyzed by looking at the quantitative results obtained through the Likert scale teacher questionnaire items 10-13 and qualitative data collected through the interview questions

2-5, asking participants to reflect on the most valuable qualities and the most serious weaknesses of LNNESTs and ENNESTs.

The sub-question 3 of the research question 1, focused on teacher beliefs about NESTs. Analysis of quantitative data obtained through the Likert scale teacher questionnaire items 8-9 and qualitative data gained through the interview questions 6-7 included NESTs' self-perceptions as NESTs and teachers' ideas about NESTs' most valuable qualities and most serious weaknesses. Moreover, teacher attitudes, elicited by questionnaire items 64-77, comparing NESTs, LNNESTs, and ENNESTs, and data from items 24-37 concerned with students' feedback about NESTs and NNESTs' teaching styles, L1 and L2 language proficiency and accent, use of English and Turkish, and the target language culture knowledge, were explored.

To answer the sub-question 4 of the research question 1, teachers' self-perceptions in terms of linguistic and professional teaching skills were analyzed by taking into consideration the numerical data from items 44-63. Items 44-51 aimed at determining the participant's self-perceived proficiency levels in different areas of English, e.g. reading, writing, listening, speaking, grammar, etc. Items 52-63 focused on the extent of teachers' comfort in teaching various language skills and students' proficiency levels.

The sub-question five of the research question 1 aimed at examining general English teachers' beliefs about the issues of bilingualism and knowledge of the Turkish language and culture. It includes data from items 78-79, aimed at eliciting participants' general opinions about the abovementioned matters, and qualitative data obtained by the interview question 8, asking whether interviewees think that foreign teachers, i.e. NESTs and ENNESTs teaching in Turkey, should know the Turkish language and culture.

Finally, the analysis carried out to answer the research question 1 proceeded to the sub-question 6, focusing on the English teachers' experiences in their workplace. Likert scale items 38-43 explored the English teachers' experiences inside the program. Items 38-42 inquired whether different types of English teachers had ever encountered cases of institutional discrimination by students, colleagues, and administrators. This part of the study also paid attention to the employment issues, job opportunities for different types

of teachers at the universities in Turkey, and teachers' preferences for NESTs and NNESTs; it incorporated analysis of qualitative data obtained by the teacher interviews. The first part of the question 9 asked the participants whether it was difficult for them to get a job at a private institution in Turkey. The second part of question 9 asked the participants about the types of English teachers they think have better chances of finding a job at the universities in Turkey. The first part of question 10 asked the participants what teachers, NESTs, ENNESTs, or LNNESTs, they would employ and what criteria they would use if they were English program administrators at a university in Turkey. The second part of question 10 asked the interviewees to provide the ratio of NESTs, ENNESTs, and LNNESTs they would employ in the program. Furthermore, question 11 of the teacher interview and questionnaire item 43 focused on collaboration between NESTs and NNESTs, foreigners and locals.

The research question 2 explored students' perspectives on NESTs and NNESTs. The data presented in relation to question 2 were obtained through the Likert scale and open-ended student questionnaire items and through the group interviews with students, and include quantitative and qualitative analysis.

The sub-question 1 of the research question 2 investigated students' attitudes towards their current English teachers. Firstly, it was evaluated whether the students appreciate their English teachers as good role models and successful educators. The analysis in this part incorporated students' answers to the Likert scale items 13-21 and 24-26. Secondly, by looking at the quantitative results for item 22, it was verified whether the different types of teachers use the students' mother tongue in the classroom. Thirdly, students' responses to item 27 showed whether they perceive their teacher as a model English speaker in terms of appearance. The fourth and the fifth subparts analyzed the students' assessment of their English teacher's pronunciation and grammar knowledge. Statements 28 and 39-40 explore the students' attitudes to their teachers' pronunciation. Items 29-32 relate to the teachers' knowledge of grammar and their ability of teaching grammar concepts. Next, the study focused on the development of the basic language skills as seen by the students in the classrooms taught by NESTs and NNESTs. Statements 23, 33-38 of the student questionnaire asked the students about their self-

perceived progress in terms of the culture of English-speaking countries, grammar, vocabulary, listening, reading, writing, speaking, and pronunciation.

To answer the sub-question 2 of the research question 2, students' general attitudes to native and nonnative English teachers were examined. An open-ended question 49 of the student questionnaire aimed at eliciting students' beliefs about the major characteristics of a good English teacher. The analysis of students' data involved extraction and categorization of personal and professional teacher qualities which are considered to be important among students. This part also incorporated analysis of the students' responses obtained by Likert scale statements 41, 43, and 45-48 and the interview question 1 asking participants to explain the differences between NESTs and NNESTs. Student questionnaire items 41, 43, and 45-48 did not ask the students about particular English teachers, but focused on the respondents' general attitudes to native and nonnative English teachers. Question 1 of the student interview inquired about the differences between NESTs, ENNESTs, and LNNESTs in the way they teach the foreign language. Next, students' preferences for NESTs and NNESTs were analyzed by examining interview data obtained by question 3, replicating question 10 of the teacher interview, asking the participants about the types of English teachers they would employ if they were English program administrators at a university in Turkey. Furthermore, the investigation proceeded to students' beliefs about the influences of foreign teachers' knowledge of the Turkish language and culture. It included student questionnaire items 42, 44, and the interview question 2, asking the participants whether they think native and expatriate nonnative teachers of English should know the Turkish language and culture.

Finally, to respond the sub-question 3 of the research question 2, the influences of other variables, such as the level of English proficiency, expected grade, university, and gender, correspondingly represented by the student questionnaire items 8, 10, 6, and 5, on the students' attitudes were examined.

3.6. Participants

Two different groups of stakeholders participated in the study, i.e. English teachers and students involved in the English language preparatory programs at METU DBE and BUSEL. The following part represents the participants' personal information obtained by Part I of both teacher and student questionnaires (Appendix F, Appendix G).

3.6.1. Teachers

All in all, within the framework of the present research, 89 English teachers completed the teacher questionnaire. 36 (41%) teacher respondents were from METU DBE and 53 (59%) were from BUSEL. At METU DBE, 8 (22%) teachers identified themselves as NESTs, 23 (64%) teachers identified themselves as NNEST, and 5 (14%) teachers identified themselves as "other" by clarifying that they consider themselves "native-like" speakers of English. At BUSEL, 10 (19%) teacher respondents identified themselves as NESTs, 41 (77%) teachers identified themselves as NNEST, and 2 (4%) teachers identified themselves as "other", but did not clarify this term. In general, 18 NESTs (20%), 64 NNESTs (72%), 7 "other" (8%) English teachers participated in this study. Figure 2 demonstrates teachers' responses by universities to the item 6 of the teacher questionnaire.
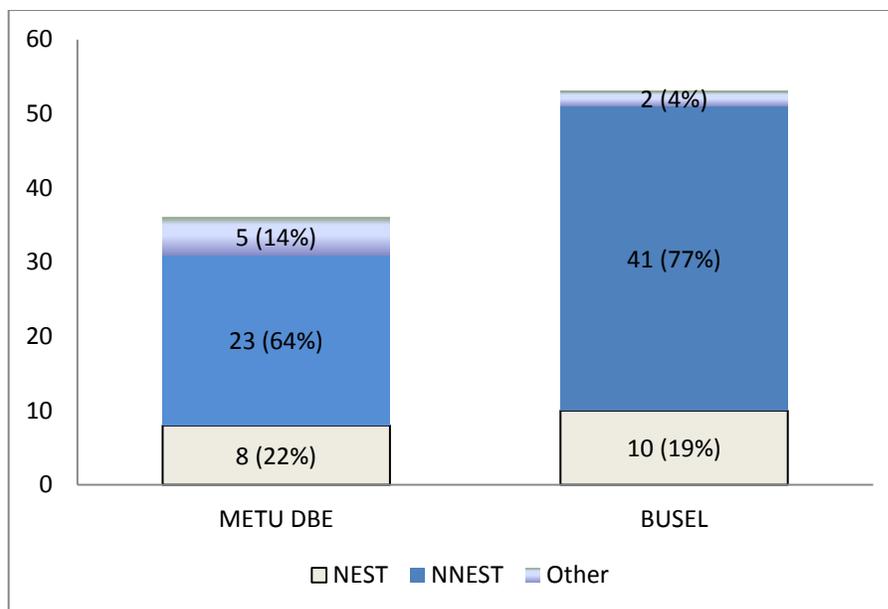
Figure 2 Percent of responses by teacher respondents to **item 6**, *Do you consider yourself a NATIVE speaker of English, NONNATIVE speaker of English, or "Other" (explain please)?*

Overall, out of 18 NESTs, 5 (28%) respondents were from the UK, and other 5 (28%) respondents were from the United States, 2 (11%) respondents were from Canada, and other 2 (11%) respondents came from Ireland, the rest 4 (22%) NESTs mentioned South Africa, Malaysia, Kuwait, and Turkey as their countries of origin. English was listed as the only native language by 15 (83%) NESTs. However, there were 3 (17%) bilingual NESTs from Ireland, the USA, and Turkey who also indicated Irish, French, and Turkish as their first languages in addition to English. 62 (97%) NNESTs in the study indicated Turkey as their country of origin and Turkish as their mother tongue. One NNEST listed Egypt as their country of origin in addition to Turkey and indicated English and Turkish as their first languages. One NNEST indicated Russia as their country of origin, and Russian as their mother tongue. All English teachers who identified themselves as "native-like" originated from Turkey, 3 of them indicated Turkish as their first language, and 2 of them listed both Turkish and English as their first languages. One of the teacher participants, who identified herself as "other", came from Canada, and listed both French and English as their first languages. Another teacher participant from the "other" group originated from Turkey, and indicated Turkish as their first language.

The level of the participants' Turkish language proficiency between the groups of NESTs and NNESTs varied a lot. 2 (11%) NESTs, 1 from Turkey and 1 from Kuwait, identified Turkish as their mother tongue, 5 (28%) NESTs, 2 from the U.S., 2 from the UK, and 1 from Malaysia, were on the advanced level, 2 (11%) NESTs, 1 from the U.S. and 1 from Ireland, classified their level of Turkish as intermediate, and the rest 9 (50%) NESTs expressed that they were limited Turkish-proficient. In the NNEST group, 59 (92%) identified Turkish as their native language, 4 (6%) reported advanced proficiency, and 1 NNEST (1.5%) from Russia was on the intermediate level of the Turkish language proficiency. Teachers in the "other" group were predominantly native speakers of Turkish (86%), with the exception of 1 (14%) teacher from Canada who reported limited Turkish proficiency.

Teacher participants were predominately female (80%), 17 (19%) were males, and 1 (1%) respondent did not provide any information about their gender. By universities, at METU DBE, out of 36 teacher participants, 25 (69%) were female and 11 (31%) were male; and at BUSEL, out of 53 teacher participants, 46 (87%) were female, 6 (11%) were male, and 1 (2%) did not respond to the questionnaire item about gender. The age range of the participants was from 23 to 60 years, and the most numerous age group, at both METU DBE and BUSEL, was of 26-30 years (36%).

Analysis of data obtained by question 7, asking about the teachers' educational background, revealed that the participants held the following academic degrees and certificates: B.A. in ELT (51%), B.A. in ELL (20%), M.A. in ELT (26%), M.A. in ELL (2%), PhD in ELT (1%), PhD in ELL (1%), B.A. in other fields (27%), M.A. /M.S. in other fields (11%), and teaching certificates (62%). Figure 3 shows the overall numbers of the particular university qualifications and certificates held by the teachers in the study.
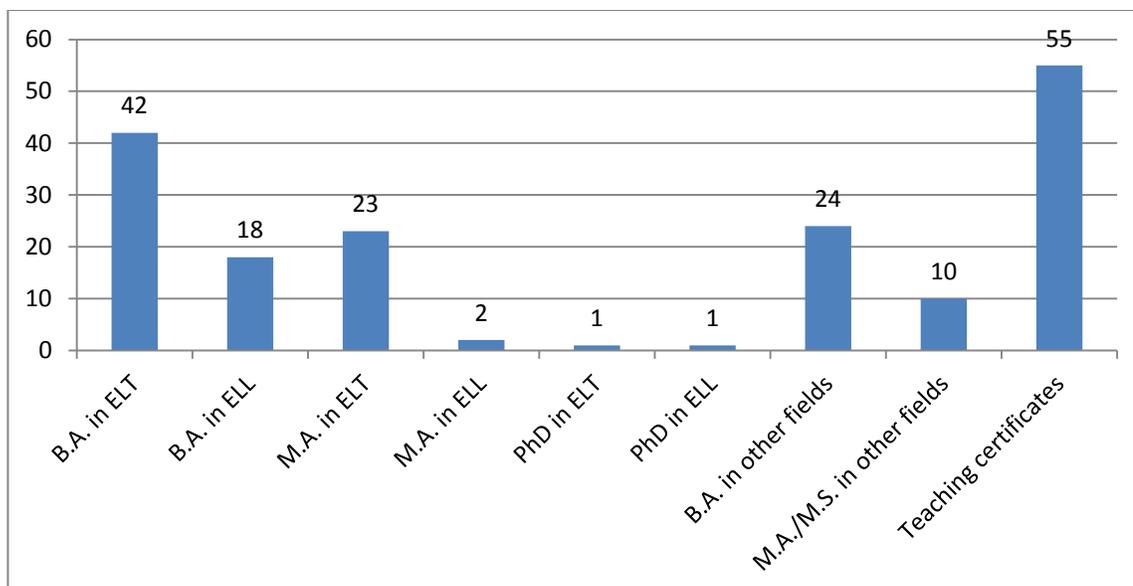
Figure 3 Percent of responses by teacher respondents to **item** 7*, What diploma(s), degree(s), certificate(s) do you hold?*

The highest academic qualifications achieved by individual participants included B.A. in ELT (29%), M.A. in ELT (27%), B.A. in English Language and Literature (ELL) (8%), M.A. in Management in Education (7%), MA in ELL (2%), and B.A. in Culture and American Literature (2%). 25% of the teachers in the study held other degrees in ELT-related and -unrelated fields. ELT-related fields included PhD in ELT, PhD in ELL, M.A. in English and Comparative Literature, B.A. in Translation and Interpretation, B.A. in Linguistics, M.A. in Linguistics, B.A. in Modern Languages, B.A. in Cognitive Science, and various teaching certificates (e.g. TESOL, TEFL, and DELTA). Degrees in other fields involved B.A. in Philosophy, M.A. in Human Resources/Development in Education, M.A. in Media and Cultural Studies, M.A. in Politics of the Middle East, M.A. in European History, M.A. in Central Eurasian Studies, M.A. in Public Administration, M.S. in Civil Engineering, B.S. in Computer Science, M.A. in Business Administration, and B.A. in Economics. Figure 4 demonstrates general distribution of highest university qualifications among the participants.
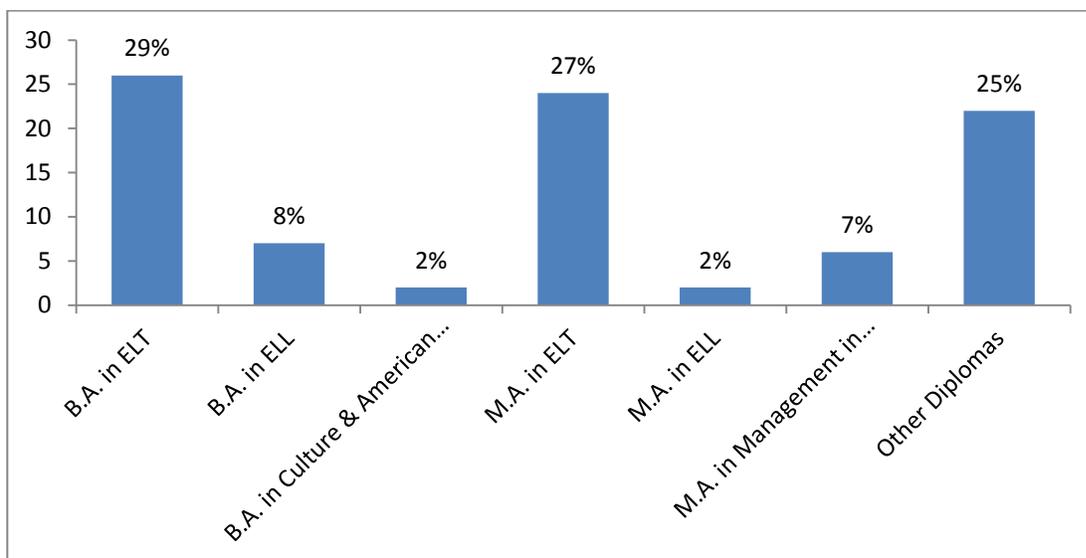
Figure 4 Percent of the highest academic qualifications achieved by the teacher participants.

Inside the NNEST, and "other" groups most of the teachers held at least one university degree in ELT or in the fields related to ELT, such as ELL, Linguistics, Translation and Interpretation, Culture and American Literature, and Cognitive Science. In the NEST group, out of 18 teachers, 5 (28%) participants held major university degrees in the fields unrelated to ELT, such as Computer Science, Economics, Central Eurasian Studies, Politics of the Middle East, and Management in Education. These teachers, in addition to their diplomas, in all cases had teaching certificates. Figure 5 demonstrates the highest university degrees distributed among various teacher groups.
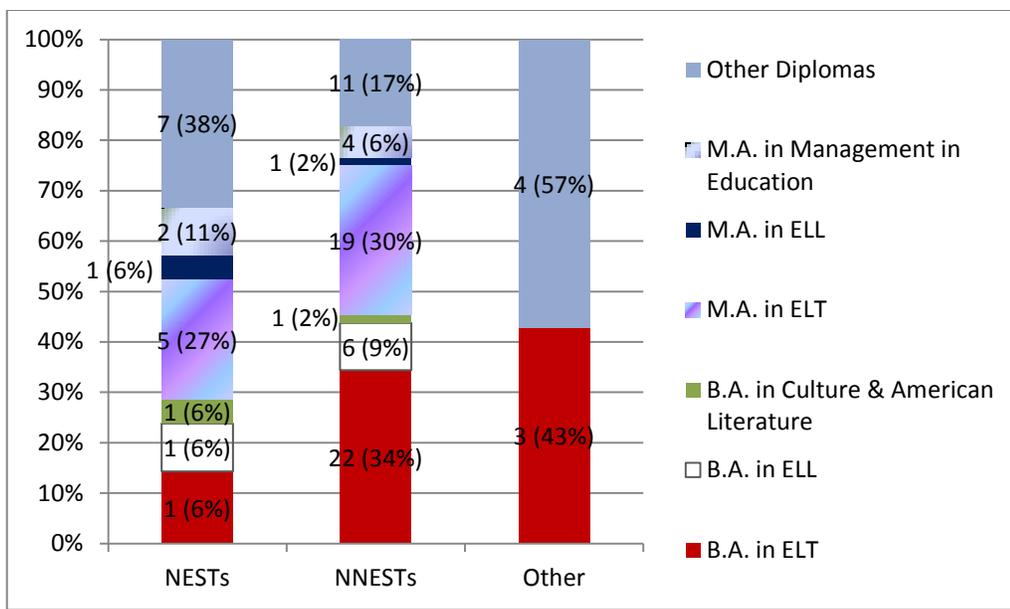
Figure 5 Distribution of the highest university degrees achieved by NEST, NNEST, and "other" groups of teachers.

Questions 14-20 of the teacher questionnaire (Appendix F) inquire about the teaching background of the participants in general terms. It was revealed that most of NESTs (72%) and NNESTs (63%) had experience teaching English before they took a job at METU or Bilkent. 3 (17%) NESTs had 1-6 months of prior teaching experience, 3 (17%) other NESTs had been teaching for 1-2 years, 5 (28%) NESTs had 3-4 years of prior teaching experience, and 2 NESTs had more years of experience than other NESTs, 5-7 years and 16-20 years of teaching. 8 (13%) NNESTs had about a year of prior teaching experience, 14 (22%) NNESTs had 1-2 years, 12 (19%) NNESTs had previously taught for 3-4 years, 5 (8%) had considerable experience of 5-7 years, and 1 NNEST had previously taught for 8-10 years. The rest NESTs (28%) and NNESTs (37%) reported that they had never taught before they actually started working at their present place of employment. In the "other" group, 3(43%) teachers had taught before they got employed at METU or Bilkent. One of the teachers in the "other" group had 1-2 years of prior experience; two others were expert teachers, having 5-7 years and 11-15 years of experience. The rest 4 (57%) teachers in the "other" group were novice when they started teaching at METU or Bilkent.

Question 17 inquired about the participants' time of teaching at the present place of work, i.e. at METU DBE or BUSEL. In the NEST group, most of the instructors (39%) had been teaching at their departments for 7 months-2 years, 4 (22%) NESTs had accumulated from 3 to 7 years of teaching in the same programs, 1 (6%) NEST had been employed at the department for 8-10 years, and the rest 6 (33%) NESTs had been teaching at METU DBE or BUSEL for more than 10 years. A significant part of the NNEST group (42%) had been teaching at METU DBE or BUSEL for 3-7 years, 33% of NNESTs were newcomers who joined the department 1 month-2 years ago, 9% had been employed for 8-10 years, and the rest 16% of NNESTs had more than 10 years of teaching experience at the departments. Among "other" teachers, 3 (43%) were newcomers who started teaching at the respective departments 1 month-2 years ago, 2 (29%) had been teaching there for 3-7 years, and the rest 2 (29%)-for 8-10 years and longer.

Question 18 focused on the participants' time span of teaching in Turkey. 7 (39%) NESTs started teaching in Turkey about 7 months-2 years ago, 3 (17 %) had been teaching in this country for 3-7 years, 1 (5%) NEST spent 8-10 years, and 7 (39%) NESTs had been teaching in Turkey for more than 10 years. NESTs' responses to this question in the majority of cases agreed with their previously reported responses to question 17, *how long have you been teaching English at this university*. It implies that most of NESTs in the study had no experience of teaching at any institutions in Turkey except for the departments where the study took place. In the NNEST group, most of the teachers (53%) had been teaching in Turkey for 3-7 years, 11 (17%) started teaching in this country 1 month-2 years ago, the rest spent 8-10 years (9%) and longer than 10 years (21%) teaching in Turkey. In the "other" group, 3 (43%) instructors had been teaching in Turkey for the period of 1 month-2 years, 1 (14%) had 3-7 years of teaching experience in this country, the rest 3 (43%) teachers spent more than 10 years teaching in Turkey.

NESTs' general teaching experience ranged from 7 months to 35 years. 28% of NESTs were novice teachers having 7 months-2 years of teaching experience and most of them were from BUSEL, 17% of NESTs had 3-7 years of experience, other 17% of NESTs

had 8-10 years of experience, and the rest 39% of NESTs had extensive experience of 10-25 years and longer. General teaching experience of NNESTs in the study ranged from 0 to 30 years. 54% of NNEST had 3-7 years of teaching experience, 16% of NNESTs were novice teachers with 0-2 years of general teaching experience, the rest 8% of NNESTs had been teaching for 8-10 years, and 22% of NNESTs had more than 10 years of teaching experience. In the "other" group, 3 (43%) were novice teachers having from 7 months to 2 years of teaching experience, 1 (14%) "other" teacher had 3-7 years of experience, and the rest 3 (43%) were expert teachers having 11-15 and 26-30 years of experience. NNESTs and "other" teachers' responses to question 19, *how long have you been teaching English in general*, in the majority of cases corresponded to their responses to question 18, *how long have you been teaching English in Turkey,* since most of NNESTs and "other" teachers in the study had no experience of teaching outside Turkey. Table 2 demonstrates the general numbers of teachers' responses to the questions 17-19.

Table 2 Percent of teachers' responses to the questions **17**, *How long have you been teaching at this university*; **18**, *How long have you been teaching English in Turkey; and 19, How long have you been teaching English in general?*

	Less than 2 years	3-7 years	8-10 years	More than 10 years
Time of teaching at this university				
NESTs	7 (39%)	4 (22%)	1 (6%)	6 (33%)
NNESTs	21 (33%)	27 (42%)	6 (9%)	10 (16%)
"other" teachers	3 (43%)	2 (29%)	1 (14%)	1 (14%)
Time of teaching in Turkey				
NESTs	7 (39%)	3 (17%)	1 (5%)	7 (39%)
NNESTs	11 (17%)	34 (53%)	6 (9%)	13 (21%)
"other"	3 (43%)	1 (14%)	0	3 (43%)

Table 2 (continued)

teachers				
Time of teaching in general				
NESTs	5 (28%)	3 (17%)	3 (17%)	7 (39%)
NNESTs	10 (16%)	35 (54%)	5 (8%)	14 (22%)
"other" teachers	3 (43%)	1 (14%)	0	3 (43%)

Analysis of teachers' responses to question 20, asking if the participants had experience teaching English outside Turkey, showed that most of NESTs (83%) had prior experience of teaching English in other countries with both EFL and ESL contexts, e.g. the UK, the USA, Canada, Japan, South Korea, Singapore, Portugal, Mexico, Israel, Spain, Uzbekistan, Greece, Libya, Malaysia, and Saudi Arabia. Most of NNEST (91%) had never taught English outside Turkey; the rest 9% of NNESTs had experience of teaching English in the UK, the USA, Canada, the Netherlands, Italy, and the Turkish Republic of Northern Cyprus. Most of the teachers in the "other" group (86%) had never taught English outside Turkey, with the exception of 1 (14%) teacher who previously taught in the Turkish Republic of Northern Cyprus.

In terms of full- or part-time employment, it was revealed that all NESTs and 61 (95%) NNESTs worked full-time, and 3 (5%) NNESTs teaching at METU DBE were part-time teachers. 5 (71%) "other" teachers were full-time and 2 (29%) were part-time employees at METU DBE.

The data provided by the participants demonstrated certain regularities in terms courses and proficiency levels taught by various groups of teachers. All NESTs, NNESTs, and "other" teachers mentioned that they generally teach all language skills integrated. Most NESTs (56%) and NNESTs (69%), and 3 (43%) teachers in the "other" group mentioned that they had experience teaching students at all possible proficiency levels.

41 out of 89 teachers who filled the questionnaire agreed to take part in the interview: 21 teachers from METU DBE (7 NESTS, 11 LNNESTs, 1 ENNEST, 2 Local Other), and 20 teachers from BUSEL (7 NESTs and 13 LNNESTS).

3.6.2. Students

The students' background information was collected by Part I of the student questionnaire (Appendix G). In total 699 students taught by NESTs and NNESTs took part in the study. 382 (55%) of students were studying at METU DBE, and 317 (45%) were from BUSEL. With the exception of 22 (3%) international students, found merely at METU DBE, most of the students in the study were from Turkey (97%). International students arrived to Turkey from Azerbaijan, Iran, Russia, Kyrgyzstan, Tajikistan, Mongolia, Kosovo, Myanmar, and Afghanistan. Turkish students were coming mainly from Ankara, Istanbul and Izmir, and other cities and towns in the Central Anatolia (51%), Marmara (16%), and Aegean (12%) regions. There were also students coming from the Mediterranean (8%), the Black Sea (8%), Eastern Anatolia (3%), and Southeastern Anatolia (2%) regions. 96% of student participants identified Turkish as their native language, the rest 3% of students listed Azerbaijani, Tadjik, Farsi, Kyrgyz, Kazakh, Turkmenian, Burmese, Russian, and Albanian as their mother tongues.

The students' age range was from 17.5 to 28 years. The majority (59%) were 19-20 years old, and the second largest age group was 17.5-18 years old (30%). 347 (49.6%) were females, 349 (49.9%) were males, and 3 (0.4%) did not identify their gender.

In view of the fact that the study took place during the spring semester, most of the students at METU DBE and BUSEL had achieved higher level of skill in the English language by that time. So, most of the participants were at the intermediate (33%), upper-intermediate (38%), and advanced (16%) levels of the English proficiency. 5% were pre-faculty, other 5% were pre-intermediate, and 3% were elementary-level students. The overall students' expected grades at the end of the semester varied from "average"(56%) to "high/very high" (42%). The rest 2% either expected a grade ranging from "low" to "very low/fail", or left the question unanswered.

Question 9 of the student questionnaire inquired about the participants' most important reason for learning English, in addition to the official reason that is to do their university-level studies in English. It was revealed that most of the student participants

(68%) were instrumentally motivated; 249 (36%) were planning to go to an English-speaking country to work or study, and 221 (32%) mentioned that they were learning English to find a better job in Turkey. 173 (25%) were learning English for the generalist reason that it is gaining more importance in today's society. 21 participants (3%) demonstrated intrinsic motivation by mentioning that they learn English for fun and personal pleasure. The most unpopular statement was "because you like the English language and culture very much" (1%). 3% of students were guided by some other considerations, such as "the more languages a person knows the better", "to pass an exam", "because of my family", "learning another language gives you a different way of thinking", "to communicate", and "to pick up girls".

On the basis of the data obtained by the student questionnaire item 12, three various groups of student participants were identified: 207 (30%) were taught by NESTs, 478 (68%) were taught by NNESTs, and 15 (2%) were not sure whether their teacher was a NEST or NNEST. The groups of students in the study were educated by English teachers from Turkey (68%), the USA (9%), the UK (7%), Canada (5%), Kuwait (3%), Malaysia (2%), Russia (2%), Ireland (2%), and Egypt (2%).

The earlier mentioned 19 student interview groups included 79 students, 41(52%) of which were male and 38(48%) were female. 46(48%) of the interviewees were studying at METU DBE, and 33(42%) were from BUSEL. At the time the research was conducted, 25(54%) of the METU DBE interviewees were taught by NESTs and 21(46%)-by NNESTs; 8(38%) of the ones taught by NNESTs belonged to ENNEST's group, and 13(62%) were taught by LNNESTs. All interviewees from BUSEL were taught by both NESTs and LNNEST. 13(17%) interviewees belonged to the lower English proficiency groups (elementary and pre-intermediate), 24(30%) were at the intermediate level, and 42(53%) were the higher level students (upper-intermediate and pre-faculty).

CHAPTER 4

DATA ANALYSIS

4.0. Presentation

This chapter consists of a comprehensive discussion of the research findings. As such, the chapter is structured according to the two research questions posed by the study. Firstly, the findings with regard to NESTs and NNESTs' perceptions of themselves and of each other in terms of the language proficiency, teaching styles, and native and nonnative English language speaker personality characteristics are discussed. Secondly, the chapter addresses the attitudes of students to native or nonnative English teachers.

4.1. English Teachers' Perceptions of NESTs and NNESTs

The first research question is aimed at measuring the perceptions of NESTs and NNESTs of themselves and of each other. Firstly, teachers' general ideas related to the qualities of a good English teacher were investigated. Secondly, the study addressed teachers' beliefs about advantages and disadvantages of NNESTs, i.e. LNNESTs and ENNESTs. Next, it focused on the participants' perceptions of NESTs' strengths and weaknesses and common comparisons between NESTs and NNESTs. Fourthly, teachers' self-perceived English language abilities and teaching skills were explored. Furthermore, participants' beliefs about influences exerted by students' language and culture on foreign instructors' teaching practices were analyzed. Finally, the study looked into teachers' perceptions of students' attitudes to NESTs and NNESTs, and their institutional discrimination and collaboration experiences.

The data presented in relation to the research question 1 were obtained through the questionnaire items and through the individual interviews with teachers, and include quantitative and qualitative analysis. As mentioned in the previous part, 41 teachers,

21(51%) from METU and 20 (49%) from Bilkent, agreed to answer the questions of the interview. All in all, 14 (34%) interviewees reckoned themselves among NESTs, 25 (61%) participants identified themselves as NNESTs, and 2 (5%) local instructors, the native speakers of Turkish, preferred not to adhere to the NESTs-NNEST divide, and were consequently referred to as "other" (Local Other).

4.1.1. NESTs and NNESTs' General Beliefs about Qualities of a Good English Teacher

Question 1 of the teacher interview asked the participants to share their general views of the most essential qualities of a good English teacher: *"In your opinion, what makes an English teacher a good English teacher?"* (Appendix D) Based on the teacher participants' interview responses, 41 distinctive characteristics of a good English teacher were singled out and conventionally divided into five extensive categories: *pedagogical knowledge, socio-affective skills, personality characteristics, English proficiency,* and *culture-related implications.* Classification of the respondents' perceptions was not based on the prior categories of good teacher characteristics; all categories emerged as a result of the teacher interview responses analysis. However, most of the categories in the present study replicate classification presented by Dinçer, Göksu, Takkaç, & Yazici (2013) that is based on the generalized findings of over 30 studies conducted in foreign language education: *pedagogical knowledge, socio-affective skills, personality characteristics,* and *subject-matter knowledge.* Thus, three categories in the present study followed the abovementioned classification, except for *English proficiency* and *culture-related implications* categories, which nevertheless fell within the more general *subject-matter knowledge* category suggested by Dinçer et al. (ibid.): "different studies contribute to the notion of the subject matter knowledge from different perspectives ranging from having knowledge of the target language knowledge concerning fluency, accuracy, lexicon and pronunciation to being knowledgeable on target culture" (p.5).

In total, participants emphasized the importance of *pedagogical knowledge* (33%), followed by *socio-affective skills* (27%), specific *personality characteristics* (18%), *English proficiency* (13%), and *cultural awareness* (8%). Analysis by teacher groups revealed some differences between NESTs and NNESTs' choices. Thus, NESTs

assigned primary significance to *socio-affective skills* associated with effective teachers (31%), as opposed to NNESTs that tended to attach more importance to *pedagogical knowledge* (38%). Secondly, NESTs gave their preference to teacher's *pedagogical knowledge* (27%) and NNESTs highlighted English instructor's *socio-affective skills* (22%). *Personality characteristics*, *English proficiency*, and *culture-related implications* occupied the third, the fourth, and the fifth places among the categories of teacher traits valued by NESTs (26%, 12%, and 4%, respectively) and NNESTs (15%, 13%, and 11%, respectively) (Table 3).

Table 3 General number of teachers' responses to **the interview question 1**, *"What do you think makes a good English teacher?* by categories (Total number of tokens=154; Total number of NESTs' tokens=51; Total number of NNESTs' tokens=98; Total number of Other tea

Teacher traits categories	NESTs	NNESTs	Local Other	TOTAL
Pedagogical knowledge	14(27%)	37(38%)	-	51(33%)
Socio-affective skills	16(31%)	22(22%)	4(80%)	42(27%)
Personality characteristics	13(26%)	15(15%)	-	28(18%)
English proficiency	6(12%)	13(13%)	1(20%)	20(13%)
Culture-related implications	2(4%)	11(11%)	-	13(8%)
TOTAL	51(100%)/(33%)	98(100%)/(64%)	5(100%)/(3%)	154(100%)

In general, as demonstrated in the Table 3, the most frequently mentioned specific traits perceived as crucial for effective teaching were *a high level of proficiency in English* (9%), *extensive knowledge of the teaching content* (7%), *good communication skills* (7%), *a high level of professional preparation/teaching degree* (6%), *ability to respond to students' needs* (5%), *being understanding/sympathetic* (5%)*, sufficient knowledge of culture of the English-speaking countries* (5%), *creativity* (4%), *good classroom management skills* (4%), *love for the job* (3%), and *a natural talent of being a teacher* (3%). Furthermore, the stated qualities of a good English teacher were analyzed according to the different groups of teachers. Percentages were calculated by taking the

total number of each teacher groups' tokens, i.e. 51, 98, and 5, uttered by NESTs, NNESTs, and Other teachers, respectively. Specific qualities attached to a good English teacher by NESTs most frequently, pertained to *socio-affective skills* (understanding/sympathetic (10%), good communication skills (8%), should motivate students to learn English (6%)), *personal characteristics* (love for the job (8%), self-development/open to learning (6%)), *pedagogical skills* (creativity/ability to make classes more interesting (6%)), and *English proficiency* (high level of proficiency in English (6%)) categories. Specific qualities describing effective language teachers emphasized by NNESTs, came under the following headings: *English proficiency* (high level of proficiency in English (11%)), *pedagogical skills* (extensive knowledge of the teaching content (9%), professional preparation/teaching degree (8%), good classroom management skills (6%)), *socio-affective skills* (ability to respond to students' needs (6%), good communication skills (5%)), and *culture-related implications* (sufficient knowledge of culture of the English-speaking countries (6%)) (Table 4).

Table 4 Teachers' most frequent responses **to the interview question 1**, *What do you think makes a good English teacher?* (Total number of tokens=154; Total number of NESTs' tokens=51; Total number of NNESTs' tokens=98; Total number of Other teachers' tokens=5). .

NESTs	NNESTs	Local Other	TOTAL
• understanding/ sympathetic 5(10%) • good communication skills 4(8%) • love for the job 4(8%) • high level of proficiency in English 3(6%) • creativity/ability to make classes more interesting 3(6%) • self-development/ open to learning 3(6%) • should motivate students to learn English 3(6%)	• high level of proficiency in English 11(11%) • extensive knowledge of the teaching content 9(9%) • professional preparation/teaching degree 8(8%) • good classroom management skills 6(6%) • ability to respond to students' needs 6(6%) • sufficient knowledge of culture of the English-speaking countries 6(6%) • good communication skills 5(5%)	• good communication skills 2(40%)	• high level of proficiency in English 14 (9%) • extensive knowledge of the teaching content 11(7%) • good communication skills 11 (7%) • professional preparation/teaching degree 10 (6%) • ability to respond to students' needs 8 (5%) • understanding/ sympathetic 7 (5%) • sufficient knowledge of culture of the English-speaking countries 7 (5%) • creativity/ ability to make classes more interesting 6 (4%) • good classroom management skills 6(4%) • love for the job 5 (3%) • natural talent of being a teacher 5(3%)
51(100%)	98 (100%)	5(100%)	154 (100%)

Thus, the most frequently mentioned by NESTs during the interview characteristic of an English teacher was *being understanding/sympathetic* (10%), implying an ability to understand multiple challenges faced by the students and to facilitate their language learning.   The following are some remarks made by NESTs:

Sympathy for the learner, sympathy for the language learner. So, that helps if you've learned another language yourself, then you can appreciate just how difficult that is. (NEST5)

First of all, what makes a good teacher, is somebody who has compassion and empathy and an ability to interact with the students, but do it on a professional level. Then what makes a good English teachers is somebody who can do that, but do through English. And can explain to the students what that is that they need to know and need to understand in a simple way. That they can reach the students on their level. Two years ago I had to teach elementary students for the first time, since I came to Turkey. "Oh, God how to teach elementary students? I don't have any Turkish." But if you can bring yourself down to use basic English, and then have the ability to increase the amount of English that you are using, I think that makes a good English teacher. (NEST14)

The second most significant quality of a good teacher mentioned by NESTs, was the teacher's *affection for the job* (8%). To illustrate:

You have to like the subject as well. If you are not too passionate about it, you are not going to teach it. (NEST7)

(A good English teacher is) someone who is interested in teaching English. I think interest is very important. (NEST13)

Some NESTs attached importance to the teachers' *level of English language proficiency* (6%). For example:

Well, the obvious things, they should have a good knowledge of the language. (NEST1)

I think that they should have a good grasp of the language in terms of grammar, in terms of vocabulary, also I think that pronunciation is important, it's not critical, but I think it's important, because, I mean, the students take you as a role model.(…) The pronunciation doesn't have to necessarily be exactly like natives', but it should be at least correct let's say. (NEST2)

In addition, real significance was given to overcoming professional and mental stagnation through *personal development* (6%), involving perpetual learning of new information. To illustrate:

First of all, a teacher in general, I think is always willing to learn something new. So, in pedagogy sense, because that's what I've learned from methodology and pedagogy, is that you are always learning. And you always have to keep up with the new skills, and the new ways of applying the skills in the classroom. So, that's probably one thing that makes a really good English teacher. You are always learning, you are always taking input, you are always sharing, you are always learning from the students, and following what they need, and trying to apply and to adopt that in your classroom. (NEST12)

Knowledge of the subject is quite helpful. And if not knowledge, at least the curiosity to get the knowledge that you don't have. (NEST8)

It was particularly claimed that a good English teacher should work on their language proficiency development, and be always updated about the changes taking place in the language. To illustrate:

And it sounds very stupid, but a good knowledge of the language. And this means keeping up with the language that changes all the time. Every summer when I go home I hear words that I've never heard before. I have to ask people: "What's that about?" And I think this is the part of the problem, a lot of people graduate from education departments, and that's it, that's done, and they never progress from there. Especially with these university students, it's very hard to keep in touch with them if you haven't moved along with the times, the technology and just the way the language works. You have to keep up with your subjects, you would do that if you were teaching physics, you'd follow the latest developments, and so it's if you are teaching the language, it changes. (NEST5)

Additionally, it was emphasized that a good English teacher should be *friendly*, *possess good social skills* facilitating communication with their students and consequently improving language learning practices (8%). For example:

It would depend when you ask me that question, as I go through my career, the answer probably changes. I'd say happen to the last couple of years, I might have said methodology, a technique, the ability to present language. But nowadays I'm beginning to think that creating a good relationship, a good rapport with learners is the most important thing. Particularly when you understand how or you think you understand how learning goes, and the presentation in the classroom isn't necessarily the learning point. And working on the relationship with students can maybe change their attitude towards learning and they might do more things outside class. Then they might be more receptive to learn the language within the lesson. (NEST10)

The first thing I always think of any teacher, I think he has to have a good rapport in the classroom, has to be able to understand their students. (NEST11)

Furthermore, it was claimed that a good teacher *should be creative* enough to make the process of learning interesting and motivating for the students (6%):

For me, I think, the most important thing is the ability to engage the students, to activate the enthusiasm for the language, and also to try to help them make connections, just random thoughts that I'm having now, instead of just sort of giving things as separate pieces of information if you can somehow tight those together with something else I think that really helps. (NEST1)

I think, a good English teacher is flexible, I think, a good English teacher knows her own students, their strengths and their weaknesses, their likes and their dislikes, and personalizes each lesson as much as possible to keep the students interested and motivated. (NEST4)

Creativity is nice, the sense of humor is nice. (NEST8)

In addition, NESTs expressed an idea that a good English teacher should possess an *ability to inspire students to learn the language* (6%). For example:

We all have memories of good teachers in our past, they are always the ones that kind of inspired, which is a difficult thing to do with English, I think, especially what we are doing here which is basic English, you can't really inspire people to go on to become great writers, realistically, I think. (NEST1)

They advocated the importance of arousing students' interest in the target language through experience, consequently invoking the process of autonomous constructed learning, as opposed to teacher-focused transmission of knowledge formats. To illustrate:

Okay, first of all I think, a teacher is someone who can relate to the students and who is able to expose them to different experiences. And in this case with the English teacher, there would also be able to make them enjoy learning the language. It's probably the most important thing, if like you can get the vocabulary across, that's important, but it's more the students' job. I think for the teacher it's more to get them interested in learning English, so that the students take that interest and they are able to independently study on their own, build up their skills. (NEST9)

Major aspects in NNESTs' priority setting and the previously discussed qualities emphasized by the NESTs were marked by certain differences. Firstly, dissimilar to NESTs, calling attention to the role of teacher's personality and communicative skills,

NNESTs assigned primary importance to the teacher's *high level of English proficiency* (11%). To illustrate:

Obviously a great knowledge of English, the grammar. (NNEST15)

We need to have a good command of English and we need to give that impression to the students somehow. (NNEST16)

Teaching English, of course, the teachers should have the knowledge of English. Of course, there will be the gaps in the knowledge, of course we are dependent, it's not our native language, for example, and we are dependent on dictionaries, and some source books, some reference books, but it's okay. I mean that the general command of the language is I think important. (NNEST19)

Secondly, NNESTs highlighted the teacher's knowledge of *culture of the English-speaking countries* (6%). For instance:

A good English teacher should be proficient in cultural patterns of that language. And because we are not teaching that language, we are not only teaching the language, we are teaching the cultural patterns, and cultural attitudes, and cultural reasons behind some usages, and some behaviors. (NNEST7)

She must be an expert in English, not only pronunciation, not only grammar, not only vocabulary, but she must be familiar with the culture too. An English teacher must be someone fond of reading in English… it's my personal observation that in Turkey graduates of English philology who study a little literature usually make better English teachers than EFL graduates. (NNEST3)

NNEST5 argued that teaching the language should involve comparison between the culture of different countries and Turkey:

Knowledge of culture, of the culture they are living in, and being able to mediate between different cultures, comparing and contrasting different cultures. (NNEST5)

In addition, considerable importance was attached by NNESTs to the teacher's profound *knowledge of the subject* they are teaching (9%). To illustrate:

The knowledge in field, they must know whatever they teach; if they teach grammar, they must know the grammar rules, that they make them(selves) qualified to teach them, they must be ready to any questions that might come from students. (NNEST9)

But the most important point is knowledge, because if the students realize that the teacher doesn't know something, then things can get out of control. If they believe that the teacher knows everything, the teacher is in control of the situation in terms of the

topics that are being covered, then they really listen to the teacher, and the teacher has very little problem about the classroom management. (NNEST11)

I think, knowledge. Knowledge is the most important thing. Knowledge of the content, their area. (NNEST14)

First, of course there should be the content knowledge. I mean English content knowledge, what you are going to teach to your students according to your aims, of course. (NNEST25)

Furthermore, NNESTs argued that a good English teacher should undergo teacher training and gain proper *teacher qualification*s (8%). For example:

First, professional preparation is necessary, without knowing some methodology, how can you prepare for the lesson? You have to depend on your instincts, which is not, you know, safe all the time. (NNEST3)

You can also teach certain teachers how to do certain things in the class with their students. So, training is important, experience is important. (NNEST10)

Besides content knowledge, you also need pedagogical knowledge and knowledge about teaching strategies and teaching theories, for instance. (NNEST25)

NNESTs gave prominence to the teacher's *ability to respond to students' needs* (6%). Here some examples:

And also you should appeal to your students' learning styles, different styles, because we have lots of different people, actually, in the class, so you should care for their needs in this sense, their learning styles, strengths and weaknesses. (NNEST21)

The first thing, I guess, the genuine interest the teacher shows in the students, I mean, while having a lesson with their students, the teacher should really be interested in the students' needs, first of all. (…) As teachers, we should be helpful, we should be supportive, we should be caring for our students. And if our personality is that way then we'll become good teachers. (NNEST17)

A good English teacher should think of the needs of the students and plan the lessons according to their needs. Because following the book, it is not being a teacher. It doesn't show it. In my opinion, first thing is the needs of the students and then encourage them to participate as much as possible. (NNEST24)

Furthermore, NNESTs claimed that having *good classroom management skills* (6%) is an essential asset of a good teacher, since establishing discipline in the classroom often presents difficulties in their context of a private university. For instance:

Classroom management skills, this is also very important, especially in the school we are having difficulties in that, because we have a very difficult classroom profile, a student profile. Because it's a private university, a lot of students here actually are coming from richer families, and I don't know how come, but their behaviors are not mature, actually. It's also related to the high school system. This is very important, because we are losing a lot of time managing the classroom. (NNEST19)

I think, a good teacher should have a good classroom management as well, especially here at BUSEL we are dealing with students like high school students, and we need to have good management skills as well. (NNEST20)

Similar to NESTs, NNESTs attributed importance to *good communication skills* (5%), claiming that teachers' inability to establish rapport with students may hinder their language learning. To illustrate:

Communication skills, I think that's really important. Interpersonal skills are very important, because a person might be very good at subject knowledge regardless of the field. But if this person is a teacher and if she's not having good relationships with other people, like students or other teachers, colleagues, this might be a very big problem. (NNEST23)

He or she needs to be a good communicator, and that teacher's presence should be strong in the class. (NNEST16)

In the "other" group, the interviewees also made account of being *friendly* and having *good communication skills* (40%) as a significant quality of a good English teacher. To illustrate:

Being able to communicate with your students, to be a friendly teacher-that helps a lot, but not overfriendly. (Other1)

Table 5 demonstrates basic responses provided by various types of teachers to the interview question 1.

Table 5 Teachers' responses to **the interview question 1**, *What do you think makes a good English teacher?* (Total number of response types=41; Total number of tokens=154; Total number of NESTs' tokens=51; Total number of NNESTs' tokens=98; Total number of Other teachers' tokens=5).

I. Pedagogical knowledge		
1. knowledge of the content /ability to answer questions 11(22%) **2.** professional preparation/proper degree/knowledge of methodology/qualifications/pedagogic knowledge 10(20%) **3.** should be creative/be able to modify materials/make classes more interesting 6(12%) **4.** classroom management skills 6(12%) **5.** flexibility/ability to adjust to students' level/reach students on their level 5(10%) **6.** should train students to be autonomous/to be able to study independently 3(6%) **7.** experience 3(6%) **8.** should have an ability to teach/convey what you know to students/effective teaching skills 3(6%) **9.** should be able to teach in different contexts 1(2%) **10.** should be organized/consistent/prepared for the lesson 1(2%) **11.** should be able to explain in a simple way 1(2%) **12.** should be able to make good decisions 1(2%) **Total:** 51(100%)/(33%)		
NEST	**NNEST**	**Local Other**
3. should be creative/be able to modify materials/make classes more interesting 3(21%) **1.** knowledge of the content /ability to answer questions 2(14%) **2.** professional preparation/proper degree/knowledge of methodology/qualifications/ pedagogic knowledge 2(14%) **5.** flexibility/ability to adjust to students' level/reach students on their level 2(14%) **6.** should train students to be autonomous/to be able to study	**1.** knowledge of the content/ability to answer questions 9(24%) **2.** professional preparation/proper degree/knowledge of methodology/qualifications/pedagogic knowledge 8(22%) **4.** classroom management skills 6(16%) **3.** should be creative/be able to modify materials/make classes more interesting 3(8%) **5.** flexibility/ability to adjust to students' level/reach students on their level 3(8%) **7.** experience 3(8%) **8.** should have an ability to teach/convey	

85

Table 5 (continued)

independently 2(14%) **8.** should have an ability to teach/convey what you know to students/effective teaching skills 1(7%) **10.** should be organized/ consistent/prepared for the lesson 1(7%) **11.** should be able to explain in a simple way 1(7%) **Total:** 14(100%)/(27%)/(9%)	what you know to students/effective teaching skills 2(5%) **6.** should train students to be autonomous/to be able to study independently 1(3%) **9.** ability to teach in different contexts 1(3%) **12.** ability of making good decisions 1(3%) **Total:** 37(100%)/(73%)/(24%)

II.   *Socio-affective skills*

1. friendly/good communication/interpersonal skills/ rapport with students 11(26%)
2. ability to respond to students' needs/awareness of students' needs/following what students need 8(19%)
3. understanding/sympathetic/the one who can relate to students 7(17%)
4. facilitator/helping/ability to develop students 4(10%)
5. should give students a feeling learning English is enjoyable/useful/activate students' enthusiasm for the language/inspire/motivate students to learn 4(10%)
6. should know students' strengths and weaknesses/appeal to students' learning styles/should be aware of Turkish students' difficulties and teach accordingly 3(7%)
7. should be interested in students' needs 2(5%)
8. should see students as individuals 1(2%)
9. should know students' psychology 1(2%)
10. should get feedback from students 1(2%)
Total: 42(100%)/(27%)

NEST	NNEST	Local Other
3. understanding/sympathetic/the one who can relate to students 5(31%) **1.** friendly/good communication/interpersonal skills/ rapport with students 4(25%) **5.** should give students a feeling learning English is enjoyable/useful/activate students' enthusiasm for the language/inspire/motivate students to	**2.** ability to respond to students' needs/awareness of students' needs/following what students need 6(27%) **1.** friendly/good communication/interpersonal skills/ rapport with students 5(23%) **4.** facilitator/helping/ability to develop students 3(14%)	**1.** friendly/good communication/interpersonal skills/ rapport with students 2(50%) **4.** facilitator/helping/ ability to develop students 1(25%) **5.** should give students a feeling learning English is enjoyable/useful/activate students' enthusiasm for the

Table 5 (continued)

learn 3(19%) 2. ability to respond to students' needs/awareness of students' needs/following what students need 2(13%) 6. should know students' strengths and weaknesses/appeal to students' learning styles/should be aware of Turkish students' difficulties and teach accordingly 1(8%) 7. should be interested in students' needs 1(8%) **Total:** 16(100%)/(38%)/(10%)	3.understanding/sympathetic/the one who can relate to students 2(9%) 6. should know students' strengths and weaknesses/appeal to students' learning styles/should be aware of Turkish students' difficulties and teach accordingly 2(9%) 7. should be interested in students' needs 1(5%) 8. should see students as individuals 1(5%) 9. should know students' psychology 1(5%) 10. should get feedback from students 1(5%) **Total:** 22(100%)/(52%)/(14%)	language/inspire/motivate students to learn 1(25%) **Total:** 4(100%)/(10%)/(3%)

III.   Personality characteristics

1. love for the job/being interested in teaching English/should enjoy teaching/love for the subject 5(18%)
2. natural talent/inborn capacity/innate skills/natural teacher 5(18%)
3. self-development/open to learning/ should keep up with the language 5(18%)
4. active/involved/enthusiastic/willing 3(11%)
5. supportive/caring/loving 3(11%)
6. patient/tolerant 3(11%)
7. open-minded 1(4%)
8. fair 1(4%)
9. good sense of humor 1(4%)
10. hardworking 1(4%)
Total: 28 (100%)/(18%)

NEST	**NNEST**	**Local Other**
1. love for the job/being interested in teaching English/should enjoy	**2.** natural talent/inborn capacity/innate skills/natural teacher 3(20%)	

Table 5 (continued)

teaching/love for the subject 4(31%) **3.** self- development/open to learning/ should keep up with the language 3(23%) **2.** natural talent/inborn capacity/innate skills/natural teacher 2(15%) **5.** supportive/caring/loving 1(8%) **6.** patient/tolerant 1(8%) **9.** good sense of humor 1(8%) **10.** hardworking 1(8%) **Total:** 13(100%)/(46%)/(8%)	**4.** active/involved/enthusiastic/ willing 3(20%) **3.** self- development/open to learning/ should keep up with the language 2(13%) **5.** supportive/caring/loving 2(13%) **6.** patient/tolerant 2(13%) **1.** love for the job/being interested in teaching English/should enjoy teaching/love for the subject 1(7%) **7.** open-minded 1(7%) **8.** fair 1(7%) **Total:** 15(100%)/(54%)/(10%)

IV. *English proficiency*

1. good knowledge of English/expert in English/good command of English 14(70%) 2. should have good/correct pronunciation/knowledge about different pronunciation types 3(15%) 3. should be a learner of a foreign language 1(5%) 4. should have deeper understanding of English itself 1(5%) 5. should love reading in English 1(5%) **Total:** 20(100%)/(13%)		
NEST	**NNEST**	**Local Other**
1. good knowledge of English/expert in English/good command of English/grammar, vocabulary 3(50%) **2.** should have correct pronunciation 1(17%) **3.** should be a learner of a foreign language 1(17%) **4.** should have deeper understanding of English itself 1(17%) **Total:** 6(100%)/(30%)/(4%)	**1.** good knowledge of English/expert in English/good command of English/grammar, vocabulary 11(84%) **2.** should have good pronunciation 1(8%) **5.** should love to read in English 1(8%) **Total:** 13(100%)/(65%)/(8%)	**2.** knowledge about different pronunciation types 1(100%) **Total:** 1(100%)/(5%)/(1%)

Table 5 (continued)

	V. *Culture-related implications*		
	1. should have good knowledge of English culture 7(54%) **2.** should have wide general culture/general knowledge 3(23%) **3.** should be able to mediate between/compare/contrast Turkish and English cultures 2(15%) **4.** knowledge of Turkish culture 1(8%) **Total:**13(100%)/(8%)		
NEST	**NNEST**	**Local Other**	
1. should have good knowledge of English culture 1(50%) **3.** should be able to mediate between/compare/ contrast Turkish and English cultures 1(50%) **Total:** 2(100%)/(15%)/(1%)	**1.** should have good knowledge of English culture 6(55%) **2.** should have wide general culture/general knowledge 3(27%) **3.** should be able to mediate between/compare/ contrast Turkish and English cultures 1(9%) **4.** knowledge of Turkish culture 1(9%) **Total:** 11(100%)/(85%)/(7%)		

89

4.1.1.1. Discussion and Conclusions

Analysis for the sub-question 1 of the research question 1 included teachers' responses to the interview question 1, inquiring about the qualities of a good English teacher. It revealed a complex picture of various factors presumably underlying effective teaching practices, conditioned by the instructor, the learner, and the actual context (Fernstermacher & Richardson, 2005). In the context of the present study, the mostly emphasized qualities of an effective English teacher pertained to pedagogical knowledge and socio-affective skills. Some previous studies focusing on the points related to effective teaching and conducted in similar and dissimilar contexts, obtained comparable to the present study results (Park & Lee, 2006; Shishavan & Sadeghi, 2009; Mahmoud & Thabet, 2013; Mullock, 2010). Within the pedagogical skills category, profound knowledge of the teaching content (Brosh, 1996; Arıkan et al, 2008; and Mullock, 2010), appropriate teaching qualifications (Arıkan, 2010), good classroom management skills (Koutsoulis, 2003; Arıkan, et al., 2008), creativity and ability of teaching in an entertaining way (Koutsoulis, 2003; Borg, 2006; Park & Lee, 2006; Arıkan et al, 2008; Telli et al., 2008; Shishavan & Sadeghi, 2009; Mullock, 2010; and Mahmoud & Thabet, 2013) emerged as the top qualities of an effective instructor. Furthermore, specific qualities focusing on the affective domain, defined by Aydin et al. (2009) as an intrinsic part of the effective teaching, were the teacher's ability to respond to students' needs (Cheung, 2006; Shishavan & Sadeghi, 2009; and Mahmoud & Thabet, 2013), good communication skills (Koutsoulis, 2003; Telli et al., 2008; Çakmak, 2009; Arıkan, 2010; Mullock, 2010; and Wichadee & Orawiwatnakul, 2012)**,** being understanding, as defined by Mullock (2010) showing "sensitivity, concern, willingness to help students" (p. 103), and being able to motivate students to learn English (Brosh, 1996, Koutsoulis, 2003; Park & Lee, 2006; Telli et al., 2008; Çakmak, 2009; Shishavan & Sadeghi, 2009 and Mahmoud & Thabet, 2013).

Other significant qualities of an effective English instructor as perceived by the participants in the present context, and also emphasized by the previous research listed in the parentheses, related to the general categories of personality characteristics

(Koutsoulis, 2003; Shishavan & Sadeghi, 2009; and Mullock, 2010), English proficiency (Brosh, 1996, Park & Lee, 2006; Arıkan et al., 2008; Shishavan & Sadeghi, 2009; Mullock, 2010; and Mahmoud & Thabet, 2013), and cultural awareness (Arıkan, 2010; Mullock, 2010). The most appreciated personal qualities of an effective teacher included being devoted to their job, open to learning and self-development, identified by Cheung (2006) as having "enthusiasm for teaching" (p. 436), and conforming to the earlier studies presented by Borg (2006), Arıkan et al. (2008), Çakmak (2009), and Mullock (2010).

Investigation into the differences between NESTs and NNESTs' perceptions of the concept of teacher effectiveness revealed clear preferences of NESTs for socio-affective skills, in contrast to NNESTs that generally put emphasis on teacher's pedagogical knowledge. A closer inquiry into specific qualities identified by various teachers provided evidence for widely divergent beliefs held by NESTs and NNESTs. Thus, according to NESTs, sympathy and understanding to students, good communication skills, positive influence on students' motivation to learn English, affection for teaching, orientation to self-improvement and openness to learning, creativity, and a good command of English were found to be the top qualities an effective English teacher should possess. NNESTs tended to believe that a high level of proficiency in English, extensive knowledge of the teaching content, proper professional preparation and a teaching degree, effective classroom management skills, ability to respond to students' needs, good communication skills, and knowledge of the target-language culture were the crucial factors in making a good English teacher. Although NESTs and NNESTs concurred with the importance of English proficiency and communication skills for effective teaching, the value attached by them to these characteristics was slightly different. For instance, NESTs emphasized the importance of good communication skills for an English teacher slightly more than NNESTs (8% and 5%, respectively). On the other hand, NNESTs mentioned that a good English teacher is supposed to be highly proficient in English almost twice more frequently that NESTs (11% and 6%, respectively).

None of the listed qualities explicitly favored one teacher type over another, and consequently, commonly apply to both NESTs and NNESTs. However, by analogy with Mullock's interpretations (2010), comparing the abovementioned qualities to the perceived dissimilarities in teaching behavior between NESTs and NNESTs, elicited by Medgyes (1994) from 216 English teachers working in ten different countries, it was assumed that some of the good teacher's qualities may imply stereotypical preferences for either NESTs or NNESTs. Medgyes (ibid.) appraised the chart in the following way: "to my mind, most of the items in Table 8 do not carry value judgments. Some of them imply equal values (such as focus on fluency versus accuracy, or flexibility versus cautiousness). Others are ambivalent in nature" (p. 57). For example, the essence of NESTs and NNESTs' content knowledge is considered to be different, thus, NNESTs, due to their language learning experiences, are guided by declarative knowledge, and NESTs, due to acquiring English through a subconscious process, generally possess procedural fluency. Classroom management styles of NESTs and NNESTs are also believed to be different and judgments about them are context-based; as opposed to NNESTs, tending to assume a more guided approach, NESTs presumably support a more flexible and easygoing teaching style. Such characteristics as 1) being understanding and sympathetic to students, 2) having affection for teaching, and 3) an ability to respond to students' needs, could be interpreted as favoring NNESTs, and 1) possessing a high level of proficiency in English, 2) sufficient knowledge of culture of the English-speaking countries, and 3) creativity could be stereotypically attributed to NESTs (Table 6). Thus, in view of the general distribution of the above listed characteristics based on the teachers' perceptions of NESTs and NNESTs in Medgyes's study (ibid.), it was concluded that effective teaching procedures imply a balance of various qualities, which stereotypically and hypothetically could be, but at that point were not ascribed by the teacher participants to either NESTs or NNESTs.

Table 6 Major qualities of a good English teacher as perceived by the teachers in the study and perceived differences in teaching behavior between NESTs and NNESTs presented by Medgyes (1994)

Qualities of a good English teacher as perceived by:		Perceived differences in teaching behavior between (Medgyes, 1994):	
NESTs	**NNESTs**	**NESTs**	**NNESTs**
understanding/sympathetic		• are less empathetic	• are more empathetic
good communication skills	good communication skills	"familiarity with the language brings NESTs closer to their students' cultural roots" (ibid., p. 58)	"in a monolingual class we certainly have far more background information about the students than even the most well-informed NEST" (ibid., p.59)
love for the job		are less committed	are more committed
high level of proficiency in English	high level of proficiency in English	• speak better English • use real language • use English more confidently	• speak poorer English • use 'bookish' language • use English less confidently
creativity/ability to make classes more interesting		• are more innovative • use a variety of materials	• are more cautious • use a single textbook
should motivate students to learn English			
	extensive knowledge of the teaching content	• are less insightful (*procedural knowledge*) • focus on: fluency, meaning, language in use, oral skills, colloquial registers • teach items in context	• are more insightful (*declarative knowledge*) • focus on: accuracy, form, grammar rules, printed word, formal registers • teach items in isolation

Table 6 (continued)

self-development/ open to learning	professional preparation/teaching degree	"I claim that the best model is the one who has undergone proper training and is endowed with certain 'extra qualities'" (ibid., p. 51) "there are thousands of unqualified or underqualified native speakers teaching English in all corners of the world" (ibid., p.63)	
	good classroom management skills	• adopt a more flexible approach • are more casual • prefer free activities • favor groupwork/ pairwork	• adopt a more guided approach • are more strict • prefer controlled activities • favor frontal work
	ability to respond to students' needs	attend to perceived needs	attend to real needs
	sufficient knowledge of culture of the English-speaking countries	supply more cultural information	supply less cultural information

4.1.2. Teacher Perceived Characteristics of NNESTs and NESTs

This part of the study incorporates data obtained by teacher questionnaire Likert scale statements and interview questions dealing with the role of NNESTs and NESTs in the classroom, their advantages and problems faced when teaching English.

4.1.2.1. NNESTs' General Self-Perceptions

Items 10-13 are related exclusively to NNESTs' identity, and NNESTs' general perceptions of themselves as NNESTs. For item 10, *If you consider yourself a NONNATIVE speaker of English: Your students can guess that you are a NONNATIVE speaker of English,* certain differences were revealed between the NNEST and the "other" groups. Most of the NNESTs responded positively (M=3.75): 36% of them agreed and 37% strongly agreed that without an official introduction, their students are able to identify them as nonnative speakers of English. In the "other" group, 57% of respondents left this item unmarked (57%), and the others expressed either uncertainty (14%) or negativity (14%-disagreed and 14%-strongly disagreed). Figure 6 demonstrates the percent of different responses provided by different teacher groups to item 10.
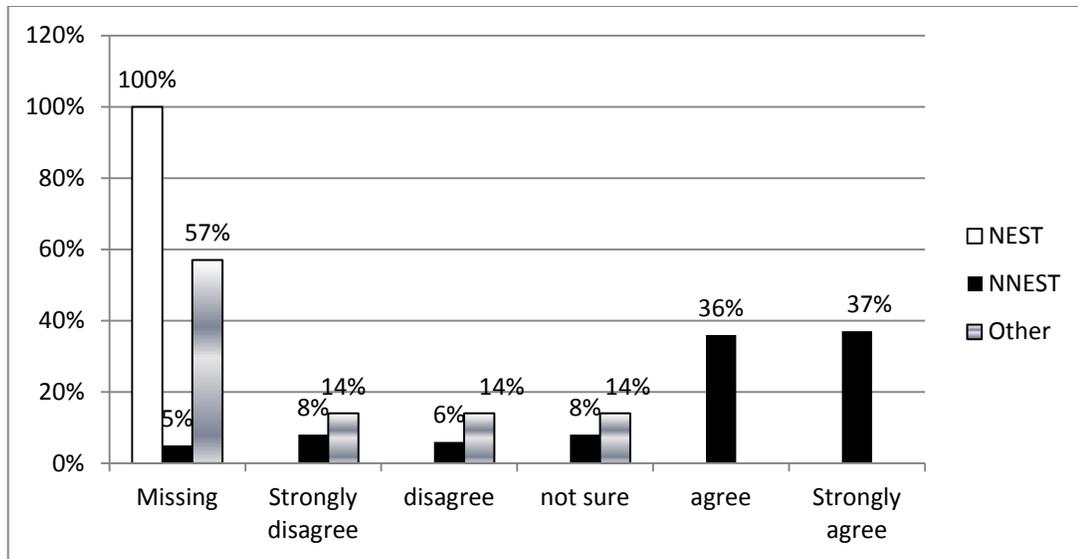
Figure 6 Percent of teachers' responses to **item 10**, *If you consider yourself a NONNATIVE speaker of English: Your students can guess that you are a NONNATIVE speaker of English.*

Analysis of data for item 11, *"If you consider yourself a NONNATIVE speaker of English: You tell your students that you are a NONNATIVE English speaker"* demonstrated mostly positive reactions of NNESTs (M=3.67): 23% of NNESTs agreed and 47% strongly agreed with the statement. In the "other" group, 43% opted to leave this item unmarked, and a big percentage of respondents (43%) strongly agreed with the statement. Figure 7 demonstrates the percent of responses provided by various teachers to item 11.
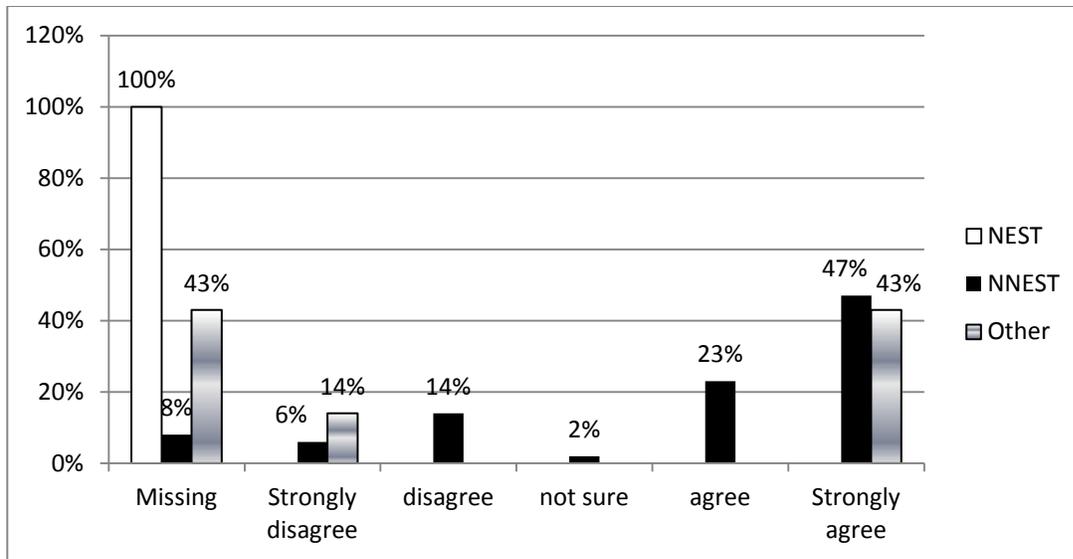
Figure 7 Percent of teachers' responses to **item 11**, *If you consider yourself a NONNATIVE speaker of English: You tell your students that you are a NONNATIVE English speaker.*

For item 12, inquiring whether the NNESTs feel that they are often being sidelined as teachers for not being native speakers, negative responses prevailed within both the NNEST and the "other" groups (Figure 8). In the NNEST group (M=1.88), 27% of respondents strongly disagreed, 36% disagreed, and 14% expressed uncertainty. However, a few NNESTs responded positively: 8% agreed, and 3% strongly agreed with the statement. In the "other" group, 43% left the item unmarked, 43% demonstrated strong disagreement, and 14% expressed moderate disagreement.
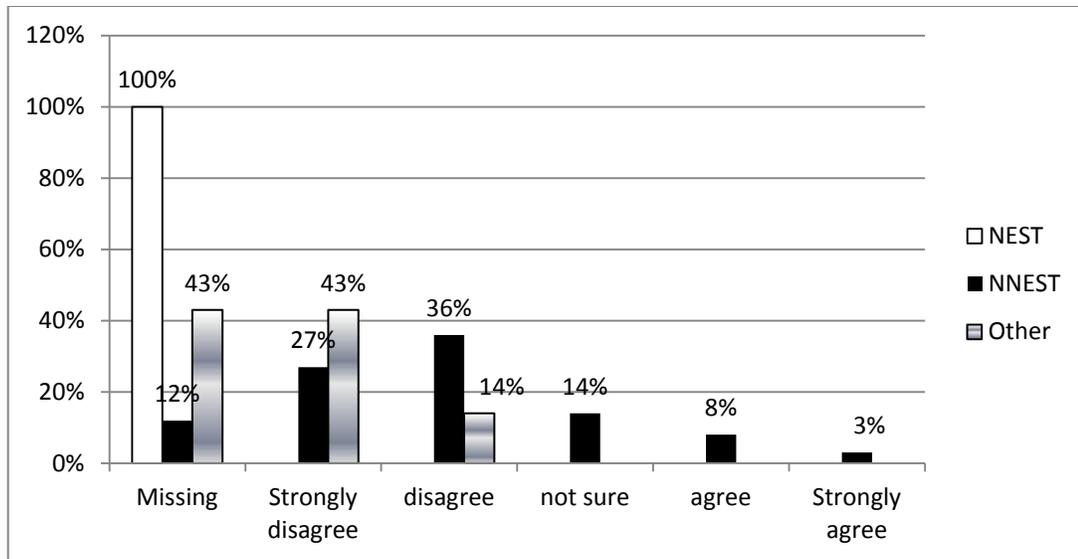
Figure 8 Percent of teachers' responses to **item 12**, *If you consider yourself a NONNATIVE speaker of English: You feel that you are often being sidelined as a teacher for not being a NATIVE speake*r.

The general question 13 asked NNESTs if they have experiences of living or/and studying in an English- speaking country. As demonstrated in Figure 9, 30% of NNESTs answered positively and 70% answered negatively to the question.   In the "other" group, 43% opted to leave the question unanswered and the rest 57% responded positively. The most frequently visited English-speaking countries were the USA and the UK. The time spent in the country ranges from 1 month to 15 years. The overwhelming majority resided in an English-speaking country for a period not exceeding 2 years.
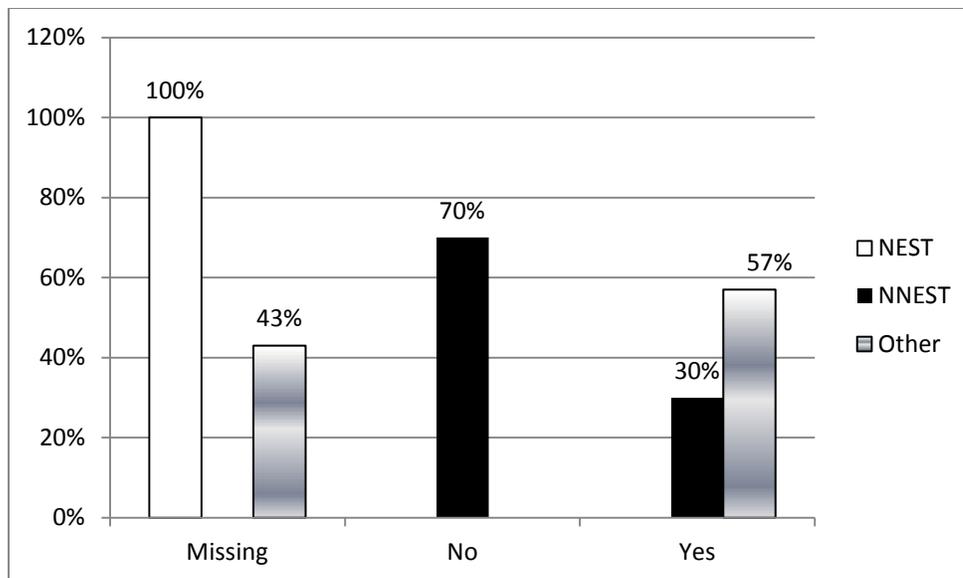
Figure 9 Percent of teachers' responses to **item 13**, *If you consider yourself a NONNATIVE speaker of English, have you ever studied/lived in an English-speaking country?*

The second part of the question 13 asked the NNESTs having experience of living abroad, whether they feel more at home in English thanks to their having spent some time in an English-speaking country. The majority of respondents, who answered positively to the previous question, claimed that their experiences of living in an English-speaking country had a positive influence on their general confidence in English (Figure 10).
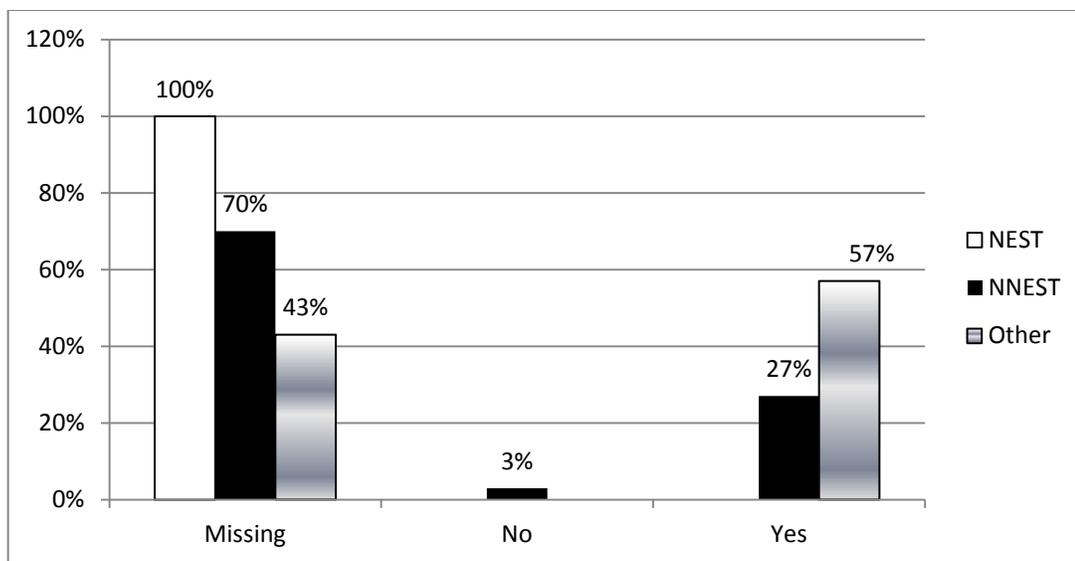
Figure 10 Percent of teachers' responses to **item13b**, *Do you feel more at home in English thanks to your having spent some time in an English-speaking country?*

4.1.2.2. LNNESTs' Advantages and Disadvantages

This part of the study explores responses of NESTs and NNESTs to the interview questions 2 and 3 asking to specify the most valuable qualities and the most serious weaknesses of LNNSTs.

4.1.2.2.1. Advantages of LNNESTs

In general, most interviewees emphasized LNNESTs' belonging to the same culture as their students and ability to relate to their students' problems as their major advantages. LNNESTs' experience of learning a foreign language and their native proficiency in Turkish were also attributed to their main advantages. Some participants added that the profound knowledge of their mother tongue enables LNNESTs to foresee Turkish students' linguistic problems arising as a consequence of L1 interference. It was also mentioned that LNNESTs are aware of Turkish students' learning habits, as they are thoroughly familiar with peculiarities of the educational system in Turkey from their

previous experiences as students, so it's easier for LNNESTs than for foreign instructors to establish rapport with Turkish students. As observed by some interviewees, sharing students' native language and culture is especially beneficial when teaching lower proficiency level groups. Additionally, it was claimed that LNNESTs are proficient in grammar and are capable of providing explanations of complex grammar rules.

However, diverse types of teachers placed greater amount of importance on slightly different characteristics of LNNESTs. For example, NESTs singled out their knowledge of students' culture, native proficiency in Turkish, experience of learning a foreign language, and resulting from it, increased awareness of grammar rules as LNNESTs' best qualities. The vast majority of LNNESTs, in the first place, emphasized their own ability to relate to students' difficulties, knowledge of the Turkish language and culture, experience of learning a foreign language, and ability to anticipate students' mistakes as the most important advantages. The major LNNESTs' advantages elicited from teachers' interview responses are provided in Appendix K.

4.1.2.2.1.1. Native Turkish proficiency

NESTs emphasized LNNESTs' ability of understanding the subtleties of the Turkish language and various socio-cultural patterns that offers these teachers certain advantages over foreign instructors, even over foreigners proficient in Turkish. According to NESTs, the native proficiency in Turkish ameliorates LNNESTs' awareness of students' problematic zones emerging in the process of foreign language learning. To illustrate:

The main advantage, I think, of course is knowing, having a better idea of maybe their culture and general things that are happening in the country, and also knowing the (Turkish) language better than the native speakers, like an American in Turkey, for example. Because no matter how much Turkish the English native speaker knows they still, perhaps, they can't answer any question, there are cases when they can't. (NEST4)

They know the system, they know the students better than foreign teachers do usually, unless you've been here 30 or 20 years like X. Yeah, they know the system and, of course, is the language, knowing the students' mother language is a benefit as well. For explanation and that sort of thing, I guess. You know the students, their behavior, where they are coming from, types of students, that's important, and then the language.

Knowing the backgrounds, and also knowing the language, if you get stuck explaining something you always have the language to fall back on. (NEST7)

Also a local teacher has advantage of knowing Turkish, and so knowing on why learners make particular mistakes, it's easier for them to anticipate what these mistakes would be. (NEST8)

Ability to use the language; the debate about L1 is changing now and it's more acceptable to use it in the classroom, and hopefully local teachers will realize that they can use it in the classroom. So, that's a potential benefit, as long as it's not overused. Knowing the language as well they can identify weak points in the learners' L2, and then focus on them. (NEST10)

LNNESTs also referred to the native Turkish proficiency as one of their major assets, enhancing understanding of the principal origins of students' mistakes, permitting to disclose differences and similarities between L1 and L2, facilitating teaching of writing, vocabulary, and grammar, making it possible to save time during the lesson, to explain difficult concepts and cultural peculiarities. A number of LNNESTs advocated the use of Turkish with their students. To illustrate:

The most important advantage is, you know, we speak the same language of the students. So, it's a very important advantage. The students have the luxury to speak Turkish with us, they can easily, you know when they get confused or get lost, they just resort to Turkish, so that they can sort out the problem. They can easily switch to Turkish, and talk about the problem, or the point that they are not understanding, so it's a big big advantage. (NNEST16)

(...) knowing the students' first language, native language, can help you anticipate why they are making some mistakes, not the mistakes themselves, but sometimes I hear something my students say or look at their writing and I am able to say that they are thinking in Turkish, and they are making these specific mistakes because those things are in Turkish. Maybe that's the only helpful point. (NNEST3)

I think one of the biggest advantages is having the possibility to compare and contrast, especially some structures that are expressed totally differently in English and Turkish. You can see the difficulties of Turkish learners. If you are teaching in a monolingual class, like we are teaching mostly to the Turkish students. You can draw inferences from your own experiences, difficulties. And you can understand, because you know the language, I think, this is one of the biggest advantages. (NNEST19)

We share the same language; I think it's an advantage. Some people see it like a disadvantage, because students tend to speak in Turkish. I think there should be a part or space where we should explain things in Turkish as well. Why not? It's kind of ease at the same time, I don't see it as an obstacle all the time. That's a huge advantage for me, if I can't explain vocabulary at times and if there is a certain word or phrase in Turkish,

which covers the meaning totally, then I can use a Turkish version. I am not that against the idea of using Turkish in class. (NNEST18)

4.1.2.2.1.2. Rapport with Students

Giving credit to LNNESTs' knowledge of the Turkish language and culture, NESTs mentioned LNNESTs' capability of establishing rapport with their students, especially with lower level ones, owing to their knowledge of Turkish and very similar personal experiences.

In some cases they can develop a better rapport with students, not all the time, but in some cases they can. Especially with lower level students, because they can reach them, and they can understand them, and so the students know that even if they switch to Turkish, they can be understood, and that's an advantage for, let's say, a brand new student who's entering university for the first time, and they're living miles and miles away from their parents, knowing that a Turkish teacher can understand them in Turkish, can give them maybe comfort. (NEST14)

(...) understanding maybe some of the social problems of the kids, especially trying to adapt to a place like this. From both ends of the scale, guys, if come from Istanbul, where it's bright and flashy, they come to Ankara and they're bored to death. So, a Turkish teacher would have more of a feel for that. Similarly, some guy who's come from a small town somewhere in the middle of nowhere, and suddenly is in what looks like a big bright city. That's a real shock, the family stresses, perhaps a greater sensitivity, not to what can be done in the class, but how it can be done. (NEST5)

LNNESTs' accounts revealed similar ideas in terms of their ability to relate to their students' daily life experiences and social issues. To illustrate:

I think it is the cultural aspect, because we can relate more to the students, their problems, the difficulties that they encounter while learning. Myself, I am a graduate of METU, I lived in the dormitories, I know all the problems there and everything. It makes it easier to connect with the students, which is important. (NNEST2)
Maybe I don't want to differentiate native-nonnative teachers, but the fact that I'm working in Turkey, I can talk about the closeness between Turkish students and Turkish teachers, because they have similar backgrounds, and they have similar maybe expectations, they make similar mistakes, or the teacher made similar mistakes, you know, to the students' mistakes. (NNEST22)

Additionally, LNNESTs mentioned that various language, culture, or behavior matters, occurring in the classroom and being easily settled by them, often become a real challenge to NESTs. For instance:

Turkish English teachers have a better understanding of the class profile always. And this is what I hear from the students as well, you know. There's a better communication there. And sometimes if some problem rises in the classroom some native teachers cannot deal with it, as a Turkish teacher would do. So, I think that's important. Personal problems, and, you know, if there some behavior problems, the native teacher cannot really deal with it in an efficient way, I believe so. That's what I hear from the students as well, in fact. (NNEST15)

Communication might be another advantage. Since you know the culture, you know sometimes, you know, teachers tend to take things personally. What I mean is nonlocal teachers, foreigner teachers, so this doesn't happen a lot but whenever this happens as a Turkish English teacher I always tell them that most of the time because of the limited language students cannot say things they can't hedge and sometimes you may think that it's something personal, but please don't take it personally and try to see it from that perspective. I think that also an advantage to know what they think or what they are trying to say, regarding the students I mean. (NNEST23)

(…) for foreign teachers, for natives, sometimes they have difficulty understanding students and because in the tearoom we share our opinions on our experiences, and some of them, they can't understand them because of their intonation, because of their word choice, selection, but I don't experience such type of problems, unless the students' language is very poor. (NNEST24)

NNEST21 made a remark that lower and higher level students show preferences to different types of teachers:

(…) the lower levels prefer, they love Turkish teachers more, because they can communicate and they can tell the problems. But as the level goes up, I feel students want to see more native teachers in the class. (NNEST21)

Discussing LNNESTs' ability of developing rapport with students, some NESTs stated that the relationship between LNNESTs and their students is often based on the teacher's traditional authority relying on the social roles inhabited by teachers and students, and the common norms and values existing in Turkish society. Commenting on the teachers' authority in a teacher-student relationship, NESTs expressed unsupportive attitudes towards the traditional teacher domination in the classroom, giving preference to a more symmetric teacher-students relationship.

(…) they know the social roles of teacher-student in Turkish society, and I don't. And the students know the proper way to behave with the Turkish teacher, and so there's a certain cage in which they operate, you know, with this respect and authority. Whereas with me, they call me by my first name, which I encourage, whereas they don't even know the Turkish teachers' names. They call them "teacher". They have no idea what those teachers' names are. In my case, they know my name, so it's more personal. (NEST6)

The advantages local teachers have, they can build rapport with learners due to shared culture and possibly other local things, but not necessarily so, because there are lots local teachers who don't have necessarily good rapport, and the authority structure maintains relations in the classroom rather than something more affective or positively affective. (NEST10)

In contrast to NESTs, the ENNEST positively characterized communication between LNNESTs and their students imitating, in her opinion, the mother-children relationship inside the family. The ENNEST also noted that LNNESTs are generally well qualified. To illustrate:

I think they are able to establish contact with the class easily. They must be able to do that. Plus, you know, this kind of motherly feeling going on between them and class may be also very important especially for the low level students. Well, definitely they have good school of language learning and teaching. So, they definitely benefit from that. I mean, from the strong good educational background. (NNEST12)

4.1.2.2.1.3. Experience of Learning English as a Foreign Language

NESTs stressed the benefit of LNNESTs' first-hand English as a foreign language learner experiences providing them with better comprehension of the inner nature of processes students are going through and improving their intuitions related to various problems students might encounter in the process of learning.

I think that they've gone through the same experience that the Turkish students have gone through while learning English. So, I think that would give them some insight in how they've learnt English. So, because sometimes when I'm talking to my colleagues, we say, "oh I remember, when I was a student, I had the same problem. This is how I solved it." So it gives them insights into the students' learning processes. (NEST2)

They've been through the same process as the students, so they understand how the students are learning. Whereas for us, we are coming from a completely different culture, where we've learnt in different ways, and the education system has been very different. (NEST9)

It's that they've been through this process (...) They've more of an awareness of where the mistakes will come. That sounds to me how I've learned my Turkish, through observing the common mistakes of the students, I just began that must be the way it's in Turkish. So, I guess for the Turkish teachers that's a real advantage, that they know exactly where the weakness could be. (NEST5)

Similar to NESTs, LNNESTs repeatedly emphasized their benefit of being foreign language learners, claiming that experience of learning English as a foreign language brings them closer to their students, thus intensifying LNNESTs' ability of detecting and resolving students' problems:

Local teachers know what the students have gone through, because they are Turkish, for example. They know the difficulties that Turkish learners go through when they are learning the language, because they experienced the same thing when they were learning English. (NNEST5)

First of all, they know it is difficult to learn a foreign language, because they all went through the same difficulties and everything, so they know very exactly what they are going to have trouble with, which things. And I think they can actually help them when their problem occurs, rather than find out about what the problem was, they can instantly spot the problems out, and help them there and there. (LocalOther1)

4.1.2.2.1.4. Conscious Knowledge of Grammar

Another valuable quality directly associated with LNNESTs' experience of learning English as a foreign language was their knowledge of the structure of the language. Admiring LNNESTs' awareness of grammar rules and ability to offer intelligible explanations of grammatical points, some NESTs acknowledged their own drawbacks in the questions related to theoretical basis of English. Here are some examples:

I guess they are always good with the grammar. Which I don't think is the Turkish thing, I think it's just the nonnative thing. They've learnt the language through the structure of grammar. And from it they are able to teach grammar in the way we are supposed to teach grammar, which is through all these rules. Now for me as a native that's quite the opposite. Grammar can be quite foreign to me in fact. So, that's one thing that always impresses me is the knowledge of grammar, like the ability just to regurgitate all the rules. (NEST1)

(…) also the fact that they grew up learning the grammar in terms of grammar. For example, I personally I never learnt English in terms of grammar, I just learnt it like, you know, because it's my first language. That kind of gives them maybe an advantage in terms of grammar. (NEST2)

I think that they can relate to the Turkish students in certain ways that nonlocal teachers can't. If there's a question with the grammar, they can maybe explain it in a way that would be more helpful for the students, because they learnt English from a very early age and they are very familiar with these questions, because they asked them themselves when they younger and when they were learning. So, I think that the local teachers are better at teaching grammar, and I think that they are more familiar with the types of

questions, and the types of issues that students are going to have, especially with the grammar. (NEST13)

4.1.2.2.2. Disadvantages of LNNESTs

Pronunciation, vocabulary, including collocations, infrequently used words, phrasal verbs, idiomatic language, speaking, and cultural implications of English were identified as the major problematic areas of LNNESTs. Paradoxically, LNNESTs' native proficiency in Turkish previously referred to as an advantage, was frequently described as their disadvantage. It was also argued that LNNESTs have to spend more time and apply more efforts studying and preparing for their lessons than NESTs. Moreover, some interviewees expressed a view that LNNESTs generally have lower prestige among students than NESTs. In spite of a range of similar characteristics delineated by the participants, there were certain differences between NESTs and NNESTs' beliefs on that issue. For example, NESTs assigned more importance to the difficulties experienced by LNNESTs in terms of vocabulary, pronunciation, and cultural inferences of English. LNNESTs complained of their problems with pronunciation, pressure of L1 in the classroom, difficulties in producing natural language, lack of cultural knowledge, necessity of working harder than NESTs to improve themselves. LNNESTs' negative characteristics pointed out by the interviewees are presented in Appendix L.

4.1.2.2.2.1. Limited Vocabulary, Idiomatic language, and

Collocational Competence

NESTs' statements gave an outline of LNNESTs' linguistic weaknesses, including narrow vocabulary, problems with collocations, phrasal verbs, and idiomatic expressions, according to NESTs, obstructing LNNESTs' understanding of oral and written language and negatively affecting their classroom performance, since they might not be always ready to respond to their students' questions effectively.

(…) idiomatic expressions, phrasal verbs, those kinds of things can sometimes be problematic for them. Maybe they may read a text and get something from it that is quite different to what I may understand from the text, because there is the certainty they are not quite catching. (NEST1)

And they don't have the vocabulary knowledge the native speaker does. So, they are always afraid to be caught by their kids, so the kids will ask what does the word mean and they will take the attitude "I'm not a dictionary. Look it up." Whereas I know what the words mean, and so I'll just say "ask me, don't use the dictionary in the classroom". (NEST6)

Sometimes if a student asks about a particular word or collocation, the local instructors might not be able to know all the different contexts in which these words are used. Of course, they've had a lot of training and they know many different contexts, they know many different ways, but if a student asks a very particular question, or uses it in a very strange way that they've never seen before, perhaps they won't really know how to answer the question. (NEST13)

NEST8, although admitting having some gaps in his lexical knowledge, claimed that NNESTs generally encounter more problems with vocabulary than NESTs, and might have to make more efforts to expand their vocabulary knowledge than NESTs:

Personally, I tend to believe that native speakers don't make the best teachers, but it's how I got my job. So, there seems to be this misconception industry. But a nonnative teacher might have more problems with vocabulary; I think they might have to work harder on here and there. But you know, although I never say it aloud, occasionally I don't know a word, so I mean it's a problem of degree. I mean the big disadvantage for a nonnative would be just not having maybe the full scope, but again it's learnable. (NEST8)

4.1.2.2.2.2. Problems Producing Grammatical Structures

It was also mentioned that when speaking, LNNESTs occasionally fail to produce grammatically correct sentences, which on the contrary, without difficulty may be generated by NESTs, having innate grammatical structures at their disposal. However, in the context of the complex, dissimilar to Turkish, linguistic system of English, this disadvantage was interpreted as a natural outcome for LNNESTs, and stated not to be related to their teaching abilities. To illustrate:

When they're trying to communicate complicated structures, these things are so deeply internalized for us. When you stand back, and look at the language, "wow that's a great inconsistency how did they come up with that?" That's the evolved language as it is, but that's very hard. Certain aspects of the conditionals, they don't match up with Turkish. Yes, some of those. The more complex structures, the modals, but even as far down as the third person "s", however long you've spent learning this language, teaching this language, that's a hard thing to keep going. As far as disadvantages go, it's nothing to

do with the teaching, it's strictly linguistic problems. That's fine, that can't be avoided. (NEST5)

Moreover, it was claimed that NNESTs' lexicon deficiency can be compensated in a way through their mutually advantageous cooperation with NESTs, deriving benefit from NNESTs' ability of teaching grammar.

It's not really a problem, because they can always ask. Just like with us, the nonlocal teachers, if there's a problem with the grammar, I always go to the local instructors and I ask them, and then I confirm with them and I come back to the class and I have a much better answer. And I think that it's the same, it's "give and take", I think they did the same thing with these sorts of questions, they'll say, you know, "Is this sentence correct?" like, "Can it be used in this context?" So, I think that, you know, whereas we receive a lot of help from the local teachers in terms of grammar teaching, they receive help from us in terms of some of the more skills lessons like the listening and the reading lessons, because sometimes, maybe in a passage or in a listening transcript, there may be some words or collocations that they either don't know, or haven't heard, or have heard, but in different contexts. So, usually we have an exchange of these different problems, or issues. (NEST13)

LNNESTs' accounts in a number of cases echoed observations of NESTs; LNNESTs also noted that their' lexicon is limited in comparison with NESTs' vocabulary, and is the subject of persistent improvement efforts. In fact, the idea that NNESTs, forever remaining foreign language learners, are constrained to invest extra time, effort, and initiative to improve their linguistic knowledge and performance, ran through most of LNNESTs' narrations:

First of all, their vocabulary is not as good as native speakers', which is normal. They may have difficulty in vocabulary, but this is something that you can expand. They have to work harder, especially in their first years of teaching, if they haven't grown up in an English-speaking country. (NNEST10)

Because this is our second language, we still learn lots of things, so we need to update, we need to learn new things, and we cannot know each and every word in English. So, we are still studying to improve our language. So, this is I guess one of the disadvantages. And also everything is changing, and we are trying to keep up with the changes and we need to adapt, we need to prepare our lessons accordingly. So, this is the biggest disadvantage. (NNEST17)

With collocations, for example, we put so much emphasis on that, students just ask "teacher, do these two words collocate?" I can't be sure, I mean, it's not my native language, so we check, but we still give an answer, but not just like a kind of native teacher. Maybe a native teacher can just at that moment give the answer, but I think the

frequency or the immediacy let's say, it's not a big deal, I mean we also do our job, we do our best in that sense. (NNEST21)

If they are open to learning, they are no big weaknesses or concerns, <u>but of course we are not native speakers.</u> So, in terms of speaking, in terms of pronunciation maybe we have difficulties. Maybe some teachers, it's not all local teachers, but some local teachers, especially at the beginning of their career they may lack the necessary cultural background and knowledge maybe. So, this is also a very important part of language learning, but they may lack the important aspects, but within time I am sure, by referring to, resorting to different sources they could develop themselves and they can gain more knowledge, I guess. (NNEST22)

4.1.2.2.2.3. Limited Pragmatic Competence and Cultural Knowledge

NESTs noted that LNNESTs' generally lack socioculturally determined connections with English that frequently complicates their choice of language forms and structural patterns depending on various contextual variables, and consequently obstructs their teaching of pragmatic language aspects:

Weaknesses maybe, it's because of that, there are certain things, the culture maybe. It's not the culture as such, it's just the usage of certain statements, the usage of certain idioms, would be not too familiar with them. It doesn't mean that they don't know them, but maybe because they don't use it very often. It's a language, it has to be used. Then they are not too familiar. (NEST3)

They wouldn't have the same cultural background that would enable the students to understand holistically what English language learning would be about in terms of idioms, or expressions, things like that. But I mean that's why they ask these questions, they always ask "Oh, and where would you say this? What would you say here? When would you use this?" (NEST9)

LNNESTs affirmed the existence of certain deficiencies in their cultural knowledge, referring not only to the contextually determined language, but also to social values, customs, traditions, and symbolical representations they frequently encounter in the process of teaching. LNNESTs characterized this lack of cultural knowledge, which both they and their students try to compensate by consulting outside resources, as the inevitable result of geographical remoteness from English-speaking countries.

Maybe sometimes I find it difficult to explain some cultural expressions, because there's such a tendency among this students, Turkish students "Teacher, what does it mean in Turkish?" or "Teacher, what does it mean in English?", especially for the expressions,

for the idioms. As a nonnative teacher, okay, I have a certain capacity of idioms, but I don't know all of them, or I maybe don't know enough numbers. And the case is the same for the native teachers, or any teachers, or anybody who is learning the second language. One difficulty is cultural expressions, idioms. (NNEST24)

Generally, they don't have the chance to stay for a long time in an English-speaking country. They may not know about the culture much. They may not have internalized the culture, so it may be a difficulty. They cannot teach anything that they don't know. I think it's an important aspect of language teaching. (NNEST8)

For example, actually we don't have to know every single thing, but the cultural things, for example, especially if the level is high, you should know the content. It means preparation, I need to prepare for something, but when I come across with a cultural element or something, I need to search for that. So, it means you should do something; you should fill in this gap because we don't live in a kind of foreign country. We live in Turkey, it's not very natural but English is just it stays here. Of course, we do something more outside school, like our students, like watching TV series, or speaking, discussions, conferences, but still we don't have that culture. I think we should also live in a foreign culture for a time. In that sense we should get prepared, and, for example, in the class sometimes students ask "teacher what is this?" and if I don't know it, I say "I don't know, but I will search for it, we will search for it together", sometimes they inform me, sometimes I inform them, but because we don't know all the things, I mean we can't know, it's not possible. Sometimes it can create those kinds of problems. (NNEST21)

4.1.2.2.2.4. Pronunciation Problems

Pronunciation was identified as another area where LNNESTs have deficiencies, generally interpreted by NEST5 as an integral part of conventional nonnative linguistic behavior. As follows from the extracts presented below, NESTs did not adhere to the unambiguous opinion that NNESTs should have a native-like accent:

Pronunciation, number one. I understand it. It's a huge problem, when you listen to a foreigner speaking in Turkish it's the same thing. It's certain sounds and certain letters that make different sounds between the two languages. That's a big problem. Yeah, every language is complicated; you can't have a simple language. (NEST5)

However, NEST1, initially claiming to be unsupportive of an idea of encouraging nonnative speakers of English to acquire native-like pronunciation, further elaborated on his statement substituting the notion of "native-like" by the concept of "fluency". To illustrate:

Obviously, there are pronunciation issues at times. We may see those at the classroom level and sometimes at the testing level. Some of the materials we produce for testing have got pronunciation errors in. And I'm not somebody who believes we should train people to have any specific native accent. But even in your questionnaire you said, should we teach people to have a native-like accent. And now it's a kind of confusing question for me, <u>because if something is native-like, it's fluent. And we should be aiming for fluency.</u> So, I guess in the context of this place, that's the only thing is pronunciation. But they are generally good teachers, because they've got a strong grounding in the language and some exposure to it as well, in media, and films, and such things, some of them are quite interested in the language. I've met one or two of them almost native-like, and those who are not so strong. (NEST1)

Interestingly, NEST8 pointed out that native English accents encompass multiple discrepancies in some cases distancing them from the standard American or British accents, and juxtaposing them with nonnative varieties:

I think another disadvantage might be pronunciation, but then you could take for example some of our native teachers from eastern Canada, the native teachers don't pronounce the "th" sound, so what's the difference between a Turkish teacher saying "they went there" and a Canadian teacher saying "they went there", so I don't know. (NEST8)

Although LNNESTs' pronunciation was described by NESTs as problematic, it got more criticism from LNNESTs themselves than from NESTs. In some instances LNNESTs claimed that they have pronunciation defects and experience problems in teaching pronunciation and prosodic features of the language. A firmly held belief about the acquisition of native-like pronunciation was directly expressed only by NNEST25, however, the influence of theories pertaining to the acquisition of native-like pronunciation on the teachers' attitudes in a varying degree could be observed in the majority of elicited responses. The foremost LNNESTs' concerns related to their pronunciation were the lack of self-monitoring while speaking, the absence of pronunciation training in their English language teachers' education programs, learning English after the critical period, and not living in an English-speaking country. The resolution of pronunciation problems was mainly seen in the persistent self-education by resorting to various competent outside sources. To illustrate:

The pronunciation is one of the disadvantages, because you have to pay a lot of attention to that, you have to work on that a lot, if you haven't been to a foreign country, if you haven't been to the USA or Britain, you have to work a lot on that and I did. We

studied on pronunciation a lot to sound like English and to be a good role model for our students, because we are teaching them, and I don't want to teach them Turkish English. They should know the real English, so we have to study more than the native English speakers in that sense, speaking is especially very important for us, to be a good role model. (LNNEST25)

(…) they usually consult native speakers about how to pronounce certain words or how to speak in a certain way. And although they are very comfortable with grammar and reading and other skills, they might feel weak about this skill, about speaking. (NNEST5)

(…) the pronunciation is one of the biggest problems, actually. The reason is I guess the education given for the teachers in Turkey. I mean you don't train them to pronounce the things or, you know, speak. I'm not sure if it's necessary to speak like a native speaker, but some things are really important, some of them are really missing in some of the teachers. (NNEST4)

I think the biggest one is pronunciation, intonation and stress (…) because, for example, when you are little you acquire the sound system of the language, you learn and after awhile you have a web of this language sound system in your brain, and you are actually having difficulties in even hearing and realizing the differences in sounds. I think this is because we were not in a native country; we were not exposed to English very early. (NNEST19)

Only NNEST2 and NNEST19 expressed opinions in favor of the LNNESTs' foreign accent, with NNEST2 being more self-assured than NNEST19, arguing that it is not a problem to have a foreign accent, however, LNNESTs' lack in pronunciation may negatively affect phonetic instruction. To illustrate:

I don't consider accent as a problem. Also if they are good teachers, I don't see the problems. (NNEST2)

(…) Of course, we have this accent. I don't think it's a big problem. Now there are different accents all over the world, and they can communicate, it's not a big problem. But teaching learners, for example, the sentence level or word level, stress, intonation, and pronunciation, as Turkish teachers, we admit that actually we are not confident in that. (NNEST19)

4.1.2.2.2.5. Lack of Oral Fluency

Oral fluency was also described by LNNESTs as an area of elevated complexity and diffidence. Thus, NNEST6 acknowledged her general professional unfitness to teach speaking skills, suggesting that speaking classes should be taught by NESTs:

I believe students should take speaking classes from native speakers, actually, especially speaking classes (...) sometimes I think students feel that actually their needs are not met by Turkish teachers in terms of English in use. Actually this is about the syllabus rather than the disadvantages of Turkish teachers. They love getting familiar with daily language, and most of them are still teenagers, our students I mean, and they want to get familiar with daily language, spoken language, English in use, as I said. They want to learn some idioms, and when they feel that you cannot provide them with this opportunity then they may feel disappointed. (NNEST6)

Similarly, NNEST17 reported difficulties finding the appropriate structures while speaking and the lack of ability to facilitate development of her students' conversation skills:

And also sometimes while helping our students, we don't know how to help them. Yes, we know what the sentence means in Turkish, we know what they need actually, but sometimes we cannot help them, because maybe our language is not enough, our level is not enough for them. Sometimes we don't know how to use something in spoken language, or sometimes we don't know what is the best word in a situation. So, I guess because of the culture, sometimes we don't know what kind of culture English culture is, it makes it difficult for us. (NNEST17)

NNEST8 complained of the limited opportunities to improve her speaking skills in the context of Turkey that made her speech unnatural:

And actually, they only teach English, but they don't really use English in their real life, which makes it unnatural actually.   This is the most disturbing thing for me as a Turkish English teacher, because I only teach English. I can't say I really use it to express myself, apart from such situations. So, it is the biggest point. (NNEST8)

In contrast to the thoroughly imbued with self-criticism LNNESTs' comments on the subject of conversation skills teaching, NEST10 told a real life story about a brilliantly proficient and successful LNNEST, sabotaging the popular idea that NESTs are more efficient than NNESTs in teaching speaking skills. NEST8 admitted that that experience changed his fundamental beliefs about NNESTs. To illustrate:

(...) when I first came to Turkey, I was working in a language school and they put me through a series of observations, and I observed locals and foreigners, and one of the first discussion classes I saw was with a local teacher. At that point I was thinking that the native was the best teacher, because they had the language, but that's such a foolish view, and really, that relates to novice teachers thinking like that, the more experience you get the more you move away from that illusion. But I felt for speaking activities as well surely the best person to do speaking activities is a foreigner, because we have the

language, we have all of these readily available resources. Anyway, the discussion class I saw was so well managed and she had such a good amount of production from the learners. I was completely blown away, and at doubt points I had to revise a lot of my thinking. That was a significant event in changing my view of, you know, who was good at what and who was best suited to do what. (NEST10)

4.1.2.2.2.6. Code-Switching in Collaborative Activities

Recognizing the advantages related to LNNESTs' native proficiency in Turkish, NESTs also mentioned that knowledge of L1 inevitably fills the communication gap between the teacher and the students, making their conversation in L2 unnatural and superfluous, demotivating students to negotiate meaning in English. For instance:

Students don't always speak in English. So, because they know that the teacher understands them in Turkish, and so because the classes are monolingual classes, they don't always see the advantage of speaking English. They think that it's very unnatural, and so it's a disadvantage then sometimes to have a Turkish English teacher, whereas, you know, the native speaker they have to speak English, whereas with the Turkish teacher they can speak in Turkish. And the Turkish can understand them, but whether or not the Turkish teacher response to them in English or in Turkish, they know that their message has been understood. And if they've got a problem with speaking in English, having a Turkish English teacher can sometimes be a disadvantage, because students get lazy, and so they just answer in Turkish. (NEST14)

Furthermore, NEST12 argued that she considered it to be "rude" when her students spoke Turkish to her, since they needed as much exposure as possible to English during their limited lesson time:

The disadvantage is that the students lack the motivation to speak English to them. With me they have to speak English, and also I find it real rude when they speak Turkish to me. Because the classroom is where you're going to learn it (...) And I actually find them in my class, students who have had Turkish teachers through the courses, they look at me and they'll speak in Turkish, and they think I understand them. And I'm like: "No." They just don't understand that, they don't really get the challenge of actually trying to form an explanation in English, or trying to just get words on, they just shut down really quickly sometimes. (NEST12)

Only NEST10 expressed conviction that L1 has a facilitating role in the L2 classroom, however, he was concerned that LNNESTs may overuse Turkish thus denying their students an opportunity to obtain essential L2 input and produce comprehensive L2 output:

I've always qualified by saying it depends on the individual. Maybe a reluctance to use L2 is the first thing that comes to mind. One thing to conduct activities in Turkish that could be done in English. I realize this might contradict what I said earlier about using L1 advantageously, but it all has to be done in a principled way. And newer teachers, newer local teachers, are they using L2 as much as they can? Are they pushing learners to use L2?-I don't know. (NEST10)

ENNEST made an assumption that LNNESTs using L1 and unintentionally restricting L2 input, aim at facilitating the process of learning by making their explanations more accessible for the students.

It's difficult to make generalizations, any kind of generalizations could be wrong. But again, perhaps their intuitive drive sometimes to use Turkish, not to deprive students of English input, but to go for a shortcut. (NNEST12)

In general, LNNESTs characterized the use of L1 as a negative, but inevitable phenomenon; only NNEST7 was supportive of occasional L1 use in the classroom. LNNESTs' commentaries, adding up to the belief that compensating for lack of linguistic knowledge code-switching to L1 obstructs students' L2 output and makes them less eager to negotiate meaning in English, in many cases echoed the opinions of NESTs' majority:

It's very difficult for our students to speak English in our classroom, because they know we are Turkish teachers and they know we know, they ask their questions in Turkish. They don't force themselves to speak English. They can tell everything to us in Turkish, so this is the most dangerous thing. We try to avoid using Turkish in our classrooms as long as we don't need to use it. But on the other hand I don't think we should use English all the time to teach English to our Turkish students. We can make use of our own language to teach English to them. (NNEST7)

Using L1, some of the students cannot understand the reason why they need to speak English, because their teacher speaks Turkish and they think that we can communicate in Turkish, so they might lose that sense of need, and sense of need is something that we want to create in class, they might lose it. That creates serious problems, I guess. If their teachers are native speakers, they have to force themselves. They try hard, I can see that and that's something that I am jealous of. (NNEST14)

LNNESTs claimed that their monolingual classes frequently compel them to resort to Turkish. Despite LNNESTs' constant exhausting attempts to completely banish L1 from the classroom by using L2 as the only vehicle of communication, their students often contrive them to speak in Turkish:

Their knowledge of Turkish, again. There is a great pressure from the students to teach things in Turkish, explain grammar rules in Turkish, tell them how to write paragraphs in Turkish. And it is a continuous fight, ongoing fight to avoid using Turkish all the time. (NNEST3)

You need to encourage the students all the time speak English. This is very tiring, very frustrating sometimes. (NNEST16)

Students may manipulate Turkish teachers as well. That's something the natives have an advantage in, because students speak Turkish, I speak Turkish, and all the Turkish teachers speak Turkish, so when I ask a question they may sometimes answer in Turkish, which is just a drug, you know. That's not nice. (NNEST15)

The major reason for that, according to LNNESTs, was the absence of a natural communication gap, necessitating the use of L2, between the teacher and the students. To illustrate:

(…) it can turn into a disadvantage, because the students know this and they know that we know Turkish. So, at some point speaking English sounds meaningless or not natural. You know, it doesn't sound really right for them, it doesn't feel right. Why do we all the time speak English, because you know Turkish and I can understand it, so they misuse this somehow, so it can be a disadvantage. It depends on the class, and their attitude towards you also. (NNEST16)

There is a great weakness that comes to my mind instantly. I mean, when all the students are Turkish, it's almost impossible not to use Turkish in the classroom. Actually, we shouldn't do that, but we have to sometimes. Because I remember from my past years, even when there's one student who comes from a different country, you have to speak English all the time. But when all the students are Turkish then you break that rule and you sometimes code-switch between languages, and you have to speak Turkish-English at times. And I can't say that this helps in terms of their pronunciation or speaking abilities, and that's a very serious weakness, I think. (LocalOther2)

LocalOther1 argued that those LNNESTs who tend to employL1 for explanations follow the path of least resistance.

They speak too much Turkish, because it is easier for them to explain everything in Turkish, it just turns into a Turkish lesson than an English lesson. (LocalOther1)

4.1.2.2.2.7. Perceived as Less Trustworthy than NESTs

LNNESTs noted that students may feel more respect for NESTs than for NNESTs and more trust in their knowledge of English. According to NEST7, if students compared

NESTs and LNNESTs' accents and vocabulary knowledge, the comparison might not be in favor of LNNESTs. However, in terms of grammar teaching and understanding language learners' experiences and difficulties, LNNESTs might surpass NESTs:

I don't know if it's a loss of esteem from the students. maybe if a student had a foreign teacher before, and then has a Turkish teacher and if they are comparing, you know, I'm not saying a foreign teacher would be better or native English teacher would be better, but, you know, since the students don't really know they may compare, your accent isn't this good, things like that, your knowledge of vocabulary isn't this good. Sometimes their grammar knowledge is better than mine, you know. May be loss of… like a prestige thing maybe, but then it can be reverse, you know, the foreign teacher doesn't know what we go through, the students may think that. (NEST7)

Similarly, NEST4 shared an opinion that in an awkward situation when both NEST and NNEST experience difficulties with a rarely used vocabulary item, the students' conclusions might differ depending on whether the teacher is a native English speaker or not. Consequently, their judgments would be presumably biased against NNESTs and lenient towards NESTs:

(…) *you know, even nonnative speaker would prepare her lesson very well, but invariably once in a while a word will come up, or a phrase will come up, and the students will ask and the person won't be able to answer. So, that undermines the teacher's sometimes classroom management, and other things when the students don't think that the teacher's English is not good enough. Then in fact, many times they ask the question about the vocabulary word that even a native speaker might not know. And when the native speaker doesn't know the student just says "well, it's just a difficult infrequently used word. Whereas if the Turkish in this case says "I don't know", the student "well, his English isn't good enough." So, this is a big disadvantage for that person.* (NEST4)

LNNESTs expressed a similar idea that students generally adhere to an opinion that NESTs are more knowledgeable and trustworthy in terms of English than local teachers. LNNESTs also pointed out that students are often initially prejudiced against LNNESTs and even try to undermine their position and authority by asking various puzzling questions. Both NNEST16 and NNEST18 were talking about their efforts to gain students' trust and appreciation, to build a climate of understanding and respect in the classroom. For example, NNEST18 mentioned that she spends a great deal of time preparing for her lessons, reviewing various resources and vocabulary.

(…) a native teacher if he's also a good teacher, of course, gains the students' respect in a shorter time, let's say, respect to the language, kind of prestige, you know. For example, he's English, so it automatically changes the picture in the eye of the students. In speaking, they have to speak English, so they are trying to understand his accent, it sounds different, this is a motivating factor for the student. Nonnative teachers have to struggle. If it's a good class, if they are aware, they look at you, they look at your language, how you respond to the questions they come up, the clever students I'm referring to, so those people they try to, you know, put you in a category, so this teacher is nonnative, however, he or she knows good English, he knows everything about the subjects appearing in the book, he or she answers all the questions I ask, so those things, I think creating impression, of course, it's not a black and white situation, sometimes a nonnative teacher cannot gain the respect of the students, because of other reasons, there are many factors, you need to be a good teacher overall, of course. (NNEST16)

We need to gain their trust. That's an issue actually. Whenever you are going to the class, students might have that prejudice against us like "hmm… does she know English?" That kind of attitude, some of the students have. Especially scholarship students, I would say. They are more picky and selective, they are more aware of things compared with the other students, because they had higher grades on ÖSYS (Öğrenci Seçme ve Yerleştirme Sistemi, i.e. Student Selection and Placement System), because of the exam system, I guess. So, they have that kind of attitude, and it's sometimes hard to gain their trust. Trust is a very important issue; you base your course on it, first of all. Preparation time may change or we also do courses at the same time. For me, being a student at the same time, I spend a lot of time again revising things, rechecking vocabulary, etc., how is it used, natural use. For our context it's necessary. (NNEST18)

4.1.2.2.2.8. Teaching as Transmission

Furthermore, NEST10 expressed some criticism of traditional Turkish methodology emphasizing the transmission of knowledge by the teacher to the learners rather than collaborative knowledge construction and critical thinking. NEST10 disapproved LNNESTs' tendency to heavily focus on preparing students for the proficiency exam, arguing that excessive grammar instruction and disregard for teaching communication skills impair language learning:

The nature of the school is a factor as well, although we might like to see ourselves as this kind of school, the exit exam is very important. And as certain things aren't assessed in the exiting exam, local teachers know this and perhaps they don't focus on communication so much. And having come through the same education system could be a factor as well. I think this is a transmission model acting in Turkey in that. I think more important in that is the focus on grammar. (…) We've got lots of students in the school whose grammar is very good, whose ability to explain the language is quite good, but the ability to use the language isn't very good. If the teacher has come through this

119

same system, they might prioritize that the talk about the language rather than using the language. (...) If we compare transmission model to a constructivist model, and if a teacher was operating from those principles, maybe if they were following a constructivist model maybe they'd create more opportunities for people to explore and use the language, rather than explain it to them how to use the language without giving them opportunities to use the language. Those are probably the two biggest disadvantages that I see. (NEST10)

4.1.2.2.2.9. Textbook Dependence

Additionally, NEST6 claimed that, as nonnative English speakers, LNNESTs lack the expertise to analyze and prioritize the language matters, and therefore are constrained by the course book that they opt to follow persistently. To illustrate:

They are very rigid, they are not flexible, because not being native speakers, they don't know what they can skip or dispense with, so they tend to follow the program slavishly. Whereas I will look at some pages and I'll say to the kids "I don't wanna do this. Do it as homework." But I know some of my Turkish colleagues are afraid to do that, so they go through everything in the program in the classroom. (NEST6)

4.1.2.3. ENNESTs' Advantages and Disadvantages

This part investigates NESTs and NNESTs' answers to the interview questions 4 and 5 inquiring about the most valuable qualities and the most serious weaknesses of ENNSTs. Since this type of English teachers was scarcely presented in the present settings, some of the conclusions related to ENNESTs were reached on the basis of hypothetical propositions, rather than derived from observation and experience of the participants. Moreover, ENNESTs represent a diverse group with dissimilar linguistic, cultural, and educational backgrounds, making it difficult to uniquely determine their advantages and disadvantages; as it was put by one of the interviewees:

Again, but this depends on the level of proficiency, doesn't it? Because you could have people in this category, who speak better English than natives, really. So, again these aren't hard and fast categories, are they? And so generalizing about them is a problem. (NEST10)

Referring to ENNESTs and LNNESTs' common status of an English language learner and inessentiality of this classification for the students, NEST1 did not see any reason for distinguishing foreign NNESTs from local NNESTs:

I don't think it really matters. If you are nonnative, you are nonnative. And I think students here would accept you regardless of that fact. (NEST1)

4.1.2.3.1. Advantages of ENNESTs

The major ENNESTs' advantage identified by the participants was their belonging to the third culture, differing from both Turkish and the culture of English-speaking countries. It was assumed that the presence of the third culture and language group representative in the classroom would broaden students' international outlook, motivate them to communicate in English, and familiarize them with a different accent. ENNESTs' experience of learning English as a foreign language, facilitating their understanding of students' problems and needs, was identified as their other significant advantage. It was also mentioned that ENNESTs, due to their diverse educational and linguistic backgrounds, international teaching experiences, and familiarity with the Turkish language and culture, would have an extensive perspective on the issues related to the foreign language instruction.

However, while describing ENNESTs, NESTs and LNNESTs placed slightly different emphases. For example, NESTs gave more importance to ENNESTs' experiences of English and also Turkish language learners, and to different from LNNESTs and NESTs educational and cultural backgrounds. LNNESTs drew special attention to ENNESTs' linguistic and cultural diversity, and to intercultural and foreign language learner experiences. Both NESTs and LNNESTs expressed an opinion that the previously mentioned ENNESTs' qualities would initiate students' interest and enthusiasm in the classroom. The ENNEST identified experience of learning English as a foreign language and a different from LNNESTs educational background as her main advantages. Generalized teachers' responses to the interview question 4 about ENNESTs' most valuable characteristics are listed in Appendix M.

4.1.2.3.1.1. Experience of Learning English as a Foreign Language

Similar to the previously expressed opinions regarding LNNESTs, both NESTs and LNNESTs favored ENNESTs' experience of learning English as a foreign language.

Elaborating on the statement, NESTs noted that this valuable quality makes ENNESTs more sympathetic to their students' difficulties and provides them with adequate means and methods of teaching. To illustrate:

Well, I think the biggest advantage is that they have knowledge of more languages, and by having knowledge of more languages it makes them perhaps more sympathetic in some cases to the problems that the students are having. They also perhaps have more techniques or strategies, you know, for learning certain things that somebody who doesn't know as many languages would have, or wouldn't have. (NEST4)

They have the same advantage as Turkish teachers, in the sense that they've learned the language from the outside. So, they can explain it. (NEST8)

They can maybe relate to the students, because they've also learned English as a second language. I think that they have similar advantages that the local teachers have, without the advantage of knowing the Turkish context. They can understand how difficult it is to learn English, especially at this age perhaps, I mean this person in particular learned as a younger person, but especially if they are people who have learned that older ages I think that this maybe will be nice. For example, I've learned Turkish as an adult, so this also is kind of a nice thing, if like this somebody who's learned the second language as an adult it helps at Bilkent. (NEST13)

NEST12 made an example of an ENNEST from Poland who proved to be successful at deconstructing English grammar and predicting her students' learning difficulties. Moreover, the linguistic distance between her native language and English, enabled this teacher to relate to the problems of Turkish learners of English, whose native language could be also described as grammatically and lexically distant from their target language:

Well, for example, the friend I had who was from Poland, she learned English explicitly, and she understood, she could pick up on the difficulties, and she could pick up on like their problems immediately. Usually when we were working on the planning together "I don't know if this will work, because they might think this", or like grammar structures, grammar was very... came easy to her, because she could, she knew the grammar, like she knew it very well. I think that's a big advantage, because she could relate more to the students, because she learnt the same language. And I mean coming from Polish too, being very different than the Latin languages, because I mean English, French, Spanish, they're all similar, so they're easy to learn, but then you know being Polish you try to learn English, can be difficult I think in some ways, because the structures are different, their origins are different. So, I think she could relate to the Turkish students too for that. (NEST12)

LNNESTs' emphasized that the successful English learner factor acts as a strong empowerment tool for the students, and what is more, it enables ENNESTs to sympathize with foreign language learners' problems. For instance:

(…) they can be a good model for the students, I mean, he is or she is not a native speaker, neither am I, so if she has been able to deal with English, with the language so well, I can also do the same. So, I think they are a good model for this. (NNEST4)

Very similar to Turkish teachers, because they've learnt the language as well. And they know that it is difficult, so they are trying to be a bit more understanding, I think that's the strength. (LocalOther1)

(…) and also if you consider it logically, for example, they also went through a process of learning English. They didn't acquire it, I guess. They learnt it, just like our students, maybe they can help in that sense. (NNEST21)

The ENNEST also gave prominence to the experience of learning English, increasing ENNESTs' awareness of the students' difficulties in this field.

On the one hand, they didn't acquire the language, English, they didn't acquire that, they learnt it. So, they can understand all the difficulties related to language learning, foreign language learning. (NNEST12)

4.1.2.3.1.2. Experience of Learning Turkish

In addition to all previously listed benefits of the English-learner identity, both NESTs and LNNESTs attached importance to ENNESTs' experience of learning Turkish, helping to improve their understanding of the students' culture, establish rapport with the class, create collaborative, positive atmosphere, and consequently enhance general teaching and learning practices. For example:

One definite advantage is… they've had the experience of learning Turkish very often to live in this context. So, they have that understanding of the students, I think on a daily basis (…) and the longer you're here the more you're used to understand it. Usually someone that comes and lives in this country, and plans to stay in the country, they have a very very good understanding of Turkish culture, these types of things. (NEST11)

NNEST21 supported her idea of the teachers' knowledge of the students' native language as an important element in the structure and maintenance of the classroom with

an example of an Italian teacher, whose knowledge of Turkish had an overall positive effect upon his teaching:

There was one teacher, he was Italian, and he was a very good teacher, I just remembered that one. But he was a kind of, he was very willing to learn Turkish as well, so he had knowledge of Turkish at the same time, which actually supported his teaching as well. Of course, he didn't use Turkish in the class I'm sure, but he was Italian, he was just using English. (NNEST21)

NNEST7 argued that the situation where a foreign teacher makes use of the students' native language incorporates a strong entertaining and attention holding mechanism, and initiates language learning exchange between the teacher and the students. To illustrate:

(…) they are using their Turkish also, because when they start speaking Turkish our students will start laughing, because it's very different, it sounds very different to them, and they use this part, "what you Turkish people say in this context?" Their students are teaching Turkish to them, and they are teaching English to their students, a very collaborative, very effective relationship between the teacher and the students. (NNEST7)

Besides, LNNESTs acknowledged ENNESTs' advantage of having the availability of two and more languages implying an opportunity of resorting to these languages in the process of teaching English. Interviewees assumed that having two and more language systems at an English teacher's disposal might encourage language comparison, ability to predict types of errors originating from learners' native language, and also increase students' inspiration and promote their interest in the areas related to foreign language learning through some general familiarization with their foreign teacher's mother tongue:

I think the fact that, it is like that they are bilingual. I know it's different, but it is like they know another language and they can transfer some points. (…) And in terms of interest raising in class the students would be really interested to learn some of the vocabulary items in the teacher's native language maybe that would motivate them. That would even help them keep the items in mind. Being knowledgeable in another language would give them more chance at least than someone who knows two languages. (NNEST9)

English is not their first language, this is their second language, so at least they know two languages, and they have a chance to compare two languages. And here that they're learning somehow Turkish, not maybe much, but so maybe one of their advantages of

being that kind of teacher is having two languages in mind may help them while analyzing the languages. (NNEST17)

And maybe another advantage might be, I mean since I haven't worked and since I haven't been a student of such teachers, it's a bit difficult, but they can compare English and their own language. So, this might help them while teaching English to, for example, Turkish learners, they can consider what kind of problems students might have, considering their mother tongue and the target language, so that might help them. (NNEST23)

4.1.2.3.1.3. Use of English as an International Medium

The existence of a natural environment for using English as an international medium of communication between ENNESTs and their Turkish-speaking students was another important advantage highlighted exclusively by LNNESTs. To illustrate:

This is also important for the students to see that English acts as a bridge between two people from different countries, so they can see the importance of English. It's more than learning the grammar, or the vocabulary, but it is a real communication tool. (NNEST4)

(…) but another advantage might be, because they don't know the language, students don't know the language, they need to speak English, which is nice really. (NNEST13)

Of course, there're advantages, students again motivate themselves to speak up in English, and the thing is, yeah, may be the communication between two parties would be English and this is an advantage. (NNEST24)

The central to both native and nonnative foreign teacher's classroom compelled need, steadily motivating students to express themselves through the target language, presented an object of envy on the part of some LNNESTs complaining about their frequently unavailing efforts to encourage students to use English in the class:

It doesn't matter if a teacher is native or nonnative, if the teacher is a foreigner in Turkey, the advantage is that your students will always try to talk to you in English. And they will do this in a way that… how should I say? …they will be enthusiastic in that sense, they will push themselves, but if you are Turkish they won't do that. They will push you to speak in Turkish. So, the expatriates also have this advantage. (NNEST11)

A good quality is that in the classroom they will have to speak English, because they don't know any Turkish, so the students have to speak English, and this forces them to learn the language. Because when there's a Turkish teacher usually students prefer

125

Turkish or they code-switch a lot, but with the expatriate they have to speak English, and they are more motivated to learn English maybe. (NNEST5)

Probably it's an advantage for the students because when they see that the teacher is not a Turkish speaker they may stop talking in Turkish and talk to the teacher in English, which is difficult for the Turkish teachers, they immediately turn to Turkish. You have to force them as a Turkish teacher to speak English when they are talking to you. (NNEST10)

Moreover, Other2 suggested that besides providing students with a valuable opportunity to practice English, ENNESTs unintentionally create favorable conditions cultivating students' autonomy that is frequently beyond the capacity of LNNESTs, who are de facto assigned by students a part of an all-time source of help:

I think one good thing is that they have to speak English all the time, because they may tell their students that they don't know Turkish, and the students will understand that then maybe they really don't know Turkish. So, in that case it helps a lot with the students' speaking skills I think. And I can say, with Turkish teachers it's like whenever students have a problem they say "okay, teacher, what is this called in Turkish?" or "Can you help us with that or this?" But with a foreign English teacher it won't happen, and the students in a way, I'm not sure about this, but they can be more autonomous, because they have to solve their problems themselves. (LocalOther2)

4.1.2.3.1.4. Cultural Diversity in the Classroom

Both NESTs and NNESTs recognized the benefits of cultural diversity in the classroom. NEST7 and NEST14 pointed out that the presence of a different culture, being an important element in heightening students' interest by familiarizing them with another world view, has direct positive implications for the classroom dynamics in general. For example:

Well, there's the novelty of being a foreigner, that's how you can use it in your lesson as I do with America or France, or whatever, I incorporate that in my lesson, that's an advantage. You can always compare, contrast Turkey with your country, your culture, etc. You have better knowledge than local teachers usually of slang, informal language, colloquial language, whatever. So, that's something what the students like and you can incorporate that in any lesson, with any topic, that's an advantage. Yeah, the novelty, another advantage... (NEST7)

Another advantage is that they bring something different to the dynamics of the school. You know, in the past I worked with a girl who is from the Czech Republic, and so she

brought the Eastern European culture more into the classroom, and into the university, and into what she was doing. (NEST14)

NNESTs held the similar view that ENNESTs' original cultural characteristics, experiences and perspectives encourage students' development, enrich and diversify teaching and learning practices. To illustrate:

The disadvantages of the Turkish teachers become I think the advantages for them (ENNESTs). Because as they come from other countries, come from other cultures, they have a greater broader outlook for the things and for what they maybe expecting as the students. And so I think that would be an advantage for them to be coming from other places. (NNEST1)

I think they (ENNESTs) also contribute to the positive learning atmosphere with their own culture as well. They bring their own values; they bring their own attitudes, that's something nice. And they are as good as a native speaker. We do not have to speak, no one has to speak as a British person, we cannot pronounce words as they do, and it's not necessary. Nonnative teachers contribute with their own values as well. (NNEST14)

To get experience, I think it's a good idea. I think, knowing someone from a different country, and learning the culture maybe it's interesting. Other than that, I think there's no difference between me or another person from another country as an English teacher. I think they experience the same things, but for students somebody from a different country might be interesting, they learn culture, some social aspects, and maybe talk about it, "in prep school I had a teacher from Russia," they feel that this is something interesting for them. (NNEST20)

One advantage can be that they (ENNESTs) can add variety to the class, because the students need that you know. And since we're all Turkish, the teachers are Turkish, the students are Turkish, they need some variety in class. And if the teacher is from a different country, and if she is also speaking English, and she's in the Turkish culture, then it adds variety to the class, it makes the lessons more enjoyable, and the students get motivated. (NNEST25)

4.1.2.3.1.5. Diversity of Educational Traditions

In addition to the cultural variety, another advantage identified by the interviewees, also broadening English learners' outlook, was available to ENNESTs' opportunity of introducing their students with different from Turkish educational paradigms and school systems.

It could just be growing up in a different background where things are done in a different way, because a classroom in Turkey is quite different than a classroom in the

127

States, which is quite different from classrooms in the countries I've been to. So, I assume that someone in your position would bring different ideas that could be good for the students. But not being in your position, I don't know what those ideas are. I feel like from me, my non-Turkishness, is often an advantage… (NEST8)

They come from different schools, different school systems. An advantage, if we could introduce Turkish students with many of the different school systems that are in the world that would be fabulous. I know it's not always possible. (NEST14)

Interestingly, NEST7 claimed that according to his students, LNNESTs are less demanding and generally pursue a more relaxed manner of teaching than ENNESTs and NESTs:

I don't know, maybe methodology they've (ENNESTs) learned, if they come from, it depends where they come from really, depends what school you went to, you know. I don't know about the Turkish work, I think it's much as… they are more laid back than these teachers we are talking right now nonnative, their staff is more laid back, that's something my students say, "your work is too hard." Well, I mean, you know, probably they say that to any teacher just not to have as much work, you know. (NEST7)

A similar idea was echoed in the ENNEST's response; she argued that her educational background, requiring much skill and effort, was more comparable to the educational model associated with NESTs rather than with LNNESTs:

On the other side, perhaps they had a different educational background, more aggressive, okay, than local one. Perhaps it forced them into standing closer in standard to the native speakers, and it could be one more advantage for the language learners. Though I'm not talking now in general, I'm talking about myself, personally, specifically, because I cannot undertake responsibility to make any kind of generalization here. I'm talking about myself. (NNEST12)

4.1.2.3.1.6. International Teaching Experience

Some NESTs adhered to an opinion that through exposure to various cultural differences while teaching abroad, ENNESTs gained a wider perspective on language education and deeper insights into the natural contexts of the English language use than LNNESTs, generally lacking international work experience. To illustrate:

I think not personally in terms of English, but in terms of maybe… it's very specific, for example if a foreign nonnative teacher has taught English in a variety of different cultures that give a much more insight than a Turkish teacher, maybe they would have

better strategies for teaching. They may put their own perspective I think I mean, differences always give kind of new perspective and that's always good. (NEST2)

As well they have, I believe, a bit more of a wider view, a lot of the nonnative English teachers here that are Turkish very often have never left Turkey before. So, it's hard to situate a language like English within a Turkish context, if you don't have any experience outside of that country. I think the expatriate nonnative teachers have an advantage in that way, because they went to see other countries, where English is used in other contexts and places. (NEST11)

Similar to NESTs, LNNESTs identified ENNESTs' overseas experience as their essential advantage over the local instructors occupying permanent positions, and the resulting cross-cultural communicative competence as a major bonus to ENNESTs' skill set. However, elaborating on the international dimension of the ENNEST identity, LNNESTs tended to confine eligible work experience within the USA, UK, and other European countries.

I think the best thing is that they have the knowledge of not one, two, or make more than three countries. I mean most of them have been to different places, and have taught in different countries, which makes them more equipped. (NNEST4)

What happens is if you're learning a language you learn some certain aspects of the culture as well. As an expatriate you know English culture, American, or British whatever, plus you know your own culture, and then you get involved with the Turkish culture. So, it's nice to have all those combinations, as you are teaching languages it might help you. (NNEST11)

And I think, with that group of teachers, they're luckier than Turkish teachers, because even if they didn't acquire the language, the context, they were abroad somehow, they were in Europe, or America let's say, whatever… They had a kind of exposure, more than we were exposed, in that sense they, the implicit knowledge, the knowledge about the language, they may have it more, the practical side, not the formal grammar or vocabulary, but the practical side, and the communication, I guess. (NNEST21)

With reference to an English proficient French colleague having international credentials, NNEST15 made a broad statement that the Europeans generally have facility in speaking foreign languages and profound knowledge of the European world that might have a wholesome effect on the classroom dynamics. In contrast to the complimentary remarks referring to the Europeans, NNEST15 claimed that he had never met an English proficient Chinese. However, he stressed that his conclusion should not

be perceived as the manifestation of racism, but as a judgment based on his personal experience:

I had a friend, who's French, and he speaks very good English, and he went to Greece to teach English. I think they have an advantage over this as well. Concerning that it is Greece, and this is Turkey, they have better knowledge of the European world, and I think Europeans are very good at speaking languages let's say, they know generally, letting aside Britain, they really speak lots of languages. So, that's an advantage, I think. They may have an advantage I believe, and that should be interesting for the students as well. You know, having a French person who speaks English and teaches English, that may be very interesting for the students as well. What about a Chinese person speaking English? Yeah, why not? I don't know about the Chinese, but well really, I've never encountered Chinese speaking very good English, I'm not trying making a racist comment or something like that. I don't know, I encountered European people, but I've never known a Chinese person, so I can't know. (NNEST15)

4.1.2.3.1.7. The Glamour of a Foreigner

In general, cultural distance between ENNESTs and their students making the former exotic, obscure and diverting for the latter, and high caliber of international experience were the most frequently mentioned by LNNESTs factors driving students motivation. To illustrate:

I don't really know, because I haven't met many of them. They maybe a variety for the students, they may be interesting, so they may create a more interesting atmosphere in the classroom, because it's a change, a person from a different culture, so they can share different experiences, and this may motivate the students to like the language. (NNEST8)

I could say for example the richness of their experience can reflect to their teaching, and the students can be more motivated, because that teacher is coming from a different country, had different experiences in different countries, except for Turkey. So, this can add to his teaching in the class, and how the students react to the teacher. (NNEST16)

More exotic, I mean the…I'm sure that there's much more to share with students, I believe in that. I mean it's again something that's genuine, the relationships, the motivation factor side. I mean I'm sure that's much better. (NNEST18)

So, advantages for such people, again culture is a good advantage I guess, and students will be really interested in what they are saying, and where they come from. So, they will listen to their teachers in a good way in my opinion, because they'll be really interested. And such teachers have good world knowledge, so they can share the things with their students. (NNEST23)

Concluding the digest of ENNESTs' advantages, one can scrutinize closely the account of NNEST6, claiming that Turkish students' more favorable attitude to foreign English teachers, both native and nonnative, is not an indication of their actual superiority over LNNESTs, but a social phenomenon deeply rooted in the Turkish culture, comprising people's genuine admiration for everything foreign. In addition, it was proposed that LNNESTs' lower popularity may be bound to a probable tendency of Turkish students to perceive LNNESTs' teaching as a mandatory activity predefined by their educational backgrounds, as opposed to ENNESTs and NESTs' engagement with teaching, possibly understood by students as an occupation by vocation, and presumably entailing NNEST6's unexpressed idea of foreign instructors as teachers lacking formal training. To illustrate:

I mean, students may tend to see a foreign English teacher better than a nonnative Turkish English teacher. Again I think it's about their culture, the Turkish culture, I think. Yeah, this is about their tendency, students' tendency to see a foreign English teacher better than a Turkish English teacher. I think it's about culture, Turkish culture. Actually, here is like the microcosmos of a big picture, and what's happening in Turkey, and what people think about native speakers or foreign speakers of English. I think students may tend to think, as I said, that Turkish teachers of English do this job since they've graduated from let's say English Language and Literature or English Teaching and there's no other reason, but when it comes to native speakers of English or foreign speakers of English they see them more dedicated maybe. (NNEST6)

4.1.2.3.2. Disadvantages of ENNESTs

Unfamiliarity with Turkish culture, heavy accents, insufficient knowledge of Turkish, lack of knowledge about the culture of the English-speaking world, deficient proficiency in English, difficulty understanding students' problems, possibility of exposure to negative stereotypes were the major disadvantages of ENNESTs highlighted by the participants. However, it was mentioned that ENNESTs' linguistic knowledge and accents depended on their origins, education, cultural background, and previous experiences with English.

According to NESTs, ENNESTs' weaknesses lay with their at times unintelligible pronunciation, insufficient knowledge of Turkish, unfamiliarity with culture of the English-speaking countries and Turkey, and risk of facing negative stereotypes. With

reference to the lack of empirical evidence, three NESTs opted not to answer the question related to ENNESTs' disadvantages. Similar to NESTs, LNNESTs criticized ENNESTs' insufficient knowledge of the Turkish culture and language, poor pronunciation, limited English proficiency, unfamiliarity with cultural implications of English, and insensitivity to the Turkish students' difficulties; they also suggested that ENNESTs are in danger of being stereotyped by their students. The only problem identified by the ENNEST was ENNESTs' low Turkish proficiency. A list of ENNESTs' weakness according to the interviewees is presented in Appendix N.

4.1.2.3.2.1. Heavy Accents

An accent heavily influenced by their native language was qualified as one of ENNESTs' greatest limitations. NEST14 noted that a thick accent, sounding strange to the learner audience, may impede classroom interaction and negatively affect students' general attitudes to this particular teacher:

Strangely, I think accent can also be a disadvantage, because depending on how strong their accent is in English, it can be hard for students to understand it. One of the things that I've learnt this year is that, if the students don't recognize an accent, they think "oh, I don't understand that." And so, that can be a disadvantage, because they don't understand the accent, they don't like the teacher. It's not that they don't like the teacher; it's that they don't like the accent, but they don't know how to explain that they don't like the accent. So, that's kind of a disadvantage to having expatriate nonnative English speakers is that their accent can sometimes cause an issue for students. (NEST14)

NEST13 gave an account of her experience working with a prospective and proficient ENNEST speaking flawless English with a heavy accent that caused a lot of complications in teacher-student communication. If the upper levels, despite that it took longer and required more effort, managed to adapt to this teacher's pronunciation, the lower levels got discouraged from attending her lessons. To illustrate:

She was my CSI (i.e. Communication Skills Instructor), my speaking instructor last course, like she worked with my students, and they were just elementary, they were so beginning, and she has a very heavy accent, even so much that sometimes native speakers have difficulty understanding her. So, because of her accent it caused…my students didn't want to go to her class because they were having difficulty understanding

her. And actually, it must be so frustrating for her because she speaks very fluent English, she's going to be a PhD student in the fall in America at a very big university, she's very very smart, but because of her accent it poses a challenge for her. And I've heard that even at the very advanced levels students had trouble understanding her, but eventually at least in the upper levels they adjusted and they were able to have meaningful conversations. (NEST13)

Besides, NEST13 underlined that not only teachers with heavy foreign accents, but also British instructors may fall into the students' disfavor due to the fact that their pronunciation is less familiar to them as opposed to an American accent, which is more commonly encountered in Turkey. Furthermore, NEST13 mentioned that some student groups are less conservative, and more loyal and adjustable to various types of accents:

I think it depended upon the class, if the class came in with a bad attitude, because it also actually happens with British teachers, because they're used to American English more so than British English. Anybody, who has a different accent than what they're used to, sometimes our students get a bit frustrated with this, and they're less willing to learn from these teachers. So, anyway if the class was open, they would quickly adjust especially at the higher levels and they would be able to work with this individual, but if they were a class that wasn't hard-working, or wasn't really excited about the speaking classes, or a lower level class, then there was some difficulty, yeah… (NEST13)

NEST13's statement was extended by a British teacher (NEST1), claiming that students are flexible enough to adapt to phonetically variable pronunciations, and also demonstrate an impressive accent imitation ability. The interviewee spoke of his students, who easily adapted to his accent nonstandard structural elements and started reproducing them in their own speech. Furthermore, it was argued that lexical processing of accented speech does not offer any difficulty for the students, unless their teacher's accent completely violates the norms of standard pronunciation, for example:

The only thing I can expect is that their pronunciation of the language may be different to a native's and also different to a Turkish nonnative. So, it might be something different there. The students adapt remarkably quickly. My English accent is different to Received Pronunciation that they are used to (…), and they on the first day they kind of a little bit perplexed by it. They catch on remarkably quickly and they start to mimic and imitate my accent indeed in many ways. Saying "mʊ ʧ", and I hear this, it's okay they adapt very quickly. So, I don't think there would be any problem with students. Unless, you know, who's particularly bad, like if you had an Asian teacher who wasn't pronouncing the "l"s and such things, that may be problematic. But on the whole, I think that'd be okay. (NEST1)

LNNESTs held the view that ENNESTs with strongly accented speech were doomed to experience difficulties while teaching:

*Like Turkish teachers, pronunciation, intonation, I mean phonetics might be difficult for them. (*NNEST23)

They have problems with pronunciation, some of them, not all, insist that's accurate pronunciation. They insist on students not making mistakes, where they actually make mistakes themselves when they are teaching. (LocalOther1)

It was also argued that a heavy accent, contributing to communication difficulties in the classroom, lays the foundation for discrimination, consequently posing broader social issues. Similar to NEST13, LNNESTs gave evidence concerning students' perceptual biases related to unfamiliar accents, especially to the ones involving a high degree of communication complexity. Discussing accent-related problems, both NNEST16 and NNEST21 referred to an Indian-origin communication skills instructor whose Indian English speech, which is a distinct, maintaining its own identity variety of the English language, due to its unintelligibility for the students, was perceived negatively by them. To illustrate:

I haven't met many actually; I have met only one or two teachers. A disadvantage could be the accent they use, sometimes students complain about it. For example, "this teacher, teacher X, we can't understand him or her whatever, his accent is strange", so they complain about it a lot, and their motivation goes away in speaking lessons. Do you know that we have speaking lessons with foreign teachers here, conversation class? For example, a teacher from India, so she naturally has a different accent, sometimes the students cannot accept it, they can't tolerate differences in accents. So, this can be again something which bothers the teacher. (NNEST16)

May be the pronunciation, accent, it can be. There are some CSI (i.e. Communication Skills Instructor) teachers, we have some speaking instructors, they are coming from different education background, and different cities, different countries. I remember some of my students complaining about, for example, she was from… I don't remember the country's name, but her accent made it quite difficult to understand. She said, "teacher, our point is to practice speaking English, but we cannot communicate, she is speaking some sort of English, but her accent was a kind of hindrance, we could not communicate." But this was a valid example for just speaking instructors. I don't have many ideas. She had a kind of root from India, I guess. (NNEST21)

In addition, it was pointed out that although the Turkish accent is distant from any native variety of English, in contrast to the accents affecting ENNESTs' speech, it is familiar and comprehensible to the Turkish students:

Again they have concerns about the language, accent is a problem clearly, because even if we don't speak like a native speaker, I mean Turkish teachers, still we can communicate with each other easily, because the sounds, problematic ones, are similar, they get it more quickly. But depends on again the country, the person, etc. There're people from South Africa, but they were raised in a different country, bilingual people issues, etc., different things, factors there are. (NNEST18)

There were LNNESTs committed to the idea of accent diversity in ELT, claiming that students should be introduced to various types of accents:

It depends on the country they teach, but I believe it's the same if I go for example to Korea and teach, I would be one of those teachers. It should happen more often, I think. Of course, the accent could be a little bit different. Now students should be able to understand different accents. I don't think they would be teachers and be able to teach, in a different country, in an institution in a different country, unless they are fluent and good in English, they have a standard in English. (NNEST19)

Further to the above considerations, NEST10 claimed that the perspective of a particular institution on accent diversity is governed by their attitudes to the concept of international ownership of English and their willingness to accept the validity of its consequential differences:

The issue here of World English is as well, and where the school fits in terms of that, you might say that coming from, or being a nonnative from a non-English speaking country means there might be an accent, or something like that. And again how does the school look at that issue. In the debate nowadays it's not such a big issue, if somebody has an accent as long as they're legible and communicate, so again where the school is in this debate about World English might be a factor of whether they hire that person or not. I don't know if the school would look at the individual in terms of their language ability or where they're coming from. (NEST10)

4.1.2.3.2.2. Lack of Proficiency in Turkish

Another set of concerns lay with the Turkish language and culture. NEST4 proposed that having no Turkish at their disposal would prevent ENNESTs from understanding the students' needs in learning the language. Moreover, according to NEST8, it would

deprive them of seeing the sources of the students' errors. However, it was suggested that if, using analogies in their mother tongues, ENNESTs produced erroneous forms similar to the ones produced by Turkish teachers, it would enable them to develop error control mechanisms to solve their Turkish students' problems.

Well, they would have the same disadvantages as the native speaker in that they…it's possible, they wouldn't know the students' mother tongue. They might not be sympathetic to the students' needs in some cases in the same way that the native speaker might not. (NEST4)

But they lose that advantage of having the knowledge of Turkish, suppose one thing that they bring to the table is that… Turkish teachers, open mind on pick on students' errors, because they make the same errors, but an expatriate teacher might make different errors, if they made errors as the Turkish teachers, they could support the students with the Turkish specific mistakes. (NEST8)

Similar to the view held by NEST8, some LNNESTs considered that the major problem caused by the insufficient knowledge of Turkish is teacher's inability of addressing the specific types and origins of the students' errors:

Apart from being able to guess the specific kinds of mistakes that Turkish students make, I don't think they would have disadvantages, because always assuming that they have the same kind of academic qualifications as the rest of teachers, I mean. I don't think they would have a serious disadvantage. (NNEST3)

As I said before for the native ones, maybe not knowing the source of the errors, why students continuously make the same errors, not knowing the reason. And maybe not knowing Turkish, they might have some difficulties. (NNEST13)

About the mistakes, this type of teachers again may not understand the reasons of mistakes that Turkish students make. (NNEST24)

Besides, as also argued by NNEST24, being constrained to English in teacher-student interaction might be another disadvantage. To illustrate:

Well, in my opinion hypothetically, they would probably have the same difficulties that the natives have, and plus the problems of nonnative teachers. Why? Because, okay they're trying to teach English to Turkish students, so again we don't know how much they know about the culture of that language and the other disadvantage, even if they want to communicate with the students, the only medium is English, still they need to make their explanations in English, this is another disadvantage. (NNEST24)

Additionally, according to NNEST9, not being equipped with the knowledge of some Turkish lexicon might complicate vocabulary instruction procedures:

If they don't know Turkish, the language, the atmosphere of their teaching I mean. Some students may ask if the word is this in their native language and the teacher may not understand it, and at that point they might have some kind of difficulties. But in terms of teaching skills I don't think they would have any disadvantages at all. (NNEST9)

Similar to NEST4, NNEST6 claimed that a teacher lacking knowledge of Turkish might not be effective at responding to students' diverse needs. On the other hand, she expressed a belief that the Turkish language problem could be minimized by establishing and maintaining positive teacher-students relationships.

In the classroom students usually tend to switch to Turkish, when they don't understand the grammar points, something about reading, about writing, and if your native language is not Turkish then you may have difficulty understanding and meeting their needs I think, the needs of Turkish students, I mean. But I think this problem is not so insurmountable. When you establish rapport, when you manage to form good class dynamics then it can easily be overcome I think. This as I said, students actually like native speakers and expatriates let's say here. So, I think yes, the only problem is this. Students tend to switch to Turkish, and if you don't understand Turkish, then it may create a problem. (NNEST6)

According to the ENNEST, the major weakness of her associates was related to their lack of empathy towards the lower level students, occasionally having to recourse to their mother tongue during the lesson. The ENNESTs' view to some extent agreed with NEST4 and NNEST6's statements suggestive of ENNESTs' irresponsiveness to students' needs.

Weaknesses, in the classroom they might face, in the beginning, they might face difficulties related to students, low level students having to speak Turkish to ask questions, for example. And you can't really blame kids for that, because it's a very stressful situation to ask a teacher a question in front of the group of friends, especially at the beginning. Poor dears, they resort to Turkish. And then if a teacher is not responsive enough, you understand what I mean by responsive, then she may have kind of problems. But again this is not related to teaching and learning, this is related just to the class conduct, to the physical tools of conveying the message. Could be a disadvantage at some point. (NNEST12)

4.1.2.3.2.3. Unfamiliarity with Students' Culture

Due to a fundamental connection between language and culture, issues stemming from teachers' insufficient knowledge of students' native language were strongly associated with teachers' unfamiliarity with students' culture. It was proposed that a foreign teacher unfamiliar with students' culture is not aware of the intrinsic language learning processes peculiar to Turkish students.

I am not sure, I think the only… not disadvantage, but the only difference there would be between a foreign nonnative and a Turkish nonnative would be that they would not have a grasp on the Turkish culture itself, and the difficulties that Turkish students might have while learning English, because it's different for a Turkish student to learn English and it's different for say a German student to learn English. Me neither, if they don't have enough insights on that it may be a difficulty. But then again there are some foreign nonnative speakers who'd been living in Turkey for a long time, so they are aware of this. (NEST2)

Moreover, as claimed by NEST7, teachers and students coming from different linguistic and cultural backgrounds would have less rapport and it would take them longer to establish friendly relations with each other than teachers and students belonging to the same culture and having a common mother tongue. To illustrate:

(…) they can kind of chit-chat more with their teachers than they can with me. Because with me, I mean although we do have, you know, time in class when we can kind of discuss and talk, talk about other things, not related to the topic, they can't do that because they are more nervous, they are not sure of their language, they don't have the language maybe even, whereas they can do that with Turks, so they quicker come to a level. That's a disadvantage of a native English teacher and a nonnative but not Turkish teacher too, that's a disadvantage, the closeness, I mean eventually it comes, but probably it happens faster with a Turkish teacher, because they have the same culture, the same language. (NEST7)

Focusing on the reasons underlying communicative distances between native and nonnative foreign instructors and local students, NEST4 noted that teachers and students coming from diverse lower- or higher-context cultures would have different communicator needs and expectations imposed on the interlocutor:

Also frequently the foreign teachers and the native speakers are from a high-context or low-context culture that's different from the students' so the way they… you know, their expectation for the class can vary. (NEST4)

LNNESTs also emphasized that existing cultural differences between foreign teachers and local students, and teachers' unfamiliarity with students' culture are potential triggers to interpersonal misunderstanding in the classroom. Situations when the message communicated verbally or through nonverbal cues does not produce its intended effect on the target audience may adversely affect the teacher-student relationship:

And again, I mean since they come from a different culture, they may experience some problems, depending on the group they are working with, of course, this is may not be the case all the time, but if they're not very good at interpersonal skills, and if they're coming from a very different culture, they may misunderstand students at times, body language or other things. (NNEST23)

I think that the most basic weakness is in terms of cultural things, because they have a different culture, and they may have difficulty understanding students problems maybe, or even a sentence that a student utters maybe a problem in class, because the student intends to say something and the teacher understands something else. So, that might be a big problem not hearing another culture and misunderstandings, because it always happens. (LocalOther2)

The importance of culturally informed teaching knowledge based on foreign instructor's awareness of students' social experiences, values, and learning needs was repeatedly noted by LNNESTs. It was suggested that cultural knowledge may be gained through a range of methods, including independent study and interaction with people belonging to that culture.

Again, not knowing enough about Turkish culture. What the students are experiencing in their daily lives. Because when you are teaching the language, you also need to know the context, the local context. If you just know the culture of your own country, and nothing about the culture of the country you are living in, this can be a very big weakness, I think, a major weakness. (NNEST5)

So, I think the disadvantages could be the things that we mentioned; maybe not knowing a lot about the culture and language of the students, and everything, but there are the ways I think address to these problems. I mean, you can read about it, you can talk about it to others, learn about the students' perceptions. (NNEST19)

Another ENNESTs' disadvantage underlined by LNNESTs related to various sociocultural effects of moving to a foreign country and having to adapt to multiple kinds of challenges:

They may have difficulty getting used to the culture. It's a general problem, it's not about Turkish culture, or it's not about English culture. If you work in a foreign land, you may have the same difficulty anywhere actually in the world, and it's not about Turkey or Turkish culture. (NNEST6)

Again the culture point may be valid for them as well because it's not their culture again, and they are in another country still, not in their native country. That would put them in a disadvantageous position because they are not familiar with the native culture and that culture of the students. (NNEST9)

They have to deal with teaching English to Turkish students, plus they have to cope with Turkish culture. That's a disadvantage. (NNEST10)

4.1.2.3.2.4. Unfamiliarity with the English Language Culture

In some cases it was noted that ENNESTs' drawbacks of being a foreigner in Turkey are aggravated by their insufficient knowledge of the English language culture. As claimed by NNEST8, despite ENNESTs' advantage over LNNESTs of having overseas experiences, their contact with the English language culture might not have been pervasive to the extent that it could further become an integral part of their personality.

I think it would be even more challenging, because you're still not accustomed to the Turkish system, which the Turkish teachers are, and you also don't have the English background in terms of the English language culture background that the native speakers would have. So, you're coming out of more of a disadvantage, but it doesn't really…(NEST9)

Probably the same as the Turkish English teachers, actually may have more experience, they may have lived longer periods of time in English-speaking countries, but still they may not have internalized the language, the culture, the same as the Turkish English teachers. (NNEST8)

4.1.2.3.2.5. Limited Proficiency in English

Continuing the discussion, both NESTs and LNNESTs subjected to criticism ENNESTs' English proficiency. For example, NEST12 shared her observations of nonnative instructors producing restricted, unnatural, and not without mistakes, English while speaking. In addition, although admitting that despite being a native speaker, she is not secured against making mistakes in English, NEST12 claimed that NNESTs'

unfamiliarity with structures typical of conversational language could be perceived as their primary disadvantage:

Well, disadvantage is sometimes it's not natural, you know natural English, very structured English, and maybe not always correct. But I can't say that I, you know I grew up in a small town, a small fishing town in Canada, and you know I realized that there're things that I say that aren't correct, grammatically correct. But I think the biggest thing with expats or also Turkish teachers is that natural English, and functional language, and conversational English is not always easy for them; and just hearing the nuances, and getting the rhythm of English sometimes can be difficult. (NEST12)

LNNESTs also held the view that, similar to themselves, ENNESTs are condemned to experience boundaries in English, particularly in terms of fossilized erroneous L2 structures, difficulties with collocations, and mispronunciation issues. To illustrate:

A disadvantage can be again related to boundaries of English, and related to the culture. Because while we had as Turkish English speakers, we had boundaries in English, and she (ENNEST) also will experience these boundaries, and she'll also experience the other disadvantage for native English speakers, which is culture. So, it will be more difficult for him or her, I guess. (NNEST25)

Maybe they might have some fossilized concepts in their minds. Like Turkish teachers, no difference, I think, Turkish teachers and the nonnative, no difference. We might have difficulty in using correct collocations. That might be a disadvantage, but I cannot see any difference between a foreign nonnative and a Turkish teacher. (NNEST14)

Some of them may have problems with the second language, with English, this may affect their teaching, this may affect their language use in the classroom. Maybe while they're speaking, because of their accent they may make some mistakes, or the students may get them wrong, misunderstand what they are talking about. So, this may be a disadvantage. (NNEST17)

Interestingly, one of the LNNESTs argued that profiting by their foreignness, posing as NESTs, and trying on native teachers' authority in English, ENNESTs contrive to disguise their mistakes while teaching:

Presumably, although they are not natives, they consider themselves as native speakers and they put so much pressure on the students when they are teaching, they make mistakes, they try to find the way to explain to the students that it's not actually a mistake, so that's the weakness of expatriate ones. (LocalOther1)

141

4.1.2.3.2.6. Subjected to Stereotypes

The previous comment, touching upon the issue of ENNESTs passing themselves off as native teachers, provides for a gradual transition between the practical level of ENNESTs' work experiences and the explanations of possible underlying causes of the above mentioned phenomenon. Both NESTs and LNNESTs mentioned that students' attitudes to foreign teachers often lack objectivity and balance, being based on their prejudiced perceptions of teacher's physical appearance and cultural proximity to the Western world, rather than on an impartial assessment of their professional competences. NEST10 was speaking of the common social, strongly influential in Turkish students' appreciation of particular foreign teachers, attitudes, endorsing westerners and appearing arrogant, for example, to Africans. Guided by the students' preferences, language schools strive to employ English teachers meeting the unofficial, but gaining distinctness, standards, having nothing in common with the teaching expertise. Consequently, it was claimed that ENNESTs satisfying the abovementioned requirements are more welcomed by the employers than the ones whose physical appearance and cultural identity come into conflict with the general Turkish norms for English teachers. To illustrate:

I think it's both sides then, one big factor with this might be the home culture's view of that nonnative, and what kind of country are they coming from. If it was a rich developed country, maybe they would look at it in one way, and the Turkish world view is the factor here, and how they categorize countries. Africans aren't particularly welcome in many Turkish schools, not because of their language ability, but because of their appearance, and I think it's fair to say that the view here is then they think they're superior to Africa, and they would look down at them, and wouldn't perhaps necessarily understand the contribution that that person could really make. So, I think that again power relations there in the home culture, and how they look at that nonnative teacher. (...) But certainly, I think for some students it might be an issue, but the physical appearance is so important, not the language ability, which is why so many soaks from western countries are entertained and kept as employees in language schools here. It's not because of their language ability, it's because they look right. They look foreign, and schools can sell that. If they look white and western, it's okay. I think this is part of the local culture's understanding of others, and of language. So, I think in giving the answer I would say, yes, some nonnatives might be able to find work here easier than others, and they'd be understood in certain ways by the students, and by the institution. (NEST10)

The following LNNESTs' accounts, taking notice of widely-spread stereotypes shaping students' perceptions of foreign nonnative English teachers, were in unison with the ideas of NEST10. NNEST3 and NNEST18 assumed that the misleading prejudiced concepts influence the student audience to view a Ukrainian teacher, or any other European looking instructor, in a more favorable light than a teacher from South Africa, India, or China:

I don't think the students approach those teachers very objectively. Now there's a certain attraction of the exotic and, you know, having a foreign teacher might be a reason for motivation. We are boring stuff, Turkish teachers of English are boring stuff. They come into the class, see us and they wish they had a foreign teacher. But they don't approach such teachers very objectively, for example, a blond teacher coming from let's say Ukraine would be very attractive, because she would be exotic, but if it was somebody from South Africa or India, probably they would say "Okay, why am I learning from her or him?" So, it can have the students' motivation or it can destroy it totally. It depends on the attraction of the exotic, I am afraid. (NNEST3)

The people here, I heard from them that, from students at times as well, it's even harder for them I find it, I mean imagine, again it very much depends on where she or he comes from. That's an important point I mean. If it's a European country, almost no difference, or like I don't know, we don't have that much discrimination, like we have west and east concept. So, if it's east part, like Indian, or Asia, I don't know, China maybe, I imagine it might be harder, because the students have the same prejudice plus there's a cultural issue as well at the same time, I mean it makes the person more disadvantaged. (NNEST18)

Further to the discussion on students' biases related to ENNESTs, it was noted that foreign nonnative English teachers could be perceived by their students as an inadequate substitute for NESTs, and that it would be generally time-consuming to change their preconceived opinions for the better:

Maybe for the students, they may think if the teacher is not from the USA or England, English-speaking countries, maybe they may not credit those teachers that much…because of the prejudice they have. When they hear a native teacher is coming, it should be perfect. So, not the other ones, coming from other countries. They may not have the idea that they may also be good, really good teachers. It may take some time for them to break this kind of a prejudice maybe. (NNEST1)

In addition to the obstructive stereotypes, NEST14 mentioned that ENNESTs might have to deal with students' lack of information on the foreign teacher's country of origin, implying continuous introductions and explanations on the part of the teacher:

Another disadvantage is that, because there might be only one representative of that nationality, they may find it… because I will say, each group… that person only sees maybe four or five different groups of students throughout the year that…a disadvantage is that every time that person has to go and explain where they're from, and why they're doing this, and you know that's a disadvantage both for them and for the students, because the students don't see the advantage of having different people. (NEST14)

4.1.2.3.2.7. Combine Disadvantages of NESTs and LNNESTs

In some instances, it was emphasized that ENNESTs, taking an intermediate position in the classification of English teachers between NESTs and LNNESTs, in addition to some advantages, usually share disadvantages of both categories that complicates ENNESTs' professional life.

It can't be so much different from the weaknesses of the native speakers of English. What I can think is, when the native speaker is in the class he or she doesn't know much about the origin of the needs of the learners. Same with the expatriate teachers, I guess. You are as strange as a native speaker to your learners. In this respect it quite sounds the same to me. But in terms of the cultural issues, or the pronunciation, as we talked about the nonnative, it could be similar. So, the expatriates are just in the middle, I guess. (NNEST4)

LNNESTs held the view that ENNESTs, combining the statuses of a foreigner in Turkey and of an English language learner, are generally compelled to apply more efforts to improve their knowledge of both languages and cultures:

They have to work hard, well, harder at least, because they have to know English very well, they have to get used to the culture in Turkey as well, and most of the time they are expected to be able to speak a few words of Turkish as well. So, those would be disadvantages, other than that, they will have the same problems other teachers would face in the class. (NNEST11)

So, of course their job is not very easy, because they have a different background, and they are in a totally different country, and they're trying to teach something other than their own language. (NNEST22)

Despite ENNESTs' linguistic and cultural disadvantages and difficulties, it was claimed that their genuine interest in teaching, accumulated experience and development-oriented approach may give ENNESTs an actual opportunity to prove themselves successful:

Of course, their job is not very easy, but still I don't see them any different from any good or any not that good, I don't want to say it, but not that good teachers; so, if they're good, they're good. If they love the job, they would perform well, or vice versa. Of course, they could have different issues, different problems other than native ones, or local teachers. Of course, again the cultural issues, or integration, anything could be an issue, but still if you love the job, if you're experienced enough, or if you have this, you know, innate skill to develop yourself or to become a good teacher, not that different, I can say. (NNEST22)

4.1.2.4. NESTs' General Self-Perceptions

Teacher questionnaire items 8-9 are related exclusively to NESTs' identity, and NESTs' general perceptions of themselves as NESTs. Item 8 in the teacher questionnaire related only to NESTs: *If you consider yourself a NATIVE speaker of English: Your students sometimes think that you are a NONNATIVE speaker of English (because of your physical appearance or accent, for example).* As demonstrated in Figure 11, NESTs' responses were predominantly negative (M=1.94); 61% of NESTS answered "strongly disagree" and 6% answered "disagree" for this item. NESTs who responded negatively to item 8 were the citizens of the UK, the USA, Canada, and Ireland. NEST who expressed uncertainty (11%) were from Malaysia and Kuwait. NESTs who agreed (22%) were the citizens of Canada, South Africa, and the USA. The NEST from the USA circled "physical appearance" in the questionnaire, this way emphasizing what exactly, in his/her opinion, affects the students' perception of him/her as a native/nonnantive teacher. In the "other" group, most of the teachers (57%) opted not to respond, and 43% agreed that their students sometimes think that they are NNESTs.
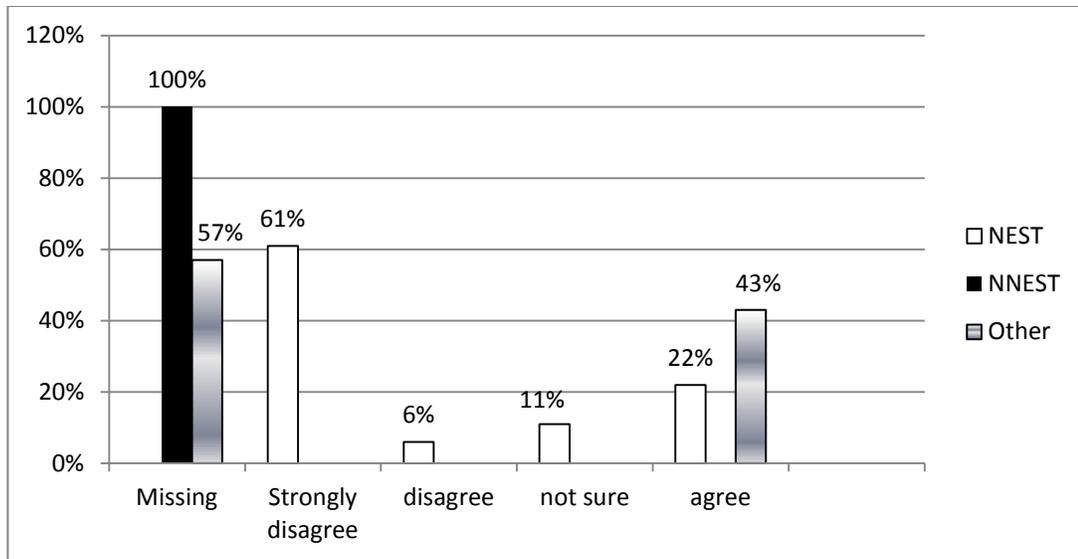
Figure 11 Percent of teachers' responses to **item 8**, *If you consider yourself a NEST: Your students sometimes think that you are a NONNATIVE speaker of English (because of your physical appearance or accent, for example).*

Item 9 in the teacher questionnaire also related only to NESTs: *If you consider yourself a NEST: Sometimes you feel that you stand high as a teacher in administrators and students' favor based on that you are a native speaker of English.* For the most part, NESTs' responses to item 9 were positive (M=3.72). As shown in Figure 12, 50% of NESTs agreed and 17% of NESTs strongly agreed with this statement; some NESTs disagreed (11%) or expressed uncertainty (22%). In the other group, similar to the results obtained by item 8, 57% of the respondents did not answer to item 9; 29% of the "other" group agreed and 14% disagreed.
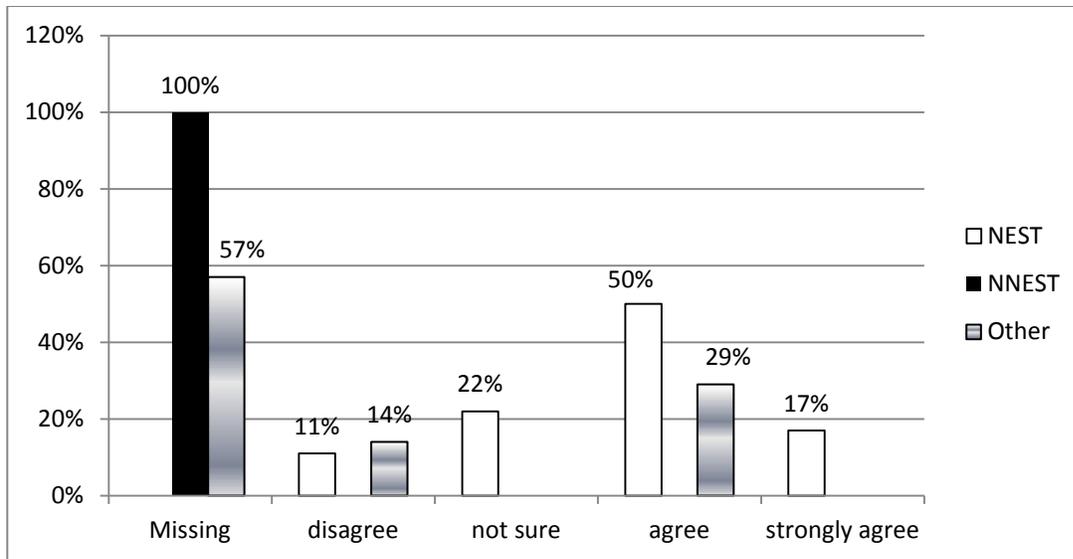
Figure 12 Percent of teachers' responses to **item 9**, *If you consider yourself a NEST: Sometimes you feel that you stand high as a teacher in administrators and students' favor based on that you are a native speaker of English.*

4.1.2.5. NESTs' Advantages and Disadvantages

Teacher interview questions 6 and 7 focused on the valuable qualities and serious weaknesses of NESTs.

4.1.2.5.1. Advantages of NESTs

According to the general analysis of the teacher responses, NESTs' key advantages were their native English proficiency, cultural knowledge of the English language, and authentic pronunciation. It was claimed that NESTs naturally possess a higher capacity for teaching speaking skills, colloquial forms, infrequent vocabulary, and idiomatic language; and consequently, have a lower need for spending their efforts for lesson preparation. As in the case of ENNESTs, in NESTs' lessons, students are supplied with real life conditions for the target language use and gain motivation broadening their outlook on other cultures and ways of life. Some participants added that NESTs'

teaching style is more informal and relaxed than LNNESTs'. It was also mentioned that students, generally having more confidence towards NESTs than towards NNESTs, tend to prefer NESTs to NNESTs.

Despite the unanimity of major judgments favoring NESTs' language and culture proficiency, and also pronunciation, there were some subtle differences between NESTs and NNESTs' perceptions and the amount of attention given to various listed characteristics. Thus, some beliefs gained more ground with NNESTs than with NESTs, such as an idea sustaining the necessity imposed by NESTs' classroom on students to use English as the medium of classroom interaction and the conviction that less effort is required for NESTs to prepare for lessons than for NNESTs. On the other hand, NESTs were more preoccupied comparing their own teaching styles to the instructional approaches used by LNNESTs, describing the former as more informal and relaxed than the latter. The major NESTs' advantages elicited from teachers' interview responses are demonstrated in Appendix O.

4.1.2.5.1.1. Native Proficiency in English

The primary set of NESTs' advantages lay with their native English proficiency, which is the outcome of unconscious language acquisition, as opposed to the previously discussed in relation to NNESTs, characteristics of the foreign language proficiency, stemming from conscious language learning. The benefits of being a native speaker of English, implying intuitive linguistic knowledge and an ability to produce fluent, spontaneous discourse were frequently emphasized by NESTs:

Of course knowledge of the language, I mean it's the only advantage. (NEST6)

(…)I mean, the language they are teaching, English mainly, that they have a good grasp on that would be an advantage I think, probably. (NEST2)

The most valuable is that, they have full control of the language. I mean without thinking, I mean it's there. And maybe even giving examples, you know it's innate in you, it just comes out. (NEST3)

However, as mentioned by some NESTs, the profoundness of the implicit linguistic knowledge does not ensure the ability of interpretation and explanation of this knowledge to others. To illustrate:

The advantage obviously, I mean the linguistic advantage, which itself is kind of a double-edged sword, especially when you are a new teacher. You know everything about that language; you know what's right and what's wrong, but why? How? How can you explain that to other people? (NEST5)

Usually a native teacher will know most things, although he or she might not necessarily be able to explain them. I'm very bold, but it's rare for a student to come with something that a native teacher has never encountered before. That can be nice. Yeah, I mean it really comes down to just having the knowledge innately without having made the effort to acquire the knowledge; with a native teacher the knowledge is there in whatever aspect of the language, the knowledge is already there. (NEST8)

Similarly, NNESTs identified native English proficiency and its derived fluent, spontaneous discourse as one of NESTs' foremost valuable qualities. The ENNEST and a number of LNNESTs demonstrated admiration for NESTs' natural, effortless way of expressing themselves:

Well, definitely the quality of language they produce, obviously. Right? The thing is, they use the language, without thinking, without consideration, automatically, the way it should be used at a certain level of proficiency. (NNEST12)

First of all it's their mother tongue, so they have no difficulty in expressing themselves I think. (NNEST10)

Again depending on different parameters, they could be more fluent let's say. But more fluent than…, even more fluent than native speakers, they have differences among themselves as well. (NNEST22)

Another advantage…you know, I'm sure a native teacher has a better command of English, because he is coming from that culture, so he knows, he must know more than we do. (NNEST16)

(…) So, if they are talented at teaching, if they are good teachers, and they are native, it would be perfect in the classroom, and it doesn't matter whether they have foreign students or local students, it doesn't matter for them, because they will teach which is very normal to them. (NNEST7)

Moreover, the ENNEST (NNEST12) and LNNESTs believed that, owing to their native language proficiency, NESTs serve as good speaking models for students and speaking

lessons are the prerogative of NESTs, since they are endowed with a natural capacity to teach speaking communicative skills:

They become really good models, speaking models for students. (NNEST12)

For speaking native teacher is a must I guess. It's a must. (NNEST8)

Again from the perspective of students, I can say speaking classes should be given by native speakers, I think, and not all the time, but at least let's say one hour a week or two hours a week. Actually, I am not so sure. I am sure they have advantages, but nothing comes to my mind rather than their advantages in speaking classes. (NNEST6)

4.1.2.5.1.2. Developed Vocabulary, Idiomatic Language, and Collocational Competence

Further to the above considerations, it was noted that NESTs gain an advantage over NNESTs in terms of vocabulary, including broader knowledge of colloquialisms and idioms. Besides, LNNESTs claimed that vocabulary instruction, generally requiring substantial effort from NNESTs, come natural to NESTs. To illustrate:

There are lots of advantages of native English teachers as well, especially with the vocabulary, we sometimes may have difficulties in understanding what it means or how to use it. I believe that they know more vocabulary items than we do. I don't know if it's academically or not, but I believe that they know more vocabulary items, and they can help them in this way, but there are of course certain differences. But the knowledge of vocabulary definitely. (NNEST13)

First of all, of course they rein command of the language, and they can teach colloquial language (NNEST8)

Of course, they are native, and they have no problems. They are native, they can teach idioms, they can teach how to speak in different contexts, they can explain some points very easily because they are very proficient, they are very normal for them. (...) Especially teaching idioms, teaching the communicative intent of the language, teaching the colloquial usage of the language, slang of the language, idioms. So, if they are talented at teaching, if they are good teachers, and they are native, it would be perfect in the classroom, and it doesn't matter whether they have foreign students or local students, it doesn't matter for them, because they will teach which is very normal to them. (NNEST7)

Actually, an idea that NESTs' capacity to produce spontaneous and fluent discourse saves their preparation time and makes teaching, especially vocabulary instruction, easier, ran all through a number of LNNESTs' accounts. LNNESTs complained about

the need of consulting various outside sources for definitions, pronunciation, collocations, and example sentences. For instance:

This is their first language; this is their mother tongue, so they don't have any difficulty in terms of language, not in terms of teaching. So, while getting ready for something they do not spend lots of time. And they know the nature, they know the notion in the language, they know everything relating to their language, and so they do not have difficulty, because it comes automatically, when they think about the sentence, or when they are trying to teach something to their students, they do not spend lots of time to think about something, because they are just using the language, so they know everything about the language. So, this is the advantage, one of the advantages. (NNEST17)

I have to check dictionaries, I have to check other contexts in order to see how a word, for example, is used in a natural English text, but they can easily write an example sentence on the board, and that's also a big advantage. (NNEST14)

And for example they have a better vocabulary, and they can, in terms of this when the students ask sometimes we have to go read, do some research, or just check the internet, but they can just immediately meet their needs in that sense. (NNEST19)

Of course, maybe our knowledge can be enough to teach, you know to take our students up to a level. However, that knowledge can be an advantage, his job can be easier in this school, a native teacher doesn't need to check vocabulary a lot maybe, those things. We need to check all the time, we need to make sure that we know the correct pronunciation, the meaning, collocation, but that native teacher can have knowledge, because he's coming from that background, culture where this language is spoken actually. (NNEST16)

NESTs' innate linguistic knowledge was perceived as a powerful tool granting them freedom from outside sources, and affording them an opportunity for acting spontaneously and creatively while teaching. On the contrary, LNNESTs' constant dependence on outside sources providing information on word meanings, pronunciation, patterns of natural language use was referred to as their major constraint:

First, they can use the language freely; they don't have any boundaries, like sometimes we can need a dictionary with us, because we need to check the meanings of the vocabulary, but they don't need that. So, they are freer while teaching English, and they don't need to spend so much time working on pronunciation, checking the words, the collocations, the pronunciation, the spelling, everything. So, they're, I guess, more relaxed while teaching. While we have some boundaries, they don't. Because no matter how much we work when we study, it's still our second language, I mean we're not bilinguals from childhood, we learnt English after awhile. So, I think this is the main difference. (NNEST25)

For their part NESTs also emphasized their advantage over NNESTs of having a native-sized vocabulary, involving knowledge of word forms, meanings, collocations, and frequencies. Particular attention was paid to their native intuitions of how frequently specific words occur in the language, which words are habitually juxtaposed, and whether these words are naturally used in formal or informal contexts. For example:

First, of course in many cases the slang or the infrequently used words are obviously known by the person, when they might not be by other, the Turk in this case, or people of other nationalities. (NEST4)

Another advantage of having an English teacher is… sometimes, and not always, we have the advantage of being able to explain nuances in vocabulary. (NEST14)

And I think that, yeah, where the Turkish teachers might have difficulty explaining how a word is used in a lot of different contexts, I can remember when I'm with my friends, how I use this word, when I'm in a business setting, how I use this word, I can think back to different memories in my life and use this as context in order to try supplant the word in the mind of these students. (NEST13)

NEST5 shared an anecdote indicative of the higher level students' demand for teachers' extensive and deep vocabulary knowledge, including subtle aspects of word meaning and intuitions of word frequency. Moreover, NEST5 emphasized the benefits of gaining vocabulary knowledge from the instructors representing various English-speaking cultures and being able to clarify culture-specific word connotations and usages. To illustrate:

But the things like idioms that you can teach to the kids, especially the higher levels, they've done the grammar, okay the may be not perfect in it, but they've done more or less as much as they can. Idiomatic usages, aspects of the culture, especially when you get an American teacher in one semester, a British teacher in another, they get both sides of that argument, the real details of the language, they release of almost barocco points of usage, and these old words, things that are not longer used, and that helps. You know a lot of kids dive into their dictionaries looking for synonyms, come up with something what Shakespeare used, and no one has used that ever since. As a native you can point it out to them, "okay it's a great word, but nobody uses it" There was a guy when I worked in Saudi Arabia, he came up with this word "poltroon", which means "coward", but again that's the word no one's used since about 1750, but he found it in a dictionary and he loved it, that became his word. Even if you don't know what it means, you know that's an archaic word and shouldn't be used any more. So, I guess it's that, the real advantage is just having that instinctive inbuilt feel for what's right and what's wrong. (NEST5)

4.1.2.5.1.3. Authentic Pronunciation

In addition to the above, both NESTs and NNESTs gave particular emphasis to NESTs' authenticity in pronunciation. NEST6 particularly noted that NESTs' are superior to NNESTs in terms of pronunciation; and NEST7 claimed that listening to NESTs is beneficial for improving learners' listening skills and developing a neutral accent.

(…) better pronunciation, certainly. (NEST6)

Students are getting a neutral accent, depending on where you come from, I'm talking about America, again a neutral accent they are getting. So, that's good for listening. (NEST7)

It was also claimed that, as opposed to the majority of LNNESTs speaking with a similar foreign accent, NESTs provide students with extensive exposure to various accents:

Another advantage is that we all have different accents. So, like I'm Irish and the girls in my unit are North Americans, even between us there's a difference in accents. Though the students get used to hearing different accents, which can be an advantage for them, whereas depending on where a Turkish teacher has learnt English, their accent…to me they all sound pretty similar in English. So, an advantage for the students is that they get greater variety. (NEST14)

Analysis of LNNESTs' interview data revealed accounts characterizing NESTs' pronunciation as "very natural" and "mostly correct", making NESTs an example for imitation and a "perfect model" for students. To illustrate:

Pronunciation is another advantage for them, because it's very natural. (NNEST23)

Yeah, again it's like because they're native teachers, they have correct, mostly correct, or more natural authentic pronunciation, stress, intonation, part of the language let's say. (NNEST19)

Well, what the students think they are the perfect model for…they can imitate them easily for their pronunciation especially. This is the most striking point actually for the natives, I guess. I also have the same opinion to some extent. (NNEST4)

Pronunciation wise, they can improve their pronunciation, so that they can improve their accent maybe. I think these the major good qualities of native speakers. (NNEST5)

Advancing arguments in favor of NESTs' pronunciation and capacity for providing more quality pronunciation instruction than NNESTs, LNNESTs often disputed their own suitability for teaching pronunciation skills, specifying pronunciation related disadvantages, e.g. tendency to "mispronounce some words", strongly associated with a consciously acquired knowledge domain. However, LNNESTs' self-criticism should not be interpreted as a complete denial of NNESTs' potentiality for improving their pronunciation performance and attaining efficient pronunciation instruction. As opposed to NESTs' naturally acquired pronunciation due to their childhood exposure to English, LNNESTs' achieved success in terms of pronunciation was seen as directly proportional to the amount of study time and effort allocated by them to self-development in this field and lesson preparation:

(...) and of course the pronunciation. Sometimes you might mispronounce some words, some phrases, and they are better I believe in that sense. (NNEST13)

Native English teachers are really helpful in terms of pronunciation, intonation, which are important parts of the whole picture. Because I mean just learning grammar or vocabulary is not enough, they have to understand that intonation as well. Then we might not be very helpful at this most of the time. In terms of pronunciation, intonation and creating more natural context in class, they are better than us. (NNEST14)

Native English teachers can train the students in terms of pronunciation better. Of course, Turkish teachers can do the same thing, but we need to do a lot of work, it's not something unachievable, we can achieve it, but on the part of the teacher it needs a lot of work. For a native teacher, of course, this is his or her native language, so they can teach it much better. (...) they can pick up the pronunciation and intonation of the sentences, which has good results on the part of the students. (NNEST24)

On the other hand, general LNNESTs' approval of native pronunciation did not apply to non-standard authentic dialects that, according to NNEST11, might present difficulties in the classroom:

Also in pronunciation and speaking, they set great examples. Well, I'm not talking about of course some dialects that might be in English; I mean it is English, fine, but the dialects might be problematic for the students. But if I'm talking about standard British, standard American English, in that sense they would help a lot I guess. (NNEST11)

4.1.2.5.1.4. Perceived as More Trustworthy than NNESTs

Both NESTs and NNESTs noted higher levels of students' trust in NESTs than in NNESTs that was generally associated with the native English proficiency and authentic pronunciation of NESTs. As claimed by interviewees, students tend to see NESTs as more self-reliant in terms of their language knowledge and its practical implications than NNESTs, being subjected to the supreme authority of a native speaker. For example, NEST3 drew parallels between NESTs' teaching styles and successful marketing campaigns. Consequently, NESTs' strategies reflecting more confidence and better control of the linguistic resources undoubtedly produce a stronger persuasive effect on students than NNESTs' approach blemished by their general linguistic insecurity:

Whatever the native speaker feels like saying, it comes out naturally. Anything that's natural is always better than something that's unnatural. Because then you are able to convince your students that's correct. Our students are consumers and we are the marketers, and we are trying to market the English language, and we are trying to say "okay, we use Present Perfect because, you know, it's something from the past and it has connections with the present." So, if you are good at marketing you can sell it. And native speakers are of course, because they believe in it, they know it, they trust it, and they have sure confidence when they are selling it. But if you are not so certain, this comes from the nonnative speakers, not all of them, some of them, then they have problems there. (NEST3)

Moreover, as follows from NEST7's comment, students' implicit trust in native speaker's infallibility makes them tolerant to NESTs' mistakes:

You can always fall back on that, it's also sometimes a safety thing if you do make like a mistake or something you can say "Well, how could I do that?" I don't ever cheat the students, or lie to them, but… (NEST7)

Elaborating on the subject of students' confidence in NESTs, some LNNESTs acknowledged their own trust in native speaker's language expertise. Thus, NNEST11 recognized native speaker supremacy in terms of practical usage of English and idiomatic expressions:

Plus they have confidence. I mean students have confidence in their teachers, <u>they think they know everything, which is most probably true</u>; they know most of the things, especially about the usage, and expressions, and idioms, etc. So, they are better at answering students' questions in those terms. (NNEST11)

155

LocalOther1 claimed that NESTs, owing to their more natural, intuitive approach, have more authority and efficiency in dealing with students' mistakes than NNESTs:

They can always come up with the easiest explanation. They don't have to figure out what the explanation was, what the rule was, or anything. They can handle the problem there and then. They can give more natural explanations regarding the environment, and the situation, and the context of things. They can easily correct the students' mistake. It doesn't take them very long to correct it, to be honest. They can say okay, that you said this, but it is actually this one, and it is more convincing for them to do it, rather than nonnative teachers. (LocalOther1)

NNEST9 argued that "a nice accent" and knowledge of finer points of the language, of which NNESTs might not be aware, foster students' trust in NESTs:

First of all of course when the students hear that you have a nice accent and a nice way of pronouncing the words they some kind of trust you more, which is something I personally felt. And at that point it might be advantageous because the students will believe, trust that this person knows this language. No matter what he or she is teaching by the way. If they are teaching grammar, it's totally something else I know, but in terms of students' aspects, points of view I mean, they would be more trustworthy for students. Of course, being a native speaker of the language, there might be some points that we as nonnatives lack, but they know. So, in the classroom at least in terms of those small tiny differences, light differences, they would be more aware of the facts some of the facts. (NNEST9)

NNEST18 concluded that the presence of students' trust in their teacher, which is fundamental to learner empowerment and openness to learning, makes NESTs' instructional work easier:

The students' perception at the same time; they're sure that whenever their teacher says something, it's true, because they're native speakers. So, it's a very important issue. I'm sure that it eases their job a lot. (NNEST18)

4.1.2.5.1.5. The Knowledge of Cultural Connotations of English

From NESTs' linguistic advantages, the focus gradually transferred to the integrated knowledge of the target language culture that was also identified as one of NESTs' most positive characteristics by both NESTs and NNESTs. Thus, NESTs emphasized the benefits of their implicit knowledge of various cultural features reflected in the language and of the broad social components of everyday life in the countries of their origin that

they may comfortably resort to during the lesson. It was also argued that becoming aware of different cultures and dissimilar ways of life, expands students' outlook and makes them view their own culture from a new, less ethnocentric perspective. To illustrate:

(...) the cultural aspect, I mean, I know about the holidays, I know about what we do, how our lives are... Mostly these teachers haven't been to North America, England, or Australia, South Africa, these countries. (NEST9)

Obviously we have a lot of connections with the language that we can draw upon, that help us integrate ideas into the new things that we are teaching that the kids... well, the kids, but I call them kids sometimes. (...) Culturally I think it broadens their horizons, you know, for most kids at this age they are all kind of "nationalistic" in quotation marks. You know, "everything about my culture is right, and everything outside it is a bit strange and weird", and yet this exposure to somebody from a different country I think is very very healthy at this stage. (NEST1)

In addition, it was mentioned that the generally positively perceived foreign culture arousing students' genuine interest, in this case the culture of the United States, may operate as a powerful motivation tool in achieving learning goals:

(...)I can bring in my own culture to the classroom, which is always nice. Especially you know if you are from America, they seem to like America, most of them. (...) A disadvantage, they've learned English-English before more than likely, and I know American English, and there's a little difference. But an advantage is teaching that new language and they like that, because they like America, they are more familiar with America than England probably, because of TV, and popular shows also. You can tell students, they know that I'm from America, and I can see some of them are looking their friends maybe told them, "That's the American teacher." So, it's a novelty, it wears off, like everything else, I don't really care about that. "That's an American teacher"- that doesn't really do anything, I just want my students to like English, and to use it, and to pass. (NEST7)

Furthermore, special importance was given to NESTs' awareness of the English-speaking world based educational approaches and procedures, like basic language skills instruction and standardized testing, integrated into the foreign language curriculum:

Well, we've grown up in a language, so you know I lived the ways that it's used in conversation, just in general life. So, even before I received training as to how to be an English language teacher, I already kind of had some insight into ways how to help the students, especially with the skills lessons. I felt like my training really helped for

grammar lessons, but the skills lessons I could teach immediately, because I can read, I can write, and for standardized tests like the GRE or the SAT, or different tests that I've taken in my life, there are very similar types of problems that these students will have to also encounter when they take the COPE exam. So, I'm very familiar with these types of activities that they are doing on a daily basis. So, I think that, you know, we bring kind of just a background in this that we have, unfairly, like just because we grew up in English language countries. So, <u>I think for the skills lessons we're particularly adapt in helping the students without grammar</u>, I think this one takes more training for us. (NEST13)

NEST4 and NEST11 held the view that NNESTs concerned with the cultural implications encoded in the English language or having spent some time in an English-speaking country, might enhance their knowledge and confidence with regard to the cultural connotations of the language:

(…) they can answer questions concerning the English-speaking countries, since they come from them. But it depends on the Turk and the other nationality teachers, well because they could have lived in the country and could have excellent English and pronunciation. So, it depends on the teacher. (NEST4)

It really depends on the person I think, and the context. They know the colloquial language, they've come from a background, they grew up with these types of things, so a lot of this comes naturally to them, and they can understand the language within contexts in listening and reading texts, as well within sorts of general news, media, and stuff like that, fairly easily I think. That's not to say nonnative speakers can't, but I think a lot of nonnative speakers might not be as interested in learning about those types of things, you know their job is to teach English, so… That would be definitely the biggest advantage, I think. (NEST11)

In addition to the culture of English, it was claimed that NESTs introduce a dissimilar, not fitting in the framework of traditional Turkish classroom, style of teaching, which NESTs characterized in the following way:

What they bring particularly here is a different teaching style, one that is disconnected from what I believe to be the case in that a very rigorous, rule-based approach to learning. You know, our styles are generally more flexible, open, then I'd say humorous. (NEST1)

Number one-knowledge, number two-more relaxed style, less formal which is more relaxing for the students. (NEST6)

NNESTs concentrated mainly on the educative benefits of NESTs' language-related implicit cultural knowledge, and the associated freedom and easiness of resorting to this

knowledge in case of need. NNESTs addressed specifically the positive effects of culture familiarization, as opposed to cultural acquisition, on learners' linguistic and cross-cultural development:

(...) when they come to another country to teach English they bring whatever they have in their own country, and as long as they are not trying to impose them on the students, it's a good way to have an intercultural society in the classroom. Because classroom is a society, I guess. So, it's a good way to provide such an enriched environment in the classroom. (NNEST4)

They can learn more about the culture, this is the other thing, "oh, teacher, I've heard such a thing, can you explain it?" Or within the text, if students read something about the culture, of course if it's related to American or British culture, the native teachers may explain it much clearer than the Turkish teachers. This is another advantage. (NNEST24)

The ENNEST (NNEST12) and some LNNESTs remarked that NNESTs, generally lacking implicit knowledge of culture-bound linguistic elements, strongly depend in their success on the amount of effort invested by them into studying. For example:

(...) definitely don't have to research as much as we do to find out the cultural background of some expressions, etc., language unities, let me put it that way. (NNEST12)

They are more comfortable with the language, so they may not have any difficulties or problems while answering some specific questions about the culture, for example. There may be some things that the nonnative teachers may not answer that comfortably without checking, for example. But for them it will be just easy, because it is their culture and their life they are coming from. I think this is the first advantage they have as natives. To be able to... just comfortable and efficient as coming from that culture, mostly because of the habits and the things, so they don't have any question marks in their minds. (NNEST1)

Another advantage...you know, I'm sure a native teacher has a better command of English, because he is coming from that culture, so he knows, he must know more than we do. Of course, maybe our knowledge can be enough to teach, you know to take our students up to a level. However, that knowledge can be an advantage, his job can be easier in this school, a native teacher doesn't need to check vocabulary a lot maybe, those things. We need to check all the time, we need to make sure that we know the correct pronunciation, the meaning, collocation, but that native teacher can have knowledge, because he's coming from that background, culture where this language is spoken actually. (NNEST16)

4.1.2.5.1.6. International Experience and Intercultural Competence

It was also suggested that NESTs' international experiences and desire for obtaining better understanding of other cultures may exert some positive influence on their teaching and enhance their personal cross-cultural awareness:

(…) they could be more open to learning about different cultures let's say. Because usually native speakers work in different countries, they don't stay in their home country. So, we can guess that they are more open to learning about different cultures, and this could have a little or a big impact on their teaching, on their development, on the messages they send. This is something of course different. (NNEST22)

Both NESTs and NNESTs pointed out that the presence of a NEST in the classroom has a positive, motivating effect on language learners. However, students' approving reactions were interpreted differently by them. NESTs assumed that students' favoring responses are provoked by their natural curiosity about other cultures heated up by the lack of international experience, and asserted that students' enthusiasm diminishes as soon as they satisfy their curiosity by learning more about the foreign teacher:

In the beginning though, not throughout the whole term, but in the beginning there's always a kind of surprise and kind of like a… they kind of admire that teacher, because they are different from their other English teachers, that they've seen at high schools and stuff, they are kind of more curious, but that mean not necessarily going for a long time, that may be an advantage. (NEST2)

And again just to be an outsider, I mean most of the students are Turkish, the only guy in my class who isn't is from Tajikistan, and so, for most of them it's the first contact with a foreigner, and it's a chance to show that we are not any different, just another person from another country, but essentially the same as anybody else, takes that mystery away. (NEST5)

(…) So, I think it's then really being a foreigner; and locals might want to communicate with a foreigner (NEST10)

Analysis of LNNESTs' responses revealed differing explanations of students' positive attitudes to NESTs. Similar to NESTs, NNEST8 made an assumption that students' interest to NESTs may be attributed to the foreign culture factor:

(…) and of course they can raise interest in the classroom, because he's from a different culture. (NNEST8)

On the other part, some LNNESTs ascribed students' appreciation of NESTs exclusively to their native English proficiency:

The native English teachers… Again maybe it'll be a kind of repetition, but just an opposite thing, firstly, they can motivate students more because they are native, they know the language. (NNEST21)

I think it's interesting for students to work with a native English teacher, because it's interesting for them, their target, their goal is to learn this language, and learning and being together with that kind of teacher in the classroom I think is interesting for students. They are more interested in the language itself and they feel that they are doing something real, the communication is real. (NNEST20)

Some LNNESTs expressed an idea that both abovementioned factors, i.e. being a native speaker of English and being a foreigner, positively contribute to the teacher's image in the students' eyes. NNEST23 claimed the existence of preferential attitudes towards NESTs, playing an important role in shaping students' perceptions of their English teachers. Consequently, responding to student demand by providing them with NESTs might enable their motivation. It was added that the presence of a foreign teacher, regardless of the lesson content, operates as an effective factor increasing students' interest in the lesson:

Students, some students tend to, you know, prefer native speakers while they're learning a new language, I mean it can be English or another language, but I know that some students, university students or adult learners, it doesn't matter, or families, they want their children to have a native speaker teacher. So, that's an advantage, I mean because whenever for example, if you have a student in one of your classes, and if the student wants to work with a native speaker teacher, and when the student has a native speaker teacher, of course it will be a good advantage, because this students will be more motivated in my opinion. And they know the culture really, that's another advantage. And another thing is, sometimes they might have more interesting lessons, not because of the plan, but students find them interesting anyway. So, they think "oh, she's an American teacher, I can ask her many different questions, she's from a different country, a different city." So, this is an advantage in my opinion I mean. (NNEST23)

NNEST3 spoke of her British colleague who, without being their current teacher, gained great popularity among NNEST3's students. NNEST3 explained her students' attitudes by their affection towards native English speakers and towards foreigners in general. With a taint of bitterness detectable in her tone, she noted that her students would have preferred the abovementioned NEST to be their teacher.

Oh, they are supposed to be the real thing! Students feel very happy, it's a dream come true for them. For example, there's a teacher here named X, I hardly know him, you met him, and I am afraid I haven't spoken to him three words in two years, but all my students know him. They know when his birthday is, and they wish he was their teacher. I am sure he is a good teacher, I have no doubt about that, but I think his attraction is because he's foreign, he is from the United Kingdom. The students want to be taught by natives. Because they don't interact with native speakers of English very much and it is something they miss and they value it. So, it increases their motivation. (NNEST3)

Commenting on students' general preference for NESTs, NNEST8 voiced her doubts about actual advantages of NESTs over NNESTs:

Generally students like them, students prefer native English teachers, but I have doubts about if they make better English teachers than the nonnative English teachers. (NNEST8)

4.1.2.5.1.7. Authenticity of Communication

As if responding to NNEST8's statement, NEST1 claimed that being native does not make a NEST "necessarily better as a teacher". According to him, the major advantage of NESTs consisted in providing students with authentic communicative contexts involving an interlocutor without knowledge of Turkish and consequently, implying a real need for using the target language. Yet another consideration of not small importance was that NEST1 perceived gaining "the ability to interact with an actual native speaker" as an ultimate goal for language learners:

You know, being native doesn't make us necessarily better as a teacher, but what we are trying to teach these kids to do is show them that they will have the ability to interact with an actual native speaker. And I think when they have a native teacher and they can see that interaction is possible, with somebody who doesn't really know Turkish very well, the dialogue is in English, information, ideas sometimes very complicated ones are passed backwards and forwards, between the teacher and the students, and surely that must give them confidence to know that they can advance and improve. (NEST1)

Similar to NEST1, other NESTs also accentuated the significance of the existing authentic need for using English as a medium of communication between NESTs and their Turkish-speaking students. "Forcing" students to express themselves by using all available to them lexical and grammatical resources was regarded as an advantageous factor improving their production skills:

I think having, like forcing them to speak English, their production is the weakest. You know, receptive skills are very easy, are becoming easier for them, they understand, they're even understanding nuances in our language, like when I joke with them, they can catch the joke. But then when you ask them to say something, or are trying at them to speak in English, their production skills are very weak, and I think it also goes with writing, because they're both production skills and they go hand in hand, right? And their speaking, like trying to speak is really difficult, so if you have a native speaker, the production level will go up higher. For example, in elementary, I started the course one with elementary students, and they had a high production level in English, because they had to speak, they were new, and they were fresh, and they were motivated, so they wanted to. That's probably an advantage. (NEST12)

Besides, NEST14 mentioned the advantages of the out-of-class, "forced" by NEST's insufficient knowledge of Turkish, teacher-student interaction in the target language, also providing students with much needed language practice:

Students are forced to speak English, even to use the most basic things, even going to a monolingual classroom in order to be able to answer the question or interact with the teacher, they must speak English. So, it's an advantage that we have over Turkish teachers sometimes is that they have to speak English. For example, students that come to my door they have to speak in English, even when they have a problem. Whereas with the Turkish teacher then they could do it in Turkish. And so, it forces them as well to put into practice the language that they're using outside of the classroom. There're not very many opportunities for them to practice English, so it's a very good opportunity to practice in a kind of … it's more natural. Well, the students see it as being more natural to speak with a native English speaker. (NEST14)

Special attention was paid to novice foreign teachers who, in a row with teacher training and experience, generally lack the knowledge of Turkish; however, compensate for their limitations by being enthusiastic and providing authentic communication possibilities for students:

A novice foreign teacher is enthusiastic, they want to communicate, they don't know L1, so the students have to communicate with them in L2. Again, I think it's affective if they're positive towards the home culture, and they want to communicate, they're interested in the students as people, lots of authentic communication can spring from that. And I think that's really the main advantage of a novice foreign teacher. If they lack the technique, they're not going to be able to take advantage of that in the classroom. (NEST10)

However, according to NEST9's experience, there was no neat correspondence between the teachers' insufficient knowledge of Turkish and students' attempts to use the target

163

language with them. For example, NEST9 noted that even after she had learned some Turkish, her students still felt obliged to speak to her in English out of courtesy:

But it's also an advantage, because the students don't try to speak only in Turkish, they speak in English. They really make an effort to speak English, because most of them have been pretty…they've acted pretty favorably towards me, so it hasn't been an issue. So, I think they really pushed themselves to speak English, because they feel bad, because they think I won't understand. Although now it's a bit different, because now I know a bit more, so occasionally they ask me, "What does it mean in English? What is this translation?" but still generally speaking they're very good about it, because they feel kind of like it's their duty to speak English, because I'm an English speaker. (NEST9)

Similar to their reasoning with regard to ENNESTs' positive characteristics, LNNESTs identified the enforcement of English usage both inside and outside the classroom as one of NESTs' chief advantages. The main benefits of using English as the only medium of instruction included exposure to "a more natural language" (NNEST8) and opportunities to practice speaking skills:

Our students are sure that they (NESTs) don't know Turkish. So, in the classes our students should always use English to communicate with their teachers, also it's a very good practice for our students. (NNEST7)

(…) and they force students to speak English, students have to speak English, because they cannot speak Turkish to a foreign teacher. This is the most important advantage of it. And they are exposed to a more natural language, this is an advantage. (NNEST8)

It's the same as the expatriates; students try to talk to them in English, very important. (NNEST11)

And moreover students have to speak, they have to use English, they try hard, that's another advantage. I mean students really benefit from them, but I have some concerns as well, I have some questions. (NNEST14)

As in the interview part inquiring about ENNESTs' advantages, LNNESTs noted the relevance of English to a monolingual Turkish classroom in the presence of a native English speaker. Despite the perceived advantages of maximizing learners' exposure to English, it was mentioned that with LNNESTs, students naturally opt for less complicated and more familiar linguistic means of self-expression, i.e. for Turkish:

Students think, assume that, "oh! there's a native person here, I need to talk, I need to communicate, and there's no other way." They know this, because they don't know

Turkish, the students feel the need, feel the obligation to speak, to communicate in English, which is a positive thing, because with Turkish teachers they, "okay, teacher you're Turkish," if they can't express themselves they give it up at some point. But with native teachers they don't have that chance, they know it. So, in that sense there's a kind of more genuine and real communication. (NNEST21)

Well, of course, the Turkish students, especially for the Turkish students, they have to speak up English to communicate with the teacher, and sometimes they try to sneak away from it, okay, "teacher, explain it in Turkish," but if the teacher doesn't know any Turkish, they force themselves to speak up in English, and of course, in turn it influences their English. (NNEST24)

Again, I think speaking and pronunciation is very important. Mostly students prefer native teachers, because they think that they can approve their speaking with them, because with Turkish teachers they frequently, they feel comfortable, students feel comfortable with them, because they can speak Turkish and they know Turkish. But with a native speaker they are forced to speak English, which I think is very beneficial for their improvement in speaking. (NNEST5)

It was claimed that, for the lack of any authentic need to use English with their Turkish-speaking students, it is problematic for LNNESTs to support the "English-only" environment:

And also they're sure, I mean real genuine information gap, I mean they have a gap like culture, different cultures, and they really have a purpose to talk to the teacher in English. This is really important. We talk about current issues, like about Turkey, but normally we would do that conversation in Turkish. So, it's a kind of artificial environment, when it's both of us are Turkish people. (NNEST18)

With a Turkish English teacher it's something artificial; they're Turkish, I'm Turkish, and we're speaking in English; this is this kind of artificial environment for the students. But with a native English teacher I think it's more genuine, the situation. (NNEST20)

NNEST15 denoted some obstacles to implementing the English-only classroom language policy and listed the major institutional ways of exerting pressure on the most persistent students. Furthermore, it was emphasized that learners' avoidance of using English should not be attributed exclusively to their reluctance to make an effort; it might be explained by students' general shyness, anxiety, or a public speaking phobia:

(…) they always have to speak in English with a native teacher, whether they like it or not. Because students do this, students may answer in Turkish, and you're sometimes so tired, you can't really change it, if he gives the right answer-okay, even if it's in Turkish, you accept it. They are very efficient ways of dealing with this, because we write the student's name down, and he goes to the student consular, for instance, if that problem

is really pronounced, if it's really accentuated. So, there're ways of dealing with this, that may happen some days, because you can always deal with it in the most efficient way. How can you do it? If every time a Turkish student answers me in Turkish, I ask them to speak in English, and after a time, after, you know, the tenth time in a day, that's hard obviously. But that's bad for them, and I think they understand this eventually. Not just on the day maybe, because they are tired, they have personal problems as well. Students may have in fact a public speaking phobia. That's bad for her in the classroom environment, and when I speak to her in person, she can speak very good English, I tried this, but in the classroom she can't do this. The accent, speaking, students always have to speak in English, that's important. (NNEST15)

Nevertheless, some students persist in using Turkish even with NESTs, filling in the gaps in their knowledge by teaching them Turkish:

The first thing I think I said was, they don't have to push the students to speak English. However, in this school, of course, there're some exceptions, for example, they try to teach Turkish to the teacher, although they know that the teacher doesn't know Turkish, they still want to communicate in Turkish. So, it's something strange, really hard to understand. So, the teacher can get upset as well, a native teacher as well can get upset. So, this is an advantage, but again it depends, it's not 100% like this. (NNEST16)

4.1.2.5.2. Disadvantages of NESTs

When being asked about the main NESTs' disadvantages, participants most frequently emphasized, supposedly stemming from unconscious language acquisition and lack of training in the field of grammar instruction, inadequate knowledge of English grammar rules. Besides, it was mentioned that having no experience of an English foreign language learner makes NESTs unaware of various difficulties students may experience in the process of learning English as a foreign language. Furthermore, the insufficient knowledge of Turkish and unfamiliarity with the host culture were identified as the major causes of classroom miscommunication, students' anxiety, and loss of enthusiasm for making their teacher understand what they actually mean during class discussions. In addition, the lack of Turkish prevents NESTs from seeing the actual L1 sources of students' errors. It was also stated that unfamiliarity with the general education system in Turkey and consequently, with the students' educational backgrounds might obstruct foreign teachers' understanding of Turkish university students' learning difficulties, needs, and aspirations. It was mentioned that sometimes NESTs do not have teacher

qualifications; not being professional English teachers, they may lack teaching and classroom management skills.

While in terms of NESTs' difficulties related to grammar teaching, both NESTs and NNESTs brought in a unanimous verdict, closer examination of other negative factors listed by the interviewees, revealed a slightly different focus of the comments obtained from various teacher groups. Thus, elaborating on the Turkish language and culture-related problems, NESTs were mostly preoccupied with students' anxiety caused by their presence in the classroom and having less rapport with students in comparison to LNNESTs. On the other hand, LNNESTs, discussing difficulties caused by NESTs' insufficiency in terms of the Turkish language and culture, were concerned over classroom miscommunication, unfamiliarity with students' transfer errors, and a lack of knowledge about the Turkish education system in general and its requirements in particular. LNNESTs also claimed that NESTs sometimes lack pedagogical training. In addition, LNNESTs and the ENNEST noted disadvantages of having no experience of learning English as a foreign language, such as a corresponding lack of understanding of and empathy for foreign language learners. The main NESTs' disadvantages elicited from teachers' interview responses are listed in Appendix P.

4.1.2.5.2.1. Lack of Explicit Grammatical Knowledge

When being asked about the most essential weaknesses of NESTs, both NESTs and NNESTs referred to the challenges and problems faced by NESTs in grammatical instruction. According to LNNESTs, NESTs, identified as being effective in teaching language skills, tend to avoid teaching grammar and their grammatically-challenged students frequently complain about NESTs' incompetence in explaining grammar rules and answering grammar related questions:

(…) may be grammar, because students are complaining a lot. And native English teachers say "please, don't give grammar, it might be reading, it might be listening, but grammar is very very difficult for me", might be their reaction. So, maybe teaching grammar might be a disadvantage. (NNEST13)

And that's the feedback that I received from my students as well, they say "Hocam, native speakers of English teach skills very well, but they are not that good at teaching grammar structures, because they don't know what kind of mistakes we make, and they don't know our language, they don't know how we're comparing both languages", kind of things. This is one of the disadvantages, I guess. (NNEST17)

A lack of explicit grammatical knowledge, hindering grammar instruction, was identified as one of NESTs' greatest limitations. LNNESTs mentioned that NESTs' unfamiliarity with English grammar rules is attributed to their early life experiences of acquiring English as a mother tongue, as distinct from NNESTs' experiences of learning it as a foreign language. Consequently, for lack of rule-based foreign language learning experiences, NESTs encounter difficulties if faced with the necessity of identifying a particular grammar concept or of explaining grammar rules to students. To illustrate:

Disadvantages, maybe I can say, especially while teaching grammar. As far as I observed my colleagues, my native colleagues, they have some difficulty while teaching grammar, because they know everything, because this is their mother tongue, they didn't learn the structures consciously, they learnt them unconsciously. So, they cannot analyze the language, the structures in the language. So, they say they have difficulty in teaching grammar especially. (NNEST17)

And maybe grammar as well, because mostly native speakers know grammar, but they don't really know how to teach grammar, because they don't know the explicit rules of grammar, but they have internalized that themselves. So, that might be a problem as well. (NNEST5)

Again the conscious-subconscious knowledge about things; so, when you are taught something you're likely to teach it, but when you gain the knowledge of something it is not very comfortable to give this knowledge to other people. (NNEST22)

By comparing NESTs' experiences to a hypothetical situation where LNNESTs themselves would have to provide Turkish grammar instruction, LNNESTs, filled with confidence in their own knowledge of English grammar rules, demonstrated sympathy for NESTs' difficulties in teaching grammatical structures of their native language. For example:

Grammar, is what students say, and maybe it's grammar because when I think about Turkish for example, I'm not good at grammar, and if I taught Turkish, would my grammar be so bad or good, I don't know. (NNEST13)

Well, "Doesn't know about grammar" that's too harsh, but you know not that much, I believe. I'm maybe like this in Turkish as well, I've never taught Turkish. So, I'm kind of

experienced in English, that's right, I can teach English. I know more about the English grammar rules than I do in Turkish, that's possible. So, on the whole I think native teachers have a really big advantage, and we are really lucky to have them here. But you know there are some instances where they may fail. (NNEST15)

Consequently, to provide effective grammar instruction, NESTs' implicit knowledge of grammar, becoming apparent in a wide variety of structures employed in their speech, requires to be transformed by means of education into conscious awareness. In other words, their procedural knowledge, enabling NESTs to apply a rule of grammar in communication, should be translated into declarative knowledge, making it possible to state a specific grammar rule. NNEST4, criticizing NESTs for seeking grammar advice from LNNESTs, claimed that NESTs' limitations in grammar teaching are generally related to their inadequate training in this field:

The first thing is, they may not be able to give what the students need in terms of grammar especially. They do something instinctively, but they don't know what they are doing, which is great in their own culture in their own country. But when you talk about Turkey, when they come here, the simplest thing, why do you put the comma in the relative clauses, or… I don't know, such things, small things, actually, but there are lots of native speakers who come and ask me where to put what, how to say this, how teach this, and kind of… Well, I guess the important point here is if they are really educated. The case is they are only natives, or educated native teachers, this is the problem I guess. (NNEST4)

Similar to NNEST4, other LNNESTs, asserting that having native English proficiency is an insufficient condition for teaching effectiveness, frequently offered an opinion emphasizing the importance of proper teacher training for NESTs, who are sometimes employed solely based on their native speaker of English status:

Disadvantages, if their major is not about language or literature, it might be difficult for them to teach grammar, or even reading, I mean, it's learning everything from scratch. So, such teachers need to have some training courses, otherwise teaching might be very difficult, very challenging for them. This is a disadvantage, in my opinion, because being a native speaker doesn't mean that you can teach a language to all the learners, or you can't teach a language, that's another thing, because for example I can't imagine myself teaching Turkish, that's a difficult thing. So, that might be a disadvantage actually. (NNEST23)

Not all of them were really teachers, they didn't have teaching certificates or anything, and just because they were native English speaking people couldn't make them good teachers or they just couldn't deal with it. We know such cases here. (NNEST2)

Again, I don't want to go back to that all the time, but in Turkey some native speakers are employed as teachers of English without having necessary qualifications. I mean, just an English major wouldn't necessarily make a good English teacher, or a Liberal Art's major, etc. As long as they are well trained to be English teachers, I don't think they would have any disadvantages. (NNEST3)

Furthermore, to clearly give prominence to teacher training, NNEST22 drew a parallel between an amateur car driver teaching someone driving and a NEST, having no proper qualifications, being involved in language teaching:

For example, imagine your husband teaching you how to drive, and a real driving teacher teaching you how to drive. They both drive very well, but the thing is your husband is your husband and he has the knowledge, so, he is not capable of delivering it maybe. Maybe this is the case with some native teachers, I can say. (NNEST22)

However, as noted by one of the LNNESTs, even after going through a teacher training program, NESTs still sometimes refrain from teaching grammar skills:

They get some training, and if they manage they stay, but still sometimes they don't like teaching grammar, for example. (NNEST19)

Responses obtained from NESTs in many cases echoed the previously examined LNNESTs' comments related to NESTs' difficulties in teaching grammar caused by inability to translate their procedural knowledge into declarative knowledge. It was additionally claimed that bridging the gap between these two types of knowledge is "a part of learning the job" (NEST5) and "takes a bit more experience" (NEST8). NESTs described their initial confusion when having been faced with the necessity of explaining linguistic points to the class in the following way:

You look at something, and say naturally this is what it is, but to have to explain why that is to someone is difficult. And I think, for myself, that's what I find. (NEST11)

You know everything about that language; you know what's right and what's wrong, but why? How? How can you explain that to other people? I mean when I started I didn't know what the Present Perfect was. I mean I knew it, but I didn't know the rules. But then that's a part of learning the job, because when we learned English, then my mom never said "now sit down, we gonna do the Present Perfect." It just never crosses your mind, you have no need, no need to know that. That's an advantage and the disadvantage (NEST5)

Because the knowledge is there, though it was put there from the sky, native teachers are often aware of the knowledge; I think it takes a bit more experience for a native teacher

to become a good English teacher. I started up in Japan, where anybody born in an English-speaking country can be a teacher. I know the very first class I taught was awful, because I had no idea what I was doing. I think it would be easier for a nonnative teacher, assume he's been in an English class, to go in and know more where to begin. (NEST8)

Similar to LNNESTs, NESTs attributed unfamiliarity with explicit grammar rules to native language acquisition processes, as opposed to rule-based language learning procedures in classroom settings. Recognizing their own disadvantages in teaching grammar skills, and even claiming to "hate grammar teaching" (NEST14), NESTs gave credit for NNESTs' ability of introducing efficient teaching explanations of various grammar concepts and of predicting students' grammar difficulties:

I learned grammar when I started teaching here, I mean I know… I mean I speak it correctly, and I write it correctly, and I read it correctly, but knowing the actual rules is difficult, I mean it's something you have to learn again. So, that might be a disadvantage, because a Turkish teacher or a foreign nonnative speaker would've already learned it in their process of learning English, so they may have a better grasp of that than native speakers, maybe. (NEST2)

The grammar, we haven't learned using that structure. You know yourself, trying to teach your own native language, you didn't learn it using grammar, it's like sort of reverse engineering, something that feels very natural to you, so you can feel odd putting tables on the blackboard, and they're not tables that are in your head, and the things you have to look at and think about "is that right? is this belonging in this space?" That's a bit strange, but obviously for nonnatives, it's very easy for them to do. They've encountered a lot of their mistakes that they make through the rules. So, you learn the rule first, and then you learn the exceptions, they know that, they know the pitfalls straight away. (NEST1)

Another disadvantage is sometimes we don't always know the grammar. And some students ask these, I call them "neat picky grammar points", and you're thinking, "I don't know why we use that, we just do." But you can't say that to a student, you have to explain it to them. Whereas a Turkish teacher, because they've learnt English, they can explain the grammar. It's my biggest thing, I don't just… I hate grammar. I hate grammar teaching. (NEST14)

Thus, discussing the issues of grammar instruction, some NESTs acknowledged that not having proper training in teaching grammar before starting a teaching career entails further instructional difficulties and teachers have to make an effort to increase their awareness of grammar rules. For example:

171

Well, personally I think that, this is something I have experienced and maybe some other native speakers have experiences, unless you have a certificate in Teaching English as a Foreign Language, you may not…(…) knowing the actual rules is difficult, I mean it's something you have to learn again. (NEST2)

That side of the grammar can be a real challenge especially for those of our colleagues who don't have a background in language or literature, and have never looked at the language in that way, that side, the theoretical side of it, but then if you are into the job that's a great challenge, that's something new to learn. (NEST5)

However, there were also some other attitudes; NEST1 justified NESTs' lack of knowledge in teaching grammar by arguing against explicit grammar instruction in general, and NEST11 explained his problems associated with grammar teaching by taking more interest in vocabulary and literature than in grammar. To illustrate:

For me, I have to learn that sort of through the students, because I'd teach the grammar, I'd also teach the exceptions, but then they would be forgotten, they'd make the mistake, so then you know you need sort of focus more on that. Other weaknesses, I can't think of anything except the grammar, if you can call it a weakness. I don't know, it depends whether you like the grammar method or not. (NEST1)

You know I'm much more interested in a lot of vocabulary; I'm interested in literature in my language. The grammar has been one of the things I've struggled with, I did the DELTA program, last year I finished it; it was difficult. It's not a very easy program. That's definitely one of the disadvantages. (NEST11)

4.1.2.5.2.2. Absence of English Learning Experiences

In addition to the challenges put by grammar teaching, other disadvantages stemming from unconscious language acquisition emphasized by the participants were NESTs' lack of understanding of and empathy for English language learners. Both the ENNEST (NNEST12) and some LNNESTs claimed that, due to the absence of English learning experience, NESTs do not understand students' difficulties underlying foreign language learning processes, implying broad linguistic skills development:

Again I cannot generalize, but perhaps if I were a native speaker of English, my weakness could be the fact that I don't really appreciate how difficult it is for a nonnative boy or girl to understand the language, to apprehend the language if you know what I mean, how it unfolds, to see how it unfolds. That's very demanding, though English is considered to be the simplest perhaps of the developed languages in the

world. Still it's not without its own…without its fine points, nuances. That would perhaps be a challenge for me, were I a native speaker of English. (NNEST12)

If they are new in Turkey, and if they haven't learnt a language before, they don't understand how difficult it is for students to learn a language. (LocalOther1)

That's hard. I would say none almost, except for the fact that they might not know which process the student has to go through to learn the language, because they learned it as a mother tongue. So, that would be the only disadvantage, but I think they can have an empathy with their students, but other than that I wouldn't say they have any disadvantages. Not in Turkey at least. (NNEST11)

NESTs' accounts echoed the previously discussed NNESTs' concerns related to NESTs' lack of empathy for language learners. NEST13 acknowledged having difficulties arising from the absence of English learning experience and NESTs' incapability of perceiving foreign language learning processes from Turkish students' perspective:

(…) in a Turkish context in particular, I think yeah maybe we don't understand the particular issues that a Turkish student is going to encounter when learning English, because we've never been a Turkish student learning English. We can't have, just like a local teacher cannot have the experience of growing up as a native English speaker, we can't have the experience growing up a nonnative English speaker who is in the Turkish setting. So, I think that this is definitely difficult for us. (NEST13)

Further to the above comments, NEST5 criticized NESTs for being arrogant towards English language learners' difficulties and the confused and frustrated state that they often experience in the process of learning a new language. The interviewee claimed that this type of attitude is usually coupled with monolingualism and can be explained by the lack of any foreign language learning background:

Arrogance…arrogance is a big problem. "Why can't you do this? Why can't you do this? You know, kids in England when they're three years old can make sense of this pattern." The teachers who come out with this kind of comment are the ones who just speak English, strictly monolingual, no need to learn anybody else's language, that's so wonderful. That's very sad, that's a very poor way to spend your professional life, but it does happen, I'm afraid. We are all students at one point, even if you won't study another language, you must know what it's like to know something, not to understand it, and to need it, that's a big problem. (NEST5)

4.1.2.5.2.3. Unfamiliarity with Students' Language and Culture

The next set of disadvantages is underlain by NESTs' insufficient knowledge of their students' L1. Both NESTs and LNNESTs argued that NESTs' incompetence in Turkish might hinder their teaching practices. For example, some LNNESTs noted that the lack of Turkish proficiency, impeding communication between the teacher and the students, especially when teaching the lower levels, causes the loss of lesson time and efficiency:

And they have problems while communicating in the lesson, because they don't know the language, the students' native language, and it just takes ages for them to make themselves understood in the lesson, so it takes a longer time for them to conduct lessons effectively. (Local Other1)

And other than that, in some cases, especially in elementary/beginner classes at times we face this, but again this depends on the teacher, but still in the very beginning of the course, students cannot communicate with the teacher at lower levels, and this creates some problems. So, this is another disadvantage, because the teacher cannot understand their language, and the students cannot express themselves in the target language, so there's a gap. (NNEST23)

As argued by NNEST8, despite the advantages of having a NEST, the process of obtaining linguistic knowledge from a native speaker is generally more challenging and time-consuming for a language learner than learning the language from a LNNEST, having a more profound understanding of students' ways of thinking and approaching language tasks and being able to use their L1 as means of effectively dealing with any problem:

And the thing is in Turkey, when they're exposed to a native teacher, the only problem is that it is good to hear a native English teacher, but it takes time to learn something from a native English teacher. So, in such a fast pace of learning it may be a disadvantage for the learner, he may not she may not understand the students, students may not understand the teacher. They may need some Turkish to just solve the small problems in their mind to continue, because sometimes you say something, you solve the problem, it helps them to concentrate and continue, carry on. So, this may be a problem, they cannot understand the Turkish logic, and they cannot approach in that way, that's the problem. (NNEST8)

As follows from LNNESTs' accounts, teachers' insufficient knowledge of students' L1 might negatively affect the general quality of teaching and learning outcomes. Thus, language learners sometimes are faced with the necessity of having linguistic concepts

explained by using their L1. NNEST24 claimed that processing of grammar sometimes requires L1-based clarifications facilitating students' progress toward better understanding of complicated grammar constructs:

Another disadvantage is, like most of the students are complaining about the grammar teaching, and since it needs explanations of some grammatical rules, and when the students encounter a problem during this process they can get more help from a Turkish teacher, and they ask Turkish translation at least you know to fit the new information in their already possessed or already existing schemata. But in the same case, native teachers' explanations may not be so easy, because still the teacher is speaking English, and the student needs some Turkish explanation; so, again the communication breakdown occurs at that phase, this is another disadvantage. (NNEST24)

Elaborating on the subject of L1 as an important means of providing explanations, NNEST24 mentioned that in addition to grammar, during the lessons focusing on listening and reading, some students in need of guidance, might benefit from getting clarifications of some controversial points in their L1. On the other hand, NESTs' explanations generated in English do not guarantee the desired results due to students' low proficiency in the target language:

The next disadvantage actually focuses on the previous one, because I gave the example from the grammar context, but when we think of other skills like listening and reading, still if there're some parts that need some clarification, and students feel that without getting any clarification they cannot move on further, it is a problem, because it doesn't matter how many times a native teacher explains it over and over, when the student doesn't understand it, he or she doesn't understand the context, and some parts of reading or listening. Maybe not for all of the students, I'm not talking about all of the students, because some of the students are like already independent, so they can lead their own learning, but some of the students who need more guidance and help, at some parts just very short explanations may work, they're understanding clearer. (NNEST24)

LNNESTs additionally emphasized the problems caused by NESTs' inadequate knowledge of Turkish and its cultural connotations in writing instruction. NESTs' incapacity in this field becomes apparent in cases when they cannot without LNNESTs' assistance perceive the intended messages of students' writing pieces, since in their essays students tend to create unintelligible to non-Turkish speakers, literal translations of Turkish expressions that cannot be word for word rendered into English. Moreover, according to NNEST21, NESTs' insufficiency in Turkish impedes students'

comprehension of important writing principles and techniques on the feedback stage. To illustrate:

Since they're in a different country, they may have problems with culture. So, they do, we see such things in our university especially, because some native teachers come and ask us, "what does this student mean?" He or she doesn't understand him, but the students' answers or writings are mostly affected from his or her culture. So, they may not be able to understand these things, but we do. So, this may be a disadvantage for them. (NNEST25)

The disadvantage is, when the student has a kind of problem about the lesson let's say, they can't express it, for example, I'm turning back to writing example, there's a problem here, because the students just directly transfer from Turkish to English which creates some kind of ungrammatical and inappropriate sentence. But the teacher doesn't understand anything, not any cultural issue, nothing at all, it doesn't make sense, but a student can't explain this, because we say it in Turkish, but a teacher doesn't know Turkish, this creates a gap. And so, students start complaining, "they don't understand us, so let's do the writing together." The feedback stage, for example, we mostly do it in Turkish, because it's not realistic to do it in English, because it's a kind of like you're treating a patient, and you both speak the same language, so why are you struggling to speak another language? So, it saves our time and energy doing it in Turkish. So, if we do it in English, it doubles the burden of the students. That's why in my opinion they prefer mostly the Turkish teachers for writing. (NNEST21)

As a proof of LNNESTs' statements, below is cited an interview response of NEST12, confessing her occasional inability to understand students' writing and to lend them a hand in translating their Turkish phrases into English:

Also in their writing because they'll try to translate things in their writing, and I sometimes will pick up on it, and sometimes I can't help them in how to translate it into English, and that can be frustrating at times. (NEST12)

Moreover, LNNESTs proposed that NESTs' insufficiency of Turkish limits their awareness of the actual sources of learners' errors and, consequently, the possibilities of anticipating and eliminating those misconceptions by providing comprehensive feedback. To demonstrate:

Weaknesses, again to do with culture, if they are not very familiar with Turkish culture, Turkish language, for example, they can't understand their students' mistakes. But a Turkish teacher can understand the mistakes, because she knows both Turkish and English, but a native speaker only knows English. (NNEST5)

176

(…) they don't share the same language, the first language is different. So, maybe understanding the students' mistakes, and giving feedback might be an issue, because we generally find it easier to spot the root of their problems let's say, that's L1 interferences, etc. It might be harder for them, and produce a solution to it, producing a solution for it; it might be problematic at times. (NNEST18)

NESTs mentioned that the insufficient knowledge of Turkish may cause communication problems, confusion, and difficulties in establishing rapport with learners, especially with the ones at the lower levels of proficiency in English. For instance:

I think, if you are teaching a higher level class, let's say intermediate and above, it's not a problem to only use English in class, and mainly it's desirable, but at the lower levels on some occasions Turkish can be very helpful. And so if the teacher explains something in English and students just are not getting it, then sometimes, you know, one or two sentences in Turkish solve the problem really quickly. So, not having any Turkish would be a definite disadvantage. But if the native speaker speaks Turkish, mostly I don't think that there are disadvantages. (NEST4)

To justify the importance of knowing Turkish, NEST9 mentioned, while teaching elementary groups during her early days in Turkey, having multiple communication difficulties, distancing her from the students and preventing from building close relationships with them:

We don't understand Turkish, I mean most of us. I mean my Turkish has improved a lot, but for example, for the first course, I came here, I was teaching elementary for the first two courses, and some of them were zero beginners, and my Turkish was also pretty much zero beginner. So, that caused a lot of difficulty in terms of communication, because the other teachers on the breaks, students speak to the students in Turkish, and they actually get to know the students in a deeper way. Whereas for me, if I'm dealing with zero beginner and I'm a kind of zero beginner, if I wanna really get to know the students-a lot more challenging. (NEST9)

Besides, NESTs stated that their lack of Turkish places them at disadvantage in terms of understanding the students' difficulties stemming from the differences between their native and target languages.

In Turkey, I would say the… particularly the main disadvantage would be if the native speaker doesn't know Turkish. Because then they cannot be as sympathetic to the students' difficulties, for example, the fact that the parts of speech are done differently, or the use of articles, or the use of Present Perfect and so on and so forth, we don't have them in Turkish, then they might not be that sympathetic. (NEST4)

NEST14 emphasized her initial difficulties understanding lower level students' output strongly influenced by their L1 in terms of a sentence structure significantly different from that of English:

If you're a lower level, if you're teaching a lower level, students can sometimes get frustrated, because the teacher doesn't understand them. Especially if it's a new teacher that's not used to kind of... At the beginning, when I was teaching in Turkey, I found the sentence structure very awkward to understand. Now I can understand what students are saying. And I know that all new teachers as they come in, they don't understand what Turkish students are saying. So, that's a disadvantage, especially if you're a new teacher with a low level student. (NEST14)

NEST10 claimed that advantages of having knowledge of students' native language are generally not comprehended by novice NESTs, consequently insisting on using only English in the classroom, which is considered an unjustified practice nowadays and students' L1 is successfully used on various occasions to support foreign language instruction needs:

(...) what we find with novice teachers who don't know L1 is that they insist that L2 should be used constantly, when today that's a difficult position to hold, because we know there's lots of benefiting use in L2. So, they have this very strict position, where they think all speech in the classroom must be in L2, when using L1 to prepare for an activity is perfectly acceptable. Not every teacher, and quickly teachers realize they can't continue with that anyway. (NEST10)

NESTs, having spent a long period of time in Turkey, highlighted the essential role assigned to the Turkish language in their teaching. NEST3 argued that elementary students, being in need of encouragement due to lack of confidence, greatly appreciate her effort when she provides some explanations in their native language. NEST3 also added that making purposeful mistakes in Turkish breaks psychological barriers and brings her closer to the students in their attempt to learn a foreign language:

(...) when you are trying to teach somebody of zero level, students with no English, whatsoever. I use the L1 with them, I use Turkish a lot in the classroom. Because I feel that when they understand it in their native language they feel better, they gain self-confidence. Like I said, again this age group, self confidence is...they are dragging their self-confidence on the floor. They are away from home, they have financial problems, they are living in the dormitories with the whole bunch of other people that they don't know. And so, you know, they are really... they have problems with self-confidence and self-esteem. So, pumping them with this L1, they feel really good. And when a native

speaker can speak the language, they appreciate the effort. It's motivation to them, I sometimes purposely say things wrongly in the Turkish language, and they are laughing. They say, "you see how difficult it is you know, we also have the same problems, we go through the same things." And then I said, "well, you know I understand you, but you know, I don't have to enter an exam!" (NEST3)

Similar to NEST3, NEST13 addressing the significance of students' L1, mentioned that her knowledge of Turkish fostered better teacher-student communication and understanding of some deeper social issues, thus contributing to a positive learning environment:

I do think it helps if we learn to speak Turkish, and if we've been in the country context for more than, you know, a couple of months. I think by the time I've been here, I had a better idea of how to interact with the students, and what kind of problems that they had, they have. And also because I'm a speaker of Turkish, I feel like this bonds me in a certain way to the students, even though obviously I can never be as good at understanding the issues as a local teacher. It gives me some context, and some… enable to access that a little bit, so it helps a little bit. (NEST13)

Discussing the disadvantages caused by the lack of Turkish, both NESTs and NNESTs emphasized the importance of being familiar with students' sociocultural backgrounds. It was mentioned that similar to ENNESTs, in addition to the problems caused by teacher's insufficient knowledge of students' L1, NESTs may experience classroom management problems stemming from their possible deficiencies in terms awareness of students' culture, and the elimination of which requires time and effort:

The same as expatriates go through, in terms of language and culture. Again they have the same problem, they both have to deal with the problems related to classroom management, and besides they have to struggle with a language barrier, I wouldn't say culture barrier, since I don't think it's a barrier, it may be overcome, but it takes time, you need to be a devoted teacher. (NNEST6)

Interviewees frequently mentioned that cultural differences, unfamiliarity with students' culture and language can contribute to misunderstandings and communicative detachment significantly complicating teaching and learning practices in NESTs' classrooms. Below are shown some LNNESTs' statements focusing on cross-cultural and linguistic challenges between NESTs and their students:

The weakness point will be the lack of communication between the students and the teacher, rising from the cultural differences. (NNEST4)

Sometimes there are maybe some misunderstandings. I have seen some teacher like that here who couldn't continue, they just left. Because they thought that they wouldn't be able to cope. (NNEST2)

(…) if they cannot understand what the student means, they cannot respond to their needs; this is the biggest problem. First, they need to communicate, but if there's a communication breakdown, so, for both of the parties it is a disadvantage. (NNEST24)

Similar to the views held by LNNESTs, NEST12 stated that due to cross-cultural and linguistic obstacles, students tend to avoid turning for help to her, preferring to share their problems with LNNESTs:

I think disadvantageous is that students get discouraged; they're discouraged because they feel like I can't understand them sometimes, understand the culture, understand their language. Yeah, I think that's pretty much like cultural wise, them just come and talking to me of their problems, they prefer going to Turkish teachers, because they can speak in their native language. (NEST12)

NEST4 remarked anxiety experienced by language learners in the presence of a NEST, occurring as a result of their fears of not being able to understand the teacher:

One disadvantage maybe students might be, initially the students might be intimidated, especially at the lower levels, they're intimidated because they think that they are not going to understand the teacher. So it takes a little while for them to get used to it. (NEST4)

Additionally, foreign teachers' limited knowledge of the host culture may create barriers to students' understanding of interrelated linguistic and cultural concepts of the target language, since in the process of learning students tend to resort to their native language and culture to estimate similarities and differences between the well-known and new systems:

And in terms of again culture or in some points that students want to compare English to their native language, and if they don't know it they might have some difficulties, and that may put them at a disadvantageous position. (NNEST9)

According to LNNESTs, teachers' awareness of students' culture has to incorporate the knowledge of the Turkish national education system, its standards and requirements. NESTs' unfamiliarity with students' high school experiences, like for example, why they might be more grammar-oriented in their learning and unconfident regarding their use of the language, issues and practices in the Turkish tertiary education system, such

as exam preparation procedures and writing assignments guidelines, deprives these teachers of an opportunity to identify and effectively respond to students' needs, and to consequently maximize their learning and success experiences. To illustrate:

(…) the background they are coming from, we know like…we came from this system, high school system, we know may be more than we can say, what they (students) need, why they are behaving like this, sometimes they're (NESTs) having difficulty in understanding and addressing these problems, because they're a bit unfamiliar with the culture. (NNEST19)

Disadvantages, I know that our students are a bit shy, not all of them are used to using a foreign language, because they don't learn much in high schools, in government high schools they learn very little English. In private high schools, there are English courses, but they're very much grammar specific, so they are not good at reading, speaking, and listening. As a result, I think the major disadvantage these teachers have is that they can't understand, there might be communication break with the students, I guess. That's the basic problem. (NNEST20)

They don't know the system, they may not help, I mean exam wise, academic success wise, they may not be helpful. (NNEST8)

Maybe they have some difficulties preparing the students for the exams, like EPE in our department, but except this there are no disadvantages I can think of right now for the native speakers. (NNEST7)

Furthermore, NNESTs identified particular problematic issues experienced and caused by NESTs within the framework of the local education system. The ENNEST mentioned that NESTs might get confused about the university testing system that, for the purpose of thorough assessment of various aspects of the students' language ability, splits the language into separate components:

Another thing is that being a native speaker of English, perhaps I would feel really uncomfortable with our testing system. To see my native language cut into pieces, you know, to fit into a certain scheme, would be something very painful perhaps for me. (NNEST12)

NNEST13 noted that in writing instruction practices NESTs tend to prioritize vocabulary and conventions of writing, e.g. punctuation, over content and organization of ideas that she believes are more important writing components to focus on in the academic context:

I'm not sure, but teaching writing, they write more creative writing, I believe, in their system in high school, in elementary school, maybe there're more things like writing creative writing, more lessons, but in Turkish we don't, we have some kind of compositions, some kind of essays, but here we want students to write more academically, and I think that native English teachers, whenever they give feedback, they focus on things like punctuation, for example, but I don't focus on punctuation, for example. The things they focus on are different. For example, I focus more on the content and organization, but they focus on the vocabulary, which is good they have variety there, but I believe that content and organization are much more important, than punctuation, for example. Our focus is different, this is sometimes good, but sometimes bad. (NNEST13)

Furthermore, both NESTs and LNNESTs emphasized the importance of cultural adjustment for NESTs when they first arrive to Turkey and its influence on their performance in the classroom. LNNESTs mentioned that when newly-arrived foreign teachers start engaging with the new culture, its accepted ways of behaving, values and morals, humor and social taboos, life conditions and daily routine, they might experience feelings of discontent and discomfort, be sensitive to students' behaviors and comments by taking them personally that may have a negative influence on their teaching performance and instructor-students relationships. To demonstrate:

(…) if we see language teaching as a very big concept, we even talk about adaptation problems. So, even jokes that I made in the class could be problematic for native speaker teachers, because they can be, you know, this could be sensitive, the teacher himself/herself could be sensitive, anything could be a problem. So, integration to the country, the country they teach in is something important; this could be problematic unless they're not aware of it, or unless they're willing to solve this issue, problem. (NNEST22)

If they're teaching, for example, suppose that we're talking about an American teacher, and it's her first year in Turkey, that might be a disadvantage, considering the culture shock and other things; so, sometimes personal issues might affect their work. They may, again as I said earlier, some teachers, because of their background, or because of the changes, they may take things more personally, and this might affect their behavior in class. (NNEST23)

NEST10 remarked that newly-arrived NESTs, generally lacking knowledge about the host culture, might see the host cultural values as inferior to those of the West. It was claimed that focusing on cultural differences rather than similarities, simplifying and seeing the host culture through the prism of their own cultural dominance, create barriers

to the novice NEST's successful cultural adjustment and negatively affect relationships with both students and local colleagues:

Again I would look at the two categories, that the novice and the experienced teacher. The novice doesn't know the home culture, and perhaps they can't build...again, but it depends on the individual, may be they won't build great rapport from day one. I think there might be issues of power as well. And coming from a western country to Turkey, they might think they're superior in some way, or they might be little than the home culture, they might simplify the home culture, focus on the differences, and that doesn't help in terms of building rapport, and it doesn't help in terms of the teacher integrating either, which is...it's a key factor here in how a teacher does. So, with the novices I think, yeah, the teaching experience, the orientation towards the home culture. (NEST10)

Elaborating on the subject of NESTs' attitudes to the host culture, NEST10 noted that, similar to the novice NESTs, some experienced NESTs, seeing the host culture as inferior and persistently criticizing it, deprive themselves of an opportunity to establish rapport with students and local teachers:

(...)the teacher's attitude towards the home culture, again are they belittling it, there're lots of natives who stay here and they're constantly criticizing the culture, and you think, "why are you staying here, if you don't look at it favorably?" Again, so I think there might be issues of power there, do they think they're special, do think they're superior, this could affect relations with students, with colleagues. I'd say that attitude is the most important factor in any activity that anybody does, not just teaching activity, but any behavior, or whatever. (NEST10)

In addition, NEST5 pointed out that NESTs' cultural insensitivity, specifically, unfamiliarity with aspects of humor in the host culture, can be problematic, but is not always a disadvantage; on the one hand, it might cause embarrassment in the classroom, on the other hand, demonstrating cultural differences, it might increase students' cross-cultural awareness:

Cultural insensitivity, it's always a problem, especially when you're newly arrived. What passes for humor in Britain is very very different for what passes for humor over here. I mean in my early days many times would make what has been a very good joke back in England, it felt flat. Here often I just offended people because these things aren't funny over here, and that's another big challenge especially when you first arrive. But in the end I mean that could have its purpose as well, that it shows the kids that other people laugh at different things. You know if you find yourself in the situation when you don't get a joke and it's not necessarily your fault or you lack of humor, it's just that what that guy said isn't funny in your culture. That kind of thing can be a disadvantage,

at least at the beginning and if you're still making those mistakes five years in, it's kind of your problem. (NEST5)

Further to the above concerns, LNNESTs noted that touching upon some controversial topics and issues might also cause embarrassment in the classroom. NNEST14 pointed out that NESTs' unfamiliarity with taboo topics, usually avoided or de-emphasized in the society because of general perceptions regarding the sensitivity of the specific subject matter, and subsequent breaking of those taboos may provoke students' indignation:

As English teachers, we should see it as a whole. Just maybe lack of communication, I can say. They may not understand the Turkish learners' reactions as we do. For example, they might easily talk about ethnic, or let's say, social problem, but that might disturb some of the students in class. For example, sex, religion, these are really taboo subjects in our culture, and for a native speaker that might not be that much taboo, and that might cause a problem. In fact, we should change our understanding as a society. I do not approve students' reactions personally, but they do not like, they complain about that kind of sentences from native speakers sometimes. (NNEST14)

4.1.2.5.2.4. Privileged Status

Another disadvantage of NESTs was attributed to their privileged within the institution status of a native speaker of English. As claimed by NEST10, NESTs' privileged position within the workplace, implying the ambition of the school for promotion, and consequently securing NESTs against termination of the employment contract, might act as a mechanism discouraging their professional development and educator effectiveness:

Again I think sticking in methodology, not wishing to progress, but the place, the position is privileged in a lot of respects for the foreign teachers, schools want to keep them, even if they're not necessarily professionally-minded, the school will keep them. So, often, maybe not so much in places like this, because it wouldn't be tolerated, but in other schools, there're some natives who are kept by the school, and they're not such a big asset to the school, maybe the school wants to keep some foreigners because it helps with the advertising and promotion of the school. So, I think and again that's a universal, the teacher's attitude towards professional development. (NEST10)

Elaborating on the subject of NESTs' disadvantages, NEST10 concluded that most of the abovementioned unfavorable features, such as unfamiliarity with students' language and culture, lack of teaching skills and experiences, fade away in the process of

linguistic, cultural, and professional knowledge accumulation, when a novice NEST finally forms into an ultimate entity, an "experienced foreign teacher", having "the best of both worlds". However, it was mentioned that NESTs may differ in terms of their aspiration for professional excellence, and that having an advanced number of years of teaching does not necessary ensure a high level of professionalism and competence among them:

An experienced foreign teacher, I think they have a lot more to offer, as long as they don't become bitter towards the home culture. I think they have the best of both worlds, and they know the student profile, so they can build rapport with the learners, they might have the L1 as well, which again offers so many opportunities within the classroom. And again, just general teaching experience, which is a universal, and if they've been teaching so many years they should have developed. In a conference back last year we had a teacher with a ten years experience, but one year repeated ten times, which implies that they've been teaching a long time, but they haven't really looked at their methods that much. So, if a teacher is interested in professional develop, I think an experienced foreigner is an asset to the school, as long as they don't have any hang ups about their position in the school and think very special for something. (NEST10)

Further to the above considerations, it could probably be assumed that no other but the consciousness of reaching the acme of his professional development, i.e. an experienced NEST's rank, impelled NEST6 exclaim in response to the interview question about the major weaknesses of NESTs: *"None! Absolutely none!"*

To conclude, LNNESTs expressed a general belief that within the institutional framework implying cooperation of both NESTs and NNESTs, NNESTs' advantages can compensate for NESTs' disadvantages and vice versa.

But still I mean native and nonnative teachers in an ideal teaching environment they should work together, they should work in cooperation. (NNEST8)

4.1.2.6. Comparisons between NESTs and NNESTs

This part reflected on the numerical data obtained from the participants' responses to items 64-77, inquiring about their general beliefs comparing NESTs, LNNESTs, and ENNESTs in terms of being good role models, understanding students' learning problems, teaching specific language content, and gaining teacher qualifications (Table 7). According to the group means for items 64-65, teachers were more approving of the

item 64, stating that *NNESTs are often perceived by their students as good role models,* than of item 65, assigning the same role to NESTs. Furthermore, analysis for item 66, *English teachers should have a native-like accent,* revealed significantly higher numbers of positive responses from NNESTs than from NESTs. As for the items 67-69, aimed at comparing different types of teachers to each other, the highest group means were the ones indicating support for the statement 67, *LNNESTs can teach just as well as NESTs.* Comparable low-moderate reactions of both NESTs and NNESTs were observed for the statement 70, *NNESTs often have difficulties responding to students' questions about the English language use and idioms.* NESTs appeared to be slightly more approving than NNESTs of the statement 71, *NNESTs often have difficulties responding to students' questions about culture of English-speaking countries.* Similar moderate reactions of both NESTs and NNESTs were elicited by items 72-74, related to NESTs and ENNESTs. Teachers' responses for item 75, *It is enough to be a native speaker of English to be able to teach English,* were predominantly negative. Results for items 76-77 indicated generally supportive attitudes of both NESTs and NNESTs. However, for the item 77, *Nonnative English speakers should have teacher qualifications to teach English*, NESTs' reactions appeared to be slightly more positive than for the item 76, *Native English speakers should have teacher qualifications to teach English*, as opposed to NNESTs being similarly strongly supportive of both items, 76-77.

Table 7 Significance values and means of NEST, LNNEST, and "Other" teachers' responses to teacher questionnaire items 64-77.

Teachers	Describe your level of proficiency in:	Sig.	NESTs	NNESTs	Other
NESTs:18 **NNESTs:** 64 **Other:** 7 **Total:** 89	64. NNESTs are often perceived by their students as good role models.	.202	M=3.44	M=3.70	M=4.14
	65. NESTs are often perceived by their students as good role models.	.191	M=3.28	M=3.52	M=4.00
	66. English teachers should have a native-like accent.	.010	M=2.39	M=3.20	M=3.71
	67. LNNESTs can teach English just as well as NESTs.	.326	M=4.33	M=4.53	M=4.71
	68. ENNESTs can teach English just as well as NESTs.	.229	M=4.22	M=4.19	M=4.71
	69. ENNESTs can teach English just as well as LNNESTs.	.104	M=4.17	M=4.05	M=4.71
	70. NNESTs often have difficulties responding to students' questions about the English language use and idioms.	.254	M=2.72	M=2.78	M=3.43
	71. NNESTs often have difficulties responding to students' questions about culture of English-speaking countries.	.403	M=3.06	M=2.78	M=2.57
	72. NESTs often have difficulties responding to students' questions about the English language grammar.	.661	M=3.06	M=3.09	M=2.71
	73. NESTs often have difficulties understanding Turkish students' problems.	.308	M=3.11	M=3.41	M=3.00
	74. ENNESTs often have difficulties understanding Turkish students' problems.	.444	M=2.94	M=3.19	M=2.86

187

Table 7 (continued)

75. It is enough to be a native speaker of English to be able to teach English.	.587	M=1.56	M=1.45	M=1.14
76. Native English speakers should have teacher qualifications to teach English.	.027	M=4.00	M=4.62	M=4.71
77. Nonnative English speakers should have teacher qualifications to teach English.	.239	M=4.28	M=4.58	M=4.86

There were no statistically significant differences between group means as determined by analysis for the statement 64, *Nonnative English teachers are often perceived by their students as good role models* (p=.202). Regardless of the insignificant variation, NNESTs (M=3.70), "other" teachers (M=4.14) reacted slightly more positively than the NESTs (M=3.44). Responses of 5% of NESTs to item 64 were missing, 2% of NNESTs strongly disagreed, and 3% of NNESTs moderately disagreed. Furthermore, 39% of NESTs, 36% of NNESTs, and 14% of "other" teachers were unsure. The majority of teachers expressed positive attitudes, 50% of NESTs, 42% of NNESTs, and 57% of "other" teachers agreed, 6% of NESTs, 17% of NNESTs, and 29% of "other" teachers strongly agreed with the statement.

The one-way ANOVA results for item 65, *Native English teachers are often perceived by their students as good role models*, did not reveal any significant differences between the attitudes of various teachers (p=.191). According to the mean scores, NNESTs (M=3.52) and "other" teachers (M=4.00) demonstrated more positive reactions than NESTs (M=3.28). Interestingly, according to the group means for both items, NNESTs and "other" teachers' responses to item 64, *NNESTs are often perceived by their students as good role models,* were slightly more positive than to the current item 65. 11% of NESTs opted to leave this statement unmarked, 2% of NNESTs strongly disagreed and other 2% of NNESTs disagreed. Additionally, 33% of NESTs, 50% of NNESTs, 14% of "other" teachers were not sure about the statement. 50% of NESTs, 37% of NNESTs, and the majority of "other" teachers (72%) expressed moderate agreement. Finally, 6% of NESTs, 9% of NNESTs, and 14% of "other" teachers strongly agreed with the statement.

Analysis of data obtained by the statement 66, *English teachers should have a native-like accent,* revealed significant differences between the groups (p=.010). Post hoc comparisons using Fisher's LSD test indicated that the mean scores between NESTs and NNESTs (p=.008), and between NESTs and "other" teachers (p=.010) differed significantly, with NNESTs (M=3.20) and "other" teachers (M=3.71) being considerably more supportive of the idea communicated by the questionnaire item 66 than NESTs (M=2.39). The majority of NESTs adhered to the negative side of the issue, and most of

NNESTs and "other" teachers expressed agreement with the statement. The teachers' responses were distributed in the following way; 5% of NESTs opted to leave this item unmarked, 17% of NESTs and 6% of NNESTs strongly disagreed; 39% of NESTs, 22% of NNESTs, and 29% of "other" teachers moderately disagreed with the statement. Furthermore, 17% of NESTs and 25% of NNESTs expressed uncertainty. Some part of NESTs (17%), a substantial part of NNESTs (39%), and "other" teachers (43%) moderately agreed. Finally, 5% of NESTs, 8% of NNESTs, and 29% of "other" teachers strongly agreed with the statement.

There were no statistically significant differences between group means as determined by analysis for the statement 67, *Local nonnative English teachers can teach English just as well as NESTs* (p=.326). However, NNESTs (M=4.53) and "other" teachers (M=4.71) expressed slightly more positive attitudes than NESTs (M=4.33). To specify, 6% of NESTs disagreed, other 6% of NESTs and 3% of NNESTs were unsure. A substantial number of NESTs (39%), NNESTs (41%), and "other" teachers (29%) moderately agreed. In conclusion, 50% of NESTs, 56% of NNESTs, and 71% of "other" teachers strongly agreed.

Teacher participants' responses to item 68, *Expatriate nonnative English teachers can teach English just as well as NESTs*, did not differ significantly across the groups (p=.229). "Other" teachers (M=4.71) appeared to be slightly more supportive of the statement than NESTs (M=4.22) and NNEST (M=4.19). 3% of NNESTs disagreed, some NESTs (17%) and NNESTs (14%) expressed uncertainty. A considerable part of NESTs (44%), NNESTs (44%), and "other" teachers (29%) agreed with the statement. Finally, 39% of NESTs, 39% of NNESTs, and the majority of "other" teachers (71%) expressed strong disagreement.

Statistical analysis of teachers' attitudes to the statement 69, *Expatriate nonnative English teachers can teach English just as well as LNNESTs*, did not determine significant variation across the groups (p=.104). Similar to the results obtained by item 68, NESTs (M=4.17) and NNESTs (M=4.05) were less positive compared to "other" teachers (M=4.71). To illustrate in more detail, 5% of NNESTs disagreed, some part of NESTs (17%) and NNESTs (17%) expressed uncertainty. Furthermore, 50% of NESTs,

47% of NNESTs, and 29% of "other" teachers agreed. 33% of NESTs, 31% of NNESTs, and the majority of "other" teachers (71%) strongly agreed.

Data elicited by the statement 70, *Nonnative English teachers often have difficulties responding to students' questions about the English language use and idioms,* did not generate any significant differences between the groups (p=.254). According to the group means, "other" teachers (M=3.43) demonstrated more positive attitudes than NESTs (M=2.72) and NNEST (M=2.78), who were predominantly either unsupportive or unsure of the statement. According to the percentage distribution, teachers' attitudes varied a lot. Consequently, 6% of NESTs and 9% of NNESTs strongly disagreed with the statement. 33% of NESTs, 34% of NNESTs, and 29% of "other" teachers expressed moderate disagreement. Furthermore, 44% of NESTs, 30% of NNESTs, and 14% of "other" teachers were unsure. In conclusion, 17% of NESTs, 22% of NNESTs, and 43% of "other" teachers agreed with the statement, and a few NNESTs (5%) and "other" teachers (14%) strongly agreed with the statement.

Responses to the Likert scale statement 71, *Nonnative English teachers often have difficulties responding to students' questions about culture of English-speaking countries,* did not differ significantly across various teacher groups (p=.403). However, as follows from a mere comparison of group means, NESTs (M=3.06) were slightly more supportive of the message in item 71 than NNESTs (M=2.78) and "other" teachers (M=2.57). 9% of NNESTs and 14% of "other" teachers strongly disagreed; 22% of NESTs, 28% of NNESTs, and 29% of "other" teachers expressed moderate disagreement. The majority of NESTs (56%) and a considerable part of NNESTs (38%) and "other" teachers (43%) were unsure. 17% of NESTs, 25% of NNESTs, and 14% of "other" teachers agreed, and 5% of NESTs strongly agreed with the statement.

There were no statistically significant differences between group means as determined by analysis for the statement 72, *Native English teachers often have difficulties responding to students' questions about the English language grammar* (p=.661). In general, "other" teachers (M=2.71) expressed more positive attitudes than NESTs (M=3.06) and NNEST (M=3.09). 11% of NESTs, 8% of NNESTs, and 29% of "other" teachers strongly disagreed, and 22% of NESTs, 17% of NNESTs, and 14% of "other"

teachers moderately disagreed with the statement. Furthermore, 17% of NESTs, 36% of NNESTs, and 14% of "other" teachers were uncertain. A substantial part NESTs, NNESTs, and "other" teachers expressed moderate agreement (50%, 36%, 43%, respectively), and 3% of NNESTs strongly agreed with the statement.

Analysis of data obtained by item 73, *Native English teachers often have difficulties understanding Turkish students' problems,* did not reveal significant differences within the teacher groups (p=.308). According to the group means, NNESTs' (M=3.41) were more approving of the statement than NESTs (M=3.11) and "other" teachers (M=3.00). 2% of NNESTs and 14% of "other" teachers strongly disagreed, a considerable part of NESTs (39%), and some part of NNESTs (12%) and "other" teachers (14%) moderately disagreed. Additionally, 11% of NESTs, 37% of NNESTs, and 29% of "other" teachers were unsure. In conclusion, 50% of NESTs, 41% of NNESTs, and 43% of "other" teachers expressed moderate agreement, and 8% of NNESTs strongly agreed with the statement.

There were no significant differences between group means as determined by one-way ANOVA for item 74, *Expatriate nonnative English teachers often have difficulties understanding Turkish students' problems* (p=.444). Similar to the results for item 73, NNESTs (M=3.19) demonstrated higher levels of agreement with the statement than NESTs (M=2.94) and "other" teachers (M=2.86). 3% of NNESTs and 14% of "other" teachers strongly disagreed; additionally, 22% of NESTs, 20% of NNESTs, 14% of "other" teachers moderately disagreed. The majority of NESTs (61%), a substantial part of NNESTs (38%) and "other" teachers (43%) were uncertain. 17% of NESTs, 33% of NNESTs, and 29% of "other" teachers agreed, and 6% of NNESTs strongly agreed with the statement.

Analysis of quantified teacher attitudes related to the statement 75, *It is enough to be a native speaker of English to be able to teach English,* did not reveal significant differences between the groups (p=.587). Reactions of teachers were predominantly negative; however, NNEST (M=1.45) and "other" teachers (M=1.14) were slightly less supportive of the statement than NESTs (M=1.56). The majority of NESTs (61%), NNESTs (72%), and "other" teachers (86%) strongly disagreed. Furthermore, 28% of

NESTs, 20% of NNESTs, 14% of "other" teachers moderately disagreed. Some NESTs (6%) and NNESTs (3%) expressed uncertainty. Finally, 6% of NESTs agreed and 5% of NNESTs strongly agreed with the statement.

Statistical analysis of data for item 76, *Native English speakers should have teacher qualifications to teach English*, depicted significant differences between the groups (p=.027). It should be noted that item 76 functions as a backup to item 75, *It is enough to be a native speaker of English to be able to teach English.* Post Hoc Fisher's LSD identified significant differences between NESTs and NNEST (p=.009). Similar to the results for item 75, NNEST (M=4.62) and "other" teachers (M=4.71) were more supportive of the statement than NESTs (M=4.00). 3% of NNESTs strongly disagreed; 6% of NESTs and 3% of NNESTs moderately disagreed. Additionally, 17% of NESTs and 2% of NNESTs expressed uncertainty. A substantial part of NESTs (50%) and some part of NNESTs (13%) and "other" teachers (29%) agreed. Nearly a third of NESTs (28%) and the overwhelming majority of NNESTs (80%) and "other" teachers (71%) strongly agreed with the statement.

English speakers should have teacher qualifications to teach English, did not identify significant differences across various teacher groups (p=.239). Responses of NESTs (M=4.28), NNEST (M=4.58), and "other" teachers (M=4.86) were generally supportive of the statement. 3% of the NNEST strongly disagreed and other 3% of NNESTs moderately disagreed; furthermore, 6% of NESTs and 2% of NNEST were not sure about the statement. The majority of NESTs (61%) and some NNESTs (17%) and "other" teachers (14%) expressed moderate agreement; and a third of NESTs (33%) and most of NNESTs (75%) and "other" teachers (86%) strongly agreed with the statement.

4.1.2.7. Teachers' Perceptions of Students' Attitudes to NESTs and NNESTs

Data analysis in this part of the study included items 24-37 focusing on teachers' perceptions of students' perceptions of NESTs and NNESTs' teaching styles, L1 and L2 language proficiency, use of English and Turkish, accent, knowledge of local and

English-language cultures. It was organized both in general terms, without regards to the separate schools, and in relation to the particular English preparatory schools, i.e. METU DBE and BUSEL (Table 8). Significant variation between different teacher groups was revealed for items 24, 26, and 32. Teachers' group means indicated moderately negative attitudes for the statements 29, 31, and 33-37. Low-moderate responses were elicited by items 24-25, 27-28, 30, and 32. Analysis of teacher responses for item 26 revealed predominantly moderate reactions. Interestingly, responses of NESTs for items 24-27, inquiring about students' negative attitudes towards NESTs, were slightly more negative than the reactions of NNESTs. On the other hand, for items 28-37, focusing on teachers' perceptions of students' negative attitudes towards LNNESTs and ENNESTs, NNESTs' group means were slightly higher than NESTs' group means. Regarding specific schools, reactions of BUSEL instructors were slightly more positive than METU DBE teachers' attitudes for items 24-27, slightly more negative for the statement 32, and almost equal for items 28-31.

Table 8 Significance values and means of NEST, LNNEST, and "Other" teachers' responses to teacher questionnaire items 24-37 in total and by universities (N=89; METU DBE N=36; BUSEL N=53)

Item	Sig.	TOTAL				METU DBE				BUSEL			
		NEST	NNEST	Other	Total	NEST	NNEST	Other	Total	NEST	NNEST	Other	Total
24. Sts' negative comments about NESTs' teaching styles.	.026	2.28	2.94	2.43	**2.76**	2.00	2.48	2.20	**2.33**	2.50	3.20	3.00	**3.06**
25. Sts' negative comments about NESTs' accent in English that is hard to understand.	.307	2.33	2.73	2.43	**2.63**	1.88	2.57	2.60	**2.42**	2.70	2.83	2.00	**2.77**
26. Sts' negative comments about NESTs' knowledge of grammar rules.	.007	2.44	3.20	2.43	**2.99**	1.88	2.70	2.40	**2.47**	2.90	3.49	2.50	**3.34**
27. Sts' negative comments about NESTs' proficiency in Turkish.	.918	2.50	2.58	2.43	**2.55**	1.75	2.74	2.40	**2.47**	3.10	2.49	2.50	**2.60**
28. Sts' negative comments about LNNESTs' teaching styles.	.598	2.72	2.48	2.71	**2.55**	2.63	2.48	2.40	**2.50**	2.80	2.49	3.50	**2.58**

Table 8 (continued)

		1	2	3	4	5	6	7	8	9
29. Sts' negative comments about **LNNESTs'** proficiency in English.	.511	2.44	2.30	2.00	2.00	2.43	1.80	2.80	2.22	2.50
	Total		**2.30**			**2.25**			**2.34**	
30. Sts' negative comments about **LNNESTs'** accent in English.	.692	2.78	2.63	2.43	2.75	2.70	2.20	2.80	2.59	3.00
	Total		**2.64**			**2.64**			**2.64**	
31. Sts' negative comments about **LNNESTs'** knowledge of culture of English-speaking countries.	.841	2.22	2.16	2.00	2.25	2.26	2.00	2.20	2.10	2.00
	Total		**2.16**			**2.22**			**2.11**	
32. Sts' negative comments about **LNNESTs'** extensive use of Turkish in the classroom.	.003	3.11	2.28	3.00	3.25	2.48	3.40	3.00	2.17	2.00
	Total		**2.51**			**2.78**			**2.32**	
33. Sts' negative comments about **ENNESTs'** teaching styles.	.405	-	-	-	2.63	2.39	2.00	-	-	-
	Total					**2.39**				
34. Sts' negative comments about **ENNESTs'** proficiency in English.	.191	-	-	-	2.75	2.30	2.00	-	-	-
	Total					**2.36**				
35. Sts' negative comments about	.208	-	-	-	2.88	2.43	2.00	-	-	-

Table 8 (continued)

ENNESTs' accent in English.	**Total**		-	-	**2.47**		-	-
*36. Sts' comments about **ENNESTs'** knowledge of culture of English-speaking countries.*	.228	-	-	2.75	2.26	2.20	-	-
	Total		-		**2.36**		-	-
*37. Sts' negative comments about **ENNESTs'** proficiency in Turkish.*	.471	-	-	2.75	2.39	2.20	-	-
	Total		-		**2.44**		-	-

Items 24-27 asked the participants to share the information about students' attitudes to NESTs in terms of their teaching styles, English accent, knowledge of grammar rules, and the proficiency in Turkish.

Analysis of general data obtained from both METU DBE and BUSEL to item 24, *Students in this program make negative comments about NESTs' teaching styles*, revealed that the responses provided by NESTs (M=2.28), NNESTs (M=2.94), and "other" teachers (M=2.43) differed significantly (p=.026). Furthermore, Post Hoc Fisher's LSD depicted significant differences between the NEST and NNEST group means (p=.012). Group means of teachers' responses to the questionnaire item 24 is presented above (Table 8). Out of the three teacher groups, reactions of NESTs were the most negative ones: 6% of NESTs strongly disagreed, 61% agreed, and 33% were not sure. NNESTs demonstrated more positive attitudes to the statement than NESTs and the "other" group; 6% of NNESTs strongly disagreed, 27% disagreed, 31% expressed uncertainty, 31% agreed, and 3% strongly agreed. Among the "other" teachers, 72% disagreed, 14% were unsure, and 14% agreed. Analysis of NEST, NNEST, and "other" group means by language schools showed that responses obtained from NESTs for item 24 at both METU DBE and BUSEL were more negative in comparison to the responses of their nonnative English-speaking colleagues and "other" teachers (METU DBE: NESTs (M=2.00), NNESTs (M=2.48), "other" (M=2.20); BUSEL: NESTs (M=2.50), NNESTs (M=3.20), "other" (M=3.00)).

There were no significant differences between group means as determined by one-way ANOVA (p=.307) for item 25, asking the teachers to share whether *students in the program make negative comments about NESTs' accent in English that is hard to understand.* However, NESTs' responses were slightly more negative (M=2.33) than the responses of NNESTs (M=2.73) and "other" teachers (M=2.43) (Table 8). Thus, 17% of NESTs strongly disagreed, 56% disagreed, 6% were not sure, and 22% of NESTs agreed with the statement. Among NNESTs, 11% strongly disagreed, 34% disagreed, 28% expressed uncertainty, 23% agreed, and 3% strongly agreed. As for the "other" teachers, 14% strongly disagreed, 43% disagreed, 29% were not sure, and 14% agreed. Analysis of teachers' responses by language schools, also revealed that NESTs responded slightly

more negatively to item 25 than the "other" group of teachers, with NESTs from METU DBE being more negative about the statement than NESTs from BUSEL (METU DBE: NESTs (M=1.88), NNESTs (M=2.57), "other" (M=2.60); BUSEL: NESTs (M=2.70), NNESTs (M=2.83), "other" (M=2.00)).

Statistical analysis of the participants' responses to item 26, *Students in this program make negative comments about Native English teachers' knowledge of grammar rules*, determined significant variation between different teacher groups (p=.007). The follow-up LSD test revealed significant differences between the NNEST and the other two groups; specifically, between NESTs and NNESTs (p=.005), and between NNESTs and "other" teachers (p=.053). According to the general group means, NNESTs (M=3.20) provided more positive answers to item 26 than NESTs (M=2.43) and "other" teachers (M=2.44). Furthermore, 3% of NNESTs strongly disagreed, 22% disagreed, 34% were not sure, 33% agreed, and 8% strongly agreed, compared to 22% of NESTs that strongly disagreed, 28% disagreed, 33% were not sure, and 17% agreed with the statement. Responses of "other" teachers were more negative than the results obtained from NNESTs and comparable to the reactions of NESTs'; 14% of "other" teachers strongly disagreed, 43% disagreed, 29% expressed uncertainty, and 14% agreed. Analysis of teachers' responses by language schools, revealed that NESTs from METU DBE responded more negatively to item 26 than NESTs from BUSEL; and NNESTs from BUSEL responded more positively than NNESTs from METU DBE (METU DBE: NESTs (M=1.88), NNESTs (M=2.70), "other" (M=2.40); BUSEL: NESTs (M=2.90), NNESTs (M=3.49), "other" (M=2.50)).

There were no significant differences between group means as determined by one-way ANOVA (p=.918) for item 27, inquiring whether *students in the program make negative comments about NESTs' proficiency in Turkish*. The NEST (M=2.50) and "other" teachers (M=2.43) demonstrated slightly more negative reactions to item 27 than the NNEST group (M=2.58). 22% of NESTs strongly disagreed, 28% disagreed, other 28% were not sure about the statement, and 22% agreed. As for NNESTs, 17% of them strongly disagreed, 30% disagreed, 38% were not sure, 9% agreed, and 6% strongly agreed. Among "other" teachers, 14% strongly disagreed, 43% disagreed, other 29%

were not sure, and 14% agreed. According to the analysis of teachers' data by language schools, the reactions of NESTs from METU DBE (M=1.75) to item 27 were much more negative than the reactions of NESTs from BUSEL (M=3.10). It might be explained by the fact that most of NEST participants from BUSEL (70%) were at the elementary level of the Turkish language proficiency, and most of NEST participants from METU (63%) were at the advanced or native proficiency level in Turkish. Responses of NNESTs and "other" teachers from both METU DBE and BUSEL to the statement 27 demonstrated only slight differences in group means. Thus, NNESTs from METU (M=2.74) responded slightly more positively than NNESTs from BUSEL (M=2.49); and "other" teachers from METU (M=2.40) responded slightly more negatively than "other" teachers from BUSEL (M=2.50).

Items 28-32 asked the teachers to share the information they are having at their disposal about the students' attitudes to Local NNESTs. Statistical analysis of the participants' responses to item 28, *Students in this program make negative comments about LNNESTs' teaching styles*, did not determine significant variation between the teacher groups (p=.598). According to the group means, NESTs (M=2.72) and "other" teachers (M=2.71) were slightly more supportive of the statement 28 than the NNESTs (M=2.48). Additionally, 11% of NNESTs strongly disagreed, 55% disagreed, 14% were not sure, 15% agreed, and 5% strongly agreed. In the NEST group, 44% of participants disagreed, 39% were not sure, and 17% agreed. Finally, 57% of "other" teachers disagreed, 14% were not sure, and 29% agreed. Investigation of data for item 28 by language schools, revealed some similarities between responses of NNESTs from METU DBE (M=2.48) and NNESTs from BUSEL (M=2.49), and also between the responses of NESTs from METU DBE (M=2.63) and NESTs from BUSEL (M=2.80). Interestingly, "other" teachers from BUSEL (M=3.50) were more supportive of the statement 28 than "other" teachers from METU DBE (M=2.40).

Data elicited by the statement 29, *Students in this program make negative comments about LNNESTs' proficiency in English,* did not generate any significant differences between the teacher groups (p=.511). According to the group means, respondents were predominantly unsupportive of the statement, but NESTs (M=2.44) responded slightly

more positively than NNESTs (M=2.30) and "other" teachers (M=2.00). 17% of the NEST, 14% of the NNEST, and 14% of the "other" group strongly disagreed; a substantial part of NESTs (44%), NNESTs (52%), and of "other" teachers (72%) disagreed with the statement. Some participants refrained from giving a clear answer: 17% of NESTs, 25% of NNESTs, and 14% of "other" group expressed uncertainty. Finally, 22% of NESTs and 9% of NNESTs moderately agreed with the statement. In consideration of the results for item 29 by language schools, at METU DBE, NNESTs (M=2.43) appeared to be slightly more positive than NESTs (M=2.00) and "other" teachers (M=1.80); and at BUSEL, on the contrary, NESTs (M=2.80) were more supportive of the statement 28 than NNESTs (M=2.22) and "other" teachers (M=2.50).

Analysis of responses related to the statement 30, *Students in this program make negative comments about LNNESTs' accent in English,* did not detect significant differences between the groups (p=.692). For the most part, NESTs (M=2.78), NNESTs (M=2.63), and "other" teachers (M=2.43) answered in the negative to the statement, with the NEST group being slightly more positive than two other teacher groups. To particularize, 5% of NESTs, 9% of NNESTs, 14% of "other" teachers strongly disagreed with the statement; and 39% of NESTs, 39% of NNESTs, and 57% of "other" teachers expressed moderate disagreement. A substantial part of NESTs (28%) and NNESTs (33%) were not sure about the statement. Furthermore, 28% of NESTs 17% of NNESTs, and 29% of "other" group agreed, and 2% of NNESTs expressed strong agreement with the statement. By language schools, responses of various teacher groups did not differ much; at METU DBE, NESTs (M=2.75) and NNESTs (M=2.70) appeared to be slightly more supportive of the statement than "other" teachers (M=2.20); and at BUSEL, NESTs (M=2.80) and "other" teachers (M=3.00) were more positive than NNESTs (M=2.59).

Item 31, *Students in this program make negative comments about LNNESTs' knowledge of culture of English-speaking countries,* did not obtain significantly different responses from various groups of teachers (p=.841). According to the general group means, NESTs (M=2.22), NNESTs (M=2.16), and "other" teachers (M=2.00) were predominantly unsupportive of the statement. Consequently, 28% of NESTs strongly disagreed, other

28% disagreed, 39% were not sure, and 5% of NESTs agreed with the statement. As for NNESTs, 17% of them strongly disagreed, 52% disagreed, 25% were not sure, 3% agreed, and 2% of NNESTs strongly agreed with this questionnaire item. Finally, 100% of "other" teachers expressed moderate disagreement with the statement. Data analysis for item 31 by language schools did not reveal strong dissimilarities between various teacher groups. At METU DBE, NESTs (M=2.25), NNESTs (M=2.26) and "other" teachers (M=2.00) answered mostly negatively to item 31. Responses of BUSEL, NESTs (M=2.20), NNESTs (M=2.10), and "other" teachers (M=2.00), were predominately negative and also comparable to METU DBE teachers' responses.

To the statement 32, *Students in this program make negative comments about LNNESTs' extensive use of Turkish in the classroom,* the answers of NESTs (M=3.11), NNESTs (M=2.28), and "other" teachers (M=3.00) differed significantly (p=.003). As indicated by the follow-up LSD test, comparisons between the NEST and the NNEST group means were statistically significant (p=.002). No other significant group means comparisons were revealed. To particularize, 6% of NESTs strongly disagreed, 22% disagreed, 28% were not sure, and a substantial part of NESTs (44%) moderately agreed with the statement. Among "other" teachers, 14% strongly disagreed, other 14% disagreed, 29% were not sure, and similar to the results obtained from NESTs, 43% agreed with the statement. Responses of NNESTs in this part of the study were quite different from the reactions of two other teacher groups and the least positive; 22% of NNESTs strongly disagreed, 39% disagreed, 30% were not sure, 8% agreed, and 1% strongly agreed. Results for item 32 by language schools, comparable with the previously discussed general results, showed that NESTs and "other" teachers at both METU DBE and BUSEL responded more positively to this statement than NNESTs (METU DBE: NESTs (M=3.25), NNESTs (M=2.48), "other" teachers (M=3.40); BUSEL: NESTs (M=3.00), NNESTs (M=2.17), "other" teachers (M=2.00)).

Items 33-37 requested from the teachers the information related to the students' attitudes to ENNESTs. Due to the fact that there were no ENNESTs at BUSEL, for items 33-37 only data obtained from teachers working at METU DBE was used. Data analysis for item 33, *Students in this program make negative comments about Expatriate NNESTs'*

teaching styles, did not reveal significant differences between the groups of teachers (p=.405). NESTs (M=2.63), NNESTs (M=2.39), and "other" teachers (M=2.00) in the majority were negative or uncertain. To illustrate, 13% of NESTs, 9% of NNESTs, and 20% of "other" teachers strongly disagreed; and 13% of NESTs, 30% of NNESTs, and 60% of "other" teachers disagreed. Finally, 75% of NESTs, 57% of NNESTs, and 20% of "other" teachers were not sure.

There were no significant differences between group means as determined by one-way ANOVA for item 34, inquiring whether *students in this program make negative comments about Expatriate NNESTs' proficiency in English* (p=.191). Similar to the results for the previously discussed questionnaire item 33, responses of NESTs (M=2.75), NNESTs (M=2.30), and "other" teachers (M=2.00) were for the most part negative and uncertain. Consequently, 9% of NNESTs and 20% of "other" teachers strongly disagreed; and 25% of NESTs, 39% of NNESTs, and 60% of "other" teachers disagreed. Most of NESTs, almost a half of NNESTs, and some part of "other" teachers expressed uncertainty (75%, 48%, 20%, respectively).

There were no statistically significant differences between group means as determined by analysis for the statement 35, *Students in this program make negative comments about Expatriate NNESTs' accent in English* (p=.208). Responses of NESTs (M=2.88), NNESTs (M=2.43), and "other" teachers (M=2.00) were slightly more positive than for the previous items 33-34 related to ENNESTs. To illustrate, 9% of NNESTs, and 20% of "other" teachers strongly disagreed; and 25% of NESTs disagreed, 35% of NNESTs, and 60% of "other" teachers moderately disagreed with item 35. A substantial part of respondents expressed uncertainty; 63% of NESTs, 43% of NNESTs, and 20% of "other" teachers were not sure. Finally, 13% of NESTs and 9% of NNESTs agreed with the statement.

To item 36, *Students in this program make negative comments about Expatriate NNESTs' knowledge of culture of English-speaking countries,* METU DBE teachers' responses across groups did not differ significantly (p=.228). For the most part, NESTs (M=2.75), NNESTs (M=2.26), and "other" teachers (M=2.20) expressed moderate disagreement and uncertainty. To particularize, 25% of NESTs, 44% of NNESTs, and

80% of "other" teachers disagreed, and a few NNESTs (9%) strongly disagreed with the statement. Furthermore, the majority of NESTs (75%), a substantial part of NNESTs (44%), and a part of "other" teachers (20%) expressed uncertainty.

Statistical analysis of METU DBE teachers' responses to item 37, *Students in this program make negative comments about Expatriate NNESTs' proficiency in Turkish*, did not determine significant variation between the teacher groups (p=.471). According to the group means, NESTs (M=2.75), NNEST (M=2.39), and "other" teachers (M=2.20) were predominately negative or unsure about item 37. For instance**,** 13% of NNESTs and 20% of "other" teachers strongly disagreed, and 25% of NESTs, 26% of NNESTs, and 40% of "other" teachers disagreed. Furthermore, 75% of NESTs, 52% of NNESTs, and 40% of "other" teachers were indecisive about the statement, and 4% of NNESTs moderately agreed with it.

4.1.2.8. Discussion and Conclusions

After having obtained measures of the participants' beliefs about a good English teacher, the study proceeded to define the instructors' perceptions related to NNESTs and NESTs.

4.1.2.8.1. Teachers' beliefs about NNESTs

4.1.2.8.1.1. NNESTs' Self-Perceptions

To answer the sub-question 2 of the research question 1 concerned with NNESTs' characteristics, data obtained through the questionnaire items 10-13 and teacher interview questions 2-5, were explored. The NNEST participants, after having identified themselves as NNESTs in the questionnaire item 6, were asked to respond to items 10-13, inquiring about their general experiences as NNESTs. Thus, the majority of NNESTs (73%) believed that their students can guess that they are nonnative speakers of English. Interestingly, in Inbar-Lourie's study (2005), focusing on the differences between self-defined native/nonnative English-speaker identity and an individual's identity as perceived by others, 50% of self-ascribed nonnative speakers extrapolated their personal

idea of themselves as NNESs to other nonnative speakers of English, assuming that they also perceived them as nonnative speakers. However, self-perceived NNESs, generally unmistakably identified as nonnative speakers of English by the native English-speaker audience, were sometimes erroneously assigned to the native English-speaker category by nonnative speakers, i.e. students and NNESTs. The most frequently mentioned reasons for the gap between self-ascribed and perceived identities were accent, language knowledge, and perceiver's lack of knowledge related to native speaker competences.

Furthermore, most of the NNEST group reported disclosing their nonnative English speaker identity to their students. In 63% of cases NNESTs refuted having been sidelined as teachers for not being native speakers of English. Similarly, the majority (88%) of Brazilian NNESTs in Rajagopalan's study (2005), "categorically denied ever having been made to feel sidelined for not being native speakers of the language they were required to teach" (p. 289). However, as Rajagopalan's study proceeded, a significant number of his participants revealed their actual emotions and thinking, stating that they felt being "under-prepared, under constant psychological pressure, undervalued as professionals, handicapped when it came to career advancement, doomed to be chasing an impossible ideal, or even being treated as 'second class citizens' in their workplace" (ibid.). It was inferred that the conflicting responses could possibly be prompted by NNESTs' fear of being exposed as professionally incompetent, the straightforwardness of the question, and translation issues.

Finally, the overwhelming majority of NNESTs claimed to have never had any previous experience of living or studying in an English-speaking country. The majority of the prospective teachers of English in Atay' s study (2005) and of English teacher educators in Doğançay-Aktuna's study (2008) were depicted as lacking overseas experience and as permanently residing in their home country, Turkey. Similar to the results obtained by Rajagopalan (2005), nearly everyone who responded positively to the item 13, claimed that their experience of living in an English-speaking country had positively affected their general confidence in English. Tatar and Yıldız (2010) also reported that their participants generally attributed Turkish teachers' lack of confidence in their English ability and communicative skills to lack of experience in an English-speaking country.

This tendency can be explained through existing models of NNESTs' popular attitudes reflected by Rajagopalan in the following argument:

> Experience of having lived in a native speaking environment is often touted by the NNSTs as a valuable feather in the cap and an amulet against possible charges of inadequate command of the language. (ibid., 289)

4.1.2.8.1.2. Beliefs about LNNESTs

NNESTs' characteristics, elicited through teacher interview questions 2-5, incorporated advantages and disadvantages of LNNESTs and ENNESTs. The most frequently mentioned strengths of local NNESTs were belonging to the same culture as their students, sharing students' L1 (Tatar & Yıldız, 2010), and their consequent sensitivity to sources of language difficulty, ability to empathize with students' learning problems and needs and to teach based on their learning habits and preferences pertaining to the peculiarities of the educational system in Turkey. The above mentioned perspectives echoed those of Canagarajah (1999):

> First language can help build a cognitive bridge to the second language, apart from addressing student concerns regarding language maintenance, identity conflict, and cultural clash. Periphery speakers can use their vernacular competence to relate English better to students from their own communities and help them integrate English more effectively into their existing linguistic repertoire. (p. 80)

The results obtained by McNeill (2005), focusing on the accuracy of NESTs and NNESTs' predictions about lexical difficulty in a reading text, corroborated the previously mentioned teachers' belief that sharing their students' L1 enables LNNESTs' success at detecting areas of potential difficulty. It was pointed out that sharing students' native language and cultural background is especially useful when teaching lower proficiency level groups (Arva & Medgyes, 2000). LNNESTs' EFL learner experience and resulting from it declarative knowledge facilitating grammar instruction procedures were also attributed to their most valuable characteristics.

When being asked about LNNESTs' weaknesses, the participants identified pronunciation, oral competence, cultural implications of the target language (Atay,

2005), vocabulary knowledge, including collocations, rarely used words, phrasal verbs, idiomatic language, as their most problematic areas. Similar to Arva & Medgyes (2000), claiming that NNESTs in their study "were unable to emulate NESTs on any count of English-language competence" (pp. 368-369), both NESTs and NNESTs in the present context, characterized the reported LNNESTs' lack of proficiency in English as a natural and inevitable part of their nonnative English speaker profile. Sharing students' native language, previously depicted as the chief advantage of LNNESTs, was persistently referred to as a disadvantage in this part of the study. It was also argued that LNNESTs, generally characterized as having lower prestige among students than NESTs (Tatar & Yıldız, 2010), have to spend more time and efforts on self-improvement and lesson preparation than NESTs.

The majority of the findings echoed those of Tatar and Yıldız (2010) whose participants, Turkish in-service teachers and teacher candidates, assigned primary importance to LNNESTs' EFL learner experience and shared L1 and culture with students amplifying their ability to support and guide students' learning to the desired educational accomplishments. However, in contrast to the teachers in Tatar and Yıldız's study, arguing against the monolingual approach "that can be more damaging for students than limited use of their L1" (p. 121), the majority of both NESTs and NNESTs in the present context, claiming to undertake a large-scale effort to completely abolish L1 in their classroom, tended to view the English-only instruction as the most effective and appropriate way of teaching. Similar to the teachers in the present research, Tatar and Yıldız's informants mentioned that LNNESTs, suffering from various preconceived opinions related to their linguistic knowledge, often faced the difficulty of establishing credibility with both students and administrators. Besides, lack of knowledge related to cultural implications of the target language, limited intuitions in English and nonnative pronunciation, pertaining to native speaker norm-bound pedagogical paradigm overlooking the uniqueness and variety of local contexts, were accentuated by teachers in both studies.

4.1.2.8.1.3.   Beliefs about ENNESTs

Analysis of characteristics attributed to ENNESTs, being the least represented teacher type in the settings of both METU DBE and BUSEL, was based on the data elicited through the interview questions 4 and 5. The participants frequently mentioned that ENNESTs, due to their shared qualities, represent a transition between LNNESTs and NESTs. Anticipating a possible hasty conclusion that ENNESTs lack advantages of native and local nonnative English teachers, since they are neither native speakers of English nor of their students' L1, Petrić (2009) argued that investigation of cases depicting NNESTs in various foreign contexts "provide a fruitful way to explore the nature of teaching expertise and the interplay of different types of cultural content in English classrooms" (p. 136). Thus, corroborating the results obtained by Petrić (ibid.), focusing on four ENNESTs coming from Poland, Bulgaria, Russia, and Macedonia and working in Hungary, the teacher participants in the present study assumed that ENNESTs' belonging to the third culture, differing from both Turkish and the culture of English-speaking countries, their educational and linguistic diversity, and international teaching experiences would positively affect students' international outlook, enable their L2 oral skills development, and present them with a variety of accents. ENNESTs were described as the ones providing students with actual practices of English as an international language that "emphasizes that English, with its many varieties, is a language of international, and therefore *intercultural*, communication" (Sharifian, 2009, p. 2). Petrić (ibid.) observed that students instructed by ENNESTs, beyond the aspects generally associated with English, acquired extensive knowledge pertaining to various social and cultural landscapes that was interpreted as "a practical response to the call to disassociate teaching English as an International Language from teaching the culture (and especially Culture) of English speaking countries only" (p. 149).

Similar to LNNESTs, ENNESTs' experience of learning English as a foreign language, implying enhanced understanding of students' learning difficulties and needs, was characterized as their other significant advantage. Despite the abovementioned positive characteristics, ENNESTs' professional teacher status was frequently prejudiced with reference to their proficiency in the target language, foreign accents, and the students'

L1. However, it was also mentioned that ENNESTs' qualities should not be generalized, since their proficiency in English and accent are determined by their particular origins, education, cultural background, and previous experiences with English. In general, it was noted that similar to NESTs, ENNESTs' knowledge of the Turkish language and culture is insufficient as compared with that of LNNESTs; and similar to LNNESTs, ENNESTs' target language cultural awareness and proficiency in English are deficient in comparison with those of NESTs. ENNESTs were repeatedly blamed for heavy unintelligible accents that, according to some interviewees, negatively influenced teacher-students communication, demotivated students and ultimately harmed the learning environment. It was claimed that students are prejudiced against nonstandard accents. These teacher comments were echoed by Lev-Ari and Keysar's study (2010), reporting that accented speech, generally associated with difficulty of processing, is not perceived as more difficult to understand, but as less trustworthy. The authors claimed that the obtained results might have important implications for perspectives on nonnative speakers' communication issues. Similarly, in the earlier mentioned Inbar-Lourie's investigation (2005) into the differences between self-defined native/nonnative English-speaker identity and perceived identity, some statements accounting for native self-ascription and perceived nonnative identity were: "my accent sounds strange because I am originally from Pakistan" (p. 274), implying that varieties outside the domains of Standard American English or Standard British English are perceived as abnormal, "strange", nonnative.

Besides, the teacher participants in the present study asserted that students' biased attitudes towards foreigners might greatly complicate the social interaction in the classroom and endanger the whole learning experience considerably. The teacher participants referred to the situations when students' English teacher appreciation might be conditioned by the teacher's physical characteristics, such as skin color and eye shape. The studies of Rubin and Smith (1990) and Rubin (1992) showed that students' perceptions of their teacher's proficiency in English and accent were frequently influenced by the factors unrelated to the language matters, such as ethnicity. Similarly, Amin's study (2004), depicting a racial minority woman whose English was perceived as a nonnative variety of English, and Hansen's study (2004), focusing on an invisible

NNEST coming from a white minority group, and therefore mistakenly taken for a native speaker, provided an account of situations when native/nonnative status was shaped by race. Moreover, as argued by Petrić (ibid.), the dynamics of political relations and diplomacy between ENNESTs' country of origin and their students' country is a salient factor influencing the particular foreign teacher's image (p. 142).

4.1.2.8.2. Beliefs about NESTs

4.1.2.8.2.1. NESTs' Self-Perceptions

To answer the sub-question 3 of the research question 1 concerned with the qualities of NESTs, teacher responses to the questionnaire items 8-9 and interview questions 6-7, were investigated. After having identified themselves as NESTs in the questionnaire item 6, the NEST respondents were asked if their students sometimes perceive them as nonnative speakers of English. The majority of the NEST audience, originating from the UK, the USA, Canada, and Ireland, responded negatively; however, NESTs coming from Malaysia and Kuwait expressed uncertainty, and a few NESTs from Canada, South Africa, and the USA agreed with the statement. One of NESTs coming from the US noted that his physical appearance is misleading for students (Amin, 2004; Hansen, 2004). Furthermore, when NESTs were asked whether they sometimes feel that they stand high as teachers in administrators and students' favor based on that they are native speakers of English, the overwhelming majority of them responded positively (67%).

4.1.2.8.2.2. Beliefs about NESTs

The key advantages of NESTs identified by both NEST and NNEST participants were their native English proficiency, knowledge of the target language culture, and authentic pronunciation. These teachers' perceptions strongly corroborated Arva & Medgyes's (2000) enthusiastic review:

> In addition to serving as `perfect language models', NESTs were rich sources of cultural information, highbrow as well as lowbrow, about any topic around which the lessons were structured: the jury system in

Britain, charity projects, the ideal world of John Lennon, and the gimmicks of advertising. (p. 365)

Proceeding from the abovementioned qualities, the participants claimed that NESTs naturally possess a higher capacity for teaching speaking skills, colloquial forms, infrequent vocabulary, and idiomatic language (Reves & Medgyes, 1994; Lasagabaster & Manuel-Sierra, 2005). Moreover, it was argued that NESTs, due to their independence from outside resources in the topics related to the English language use and culture, as opposed to NNESTs, have a lower need for spending their efforts and energy on lesson preparation, thus getting more opportunities for creativity and initiative. These perceptions strongly corresponded with Juhász's (2011) idea expressed in her study of NESTs' self-perceived teaching behaviors:

> Needless to say, it is easy for a NS teacher to be flexible, to 'go off topic' with no trouble. If a message does not get across, it is not considered to be their fault or their lack of knowledge, but their students'. In this respect, NS teachers are safe. (p. 89).

As distinct from LNNESTs, frequently characterized as proponents of traditional teacher-centered pedagogy, the teaching styles of NESTs were generally interpreted as more informal and relaxed. As in the case of ENNESTs, it was argued that NEST's classroom offers the learners the opportunities for practice under natural conditions for the target language use, allowing for their cross-cultural development and competence. It was also mentioned that NESTs, seen as more credible in terms of English than NNESTs, are generally the most preferred teacher option by the students. In EFL context, Lasagabaster and Sierra's results (2005) partially corroborated the teachers' ideas; student participants in their study demonstrated a preference for NESTs in the areas of pronunciation, speaking, vocabulary, reading, listening, and culture and civilization. However, in gaining learning strategies and grammar instruction there was a general preference for NNESTs. In ESL context, Mahboob's (2004) student participants characterized NESTs as successful in teaching oral skills, and NNESTs were seen as better teachers of literacy skills and grammar.

Discussing NESTs' disadvantages, the interviewees most frequently emphasized limited declarative knowledge, stemming from unconscious language acquisition and lack of

formal teacher training. It was argued that NESTs, sometimes lacking teaching and classroom management skills, are often employed based on their native speaker of English profile and regardless of inadequate training in the field of ELT. As claimed by Tatar & Yıldız (2010):

> Although no statistics or empirical studies exist as to the profile of English teachers in Turkey, it is not uncommon to come across unqualified NESTs being hired by private schools in order to advertise the school and attract caregivers and students to the institution. (p. 115)

Besides, it was mentioned that the absence of an EFL learner experience deprives NESTs of a meaningful frame of reference for understanding and interpreting students' learning needs and difficulties. As in the case of ENNESTs, the insufficient knowledge of Turkish and unfamiliarity with the host culture were perceived as the major causes of NESTs' less sensitivity to the Turkish learners' of English areas of potential difficulty (McNeill, 2005), classroom miscommunication, students' anxiety, and loss of enthusiasm for making a foreign teacher understand their intended messages packaged in the structures negatively influenced by L1 interference. Similarly, NESTs in Juhász's study (2011) noted that although foreign teachers' lack of students' L1 might be perceived positively in terms of learners' speaking skills development, their inability to express themselves and to understand the students in their L1 placed "a heavy burden" on NESTs (ibid., p. 96), especially with the lower proficiency levels. In the context of the present research it was also stated that NESTs' unfamiliarity with students' educational backgrounds and the general tradition of education in Turkey prevents them from seeing and understanding Turkish university students' actual difficulties, needs, and aspirations. Ekmekci & Inal's study (1994) demonstrated that disparity between NESTs' pedagogies and Turkish students' habitual learning models can lead to miscommunication and confusion. Focusing on the discrepancies between native and Turkish nonnative English speaker trainers, Ekmekci & Inal (ibid.), reported that, as opposed to Turkish nonnative trainers, tending to teach as transfer of knowledge from the teacher to the trainees, native English speaker trainers aimed at initiating students' knowledge construction and generally refrained from transferring the information unless a particular question was posed by the students. The authors identified the mismatch

between native speaker trainers' teaching methods and Turkish trainees' expectations of seeing traditional transmission of information, as a major cause of misunderstanding between the foreign trainers and local trainees and consequent lack of trainees' engagement in the learning process.

Table 9 generalizes the abovementioned LNNESTs, ENNESTs, and NESTs' teacher-perceived advantages and disadvantages.

Table 9 LNNESTs, ENNESTs, and NESTs' teacher-perceived advantages and disadvantages.

Nonnative English Speakers		Native English Speakers
Turkish Citizens	*Foreign Citizens*	
LNNESTs	**ENNESTs**	**NESTs**
	Target Language	
Advantages	*Advantages*	*Advantages*
• possess declarative knowledge • experience of an EFL learner • able to identify potential difficulties of learners • able to make cross-linguistic comparisons and contrasts • good at teaching grammar	• possess declarative knowledge • experience of an EFL learner • able to identify potential difficulties of learners • able to make cross-linguistic comparisons and contrasts with their own L1 • use of L2 as an international medium • natural teacher-student communication in L2 • exposes students to various accents • might have had more opportunities for speaking skills development than LNNESTs	• possess procedural knowledge • native English proficiency • authentic pronunciation • able to produce fluent, spontaneous discourse • represent a good speaking model • use of L2 as an international medium • natural teacher-student communication in L2 • exposes students to various accents • higher capacity for teaching speaking skills, pronunciation, prosodic features • good knowledge of vocabulary, idiomatic language, phrasal verbs, collocations • higher capacity for teaching colloquial forms, infrequent vocabulary, and idiomatic language • perceived as more trustworthy than NNESTs
	Disadvantages	

Table 9 (continued)

Column 1	Column 2	Column 3
Disadvantages • lack procedural knowledge • limited vocabulary, idiomatic language, phrasal verbs, collocations • deficient proficiency in English • problems with pronunciation • problems producing fluent, spontaneous discourse • perpetual L2 learners • perceived as less trustworthy than NESTs • difficulty teaching pronunciation, prosodic features • problems teaching speaking skills • unnatural teacher-student communication in L2 • depend on NESTs to compensate for lexicon deficiency	*Disadvantages* • lack procedural knowledge • limited vocabulary, idiomatic language, phrasal verbs, collocations • deficient proficiency in English • problems with pronunciation • problems producing fluent, spontaneous discourse • perpetual L2 learners • perceived as less trustworthy than NESTs • heavy accents impede classroom interaction	*Disadvantages* • lack declarative knowledge • no experience of an EFL learner • problems teaching grammar • depend on NNESTs to compensate for declarative knowledge deficiency
Target Language Culture		
Disadvantages • lack of the target language culture knowledge • limited pragmatic competence	*Disadvantages* • lack of the target language culture knowledge • limited pragmatic competence	*Advantages* • good knowledge of the target language culture • good pragmatic competence
Students' L1		
Advantages • share L1 with students • foresee students' L1-related problems	*Advantages* • learner of students' L1 • switching to L1 is entertaining,	*Advantages* • learner of students' L1 • switching to L1 is entertaining and

Table 9 (continued)

• good at teaching lower proficiency level groups _Disadvantages_ • pressure of L1 in the classroom • code-switching in the classroom • L1 overuse	attention holding, connecting _Disadvantages_ • insufficient knowledge of Turkish • difficulty understanding students' L1-related problems • problems communicating with students	attention holding, connecting _Disadvantages_ • insufficient knowledge of Turkish • difficulty understanding students' L1-related problems • problems communicating with students • problems teaching lower proficiency level groups • problems understanding students' intended messages in writing • depend on NNESTs to clarify students' intended messages in writing and speaking • insist on English-only instruction
Students' Culture		
Advantages • share culture with students • able to relate to students problems, needs • aware of students' educational backgrounds, learning habits • good at establishing rapport with students • able to make cross-cultural comparisons • mother-children relationship with students _Disadvantages_ • traditional teacher domination in the classroom	_Disadvantages_ • unfamiliarity with students' culture • problems responding to students' needs	_Disadvantages_ • unfamiliarity with students' culture • problems responding to students' needs

Table 9 (continued)

	- unaware of students' educational backgrounds, learning habits - problems establishing rapport with students - interpersonal misunderstanding, communication problems - unable to make cross-cultural comparisons - problems integrating into society	- unaware of students' educational backgrounds, learning habits - problems establishing rapport with students - interpersonal misunderstanding, communication problems - unable to make cross-cultural comparisons - problems integrating into society - may cause students' anxiety - may see the host culture as inferior
Other Qualities		
Advantages - well qualified *Disadvantages* - have to work harder to improve themselves and to prepare lessons - have lower prestige among students - teach as transmission	*Advantages* - possess international (teaching) experiences - cross-cultural communicative competence - broaden students' outlook on other cultures - more favorable students' attitudes, glamour of a foreigner - represent a diverse group with dissimilar linguistic, cultural, educational backgrounds - belong to the third culture and language group *Disadvantages* - have to work harder to improve themselves and to prepare lessons - have lower prestige among students - may lack formal training	*Advantages* - possess international (teaching) experiences - cross-cultural communicative competence - broaden students' outlook on other cultures - more favorable students' attitudes, glamour of a foreigner - symmetric teacher-students relationship - informal and relaxed teaching style - a lower need for spending their efforts for lesson preparation - do not depend on textbook *Disadvantages* - enjoying a privileged status - may lack formal training - may lack teaching skills

217

Table 9 (continued)

• depend on textbook • lack international (teaching) experiences	• may lack teaching skills • may lack classroom management skills • may be exposed to negative stereotypes • pass themselves off as NESTs
	• may lack classroom management skills

4.1.2.8.3. Comparisons between NESTs and NNESTs' Beliefs about NESTs and NNESTs

The part, aimed at comparing NESTs and NNESTs' beliefs, incorporated analysis of teachers' reactions to the questionnaire items 64-77, inquiring about specific NESTs and NNESTs' qualities and abilities reported by some earlier studies (e.g., Medgyes, 1994; Arva & Medgyes, 2000; Benke & Medgyes, 2005; McNeill, 2005; Tatar & Yıldız, 2010) and also identified at some point by the participants in the present context. The following conclusions are drawn from the percentage occurrence of teachers' negative, unsure, and positive responses.

It was revealed that comparable majorities of both NESTs (56%) and NNESTs (59%) believed that NNESTs are often perceived by their students as good role models (item 64). However, the number of NNESTs' positive responses for the item 65, stating that NESTs are often perceived by their students as good role models, slightly decreased (46%) in comparison to item 64, and NESTs' numbers remained unchanged (56%). NNESTs (47%) appeared to be twice more supportive than NESTs (22%) of that English teachers should have a native-like accent (item 66). Similarly, during the interviews the overwhelming majority of NNESTs advocated ideas pertaining to the acquisition of native-like pronunciation. The majority of NESTs (83%) appeared to be supportive of the statements equating the teaching abilities of NESTs, LNNESTs, and ENNESTs (items 67-69). NNESTs were slightly more supportive of the statement 67, equating LNNESTs' teaching ability to NESTs (97%), and slightly less supportive of the item 69, stating that ENNESTs can teach just as well as LNNESTs (78%).

Both NESTs and NNESTs were uncertain or negative about the statements 70-71, declaring that NNESTs often have difficulties responding to students' questions about the English language use, idioms, and culture of English-speaking countries. However, the English language use, idioms, and culture of English-speaking countries were frequently identified during the teacher interviews as the areas of potential difficulty for NNESTs. NESTs (50%) appeared to be more supportive than NNESTs (39%) of the item 72, stating that NESTs experience difficulties responding to students questions

about the English language grammar. During the interviews, NESTs were criticized for lacking declarative knowledge of their native language equally sharply by both NESTs and NNESTs. Almost equal numbers of NESTs (50%) and NNESTs (49%) agreed that NESTs often have difficulties understanding Turkish students' problems; the main idea of the statement 73 was also supported by the participants' interview responses. Both NESTs (89%) and NNESTs (92%) responded predominantly negatively to the item 75, stating that it is enough to be a native speaker of English to be able to teach English.

Results for items 76-77 indicated generally supportive attitudes of both NESTs and NNESTs. However, for the item 77 (94%), stating that nonnative English speakers should have teacher qualifications to teach English, NESTs' reactions appeared to be slightly more positive than for the item 76 (78%), Native English speakers should have teacher qualifications to teach English, as opposed to NNESTs being similarly strongly supportive of both items, 76 (93%) and 77 (90%). During the interviews NNESTs tended to give more emphasis to teacher qualifications than NESTs.

4.1.2.8.4. Teachers' Perceptions of Students' Attitudes to NESTs and NNESTs

Analysis of teachers' general perceptions of students' attitudes to NESTs, LNNESTs and ENNESTs was based on the Likert scale items 24-37. In general, teachers responded moderately disapprovingly to the questionnaire items inquiring whether students make negative comments about NESTs' teaching styles, accents, knowledge of grammar, and proficiency in Turkish; however reactions of NESTs were slightly more unsupportive than NNESTs' reactions. On the other hand, NNESTs' responses to the questionnaire statements concerned with students' negative attitudes towards LNNESTs and ENNESTs' teaching styles, proficiency in English, accents, knowledge of the target language culture, and the use and overuse of Turkish, appeared to be slightly more disapproving than NESTs' reactions.

4.1.2.8.5. Who is a Good English Teacher?

Social identity theory states that individuals tend to categorize themselves and others as members of various groups; group membership is based on the features unique to the group and allows for developing a sense of people's own social identity, defined as consisting "of those aspects of an individual's self-image that derive from the social categories to which he perceives himself as belonging" (Tajfel & Turner, 1986, p. 16). The pivotal idea of the theory is that individuals are intrinsically motivated to endow their social identity with a value, favorably distinguishing them from others with similar characteristics, in order to attain "a positive self-concept" (Tajfel & Turner, ibid.). Wenzel, Mummendey, & Waldzus (2007), providing explanations for their ingroup projection model that is strongly based on Turner's self-categorization theory, argued that group members obtain measures that are further employed to evaluate ingroup and outgroup aspects from a superordinate social category involving both lower-order groups (p. 334). Authors claimed that the higher-order social category representation, used by group members as a source of reference for their intergroup evaluations, depends on the attributed to it characteristics, stemming from perceptions of a specific ingroup members. A superordinate category, incorporating both ingroup and outgroup and also described as an ingroup within a more inclusive higher-order category, provides a positive standard for consequent intergroup comparisons; as it was explained by Turner (1987):

> ethnocentrism, attraction to one's own group as a whole, depends upon the perceived prototypicality of the ingroup in comparison with relevant outgroups (relative prototypicality) in terms of the valued superordinate self-category that provides the basis of the intergroup comparison. (cited in Wenzel et al., 2007, p. 335-336)

Consequently, ingroup and outgroup manage to achieve a positive self-concept if they are evaluated as prototypical for the relevant shared superordinate category (ibid., p. 335). Positive image of the ingroup consequently allows for positive self-concept development in individual group members.

In the context of the present research, the participants were asked to describe a good English teacher, in this case representing a positive superordinate category including two lower-order groups, i.e. NESTs and NNESTs. Furthermore, they were asked to identify advantages and disadvantages of NESTs and NNESTs. Based on the participants responses to the interview questions 2-7, it may be argued that out of 7 most frequently mentioned by NESTs qualities of a good English teacher, "understanding/sympathetic" may be assigned to LNNESTs; "good communication skills", "love for the job", "self-development/open to learning" may be perceived as descriptive of both NESTs and NNESTs, and "high level of proficiency in English", "creativity/ability to make classes more interesting", and "should motivate students to learn English" refers to NESTs. In the interview, LNNESTs, due to their EFL learner experiences, were frequently described as more understanding and sensitive to students' areas of potential difficulty. Moreover, it was mentioned by both NESTs and NNESTs that LNNEST, based on the shared language and culture, possess an ability to build a positive relationship with students. NESTs depicted themselves as teachers adhering to friendly, humorous, and easygoing style of teaching. The good teacher qualities "love for the job" and "self-development/open to learning" were put into a shared category, since they were not specifically attributed to either NEST or NNESTs, and neither NESTs nor NNESTs were described as lacking any of them. The qualities "high level of proficiency in English" and "creativity/ability to make classes more interesting" were identified as advantages of NESTs by both NESTs and NNESTs. NESTs were perceived as more creative and interesting for students due to their cultural dissimilarity and ability to offer the opportunities for practicing their target language skills under natural conditions (Table 10).

Table 10 Major qualities of a good English teacher as perceived by NESTs and NNESTs and their correspondence to the teacher-perceived qualities of NESTs and NNESTs.

Reported by:	Qualities of a good English teacher referring to:		
	NESTs	**Both**	**NNESTs**
NESTs	high level of proficiency in English	good communication skills	understanding/sympathetic
	creativity/ability to make classes more interesting	love for the job	-
	should motivate students to learn English	self-development/ open to learning	-
NNESTs	high level of proficiency in English	extensive knowledge of the teaching content	good communication skills
	sufficient knowledge of culture of the English-speaking countries	-	professional preparation/teaching degree
	-	-	good classroom management skills
			ability to respond to students' needs

Besides, out of 7 most frequently listed qualities, which according to NNESTs make a good English teacher, 2 characteristics, "high level of proficiency in English" and "sufficient knowledge of culture of the English-speaking countries", were identified by NNESTs as advantages of NESTs. The quality "extensive knowledge of the teaching content" could be attributed to both NESTs and NNESTs, since NNESTs commonly noted that NESTs are more capable of teaching oral skills and cultural implications of the target language, and NNESTs were described as more skillful in terms of grammar instruction. The majority of the good teacher qualities mentioned by NNESTs, i.e. "good communication skills", "professional preparation/teaching degree", "good classroom

management skills", and "ability to respond to students' needs", were directly or indirectly provided by NNESTs as their own advantages. For example, it was claimed that it is more demanding for a NEST to establish a good rapport with students than for LNNESTs. NESTs were described as less equipped than LNNESTs to respond to students actual learning needs; and due to their often limited professional preparation, NESTs were reported as may be lacking classroom management skills.

Based on the number of a good teacher characteristics, consequently identified by NESTs and NNESTs as descriptive of their own ingroups, it can be asserted that both NESTs and NNESTs recognize their own group as more prototypical to a positive superordinate "good teacher" category than the other group involved in the comparison. A higher-order group providing the framework of reference is perceived differently by NESTs and NNESTs, since they "generalize, or *project*, distinctive characteristics of their ingroup to the superordinate category" (Wenzel et al., 2007, p. 337). Social discrimination was defined by Wenzel et al. (ibid.) in terms of a divergence of two groups' beliefs about their prototypicality and the differences in value (p. 338). As hypothesized by Wenzel et al. (ibid.), one of the possibilities to improve tolerance and promote positive perception of intergroup differences is removing a clear notion of a prototype; for example, if a good teacher superordinate category became so multifaceted that it could not be represented by a single subgroup and would require being "able to shuttle between different norms, recognizing the systematic and legitimate status of different varieties of English in this diverse "family of languages"" (Canagarajah, 2013, p. 7), then different English teachers originating from diverse cultural and linguistic contexts would gain an opportunity of achieving a positive self-concept as good English teachers and of being perceived as such by others.

4.1.3. Teachers' Self-Perceived English Language Abilities and Teaching Skills

The following set of items 44-51 focused on the teachers' level of proficiency in English. The teacher participants were asked to evaluate their level of proficiency in different areas of the language on a Likert scale ranging from very low to very high. Analysis of data, obtained by 8 items, revealed significant differences between various

teacher groups in 3 (38%) cases, on items 47, 49 and 51 (Table 11). Thus, NESTs and "other" teachers were more self-assured than NNESTs in the areas of *speaking/oral communication* and *pronunciation*. NNESTs and "other" teachers appeared to be more confident about their *knowledge of grammar rules* than NESTs.

Table 11 Significance values and means of teacher' responses to items 44-51, evaluating their perceived English abilities (N=89)

Teachers	Describe your level of proficiency in:	Sig.	NESTs	NNESTs	Other
NESTs:18 **NNESTs**: 64 **Other:** 7 **Total:** 89	44. Reading comprehension	.532	M=4.83	M=4.88	M=5.00
	45. Writing/Composition	.542	M=4.78	M=4.64	M=4.71
	46. Listening comprehension	.258	M=4.78	M=4.72	M=5.00
	47. Speaking/ Oral communication	.039	M=4.78	M=4.55	M=5.00
	48. Grammar accuracy in use	.262	M=4.50	M=4.72	M=4.86
	49. Knowledge of grammar rules	.000	M=3.89	M=4.67	M=4.43
	50. Breadth of vocabulary	.099	M=4.67	M=4.36	M=4.57
	51. Pronunciation	.002	M=4.78	M=4.28	M=4.71

Results for item 44, *Reading comprehension*, did not show significant differences between various teacher groups (p=.532). In most cases NEST (M=4.83), NNEST (M=4.88), and "other" teachers (M=5.00) described their reading comprehension skills as "very high" (83%, 87%, and 100%, respectively). Furthermore, a few respondents, 17% of NESTs and 13% of NNEST, characterized their reading comprehension skills as "high".

Analysis for item 45, asking participants to assess their *writing/composition* skills, did not reveal significant differences between the teacher groups (p=.542). In general, NESTs (M=4.78), NNESTs (M=4.64), and "other" teachers' (M=4.71) highly evaluated their writing/composition skills, but slightly lower than their reading comprehension skills. NESTs were slightly more secure in the area of writing than NNESTs and "other" teachers. A considerable part of NESTs (22%), NNESTs (36%), and "other" teachers

(29%) described their writing skills as "high"; and the majority of NESTs (78%), NNESTs (64%), and "other" teachers (71%) assessed their writing skills as "very high".

The analysis of variance for item 46, *Listening comprehension skills,* did not signify differences within the groups (p=.258). According to the group means, in the area of listening comprehension, NESTs (M=4.78) and "other" teachers (M=5.00) appeared to be slightly more secure than NNESTs (M=4.72). 22% of NESTs and 28% of NNESTs evaluated their listening comprehension skills as "high". Most of the teachers, 78% of NESTs, 72% of NNESTs, and 100% of "other" teachers, evaluated their listening comprehension abilities as "very high".

Responses elicited by item 47, *Speaking/Oral communication*, were significantly different within the groups (p=.039); the LSD test showed significant differences only between NNEST and "other" teacher groups (p=.030). Similar to listening comprehension skills, in the area of speaking/oral communication, NESTs (M=4.78) and "other" teachers (M=5.00) were slightly more secure than NNESTs (M=4.55). A few NNESTs (3%) characterized their oral communication skills as "average", some NESTs (22%) and a substantial part of NNESTs (39%) evaluated their oral communication skills as "high". Most of NESTs (78%), NNESTs (58%), and 100% of "other" teachers evaluated their speaking/oral communication skills as "very high".

For item 48, *Grammar accuracy in use*, the analysis of variance did not signify differences within the groups (p=.262). NNESTs (M=4.72) and "other" teachers' (M=4.86) self-evaluations of grammar accuracy in use were slightly higher than self-evaluations of NESTs' (M=4.50) in the same area. To specify, 6% of NESTS described it as low; other 6% of NESTs and 2% of NNESTs characterized it as "average". Furthermore, 22% of NESTs, 25% of NNESTs, and 14% of "other" teachers evaluated their grammar accuracy in use as "high". Most of NESTs (67%), NNESTs (73%), and "other" teachers (86%) assessed it as "very high".

Analysis of data for item 49, *Knowledge of grammar rules*, revealed significantly different results within the groups (p<.001); the LSD test values indicated that the group of NESTs differs significantly with the group of NNESTs (p<.001). According to the

group means, NESTs (M=3.89) appeared to be less sure about their knowledge of grammar rules than NNESTs (M=4.67) and "other" teachers (M=4.43). 11% of NESTs evaluated their knowledge of grammar rules as "low". Furthermore, 22% of NESTS, 3% of NNESTs, and 14% of "other" teachers described their knowledge of grammar rules as "average". 33% of NESTs, 27% of NNESTs, and 29% of "other" teachers evaluated it as "high", and 33% of NESTs, the majority of NNESTs (70%), and "other" teachers (57%) evaluated it as "very high".

To item 50, *Breadth of vocabulary,* evaluations provided by various teacher groups did not show significant differences (p=.099). However, NESTs (M=4.67) and "other" teachers (M=4.57) demonstrated more confidence in their vocabulary performance than NNESTs (M=4.36). A few NNESTs (5%) evaluated their breadth of vocabulary as "average". A considerable part of NESTs (33%) and "other" teachers (43%), and the majority of NNESTs described their breadth of vocabulary as "high". Finally, most of NESTs (67%) and "other" teachers (57%), and a substantial part of NNESTs assessed it as "very high".

The last item related to the teachers' self-evaluation of language skills, item 51, *Pronunciation,* obtained significantly different responses from various groups of participants (p=.002). The LSD test depicted that there were significant differences between the group of NNESTs and the other two teacher groups, i.e. NESTs (p=.001) and "other" teachers (p=.049). It was revealed that NESTs (M=4.78) and "other" teachers (M=4.71) were more secure about their pronunciation than NNESTs (M=4.28). To specify, 6% of NNESTs evaluated their pronunciation as "average". 22% of NESTs and 29% of "other" teachers and the majority of NNESTs (59%) characterized it as "high". The overwhelming majority of NESTs (78%) and "other" teachers (71%), and a lower number of NNESTs (34%) evaluated it as "very high".

The following set of items 52-63 is aimed at measuring the participants' perceived teacher professionalism. They were asked to evaluate their ability of teaching various linguistic skills and also their skills of teaching to different students' proficiency levels on a Likert scale ranging from very uncomfortable to very comfortable. As presented in Table 12, out of 12 items analyzed in this part of the study, significant differences

between various teacher group means were found in 5(42%) cases, on items 55-57 and 59-60. Thus, NESTs and "other" teachers felt more comfortable about *teaching speaking, pronunciation, culture, vocabulary and idioms* than NNESTs. NNESTs and "other" teachers demonstrated higher levels of comfort about *teaching grammar* than NNESTs.

Table 12 Significance values and means of teachers' responses to items 52-63 evaluating their perceived professionalism. (N=89)

Teachers	*How comfortable are you in teaching:*	Sig.	NESTs	NNESTs	Other
NESTs:18	*52. Reading*	.642	M=4.56	M=4.58	M=4.86
	53. Writing/Composition	.867	M=4.50	M=4.42	M=4.57
	54. Listening	.492	M=4.50	M=4.47	M=4.86
NNESTs:	*55. Speaking*	.017	M=4.67	M=4.13	M=4.86
64	*56. Pronunciation*	.019	M=4.61	M=3.97	M=4.57
	57. Culture	.018	M=4.61	M=3.78	M=4.43
Other: 7	*58. Preparation for Standard Tests (TOEFL, KPDS, etc.)*	.704	M=3.89	M=3.78	M=4.14
Total: 89	*59. Vocabulary, idioms*	.013	M=4.61	M=4.19	M=4.71
	60. Grammar	.039	M=3.94	M=4.50	M=4.71
	61. Elementary levels	.330	M=4.17	M=4.30	M=4.86
	62. Intermediate levels	.742	M=4.61	M=4.64	M=4.86
	63. Advanced levels	.576	M=4.22	M=4.47	M=4.29

For item 52, asking participants to evaluate their level of comfort in *teaching reading*, no significant differences between the groups were revealed (p=.642). In general, teachers' responses in this part of the study were similar. However, "other" teachers (M=4.86) appeared to be slightly more confident in their ability of teaching reading than NESTs (M=4.56) and NNESTs (M=4.58). In most cases, teachers were "very comfortable" about teaching reading (67% of NESTs, 69% of NNESTs, and 86% of "other" teachers) or "comfortable" (22% of NESTs, 26% of NNESTs, and 14%). 3% of NNESTs felt "very uncomfortable" about teaching reading comprehension skills, and 11% of NESTs and 2% of NNESTs described their ability of teaching reading as "average".

Statistical analysis of data obtained by item 53, asking participants to evaluate their level of comfort in *teaching writing/composition*, did not determine significant variation between the groups (p=.867). Overall, teachers felt slightly less comfortable about teaching writing/composition skills than about teaching reading comprehension skills. According to the group means, NESTs (M=4.50) and "other" teachers (M=4.57) felt more confident about their ability of teaching writing/composition than NNESTs (M=4.42). 3% of NNESTs were "very uncomfortable" about teaching writing/composition skills, and 11% of NESTs, 6% of NNESTs, and 14% of "other" teachers described their ability of teaching writing/composition skills as "average". Furthermore, a substantial part of NESTs (28%) and NNESTs (33%) and a few "other" teachers (14%) reported moderate levels of comfort in this field of teaching. The majority of NESTs (61%), NNESTs (58%), and "other" teachers (71%) answered that they feel "very comfortable" about teaching writing/composition skills.

Analysis of data for item 54, asking teacher participants to evaluate their ability of *teaching listening skills*, did not reveal significantly different results within the groups (p=.492). Similar to the results obtained by item 52, focusing on the general comfort levels in teaching reading, "other" teachers (M=4.86) felt more comfortable about teaching listening than NESTs (M=4.50) and NNESTs (M=4.47). For example, 3% of NNESTs said that they feel "very uncomfortable", and 6% of NESTs mentioned that they feel "uncomfortable" about teaching listening skills. In addition, 5% of NNESTs described their ability of teaching listening as "average". 33% of NESTs, 31% of NNESTs and 14% of "other" teachers reported moderate levels of comfort, and the majority of NESTs (61%), NNESTs (61%), and "other" teachers (86%) reported high levels of comfort in teaching listening skills.

The analysis of variance for item 55, asking teacher participants about their comfort in *teaching speaking skills,* signified differences within the groups (p=.017); the LSD test determined significant differences between the two pairs of teacher groups; to specify, between NNESTs and the NESTs (p=.023), and between the NNESTs and "other" teachers (p=.039). Similar to the results obtained by item 53, focusing on the general comfort levels in teaching *writing/composition*, NESTs (M=4.67) and "other" teachers

(M=4.86) felt more comfortable about teaching speaking than NNESTs (M=4.13). 5% of NNESTs mentioned being "very uncomfortable" teaching speaking. Furthermore, a number of NESTs (11%) and NNESTs (11%) reported average levels of comfort. 11% of NESTs, 47% of NNESTs, and 14% of "other" teachers stated being "comfortable", and the majority of NESTs (78%) and "other" teachers (86%), and a considerable part of NNESTs (38%) reported high levels of comfort in teaching speaking skills.

For item 56, asking teacher participants to evaluate their ability of *teaching Pronunciation,* responses given by the participant were significantly different (p=.019). Furthermore, the LSD test demonstrated a significant difference between the NEST and NNEST group means (p=.011). According to the obtained group means, NESTs (M=4.61) and "other" teachers (M=4.57) were more confident about teaching pronunciation than NNEST (M=3.97). 2% of NNESTs opted to leave this item unmarked, and 3% of NNESTs responded that they feel "uncomfortable" teaching pronunciation. 11% of NESTs and 27% of NNESTs described their level of comfort in teaching pronunciation as "average". Some part of NESTs (17%) and a considerable number of NNESTs (33%) and "other" teachers (43%) were "comfortable". The majority of NESTs (72%) and "other" teachers (57%) and 36% of NNESTs stated that they feel "very comfortable" teaching pronunciation.

Analysis of data for item 57, asking teacher participants to evaluate their ability of *teaching culture,* revealed significant differences between the groups (p=.018). The LSD test identified a significant difference between the NEST and NNEST group means (p=.008). Similar to item 56, inquiring about the levels of comfort in teaching pronunciation, NESTs (M=4.61) and "other" teachers (M=4.43) demonstrated higher levels of comfort in teaching culture than NNESTs (M=3.78). Thus, 5% of NNESTs left this item unmarked, 2% of NNESTs stated that they feel "very uncomfortable", and 6% of NESTs and 3% of NNESTs reported moderate discomfort in teaching culture. Furthermore, 6% of NESTs, 23% of NNESTs, and 14% of "other" teachers characterized their ability of teaching culture as "average". Some part of NESTs (11%) and a substantial part of NNESTs (36%) and "other" teachers reported moderate levels of comfort in this field. Finally, the majority of NESTs (78%) and "other" teachers

(57%), and a considerable part of NNESTs (31%) mentioned that they feel very comfortable teaching culture.

Data elicited by item 58, asking teacher participants to evaluate their ability of *teaching preparation skills for standard English-language tests,* did not generate any significant differences between the groups (p=.704). Similar to the results obtained by item 52, *teaching reading*, and item 54, *teaching listening*, according to the group means, "other" teachers (M=4.14) felt more comfortable teaching test preparation skills than both NESTs (M=3.89) and NNESTs (M=3.78). 3% of NNESTs left this item unmarked, 6% of NESTs and 8% of NNESTs reported moderate levels of comfort, and 33% of NESTs, 28% of NNESTs, and 29% of "other" teachers evaluated their ability of teaching test preparatory skills as "average". Moreover, a substantial part of NESTs (28%), NNESTs (27%), and "other" teachers (29%) stated that they are "comfortable", and also a considerable number of NESTs (33%), NNESTs (34%), and the majority of "other" teachers responded that they are "very comfortable" teaching test preparatory skills.

Responses to the Likert scale item 59, *teaching vocabulary/idioms,* differed significantly between the groups (p=.013). The LSD post hoc revealed significant comparisons between NESTs and NNESTs (p=.015), and between NNESTs and "other" teachers (p=.042). NESTs (M=4.61) and "other" teachers (M=4.71) were more confident about their ability of teaching vocabulary and idioms than NNESTs (M=4.19). 2% of NNESTs opted to leave this item unmarked, and 11% of NNESTS mentioned that their ability of teaching vocabulary and idioms is "average". A considerable part of NESTs (39%) and "other" teachers (29%), and the majority of NNESTs (55%) reported moderate levels of comfort. Furthermore, most of NESTs (61%) and "other" teachers (71%), and a substantial part of NNESTs (33%) stated that they feel "very comfortable" teaching vocabulary and idioms to their students.

Analysis of data obtained by item 60, inquiring about teachers' comfort in *teaching grammar,* revealed significant differences between the groups (p=.039). Post hoc comparisons using Fisher's LSD test indicated that the mean scores between NESTs and NNESTs (p=.018), and between NESTs and "other" teachers (p=.049) differed significantly, with NESTs (M=3.94) being significantly less secure of their ability of

teaching grammar than NNESTs (M=4.50) and "other" teachers (M=4.71). A few NNESTs (3%) reported that they feel "very uncomfortable". Furthermore, a substantial part of NESTs (44%) and some NNESTs (6%) stated that their ability of teaching grammar is "average". 17% of NESTs, 25% of NNESTs, and 29% of "other" teachers felt "comfortable". Finally, 39% of NESTs, and the majority of NNESTs (66%) and "other" teachers (71%) felt "very comfortable" about teaching grammar.

Data elicited by the statement 61, asking teacher participants to evaluate their ability of *teaching elementary level students,* did not generate any significant differences between the groups (p=.330). Analysis of teachers' responses to item 61 revealed higher levels of comfort in teaching elementary levels among "other" teachers (M=4.86) than among NNESTs (M=4.30) and NESTs (M=4.17). To specify, 6% of NESTs and 3% of NNESTs reported feeling "very uncomfortable" and 11% of NESTs and 3% of NNESTs reported moderate levels of discomfort. 14% of NNESTs described their ability of teaching elementary levels as "average". 28% of NESTs, 20% of NNESTs, and 14% of "other" teachers stated that they were "comfortable". The most of NESTs (56%), NNESTs (59%), and "other" teachers (86%) felt "very comfortable" teaching elementary students.

Similar to the previous item 61, analysis for item 62, exploring participants' levels of comfort in *teaching intermediate-level students*, did not reveal any significant differences within the teacher groups (p=.742). Similar to the results for item 61, NESTs (M=4.61) and NNESTs (M=4.64) demonstrated lower levels of comfort for item 62 than "other" teachers (M=4.86). 3% of NNESTs stated feeling "very uncomfortable", 6% of NESTs and 2% of NNESTs evaluated their ability of teaching intermediate-level students as "average". In addition, 28% of NESTs, 20% of NNESTs, and 14% of "other" teachers reported moderate levels of comfort. Finally, most of NESTs (67%), NNESTs (75%), and "other" teachers (86%) stated feeling "very comfortable" teaching intermediate-level students.

Similar to items 61-62, the analysis of variance for item 63, asking participants to assess their level of comfort in *teaching advanced levels*, signified no differences within the teacher groups (p=.576) Participants' responses to item 63 revealed slightly higher levels

of comfort among NNESTs (M=4.47) than among NESTs (M=4.22) and "other" teachers (M=4.29). 6% of NESTs opted to leave this item unmarked, and 3% of NNESTs mentioned feeling "very uncomfortable". In addition, 17% of NESTs, 2% of NNESTs, and 14% of "other" teachers evaluated their ability of teaching advanced levels as "average". Next, a number of NESTs (17%), a substantial part of NNESTs (38%) and "other" teachers (43%) stated that they feel "comfortable". The majority of NESTs (61%) and NNESTs (58%), and a considerable number of "other" teachers (43%) mentioned being "very comfortable" teaching advanced-level students.

4.1.3.1.Discussion and Conclusions

Analysis of data obtained by the questionnaire items 44-63, aimed at answering the sub-question 4 of the research question 1, focusing on the teachers' self-perceptions in terms of their English language proficiency and teaching skills, revealed some significant differences between NESTs and NNESTs' self-evaluations. Thus, NNESTs were less self-confident than NESTs about their oral communication skills and pronunciation; and NESTs were less secure than NNESTs in terms of their knowledge of grammar rules. In the areas of reading, writing/composition, listening comprehension, grammar accuracy in use, and vocabulary both NESTs and NNESTs' scores indicated similarly high levels of self-confidence. These findings partially correspond to the results obtained by Moussu (2006); in her study, NNESTs felt generally less self-assured about their English language skills, especially in the areas of oral communication, vocabulary, writing/composition, grammar accuracy in use, and NESTs reported being less confident about their knowledge of grammar rules and vocabulary. Furthermore, in the Turkish context, Tatar and Yıldız (2010) claimed that their NNEST participants identified pronunciation, intuitional language use, and use of idioms, phrasal verbs, articles, and prepositions as their major sources of insecurity. Besides, Turkish NNESTs in Doğançay-Aktuna's study (2008) voiced a desire to improve their knowledge of idiomatic expressions. Similar to the results in the present study, language use self-assessment scores of a significant part of the English teacher educators were fairly high; and nearly half of the subjects described their English proficiency as native-like.

Analysis of the instructors' self-perceptions related to the teaching of various skills, demonstrated NNESTs' significantly lower than NESTs' levels of comfort related to teaching speaking, pronunciation, culture, vocabulary, and idioms; and conversely, NNESTs' higher than NESTs' levels of comfort in teaching grammar. Items related to teaching reading, writing/composition, listening, preparation for standard tests, elementary, intermediate, and advanced student groups detected correspondingly high levels of comfort for both NESTs and NNESTs. In Moussu's study (2006), NNESTs reported the lowest levels of comfort in teaching speaking, culture, and moderate levels of discomfort related to teaching reading and listening skills. On the other hand, they appeared to feel quite comfortable about grammar instruction, and about teaching lower and intermediate students. Similarly, NNESTs in Tatar and Yıldız's study (2010) identified the ability of teaching grammar as one of their major advantages, and unfamiliarity with the target language culture as one of their weaknesses.

In spite of the lower self-ratings of NNESTs in comparison to those of NESTs in oral communication skills, pronunciation, and in teaching speaking, pronunciation, culture, vocabulary, and idioms assessment, and based on the overall high and moderate mean values corresponding to NNESTs' self-perceptions in terms of the language use and teaching, it can be argued that the notions of NNEST's "inferiority complex" and "constant distress" (Medgyes, 1994, p. 38) did not find strong confirmation in the context of the present teacher self-evaluation inquiry.

4.1.4. Teachers' Beliefs about Foreign Teachers' Interface with Students' Native Language and Culture

The following part, based on the information obtained by questionnaire items 78-79 and interview question 8, explored English teachers' general opinions about bilingualism and knowledge of the Turkish language and culture in EFL settings. Analysis for items 78-79 indicated NESTs and NNESTs' moderately approving attitudes.

Data elicited by the statement 78, *English instructors who are bilingual understand their students' learning difficulties better than instructors who are monolingual,* did not generate any significant differences between various teacher groups (p=.154). According

to the group means, respondents were predominantly supportive of the message of the statement, but "other" teachers (M=4.14) and NNESTs (M=3.69) responded slightly more positively than NESTs (M=3.28). 11% of NESTs and 3% of NNESTs expressed strong disagreement, and 5% of NESTs, 8% of NNESTs, and 14% of "other" teachers demonstrated moderate disagreement. A large part of the participants refrained from giving a clear response: 28% of NESTs, 33% of NNESTs, and 14% of "other" teachers expressed uncertainty. The majority of NESTs (56%), a substantial part of NNEST (30%), and some part of "other" teachers (14%) moderately agreed. Finally, 26% of NNESTs and 57% of "other" teachers strongly agreed with the statement. Percent of students' responses to item 78 is presented below in Figure 13.
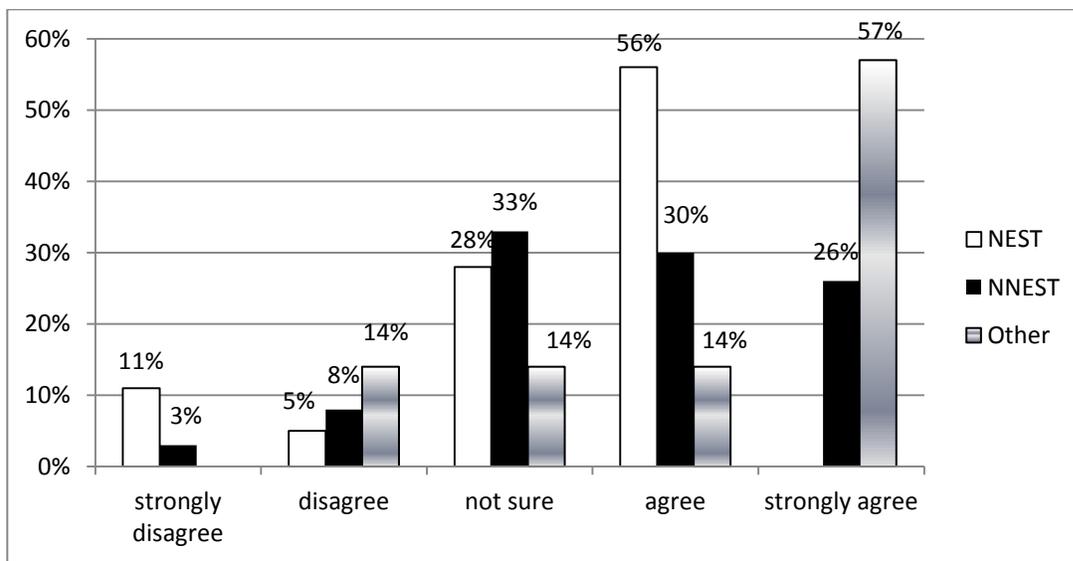
Figure 13 Percent of teachers' responses to **item 78**, *English instructors who are bilingual understand their students' learning difficulties better than instructors who are monolingual.*

General analysis of the teachers' reactions to the Likert scale statement 79, *English instructors who are proficient in Turkish understand the students' learning difficulties better than instructors who are not proficient in Turkish,* did not reveal significant

differences (p=.094). However, the LSD post hoc revealed a significant comparison between NESTs and NNESTs group means (M=.030). According to the group means, NNESTs (M=3.98) and "other" teachers (M=3.89) were more supportive than NESTs (M=3.50) of the idea that the knowledge of Turkish is beneficial for understanding the students' learning difficulties. Percent of teacher participants' responses to item 79 is demonstrated in Figure 14. 6% of NESTs and 1% of NNESTs strongly disagreed; furthermore, 6% of NESTs and 14% of "other" teachers moderately disagreed. 33% of NESTs, 19% of NNESTs, and 14% of "other" teachers were unsure. A substantial part of NESTs (44%), the majority of NNESTs (58%), and a big part of "other" teachers (43%) expressed agreement. Finally, 11% of NESTs, 22% of NNESTs, and 29% of "other" teachers strongly agreed with the statement.
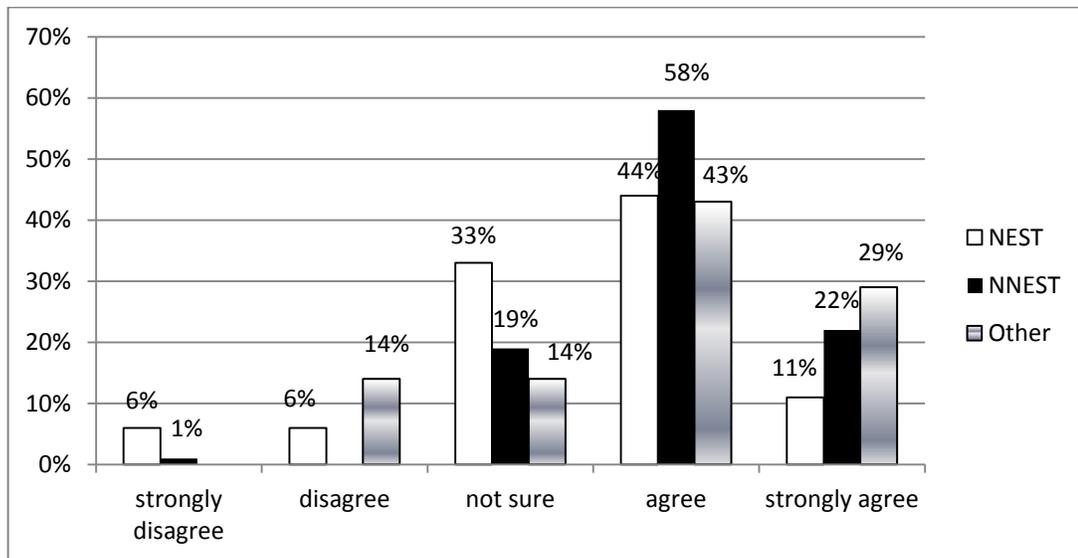
Figure 14 Percent of teachers' responses to **item 79**, *English instructors who are proficient in Turkish understand the students' learning difficulties better than instructors who are not proficient in Turkish.*

Interview question 8, inquiring whether *native and expatriate nonnative teachers of English should know the Turkish language and culture*, made it possible to further investigate participants' beliefs underlying their choices in item 79. As demonstrated in

Table 13, the majority of the interviewees (54%) underlined the importance of teachers' knowledge of students' language and culture, 29% spoke merely for teachers' cultural awareness and responsiveness, 7% singled out the significance of students' L1, and 10% repudiated the usefulness of students' language and culture in the foreign language classroom.

Table 13 Teachers' responses **to the interview question 8,** *Do you think native and expatriate nonnative teachers of English should know the Turkish language and culture?* (Number of teachers=41)

	NEST	**LNNEST**	**ENNEST**	**Local Other**	**Total**
Language &Culture	9(22%)	11(27%)	1(2%)	1(2%)	22(54%)
Language	1(2%)	2(5%)	-	-	3(7%)
Culture	3(7%)	8(20%)	-	1(2%)	12(29%)
Neither	1(2%)	3(7%)	-	-	4(10%)
Total	14(34%)	24(59%)	1(2%)	2(5%)	41(100%)

In contrast to item 79, when the idea that good proficiency in Turkish is beneficial for understanding Turkish students' learning difficulties derived more support from LNNESTs than from NESTs, to the interview question 8, more NESTs (64%) than LNNESTs (46%) responded positively. It was mentioned that foreign teachers' knowledge of students' language and culture facilitates establishing rapport with students, allows for the prevention of miscommunication, and improves understanding of students' learning needs and individual profiles. Moreover, it was pointed out that teachers' familiarity with students' language and culture enables building on learners' prior knowledge and meaningful contexts, aids in reducing negative transfer from L1 and in exploring intercultural and interlinguistic comparisons. Furthermore, it was asserted that the knowledge of Turkish plays an important role in teaching the lower proficiency levels, and greatly facilitates classroom management tasks. Finally, the participants argued that having understanding and appreciation for the host country's language and culture is vital to expatriates' integration in the society.

4.1.4.1.Effective Interactions between Teachers and Students

Both NESTs and NNESTs claimed that teachers' cultural awareness and basic knowledge of students' L1 are essential components of efficient communication, fostering development of positive relationships with students. For example:

Definitely, definitely, it's very important that they know the local language, and the local culture, and the local customs, because teaching English is about teaching culture at the same time, if they're unfamiliar with this concepts then they can't really reach out to their students, because there'll always be a distance between them. (NNEST5)

Oh, they should be keen to learn it. I mean how much you're suggesting they learn, I don't know, but they should certainly have a positive orientation to it, they should try to learn it. And that endears themselves to the students actually. The students really enjoy testing the teacher and getting the teacher to say things. This really helps with rapport, even if the teacher isn't proficient, if the learners see that they're taking an interest in their home culture, and the home language, it really adds to the relationship. (NEST10)

NEST13 shared her personal experience with overcoming communication obstacles through initiation of laidback humorous conversations with her students in Turkish. To illustrate:

As I've experimented with different things, sometimes on the first day I come in, and I don't let them know that I speak any Turkish, I don't really tell them very much about myself; but over the course I open up a bit, and I tell them, you know, these things about myself, and sometimes during the break time I have exchanges with them in Turkish, or, you know, in class I can give some funny example, or say something that will make them laugh, because I understand their context. Yeah, this bonds us together; I find that by the end of the class, I'm very close with my students. (NEST13)

Teachers' knowledge of students' language and culture were also referred to as the major factors improving their understanding of their students' learning needs, preferences and styles:

I think they should, I mean, to some extent; they don't need to be very proficient speakers. But again for feedback purposes and understanding the students better, and the culture, that's very important. (NNEST18)

I think, not everything about the culture, the Turkish culture, but they have to know some things about the students. For example, how much stress the university entrance exam puts on the students before they come to the university. What kind of educational

background, or experience they've had, because it affects their learning. They have to know about these things. (NNEST10)

(...) at least a little bit of knowledge is important to be able to understand students, because they may have certain prejudices against something, or they may have a certain way of doing things, something that is specific to their culture. So, at least a little bit of knowledge, I think, would be important, especially culturally. If you know the culture a little bit, you also know the language a little bit. (NEST2)

Furthermore, it was indicated that due to heterogeneity of Turkish society, involving individuals with different cultural backgrounds, religious and political views, teacher's familiarity with students' language and culture increases understanding of individual students' profiles, their established cultural norms, expectations regarding student-teacher relationships, appropriate classroom behaviors, and instruction-learning practices. NEST3 shared her observations of diverse behavioral patterns displayed by students from traditional and modern backgrounds:

So, Turkey is such a big country, people from the west and people from the east, they have totally different norms. I don't say culture, because how can you have 10.000 different cultures in a country, you know, but their norms are totally different. A person from Istanbul, a girl can come and be very relaxed, talk about practically everything to a friend, whether a boy or a girl; and then I have students from the eastern part of Turkey, the first they tend to want to stand up and they talk to me, it's not only from because in high school they have to stand up, but the western ones, they kind of more relaxed. It doesn't mean that they don't respect me, that's totally out of the question,
       they're relaxed because they come from the western part of Turkey, and the Eastern part, they're more conservative. (NEST3)

As follows from some teachers' narrations, at times behaviors and motivation of students who do not adhere to a Western life view are misunderstood by foreign instructors. Thus, shyness of a traditional female student commonly remaining silent during the lesson, actually attributed to the traditional gender roles within her cultural group, was misinterpreted as an inability to express herself in English by NEST9, expecting her students to show initiative and speak out during the lesson:

I think it's important, because you need to know where they're coming from. (...) I mean in terms of respect, or when to speak-turn-taking is very different in different cultures. Like today I had students come up to me, who were displeased with their marks for the oral test we had yesterday, oral task; and they said, "Teacher, it's not that I can't speak English, it's that I'm very uncomfortable because I don't want to interrupt". And it says something about the culture too, because I mean she's very traditional, she wears this

much more traditional, and she comes from a family where she doesn't speak, she has to wait, and then she will speak when someone kind of nudges her, or asks her for her opinion; she doesn't just blurt it out. So, it's different. (NEST9)

According to the interviewees, teachers' cultural sensitivity, awareness of culture-specific traits in students' physical and linguistic behaviors and self-awareness of their own communication styles and linguistic preferences are important steps in preventing or alleviating potential culture-based miscommunications, negative emotional responses, and conflicts in an English language classroom.

But of course if they learn about Turkish culture, for example, the general tendency, what people think, and what kind of body language or gestures Turkish people use, of course this will help them a lot. (…) And I think in order not to take things personally, in order not to get offended, it's also important I mean. It doesn't matter whether you work in Turkey or not, I mean whether you go to a different country, you should know something about the culture and peoples' common behavior, customs, everything. (NNEST23)

Well, culture definitely, yes, because there're some examples that you cannot use in class, there're some words, and references which you cannot use in class without insulting people. If you don't know that, you're likely to find yourself in trouble obviously. (NNEST12)

I would say they should familiarize themselves with the culture, so as not to offend somebody unknowingly, be very culturally aware, culturally sensitive. (NEST6)

However, some interviewees expressed an opposite opinion. For example, NEST1, contesting the importance of foreign teachers' awareness of their students' culture, argued that, in view of the present situation in Turkey in terms of *"sexism, xenophobia, this kind of issues",* it is more beneficial for EFL learners to familiarize themselves with other more progressive cultures; and moreover, teachers' unfamiliarity with Turkish culture gives students an opportunity to introduce their home culture to a new audience:

Culture, no I think not, I think it's healthier for them to have this different view point. Things are different here culturally to where I come from, not just in terms of what people…how can I say? In some ways this is like a time gap in their culture between where I come from, because where they're now, my culture was a few years ago, in terms of sexism, xenophobia, this kind of issues. You can see that it's changing. No, is the answer to that. There're a lot of the material we use is not really Turkish, it's talking about culture outside of Turkey. So, most of the conversations don't really revolve around that. Well, they're not specific to Turkey, we can make them about Turkey, we do talk about Turkey. In a way it offers the students a chance to teach me about their

culture. So, they want to tell me things about their culture, and it gives them an opportunity to speak. Whereas if knew, there would be no opportunity. (NEST1)

Similar to NEST1, NNEST13 asserted that even if a foreign teacher lacks the knowledge of students' culture, all necessary cultural information can be obtained from the students:

Of course, we can use it for personalization, like there's a listening about American culture, and for example, non-verbal behavior, and how they communicate non-verbally, of course, we can relate it to Turkish culture. But there's no need for teachers to know it, like they can ask it from the students. (NNEST13)

NNEST13's ideas, assigning primary importance in ELT to English-speaking rather than local cultures, to some extent also echoed NEST1's opinion:

Since we're teaching English, we're more focused on, I don't know, Canadians, or Americans, and teaching their culture, because in the reading, or in listening lectures mostly it's about it, and it's about their culture. (NNEST13)

4.1.4.2.Students' Culturally-Bound Prior Knowledge Initiation

Nevertheless, in the majority of cases both NESTs and NNESTs emphasized the advantages of incorporating local culture into the English lesson, claiming that it initiates students' prior knowledge, thus encouraging participation and enabling them to meaningfully connect with the new content. To illustrate:

It's not just about teaching British or American culture, the students will get bored after awhile. If they want their students to be active participants and to contribute to the lessons, then they have to know about this culture as well. And for example, they should encourage the students to talk about their culture and compare and contrast different cultures in their classroom. (NNEST5)

If you're open to Turkish culture and learning about Turkish culture, you pick it up. The students are very good at sharing different ideas and different things, but if you're not interested in Turkish culture, then the students will just go "hmm", because you have to have make it personal to them for them to be able to learn and be able to communicate about what's happening in their own country. (…) So, they need to be able to speak about Turkish…the students need to be able to speak about Turkish culture in English. And so if all of the teachers are aware of Turkish culture then it helps in the classroom. (NEST13)

And again even something the simplest: how to construct your example sentences in class? I mean, it's not good always talking about Hugh Grant, or some of these international characters, it's nicer if you throw some Turkish names in that. The football

culture, okay, that doesn't appeal to the whole class, but that's the way it is, and you gotta know this. Who's making the music? Film stars, the political side of things. I don't see how you live here and not at least show some kind of interest in that. (NEST5)

Furthermore, NEST11 and NEST13 shared their positive experiences with drawing on students' culturally-bound prior knowledge and how it facilitated achievements of their instructional goals:

But in terms of culture, I mean I think I've been immersed quite a lot within the culture here in Turkey. So, I understand some of the dynamics and complex I think about the culture, and I often can get engaged my students in those types of conversations when it comes to politics, or cultural things that come up, you know foods, different cultures in different parts of Turkey. So, I think that's definitely something that the teacher should pursue, if they're native teachers and they come to a foreign country, absolutely. (NEST11)

The comparisons lessons I was doing last week; I gave them the three cities, Istanbul, Ankara, and Izmir. And the argument that took place in class over which city was the most expensive or the cheapest, for different things was just…it was wonderful. But you know if I had given them three different cities outside of Turkey, then it may not have been the same. So I think everybody needs to know a little bit about Turkish culture. (NEST13)

In addition to the benefits of integrating local and foreign cultures into the lesson framework, NEST4 noted the importance of offering comparisons between the linguistic systems of English and Turkish:

Oh, yeah, I think the more knowledge you have of the country and of the language makes you a better teacher. I think when the native speaker, for example, has lived in Turkey, they can more easily make comparisons between the native speaker's country and Turkey in that case; but the countries, and also the languages, seeing differences and similarities, and taking advantage of those for the class. So, it's definitely important. (NEST4)

Acknowledging the influence of the Turkish language and culture on students' production in English, the interviewees criticized learners' direct translation attempts, claiming that they are not efficient and contribute to poor learning outcomes:

Because they rely on the L1 so much, because you know it's easy, it's not as challenging, and it's easier to be able to translate, but I don't always agree with translation. I don't think translation is always the best way to learn the language, because then you always are depending on it, and you are not actually thinking in your L2, you're thinking always in your L1. (NEST12)

It was noted that familiarity with students' language and culture enables instructors to identify students' implied meaning and to help them communicate it with regard to cultural language tradition of English, consequently reducing the negative transfer from their mother tongue.

Yes, to some degree they would need to know Turkish culture, because differences between, you know, the cultures of English-speaking countries and Turkey might be difficult at certain points, when students are learning English, some knowledge of culture might be necessary. I mean, there're students who want to learn how to say "kolay gelsin" in English, now, "kolay gelsin" doesn't exist in English; "take it easy" means "relax", but "kolay gelsin" means "may your work be easy". So, some knowledge of Turkish culture might be helpful. (NNEST3)

(...) students sometimes at some points they can't decide the exact meaning, and they want to compare it to their native language. I mean, "Teacher, is it this?" they ask; at that point you should say "yes" or "no", I think, yes. Not very proficient speakers of Turkish, but they might have some kind of idea about Turkish, I think. (NNEST9)

4.1.4.3.Students' Proficiency Level Factor

Some interviewees stated that importance of teachers' knowledge of Turkish is conditioned by the English proficiency level of their students. Therefore, saving time, effort, and preventing misunderstanding while teaching complicated concepts and vocabulary items to low proficiency EFL students may necessitate providing some explanations in their native language.

But again they should somehow learn Turkish, because especially while teaching lower levels, elementary, sometimes we need our native language, because students do not understand what we are talking about. If we're teaching lower levels, sometimes native language is necessary. So, in that case yes, they should learn Turkish. (NNEST17)

So, it's definitely benefiting me, at the lower levels when I taught elementary it was helpful because, especially when they're zero beginning, they have no English, whatsoever. Sometimes if you're teaching them a word, it'll take 15 minutes to teach them one word if you don't know any Turkish. And while at Bilkent we don't really use Turkish in the classroom very much, sometimes at these levels it's a bit necessary. And so, I found that I was able to teach more by having a basic understanding of Turkish. (NEST13)

Furthermore, NEST13 claimed that with students having an adequate command of English, Turkish can be used as an effective learner empowerment tool deepening

rapport between the teacher and students united by common foreign language learning aspirations, which is imperative in cultivating a trusting classroom environment.

And then at the upper levels, I think that it's more a tool that I use to kind of get to know them better, and to show them that, you know, I know that this is really difficult for you, and it's hard, but, you know, I'm also an adult, and I was the same age as you, maybe even a little older, when I started learning Turkish, and I was able to learn it, and we're at the same level. So, you can do it also, and, you know, you should feel encouraged. So, I don't know, I think we encourage each other. I think it becomes more of a reciprocal environment. We can trade stories, we can trade cultural anecdotes, we can trade language; I think it's very nice. (NEST13)

The ENNEST pointed out that knowledge of Turkish facilitates classroom management tasks, such as handling routine discipline problems:

(…) as far as the class management is concerned, knowing Turkish is really important. Because whatever you say in English, it may not penetrate at that specific moment to that specific mind. But when you refer to discipline problems in Turkish, and when you're smart enough to joke about them in Turkish, then it's fine, I mean, you're very well off. So, from the point of view of class conduct, physical class conduct, not content wise, but physical wise, I would say, yes, knowing Turkish is a great help. (NNEST12)

4.1.4.4. Teachers' Personal Comfort Factor

Apart from the instructional advantages of English teachers' familiarity with their students' language and culture, the interviewees recognized the importance of learning the host country's language and culture for out of the classroom use, to communicate with their Turkish-speaking colleagues, for example. NNEST13 and NNEST16 noted that foreign teachers' reluctance and resistance to learning Turkish may negatively affect workplace relationships and integrity:

(…) you know, for him to integrate into the context, communication with the teachers here, colleagues. I don't know whether I'm off-track or not, this is also a disadvantage outside the class, you know, for the foreign teachers in general, native-nonnative. You know, expecting everybody to speak English outside the class is not very natural, we can't speak all the time English, sometimes we speak Turkish naturally among us, but if that teacher doesn't know any Turkish, and doesn't want to learn it, refuses it somehow, and doesn't put any effort to learn Turkish, we have to speak English all the time. This is something negative in the environment as well; we're trying to communicate, but if the other party doesn't put any effort to understand us, our culture, then it doesn't sound

right, let's say. It's a disadvantage in a general sense in the context, not in the class.
(NNEST16)

Some NESTs and NNESTs held a strong belief that if a person makes a decision of moving to a foreign country, they should be mentally and psychologically ready for essential changes within their social environment, implying cultural transition, adapting to a new way of life, and overcoming language barriers. To demonstrate:

It's a mark of disrespect to think that "okay, I speak the best language in the world already, everybody wants to learn my language, I don't need to speak anybody else's". And it's personally lazy, why would you not do that? For a start, there might be some kind of an emergency, some kind of trouble. Are you going to assume that there will be someone who can follow your language? And it's a huge opportunity when you live here, I mean. You don't need to go to classes, you just need to go out, talk to people, ask questions. "What do you call this? Where do you say that? What was that word? How can you not do that?" Some people don't, I don't understand that. I don't understand that. (NEST5)

So, really it's the teacher's decision at the end of the day whether or not they integrate into the culture or try to learn the language, but it has really significant benefits if they do that. And I think there really is an obligation to do that if you want to go and live in a foreign country you should be prepared to do this. And often teachers who don't do that they leave quite quickly, or they have a very bad time here. I think it's again an attitude towards the place you're living in, it's crucial. I wouldn't enforce somebody to do that, but I would really expect them to do it. (NEST10)

You know, if I were them, first of all, if I decided to move to another country, I would be definitely interested in that country, because otherwise why would I want to go to that country, there must be some reason. And if that teacher comes to Turkey, for example, he needs to learn the Turkish culture and some Turkish language to survive maybe, to communicate, to integrate into the society, if he's planning to stay here for awhile. (NNEST16)

It's not only to teach students, they live here. I mean, if you live in a kind of place, you can't isolate yourself, and the language is one of the most important things. You should find the way to attach to that society; it's like acculturation, it's not about assimilation, I'm not talking about that, but you should find the way of the healthy adaptation process, and language in my opinion forms the backbone of that. (NNEST21)

Whereas the previously cited interviewees considered learning the host country's language as a point of honor for any expatriate, some other teachers spoke for developing only a survival language including basic words and phrases associated with various daily routines and activities:

(They should) know enough of the language, by no means fluent, but enough, yes, simple stuff for their own comfort; but in terms of teaching-no. (NEST6)

For their own comfort, maybe basic things, taking a taxi, buying something, bargaining, for these kind of things might be in their personal life is okay. But I think definitely there's no need for an English medium university to know Turkish at all. (NNEST20)

4.1.4.5. Some Arguments Against

As a final point, some interviewees disclaimed the importance of teachers' knowledge of students' L1 for successful English teaching, to illustrate:

(…) But they don't have to know the language, definitely. I mean they don't need Turkish to teach English, do they? So, yeah, there's no way, I mean, no, they don't need to. (NNEST4)

Overall, 13% of LNNESTs and 7% of NESTs argued against foreign teachers learning the Turkish language and culture. Both NESTs and NNESTs emphasized that foreign teachers' ignorance of Turkish positively forces students to communicate in English:

I want to learn Turkish, I do desperately. I took classes last year, you know I have Turkish friends, and I'm finding that I'm learning more Turkish here, especially just in the classroom. Yeah, I think it's good to have the first language, be able to learn the first language and have it in the classroom, like have some knowledge of it. But then I think about it, "no, I don't know how great that would be", because then my students will always want to go back to the L1. They always try to go to the L1, because they know I understand, and that's the biggest comment they ask, they say or they ask, the biggest question they ask me in the beginning of the course "Can you speak Turkish? Teacher, hocam, why don't you speak Turkish?" (NEST12)

Not necessarily, I don't think they should learn, because students, if they know that they know Turkish, they want to use Turkish, and ask questions in Turkish. It's better not to know Turkish at all. (NNEST20)

Another key argument against learning the students' language, voiced predominantly by LNNESTs, was that learning Turkish is a challenging task associated with time and effort expenditures, for instance:

The language, well, not necessarily, because they're teaching English at the end of the day, I mean. And I don't think they can ever, maybe after 30-40 years, really be experts of the Turkish language, because Turkish is difficult to acquire, to learn. So, unless they learn all the, let's say, culture related aspects of the language, I don't think that learning Turkish really would help them in class. (NNEST2)

The Turkish language, I mean it takes a lot of time to learn a language, it's not very practical for the teacher. Maybe the teacher is going to stay here just for three years and go away. But I think the teacher can still give a lot of different things to these learners even just by knowing the main problematic areas, rather than the whole language; it would be more focused and more maybe useful. (NNEST19)

NESTs generally attributed their ignorance of Turkish to the heavy workload, lack of time, materials, and absence of necessity to use Turkish when everybody in their surrounding is able to speak English:

Not that I say here I haven't been making the same effort, but this is a much harder job. So, it's harder to find time to come home and study, and rightly or wrongly there just isn't a wealth of materials to learn Turkish. Well, I don't know why that would be that there're so many great resources for learning Japanese, and it's so few for learning Turkish. But I mean that's the way it is, it makes it a bit harder when I'm just working with a really boring textbook, to wanna go home after teaching all day and study, it would be nice if there were better materials. But yes, I think the more you know about the local language, the better teacher you become; the more you know about the culture the better you can challenge your students. (NEST8)

The language, I mean, here it's hard, previously I learnt languages faster; because here it's all in English, I teach in English, my wife speaks English, she's Turkish, she speaks English, her family speaks English, everybody speaks English, I mean it's hard, I'm not in the environment to take extra courses. I think it's worthwhile, I guess, I mean. (NEST7)

The final argument justifying foreign teachers' lack of Turkish was that with time and experience they may develop an ability of anticipating and solving students' L1 related problems:

And even if the teacher doesn't know Turkish enough to be able to help students when they're translating in their minds from Turkish to English, which they shouldn't do anyway, a good experienced teacher will overcome that problem. With experience he would develop an idea of when Turkish students are bound to make some mistakes; that will come with experience. So, yes, the Turkish culture, the knowledge of it is necessary to a certain extent, but not necessary the Turkish language to know, it's possible to compensate for that. (NNEST3)

4.1.4.6. Discussion and Conclusions

To answer the sub-question 5 of the research question 1, inquiring about the teachers' beliefs related to foreign teachers' interface with the students' native language and

culture, data obtained through the questionnaire items 78-79 and interview question 8 were analyzed. Both NESTs and NNESTs either agreed or expressed uncertainty over whether bilingualism, in general and their knowledge of students' L1, in particular, hold the potential to enhance English teachers' understanding of their students' learning difficulties. However, according to the mean values estimated for various teacher groups, NNESTs were more supportive of the abovementioned statements than NESTs. It should be reminded that 50% of NESTs in the present study self-reported limited Turkish proficiency, a substantial part (28%) claimed to be on the advanced level, and 11% classified their level of Turkish as intermediate. NESTs, identifying themselves as having limited knowledge of Turkish, attributed it to lack of time, insufficient educational materials, heavy workload, and seldom going beyond the bounds of their English-speaking close circles. The majority of the NNEST group (92%) identified Turkish as their native language, 6% described their level as advanced, and 1 NNEST (1.5%) from Russia self-reported intermediate Turkish proficiency.

Further analysis, based on the teachers' beliefs regarding the importance of foreign English teachers' knowledge of their students' native language and culture in the context of monolingual classes, revealed the majority of NESTs and NNESTs' responses in support of both language and culture knowledge, or advocating the value of either cultural awareness or language knowledge. Their perspectives, emphasizing the importance of teachers' awareness of students' background knowledge, strongly associated with the native language and culture, corroborated Holliday's (2005) concept of "cultural continuity" (p. 157) that, in contrast to "concerned with cultural correction" native-speakerism (ibid.), is aimed at promoting mutual understanding and communal nature through "an appreciation of how cultural realities and practices connect and mingle" (ibid.).

Thus, it was argued that gaining familiarity with the host country's language and culture is an essential factor facilitating the process of foreigners' adjustment to living in a foreign society. It was also asserted that teachers' cultural awareness and knowledge of students' L1, allowing for the better understanding of students' profiles in terms of their cultural backgrounds, religious and political viewpoints, enable teaching supported with

learners' prior knowledge and contribute to the prevention of miscommunication and the development of effective and trusting learning environments. The abovementioned perceptions pertain to culturally responsive teaching, "using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994, p. 20), and intercultural communication, emphasizing familiarity with other culture's ideology, socialization practices, forms of discourse, and human relationships as the major attributes facilitating effective cross-cultural interaction (Scollon & Scollon, cited in Dogancay-Aktuna, 2005, pp. 103-104). Learners and speakers of English as an International Language sometimes unknowingly resort to their L1 systems of cultural conceptualizations, unfamiliar to representatives of other cultural traditions, thus causing general misunderstanding and discomfort (Sharifian, 2009). In fact, representatives of the same cultural group, based on their common ancestral every-day life experiences, generally share behavioral patterns, social structures, and rules of interaction, which are normally easily understood within the group and do not require any further negotiation. However, effective intercultural communication, involving interlocutors of diverse cultural origins, may call for some knowledge of the other person's cultural schema or require development of communicative strategies to negotiate the intended meaning and to adjust linguistic behavior to a particular sociolinguistic context (ibid., p. 251). In addition, the teacher's arguments in support of foreign language teaching based on the students' prior L1-bound schematic knowledge, corroborate Alptekin's (1993) statement that "it is most natural for learners to rely on their already established schematic knowledge when developing new systemic knowledge" (p. 136).

Besides, it was argued that teachers' familiarity with students' language and culture aids in minimizing negative transfer from L1 and in specifying intercultural and interlinguistic similarities and differences. Moreover, L1 was identified as an important tool in teaching the lower proficiency levels. Similarly, Medgyes (1994) assigned the foreign teachers' knowledge of the students' L1 and culture a primary role in discovering the difficulties faced by learners in the study of English:

"And since language is a major carrier of a people's culture, familiarity with the language brings NESTs closer to their students' cultural roots,

too. Discovering divergences in cultural patterns may shed light on why students are unable to comprehend a specific language element." (p. 58)

However, there were the ones who renounced the importance of foreign English teachers' knowledge of their students' language and culture. In some cases the necessity of L1 knowledge was rejected based on the argument that learning Turkish is a challenging task requiring much effort and time. Moreover, proponents of the monolingual approach argued that foreign teachers' limited knowledge of students' L1 increases the quantity of the students' exposure to English and promotes their L2 production. Despite the fact that the arguments in support of the direct method of teaching were not predominant in this part of the study, a substantial number of LNNEST participants, considering code-switching as a counter-productive phenomenon, occasionally claimed during the interviews that they exerted every effort to eliminate student use of the mother tongue in the classroom. However, the results of the studies from various cultural and linguistic contexts suggest that code-switching, which normally manifests itself "in the repertoires of most bilingual people and in most bilingual communities" (Romaine, cited in Eldridge, 1996, p. 303), serves diverse cognitive, communicative, and educational purposes in the language classroom (Eldridge, 1996; Üstünel & Seedhouse, 2005; Chang, 2006; Forman, 2010; Sampson, 2012). As appears from the above, teachers' beliefs, dominated by "mono-competence" rather than "multi-competence" model (Cook, 1991), are opposite of EIL conceptualizations emphasizing the pedagogical efficiency of code-switching between L1 and L2 (Auerbach, 1993).

Contesting the importance of foreign teachers' awareness of their students' culture, some interviewees expressed ideas supporting teaching English with reference to the cultural concepts of English-speaking countries, thus, disregarding the nature of the present world communicative environments, "where the English language reflects and construes different cultural perspectives and realities in different settings" (Mahboob, 2010, p. 1). Ozturk et al. (2009), addressing nonnative prospective English teachers' in Turkey beliefs related to the nowadays status and ownership of English, definitions of bilingualism and successful bilinguals, and various implications for teaching practices, came to the conclusion that the participants' perceptions were dominated by the

conceptualization pertaining to the "Standard English perspective" (labeled by Canagarajah, 2013, p.2) and lacked the "World Englishes perspective" (ibid.) angle. Similar to some teachers in the present study, Ozturk et al.'s participants, underestimating the role of a successful Turkish-English bilingual, tended to link English to its historical Anglo-American roots and to reinforce NEST's norm-providing authority and a norm-bound teaching tradition. Atay (2005), having revealed that 65 Turkish prospective teachers in her study were lacking the target language cultural awareness and intercultural experiences, suggested to provide them with more opportunities to obtain cross-cultural approach to teaching English through exchange educational programs. Alptekin and Tatar (2011), referring to some other studies by Turkish ELT professionals (Sarıgül & Ashton, 2006, cited in ibid.), who were taking for granted the target language culture-based instruction, argued that "the pedagogical paradigm is still inner circle-bound, that is, 'standard' target language-and culture-oriented" (p.346).

On one occasion, the importance of foreign teacher's knowledge of students' culture was disputed by a NEST based on his perception of Turkish culture, which he accused of *"sexism, xenophobia, this kind of issues"* (NEST1)*,* as inferior to progressive Western cultural values. The idea expressed by NEST1 can be characterized as strongly reflective of "cultural constructions of colonialism" (Pennycook, 1998, p. 22), specifically the discourses of orientalism (Said, 1978), produced and reproduced by the West "politically, sociologically, militarily, ideologically, scientifically and imaginatively" (ibid., p.3), and represented in terms of clear-cut binary oppositions between superior western Europeans and inferior easterners. The East-West dichotomy is not an issue of the past; this trend of opposing the Western progressive notions of "modernity, enlightenment, and democracy" that "are by no means simple and agreed-upon concepts that one either does or does not find, like Easter eggs in the living-room" (Said, 2003), to the Eastern "backwardness, lack of democracy, and abrogation of women's rights" (ibid.), is still remaining a critical factor globally determining public conscience and the broader geopolitical situation. Moreover, the constructions of colonialism provide the main ideological basis for the discourses of linguistic imperialism, where "the dominance of English is asserted and maintained by the establishment and continuous

reconstitution of structural and cultural inequalities between English and other languages" (Phillipson, 1992, p. 47).

4.1.5. Teachers' Experiences in the Workplace

The sub-question 6 of the research question 1 focused on the English teachers' experiences in their workplace. Firstly, the issues of institutional discrimination by students, colleagues, and administrators were explored by drawing on the participants' accounts and experiences. Next, the investigation proceeded to the teacher recruitment procedures, job opportunities at the universities in Turkey, and general preferences for NESTs and NNESTs. Finally, the study looked into collaboration matters between NESTs and NNESTs, foreigners and locals.

4.1.5.1. Discrimination in the Workplace

Items 38-42 are inquiring whether different types of English teachers have ever encountered any cases of institutional discrimination by various stakeholders, such as students, colleagues, and administrators. Significant variation between the teacher groups was determined for item 42, *Your experience as an EFL instructor at this university has been positive so far,* indicating more positive reactions of NESTs. Responses for items 38-40, focusing on students, colleagues, and administrators' discriminatory attitudes, were predominantly negative. For the statement 41, *You feel comfortable talking about issues of discrimination with your administrators,* participants demonstrated generally moderate reactions. More negative NESTs' responses were obtained by items 38-40, and more approving NESTs' position was encountered for items 41-42.   In relation to various schools, slightly more negative responses were provided by METU DBE instructors for items 38-40, and more positive for items 41-42. Significance values and group means for the abovementioned items are demonstrated in Table 14.

Table 14 Significance values and means of NEST, LNNEST, and "Other" teachers' responses to teacher questionnaire items 38-42 in total and by universities (N=89; METU DBE N=36; BUSEL N=53)

Item	Sig.	Total			METU DBE			BUSEL		
		NEST	NNEST	Other	NEST	NNEST	Other	NEST	NNEST	Other
38. You feel that you are being looked down on by ***students.***	.462	1.39	1.55	1.29	1.13	1.48	1.00	1.60	1.59	2.00
	Total	**1.49**			**1.33**			**1.60**		
39. You feel that you are being looked down on by ***colleagues.***	.711	1.39	1.53	1.43	1.13	1.48	1.20	1.60	1.56	2.00
	Total	**1.49**			**1.36**			**1.58**		
40. You feel that you are being looked down on by ***administrators.***	.182	1.39	1.78	1.43	1.13	1.52	1.20	1.60	1.93	2.00
	Total	**1.67**			**1.39**			**1.87**		
41. You feel comfortable talking about issues of discrimination with your administrators.	.442	3.67	3.30	3.43	4.13	3.57	4.00	3.30	3.15	2.00
	Total	**3.38**			**3.75**			**3.13**		
42. Your experience as an EFL instructor at this university has been positive so far.	.038	4.61	4.06	4.57	4.75	4.26	4.60	4.50	3.95	4.50
	Total	**4.21**			**4.42**			**4.08**		

Data elicited by the statement 38, *You feel that you are being looked down on by students,* did not generate any significant differences between the groups of teachers

(p=.462). According to the group means, participants responded predominantly negatively, but NESTs (M=1.39) and "other" teachers (M=1.29) responded slightly more negatively than NNESTs (M=1.55). In consideration of percent distribution, 61% of NESTs, 53% of NNESTs, and 86% of "other" teachers strongly disagreed, 39% of NESTs and 42% of NNESTs moderately disagreed, 2% of NNESTs and 14% of "other" teachers were not sure, and 3% of NNESTs agreed with item 38. Analysis by preparatory schools show that responses of METU DBE teachers (NESTs (M=1.13), NNESTs (M=1.48), "other" teachers (M=1.00)) were slightly more negative than reactions of the participants from BUSEL (NESTs (M=1.60), NNESTs (M=1.59), "other" teachers (M=2.00)).

Responses to the statement 39, *You feel that you are being looked down on by colleagues,* provided by NESTs (M=1.39), NNESTs (M=1.53), and "other" teachers (M=1.43), were not significantly different (p=.711). Analysis of data for item 48 revealed predominantly negative attitudes across all groups of teachers. However, similar to the results for item 38, NESTs and "other" teachers were slightly more negative about the issue than NNESTs. The overwhelming majority of NESTs (56%), NNESTs (55%), and "other" teachers (71%) strongly disagreed. A substantial number of responses were moderately negative; 33% of NESTs, 39% of NNESTs, and 14% of "other" teachers disagreed. Some NESTs (6%), NNESTs (5%), and "other" teachers (14%) were not sure, 1% of NNESTs agreed with the statement, and 6% of NESTs left item 39 unanswered. Similar to item 38, according to the group means, responses of METU DBE teachers to item 39 (NESTs (M=1.13), NNESTs (M=1.48), "other" teachers (M=1.20)) were slightly more negative than responses of BUSEL teachers (NESTs (M=1.60), NNESTs (M=1.56), "other" teachers (M=2.00)).

To item 40, *You feel that you are being looked down on by administrators,* the teachers' responses were not significantly different (p=.182). Similar to items 38-39, teachers' answers were for the most part negative, and NESTs (M=1.39) and "other" teachers (M=1.43) responded slightly more negatively than NNESTs (M=1.78). Thus, 67% of NESTs, 47% of NNESTs, and 72% of "other" teachers strongly disagreed, and 28% of NESTs, 36% of NNESTs, and 14% of "other" teachers moderately disagreed.

Furthermore, 5% of NESTs, 11% of NNESTs, and 14% of "other" teachers expressed uncertainty. Finally, 5% of NNESTs agreed and 1% of NNESTs strongly agreed with the statement. Similar to items 38-39, according to the group means, responses of METU DBE NESTs (M=1.12), NNESTs (M=1.52), and "other" teachers (M=1.20) to item 40 were slightly more negative than responses of BUSEL NESTs (M=1.60), NNESTs (M=1.93), and "other" teachers (M=2.00).

To item 41, *You feel comfortable talking about issues of discrimination with your administrators,* the responses of three groups of teachers were not significantly different (p=.442). According to the group means, for the most part, teachers inclined to unsure or positive reactions, with NESTs (M=3.67) being slightly more positive than NNESTs (M=3.30) and "other" teachers (M=3.43), whereas the percent distribution showed that their responses were not clear-cut. Thus, 6% of NESTs opted to leave this item unmarked; 3% of NNESTs and 14% of "other" teachers strongly disagreed and 6% of NESTs and 23% of NNESTs moderately disagreed. Furthermore, 22% of NESTs, 20% of NNESTs, and 43% of "other" teachers expressed uncertainty. A substantial part of NESTs, NNESTs, and "other" teachers agreed (44%, 47%, and 14%, respectively) and some of them strongly agreed (22%, 6%, and 29%, respectively). Analysis by language schools showed that METU DBE respondents' reactions to item 41 were slightly more positive than the reactions of BUSEL teachers, with NESTs at both schools being generally more positive than NNESTs and "other" teachers (METU DBE: NESTs (M=4.13), NNESTs (M=3.57), and "other" teachers (M=4.00); BUSEL: NESTs (M=3.30), NNESTs (M=3.15), and "other" teachers (M=2.00))**.**

Participants' responses to item 42, *Your experience as an EFL instructor at this institution has been positive so far*, were significantly different (p=.038). As indicated by the follow-up LSD test, only comparisons between NESTs and NNESTs group means (p=.021) were statistically significant. The absolute majority confirmed that their working experience at their particular institution had been generally positive. However, responses of NESTs (M=4.61) and "other" teachers (M=4.57) appeared to be slightly more positive than the reactions of NNESTs (M=4.06). To illustrate, 3% of NNESTs strongly disagreed, 5% of NNESTs disagreed and 11% of NNESTs were not sure. A

considerable number of NESTs (39%), NNESTs (45%), and "other" teachers (43%) moderately agreed; and the majority of NESTs (61%), a substantial part of NNESTs (36%), and the majority of "other" teachers (57%) strongly agreed with the statement. According to the group means analysis by language schools, responses of METU DBE teachers appeared to be slightly more positive than BUSEL teachers' responses, with NNESTs from both METU DBE and BUSEL being slightly more negative about the statement than NESTs and "other" teachers from the abovementioned institutions (METU DBE: NESTs (M=4.75), NNESTs (M=4.26), and "other" teachers (M=4.60); BUSEL: NESTs (M=4.50), NNESTs (M=3.95), and "other" teachers (M=4.50)).

4.1.5.2.Teacher Beliefs about Employment Opportunities for English Teachers in Turkey

The first part of the interview question 9, focusing on the types of problems encountered by English instructors while seeking a teaching job and general employers' preferences relating to candidate's native language, inquired whether it was difficult for the participants *to get a job as an English language teacher in Turkey.* Overall, as presented in Table 15, in the majority of cases (63%) the interviewees reported having had no difficulties getting a job, 32% responded positively and 5% could not provide a definitive answer. Among NESTs, the overwhelming majority (79%) stated that getting a teaching position presented no difficulty to them. On the other hand, in the LNNEST group, positive and negative responses were divided almost in half: 52% mentioned having encountered no difficulties compared with 48% of LNNESTs which reported having experienced some problems with employment.

Table 15 Teachers' responses to **the 1ˢᵗ part of the interview question 9**, Was it difficult for you to get a job as an English language teacher in Turkey? (Number of teachers=40).

Was it difficult for you to get a job?	NEST	LNNEST	ENNEST	Local Other	Total
Yes	1(2%)/(7%)	11(28%)/(48%)	1(2%)	-	13(32%)
No	11(28%)/(79%)	12(30%)/(52%)	-	2(5%)	25(63%)
Yes & No	2(5%)/(14%)	-	-	-	2(5%)
Total	14(35%)/ (100%)	23(58%)/ (100%)	1(2%)/ (100%)	2(5%)/ (100%)	40(100%)

In most cases the interviewees reporting having had problems with employment mentioned complicated and exhausting recruitment process, the state exams required of local teachers, a competitive job market and high unemployment rate, difficulty gaining a bureaucratic approval, favoritism and nepotism in the workplace.

In the first place, both NESTs and NNESTs mentioned long complex multistep recruitment and selection processes in the state and private tertiary education sector including initial selections based on the overall prestige of specific universities the candidates had graduated from, paperwork, essay writing, marking students' papers, interviews, and lesson demonstrations. NNEST21, NEST9 and NEST11 describe recruitment procedures at BUSEL and METU DBE in detail:

Firstly, they eliminate according to which university you do it from, METU, Bosphorus, Hacettepe, these are the most famous ones, and they give importance to that. And then, the next stage was about a kind of writing exam, it was a kind of marking students' paper, and some kind of both the field knowledge, and at the same time, how can you deal with a kind of student problem, kind of thing, what you know about teaching institution, and then the first stage, the ones who passed the written exam, they were just called for an interview. The interview just went for an hour, it was just like giving cases, what would you do in this situation, are you used to working hard, kind of thing. That was a tough process, but meaningful. And they asked that question to everyone in our times: "Are you used to working hard? Are you a hardworking person? Could you handle that?" (NNEST21)

To get jobs in universities, to get jobs at Bilkent University in particular it's difficult, it's not, they not just take anybody, there's a really thorough interview process, they have essays people have to write, and it's quite competitive I think, there're a lot of people that apply for these types of jobs. (NEST11)

It was a long process, there was a lot of paperwork and stuff like that to be filled out, there were multiple interviews, they asked questions about English grammar. So, yeah, it was kind of difficult. (NEST9)

It was noted that getting a teaching position at a prestigious academic institution is usually associated with various difficulties, including complex employment policies, nepotism and favoritism sometimes demonstrated in hiring processes, competition between teacher candidates that is generally caused by high unemployment rates, but also heated up by the prestige of the institution. To illustrate:

In Turkey, it's quite difficult to get a position at an institution, and not at a university, at an institution in general. This is about many other things, this is about the policy of the government, this is about the rate of unemployment. Actually, I take this question too personally. This is also about policies of the institutions, actually; it's sometimes about nepotism, favoritism, many other things. You have to struggle with all the things at once, if you want to get a position at an institution. Yeah, you should try hard, you should try your best, but still you may have difficulty finding a job here, in Turkey. (NNEST6)

Yes, it was. Well, I love teaching, I value teaching very much, but to be happy as a teacher, my students have to be motivated and intelligent. So, I never wanted to work in private universities, because to be honest, I'm scared of the student profile there. So, there were specific places I wanted to work in; and there's a lot of competition. (NNEST3)

The major difficulties related to the general hiring policies mentioned by LNNESTs were mandatory Turkish state examinations, which all local education and teaching job seekers have to pass:

It was difficult, but not because of the capacity to teach English, but because of the typical exams and the stuff in Turkey. (NNEST4)

On the other part, NESTs, having to undergo a slightly different from LNNESTs recruitment procedure, and not having to provide the results of the abovementioned state exams, complained about the amount of required paperwork and difficulties gaining a bureaucratic approval. To illustrate:

The only problem is one of bureaucracy, that's all, that's the only thing. Fortunately, I had a girlfriend at that time, she's now my wife, who was able to help with all that. As a non-speaker of Turkish, I would have been in a more difficult place trying to solve all these problems myself trying coming work here. (NEST1)

The bureaucracy is very…I don't know, they don't encourage native speakers as much. When I came to Turkey, and well, when I came to METU, I would say at least one third of the teachers at METU were foreign, were down to… there're about 209 teachers at METU now, and there're like five foreigners. That's really embarrassing and disgusting. (NEST4)

The key reasons presented by the interviewees having experienced no difficulties getting a teaching job were the easier employment policies and procedures in the past, the presence of high-level English language skills, the presence of a proper teaching degree and experience, high demand of English teachers, particularly NESTs, being a good candidate for this position, being a native speaker of English, and being lucky.

Both NESTs and NNESTs having been continuously employed for an extensive period of time noted having had no difficulties getting hired due to the easier employment policies and procedures in the past:

No, it wasn't. At that time it wasn't difficult; it was some 28 years ago, so it was easier then. We had to take written exams, and also we had to go through interviews, and demonstrations, orientations, and training. (NNEST2)

Because I've been here forever, wasn't difficult for me at that time, but right now it's very difficult. (NEST4)

I think in the past, I mean, everything has changed with the government that's in power now, so the situation now is completely different, but until this government put in its new requirements, it was much easier for a foreigner, a native speaker foreigner to get a job. We didn't have to take certain exams, we didn't have to go to certain bureaucratic requirements, we had separate bureaucratic requirements that were not as heavy. (NEST6)

Some NESTs and NNESTs believed that the controlling factors in their successful employment practices were the proper teaching degree and experience:

I had a Bachelor of Education, and I had some teaching, Spanish and Social Studies, but I have a Bachelor of Education and I had experience teaching, and then I had briefly kind of done a few workshops teaching English when I was in Mexico. So, I had some experience. (NEST9)

(…) having an experience, as well as spending a year in teaching school, having a degree, which is the required minimum for teaching English, so it wasn't that difficult I think to get a job here in Turkey. (NEST11)

I didn't have such difficulty, a lot of difficulty, because I was the graduate of a respected university, and I had trustworthy qualifications. (NNEST9)

(…) in my case it wasn't difficult, the reason is I think I tried to improve myself throughout my university education. (Local Other2)

Some NESTs attributed their successful employment experience to their status as a native speaker of English:

But they're very welcoming, they're very happy to have native speakers here; they see it as an advantage. (NEST1)

No. I came here on holiday, I was offered a job; that's how it all started. (NEST5)

I think because I'm a native English speaker, you know that carries a lot with it, they like having a couple, although maybe that's changing. I think knowing English, being from the U.S. helped, so even if it's competitive I know maybe I have a little extra-something, just because of my passport. (NEST7)

So, I mean again it depends from where you are applying, but being a native speaker of English is definitely an advantage in the English teaching profession. (NEST11)

Another popular reason underlying successful employment given by NESTs was being "a good candidate" implying various meanings in dissimilar contexts. Thus, for NEST10 being a good candidate involved his interest in various teacher training packages offered by the employer, and for NEST13 the presence of the scholarship to study Turkish, genuine interest in Turkey, and ELT experience played the crucial role:

No, it wasn't, it wasn't, I was very keen to come here, I was very interested in the training that they had here. So, I must have been a good candidate in their eyes. I wanted that we have various training packages here, there's the DELTA, I wanted to do the DELTA, and that was my reason for coming here. So, really, there weren't any questions. (NEST10)

Well, I think that I was a good candidate for this job, because of the fact that I already was…I didn't know Turkish when I applied for it, but I knew by the time I got here I would have some Turkish, because I had won the scholarship to study Turkish the summer before. So, I think there's the fact that I have experienced teaching English, also the fact that I had an interest in Turkey in particular. So, this was like a very good fit for me. (NEST13)

Some interviewees claimed having managed to overcome barriers to employment success due to the high demand for English teachers in Turkey:

No, not so difficult, but because of the field, I think, English, and the need of English teachers in Turkey is not little, because of this. But maybe it will be difficult in the next maybe 5 to 10 years, because of the number of the people (English teachers) is getting high, but it wasn't difficult for me. (NNEST1)

A number of teachers explained their employment success in terms of various external factors such as luck, a fortunate combination of circumstances, etc. For instance:

I think maybe I was just lucky, I'm not sure. I saw the ad on the internet six years ago and just sent in my CV and they sent me back, "is this time okay for an interview?" They asked me was that time okay for an interview, and I said "yes". And then a couple of weeks later they offered me a position, after the interview, after they got my references. (NEST14)

4.1.5.2.1. Who Has Better Chances?

The second part of the interview question 9 asked the participants to weigh NESTs, LNNESTs, and ENNESTs' chances of finding a job in Turkey. In general, 47% of the participants argued that NESTs have the highest likelihood of finding a job, 25% believed that LNNESTs have the best employment chances, 10% took the view that foreign teachers, i.e. NESTs and ENNESTs, have better job prospects than local candidates, 8% argued that the overall odds of getting a job are higher in the private sector for NESTs and in the state sector for LNNESTs, and the rest 10% considered that all teachers irrespective of their native language have the same chances of getting employed (Table 16).

Table 16 Teachers' responses to **the 2nd part of the interview question 9**, *Who do you think has better chances of finding a job in Turkey, NEST, LNNEST, ENNEST?* (Number of teachers=40).

Who do you think has better chances of finding a job in Turkey?	**NEST**	**LNNEST**	**ENNEST**	**Local Other**	**Total**
NESTs	10(25%)	9(22%)	-	-	19(47%)
LNNESTs	3(8%)	6(15%)	1(2%)	-	10(25%)
Foreigners (NESTs & ENNESTs)	-	4(10%)	-	-	4(10%)
Private sector-NESTs/ State sector-LNNESTs	-	2(5%)	-	1(2%)	3(8%)
Equal chances	1(2%)	2(5%)	-	1(2%)	4(10%)
Total	14(35%)	23(57%)	1(2%)	2(5%)	40(100%)

4.1.5.2.2. NESTs' Chances

The interviewees, who claimed that NESTs generally have better chances of finding a job in Turkey, explained their choices by stating that NESTs are generally hired for school marketing purposes and get more opportunities than local candidates due to the high rates of foreign teacher turnover. Discussing the reasons why there has been a surge in the demand for NESTs in Turkey, the interviewees emphasized the worldwide spread and growing popularity of English:

Being a native speaker of English, simply because it's kind of accepted lingua franca of the international world at the moment, it's easy to find jobs teaching English, basic jobs I think. So, very often a job will have two things that you need, a degree and being a native speaker from four or five different countries. In that way it's quite easy. (NEST11)

Well, I think NESTs, native speakers, because first of all, in Turkey learning English is very popular, it's something that all students want to learn, either for jobs or for

academic purposes, and native speakers have this advantage of knowing English, it's their native language. (NNEST5)

Moreover, it was claimed that Turkish employers' choices are often guided by their innate prejudices and preferences related to various ethnical groups, rather than by the particular teachers' professional qualities:

I would like to think the institution was liberated enough to look at people individually and judge them on their own merits. When I think about the school I worked in before here. If a relatively experienced African turned up, and a less experienced white westerner turned up, I'm sure if there was one job, the westerner would get the job. Because that's where Turkey is right now, that's what lots of people's mentality is right now. (NEST10)

Both NESTs and NNESTs mentioned that NESTs, sometimes even regardless of their qualifications, are employed for marketing purposes of the school, since having a NEST is a matter of prestige for many people in Turkey, including school administrators, students, and their parents:

I would imagine in the big cities, it's natives. Everyone's…everyone's just screaming for natives; even to the point where it doesn't matter if they are no good. I worked at the certain university in Izmir we don't need to know, and they just grabbed in every native teacher they could find; and more than half of these were awful. Just genuinely dreadful, but none of them were ever sacked, because it looks good in the brochure. We've got all these native speakers…the fact that one of them was only a driving instructor, not a teacher of English, that didn't bother them in the slightest. (NEST5)

But unfortunately, there's this thing that some parents, if we're actually or especially talking about primary schools, high schools, whatever, parents are very much into native teachers, irrespective of their background, or regardless of anything, for window dressing kind of thing, unfortunately. Some people tend to recruit just for six months, okay? Even very bad, I know this, but a man in the street, anyone, just to say "we have X number of native teachers". (NNEST22)

Whereas a number of NESTs characterized the above mentioned policy as the normal state of affairs, claiming that a native speaker of English is an expected attribute of an English medium school, some LNNESTs disapproved this practice as being violative of their rights, complaining that local English teachers are unfairly not given the same value by the employers as NESTs. To illustrate:

Again there's a market aspect to this as well. We do market the school, as "natives", whatever you want to call us, we market the school in that sense. Although we might be

teachers in another respect, we need to be here for the school to call itself an English medium; you would expect some foreigners to be here. (NEST10)

Yeah, it is difficult for us, because we're in our own country, and we graduated from the university, and we learnt everything about English and about teaching English. But still while people are hiring English teachers, they prefer nonlocal teachers, teachers from other countries, so in our country we're just like foreigners sometimes, and most of the time I think they don't give us that much value, because of the prestige in Turkey, I guess. If they have native speakers of English in their schools, so the school will become more popular in Turkey. That's why they prefer teachers from other countries. So, of course it affects us negatively, because we need to do a lot of things to be able to compete with them. (NNEST17)

NNEST interviewees frequently noted the existing disparity in perceived credibility of NESTs and NNESTs in terms of English proficiency skills and teaching competences. In this situation, NNESTs, despite their fluency in English, teaching qualifications and experiences, are typically viewed as less proficient and effective teachers than NESTs. Consequently, according to the NNEST interviewees, NESTs displace equally or even more qualified local English teachers. To illustrate:

Native English teachers, I think. I mean, as a native English teacher, you apply for a job to teach English, the administrators would be more willing to hire you. (…) if you're native, you have that trust more easily. (NNEST9)

But with Turks, they always have to prove themselves that they're good teachers, because having pedagogic knowledge is not enough, they think that because you're Turkish, sometimes some employers may think this, because you're Turkish, you're bilingual, you don't have the full capacity to know English, or you're somehow deficient in the language. If you're a native speaker, you know English perfectly, it doesn't matter if you have pedagogic knowledge or other types of knowledge, but you know English very well, so, the employer may choose this type of a native speaker, I think, there's still a bias for that. (NNEST5)

Most of the universities have started to hire native speakers, and just because you're nonnative, they don't look at your qualifications even. They just get native teachers, they say. That's also something frightening for the future, because I'm doing DELTA, I'm doing M.A., I sat many courses, I really improved myself a lot, but just because I'm nonnative, then I'm punished, that's something really bad. (NNEST14)

Furthermore, as mentioned by the interviewees, in order to get hold of native English speakers, employers are ready to reduce their teacher qualification requirements, subsequently providing NESTs with in-service training to maintain quality. However,

this scenario is not practiced with NNESTs, who are obliged to have all necessary qualifications at the moment of application:

Sometimes they get jobs, although they don't have qualifications, just because they're native. This is reality, we see it everywhere. They get qualified after they are accepted to the job. But for nonnative teachers, you need to be qualified first; you need to have some kind of diploma, certificate, or all of them sometimes to get a job. This is reality; this is something we have been observing. (NNEST16)

According to the interviewees, in chase of enlarging the pool of NESTs at the institution, in addition to lowering qualification requirements, they generally offer them higher salaries than to NNESTs and accommodation:

But I think, probably native speakers are preferred over Turkish teachers, except for I think financially, because I think, I'm not very sure, but I know in the departments that foreign teachers are paid more money than Turkish teachers. (NEST2)

Native, with higher salaries. That's also another issue that our managers should think about. It should be equal, because I made big commitments, I mean. (NNEST14)

Yeah, there's discrimination, though institutions say, "no, no, you're paid the same", there's discrimination about the payment, and about the lodgments. We don't receive the chances. Both should have the same. (NNEST13)

Besides, due to the fact that foreign applicants are not required to pass the mandatory for local staff state exams, the overall hiring process meant for NESTs was characterized by LNNESTs as less complicated than the recruitment practice aimed at local applicants:

(…) he only thing they need to do is to apply, and then the procedure takes like three-four months, as far as I know, they don't need to take many exams or interviews. Yes, they need to take an interview, but things will be much easier for them, because they're already labeled as a "native English who knows the best". So, compared to our situation, they're quite lucky. (NNEST4)

In addition, it was argued that while NESTs are awarded with leniency in the university dress code, LNNESTs are expected to comply with its rules:

Even the way you dress, I mean, if you're a Turkish teacher, you're expected to dress properly, if you're a foreigner, it's okay, because you're a foreigner. There's discrimination there. In fact, in this institution, it's okay, but you need to look a bit different from the students, but if you're a native, you don't have to look like a teacher at all. And they don't warn you, but they warn the locals. They don't warn them, they're Americans, it's okay. (NNEST13)

Furthermore, NEST13 shared her friend's experience of unfair distribution of workload between NESTs and NNESTs, when NESTs, as opposed to NNESTs, are exempt from certain school duties and extra work:

I don't experience it here, but I have some friends who say that, for example she is working at an elementary school, and she says that, we are given certain responsibilities, but the natives aren't, and this is discrimination. They have to do some extra work, but natives don't, because they say: "No, I don't want to do it", and they don't, but if you're a local, you have to do everything, which is very bad. There's a kind of discrimination. (NNEST13)

Lowering recruitment standards, coupled with subsequent reduced requirements for NESTs at workplace and offering them higher salaries and accommodation, were described as discriminatory practices against NNESTs. As distinct from NNESTs, identifying NESTs as occupying a privileged position, some NESTs adhered to a different view of their own status than did the local interviewees. For example, NEST4 claimed that although the institution attempts to attract and retain more NESTs by offering them various rewards, the bureaucratic state policies governing employment of foreigners tend to produce a counteraction deterring foreign teachers from coming to Turkey:

The problems of getting jobs are for anyone who's foreign; the waiting time, the paperwork, and so on, is very problematic. METU in some cases tries to encourage the foreigners to come by providing housing and so on, but the various government ministries are not as sympathetic as they should be, if they really want the foreigners to come. And clearly, the schools try, you know, to see our benefit in being here, and the students also want native speakers. You know, with five teachers, they use us for proofreading, and for reading the listening comprehension, so they need us. And yet the people aren't working as hard as they could be to get more native speakers. (NEST4)

Another argument in favor of the assumption that NESTs are afforded more opportunities of finding a job in Turkey than local English teachers is a high rate of foreign teacher turnover. Both NESTs and NNESTs noted that the majority of foreign teachers tend to stay in Turkey only for a limited period of time:

But thinking about the context, I think most of the native teachers, they come, they do DELTA, whatever, and they go; so, they're not permanent. And the institution is aware of that; so, they want more and more teachers, but still…they employ, but they don't stay for a long time, just few of foreign teachers stay. And the reason may not be related to

just BUSEL, or METU, or other thing, it's related to Turkey's conditions, I guess. (NNEST21)

In terms of native and nonnative, or local and international I'll say, because local staff tend to stay longer, it's may be a little bit more difficult for a local teacher to get in. Whereas international staff, we tend to change a little bit more frequently, and so there're more…maybe it looks like there're more availability in the international, because will say over the last couple of years, it looks like I've worked with a lot more new foreigner teachers than local teachers. But that just may be because we tend to leave a lot more frequently than local teachers. It's good place to work, you get settled in Ankara, if they like Ankara, then they stay, if they don't like Ankara, then they leave. (NEST14)

4.1.5.2.3. LNNESTs' Chances

The interviewees, who responded that local English teachers generally have better chances of finding a job in Turkey, mainly referred to the strict rules and complicated bureaucratic procedures in the state sector institutions. It was mentioned that owing to the state regulations greatly complicating foreign nationals' employment procedures, local English teachers are afforded preference in public universities and colleges. To illustrate:

As it stands now, taking into consideration the rules and legislation about working at state universities, I should say the best chance is stood by the nonnative speakers local, Turkish. (NNEST12)

(,,,) at universities the Turkish citizens are lucky, especially at state universities, because they would like to employ the locals, not the natives. So, natives are a bit difficult, because the procedure takes a very long time to employ a teacher, so the Turkish teachers are luckier in that respect. (Local Other1)

On the other hand, it was argued that NESTs generally stand better chances of employment in the private sector institutions, with the exception of particular cases involving backstage lobbying of LNNESTs:

Just hypothetically, imagine there're two applicants, one is native and the other is nonnative, and they're having the same qualifications. If a nonnative teacher didn't have any power coming from an authority, you know, people backing up, a private institution might prefer the native one to the nonnative teacher. (NNEST24)

I don't know some of these other teachers maybe have really good contacts and they use them. (NEST7)

4.1.5.2.4. ENNESTs' Chances

In most cases, when being asked about ENNESTs' job opportunities in Turkey, the participants stated that getting a teaching position for a foreign nonnative English teacher is usually associated with various hardships. It was asserted that for this group of foreign instructors the documentation and processes involved in obtaining a work permit to teach English in Turkey, and generally in the world, imply multiple difficulties and usually end in failure:

Foreign nonnative English teachers don't have any chance here anymore. In the past, four years ago this new law came out, they really don't have a chance. The law says: "For English teaching you have to have an English speaker (if it's a foreigner)". (NEST3)

I think generally in the world the expatriate teachers would have the harder time. I mean because of just the government visa structure it's much much harder for let's say a German to get a visa as an English teacher. And I don't necessarily think that that's logical, but that's the way it is. So, I think they probably have the hardest. (NEST8)

According to the interviewees, the difficulties experienced by ENNESTs may relate to a number of different factors, including the English language proficiency levels, formal educational backgrounds, and the validity of their academic degrees or diplomas:

I think expats, it might be a little more difficult, maybe even more difficult because they wanna see the level of your English, and they wanna see the background of your education, and stuff like that in English, I guess. Because at least, in Turkish they understand that education system, and what's being taught. (NEST12)

The issue with expats has to do with the Ministry of Education, recognizing where their degrees have come from, and the degrees must be through English. (NEST14)

As noted by NNEST7, when recruiting new teachers, the board gives preference to NESTs and LNNESTs, and ENNESTs' job applications tend to be refused on the grounds of the risk that foreign nonnative English professionals will take employment opportunities away from local teachers.   To illustrate:

(...) foreign nonnative teachers, I don't think they can find a good teaching position in one of the universities, in private or in state universities very easily in Turkey, because we have our staff, our own staff, local nonnative teachers, and we have native teachers.

If we need some more teachers, we can choose among them, I think, this is the attitude. (NNEST7)

Furthermore, it was mentioned that some private schools nevertheless hire ENNESTs for the reason that they accept to work for a lower salary than other English instructors:

I had an impression that some of the private universities employ nonnative teachers from former Soviet countries, because they work cheaper, not that they're less qualified, but it's sort of exploitation of those people, I'm sure their qualifications are good enough, otherwise they wouldn't employ them at all. But I think, you know, they employ those people, because they work cheaper. (NNEST3)

As follows from the subsequent comment, teaching English in Turkey places ENNESTs in an awkward position when they are forced to impersonate native English speakers in the classroom that inevitably results in intrapersonal conflicts giving rise to the teachers' anxiety and discomfort:

Expats, it's a bit difficult for them, because they have to introduce them as native speakers, which puts pressure on the teacher, because they have to have a personality and a character which they not actually are. It's just acting rather than teaching, they have to accept this new personality, they have to act like a native speaker although they're not, and they have to answer everything that's about the culture and the language, the thing that they actually are not brought in. So, it's difficult for them, I think. (Local Other1)

However, despite all the problematic issues, there were some examples of successful employment of ENNESTs:

But foreign nonnative, it's somehow possible, if they during the interview realize that this teacher has the potential to keep up with the institutional things, and the teaching, and at the same time mastering, or other things, they would say "okay". For example, that my friend X, he was Italian, and he was one of the accepted ones, but still the number is quite few compared with foreign native teachers. (NNEST21)

4.1.5.2.5. Equal Chances

As mentioned earlier, a number of interviewees took the view that English teachers irrespective of their native language have equal opportunities of getting a job in Turkish institutes. For instance, it was argued that teacher applicants' chances depend on the quality and levels of their education rather than on whether they are NESTs or NNESTs:

269

(…) now I think, it's all about your education. So, if you come from good universities, if you have been educated at good universities, if you have Master's degrees, or PhD degrees, then it's easy for you to get a job. It doesn't matter whether you're Turkish, you're a nonnative person, or you're British or American. So, the person has to be qualified, I think, now; because even at language schools, they demand this, the students demand this, they want their teachers to have good degrees, especially in language, or language-related things. So, I think it's more like equal now actually. (Local Other2)

Some interviewees claimed that at their institution, all teachers showing potential and commitment are afforded ample opportunities of employment and subsequent professional development:

For Bilkent, it's both I believe, they need both local teachers and native teachers. This is a nice institution to be at, there're many natives, but there're many locals as well. I believe it creates a nice atmosphere here. (NNEST13)

If you're good in English, they take you, and if are "workable" as an English teacher, if they can make something out of you, if they can do that, then there's no problem. And the formation they give us is better than all the rest, than the Turkish universities can give to you. It's very professional, it's very organized, I really like that. (NNEST15)

4.1.5.3. Teachers' Preferences for NESTs and NNESTs

The first and second parts of the interview question 10 inquired what would be the participants' preferences and ratios in terms of NESTs, LNNESTs, and ENNESTs, if they were responsible for making hiring decisions. As demonstrated in Table 17, employing equal numbers of NESTs, LNNESTs, ENNESTs (22%), denying the NEST/NNEST and foreign/local dichotomies as invalid recruiting criteria (22%), and claiming that the overwhelming majority of teachers would be LNNESTs (20%) emerged as the most popular responses. However, diverse groups of teachers suggested slightly different composition of hypothesized instructional staff. For example, NESTs emphasized that they would not base their hiring decisions on candidates' native language and nationality (10%). Similar to NESTs, the only ENNEST in the study declared that she would not make her decisions using NEST/NNEST criteria.   The vast majority of LNNESTs insisted on equal numbers of NESTs, LNNESTs, and ENNESTs (17%) or intended giving preference to LNNESTs (12%).

Table 17 Teachers' responses to **the 1ˢᵗ and 2ⁿᵈ parts of the interview question 10**, *Suppose you were IE program administrator at a university in Turkey. Who would you employ, a native, local nonnative, or expatriate nonnative English teacher? What would be the ratio of these teachers in your program?* (Number of teachers=41)

What would be the ratio of these teachers in your program?	NEST	LNNEST	ENNEST	Local Other	Total
NESTs=LNNESTs=ENNESTs *(Equal numbers of NESTs, LNNESTs, ENNESTs)*	2(5%)	7(17%)	-	-	9(22%)
LNNESTs=(NESTs+ENNESTs) *(Equal numbers of LNNESTs & foreign teachers)*	1(2%)	3(7%)	-	-	4(10%)
NESTs=(LNNESTs+ENNESTs) *(Equal numbers of NESTs & NNESTs)*	1(2%)	3(7%)	-	-	4(10%)
(NESTs=LNNESTs)>ENNESTs *(NESTs and LNNESTs' equality & majority)*	1(2%)	2(5%)	-		3(7%)
NESTs> *(NESTs' majority)*	1(2%)	1(2%)	-	-	2(5%)
LNNESTs> *(LNNESTs' majority)*	3(7%)	5(12%)	-	-	8(20%)
(NESTs+ENNESTs)>LNNESTs *(Foreign teachers' majority)*	-	1(2%)	-	-	1(2%)
(LNNESTs+ENNESTs)>NESTs *(NNESTs' majority)*	1(2%)	-	-	-	1(2%)
Doesn't matter	4(10%)	2(5%)	1(2%)	2(5%)	9(22%)
Total	14(35%)	24(57%)	1(2%)	2(5%)	41(100%)

4.1.5.3.1. Equal Numbers of NESTs, LNNESTs, and ENNESTs

The ones intending to hire approximately equal numbers of NEST, LNNESTs, and ENNESTs were guided by the principles of cultural diversity, pluralism, and equal treatment. It was claimed that all abovementioned groups possess their unique advantages, and that exposure to various cultures and teaching styles may benefit students' learning processes approximating the real world context and help students gain insights on the linguistic behavior of multicultural English-speaking community. To illustrate:

I would try to have a nice blend maybe. Probably you could find 200 native English, it's a big market, as you know, or nonnative to the country they're going to teach. But I mean, I think it's good to give some of these positions to the Turkish teachers, their knowledge of the language is just as good. It's nice to have a couple of native English speakers, makes it look a little bit too, and it's nice for the students, I think they're lucky. (…) I think they could have more of nonnative English speaker foreigners-that would be nice too, as long as the qualifications meet the minimum, or meet the limit or whatever. Why not, I mean that's nice. It would be good for the students to see that too, to know that they're different. It probably would booze confidence somewhere, you know, like what you can do with your foreign language. (NEST7)

I think that a mix of English is really important, accent, culture, background is very important. I don't think that it should all be American English, all British English, I don't think that. I think that there should be multiple dialects in the classroom, because I mean that's life, that's the world. Right? You gonna go to Russia or Germany, and you're going to hear English, you gonna hear it in a different dialect, different dialect, different accent. And I think Turkish students, like any language learners, need to hear the differences in English, I guess. (NEST12)

4.1.5.3.2. Does not Matter whether a Teacher Candidate is a NEST or NNEST

The interviewees rejecting the legitimacy of making hiring decisions based on preferences related to the teacher's native language and nationality declared that the decision-making process should be uniform, fair, and focused on candidates' individual qualities, skills, approach to work and ability to perform the essential job duties. For instance:

I think equal chances should be given to these three groups. Actually, I don't think one group is better than the other. If you're a person trying to do your job better, then it's fine. It's not about you being Turkish, or a native speaker of English, or a nonnative foreign speaker of English. It's not about that, I think. It's about you, it's about you as a person, and what can you do for the institution you're planning to work for, what can you do to improve students' skills, and it's about your approach, your attitude towards your job I think. I would give equal chances to all of them. (NNEST6)

What they're capable of is the most important one; your identity as a citizen comes the last one. (,,,) Whoever is capable of teaching and can actually do the job should get the position. The ratio is sort of nonsense, I believe. (Local Other1)

4.1.5.3.3. LNNESTs' Majority

The major arguments of the interviewees being in favor of hiring higher numbers of LNNESTs were the need to adapt to the local context requirements, LNNESTs' better awareness of local cultural and educational contexts and broader understanding of students' learning needs and difficulties. To illustrate:

If I were in charge, you know I think having foreign staff adds a certain prestige to a university.(…) But beyond that, I think because we're in Turkey, the majority of the staff needs to be Turkish. I mean that's just the reality. (NEST8)

Maybe more of Turkish teachers; as I said, I believe that learning takes place in a person's mind really; so, a teacher can only organize a learning situation, and it's up to the students to take, and I do believe that Turkish teachers can do that better than foreign teachers, because they can relate to all sorts of problems of the students, learning problems as well, because we have a different system here than America, than England, than Australia. So, teachers coming from those countries really don't know how difficult it is to get into a university here in Turkey, particularly to METU. And they don't know this system. (NNEST2)

Moreover, it was argued the LNNESTs are generally more hard-working and tend to quit their jobs less frequently than taking advantage of traveling NESTs, who are apt to change the country of residence every one or two years.

Turkish teachers should be more than native and nonnative ones, because Turkish teachers really work. There're very few native teachers who work hard, because they're planning to stay here for one or two years, then they're leaving. And I can understand them as well, if I were a native speaker of English, I would use this chance. I'd travel; it's something great, lodgment and all that money. They don't spend, they don't have to. So, they travel. (NNEST14)

NEST participants, expressing supportive intentions towards hiring higher numbers of local instructors, also disapproved of high turnover rates among foreign teachers, diminishing student achievement and leading to increased training costs and efforts.

The native speakers also, as an administrator I know this, they don't stay, they frequently leave. And you go to the trouble with training the people, the students get used to them, they're used to the system, everything is going well, then the native speaker leaves. So, there's a big advantage in taking the local people, because they stay more often. (NEST4)

I think one of the factors is who's gonna stay, because you wanna have staff that are gonna be there, as opposed to staff who's just coming in for four months, leaving, 'cos it causes confusion. So, Turkish staff would probably be more logical in that way, because they're here. This is their home, whereas for the international staff, I think generally, people come, they stay for maybe a year, and then they go. (NEST9)

4.1.5.3.4. NESTs' Majority

Among the reasons for employing more NESTs, the participants highlighted NESTs' usefulness as a source of linguistic knowledge for both NNESTs and students. Moreover, it was proposed that NESTs and NNESTs should team-teach in pairs that would provide language learners an opportunity to benefit from both types of teachers. To illustrate:

We should have some native English teachers in our department, because we need to have them to be able to learn from them; and it's very good for our students, at the same time for our teachers, nonnative teachers. (NNEST7)

So, in an ideal world I would increase the number of native teachers, I mean, they should be more in such a big institution. There should be more native teachers, and actually they should be sharing classes with nonnative teachers; so, a class should have a native and a nonnative teacher, because students have things they can get from a nonnative teacher and other things they can get from a native teacher. (NNEST8)

4.1.5.3.5. Hiring ENNESTs

The major arguments advanced in support of employing ENNESTs were their wide-ranging accents, experience of learning English as a foreign language, and a presumably longer than in case of NESTs period of residence in Turkey. It was also mentioned that ENNESTs may contribute to the academic community by initiating stereotype-breaking processes and promoting a sense of cultural diversity and global awareness:

I think it would be nice to have a few non-Turks, non-English speakers working in the school. I think that would add a lot, when they go to their departments, their professors aren't all Americans or Turks, I mean there's a fair number of Polish guys working here that I've met; they should be exposed to a variety of accents. But I don't know the visa situation; it kind of determines everything, doesn't it? (NEST8)

I think some of that an expatriate would be a good option too, because I would guess, I presume or assume that they would stay much longer than native speakers, they have a

bit more of the depth of understanding about the English language, being from different places, and how English is used. So, I mean that would be a great benefit to have more of those types of teachers. (NEST11)

It's an experience for learners to learn about another culture, to break their prejudice and stuff. (NNEST19)

Because generally there're Turkish people working here, more people from India, China, they could also come; it would be better working environment, I'm sure, intercultural. (NNEST18)

On the other hand, a number of interviewees claimed that in case of dealing with ENNEST candidates, they would adopt a cautious approach, paying close attention to their English proficiency, accents, and teaching skills. For example:

Expatriate nonnative, it depends on their quality; I mean, I wouldn't exactly say: "yes, if you're coming from another country, that's okay"; I wouldn't say this, but through the interview or through something I just want to learn their qualities first. (NNEST17)

If you have the skills, if you have a standard English, why not? I think as long as you trust the teachers' teaching skills and English standard, it wouldn't matter for me which country the teacher is coming from. (NNEST19)

After I've thought about it, I think that I definitely would try to hire these people, but I would be careful about their accent and try to pick up people who're pretty clear, and I would try to not put them in the very very elementary levels…ideally. (NEST13)

In fact, some interviewees claimed that in view of the fact that teacher's marked accent might impede understanding and cause challenges for students in communicating effectively, accent evaluation should receive particular attention:

(…) pronunciation of course is very important, because unfortunately for students it's very important to understand, and have a bond with the teachers. So, if the teacher is not very understandable in terms of accent, I don't know, in terms of many things, or due to something else, it's not again good, I think. (NNEST22)

Besides, it was noted that in their decision-making processes school administrators might be restrained by some external reasons, such as state policies addressing employment of foreign nationals in academic positions, like Japanese work visa policies, for instance, preventing English schools from hiring ENNESTs:

One thing as you observed, they don't seem to be any expatriate teachers here. I obviously don't know first-hand the visa situation in Turkey. In Japan you couldn't hire

275

a nonnative speaker to work in a public school, their resumes were always just out as soon as they applied, they are out of the pile. If that was the situation here, then there wouldn't be anything I could do. (NEST8)

4.1.5.3.6. Teacher Candidates' Required Qualities

The third part of the interview question 10 inquired about the specific qualities of a teacher candidate that the participants would take into consideration if they were making hiring decisions. Overall, the interviewees stated that they would base their selection on the teachers' relevant qualifications (24%), level of English proficiency (15%), communication skills (14%), experience (11%), motivation (7%), and teaching ability (6%). However, listing the qualities they would look for in teacher candidates, NESTs and LNNESTs placed slightly different emphases. For example, NESTs gave more importance to the levels of English proficiency and developed communication skills. LNNESTs drew increased attention to teacher qualifications and certification. Generalized teachers' responses to the interview question 10 are presented below in Table 18.

Table 18 Teachers' responses to the the **3rd** **part of the interview question 10**, (*Suppose you were IE program administrator at a university in Turkey. Who would you employ, a native, local nonnative, or expatriate nonnative English teacher? What would be the ratio of these teachers in your program?) What would you pay attention to?* (Number of provided response types=15; general number of responses=103; number of responses by NESTs=29; number of responses by LNNESTs=66; number of responses by local "other" teachers=5; number of responses by an ENNEST=3).

What would you pay attention to?			
1. teacher qualifications/academic background 25(24%)			
2. English proficiency 16(15%)			
3. communication skills/ personality 15(14%)			
4. experience 11(11%)			
5. motivation/willingness to teach 7(7%)			
6. ability to teach 6(6%)			
7. openness to learning/self-development 4(4%)			
8. good pronunciation 4(4%)			
9. ability to work in a team/collaborate 3(3%)			
10. being hardworking, reliable 3(3%)			
11. permanent staff/people who would stay 3(3%)			
12. cultural diversity 2(2%)			
13. classroom management skills 2(2%)			
14. potential to contribute to the institution 1(1%)			
15. appropriate look 1(1%)			

Total: 103(100%)

NEST	LNNEST	Local "other"	ENNEST
2. English proficiency 6(21%)	**1.** teacher qualifications/academic background 20(30%)	**1.** teacher qualifications/academic background 1(20%)	**1.** teacher qualifications/academic background 1(33%)
3. communication skills/ personality 6(21%)	**2.** English proficiency 8(12%)	**2.** English proficiency 1(20%)	**2.** English proficiency 1(33%)
1. teacher qualifications/academic background 3(10%)	**3.** communication skills/ personality 8(12%)	**3.** communication skills/	**8.** good pronunciation

Table 18 (continued)

4. experience 3(10%)	**4.** experience 8(12%)	personality 1(20%)	1(33%)
11. permanent staff/people who would stay 3(10%)	**5.** motivation/willingness to teach 6(9%)	**5.** motivation/ willingness to teach 1(20%)	
8. good pronunciation 2(7%)	**6.** ability to teach 5(8%)	**7.** openness to learning/self-development 1(20%)	
12. cultural diversity 2(7%)	**7.** openness to learning/self-development 3(5%)		
6. ability to teach 1(3%)	**9.** ability to work in a team/collaborate 2(3%)		
9. ability to work in a team/collaborate 1(3%)	**10.** being hardworking, reliable 2(3%)		
10. being hardworking, reliable 1(3%)	**8.** good pronunciation 1(1.5%)		
13. classroom management skills 1(3%)	**13.** classroom management skills 1(1.5%)		
	14. potential to contribute to the institution 1(1.5%)		
	15. appropriate look 1(1.5%)		
Total: 29(100%)	**Total: 66(100%)**	**Total: 5(100%)**	**Total: 3(100%)**

The majority of NNESTs stressed the importance of teacher qualifications over other characteristics of a successful applicant. It was noted that being a native English speaker should not be deemed as adequate grounds for the release from the necessity of having a relevant teaching degree or certification. For example:

The first thing I would look at would be the qualifications, do they really hold the English Language Teaching certificates, or education, or something; this would be the first thing. (NNEST4)

I'd look at their academic background, for example, for me personally if there's a native speaker who graduated from biology or chemistry, nothing to do with English, I wouldn't employ that person, because I think in order to teach English, just being a native speaker is not enough. (NNEST5)

It is not just being...being a native is not enough, I think; this is not number one. (...) For example, having the education degree, training for this certificate, it's important. (NNEST1)

Some interviewees expressed an opinion that having proper qualifications is still important, but not crucial to getting a teaching position, since skills and competences can be developed within the frameworks of the compulsory one-year in-service teacher training.

I wouldn't require maybe some kind of qualification, because here they get, even if you have qualifications, you still have to go through one year of training. Of course, it would be an advantage, but I would not eliminate somebody completely because of not having work experience or some kind of certificate. (NEST2)

So, there're different things, not everybody can have many qualifications, and it shouldn't be like this. You know, you need some fresh people that you need to train as well as others, because those people will also be an advantage for you, you can also use this benefit, those people are fresh, just out of the university, so you can train them however you like. (NNEST16)

It was argued that lack of qualifications can be compensated for by teacher's reasonable potential for professional development and improvement:

There can be a variety, some people can have many qualifications, you know, for example, you can have DELTA, CELTA, whatever B.A., M.A., or PhD, but another teacher could not be that qualified maybe, but you can just see the potential maybe, he or she will contribute to the institution in the long term. (NNEST16)

Self-directed motivation to gain professional development, enhance their knowledge base and competency was identified as an essential characteristic of a successful teacher:

They have to have a good attitude towards teaching and learning. So, they have to feel that they're learners in a way; I mean, because being an English teacher in Turkey is like "Okay, I'm an English teacher, I don't have to do anything else. I just enter the class and teach something, and I don't learn anything myself." So, they have to be open to learning new things. (Local Other2)

In addition to constant training and self-development, interviewees emphasized teachers' readiness to work hard for long hours, managing and balancing considerable workload:

If I consider this context, this context requires working very hard, doing lots of things at the same time. I would assume that, firstly, it would be my first criteria. (NNEST21)

Analysis of teachers' interview responses revealed proponents of some extreme points of view. For instance, NEST6, doubting the importance of having a teacher degree, completely disclaimed the value and credibility of local English instructors' qualifications:

You know, because a lot credentials in Turkey are not worth the paper they're printed on. I know associate professors at Hacettepe University who can't read a newspaper in English, and they have associate professor titles, and I know one who's a full professor, and his English is a joke. So, you know his credentials mean nothing to me. (NEST6)

Some interviewees would pay closer attention to applicants' teaching experience, considering it to be significantly more important for effective teaching than university qualifications and theoretical knowledge:

I would want to hire, it's quite cruel, I'd want to hire almost exclusively experienced teachers. I know, that's a kind of a paradox, you can be experienced somewhere, but it is a job where it doesn't matter how many qualifications you've got, doesn't matter what theory you've studied, unless you've been in the class and done it, shown yourself able there, then... If you've done your PhD, it won't help you if you can't communicate, if you can't get these things across. So, I think, yeah, certainly, it would be wrong to have exclusively a high degree native and nonnative, but namely it would be the experienced teachers. (NEST5)

Of course, the experience; it comes first or second. Having the experience of probably maybe having taught not only in one country, in other countries, it's also important. But not many teachers have this chance, or have this kind of an experience. (NNEST1)

High-level English proficiency skills emerged as another important quality of a successful applicant:

And there're many other things; language level, you have to know whether the person that's going to teach English knows English very well. So, we have to test this. (Local Other2)

I need somebody who has full control of the language, who is able to convey the message to the students. (NEST3)

NEST1, assigning primary importance to the job candidates' language ability and being assured of his inborn capability to easily evaluate it by using native-speaker intuitions, pointed out that high-level English proficiency skills do not guarantee the availability of other equally important qualities, such as teaching proficiency and personal skills:

I'd certainly sit down with all of them to check their ability; as a native, that would be easy for me to do, if you get a pretty good idea of the person's English ability within the first few minutes of a conversation, but that says nothing about the teaching ability, but you can get a feel also for the personality, which I think is very important in the classroom. (NEST1)

It was emphasized that good communication skills, ability to establish rapport, positive attitudes are essential characteristics of an effective English teacher:

I mean, because the personal communication skills are important, because you're not just teaching English here. So, I would also base it on their character as well. (NEST2)

I'm employing an English teacher, so, it should be important how they have the rapport with people. Do they really get on well with people? Are they smiling? Are they friendly? Easy to work with? (NNEST4)

4.1.5.4. Teachers' Beliefs about Collaboration between NESTs and NNESTs

To the first part of the interview question 11, inquiring whether *there is collaboration between native, local nonnative, and expatriate nonnative English teachers* in the workplace, the overwhelming majority of both NEST and NNEST participants (88%)

responded positively, 7% expressed disagreement and 5% could not provide a definitive answer (Table 19).

Table 19 Teachers' responses **the 1ˢᵗ part of the interview question 11**, Is there collaboration between native, local nonnative, and expatriate nonnative English teachers at this university? (Number of teachers=41).

Is there collaboration?	**NEST**	**LNNEST**	**ENNEST**	**Local Other**	**Total**
yes	13(32%)	20(49%)	1(2%)	2(5%)	36(88%)
no	-	3(7%)	-	-	3(7%)
not sure	1(2%)	1(2%)	-	-	2(5%)
Total	14(34%)	24(59%)	1(2%)	2(5%)	41 (100%)

The second and third parts of the interview question 11 asked the participants about the existing at their institutions *collaboration features between NESTs and NNESTs and methods for facilitating collaboration.* Overall, 17% of the participants reported that NESTs and NNESTs help each other in different ways, 16% mentioned that instructors eagerly share education materials, information, ideas, and experience with their colleagues, 15% stated that foreign and local teachers socialize across the department, maintain personal relationships, and build friendships, 10% claimed that NESTs frequently help NNESTs in terms of answering their common English usage questions and proofreading their papers, and 9% reported that NESTs and NNESTs often cooperate with each other as teaching partners (Table 20).

Table 20 Teachers' responses **the 2nd and 3rd parts of the interview question 11,** *How do NESTs and NNESTs collaborate? What facilitates collaboration?* (Number of provided response types=15; general number of responses=94; number of responses by NESTs=37; number of responses by LNNESTs=47; number of responses by local "other" teachers=7; number of responses by an ENNEST=3).

How do NESTs and NNESTs collaborate? What facilitates collaboration?
1. NESTs and NNESTs help each other 16(17%)
2. NESTs and NNESTs share materials/information/ideas/experience 15(16%)
3. personal level/socializing/friendship 14(15%)
4. NESTs help NNESTs/NNESTs ask NESTs questions about English/to proofread 9(10%)
5. NESTs and NNESTs are teaching partners 8(9%)
6. mentoring system/teacher training program 6(6%)
7. pleasant ambience /NESTs and NNESTs feel comfortable to interact 5(5%)
8. NESTs are used by administration to prepare exam questions/recordings/proofread 5(5%)
9. preparation days 4(4%)
10. NESTs are spread over Teaching Units (TUs) 3(3%)
11. LNNESTs help NESTs 3(3%)
12. depends on the personality/interest 2(2%)
13. department meetings /TU meetings 2(2%)
14. design of the office 1(1%)
15. change staffroom every semester 1(1%)

Total: 94(100%)

NESTs	LNNESTs	Local "other"	ENNEST
2. NESTs and NNESTs share materials/information/ ideas/experience 8(22%)	**1.** NESTs and NNESTs help each other 10(21%)	**3.** personal level/socializing/ friendship 2(29%)	**1.** NESTs and NNESTs help each other 1(33%)
1. NESTs and NNESTs help each other 5(14%)	**4.** NESTs help NNESTs/NNESTs ask NESTs questions about English/to proofread 9(19%)	**7.** pleasant ambience /NESTs and NNESTs feel comfortable to interact 2(29%)	**3.** personal level/socializing/ friendship 1(33%)
5. NESTs and NNESTs are teaching partners 4(11%)	**3.** personal level/socializing/ friendship 8(17%)	**2.** share materials/information/ideas/experience 1(14%)	**6.** mentoring system/teacher

283

Table 20 (continued)

		training program 1(33%)
8. NESTs are used by administration to prepare exam questions/recordings/ proofread 4(11%)	**2.** NESTs and NNESTs share materials/ information/ ideas/experience 6(13%)	**13.** department meetings /TU meetings 1(14%)
3. personal level/socializing/ friendship 3(8%)	**5.** NESTs and NNESTs are teaching partners 4(9%)	**15.** change staffroom every semester 1(14%)
11. LNNESTs help NESTs 3(8%)	**6.** mentoring system/teacher training program 4(9%)	
7. pleasant ambience /NESTs and NNESTs feel comfortable to interact 2(5%)	**9.** preparation days 2(4%)	
9. preparation days 2(5%)	**7.** pleasant ambience /NESTs and NNESTs feel comfortable to interact 1(2%)	
10. NESTs are spread over Teaching Units (TUs) 2(5%)	**8.** NESTs are used by administration to prepare exam questions/recordings/ proofread 1(2%)	
12. depends on the personality/interest 2(5%)	**10.** NESTs are spread over Teaching Units (TUs) 1(2%)	
6. mentoring system/teacher training program 1(3%)	**13.** department meetings /TU meetings 1(2%)	
14. design of the office 1(3%) **Total: 37(100%)**	**Total: 47(100%)**	**Total: 7(100%)** **Total: 3(100%)**

284

The most frequently cited example of collaboration was mutually advantageous, symbiotic relationship existing between NESTs and NNESTs, and implying an equal linguistic and cultural exchange. It was stated that NESTs assist NNESTs in various matters related to English, and NNESTs provide support to NESTs in questions of the Turkish language and culture. To illustrate:

We're always swapped in exchange, in asking, learning, and both ways; I mean they help us with our Turkish, we help them with matters of English. And again, I mean, when I first came here, I didn't have very much experience, a year and a half in Izmir; and everybody bent over backwards to help me, that was why I stayed; it's such a nice place. (NEST5)

When we're in the workplace, of course, if I have questions, I ask their ideas, I ask even some pronunciation, the pronunciation of some words, and even we prepare some of the lessons, and they also ask about the culture, they also ask about the Turkish, and most of them that I have met are willing to learn about the culture, and willing to learn the language. (NNEST24)

Furthermore, METU DBE and BUSEL instructors pointed out that both NESTs and NNESTs always willingly share their expertise, teaching materials, lesson plans, strategies and ideas with each other:

In the staffrooms, whoever is in the staffroom, they help each other, we share materials, we share information, we share everything. (NNEST2)

I don't know the other units, what I see we like working, and we like helping each other, because whenever we prepare something, whenever we do something in our classroom, we like sharing with the others. It doesn't matter whether the teacher is coming from Turkey, or coming from other countries, because this is about being a teacher, and it's again about your personality I guess. (NNEST17)

There's also a feeling of camaraderie, I'm not gonna go as far as to say , it's like an extended family, because it's not, but in terms of making the work place that much nicer; you know if people come up with nice exercises, they have them around. Nobody will say, this is mine and you can't have this. (NEST5)

Besides, it was mentioned that both METU DBE and BUSEL attempt to connect their instructors on the internet platforms facilitating communication, collaboration activities, ideas and file sharing. For example:

They're doing everything that they can; and they're also trying to persuade other teachers. Okay, there's that website that says "open please, whatever you do in the

classroom, if you think it worked well, share with other teachers". I've seen this even more in the last five years. (NEST3)

We do share materials all the time. We have a little site that we have just for teachers; we upload all our materials there, we exchange ideas back and forth. (NEST12)

In addition to encouraging teacher interaction through the practice of sharing their knowledge on the abovementioned websites, it was noted that both METU DBE and BUSEL implement various strategies aimed at fostering collaboration and collegial relationships between their teachers. For example, BUSEL interviewees highlighted the importance of the teaching partnership program pairing instructors for teaching various language skills to the same groups of students. Partners engage in conversations about teaching, do planning together, and give each other advice and feedback:

We always are in collaboration actually, because we're working here together in the same office thirteen people, and we are teaching in each others' classes sometimes, like support or main class teachers. (…) Last course for instance, I taught with X; she was teaching in one of the classes as main class, and I was teaching in her class as support. So, I had to communicate with her to know what I was going to do in her classes. We had to make some decisions about the class together, had to meet with the students individually together. So, the school wants us to do these things together, and that's why I think we two collaborate and we have to socialize here. (NNEST25)

It was noted that the joint search for teaching ideas and solutions maximizes NESTs and NNESTs' instructional strengths and smoothes over their weaknesses, thus advancing their teaching skills and positively affecting their general professional performance. For example, NEST13 mentioned that she usually helps NNESTs with various matters of English, and in turn, benefits from her NNEST partner in terms of tips and ideas for teaching grammar. To illustrate:

Like I said, I've helped my colleagues, you know, when they had a problem with a difficult word or sentence, when they're grading a paper and they don't really know how to advise the student, what the right collocation there would be in this particular sentence. So, you know, this is something I can do very easily. And you know just yesterday, there was like an exchange like this, one of my support teachers, I was trying to think about how I would teach modals, I had to teach that today. And she went through with me all the different types of modals, and where the different types of modals that I already kind of know would fit into these different headings. And we went through a "made it" part together, and soon I felt very comfortable going in to teach this. I feel that I can teach it as good as her, because we talked about it. (NEST13)

Discussing the advantages of teaching partnership, NEST9 argued that collaboration between teachers is based on their professional skills and shared responsibility for gaining mutual instructional goals rather than on NEST/NNEST dichotomy:

(…) sometimes the teachers will come up to me and say, "X, how would you use this expression? In which case you use this? Can you recommend any TV shows, stuff like that?" And then I go up to them and I ask, "What resources were you using? How are you teaching this lesson? What kind of a reading lesson you're gonna do?" It isn't really making much of a difference in terms of native and nonnative; we all collaborate with each other to figure out what we are going to be doing that week, how's somebody performing a lesson, "oh, that sounds good, I'm gonna take it and modify it for my class", that kind of a thing. (NEST9)

Furthermore, both METU DBE and BUSEL interviewees emphasized the positive influence of in-service teacher training programs initiating meaningful learning processes and educational exchange based on collaborative practices involving both experienced and novice, foreign and local teachers. To demonstrate:

For example, now we have this mentoring system, when newcomers, teachers who are just beginning their career and professional life here, when they come to a more experienced teacher, they observe the lessons, they discuss their lesson plans with us, and stuff, and stuff. Actually, it seems to be important to them, to the newcomers, but actually, as it stands, it's so important for me as a teacher, because it opens up a completely new prospective in my professional development. (NNEST12)

In DELTA courses there are both native and Turkish teachers. Generally I found the native teachers here being really friendly, amiable, so, I really like them. (NNEST15)

Additionally, it was mentioned that at BUSEL, collaboration between teachers is supported through the regular Teaching Unit (TU) and course preparatory meetings, allowing for extensive professional interactions and continuous exchange of ideas and experiences:

We have our TU meetings, and each week we have a specific time to come together, and we use English all the time in our emails, in our TU meetings, and whenever we have announcements. So, I think these are all very important things; and we have appraisal meetings at the end of each academic year, we have update meetings in each course. So, all kinds of teachers have the opportunity to share how they feel, and what can be done in the long run. (NNEST23)

During the breaks, during the prep days. Normally, we've got four courses in our school, and before each course starts, we've got a couple of days to get ready for the

course. We analyze the books, we organize our course maps, we work together, we prepare materials together in order to get ready for the course; and as a Unit we all work together, we always collaborate. (NNEST20)

Similarly, it was noted that METU DBE holds monthly meetings to encourage open dialogue and positive communication within the department:

There're university meetings, for example, in the first week of each month there're meetings, where professors, teachers, instructors, all of them gather, and they get to know each other, they try to get to know each other. This is done by the president of the school. So, we have that thing in our school, in this university. (Local Other2)

Aiming at promoting foreign teachers' social and professional integration' into the community, networking and subsequent involvement in collaborative activities, METU DBE adopted the policy every semester persuading teachers to change their staff rooms:

First of all, we have staff rooms all the time, every semester we have different staffrooms, we have to be in the staffrooms during all the breaks. And every semester we go to different staffrooms, and we meet new people, and among our friends, as I said there expatriates and teachers who are not Turkish. So, we have to collaborate with them, in a way they're encouraging this by having this staffroom thing. (Local Other2)

At BUSEL, for the purpose of effectuating foreign teachers' assimilation into the mainstream academic environment of the school, NESTs are allocated to diverse teaching units where they work in cooperation with local instructors:

If you look at the number of the native and nonnative teachers in our TU, they try to spread them out, or at least in each TU they send them to different places, so that they can meet new people and so that nonnative teachers can communicate with them. (NNEST24)

I mean just by the nature of numbers we're mixed. I mean there's only two foreign staff in my unit, we're working together. So, not every task group has a non-Turk in it, but certainly every foreigner is working with Turks. We're mixed. My partners for the courses, from my classes, 'cos we share the classes, have always been Turks, I've never worked with another native, but it's quite nice. (NEST8)

Moreover, it was pointed out that open-plan teachers' office design at BUSEL creates a collaborative workplace. To illustrate:

Yeah, I think the design of our office shows you that. It's open, we all have desks, we all face each other. So, it already creates an atmosphere of sharing. (NEST12)

Some interviewees tended to think of collaboration between NESTs and NNESTs based on the concepts, not favorably to NNESTs, reinforcing the dichotomy between these two groups. It was noted that NNESTs, characterized as naturally subordinate in their English proficiency to NESTs, frequently seek their advice and guidance on the aspects of English:

I know many teachers who whenever they have some problems or questions, they can just easily go and ask the native speakers, which is quite good, because you're not in the authority of the language, I mean, you can't control it, you can't know everything about the language. So, you really need someone who is competent in it. So, as far as I see, the native speaker teachers are really helping the nonnatives. (NNEST4)

We ask questions about pronunciation, and they kindly help; they kindly proofread our assignments; they're really helpful. (NNEST14)

(...) we do that when they're not so sure about some kind of word, or collocation, or connotation, or something. Nonnatives ask me, or they ask other natives; or we ask one another sometimes as natives. (NEST2)

However, some NNEST interviewees opposed the abovementioned advice-seeking practices and claimed that they seriously undermine NNESTs' authority as subject experts. For instance:

(,,,) you can't treat a native speaker like a dictionary, you can't go to him all the time. The nonnative teachers feel this pressure not to look ignorant of the subject they're teaching; so, they don't go to native speakers all the time. (NNEST3)

On the other hand, some NEST interviewees reproached a number of NNESTs at METU DBE, resisting and contesting the native speaker's authority, with jealousy and lack of self-confidence:

We're pretty much unequal status. When I first started here, there was a group of teachers who openly stated that native speakers shouldn't be considered the authority in English, for example, because everybody knows that native speakers don't speak good English. I think that that was based on jealousy and feeling unconfident, which was unfounded in many cases, they were very good teachers, but they didn't like the status the native speakers were given. But I think most people accept the fact that whatever the native speaker, I mean if it's a Turkish native speaker, or a Russian native speaker, doesn't matter, that they're the authority on the language in many cases, and that the language is what the native speaker speaks. (NEST4)

Besides, it was asserted that NESTs are regularly enlisted by the administration of METU DBE to assist in preparation of listening comprehension recordings and editing and proofreading of exam tasks that, as follows from the subsequent comments, significantly benefit the institution:

For instance, in listenings, most of the time we have the native instructors who do the recordings, which helps the institution as well, which helps us as well. So, there's collaboration. (NNEST11)

(...) especially for the testing and exams, I know that they need grand help, and they have some help from the native teachers, while preparing the questions. (NNEST4)

To my knowledge, the only time we work together, like I said, which is the proofreading, when I get called upon, and also for the recordings. That's the only collaboration, if you like, that I work on. (NEST1)

On the other hand, some NNESTs denounced the biased attitudes assumed by the department administrators towards the proofreading conclusions drawn by NESTs and NNESTs, implying more confidence placed in the inferences of the former:

Sometimes there's, for example, work on proofreading, or testing, for example, and what they do is, usually native speakers proofread a work and say "this is okay" or "this is wrong". And I think, for example, that is even a little bit degrading, because they have a NNEST and a NEST looking at some kind of text and proofreading it, and if the native speaker says "there's a mistake here", they change it, but if, you know, sometimes a NNEST may say it, they check it in the dictionary, or they look at it again. So, I think there's this bias, but it's not directly stated, it's indirect, I think, it's implicit, you know, and many people don't recognize it, many people are not aware of this. (NNEST5)

As opposed to the previously discussed observation condemning the biased attitudes of the institution authorities towards NNESTs, a number of METU DBE interviewees vigorously denied the existence of any discrimination against NNESTs, declaring that METU DBE boasts a comfortable, respectful and appreciative working environment, ensuring an inclusive collaborative community. The following are illustrative responses obtained from a LNNEST, ENNEST, and NEST teaching at METU DBE:

I don't think there is kind of discrimination between the ones who are native, who are not native. And about the lessons and the students, I myself feel comfortable to talk to anyone and to discuss the issues, and to ask for something. (NNEST1)

If I tell you we're like sisters, it would be still an understatement. We do benefit from each other, and we do share the experience, the problems, we do help out each other. This department does a lot, much more than I could ever imagine to benefit from each and every unit, each and every person. And I'm very happy about it. (...) I can tell you that in this department I'm looked up by so many that really I can only be proud of belonging to this institution, which objectively recognizes the qualities. I'm not talking about my own qualities, I have so many disadvantages, but really, this is so important. And here it's a family, and it's great to belong here. (NNEST12)

There's a cooperate institutional culture here which is different from all other institutions. This is the only institution in Turkey that has such an easy-going, non-pressured, pleasant ambience. The only one. That's why it's such nice place to work, there's no pressure, there's no unpleasantness, there's no backbiting, or competition. It's just lovely, and so natives and nonnatives get along just fine. They collaborate professionally, they work on committees together, on testing together, on projects together, socializing. There's no barrier. (NEST6)

On the contrary, reports of some NNEST interviewees from BUSEL suggested existence of institutional bias in favor of NESTs, associated with bigoted attitudes valuing one group of teachers over another and unequal distribution of financial resources and workload between NEST and NNEST populations. To demonstrate:

We do not have any problems, we know that they're more valued than us, we know this. They work less than us, they're more valued by the managers, okay I mean, we can understand that. And we do not have any problems. (…) I mean, especially for big institutions, they should make the employees feel that they're equal, it's very important and that's the only thing I think they can do. Otherwise nonnative, I mean Turkish teachers might start to get angry with native ones. That's very important; they should make us feel that we're equal; we're equally important, we're valued by rector and the other directors. (NNEST14)

They should give the same amount of value to both (types of) teachers, they shouldn't put the priority on one type of teachers. If we feel that the institution gives us value, if we feel that we're valued by the institution, then I guess the collaboration will come out automatically. Because sometimes people feel that, especially Turkish teachers, feel that they work hard, they work sometimes harder than the other teachers, but they are not appreciated in terms of money even. Yeah, they're putting pressure on us most of the time, because if they do something wrong, they do not criticize them. Yes, they may sometimes, but not as harshly as they criticize us. The main concern is about the payment and accommodation. (NNEST17)

In addition to professional collaboration and apart from the above cited critical remarks, it was noted that NESTs and NNESTs at both METU DBE and BUSEL establish and

maintain relationships at a personal level, fostering a positive stress-free environment in the workplace:

We go and find them to make friends with them, and to consult them if they need. We're all around, we know each other; so, whenever we need to be in contact with each other, we can easily manage it. I think, mostly personally. In this department, it's definitely professionally, I need a native speaker around me to ask "what is this?" whenever I need to ask something, but personally I want to make friends with them. (NNEST7)

Anyone here is a friend of, could be a friend of anyone else, and I think we have a nice atmosphere. (NNEST22)

The interviewees denying the existence of collaboration referred to the lack of time, busy schedule, tiredness, and specific personal traits constraining teachers to act within the narrow framework generally described as *"come to work, teach, and go home":*

In the past we had more time to collaborate, but now we don't have really quality time to talk with each other, even among nonnative teachers, even among Turkish teachers. So, this is not something cultural, but I think due to some constraints like time and space. You just go into the classroom for six hours, and then you go home; you know, you get tired, you don't need, you don't have the time really to ask questions to the person sitting next to you. (NNEST16)

But I'm not sort of anybody who's doing academic work, doing studies, or anything like that. So, basically, people come to work, teach, and go home. (NEST1)

It was mentioned that some individuals, choosing working independently, avoid situations when they have to synchronize and cooperate with others for a common purpose:

Usually everybody does work individually, or they just teach and then they go home, or they don't really stay here to do other types of work. (NNEST5)

(…) so far, actually, I haven't collaborated with native speakers of English, native ones, or expatriate nonnative. But this doesn't mean that I don't want to, actually I'd like to, but the problem is that I think here other colleagues sometimes tend to work individually rather than in groups, or as a team. But it's not about the policy of an institution, I think; it's about the ambitions of the people maybe. (NNEST6)

In fact, individual preferences and qualities were described as the major factors in charge of successful collaboration. NEST3 and NEST10 argued that teachers' personality may obstruct or promote collaborative processes in the workplace:

Turkish people are very hospitable people, really I mean. (…) I think, I personally, this is a very personal question in the sense that it's also my character that reflects how the other people collaborate with me. In general, Turkish people tend to be very friendly, and they tend to be very helpful to foreigners, especially if the foreigner is a lady. So, I would say, yes, I learnt a lot here, my friends helped me a lot, but I've also heard some foreigners, some of my friends who are having difficult time adjusting. Well, like I said, is it just the Turkish people? Or is it the personality character of that particular foreigner, I mean, you know. Basically, well, we're in Rome, do what Romans do. You cannot answer that question without prejudice. You give a little, you take a little; you give a lot, you take a lot. (NEST3)

Again it really depends on the individual, because we have people who are novices and they come into the school, and they're very social people, and immediately they get into a Turkish group and they build rapport with their colleagues and they share. Some novice teachers don't do that. The same for experienced teachers, some experienced teachers, again maybe because of their personality, they know what they need to do at work and they don't mix that much. Just like some local teachers don't mix very much. (NEST10)

Another reported hurdle to successful communication between NESTs and NNESTs was LNNESTs' use of Turkish in the presence of foreign teachers. For instance, a number of NESTs from METU DBE and BUSEL, although recognizing that it is *"natural within Turkish teachers to speak in Turkish"* (NEST12), declared feeling marginalized and distressed about their inability to follow staffroom discussions taking place among LNNESTs in Turkish, and spoke for being offered more opportunities by the institutions for improving their Turkish language proficiency skills. To illustrate:

I've never felt like I've been like an outcast, maybe because of the language a little bit, if they're chatting about something class specific in the staffroom. You know, it would be nice to speak Turkish more comfortably. (NEST7)

I think maybe at the beginning there should be more intensive Turkish classes, because in the units the Turkish teachers speak Turkish a lot of the time. So, at the beginning for the first few months it's kind of discouraging, because you can't understand. And then when it's official business they'll speak in English, and when you're going up to people individually they speak in English. And of course it's natural that they're going to Turkish, but it's just difficult if you don't understand what's going on. I would be nice to have maybe a month long intensive course before starting here. (NEST9)

I think sometimes though as I'm one out of three natives, English native speakers in a TU, and sometimes, you know it's natural within Turkish teachers to speak in Turkish, and so sometimes I miss what they are trying to say, or they're planning something and I miss what they're planning. (NEST12)

293

Moreover, some NESTs from METU DBE expressed their discontent with the practice of conducting staff meetings in Turkish, arguing that it excludes them from the professional discussions and discourages their enrollment in collaborative activities:

In terms of socializing, there's some kind of separation somehow, I don't know. For example, in our staff meetings, despite there're being several natives, I think there're about ten or eleven, I'm not so sure, in DBE the staff meetings even the general meetings are done in Turkish, not English I mean, we're Basic English Department, but there're native speakers who may or may not know Turkish, but we still do it in Turkish; we don't do our staff meeting in English. So, I think, there's some kind of, not discrimination, I'm not sure how you would put that, there's a difference. (NEST2)

Yeah, again I mean some of the meetings we have about exams or intermediate level meetings, or advanced level meetings, when we go they refer back to Turkish. So, whatever goes on in there I can't speak about or for; but definitely foreign teachers are going to be sort of… not an outcast in a true sense of the word, but it's going to be on the margins a little bit. (NEST7)

Addressing the disadvantages of NESTs' lack of Turkish, NEST14 argued that, on the other hand, it preserves NESTs' freedom of choice to engage in conversations taking place in their presence at any level of involvement they wish:

Okay, sometimes the Turkish is a little bit more dominant, but if you as an international teacher want to get involved, then you can. If you have the confidence to say, "Excuse me, what are you talking about? Is this gossip or is it…?" you know. If it's a TV program from the night before, I'm not gonna get involved in the conversation, because I don't know what the TV program was, because I haven't watched it; but if it's, you know, talking about actors, or actresses, or things are happening in Turkey, then if I want to… and I know this is the same for others that I work with, we do get involved, but then we have the advantage in a way that, you know, if you do want to get involved, then you can kind of sit back a little bit. (NEST14)

LNNESTs also noted that the dominance of Turkish speaking instructors and NESTs' inability to communicate in Turkish negatively affect social interaction between locals and foreigners. Identifying alternatives for resolving the problem, NNESTs mentioned increasing the number of foreign instructors at the department and expanding the use of English in the workplace:

Imagine that there's only a couple, mostly people speak in Turkish. they can't catch up, they're trying to learn the language. Some of them are more extraverted, they try to involve in the conversations, but most of the time Turkish teachers are more dominant

unfortunately. I wish we had a better relationship. If they were maybe more, maybe they would still group here among each other, I'm not sure. (NNEST19)

I know that teachers are speaking Turkish during the break times; so, speaking in English might help more. (NNEST23)

On the other part, NEST13 stated that improving her proficiency in Turkish allowed for removing linguistic, cultural, and emotional barriers to effective intercultural communication:

And again I should say that I do feel like being a speaker of Turkish helps me in this case, I think that I can form better bonds with the Turkish teachers, because I can speak their language, and you know they can help me with this as well. So, I feel that they feel more comfortable asking me questions, because I ask them questions. (NEST13)

Statistical analysis of data for item 43, *Collaboration between native, local nonnative, and expatriate nonnative English teachers is strongly encouraged at this institution*, did not depict significant differences between the groups (p=.185). In general, teachers responded positively; however, reactions of NESTs (M=4.39) and "other" teachers (M=4.29) were more positive than reactions of NNESTs (M=3.94). As demonstrated in Figure 15, some NNESTs (3%) strongly disagreed; 6% of NESTs and 6% of NNESTs moderately disagreed. Furthermore, 19% of NNESTs and 14% of "other" teachers were unsure. The major part of NESTs, NNESTs, and "other" teachers expressed moderate agreement (44%, 38%, and 43%, respectively) or strong agreement (50%, 34%, and 43%, respectively).
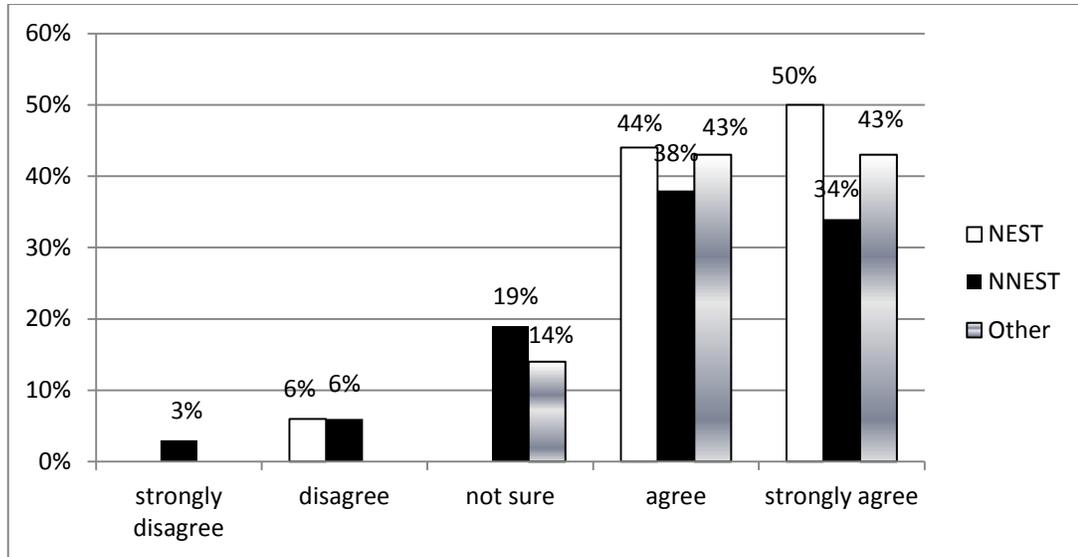
Figure 15 Percent of teachers' responses to **item 43***, Collaboration between native and nonnative English teachers is strongly encouraged at this institution.*

Analysis of data for item 43 by preparatory schools did not reveal significant differences (p=.271). According to the group means, BUSEL teachers (M=4.15) were slightly more positive than respondents from METU DBE (M=3.92). It should be also noted that at both METU DBE and BUSEL, NESTs and "other" teachers demonstrated attitudes more supportive of item 43 than NNESTs (METU DBE: NESTs (M=4.38), NNESTs (M=3.70), "other" teachers (M=4.20); BUSEL: NESTs (M=4.40), NNESTs (M=4.07), and "other" teachers (M=4.50)).

4.1.5.5.Discussion and Conclusions

To answer the sub-question 6 of the research question 1, focusing on the teachers' experiences in their workplace, teacher questionnaire items 38-42, concerned with institutional discrimination, interview question 9, investigating into the perceived job opportunities for NESTs and NNESTs and problems encountered by them while seeking a teaching job, question 10, inquiring about the participants' preferences in terms of NESTs, LNNESTs, and ENNESTs, if they were responsible for making hiring decisions,

question 11 and questionnaire item 43, looking into collaboration between NESTs and NNESTs, were analyzed. It was revealed that NESTs generally felt slightly more comfortable in their workplace than NNESTs, and METU DBE teachers generally felt slightly more relaxed than the instructors teaching at BUSEL. When the participants were asked whether they felt being looked down on by students, colleagues, and administrators, NESTs expressed slightly more negative attitudes than NNESTs. In relation to different universities, responses of METU DBE instructors to the statements 38-40, focusing on the cases of discrimination by students, colleagues, and administrators, appeared to be slightly more negative than BUSEL teachers' reactions. Generally positive reactions were demonstrated by both NESTs and NNESTs to the item 41, inquiring whether the participants felt comfortable talking about issues of discrimination with their administrators. NESTs tended to be significantly more approving of the statement 42, *your experience as an EFL instructor at this university has been positive so far,* than NNESTs. METU DBE respondents appeared to be slightly more approving than the participants from BUSEL of that they felt comfortable talking about issues of discrimination with their administrators and of that their experiences as EFL instructors in their workplaces had been positive.

Although the majority of teachers (63%) reported having no difficulties getting a job, NESTs' (79%) statements that getting a teaching position offered no difficulty to them were more frequent than NNESTs' (52%) statements of the similar sort. The major reasons identified by the participants who claimed having had no difficulties getting a teaching position were easier hiring policies and procedures in the past, the presence of high-level English language skills, the presence of a proper teaching degree and experience, high demand of English teachers in Turkey, being a good candidate for that position, being a native speaker of English, and being lucky. The ones having encountered difficulties, 7% of NESTs and 48% of LNNESTs, mentioned a complex multistep recruitment process in the state and private tertiary education sector, the state exams required of local teachers, a competitive job market, generally high unemployment rates, difficulty gaining a bureaucratic approval for foreign candidates, favoritism and nepotism in the workplace.

A substantial part of interviewees (47%) asserted that the overall odds of getting a job in Turkey are higher for NESTs than for NNEST. It was claimed that NESTs, perceived as more credible in terms of English proficiency and teaching, are frequently hired, regardless of the absence of proper qualifications, for school marketing purposes and are offered higher salaries than NNESTs and accommodation. Similarly, Turkish in-service instructors and teacher candidates in Tatar and Yıldız's study (2010) mentioned unfair hiring practices, including employment of unqualified NESTs and providing them with benefits unavailable to NNESTs, to illustrate:

> In addition to being given preferential treatment, NESTs are better paid than NNESTs. NESTs in Turkey (mostly in big cities like Istanbul and Ankara) are also usually offered several fringe benefits such as competitive and tax-free salary, airfare, furnished accommodation, private health insurance, and fewer working hours. Most of these benefits are unavailable to Turkish teachers of English… (p. 115)

Furthermore, the authors claimed that because of the abovementioned unjust practices, LNNESTs tend to "believe that they step into the professional life disadvantaged in many ways due to their nonnative status" (ibid.).

In the context of the present research, NESTs were reported as being offered more opportunities of getting employed than local candidates due to the high rates of NEST turnover. However, in view of the strict state regulations greatly complicating foreign nationals' employment processes, LNNESTs were described as having better chances of finding a job in public universities and colleges. ENNESTs were identified as having the worst job prospects of all abovementioned teacher types; it was explained by that obtaining a work permit to teach English in Turkey for a NNEST is generally associated with increased hardships. It was noted that ENNESTs are sometimes employed by private schools, since they agree to work for a lower salary than other English teachers. Turkish teachers of English in Tatar and Yıldız's study (2010) expressed dissatisfaction with the fact that some institutions in Turkey hire foreigners without going into details of their educational backgrounds and origins:

> (…) they (schools) employ foreigners no matter where they are from or what educational background they have. Some of them are not even native speakers of English, but they just have foreign names. (p. 119)

When the participants in the present study were asked what would be their preferences in terms of NESTs, LNNESTs, and ENNESTs if they were involved in recruitment decision-making, NESTs and the only ENNEST in the study asserted that they would not base their hiring decisions on candidates' native language and nationality, but would rather focus on their individual qualities, approach to work, and expertise. LNNESTs, laying emphasis on the principles of cultural diversity, pluralism, and equal treatment, insisted on equal numbers of NESTs, LNNESTs, and ENNESTs, or tended to give preferences to hiring higher numbers of LNNESTs, whom they characterized as being more hard-working, permanent in their jobs, more aware of the local culture, educational contexts, students' learning needs and difficulties than foreign instructors. As a proof to Canagarajah's (1999) statement that "the native speaker fallacy appears to legitimize this dominance of Center professionals/scholars in the circles of expertise" (p. 85),   the major argument advanced in support of employing NESTs was their perceived effectiveness as a source of L2 quality input for both NNESTs and students. Turkish pre-service NNESTs responding to the questions of Coşkun's survey investigating their reactions to a nation-wide project (2013), highlighted NESTs' advantages over NNESTs in teaching speaking skills and cultural implications of the target language; however, the majority of respondents voted against hiring NESTs for the improvement of the English education in Turkey. Their major concerns pertained to the fear of being replaced by NESTs, perceived unequal treatment of NESTs and NNESTs in the workplace in terms of salaries, NESTs' lack of pedagogical qualifications and consequent poor teaching abilities, perceived negative aspects of co-teaching, and the cost-effectiveness of the project. On the other hand, Taiwanese pre-service NNESTs in Wang's study (2013) were not against the state policy of recruiting NESTs; however, similar to the participants in Coşkun's study (ibid.), they emphasized the importance of NESTs being qualified, and expressed their concerns regarding NESTs' dominance and depreciation of NNESTs in the process of team teaching.

In the present context, the ones supporting hiring foreign NNESTs highlighted ENNESTs' ability to contribute to the academic community with their diverse cultures, wide-ranging accents, and international experiences. Discussing the qualities they would look for in a teacher candidate, the majority of NESTs emphasized high levels of

English proficiency and developed communication skills; and LNNESTs stressed the importance of teacher qualifications. This part of the study replicated Medgyes's inquiry (1994) with the only difference that in the present context the researcher asked the participants to respond to an open-ended question and Medgyes provided his London and French audience consisting of English teachers, teacher trainers, applied linguists and publishers with three alternative responses. An important finding was that the alternative *a,* claiming "I would employ only native speakers even if they were not qualified teachers" (ibid., p. 67), did not receive any support from the participants, which was interpreted by the author as:

> (…) a reassuring sign that principles who are led by short-term business interests, or by delusion that native speakers are superior to non-native speakers under any terms, are not welcome at professional gatherings! (ibid., pp. 67-68)

The majority of London respondents, who were mostly native speakers of English, voted for the alternative *b,* stating "I would prefer to employ NESTs, but if hard pressed I would choose a qualified non-NEST rather than a native without ELT qualifications" (ibid., p. 67). However, the majority of the Paris audience, consisting generally of NNESTs with French origins, chose the alternative *c*, stressing that "the native/nonnative issue would not be a selection criterion (provided the non-NEST was a highly proficient speaker of English" (ibid.) that strongly corroborated the results for the NEST and the ENNEST participants in the present study. Medgyes suggested that the ones having chosen the alternative *b* were guided by business and professional concerns, since international students in Britain usually expect being instructed by NESTs, and those who voted for the statement *c* were more oriented towards professional considerations.

Furthermore, in the context of the present research, the majority of the participants (88%) acknowledged the existence of collaboration between NESTs and NNESTs and approved (77%) the statement 43 that collaboration between NESTs, LNNESTs, and ENNESTs is strongly encouraged at their institutions. Collaboration was characterized by de Oliveira and Richardson (2004) as "a relationship that is purposely pursued in order to achieve a common goal and to provide the team members with support" (p.

294). The participants in the present study claimed that NESTs and NNESTs are generally involved in positive workplace relationships and ongoing cross-cultural and professional exchange. BUSEL interviewees stressed the importance and merits of the teaching partnership program at their institution, pairing instructors for teaching various language skills to the same groups of students and implying shared responsibilities of partners for gaining common instructional goals, mutual support in lesson planning, materials development, and problems anticipation. It was claimed that NESTs help NNESTs in various matters related to the English language use, and NNESTs provide support to NESTs in questions of the Turkish language and culture, and grammar instruction. Medgyes (1994) suggested that communication with NESTs positively affects NNESTs' language proficiency, and NNESTs can support NESTs in terms of the host language and culture matters. Similarly, de Oliveira and Richardson (2004), focusing on the features of a collaborative relationship between native and nonnative English speaking educators, claimed that cooperation with a NEST encouraged development of a NNEST's knowledge of idioms, vocabulary, pronunciation, and sociolinguistic skills; on the other hand, the NEST's benefits of teamwork with the NNEST included enhanced understanding of the processes of learning English as a foreign language and awareness of the importance of using language modification strategies, practical insights into the cultural needs of students, and improved grammar teaching abilities. The NEST and NNEST were reported to get involved into joint designing of classroom activities and preparing for presentations at professional conferences. With reference to that "in collaborative partnerships, power is shared, and goals are set by consensus" (Lasley, Matczynski, & Williams, cited in Oliveira & Richardson, ibid., p. 299), the authors claimed that their relationship based on mutual respect and compromise had a fairly equal balance of power.

In contrast to the positively interdependent and mutually beneficial relationship depicted by de Oliveira and Richardson (2004), in the context of the present study, interaction between NESTs and NNESTs was frequently perceived in terms of unilateral actions of NNESTs seeking advice and guidance from NESTs, as put by Medgyes (1994), "the NEST being the benefactor and the non-NEST beneficiary" (p. 75), and characterized as reinforcing the dichotomy between the two groups and undermining NNESTs'

credibility as subject experts. Moreover, NESTs' insufficient knowledge of Turkish was identified as another obstacle to successful collaboration; NESTs occasionally mentioned feeling excluded from the staff meetings and staffroom discussions taking place in Turkish, and consequently discouraged to take part in collaborative activities.

4.2. Students' Perspectives on NESTs and NNESTs

The research question 2 explores the perspectives of students educated by NESTs and NNESTs on their English teachers. Data analysis for the research question 2, according to its three sub-questions, is organized in three sub-parts. The first sub-part is aimed at analyzing students' attitudes towards their current English teachers. In the second sub-part, the students' general attitudes to native and nonnative English teachers were examined. Furthermore, in the third sub-part, the influence of other categorical independent variables, such as the level of English proficiency, expected grade, university, and gender, on the participants' responses was explored.

The data presented in relation to question 2 were obtained through the Likert scale and open-ended student questionnaire items, and through the group interviews with students, and include quantitative and qualitative analysis. Quantitative data set included responses provided by three groups of students: students taught by NESTs (the NEST group), students taught by NNESTs (the NNEST group), and students who did not classify their teacher as a NEST or NNEST (the "not sure" group). Out of 699 student respondents, 207 students formed the NEST group, 478 students belonged to the NNEST group, and 14 students represented the "not sure" group. Qualitative data set is based on the transcripts of students' responses obtained through 19 group interviews, including 79 student participants instructed by NESTs, LNNESTs, ENNEST, and both NESTs and LNNESTs.

4.2.1. Students' Attitudes towards their Current English Teachers

As a reminder, the Likert scale items in the questionnaire were formed on the basis of constructs related to students' general beliefs about a good English teacher (Moussu,

2006). The presence of the following constituents ensure the image of a good language teacher: students' perception of a teacher as a model of a successful language learner and/or speaker, students' acknowledgement of the teacher's professional merits as of a successful language teacher, students' appreciation of the teacher's ability to understand and to solve students' learning problems, students' approval of the teacher's language proficiency, grammar knowledge and accent, and students' positive attitudes to the teacher's physical appearance. The analysis of student data to answer sub-question 1 of the research question 2 was organized in the following way. Firstly, it was evaluated whether the students appreciate their language teacher as a good role model and a successful educator. Secondly, it was verified whether the different types of teachers use the students' mother tongue in the classroom. Thirdly, it was studied whether the students perceive their teacher as a model English speaker in terms of appearance. The fourth and the fifth parts analyzed the students' assessment of their English teacher's pronunciation and grammar knowledge. Finally, the study focused on the development of the basic language skills, such as reading, speaking, writing, listening and vocabulary, as seen by the students, in the classrooms taught by NESTs and NNESTs.

4.2.1.1. English Teacher Appreciation

The analysis in this part incorporate students' answers to the Likert scale items 13-21 and 24-26. This set of items focused on the students' general expectations and appreciation of their English teacher. The students' responses to the statement 13, *My English teacher is a good English teacher*, were predominantly positive. 44% of students in the NEST group agreed and 46% strongly agreed with the statement. Similarly to the NEST group, bigger proportion of respondents in the "not sure" group strongly agreed (36%), and smaller proportion agreed (29%) with the statement that their teacher is a good English teacher. In the NNEST group, students' attitudes were slightly less positive than in the NEST and the "not sure" groups, 48% of students taught by NNESTs agreed, and fewer respondents (28%) strongly agreed with the statement. 8% of the NESTs' students, 16% of the NNESTs' students, and 21% of the students in the "not sure" group expressed uncertainty. Figure 16 demonstrates the percent of responses by different groups of students to item 13 of the student questionnaire. The significance

value for the statement 13, is less than 0.01, implying that there are significant differences within the groups. According to the means, the most positive answers to item 13 were obtained from the NEST (M=4.33) group. Other groups of students, the NNEST (M=3.91) and the "not sure" (M=3.79), were a bit less positive. In fact, the LSD test revealed significant differences between the NEST group and the NNEST groups (p<.001) and between the NEST and the "not sure" (p=.035) groups of students. There were no statistically significant differences between other group means for item 13.
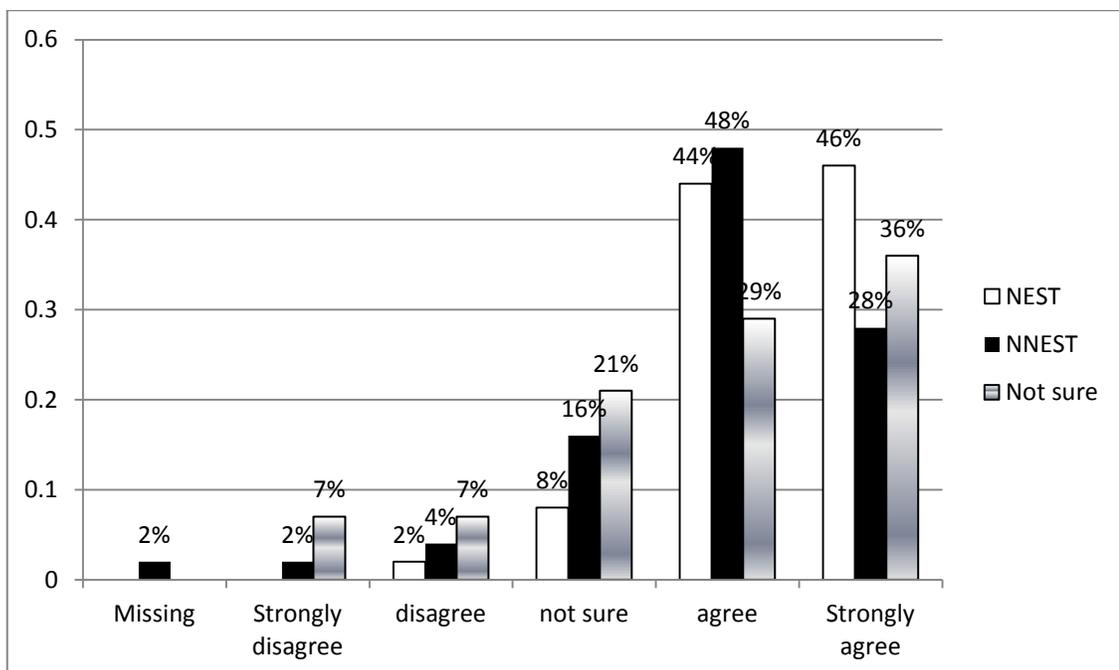
Figure 16 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 13**, *My English teacher is a good English teacher* (N=699).

Responses elicited by item 14, asking if the respondents would *enjoy taking another class with their English teacher*, similar to the results in item 13, were mostly positive. According to the means, the NEST group (M=3.99) held more positive attitudes than the NNEST (M=3.61) and the "not sure" (M=3.00) groups. 35% of the NESTs' students strongly agreed, 39% agreed, and 18% were not sure. The NNEST group demonstrated slightly less positive attitudes than the NEST group; 23% of NNESTs' students strongly agreed, 37% agreed with the statement, and 24% were not sure. Responses of the "not sure" group in this section were less positive than any other groups' responses, a big part of the "not sure group" (29%) disagreed with the statement 14. Figure 17 shows the percent of responses by different groups of students to item 14 of a student questionnaire. The analysis of variance signified differences within the groups (p<.001); the LSD test determined significant differences between all three pairs of groups; to specify, between the NEST and the NNEST groups (p<.001), between the NEST and "not sure" groups (p=.001), and between the NNEST and "not sure" groups (p=.043).
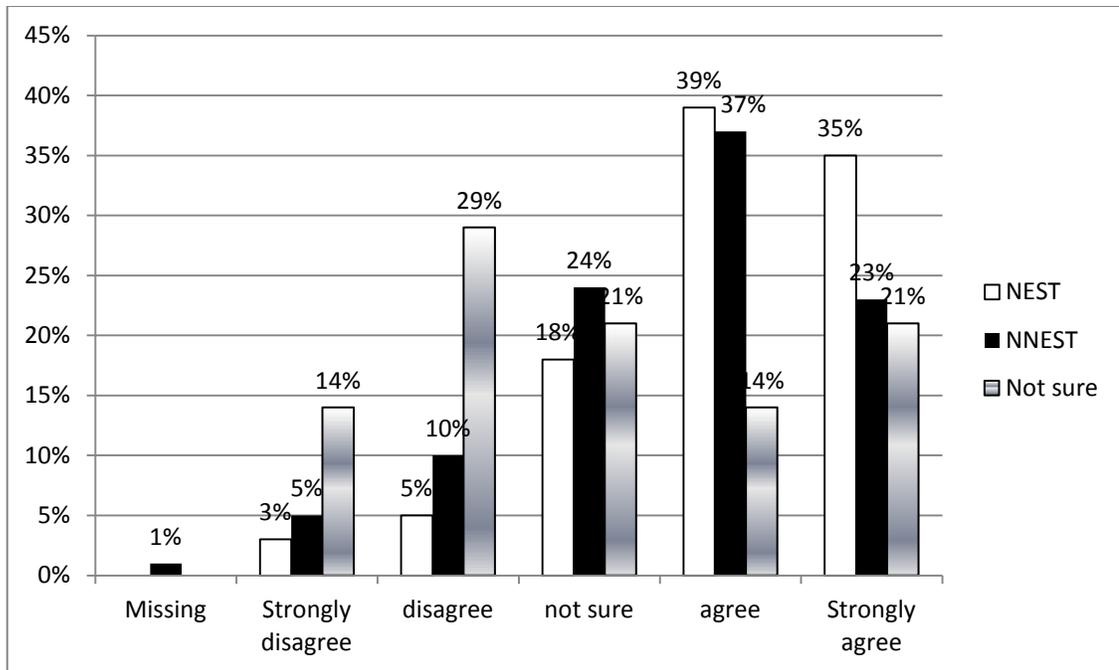
Figure 17 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 14**, *I would enjoy taking another class with this English teacher* (N=699).

For item 15, which is *I would recommend a friend to take a class with THIS teacher,* responses provided by various groups of students were significantly different (p<.001); the LSD test showed significant differences between the NEST group and the other two student groups, the NNEST (p<.001) and the "not sure" (p=.027). Similar to the previous items 13 and 14, the NEST groups' responses in this part of the study were more positive (M=4.08) than the results elicited from the NNEST (M=3.62) and the "not sure" (M=3.43) groups. In the NEST group, 38% strongly agreed, 43% agreed with the statement, and 11% were not sure. The NNEST group demonstrated slightly less positive attitudes, 20% of them strongly agreed, 41% agreed, and 25% expressed uncertainty. Analysis of data for the "not sure" group revealed mixed results: 21% strongly agreed, 29% agreed, 29% were not sure, and 14% disagreed with the statement. Figure 18 shows the percent of students' answers to item 15.
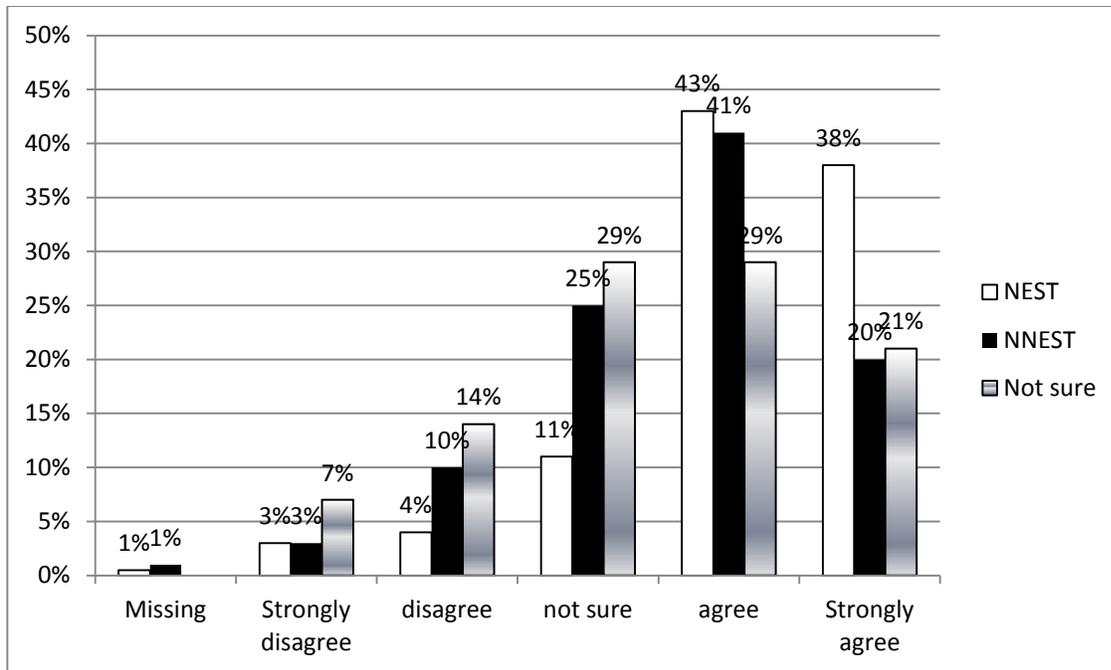
Figure 18 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 15**, *I would recommend a friend to take a class with THIS teacher* (N=699).

Analysis of data for item 16, inquiring about the students' general linguistic improvement with their particular language teacher, revealed significantly different results within the groups (p<.001); the LSD test values indicated that the NEST group differs significantly with the NNEST (p<.001) and the "not sure" (p=.014) groups. Similar to the results obtained by items 13-15, responses of the NEST (M=3.95) group appeared to be more positive than the answers of the NNEST (M=3.63), and the "not sure" (M=3.21) groups. In the NEST group, 33% of respondents strongly agreed, 42% agreed, and 18% were not sure about the statement. As for the NNEST group, 18% strongly agreed, 45% agreed, and 25% expressed uncertainty. Finally, in the "not sure" group, 14% of students strongly agreed, 43% agreed, 14% were not sure, and 14% disagreed with the statement. Figure 19 demonstrates the percent of students' responses by groups to item 16.
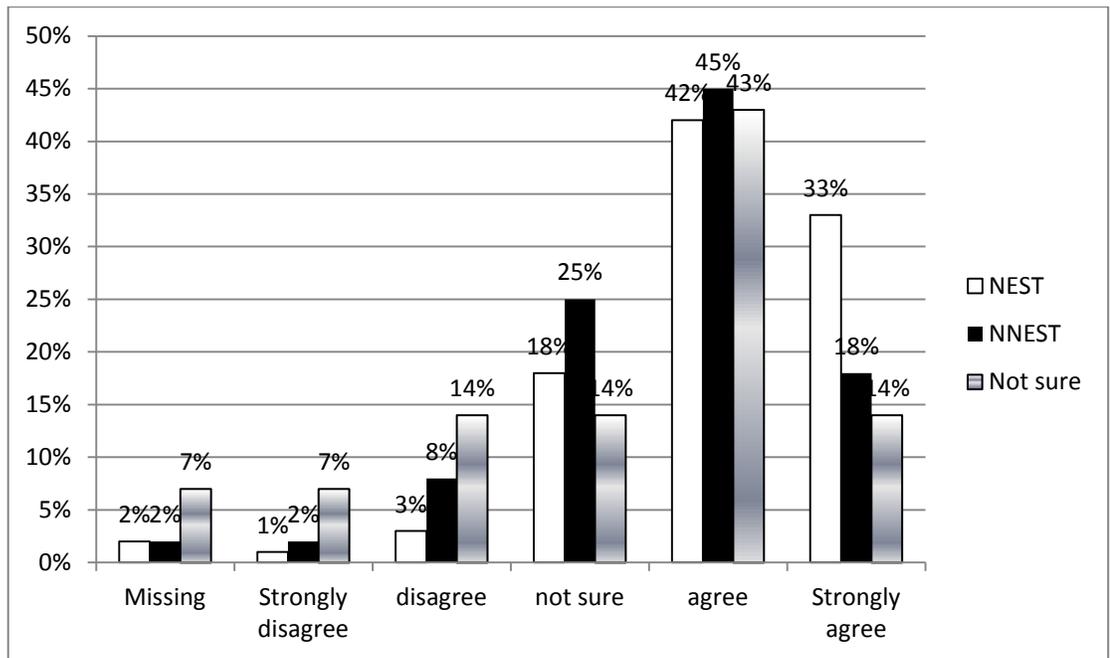
Figure 19 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 16**, *My English is improving a lot with this teacher* (N=699).

To the statement 17, *My English teacher is the kind of teacher I expected to have here,* responses given by the NEST (M=4.08), NNEST (M=3.69), and "not sure" (M=3.50) groups differed significantly (p<.001). There is significant difference between the NEST group and two other groups of participants, the NNEST (p<.001) and the "not sure" (p=.047) groups. The NEST group demonstrated higher levels of satisfaction with their English instructor compared to the students belonging to the other two groups. 34% of students in the NEST group strongly agreed, 48% agreed, and 13% were not sure about the statement17. The NNEST group was slightly less satisfied with their teacher than the NEST group, 20% strongly agreed, 49% agreed, and 19% were not sure. The responses of the "not sure" group were the least positive, 21% strongly agreed with item 17, 36% agreed, 21% were not sure, and 14% of participants disagreed. The percent of responses provided by various groups of students to item 17 is shown in Figure 20.
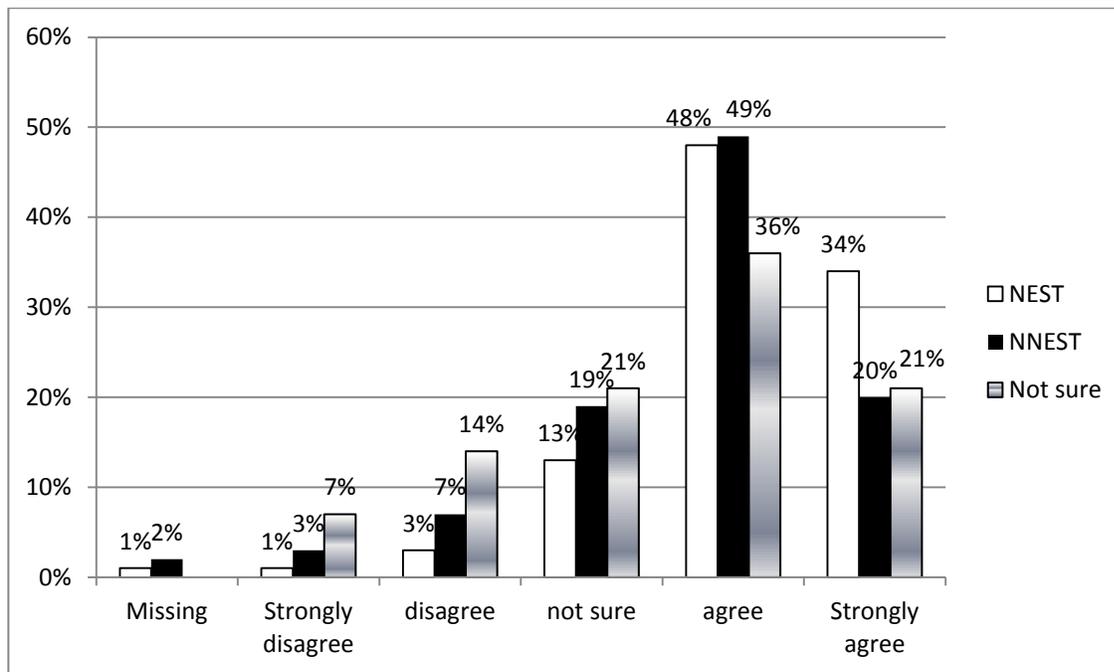
Figure 20 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 17**, *My English teacher is the kind of teacher I expected to have here* (N=699).

The last item inquiring about the students' general appreciation of their teacher, item 18, *My English teacher is an ideal teacher for me,* obtained significantly different responses from various groups of students (p=.003). The LSD test depicted that there were significant differences between the NEST group and the other two groups, i.e. the NNEST (p=.002) and the "not sure" (p=.043) groups. Similar to the result for items 13-17, the NEST group (M=3.80) demonstrated slightly more positive attitudes than the NNEST (M=3.53) and the "not sure" (M=3.21) groups. 26% of the students taught by NESTs strongly agreed, 43% agreed, 21% were not sure, and 6% disagreed with the statement. In the NNEST group, responses appeared to be less positive than in the NEST group; 16% of the NNESTs' students strongly agreed, 40% agreed, 29% were not sure, and 11% disagreed with this questionnaire item. The "not sure" group provided the least positive responses; 7% strongly agreed, 43% agreed, 21% were not sure, and 21% of respondents disagreed with the statement. Percent of students' responses to item 18 is shown in Figure 21.
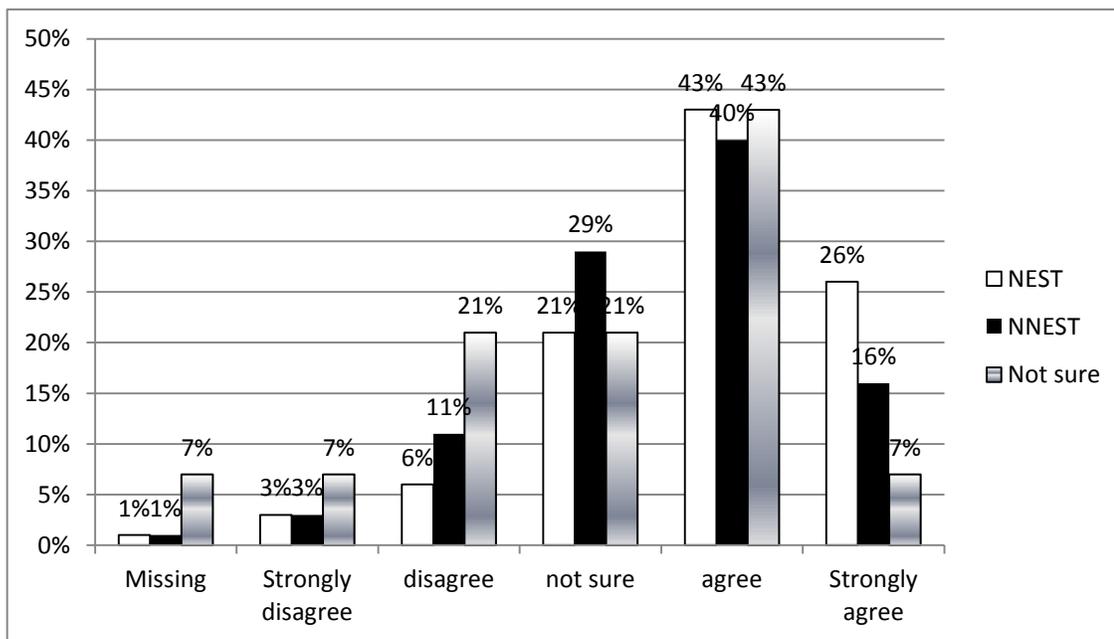
Figure 21 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 18**, *My English teacher is an ideal teacher for me* (N=699).

The next set of statements asked students about their teachers' abilities to explain various concepts well and to simplify complex material. Analysis of data from the statement 19, *My English teacher explains difficult concepts well*, revealed significant differences between group means (p=.023). The LSD post hoc showed that only the NEST and the NNEST groups' responses varied significantly (p=.010). In all other cases, there were no significant differences between group means. The NESTs' students again demonstrated slightly more positive attitudes (M=3.91) than the NNEST (M=3.70) and the "not sure" (M=3.50) groups. Within the NEST group, 25% strongly agreed, 46% agreed, and 25% expressed uncertainty. A few students from the NEST group disagreed (1%) or strongly disagreed (2%) with the statement. 20% of respondents from the NNEST group strongly agreed, 48% agreed, 21% were not sure, 9% disagreed, and 1% strongly disagreed. In the "not sure" group, 7% strongly agreed, 57% agreed, 21% were not sure, 7% disagreed, and the other 7% strongly disagreed with the statement. Figure 22 demonstrates percent of the students' responses to item 19.

310
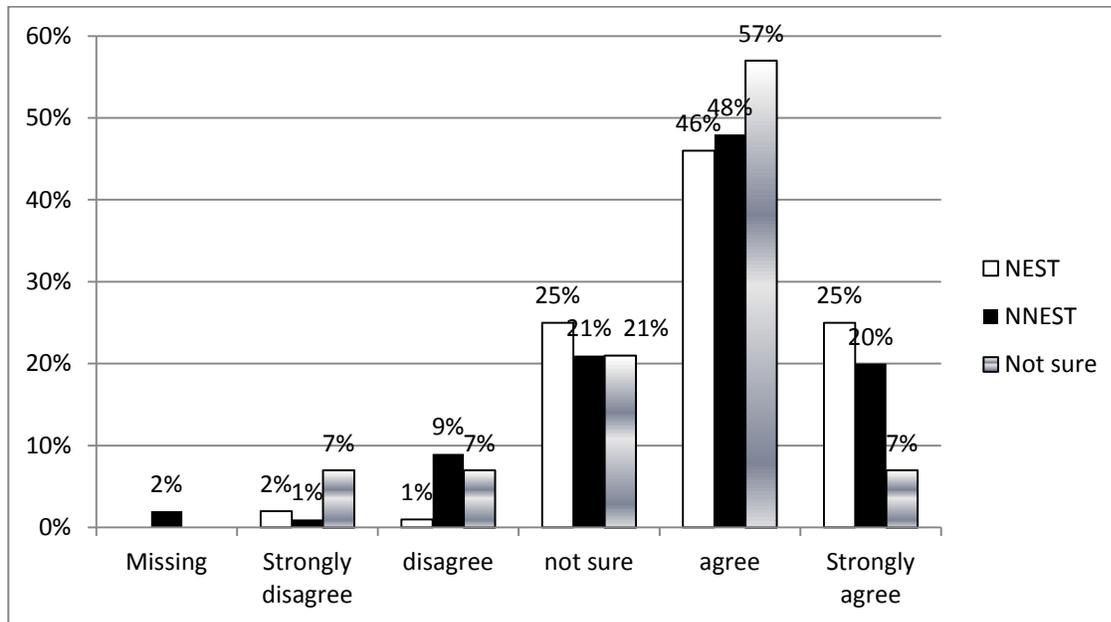
Figure 22 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 19**, *My English teacher explains difficult concepts well* (N=699).

Responses provided by the NEST (M=3.99), NNEST (M=3.71), and "not sure" (M=3.64) groups to item 20, *My English teacher is able to simplify difficult material so I can understand it,* were significantly different (p=.005). The only significant difference depicted by the post hoc test was between the NEST and NNEST group means (p=.002). According to the abovementioned means obtained for item 20, the NEST group demonstrated more positive attitudes than the other two groups. 26% of the NESTs' students strongly agreed, 55% agreed, 10% were not sure, 7% disagreed, and 1% strongly disagreed with the statement. Within the NNEST group, 19% strongly agreed, 50% agreed, 20% stated that they were not sure, 6% disagreed, and 2% strongly disagreed. The "not sure" group demonstrated slightly lower levels of satisfaction with their teachers' ability to simplify difficult material than the other two groups; 36% of respondents strongly agreed, 21% agreed, 21% expressed uncertainty, 14% disagreed, and 7% strongly disagreed with item 20. The percent of different responses provided by four groups of students to item 20 is shown in Figure 23.
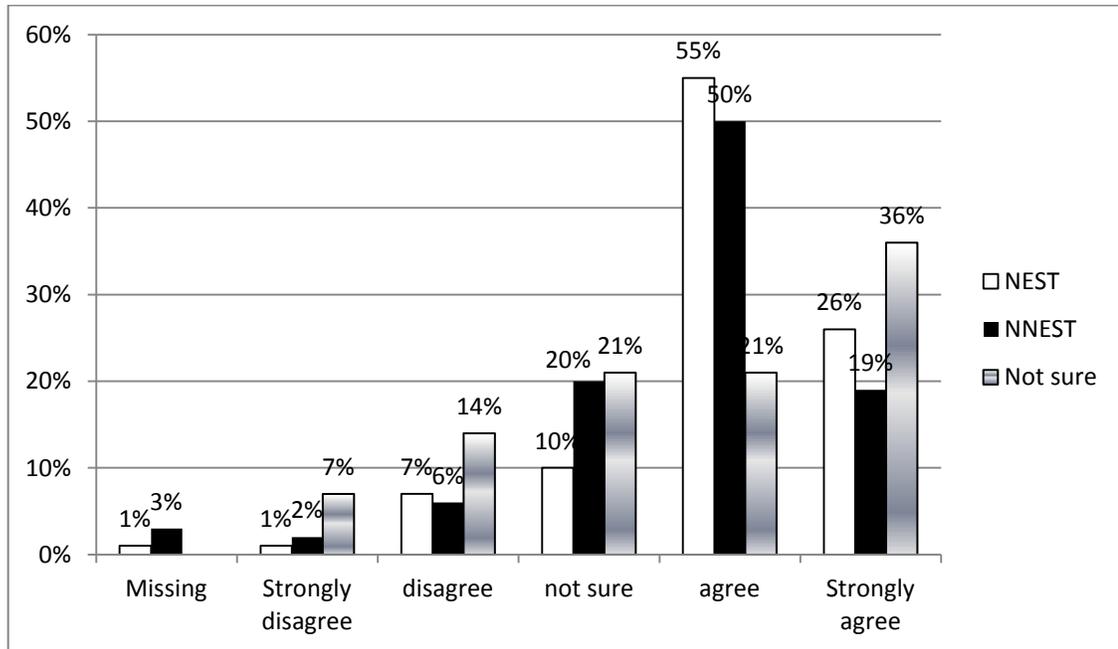
Figure 23 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 20**, *My English teacher is able to simplify difficult material so I can understand it* (N=699).

For item 21, inquiring about the teachers' ability to understand Turkish students' difficulties, there were no significant differences between group means (p=.218). As demonstrated in Figure 24, 31% of NESTs strongly agreed, 44% agreed, 16% were not sure, 6% disagreed, and 1% strongly disagreed. In the NNEST group, 29% strongly agreed, 50% agreed, 13% expressed uncertainty, 5% disagreed, and 2% strongly disagreed. Within the "not sure" group, 7% strongly agreed, 48% agreed, 14% were not sure, 5% disagreed, and 2% strongly disagreed with the statement. According to the determined group means, the NESTs' students (M=3.98) were slightly more positive

about their teachers' ability to understand Turkish students' difficulties in English learning than the NNEST (M=3.95) and the "not sure" (M=3.50) groups of respondents.
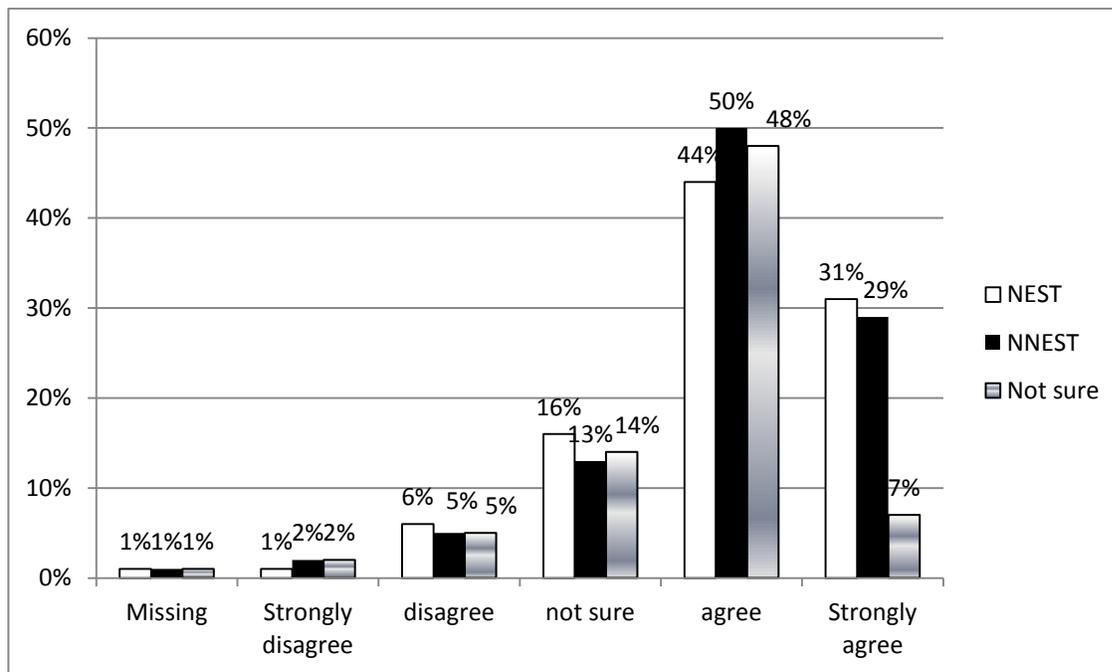
Figure 24 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 21**, *My English teacher understands Turkish students' difficulties in learning English* (N=699).

For the statement *My English teacher teaches in a manner that helps me learn,* responses given by various groups of students were significantly different (p=.003). Furthermore, the LSD test demonstrated a significant difference between the NEST and NNEST group means (p=.002). According to the obtained group means, the NEST (M=3.90), NNEST (M=3.63), and "not sure" (M=3.36) groups were generally positive about the statement 21; however, the students of NESTs showed more positive attitudes than the two other groups of participants. 23% of the NESTs' students strongly agreed, 56% agreed, 13% were not sure, 4% disagreed, and 3% strongly disagreed with the statement. As for the NNEST students, 16% of them strongly agreed, 49% agreed, 24%

stated that they were not sure, 7% disagreed, and 3% strongly disagreed. Within the "not sure" group, 14% of respondents strongly agreed, 43% agreed, 21% expressed uncertainty, 7% disagreed, and 14% strongly disagreed with this Likert-scale item. Percent of responses by four groups of students to item 24 is demonstrated in Figure 25.
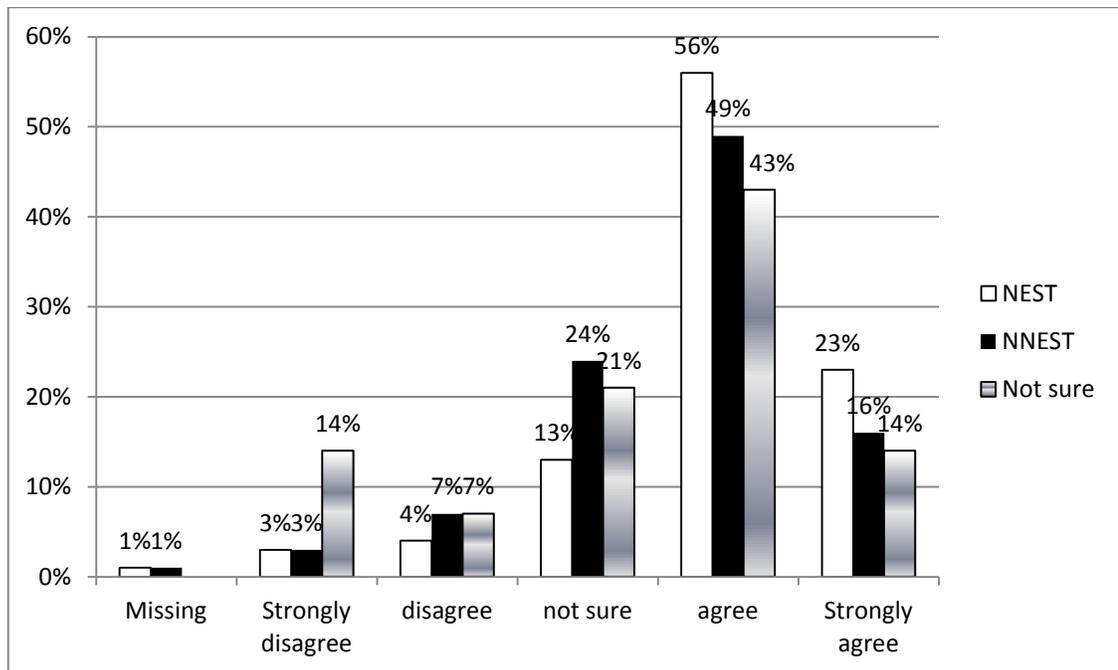

Figure 25 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 24**, *My English teacher teaches in a manner that helps me learn* (N=699).

To item 25, related to the teacher's role as their students' motivator, the differences between the means determined based on the responses of the NEST (M=3.72), NNEST (M=3.57), and "not sure" (M=3.29) groups were not statistically significant (p=.129). According to the abovementioned means, the NEST group's attitudes were slightly more positive than the attitudes of other groups. 21% of the NESTs' students strongly agreed, 44% agreed, 25% were not sure, 5% disagreed, and 3% strongly disagreed with the statement. 17% of the NNEST group strongly agreed, 45% agreed, 22% expressed

uncertainty, 11% expressed disagreement, and 3%-strong disagreement. 14% of the "not sure" group strongly agreed, 29% agreed, other 29% were not sure about the statement, and the rest 29% disagreed with it. Figure 26 provides the percent of various responses obtained from different groups of students to item 24.
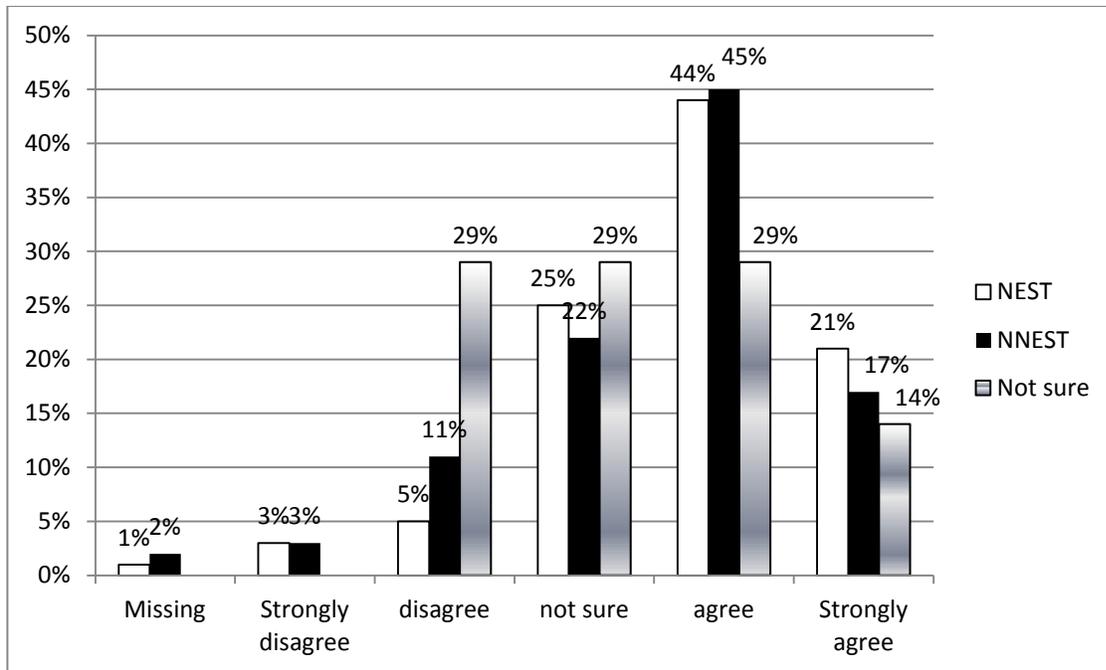
Figure 26 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 25**, *My English teacher motivates me to do my best to learn English* (N=699).

Item 26 asked the participants whether they consider their English teacher to be a good example of the ideal English speaker. The responses provided by the NEST (M=4.22), NNEST (M=3.43), and "not sure" (M=3.50) groups for item 26 were significantly different (p<.001). The post hoc test demonstrated significant differences between the NEST group and the other two groups of participants, between the NEST and NNEST groups (p<.001) and between the NEST and the "not sure" groups (p=.013). The highest numbers of positive responses were obtained from the NEST group, 48% of respondents strongly agreed, 33% agreed, 15% were not sure, and 3% disagreed with the item. As

compared with the NEST group, fewer students in the "not sure" group regarded their teacher as an exemplary English speaker; 36% strongly agreed, 14% agreed, 21% expressed uncertainty, other 21% disagreed, and the remaining 7% strongly disagreed with the statement. The lowest numbers of positive responses for item 26 were provided by the students of the NNESTs; 15% strongly agreed, 38% agreed, 30% were not sure, 12% disagreed, and 4% strongly disagreed with the statement. The percent of students' responses for item 26 is demonstrated in Figure 27.
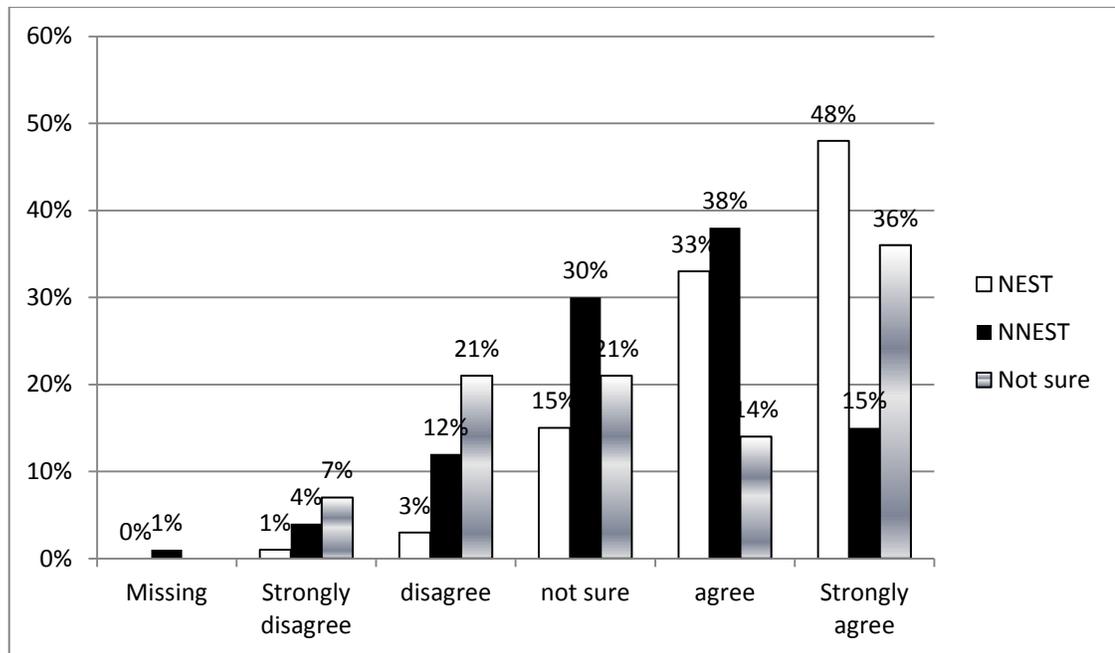
Figure 27 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 26**, *My English teacher is a good example of the ideal English speaker* (N=699).

4.2.1.2. Use of the Turkish Language

Statistical analysis of the participants' responses to item 22, *My teacher sometimes uses Turkish to explain difficult concepts*, determined significant variation between the

groups educated by NESTs and NNESTs (p<.001). The follow-up LSD test revealed significant differences between the NEST and the other two student groups; specifically, between the NEST and NNEST groups (p<.001), and between the NEST and the "not sure" groups (p=.008). According to the information received from the respondents, NNESTs (M=3.52) more frequently used the students' native language than NESTs (M=2.67). As shown in Figure 28, 13% of the NEST group strongly agreed and 27% agreed with item 22, compared to 19% of the NNEST group that expressed strong agreement, and to 46% that expressed agreement. A substantial part of the NEST group, 14% and 35%, disagreed and strongly disagreed, respectively. The "not sure" group (M=3.64) was slightly more positive than the NNEST group; 29% of the "not sure" respondents strongly agreed, 36% agreed, 14% expressed uncertainty, other 14% disagreed, and the remaining 7% strongly disagreed with the statement.
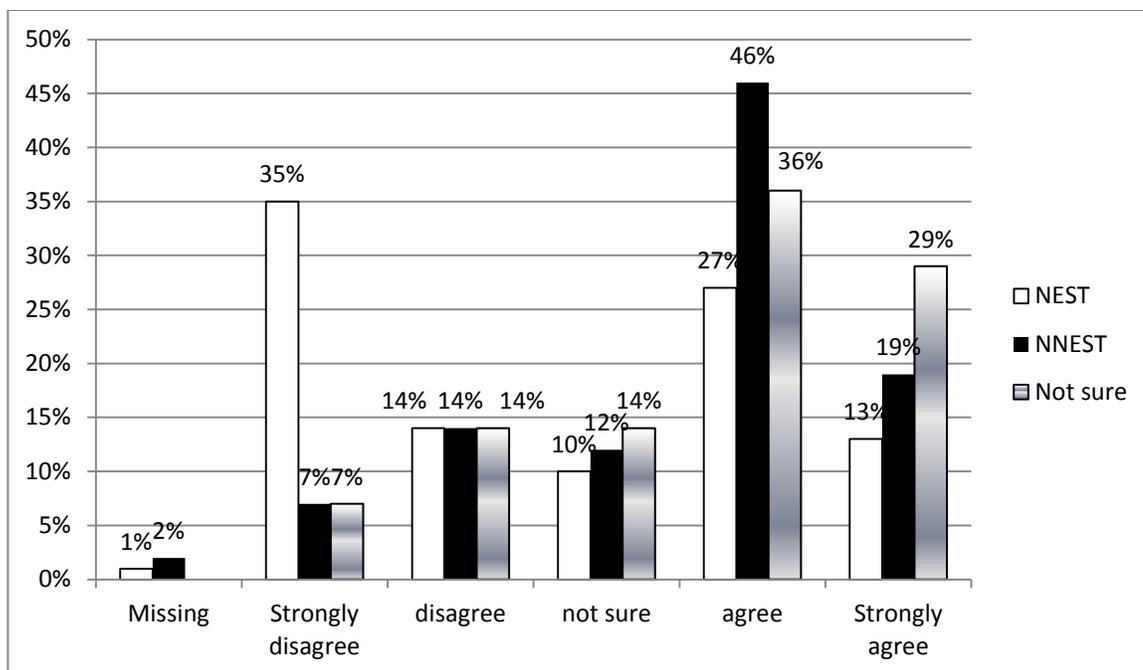
Figure 28 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 22**, *My teacher sometimes uses Turkish to explain difficult concepts* (N=699).

4.2.1.3. Physical Appearance

To the statement 27, inquiring about the teachers' physical appearance, *My English teacher looks like a native speaker of English,* the representatives of the NEST (M=4.38), NNEST (M=3.20), and "not sure" (M=3.57) groups answered significantly differently (p<.001). Post hoc comparisons using Fisher's LSD test indicated that the mean scores between the NEST and the NNEST groups (p<.001), and between the NEST and the "not sure" groups (p=.014) differed significantly. According to the percent distribution demonstrated in Figure 29, most of the NEST group students (70%) responded positively to the statement. The NNEST group provided mixed responses; however, there were more students who responded positively than those who expressed disagreement. To illustrate, 11% of the students educated by NNESTs strongly agreed that their teacher looks like a native English speaker, 34% agreed, 28% were not sure, 18% expressed disagreement, and 7%-strong disagreement with the statement. A

substantial part of the "not sure" group strongly agreed (36%) or agreed (21%) that their teacher looks like a native speaker of English, 14% were not sure about it, 21% disagreed, and 7% strongly disagreed. According to the students' answers in this part of the study, NESTs in some cases can be seen as NNESTs, and NNESTs can be mistaken for native speakers of English by their students. It implies that students' attitudes may at times be tailored to fit their preconceived beliefs about the NEST and NNEST categories.
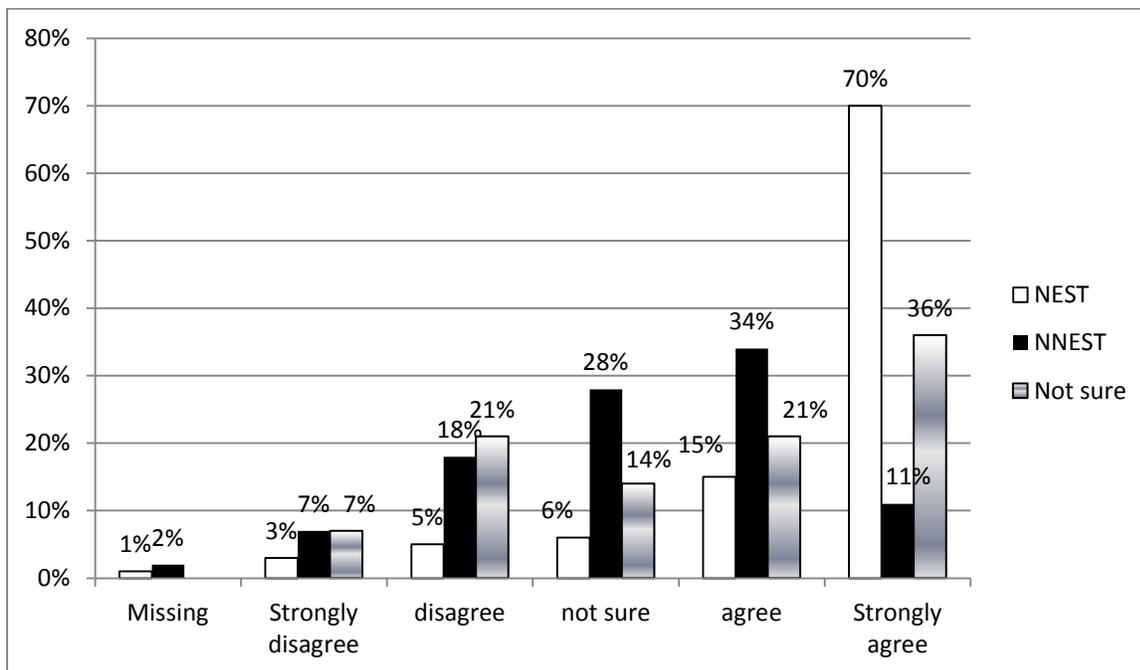

Figure 29 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 27**, *My English teacher looks like a native speaker of English* (N=699).

4.2.1.4. Pronunciation

The next construct explores the students' attitudes related to their teachers' pronunciation. Statistical analysis of data for item 28, *My English teacher sounds like a*

native speaker of English, depicted significant differences between the groups (p<.001). Post Hoc Fisher's LSD showed the NEST group had significantly more positive responses than the NNEST (p<.001) and the "not sure" (p=.003) groups. All other comparisons were not significant. Most of the NESTs' students (M=4.53) acknowledged that their English teacher sounded like a native speaker of English; 73% strongly agreed, 15% agreed, 6% were not sure, 3% disagreed, and 1% strongly disagreed. In students' judgment, some NESTs sounded like nonnative speakers, and vice versa, NNESTs sounded like native speakers (M=3.49). It weighs heavily for the argument offered previously in an attempt to interpret the results for item 27, that students' opinions about their teachers are presumably drawn out of their preconceived beliefs about NESTs and NNESTs. Moreover, students' interpretations may be influenced by the lack of language proficiency and sensitivity to the differences between foreign and native English speakers. As demonstrated in Figure 30, 16% of the NNEST group expressed their strong agreement, 41% moderately agreed, 25% agreed, 14% disagreed, and 2% strongly disagreed. Similar to the NNEST, the overwhelming majority of the "not sure" group agreed with the statement (M=3.64); 29% strongly agreed, other 29% moderately agreed, 21% expressed uncertainty, and the remaining 21% disagreed.
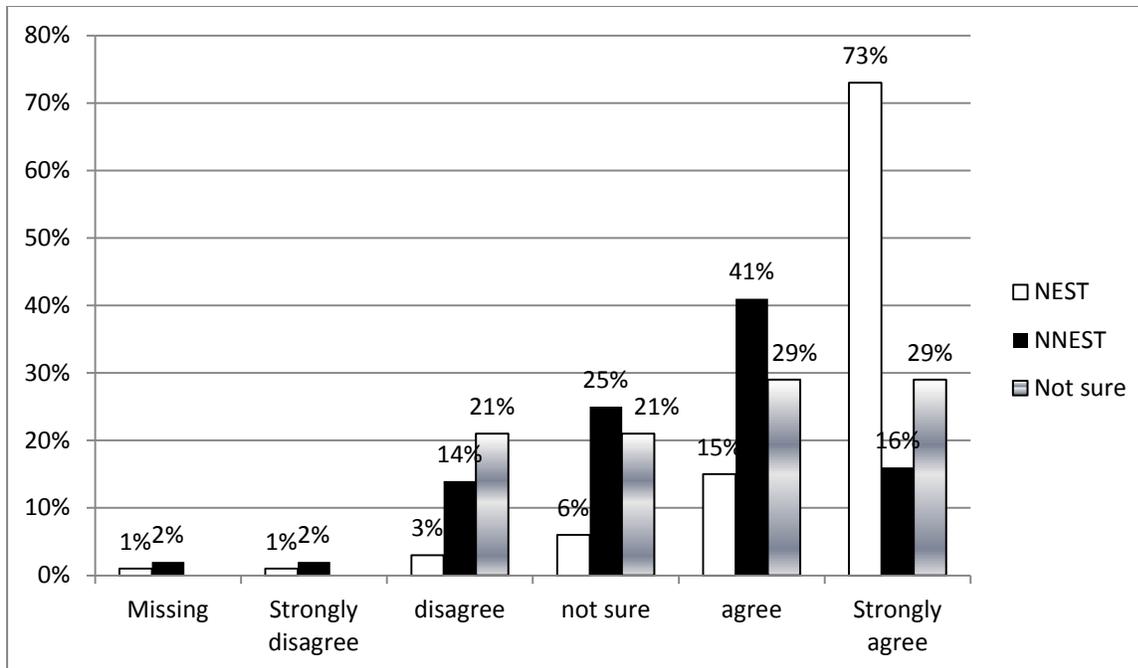
Figure 30 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 28**, *My English teacher sounds like a native speaker of English* (N=699).

To the statement 39, *I understand my English teacher's pronunciation easily,* the answers of the NEST (M=4.27), NNEST (M=4.06), and "not sure" (M=3.50) groups differed significantly (p=.002). As indicated by the follow-up LSD test, comparisons between the NEST and the NNEST (p=.009), the NEST and the "not sure" (p=.003), and the NNEST and the "not sure" (p=.028) group means were statistically significant. The majority of the NEST group affirmed that their teacher's pronunciation does not impede understanding; 42% strongly agreed, 47% agreed, 8% were not sure, and 2% disagreed. The NNEST group's responses were predominantly positive, but slightly less positive than the answers of the NEST group; 32% of them strongly agreed and 54% moderately agreed with the statement that they easily understand their teacher's pronunciation. The "not sure" group was the least positive; 7% expressed strong agreement, 50% agreed, 29% were not sure, and 14% disagreed. The percent of responses by various groups of students to item 39 is demonstrated in Figure 31.
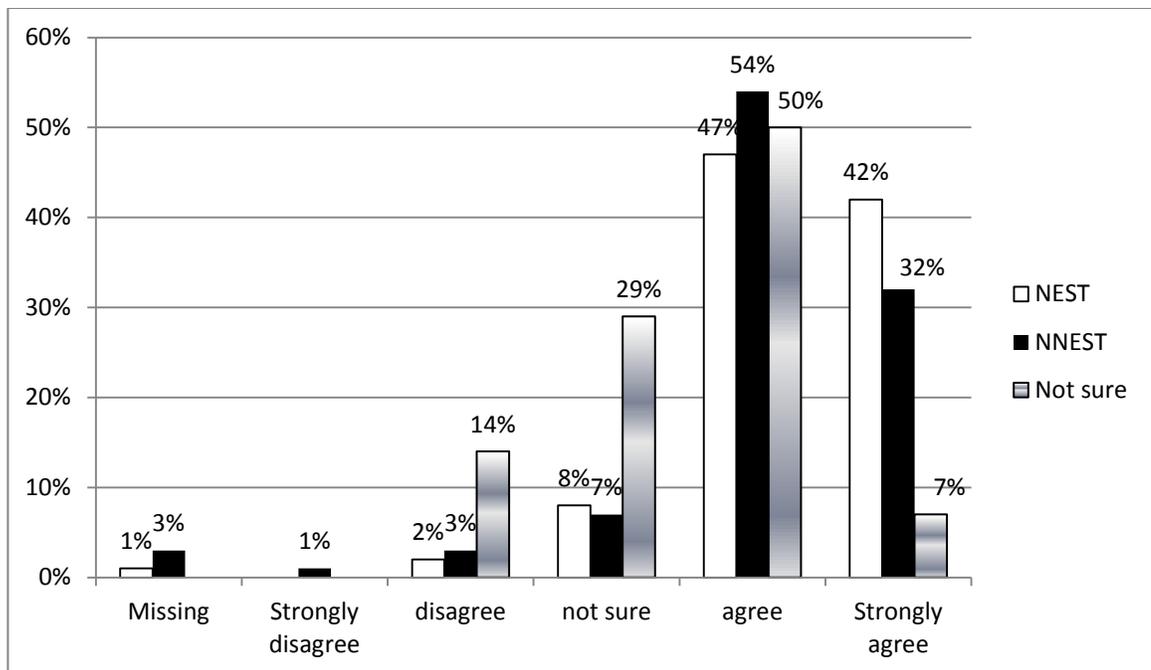
Figure 31 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 39**, *I understand my English teacher's pronunciation easily* (N=699).

Item 40 asked the students to evaluate their teacher's pronunciation. The responses provided by the NEST (M=4.47), the NNEST (M=3.92), and the "not sure" (M=3.71) group in this part of the study were significantly different (p<.001). Fisher's LSD test identified significant differences between the NEST and NNEST (p<.001), and between the NEST and "not sure" (p=.007) group means. No other significant group means comparisons were revealed. According to the percent of various responses (Figure 32), most of the students across the groups positively evaluated their teachers' pronunciation, with the NEST group being the most positive about the issue. Accordingly, 60% of the NEST, 28% of the NNEST, and 36% of the "not sure" group strongly agreed; furthermore, 31% of the NEST, 52% of the NNEST, and 21% of the "not sure" group agreed with item 40. In the NEST group, 7% of the students were not sure about the statement and 1% disagreed with it. In the NNEST group, 12% expressed uncertainty, 4% disagreed, and 1% strongly disagreed. In the "not sure" group, 21% were not sure, and other 21% of respondents disagreed with the statement.
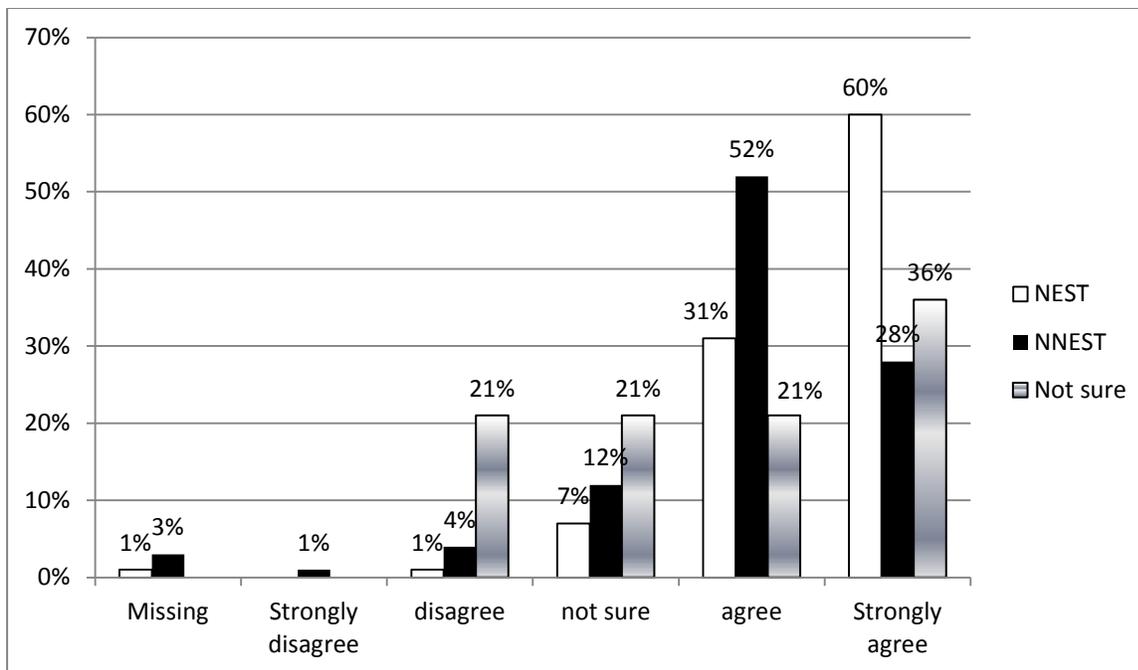
Figure 32 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 40**, *The English pronunciation of my English teacher is good* (N=699).

4.2.1.5. Knowledge of English Grammar and Ability to Teach it

Items 29-32 focused on the teachers' knowledge of grammar and their ability of teaching grammar concepts from the students' viewpoint. Students' responses across various groups to item 29, *My English teacher knows English grammar very well,* differed significantly (p<.001). According to the LSD post hoc test, a significant difference existed only between the NEST and NNEST group means (p<.001). In general, the majority of the NEST (M=4.38), NNEST (M=3.90), and the "not sure" (M=3.93) groups provided positive evaluation of their teachers' knowledge of English grammar, with the NEST group being the most approving of their teachers. To illustrate, 52% of the NEST, 28% of the NNEST, and 29% of the "not sure" group strongly agreed; and 39% of the NEST, 49% of the NNEST, and 43% of the "not sure" group were moderately positive about the issue. Next, 7% of the NEST, 15% of the NNEST, and 21% of the "not sure" groups expressed uncertainty; and the insignificant minority of the NEST (1%), NNEST

(4%), and the "not sure" (7%) groups moderately disagreed with the statement. The percent of students' responses to item 29 is provided in Figure 33.
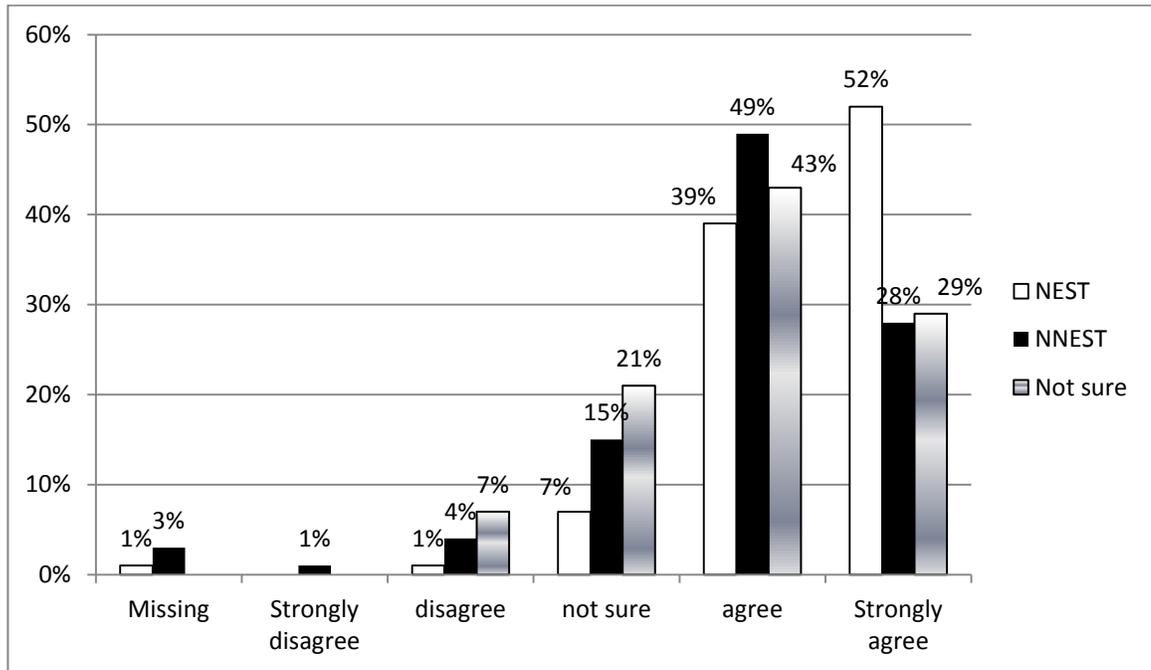

Figure 33 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 29**, *My English teacher knows English grammar very well* (N=699).

Analysis of quantified student attitudes related to the statement 30, *My English teacher sometimes makes grammar mistakes when he/she writes,* revealed significant differences between the groups (p=.009). Furthermore, the post hoc LSD test indicated that the NEST and NNEST group means differed significantly (p=.005). No other significant group means comparisons were revealed. For the most part, students in the NEST (M=1.86), NNEST (M=2.09), and the "not sure" (M=2.36) groups answered in the negative to the statement, with the NEST group being the most disapproving of the statement. To particularize, 42% of the NEST, 29% of the NNEST, 21% of the "not sure" groups strongly disagreed with the statement; and 39% of the NEST, 43% of the NNEST, and 43% of the "not sure" group expressed moderate disagreement. Some of the students in the NEST (11%), the NNEST (18%), and the "not sure" (21%) groups

were not sure whether their teacher makes grammar mistakes in writing or not. Furthermore, 8% of the NEST, 7% of the NNEST, and 7% of the "not sure" group agreed, and 1% of the NEST, 3% of the NNEST, and 7% of the "not sure" groups expressed strong agreement with the statement. Percent of students' responses to item 28 is demonstrated in Figure 34.
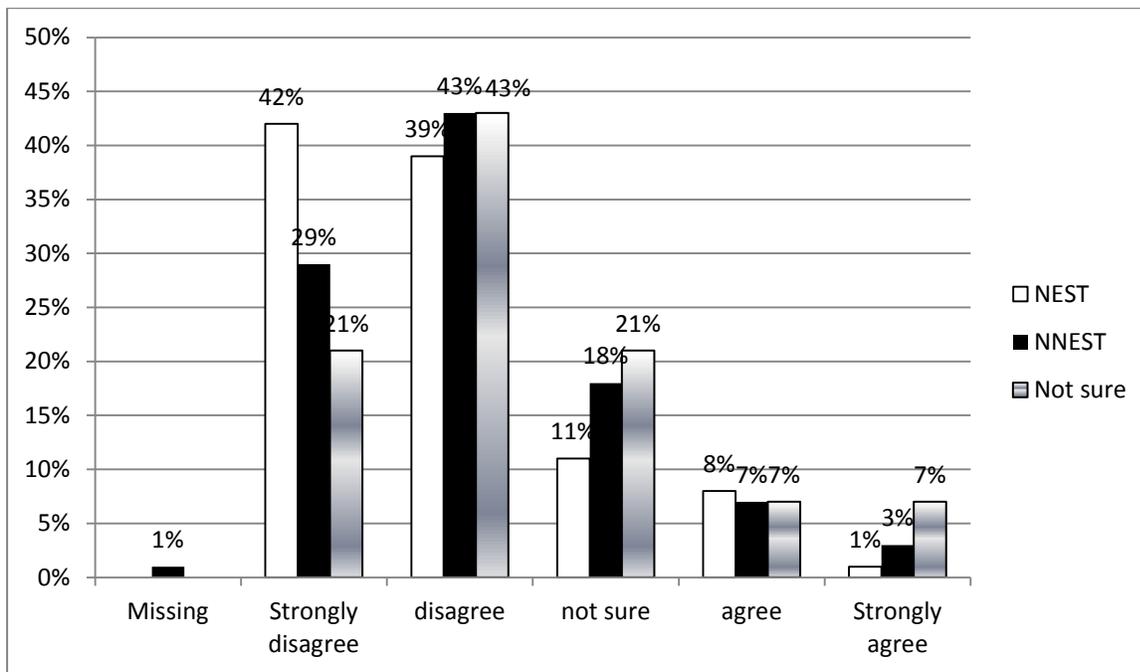
**Figure 34** Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 30**, *My English teacher sometimes makes grammar mistakes when he/she writes* (N=699).

Significantly different results were obtained by item 31, *My English teacher sometimes makes grammar mistakes when he/she speaks* (p<.001). As indicated by the follow-up LSD test, comparisons between the NEST and the NNEST (p<.001), the NEST and the "not sure" (p=.033) group means were statistically significant. Similar to the outcomes for the previous item 30, most of the students in the NEST (M=1.79), NNEST (M=2.17), and "not sure" (M=2.36) groups answered negatively to the statement. To illustrate, 40% of the NEST, 25% of the NNEST, 21% of the "not sure" groups strongly disagreed with the statement; and 44% of the NEST, 42% of the NNEST, and 43% of the "not sure"

group expressed moderate disagreement. Some of the students in the NEST (13%), the NNEST (20%), and the "not sure" (21%) groups were not sure whether their teacher makes grammar mistakes in their oral speech. Finally, 2% of the NEST, 9% of the NNEST, and 7% of the "not sure" group agreed, and 1% of the NEST, 2% of the NNEST, and 7% of the "not sure" groups expressed strong agreement with the statement. Percent of students' responses to item 31 is demonstrated in Figure 35.
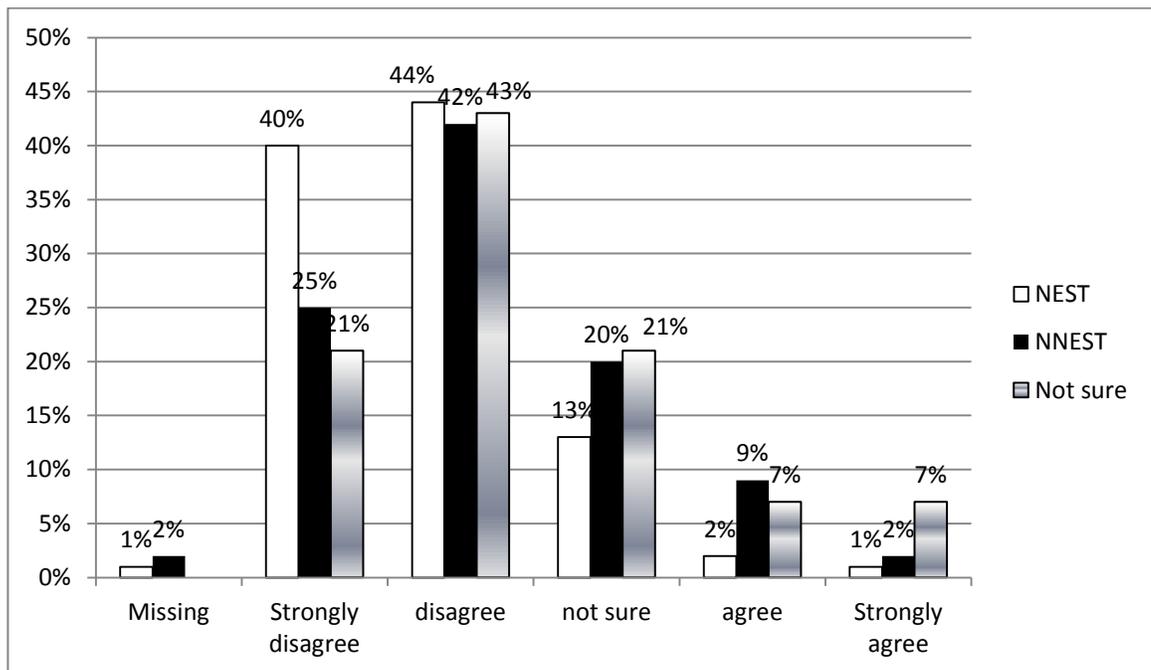

Figure 35 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 31**, *My English teacher sometimes makes grammar mistakes when he/she speaks* (N=699).

There were no significant differences between group means as determined by one-way ANOVA (p=.308) for item 32, inquiring about the teacher's ability to explain grammar rules clearly. The NEST group (M=3.86) demonstrated slightly more positive attitudes than the NNEST (M=3.75), and the "not sure" (M=3.64) groups. Most of the students taught by NESTs and NNESTs and half of the students from the "not sure" group strongly agreed (19%, 18%, 14%, respectively) or moderately agreed (53%, 52%, 36%,

respectively) with the statement. 22% of the NEST, 21% of the NNEST, and 50% of the "not sure" group expressed uncertainty about their English teacher's ability to explain grammatical concepts well. Percent of students' responses to item 32 is shown in Figure 36.
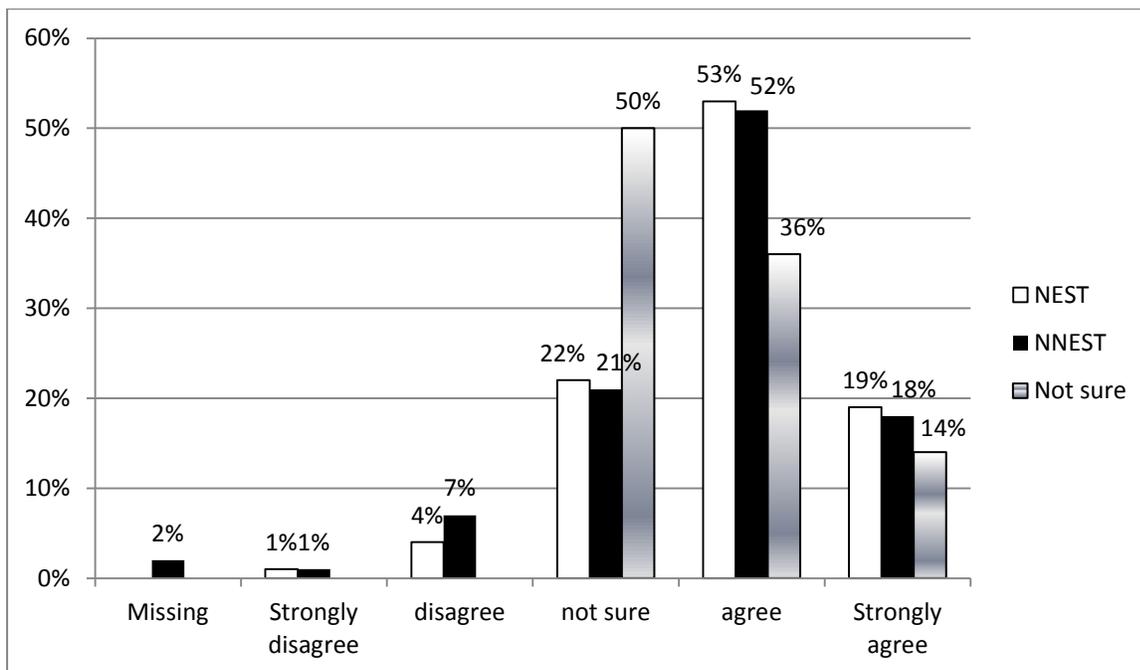
**Figure 36** Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 32**, *My English teacher explains grammar rules very clearly* (N=699).

4.2.1.6. Development of Language Skills

The next set of statements 33-38 of the student questionnaire asked the respondents to evaluate their own progress in various areas of language learning (vocabulary, listening, reading, writing, speaking, and pronunciation) in the classrooms taught by NESTs and NNESTs. The students of NESTs expressed predominantly higher levels of satisfaction with a wide range of experiences and language development than other student groups.

Responses of the NEST (M=3.97), NNEST (M=3.50), and "not sure" (M=3.14) groups to item 33, *I learn a lot of vocabulary with this teacher,* differed significantly between the groups (p<0.001). Post hoc comparisons using Fisher's LSD test indicated significant differences between the NEST and the NNEST group mean scores (p<.001), and between the NEST and the "not sure" group mean scores (p=.004). As demonstrated in Figure 37, 31% of the NEST, 16% of the NNEST, and 7% of the "not sure" group strongly agreed; and 42% of the NEST, 39% of the NNEST, and 36% of the "not sure" group agreed with the statement. A substantial proportion of the NEST (21%), NNEST (30%), and the "not sure" (36%) groups were unsure whether their vocabulary increased. Some of the students appeared to be skeptical of their vocabulary development; 5% of the NEST, 10% of the NNEST, and 7% of the "not sure" group expressed disagreement, and 1% of the NEST, 4% of the NNEST, and 14% of the "not sure" group expressed strong disagreement.
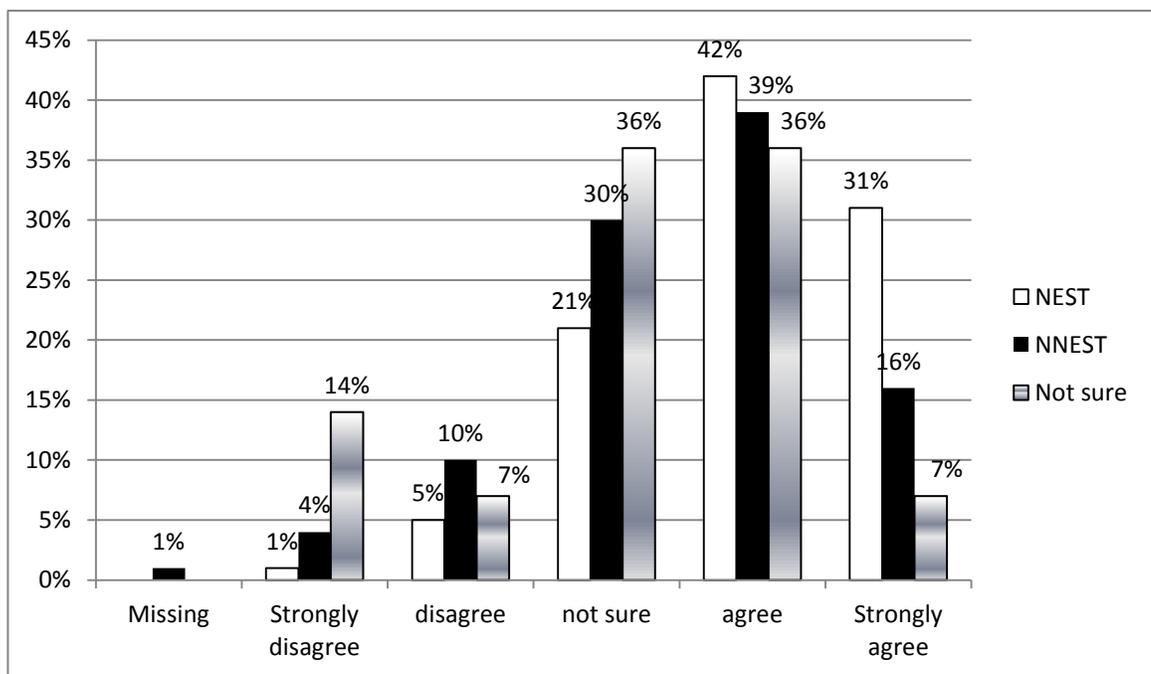
Figure 37 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 33**, *I learn a lot of vocabulary with this teacher* (N=699).

For item 34, *My listening skills are being improved with this teacher,* students'
responses between the groups differed significantly (p<.001). The LSD post hoc
depicted significant differences between two pairs of group means, the NEST and
NNEST (p<.001) and between the NEST and "not sure" (p=.015) group means. No other
significant comparisons related to item 34 were revealed. Against the background of the
predominantly positive attitudes of the NNEST (M=3.41) and the "not sure" (M=3.21)
groups, NESTs' students (M=3.91) proclaimed themselves as the most positively
inclined respondents. To illustrate, 31% of the NEST, 12% of the NNEST and 14% of
the "not sure" group strongly agreed, and 41% of the NEST, 39% of the NNEST, and
29% of the "not sure" groups agreed with item 34. A considerable number of the NEST
(20%), NNEST (35%), and the "not sure" (29%) were unsure of their progress in
listening. Some of the NESTs (5%), NNESTs (10%), and "not sure" (21%) students
disagreed, and strongly disagreed (1%, 3%, 7%, respectively) with the statement. Figure
38 shows the percent of students' answers to item 34.
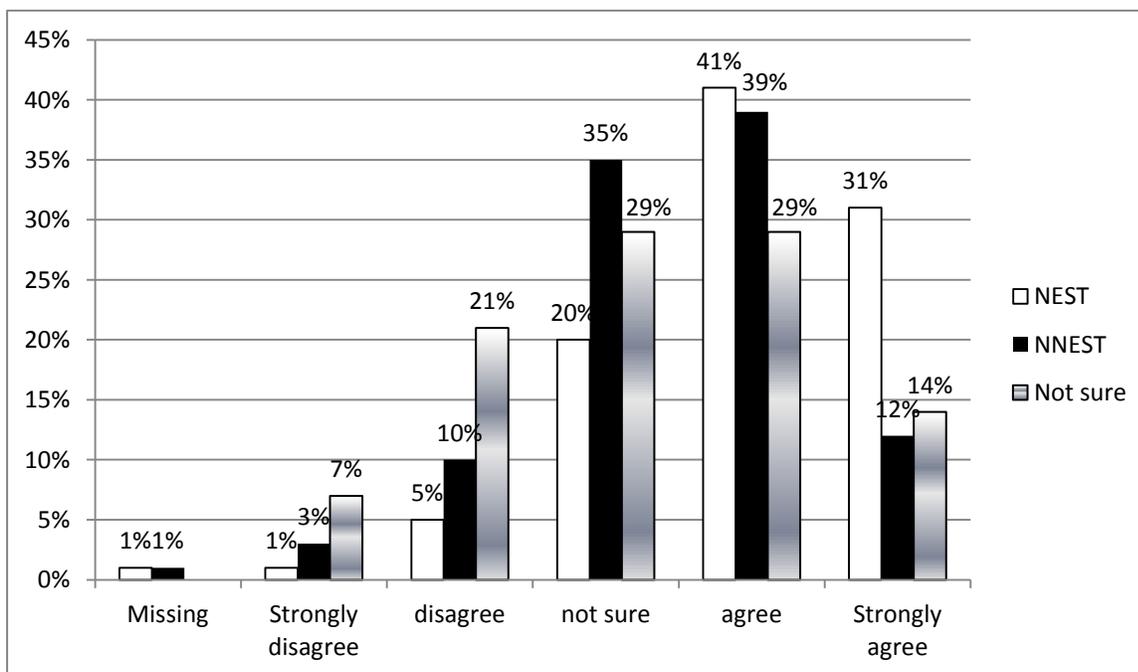
Figure 38 Percent of responses by students from NEST, NNEST, and "not sure" groups
to **item 34**, *My listening skills are being improved with this teacher* (N=699).

Analysis of data for item 35, inquiring about the participants' progress in *reading*, depicted significant differences in the students' reactions (p=.001). The post hoc LSD test indicated that only the NEST and NNEST group means differed significantly (p<.001). No other significant group means comparisons were revealed. For the most part, students in the NEST (M=3.76), NNEST (M=3.47), and "not sure" (M=3.21) groups were moderately approving or unsure of the statement. As illustrated in Figure 39, 18% of the NEST, 13% of the NNEST, and 21% of the "not sure" group strongly agreed that their reading skills are being improved with this particular teacher. Furthermore, 48% of the NEST, 42% of the NNEST, and 21% of the "not sure" group agreed with the statement. A substantial part of the NEST (26%), NNEST (30%), and the "not sure" (29%) groups expressed uncertainty; and some students in those groups disagreed (5%, 11%, 14%, respectively) and strongly disagreed (2%, 3%, 14%, respectively).
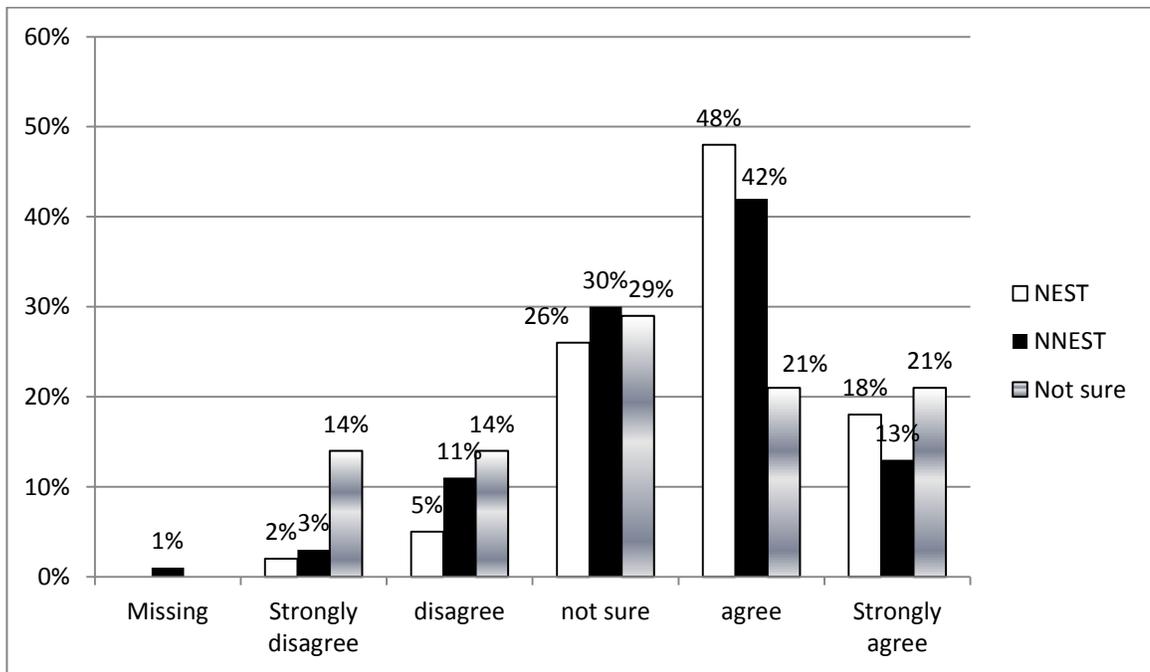
Figure 39 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 35,** *My reading skills are being improved with this teacher* (N=699).

There were no statistically significant differences between group means as determined by analysis for the statement 36, *My writing skills are being improved with this teacher* (p=.562). Regardless of the insignificant variation, the NEST group (M=3.65) reacted slightly more positively than the NNEST (M=3.58) and the "not sure" (M=3.43) groups. 17% of the NEST, 17% of the NNEST, and 14% of the "not sure" group strongly agreed; furthermore, 44% of the NEST, 44%% of the NNEST, and 43% of the "not sure" group moderately agreed with the statement. Similar to the results obtained by the previous language-skill-related items, a considerable number of the NEST (30%), NNEST (26%), and the "not sure" group (21%) were unsure of their progress in writing. Some of the NESTs (6%), NNESTs (10%), and the "not sure" (14%) students disagreed, and strongly disagreed (2%, 2%, 7%, respectively) with the statement. Percent of responses by four groups of students to item 36 is shown in Figure 40.
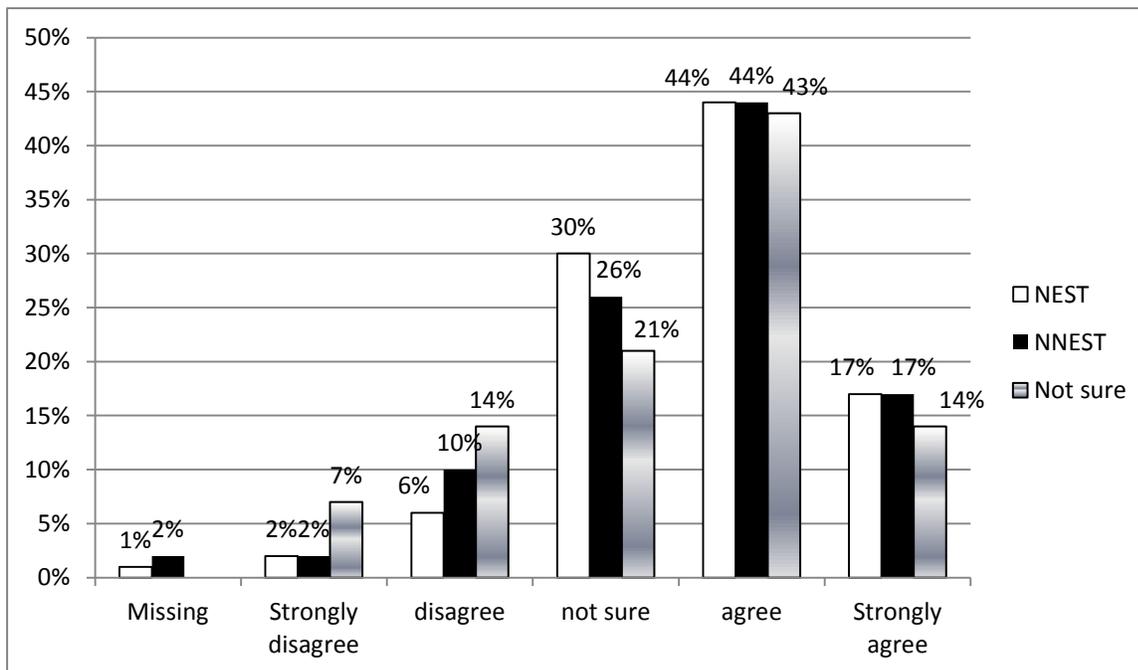
Figure 40 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 36**, *My writing skills are being improved with this teacher* (N=699).

Participants' responses to item 37, *My speaking skills are being improved with this teacher,* were significantly different (p<.001). As indicated by the follow-up LSD test, comparisons between the NEST and the NNEST (p<.001), and the NEST and the "not sure" (p=.007) group means were statistically significant. Similar to the outcomes for the previously analyzed language-skills-related items, the NEST group (M=3.79) evaluated their progress in speaking more positively than the NNEST (M=3.35), and the "not sure" (M=3.00) groups. To illustrate, 27% of the NEST, 12% of the NNEST, 7% of the "not sure" groups strongly agreed with the statement; and 37% of the NEST, 37% of the NNEST, and 29% of the "not sure" group expressed moderate agreement. A considerable number of the NEST (27%), NNEST (33%), and the "not sure" (36%) were unsure of their progress in speaking. Some of the NESTs (6%), NNESTs (14%), and "not sure" (14%) students disagreed, and strongly disagreed (2%, 3%, 14%, respectively) with the statement. Percent of students' responses to item 37 is demonstrated in Figure 41.
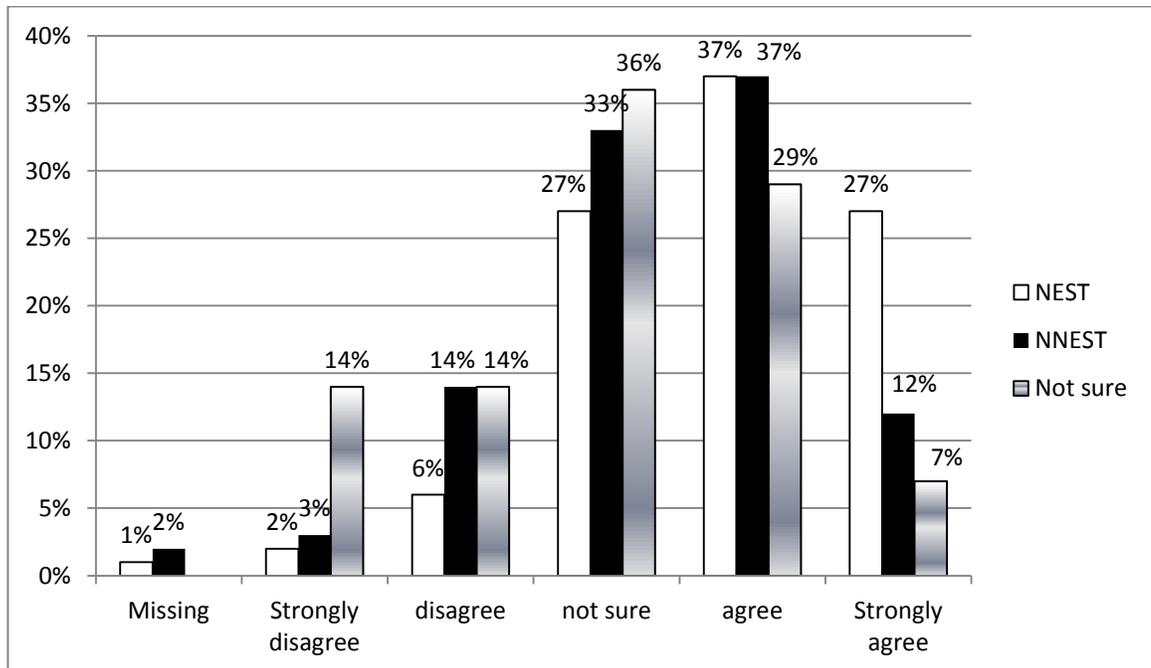
Figure 41 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 37**, *My speaking skills are being improved with this teacher* (N=699).

To item 38, *My pronunciation is being improved with this teacher,* the students' responses across groups differed significantly (p<0.001). The post hoc LSD test's comparisons indicated significant differences between the NEST and NNEST group means (p<.001), and between the NEST and the "not sure" group means (p=.007). For the most part, students in the NEST (M=3.96), NNEST (M=3.42), and the "not sure" (M=3.21) were moderately approving or unsure of their pronunciation improvement. As illustrated in Figure 42, 34% of the NEST, 13% of the NNEST, and 21% of the "not sure" group strongly agreed that their pronunciation improved with this particular teacher. Furthermore, 40% of the NEST, 39% of the NNEST, and 14% of the "not sure" group agreed with the statement. A substantial part of the NEST (17%), NNEST (32%), and the "not sure" (36%) groups expressed uncertainty; and some of the students in those groups disagreed (5%, 12%, 21%, respectively) and strongly disagreed (2%, 2%, 7%, respectively).
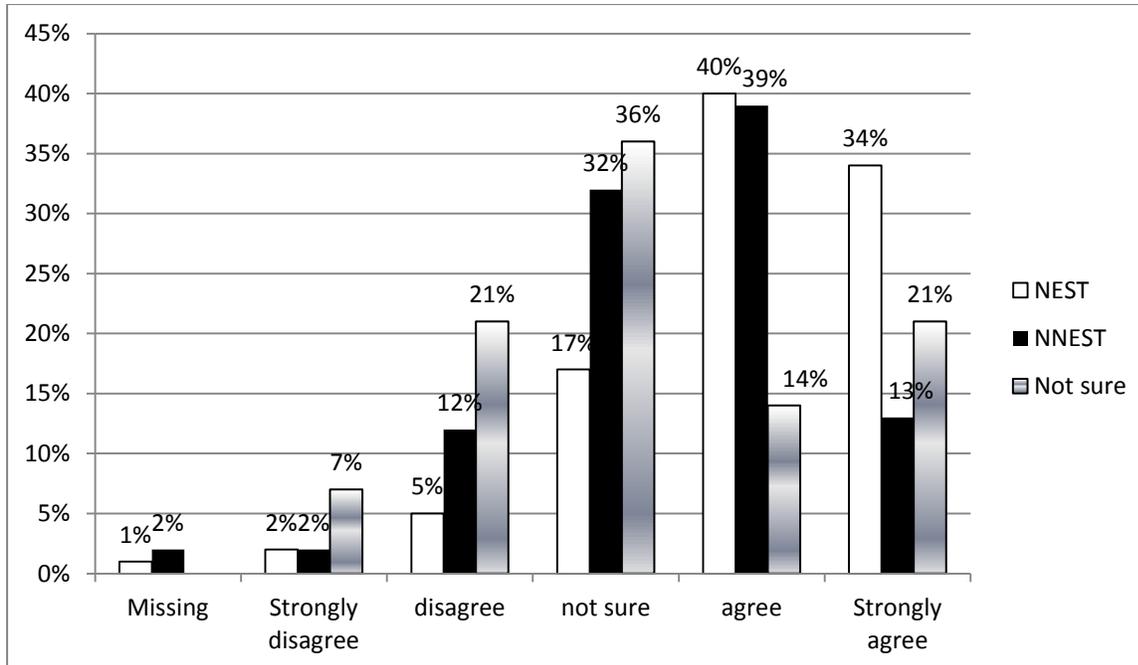
Figure 42 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 38**, *My pronunciation is being improved with this teacher* (N=699).

To the final statement in this section, item 23, focusing on the culture element in a foreign language course, the participants' responses differed significantly (p<.001). The post hoc LSD test showed significant differences between the NEST and NNEST (p<.001), and the NEST and "not sure" (p=.002) group means. Investigation of the students' numerical data revealed that the NEST group get considerably more information about culture of English-speaking countries (M=3.62) than the NNEST (M=2.92), and the "not sure" (M=2.64) groups. As demonstrated in Figure 43, 26% of the NEST, 16% of the NNEST, and 7% of the "not sure" group expressed strong agreement, and 43% of the NEST, 40% of the NNEST, and 43% of the "not sure" group expressed moderate agreement with the statement. A substantial part of the NEST (21%), NNEST (29%), and the "not sure" (21%) groups expressed uncertainty; and some students in those groups disagreed (6%, 11%, 21%, respectively) and strongly disagreed (3%, 3%, 7%, respectively).
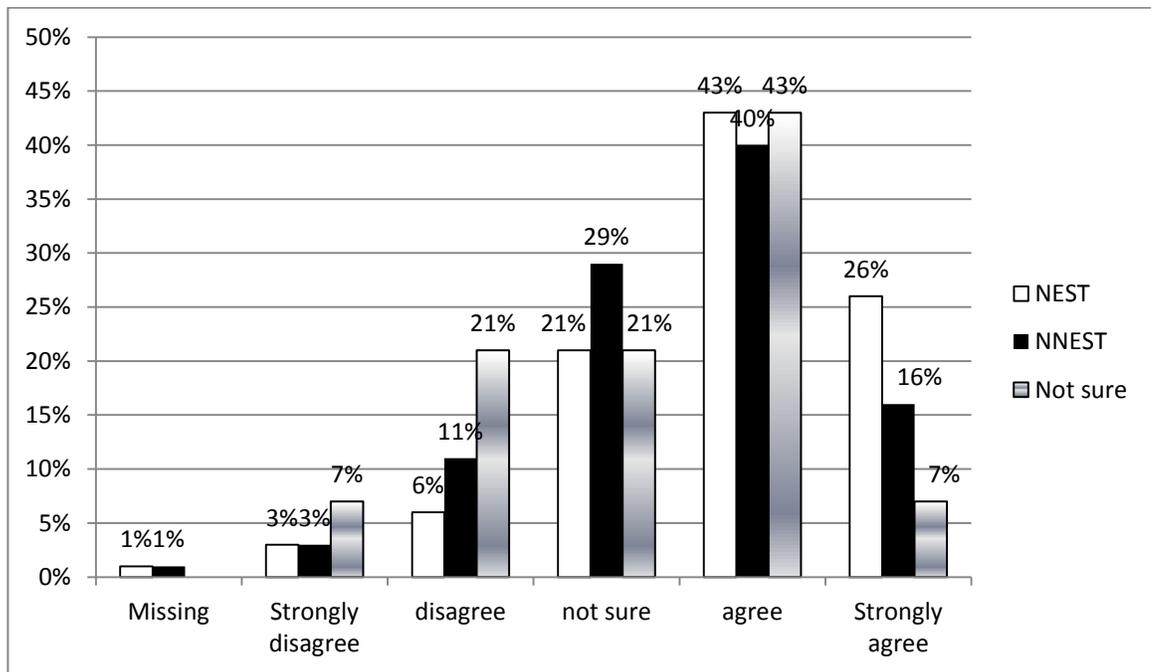
Figure 43 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 23**, *I learn a lot about culture of English-speaking countries with this teacher* (N=699).

4.2.1.7. Discussion and Conclusions

As determined by the one-way ANOVA, out of 36 student questionnaire Likert scale items, the majority of which were processed in this part of the study, significant differences between various group means were found in 81% of cases. Moreover, the Fisher's LSD post hoc test depicted statistically significant differences between the NEST and NNEST group mean scores in all cases (100%), between the NEST and the "not sure" group mean scores in 68% of cases, and between the NNEST and the "not sure" group mean scores in 7% of cases. The following part provides the summary of outcomes obtained in an attempt to answer the sub-question 1, inquiring about the students' attitudes to their current English teacher, of the research question 2, focusing on the students' general perspectives on NESTs and NNESTs.

The students instructed by NESTs expressed higher levels of satisfaction with a wide range of learning experiences and language development than other student groups. Although generally lower mean values were obtained for NNEST teachers, students' attitudes to NNESTs were positive. Similarly, more positive students' attitudes to NESTs than to NNESTs were revealed by Moussu (2006); furthermore, she noted that students' attitudes to NNESTs were also generally positive, which strongly corroborates the results obtained by the present study. In the present context, within the NEST group, the highest means were obtained by items 13, *My English teacher is a good English teacher* (M=4.33)*,* 15, *I would recommend a friend to take a class with this teacher* (M=4.08), 17, *My English teacher is the kind of teacher I expected to have here* (M=4.08), and 26, *My English teacher is a good example of the ideal English speaker* (M=4.22), measuring students' satisfaction levels with their teacher. High percentage of the NEST students' positive responses were revealed for items 39, *I understand my English teacher's pronunciation easily* (M=4.27), 40, *The English pronunciation of my English teacher is good* (M=4.47), and 29, *My English teacher knows English grammar very well* (M=4.38). Within the NNEST group, the highest scores related to items 13*, My English teacher is a good English teacher* (M=3.91) and 21, *My English teacher*

understands Turkish students' difficulties in learning English (M=3.95). Similar to the results for the NEST students, the highest scores within the group instructed by NNESTs were elicited by items 39, *I understand my English teacher's pronunciation easily,* (M=4.06), 40, *The English pronunciation of my English teacher is good* (M=3.92), and 29, *My English teacher knows English grammar very well* (M=3.90) (Table 21). The abovementioned findings indicate high levels of students' satisfaction with NNESTs' pronunciation, which is at variance with the NNESTs' self-perceived pronunciation quality, frequently criticized by them.

Table 21 Significance values and means of NEST, LNNEST, and "Not sure" student groups' responses to student questionnaire items 13-21, 24-25, 22, 27-28, 39-40, 29-32, and 33-38 (N=699; NEST=207; NNEST=478; "not sure"=14)

Student questionnaire statements	Sig.	NESTs	NNESTs	Not sure
English teacher appreciation				
13. My English teacher is a good English teacher.	.000	M=4.33	M=3.91	M=3.79
14. I would enjoy taking another class with this English teacher.	.000	M=3.99	M=3.61	M=3.00
15. I would recommend a friend to take a class with THIS teacher.	.000	M=4.08	M=3.62	M=3.43
16. My English is improving a lot with this teacher.	.000	M=3.95	M=3.63	M=3.21
17. My English teacher is the kind of teacher I expected to have here.	.000	M=4.08	M=3.69	M=3.50
18. My English teacher is an ideal teacher for me.	.003	M=3.80	M=3.53	M=3.21
19. My English teacher explains difficult concepts well.	.023	M=3.91	M=3.70	M=3.50
20. My English teacher is able to simplify difficult material so I can understand it.	.005	M=3.99	M=3.71	M=3.64
21. My English teacher understands Turkish students' difficulties in learning English.	.218	M=3.98	M=3.95	M=3.50
24. My English teacher teaches in a manner that helps me learn.	.003	M=3.90	M=3.63	M=3.36
25. My English teacher motivates me to do my best to learn English.	.129	M=3.72	M=3.57	M=3.29
26. My English teacher is a good example of the ideal English speaker.	.000	M=4.22	M=3.43	M=3.50
Use of the Turkish language				
22. My teacher sometimes uses Turkish to explain difficult concepts.	.000	M=2.67	M=3.52	M=3.64
Physical appearance				
27. My English teacher looks like a native speaker of English.	.000	M=4.38	M=3.20	M=3.57
Pronunciation				
28. My English teacher sounds like a native speaker of English	.000	M=4.53	M=3.49	M=3.64
39. I understand my English teacher's pronunciation easily.	.002	M=4.27	M=4.06	M=3.50
40. The English pronunciation of my English teacher is good.	.000	M=4.47	M=3.92	M=3.71
Knowledge of English grammar and ability to teach it				
29. My English teacher knows English grammar very well.	.000	M=4.38	M=3.90	M=3.93
30. My English teacher sometimes makes grammar mistakes when	.009	M=1.86	M=2.09	M=2.36

337

Table 21 (continued)

he/she writes.				
31. *My English teacher sometimes makes grammar mistakes when he/she speaks.*	.000	M=1.79	M=2.17	M=2.36
32. *My English teacher explains grammar rules very clearly.*	.308	M=3.86	M=3.75	M=3.64
Development of Language Skills				
33. *I learn a lot of vocabulary with this teacher.*	.000	M=3.97	M=3.50	M=3.14
34. *My listening skills are being improved with this teacher.*	.000	M=3.91	M=3.41	M=3.21
35. *My reading skills are being improved with this teacher.*	.001	M=3.76	M=3.47	M=3.21
36. *My writing skills are being improved with this teacher.*	.562	M=3.65	M=3.58	M=3.43
37. *My speaking skills are being improved with this teacher.*	.000	M=3.79	M=3.35	M=3.00
38. *My pronunciation is being improved with this teacher.*	.000	M=3.96	M=3.42	M=3.21
Culture				
23. *I learn a lot about culture of English-speaking countries with THIS teacher.*	.000	M=3.62	M=2.92	M=2.64

Firstly, the students' general expectations and the level of appreciation of their English teacher were investigated. Analysis of responses in this part of the study indicated overall high levels of students' satisfaction with their English instructor's professional qualities and abilities; however, the NEST group demonstrated slightly more positive attitudes to their teachers than the NNEST and the "not sure" groups. The general tendency was not affected even by item 21, where the NEST and NNEST groups evaluated their teachers' ability to understand Turkish students' equally high that undermines the idea supported by the students and the teachers' interview responses and the previous research results (McNeill, 2005; Pacek, 2005; Lipovsky and Mahboob, 2010; Tatar & Yıldız, 2010) that local NNESTs are generally perceived as more empathetic to students' difficulties than NESTs.

Secondly, the study aimed at analyzing the students' attitudes to their teacher's use of Turkish in the classroom. According to the students' responses, NNESTs used the students' native language for explanations more frequently than NESTs. Similarly, Inceçay and Atay (2008), having compared NEST and NNEST's teaching behaviors, reported that the use of L1 was one of the major peculiarities of NNEST's classroom. In fact, code-switching was perceived by the authors as obstructing students' L2 production, since in the Turkish NNEST's classroom the learners tended to switch to L1 as soon as they encountered a difficulty in the target language; however, in the presence of a NEST they did their best to proceed in L2.

Thirdly, results of the inquiry for the teachers' physical appearance construct showed that NESTs in some cases were seen as NNESTs, and NNESTs were mistaken for native speakers of English by their students. It was suggested that students' attitudes to NESTs and NNESTs may at times be modified to fit their predetermined beliefs about the NEST and NNEST categories. Fourthly, statistical analysis of data for the construct focusing on the English teacher's pronunciation, elicited predominantly positive evaluation scores across the groups, with the NEST group adhering to the most positive attitudes to their teacher's pronunciation. The overwhelming majority of students affirmed that their teacher's pronunciation does not impede their understanding of things. Interestingly, for the item 28, inquiring if the teacher sounds like a native speaker, some respondents

claimed that their nonnative English-speaking teacher sounded like a native speaker, and vice versa, their native English-speaking teacher sounded like a nonnative speaker. Similar to the conclusions made for the previously discussed teacher's physical appearance construct, it was suggested that students' opinions about NESTs and NNESTs are presumably educed from their preconceived beliefs about these categories, for example, preset ideas of how these particular types of teachers should look and sound like. Moreover, students' misinterpretations may be due to the lack of the English language proficiency and sensitivity to the differences between foreign and native language speakers.

Taking into consideration that the majority of self-defined NESs (66%) and NNESs (73%) in the previous part of the study assumed that their students perceived them in the same way, the abovementioned findings may be interpreted as an evidence of the gap between self-defined identity (i.e. self-categorization outcomes), and perceived identity (i.e. person's identifications made by others) (Louw-Potgieter & Giles, cited in Inbar-Lourie, 2005). However, according to the results obtained by Inbar-Lourie's study (ibid.), self-assigned and perceived native speaker identity involved fewer discrepancies than self-ascribed and perceived nonnative speaker identity. The author claimed that significant differences between self-ascribed native/nonnative and perceived identities were detected in all cases. Although there were very few discrepancies between native self-identity and its perceived ascription, except for the cases similar to the one when a self-ascribed native speaker from Pakistan was categorized as a nonnative speaker of English, considerable gaps were reported between nonnative self- and perceived categorization. In fact, Inbar-Lourie's (ibid.) analysis revealed a hierarchy of participants' responses ascribing native English-speaker or nonnative English speaker identity to the ones' categorizing themselves as nonnative speakers of English. Thus, out of the three groups, NESTs, NNESTs, and their students, the student group, followed by the NNEST group, appeared to be the most likely to perceive NNESTs as native speakers even though they identified themselves as nonnative ones. In other words, self-perceived NNESs were sometimes erroneously assigned to the native English-speaker category by non-members of the NES group, i.e. students and NNESTs; however, the NES group members usually could unmistakably define them as nonnative speakers.

The major reasons provided for the gap between self-ascribed and perceived identities were accent, language knowledge, and perceiver's lack of knowledge associated with native speaker competences. For example, it was stated that students frequently do not understand the difference between NESTs and NNESTs.

Analysis for the fifth construct, dealing with the teacher's knowledge of English grammar and ability to teach it, yielded predominantly positive evaluation remarks across various student groups, with the NEST group being the most approving of their teachers' grammar knowledge and grammar teaching skills. These results contradicted the previous findings by Mahboob (2004), Benke and Medgyes (2005), Lasagabaster and Sierra (2005), and Lipovsky and Mahboob (2010), and also the teacher and student participants' interview comments depicting NNESTs as more appreciated grammar instructors than NESTs. Statements 30-31, asking respondents whether their teachers make grammatical mistakes in writing and speaking, indicated higher levels of trust and confidence in teachers' grammatical knowledge within the NEST group than within the two other groups, which corroborates the teachers and students' statements that NESTs are perceived as more trustworthy by the students in terms of language use and correctness than NNESTs.

The sixth construct based on the students' evaluation of their progress in various areas of language learning in the classrooms taught by NESTs and NNESTs. In the present context, the highest satisfaction levels inside the NEST group related to vocabulary learning, listening, and pronunciation development that corroborated Lasagabaster and Sierra's (2005) participants' preferences for NESTs in these areas and corresponded to the high levels of comfort reported by the NEST participants for teaching vocabulary (M=4.61), listening (M=4.50), and pronunciation (M=4.61). As for the NNEST group, the highest satisfaction levels were achieved in writing and vocabulary learning, which corresponded to their moderately high perceived comfort levels for teaching writing (M=4.42) and vocabulary (M=4.19), and contradicted the teacher's idea of NNESTs as having problems with vocabulary teaching, especially with collocations and idiomatic language. The lowest score was assigned to the NNEST students' learning of the target language culture, which corroborated NNESTs' self-perceived lower levels of comfort

341

in teaching culture (M=3.78) and teacher participants' perceptions of NNESTs, also reported by Atay (2005), as lacking knowledge of the cultural implications associated with English.

4.2.2. Students' General Beliefs about NESTs and NNESTs

The sub-question 2 of the research question 2 was aimed at examining students' general attitudes to native and nonnative English teachers. Firstly, by analyzing data elicited by an open-ended question 49 of the student questionnaire, the participant' beliefs about the major personal and professional characteristics of a good English teacher were determined. Secondly, students' responses obtained by Likert scale statements 41, 43, and 45-48 and the interview question 1, asking participants to explain the differences between NESTs and NNESTs, were analyzed. Thirdly, the investigation proceeded to students' general preferences for NESTs or NNESTs, obtained by question 3 of the student interview, asking the participants about the types of English teachers they would employ if they were in charge of teacher recruitment at a university in Turkey. Finally, students' beliefs, collected through the questionnaire items 42, 44, and the interview question 2, focusing on various influences of foreign teachers' knowledge of students' native language and culture on the foreign language classroom procedures were discussed.

4.2.2.1. Students' Beliefs about Qualities of a Good English Teacher

An open-ended student questionnaire item 49 asked the respondents to specify some qualities that in their opinion make a good English teacher. In total, 325 (46%) participants out of 699 opted to answer this question; they provided 839 tokens incorporating 131 various qualities of a supposedly good English teacher. All stated qualities were conventionally divided into seven broad categories, the majority of which, similar to the analysis of English instructors' believes about effective teaching, replicated the categories built on the previous studies (Dinçer et al., 2013): *pedagogical knowledge* (36%)*, socio-affective skills* (16%)*, English proficiency* (16%) and *culture-related implications* (3%), falling within a more wide-ranging *subject-matter knowledge*

category, and *personality characteristics* (15%). Moreover, investigation of the derived qualities generated two additional categories, i.e. *NEST/NNEST-related implications* (7%) and *L1-related implications* (7%) (Appendix Q). The most frequently emphasized features generally pertained to the teacher's pedagogical knowledge, socio-affective skills, and English proficiency. An ability to make lessons entertaining and interesting (7%), to teach others (4%), to explain material based on the students' level of English (3%), to explain difficult concepts in an intelligible and easy way (3%), and to focus on students' speaking skills development (3%) emerged as the most appreciated pedagogical qualities. As mentioned above, respondents prioritized the entertainment value of the lesson; they argued that a good teacher should provide interesting content, attention-grabbing activities, and appealing materials, and should also behave in a certain way to relieve the boredom of the lesson. For instance:

"The lesson should not be boring. A teacher should entertain students through mimics, gestures, etc."
"Teacher should teach what she wants to teach without getting students bored."
"Teachers should keep in mind that we don't know English, and we have hard times understanding it. So, they should teach English in a way that would help us remember without getting fed up."
"The teacher should put some fun into the lesson. He should encourage his students to willingly attend the class."
"He should do his lesson in a funny and active way. He should bring extra resources to the class."
"He should motivate the students and not allow them to lose their focus by foreseeing such moments. He should be fun while teaching."
"The teacher should encourage students to join the lesson in an enjoyable atmosphere. The teacher should be interactive."

The most popular individual traits, according to the students, guaranteeing teacher's effectiveness were patience (3%) and affection for the job (2%). Besides, it was stated that a good English teacher should possess certain socio-affective skills, especially an ability to empathize with students (5%), for example:

"She should think that I may have difficulty learning a subject as she had difficulty learning a subject just like me and she should teach regarding that idea."
"My most important expectation from a good teacher is to understand students' feelings."

In addition, being able to encourage students' motivation (2%), to build and maintain positive relationships in the classroom (1%), and to fully understand students' needs

343

(1%) were frequently identified as the most essential qualities of a good English teacher. For instance:

"Teacher's relationship with students should be good. Teacher should help them when they don't understand."
"He should treat students in a positive way."
"He should be a friend to students, not just a teacher."
"He should give everything for the success of his students. He should be honest and communicate with students outside the classroom."

Furthermore, a good English teacher most frequently was expected to have a good pronunciation (5%), a high level of proficiency in English (3%), excellent speaking skills (2%), and superior knowledge of English grammar (2%). A number of students claimed that a good teacher should be able to speak Turkish to explain the complicated word meanings and to clarify difficult grammar concepts (3%). To illustrate:

"She should definitely use Turkish when it's needed, especially at lower levels."
"She should explain the incomprehensible parts in Turkish."
"She should teach some harder grammatical patterns in Turkish."
"I don't see any harm in explaining difficult terms in Turkish."
"Foreign teachers should learn Turkish better before starting teaching, because I may not understand them completely."
"He shouldn't teach English by speaking English, I'm against it. Sometimes lessons should be taught in Turkish."
"An English teacher whose mother tongue isn't Turkish, cannot speak Turkish, but she should understand what is spoken, especially grammar rules. The teacher, who doesn't speak Turkish, cannot help us."
"When students have difficulties understanding English, the teacher should make it clear in Turkish. Sometimes the teacher should adapt to the students' requirements."

Interestingly, most of the respondents giving importance to the teachers' proficiency in Turkish were not the lower proficiency level groups, presumably experiencing difficulties understanding explanations in English, but intermediate and upper-intermediate students. In addition, a strongly opposed opinion that a good English teacher should use exclusively English in the classroom was expressed, but was slightly less popular among the participants (2%).

"She should have an ability to explain every word in English."
"He should never speak Turkish during the class, should not reply Turkish questions, because you learn a language by speaking."
"He should speak well, and he shouldn't speak Turkish."

Some respondents used the notion of a native speaker as basis for their interpretations of the determinative qualities making a good English teacher. So, an idea that a good English teacher should be a native speaker of English was put forward 18 times that represented 2% of all elicited responses in this part of the study; 14 times (77%) this idea was advanced by the students of NESTs, and 4 times (23%) by the students of NNESTs. The following are some examples:

"His mother tongue should be English."
"I think the only way is a native speaker. You cannot teach English by speaking English during the classes, and speaking Turkish during the breaks. It would be a complete focusing problem."
"He should be a native speaker if possible."
"Because I repeated a term, I changed eight teachers, and I can say that young and foreign were more beneficial."
"I want to have a native English teacher, because it is useful for us. Her pronunciation and speaking skills help us improve our target language."
"The teacher's native language must be English."
"She should be a native speaker of English who can speak Turkish, but she shouldn't impose her culture or her accent on the students."
"To learn the accents and such you need a foreign teacher, but some subjects should be taught by a Turkish teacher, like grammar. Other than that, a foreign teacher would be better, because they live in that language."
"It's better if a teacher is a native speaker. Turkish teachers might be understandable, but a native teacher speaks the daily language, and it's more important to understand them."

Moreover, 9 times (1%) the respondents passed an opinion that a good teacher "should speak/know English as a native English speaker", and in 89% of the cases this idea proceeded from the students taught by NNESTs. To illustrate:

"He should sound natural, or like a British or an American."
"He should speak like a British or an American person."
"His speaking should be native-like."
Next, 5 times (1%) it was straightforwardly argued that it is not important whether an English teacher is a native or a nonnative speaker of English, and in 60% of cases this idea was communicated by the students of NNESTs. For example:

"Her native language might not be English, but she should have a comprehensive knowledge of the subject."
"The teacher's native language is not that important, however she should have features which a teacher must have."
"I don't think it's important if he is native or not, he should understand the students"

"He doesn't have to be a native speaker or have a good accent, but he should speak English during the lessons, and he should encourage his students to do the same."
"It is not important whether she is a native speaker or not. What is important is that she should know English very well."

Furthermore, 6 times (1%) the participants claimed that LNNESTs are better in terms of understanding the problems of Turkish students; in 66% of the cases it was argued by the students of LNNESTs. To illustrate:

"Turkish teachers understand us better, but foreign teachers can help us develop our daily conversation."
"I'm having difficulties understanding the lessons from foreign teachers. Teachers whose mother tongue is Turkish are better at teaching and understanding the students' problems."
"There should be Turkish teachers who understand the difficulties at the beginner level. But at the advanced level you won't need Turkish, so foreign teachers are more appropriate."

In addition, 6 times (1%) students stated that a good English teacher should posses the same qualities as their current teacher; and it was revealed that 66% out of the above mentioned students were educated by NESTs, and the rest were from the groups taught by NNESTs.

A belief that a good English teacher should have sufficient knowledge of culture of the English-speaking countries also gained some ground among the participants (1%). It was also claimed that teaching culture should be based on the comparison between the culture of the English-speaking countries and Turkey. To illustrate:

"She should be familiar with English culture, so that she could make the lesson understandable by comparing English and Turkish cultures."

"He has to know about English culture, because learning the language means learning the culture."
"Every language is the culture of the country it belongs to. For this reason, an English teacher should know the countries in which English is used, so that he could understand the phrases about culture."

The detailed data obtained by question 49 are presented in Appendix Q.

4.2.2.2. Student-Perceived Differences between NESTs and NNESTs

The following part incorporates analysis of the students' responses obtained by Likert scale statements 41, 43, and 45-48 and the interview question 1 asking participants to explain the differences between NESTs and NNESTs. Student questionnaire items 41, 43, and 45-48 did not ask the students about particular English teachers, but focused on the respondents' general attitudes to native and nonnative teachers.

To item 41, *English teachers should all speak with a perfect NATIVE (e.g. British, American) accent,* students in the NEST (M=4.06), NNEST (M=3.67), and "not sure" (M=3.50) groups, answered significantly differently (p=.001). As indicated by the follow-up LSD test, comparisons between the NEST and the NNEST groups (p<.001) were statistically significant; no other statistically significant comparisons between other pairs of group means were revealed. The highest numbers of positive answers for item 41 were provided by the NEST group. In fact, 49% of the NEST, 32% of the NNEST, and 21% of the "not sure" group expressed strong agreement, and 29% of the NEST, 29% of the NNEST, and 14% of the "not sure" group expressed moderate agreement. Furthermore, 10% of the NEST group population, 20% of the NNESTs' students, and the majority of the "not sure" group (57%) remained indecisive about the statement. Some part of the respondents disagreed; interestingly, the NNEST group provided the most number of negative (13%) and strongly negative (4%) responses among the groups; 8% of the NEST and 7% of the "not sure" group expressed moderate disagreement with the issue, and 3% of the NEST group strongly disagreed with it. The percent of student responses to item 41 is provided in Figure 44.
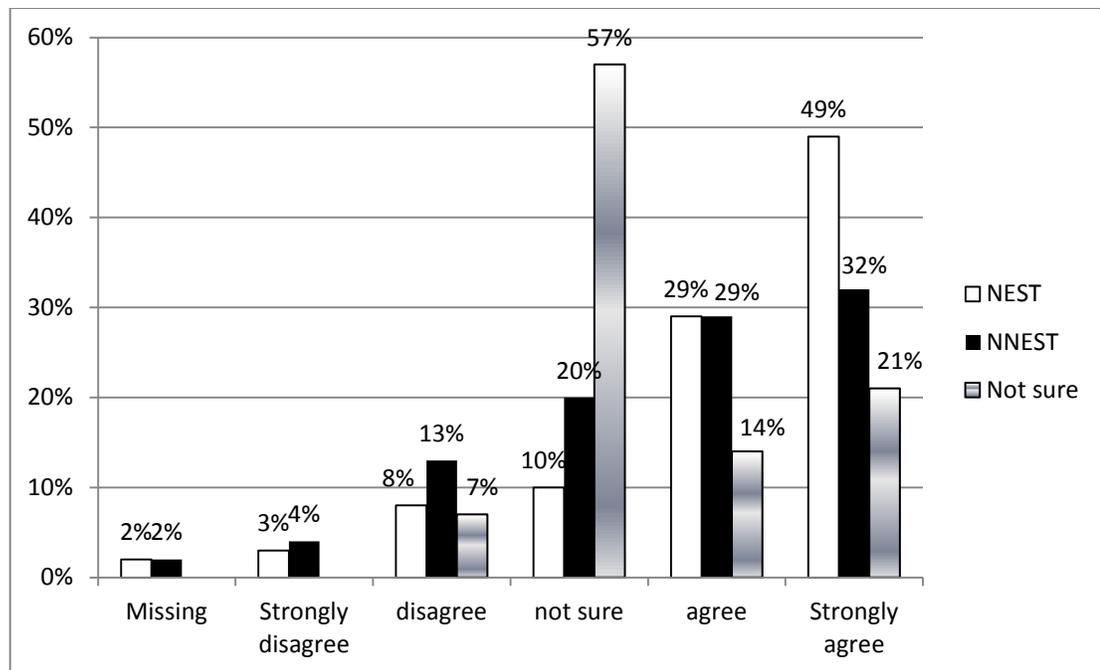
Figure 44 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 41**, *English teachers should all speak with a perfect NATIVE (e.g. British, American) accent* (N=699).

Statistical analysis of the participants' responses to item 43, *English teachers should provide information about culture of English-speaking countries*, did not determine significant variation between the groups educated by NESTs and NNESTs (p=.070). According to the group means, the students of NESTs (M=3.80) were slightly more supportive of culture of English-speaking countries as a part of EFL instruction than the NNEST (M=3.57) and "not sure" (M=3.64) groups. As shown in Figure 45, 30% of the NEST group strongly agreed and 39% moderately agreed with item 22, compared to 23% of the NNEST and 21% of the "not sure" group that expressed strong agreement, and to 38% of the NNEST and 36% of the "not sure" group that expressed moderate agreement. A substantial part of the NEST (16%), NNEST (21%), and of the "not sure" group (29%) were indecisive about the issue. Some respondents attached no importance to culture in a foreign language classroom; to specify, 10% of the NEST, 11%, of the NNEST, and 14% of the "not sure" group disagreed, and 3% of the NEST and 4% of the NNEST group strongly disagreed.
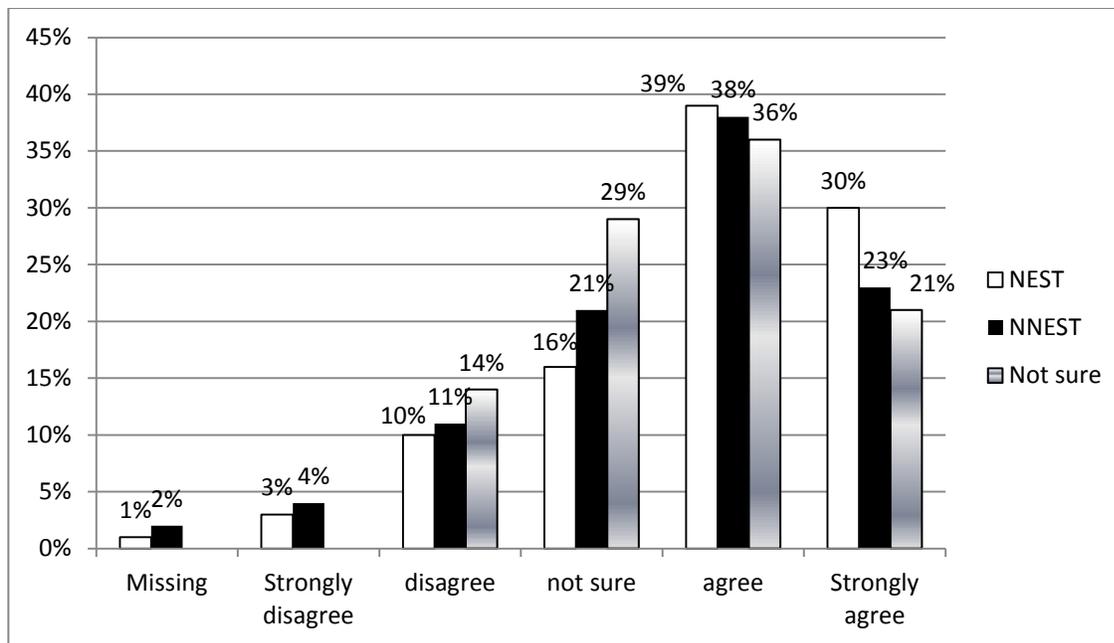
Figure 45 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 43**, *English teachers should provide information about culture of English-speaking countries* (N=699).

Analysis of data obtained by the statement 45, *NATIVE English speakers make the best English teachers,* revealed significant differences between the groups (p<.001). Post hoc comparisons using Fisher's LSD test indicated that the mean scores between the NEST and the NNEST groups (p<.001), and between the NEST and the "not sure" groups (p=.011) differed significantly, with the NEST group (M=3.94) being significantly more supportive of the idea communicated by the questionnaire item than the NNEST (M=2.78), and the "not sure" (M=2.43) groups. The NEST group's responses were distributed in the following way: 24% strongly agreed, 20% moderately agreed, and 31% expressed uncertainty; along with that, there were moderately unsupportive (15%) and strongly unsupportive (9%) respondents. The NNEST group provided mixed responses; however, those who responded negatively prevailed over those who expressed agreement. To illustrate, 10% of the students educated by NNESTs strongly agreed, 16% agreed, a considerable part (32%) was unsure, 26% expressed disagreement, and 13% demonstrated strong disagreement with the statement. A substantial part of the "not sure" group adhered to the negative side of the issue: 7% of

them strongly agreed, 14% moderately agreed that native English speakers make the best English teachers, 29% refrained from giving a clear answer, 14% disagreed, and 36% strongly disagreed. The percent of responses by different groups of students to item 45 is demonstrated in Figure 46.
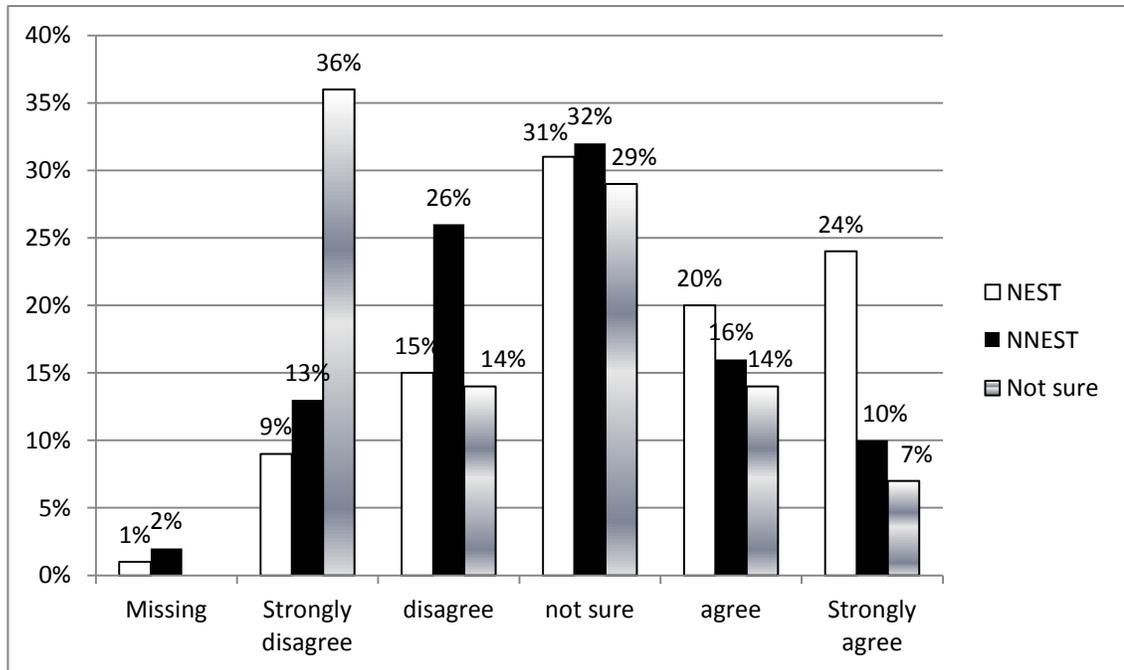
Figure 46 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 45**, *NATIVE English speakers make the best English teachers* (N=699).

Data elicited by the statement 46, *Nonnative English speakers can be good English teachers,* did not generate any significant differences between the groups (p=.568). According to the group means, respondents were predominantly supportive of the message of the statement, but the NEST group (M=3.57) responded slightly less positively than the NNEST (M=3.67) and the "not sure" (M=3.79) groups. 19% of the NEST, 24% of the NNEST, and 29% of the "not sure" group strongly agreed; a substantial part of the NEST (40%), NNEST (42%), and of the "not sure" group (36%) moderately agreed with the statement. A large part of the participants refrained from

giving a clear response: 26% of the NEST, 21% of the NNEST, and 29% of the "not sure" group expressed uncertainty. Interestingly, the NESTs' students provided higher percentage of negative responses than any other group: 11% of the NEST and 7% of the NNEST group moderately disagreed; and 3% of the NEST, 4% of the NNEST, and 7% of the "not sure" group strongly defeated the idea that nonnative English speakers can be good English teachers. Percent of students' responses to item 46 is presented below in Figure 47.
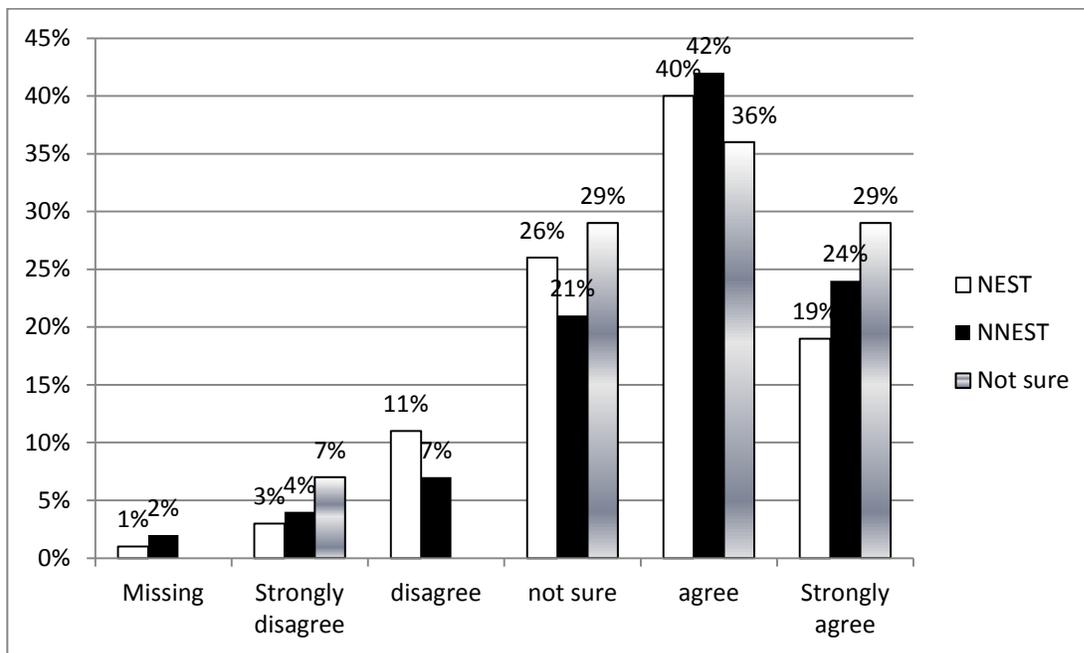
Figure 47 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 46**, *Nonnative English speakers can be good English teachers* (N=699).

Responses to the Likert scale statement 47, *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher,* differed significantly between the groups (p=.005). The LSD post hoc revealed a significant comparison between the NEST and NNEST group means (p=.002). Whereas students' reactions were predominantly supportive, the NEST group (M=3.68) demonstrated slightly less positive attitude than NNEST (M=3.96) and the "not sure" (M=4.14) groups. For

example, the NEST group provided the highest percentage of negative responses to item 47 among the groups: 3% of the NEST group strongly disagreed and 12% moderately disagreed compared to the 2% of the NNEST group that strongly disagreed and 4% that moderately disagreed. 22% of the NEST, 32% of the NNEST, and 29% of the "not sure" group expressed strongly supportive attitudes, 44% of the NEST, 46% of the NNEST, and the overwhelming majority of the "not sure" group (57%) moderately agreed with the statement. A considerable part of the NEST (17%), NNEST (15%), and the "not sure" group (14%) demonstrated uncertainty.   The percent of responses by different groups of students to item 47 is demonstrated in Figure 48.
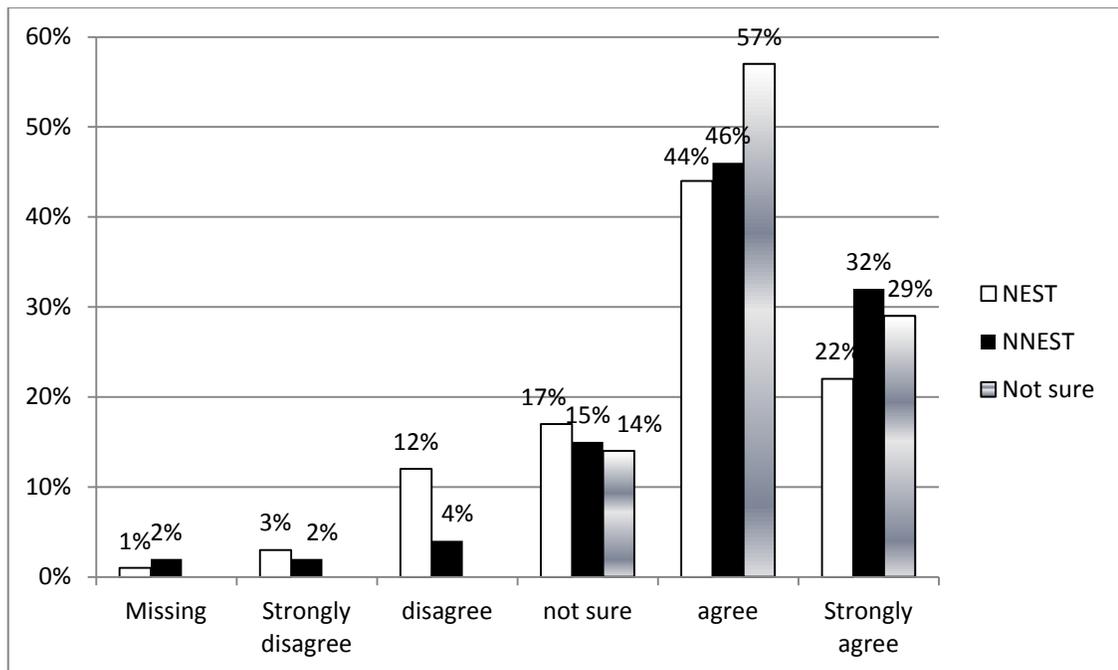
Figure 48 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 47**, *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher* (N=699).

Responses to the Likert scale statement 48, *I don't care where my teacher is from, as long as he/she is a good teacher for me,* provided by the NEST (M=4.02), NNEST (M=4.35), and "not sure" (M=4.36) groups, differed significantly between the groups

(p=.002). According to the LSD post hoc, the only statistically significant comparison was detected between the NEST and NNEST group means (p<.001). Analysis of data for item 48 revealed predominantly positive attitudes across all groups of students. However, the NEST group was slightly skeptical about the issue that is exemplified by the highest percent of negative responses among the groups. 4% of the NEST group strongly disagreed and 7% moderately disagreed compared to the 3% of the NNEST group that strongly disagreed and 2% of the NNEST and 7% of the "not sure" group that moderately disagreed. The overwhelming majority of the NNEST (61%) and the "not sure" group strongly agreed, compared to the 44% of the NEST group. Furthermore, 32% of the NEST, 27% of the NNEST, and 14% of the "not sure" group expressed moderate approval of the statement. Some part of the NEST, NNEST, and "not sure" groups expressed uncertainty. The percent of responses by different groups of students to item 48 is demonstrated in Figure 49.
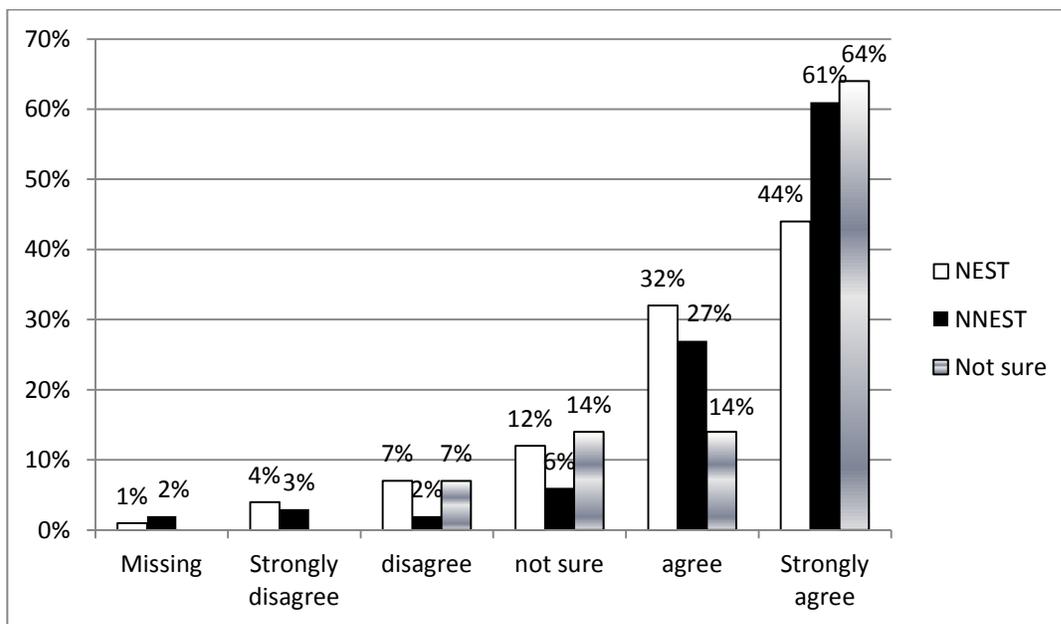
Figure 49 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 48**, *I don't care where my teacher is from, as long as he/she is a good teacher for me* (N=699).

Question 1 of the student interview inquired about the differences between NESTs, ENNESTs, and LNNESTs in the way they teach the foreign language. As mentioned in the part providing information about the participants, in total, 79 students, 46(58%) from DBE METU and 33(42%) from BUSEL, were interviewed. At the time of the study, 25(31%) of METU DBE interviewees were taught by NESTs and 21(27%) by NNESTs, 8(10%) of the NNEST group were taught by an ENNEST, and 13(17%) by LNNESTs. All BUSEL interviewees were taught by both NESTs and LNNESTs. To protect interviewees' identities, they were given codes associated with whether they were taught by NESTs, ENNESTs, LNNESTs, or both NESTs and LNNESTs.

A large number of students' responses indicated a general liking for NESTs; in particular, 34(62%) interviewees, 15(44%) of which were taught by NESTs, 6(18%) by NNESTs, and 13(38%) by both NESTs and LNNESTs expressed direct or implicit preference for NESTs. Moreover, it should be noted that 12(35%) of the students having expressed their explicit appreciation of NESTs were the intermediate level and 22(65%) were the higher level learners. Table 22 demonstrates students' general preferences for various types of teachers:

Table 22 Students' responses to **the 1ˢᵗ part of the interview question 1**, *Do you see any differences between native, local nonnative, and expatriate nonnative English teachers in the way they teach the foreign language?* (Number of students=55; Lower level students=10; Average level students=17; Higher level students=28).

Level	Instructed by	Preference for:					TOTAL
		NESTs	LNNESTs	ENNESTs	Equal	No difference	
Low	NEST	-	-	-	-	3 (75%)	3 (30%)
	LNNEST	-	4 (67%)	-	-	1 (25%)	5 (50%)
	Both NEST& LNNEST	-	2 (33%)	-	-	-	2 (20%)
	Total	-	6 (60%)	-	-	4 (40%)	10 (100%)
Average	NEST	9 (75%)	-	-	1 (50%)	2 (100%)	12 (71%)

Table 22 (continued)

	LNNEST	2 (17%)	1(100%)	-	-	-	3 (18%)
	Both NEST& LNNEST	1 (8%)	-	-	1 (50%)	-	2 (12%)
	Total	12 (70%)	1 (6%)	-	2 (12%)	2 (12%)	17 (100%)
High	NEST	6 (27%)	-	-	-	1 (33%)	7 (25%)
	LNNEST	3 (14%)	-	-	-	-	3 (11%)
	ENNEST	1 (4%)	-	2 (100%)	-	1 (33%)	4 (14%)
	Both NEST& LNNEST	12 (55%)	1 (100%)	-	-	1 (33%)	14 (50%)
	Total	22 (78%)	1 (4%)	2 (7%)	-	3 (11%)	28 (100%)
TOTAL		34 (62%)	8 (15%)	2 (4%)	2 (4%)	9 (16%)	55 (100%)

Some of their responses overtly demonstrating NESTs-favoring attitudes are cited below:

I think natives are always better, because I had native foreign teachers for both semesters and I think I'm very lucky because of this. (SNEST17)

I don't think there's too much difference between them (NESTs and NNESTs), but natives are better. (SNEST19)

And also I think I'm lucky, because my last semester teacher was a native speaker too, and she was great. (SNEST25)

I think that native speakers have much more advantages apart from nonnative speakers. It would be better to have native speakers all around METU, especially for the Prep School, 'cos you know, Prep School is where you can learn English better and where you can start loving English, actually. (SNEST6)

I said I have no a native teacher, but I agree with my friends, I think like them. I think a native teacher can be better. (SLNNEST41)

(...) but I think native teachers are very useful for us, and we can learn a lot of things from her or him, and I love native. (SNEST&LNNEST62)

I wanted native teachers because it's very good for my language skills. Maybe it's selfish thing, I don't know. (SNEST&LNNEST64)

Despite respondents' overall positivism towards NESTs, some of them demonstrated awareness of teaching expertise diversity inside the NESTs' group:

I think natives are better too, but there're differences in native speaking teachers, too. For instance, I had an American teacher last semester, he was rubbish. (SNEST20)

Significantly lower numbers of interviewees spoke in favor of NNESTs; 8(10%) students, 5(63%) of which were taught by LNNESTs and 3(37%) by both NESTs and LNNESTs, indicated preference for LNNESTs. The majority of the respondents having expressed their appreciation of LNNESTs (75%) were lower proficiency level students. Furthermore, 2(3%) of the participants demonstrated attitudes explicitly favoring their ENNEST. Interestingly, the majority of interviewees favorably disposed towards LNNESTs tended to give examples of, in their interpretation, successful LNNESTs, implicitly or explicitly comparing them to NESTs and often becoming defensive about these LNNESTs' teaching skills and English proficiency levels. The major arguments offered for effective LNNESTs were an extended amount of time spent by them in an English-speaking country, advanced teaching experience, native-like English proficiency and behavior, and avoidance of students' L1 use in the classroom. To illustrate:

X (NEST) is a very good teacher, but Turkish teachers teach well. (SNEST12)

I had a Turkish teacher in first semester, but she lived in a foreign country, but for many years, so she can speak English fluently, and I think she knows everything about the street language, not formal. (SNEST5)

The Turkish teacher was useful for me in terms of grammar and vocabulary, of course, because she explained us in English the meaning of the word. (SNEST5)

But I also think, my first teacher in Hazirlik is a Turkish woman, but she knows very well, and she was a great teacher. It doesn't mean if one is Turkish, he or she will be a very bad teacher. It doesn't mean that. [They can be good] in terms of teaching. My first instructor was very experienced and old woman, so she knew really well English literature or culture. She's almost like a native speaker. She sometimes used Turkish words, Turkish connectors while speaking English, like "yani", but in general she spoke English. (SNEST24)

And I think what makes the difference is the approach of the teacher, regardless of his native country. And I think, last semester our teacher was a Turkish teacher and she completely forbade Turkish in the class, she acted like a native speaker. (SENNEST50)

Among the students' comments there were also the ones conveying an explicit disapproval of LNNESTs' teaching practices, for example:

There're lots of differences between them (NESTs and NNESTs). I've been taught by Turkish teachers for seven years, but I've never learnt anything really useful from them. That's kind of rude, but it's true. (SNEST22)

Interviewees adhering to the opinion that distinctions between NESTs and NNESTs are of no importance, explained their position by putting forward various arguments. For instance, SNEST21 contended that it is insignificant whether the teacher is a native or nonnative English speaker provided that he/she has a native-like command of the target language:

I think, it doesn't matter whether you're native or nonnative, because the basic of language is the same for both native and nonnative teachers; provided that they can speak as a native, it's okay for me. I don't know, there's no difference. (SNEST21)

SNEST9, a pre-intermediate level student, argued that due to his limited English proficiency, it is not critical for him whether his teacher is a native or nonnative English speaker:

In my opinion there isn't a big difference between them. Already we don't know anything about English, how to teach, how to speak. So, we're not aware of how to learn. So, in my opinion, there isn't any difference. (SNEST9)

Finally, SNEST8 argued that the primary importance should be placed on teachers' thorough understanding of students' language and culture-related behaviors, rather than on the English instructors' native language:

When I consider the distinction between native and nonnative teachers, one thing will be, will appear, I think, a teacher must understand student language, they must know student's behavior, their body language. I think this is not important nonnative or native, the important thing that they understand students completely in every side. (SNEST8)

Furthermore, being asked to define the key differences of various types of teachers, students claimed that in contrast to LNNESTs, giving preference to grammar instruction, NESTs mostly focus on teaching the language of everyday communication. Additionally, it was mentioned that NESTs generally have better pronunciation, richer

vocabulary, speak more fluently than NNESTs, and also reinforce the use of English in the classroom. However, it was argued that students' understanding of explanations provided by NESTs may entail certain difficulties and sometimes requires further clarifications in L1 on LNNESTs' part. Appendix R represents a list of NESTs, NNESTs, and ENNESTs' distinguishing characteristics according to the students taught by various types of teachers.

4.2.2.2.1 NESTs' Advantage: Native Proficiency in English

The major differences between NESTs and NNESTs listed by the students, mainly pertained to their English language proficiency. It was stated that NESTs possess an advantage over NNESTs in terms of their ability to provide learners with authentic, more grammatically accurate spoken and written input:

I think that it's really different between the education style, between the native and nonnative speaker. So, like native speaker can respond to our questions with correct forms of English, but on the other hand the nonnative speakers, teacher, actually they know a lot, but on the other hand they can't respond it, respond to the questions as a native speaker does.(SNEST6)

When we communicate with our native teachers, their pronunciations and other grammar skills, using grammar skills have a big gap between the other teachers. So, I think the native speaking teachers are more beneficial than Turkish teachers. (SNEST&LNNEST26)

And also the writing part of, for example, I don't face this problem, but my friends say that Turkish teachers think sentence in Turkish and they write it in Turkish, but the English teacher often thinks it in English way, and writes more correctly. (SNEST4)

The interviews revealed the earlier mentioned by both NESTs and NNESTs, students' tendency, closely attributed to the native speaker linguistic authority assumption, to have higher levels of trust in NESTs than in NNESTs. To demonstrate:

And I think, an example, like asking a question or debating about a language problem, I see them as an authority, but with local teachers I can argue about that. (SNEST19)

I think native teachers give more feedback from writing, because [it's their] mother language and they know everything about writing, speaking, listening. (SNEST&LNNEST63)

Furthermore, it was noted that NESTs gain an advantage over NNESTs in terms of vocabulary teaching, including broader knowledge and ability to provide explanations of word forms, meanings, collocations, idioms, and colloquialisms:

He (NEST) doesn't just tell the word's meaning, he tells also where to use the word, because you can't use the same words in everywhere, but in Turkish we use one word in everywhere, but in English there're several words, and when he teaches one, he teaches the others two and how to use. (SNEST23)

First of all, X (NEST), for instance, is native and it helps us to learn the idioms, all the vocabulary items in time. I think, X (NEST) teaches us very important things, because he knows what's wrong in Turkish people's minds for English, so he helps us to get the true knowledge of English. (SNEST22)

And they can use more different words while they're talking to us, and they can speak like their daily life in their foreign country with us in the classroom. In their lesson, our listening is improving this way-speaking and listening. (SNEST&LNNEST75)

I agree with my friends, native speakers are better than Turkish teachers. We can learn daily English, we can learn some idioms, but with Turkish teachers the situation is most difficult. (SNEST&LNNEST78)

They (LNNESTs) don't care that much about collocations that we use, so that will be a problem. (SNEST15)

4.2.2.2.2 NESTs' Advantage: Authentic Pronunciation

In addition to the above, a large number of students, taught by both NESTs and NNESTs, gave particular emphasis to the pronunciation differences between NESTs and NNESTs, arguing that exposure to NESTs' authentic accents, including the ones presenting comprehension difficulties, such as British and Australian (SENNEST47), is more beneficial for students' oral skills development than exposure to LNNESTs' pronunciation influenced by Turkish. For example:

I think a native speaker is more beneficial for us. Turkish teachers speak with a Turkish accent in English. (SLNNEST45)

I think, pronunciation is an important thing about learning the language for us. And a native teacher could be beneficial more than a Turkish one. For improving our speaking, it would be better. (SLNNEST46)

I think foreign teacher is better than Turkish teacher, because foreign teacher intonation is good and pronunciation is better than Turkish teacher's, because it's his first language. (SNEST&LNNEST74)

I think there're a lot of differences between Turkish and…native and nonnative speakers. First, pronunciation is basic for me, because when we travel abroad, for example we say some word, but native speaker couldn't understand it, and it will cause a problem. (SNEST4)

So, if the speaker is native, then it's easy for students to have an accent, actually accent is really important for me. (SNEST6)

Native teachers, they are much much better at pronunciation, and because they lived in foreign countries for a long time, they are more comfortable to talk in English. (SNEST13)

(…) still you can have a very perfect accent, because you just copy them, and their accent is brilliant. But if your teacher is British, it's really hard to understand, actually, or Australian. (SENNEST47)

It should be noted that students' perceptions of English teachers' foreign accents were not necessarily clouded by negativity. SENNEST49 referred to positive effects of his ENNEST's foreign accent, which was described as less speedy and more intelligible than NESTs' pronunciation:

Actually I'm not sure, but I think foreign nonnative speakers are the most appropriate in my opinion, because their accent is not too swift to catch up with. On the other hand, the native speaker's accent is very very very speedy, so sometimes you can't understand them. But when you're speaking to a foreign nonnative teacher she or he can explain the words originally in English, and their pace is really easy to follow. (SENNEST49)

On the other hand, as already mentioned by teacher interviewees, some varieties of English, like Indian English, for example, were not welcomed by students due to the reported unintelligibility of these varieties. For instance:

Last course was very difficult for me, because my native teacher was from India. So, she has got a very different accent. So, I didn't understand what did she say; so, it caused very big problems for me, because she talks very different, not British, not English, also her accent, so it's hard for me. I liked her personality, but her lessons are not fruitful for me. (SNEST&LNNEST27)

4.2.2.2.3 NESTS' Advantage: Students' Speaking and Listening Skills Development

It was noted that NESTs, owing to their fluency and pragmatic knowledge, in addition to exposing students to various authentic accents, encourage the development of their oral fluency and communicative language ability through speaking and listening practice:

They know the nonverbal language of the Americans or English, so we can know these things, then we don't have trouble when we go outside. (SNEST15)

The way they speak, the way they think is different, first of all, that's why it's a very positive thing for us, I think. When I see a foreign person every day, I started thinking in English, and now I can talk better, more fluently. (SNEST17)

But with foreign teachers I can have a lot of practice and develop language, improve language. (SNEST&LNNEST32)

I think the best way of learning English is a foreign teacher, because I can improve my listening skills by talking to my teacher. (SNEST&LNNEST34)

Native speakers speak more fluently, their accents are beautiful for me, for example. About speaking and listening issues, they're much more beneficial; with their help we can easily speak fluently, we can know how we pronounce the different words, and this kind of things. (SNEST&LNNEST66)

In fact, one of the most appreciated qualities of NESTs was their focus on the students' speaking skills development, including familiarization with colloquial language and real-life grammar use, frequently contrasted to LNNESTs' focus on teaching grammar rules and structures and the proficiency exam preparation. To illustrate:

Yes, there are differences, like my first-term teacher is nonnative, he's nonnative, and…the most important thing about English is grammar for him, but now we have X (NEST) and speaking is more important for him, I think. Turkish teachers are focused on the proficiency exam; so, they give grammar rules. But native teachers they talk and they want us to speak. He also wants us to pass Proficiency Exam. It's important, but he knows when we go abroad, speaking is more important than the grammar rules. (SNEST1)

They don't care about grammar so much like Turkish teachers. They usually teach us more live things. (SNEST14)

And local teachers think grammar is better, they focus on that, that subject, but native speakers focus on speaking. That's the difference. (SNEST19)

I think that in local nonnatives, they just put the grammar rules, "this is this, that is that", just like this. But when native speakers or foreign nonnative speakers or teachers are talking about grammar rules, they say that this structure is used in our normal lives like this. They teach how to be used these structures in the context, I guess. That's the most important point, I think. (SENNEST49)

Similar to both NESTs and NNESTs, students emphasized the role of the existing authentic need for using English as a medium of communication between them and NESTs. Students characterized the enforcement of English usage, imposed not only by learning goals, but also by NESTs' insufficient knowledge of Turkish, as one of NESTs' major advantages and perceived it as a valuable opportunity to practice and, consequently, improve their speaking and listening skills, for example:

If you have a native teacher, you have to speak English in class all the time. If your teacher is Turkish, you can talk Turkish, you can ask questions in Turkish. It's better to have a native teacher. (SLNNEST40)

In lessons we must speak in English, because they don't know Turkish, so we must communicate with them in English. So, I think it's beneficial for us. (SNEST&LNNEST27)

(…) they always speak English and we know that if we speak Turkish, they don't understand, and we try to speak English, so we can improve our speaking skills more. (SNEST&LNNEST63)

I think the major difference is you have to talk English when you're next to the native teacher. (SNEST&LNNEST72)

I think, it's beneficial to us for speaking, and if we have a Turkish teacher, we don't try to find unknown words, we say in Turkish, but in this way (with NESTs) we try to explain in other way. And I think it's beneficial for us. (SNEST&LNNEST77)

I can speak better than previous semester, because X (NEST) is native and he speaks all the time English and I start to adapt to it, and so I can speak more fluently, I guess. (SNEST5)

It's a bit hard to get what he says or she says, and tell yourself to them, it's a bit hard, but I think it's helpful and more beneficial for learning. (SENNEST48)

4.2.2.2.4 The Use of Students' L1 in the Classroom

However, the lower level students pointed to the difficulties in complying with a strict English-only classroom policy favored by NESTs, and noted that sometimes they have to resort to the help of LNNEST:

Complex topics are difficult for understanding, sometimes I need a Turkish teacher, because I understand easily. (SNEST&LNNEST32)

Sometimes, yes, there are complex topics, therefore we cannot understand completely. Sometimes we need a Turkish teacher to understand. (SNEST&LNNEST34)

My previous teacher, he was an American, it was too hard for me; because first, I'm Turkish, in this school I'm a 1st year in English. Because of this I was very…it was hard for me. I think if he was Turk, I would be a good student, better. (…) sometimes he or she (LNNEST) speaks Turkish, I understand easily, but sometimes he or she can speak English, because for me it is good. Sometimes Turkish, sometimes English-good for me. (SLNNEST55)

Furthermore, the lower level learners and some higher level students taught by LNNESTs expressed apparent appreciation of LNNESTs' use of L1 for clarification purposes. For example, elementary and intermediate students emphasized a beneficial effect of occasional use of L1 on their grammar learning, involving processing of complex information that is frequently too difficult to understand in L2 due to their limited English proficiency:

I think, sometimes hard grammar lessons we couldn't understand in English, but my teacher speaks Turkish in this lesson, hard grammar lesson, we can understand. (SLNNEST58).

I think, it doesn't matter teacher is native or teacher is nonnative. But teacher know Turkish, some grammar lessons is taught Turkish by my teachers. My teacher in previous semester is Turkish, but he comes [from] United States. He spoke English, but not all the time; I think [to] do this is good, because of my not enough English. (SLNNEST59)

Turkish teacher is good; sometimes Turkish teacher does better than other teacher, they give information for me. Turkish teacher has advantages for students, because Turkish teacher sometimes speaks Turkish. (SNEST&LNNEST70)

In addition, an elementary level student (SNEST&LNNEST71) and an intermediate level student from a LNNEST group (SLNNEST45) specifically pointed out the value of L1 use for posing clarifying questions:

I think Turkish teacher, because I don't understand other teacher, I'm new at learn English, and Turkish teacher is good, I think, because translation Turkish and I can ask any questions. So, English teacher is good, but I don't understand speaking. (SNEST&LNNEST71)

I think Turkish teachers are more beneficial, because Turkish students can ask some questions easily, because their mother language is Turkish. And they can, if they can't understand in the lesson any part, they can ask easily in mother language. (SLNNEST45)

On the other hand, in the interviews involving the higher level students, mostly taught by both native and nonnative foreign teachers, LNNESTs' use of L1 was at times regarded as a disadvantageous factor, eliminating the need for efforts to use L2. Interviewees mentioned that situations involving teachers and students sharing a native language demotivate both parties to express themselves in English that negatively affects students' foreign language development and, consequently, contradicts the major principles and objectives underlying the foreign language classroom:

Just one thing we can say which is advantage, but it's not actually, because they (LNNESTs) can understand us and they can respond to our questions in Turkish. But it's not a good thing actually, because when the teacher can't understand any Turkish, he or she should go on with English, for the students who are studying here learning English is really important, so when they heard English, any English words, they just, you know, memorize it. It's kind of so-so, I can say. (SNEST6)

(...) speaking Turkish in the class I don't know if it's good for the students. I think it's not good for the students to speak Turkish. If they can't speak English, they should force themselves to speak, because it's necessary for them to speak English. And because of being hard, they can't: "I cannot express my mind in English, so I'll not speak English"- no, that's wrong, he should try to speak English, and he can't avoid speaking English. And if he tries to speak English, and explain what he wants in English, it will be good for the student. (SNEST11)

I think if the teacher with students just speaks English, and if he gives everyone information about English, and the students, they just know the teacher only knows English, they will speak, they will try to speak. Turkish teacher is good, he's not bad, but the students, they're just feeling, "this teacher, she's from Turkey and I'm from Turkey, too. Yeah, I can understand her, because she'll translate in Turkish. Yeah, I'll

understand it." But if only teacher just speaks English, I think it will be difficult, but it'll be better. (SNEST&LNNEST69)

I think having a local nonnative teacher is not really good, because you start to speak Turkish at last, then you forget about English, you just when you don't understand, you ask it in Turkish, and he or she replies in Turkish. So, there's no meaning then. (SENNEST48)

Well, the main difference between the local nonnative and foreign nonnative teachers is, I think, that foreign nonnative teachers don't use Turkish so much. (SENNEST47)

According to the interviewees, the negativity of inclusion of L1 in the foreign language classroom lies in the fact that students refrain from using English for their inner monologue that is crucial for their foreign language skills development:

I want to talk about local nonnative teachers. When I start telling my ideas in English, I just switch and my brain was getting used to this, so I was getting more and more comfortable in Turkish, and when my brain was used to it, then I stopped thinking in English, and that affects very negatively. (SENNEST49)

If we get used to be taught in our local language, then it will stop our thinking process in English, and it's harmful. (SENNEST51)

It was also suggested that even highly proficient in English LNNESTs' thinking processes are strongly influenced by and dependent on Turkish, and therefore they are not capable of teaching students to carry out their thinking in English:

They are thinking the Turkish way, and they think like us. (SNEST15)

I think, Turkish teachers think in Turkish, even if they're very experienced instructors. So, if you think Turkish, you can't really teach thinking in English to students. (SNEST24)

(…) while you're learning a foreign language that's I think works with your mentality, not with that grammar or the writing things. And if you have someone with you, like native, it's better I think, because language cannot be learnt with…okay, during the lesson-speak English, speak English, and then at the break time speak Turkish. I don't think it works. That's a complete thing. (SLNNEST39)

The higher level students disapproved of using Turkish for vocabulary and grammar teaching purposes. For example, SNEST4 claimed that word explanations provided in Turkish impede efficient and long-term memorization of the vocabulary items:

Also the meaning of the word is basic for me, because X is a native speaker and he explains us the meaning of word in English and I think it's durable for us, of course Turkish teachers also explain in English, but sometimes there're students who couldn't understand anyway and he needs to explain it in Turkish, and it's not durable, it doesn't stay for a long time in our memory.(SNEST4)

For example, when your teacher is Turk, if she or he teaches you grammar skills, sometimes they describe these topics in Turkish if we don't understand, so I think it's not good. (SNEST&LNNEST26)

However, echoing the previously discussed opinions of both LNNESTs and NESTs, students highlighted the importance of L1 in writing instruction, since L2 writing is predominantly determined by learners' native language structures and conventions:

I think, in writing Turkish teacher is more helpful for me, because when I translate Turkish to English she understands me what can I say. (SNEST&LNNEST38)

Native teachers sometimes can't help us for writing, because we sometimes think like Turkish people and nonnative teachers can understand us, but native teachers can't understand, because they don't think like us. I think just only writing, and for other-native teachers are more useful. (SNEST&LNNEST62)

As distinct from LNNESTs, often complaining about students' overuse of L1 in the classroom, students claimed that LNNESTs frequently opt for L1 due to their lack of fluency and confidence in English:

Because nonnative teachers learn English like us, nonnative speakers think because we're Turkish, they think it's easy to speak Turkish by this way. Native speakers, I think, are better than nonnative speakers, because they give more cultural examples of English, and Turkish speakers, don't have any idea of English. (SNEST7)

And my high school teachers were nonnative speakers, and I can say that they can't speak fluently and sometimes they tried to use Turkish to explain grammar and some vocabulary, and that doesn't help us to learn English very well. Sometimes if they tried to explain in English and use lower level English, it's more helpful then to explain in Turkish. (SNEST25)

Local nonnative teachers, they know that you know Turkish too, and if they can't explain something in English, they just switch to Turkish and they start speaking Turkish. And it's very easy for students and teachers, but it's not good for our education, I think, because we understand it in Turkish, but to switch in English, it's difficult. So, I think foreign nonnative teachers are better. (SENNEST47)

4.2.2.2.5 NESTS' Error-Tolerant Attitudes and Easygoing Teaching Styles

Besides, it was mentioned that NESTs, encouraging students' oral performance, usually assume more relaxed attitudes towards error correction than NNESTs:

(…) and because they lived in America or England so long time, they know what I mean when I say something wrong they can understand what I exactly mean and they encourage us to speak in English and don't care about mistakes. Turkish teachers do that, but they're really obsessed with grammar. (SNEST16)

Yes, I think native teachers more tolerate our mistakes. (SNEST&LNNEST30)

In addition to the error-tolerant attitudes, it was stated that NESTs' relaxed approach manifests itself in their teaching styles and management strategies used for classroom instruction. It was claimed that NESTs, as distinct from LNNESTs, introduce "more relaxed" and "more energetic" teaching styles:

Foreign teachers are more energetic than Turkish ones. (SNEST&LNNEST32)

Advantage-foreign teacher are generally more relaxed, more energetic. (SNEST&LNNEST33)

In general, students tended to offer favorable reviews of NESTs' easygoing manner of teaching. For example, SENNEST51 positively characterized her high school NEST that adhered to a relaxed and less structured style of instruction, completely different from "boring sometimes" curriculum- and textbook-bound approaches corresponding to the traditional Turkish classroom contexts:

Actually, in this university I haven't had a native speaker yet, but I had one in high school; and the most important or most advantageous thing is that, they don't tight down by the books and curriculum so much. For example, we were playing, we were betting in the class, and playing something different, not being tight down by the book and curriculum. It's enjoyable and we could benefit from that. It's boring sometimes, Turkish. (SENNEST51)

Sometimes LNNESTs were criticized more extensively for their strict adherence to the curriculum, according to SNEST&LNNEST30, depriving students of opportunities to engage with topics and issues of their genuine interest:

In our country, normal teachers, Turkish teachers, have some properties; they think they're better than the other people, they know English very well, but we're just the students, and I think they insult us lots of times. They think if we talk in the class about the news, about our government, or about our social life, they think it's waste of time, and we only do grammar and reading. But we cannot develop our speaking, our language, I think. And in our country, local teacher only think about the lesson, we're at the university, but they think we're at high school, or primary school. And they force us for something; I think it demotivates us. (SNEST&LNNEST30)

In X's (NEST) lesson we have lots of fun and we like the lesson, and like to come to school. But for me, if the lesson is the local teacher's, I don't want to come to school, and because we only watch lesson and we don't develop ourselves. (SNEST&LNNEST30)

Interestingly, among the heterogeneous population of NESTs, the ones rigidly following the curriculum frameworks, similarly to LNNESTs, caused discontent of the students considering this approach to be "sometimes boring". To illustrate:

It's beneficial, but it changes from native teacher to teacher, because some native teachers are more…they want to obey the rules, so it's not good for a student, I think. So, native teachers must understand the students. For example, they don't do anything different from curriculum. They just obey the curriculum, so it's sometimes boring. (SNEST&LNNEST29)

However, further analysis of the interview responses revealed differences of opinions among the students; for example, SNEST&LNNEST73 was supportive of the "serious", "always trying to teach something", instructors following more strict teaching guidelines, and criticized the ones disregarding the structured curriculum, claiming that her NEST's relaxed teaching style prevented students from covering the required material within the semester:

I think they're free of formality, because most of native teachers are not so serious about the curriculum or other stuff. It can be hazardous for us. One of my main teachers in the past was native, but she's not so attentive, we very very much love her, and we are always speaking, talking, discussing something, but we didn't do anything else, and we missed many things. But the teacher you saw yesterday is very very different from other natives. He's always trying to teach something, but others not like him, I think. Native teacher are not serious like Turkish teachers. (SNEST&LNNEST73)

4.2.2.2.6 Motivating Effect of Intercultural Communication

The following set of NESTs' advantages related to the sphere influenced by the intercultural factor. Confirming the previously expressed opinion of both NESTs and NNESTs, students asserted that the presence of a NEST in the classroom has a strong motivating effect on them. SNEST8 explained students' appreciative reactions to NESTs by their genuine interest in other cultures, specifically English-speaking ones:

But when native teachers come to our class we become suddenly excited, I don't understand, I can't explain it, because of Turkish culture. In normal daily life again when I met a tourist, this is again so. Turkish teachers, we all know already them. We want to share other cultures, share our culture with the other culture, so we want to know differences, Scottish culture, or the British culture, even the American culture. Like it's all new things for you, so we're really happy to see what's going on there, and to learn it. That's the point, actually. (SNEST8)

Further to the above concerns, a number of the students' comments suggested that communication with a foreign teacher, not necessarily a NEST, appealing to learners' interest in other cultures, facilitates their engagement in the lesson and fosters intercultural competence:

Sometimes he gives some of his own culture examples, and that's interesting sometimes. Sometimes it's funny. (SNEST23)

For students it's interesting to see a person from a different culture, from a different nation. Then the students start digging into him or her, and you know, to learn about her or his traditions, societies, countries, cultures, and it's also helpful. (SENNEST51)

We can also learn their culture, their traditions, so it's beneficial for us in different ways. (SNEST&LNNEST26)

I always want foreign teacher, because of different culture. (SNEST&LNNEST34)

And we learn lots of different cultures, having lots of experience, I enjoy. (SNEST&LNNEST33)

It was also claimed that NESTs, as opposed to LNNESTs, take a keen interest in the culture of their students and the sociopolitical actualities in Turkey. To illustrate:

Native teachers want to learn our culture, and want to teach their culture to us, and I think native teachers are better than the others. (SNEST&LNNEST30)

Native teachers also are aware of something, our local teachers are not aware of something happened. They want to learn what happened in Turkey, for example, X (NEST) wants to know what the government does or did before, but our local teachers don't know anything. (SNEST&LNNEST31)

4.2.2.2.7 LNNESTs' Advantages over NESTs

However, discussing various aspects of intercultural communication, the interviewees mentioned that cultural differences between foreign teachers and students become the basis of misunderstanding posing obstacles to effective classroom interaction:

Nonnative teachers can understand us easily, and native teachers cannot understand us because they are from different cultures and countries, it leads to some misunderstanding. (SNEST&LNNEST61)

I had native teachers in high school, I guess, and I had a course and I can say that it's difficult to tell them about the Turkish culture. (SENNEST47)

Conversely, LNNESTs were perceived as having more potential than NESTs to give support to students:

I can't tell my problem to a native one, and I can tell my real problem exactly to a Turkish one more easily. That's the main difference. (SLNNEST43)

Similar to the opinions previously expressed by both NESTs and NNESTs, students noted that LNNESTs possess an advantage over NESTs in teaching grammar. For instance:

For example, in grammar lessons, Turkish teachers are better. It's only grammar lessons, I think. About speaking or the other ones, foreign teachers are better, I think. (SNEST&LNNEST35)

In particular, it was argued that LNNEST have better understanding of students' thinking and reasoning processes, actuating their ability of providing accessible explanations of complex concepts:

Sometimes nonnative teachers can be better when we learn grammar stuff, because they understand how we can think about the complicated things, and they try to understand…they try to explain to us how we can better understand. (SLNNEST42)

Furthermore, students demonstrated their understanding of differences between NESTs and NNESTs' nature of grammatical knowledge. It was asserted that LNNESTs' experience of actively learning English through explicit grammatical structures, as opposed to native language acquisition processes undergone by NESTs, and also their knowledge of students' L1 enhance LNNESTs' ability of explaining grammar concepts based on correspondences and dissimilarities between the languages:

And I think there's something inborn in the native speakers, especially in grammar, they may not help them understand grammar better. It's like this, I'm thinking about myself, if I try to teach students Turkish, there must be some points that I cannot explain to them by reach into the roots, why this is like this, I can't explain like this. And I think Turkish teachers are better in that they can explain the correspondence between the languages. Of course, there will be students in the lower classes; they may help them to understand the structure by constituting relationship between them, this is like this in Turkish, or like that. And I think they're helpful in that. (SENNEST50)

Besides, it was mentioned that having native proficiency is not sufficient for effective grammar instruction, requiring teachers to obtain proper training in this field:

I think these teachers, which are nonnative speakers, I think they are better at grammar and this kind of things, because they need to study and the grammar things is more likely to work. It requires more energy, more power, more time, and this kind of thing. And for example, if I tried to teach someone Turkish, I can easily talk with them, I can show the difference between his language and Turkish, and idioms, it's really important, but about the grammar structure, I think someone who is interested in literature or something else is much more beneficial for it. (SNEST&LNNEST66)

SENNEST52 argued that LNNESTs have no advantage over NESTs trained in teaching grammar; consequently, an ability of providing effective grammar instruction should not be attributed exclusively to LNNESTs:

X said that it might be good that you have a Turkish teacher while learning grammar, but if you have a native teacher and if he or she didn't get an education about teaching English, yeah, it may not be easy to catch up with him or her. Because he'll just say that, he knows that this is the right way and he will say: "Okay, this is this." But if he or she had the education, he or she is at the same level with a Turkish one about education at the English department. I think, it's not an advantage that we have a local teacher in learning grammar. (SENNEST52)

In addition, to disprove the beliefs advocating LNNESTs' supremacy in teaching grammar skills and the importance of teacher education, SENNEST53 gave an example

of a NEST who without having obtained teacher training had managed to succeed in teaching various aspects of the language, including grammar:

Last semester I had a native teacher, and she had no education in language department, she was just a dietician, as she told us, in her country US. And I don't know, I really enjoyed her classes in all terms of academics, in grammar, in reading, writing, and she really depended on the curriculum, and the books. And I don't know, I had no difficulty in understanding grammar, she was just perfect in establishing the relations, in phrases, and all kind of things. I don't know, maybe at some point nonnative local speakers may be helpful to conduct the grammar rules, because they learned it more consciously, but natives are also okay, I think. (SENNEST53)

Actually, having a degree unrelated to the field of ELT was sometimes interpreted as NESTs' advantage over LNNESTs:

On the other hand, our native teachers have another job. For example, X (NEST) is a philosophy teacher, but our teachers (LNNESTs) are only teachers, English teachers. (SNEST&LNNEST31)

Conversely, LNNESTs' academic credentials obtained from the prestigious teacher training programs, serving as a mechanism, to some extent, despite their lack of fluency and the presence of a foreign accent, equating LNNESTs with NESTs in the field of ELT, were recognized and welcomed by the students:

Native speakers really speak very good, we learn how we speak better way or something, but when we speak with Turkish English teachers, their accent is not like their (native teachers') accent, but it's okay because in Bilkent University they graduated from really good universities, and have a really good language and literature, and it's okay, I think. (SNEST&LNNEST64)

I believe that native language teacher only beneficial for listening and speaking skills. I really agree with my friends, because their speaking is really fluent and very beneficial for us, but Turkish teachers in BUSEL or that kind of places, also have qualifications. So, it's no matter, native or Turkish teacher, I think. (SNEST&LNNEST67)

4.2.2.3. Students' Preferences for NESTs or NNESTs

The first and second parts of the interview question 3 asked student participants to verify their preferences and ratios regarding NESTs, LNNESTs, and ENNESTs, provided they were in charge of teacher selection processes. As demonstrated in Table 23, the most popular students' responses emphasized benefits presumably gained by hiring higher

numbers of NESTs (24%), foreign teachers, including both NESTs and ENNESTs (16%), or equal numbers of NESTs and NNESTs (17%). However, students instructed by various teachers offered slightly different NEST to NNEST ratios. For example, employing "higher numbers of NESTs" (9%), "higher numbers of LNNESTs" (5%), or "equal numbers of NESTs and NNESTs" (5%) emerged as the most popular responses within the NEST group. LNNEST group claimed that they would not base their hiring decisions on candidates' native language and nationality (5%) or would employ equal numbers of NESTs and NNESTs (5%). ENNEST group intended giving preference to foreign teachers (4%). The vast majority of students instructed by NEST and LNNEST partners stated that the overwhelming majority of teachers should be NESTs (13%) or both NESTs and ENNESTs (8%).

Table 23 Students' responses to **the 1st and 2nd parts of the interview question 3**, *Suppose you were IE program administrator at a university in Turkey. Who would you employ, a native, local nonnative, or expatriate nonnative English teacher? What would be the ratio of these teachers in your program?* (Number of students=75)

What would be the ratio of these teachers in your program?	**Students of NESTs**	**Students of LNNESTs**	**Students of ENNEST**	**Students of Both NESTs & LNNESTs**	**Total**
NESTs=LNNESTs=ENNESTs *(Equal numbers of NESTs, LNNESTs, ENNESTs)*	2(3%)	-	-	2(3%)	4(5%)
LNNESTs=(NESTs+ENNESTs) *(Equal numbers of LNNESTs & foreign teachers)*	2(3%)	1(1%)	-	2(3%)	5(7%)
NESTs=(LNNESTs+ENNESTs) *(Equal numbers of NESTs & NNESTs)*	4(5%)	4(5%)	2(3%)	3(4%)	13 (17%)
(NESTs=LNNESTs)>ENNESTs *(NESTs and LNNESTs' equality & majority)*	1(1%)	-	-	4(5%)	5(7%)
NESTs> *(NESTs' majority)*	7(9%)	-	1(1%)	10(13%)	18 (24%)
LNNESTs> *(LNNESTs' majority)*	4(5%)	1(1%)	-	2(3%)	7(9%)
(NESTs+ENNESTs)>LNNESTs *(Foreign teachers' majority)*	1(1%)	2(3%)	3(4%)	6(8%)	12 (16%)

Table 23 (continued)

(LNNESTs+ENNESTs)>NESTs *(NNESTs' majority)*	2(3%)	-	-	1(1%)	3(4%)
ENNESTs> *(ENNESTs' majority)*	-	1(1%)	-	-	1(1%)
Doesn't matter	2(3%)	4(5%)	1(1%)	-	7 (9%)
Total	25(33%)	13(17%)	7(9%)	30(40%)	75 (100%)

The third part of the interview question 3 inquired about the specific qualities of a teacher candidate that the students would take into account if they were making hiring decisions. Generalized students' responses to the interview question 3 are presented in Appendix S. The interviewees stated that they would base their choices on the teachers' qualifications (8%), teaching ability (6%), levels of English proficiency (5%), experience (3%), and accent (3%). It was frequently emphasized that language instruction at lower proficiency levels should preferably be provided by LNNESTs (10%). Moreover, it was revealed that in the language classroom, students appreciate hearing different accents (10%) and exploring world cultures (8%). Interestingly, expressing their opinions in this part of the study, various groups of students placed slightly different emphases. For example, NEST group considered advantageous hiring more LNNESTs for teaching lower proficiency students (17%) and more NESTs for the higher levels (9%). LNNEST and ENNEST groups attributed importance to applicants' qualifications in ELT (14%) and levels of English proficiency (14%). Students instructed by both NESTs and NNESTs discussed the benefits of exposure to various accents (21%) and diverse cultures (15%).

4.2.2.3.1 Hiring LNNESTs

Among the reasons for hiring LNNESTs, the interviewees frequently stressed the importance of having local instructors at lower levels of English proficiency in terms of providing students with an opportunity to get some explanations in Turkish:

For example, as we all said, for beginners, you can't give them a foreign teacher; they can't understand anything from her or him. Actually, the most important thing is the

students' level. For the most advanced classes, you shouldn't give them a local nonnative speaker, because actually they worsen their skills, I think. (SENNEST52)

If the students are just learning English, then they should have Turkish teachers, I think, for grammar and for speaking. I met someone, beginner, and they said they don't understand foreign teachers, they always say "please, speak in Turkish," but she doesn't want to speak Turkish, and it's a big problem for the students, most of the students, that's why the person depends on the level of the students. (SNEST17)

Moreover, it was claimed that LNNESTs are generally viewed as more approachable by students than foreign teachers:

I think Turkish teachers are easier to approach. We want to do so with every teacher, but there're differences. (SNEST8)

Another argument determinative of students' favorable employment decisions related to local candidates was LNNESTs' presumed advantage over foreign instructors at grammar teaching:

In lower levels, the program, the schedule should be based on grammar and, first of all, they should learn grammar, then how to speak, spell things. So, I think, in lower groups Turkish teachers would be more advantageous, and they would have better chances to teach them. (SNEST16)

As I mentioned before, they (LNNESTs) teach grammar best, I think, more efficiently than the other teachers. (SNEST3)

Participants also defined some desirable attributes and characteristics of a LNNEST candidate. For example, they claimed that it is preferable that LNNESTs have extensive prior experience of living in an English-speaking country, explaining it by reference to acquisition of cultural knowledge, speaking skills and pronunciation improvement:

(…) local teachers must live in English-speaking foreign countries for many years, I think, because they are teaching us English. So, local teachers know our culture, and if they develop themselves in other countries, when they come here they can teach us more effectively. (SNEST1)

I think, for the Turkish teachers in English department, it would be better if they had spent their at least one year in England or U.S., I think it would help the teachers and the students; they can speak more fluently and their pronunciation would be perfect, that's why. Culture would help too. (SNEST12)

Another suggestion was that LNNESTs adopted foreigner behavior patterns. SLNNEST39 spoke about a LNNEST who in the presence of his students acted like a foreigner, thus forcing them to use English with him. As reported by SLNNEST39, that practice had a tremendously positive effect on the students' language development:

For example, there's an instructor called X, as I know from my friends, I personally know him, when he comes to the class he says "hi, I'm X", and that's all and never speaks Turkish. He's Turkish, but for the students he's X. In the classroom, during the break time, while playing football he's a foreigner, and you have to speak English. And I know from my friends, they were beginners and now they're pre-intermediate, and I think they're all the best of the pre-intermediate group, because they had to use English and they've become used to doing it. So, it's not a need or must to be a foreigner, but to act like a foreigner is important. (SLNNEST39)

4.2.2.3.2 Hiring ENNESTs

Discussing the major advantages of hiring ENNESTs, students instructed by NESTs, LNNESTs, and the ENNEST highlighted the importance of familiarizing themselves with a range of native and foreign accents, developing their ability to understand the pronunciation of English speakers of various L1 backgrounds, and thus improving their general listening and speaking skills. To illustrate:

And about employment thing, I would employ native, nonnative, and nonnative foreigners, because it is about accent. In order to understand and speak English, we have to understand what the people are talking about. So, if we understand their accents, we can speak then, it would improve our accent. (SNEST21)

It's better, because the accent changes, as you know, and to understand every accent is a good thing. I would employ Scottish ones maybe, a Russian one, as you have a different accent, a Latin one that speaks faster and faster, a Mexican one, because you won't just communicate with the people speaking like a British accent-doesn't work like that. (SLNNEST39)

For example, we'll be speaking with British people, South African people, Chinese people, and they all have different accents. So, it would be hard to understand; but when we employ these kinds of teachers, the students will learn better, especially they will be more successful on speaking tasks and listening tasks, because these are the tasks we're having hard time with. (SENNEST53)

However, the proponents of "real English" opposed the abovementioned advantages of employing English teachers with foreign accents, arguing that foreign accents cause

reduced speech intelligibility, negatively affecting quality of communication between teacher and students:

I wouldn't employ the other nations, because I can't understand their accents. (SNEST&LNNEST27)

Our CSI (conversations skills instruction) teachers came from India, Egypt, or other, Italian maybe, their accent is very bad, I think. For example, they say that because, or "Soonday"-"Sunday". If we learn real English, they should be American or English, not French, or not Italian, I think, not Chinese. (SNEST&LNNEST65)

I don't want to be racist, but I don't understand the Chinese, Chinese guys, or Korean guys, or French guys' English. I don't like them. So, I will not be hiring any French or Chinese guys, but I will hire Turkish guys for lower levels, and of course, native speakers are the highest percentages. (SNEST14)

On the other hand, SNEST&LNNEST28 objected to the previous statements, claiming that a foreign-accented speech, like Chinese-accented English, for example, does not necessarily impede comprehensibility and intelligibility:

I don't agree with my friends, because last year Chinese science men came to our school; and I had a chance to listen and talk with them, I'm surprised because they're not teachers, but they can talk slowly and understandable. So, I think the other foreign teachers are beneficial for us. (SNEST&LNNEST28)

Another beneficial consequence of hiring ENNESTs was affording the students an opportunity of being introduced, in addition to popular English-speaking cultures, such as British or American, to diverse world's cultures and of getting ready for handling authentic communication situations frequently involving nonnative English-speaking representatives of different cultures:

I think, Hazirlik is not only about learning English, but it's more about learning different cultures, mostly English culture or American, of course, but I think nonnative foreign teachers can help us to learn different cultures. (SNEST23)

Every teacher can teach you a different culture, a different accent, so maybe they can affect your world vision easily. In daily life, in our business life, we don't only speak with native speakers. English is an international language, so we need to practice with foreign teachers. (SNEST&LNNEST28)

In fact, even the ones speaking for hiring higher numbers of NESTs, acknowledged the benefits of a multicultural academic environment ensured by involvement of teachers from diverse language backgrounds:

I prefer natives, but there must be also nonnative teachers, because multicultural community is, I think, important. The students will learn a lot of things, a lot of cultures. Learning different cultures is a good idea, I think. (SNEST8)

A further argument in favor of hiring ENNESTs relied on the claim that due to their conscious language learning experiences, ENNESTs, serving as an example of successful language learners, are more prepared than NESTs to teach English as a foreign language:

I don't think foreign speakers are not necessary, foreign speakers are different from native Americans or English people, and so, we need them more, because they know how to learn English as a foreign language. So, that's the point, they could teach us how to learn English better and more efficiently. (SNEST25)

I think, for example, Russian English teacher or Chinese English teacher are not native speakers, but they learnt English, and if they became teachers, they learnt English very well. I'd like to see them in BUSEL, because it's a chance to meet, learn new cultures. (SNEST&LNNEST63)

Moreover, the interviewees pointed to the benefits of the possible structural closeness of ENNESTs' L1 and Turkish, implying teachers' better understanding of local students' learning needs and difficulties:

So, I think if a foreign country is in the same region, same linguistic region with Turkish, they could teach us more easily than the other people, because the linguistic properties are the same, if they could learn English, very well, they could teach us how to learn it very well in the same manner. (SNEST25)

The major argument presented against employing ENNESTs was their similar to LNNESTs' nonnative English speaker status, making ENNESTs' presence in the Turkish EFL context unnecessary:

English isn't their (ENNESTs') mother language, and that cannot be beneficial for us. (SNEST&LNNEST62)

(...) they're similar with Turkish teachers, they're not native speakers and Turkish teachers aren't native speakers too, so it's unnecessary, I think. (SNEST22)

In spite of ENNESTs' proximity to LNNESTs in terms of the nature of their English language knowledge, it was assumed that foreign teachers have better chances of building a stronger English language base than LNNESTs:

And I also think, from other countries there can be teachers, they're not very different from, I don't think so at least, from Turkish teachers, but they might have better chance to learn English better, so, I'd consider them. (SNEST23)

In fact, some comments reflected students' distrust of LNNESTs' English language knowledge and educational backgrounds. It was mentioned that LNNESTs, as opposed to NESTs and ENNESTs, have a limited English language capacity:

I think that the percentage of local nonnative speakers would be much less than the others, because I have even a roommate in the dormitory now who's studying at the English department right now, the second grade I think. I think this is maybe because of the system, that even she can't speak English well right now. She's going to be a teacher of it, so this is not good at all, I think. So, when you look at the native speakers or local nonnative ones, they have better speaking skills. (SENNEST48)

For instance, SNEST13 disclaimed the value and credibility of local English instructors' qualifications obtained from less prestigious universities:

In Turkey, there're too many universities, I mean, there's in Kars or Ardahan, and I don't think they're qualified well to teach, let's say, English in METU. (SNEST13)

Contrasting local with foreign teachers' educational backgrounds, some NESTs' students tended to assign more prestige to ENNESTs coming from European educational backgrounds and to disapprove of English instructors from China, Africa, or Japan, ascribing their preferences to having problems understanding these teachers' accents:

If you ask me, because in other countries English education is much better than in Turkey, so most of nonnative, they can speak English very well, almost like native speakers. It matters, I mean, China is not okay, or Africa, or something… It would be better if they're not the teachers, because, for example, in Europe all of the countries are well developed and their education standards are high, and the speakers or teachers who are coming from there are good at English, but I personally cannot understand some Japanese or Chinese person who talks English, mostly. (SNEST13)

It was mentioned that, as opposed to hiring processes for NESTs that could get along with a single written exam, particular regard would be paid to LNNESTs and ENNESTs' degrees and qualifications:

379

I would look at their diplomas for Turkish and other countries' nonnative speakers, but for English and American teachers, writing exam will be enough, I think, like proficiency. (SNEST2)

The student from the ENNEST group, with reference to his ENNEST holding an engineering degree, stated that in making hiring decisions he would not require NESTs and ENNESTs to have any ELT-related degrees:

But employing the nonnative foreign or native speakers, I don't care much about their education or qualifications. For example, as far as I know, X was a civil engineer, but she is really good at teaching, so the important point would be the experience in education for me. (SENNEST49)

In fact, the presence of an engineering degree and familiarity with engineering terms were regarded as valuable assets to an English teacher:

High education again, a university graduate, may be other subject experience, like computer science. It can be more convenient. If a teacher knows engineering terms, it might be helpful and useful for the students. (SNEST7)

On the other hand, students from LNNESTs' groups emphasized the significance of teacher qualifications irrespective of the applicant's type and level of English proficiency:

If I were a manager, I first would look at the qualifications, education. Because however she or he can speak English fluently, at the school the important thing is to teach that to students. (SLNNEST41)

If I were an administrator, I would look at the education the teachers had. They had to be educated in teaching English. (SLNNEST40)

4.2.2.3.3 Hiring NESTs

The proponents of hiring higher numbers of NESTs argued that however good NNESTs' education might be, they still cannot be compared to the qualified in the UK NESTs:

For nonnative speakers with good education it's good, but not enough, I think we can't compare them to someone who grew up in England and graduated from one of the good universities of England, and come to Turkey and then want to be employed. It's an advantage for them. (SNEST6)

Moreover, students tended to differentiate between NESTs from the UK or the United States and speakers of less prestigious varieties of English, giving their preference to the former type:

I would prefer American or English teachers, because no one knows better English than them. American and English teachers are enough for me, because their language is English. (SNEST&LNNEST64)

They should be, most of them, American or English, because their accents are more understandable. (SNEST&LNNEST37)

Another thing is that like, one Pakistani and one American-there should be kind of differences, because the accent is different, like Pakistani accent is kind of worse, I don't want to say this, but kind of worse when compared to the American accent. So, we need to hire the high education people and with fluent English, actually. (SNEST6)

The major role assigned to NESTs was that of developing students' listening and speaking skills:

I would prefer to hire more native speakers than nonnative speakers, because they can speak better, they can respond better, and then they know it, because they grew up with this language and they know everything, and with high education they know much much more. (SNEST6)

For daily communication skills, like speaking and listening, there must be native speakers for us to teach better things. (...) Ratio, it's 100% for daily communication skills from native teachers. (SNEST4)

And I want to mention that native speaker is necessary for to organize conversation clubs and help pupils to improve their language ability. (SNEST5)

Furthermore, special emphasis was given to NEST candidates' preparedness to provide explicit grammar instruction and to their knowledge of students' L1 for teaching lower proficiency levels:

Well, they (NESTs) must know the grammar, I know in America they don't teach much grammar; so, it would be good if they have some kind of education. It's necessary, I think, it's important. (SNEST13)

It's not enough to be a native speaker only, because in beginner level, students usually can't understand the teacher. If he or she speaks only English, sometimes they need to learn something Turkish and to hear something in Turkish. So, it's not enough to be only a native speaker. (SNEST22)

It was argued that NESTs, often lacking expertise and serious attitude, become English teachers in Turkey despite holding unrelated to the field of ELT degrees, thus abusing their native English speaker status:

I see here most of native teachers are not serious about the job, and they are enjoying in Turkey, they're making money without any education about the teaching job. Their departments are political science, anthropology, and they're, most of them are not very effective. I think it is not important to speak English, it's not our priority, I think. It is very important, but teaching is very very different thing.(…) most of them are spending their time, and it seems they look at us as at a burden on their shoulders; they always want to make it as fast as possible and go out. (SNEST&LNNEST70)

4.2.2.3.4 Using Different Selection Criteria

Opponents of making hiring decisions based on preferences related to the teacher's native language and nationality stated that their decision-making processes would be focused on applicants' overall teaching ability and communication skills. For instance:

I won't differentiate them either, because they don't just come here and speak English to us, they will be teaching us, so I'll consider their ability to teach, their ability to communicate with students, and that would be my criteria. So, I won't give any percentages. (SNEST19)

And also his teaching style is important. If he or she taught something to his or her students, it's not a big deal, where he comes from, Chinese or German, doesn't matter. (SNEST&LNNEST26)

I think percentage is not important. The important thing is the relationship between the teacher and students. (SNEST18)

High-level, or in some cases "almost native-like" English proficiency skills was identified as another essential quality of a successful applicant:

So, if someone knows English very well, almost native-like or so, I would employ them. (SNEST23)

If I were that administrator, I'd first criticize on the thing that, if he knows the language, as with all the independence of the language, knowing the language is the main point. (SNEST&LNNEST39)

Some interviewees argued that, since teacher's accent might reduce speech intelligibility and consequently obstruct communication with students, accent evaluation should be given the central role in the recruiting process:

I think the accent is very important. If a teacher has a good accent, it's okay. For example, our Turkish teacher has a good accent, we can understand. (SNEST&LNNEST26)

Additionally, it was asserted that the hiring decision-making process should be driven by teachers' understanding of students' learning needs and difficulties:

For example, I would ask "Tell me one thing that students find difficult to do in language", for example, articles, like articles. If they can say one thing immediately, then they know how to teach the language, or the hard sides of it, they know it; it shows they know it. (SNEST17)

Teaching experience, also directly associated with age, emerged as another important factor in charge of students' hiring conclusions:

I think they have to be more than 30 years old, because they experienced a lot, they're experienced and they know different techniques to tell us. (SLNNEST43)

4.2.2.4. Students' Beliefs about Foreign Teachers' Interface with Students' Native Language and Culture

Student questionnaire items 42, 44, and the interview question 2 focused on the teacher's awareness of the students' native language and culture. Students opinions obtained by the questionnaire item 42, *English teachers should be able to use Turkish to explain difficult concepts*, differed significantly (p<.001). According to the LSD post hoc, there were significant differences between the NEST and NNEST group means (p<.001) and between the NEST and "not sure" group means (p=.001). The NNEST (M=3.68) and "not sure" (M=4.36) groups were more approving of the teacher's ability of using Turkish in the language classroom than the NEST group (M=3.17). As demonstrated by Figure 50, the majority of the NNEST and the "not sure" groups responded positively to the statement. To illustrate, 31% of the NNEST and 50% of the "not sure" groups strongly agreed, and 34% of the NNEST and 36% of the "not sure" groups agreed with

item 42. Responses elicited from the NEST group were slightly less positive and distributed in the following way: 21% strongly agreed, 28% agreed, 17% were not sure, other 17% disagreed, and 16% strongly disagreed with the statement.
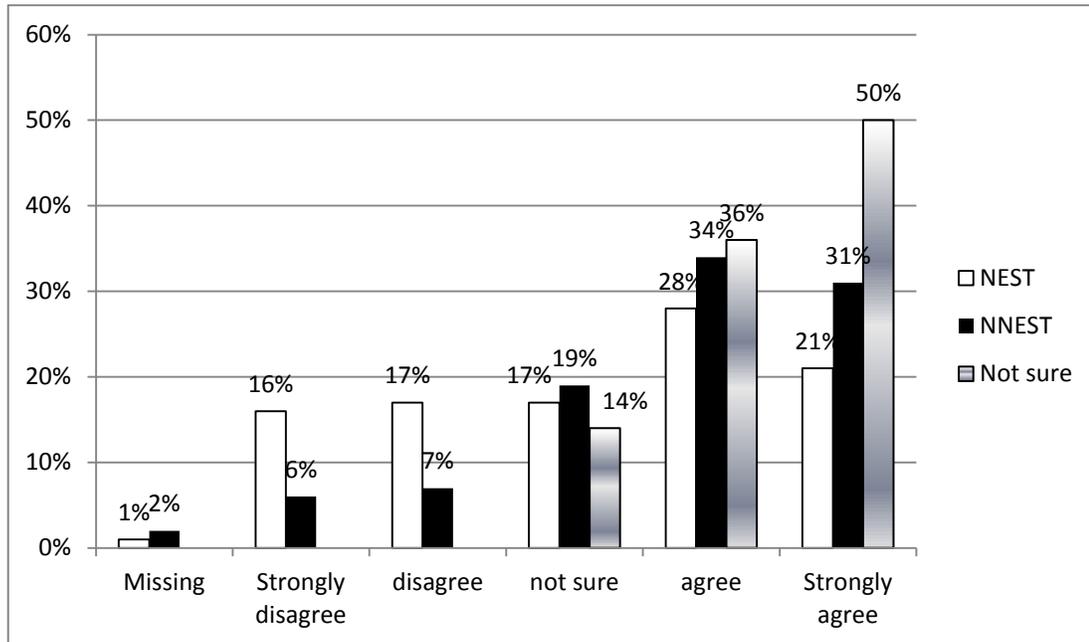
Figure 50 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 42**, *English teachers should be able to use Turkish to explain difficult concepts* (N=699).

Analysis of data did not yield significant differences between the groups in regard to item 44, *English teachers should know Turkish culture to be able to teach Turkish students* (p=.792). By taking into consideration group means, it was revealed that the NEST group (M=3.25) was slightly less positive about the statement than the NNEST (M=3.32) and the "not sure" (M=3.36) groups. As shown below (Figure 51), 18% of the NEST, 21% of the NNEST, and 29% of the "not sure" groups expressed strong agreement, 30% of the NEST, 29% of the NNEST, 21% of the "not sure" groups agreed, 23% of the NEST, 23% of the NNEST, and 21% of the "not sure" groups were not sure. Some of the participants expressed disagreement (19% of the NEST, 17% of the

NNEST, 14% of the "not sure" groups) and strong disagreement with the statement (9% of the NEST, 8% of the NNEST, 14% of the "not sure" groups).
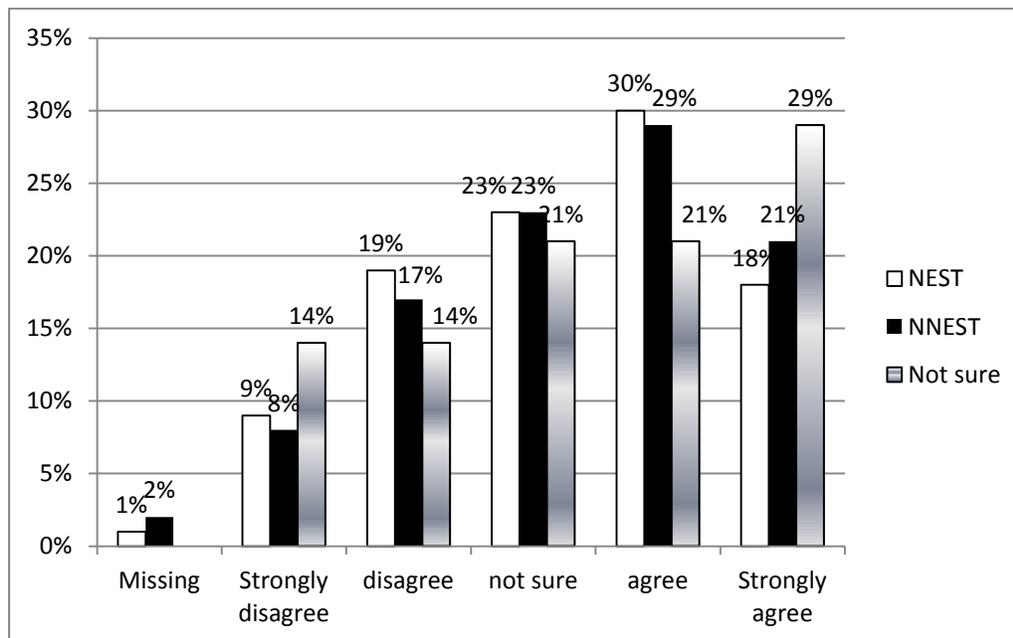
Figure 51 Percent of responses by students from NEST, NNEST, and "not sure" groups to **item 44**, *English teachers should know Turkish culture to be able to teach Turkish students* (N=699).

Interview question 2, inquiring whether *native and expatriate nonnative teachers of English should know the Turkish language and culture*, was included to complement and deepen the data obtained by the previously discussed items 42 and 43. As shown in Table 24, 32% of the interviewees gave emphasis to the teachers' cultural awareness, 28% underlined the significance of teachers' knowledge of students' language and culture, 16% insisted on teachers' mandatory knowledge of students' L1, and 23% presented arguments against the importance of teachers' familiarity with students' language and culture. The most popular response among the students of NESTs was that foreign teachers should have some knowledge of students' language and culture (46%). A substantial part of the LNNEST group (46%) completely rejected the usefulness of

students' language and culture in the EFL classroom settings. Students instructed by both NESTs and LNNESTs (40%) and the ENNEST group (60%) mostly emphasized the role of teachers' cultural awareness.

Table 24 Students' responses to **the interview question 2**, *Do you think native and expatriate nonnative teachers of English should know the Turkish language and culture?* (Number of students=74)

	Students of NESTs	Students of LNNESTs	Students of ENNEST	Students of Both NESTs&LNNESTs	Total
Language & Culture	12(16%)	3(4%)	-	6(8%)	21(28%)
Language	3(4%)	2 (3%)	2(3%)	5(7%)	12 (16%)
Culture	7(10%)	2(3%)	3(4%)	12(16%)	24 (32%)
Neither	4(5%)	6(8%)	-	7(10%)	17 (23%)
Total	26 (35%)	13 (18%)	5 (7%)	30 (40%)	74 (100%)

The majority of student participants underlined the advantages of foreign teachers' cultural awareness and basic knowledge of students' L1. It was emphasized that foreign teachers' knowledge of students' language and culture provides the foundation for building rapport with students, improves teachers' communication conflict resolution skills, and facilitates learning through student empowerment and entertainment. In addition, it was stated that teachers' familiarity with students' language and culture allows for following curricular materials incorporating some local culture traits and for offering intercultural and interlinguistic comparisons between English and Turkish. Furthermore, it was argued that the knowledge of Turkish is indispensible to teaching the lower proficiency level groups, to helping students express ideas beyond their English proficiency level, and to providing explanations of complicated points and vocabulary items. Finally, the participants mentioned that having knowledge of the host country's language and culture is fundamental to foreign teachers' integration in society.

4.2.2.4.1 Communication Benefits

In most cases it was claimed that teachers' familiarity with students' culture, enhancing instructor's responsiveness to students' behaviors, social norms, and learning preferences, contributes to the prevention and management of miscommunication and the development of the positive interpersonal relationship. To illustrate:

I think they should learn culture, because our behaviors, our culture affects us, and our behaviors are cultural, our experiences are about our culture and they're related. (SNEST1)

I think, they should learn the Turkish culture. Maybe they don't learn Turkish, but they should learn the Turkish culture, because sometimes the Turkish culture's gestures disturb them, or irritate them, because they don't know the meaning. So, it leads to some problem, and they should then…culture. (SNEST&LNNEST28)

I think it's an interaction situation, we always exchange our culture, our traditions, or our habits, for example. If it happens, we're more familiar, more close with our teachers. (SNEST&LNNEST72)

SNEST2 spoke about their NEST, whose lack of cultural sensitivity was manifested in his jokes, sometimes uncomfortable or incomprehensible to students:

For example, when X jokes in the class, sometimes it crossed our culture, but he thinks it's normal, because he's English and his culture it's so normal, but sometimes we think it's a little bit weird. (SNEST2)

It was indicated that teacher's interest in students' language and culture, understanding of cultural dynamics of the classroom, and occasional use of Turkish during the lesson help create positive learning environment, entertain and engage students, make them feel valued and appreciated.

And other things, X knows Turkish and Turkish culture, and that makes him interesting, and funny, he rules the class and when he's going to say something funny, he says in Turkish, and it makes it twice funnier. (SNEST24)

It's not a necessity, but it will be good, if they know something about us, to reach us, and to communicate in a good manner. So, I think it's helpful for our learning, like X does, and I like the way X uses Turkish. (SNEST25)

It's not important, but we like to teach them Turkish. This is not necessary, but we can use lessons together, it's interesting and it's funny. (SNEST&LNNEST32)

4.2.2.4.2 Intercultural Comparisons

In addition to the communication benefits of teachers' cultural awareness, students emphasized the importance of integrating local culture and intercultural comparisons between English and Turkish into the lesson, including comparisons between idioms, proverbs, and jokes coming from diverse cultural backgrounds:

I think it's good if they learn our culture, because there're proverbs and jokes, and if they cannot understand a proverb or joke they can't tell us the English ones. And it's important to talk to the people in foreign countries. Culture is important. (SNEST15)

(…) knowing the culture differences between their culture and Turkish culture, it makes sense, because if they know the cultural differences, they can easily explain the differences, they can easily express their ideas, and maybe for some extent it's more logical, for example idioms, as I said before, when we started learning English, our first teacher was American and it was really helpful, and because our topic was idioms, and she really similar to Turkish culture, and that would be really helpful. (SNEST&LNNEST64)

Moreover, it was mentioned that the content of the education materials used by the school necessitates teachers' familiarity with some cultural traits of Turkey:

I think they should know a bit about Turkish culture, because sometimes we can face with some texts about Turkish life, for example. Last semester, in one of our books there was a text about Turkish dolmuş drivers, something like that, and if my teacher had been a foreign teacher, maybe she or he wouldn't have been able to state his ideas about that, and it would be hard to understand that text in a holistic approach. So, it would be very hard. Because of that, I think, they should know only a little bit about Turkish culture, because you may never know what you're going to face with in a text, it would be about Turkish culture, or another culture. So, I think it's good to know about it a little bit. (SENNEST49)

However, some interviewees held an opinion indicating preference for the English-speaking cultures or other foreign culture teaching, and consequently, contesting the significance of foreign teachers' awareness of local culture. In criticizing integration of local culture in the ELT context, the interviewees announced a desire to gain knowledge about diverse foreign cultures and to develop intercultural outlook. For example:

Turkish culture isn't necessary, I think, because we can learn more things about foreign cultures, and we can improve our minds, our thinking. (SNEST26)

Turkish culture? No, I don't think so. I mean, they're supposed to teach us their culture, we already know Turkish culture, we don't really need that. (SNEST23)

The most important is other culture, Turkish people want to teach their own culture to foreign people, it is very good, but it shouldn't be in class, it should be outside. (SNEST&LNNEST35)

No, they shouldn't I think. Because if I have a native or different culture, coming from a different culture teacher, I want to know about their culture. They can learn, but they don't have to show, it's not necessary. They don't have to know Turkish. (SLNNEST44)

I think that the teachers don't have to know about Turkish culture or something about that, because you know, English teachers, they teach us English. Maybe they should know something about English culture, but I don't think that they should do something about us, you know, they don't have to know the Turkish culture to understand us, or something, because every teacher has his or her own education about psychology and how to teach things. (SENNEST48)

Interestingly, as follows from the subsequent comment, foreign teachers becoming completely assimilated into Turkish society run risks of losing their attraction with some students describing the results of Turkification as *"not such a cool thing"* and as *"just something simple and familiar"*, and therefore demotivating. To demonstrate:

As I experienced in high school, we had a teacher from Philippines married with a Turkish man. And she knows the culture, she knows the language, but she's almost a Turkish person. I don't know how it works in the world, but in Turkey, if you live in Turkey, you'll become Turkish, something like that. That's not such a cool thing, but it works like that. (…) It's familiar, we cannot be exhausted with it, just something simple and familiar to us. I'm not motivated. (SLNNEST40)

4.2.2.4.3 The Use of Students' L1 in the Classroom

In addition to discussing positives and negatives for foreign teachers' familiarity with local culture, some interviewees shared their ideas related to the use of Turkish in the class. Students mentioned the advantages of using Turkish for expressing ideas and feelings beyond their English proficiency levels:

They should learn Turkish because sometimes we want to say something, but we don't know in English means and our friends, so we must explain in Turkish, but if teacher doesn't know Turkish, we can't deal with the teacher. (SNEST&LNNEST73)

I think, teacher who teaches English in Turkey should know Turkish because some students aren't able to express their feeling or their thinking in English perfectly. So, to understand the students for teacher she or he should know Turkish. (SNEST2)

Furthermore, the participants insisted on the efficiency of the L1 knowledge for providing occasional vocabulary items and clarifications on complicated aspects of the new material:

In my opinion, it's very good, because we cannot know all words in all situations in English. So, the teacher can explain it in Turkish, and it's so good for us. (SNEST9)

I think, they live in Turkey and they should learn our culture. And also they should learn our language. If we don't understand it clearly, they should explain it in Turkish. (SNEST&LNNEST37)

Some interviewees stated that significance of teachers' knowledge of Turkish is conditioned by the English proficiency level of their students. Advanced level students claimed that teachers' knowledge of Turkish is essential for a clearer realization of the form and meaning of the language merely at the lower proficiency kevels, whereas at the higher levels teachers' familiarity with the L1 was greeted with disapproval:

For the lower levels, such as elementary or pre-intermediate, teacher should know Turkish, because they cannot properly understand the meanings of the words, or grammatical things; but for advanced or pre-faculty students it's better if they don't know it. (SNEST16)

Maybe for the beginners they should know Turkish, because they don't understand English at all, or maybe for the little children, who are learning English, they should know Turkish. But for us, I think, the teacher is better when he or she doesn't know Turkish at all, not at all, maybe not so much. (SENNEST48)

Thus a few advanced students noted that storing the information provided in their native language long-term is more difficult than memorizing the same information presented in English:

If they learn Turkish, sometimes we can't understand English explanation, so that they want to talk about it in English. And it seems it's very easy, but it's not permanent. For me, I couldn't remember the Turkish meaning of the word, I want to explain it in English, it's more permanent for me. (SNEST5)

On the other hand, pre-intermediate level students, having expressed frustration with their inability to communicate with and gain comprehension of grammar points from a

foreign teacher without any knowledge of Turkish, confirmed the importance of teachers' knowledge of students' L1 for teaching the lower proficiency groups:

I think my previous teacher didn't know anything about Turkish culture, Turkey. We don't understand anything, because we didn't communicate with my teacher. He didn't understand us, we didn't understand anything, because Turkish culture, Turkey, my language is very important for me. (SLNNEST54)

In addition, my first semester teacher taught me in English grammar; this is very hard for me, I learned very little grammar. (SLNNEST55)

As a final point, some student interviewees disapproved foreign teachers' knowledge of students' L1 as having a deleterious impact on learners' target language skills development, since, according to the students, foreign teachers' ignorance of Turkish provides the necessary impulse to use English in the classroom. To illustrate:

I think that is not necessary for foreign teachers to learn Turkish, because if he or she don't know Turkish we... the situation forces us to build or create English sentence. And I think that it improves our English language skills. There's no Turkish in classes, it's better, I think. I think they should learn our culture a little bit, because it affects us, we live in this culture, it's important, basically. (SNEST3)

I think it's not necessary, because if you want to learn a language that you have to do things in that language, in the borders of that language. So, if you have a chance to use your own language, native language, it's not a good chance to be, because that you observe a thing and use your own language, that's not a thing that really works I think. (LNNEST40)

Native speakers, they shouldn't actually learn the language, because it'll be harmful, because eventually in our lessons, our Turkish teachers, eventually our speech becomes Turkish even if we don't want to, because we couldn't manage to explain our ideas. And when there's a native speaker, we should speak in English. But about the culture, I think, there'll be similarities, they should learn it. (SNEST&LNNEST64)

4.2.2.4.4 Foreign Teachers' Social Integration

Apart from the instructional advantages of English teachers' familiarity with their students' language and culture, the interviewees characterized learning the host country's language and culture as a gateway for their integration into the social life of Turkey:

391

I think it's not necessary for the lessons, for the school, but if they live in Turkey, they can try to learn Turkish culture, it's better for them, to live among the Turkish people. (SLNNEST42)

I think that, the necessity of this little cultural experience, I think the foreign nonnative or native teachers, they gain this experience from their daily lives, I think. The experiences or the cultural things they know, I think they're useful for their lives, not the classroom, I guess. (SENNEST50)

I think they should learn Turkish culture because they live in Turkey, and if they don't know about Turkish culture, they cannot adapt in the society, and also they cannot help us. (SNEST&LNNEST59)

In view of the fact that learning a foreign language and culture is a challenging task, some interviewees emphasized the importance of this knowledge only for long-term residents in Turkey:

It's good, but I don't think so, because English language, I think, is first language, they learn it first, they go from other countries. They just speak English, I think it's good for them. Turkish language, I think it's important if you sit here a long time, it's important, but if you don't sit here, I don't think it is. (SNEST&LNNEST66)

I don't think they have to learn culture or language, it would be better of course, but it's not mandatory to learn culture or language when you are teaching. If we think empathically, they're teaching in different countries, not just in Turkey; for instance, they may go to Greece, or another country, we can't expect them to learn all cultures, all languages. (SNEST21)

However, SNEST&LNNEST70 asserted that foreigners coming to Turkey naturally would like to familiarize themselves with Turkish culture, and that foreign teachers choosing short-term stays in Turkey are not taking their job as seriously as their local colleagues:

I think, they want to learn Turkish culture, so they're here, and they will go somewhere, not permanent, so they're not as serious as our Turkish teachers maybe. (SNEST&LNNEST70)

As a final point, some student interviewees disapproved foreign teachers' knowledge of students' L1 as having a deleterious impact on learners' target language skills development, since, according to the students, foreign teachers' ignorance of Turkish provides the necessary impulse to use English in the classroom. To illustrate:

I think that is not necessary for foreign teachers to learn Turkish, because if he or she don't know Turkish we… the situation forces us to build or create English sentence. And I think that it improves our English language skills. There's no Turkish in classes, it's better, I think. I think they should learn our culture a little bit, because it affects us, we live in this culture, it's important, basically. (SNEST3)

I think it's not necessary, because if you want to learn a language that you have to do things in that language, in the borders of that language. So, if you have a chance to use your own language, native language, it's not a good chance to be, because that you observe a thing and use your own language, that's not a thing that really works I think. (LNNEST40)

Native speakers, they shouldn't actually learn the language, because it'll be harmful, because eventually in our lessons, our Turkish teachers, eventually our speech becomes Turkish even if we don't want to, because we couldn't manage to explain our ideas. And when there's a native speaker, we should speak in English. But about the culture, I think, there'll be similarities, they should learn it. (SNEST&LNNEST64)

4.2.2.5. Discussion and Conclusions

4.2.2.5.1 Students' Perceptions of a Good English Teacher

To respond to the sub-question 2 of the research question 2, focusing on the students' general beliefs about NESTs and NNESTs, firstly, responses elicited by the student questionnaire item 49, inquiring about the qualities of a good English teacher, were analyzed. Investigation of the student data revealed that the mostly emphasized traits generally pertained to the pedagogical knowledge and socio-affective skills categories. Results in this part of the study are comparable to some of those obtained by the analysis of teachers' beliefs; thus, as distinct from NESTs, assigning priority to socio-affective skills, the student group and NNESTs gave prominence to teachers' pedagogical knowledge (Table 25).

Table 25 General number of teachers and students' responses to **the interview question 1** and student questionnaire **item 49**, respectively, *"What do you think makes a good English teacher?"*

Teacher traits categories	Students	Teachers			
	TOTAL	NESTs	NNESTs	Local Other	TOTAL
Pedagogical knowledge	304(36%)	14(27%)	37(38%)	-	51(33%)
Socio-affective skills	136(16%)	16(31%)	22(22%)	4(80%)	42(27%)
English proficiency	132(16%)	6(12%)	13(13%)	1(20%)	20(13%)
Personality characteristics	128(15%)	13(26%)	15(15%)	-	28(18%)
NEST/NNEST-related implications	60(7%)	-	-	-	-
L1-related implications	56(7%)	-	-	-	-
Culture-related implications	23(3%)	2(4%)	11(11%)	-	13(8%)
TOTAL	839(100%)	51(100%)	98(100%)	5(100%)	154(100%)

Brosh (1996) and Telli et al. (2008) also distinguished certain similarities between teacher and student perceived qualities of an effective teacher. On the other hand, in Park & Lee's study (2006), the teacher group accentuated English proficiency, and students' responses demonstrated clear preferences for pedagogical knowledge. Shishavan & Sadeghi's (2009) investigation of Iranian teachers and students' data also produced dissimilar results, with teachers attributing more importance than students to mastery of subject matter and to pedagogical knowledge, and with students being more preoccupied with teacher's personal qualities and communication skills. Furthermore, Mahmoud & Thabet (2013) revealed certain differences between Saudi and Yemeni college students' perceptions; thus, teacher qualities emphasized by the Yemeni students were related to socio-affective skills, and the Saudi respondents, similar to the students and NNESTs in the present study, focused on the knowledge of pedagogy.

Similar to NESTs, the student group emphasized teacher's ability to make English lessons more entertaining and interesting. Results obtained by the earlier research on the topic of effective teaching showed that the entertainment value of the lesson had been frequently prioritized in various contexts by various groups of participants (Koutsoulis, 2003; Borg, 2006; Park & Lee, 2006; Arıkan et al, 2008; Telli et al., 2008; Shishavan & Sadeghi, 2009; Mullock, 2010; and Mahmoud & Thabet, 2013). The majority of the students' perceptions of the qualities describing a good teacher distinguished by the present research corresponded to the results produced by some preceding studies mentioned in the parentheses. Within the pedagogical skills category, it was stressed that a good English teacher should possess effective teaching skills and strategies (Brosh, 1996; Arıkan, 2008; Aydin et al., 2009; Mullock, 2010), an ability to teach based on the students' level of English (Park & Lee, 2006; Mahmoud & Thabet, 2013), and to facilitate students' understanding of even most difficult linguistic concepts (Bosh, 1996; Arıkan, 2010; Mullock, 2010; Mahmoud & Thabet, 2013).

The socio-affective skills prioritized by the students, such as teacher's ability to sympathize with students (Koutsoulis, 2003; Mullock, 2010; Aydin et al., 2009), to motivate them (Brosh, 1996, Koutsoulis, 2003; Park & Lee, 2006; Telli et al., 2008; Çakmak, 2009; Shishavan & Sadeghi, 2009 and Mahmoud & Thabet, 2013), to respond to their actual needs (Cheung, 2006; Shishavan & Sadeghi, 2009; Mahmoud & Thabet, 2013), and to establish rapport with them (Koutsoulis, 2003; Telli et al., 2008; Arıkan, 2008; Çakmak, 2009; Shishavan & Sadeghi, 2009; Mullock, 2010) were in complete agreement with reported earlier perceptions of the teacher group.

In addition to the teacher's sufficient English language proficiency (Brosh, 1996, Park & Lee, 2006; Shishavan & Sadeghi, 2009; Mullock, 2010; Mahmoud & Thabet, 2013) and knowledge of the target language culture (Arıkan, 2010; Mullock, 2010), also previously emphasized by the teacher group, the student participants assigned primary importance to the teacher's good pronunciation (Arıkan, 2008; Mullock, 2010; Mahmoud & Thabet, 2013), smooth articulation (Mahmoud & Thabet, 2013), and adequate knowledge of grammar (Arıkan, 2008; Mullock, 2010). Similar to NESTs, students identified affection for teaching (Borg, 2006; Arıkan et al. (2008); Çakmak, 2009; Mullock, 2010)

as one of the top personal characteristics of an effective teacher. Additionally, students valued such qualities as being patient (Koutsoulis, 2003; Shishavan & Sadeghi, 2009; Mullock, 2010; Mahmoud & Thabet, 2013) and friendly (Koutsoulis, 2003; Arıkan, 2008).

Interestingly, the use of Turkish for the purpose of improving understanding of difficult concepts was identified by the students as an important factor of effective teaching almost twice as frequently as the use of English as the only medium of instruction. These findings to some extent are echoed by Brosh (1996) and Park and Lee (2006), claiming that the L2-only instructional policy did not emerge in their studies as an imperative characteristic of effective teaching. Both Arıkan et al. (2008) and Mullock (2010) attributed their student respondents' explicit preference for local instructors to the L1 factor. Shishavan & Sadeghi (2009) noted that students in their study expressed more positive reactions to the statements about the use of L1 than teachers, and the Saudi students in Mahmoud & Thabet's study (2013) manifested supportive attitudes towards the use of L1 for translation.   However, similar to the results obtained by Arıkan et al. (2008) and Mahmoud & Thabet (2013), some of the students opposed the use of L1 in the L2 classroom, arguing that English teachers' should never use Turkish during the lesson.

Similar to Mullock (2010), it can be claimed that "very few responses explicitly reflected a preference for either NS or NNS" (p.104), since only 2% of students' reactions in the present study favored NESTs, and just 1% of their responses expressed an idea that a good teacher should "know/speak English as a native speaker". It was revealed that the majority of students having used the notion of a native speaker as basis for their interpretations of effective teaching qualities were instructed by NESTs. Moreover, in 1% of all cases it was argued that it is of no relevance to effective teaching procedures whether an English teacher is a native or a nonnative speaker of English, also in 1% of cases, participants claimed that local English teachers are more successful in terms of understanding the problems of Turkish students; and the overwhelming majority of the above mentioned judgments belonged to the students of NNESTs.

In fact, the majority of the most valued by the students qualities can be developed or may naturally be a part of both NEST and NNEST's personality. However, according to the results obtained by Medgyes (1994) some characteristics are stereotypically believed to be more relevant to NESTs than NNESTs, and vice versa. Consequently, such traits listed by the students as 1) being understanding, 2) having affection for teaching, 3) an ability to respond to students' needs, knowledge of the 4) Turkish language and 5) culture, and 6) sufficient knowledge of grammar could be defined as favoring NNESTs. On the other hand, possessing 1) a high level of proficiency in English, 2) good pronunciation, 3) excellent speaking skills, 4) sufficient knowledge of culture of the English-speaking countries, 5) a capacity to improve students' oral performance, 6) creativity could be stereotypically attached to NESTs (Table 26). According to the general distribution of the most valued qualities between NESTs and NNESTs, it could be assumed that a good English teacher personality as perceived by the students in the present study does not appeal specifically to either NESTs or NNESTs, but presupposes a balance of various qualities.

Table 26 Major qualities of a good English teacher as perceived by the teachers and students in the study and perceived differences in teaching behavior between NESTs and NNESTs presented by Medgyes (1994, 2001)

Top qualities of a good English teacher as perceived by:			Perceived differences in teaching behavior between (Medgyes, 1994, 2001):	
NESTs	**NNESTs**	**Students**	**NESTs**	**NNESTs**
understanding/sympathetic		• understanding/ sympathetic	• are less empathetic	• are more empathetic
good communication skills	good communication skills	• should have good relationship with students • should be friendly/warm • should know Turkish students' culture	"familiarity with the language brings NESTs closer to their students' cultural roots" (ibid., 1994, p. 58)	"in a monolingual class we certainly have far more background information about the students than even the most well-informed NEST" (ibid., 1994, p.59)
love for the job		love for the job/ should teach willingly	are less committed	are more committed
high level of proficiency in English	high level of proficiency in English	• good pronunciation/accent • smooth diction/articulation • good knowledge of English • excellent speaking skills • should be a native English speaker	• speak better English • use real language • use English more confidently	• speak poorer English • use 'bookish' language • use English less confidently

Table 26 (continued)

creativity/ability to make classes more interesting	• should speak/know English as a native English speaker	• are more innovative	• are more cautious
	• should make lessons entertaining and interesting	• use a variety of materials	• use a single textbook
should motivate students to learn English	• should be able to motivate students		
extensive knowledge of the teaching content	• should focus on speaking/improve students' oral skills	• are less insightful (*procedural knowledge*)	• are more insightful (*declarative knowledge*)
	• good knowledge of grammar	• focus on: fluency, meaning, language in use, oral skills, colloquial registers	• focus on: accuracy, form, grammar rules, printed word, formal registers
		• teach items in context	• teach items in isolation
professional preparation/teaching degree		"I claim that the best model is the one who has undergone proper training and is endowed with certain 'extra qualities'" (ibid., 1994, p. 51) "there are thousands of unqualified or underqualified native speakers teaching English in all corners of the world" (ibid., p.63)	
self-development/ open to learning		• adopt a more flexible approach	• adopt a more guided approach
good classroom management skills	• should be able to teach		

399

Table 26 (continued)

	others/good teaching skills • ability to explain material based on the students' proficiency level • should be able to explain in a simple way	• are more casual • prefer free activities • favor groupwork/ pairwork	• are more strict • prefer controlled activities • favor frontal work
ability to respond to students' needs	should understand what students need	attend to perceived needs	attend to real needs
sufficient knowledge of culture of the English-speaking countries	should have good knowledge of culture of English	supply more cultural information	supply less cultural information
	• should know Turkish to improve understanding of difficult concepts • should never use Turkish during the lesson	• use no/less L1 • resort to no/less translation	• use more L1 • resort to more translation
	patience/tolerance		

4.2.2.5.2 Student Perceived Differences between NESTs and NNESTs

Analysis of student perceived differences between NESTs and NNESTs, aimed at answering the sub-question 2 of the research question 2, relied on the data elicited by student questionnaire items 41, 43, and 45-48 , and the student interview question 1. It was revealed that the student participants adhered to predominantly positive attitudes regarding the statements 41, *English teachers should all speak with a perfect native (e.g. British, American) accent* and 43, *English teachers should provide information about culture of English-speaking countries*. However, reactions of students instructed by NESTs for the abovementioned items 41 (78%) and 43 (69%), appeared to be slightly more positive than the NNEST group's responses (50% and 61%, respectively). The NEST (44%) group appeared to be more supportive than the students of NNESTs (26%) of the statement 45, *native English speakers make the best English teachers*. On the other hand, analysis for item 46, *nonnative English speakers can be good English teachers,* revealed that NESTs (64%) held slightly less positive attitudes about it than NNESTs (71%). Furthermore, both NESTs (61%) and NNESTs' (61%) students reported similarly positive reactions to the statement 47, *I can learn English just as well from a nonnative English teacher as from a native English teacher*. However, the NNEST group (88%) responses to the statement 48, *I don't care where my teacher is from, as long as he/she is a good teacher for me,* were slightly more positive than the NEST group (76%) reactions. One of the foremost conclusions resulting from Pacek's study (2005) was a suggestion that if NNESTs' methodologies are appropriate for students and personality traits are perceived positively by them, the majority of students can be persuaded of the advantageous effects of NNESTs' teaching (p. 260). In the present context, it was inferred that, similar to the local English teachers, the students were strongly attracted to the norms of standard British and American English and the target language culture-based pedagogies, implying that "internationalization of English simply means the distribution of national British and/or North American English varieties around the globe" (Jenkins, 2011, p. 933) and ignoring the present-day sociolinguistic reality, reinforcing "the ability to engage in meaningful social and institutional functions in multilingual communities according to local conventions"

(Canagarajah, 2013, p. 2). Although this principal trend was generally pronounced among both NEST and NNEST student groups, the ones instructed by NESTs appeared to be more supportive of the native speaker norm-bound paradigm than the NNEST group. However, similar to some previous studies (Mahboob, 2004; Lasagabaster & Sierra, 2005; Benke & Medgyes, 2005; Moussu, 2006; Lipovsky & Mahboob, 2010), and contrary to the previously stated teacher participants' beliefs, the findings for items 45-48 and interview questions 1 and 3, discussed in the following paragraphs, indicated that there was no an overwhelming clear preference for NESTs among the students.

Analysis for the interview question 1, inquiring about the differences between NNESTs, LNNESTs, and ENNESTs, demonstrated that the majority of students held positive attitudes towards NESTs (62%), 44% of which were intermediate and advanced level learners instructed by NESTs, 8% were taught by NNESTs, and 38% by both NESTs and LNNESTs. Moussu and Llurda's (2008) statement that "even though a dichotomy vision of NS-NNS discussion does not appear to be linguistically acceptable, it happens to be nonetheless socially present" (p. 316), found confirmation in the majority of the students' comments. The core qualities, such as authentic pronunciation, skillfulness in both speaking and writing, identified by the students as NESTs' advantages, were attributed to their native proficiency in English. NESTs were reputed as being more capable than NNESTs, through practice enabled by the monolingual approach and also vocabulary and idiomatic language expansion activities, of improving students' speaking and listening skills. Similarly, Lipovsky and Mahboob's study (2010), aimed at exploring Japanese high school students' attitudes to NESTs and NNESTs, revealed students' appreciation of NESTs' oral skills, especially pronunciation and conversation, vocabulary knowledge, including idiomatic language and slang. However, as noted by the authors, some NNESTs were also praised for the abovementioned skills. In the context of the present research, the presence of a foreigner in the classroom was reported as a motivating factor for students' participation and intercultural competence development. NESTs' easygoing approach and error-tolerant attitudes were generally met with students' approval; however, NESTs also received a portion of criticism based on that their "relaxed" pedagogies prevent from covering the required material during the lesson. Similarly, Benke and Medgyes's (2005) revealed that in contrast to sociable,

informal, talkative NESTs, NNESTs were viewed as more demanding and traditional. In the Turkish context, Inceçay and Atay (2008) reported preparatory school students' perceptions of NESTs' classrooms as having more freedom than NNESTs' classrooms; for instance, in contrast to NNESTs favoring strict classroom management strategies and individual work, NESTs tended not to keep attendance records and to adhere to group work and communication-oriented approach.

On the other hand, considerably lower percentage of the interviewees expressed positive views of NNESTs (10%), the majority of which appeared to be lower proficiency level students taught by LNNESTs and by both NESTs and LNNESTs. As indicated previously, the interviewees speaking in favor of LNNESTs tended to resort to comparison with NESTs and to base their defense on the premise that a particular LNNEST had spent an extensive amount of time in an English-speaking country, possessed advanced teaching experience, native-like English proficiency and behavior, and maintained an English-only rule for their teaching practices. The similar tendency was observed for some of the teacher participants, endowing their experience of living in an English-speaking country with a sense of real accomplishment and pride (Rajagopalan, 2005). The lower level students reported having difficulties in conforming to English-only norms supported by NESTs and higher level students, and claimed that sometimes they have to resort to LNNEST for clarifications. Moreover, due to their EFL learner experience NNESTs were described as better grammar instructors. Benke and Medgyes's (2005) lower level student participants also noted that NESTs are more difficult to understand, teaching grammar was identified as their weak point, moreover, inability to use L1 was described as the major reason why NESTs "tend to leave problems unexplained" (p. 207). Furthermore, in the present context, it was stated that LNNESTs are better linguistically and culturally equipped than NESTs to understand students' reasoning processes and to resolve their learning difficulties. It corroborated Lipovsky and Mahboob's findings (2010) that students' positive evaluations of NNESTs were generally associated with literacy skills, grammar teaching, methodology, empathy for the students. Similar to the results obtained by the present study, the authors reported that L1 was perceived as an advantage allowing for speaking skills development and as a shortcoming, hampering L2 input and output.

As for ENNESTs, most of the students instructed by the only ENNEST in the study expressed appreciation of their teacher. Students reported the diversity of accents among ENNESTs, positively referring to some of them as less speedy and more intelligible than NESTs' pronunciation, and criticizing other nonstandard varieties on the basis of their unintelligibility. Similar to NESTs, ENNESTs were believed to have a motivating effect on students' learning and developing skills for effective cross-cultural communication.

4.2.2.5.3 Preferences for NESTs or NNESTs

Further analysis for the sub-question 2 of the research question 1 was based on the data obtained by the interview question 3, asking students to verify their preferences and ratios regarding NESTs, LNNESTs, and ENNESTs, as if the interviewees were in charge of teacher recruitment procedures (Medgyes, 1994). As distinct from the teacher participants speaking in favor of employing equal numbers of NESTs, LNNESTs, and ENNESTs, or the majority of LNNESTs, or having identified NEST/NNEST and foreign/local dichotomies as invalid recruiting criteria, the most popular students' responses emphasized benefits presumably gained by employing higher numbers of NESTs (24%), foreign teachers, including both NESTs and ENNESTs (16%), or equal numbers of NESTs and NNESTs, including both LNNESTs and ENNESTs (17%). Students' recruitment decisions would be also based on the teacher candidate's qualifications, teaching ability, levels of English proficiency, experience, and accent.

Thus, NESTs would be hired to teach speaking and communication skills; however, they were expected to be competent in terms of explicit grammar instruction and the use of students' L1 for clarification with the lower proficiency levels.

Special emphasis was placed on employing LNNESTs for providing language instruction at lower proficiency levels. The major factors that student interviewees referred to in their discussion of LNNESTs were their ability to use students' L1 for instruction purposes, shared culture contributing towards becoming more approachable by students, and adequately developed declarative knowledge advancing grammar instruction skills. The desirable characteristics of a LNNEST candidate were having

some prior experience of living in an English-speaking country, acquired target language culture implications and behavior patterns, speaking fluency and good pronunciation.

Another finding was that students appreciated accent and culture diversity in the language classroom. Among the reasons for hiring ENNESTs, students stressed the value of familiarizing themselves with a range of accents, and gaining multicultural competence in addition to the cultural knowledge generally associated with English. Moreover, it was claimed that students may benefit from ENNEST's example of a successful EFL learner. The ones advocating the pronunciation norms of British and American English opposed the idea of involving ENNESTs in teaching English in Turkey; also their proximity to LNNESTs in terms of EFL learner profiles entailed students' idea of ENNESTs' uselessness for the Turkish EFL context.

Some of the students' comments confirmed the teacher participants' concerns regarding the possibility of ENNESTs' exposure to students' stereotypes. For example, more prestige was assigned to ENNESTs from European backgrounds and the ones originating from China, Africa, and Japan were frowned upon based on the unintelligibility of their accents. As demonstrated by the following studies, people's perceptions of a speaker's proficiency and accent may be controlled by the factors unrelated to a linguistic realm. Rubin and Smith (1990) revealed that U.S. undergraduates' attitudes to nonnative English-speaking assistants were more influenced by the assistants' ethnicity and a specific lecture topic than by an actual accent in the instructor's speech. Moreover, authors reported a negative correlation between perceived, rather than actual, accentedness and teacher evaluation scores. Another study conducted by Rubin (1992) corresponded with the previously reported Rubin and Smith's (1990) results. Student participant listened to an audio tape either accompanied by a photograph of an Asian teaching assistant, or by a Caucasian/European person's photographic depiction. The study demonstrated that perceived ethnicity was shaped by manipulated ethnicity; consequently, the Asian instructor was perceived as more Oriental than the Caucasian instructor. Furthermore, students' perceptions of foreignness and regularity of a particular accent were strongly demarcated by instructor's ethnicity. For example, an accent was perceived as more foreign and less standard if conjoined

with an Asian instructor's image. Moreover, student comprehension means appeared to be lower for the groups exposed to the Asian instructor's photograph and higher for the groups that listened to the lecture accompanied by a Caucasian instructor's image.

Consequently, widespread social prejudices towards particular ethnic and cultural groups should be seen as influential forces in the formation of students' attitudes to their foreign instructors. Interestingly, according to the surveys conducted by the Political, Economic and Social Research Foundation SETA (2011) and the Pew Global Attitudes Project (2013), younger generations in Turkey tend to be more positive to Americans and Europeans than older Turkish citizens. As reported by SETA (ibid.), Turkish citizens generally held negative attitudes to foreigners, especially to Arabs, Armenians, Jews, Greeks, Russians, and Americans; however, their attitudes to Europeans appeared to be more favorable, especially among the younger generation. Similarly, according to the Pew Global Attitudes Project (ibid.), although attitudes to the United States in Turkey were predominantly negative (70%), Turkish citizens under the age of 30 were likely to have more positive attitudes to the U.S. (38%) than the ones age 50 and older (8%).

The ones opposing the use of the teacher's native language and nationality as hiring criteria claimed they would focus on applicants' teaching ability, experience, communication skills, high-level, or "almost native-like" English proficiency, accent, understanding of students' learning needs and difficulties.

4.2.2.5.4 Who is a Good English Teacher?

Finally, based on the analysis for the sub-question 1, focusing on the student perceived qualities of a good English teacher, and the sub-question 2, inquiring about students perspectives on NESTs and NNESTs, the characteristics previously identified as descriptive of a good English teacher were assigned to NEST, LNNEST, and "Both" categories. Thus, 9 qualities previously listed by the students were consequently identified as advantages of NESTs. 8 qualities of a good teacher corresponded with the stated LNNESTs' strengths. 6 characteristics could be generally attributed to both

NESTs and LNNESTs, since they were not specifically ascribed by the students to either NESTs or NNESTs, and therefore were assigned to the shared category "Both" (Table 27). Based on the approximately equal distribution of the good teacher qualities between NEST and LNNEST categories, it was inferred that both groups of teachers could be considered as partially prototypical to a student perceived superordinate "good English teacher" identity. Students' representation of a "good English teacher" category is complex, implying that a separate ingroup, either NESTs or NNESTs, is not its only normative prototypical subgroup, rather other subgroups have to be included to reflect its scope and diversity (Wenzel, et al., 2007, p. 340).

Table 27 Major qualities of a good English teacher as perceived by the students and their correspondence to the student-perceived qualities of NESTs and NNESTs.

Qualities of a good English teacher referring to:		
NEST	**Both**	**LNNEST**
1. good pronunciation/accent 2. good knowledge of English 3. excellent speaking skills 4. should have good knowledge of culture of English 5. should make lessons entertaining and interesting 6. should be able to motivate students 7. should focus on speaking/improve students' oral skills 8. should never use Turkish during the lesson 9. should be a native English speaker	1. should have good relationship with students 2. should be friendly/warm 3. love for the job/ should teach willingly 4. should be able to explain in a simple way 5. ability to explain material based on the students' proficiency level 6. smooth diction/articulation	1. understanding/ sympathetic 2. should understand what students need 3. should know Turkish to improve understanding of difficult concepts 4. should know Turkish students' culture 5. good knowledge of grammar 6. should be able to teach others/good teaching skills 7. patience/tolerance 8. should speak/know English as a native English speaker

It can be asserted that some of the students appreciated a variety and preferred being taught by different teachers. On the other side, some of them emphasized the importance of making NESTs and NNESTs fit into the same pattern. As argued by Medgyes (1994): "The ideal NEST and the ideal non-NEST arrive from different directions but eventually stand quite close to each other" (p.74). Similar to Medgyes (ibid.), apart from shared general qualities, a substantial part of the student participants tended to perceive an ideal English teacher as a combination of both an ideal NNEST, "the one who has achieved near-native proficiency in English" (p. 74), and an ideal NEST, "the one who has achieved a fair degree of proficiency in the learners' mother tongue" (ibid.). The above mentioned "near-native proficiency" vs. "a fair degree of proficiency" dichotomy to some extent was echoed in the students' comments. Thus, achieving near-native proficiency, entailing acquisition of the target language culture implications, behavior patterns, and native-like pronunciation, was perceived as desirable for a NNEST; however, a NEST gaining near-native proficiency in Turkish was not welcomed by the students. It was claimed that foreign teachers' ultimate Turkification posed a risk of becoming uninteresting, routine, and, consequently, boring for the students who strove to gain cross-cultural experiences and competences. On the other hand, "a fair degree of proficiency" (ibid.) in Turkish, implying also familiarity with the students' culture and learning difficulties, was generally perceived as a positive and enriching experience.

Language teaching based on the target language culture was understood by the students as mere familiarization, rather than acquisition of the relevant cultural norms and values. Learning English was perceived by them in terms of acquiring it as an instrument of intercultural communication, rather than of consequent integration into the English-speaking society. As indicated in one of the previous chapters, apart from the academic purposes, 36% of students were motivated to go to an English-speaking country to work or study, 32% were learning English to find a better job in Turkey in the future, and 25% were learning it for the general reason that it is gaining more importance in today's society. The fact that putting emphasis on NNESTs' attaining near-native proficiency could be "something not in harmony with their self-image" (Modiano, 2001, p. 340) was commonly overlooked by the students. Medgyes's (1994) two-dimensional perception of

NNEST's English proficiency as "a coin" (p. 73) comprising "the language deficit" on one side, and "the benefits deriving from a non-native command of English" on the other side, seemed to be closer to the position of some students' than NNESTs' multifaceted proficiency recognizing local context-based linguistic and cultural influences that "have led and are continuing to lead to the emergence of a range of educated L2 English varieties which differ legitimately from standard NS English" (Jenkins, 2006, p.42).

4.2.2.5.5 Attitudes Related to Foreign Teachers' Knowledge of Students' Native Language and Culture

Furthermore, to expand the answer to the sub-question 2 of the research question 2, inquiring about the students' prevalent beliefs on NESTs and NNESTs, data obtained through the questionnaire items 42, 44, and interview question 2, focusing on the students' ideas related to the value of their native language and culture in the foreign language classroom, were explored. Slightly higher proportion of the reactions approving English teachers' knowledge of the Turkish language (item 42) and culture (item 44) came from the NNEST and "not sure" student groups than from the ones instructed by NESTs. Analysis of student interview data revealed 23% of negative responses that is almost twice as much as the proportion of statements rejecting the importance of English instructors' familiarity with students' language and culture elicited from the teacher group (11%). Similar to the teacher participants, the majority of the students advocated the importance of teachers' knowledge of students' native language and culture. Interestingly, the students instructed by NESTs and by both NESTs and LNNESTs were more supportive of the idea that foreign teachers of English should possess the knowledge of the Turkish language and culture than the LNNEST group. It is noteworthy that the majority of students' responses corroborated their teachers' beliefs.

Similar to the teacher participants, having the host country's language and culture knowledge was frequently associated by the students with greater integration into society. However, foreigner's complete assimilation into Turkish culture was not much welcomed by the students; losing their native aspects, their "otherness", replacing their cultural features by the host country's cultural assets, was associated with losing what

NEST7 identified as "the novelty of being a foreigner"; in other words, losing the foreign teacher's attraction with the students.

The major points emphasized in connection with the role and functions of L1 and culture in the classroom incorporated improving students and teachers' cultural and linguistic capacities involved in gaining mutual understanding, providing comprehensible input, intensifying students' sense of being valued, and creating comfortable and entertaining learning environments. Similar to the teachers' attitudes, arguments presented by the students strongly supported culturally responsive pedagogies, focusing on students' "cultural knowledge, prior experiences, frames of reference, and performance styles…It teaches to and through strengths of these students. It is culturally validating and affirming." (Gay, 2000, p.29). The student participants mentioned that teachers' knowledge of students' L1 and culture is fundamental to building strong rapport, creating relaxed and mutually-beneficial learning atmosphere, improving awareness of cultural dynamics of the classroom, enhancing abilities of resolving cross-cultural conflicts and misunderstandings. Moreover, it was emphasized that foreign teachers' interest in students' culture and occasional use of Turkish during the lesson motivate and entertain the students, make them feel valued and cared for, facilitate the process of collaborative learning from their personal experiences and cultural factors. In addition, it was indicated that teachers' familiarity with students' language and culture expands their understanding of various cultural elements embedded in locally produced educational materials, and allows for constructing meaningful cross-cultural and cross-linguistic bridges between English and Turkish. The conclusions accentuating the necessity of inclusion of the local language and culture in English language teaching and learning to some extent corroborated the results obtained by Devrim and Bayyurt (2010) in their study focusing on the role of culture in EFL classrooms within the context of Anatolian high schools in Turkey. Similar to the present study, where the overwhelming majority (76%) put emphasis on foreign teachers' knowledge of Turkish and associated cultural awareness, or mere knowledge of the Turkish language or students' native culture, the majority of Devrim and Bayyurt's participants agreed that English language teachers should be able to speak Turkish and be familiar with cultures in Turkey. Additionally, the authors noted that, as perceived by the students, language instruction

should integrate the target language culture along with cross-cultural comparisons between English and Turkish; in particular, the similarities and differences between the cultures of English-speaking countries and Turkey, social behaviors and cultural values, and the history of English-speaking countries in relation to the historical context of Turkey. Devrim and Bayyurt's results, as well as some students' perceptions in the present study, echoed the ideas of Liddicoat (2004), prioritizing extension of "an intercultural perspective in which the native culture and language are made apparent alongside the target culture" (pp. 299-300), and subsequent to it "ongoing development of intercultural communicative skills" (ibid.). However, learner's intercultural competence is perceived by Liddicoat (ibid.) "as the ability to interact in the target culture in informed ways" (p. 299), rather than as "the ability to shuttle between different varieties of English and different speech communities" (Canagarajah, 2013, p. 6) in diverse world contexts where English is used as a Lingua Franca.

Finally, it was argued that the knowledge of Turkish facilitates instruction at lower levels of proficiency, allows for better understanding of students' intended messages in writing and speaking, for helping students communicate their ideas by using correct grammar structures and vocabulary, and for providing L1 and L2 equivalents of difficult vocabulary items, idiomatic expressions, and explanations of complicated grammar points. These findings support the importance of various learning and communicative functions of the code-switching depicted by multiple researchers in various contexts (Eldridge, 1996; Üstünel & Seedhouse, 2005; Chang, 2006; Forman, 2010; Sampson, 2012). For example, Forman (2010) reported that alternation between L1 and L2 may serve to clarify the meaning, to connect teachers and students, and to facilitate classroom activities. English teachers in Chang's study (2006) claimed to employ Mandarin Chinese for grammar instruction, homework-related feedback, and classroom management procedures. Some of the motivations for the use of code-switching revealed by Eldridge (1996) in the Turkish context and by Sampson (2012) in the Colombian context were elicitation of an equivalent lexical item, floor holding, metalanguage, reiteration/clarification, group membership, and conflict control.

A substantial part of the students (23%) indicated their preference for English-only and the target language culture-based instruction excluding references to the local culture. Their major arguments in support of monolingual approach as an effective pedagogical resource were increasing quantity of exposure to L2 and consequent improvement of their confidence in speaking and listening skills. Similarly, Sampson (2012) noted the preference for an English-only classroom among 30% of his student participants, explaining their choice of monolingual approach in terms of its strong motivational impact on their speaking skills and communicative competence in L2. In the context of the present study there were the ones who contested the importance of foreign teachers' awareness of local culture due to giving a higher priority to gaining the knowledge of different from their own cultural realities and attitudes, and not necessarily the ones related to English-speaking countries. The target language culture-oriented learning was characterized by Alptekin (2002) as "a kind of enculturation, where one acquires new frames of reference and a new world view, reflecting those of the target language culture and its speakers" (p. 58). Acquisition of the new cultural frames, disregarding the learners' native cultural conceptualizations, is aimed at enabling students to conform to native-speaker norms of linguistic behavior that "fails to reflect the lingua franca status of English" (ibid., 60). It is noteworthy that in Devrim and Bayyurt's study (2010), some of the students being against of the target language culture-based instruction alluded to cultural imperialism and a threat to their own identity and culture. On the other hand, Karahan (2007), focusing on language attitudes of Turkish students towards the English language and its use in the Turkish context, reported that his participants generally held unbigoted attitudes towards English-based culture, however, they were less tolerant to the use of English among Turkish.

4.2.3. Influence of Other Variables

In addition to the analysis by groups formed on the basis of the students' vision of their teacher as a NESTs or a NNEST, influences of other variables, such as students' level of English proficiency, expected grade, university, and gender, were taken into consideration.

4.2.3.1 Influence of Students' Level of English Proficiency

Analysis of data, obtained by 36 student questionnaire Likert scale items, revealed that students' level of English proficiency influenced their reactions in 29 (81%) cases. Since the study took place during the spring semester, the lower proficiency group, including 60 students (9%), turned out to be much smaller than intermediate group, including 493 students (70%), and advanced group, including 146 students (21%). As follows from the closer examination of means for items 13-20, 23-38, and 40, listed in Table 28, lower and advanced level students demonstrated stronger appreciation of their teachers than intermediate level respondents. For item 39, *I understand my English teacher's pronunciation easily,* lower proficiency students (M=3.97) responded less positively than intermediate (M=4.03) and advanced (M=4.45) participants. It suggests that students' understanding of their teachers' pronunciation is most likely determined, and at times restrained, by their own proficiency level, and not necessarily by specific aspects of their teacher's pronunciation. Investigation of means for item 22, *My teacher sometimes uses Turkish to explain difficult concepts,* revealed inverse relationship between the proficiency level and the amount of Turkish in the classroom, when lower proficiency students (M=3.92) answered more positively to item 22 than intermediate (M=3.33) and advanced (M=2.83) groups. Moreover, lower proficiency students (M=3.88) were more supportive of item 42, *English teachers should be able to use Turkish to explain difficult concepts*, than intermediate (M=3.68) and advanced (M=2.93) students. Consequently, the lower the students' proficiency level is, the stronger is their craving for explanations in their L1.

Table 28 Significance values and means of students' responses to student questionnaire items 13-20, 22-40, 42, and 45 by *level of English proficiency*. (N=699)

Level	Item	Sig.	Elementary/ Pre-Intermediate	Intermediate/ Upper Intermediate	Advanced/ Pre-Faculty
	13. My English teacher is a good English teacher.	.000	M=4.18	M=3.92	M=4.34
	14. I would enjoy taking another class with this English teacher.	.001	M=3.97	M=3.61	M=3.96
	15. I would recommend a friend to take a class with this teacher.	.000	M=4.07	M=3.61	M=4.08
Elementary:60	16. My English is improving a lot with this teacher.	.023	M=3.98	M=3.65	M=3.84
Intermediate:493	17. My English teacher is the kind of teacher I expected to have here.	.023	M=3.92	M=3.73	M=3.99
Advanced: 146	18. My English teacher is an ideal teacher for me.	.000	M=3.80	M=3.50	M=3.86
Total: 699	19. My English teacher explains difficult concepts well.	.000	M=3.88	M=3.64	M=4.11
	20. My English teacher is able to simplify difficult material so I can understand it.	.001	M=3.98	M=3.70	M=4.02
	22. My teacher sometimes uses Turkish to explain difficult concepts.	.000	M=3.92	M=3.33	M=2.83
	23. I learn a lot about culture of English-speaking	.000	M=3.45	M=2.95	M=3.55

414

Table 28 (continued)

countries with this teacher.				
24. My English teacher teaches in a manner that helps me learn.	.000	M=3.97	M=3.61	M=3.92
25. My English teacher motivates me to do my best to learn English.	.001	M=3.93	M=3.51	M=3.82
26. My English teacher is a good example of the ideal English speaker.	.000	M=3.95	M=3.53	M=4.02
27. My English teacher looks like a native speaker of English.	.000	M=3.70	M=3.43	M=3.90
28. My English teacher sounds like a native speaker of English	.001	M=3.87	M=3.69	M=4.12
29. My English teacher knows English grammar very well.	.000	M=3.95	M=3.94	M=4.42
30. My English teacher sometimes makes grammar mistakes when he/she writes.	.003	M=2.02	M=2.11	M=1.78
31. My English teacher sometimes makes grammar mistakes when he/she speaks.	.000	M=1.98	M=2.15	M=1.77
32. My English teacher explains grammar rules very clearly.	.001	M=3.97	M=3.70	M=3.97
33. I learn a lot of vocabulary with this	.000	M=3.62	M=3.52	M=4.01

Table 28 (continued)

teacher.					
34. My listening skills are being improved with this teacher.	.000	M=3.75	M=3.43		M=3.88
35. My reading skills are being improved with this teacher.	.000	M=3.88	M=3.43		M=3.79
36. My writing skills are being improved with this teacher.	.000	M=3.98	M=3.49		M=3.80
37. My speaking skills are being improved with this teacher.	.038	M=3.47	M=3.41		M=3.67
38. My pronunciation is being improved with this teacher.	.000	M=3.88	M=3.46		M=3.82
39. I understand my English teacher's pronunciation easily.	.000	M=3.97	M=4.03		M=4.45
40. The English pronunciation of my English teacher is good.	.000	M=4.08	M=3.98		M=4.41
42. English teachers should be able to use Turkish to explain difficult concepts.	.000	M=3.88	M=3.68		M=2.93
45. Native English speakers make the best English teachers.	.001	M=2.57	M=2.89		M=3.23

416

Interestingly, for item 45, *Native English speakers make the best English teachers,* lower level (M=2.57) and intermediate (M=2.89) students responded more negatively than the advanced group (M=3.23). There was an attempt to explain the differences in the students' attitudes by taking into consideration the distribution of NEST, NNEST, and "not sure" groups' populations within the proficiency level groups, when the majority of the lower (93%) and intermediate (72%) level students are taught by NNESTs and more than half of the advanced (53%) level students are instructed by NESTs (Table 29). In view of that, it might be supposed that advanced students appeared to be more compassionate than any other proficiency level group to the idea conveyed by item 45 for the reason that the majority of advanced students is taught by NESTs. However, according to the two-way ANOVA, there was no interaction between the students' proficiency level and their NEST/NNEST/"not sure" group membership on item 45 (p=.215).

Table 29 Distribution of NEST, NNEST, and "not sure" groups of students within levels of English proficiency. (N=699)

	Elementary/ Pre-Intermediate	Intermediate/ Upper Intermediate	Advanced/ Pre-Faculty	Total
NEST	2 (3%)	127 (26%)	78 (53%)	207 (30%)
NNEST	56 (93%)	355 (72%)	67 (46%)	478 (68%)
"not sure"	2 (3%)	11 (2%)	14 (2%)	14 (2%)
Total	60 (100%)	493 (100%)	146 (100%)	699 (100%)

In addition, taking into account the distribution of NEST, NNEST, and "not sure" groups' populations within the proficiency level groups, it may be argued that students' attitudes to their teacher are not determined exclusively by whether the teacher is a native or a nonnative speaker of English, but most likely involve a combination of factors. For example, as mentioned earlier, lower level students educated predominantly by NNESTs (93%) and advanced level students, having more exposure to NESTs (53%) than any other proficiency group, demonstrated comparable levels of satisfaction with their English teachers.

Interaction between the students' *level of English proficiency* and their *NEST/NNEST/"not sure" group membership* was identified in 6 (17%) cases, on items 18, 25-26, 30-31, and 47. Partnering of these two independent variables produced mixed results. According to the means demonstrated in Table 30, for items 18, *My English teacher is an ideal teacher for me,* and 25, *My English teacher motivates me to do my best to learn English,* responses of the lower proficiency level (M=4.50; M=4.50) and intermediate students (M=3.81; M=3.72) educated by NESTs were slightly more positive than responses of the lower proficiency level (M=3.77; M=3.89) and intermediate students (M=3.40; M=3.45) educated by NNESTs. On the contrary, responses of the advanced students instructed by NESTs (M=3.76; M=3.71) to the same items, 18 and 25, were slightly more negative than reactions of the advanced students educated by NNESTs (M=3.97; M=3.93). Analysis for item 26, *My English teacher is a good example of the ideal English speaker*, revealed that intermediate (M=4.17) and advanced (M=4.35) groups instructed by NESTs answered more positively than intermediate (M=3.31) and advanced (M=3.63) groups taught by NNESTs. On the contrary, lower levels instructed by NNESTs (M=3.95) demonstrated stronger approval of the statement 26 than lower proficiency groups taught by NESTs (M=3.00). In general, advanced students from both NEST and NNEST groups assumed more positive attitudes than both elementary and intermediate groups taught by NESTs and NNESTs. Analysis for items 30, *My English teacher sometimes makes grammar mistakes when he/she writes*, and 31, *My English teacher sometimes makes grammar mistakes when he/she speaks*, aimed at measuring students' confidence in their teachers' adequacy of language proficiency, detected the highest levels of trust among the advanced students instructed by NESTs. Analysis for item 47, *I can learn English just as well from a NEST as from a NNEST*, indicated more positive responses obtained from lower level students instructed by both NESTs (M=4.00) and NNESTs (M=3.86) and intermediate (M=3.92) and advanced (M=4.21) levels taught by NNESTs. Intermediate (M=3.79) and advanced (M=3.49) students instructed by NESTs showed slightly less support for the statement.

Table 30 Significance values and means of students' responses to items 18, 25-26, 30-31, and 47 by *level of English proficiency* and *NEST/NNEST/"not sure"* group membership.

Item	Sig.	NEST			NNEST			"not sure"		
		Elem.	Int.	Adv.	Elem.	Int.	Adv.	Elem.	Int.	Adv.
18. My English teacher is an ideal teacher for me.	.010	4.50	3.81	3.76	3.77	3.40	3.97	4.00	2.91	5.00
25. My English teacher motivates me to do my best to learn English.	.043	4.50	3.72	3.71	3.89	3.45	3.93	4.50	2.91	5.00
26. My English teacher is a good example of the ideal English speaker.	.031	3.00	4.17	4.35	3.95	3.31	3.63	5.00	3.09	5.00
30. My English teacher sometimes makes grammar mistakes when he/she writes.	.000	2.00	2.12	1.44	2.02	2.10	2.13	2.00	2.18	5.00
31. My English teacher sometimes makes grammar mistakes when he/she speaks.	.007	1.00	1.98	1.49	2.02	2.21	2.06	2.00	2.18	5.00
47. I can learn English just as well from a NEST as from a NNEST.	.053	4.00	3.79	3.49	3.86	3.92	4.21	4.50	4.00	5.00

419

4.2.3.2 Influence of Students' Expected Grade

Further analysis showed that students' responses in 20 (56%) cases were directly associated with their expected grade. Table 31 presents p values and means for items 13-25, 32-37, and 45 that produced statistically significant results in relation to a specific expected grade, i.e. "low", "average", and "high". When comparing group means, it becomes apparent that students with a higher expected grade are predominantly more satisfied with their English teacher than students expecting lower and average grades. So, the higher the expected grade is, the higher is the level of students' appreciation of their teacher. Interestingly, respondents expecting low (M=2.44) and average grades (M=2.83) were more unsupportive of the idea communicated by item 45, *Native English speakers make the best English teachers,* than students with a higher expected grade (M=3.09).

Table 31 Significance values and means of students' responses to items 13-25, 32-37, and 45 by expected grade. (N=699)

Level	Item	Sig.	Low	Average	High
	13. My English teacher is a good English teacher.	.001	M=3.00	M=3.97	M=4.15
	14. I would enjoy taking another class with this English teacher.	.002	M=2.44	M=3.66	M=3.82
	15. I would recommend a friend to take a class with this teacher.	.002	M=2.67	M=3.68	M=3.87
Low: 9	16. My English is improving a lot with this teacher.	.000	M=2.44	M=3.63	M=3.86
Average: 393	17. My English teacher is the kind of teacher I expected to have here.	.003	M=2.89	M=3.74	M=3.93
High: 292	18. My English teacher is an ideal teacher for me.	.007	M=2.67	M=3.57	M=3.68
Missing: 5	19. My English teacher explains difficult concepts well.	.020	M=3.00	M=3.70	M=3.86
Total: 699	20. My English teacher is able to simplify difficult material so I can understand it.	.004	M=2.78	M=3.74	M=3.90
	21. My English teacher understands Turkish students' difficulties in learning English.	.001	M=2.89	M=3.89	M=4.05
	22. My teacher sometimes uses Turkish to explain difficult concepts.	.047	M=2.33	M=3.22	M=3.35
	23. I learn a lot about culture of English-speaking countries with this teacher.	.054	M=2.44	M=3.05	M=3.23
	24. My English teacher teaches in a manner that helps me learn.	.005	M=2.67	M=3.67	M=3.78
	25. My English teacher motivates	.000	M=2.22	M=3.55	M=3.73

Table 31 (continued)

me to do my best to learn English.					
32. *My English teacher explains grammar rules very clearly.*	.012	M=2.89	M=3.75	M=3.84
33. *I learn a lot of vocabulary with this teacher.*	.000	M=2.33	M=3.57	M=3.76
34. *My listening skills are being improved with this teacher.*	.002	M=2.67	M=3.50	M=3.66
35. *My reading skills are being improved with this teacher.*	.010	M=2.67	M=3.49	M=3.65
36. *My writing skills are being improved with this teacher.*	.009	M=2.67	M=3.54	M=3.69
37. *My speaking skills are being improved with this teacher.*	.018	M=2.78	M=3.39	M=3.60
45. *Native English speakers make the best English teachers.*	.036	M=2.44	M=2.83	M=3.09

422

The expected grades appeared to be almost evenly distributed within NEST, NNEST, and "not sure" groups. As demonstrated in Table 32, the majority of NEST (58%), NNEST (55%), and "not sure" (79%) groups expected to gain an average grade at the end of the course.

Table 32 Distribution of expected grades within NESTs, NNESTs, and "not sure" groups of students. (N=699)

	Low	Average	High	missing	Total
NEST	4(2%)	119(58%)	83(40%)	1(1%)	207 (100%)
NNEST	5(1%)	263(55%)	206(43%)	4(1%)	478 (100%)
"not sure"	0(0%)	11(79%)	3(21%)	0(0%)	14 (100%)
Total	9 (100%)	393 (100%)	292(100%)	5(100%)	699 (100%)

The interaction between the two independent variables, the *expected grade* and the *NEST/NNEST/"not sure"* group membership, was identified in 4 (11%) cases, on items 18, 22, 25, and 34 (Table 33). In addition to the prior finding that the students reporting higher expected grades were predominantly more satisfied with their English teacher than students with lower expected grades, the further analysis for items 18, *My English teacher is an ideal teacher for me,* 25, *My English teacher motivates me to do my best to learn English,* and 34, *My listening skills are being improved with this teacher,* demonstrated that the NEST group with low, average, and high expected grades expressed more positive attitudes than the NNEST group with corresponding expected grades. Investigation with regard to the expected grade of the NEST and NNEST groups' responses to item 22, *My teacher sometimes uses Turkish to explain difficult concepts*, revealed that the NEST group representatives expecting low (M=2.50), average (M=2.49), and high (M=2.93) grades were more disapproving of the statement than the NNEST and "not sure" groups' students reporting average (M=3.56; M=3.27) and high (M=3.59; M=5.00) expected grades. However, respondents with a low expected grade instructed by NNESTs (M=2.20) responded to item 22 more negatively than the NEST group of students.

Table 33 Significance values and means of students' responses to items 18, 22, 25, and 34 by *expected grade* (*Low* (L), *Average* (A), *High* (H), *missing* (m)) *and NEST/NNEST/"not sure"* group membership.

Item	Sig.	NEST				NNEST				"not sure"		
		L	A	H	m	L	A	H	m	L	A	H
18. My English teacher is an ideal teacher for me.	.003	3.50	3.80	3.86	.00	2.00	3.49	3.61	3.50	.00	3.00	4.00
22. My teacher sometimes uses Turkish to explain difficult concepts.	.035	2.50	2.49	2.93	4.00	2.20	3.56	3.50	4.25	.00	3.27	5.00
25. My English teacher motivates me to do my best to learn English.	.013	2.50	3.68	3.88	.00	2.00	3.51	3.67	4.00	.00	3.18	3.67
34. My listening skills are being improved with this teacher.	.024	2.75	3.88	4.05	.00	2.60	3.34	3.51	3.25	.00	3.18	3.33

4.2.3.3 Influence of Students' Place of Studies

Another variable that in 17 (47%) cases exerted an influence on the students' responses was the place of their studies, i.e. METU DBE or BUSEL; p values and means for questionnaire items 13, 16, 20, 23, 26-29, 33-34, 36, 38-40, 42-43, and 46, generating significant comparisons between METU DBE and BUSEL groups are presented in Table 34. According to the group means, METU students' responses to the teacher evaluation items 13, 16, 20, 23, 26-29, 33-34, 36, 38-40 were predominantly more positive than BUSEL students' reactions. For item 42, *English teachers should be able to use Turkish to explain difficult concepts,* BUSEL students (M=3.72) demonstrated slightly stronger

support for the foremost implication of the item than METU DBE respondents (M=3.40).

Table 34 Significance values and means of students' responses to items 13, 16, 20, 23, 26-29, 33-34, 36, 38-40, 42-43, and 46 by *university*. (N=699)

University	Item	Sig.	METU DBE	BUSEL
METU:382 Bilkent:317 **Total: 699**	*13. My English teacher is a good English teacher.*	.009	M=4.12	M=3.93
	16. My English is improving a lot with this teacher.	.028	M=3.80	M=3.62
	20. My English teacher is able to simplify difficult material so I can understand it.	.013	M=3.88	M=3.69
	23. I learn a lot about culture of English-speaking countries with this teacher.	.001	M=3.25	M=2.96
	26. My English teacher is a good example of the ideal English speaker.	.001	M=3.80	M=3.51
	27. My English teacher looks like a native speaker of English.	.000	M=3.79	M=3.27
	28. My English teacher sounds like a native speaker of English	.000	M=3.95	M=3.61
	29. My English teacher knows English grammar very well.	.008	M=4.14	M=3.93
	33. I learn a lot of vocabulary with this teacher.	.008	M=3.73	M=3.51
	34. My listening skills are being improved with this teacher.	.000	M=3.71	M=3.36
	36. My writing skills are being improved with this teacher.	.014	M=3.68	M=3.49
	38. My pronunciation is being improved with this teacher.	.046	M=3.65	M=3.49
	39. I understand my English teacher's pronunciation easily.	.008	M=4.20	M=4.01
	40. The English pronunciation of my English teacher is good.	.000	M=4.23	M=3.90
	42. English teachers should be able to use Turkish to explain difficult concepts.	.001	M=3.40	M=3.72
	43. English teachers should provide information about culture of English-speaking countries.	.014	M=3.74	M=3.52
	46. Nonnative English speakers can be good English teachers.	.045	M=3.72	M=3.55

For item 46, *Nonnative English speakers can be good English teachers*, METU DBE students (M=3.72) expressed a slightly higher level of agreement than BUSEL participants (M=3.55).

Regarding the overall distribution of the NEST and NNEST groups at METU DBE and BUSEL, it should be mentioned that METU respondents taught by NESTs made up 37% that is slightly higher than at BUSEL, where 21% of respondents identified their instructors as NESTs. Students instructed by NNESTs constituted the majority at both METU DBE (61%) and BUSEL groups (78%) (Table 35). In view of generally higher numbers of positive responses provided by METU students, the two-way ANOVA was employed to explore the influence of both the university where the students followed the course and the type of a teacher (NEST/NNEST) they were taught by.

Table 35 Distribution of NEST, NNEST, and "not sure" groups of students within universities. (N=699)

	METU DBE	**BUSEL**	**Total**
NEST	142(37%)	65(21%)	207 (30%)
NNEST	231(61%)	247(78%)	478 (68%)
"not sure"	9(2%)	5(1%)	14 (2%)
Total	382(100%)	317(100%)	699 (100%)

The interaction between the *university* and the *NEST/NNEST/"not sure"* group membership variables was detected in 5(14%) cases, specifically on items 14-15, 18, 27, and 33 (Table 36). According to the analysis of data obtained by items 14, *I would enjoy taking another class with this English teacher* and 15, *I would recommend a friend to take a class with THIS teacher,* both METU DBE (M=4.06; M=4.23) and BUSEL (M=3.85; M=3.75) students instructed by NESTs expressed higher degree of satisfaction with their teachers than METU DBE (M=3.47; M=3.56) and BUSEL (M=3.74; M=3.67) students from NNESTs' groups. Results for item 18, *My English teacher is an ideal teacher for me*, were mixed; thus METU respondents taught by NESTs (M=3.88) responded slightly more positively than the ones taught by NNESTs (M=3.42), but Bilkent students taught by NESTs (M=3.62) and NNESTs (M=3.62) expressed equal

levels of satisfaction with their teachers. Interestingly, responses of METU students from NESTs' groups for items 14-15, and 18 were generally slightly more positive than reactions of Bilkent students from NESTs' groups. However, responses of METU students from NNESTs' groups for the same items were slightly more negative than reactions of Bilkent students from the NNEST groups. For item 33, *I learn a lot of vocabulary with this teacher,* METU NESTs' students (M=4.12) provided more positive responses than Bilkent NESTs' students (M=3.63), and METU NNESTs' students (M=3.51) gave more affirmative answers than NNESTs' students at Bilkent (M=3.49).

Table 36 Significance values and means of students' responses to items 14-15, 18, 27, and 33 by *university and NEST/NNEST/"not sure"* group membership.

Item	Sig.	METU DBE			BUSEL		
		NEST	**NNEST**	**"not sure"**	**NEST**	**NNEST**	**"not sure"**
14. I would enjoy taking another class with this English teacher.	.046	4.06	3.47	2.89	3.85	3.74	3.20
15. I would recommend a friend to take a class with this teacher.	.007	4.23	3.56	3.56	3.75	3.67	3.20
18. My English teacher is an ideal teacher for me.	.039	3.88	3.42	3.11	3.62	3.62	3.40
27. My English teacher looks like a native speaker of English.	.016	4.59	3.28	4.00	3.91	3.12	2.80
33. I learn a lot of vocabulary with this teacher.	.031	4.12	3.51	3.22	3.63	3.49	3.00

4.2.3.4 Influence of Students' Gender

Participants' gender appeared to be the least influential variable; significant differences between male and female participants were revealed only in 4(11%) cases. Specifically, for culture of English-speaking countries-related items 23 and 43, and for item 48, *I don't care where my teacher is from, as long as he/she is a good teacher for me*, responses of female participants were slightly more positive than responses of male participants; and for item 30 measuring students' confidence in their teacher's grammaticality in writing, *My English teacher sometimes makes grammar mistakes when he/she writes*, female students' reactions were more negative than male students' reactions, implying higher levels of trust to their teacher among female respondents. Table 37 shows p values and means for each questionnaire item demonstrating significant differences between male and female group results.

Table 37 Significance values and means of students' responses to items 23, 30, 43, and 48 by gender. (N=699)

Gender	Item	Sig.	male	female
male: 349 female: 347 missing: 3 **Total: 699**	*23. I learn a lot about culture of English- speaking countries with this teacher.*	.000	M=2.96	M=3.29
	30. My English teacher sometimes makes grammar mistakes when he/she writes,	.010	M=2.12	M=1.93
	43. English teacher should provide information about culture of English-speaking countries.	.000	M=3.48	M=3.81
	48. I don't care where my teacher is from, as long as he/she is a good teacher for me.	.015	M=4.15	M=4.36

The numbers of male and female participants within the NESTs and NNESTs' groups were commensurable (Table 38). Interestingly, the majority of the respondents who could not identify their teacher either as a NEST or a NNEST, and thus became a part of a "not sure" group, were male students.

428

Table 38 Distribution of male and female students within NEST, NNEST, and "not sure" groups. (N=699)

	Male	**Female**	**Missing**	**Total**
NEST	103(30%)	104(30%)	0(0%)	207 (30%)
NNEST	235(67%)	240(69%)	3(1%)	478 (68%)
"not sure"	11(3%)	3(1%)	0(0%)	14 (2%)
Total	349(100%)	347(100%)	3(100%)	699 (100%)

The interaction between the *gender* and the *NEST/NNEST/"not sure"* group membership variables was revealed in 2(6%) cases, on items 43 and 45 (Table 39). As mentioned earlier, in their responses to item 43, *English teacher should provide information about culture of English-speaking countries,* female students were generally more supportive of this culture-related statement than male participants; according to the two-way ANOVA, female (M=4.16) and male (M=3.44) students instructed by NESTs expressed more agreement with the statement than female (M=3.65) and male (M=3.50) students from NNESTs' group.

Table 39 Significance values and means of students' responses to items 43 and 45 by *gender* and *NEST/NNEST/"*not sure" group membership.

Item	**Sig.**	**NEST**		**NNEST**			**"not sure"**	
		male	**female**	**male**	**female**	**missing**	**male**	**female**
43. English teachers should provide information about culture of English-speaking countries.	.013	3.44	4.16	3.50	3.65	3.33	3.55	4.00
45. Native English speakers make the best English teachers.	.053	3.18	3.43	2.91	2.66	2.33	2.36	2.67

According to the analysis of data obtained by item 45, *Native English speakers make the best English teachers,* both female and male (M=3.18) students instructed by NESTs demonstrated more positive attitudes than female (M=2.66) and male (M=2.91) students from NNESTs' groups. Interestingly, female students taught by NESTs were slightly more positive than their male peers.

4.2.3.5 Discussion and Conclusions

The quantitative analysis of data collected through the student questionnaire was concluded by an investigation of influences of different variables, such as the level of English proficiency, expected grade, university, and gender. Besides the *NEST/NNEST/"not sure"* group membership, another significant factor that had an influence on the students' reactions in 81% of cases was their level of English proficiency. In general, lower and advanced level students expressed stronger appreciation of their teachers than intermediate level respondents. Moreover, lower levels were more supportive of their L1 use in the classroom than intermediate and advanced groups. It was also assumed that advanced students' more positive perspective on NESTs depicted by the analysis for item 45, *Native English speakers make the best English teachers,* resulted from overall higher rates of NESTs teaching at the advanced level. However, the two-way ANOVA revealed no significant interaction between the students' proficiency level and their NEST/NNEST/"not sure" group membership on item 45. Correlation between the students' level of English proficiency and their NEST/NNEST/"not sure" group membership was identified in 17% of cases. Thus, for example, the greatest amount of confidence in teachers' language proficiency was detected among the advanced students instructed by NESTs. Analysis for item 47, *I can learn English just as well from a NEST as from a NNEST*, indicated more positive responses coming from the lower proficiency, intermediate, and advanced NNEST groups. Moussu (2006) also reported that students' levels of proficiency in English exerted some influence on their responses, with students at higher levels demonstrating more positive attitudes to NNESTs than the ones at lower levels. Thus, students at the advanced levels tended to give the most positive responses, and the intermediate level groups generally responded the most negatively. Lasagabaster and Sierra's (2005)

investigation into Basque university students' perceptions of native and nonnative teachers of English showed a general preference for NESTs at all levels with increasing means as educational levels, i.e. primary, secondary, and tertiary, went higher.

The relationship between the students' reactions and the expected grade was revealed in 56% of cases, when students with a higher expected grade held predominantly more positive attitudes to their English teacher than students expecting lower and average grades. The interaction between the expected grade and the NEST/NNEST/"not sure" group membership was verified in 11% of cases. According to the obtained mean scores, the NEST group with low, average, and high expected grades demonstrated more favorable attitudes than the NNEST group with corresponding expected grades. Students' expected grade appeared to be the most influential variable in Moussu's study (2006): "In fact, it is easier to predict students' attitudes towards their teachers by looking at their expected grades than by looking at the nativeness or nonnativeness of their teachers" (p. 115). Similar to the results produced in the present context, students expecting higher grades had significantly more favorable attitudes towards their teachers than those expecting lower grades.

The next important variable that appeared to have an influence upon the students' feedback in 47% of cases was the specific place of their studies. According to the group means, METU DBE students' responses to the teacher evaluation items were predominantly more positive than BUSEL students' reactions. In consideration of more positive responses given by METU group, where slightly higher numbers of students identified their instructors as NESTs, the two-way ANOVA was employed to extend understanding of influences of both the university where the students followed the course and the type of a teacher (NEST/NNEST) they were taught by. The interaction between the *university* and the *NEST/NNEST/"not sure"* group membership variables was revealed in 14% of cases. METU NEST group students' reactions to the statements aimed at measuring teacher appreciation were slightly more positive than the feedback obtained from BUSEL students instructed by NESTs. However, responses of METU NNEST group for the same items were slightly more negative than reactions of BUSEL NNEST group.

Gender, the least influential variable, exerted influence on students' responses in 11% of cases. Responses of female participants appeared to be slightly more approving than reactions of their male peers. Similarly, Karahan's (2007) investigation into Turkish students' attitudes towards the English language and its use in Turkey revealed that female students held significantly more positive attitudes and tended to have stronger orientation towards English, especially in terms of speaking, than male students. The interaction between the *gender* and the *NEST/NNEST/"not sure"* group membership variables was determined in 6% of cases. For instance, responses of both female and male students instructed by NESTs for item 45, *Native English speakers make the best English teachers,* were more affirmative than responses of female and male students from NNESTs' groups. Similar to the results obtained by the present research, Moussu (2006) reported that gender did not have any strong influence upon the students' reactions.

Relying on the results of the investigation into the effects of different variables, namely the level of English proficiency, expected grade, university, and gender, on the responses of the participants, it might be concluded that students' attitudes form and transform under the influence of various visible and invisible conditions, measurable and immeasurable factors, and the teacher's identity, native language, and professional stance, are just some of them that also strongly corroborates Moussu's conclusions (2006).

CHAPTER 5

CONCLUSIONS

5.0   Presentation

The present study attempted to investigate NESTs and NNESTs' perceptions and students' attitudes to various teachers. The previous chapter incorporated analysis of quantitative and qualitative data collected through questionnaires and interviews with the intention of answering the two research questions; furthermore, it proceeded to the discussion and interpretations of the findings and drawing conclusions for each sub-question posed to answer the major research questions. Research topics related to the teachers' beliefs about the qualities of a good English teacher, their ideas about local nonnative, expatriate nonnative, and native English-speaking instructors, self-perceived English language abilities and teaching skills, perspectives on foreign teachers' interface with students' native language and culture, and experiences in the workplace. The study also focused on the students' attitudes towards their current English teachers, their general beliefs about NESTs and NNESTs, and influences of other student variables, such as level of English proficiency, expected grade, university, and gender, on their attitudes towards their English teachers. This chapter starts with an overview of the research results followed by a discussion of pedagogical implications. It is concluded by an overall evaluation of the current study and suggestions for the further research.

5.1   Findings and Interpretations

The following part provides general conclusions drawn by the study. To answer the first research question, *What are the perceptions of NESTs, local NNESTs, and expatriate NNESTs working at English language programs in Turkey of themselves and of each other in terms of proficiency in English, teaching styles, and native or nonnative personality characteristics*, six sub-questions were posed.

433

Analysis for the first sub-question revealed a complex totality of essential characteristics, primarily pertaining to the pedagogical and socio-affective domains, which, according to the participants, are integral to effective English teaching. It is noteworthy that NNESTs mostly emphasized the importance of English teachers' pedagogical knowledge and NESTs called more attention to socio-affective skills. It was concluded that an English teacher's effectiveness involves a balance of various qualities and skills; although not explicitly attributed to any specific teacher type, some of the listed characteristics of a good English teacher could be stereotypically regarded as descriptive of either NESTs or NNESTs (see Medgyes, 1994, 2001; Mullock, 2010).

The second sub-question focused on the teacher participants' beliefs about NNESTs, i.e. local NNESTs and expatriate NNESTs. The analysis of NNESTs' self-reports indicated that the majority of NNESTs believed that their self-ascribed nonnative English speaker identities and their identities as perceived by their students are alike, and that they usually reveal their nonnative English speaker identity to their students. Moreover, the most part of NNESTs claimed to not feel sidelined as teachers for not being native speakers of English; however, during the interviews a substantial part of NNESTs mentioned some instances of unequal treatment by the administration and students. The overwhelming majority of Turkish NNESTs mentioned to have never had any experience of living or studying in an English-speaking country, and almost every NNEST who had had such experience claimed to have gained confidence in English from it.

Teacher-perceived advantages of local NNESTs generally came within the students' L1 and culture categories. Thus, due to the shared with students language and culture, LNNESTs were described as being more understanding of Turkish students' social profiles, more sensitive to their difficulties and more empathizing with their needs in learning the foreign language. LNNESTs' weaknesses were mainly attributed to the target language and culture. Lack of fluency in English, limited knowledge of vocabulary and idiomatic language, unfamiliarity with cultural implications of the target language, pronunciation, which according to the majority of LNNESTs had to be transformed to match the native-speaker pronunciation norms, were identified as

NNESTs' disadvantages. LNNESTs were characterized as having lower prestige among students than NESTs (see Tatar & Yıldız, 2010), and consequently, having to improve themselves by spending extended time and effort on their target language abilities development and lesson preparation. Moreover, sharing students' native language, previously referred to as LNNESTs' main advantage, was also described as a disadvantage hindering interaction in L2.

Expatriate NNESTs, frequently described by the participants as a transitional teacher type, sharing certain qualities with both NESTs and LNNESTs, appeared to be the least represented group in the settings of both METU DBE and BUSEL. ENNESTs' advantages identified by the participants mostly pertained to their culturally and linguistically diverse backgrounds and international experiences. It was noted that the fact that ENNESTs originate from the third culture, differing from both Turkish and the cultures of the English-speaking world, their dissimilar to LNNESTs and NESTs linguistic backgrounds, and awareness of the realities of learning English as a foreign language and teaching it in various cultural contexts, would have a positive effect on students' international perspectives, encourage English as an international language use, enable exposure to a variety of accents, foster learners' speaking skills development, and enhance teachers' deeper understanding of their students' needs and difficulties. However, despite the abovementioned benefits, ENNESTs were portrayed as the most disadvantageous teacher type. ENNESTs' weaknesses were usually identified as stemming from their linguistic and cultural deficiencies in both the target language and students' L1. Similar to LNNESTs, ENNESTs were defined as lacking proficiency in English and knowledge of its cultural implications. ENNESTs' accents were sometimes judged more negatively than LNNESTs' pronunciation on the basis of their unintelligibility for students. On the other hand, similar to NESTs, ENNESTs were reported as experiencing communicative problems in the classroom due to their insufficient knowledge of the Turkish language and culture. Moreover, prejudiced attitudes towards foreigners were reported as posing potential threats to the classroom interaction and success of ENNESTs' learning management (see Petrić, 2009).

The third sub-question was aimed at evaluating the teacher participants' beliefs about NESTs. Initial analysis in this part of the study revealed that the majority of NESTs, usually originating from the UK, the USA, Canada, and Ireland, and with the exception of some NESTs from Malaysia, Kuwait, Canada, South Africa, and the USA, extrapolating their perceptions of themselves as NESs to their students' ideas, assumed that their students also generally identify them as NESs (see Inbar-Lourie, 2005). Moreover, most of NESTs acknowledged being treated as more privileged by administrators and students than local English teachers based on that they are native speakers of English. The primary advantages of NESTs noted by the participants stemmed from their native English proficiency and cultural competence. Listing NESTs' beneficial qualities, the participants mentioned authentic pronunciation, advanced ability of teaching speaking skills, colloquial forms, infrequent vocabulary, and idiomatic language (see Reves & Medgyes, 1994; Lasagabaster & Manuel-Sierra, 2005), and opportunities for practicing English under natural conditions. It was stated that, due to their native linguistic and cultural competence in English, NESTs are exempt from dependence on outside sources of information in lesson preparation and implementation, which grants them more room for creativity and innovation. As opposed to NNESTs' adherence to traditional teacher-centered styles, NESTs' classroom was described as providing informal and relaxed learning environment. In addition to the advantages listed above, some downsides to being a NEST, such as limited declarative knowledge, related to subconscious language acquisition processes and a lack of formal preparation in EFL teaching, the absence of an EFL learner experience, limiting NESTs' understanding of students' learning needs and difficulties, were emphasized. Similar to ENNESTs, NESTs disadvantages were also associated with their inadequate knowledge of students' L1 and culture, causing inter-cultural communication difficulties in the classroom.

Further analysis based on Wenzel, Mummendey, & Waldzus's (2007) *ingroup projection model* and incorporating previously investigated instructors' beliefs about a good English teacher and ideas related to various teacher types, revealed that both NESTs and NNESTs, striving to achieve a positive self-concept, tended to perceive their own group as more prototypical to a positive superordinate "good teacher" category than

the other group subjected to comparison. In other words, NESTs adhered to the opinion that they are more representative of a good teacher category; and on the other hand, NNESTs held an idea that NNESTs comply with the image of a good English teacher much more than NESTs. Based on Wenzel et al.'s (ibid.) assumption that, in order to improve tolerance and promote positive attitudes to intergroup variations, the superordinate category should be represented in a complex way, implying that "the ingroup is not its only normative subgroup; rather, other subgroups may also be acceptable and, indeed, needed to reflect its scope and variability" (p. 340), it was suggested that NESTs and NNESTs' notions of "a good English teacher" prototype should be extended. For example, instead of perceiving a good English teacher as a teacher of "a well-defined and self-enclosed entity with fully competent native speakers to provide its norms of correctness" (Widdowson, 2012, p. 19), a concept of effective English instruction should imply teaching English "as a heterogeneous language with multiple norms, each coming into play at different levels of social interaction" (Canagarajah, 2013, p. 7).

Analysis for the fourth sub-question, focusing on the teachers' self-perceptions in terms of their English language proficiency and teaching skills, showed generally high levels of self-confidence for both NESTs and NNEST groups in the areas of reading, writing/composition, listening comprehension, grammar accuracy in use, and vocabulary. However, some differences in some areas of NESTs and NNESTs' self-perceived English proficiency were revealed. Thus, NESTs felt less self-confident than NNESTs in terms of their knowledge of explicit grammar rules, and NNESTs appeared to be less certain than NESTs about their oral communication skills and pronunciation. As for the results obtained by the analysis of self-reported English teaching efficiency, both NESTs and NNESTs' responses indicated high levels of comfort for teaching reading, writing/composition, listening, preparation for standard tests, and for instructing elementary, intermediate, and advanced learners. NNESTs demonstrated significantly lower levels of comfort than NESTs related to teaching speaking, pronunciation, the target language culture, vocabulary, and idioms; and NNESTs appeared to be more comfortable than NESTs in teaching grammar. The existence of NNEST's "inferiority complex" (Medgyes, 1994, p. 38) was not confirmed by the analysis for sub-question 4

due to generally high and moderate mean values corresponding to NNESTs' self-perceived English proficiency and teaching efficacy.

As revealed by the analysis for the fifth sub-question, focusing on the teacher participants' beliefs about foreign English instructors' interface with the students' native language and culture, the majority of NESTs and NNESTs' responses emphasized the importance of both language and culture knowledge. It was noted that learning the host country's language and gaining familiarity with its culture facilitate foreigners' social adjustment to the host country, improve understanding of students' cultural backgrounds, religious and political views, and consequently ameliorate teacher-student communication, assist in teaching lower proficiency level students, allows for learners' prior knowledge initiation, intercultural and interlinguistic comparisons, and reducing negative transfer from L1. The participants disapproving of the significance of foreign English teachers' knowledge of their students' language and culture were the proponents of the monolingual approach and the target culture-based instruction, assured that code-switching between the target language and L1 negatively affects students' learning processes and that effective English teaching is "firmly rooted in a bounded, national, monolinguacultural view of English" (Jenkins, 2011, p. 927).

The sub-question six, concerned with the teachers' experiences in their workplace, elicited a fact that NESTs generally felt slightly more comfortable than NNESTs, and METU DBE teachers generally felt slightly more relaxed than the instructors teaching at BUSEL. Moreover, analysis of the teachers' reactions to the statements inquiring if they felt being regarded as inferior by students, colleagues, and administrators, revealed slightly higher numbers of negative responses among NESTs than among NNESTs. It should be noted that although the majority of the participants reported having no difficulties in getting a teaching position, NESTs disclaimed having experienced difficulties related to employment more frequently than NNESTs. Easier hiring policies and procedures in the past, the presence of high-level English language skills, the presence of a proper teaching degree and experience, high demand of English teachers in Turkey, being a good candidate for that position, being a native speaker of English, and being lucky were the most popular explanations provided by the ones claiming having

encountered no difficulties getting a teaching position. On the other hand, a complex multistep recruitment process in the state and private tertiary education sector, the state exams required of local teachers, a competitive job market, generally high unemployment rates, difficulty gaining a bureaucratic approval for foreign candidates, favoritism and nepotism in the workplace, emerged as the key reasons complicating employment procedures.

Discussing NESTs and NNESTs' general opportunities of getting a job in Turkey, it was claimed that due to the strict state regulations complicating foreign nationals' employment procedures, LNNESTs receive odds in getting a job in public education sector. However, a substantial part of the participants stated that NESTs, regardless of their lack of training in ELT, and due to being perceived as more credible English language users and consequently, English language teachers, have generally better chances of being employed than NNESTs. Besides, the participants gave emphasis to that NESTs are hired for school marketing purposes and are offered higher salaries than NNESTs. Of all teacher types, ENNESTs were identified as having the worst chances of getting a teaching position; it was ascribed to the work permit complexities.

When the teachers were asked about their own preferences in terms of NESTs, LNNESTs, and ENNESTs if they were making decisions in the processes of selection and recruitment, foreign instructors, i.e. NESTs and the ENNEST, assured that they would focus on candidates' personality characteristics, attitude to work, and expertise, and that their hiring decisions would not be guided by the candidates' native language and nationality. LNNESTs, laying emphasis on the principles of cultural diversity, pluralism, and equal treatment, spoke for hiring equal numbers of NESTs, LNNESTs, and ENNESTs, or tended to give preferences to hiring higher numbers of LNNESTs, whom they described as being more hard-working, permanent in their jobs, more aware of the local culture, educational contexts, students' learning needs and difficulties than foreign instructors.

The participants claimed that NESTs and NNESTs are generally involved in positive workplace relationships and ongoing cross-cultural and professional exchange. BUSEL interviewees stressed the importance and merits of the teaching partnership program at

their institution. It was claimed that NESTs help NNESTs in various matters related to the English language use, and NNESTs provide support to NESTs in questions of the Turkish language and culture, and grammar instruction. However, in contrast to the positively interdependent and mutually beneficial relationship, interaction between NESTs and NNESTs was frequently perceived in terms of unilateral actions of NNESTs seeking advice and guidance from NESTs, and characterized as reinforcing the dichotomy between the two groups and undermining NNESTs' credibility as subject experts.

To answer the second research question, *What are the perspectives of students enrolled in English language programs in Turkey on NESTs and NNESTs*, three sub-questions were posed.

As determined by the one-way ANOVA performed to answer the first sub-question, focusing on the students' attitudes towards their current English teachers, significant differences between various group means were found in 81% of cases. In most cases, the students instructed by NESTs expressed higher levels of satisfaction with their learning experiences and general language development than the NNESTs and "not sure" student groups. However, although generally lower mean values were elicited for NNESTs, students' attitudes to this type of teachers were generally positive.

The second sub-question was aimed at examining students' general attitudes to native and nonnative English teachers. It incorporated investigation of students' beliefs related to the characteristics of a good English teacher, differences between NESTs and NNESTs, preferences for NESTs and NNESTs, and their perceptions of the role played by English teachers' knowledge of their students' native language and culture in the foreign language classroom.

Similar to the results elicited by the analysis of teachers' beliefs related to effective language teaching, the student participants gave prominence to the teacher's qualities pertaining to the pedagogical knowledge and socio-affective skills categories. It is noteworthy that students' responses were more comparable to NNESTs' ideas calling attention to the teacher's pedagogical knowledge than to NESTs' perspectives generally

accentuating socio-affective skills. Thus, effective teaching skills and strategies, an ability to teach based on the students' level of English, and to facilitate students' understanding of difficult linguistic concepts emerged as the most frequently mentioned teacher traits related to the pedagogical skills category. Similar to NESTs, the student group strongly emphasized motivating aspects of teaching, specifically, the teacher's ability to make English lessons entertaining and interesting. According to the general distribution of the most valued qualities between NESTs and NNESTs, it was concluded that student-perceived personality of a good English teacher does not appeal in particular to either NESTs or NNESTs, but involves a balance of various qualities.

Similar to the local English teachers, the students sympathized with the standard British and American English norms-oriented and the target language culture-based pedagogies. Although the abovementioned tendency was clearly defined among both NEST and NNEST student groups, the ones instructed by NESTs were more supportive of the native speaker norm-bound paradigm than the NNEST group. However, similar to some earlier studies (Mahboob, 2004; Lasagabaster & Sierra, 2005; Benke & Medgyes, 2005; Moussu, 2006; Lipovsky & Mahboob, 2010), and contrary to the teacher participants' beliefs emphasizing students' preferential attitudes towards NESTs, no ubiquitous preferences for NESTs were detected among the students.

Students' perceptions of NESTs and NNESTs in multiple cases echoed the teacher participants' ideas. The major advantages of NESTs identified by the students, such as authentic pronunciation, skillfulness in both speaking and writing, were ascribed to NESTs' native proficiency in English. Due to monolingual approach and vocabulary and idiomatic language expansion practices, NESTs were described as being more successful than NNESTs in attaining students' speaking and listening skills improvement. On the other hand, considerably lower numbers of the participants, the majority of which appeared to be lower proficiency level students taught by LNNESTs and by both NESTs and LNNESTs, demonstrated favorable attitudes towards NNESTs. However, it was argued that LNNESTs are better linguistically and culturally equipped than NESTs to comprehend students' reasoning and to resolve their learning difficulties. Discussing foreign ENNESTs, the student participants noted richness of accents among them,

positively depicting some of those accents as less speedy and more intelligible than the standard British and American English pronunciation types, and criticizing some nonstandard varieties on the basis of their unintelligibility. Similar to NESTs, ENNESTs were believed to have a positive motivating effect on students' learning and cross-cultural communication skills development.

The majority of students' responses stressed benefits presumably gained by employing higher numbers of NESTs, foreign teachers, including both NESTs and ENNESTs, or equal numbers of NESTs and NNESTs, including both LNNESTs and ENNESTs. Students' recruitment decisions would also focus on the teacher candidate's qualifications, pedagogical abilities, levels of English proficiency, professional experiences, and accent. Another finding was that students appreciated accent and culture diversity in the language classroom. Taking into consideration students' previously stated representation of a "good English teacher" category and consequent description of NESTs and NNESTs' qualities, it can be concluded that some of the students appreciated a variety, preferring being taught by different teachers. On the other side, some of them gave emphasis to making NESTs and NNESTs fit into the same pattern. Thus, NESTs were expected to acquire the positive qualities of NNESTs, such as learning the students' native language and familiarizing themselves with the students' culture, and NNESTs were supposed to attain highly developed, sometimes even native-like abilities in English and accents (see Medgyes, 1994).

Analysis of the students' beliefs related to the role of their L1 and culture in the foreign language classroom showed that the NNEST and "not sure" student groups' reactions were slightly more appreciative of English teachers' knowledge of the Turkish language and culture than the reactions of the ones instructed by NESTs. Similar to the teachers, the majority of the student participants advocated the significance of foreign English teachers' knowledge of their students' native language and culture. The major points emphasized in relation to the learners' L1 and culture involved improving students and teachers' cultural and linguistic competences aimed at establishing rapport, gaining mutual understanding, providing comprehensible input, intensifying students' sense of being valued, and creating comfortable and entertaining learning environments. Similar

to the teachers' attitudes, arguments presented by the students strongly supported culturally responsive pedagogies; however, a substantial part of both teacher and student participants demonstrated their preferences for English-only and the target language culture-based instruction excluding references to the local language and culture.

To answer the third sub-question, influences of different student variables, namely the level of English proficiency, expected grade, university, and gender, were analyzed. In addition to NEST/NNEST/"not sure" group membership (81%), firstly, the level of the English language proficiency (81%), and secondly, the expected grade (56%) appeared to have strongly impacted on the students' reactions. Based on the results obtained by the investigation into the effects of the abovementioned variables, it was concluded that students' attitudes are governed by various visible and invisible conditions, measurable and immeasurable factors, and the teacher's NES/NNES identity is just one of them (see Moussu, 2006).

5.2   Pedagogical Implications

The present research focused on teachers' self-perceptions regarding their identities as native versus nonnative English speakers and as local versus foreigner teachers, their beliefs about the advantages and disadvantages of NESTs, LNNESTs, and ENNESTs. Besides, it aimed at investigating students' perspectives on NESTs and NNESTs, attitudes towards their current English teachers, and observations related to their English teachers' classroom behaviors and language use. This study has the following implications for teacher educators, program administrations, and teachers.

From the results of the study, regarding sub-questions 1-5 of the research question 1, concerned with teachers' ideas of a good English teacher, self-ascribed NESs versus NNESs identities, their beliefs about advantages and disadvantages of NESTs, NNESTs, and ENNESTs, self-perceived English language abilities and teaching competences, and their views on the role of the students' L1 and culture in the classroom, it may be implied that pre-service and in-service teacher education programs need to take active steps to improve NEST/NNEST intergroup tolerance and general understanding of

different issues related to native, local and expatriate nonnative English teaching professionals, to increase teacher empowerment by raising their awareness about their own strengths and weaknesses, and to foster critical approaches to established views and practices in ELT. As put by Rajagopalan (2005), "it is important to 're-program' generations of EFL teachers" (p.295).

Results obtained by the analysis based on Wenzel et al.'s (2007) ingroup projection model revealed the need to promote English teachers' positive perception of NEST-NNEST intergroup differences. Through lessons and workshops NESTs and NNESTs can be assisted to extend their notions of a good English teacher that would incorporate characteristics of other teacher subgroups. It could be gained by familiarizing student teachers with the World Englishes perspectives and related to it notion of context-oriented proficiency, implying "that we should focus on language awareness rather than grammatical correctness in a single variety; strategies of negotiation rather than mastery of product-oriented rules; pragmatics rather than competence" (Canagarajah, 2013, p.8). Consequently, by employing the World Englishes perspectives "a good English teacher" category would rightfully include English teachers of different sociocultural and linguistic origins.

Analysis of teachers' self-perceived English language abilities and teaching competences did not provide strong confirmation of NNEST's "inferiority complex" (Medgyes, 1994, p. 38). However, even the highly competent and professional NNESTs in the context of two high-ranking universities in Turkey reported lack of self-confidence in some of their linguistic and pedagogical abilities, such as oral communication skills, pronunciation, teaching speaking, pronunciation, culture, vocabulary, and idiomatic language. These issues could be addressed through specific courses that would help to improve NNESTs' English language proficiency in the abovementioned areas. On the other hand, due to the revealed lack of self-confidence in the following areas, NESTs need to be assisted in acquiring declarative knowledge of grammar and explicit grammar instruction competences. However, as noted by Moussu (2006) these courses should be taken by both NESTs and NNESTs, in view of the fact

that "this can be a sensitive issue since some students will not want to "lose face" by asking for help" (p. 175).

Although the majority of teacher participants expressed supportive beliefs regarding English teachers' knowledge of their students' native language and culture, a substantial number of teachers' reports advocated monolingual instructional approaches and the target language culture-based teaching. It is implied that student teachers through courses, workshops, and seminars need to get familiarized with the research emphasizing culturally responsive teaching, intercultural competence, and demonstrating various learning and communicative functions of code-switching between L1 and the target language in the classroom. As argued by Tatar and Yıldız (2010):

> As English is becoming a global language and cultural integration taking place throughout the world, there is a growing need for communication in English with nonnative speakers of the language. Our understanding of "culture" has changed and NNESTs should be made aware that cultural knowledge is not limited to British or American culture anymore. (p. 125)

Moreover, foreign teachers, according to their personal choice, need to be offered opportunities for enhancing their Turkish language proficiency through in-service language courses.

Based on the results of the study, regarding sub-questions 6 of the research question 1, focusing on the teachers' experiences in their workplace, it may be implied that program administrators need to take action to encourage a supportive and inclusive working environment, teacher collaboration and collegiality.

Although the majority of NNESTs answering the questionnaire disclaimed feeling sidelined as teachers for not being native speakers of English, during the interviews a considerable part of them noted that they were less appreciated and judged as less credible by both students and program administrators than NESTs. Moreover, the fact that the majority of NESTs acknowledged being treated as more privileged by administrators and students than local English teachers and reported slightly higher levels of comfort related to their workplace experiences than NNESTs, corroborated NNESTs' interview accounts. Based on the abovementioned results it may be implied

that to create a healthy and efficient working environment, the workload, responsibilities, and material resources need to be distributed equally between NESTs and NNESTs.

Discussing their experiences in the workplace, the participants usually described the inter-reliant and reciprocally advantageous collaboration between NESTs and NNESTs, however, collaboration between NESTs and NNESTs was also frequently understood by the participants in terms of NNESTs' unilateral seeking assistance and guidance in various language matters from NESTs, and characterized as counterproductive, reinforcing the dichotomy between the two groups, and undermining NNESTs' credibility as subject experts. It is suggested that program administrators need to foster development of a mutually beneficial "collaborative model" (Matsuda & Matsuda, p.177), where "teachers see themselves as members of a collaborative community in which they share their special strengths to help each other out" (Matsuda, cited in ibid.). The authors suggested journal sharing among NESTs and NNESTs as one of the ways to promote positive collaboration. Additionally, team-teaching, joint classroom research, participation in professional seminars and conferences can be encouraged.

Although the majority of English teachers employed by various private and state institutions in Turkey are local NNESTs, the participants tended to believe that NESTs, owing to their strong credibility in English and despite the lack of training in ELT, have better chances of getting a teaching position than NNESTs. Perceived and actual inequitable employment practices pertain to the overpowering discourse emphasizing native speaker superiority. It is implied that to enforce equal employment opportunities for both NESTs and NNESTs, this discourse needs to be deconstructed:

> At a deeper level, my critique is of the discourse that marginalizes non-native teachers whether in the Center or the Periphery. The unequal employment opportunities for native and non-native teachers whether in Center or Periphery communities is only a surface manifestation of this discourse. The deconstruction of this discourse will hopefully lead to a healthy critique of the narrow-minded distinctions made in the professional world and enable more democratic professional practices. (Canagarajah, 1999, p. 90)

As a result of globalization and international migration, more and more NNESTs work in socio-cultural environments different from their original ones. It was mentioned that such teachers offer students opportunities for familiarizing themselves with various accents, gaining cross-cultural communication experiences, and engaging into actual practices of English as an international language. However, there is a widespread view that "there is something counterintuitive about migrant English teachers in non-English speaking countries other than their own" (Petrić, 2009, p. 135). ENNESTs were described as having the worst chances of getting hired as English teachers in Turkey; that was mainly explained by, strongly guided by the abovementioned concern, state policies regulating employment of foreign citizens. It is suggested that legislators and program administrators need to pay closer attention to ENNESTs' advantages and mitigate hiring policies and criteria in order to offer these teachers better chances of getting an ELT job in Turkey.

From the results of the study, regarding sub-questions 1-3 of the research question 2, focusing on the students' attitudes to NESTs and NNESTs, it may be implied that English teachers need to take steps to initiate students' questioning of fixed notions and modes of categorization in ELT. Extending the words of Rajagopalan (2005) from English teachers to learners, it is also essential to "re-program" generations of EFL learners (p.295), provide them with a critical framework.

Although students' attitudes to NNESTs were generally positive and no overwhelming clear preference for NESTs was detected among them, the ones instructed by NESTs expressed slightly higher levels of satisfaction with their learning experiences and language skills development than the students of NNESTs. It may be implied that teachers need to familiarize their students with the World Englishes perspectives. For example, Moussu (2006) suggested that both NESTs and NNESTs start their communication courses with an introductory lesson focusing on various types of English existing in the world, the history of English as an international language, its spread and political and educational influence, world economy, brain-drain, and immigration issues (p. 177).

Although most of the students emphasized the importance of teachers' knowledge of the students' L1 and culture, they strongly sympathized with the monolingual approach and the target language culture-based instruction. It is implied that teachers need to introduce students to the culturally responsive teaching and international competence paradigms, and familiarize them with the role and various functions of code-switching between L1 and the target language. It can be also done through the previously mentioned introductory lessons (Moussu, ibid.).

5.3 Recommendations for Further Research

The study, focusing on the matters related to NESTs and NNESTs in the case of two high-ranking English-medium universities in Ankara, examined English teachers' self-perceptions related to their identities as native versus nonnative English speakers and as local versus foreigner teachers in Turkey, their views about the advantages and disadvantages of being a NEST versus NNEST, self-perceived English language abilities and teaching skills, and experiences in their workplace. It also examined students' perspectives about NESTs and NNESTs, their attitudes towards their current English teachers, observations regarding their English teachers' teaching styles and language use, and influences of other variables, such as students' level of English proficiency, expected grade, university, and gender on the students' attitudes to their teachers. The following provides some recommendations for the future research in this field.

To validate and authenticate the data, research methods were triangulated. Quantitative methodology represented by questionnaires and qualitative methodology based on interviews were employed to improve the quality and facilitate the validity of the research results. Similar to the present research, most of the studies on native and nonnative English teachers relied upon data obtained from questionnaires (Lasagabaster and Sierra, 2002; Moussu, 2006; Doğançay-Aktuna, 2008), surveys or interviews (e.g. Cheung & Braine, 2007; Petrić, 2009), and personal narratives (e.g. Amin, 2004; Hansen, 2004; Samimy, 2008). Research incorporating observations of actual teaching experiences of native and nonnative teachers in the classroom (e.g. Arva and Medgyes, 2000; Cots and Diaz, 2005; Inceçay and Atay, 2008) is very little. The future studies

might aim at establishing connections between the teachers and students' statements and the reality of the classroom, incorporating NESTs and NNESTs' actual performance during the lesson, use of English and students' L1, cultural information provided during the lesson, teaching strategies, classroom activities, ways of dealing with encountered difficulties, teacher's preparedness for the lesson, and general classroom atmosphere. Lesson observations based on the selected ethnography technique, providing an opportunity of concentrating only on the specific domains of the classroom interaction could be employed for the abovementioned purposes. Nunan (1996) gave particular importance to classroom observations in the research framework, and criticized detachment of the researcher from the interaction of the subjects during the lessons:

> It seems to me that a great deal of research in our field is conducted in contexts where classroom noise either is unheard or is considered irrelevant and therefore removed from the equation before the numbers are added up and their significance determined. This lack of contact with the reality of the classroom has driven a wedge between researcher and practitioner which threatens to become a gulf unless steps are taken to bridge it. (Nunan, 1996, pp. 41-42).

Data sources were also triangulated; the study involved analysis of data collected from teachers and students. It would be interesting if in addition to the abovementioned sources the study included NEST- and NNEST-related accounts of program administrators. In addition to their understanding of effective English teaching, NESTs and NNESTs' advantages and disadvantages, role of students' L1 and culture in the classroom, the study might investigate program administrators' first-hand experiences related to the recruitment decision-making process.

Due to the fact that research results are context-dependent and cannot be generalized to other contexts and the present study is limited to the universities in Turkey, the future studies might include other countries, where English is learned as a foreign or a second language, primary and secondary education institutions, and private language centers.

Finally, since in the present context ENNESTs were underrepresented, which is both a limitation and finding, future studies might make an attempt to include higher numbers of ENNESTs into their framework.

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APPENDICES

Appendix A: PILOT OF TEACHER QUESTIONNAIRE

NEST is a NATIVE English-speaking teacher (a teacher from an English-speaking country, e.g. Great Britain, USA, Australia, etc.)
NNEST is a NONNATIVE English-Speaking Teacher (a teacher from a non-English speaking country, e.g. France, Russia, Germany, Turkey, etc.)
Local NNEST is a NONNATIVE English-speaking teacher from *Turkey*
Expatriate NNEST is a NONNATIVE English-speaking teacher from other *non-English* speaking countries (e.g. Germany, Russia, France, etc.)

I. **Background information.** Please answer the following questions about yourself.

1. What country are you originally from? _____

2. What is/are your *first* language(s)? _____

3. What is your level of *Turkish*: a) None___ b) Elementary____

                   c) Intermediate d) Advanced____ e) Native_____

4. Are you a a) _____ Male b) _____ Female?

5. Age: _____

6. Do you consider yourself a:

           a. _____ NATIVE speaker of English?

           b. _____ NONNATIVE speaker of English?

7. What diploma(s) or degree(s) do you hold, if any?_____

	strongly DISAGREE	disagree	not sure	agree	strongly AGREE

8. If you consider yourself a NATIVE speaker of English, do your students sometimes think that you are a NONNATIVE speaker or English (because of your physical appearance or accent, for example)?   ① ② ③ ④ ⑤

9. If you consider yourself a NONNATIVE speaker of English, can your students guess that you are a NONNATIVE speaker of English?   ① ② ③ ④ ⑤

10. If you consider yourself a NONNATIVE speaker of English, do you tell your students that you are a NONNATIVE English speaker?   ① ② ③ ④ ⑤

11. If you consider yourself a NONNATIVE speaker of English, do you feel that you are often being sidelined as a teacher for not being a NATIVE speaker?   ① ② ③ ④ ⑤

12. If you consider yourself a NONNATIVE speaker of English, have you ever studied/lived in an English-speaking country?

a) _____ Yes b) _____ No

If **Yes**, which country? _____ For how long ?_____ Do you feel more at home in English thanks to your having spent some time in an English-speaking country? a)_____Yes b)_____No

13. Where do you teach right now (name of school/university)?_____

14. Did you teach English *before you came to this university*? a) ___Yes b) ___No

15. If so, how long have you taught English *before you came to this university?*___

16. How long have you been teaching EFL *at this university*? _____

17. How long have you been teaching English *in Turkey*? _____

18. Have you taught English in any other countries? a)_____Yes/ Where?_____

b) _____No

19. What classes have you taught *at this university* (grammar, reading, etc.)?

_____

II.   Your experience in this English Program:

20. Do you work in this program _____*full-time* or _____*part-time*?

	strongly DISAGREE	disagree	not sure	agree	strongly AGREE
21. Students in this program make negative comments about **NESTs'** teaching styles.	①	②	③	④	⑤
22. Students in this program make negative comments about **NESTs'** proficiency in ENGLISH and accent.	①	②	③	④	⑤
23. Students in this program make negative comments about **NESTs'** proficiency in TURKISH.	①	②	③	④	⑤
24. Students in this program make negative comments about **Local NNESTs'** teaching styles.	①	②	③	④	⑤
25. Students in this program make negative comments about **Local NNESTs'** proficiency in ENGLISH and accent.	①	②	③	④	⑤
26. Students in this program make negative comments about **Expatriate NNESTs'** teaching styles.	①	②	③	④	⑤
27. Students in this program make negative comments about **Expatriate NNESTs'** proficiency in ENGLISH and accent.	①	②	③	④	⑤
28. Students in this program make negative comments about **Expatriate NNESTs'** proficiency in TURKISH.	①	②	③	④	⑤
29. You feel that *you* are being discriminated against in some way *by students.*	①	②	③	④	⑤
30. You feel that *you* are being discriminated against in some way *by colleagues.*	①	②	③	④	⑤
31. You feel that *you* are being discriminated against in some way *by administrators.*	①	②	③	④	⑤

32. You feel comfortable talking about issues of discrimination with your administrators. ① ② ③ ④ ⑤

33. Your experience as an EFL instructor at this university has been *positive* so far. ① ② ③ ④ ⑤

34. Collaboration between NATIVE, local NONNATIVE, and expatriate NONNATIVE English teachers is strongly encouraged at this university. ① ② ③ ④ ⑤

On a scale from **1 to 5**, **5** being *very high* and **1** being *very low*, how would you describe your level of proficiency in the following areas of English? (please <u>FILL IN</u> the number corresponding to your answers):

	Very low				**Very high**
35. Reading comprehension	①	②	③	④	⑤
36. Writing/Composition	①	②	③	④	⑤
37. Listening comprehension	①	②	③	④	⑤
38. Speaking/ Oral communication	①	②	③	④	⑤
39. Grammar accuracy in use	①	②	③	④	⑤
40. Knowledge of grammar rules	①	②	③	④	⑤
41. Breadth of vocabulary	①	②	③	④	⑤
42. Pronunciation	①	②	③	④	⑤

On a scale from **1 to 5**, **5** being *very comfortable* and **1** being *very uncomfortable*, how comfortable are you in teaching the following skills? (please <u>FILL IN</u> the number corresponding to your answers):

	Very uncomfortable		**Very comfortable**		
43. Reading	①	②	③	④	⑤
44. Writing/Composition	①	②	③	④	⑤
45. Listening	①	②	③	④	⑤
46. Speaking	①	②	③	④	⑤
47. Pronunciation	①	②	③	④	⑤
48. Culture	①	②	③	④	⑤
49. Preparation for Standard Tests (TOEFL, KPDS, etc.)	①	②	③	④	⑤

	strongly DISAGREE	disagree	not sure	agree	strongly AGREE

50. Vocabulary, idioms ① ② ③ ④ ⑤

51. Grammar ① ② ③ ④ ⑤

52. Elementary levels ① ② ③ ④ ⑤

53. Intermediate levels ① ② ③ ④ ⑤

54. Advanced levels ① ② ③ ④ ⑤

55. Do you feel like your MA TESOL program (or other training program, if any) is preparing or did prepare you well for your teaching assignments? Please explain.
_____

III. Attitudes to NESTs and NNESTs' Teaching Abilities and English Proficiency:
*Multiple choice questions: Please answer the following questions by FILLING IN the corresponding number: 1= strongly **DISAGREE** 2=disagree 3=not sure 4= agree 5= strongly **AGREE***

	strongly DISAGREE	disagree	not sure	agree	strongly AGREE
56. NNESTs are often perceived by their students as good *role models*.	①	②	③	④	⑤
57. NESTs are often perceived by their students as good *role models*.	①	②	③	④	⑤
58. English teachers should have **a native-like** accent.	①	②	③	④	⑤
59. Local NNESTs can teach English just as well as **NESTs.**	①	②	③	④	⑤
60. Expatriate NNESTs can teach English just as well as **NESTs.**	①	②	③	④	⑤
61. Expatriate NNESTs can teach English just as well as **local NNESTs.**	①	②	③	④	⑤
62. NNESTs often have difficulties responding to students' questions about the *English language use*.	①	②	③	④	⑤
63. NNESTs often have difficulties responding to students' questions about *culture* of English-speaking countries.	①	②	③	④	⑤
64. NESTs often have difficulties responding to students' questions about the *English language use*.	①	②	③	④	⑤

65. English instructors who are *bilingual* understand their students' learning difficulties better than instructors who are *monolingual*.

① ② ③ ④ ⑤

66. English instructors who are proficient in **Turkish** understand the students' learning difficulties better than instructors who are not proficient in Turkish.

① ② ③ ④ ⑤

67. Is there anything you would like to add?_____

THANK YOU VERY MUCH FOR YOUR HELP!

NATIVE ENGLISH TEACHERS are teachers whose first (native) language is English (e.g. teachers from Great Britain, USA, Australia).
NONNATIVE ENGLISH TEACHERS are teachers who learned English in addition to their first language (teachers from Turkey or other non-English speaking countries).

I. BACKGROUND INFORMATION. Please answer the following questions about yourself.

1. Name of country from where you came: _____
2. Name of city/town/village where you were born: _____
3. Age _____
4. Native language(s): _____
5. Gender: (a) ____male (b) ____ female
6. Name of university where you are studying right now: _____
7. Subject of this class (grammar, reading, etc.): _____
8. Level of this English course (please choose one option):
    (a) ____ beginner (b) ____ intermediate (c) ____ advanced
9. The most important reason why you are learning English is (choose <u>ONLY ONE</u> answer):
    a) ____ to do your university-level studies in English
    b) ____ to get a better job in Turkey
    c) ____ to go to an English-speaking country to work/study
    d) ____ because English is very important in today's society
    e) ____ because you like the English language and culture very much
    f) ____ for fun and personal pleasure
    g) ____ for other reasons (please explain): _____

10. The overall grade you expect to receive in this class is:
    a) ____ Very high/high (AA-BA) (4.00-3.50)
    b) ____ Average (BB-CB) (3.00-2.50)
    c) ____ Low (CC-DC) (2.00-1.50)
    d) ____ Very low/fail (DD-FF) (1.00-0.00)

II. YOUR ENGLISH TEACHER. Please answer the following questions about your teacher in *THIS class*.

11. What country is your English teacher from? _____

12. Your English teacher is (please put an X in the space corresponding to your answer):

            a. ____ a NATIVE speaker of English
            b. ____ a NONNATIVE speaker of English
            c. ____ not sure

Please answer the following questions about **YOUR ENGLISH TEACHER** AND **THIS CLASS** by <u>FILLING IN</u> the numbers that correspond to your feelings, according to the following scale:

*1: strongly **DISAGREE** 2: disagree 3: not sure 4: agree 5: strongly **AGREE***

	strongly DISAGREE	disagree	not sure	agree	strongly AGREE
This is an example	①	②	③	●	⑤
13. My English teacher is a good English teacher.	①	②	③	④	⑤
14. I would enjoy taking another class with this English teacher.	①	②	③	④	⑤
15. I would recommend a friend to take a class with THIS teacher.	①	②	③	④	⑤
16. My English is improving a lot with this teacher.	①	②	③	④	⑤
17. My English teacher is the kind of teacher I expected to have here.	①	②	③	④	⑤
18. My English teacher is an ideal teacher for me.	①	②	③	④	⑤
19. My English teacher explains difficult concepts well.	①	②	③	④	⑤
20. My English teacher is able to simplify difficult material so I can understand it.	①	②	③	④	⑤
21. My English teacher understands Turkish students' difficulties in learning English.	①	②	③	④	⑤
22. My teacher sometimes uses Turkish to explain difficult concepts.	①	②	③	④	⑤
23. My English teacher teaches in a manner that helps me learn.	①	②	③	④	⑤
24. My English teacher motivates me to do my best to learn English.	①	②	③	④	⑤
25. My English teacher is a good example of the ideal English speaker.	①	②	③	④	⑤
26. My English teacher looks like a native speaker of English.	①	②	③	④	⑤

27. My English teacher knows English grammar very well.	①	②	③	④	⑤
28. My English teacher rarely (not often) makes grammar mistakes when he/she writes.	①	②	③	④	⑤
29. My English teacher rarely (not often) makes grammar mistakes when he/she speaks.	①	②	③	④	⑤
30. My English teacher explains grammar rules very clearly.	①	②	③	④	⑤
31. I learn a lot of vocabulary with this teacher.	①	②	③	④	⑤
32. My listening skills are being improved with this teacher.	①	②	③	④	⑤
33. My reading skills are being improved with this teacher.	①	②	③	④	⑤
34. My writing skills are being improved with this teacher.	①	②	③	④	⑤
35. My speaking skills are being improved with this teacher.	①	②	③	④	⑤
36. My pronunciation is being improved with this teacher.	①	②	③	④	⑤
37. I understand my English teacher's pronunciation easily.	①	②	③	④	⑤
38. The English pronunciation of my English teacher is good.	①	②	③	④	⑤
39. English teachers should all speak with a perfect NATIVE (e.g. British, American) accent.	①	②	③	④	⑤
40. NATIVE English speakers make the best English teachers.	①	②	③	④	⑤
41. NONNATIVE English speakers can be good English teachers.	①	②	③	④	⑤
42. I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher.	①	②	③	④	⑤
43. I don't care where my teacher is from, as long as he/she is a good teacher for me.	①	②	③	④	⑤

44. What do you think makes a "good" English teacher? Please explain in the lines below._____

_____

_____

THANK YOU VERY MUCH FOR YOUR HELP!

Öğrenci Anketi

ANADİLİ İNGİLİZCE OLAN ÖĞRETMENLER Örn. Birleşik Krallık, ABD, Avustralya. **ANADİLİ İNGİLİZCE OLMAYAN ÖĞRETMENLER** Türkiye'den yada İngilizce konuşulmayan başka ülkelerden gelenler.

I. KİŞİSEL BİLGİLER. *Lütfen aşağıdaki soruları yanıtlayınız:*

1. Geldiğiniz ülkenin adı: _____
2. Doğduğunuz şehir/ kasaba/ köy: _____
3. Yaşınız:_____
4. Ana Diliniz (Dilleriniz): _____
5. Cinsiyetiniz: (a) ____erkek (b) ____ kadın
6. Halen okumakta olduğunuz üniversitenin adı: _____
7. Bu dersin konusu (dilbilgisi, okuma, konuşma, vs.): _____
8. Bu İngilizce Kursunun Düzeyi (lütfen bir tane seçiniz):
   a. ____ Başlangıç (b) ____ Orta (c) ____ İleri

9. İngilizce öğrenmenizdeki en önemli neden (Sadece <u>bir tane</u> seçiniz):
   h) ____ Üniversite düzeyindeki araştırmalarınızı İngilizce olarak yapmak için
   i) ____ Türkiye'de daha iyi bir iş sahibi olmak için
   j) ____ İngilizce konuşulan bir ülkeye okuma ya da çalışma amacıyla gitmek için
   k) ____ İngilizce'nin modern toplumdaki yerinin çok önemli olması nedeniyle
   l) ____ İngiliz dilini ve kültürünü çok sevdiğiniz için
   m) ____ Eğlence ve kişisel zevk için
   n) ____ Başka nedenlerle (lütfen açıklayınız):_____

10. Bu kursun sonucunda almayı beklediğiniz not:

   e) ____ Çok yüksek/ yüksek (AA-BA) (4.00-3.50)
   f) ____ Orta (BB-CB) (3.00-2.50)
   g) ____ Düşük (CC-DC) (2.00-1.50)
   h) ____ Çok düşük/ başarısız (DD-FF) (1.00-0.00)

II. İNGİLİZCE ÖĞRETMENİNİZ. *Lütfen bu sınıftaki öğretmeninizle ilgili aşağıdaki soruları yanıtlayınız:*

11. Öğretmeniniz hangi ülkeden gelmektedir? _____

12. İngilizce öğretmeniniz: (lütfen yanıtlarınıza uyan boşluğa "X" işareti koyunuz):
   1. ____ Anadili İngilizce OLAN biri
   2. ____ Anadili İngilizce OLMAYAN biri
   3. ____ Emin değilim
Lütfen İngilizce <u>ÖĞRETMENİNİZ</u> ve <u>BU SINIF</u> hakkındaki soruları aşağıdaki ölçeğe göre ve duygularınızı en iyi biçimde yansıtan rakamları kullanarak yanıtlayınız:

1:kesinlikle __katılmıyorum__ 2: katılmıyorum 3: kararsızım 4: katılıyorum 5:kesinlikle __katılıyorum__

	Bu bir örnektir	kesinlikle katılmıyorum	katılmıyorum	kararsızım	•	kesinlikle katılıyorum
		①	②	③		⑤

		kesinlikle __katılmıyorum__	katılmıyorum	kararsızım	katılıyorum	kesinlikle __katılıyorum__
13.	İngilizce öğretmenim çok iyi bir İngilizce öğretmenidir.	①	②	③	④	⑤
14.	Bu İngilizce öğretmeniyle başka bir sınıfta da devam etmek hoşuma gider.	①	②	③	④	⑤
15.	Arkadaşıma BU öğretmenden ders almasını tavsiye ederdim.	①	②	③	④	⑤
16.	İngilizcem BU öğretmenin katkısıyla çok iyi bir biçimde gelişmeye devam etmektedir.	①	②	③	④	⑤
17.	İngilizce öğretmenim burada bulmayı umduğum gibi bir İngilizce öğretmenidir.	①	②	③	④	⑤
18.	İngilizce öğretmenim benim için ideal bir öğretmendir.	①	②	③	④	⑤
19.	İngilizce öğretmenim zor kavramları çok başarılı bir biçimde açıklar.	①	②	③	④	⑤
20.	İngilizce öğretmenim anlaşılması zor olan konuları basitleştirerek anlamamı sağlar.	①	②	③	④	⑤
21.	İngilizce öğretmenim Türk öğrencilerinin İngilizce'yi öğrenmede karşılaştıkları zorlukları anlamaktadır.	①	②	③	④	⑤
22.	Öğretmenim bazen zor kavramları açıklamak için Türkçe kullanır.	①	②	③	④	⑤
23.	İngilizce öğretmenimin öğretim tarzı öğrenmeme yardımcı olmaktadır.	①	②	③	④	⑤
24.	İngilizce öğretmenim İngilizce'yi en iyi biçimde öğrenmem için gerekli motivasyonu sağlamaktadır.	①	②	③	④	⑤
25.	İngilizce öğretmenim İngilizce konuşan birinin en ideal örneğidir.	①	②	③	④	⑤
26.	İngilizce öğretmenim anadili İngilizce OLAN birine benzemektedir.	①	②	③	④	⑤

		kesinlikle katılmıyorum	katılmıyorum	kararsızım	katılıyorum	kesinlikle katılıyorum
27.	İngilizce öğretmenim İngilizce dilbilgisine çok hakimdir.	①	②	③	④	⑤
28.	İngilizce öğretmenim İngilizce olarak yazı yazarken nadiren (sık değil) gramer hataları yapar.	①	②	③	④	⑤
29.	İngilizce öğretmenim İngilizce konuşurken nadiren (sık değil) gramer hataları yapar.	①	②	③	④	⑤
30.	İngilizce öğretmenim İngilizce dilbilgisi kurallarını çok açık ve net biçimde açıklar.	①	②	③	④	⑤
31.	Bu öğretmen sayesinde İngilizce kelime haznem çok zenginleşti.	①	②	③	④	⑤
32.	Dinleme becerilerim BU öğretmen sayesinde çok iyi bir biçimde gelişmektedir.	①	②	③	④	⑤
33.	Okuma becerilerim BU öğretmen sayesinde çok iyi bir biçimde gelişmektedir.	①	②	③	④	⑤
34.	Yazma becerilerim BU öğretmen sayesinde çok iyi bir biçimde gelişmektedir.	①	②	③	④	⑤
35.	Konuşma becerilerim BU öğretmen sayesinde çok iyi bir biçimde gelişmektedir.	①	②	③	④	⑤
36.	Telaffuzum BU öğretmen sayesinde çok iyi bir biçimde gelişmektedir.	①	②	③	④	⑤
37.	İngilizce öğretmenimin İngilizce telaffuzunu kolayca anlayabiliyorum.	①	②	③	④	⑤
38.	İngilizce öğretmenimin İngilizce telaffuzunu iyi olarak değerlendiriyorum.	①	②	③	④	⑤
39.	İngilizce öğretmenlerinin tümü İngilizce'yi ANADİLLERİYMİŞ gibi mükemmel bir aksanla konuşmalılardır (örn. İngiliz, Amerikan aksanı).	①	②	③	④	⑤
40.	ANADİLLERİ İngilizce OLAN konuşmacılar en iyi İngilizce öğretmeni olurlar.	①	②	③	④	⑤
41.	ANADİLLERİ İngilizce OLMAYAN konuşmacılar çok iyi İngilizce öğretmeni olabilirler.	①	②	③	④	⑤
42.	İngilizce'yi, ANADİLİ İngilizce OLAN bir öğretmenden olduğu kadar, ANADİLİ İngilizce OLMAYAN bir öğretmenden de başarılı bir biçimde öğrenebilirim.	①	②	③	④	⑤
43.	Bana iyi öğrettiği sürece, İngilizce öğretmenimin hangi ülkeden geldiği benim için önemli değil.	①	②	③	④	⑤

44. İyi bir İngilizce öğretmeninin nitelikleri neler olmalıdır? Lütfen aşağıda verilen satırlarda açıklayınız _____

_____

_____

KATKILARINIZ İÇİN TEŞEKKÜR EDERİM!

Appendix D: TEACHER INTERVIEW QUESTIONS

1. In your opinion, what makes an English teacher a good English teacher?

2. What do you think are the *most valuable qualities* of local nonnative English teachers, if any?

3. What do you think are the *most serious weaknesses* of local nonnative English teachers, if any?

4. What do you think are the *most valuable qualities* of expatriate nonnative English teachers, if any?

5. What do you think are the *most serious weaknesses* of expatriate nonnative English teachers, if any?

6. What do you think are the *most valuable qualities* of native English teachers, if any?

7. What do you think are the *most serious weaknesses* of native English teachers, if any?

8. Do you think *native* and *expatriate nonnative* teachers of English should know the Turkish language and culture? Why?

9. Was it difficult for you to get a job as an English language teacher in Turkey? Who do you think has better chances of finding a job in Turkey?

    a. a native English teacher

    b. a local nonnative English teacher

    c. an expatriate nonnative

    d. Explain your point of view.

10. Suppose you were IE program administrator at a university in Turkey. Who would you employ, a native, local nonnative, or expatriate nonnative English teacher? What would be the ratio of these teachers in your program? What would you pay attention to?

11. Is there collaboration between native, local nonnative, and expatriate nonnative English teachers at this university? How do NESTs and NNESTs collaborate? What facilitates their collaboration?

Appendix E: STUDENT INTERVIEW QUESTIONS

1. Do you see any differences between native, local nonnative, and expatriate nonnative English teachers in the way they teach the foreign language? What are the differences?

2. Do you think native and expatriate nonnative teachers of English should know the Turkish language and culture? Why?

3. Suppose you were IE program administrator at a university in Turkey. Who would you employ, a native, local nonnative, or expatriate nonnative English teacher? What would be the ratio of these teachers in your program? What would you pay attention to?

Dear colleague,

I am currently conducting a PhD research study which aims at analyzing the English teacher self-perceptions and attitudes to various types of English teachers in terms of the proficiency in English and Turkish, knowledge of culture, and teaching styles. Secondly, it aims at presenting an in-depth investigation of students' attitudes to native and nonnative English teachers working in Turkey. As an ELT instructor, your ideas and concerns are of great value to this study.

The following questionnaire is made up of three parts. The first part asks for the personal information. The second part focuses on your experiences at the current workplace, your position inside the program, job satisfaction, and perceived professional strengths and weaknesses. The final section III asks you to reflect on your attitudes to native, expatriate nonnative, and local nonnative English teachers, and native/nonnative identity issues.

Please answer all questions, stating your ideas and hand in the questionnaire as soon as possible (24-48 hours at the latest).

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes. I will be happy to answer any questions. You can reach me via my email address or phone number written below.

Thank you for your participation and cooperation!

Olga SKLIAR
Middle East Technical University
ollgkas@gmail.com

NEST is a NATIVE English-speaking teacher (a teacher from an English-speaking country, e.g. Great Britain, USA, Australia, Canada etc.)

NNEST is a NONNATIVE English-speaking teacher (a teacher from a non-English speaking country, e.g. France, Russia, Germany, Turkey, etc.)
Local NNEST is a NONNATIVE English-speaking teacher from *Turkey*
Expatriate NNEST is a NONNATIVE English-speaking teacher from other *non-English* speaking countries (e.g. Germany, Russia, France, Iran, Belgium etc.)

I.   Background information. Please answer the following questions about yourself.

1. What country are you originally from?_____

2. What is/are your *first* language(s)?_____

3. What is your level of *Turkish*:
a) None □   b) Elementary□   c) Intermediate□   d) Advanced □   e) Native□

4. Are you a   a) □   Male   b) □ Female?
5. Age: _____

6. Do you consider yourself a:

      i.   □   NATIVE speaker of English?

      ii.   □   NONNATIVE speaker of English?

      iii.   □   Other (explain please)_____

7. What diploma(s), degree(s), certificate(s) do you hold, if any?

B.A. in ELT (English Language Teaching)	Yes □	No □
B.A. in ELL (English Language Literature)	Yes □	No □
B.A/B.S. in OTHER fields	Yes □	No □ Field:
M. A. in ELT	Yes □	No □
M.A. in ELL	Yes □	No □
M.A./M.S. in OTHER fields	Yes □	No □ Field:
PhD in ELT	Yes □	No □
PhD in ELL	Yes □	No □
PhD in OTHER fields	Yes □	No □ Field:
Teaching Certificate	Yes □	No □
TEFL/TESOL Certificate	Yes □	No □
OTHER certificate(s)	Yes □	No □ Field:

	strongly DISAGREE	disagree	not sure	agree	strongly AGREE
8. <u>If you consider yourself a **NATIVE** speaker of English:</u> Your students sometimes think that you are a NONNATIVE speaker or English (because of your physical appearance or accent, for example).	①	②	③	④	⑤
9. <u>If you consider yourself a **NATIVE** speaker of English:</u> Sometimes you feel that you *stand high as a teacher in administrators and students' favor* based on that you are a NATIVE speaker of English.	①	②	③	④	⑤
10. <u>If you consider yourself a **NONNATIVE** speaker of English:</u> Your students guess that you are a NONNATIVE speaker of English (because of your physical appearance or accent, for example).	①	②	③	④	⑤
11. <u>If you consider yourself a **NONNATIVE** speaker of English:</u> You tell your students that you are a NONNATIVE English speaker.	①	②	③	④	⑤
12. <u>If you consider yourself a **NONNATIVE** speaker of English:</u> You feel that you are often being sidelined as a teacher for not being a NATIVE speaker.	①	②	③	④	⑤

13. If you consider yourself a NONNATIVE speaker of English, have you ever studied/lived in an English-speaking country? a) □ Yes   b) □ No

If **Yes**, which country? _____ For how long ?_____ Do you feel more at home in English thanks to your having spent some time in an English-speaking country? a) □ Yes   b) □ No

14. Where do you teach right now (name of university)?_____

15. Did you teach English *before you came to this university*? a) □ Yes   b) □ No

16. If so, how long have you taught English *before you came to this university?*___

17. How long have you been teaching EFL *at this university*?_____

18. How long have you been teaching English *in Turkey*? _____

19. How long have you been teaching English *in general?*_____

20. Have you taught English in any other countries? a) □   Yes/ Where? _____

                                                                     b) □   No

21. What classes have you taught *at this university* (grammar, reading, writing, etc.)?
_____

22. What levels have you taught at this university?

    a)   elementary □   b) intermediate □   c) advanced□   d) all □

II.   **Your experience in this English Program:**

23. Do you work in this program *full-time* □ or *part-time*   □?

Please answer the following questions by FILLING IN the corresponding number:
 ①= *strongly **DISAGREE**;* ②=*disagree;* ③=*not sure;* ④= *agree;* ⑤= *strongly*
AGREE.

	strongly DISAGREE	disagree	not sure	agree	strongly AGREE
24. Students in this program make negative comments about **NESTs'** *teaching styles.*	①	②	③	④	⑤
25. Students in this program make negative comments about **NESTs'** *accent* in ENGLISH that is hard to understand.	①	②	③	④	⑤
26. Students in this program make negative comments about **NESTs'** knowledge of *grammar rules*.	①	②	③	④	⑤
27. Students in this program make negative comments about **NESTs'** proficiency in TURKISH.	①	②	③	④	⑤
28. Students in this program make negative comments about **Local NNESTs'** *teaching styles*.	①	②	③	④	⑤
29. Students in this program make negative comments about **Local NNESTs'** *proficiency* in ENGLISH.	①	②	③	④	⑤
30. Students in this program make negative comments about **Local NNESTs'** *accent* in ENGLISH.	①	②	③	④	⑤

	strongly DISAGREE	disagree	not sure	agree	strongly AGREE
31. Students in this program make negative comments about **Local NNESTs'** knowledge of *culture* of English-speaking countries.	①	②	③	④	⑤
32. Students in this program make negative comments about **Local NNESTs'** extensive *use of* TURKISH *in the classroom*.	①	②	③	④	⑤
33. Students in this program make negative comments about **Expatriate NNESTs'** *teaching styles*.	①	②	③	④	⑤
34. Students in this program make negative comments about **Expatriate NNESTs'** *proficiency* in ENGLISH.	①	②	③	④	⑤
35. Students in this program make negative comments about **Expatriate NNESTs'** *accent* in ENGLISH**.**	①	②	③	④	⑤
36. Students in this program make negative comments about **Expatriate NNESTs'** knowledge of *culture* of English-speaking countries.	①	②	③	④	⑤
37. Students in this program make negative comments about **Expatriate NNESTs'** *proficiency* in TURKISH.	①	②	③	④	⑤
38. You feel that *you* are being looked down on *by students.*	①	②	③	④	⑤
39. You feel that *you* are being looked down on *by colleagues*.	①	②	③	④	⑤
40. You feel that *you* are being looked down on *by administrators*.	①	②	③	④	⑤
41. You feel *comfortable* talking about issues of discrimination with your administrators.	①	②	③	④	⑤
42. Your experience as an EFL instructor at this university has been *positive* so far.	①	②	③	④	⑤
43. Collaboration between NATIVE, local NONNATIVE, and expatriate NONNATIVE English teachers is strongly encouraged at this university.	①	②	③	④	⑤

On a scale from **1 to 5**, ① being *very low* and ⑤ being *very high*, how would you describe YOUR LEVEL OF PROFICIENCY in the following areas of English? (please FILL IN the number corresponding to your answers):

	Very low				Very high
44. Reading comprehension	①	②	③	④	⑤
45. Writing/Composition	①	②	③	④	⑤
46. Listening comprehension	①	②	③	④	⑤
47. Speaking/ Oral communication	①	②	③	④	⑤
48. Grammar accuracy in use	①	②	③	④	⑤
49. Knowledge of grammar rules	①	②	③	④	⑤
50. Breadth of vocabulary	①	②	③	④	⑤
51. Pronunciation	①	②	③	④	⑤

On a scale from **1 to 5**, ① being *very uncomfortable* and ⑤ being *very comfortable*, how comfortable are you in TEACHING THE FOLLOWING SKILLS? (please <u>FILL IN</u> the number corresponding to your answers):

	Very uncomfortable				Very comfortable
52. Reading	①	②	③	④	⑤
53. Writing/Composition	①	②	③	④	⑤
54. Listening	①	②	③	④	⑤
55. Speaking	①	②	③	④	⑤
56. Pronunciation	①	②	③	④	⑤
57. Culture	①	②	③	④	⑤
58. Preparation for Standard Tests (TOEFL, KPDS, etc.)	①	②	③	④	⑤
59. Vocabulary, idioms	①	②	③	④	⑤
60. Grammar	①	②	③	④	⑤
61. Elementary levels	①	②	③	④	⑤
62. Intermediate levels	①	②	③	④	⑤
63. Advanced levels	①	②	③	④	⑤

III. Attitudes to NESTs and NNESTs' Teaching Abilities and English Proficiency:
Please answer the following questions by <u>FILLING IN</u> the corresponding number:

①= *strongly **DISAGREE**;* ②=*disagree;* ③=*not sure;* ④= *agree;* ⑤= *strongly*
AGREE.

	strongly DISAGREE	disagree	not sure	agree	strongly AGREE
64. NNESTs are often perceived by their students as good *role models.*	①	②	③	④	⑤
65. NESTs are often perceived by their students as good *role models.*	①	②	③	④	⑤
66. English teachers should have **a native-like** accent.	①	②	③	④	⑤
67. Local **NNESTs** can teach English just as well as **NESTs.**	①	②	③	④	⑤
68. Expatriate **NNESTs** can teach English just as well as **NESTs.**	①	②	③	④	⑤
69. Expatriate **NNESTs** can teach English just as well as **local NNESTs.**	①	②	③	④	⑤
70. NNESTs often have difficulties responding to students' questions about the *English language use* and *idioms*.	①	②	③	④	⑤
71. NNESTs often have difficulties responding to students' questions about *culture* of English-speaking countries.	①	②	③	④	⑤
72. NESTs often have difficulties responding to students' questions about the *English language grammar*.	①	②	③	④	⑤
73. NESTs often have difficulties understanding *Turkish students' problems.*	①	②	③	④	⑤
74. Expatriate NNESTs often have difficulties understanding *Turkish students' problems*.	①	②	③	④	⑤
75. It is enough to be a NATIVE SPEAKER OF ENGLISH *to be able to teach* ENGLISH.	①	②	③	④	⑤
76. NATIVE ENGLISH SPEAKERS should *have teacher qualifications* to teach ENGLISH.	①	②	③	④	⑤
77. NONNATIVE ENGLISH SPEAKERS should have *teacher qualifications* to teach ENGLISH.	①	②	③	④	⑤
78. English instructors who are *bilingual* understand their students' learning difficulties better than instructors who are *monolingual*.	①	②	③	④	⑤

79. English instructors who are proficient in **Turkish** understand the students' learning difficulties better than instructors who are not proficient in Turkish.	①	②	③	④	⑤

80. Is there anything you would like to add? _____

Dear students,

I am currently conducting a PhD research study which aims at analyzing the English teacher self-perceptions and attitudes to various types of English teachers in terms of their proficiency in English and Turkish, knowledge of culture, and teaching styles. In addition, it aims at presenting an in-depth investigation of students' attitudes to native and nonnative English teachers working in Turkey. As an English language student, your ideas and concerns are of great value to this study.

The following questionnaire is made up of two parts. The first part of the questionnaire asks for your personal information. The second part incorporates questions related to your current EFL teacher's language skills and pedagogies, and your general attitudes to native and nonnative English teachers. Please answer all questions, stating your ideas.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes. I will be happy to answer any questions. You can reach me via my email address or phone number written below.

Thank you for your participation and cooperation!

Olga SKLIAR

Middle East Technical University

ollgkas@gmail.com

NATIVE ENGLISH TEACHERS are teachers whose first (native) language is English (e.g. teachers from Great Britain, USA, Australia).

NONNATIVE ENGLISH TEACHERS are teachers who learned English in addition to their first language (teachers from Turkey or other non-English speaking countries).

I. BACKGROUND INFORMATION. Please answer the following questions about yourself.

1. Name of country from where you come: _____
2. Name of city/town/village where you were born: _____
3. Age _____
4. Native language(s): _____
5. Gender: a) □ male   b) □ female
6. Name of university where you are studying right now: _____
7. Subject of this class (grammar, reading, etc.): _____
8. Level of this English course (please choose one option):

□ **Elementary**/ □ **Pre-Intermediate**/ □ **Intermediate**/ □ **Upper-Intermediate** /

□ **Advanced**

9. In addition to learning English in order *to do your university-level studies in English*, the <u>most important</u> reason why you are learning English is (choose <u>ONLY ONE</u> answer):
   a) □ to get a better job in Turkey
   b) □ to go to an English-speaking country to work/study
   c) □ because English is very important in today's society
   d) □ because you like the English language and culture very much
   e) □ for fun and personal pleasure
   f) □ for other reasons (please explain): _____

10. The overall grade you expect to receive in this class is:
   a) □ Very high/high
   b) □ Average
   c) □ Low
   d) □ Very low/fail

II. YOUR ENGLISH TEACHER. Please answer the following questions about your teacher in *THIS class*.

11. What country is your English teacher from? _____

12. Your English teacher is (please put an X in the space corresponding to your answer):

   1. □ a NATIVE speaker of English

   2. □ a NONNATIVE speaker of English

   3. □ not sure

Please answer the following questions about **<u>YOUR ENGLISH TEACHER</u>** AND **<u>THIS CLASS</u>** by <u>FILLING IN</u> the numbers that correspond to your feelings, according to the following scale:

①= *strongly **<u>DISAGREE;</u>*** ②=*disagree;* ③=*not sure;* ④= *agree;* ⑤= *strongly* **<u>*AGREE.*</u>**

This is an example	①	②	③	•	⑤
	strongly DISAGREE	disagree	not sure	agree	strongly AGREE
13. My English teacher is a good English teacher.	①	②	③	④	⑤
14. I would enjoy taking another class with this English teacher.	①	②	③	④	⑤
15. I would recommend a friend to take a class with THIS teacher.	①	②	③	④	⑤
16. My English is improving a lot with this teacher.	①	②	③	④	⑤
17. My English teacher is the kind of teacher I expected to have here.	①	②	③	④	⑤
18. My English teacher is an ideal teacher for me.	①	②	③	④	⑤
19. My English teacher explains difficult concepts well.	①	②	③	④	⑤
20. My English teacher is able to simplify difficult material so I can understand it.	①	②	③	④	⑤
21. My English teacher understands Turkish students' difficulties in learning English.	①	②	③	④	⑤
22. My teacher sometimes uses Turkish to explain difficult concepts.	①	②	③	④	⑤
23. I learn a lot about *culture* of English-speaking countries with THIS teacher**.**	①	②	③	④	⑤
24. My English teacher teaches in a manner that helps me learn.	①	②	③	④	⑤
25. My English teacher motivates me to do my best to learn English.	①	②	③	④	⑤
26. My English teacher is a good example of the ideal English speaker.	①	②	③	④	⑤
27. My English teacher looks like a native speaker of English.	①	②	③	④	⑤
28. My English teacher sounds like a native speaker of English	①	②	③	④	⑤
29. My English teacher knows English grammar very well.	①	②	③	④	⑤
30. My English teacher sometimes makes grammar	①	②	③	④	⑤

		strongly DISAGREE	disagree	not sure	agree	strongly AGREE
	mistakes when he/she writes.					
31.	My English teacher sometimes makes grammar mistakes when he/she speaks.	①	②	③	④	⑤
32.	My English teacher explains grammar rules very clearly.	①	②	③	④	⑤
33.	I learn a lot of vocabulary with this teacher.	①	②	③	④	⑤
34.	My listening skills are being improved with this teacher.	①	②	③	④	⑤
35.	My reading skills are being improved with this teacher.	①	②	③	④	⑤
36.	My writing skills are being improved with this teacher.	①	②	③	④	⑤
37.	My speaking skills are being improved with this teacher.	①	②	③	④	⑤
38.	My pronunciation is being improved with this teacher.	①	②	③	④	⑤
39.	I understand my English teacher's pronunciation easily.	①	②	③	④	⑤
40.	The English pronunciation of my English teacher is good.	①	②	③	④	⑤
41.	English teachers should all speak with a perfect NATIVE (e.g. British, American) accent.	①	②	③	④	⑤
42.	English teachers should be able to use TURKISH to explain difficult concepts.	①	②	③	④	⑤
43.	English teachers should provide information about *culture* of English-speaking countries.	①	②	③	④	⑤
44.	English teachers should know TURKISH CULTURE to be able to teach TURKISH STUDENTS.	①	②	③	④	⑤
45.	NATIVE English speakers make the best English teachers.	①	②	③	④	⑤
46.	NONNATIVE English speakers can be good English teachers.	①	②	③	④	⑤
47.	I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher.	①	②	③	④	⑤
48.	I don't care where my teacher is from, as long as he/she is a good teacher for me.	①	②	③	④	⑤

49. What do you think makes a GOOD English teacher? Please explain in the lines below. _____
_____
_____
_____
_____

THANK YOU VERY MUCH FOR YOUR HELP!

Öğrenci Anketi

Sevgili Öğrenciler,

Bu anket, yürütmekte olduğum doktora araştırma tezi için bir veri tabanı oluşturmak üzere sizlerin görüşlerinizi almayı hedeflemektedir. Bu araştırma tezinin amacı, İngilizce öğretmenlerinin çeşitli alt yapılardan gelen İngilizce öğretmenlerinin İngilizce ve Türkçe dillerindeki yeterlilikleri, kültüre aşinalıkları ve öğretme stilleri konusundaki algılamalarını ve tutumlarını belirlemektir. Çalışmada ayrıca, İngilizce öğrencilerinin, Türkiye'de çalışan anadili İngilizce olan ve anadili İngilizce olmayan öğretmenlere dair tutumlarının detaylı bir analizine de yer verilecektir. Bu sebeple, İngilizce öğrenmekte olan öğrenciler olarak, sizlerin görüş ve katkıları bu çalışma için büyük önem taşımaktadır.

Anket iki bölümden oluşmaktadır. Birinci bölümde, kişisel bilgilerinizle ilgili sorular bulunmaktadır. İkinci bölümde ise, şu anda ders almakta olduğunuz İngilizce öğretmeninizin dil becerisi ve öğretme yöntemleri ve sizlerin anadili İngilizce olan ve anadili İngilizce olmayan öğretmenlere karşı genel tutumlarınızı belirlemeye yönelik sorular bulunmaktadır.

Kimlik bilgileriniz ve sorulara kişisel olarak verdiğiniz cevaplar kesinlikle gizli tutulacaktır ve anket sonuçları sadece bu çalışma için kullanılacaktır. Aklınıza takılan sorular olması durumunda, bana aşağıda yazmış olduğum e-posta adresimden veya telefon numaramdan ulaşabilirsiniz.

Kıymetli katkılarınız ve işbirliğiniz için şimdiden çok teşekkür ederim.

Olga SKLIAR
Middle East Technical University
ollgkas@gmail.com

ANADİLİ İNGİLİZCE OLAN ÖĞRETMENLER Örn. Birleşik Krallık, ABD, Avustralya. **ANADİLİ İNGİLİZCE OLMAYAN ÖĞRETMENLER** Türkiye'den yada İngilizce konuşulmayan başka ülkelerden gelenler.

I. KİŞİSEL BİLGİLER. *Lütfen aşağıdaki soruları yanıtlayınız:*

1. Geldiğiniz ülkenin adı: _____
2. Doğduğunuz şehir/ kasaba/ köy: _____
3. Yaşınız:_____
4. Ana Diliniz (Dilleriniz): _____
5. Cinsiyetiniz: (a) ____erkek (b) ____ kadın
6. Halen okumakta olduğunuz üniversitenin adı: _____
7. Bu dersin konusu (dilbilgisi, okuma, konuşma, vs.): _____

8. Bu İngilizce Kursunun Düzeyi (lütfen bir tane seçiniz):

□ **Başlangıç seviyesi /** □ **Alt-Orta seviye/** □ **Orta seviye/** □ **Üst- Orta seviye/**
□ **İleri seviye**

9. İngilizce dilini öğrenmenizin, *üniversite eğitiminizin gerektirdiği çalışmaları yapabilme* dışında, <u>en önemli</u> sebebi (Seçeneklerden sadece <u>BİRİNİ</u> seçin):

   a) _____ Türkiye'de daha iyi bir iş sahibi olmak için
   b) _____ İngilizce konuşulan bir ülkeye okuma ya da çalışma amacıyla gitmek için
   c) _____ İngilizce'nin modern toplumdaki yerinin çok önemli olması nedeniyle
   d) _____ İngiliz dilini ve kültürünü çok sevdiğiniz için
   e) _____ Eğlence ve kişisel zevk için
   f) _____ Başka nedenlerle (lütfen açıklayınız): _____

10. Bu kursun sonucunda almayı beklediğiniz not:

   i) _____ Çok yüksek/ yüksek
   j) _____ Orta
   k) _____ Düşük
   l) _____ Çok düşük/ başarısız

II. İNGİLİZCE ÖĞRETMENİNİZ. *Lütfen bu sınıftaki öğretmeninizle ilgili aşağıdaki soruları yanıtlayınız:*

11. Öğretmeniniz hangi ülkeden gelmektedir? _____

12. İngilizce öğretmeniniz: (lütfen yanıtlarınıza uyan boşluğa "X" işareti koyunuz):

   1. _____ Anadili İngilizce OLAN biri
   2. _____ Anadili İngilizce OLMAYAN biri
   3. _____ Emin değilim

Lütfen İngilizce <u>ÖĞRETMENİNİZ</u> ve <u>BU SINIF</u> hakkındaki soruları aşağıdaki ölçeğe göre ve duygularınızı en iyi biçimde yansıtan rakamları kullanarak yanıtlayınız:

1:kesinlikle <u>katılmıyorum</u> 2: katılmıyorum 3: kararsızım 4: katılıyorum 5:kesinlikle <u>katılıyorum</u>

Bu bir örnektir	①	②	③	•	⑤

		kesinlikle katılmıyorum	katılmıyorum	kararsızım	katılıyorum	kesinlikle katılıyorum
13.	İngilizce öğretmenim çok iyi bir İngilizce öğretmenidir.	①	②	③	④	⑤
14.	Bu İngilizce öğretmeniyle başka bir sınıfta da devam etmek hoşuma gider.	①	②	③	④	⑤
15.	Arkadaşıma BU öğretmenden ders almasını tavsiye ederdim.	①	②	③	④	⑤
16.	İngilizcem BU öğretmenin katkısıyla çok iyi bir biçimde gelişmeye devam etmektedir.	①	②	③	④	⑤
17.	İngilizce öğretmenim burada bulmayı umduğum gibi bir İngilizce öğretmenidir.	①	②	③	④	⑤
18.	İngilizce öğretmenim benim için ideal bir öğretmendir.	①	②	③	④	⑤
19.	İngilizce öğretmenim zor kavramları çok başarılı bir biçimde açıklar.	①	②	③	④	⑤
20.	İngilizce öğretmenim anlaşılması zor olan konuları basitleştirerek anlamamı sağlar.	①	②	③	④	⑤
21.	İngilizce öğretmenim Türk öğrencilerinin İngilizceyi öğrenmede karşılaştıkları zorlukları anlamaktadır.	①	②	③	④	⑤
22.	Öğretmenim bazen zor kavramları açıklamak için Türkçe kullanır.	①	②	③	④	⑤
23.	BU öğretmen sayesinde İngilizce konuşulan ülkelerin *kültürü* hakkında çok şey öğreniyorum.	①	②	③	④	⑤
24.	İngilizce öğretmenimin öğretim tarzı öğrenmeme yardımcı olmaktadır.	①	②	③	④	⑤
25.	İngilizce öğretmenim İngilizceyi en iyi biçimde öğrenmem için gerekli motivasyonu sağlamaktadır.	①	②	③	④	⑤
26.	İngilizce öğretmenim İngilizce konuşan birinin en ideal örneğidir.	①	②	③	④	⑤
27.	İngilizce öğretmenim anadili İngilizce OLAN birine benzemektedir.	①	②	③	④	⑤
28.	İngilizce öğretmenim, anadili İngilizce olan biri gibi konuşuyor.	①	②	③	④	⑤
29.	İngilizce öğretmenim İngilizce dilbilgisine çok hakimdir.	①	②	③	④	⑤
30.	İngilizce öğretmenim, yazı yazarken bazen dilbilgisi hataları yapıyor.	①	②	③	④	⑤
31.	İngilizce öğretmenim, konuşurken bazen dilbilgisi hataları yapıyor.	①	②	③	④	⑤

32.	İngilizce öğretmenim İngilizce dilbilgisi kurallarını çok açık ve net biçimde açıklar.	①	②	③	④	⑤
33.	Bu öğretmen sayesinde İngilizce kelime haznem çok zenginleşti.	①	②	③	④	⑤
34.	Dinleme becerilerim BU öğretmen sayesinde çok iyi bir biçimde gelişmektedir.	①	②	③	④	⑤
35.	Okuma becerilerim BU öğretmen sayesinde çok iyi bir biçimde gelişmektedir.	①	②	③	④	⑤
36.	Yazma becerilerim BU öğretmen sayesinde çok iyi bir biçimde gelişmektedir.	①	②	③	④	⑤
37.	Konuşma becerilerim BU öğretmen sayesinde çok iyi bir biçimde gelişmektedir.	①	②	③	④	⑤
38.	Telaffuzum BU öğretmen sayesinde çok iyi bir biçimde gelişmektedir.	①	②	③	④	⑤
39.	İngilizce öğretmenimin İngilizce telaffuzunu kolayca anlayabiliyorum.	①	②	③	④	⑤
40.	İngilizce öğretmenimin İngilizce telaffuzunu iyi olarak değerlendiriyorum.	①	②	③	④	⑤
41.	İngilizce öğretmenlerinin tümü İngilizce'yi ANADİLLERİYMİŞ gibi mükemmel bir aksanla konuşmalılardır (örn. İngiliz, Amerikan aksanı).	①	②	③	④	⑤
42.	İngilizce öğretmenlerinin, zor kavramları açıklamak için TÜRKÇE'yi kullanabiliyor olması gerekir.	①	②	③	④	⑤
43.	İngilizce öğretmenleri, İngilizce konuşulan ülkelerin *kültürleri* hakkında bilgi vermelidir.	①	②	③	④	⑤
44.	Öğretmenin TÜRK ÖĞRENCİLERE İngilizce öğretebilmek için TÜRK KÜLTÜRÜNÜ bilmesi gerekir.	①	②	③	④	⑤
45.	ANADİLİ İngilizce OLAN konuşmacılar en iyi İngilizce öğretmeni olurlar.	①	②	③	④	⑤
46.	ANADİLİ İngilizce OLMAYAN konuşmacılar çok iyi İngilizce öğretmeni olabilirler.	①	②	③	④	⑤
47.	İngilizceyi, ANADİLİ İngilizce OLAN bir öğretmenden olduğu kadar, ANADİLİ İngilizce OLMAYAN bir öğretmenden de başarılı bir biçimde öğrenebilirim.	①	②	③	④	⑤
48.	Bana iyi öğrettiği sürece, İngilizce öğretmenimin hangi ülkeden geldiği benim için önemli değil.	①	②	③	④	⑤

49. İyi bir İngilizce öğretmeninin nitelikleri neler olmalıdır? Lütfen aşağıda verilen satırlarda açıklayınız _____

_____

_____

_____

KATKILARINIZ İÇİN TEŞEKKÜR EDERİM!

Appendix I: ETHIC COMMITTEE APPROVAL

Sayı: B.30.2.ODT.0.AH.00.00/126/39 – 332

14 March 2011

To   : Assist. Prof. Dr. Betil Eröz
               Department of Foreign Language Education

From   : Prof. Dr. Canan Özgen
               Vice Chairperson of Human Research Ethic
               Committee

Subject   : Ethical Approval

The study titled "Native English Teachers, Local Nonnative, Expatriate Nonnative English-Speaking Teachers in Turkey: Teacher Self-Perception, Classroom Experiences and Student Attitudes" was approved by "Human Researches Ethical Committee".

Sincerely,

Ethic Committee Approval

Appropriate

14/03/2011

Prof.Dr. Canan ÖZGEN
Applied Ethics Research Center
(UEAM) Chairperson
ODTÜ 06531 ANKARA

Appendix J: **INFORMED CONSENT FORM**

Middle East Technical University

Title of Project: *Native and Nonnative English-Speaking Teachers in Turkey: Teacher Self-Perceptions, Classroom Experiences and Student Attitudes*

Investigator: Olga Skliar, Department of Foreign Language Education, METU

Advisor: Assist. Prof. Betil Eröz-Tuğa, Department of Foreign Language Education, METU

Participant's Name: _____

Dear participant,

You are invited to take part in a research study *Native and Nonnative English-Speaking Teachers in Turkey: Teacher Self-Perceptions, Classroom Experiences and Student Attitudes*. This study, focusing on various perceptions of native and nonnative English teachers and language students' attitudes to native and nonnative ELT instructors, is conducted by a PhD student Olga Skliar, Department of Foreign Language Education, METU. The study gives emphasis to the idea that English language educators need to move away from paradigms strongly demarcating native and nonnative teachers and to abolish institutional distinction based on the teacher's native language.

There are two major groups of English teachers involved in state and private language programs in Turkey: native (NEST) and nonnative English-speaking teachers (NNEST). NEST is an English teacher whose native language is English. NNEST is an English teacher whose native language is different from English. The study focuses on the issues related to native and nonnative English teachers in Turkey. It is aimed at improving collaboration between native and nonnative English instructors and their integration within the department. Its goal is twofold. Firstly, it aims at analyzing the English teacher self-perceptions and their attitudes to other types of English teachers in terms of the proficiency in English and Turkish, knowledge of culture, and teaching styles. Secondly, it aims at presenting an in-depth investigation of students' attitudes to native and nonnative English teachers working in Turkey. The study will incorporate detailed analysis of data collected from teachers and students through questionnaires and interviews . It is expected that the self-perceptions of NESTs and NNESTs, and their attitudes to the opposite English teacher types in terms of the English language proficiency and teaching skills will differ significantly. Analysis of students' responses to the questionnaire items and the interview questions about NESTs and NNESTs may reveal certain differences in student attitudes to various teacher types. Moreover, investigation of the classroom interaction during the lessons taught by NESTs and NNESTs may demonstrate dissimilarities in the English instructors' teaching styles, target language proficiency, Turkish language use, and cultural knowledge.

It is aimed that the preliminary data from this study will be obtained in April-May

2011. These data will be utilized <u>only</u> for research purposes. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared. Taking part in this research study is voluntary. You do not have to participate in this research. If you choose to take part, you have the right to stop at any time. If you choose to take part in this research, you may choose:

1. **To be interviewed and to fill in a questionnaire form** □

2. **To be interviewed, to fill in a questionnaire form, to be observed during 1-2 lessons** □

The interview within the framework of the present study is going to take 30 minutes, and filling in the questionnaire form is going to take 20 minutes.
Your signature below means that you have received this information, have asked the questions you currently have about the research and those questions have been answered.

<u>**Participant:**</u> By signing this consent form, you indicate that you are voluntarily choosing to take part in this research.

Signature of Participant   Date   Name, Surname

_____   _____   _____

For further information about the study and its results, you can refer to the following names. We would like to thank you for participating in this study.

Assist. Prof. Betil Eröz-Tuğa (Room: B04; E-mail: beroz@metu.edu.tr)
Olga Skliar (E-mail: ollgkas@gmail.com)

Appendix K: ADVANTAGES OF LNNESTS

Teachers' responses to **the interview question 2**, *What do you think are the most valuable qualities of LNNESTs, if any?* (Number of provided response types=12; general number of responses=129; number of responses by NESTs=45; number of responses by local "other" teachers=5; number of responses by an ENNEST=2).

LNNESTs' Advantages
1. Turkish culture knowledge/ability to compare cultures/see differences inside the culture/better understanding of the class profile/knowledge of the political situation in the country/ cultural taboos/students' habits/social processes/problems 20(16%)
2. ability to relate to students' difficulties/problems 20(16%)
3. being a foreign language learner/sharing students' experiences 18(14%)
4. Turkish language knowledge/comparing two languages/ability of providing an equivalent in Turkish 18(14%)
5. ability to anticipate mistakes/analyze mistakes/predict students' questions 13(10%)
6. having better rapport with students/ability to establish contact with students easily 10(8%)
7. good knowledge of grammar rules/conscious knowledge of English 9(7%)
8. ability to understand how students think/what students mean/students can understand LNNESTs quicker than foreign teachers 8(6%)
9. knowledge of students' needs 5(4%)
10. knowledge of education system/traditions of education/knowledge of social roles 5(4%)
11. ability to explain things 2 (2%)
12. having good educational background 1(1%)
Total: 129(100%)

NEST	LNNEST	Local "other"	ENNEST
1. Turkish culture knowledge 7(16%)	**2.** ability to relate to students' difficulties 14(18%)	**2.** ability to relate to students' difficulties 2(40%)	**6.** having better rapport with students 1(50%)
4. Turkish language knowledge 7(16%)	**1.** Turkish culture knowledge 12(16%)	**1.** Turkish culture knowledge 1(20%)	**12.** having good educational background 1(50%)
3. being a foreign language learner 7(16%)	**4.** Turkish language knowledge 11(14%)	**3.** being a foreign language learner 1(20%)	

7. good knowledge of grammar rules 7(16%)	**3.** being a foreign language learner 10(13%)	**5.** ability to anticipate students' mistakes 1(20%)	
2. ability to relate to students' difficulties 4(9%)	**5.** ability to anticipate students' mistakes 9(12%)		
5. ability to anticipate students' mistakes 3(7%)	**6.** having better rapport with students 6(8%)		
6. having better rapport with students 3(7%)	**8.** ability to understand how students think 6(8%)		
10. knowledge of education system 3(7%)	**9.** knowledge of students' needs 4(5%)		
8. ability to understand how students think 2(4%)	**7.** good knowledge of grammar rules 2(3%)		
9. knowledge of students' needs 1(2%)	**10.** knowledge of education system 2(3%)		
11. ability to explain things 1(2%)	**11.** ability to explain things 1(1%)		
Total: 45(100%)	**Total: 77(100%)**	**Total: 5(100%)**	**Total: 2(100%)**

Appendix L: DISADVANTAGES OF LNNESTS

Teachers' responses to **the interview question 3**, *What do you think are the most serious weaknesses of LNNESTs, if any?* (Number of provided response types=15; general number of teachers' responses=91; number of responses by NESTs=34; number of responses by LNNESTs=52; number of responses by local "other" teachers=4; number of responses by an ENNEST=1).

LNNESTs' Disadvantages
1. problems with pronunciation/intonation/stress in English 17(19%)
2. knowledge of Turkish/overuse Turkish/students lack motivation to speak English to LNNESTs/no natural need to use English 15(17%)
3. problems with vocabulary/ collocations/ phrasal verbs 11(12%)
4. difficulties with cultural implications of English 11(12%)
5. problems with speaking/everyday/colloquial English/ English in use/tend to speak unnatural English 10(11%)
6. have to study to improve themselves/have to work a lot preparing for the lessons 8(9%)
7. less prestige/have to gain students' trust/experiencing undermining situations 5(5%)
8. problems with idiomatic language 4(4%)
9. haven't been to English-speaking countries 4(4%)
10. having fossilized errors 1(1%)
11. focus on grammar instead of communication 1(1%)
12. using transmission model instead of constructive model 1(1%)
13. not being flexible/stick to the program 1(1%)
14. sometimes being unable to communicate with other cultures 1(1%)
15. I don't see any problems 1(1%)
Total: 91(100%)

NEST	LNNEST	Local "other"	ENNEST
3. problems with vocabulary/ collocations/ phrasal verbs 8(24%)	**1.** problems with pronunciation/ intonation/stress in English10(19%)	**2.** knowledge of Turkish 2(50%)	**2.** knowledge of Turkish 1(100%)
1. problems with pronunciation/intonation/stres	**2.** knowledge of Turkish 9(17%)	**1.** problems with pronunciation/intonation/str	

Total: 34(100%)	Total: 52(100%)	Total: 4(100%)	Total: 1(100%)
s in English 6(18%)	**5.** problems with everyday/colloquial English 8(15%)	ess in English 1(25%)	
4. difficulties with cultural implications of English 4(12%)	**4.** difficulties with cultural implications of English 7(13%)	**10.** having fossilized errors 1(25%)	
2. knowledge of Turkish 3(9%)	**6.** have to study to improve themselves/have to work a lot preparing for the lessons 6(12%)		
7. less prestige 3(9%)	**9.** haven't been to English-speaking countries 4(8%)		
8. problems with idiomatic language 3(9%)	**3.** problems with vocabulary/ collocations/ phrasal verbs 3(6%)		
5. problems with everyday/colloquial English/ 2(6%)	**7.** less prestige 2(4%)		
6. have to study to improve themselves/have to work a lot preparing for the lessons 2(6%)	**8.** problems with idiomatic language 1(2%)		
11. focus on grammar instead of communication 1(3%)	**14.** sometimes being unable to communicate with other cultures 1(2%)		
12. using transmission model instead of constructive model 1(3%)	**15.** I don't see any problems 1(2%)		
13. not being flexible/stick to the program 1(3%)			
Total: 34(100%)	**Total: 52(100%)**	**Total: 4(100%)**	**Total: 1(100%)**

498

Appendix M: ADVANTAGES OF ENNESTS

Teachers' responses to **the interview question 4**, *What do you think are the most valuable qualities of ENNESTs, if any?* (Number of provided response types=20; general number of responses=94; number of responses by NESTs=29; number of responses by LNNESTs=59; number of responses by local "other" teachers=4; number of responses by an ENNEST=2).

ENNESTs' Advantages
1. having different culture/represent variety in the classroom/being exotic for students 16(17%)
2. increase students' motivation/being interesting for students/novelty of being a foreigner 14(15%)
3. being a language learner/good role model for students/having more empathy for students/being more responsive to students' problems 12(13%)
4. having different educational background/methodology/strategies/perspective 7(7%)
5. students have to use English in ENNESTs' classroom 6(6%)
6. being a speaker of a different language/speak lots of languages/can compare two languages 5(5%)
7. having international/intercultural experience/can share their experiences of going to a foreign country/richness of experience 5(5%)
8. having broader outlook/combine/compare different cultures/having better knowledge of the European world 4(4%)
9. try/are able to speak/have experience of learning Turkish/will be more sensitive than NESTs to students' errors coming from Turkish 4(4%)
10. I have no idea 4(4%)
11. help students learn about/understand different accents/pronunciation types 3(3%)
12. having better speaking/more opportunities to practice English than LNNESTs 3(3%)
13. being similar to LNNESTs 3(3%)
14. understand students' difficulties easier than NESTs 2(2%)
15. having more prestige in students' eyes than LNNESTs 1(1%)
16. making students more autonomous 1(1%)
17. contribute to students' development 1(1%)
18. students see them as more dedicated to their job 1(1%)
19. good knowledge of grammar 1(1%)
20. understanding importance of English/use English as an international language/motivate students to like English 1(1%)
Total: 94(100%)

NEST	LNNEST	Local "other"	ENNEST

3. being a language learner/good role model for students 5(17%)	**1.** having a different culture/represent variety in the classroom 13(22%)	**3.** being a language learner/good role model for students 1(25%)	**3.** being a language learner/good role model for students 1(50%)
4. having different educational background/ methodology/ strategies/perspective 5(17%)	**2.** increase students' motivation 11(19%)	**5.** students have to use English in ENNESTs' classroom 1(25%)	**4.** having different educational background/methodology/strategies/perspective 1(50%)
9. try/are able to speak/have experience of learning Turkish 3(10%)	**3.** being a language learner/good role model for students 5(9%)	**13.** being similar to LNNESTs 1(25%)	
1. having different culture/represent variety in the classroom 3(10%)	**5.** students have to use English in ENNESTs' classroom 5(9%)	**16.** making students more autonomous 1(25%)	
2. increase students' motivation 3(10%)	**6.** being a speaker of a different language/compare languages 4(7%)		
10. I have no idea 3(10%)	**7.** having international/ intercultural experience 4(7%)		
12. having better speaking skills than LNNESTs 2(7%)	**8.** having broader outlook 3(5%)		
8. having broader outlook 1(3%)	**13.** being similar to LNNESTs 2(3%)		
7. having international/intercultural experience 1(3%)	**14.** understand students' difficulties easier than NESTs 2(3%)		
6. being a speaker of a	**11.** help students learn about/understand different		

different language/compare languages 1(3%)	accents/pronunciation types 2(3%)
11. help students learn about/understand different accents/pronunciation types 1(3%)	**10.** I have no idea 1(2%)
	9. try/are able to speak/have experience of learning Turkish 1(2%)
19. good knowledge of grammar 1(3%)	**15.** having more prestige in students' eyes than LNNESTs 1(2%)
	4. having different educational background/methodology/strategies/perspective 1(2%)
	16. making students more autonomous
	17. contribute to students' development 1(2%)
	18. students see them as more dedicated to their job 1(2%)
	12. having better speaking skills 1(2%)
	20. understanding importance of English as an international language/motivate students

	to like English 1(2%)		
Total: 29(100%)	Total: 59(100%)	Total: 4(100%)	Total: 2(100%)

Appendix N: DISADVANTAGES OF ENNESTS

Teachers' responses to **the interview question 5**, *What do you think are the most serious weaknesses of ENNESTs, if any?* (Number of provided response types=17; general number of teachers' responses=77; number of responses by NESTs=18; number of responses by LNNESTs=54; number of responses by local "other" teachers=4; number of responses by an ENNEST=1).

ENNESTs' Disadvantages

1. unfamiliarity with Turkish culture 10 (13%)
2. having problems with pronunciation/intonation/their accent can cause misunderstanding 10(13%)
3. having disadvantages similar to LNNESTs 9(12%)
4. insufficient knowledge of Turkish 8(10%)
5. unfamiliarity with culture of the English-speaking countries 6(8%)
6. making mistakes in English/having problems with collocations/fossilization /structured unnatural English 6(8%)
7. having difficulty understanding students' problems/ not being sympathetic to students' needs 7(9%)
8. can be subjected to stereotyping by students 5(7%)
9. not knowing the sources of students' errors 3(4%)
10. having disadvantages similar to NESTs 3(4%)
11. I have no idea 3(4%)
12. unfamiliarity with the education system in Turkey 2(3%)
13. having less rapport with students than LNNESTs 1(1%)
14. have to apply a lot of effort to perceive both language and culture of Turkey and the English-speaking countries 1(1%)
15. having different background 1(1%)
16. can destroy students' motivation 1(1%)
17. being strange to students 1(1%)
Total: 77(100%)

NEST	LNNEST	Local "other"	ENNEST
2. having problems with pronunciation 3(17%)	**1.** unfamiliarity with Turkish culture 8(15%)	**1.** unfamiliarity with Turkish culture 1(25%)	**7.** having difficulty understanding students' problems/ not being sympathetic to students' needs
11. I have no idea 3(17%)	**3.** having disadvantages similar to LNNESTs 8(15%)	**6.** making mistakes in English/having problems	

503

		1(100%)
	with collocations/fossilization /structured unnatural English 1(25%)	
	2. having problems with pronunciation 1(25%)	
	7. having difficulty understanding students' problems/ not being sympathetic to students' needs 1(25%)	
4. insufficient knowledge of Turkish 2(11%)	**2.** having problems with pronunciation 6(11%)	
5. unfamiliarity with culture of the English-speaking countries 2(11%)	**4.** insufficient knowledge of Turkish 6(11%)	
8. can be subjected to stereotyping by students 2(11%)	**5.** unfamiliarity with culture of the English-speaking countries 4(7%)	
1. unfamiliarity with Turkish culture 1(6%)	**6.** making mistakes in English/having problems with collocations/fossilization /structured unnatural English 4(7%)	
3. having disadvantages similar to LNNESTs 1(6%)	**7.** having difficulty understanding students' problems/ not being sympathetic to students' needs 4(7%)	
6. making mistakes in English/having problems with collocations/fossilization /structured unnatural English 1(6%)	**8.** can be subjected to stereotyping by students 3(6%)	
7. having difficulty understanding students' problems/ not being sympathetic to students' needs 1(6%)	**9.** not knowing the sources of students' errors 3(6%)	
12. unfamiliarity with the education system in Turkey 1(6%)	**10.** having disadvantages similar to NESTs 3(6%)	
13. having less rapport with students than LNNESTs 1(6%)	**12.** unfamiliarity with the education system in Turkey 1(2%)	
	14. have to apply a lot of effort to perceive both language and culture of Turkey and the English-	

504

	speaking countries 1(2%) **15.** having different background 1(2%) **16.** can destroy students' motivation 1(2%) **17.** being strange to students 1(2%) **Total: 54(100%)**		**Total: 1(100%)**
		Total: 4(100%)	
Total: 18(100%)			

Appendix O: ADVANTAGES OF NESTS

Teachers' responses to **the interview question 6**, *What do you think are the most valuable qualities of NESTs, if any?* (Number of provided response types=23; general number of teachers' responses=123; number of responses by NESTs=44; number of responses by LNNESTs=73; number of responses by local "other" teachers=3; number of responses by an ENNEST=3).

NESTs' Advantages
1. native English proficiency/full control of English/comfortable with English/natural language/have no difficulty expressing themselves/unconscious knowledge of English/having more connections with English than NNESTs 21(17%)
2. authentic pronunciation/intonation/stress/various native accents 17(14%)
3. students have to use English in NESTs' classroom/creating natural context in the class/real communication/genuine information gap 14(11%)
4. good knowledge of culture of the English-speaking countries 10(8%)
5. increase students' motivation/being interesting for students/novelty of being a foreigner 8(7%)
6. good at teaching speaking/colloquial language/slang 7(6%)
7. good knowledge of vocabulary/infrequently used words 7(6%)
8. don't have to research/spend as much time on preparation for the lesson as NNESTs 7(6%)
9. students have higher confidence level towards NESTs than towards NNESTs 6(5%)
10. good knowledge of idiomatic language 4(3%)
11. students prefer NESTs to NNESTs 3(2.5%)
12. flexible/open/humorous/relaxed/less formal teaching style 3(2.5%)
13. being a perfect model 3(2.5%)
14. being the "real thing" 2(2%)
15. good at teaching skills (i.e. reading, listening, writing, speaking) 2(2%)
16. provide students with intercultural experiences/broaden students' horizons 2(2%)
17. ability to explain things in easy ways 1(1%)
18. being similar to ENNEST 1(1%)
19. being enthusiastic 1(1%)
20. ability of treating students' errors easily 1(1%)
21. having intercultural experience 1(1%)
22. show students they can interact with an actual native speaker 1(1%)
23. good at teaching standardized tests 1(1%)
Total: 123(100%)

506

NEST	LNNEST	Local "other"	ENNEST
1. native English proficiency 8(18%)	**1.** native English proficiency 12(16%)	**9.** students have higher confidence level towards NESTs than towards NNESTs 1(33%)	**1.** native English proficiency 1(33%)
2. authentic pronunciation 6(14%)	**2.** authentic pronunciation 11(15%)	**17.** ability to explain things in easy ways 1(33%)	**8.** don't have to research/spend as much time on preparation for the lesson as NNESTs 1(33%)
4. good knowledge of culture of the English-speaking countries 5(11%)	**3.** students have to use English in NESTs' classroom 11(15%)	**20.** ability of treating students' errors easily 1(33%)	**13.** being a perfect model 1(33%)
7. good knowledge of vocabulary 5(11%)	**8.** don't have to research/spend as much time on preparation for the lesson as NNESTs 6(8%)		
3. students have to use English in NESTs' classroom 3(7%)	**4.** good knowledge of culture of the English-speaking countries 5(7%)		
5. increase students' motivation 3(7%)	**5.** increase students' motivation 5(7%)		
6. good at teaching speaking/colloquial language/slang 2(5%)	**6.** good at teaching speaking/colloquial language/slang 5(7%)		
9. students have higher confidence level towards NESTs than towards NNESTs 2(5%)	**9.** students have higher confidence level towards NESTs than towards NNESTs 3(4%)		
10. good knowledge of idiomatic language 2(5%)	**11.** students prefer NESTs to NNESTs 3(4%)		
12.flexible/open/humorous/relaxed/less formal teaching style 2(5%)	**7.** good knowledge of vocabulary 2(3%) **10.** good knowledge of idiomatic		

14. being the "real thing" 1(2%) **15.** good at teaching skills (i.e. reading, listening, writing, speaking) 1(2%) **16.** provide students with intercultural experiences/ broaden students' horizons 1(2%) **19.** being enthusiastic 1(2%) **22.** show students they can interact with an actual native speaker 1(2%) **23.** good at teaching standardized tests 1(2%) **Total: 44(100%)**	language 2(3%) **13.** being a perfect model 2(3%) **12.** flexible/open/humorous/relaxed/less formal teaching style 1(1%) **14.** being the "real thing" 1(1%) **15.** good at teaching skills (i.e. reading, listening, writing, speaking) 1(1%) **16.** provide students with intercultural experiences/broaden students' horizons 1(1%) **18.** being similar to ENNEST 1(1%) **21.** having intercultural experience 1(1%) **Total: 73(100%)**	**Total: 3(100%)**
	Total: 3(100%)	

Appendix P:DISADVANTAGES OF NESTS

Teachers' responses to **the interview question 7**, *What do you think are the most serious weaknesses of NESTs, if any?* (Number of provided response types=21; general number of teachers' responses=115; number of responses by NESTs=36; number of responses by LNNESTs=74; number of responses by local "other" teachers=3; number of responses by an ENNEST=2).

	NESTs' Disadvantages
1.	having difficulties teaching grammar 19(17%)
2.	don't know Turkish 17(15%)
3.	unfamiliarity with Turkish culture /social situation/cultural differences/cultural insensitivity 17(15%)
4.	miscommunication with students/takes time to be understood by students 13(11%)
5.	not knowing the sources of students' errors 8(7%)
6.	sometimes don't have teaching qualifications/ certificates 5(4%)
7.	lack of empathy for a language learner 5(4%)
8.	may cause anxiety in students/students get discouraged/frustrated 5(4%)
9.	having difficulty teaching/explaining 4(3.5%)
10.	having less rapport with students than LNNESTs 4(3.5%)
11.	having difficulty preparing students for the proficiency exam 3(3%)
12.	unfamiliarity with the education system in Turkey 3(3%)
13.	having difficulty responding students' needs 2(2%)
14.	arrogance/feeling superior 2(2%)
15.	having difficulty giving students feedback 2(2%)
16.	having disadvantages similar to ENNESTs 1(1%)
17.	having no disadvantages 1(1%)
18.	their dialects may be difficult to understand for students 1(1%)
19.	lesson focus is different from LNNESTs' focus 1(1%)
20.	having classroom management problems 1(1%)
21.	sometimes stop developing professionally 1(1%)
Total: 115(100%)	

NEST	LNNEST	Local "other"	ENNEST

509

1. having difficulties teaching grammar 7(19%)	**3.** unfamiliarity with Turkish culture 14(19%)	**2.** don't know Turkish 1(33%)	**7.** lack of empathy for a language learner 1(50%)
2. don't know Turkish 6(17%)	**1.** having difficulties teaching grammar 12(16%)	**4.** miscommunication with students/ takes time to be understood by students 1(33%)	**11.** having difficulty preparing students for the proficiency exam 1(50%)
8. may cause anxiety in students/students get discouraged/frustrated 4(11%)	**2.** don't know Turkish 10(14%)	**7.** lack of empathy for a language learner 1(3%)	
3. unfamiliarity with Turkish culture 3(8%)	**4.** miscommunication with students/takes time to be understood by students 9(12%)		
4. miscommunication with students/takes time to be understood by students 3(8%)	**5.** not knowing the sources of students' errors 6(8%)		
10. having less rapport with students than LNNESTs 3(8%)	**6.** sometimes don't have teaching qualifications/ certificates 5(7%)		
5. not knowing the sources of students' errors 2(6%)	**12.** unfamiliarity with the education system in Turkey 3(4%)		
7. lack of empathy for a language learner 2(6%)	**11.** having difficulty preparing students for the proficiency exam 2(3%)		
9. having difficulty teaching/explaining 2(6%)	**13.** having difficulty responding students' needs 2(3%)		
14. arrogance/feeling superior 2(6%)	**9.** having difficulty teaching/explaining 2(3%)		
17. having no disadvantages 1(3%)	**15.** having difficulty giving students feedback 2(3%)		
21. sometimes stop developing professionally 1(3%)	**7.** lack of empathy for a language learner 1(1%)		

	8. may cause anxiety in students/students get discouraged/frustrated 1(1%) **10.** having less rapport with students than LNNESTs 1(1%) **16.** having disadvantages similar to ENNESTs 1(1%) **18.** their dialects may be difficult to understand for students 1(1%) **19.** lesson focus is different from LNNESTs' focus 1(1%) **20.** having classroom management problems 1(1%) **Total: 74(100%)**		
Total: 36(100%)		**Total: 3(100%)**	**Total: 2(100%)**

511

Appendix Q: STUDENTS' PERCEPTIONS OF A GOOD ENGLISH TEACHER

Students' responses to **question 49**, *What do you think makes a good English teacher?* (number of responses/tokens=839).

I.   Pedagogical knowledge
1. should be enjoyable/entertaining/not boring/ interest me individually/make me enjoy the lesson/provide entertaining and interesting class activities/materials/attractive topics/ be able to catch students' attention/amaze/surprise students/add some fun into the lesson (59)
2. should be able to teach others/good teaching skills/a unique methodology/creative techniques (30)
1. ability to explain material based on the students' proficiency level/should use English at the level that I can understand/speak slowly (26)
3. should teach English in a simple way/should be able to explain even difficult concepts/structures easily/clearly (23)
4. should focus on speaking/improve students' speaking skills (23)
5. should give examples/real life associations/ bring extra materials/news/contemporary topics/use visual aids (9)
6. should have sufficient knowledge to teach/be competent/know the subject completely (8)
7. should teach effectively/should be successful as a teacher (7)
8. should focus on listening skills (7)
9. should focus on reading skills (7)
10. should focus on writing skills (7)
11. should correct students' mistakes in a friendly way/ shouldn't harshly show the oral mistakes of students to them (6)
12. should be experienced/novice teachers tend to make mistakes (6)
13. should focus on vocabulary learning (5)
14. should focus on daily English/common words and collocations/how to use English appropriately (5)
15. should be well-prepared for the lesson (4)
16. should create the environment full of English (4)
17. should focus on students' pronunciation (4)
18. should control everything what students do/homework (4)
19. good educational background/should be well-qualified (3)
20. should be cheerful/teach in a positive way (3)

21. make students acquire English, rather than learn it (3)

22. should have authority in class (3)

23. should use/teach techniques helping to learn and retain the new information easily (3)

24. should have good classroom management skills (2)

25. should teach English correctly (2)

26. should have a flexible methodology/be able to adapt to students' requirements (2)

27. should be able to answer all students' questions (2)

28. should be able to improve students' English (2)

29. should avoid wasting time during the lesson (2)

30. should focus more on difficult subjects (2)

31. shouldn't just teach one side of English/lessons should be homogenous, not focusing only on one skill (2)

32. should help students learn without getting fed up (2)

33. should give a lot of exercises/practice more (2)

34. should experiment (1)

35. should be accepted by METU (1)

36. should help students get good exam results (1)

37. high level of knowledge is not enough to be a good teacher (1)

38. English shouldn't be their only concern (1)

39. should force me to learn (1)

40. should deal with students one by one (1)

41. should teach effective note-taking skills (1)

42. should make sure that students understand the subject completely (1)

43. should constantly revise (1)

44. should give importance to grammar (1)

45. should focus less on grammar (1)

46. should tolerate small mistakes of students (1)

47. shouldn't blame students when they make mistakes (1)

48. should always point to students' mistakes (1)

49. shouldn't act like a "know-it-all" (1)

50. should focus on the main idea and logic, not details (1)

51. should provide clear instructions (1)

52. should be less formal (1)

53. should use the board (1)

513

54. should give more attention to the topic, not the book for grammar (1) **55.** shouldn't focus on teaching for the exam (1) **56.** should prepare materials in accordance with the curriculum (1) **57.** should give feedback to students (1) **58.** a good teacher is the one who doesn't give homework (1) **Total: 304 (36%)**	**II. Socio-affective skills** **1.** sympathetic/understanding/ thoughtful (41) **2.** should be able to motivate students (19) **3.** should have connection/good relationship with students/be interested in students (12) **4.** should understand what students need (11) **5.** should make students like English/understand benefits and necessity of learning English (8) **6.** having good communication skills (6) **7.** should be aware of students' psychology (6) **8.** should understand students' difficulties and be able to help (5) **9.** should be able to gain students' willing attendance/participation instead of forced (4) **10.** should avoid putting pressure on students (4) **11.** shouldn't forget that students are having hard times understanding/learning English (4) **12.** should know their students very well (3) **13.** should provide comfortable atmosphere (2) **14.** should take care of their students (2) **15.** should communicate with students outside the classroom (2) **16.** shouldn't get bored when students ask them questions (1) **17.** should behave appropriately to students' age (1) **18.** should give students responsibilities/ see them as adults(1) **19.** should give importance to students' opinions (1) **20.** should improve students' self-confidence (1) **21.** should be aware of students' abilities (1) **22.** should follow every student's progress (1) **Total: 136(16%)**

514

III. English proficiency	IV. Personality characteristics
1. good pronunciation/accent (44)	**1.** patient/tolerant (23)
2. good knowledge of English (26)	**2.** love for the job/should teach willingly/have a desire to teach/enjoy doing their job (14)
3. excellent speaking skills (17)	**3.** friendly/warm (11)
4. good knowledge of grammar (17)	**4.** energetic (9)
5. smooth diction/articulation (12)	**5.** ethical/respectful/decent (8)
6. good knowledge of vocabulary (10)	**6.** intelligent (8)
7. should meet students' expectations related to English (2)	**7.** helpful (7)
8. good writings skills (1)	**8.** trustworthy/honest/sincere (5)
9. good reading skills (1)	**9.** smiling (5)
10. should follow the changes in the language (1)	**10.** calm/even temper/shouldn't get angry/shouldn't shout/cool (5)
11. doesn't have to have a good accent, but should pronounce sounds correctly (1)	**11.** humorous/funny personality (4)
Total: 132(15%)	**12.** being a nice person/humane/ kind-hearted (4)
	13. wise (4)
	14. self-confident/aware of their own abilities (4)
	15. loyal/devoted/self-sacrificing/should give everything for students' success (3)
	16. disciplined/ strict (3)
	17. hard-working (2)
	18. cultured (2)

19. young/ "not too old" (2)
20. should be willing to be a good role model (1)
21. should be fair while grading students (1)
22. should improve/develop themselves (1)
23. sporty (1)
24. interesting (1)
Total: 128(15%)

V.   *NEST/NNEST-related implications*

1. should be a native English speaker/English should be a mother tongue (18)
2. should speak/know English as a native English speaker (9)
3. should be like X (*a name of a particular teacher*) (6) (4 NESTs, 1 NNEST, and 1 "not sure")
4. being a NEST is not important (5)
5. knowing English is not enough to be a teacher (3)
6. foreign teachers are hard to understand (2)
7. should be a foreigner (1)

8. NESTs are better than LNNESTs in terms of:
    a. teaching speaking skills (3)
    b. teaching pronunciation (2)
    c. teaching advanced students (2)
    d. teaching English (1)

9. LNNESTs are better than NESTs in terms of:
    a. understanding Turkish students (6)
    b. teaching grammar (1)
    c. teaching English (1)

Total: 60(7%)

VI.   *L1-related implications*

1. Should know Turkish:
   a. to improve understanding of difficult concepts (26)
   b. to teach beginners (4)
   c. to teach in connection with L1/to explain nonexistent in Turkish English structures/to avoid mistakes stemming from it (9)
   d. better than English (1)
   e. to teach in it/ shouldn't teach English by speaking English (2)
2. Should explain in English/should be able to explain tricky points without the help of Turkish/should never speak Turkish/should ignore questions in Turkish/should make students speak less Turkish (14)

Total: 56(7%)

VII.   *Culture-related implications*

1. should have good knowledge of culture of the English-speaking countries/should provide information about culture of the English-speaking countries (13)
2. should know Turkish students' culture (6)
3. should spend time in an English-speaking country (2)
4. shouldn't impose their culture, accent on students (1)
5. shouldn't think like Turkish (1)

Total: 23(3%)

Appendix R: STUDENT-PERCEIVED DIFFERENCES BETWEEN NESTS, LNNESTS, AND ENNESTS

Students' responses to **the 2nd part of the interview question 1**, *What are the differences (between native, local nonnative, and expatriate nonnative English teachers in the way they teach the foreign language)?* (Number of provided response types related to NESTs=121, number of provided response types related to LNNESTs=56, number of provided response types related to ENNESTs=5)

NESTs' Qualities
1. focus on speaking/everyday language 24 (20%)
2. have different/better pronunciation than NNESTs 22 (18%)
3. students are forced to speak English with them 16 (13%)
4. speak English fluently 7 (6%)
5. good at vocabulary/collocations/idioms 7(6%)
6. are difficult to understand/students need a Turkish teacher to explain 7(6%)
7. know culture of English 4(3%)
8. can share other cultures with students 4(3%)
9. motivating/exciting for students 4(3%)
10. cultural distance/miscommunication with students 3(2%)
11. explain everything in English 3(2%)
12. use more correct English than NNESTs 3(2%)
13. write more correctly than NNESTs 2(1.5%)

14. show more interest in students' culture/political life of Turkey than LNNESTs 2(1.5%)

15. more energetic than LNNESTs 2(1.5%)

16. not restrained by books/curriculum 2(1.5%)

17. have more authority in English than NNESTs 1(1%)

18. don't pay attention to students' mistakes 1(1%)

19. have a profession different from an English teacher 1(1%)

20. teach applications of grammar 1(1%)

21. are not serious 1(1%)

22. are boring if follow curriculum 1(1%)

23. can teach grammar well if educated 1(1%)

24. good at language skills teaching 1(1%)

25. should be able to speak Turkish 1(1%)

Total: 121(100%)

	Students of NESTs	**Students of LNNESTs**	**Students of ENNEST**	**Students of Both NESTs & LNNESTs**
NESTs	**1.** focus on speaking/everyday language 8(21%)	**3.** students are forced to speak English with them 4(40%)	**2.** have different/better pronunciation than NNESTs 2(15%)	**1.** focus on speaking/everyday language 13(22%)

2. have different/better pronunciation than NNESTs 8(21%) **3.** students are forced to speak English with them 5(13%) **4.** speak English fluently 4 (11%) **5.** good at vocabulary/collocations/idioms 3(8%) **7.** know culture of English 2(5%) **13.** write more correctly than NNESTs 2(5%) **8.** can share other cultures with students 1(3%) **9.** motivating/exciting for students 1(3%) **11.** explain everything in English 1(3%) **12.** use more correct English than NNESTs 1(3%) **17.** have more authority in English than NNESTs	**2.** have different/better pronunciation than NNESTs 3(30%) **1.** focus on speaking/everyday language 2(20%) **6.** are difficult to understand/ students need a Turkish teacher to explain 1(10%)	**6.** are difficult to understand 2(15%) **10.** cultural distance/miscommunication with students 2(15%) **1.** focus on speaking/everyday language 1(8%) **8.** can share other cultures with students 1(8%) **9.** motivating/exciting for students 1(8%) **16.** not restrained by books/ curriculum 1(8%) **20.** teach applications of grammar 1(8%) **23.** can teach grammar well if educated 1(8%) **25.** should be able to speak Turkish 1(8%)	**2.** have different/better pronunciation than NNESTs 9(15%) **3.** students are forced to speak English with them 7(12%) **5.** good at vocabulary/collocations/idioms 4(7%) **6.** are difficult to understand/ students need a Turkish teacher to explain 4(7%) **4.** speak English fluently 3(5%) **7.** know culture of English 2(3%) **8.** can share other cultures with students 2(3%) **9.** motivating/exciting for students 2(3%) **11.** explain everything in English 2(3%) **12.** use more correct

			English than NNESTs 2(3%)
			14. show more interest in students' culture/political life of Turkey than LNNESTs 2(3%)
			15. more energetic than LNNESTs 2(3%)
			10. cultural distance/miscommunication with students 1(2%)
			16. not restrained by books/curriculum 1(2%)
			19. have a profession different from an English teacher 1(2%)
			21. are not serious 1(2%)
			22. are boring if follow curriculum 1(2%)
1(3%)			**24.** good at language skills teaching 1(2%)
18. don't pay attention to students' mistakes 1(3%)			
Total: 38 (100%)	**Total: 10 (100%)**	**Total: 13 (100%)**	**Total: 60 (100%)**

LNNESTs' Qualities

	Students of NESTs	Students of LNNESTs	Students of ENNEST	Students of Both NESTs & LNNESTs
1. use L1 with students 16(29%)
2. focus on grammar 9(16%)
3. more helpful than NESTs in grammar 5(9%)
4. students can ask questions in Turkish 5(9%)
5. educated/have teacher qualifications 3(5%)
6. not interesting/ boring for students 2(4%)
7. think like students 2(4%)
8. more authoritarian than NESTs 2(4%)
9. more helpful than NESTs in writing 2(4%)
10. can explain correspondences between students' L1 and L2 2(4%)
11. more helpful/can share problems with them 2(4%)
12. are easier to understand than NESTs 2(4%)
13. don't focus on collocations 1(1%)
14. focus on Proficiency Exam 1(1%)
15. are "just English teachers" 1(1%)
16. should speak English like a native speaker 1(1%)

Total: 56(100%) | | | | |

LNNESTs			
2. focus on grammar 6(33%)	**4.** students can ask questions in Turkish 3(38%)	**1.** use L1 with students 5(50%)	**1.** use L1 with students 4(20%)
1. use L1 with students 5(28%)	**1.** use L1 with students 2(25%)	**3.** more helpful than NESTs in grammar 2(20%)	**5.** educated/have teacher qualifications 3(15%)
think like students 2(11%)	**2.** focus on grammar 1(12%)	**2.** focus on grammar 1(10%)	**3.** more helpful than NESTs in grammar 2(10%)
6. not interesting/ boring for students 1(5.5%)	**3.** more helpful than NESTs in grammar 1(12%)	**6.** not interesting/boring for students 1(10%)	**4.** students can ask questions in Turkish 2(10%)
8. more authoritarian than NESTs 1(5.5%)	**11.** more helpful/can share problems with them 1(12%)	**10.** can explain correspondences between students' L1 and L2 1(10%)	**9.** more helpful than NESTs in writing 2(10%)
13. don't focus on collocations 1(5.5%)			**12.** are easier to understand than NESTs 2(10%)
14. focus on the Proficiency Exam 1(5.5%)			**2.** focus on grammar 1(5%)
16. should speak English like a native speaker 1(5.5%)			**8.** more authoritarian than NESTs 1(5%)
			10. can explain correspondences between students' L1 and L2 1(5%)
			11. more helpful/can share problems with them 1(5%)
			15. are "just English teachers" 1(5%)
Total: 18(100%)	**Total: 8(100%)**	**Total: 10(100%)**	**Total: 20(100%)**

ENNESTs' Qualities			
ENNESTs	Students of NESTs	Students of LNNESTs	Students of ENNEST	Students of Both NESTs & LNNESTs
			1. don't use Turkish much 2(40%) **2.** teach vocabulary and collocations well 1(20%) **3.** are easier to understand than NESTs 1(20%) **4.** teach applications of grammar 1(20%) **Total: 5(100%)**	

524

Appendix S: STUDENT-PERCEIVED TEACHER CANDIDATES' QUALITIES

Students' responses to the 3rd **part of the interview question 3**, (*Suppose you were IE program administrator at a university in Turkey. Who would you employ, a native, local nonnative, or expatriate nonnative English teacher? What would be the ratio of these teachers in your program?*) *What would you pay attention to?* (Number of provided response types=33; general number of students' responses=147; number of responses by students of NESTs=54; number of responses by students of LNNESTs=29; number of responses by students of ENNEST=17; number of responses by students of both NESTs & LNNESTs=47)

What would you pay attention to?
1. lower proficiency levels need LNNESTs 15(10%)
2. ENNESTs can be useful because of their accents 14(10%)
3. students should learn various cultures (not only British and American) 11(8%)
4. qualifications in ELT 11(8%)
5. importance of multicultural community 10(7%)
6. ability to teach English 9(6%)
7. fluency in English 8(5%)
8. LNNESTs' experience of living in an English-speaking country/knowledge of culture of English 6(4%)
9. foreign teachers' knowledge Turkish 6(4%)
10. high education diploma 6(4%)
11. higher proficiency levels need NESTs 5(3%)
12. experience in ELT 5(3%)
13. good accent 5(3%)
14. foreign teachers' knowledge of Turkish culture 3(2%)
15. NESTs having American or British accent/being from the USA or UK 3(2%)
16. good communication skills/rapport with students 3(2%)
17. ENNESTs' accents are hard to understand 3(2%)
18. technical education/knowledge of engineering terms 3(2%)
19. LNNESTs' understanding of students' culture 3(2%)
20. preference for ENNESTs from Europe 2(1%)
21. ENNESTs cannot substitute NESTs/ENNESTs are similar to LNNESTs 2(1%)
22. usefulness of ENNESTs' experience in learning English 2(1%)
23. NNESTs are more serious than NESTs 2(1%)

24. NNESTs' ELT diplomas 1(1%)
25. understanding of students' learning difficulties 1(1%)
26. NNESTs should have more exams to get employed than NESTs 1(1%)
27. NESTs should organize speaking clubs 1(1%)
28. NESTs should have experience in ELT 1(1%)
29. LNNESTs' should be graduates of prestigious universities 1(1%)
30. teacher should be older than 30 1(1%)
31. even educated NNESTs cannot be compared to NESTs 1(1%)
32. LNNEST should act like a foreigner 1(1%)
33. closeness of ENNESTs' L1 to Turkish 1(1%)
Total: 147 (100%)

Students of NESTs	Students of LNNESTs	Students of ENNEST	Students of Both NESTs & LNNESTs
1. lower proficiency levels need LNNESTs 9(17%)	4. qualifications in ELT 4(14%)	4. qualifications in ELT 4(24%)	2. ENNESTs can be useful because of their accents 10(21%)
11. higher proficiency levels need NESTs 5(9%)	6. ability to teach English 4(14%)	7. fluency in English 3(18%)	3. students should learn various cultures (not only British and American) 7(15%)
9. foreign teachers' knowledge Turkish 4(7%)	7. fluency in English 4(14%)	1. lower proficiency levels need LNNESTs 2(12%)	5. importance of multicultural community 6(13%)
3. students should learn various cultures (not only British and American) 3(5%)	8. LNNESTs' experience of living in an English-speaking country/knowledge of culture of English 3(10%)	12. experience in ELT 2(12%)	1. lower proficiency levels need LNNESTs 3(6%)
10. high education diploma 3(5%)	13. good accent 3(10%)	2. ENNESTs can be useful because of their accents 1(6%)	4. qualifications in ELT 3(6%)
16. good communication skills/rapport with students 3(5%)	12. experience in ELT 2(7%)	5. importance of multicultural community 1(6%)	6. ability to teach English
	14. foreign teachers' knowledge of Turkish culture 2(7%)		
	1. lower proficiency levels need		

2. ENNESTs can be useful because of their accents 2(4%)	LNNESTs 1(3%)	6. ability to teach English 1(6%)	3(6%)
5. importance of multicultural community 2(4%)	2. ENNESTs can be useful because of their accents 1(3%)	8. LNNESTs' experience of living in an English-speaking country/knowledge of culture of English 1(6%)	10. high education diploma 3(6%)
8. LNNESTs' experience of living in an English-speaking country/knowledge of culture of English 2(4%)	3. students should learn various cultures (not only British and American) 1(3%)	13. good accent 1(6%)	17. ENNESTs' accents are hard to understand 3(6%)
15. NESTs having American or British accent/being from the USA or UK 2(4%)	5. importance of multicultural community 1(3%)	18. technical education/knowledge of engineering terms 1(6%)	23. NNESTs are more serious than NESTs 2(4%)
18. technical education/knowledge of engineering terms 2(4%)	9. foreign teachers' knowledge Turkish 1(3%)		7. fluency in English 1(2%)
19. LNNESTs' understanding of students' culture 2(4%)	30. teacher should be older than 30 1(3%)		9. foreign teachers' knowledge Turkish 1(2%)
20. preference for ENNESTs from Europe 2(4%)	32. LNNEST should act like a foreigner 1(3%)		13. good accent 1(2%)
6. ability to teach English 1(2%)			15. NESTs having American or British accent/being from the USA or UK 1(2%)
12. experience in ELT 1(2%)			19. LNNESTs' understanding of students' culture 1(2%)
14. foreign teachers' knowledge of Turkish culture 1(2%)			21. ENNESTs cannot substitute NESTs/ENNESTs are similar to LNNESTs 1(2%)
21. ENNESTs cannot substitute NESTs/ENNESTs are similar			22. usefulness of ENNESTs' experience in learning English 1(2%)

527

to LNNESTs 1(2%)	
22. usefulness of ENNESTs' experience in learning English 1(2%)	
24. NNESTs' ELT diplomas 1(2%)	
25. understanding of students' learning difficulties 1(2%)	
26. NNESTs should have more exams to get employed than NESTs 1(2%)	
27. NESTs should organize speaking clubs 1(2%)	
28. NESTs should have experience in ELT 1(2%)	
29. LNNESTs' should be graduates of prestigious universities 1(2%)	
31. even educated NNESTs cannot be compared to NESTs 1(2%)	
33. closeness of ENNESTs' L1 to Turkish 1(2%)	
Total: 54(100%)	**Total: 29(100%)**

Total: 17(100%)

Total: 47(100%)

528

Appendix T:CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Skliar, Olga
Nationality: Kyrgyzstan (KG)
Date and Place of Birth: 7 May 1976, Novosibirsk, Russia
Marital Status: Married
Phone: +90 538 042 75 16
email: skliar.ivagnes@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
PhD	METU English Language Teaching	2014
MA	METU English Language Teaching	2007
BA	BHU, Kyrgyzstan, English Language Teaching	1998
High School	High School 70, Bishkek, Kyrgyzstan	1993

WORK EXPERIENCE

Year	Place	Enrollment
2008-2011	Global English Language Education Center	English language teacher
2009-2010	Ilkem College	English language teacher
2007-2008	English Club Language Education Center	English language teacher
2006-2007	Best English Language Education Center	English language teacher
2005-2011	Active English Language Education Center	English language teacher
2001-2004	Bishkek International School, Kyrgyzstan	English language teacher
2000- 2001	Silk Road International School, Kyrgyzstan	English language teacher
1998-2003	Kyrgyz Academy of Sciences	English language translator
1999 November	OSCE Kyrgyzstan	Translator Intern
1997-1999	Home Instruction Department	In-home tutoring

	of Calvert School, Maryland	
1997 September	Kyrgyz Technical University	English teacher intern
1996 April	Soros Foundation Kyrgyzstan	Translator Intern

FOREIGN LANGUAGES

English (fluent), French (intermediate)

RESEARCH INTERESTS

Sociolinguistics**,** Discourse Analysis**,** Materials Development**,** Cultural Aspects of Education**,** Discrimination in Education

HOBBIES

Long-distance running, Swimming, Bicycling, Fine Arts, Travelling

Türkçe Özet

Amerika Birleşik Devletleri ve Birleşik Krallık gibi iki büyük gücün resmî dili olması sebebiyle, İngilizce, dünya dili, uluslar arası dil ve küresel dil olarak çağdaş dünyada evrensel tanınırlık kazandı. British Council'aa göre, toplamda iki milyonun üzerinde nüfusa sahip en az 70 ülkede İngilizce resmî ya da özel bir konuma sahiptir. İngilizceyi yabancı dil olarak konuşan insanların tahmini sayısı (750 milyon), anadili olarak konuşanların (375 milyon) ve ikinci dili olarak konuşanların sayısını (375 milyon) geçmektedir (British Council-Öğrenim). İngilizcenin uluslar arası iletişim dili olarak dünya çapında yayılması, dil öğretiminde önemli değişikliklere sebep oldu. Tüm dünyada İngilizce öğrencilerinin artan sayısı, eğitimli ve tercihen anadil konuşucusu İngilizce öğretmenlerine yönelik ilgi artışını da beraberinde getirdi. Anadil konuşucusu öğretmenlere olan talep, mevcut kaynaklardan çok daha ağır basmaktadır (Pasternak ve Bailey, 2004, s. 156). İngilizce Öğretmenliği programlarındaki pek çok lisans ve tüksek lisans öğrencisi, gelecekte öğretmek için öğrendikleri dili yabancı dil olarak konuşmaktadırlar. Gerekli tüm nitelikleri kazandıktan sonra YKİÖ'ler, çoğu kez işsizlik sorunuyla karşılaşmaktadır (e.g. Mahboob ve diğerleri, 2004; Moussu, 2006; Özturk ve Atay, 2010). Dünyada İngilizce öğretmenlerinin büyük çoğunluğu öğrettikleri dili anadili olarak konuşmadıklarından (Braine 1999; 2010), dilbilimsel araştırmalar, bu meslek grubunun karşılaştığı eğitsel sorunlar ve atanma sorunları, günümüzde belirgin bir önem kazanıyor.

Türkiye'de kamusal ve özel dil programlarında bulunan öğretmenler ikiye ayrılmaktadır: Anadil Konuşucusu İngilizce Öğretmenleri (AKİÖ) ve Yabancı Dil Konuşucusu İngilizce Öğretmenleri (YKİÖ). Bu araştırmanın ilk amacı, AKİÖ ve YKİÖ'lerin öz algılarına odaklanan önceki araştırmaların (Amin, 2004; Moussu, 2006; Dogançay-Aktuna, 2008; Petrić, 2009; Özturk ve Atay, 2010) sonuçlarını incelemek ve bu araştırmaların devamını sağlamaktır. Çalışma, dil yeterlilikleri ve öğretim tekniklerinin avantaj ve dezavantajları hakkında kişisel farkındalıklarını artırarak, öğretmenlerin cesaretlendirilmesini hedeflemektedir. Medgyes (2001), YKİÖ'leri "İngilizceyi ikinci ya

da yabancı dili olarak konuşup Yabancı Dil Olarak İngilizce (YDİ) ortamında çalışan, tek dilli öğrencileriyle aynı anadili konuşan öğretmenler" (s. 433) olarak tanımlamış, ayrıca bu tanımın ayrı cinsten dilsel artalanlara sahip öğrencilerin bulunduğu YDİ ortamlarında çalışan öğretmenler grubunu kısmen kapsadığını belirtmiştir. Ancak, küreselleşme ile post modern dünyanın belirsizleşen sınırları ve uluslar arası göç sonucu, birçok YKİÖ asıl çevrelerinden farklı ortamlarda çalışmaya başlamış, dolayısıyla da öğrencileri ile aynı dil ve kültürü paylaşmamaktadırlar. Bu öğretmenler, yurt dışında çalışırken kendi kültürlerinden soyutlanmış hissedebilirler. Bu çalışma, kendi öğretim şartlarından farklı ortamlarda eğitim veren YKİÖ'lerin artışını ve bu alanda yürütülen araştırmaların(Petrić, 2009) yetersizliğini göz önünde bulundurarak, AKİÖ ve yerli YKİÖ'lerle ilgili konuların incelenmesine ek olarak, Yabancı Dil Konuşucusu Gurbetçi Öğretmenleri(YKGİÖ) de kapsamaktadır.

Türkiye'de İngilizcenin yabancı dil olarak öğretilmesine dayanarak Çelik(2006), İngiliz dili programlarının dil öğretimine dair deneyim ve yöntemlerini paylaşıp birleştirerek ekip halinde çalışan AKİÖ ve YKİÖ'lere sahip olmasının faydalı olabileceğini ileri sürmüştür. Çelik'e göre "diğer yerlerde olduğu gibi, Türkiye'de anadil ve yabancı dil olarak İngilizce konuşan öğretmenler, bilgi birikimi, kullanım ve öğretim açısından önemli değişiklik göstermektedirler." (s.375). Ancak, İngilizce öğretmenleri arasındaki farklılıklar, AKİÖ ve YKİÖ'lerin değerlerini azaltmamaktadır. Türkiye'deki okul ya da üniversitelerde iyi planlanmış takım çalışması ve öğretimi, AKİÖ'ler ile YKİÖ'leri birleştirecek, meslektaş dayanışması algısını teşvik edecek, profesyonel destek ve gelişimlerini de mutlaka pekiştirecektir. Bu araştırmanın ikinci hedefi ise, AKİÖ, YKGİÖ ve YKYİÖ (Yabancı Dil Konuşucusu Yerli İngilizce Öğretmenleri)'nin avantajları ile dezavantajlarına dair İngilizce öğretmenlerinin algılarının yanı sıra, Türkiye'deki üniversitelerin yabancı dil programlarında çalışan İngilizce öğretmenleri arasındaki dayanışmayla ilgili konuların araştırılmasıdır. Bu çalışma, İngilizceyi anadili ve yabancı dili olarak konuşan İngilizce öğretmenlerine dair pek çok konunun kavranışını artırmakla birlikte, AKİÖ ve YKİÖ'ler arası dayanışmayı artırıp bölümle bütünleşmelerine katkı sağlayabilir. Türkiye'de çeşitli özel dil enstitülerinde öğretmeliği sırasında araştırmacı, okul yönetimi ve öğrencilerin anadil/yabancı dil konuşuculuğu temelinde belli tutum farklılıkları gözlemlemiştir. Braine (1999)'in de ileri sürdüğü gibi,

"Hiçbir konu, işyerinde ayrımcılık kadar rahatsız edici değildir." (s. xvi). Aynı şekilde, Cook (1999) ve Medgyes (1992) işe alım kararlarında bölüm yönetiminin anadil konuşuculuğu kıstasına önem verdiğini belirtir. Yabancı Dil Eğitimi'nin baskın söylemi izlendiğinde, AKİÖ'ler karakteristik olarak İngilizcenin saf ölçünlü değişkesi ve üstün eğitim ile ilişkilendirilmektedir. Bölüm yönetimleri, öğrencilerin AKİÖ'leri YKİÖ'lere tercih ettiğini varsaymaktadırlar. Yönetimlerin 'merkez'den öğretmen tercihi işletme kaygıları ile genel olarak açıklanabilir: dil okulları, programlarına daha fazla öğrencinin katılmasını sağlamak amacıyla, İngilizceyi anadili olarak konuşan öğretmenleri işe alarak kendi reklamlarını yaparlar. Ancak, yönetimlerin, YKİÖ'lere yönelik öğrenci tutumlarına dair algılarına karşın, anadil konuşuculuğu öğrencilerin görüşlerine etki eden bir faktör değildir. Yabancı dil konuşucusu öğretmenler genellikle daha önce öğrencileri ile benzer dil öğrenme süreçlerinden geçmiş, bu nedenle de dil öğreniminde öğrencilerinin karşılaşabilecekleri güçlükleri öngörme becerisi kazanmış başarılı dil öğrencileri örnekleri oluştururlar. Bu araştırmanın üçüncü hedefi, Türkiye'deki üniversitelerde çalışan AKİÖ, YKİÖ, YKGÖ ve YKYÖ'lere yönelik öğrenci tutumlarının derinlemesine incelemesini sunmaktır.

Ülke seçimi, araştırmacının Türkiye'de YDE durumuna yönelik kişisel ilgisine bağlı olarak belirlenmiştir. Türkiye'de özel İngilizce dershanelerinde öğretmenlik yapmak, İngilizceyi anadili veya yabancı dil olarak konuşan öğretmenlerin kimlikleri, öz-algısal niteliklerin birleştirilmesi ve öğrencilerin öğretmenlere karşı tutumu konularında pek çok soruyu gündeme getirmiştir. Çalışma, 2011 bahar döneminin ortalarında Ankara'da Orta Doğu Teknik Üniversitesi (ODTÜ) ve Bilkent Üniversitesi (BÜ)'nin İngilizce Hazırlık okullarında gerçekleştirilmiştir. Önceki bölümde listelenen üç hedef, AKİÖ ve YKİÖ'lerin öz algıları, birbirlerine tutumları ve öğrencilerin öğretmenlerine yaklaşımları incelenerek kazanılacaktır. Çalışma, aşağıdaki sorularca yönlendirilmektedir:

1. *Türkiye'deki İngilizce dil programlarında çalışan AKİÖ, YKİÖ, YKYİÖ ve YKGİÖ'lerin İngilizce yeterliliği, öğretim tarzı ve anadil/yabancı dil konuşuculuğu nitelikleri hakkında öz algıları ve birbirlerine yaklaşımları nelerdir?*

1.1. Öğretmelerin iyi bir İngilizce öğretmeninin nitelikleri konusundaki genel inanışları nelerdir?

1.2.Öğretmenlerin yerli ve gurbetçi YKİÖ'lere yönelik görüşleri nelerdir?

1.3.Öğretmenlerin AKİÖ'lerle ilgili düşünceleri nelerdir?

1.4.Öğretmenlerin İngilizce seviyeleri ve öğretim teknikleri açısından öz algıları nedir?

1.5.Öğrencilerin anadili ve kültürleriyle yabancı öğretmenlerin ortaklıkları konusunda öğretmen tutumları nasıldır?

1.6.Öğretmenlerin işyerlerindeki deneyimleri nelerdir?

2. *Türkiye'deki İngilizce dil programlarına kayıtlı öğrencilerin AKİÖ ve YKİÖ değerlendirmeleri nelerdir?*

2.1.Öğrencilerin şu anki İngilizce öğretmenlerine karşı tavırları nasıldır?

2.2.Öğrencilerin AKİÖ ve YKİÖ'ler hakkındaki genel görüşleri nelerdir?

2.3.İngilizce seviyesi, beklenen not, üniversite ve cinsiyet gibi diğer değişkenler, öğrencilerin İngilizce öğretmelerine yönelik tutumlarında etkili midir?

Bu araştırma 5 bölümden oluşmaktadır. İlk bölüm araştırmanın temel özellik ve amaçlarının genel hatlarını açıklar. İkinci bölüm artalan bilgisi sağlar ve başlıca teorilerle bu çalışmanın temelini oluşturan önceki araştırmaları değerlendirir. Üçüncü bölüm çalışmanın yöntemini sunar. Dördüncü bölüm sonuçları ortaya koymakla birlikte bulguları yorumlar. Beşinci bölüm ise araştırmayı ve elde edilen sonuçları özetler.

Yabancı dil eğitiminin karmaşık, dinamik ve pek çok şekilde değerlendirilebilen bir toplumsal gerçeklik olduğu kabul edilmektedir. Toplumsal gerçekliğin yorumlanışı araştırmacı bireyin artalan bilgisi, deneyimleri, inançları ve ideolojisine göre şekillenir. Araştırma sonuçlarının bağlam-bağımlı olmasının yanı sıra, çoğu durumda başka bağlamlara genellenememektedir. Ayrıca, toplumsal gerçekliğin hem bireylerin öz algılarını, artalan bilgi ve deneyimlerini, dünya algılarını oluşturduğu, hem de bunlar tarafından oluşturulduğuna inanılır. Bu araştırmanın katılımcıları toplumsal değişimin etkin özneleri olarak görülmekte, bu açıdan, yabancı dil eğitimindeki uygulamaların geliştirilip iyileştirilmesi hedeflenmektedir. Araştırmanın planlanması üç temel bileşene dayanır: araştırma konusunun niteliği, araştırmanın hedefleri ve araştırma çerçevesinde toplanan verilerin türü.

Anadil konuşuculuğu ideolojisi ile fazlasıyla ilişkili olan araştırma konusu karmaşıktır ve çeşitli bakış açılarından ele alınabilir. Bu araştırma, konuyu katılımcılar gözüyle değerlendirmeyi hedefler. Araştırmanın temel amaçları iki şekildedir: Öncelikle, öğretmenlerin Türkçe ve İngilizce seviyeleri, bilgi ve kültürleri, belirli öğretim tarzlarının kullanımı açısından birbirlerine olan algı ve tutumlarının incelenmesi hedeflenmektedir. Öğretmenlerin öz-algıları; anadil/yabancı dil konuşucusu veya Türkiye'de yerli/yabancı olarak kimlikleri, eğitim programlarındaki konumları, mesleki memnuniyetleri, karşılaştıkları zorluklar, ihtiyaç duydukları dil gereksinimleri, hissettikleri önyargılar ve özgüvenlerini etkileyen çeşitli faktörleri içermektedir. İkinci olarak, AKİÖ ve YKİÖ'lere yönelik öğrenci tutumlarına atıfta bulunulmuştur. Öğrencilerden toplanan veriler, İngilizce öğretmenlerine tavırlarını, öğretmenlerin eğitim bilgisi ve dili kullanımlarıyla ilgili kişisel gözlemlerini, AKİÖ ve YKİÖ'lerle ilgili genel kanılarını kapsamaktadır.

Belirlenen veri toplama araçlarının seçimi araştırmanın hedefine uygun olarak gerçekleştirilmiştir. Boşluk doldurma anketleri, çoktan seçmeli sorular ve Likert ölçeği ile örneklendirilebilen nicel analizin kullanımı, çok sayıda katılımcının geniş çaplı tutum ve fikirlerinin toplanıp analiz edilmesine yardımcı olmuştur. Büyük katılımcı gruplarının araştırmaya dâhil edilmesi, istatistiksel olarak anlamlı ve genellenebilir sonuçlar elde edilmesini sağlamıştır. Araştırmanın konularından biri olan kurumsal ayrımcılık sorunu açısından, anketlerin önemli avantajlarından biri, araştırmaya daha güvenilebilir veri sağlayan anonimlikleridir. Araştırma çerçevesindeki ilgili taraflar grubundan ikisine de iki çeşit anket uygulanmıştır. Anket çeşitlerinden ilki İngilizce öğretmenlerine, ikincisi ise bu öğretmenlerin öğrencilerine dağıtılmıştır. Anketlerin ikisi de Moussu'nun (2006) ABD'de anadil ve yabancı dil konuşucusu olmak ile ilgili öğrenci tutumları, öğretmenlerin öz algıları ve bölüm yönetimin görüş ve yönetimleri konusundaki çalışmasından uyarlanmıştır. Ancak tüm avantajlarına karşın, niceliksel araştırma yöntemlerinde, niteliksel araştırma araçlarının esneklik ve bireyselliği bulunmamaktadır. Niteliksel yöntemler mülakata dayalı olarak farklı türden verileri dengelemek, niceliksel yöntemlerin kısıtlamalarını öngörmek, bu sayede de kaliteyi artırarak araştırma sonuçlarının geçerliliğine olanak sağlamak amacıyla kullanılmıştır. Mülakatlar, katılımcıların konuyla ilgili düşüncelerinin daha kapsamlı şekilde

kavranmasına olanak tanır. Hem öğretmen hem de öğrenci mülakatlarındaki sorular Medgyes, Arva ve Medgyes'in (Medgyes, 1994) araştırmalarından alınıp uyarlanmıştır.

Analiz işlemlerine geçmeden önce, katılımcıların anket sorularına verdikleri yanıtlar, 89 öğretmen ve 699 öğrenci anketi içeren iki veri kümesi oluşturan bir SPSS çizelgesine girildi. Sıklık ve yüzdeler çoktan-seçmeli ve 1den 5e kadar işaretlenen beşli Likert ölçeği kullanılarak hesaplandı. Katılımcı grupları arasındaki farkı doğrulamak için tek yönlü ANOVA uygulandı. Grup ortalamaları arasında istatistiksel olarak belirgin bir fark (p<0.05) elde edildiyse, grup ortalamaları arasında ikili karşılaştırma sağlamak için t-test uygulanarak Fisher'ın En Az Anlamlı Fark (EAAF) testiyle analiz sürdürüldü. Grup boyutlarının eşitsizliği nedeniyle EAAF testi en uygun post hoc yöntemi olarak seçildi. Tek yönlü ANOVA'ya ek olarak, öğrenci AKİÖ ya da YKİÖ gruplarına aitlik arası etkileşimleri ve diğer kişisel özelliklerin anket önermelerine verilen öğrenci yanıtlarına etkisini belirlemek amacıyla iki yönlü ANOVA uygulandı. Niteliksel veri grubu olarak, 41 öğretmen ve 19ar gruptan toplam 79 öğrenci grubuyla mülakat ileri analiz için kaydedildi. Çalışmaya dâhil edilen ses kayıtları, 13,3 saatlik öğretmen görüşmeleri ve 5 saatlik öğrenci görüşmelerini içermektedir.

İlk araştırma sorusu AKİÖ ve YKİÖ'lerin kendileri ve birbirleri ile ilgili algılarını belirlemeye yöneliktir. İlk olarak, iyi İngilizce öğretmenlerinin nitelikleri konusunda öğretmenlerin genel yargıları incelendi. İkinci olarak, -yerli ve gurbetçi- YKİÖ'lerin avantaj ve dezavantajlarıyla ilgili genel öğretmen kanılarına değinildi. Daha sonra, katılımcıların AKİÖ'lerin güçlü ve zayıf yönlerini kavrayışları ile AKİÖ ve YKİÖ'lerin karşılaştırılmasına odaklanıldı. Dördüncü aşamada öğretmenlerin İngilizce dil ve öğretim becerilerine dair öz değerlendirmeleri araştırıldı. Ek olarak, öğrencilerin dil ve kültürlerinin yabancı öğretmenlerinin öğretim tekniklerine olan etkisi hakkında katılımcıların görüşleri değerlendirildi. Son olarak araştırma, öğrencilerin AKİÖ ve YKİÖ'lere yönelik öğrenci tutumlarıyla kurumsal ayrımcılık ve dayanışma deneyimlerinin öğretmenler tarafından değerlendirilmesi incelendi.

İlk araştırma sorusunun alt başlıklarından birincisinin analizi, iyi öğretmenlerin niteliklerini soruşturan ilk mülakat sorusuna öğretmenlerin verdiği yanıtı içermektedir.

Analiz, etkili öğretim uygulamalarının artında yatan, eğitimciye, öğrenciye ve çevreye bağlı çeşitli faktörlerin (Fernstermacher & Richardson, 2005) karmaşık tasvirini ortaya çıkarmıştır. Bu çalışma bağlamında, etkili İngilizce öğretmenlerinin en çok vurgulanan özellikleri eğitimsel bilgi ve sosyo-duygusal becerilere ilişkindir. Benzeri ve farklı bağlamlarda uygulanan, etkili öğretimle ilgili önceki bazı çalışmalar, bu çalışmayla benzer sonuçları ortaya koymuştur (Park & Lee, 2006; Shishavan & Sadeghi, 2009; Mahmoud & Thabet, 2013; Mullock, 2010). Etkili öğretmenlik açısından AKİÖ ve YKİÖ'ler karşılaştırıldığında, YKİÖ'lerin genellikle pedagojik birikime yaptıkları vurgunun aksine, AKİÖ'lerin sosyo-duygusal yeteneklere belirgin bir şekilde tercih ettikleri ortaya çıkmıştır. İngilizce öğretmenlerinin etkililiklerinin çeşitli nitelik ve becerilerinde denge içerdiği; herhangi bir öğretmen tipine açıkça atfedilmese de, iyi İngilizce öğretmenlerinin listelenen özelliklerinin bir kısmının ya AKİÖ ya da YKİÖ'leri tanımlayabilir göründüğü sonucuna varılmıştır (Medgyes, 1994, 2001; Mullock, 2010).

Katılımcıların iyi İngilizce öğretmenine dair görüşleri için ölçütler toplandıktan sonra araştırma, AKİÖ ve YKİÖ'lerle ilgili öğretmen görüşlerini açıklamaya aşamasına geçildi. İkinci alt başlıkta öğretmen katılımcıların yerli ve gurbetçi YKİÖ'lerle ilgili düşüncelerine odaklanıldı. YKYİÖlerin öğretmen algısındaki avantajları genelde öğrencilerin ilk dil ve kültür kategorilerine ilişkindir. Böylelikle, öğrencilerle ortak dil ve kültür paylaşımı sebebiyle, YKYİÖ'ler Türk öğrencilerin sosyal profilleri konusunda daha anlayışlı, sorunlarına daha duyarlı ve yabancı dili öğrenmede ihtiyaçlarıyla duygudaşlık kurabilen öğretmenler olarak tanımlanmışlardır. YKYİÖ'lerin zayıf yönleri arasında genellikle hedef dil ve kültürle ilgili olarak dilde akıcılık, sınırlı sözcük ve deyim bilgisi, hedef dilin kültürel içeriğine yabancılık ve YKYİÖlere göre anadil konuşucularının standartlarına ulaşması gereken sesletim sayılabilir. Ayrıca, daha önce YKYİÖlerin temel avantajı olarak anılan öğrencilerle anadil ortaklığın, çalışmanın bu kısmında sık sık bir dezavantaj olarak ifade edilmiştir. Öğrenciler arasında genellikle AKİÖ'lere göre daha düşük prestijle ifade edilen YKYİÖlerin (Tatar & Yıldız, 2010), kişisel gelişim ve ders planlamasına daha fazla zaman ve çaba harcadığı ileri sürülmüştür.

Hem ODTÜ hem BÜ Hazırlık'ta YKGİÖler en az bulunan öğretmen tipidir. Katılımcılar çoğu kez YKGİÖlerin ortak nitelikler sebebiyle YKYİÖler ve AKİÖ'ler arasında bir geçişi temsil ettiklerini ifade etmişlerdir. Katılımcıların varsayımları Türkiye ve İngilizce konuşulan ülkelerden farklı bir üçüncü kültüre bağlı olmaları sebebiyle YKGİÖlerin eğitimsel ve dilsel farklılığı ile uluslar arası öğretmenlik deneyimlerinin, öğrencilerin uluslar arası bakış açılarını pozitif etkileyeceği, ikinci dildeki konuşma becerilerinin gelişimini sağlayacağı ve öğrencileri değişik aksanlarla tanıştıracağı yönündedir. YKGİÖler, öğrencilere uluslar arası dil olarak İngilizcenin asıl uygulamalarını sunan öğretmenler olarak tanımlanmışlardır. YKYİÖlere benzer olarak, YKGİÖlerin yabancı dil olarak İngilizce öğrenme deneyimleri ve bu durumun öğrencilerin öğrenme güçlük ve ihtiyaçlarını anlamaya yardımcı olması, bu grubun diğer önemli avantajları arasında sayılmıştır. Yukarıda belirtilen olumlu niteliklere karşın, hedef dildeki yeterlilikleri, aksanları ve öğrencilerin anadilleri dolayısıyla YKGİÖler profesyonel öğretmenlik konumu açısından sık sık önyargıyla yaklaşılmıştır.

İlk sorunun üçüncü alt başlığı AKİÖ ve YKİÖ'lerin AKİÖ'lerin nitelikleri ile ilgili değerlendirmelerini incelemeyi hedefler. Katılımcılara göre AKİÖ'lerin başlıca avantajları İngilizce yeterlilikleri, hedef dil ve kültürle ilgili bilgi birikimleri ve orijinal aksanlarıdır. Bahsedilen özelliklerin yanı sıra, katılımcılar AKİÖ'lerin konuşma becerileri, günlük konuşma kalıpları, az kullanılan kelimeler ve mecazi kullanımları öğretmede doğal olarak daha büyük yeteneğe sahip olduğunu ileri sürmüşlerdir. Ayrıca, YKİÖ'lerin aksine AKİÖ'lerin İngiliz dili ve kültürüyle ilgili konularda dışarıdan kaynaklara ihtiyaç duymaması sebebiyle ders hazırlamak için daha az zaman ve enerji harcayacakları, bu nedenle de yaratıcılık ve girişkenlik açısından daha fazla imkâna sahip oldukları ileri sürülmüştür. Genellikle geleneksel öğretmen-merkezci eğitimin savunucuları olarak nitelendirilen YKYİÖ'lerden farklı olarak, AKİÖ'lerin öğretim biçimleri daha samimi ve rahat olarak yorumlanmıştır. YKGİÖ'ler için olduğu gibi, AKİÖ'lerin derslerinin kültürler-arası gelişim becerilerini geliştirerek hedef dilin kullanımı için doğal şartlarda pratik imkânı sunduğu iddia edilmiştir. Mülakat yapılan katılımcıların çoğu, AKİÖ'lerin dezavantajları arasında dilin bilinçsiz edinimine bağlı olarak bildirime dayalı bilginin sınırlılığı ve öğretmenlik eğitimi eksikliğini vurgulamışlardır. Zaman zaman öğretim ve sınıf yönetimi becerilerinden yoksun

AKİÖ'lerin, YDE alanında yetersiz eğitimleri göz önünde bulundurulmaksızın İngilizceyi anadil olarak konuşuyor olmalarına dayanarak işe alındıkları iddia edilmiştir. Bunula birlikte, AKİÖ'lerin yabancı dil öğrenimi deneyimlerinin olmamasının öğrencilerin öğrenme ihtiyaç ve güçlüklerini hem anlamak hem yorumlamakta anlamlı referans çerçevelerinin olmamasına sebep olduğu belirtilmiştir. YKGİÖler için olduğu gibi, yetersiz Türkçe bilgisi ve ev sahibi kültüre aşina olmamak, AKİÖ'lerin İngilizce öğrenen Türklerin karşılaşacağı muhtemel güçlüklere (McNeill, 2005), sınıf içi iletişimsizliğe, öğrencilerin kaygılarına ve iletmek istedikleri mesajların yabancı öğretmenleri tarafından anlaşılması için duyulan isteğin azalmasına daha az duyarlılık göstermelerinin sebepleri arasında sıralanmıştır.

Wenzel, Mummendey, & Waldzus (2007), Turner'ın kendini sınıflandırma kuramına dayandırdıkları grup içi yansıtma modeline açıklık getirerek, grup üyelerinin her iki alt sosyal grubunu içeren grup içi ve grup dışı değerlendirmelerin daha sonra üst sosyal kategori tarafından yapılmasını sağlamak üzere ölçekler elde ettiğini öne sürmüşlerdir (s. 334). Dolayısıyla, iç ve dış gruplar, ilgili ortak üst kategori için prototip olarak değerlendirildiklerinde olumlu öz-algılara sahip olabilmektedirler (a.g.e., s. 335). Mevcut çalışma bağlamında, iyi bir İngilizce öğretmenini tanımlamaları istendiğinde katılımcılar iki alt kategori (AKİÖ & YKİÖ) içeren olumlu bir üst kategoriyi temsil ederler. Bunula birlikte, bu katılımcılardan AKİÖ ve YKİÖ'lerin avantaj ve dezavantajlarını tanımlamaları istenmiştir. AKİÖ ve YKİÖ'lerce kendi iç gruplarını tanımlayabilir olduğu söylenen iyi öğretmen niteliklerine dayanarak, karşılaştırmaya dâhil olan diğer gruba göre hem AKİÖ hem de YKİÖ'lerin kendi gruplarını bir olumlu üst "iyi öğretmen" kategorisi prototipine daha yakın buldukları sonucu çıkarılabilir. Wenzel ve diğerleri (a.g.e.) tarafından da öne sürüldüğü gibi, hoşgörüyü artıracak ve gruplar arası farklılıklara olumlu bakmayı sağlayacak yollardan biri belirgin bir prototip kavramının ortadan kaldırılmasıdır. Örneğin, eğer iyi öğretmenlik üst kategorisi tek bir alt grup tarafından temsil edilemeyecek kadar çok yönlü hale geldiyse ve "çeşitli "dil aileleri"nin arasında İngilizcenin farklı türlerinin sistemli ve meşru konumunu tanıyarak farklı kurallar arasında gidip gelebilmek" gerekiyorsa (Canagarajah, 2013, s. 7), çeşitli kültürel ve dilsel çevrelerden gelen farklı İngilizce öğretmenleri iyi İngilizce

öğretmenliği öz algısına sahip olma ve başkaları tarafından da bu şekilde görülme olanağına sahip olacaklardır.

Çeşitli becerilerin öğretilmesine dair öğretmenlerin öz algılarının değerlendirilmesi, YKİÖ'lerin konuşma, sesletim, kültür, sözcük ve deyim öğretirken AKİÖ'ler kadar rahat olmadığı, buna karşılık, dilbilgisi öğretirken AKİÖ'lere göre daha rahat olduklarını ortaya çıkarmıştır. Okuma, yazma/kompozisyon, dinleme, sınavlara hazırlıkla ilgili sorularda temel, orta ve ileri düzey öğrenci grupları hem AKİÖ'ler hem de YKİÖ'lerin paralel seviyelerde yüksek memnuniyet hissetmektedirler. AKİÖ'lere göre sözlü iletişim becerileri, telaffuz ve konuşma, sesletim, kültür, sözcük ve mecaz anlamların öğretilmesi konularında düşük öz-bildirim vermelerine rağmen ve dilin kullanımıyla öğretimi konusundaki öz-algılarına yüksek ya da ılımlı ortalama değerlerin karşılık gelmesine dayanarak, YKİÖ'ler için "aşağılık duygusu" ve "daimi endişe" (Medgyes, 1994, s. 38) gibi kavramların mevcut öğretmen öz-değerlendirme araştırmasında karşılık bulmadığı söylenebilir.

İlk araştırma sorusunun öğrencilerin dil ve kültürleriyle yabancı öğretmenlerin etkileşimini öğretmen gözüyle değerlendiren beşinci alt başlığının incelenmesi, çoğu AKİÖ ve YKİÖ' nün yanıtlarını hem dil hem kültür bilgisi açısından destekleyici ya da kültürel farkındalık ve dil bilgisinin değerini savunur nitelikte olduğunu ortaya koymuştur. Bu sebeple, ev sahibi ülkenin dil ve kültürüne alışmanın yabancıların başka bir topluma uyumunu kolaylaştıran önemli bir faktör olduğu ileri sürülmüştür. Kültürel farkındalık ve öğrencilerin anadillerine dair bilgi birikiminin; kültürel artalanları ile dini ve politik görüşleri açısından öğrenci profilini daha iyi anlamayı sağladığı, öğrencilerin ön bilgilerinin desteğiyle öğretime kolaylık sağladığı, ayrıca iletişimsizliğin engellenmesinin yanı sıra etkili ve güvenilir bir öğretim ortamı oluşturulmasına katkı sağladığı ortaya çıkmıştır. Bunula birlikte, öğretmenlerin öğrencilerinin dil ve kültürlerine aşina olmasının anadilden hedef dile olumsuz aktarımı en aza indirgeyip diller ve kültürler arası benzerlik ve farklılıkların vurgulanmasına yardımcı olduğu belirtilmiştir. Buna ek olarak, düşük seviyelere dil öğretiminde anadil bilgisine sahip olmak önemli bir araç olarak tanımlanmıştır. Ancak, yabancı öğretmenlerin öğrencilerin dil be kültürlerinin bilgisine sahip olmasının önemini reddeden katılımcılar da

mevcuttur. Örneğin, Türkçe öğrenmenin çaba ve zaman gerektiren zor bir görev olacağı öne sürülerek anadil bilgisinin gerekliliği reddedilmiştir. Ayrıca, tek dilli yaklaşımın savunucuları, yabancı öğretmenlerin öğrencilerinin anadiliyle ilgili kısıtlı bilgisinin, öğrenciler için daha fazla İngilizce girdi sağlayarak hedef dilde üretimi artıracağı ileri sürülmüştür. YKYİÖ'lerin önemli bir kısmı, zarar verici bir olgu olarak dil değiştirme durumu değerlendirildiğinde mülakatlarda sınıfta anadilin kullanımını azaltmak için fazlasıyla uğraştıklarını ara ara iddia etmişlerdir. Mülakata katılan bazı kişiler, yabancı öğretmenlerin öğrencilerinin kültürüyle ilgili farkındalıklarının önemine itiraz ederek, İngilizce konuşulan ülkelerin kültürlerine referansla öğretim yapılmasını destekleyen fikirler sunmuşlar, böylelikle bugünün dünyasının iletişimsel çevrelerinin doğasını göz ardı etmişlerdir. Bu da demek oluyor ki "eğitimsel değerler dizisi hala yakın çevreye, yani, 'standart' hedef dil ve kültür-merkezlidir" (Alptekin & Tatar, 2011, s. 346).

İlk araştırma sorusunun altıncı alt başlığı, öğretmenlerin işyeri deneyimlerine odaklanarak AKİÖ'lerin YKİÖ'lere göre ve ODTÜ Hazırlık'taki öğretmenlerin BÜ'dekilere göre biraz daha rahat hissettiklerini ortaya çıkarmıştır. Öğrencileri, iş arkadaşları ya da yöneticiler tarafından küçümsendiklerini düşünüp düşünmedikleri konusunda AKİÖ'ler YKİÖ'lere kıyasla daha olumsuz yanıtlar vermiştir. Öğretmenlerin çoğu iş bulmakta hiç zorlanmadıklarını belirtmesine rağmen, AKİÖ'ler, öğretmen olarak işe başlamanın hiç zorlayıcı olmadığını YKİÖ'lere göre daha sık ifade etmişlerdir. Katılımcılar, işe başlarken zorlanmamalarının başlıca sebepleri arasında daha önceki işe alma yöntem ve ilkelerinin daha kolay olması, yüksek dil becerileri, uygun bir öğretmenlik diploması ve deneyimi, Türkiye'deki İngilizce öğretmeni ihtiyacı, öğretmenlik için iyi bir aday olmak, İngilizceyi anadili olarak konuşuyor olmak ve şans faktörünü sıralamışlardır. İş bulmakta zorlananlar ise kamusal ya da özel üçüncül eğitim sektöründe çok aşamalı, karmaşık bir işe alma sürecinden bahsederken kamu sınavlarının yerli öğretmen şartı koştuğundan, rekabetçi iş ortamı, yüksek işsizlik oranı, yabancı adaylar için bürokratik onay almanın zorluğu, işyerinde kayırmacılık ve iltimas gibi faktörlerden şikâyetçi olmuşlardır.

Katılımcıların büyük kısmı mülakatlar sırasında Türkiye'de iş bulmanın AKİÖ'ler için YKİÖ'lere göre daha büyük zorluklar barındırdığını ileri sürdüler. İngilizce yeterliliği ve

öğretimi açısından daha güvenilir görülen AKİÖ'lerin, uygun nitelikler aranmaksızın piyasa kaygısıyla daha sık işe alındıkları ve YKİÖ'lere göre daha yüksek maaşlarla çalışabildikleri öne sürülmektedir. Öte yandan, yabancıların işe alınma sürecini büyük ölçüde zorlaştıran devlet düzenlemeleri açısından, YKYİÖ'lerin üniversiteler ve kolejlerde iş bulma şansının daha yüksek olduğu belirtilmiştir. YKGİÖ'lerin yukarıda bahsedilen tüm öğretmen tiplerinden en kötü iş olasılıklarına sahip olmaları, Türkiye'de İngilizce öğretmek için çalışma izni elde etmenin genellikle artan zorluklarla eşleştirilmesi ile açıklanmıştır. Eğer işe alma konusunda karar verebilecek olsalardı AKİÖ, YKYİÖ ve YKGİÖ'lerden hangisini seçecekleri sorulduğunda katılımcılardan yalnızca AKİÖ ve YKGİÖ'ler kararlarını adayların dil ve uyruklarına dayandırmayacaklarını, daha çok bireysel nitelik, çalışma anlayışı ve uzmanlıklarına odaklanacaklarını düşündüklerini belirmişlerdir. YKYİÖ'ler, kültürel çeşitlilik, çoğulculuk ve eşit yaklaşım ilkelerini vurgulayarak eşit sayıda AKİÖ, YKYİÖ ve YKGİÖlerin işe alınması gerektiğini savunmuş, ya da yabancı öğretmenlere göre daha çalışkan, işlerinde daha kalıcı, öğrencilerin yerel kültürü, eğitim ortamı ile öğrenme ihtiyaç ve güçlüklerine daha aşina olarak tanımladıkları YKYİÖ'leri tercih etme eğiliminde bulunmuşlardır.

Katılımcılar, AKİÖ ve YKYİÖ'lerin olumu işyeri ilişkileri geliştirip kültürler arası ve mesleki alışverişte bulunduklarını belirtmişlerdir. BÜ'deki mülakatın katılımcıları okullarındaki öğretim eşleştirme programının önem ve değerini vurgulamışlardır. AKİÖ'lerin, YKİÖ'lere dilin kullanımı konusunda yardımcı oldukları, YKİÖ'lerin de AKİÖ'lere Türk dili ve kültürü ya da gramer öğretimi gibi konularda destek oldukları belirtilmiştir. Ancak mutlak bağımsız ve iki taraf için de faydalı bu ilişkinin aksine, AKİÖ'lerle YKİÖ'ler arasındaki bu ilişki, YKİÖ'lerin tek taraflı olarak AKİÖ'lerden öneri ve akıl aldıkları şeklinde yorumlanmış ve bu iki grup arasındaki ayrımı pekiştirerek YKİÖ'lerin uzman bireyler olarak güvenilirliklerini azalttığını belirtmişlerdir.

Araştırmanın ikinci sorusu öğrencilerin anadili İngilizce olan ya da olmayan öğretmenleri hakkındaki bakış açılarını araştırmaya yöneliktir. Tek yönlü ANOVA'yla sonuçlarının gösterdiği üzere, çeşitli grup ortalamaları arasındaki farklılıklar %81 olarak

tespit edilmiştir. Çoğu durumda, AKİÖ'lerden öğrenim gören öğrencilerinin diğer öğrenci gruplarına göre öğrenme deneyimlerinin ve dil gelişimlerinin çeşitliliği ile ilgili yüksek memnuniyet seviyelerini açığa çıkarmıştır. Genellikle YKİÖ'ler için daha düşük ortalama değerler elde edilmesine rağmen, öğrencilerin YKİÖ'lere karşı tutumlarının daha olumlu olduğu ortaya çıkmıştır.

İkinci araştırma sorusunun ikinci alt başlığı anadili İngilizce olan ve olmayan öğretmenlere karşı öğrencilerin genel tutumlarını incelemeyi amaçlamıştır. Öncelikle iyi bir İngilizce öğretmeninin temel kişisel ve mesleki özellikleri hakkında katılımcıların fikirleri belirlenmiştir. İkinci olarak AKİÖ ve YKİÖ'ler arasındaki farklılar konusunda öğrencilerin görüşleri analiz edilmiştir. Üçüncü olarak AKİÖ'ler ile YKİÖ'ler için öğrencilerin genel tercihleri üzerinde bir araştırma yapılmıştır. Son olarak, yabancı dil ders izleklerine yabancı öğretmenlerin etkisiyle ilgili öğrenci görüşleri ve öğrencilerinin anadil ve kültürü konusundaki bilgi birikimleri ele alınmıştır.

Öğrenci verilerinin incelenmesi, iyi bir İngilizce öğretmeninde en çok aranan özelliğin pedagojik bilgi ve sosyo-duygusal beceriye sahip olması olduğu saptanmıştır. Bu sonuçlar öğretmenlerin görüş analizinden elde edilen sonuçlardan bazıları ile kıyaslanabilmektedir; bu sebeple AKİÖ'lerden farklı olarak sosyo-duygusal becerilere öncelik verilerek, öğrenci grupları ve YKİÖ'lerin pedagojik bilgilere öncelik tanıdıkları görülmüştür. AKİÖ'lere benzer şekilde, öğrenci grupları da öğretmenlerin İngilizce derslerini daha eğlenceli ve ilgi çekici kılmaları gerektiğini vurgulamışlardır. Pedagojik beceri kategorisi içerisinde, iyi bir İngilizce öğretmeni için öğrencinin İngilizce düzeyi esas alınarak öğretim yapmayı ve öğrencinin en zor dilsel kavramları bile daha kolay anlamasını sağlayan etkili öğretme becerilerine ve stratejilerine sahip olmalarının gerekliliğinin altı çizilmiştir. AKİÖ ve YKİÖ'lerin en çok önem verilen niteliklerinin genel dağılımına göre, iyi bir İngilizce öğretmeninin nitelikleri doğrudan AKİÖ ve YKİÖ olma durumu ile bağdaşmamakta, fakat çeşitli özelliklerin dengesi olduğu öngörülmektedir.

YKYİÖler gibi öğrenciler de standart İngiliz ve Amerikan İngilizcesi kuralları ile hedef dilin kültürüne dayalı eğitiminden etkilenmektedirler. Bu başlıca eğilim hem AKİÖ'ler hem de YKİÖ'lerce dile getirilse de, öğretmenleri AKİÖ'ler olan grubun diğerlerine

göre anadil konuşuculuğu paradigmasını daha çok desteklediği görülmektedir. Ancak, daha önceki çalışmaların (Mahboob, 2004; Lasagabaster & Sierra, 2005; Benke & Medgyes, 2005; Moussu, 2006; Lipovsky & Mahboob, 2010) da gösterdiği gibi, daha önce belirtilen öğretmen görüşlerinin aksine, öğrencilerin AKİÖ'ler için belirli bir eğiliminin olmadığı ortaya çıkmıştır. Öğrenciler tarafından AKİÖ'lerin avantajları arasında görülen orijinal telaffuz ile konuşma ve yazma becerileri İngilizceyi anadili olarak konuşmalarına bağlanmıştır. Öğrencilerin konuşma ve dinleme becerilerini geliştirmek adına uygulanan tek dilli yaklaşım ile sözcük ve deyim dağarcığını genişletme aktiviteleri sayesinde AKİÖ'ler YKİÖ'lerden daha yetenekli sayılmışlardır. Diğer yandan, mülakata katılanlardan, çoğunluğu öğretmenleri YKYİÖler veya AKİÖ hem de YKİÖ'ler olan düşük dil seviyeli öğrencilerden oluşan düşük bir yüzdelik dilim YKİÖ'ler ile ilgili olumlu görüşler sunmuşlardır. Öğrencilerin düşünme sürecini ve öğrenim güçlüklerini çözebilmek açısından YKYİÖlerin hem dil hem de kültür açısından daha donanımlı oldukları belirtilmiştir. Öğrenciler, YKGİÖlerin aksanlarının çeşitliliğine vurgu yaparak, bu çeşitliliğin bir kısmına AKİÖ'lerin daha yavaş ve anlaşılır olmaları sebebiyle olumlu yaklaşmışlar, diğer standart dışı türlerden bazılarını da anlaşılamaması sebebiyle eleştirmişlerdir. AKİÖ'ler gibi YKGİÖlerin de öğrencilerin öğrenebilmesi ve kültürler arası etkili iletişim becerileri geliştirebilmeleri için motive edici bir etkilerinin olduğu düşünülmektedir. Öğrenci yanıtları arasında daha çok AKİÖ; daha çok yabancı öğretmen (AKİÖ & YKGİÖ); ya da eşit sayıda AKİÖ ve YKİÖ (YKYİÖ & YKGİÖ)'lerin işe alınması en yaygınlarıdır. Öğrenciler, işe alınma kıstaslarını öğretmen adayının nitelikleri, öğretim becerileri, İngilizce seviyesi, deneyim ve aksana dayandırılmıştır. Araştırmanın bir başka sonucu öğrencilerin dil sınıfında aksan ve kültür farklılıklarını memnuniyetle karşıladıklarıdır. Öğrencilerin gözündeki "iyi İngilizce öğretmeni" kategorisi ve buna bağlı AKİÖ ve YKİÖ tasvirleri göz önünde bulundurularak, bazı öğrencilerin farklılıkları değerli bulduğu ve farklı öğretmenlerden öğrenim görmeyi tercih ettikleri sonucu çıkarılabilir. Öte yandan, AKİÖ ve YKİÖ'lerin aynı kalıba girebilmesinin önemini vurgulamışlardır.

Türk dili ve kültürünün önemini vurgulayan yanıtların görece önemli bir bölümü AKİÖ'lerin öğrencilerinden çok, YKİÖ'lerin öğrencilerinden ve "emin olmayan" öğrenci gruplarından oluşmaktadır. Öğretmen katılımcılar gibi, öğrencilerin büyük bir

Appendix V : TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı :
Adı   :
Bölümü :

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ :   Yüksek Lisans ☐   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: