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Department of Foreign Language Education

English Language Teaching Program

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

Figen SELİMOĞLU

Master's Thesis

Ankara, 2024

With leadership, research, innovation, high quality education and change,

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TÜRKİYE'DE ANA DİLİ İNGİLİZCE OLMAYAN ÖĞRETMENLER:  
ÖĞRETMEN ALGILARI VE TUTUMLARI

Figen SELİMOĞLU

Master's Thesis

Ankara, 2024

### Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **FİGEN SELİMOĞLU** and entitled "Title of the Thesis" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

### Abstract

Nonnative English-speaking teachers (NNESTs) are estimated to make up more than 80 percent of English language teachers worldwide. Therefore, there has been a growing surge of interest in topics regarding NNESTs to better understand these teachers' strengths and challenges in and appreciate their contributions to English language teaching. However, studies focusing on NNESTs' perceptions and attitudes about both themselves and native English-speaking teachers (NESTs) are rare, especially in the contexts of teaching English as a foreign language (EFL). With this in mind, this study aimed to investigate what perceptions and attitudes NNESTs in Turkey hold about themselves and NESTs regarding English language proficiency and teaching abilities. A mixed-method approach was used for data collection in which quantitative data were collected through an online likert scale questionnaire, while qualitative data were gathered through an online open-ended questionnaire on a voluntary basis. The findings showed that NNEST participants considered both themselves and NESTs as adequately proficient in the different areas of English. The participants were also found to perceive both NNESTs and NESTs comfortable in teaching different skills of English. And lastly, it was indicated that the participants held differing attitudes towards their own status as NNESTs and their colleagues' status as NESTs. The participants considered both NNESTs and NESTs as effective models for foreign language learning and teachers' professional qualifications and personal qualities more significant than English nativeness. The findings of the current study have several implications for the empowerment of language teachers and improvement of foreign language teaching and learning.

**Keywords:** nnests, nests, (self) perceptions, attitudes, nativeness, native-speakerism.

## Öz

Ana dili İngilizce olmayan öğretmenlerin dünya çapındaki İngilizce öğretmenlerinin yüzde 80'inden fazlasını oluşturduğu tahmin edilmektedir. Bu nedenle, bu öğretmenlerin İngilizce öğretimindeki güçlü yönlerini ve zorluklarını daha iyi anlamak ve İngilizce öğretimine olan katkılarını vurgulamak amacıyla ana dili İngilizce olmayan öğretmenlerle ilgili konulara artan bir ilgi vardır. Ancak, ana dili İngilizce olmayan öğretmenlerin hem kendileri hem de ana dili İngilizce olan meslektaşlarıyla ilgili algı ve tutumlarına odaklanan çalışmalara, özellikle İngilizcenin yabancı dil olarak öğretildiği ortamlarda sık rastlanılmamaktadır. Bu çalışma, Türkiye'deki ana dili İngilizce olmayan öğretmenlerin İngilizce dil yeterliliği ve öğretme yeteneklerine ilişkin kendileri ve ana dili İngilizce olan meslektaşları hakkında ne gibi algı ve tutumlara sahip olduklarını araştırmayı amaçlamaktadır. Çalışmada gönüllülük esasına göre nicel verilerin çevrimiçi likert ölçekli anket, nitel verilerin ise çevrimiçi açık uçlu anket aracılığıyla toplandığı karma yöntem yaklaşımı kullanılmıştır. Bulgular ana dili İngilizce olmayan katılımcıların hem kendilerini hem de ana dili İngilizce olan öğretmenleri İngilizcenin farklı alanlarında yetkin olarak değerlendirdiklerini göstermiştir. Bununla beraber, katılımcıların İngilizcenin farklı becerilerini öğretme konusunda hem kendilerini hem de ana dili İngilizce olan meslektaşlarını rahat algıladıkları görülmüştür. Son olarak, katılımcıların kendilerinin ana dili İngilizce olmayan kimliklerine ve meslektaşlarının ana dili İngilizce olan kimliklerine ilişkin farklı tutumlara sahip oldukları belirtilmiştir. Katılımcılar, hem kendilerini hem de ana dili İngilizce olan öğretmenleri yabancı dil öğreniminde etkili modeller olarak değerlendirmiş ve öğretmenlerin mesleki nitelikleri ile kişisel özelliklerinin İngilizce ana dilliliğinden daha önemli olduğunu düşünmüşlerdir. Çalışmanın bulguları, dil öğretmenlerinin güçlendirilmesi ve yabancı dil öğretimi ve öğreniminin geliştirilmesi için çeşitli çıkarımlar sunmaktadır.

**Anahtar sözcükler:** ana dili İngilizce olmayan öğretmenler, ana dili İngilizce olan öğretmenler, (kendi) algılar, tutumlar, ana dillilik, ana dil konuşuculuğu.

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## Symbols and Abbreviations

**NEST:** Native English-Speaking Teachers

**NNEST:** Non-Native English-Speaking Teachers

**NS:** Native Speaker

**NNS:** Non-native Speaker

**NES:** Native English Speaker

**NNES:** Non-native English Speaker

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**TESOL:** Teaching English to Speakers of Other Languages

**ELT:** English Language Teaching

**SLA:** Second Language Acquisition

## Chapter 1

### Introduction

Due to the influence of globalization along with the ease and constantly-developing ways of transportation and communication, English has gradually transformed from becoming the sole property of a specific country or nationality such as Britain or United States of America into a language spoken and used by millions of people with different first languages, and diverse cultural, ethnic and geographical backgrounds. With the rich diversity of contexts in which English is used, it is stated that English users with different first languages outnumber the native English speakers (NESs) and the number of non-native English speakers (NNEs) is continuing to increase (Crystal, 2012; Rose & Galloway, 2019; Tatar, 2019; Wang & Fang, 2020). This phenomenon has led to the fact that most English interactions are currently occurring among non-native English speakers from different linguistic and cultural roots (Graddol, 2006; Takahashi, 2017; Tatar, 2019; Boonsuk & Ambele, 2020; Boonsuk, 2021; Boonsuk, Ambele & McKinley, 2021).

Meanwhile, as a result of the growing number of non-native users of English, in the contexts of teaching ESL (English as a second language) or EFL (English as a foreign language) around the world, the number of non-native English-speaking teachers (NNESTs) has also exceeded that of native English-speaking teachers (NESTs) (Kachru, 1996; Canagarajah, 1999). In order to exemplify this current situation in the field of TESOL (teaching English to speakers of other languages), Braine (2010) presented a recent estimate of the British Council that the number of English as a second language speakers is about 375 million while that of English as a foreign language speakers is approximately 750 million and then highlighted that “There is little doubt that the majority of English teachers are non-native speakers (NNSs) because these vast numbers of second and foreign language speakers would be taught mainly by indigenous NNS English teachers” (p.3).

Since NNESTs constitute the majority of English language teachers worldwide, empirical research is worth being conducted to identify their actual strengths and weaknesses, roles in and contributions to the field of English language teaching, and address the particular challenges faced by them in different school settings. Despite the vast numbers of NNESTs worldwide in the field of TESOL, issues relating to them were not adequately discussed or investigated until the last two decades. Ārva and Medgyes (2000) attempted to explain the reason behind this neglected research interest in NNESTs by stating that:

the language teaching profession was for a long time regarded as a monolithic bloc. For various reasons, the mere existence of non-native speaking teachers of English as an entity different from native-speaking teachers was called into question. As a consequence, their specific needs, constraints and benefits went largely unnoticed despite the fact that the overwhelming majority of teachers worldwide were non-natives....This reluctant attitude towards the recognition of the non-native teacher stems from the fact that its superordinate, the non-native speaker, was held in disregard. (pp. 355 - 356)

As pointed out by Ārva and Medgyes (2000), this situation primarily stems from the native speaker/non-native speaker dichotomy based on a monolingual bias which was predominant in TESOL and applied linguistics in that non-native speakers of English were compared with and regarded inferior to native speakers of English in terms of their language knowledge and performance. Thus, native speakers had for long had a privileging status and authority as both teachers and users of English over non-natives simply because of their nativeness (Phillipson, 1992; Medgyes, 1994; Mahboob, 2010; Braine, 2010).

Nevertheless, ever since the pioneering publication of Robert Phillipson in 1992 which challenged the belief that “the ideal teacher of English is a native speaker” and Peter Medgyes in 1994 which was one of the first works to concentrate on the issues

concerning NNESTs, there has been a growing surge of interest in topics regarding NNESTs among scholars (Moussu & Llurda, 2008; Braine, 2010; Ma, 2012a).

One of the most crucial areas of research is to investigate and identify the NNESTs' perceptions of and attitudes towards themselves and their counterparts, NESTs. There is no doubt that whether native or non-native speaker, teachers themselves play an essential role in language teaching and learning processes. Therefore, investigating teachers' self-perceptions is of great significance since the way how they view themselves might often impact their pedagogical choices and practices (Samimy & Brutt-Griffler, 1999; Borg, 2003).

Beijaard, Verloop, and Vermunt (2000) also stated that teachers' content knowledge they teach, pedagogical knowledge of how to teach and their ability to build rapport with learners are effective in forming teachers' perceptions concerning their professional identity.

Another important reason for examining NNESTs' self-perceptions and attitudes is that some practitioners, administrators and learners still tend to hold the belief that native- English speaking teachers are better teachers even though the hegemony of the native speaker ideal and the NS/NNS distinction have been widely questioned and criticized by many researchers by examining various stakeholders' perspectives and behaviours so far (Paikeday, 1985; Rampton, 1990; Davies, 1991; Phillipson, 1992; Medgyes, 1992,1994; Tang, 1997; Cook,1999; Holliday, 2015;Boonsuk & Ambele, 2020). This phenomenon has resulted in "NNESTs being considered second citizens in the field of TESOL" (Ma, 2012b, p.280), students' concerns about the credibility of NNESTs as English teachers, and even NNESTs' being exposed to the discrimination and inequality of opportunity in hiring and language teaching workforce.

As a consequence of this reality in the field of English language teaching, some studies demonstrated that NNESTs suffered from the feelings of such as inferiority, inadequacy and low level of self-confidence in teaching and language abilities (Llurda &



Huguet, 2003; Bernat, 2008; Selvi, 2010; Swearingen, 2019; Lawrence & Nagashima, 2020).

In order to help NNESTs, who constitute the majority of English language teachers in L2 contexts (Moussu & Llurda 2008), develop self-awareness of their strengths and weaknesses and tackle with the linguistic, pedagogical and institutional challenges faced by them, NNESTs' self and other, NESTs, perceptions are worthy of extensive research.

### **Statement of the Problem**

Given that globally over 80 per cent of English language teachers are estimated to speak other languages rather than English as their first or second languages (Canagarajah, 1999), representing the great amount of language teaching workforce, there has been a growing research interest in NNESTs and their self-perceptions in order to address the institutional, professional and linguistic challenges they are likely to encounter in the contexts of ESL and EFL. Earlier studies concerning NNESTs' self-perceptions have concentrated mostly on their English language proficiency and the influence of their language proficiency on teaching behaviours (Reves & Medgyes, 1994; Tang, 1997; Llurda & Huguet, 2003).

On the other hand, some studies have examined how NNESTs perceive their strengths and weaknesses as English language teachers (e.g. Ârva & Medgyes; 2000; Tatar & Yildiz, 2010; Ulate, 2011) but studies that investigate NNESTs' perceptions of their native counterparts are rare (e.g. Reves and Medgyes, 1994; and Tang, 1997) particularly in the EFL contexts such as Turkey where English language has been mainly taught by Turkish teachers of English whose mother tongue is mostly Turkish and learned English at schools in Turkey (Tatar & Yildiz, 2010; Ma, 2012b).

However, over the last decade the number of teachers from inner and outer circle countries that are hired as language teachers at different school levels has extensively increased in Turkey but a few years ago these teachers were recruited only by some private institutions (Tatar & Yildiz, 2010). This shift in the employment of English language

teachers in Turkey has resulted in both the frequent encounter of Turkish teachers of English with those from the native-English speaking countries and exposure to aforementioned discrimination against in employment opportunities.

Therefore, there is a need of research on how NNESTs perceive both themselves and NESTs as language teachers and what attitudes NNESTs hold towards the status of being native/non-native English-speaking teacher in Turkey. In addition, investigating NNESTs' perceptions is of great significance because as Tatar & Yıldız (2010) pointed out, "the strengths of NNESTs are still somewhat unknown or might be underestimated – especially in the context of Turkey" (p.116).

### **Aim and Significance of the Study**

This study attempts to investigate how non-native English-speaking teachers in Turkey perceive themselves and their colleagues, native English speaking teachers regarding aspects of English language proficiency and language teaching abilities, and also discover what attitudes non-native English-speaking teachers hold towards their status of being non-native English teacher and native English teachers in terms of English proficiency and teaching abilities.

Investigation of teachers' self-perceptions and attitudes are of great significance because what and how they think of themselves might influence the way they teach (Borg, 2003). Furthermore, as previously mentioned, in TESOL language teachers are labelled in two ways as NESTs, "individuals who were raised speaking English as their first language (L1) and grew up in English speaking communities" and NNESTs, "bilingual or multilingual language teachers, who speak English as their second language and teach English to speakers of other languages (ESOL) in either their own home countries where they share the same mother-tongue (L1) of their students, or in English speaking countries (e.g. US, Canada, UK) where they have a diverse student makeup with many different first languages in their classes " (Farrell, 2015, p.80).

Unfortunately, due to teachers' being labelled as non-native English-speaking teachers along with the native speaker ideal deeply ingrained in ELT as the goal of language teaching/learning (Holliday, 2005), various stake holders (learners, administrators, learners' parents, and even teachers themselves) tend to hold negative perceptions about NNESTs over NESTs regarding their language competence and the quality of pedagogical skills.

However, since the first attempts to discuss issues concerning NNESTs in TESOL (Phillipson, 1992; Medgyes, 1994; Braine, 1999), a growing number of studies have been carried out to present a better understanding of those teachers' strengths and challenges in and appreciate their contributions to the field of ELT. Despite this, there is no doubt that NNESTs have been still suffering from a lack of self-confidence in their linguistic and professional skills and discrimination against in hiring policies on the basis of their first language (Llurda & Huguet, 2003; Moussu, 2006; Llurda, 2009a; Ma, 2012b; Farrell, 2015).

Furthermore, recent scholarship has exponentially placed more emphasis on new conceptual approaches and critical theoretical perspectives to better understand the multifaceted and complex nature of teachers' linguistic and professional identity (re)construction taking into account social/contextual identity categories along with personal and professional traits in relation to non/nativeness. In line with these alterations in approaches and perspectives to understanding processes of teachers' identity construction, new paradigmatic models such as Global Englishes (World Englishes), English as an International Language, English as Lingua Franca, translanguaging, multilingualism have been long adopted to "explore the linguistic, sociolinguistic, and sociocultural diversity and fluidity of English use and the implications of this diversity of English on multifaceted aspects of society, including TESOL curricula and English language teaching practices" (Rose et al., 2021, p. 158 as cited in Selvi, Yazan & Mahboob, 2024 ). For these reasons, in a world with these novel theoretical lenses offered to examine issues around NNESTs and NESTs, it is essential to explore teachers'

perceptions and attitudes with regard to their linguistic and professional identities to determine if, and to what extent, the idealized native speaker norms influence and shape NNESTs' perceptions of their own and NESTs' professional legitimacy and language proficiency.

Thus, this study will contribute to a better understanding of both NNESTs and NESTs from the perspectives of NNESTs in Turkey and encourage NNESTs to reflect on their own language and teaching abilities as well as those of NESTs by adopting a critical lens. In addition, this study will enable NNESTs to make them aware of their strengths and weaknesses, appreciate their own value, and improve their teaching performance by comparing their perceptions of NNESTs and NESTs on both linguistic and pedagogical grounds.

### **Research Questions**

The present study first aims to examine what the perceptions of non-native English-speaking teachers, who teach English as a foreign language at state universities in Turkey, are of themselves and native English-speaking teachers in terms of English language proficiency and teaching skills, and second what the attitudes of non-native English-speaking teachers are towards themselves as NNESTs and NESTS regarding linguistic and pedagogical abilities. In order to present an in-depth investigation of perceived strengths and weaknesses of and attitudes to NNESTs and NESTs from the perspective of NNESTs working at Turkish state universities, the following research questions are formulated:

- 1) How do non-native English-speaking teachers in Turkey perceive themselves in terms of English language proficiency and teaching skills?
- 2) How do non-native English-speaking teachers in Turkey perceive native English-speaking teachers in terms of English language proficiency and teaching skills?

- 3) What attitudes do non-native English-speaking teachers hold towards themselves and native English speaking teachers regarding aspects of the role of English nativeness, linguistic and pedagogical competencies in English language teaching?

### **Assumptions**

Considering the research problem under investigation and the scope of this study, it is assumed that the Likert scale questionnaire to be used to gather quantitative data of the study and open-ended questionnaire to be employed for the qualitative data of the study will elicit reliable responses to the research questions of the study and yield an in-depth account of NNESTs' beliefs and perceptions with regard to the problem of the study.

Accordingly, it is also assumed that the participants will be able to fully understand and honestly rate five-point Likert scale statements in the questionnaire and will have sufficient knowledge and experience to honestly provide information necessary to answer the open-ended questions.

Furthermore, it is assumed that the participants are willing to participate in the study because they are informed that their participation is entirely on a voluntary basis and they could withdraw their consent at any time during the study.

In order to encourage the willingness to participate and the straightforwardness in the study, the participants are made sure that the anonymity and confidentiality will be strictly protected throughout all stages of the research cycle.

Another assumption is that the participants' demographic profile will include the followings: gender, age, first language and level of Turkish proficiency, perceived status as NNEST and NEST, level of English proficiency, academic degree, length of teaching at universities, experience to visit any English-speaking country, and the number of NESTs the participants had.

## Limitations

This study has potential limitations. One of the limitations is related to its context where the study is to be conducted. As the present study focuses on the perceptions of English teachers who identify themselves as Turkish nonnative speaker of English and teach English as a Foreign Language at state universities in Turkey, other studies can focus on a larger sample and examine the perceptions of English teachers who identify themselves as nonnatives speaker of English, and work as expatriates at both state and private higher education institutions in Turkey.

The second limitation concerns the participants of the study in that the findings of the study are limited to the number of NNESTs participating in the study, which might reduce the generalization of study results.

Third limitation is related to the method of the study. As Watson-Todd and Pojanapunya (2009) pointed out that stated attitudes might not match the actual behaviours of people, self-reported data might contain several potential sources of bias and prejudice. The current study is based on data gathered through NNESTs' reporting their own perceptions and attitudes rather than direct observations of their language and teaching skills in the teaching environments. This situation might result in some validity problems. However, to mitigate the potential drawbacks of self-reported data, the study utilizes both qualitative and quantitative research techniques for data collection.

## Definition of the Terms

The key terms that will be employed throughout the present study are clearly defined as in the following:

**Native speaker:** "a NS of a language is one who speaks the language as his/her first language" (Braine, 2010, p.9).

**Nonnative speaker:** "a NNS is one who speaks a language as his second or foreign language" (Braine, 2010, p.9).

**Native English-Speaking Teacher:** “Native English-Speaking ESL/EFL Teacher. An ESL/EFL teacher whose first language is English” (Moussu, 2008, p. viii)

**Non-Native English-Speaking Teacher:** “Non-Native English-Speaking ESL/EFL Teacher. An ESL/EFL teacher whose first language is not English. In EFL settings, the NNESTs’ first language is often that of the EFL students” (Moussu, 2008, p. viii).

**English as a Foreign Language:** English is taught to people whose first language is not English and who live in a country where English does not have any “official status or a recognized function within a country” but is learnt for “a variety of different purposes in mind, for example, travel abroad, communication with native speakers, reading of a foreign literature, or reading of foreign scientific and technical works” (Stern, 1983, p.16).

**Perception:** “Man's primary form of cognitive contact with the world around him and all conceptual knowledge is based upon or derived from this primary form of awareness” (Efron, 1969, p.137)

**Attitude:** “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” (Allport, 1935, p. 810 as cited in Skliar, 2014, p.18).

## **Chapter 2**

### **Literature Review**

This chapter aims to present the theoretical background of the current study, and a review of previous studies relating to the focus of the study. First, the definitions of perception and attitude are given and they are considered as core concepts for this study since the goal of the current study is to explore NNESTs' perceptions of and attitudes towards themselves and NESTs. Then, the hegemony of native speaker and the NS-NNS divide, which is theoretically based on the idealized native speaker notion, are mentioned with reference to studies conducted. Voices raised against the superiority of native speaker over nonnative so as to support professional acknowledgement and empowerment of NNESTs are examined under the title of non-native speaker movement. After that, research about the strengths and weaknesses of native and nonnative English speaking teachers is presented to show what results researchers and scholars have obtained about the characteristics of two groups of teachers, NESTs and NNESTs, out of their investigations so far. Finally, studies regarding NNESTs' self-perceptions are reviewed in detail in order to gain a better insight into the present status of the phenomenon under investigation.

#### **Defining the Concepts of Perception and Attitude**

Language learning and teaching is a complex process that is influenced and characterized by a great variety of factors which are brought to the learning/teaching context by both learners and teachers. As the present study focuses on teachers, teachers' involvement in the processes of language learning and teaching is to be dealt with here. It is an uncontested fact that teachers play a pivotal role in instructional settings because they are "active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs" (Borg, 2003, p.81). Likewise, Varghese et al. (2005)



highlighted the essential role of teachers in language teaching and learning by stating that:

in order to understand language teaching and learning, we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them. (p. 22)

Therefore, it is significant to be aware of the fact that teaching approaches adopted and instructional decisions made by teachers throughout their careers are influenced and informed by their individual ways of responding to situations and attributing meaning to the world around them.

Perception and attitude are two significant concepts that are adopted to explain the mental processes that human beings are involved in to make sense of, organize and interpret the surrounding environment. Even though these two constructs, along with others such as beliefs, conceptions, perspectives, seem to be used interchangeably and synonymously within the literature (Hung, 2011), they define and describe different conceptualizations.

Efron (1969) defined perception as “man's primary form of cognitive contact with the world around him and all conceptual knowledge is based upon or derived from this primary form of awareness” (p.137). It can be understood from this quotation that perceptions are conceptual constructs that are formed in an effort to understand, organize and interpret the external information.

On the other hand, attitude is defined as “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” (Allport, 1935, p. 810 as cited in Skliar, 2014, p.18). Attitudes can be described as an individual's positive or negative feelings or thinking tendencies directed towards certain people and situations that are likely to influence and transform his behaviours or evaluations.

Perceptions and attitudes are closely intertwined concepts as one's perceptions of a certain object or situation might be strongly determined by his attitudes towards the same object and situation. That is why investigating teachers' perceptions regarding their identities as NNESTs versus NESTS along with their attitudes towards their own perceived/ascribed status as NNESTs versus NESTS is of utmost significance as it might yield a better understanding of the issues related to NNESTs in Turkey and enable teachers to develop and sustain their awareness of their own strengths and weaknesses.

### **The Native Speaker Ideal**

In applied linguistic and TESOL literature, native speakers have been in a privileged status and frequently regarded as the only ideal and authentic models of the language. It has also been associated with the Chomskyan notion of the "idealized native speaker-hearer" contributing to the development of cognitive-oriented concepts such as Selinker's (1972) "interlanguage" and "fossilization" which have been long dominant in second language acquisition (SLA) research (Selvi, 2014). Mahboob (2010) pointed out "this examination of the terms "interlanguage" and "fossilization" reveals a hidden ideology that privileges the native speaker. "Interlanguage" and "fossilization" imply that the goal of a second language learner is to be just like a native speaker and that if one does not achieve this goal then s/he has fossilized" (p.4).

In a similar vein, examining some fundamental concepts in Second language acquisition (SLA) research critically and calling for a reconceptualization of SLA research in their seminal work, Firth and Wagner (1997) suggested that idealization of native speaker led to "an analytic mindset that elevates an idealized "native" speaker above a stereotypicalized "nonnative," while viewing the latter as a defective communicator, limited by an underdeveloped communicative competence" (p.285).

In addition to describing learners and their language competence in terms of the native speaker norms, theories and approaches about language learning and teaching were widely influenced by the native speaker norms and criteria, particularly in the 1960s

when great emphasis was placed upon the learners' development of oral skills in second and foreign language (Llurda & Huguët, 2003).

In other words, the native speaker model was used as a measure of competence because the native-like proficiency was the ultimate goal for language learner to reach. As a result of this, learner's performance was constantly compared with that of native speaker and she/he was considered competent in language to the extent his/her performance seemed to be close to the native speaker model (Mahboob, 2010). Rajagopalan (2004) stated that the native speaker norms were also used to determine whether the educational decisions taken by policy makers, the effectiveness of methods adopted, and authenticity of the materials used by teachers enabled the learners to reach the ultimate goal of language pedagogy, which is the native speaker norms.

Besides, it was a widely held assumption that NESTs who are born in English speaking countries are better at understanding the pedagogy concerning language teaching and putting it into practice than NNESTs as "native-speaker teachers represent a 'Western culture' from which spring the ideals both of the English language and of English language teaching methodology" (Holliday, 2005, p.6).

In his publication of *Linguistic Imperialism* in 1992, Phillipson also used the term native speaker fallacy to describe this assumption that "the ideal teacher of English is a native speaker" and Maun (2012) maintained that "this term was coined as a reaction to the tenet created at the 1961 Commonwealth Conference on the Teaching of English as a Second Language in Makerere, Uganda, which stated that the ideal teacher of English is a native speaker" (p.2).

Furthermore, this perceived superiority of the English native speakers over non-native speakers led to the formation of commonly held assumption among different stakeholders that NESTs are better teachers than NNESTs regardless of the adequacy of their professional qualities, just because of their privileged cultural and geographical backgrounds against that of NNESTs' marginalized identities and abilities (Jenkins, 2005; Holliday, 2009; Rudolph, 2019).

Consequently, idealization of the native speaker and conforming to the native speaker norms for ELT policies and practices have extensively influenced ELT profession all around the world so far and particularly created a number of challenges for NNESTs to deal with both in the workplace and in their lives (Maun, 2002; Llurda & Huguet, 2003; Moussu, 2006; Mahboob, 2010). For instance, research demonstrated that NNESTs were discriminated against in ELT workforce and were less recruited than NESTs by school administrators or employers as being a native English speaker was regarded as an important criterion in job advertisements in order to be hired (Braine, 1999; Clark & Paran, 2007; Farrell, 2015; Liu, 2018; Lowe and Kiczkowiak, 2021).

As aforementioned, “English teachers are evaluated by their first language rather than their teaching experiences, professional preparation and linguistic expertise” (Ma, 2012b, p.2). However, the privileged position of the English language native speaker in ELT profession has been widely criticized and questioned by many scholars (Phillipson, 1992; Widdowson, 1994; Medgyes, 1994; Braine, 1999) because strictly following “so-called native English speaker norms” is impractical especially in EFL settings and also fails to address the reality of non-native English speakers around the globe with a wide range of cultural, social, linguistic and ethnic differences (Rajagopalan, 2004; Holliday, 2006; Hall, 2012; Sadeghpour & Sharifian, 2017).

Kramsch (1998) also explained that an increasing number of interactions in English are between learners from different cultural and social backgrounds and suggested that it is better to develop a foreign language pedagogy in which learners are encouraged to appreciate their own social and cultural repertoires and adapt themselves appropriately to crosscultural interactions than employing language teaching methods and adopting assessment criteria based on monolingual norms in EFL classrooms.

### **The Native Speaker – Nonnative Speaker Divide**

The dominance of Chomskyan notion “idealized native speaker-hearer” in mainstream SLA research has resulted in native speakers’ being viewed as the only

reliable source of target language and being taken as a reference for measuring learners' language proficiency by scholars in applied linguistics and professionals in TESOL.

In addition to this, there is another common belief based on the idealization of the native speaker in the field of ELT that "the ideal teacher of English is a native speaker", which means that only the native speakers know best how English language should be taught. This belief was first named by Phillipson (1992) as the "native speaker fallacy" which indicates the notion that the ideal teacher is a native speaker of the language is unscientific and inappropriate. These assumptions that have been widely adopted by different stakeholders in ELT have led to a distinction being made between native speakers and nonnative speakers of English language.

Therefore, first it is essential to mention who these two labels refer to. Braine (2010) defined NS and NNS in simplistic terms stating that "a NS of a language is one who speaks the language as his/her first language; accordingly, a NNS is one who speaks that language as a second or foreign language" (p.9). However, he also contended that the NS/NNS distinction is not as simple as just presenting one-sentence definition for each category, because there is no doubt that both terms "native speaker" and "nonnative speaker" have been differently perceived by ELT stakeholders. Braine (2010) stated that:

the term "native speaker" undoubtedly has positive connotations: it denotes a birth right, fluency, cultural affinity, and sociolinguistic competence. In contrast, the term "nonnative speaker" carries the burden of the minority, of marginalization and stigmatization, with resulting discrimination in the job market and in professional advancement. (p.9)

The term native English speaker is frequently associated with positive assumptions while its counterpart nonnative English speaker is considered as something negative.

Likewise, Matsuda (2001) attempted to explain how being native or being nonnative is perceived:

it cannot be the combination of the prefix non- with a human referent that bothers them, especially if you consider examples such as nontraditional students,

nonsmokers, noncriminals, and nonfascists. It is not really the non- part that people find unfortunate. For nonnative to be a pejorative term, its counterpart would have to be positive. Nonnative is unfortunate because native is supposed to be fortunate. Nonnative is marked, whereas native is unmarked. Non-native is marginal, and native is dominant. Nonnative is negative, and native is positive. (pp. 3-4)

Despite the traditional heavy reliance on the native speaker as a model and goal of language learning in the field of TESOL, some scholars have not only questioned the term native speaker and its pervasiveness among language professionals but also discussed whether it is appropriate to divide English teachers into two separate categories as NESTs and NNESTs.

One of the first researchers to challenge the privileged status of native speaker was Paikeday (1985) who argued in his work *The native speaker is dead* that the native speaker 'exists only as a figment of linguist's imagination' (p.12) and offered the term 'proficient user' of a language to define people who are able to use it successfully.

Similarly, Rampton (1990) argued that "being born into a group does not mean that you automatically speak its language well" (p.98) and suggested the term 'expert speaker' to refer to all successful users of a language.

On the other hand, Davies (1991) also focused on the native speaker issue and questioned whether a second language learner might end up becoming a native speaker of the target language. He concluded that second language learners can also gain the same mastery at the target language as native speakers do.

Furthermore, Davies (2003) argued that the notion of native speaker is too complicated to give its precise definition because it was demonstrated that "linguistic identities are complex, dynamic, relational, dialogic, and highly context-dependent" (as cited in Moussu and Llorca, 2008, p.316.).

Moussu and Llorca (2008) emphasized the importance of understanding social factors that might influence a speaker's being perceived as a NEST or NNEST:

it is necessary, then, to recognize the importance of a speaker's acceptance by a community as one of its members, as it is what will ultimately be determining the social recognition of the NS/NNS identity. This social recognition is often based on judgements of the speakers' accent....If the speaker's accent is different from the listener's, and this listener cannot recognize it as any other 'established' accent, the speaker will be placed within the non-native speaker category (p.316).

Therefore, it appears to be inappropriate to label a group of speakers as native speakers or non-native speakers without taking into account social recognition and judgements of the speaker's accent.

Kachru (1992a) also explained the inappropriateness of this categorization suggesting that dividing speakers of English as NSs and NNSs are not linguistically and practically acceptable particularly in a world of English where it is now used for a great variety of purposes by people from different linguistic backgrounds.

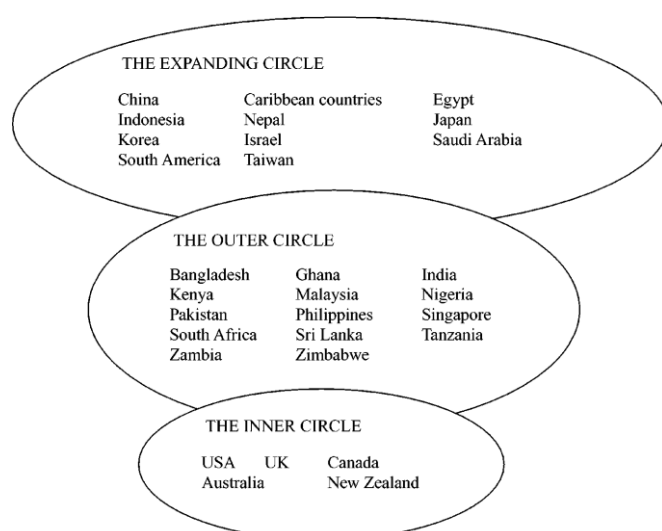
In order to provide a better understanding of worldwide spread of English and how it went through a linguistic process of contact with diverse languages in different contexts resulting in the development of local varieties of English which Kachru called as *World Englishes* himself, he (1988) introduced a concentric circle model which represents the relationship of English with its speakers around the world. In this model, the inner circle consists of the countries with approximately 320–380 million speakers where English is traditionally spoken as the primary language of the community while the outer circle refers to the regions with an approximate number of 150– 300 million speakers which were previously colonized by some of inner circle countries or where English has gained an institutional status. On the other hand, the expanding circle represents the countries with about 100–1000 million speakers where English is learned and used particularly as a foreign language (Crystal, 1997 as cited in Bhatt, 2001).

Hence, he opposed the idea of an *us* (native speakers) and *them* (nonnative speakers) dichotomy and instead he put an emphasis on *WE-ness* among the users of different varieties of English which is World Englishes (Kachru, 1992b).

In order to illustrate this phenomenon, Kachru (1986) also suggested the concept of 'nativization' which is “ the process by which English has indigenized in different parts of the world, and developed distinct local forms determined by local norms” (as cited in Phillipson, 1992, p.14) and argued that imposing the native speaker norms on learners in countries where English has already adapted itself into the needs of its users and embraced new local alternatives replacing the native ones is an ethnocentric and unscientific endeavour.

### Figure 1

*The Concentric Circle Model (as cited in Bhatt, 2001, adapted from Kachru (1997))*



Meanwhile, some other scholars have also problematized the term non-native English speaking teachers and criticized the development of a dichotomy in the field of TESOL between NESTs and NNESTs.

Phillipson (1992) challenged the assumption of Anglo-American ELT world that a teacher can merely be considered adequately qualified to teach English provided that he/she has the native speaker competence and pointed out that it is the prerequisite to hold the necessary teacher qualifications so as to be regarded as qualified enough to teach any language stating that:



none of these virtues is impervious to teacher training. Nor is any of them something that well trained non-natives cannot acquire. Teachers, whatever popular adages say, are made rather than born, many of them doubtless self made, whether they are natives or non-natives. The insight that teachers have into language learning processes, and into the structure and usage of a language, and their capacity to analyse and explain language, definitely have to be learnt—which is not the same as saying that they have to be taught, though hopefully teaching can facilitate and foster these qualities. (p.14)

Similarly, Bhatt (2001) argued that the native/nonnative distinctions are governed by some sort of ‘intellectual imperialism’ which is particularly based on the idealized language use of a monolingual and monocultural speech community and so the idea of native/nonnative dichotomy results in “the illusion of linguistic communism” and disregards the cultural, historical, regional and functional realities of language use and acquisition in new sociolinguistic contexts (p.539).

On the other hand, Maum (2002) highlighted the importance of understanding whether suggesting a division based on their nativeness between teachers is a thing that should be either encouraged or deterred:

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

This set of assumptions and views differing about the validity and appropriateness of labelling speakers of English as NESTs/NNESTs and concerns about the potential consequences of a distinction created among teachers of English have encouraged some researchers to focus more on NNESTS to shed light on the issues concerning them.

Furthermore, there has been an exponential growth in the number of English as a second language speakers, that is about 375 million, and English as a foreign language speakers, which is approximately 750 million (Braine, 2010). This unrivalled spread of English throughout the world has led to the fact that in the contexts of teaching ESL or EFL worldwide, the number of NNESTs has exceeded that of NESTs (Kachru, 1996; Canagarajah, 1999). Recent data demonstrates that “80% of the 15 million English teachers worldwide (or around 12 million) are NNESTs (Freeman et.al. 2015)” (as cited in Floris & Renandya, 2020).

Thus, NNESTs have had a strong presence in the field of TESOL, which motivated many scholars to explore issues concerning NNETS such as their strengths and weaknesses, acknowledging their contributions to TESOL profession, challenges they face in their workplace and lives, and possible steps to be taken for their professional empowerment.

### **Surge of Interest in Nonnative English Speaking Teachers (NNESTs): Nonnative Speaker Movement**

Due to the unprecedented shift in the ownership of English and the increasing number of NNESTs in TESOL throughout the world, there has been a greater focus placed upon NNESTs within the literature of TESOL and applied linguistics in order to attain a world-wide recognition of the issues and problems associated with them. This increasing interest is currently seen as a movement (Braine, 2010; Mahboob, 2010).

Braine (2010) considers that the colloquium titled “In Their Own Voices: Nonnative Speaker Professionals in TESOL”, which was organized by him at the 30<sup>th</sup> Annual TESOL Convention held in Chicago in 1996, led to the birth of the nonnative speaker movement. Two years after that conference, in 1998 the Non-Native English Speakers in TESOL (NNEST) Caucus was established by him as the chair and his colleagues as it was first proposed to be set up during the discussions at the colloquium in 1996 (Braine, 2010). NNEST Caucus generally aimed to support and empower the practices of English

teaching and learning worldwide by taking into account the language rights and needs of individuals. Braine (2010) listed the specific aims of Caucus as in the following;

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

In 2008, the NNEST Caucus became the NNEST Interest Section of the TESOL organizations. With these goals in mind, the establishment of Caucus/Interest Section has significantly contributed to the validation and empowerment of NNESTs in the face of discrimination, the professionalization of TESOL field and the encouragement of NNESTs in both TESOL and ESL/EFL contexts, and led to the increasing interest in academic research and publications on NNS issues (Braine, 2010; Mahboob, 2010; Brady, 2018).

In addition to this, Mahboob (2010) states tha the NNEST movement is not the sole movement on its own that represents the voices against the monolingual hegemony in applied linguistics and TESOL and emphasizes the significance of adopting a NNEST lens to issues related to NNESTs because it has gradually developed and in some occasions collaborated with other relevant movements in applied linguistics, such as critical applied linguistics and World Englishes. These two scholarships and the NNEST movement turn out to share the common goals of raising an awaressness of 'issues of equality between NESTs and NNESTs', 'legitimiz[ing] and empower[ing] non-Anglo users of English', better understanding the NNESTs' role in and contribution to the field (p.7).

## **Research into NNESTs and NESTs**

In their article 'Non-native English-speaking English language teachers: History and Research', Moussu and Llurda (2008) examined the studies and publications conducted on NNS issues under the four headings;

1) research focusing on teacher education in ESL and EFL settings; a significant body of research aims to investigate the issues regarding students who travel to English-speaking countries to attend various TESOL programs and most of whom are nonnative English speakers. Furthermore, this line of research focuses on examining the content of TESOL training programs and understanding whether the curriculum of these programs is adequate enough to equip NNS with necessary professional knowledge and practices and address their needs.

2) research focusing on advantages and disadvantages of native and nonnative English speakers in the ESL and EFL classroom; over the last two decades there has been a growing number of publications conducted to explore the differences between NNSs and NSs as well as strengths and weaknesses of them. While some of these studies have investigated the different aspects of NNSs and NSs in the ELF/ESL settings from the perspectives of various stakeholders such as students and TESOL practicum supervisors, others have attempted to find out self-perceptions of NNESTs, student-teachers and teacher educators regarding the strengths and weaknesses of NNESTs and NESTs.

3) research focusing on attitudes and beliefs of ESL and EFL students. This line of research has been concerned with how students perceive their NNESTs and NESTs.

4) research focusing on beliefs and practices of intensive English program administrators. Some research has been conducted to explore the administrators' and recruiters' perspectives regarding NNESTs and NESTs and also reveal the issues that might influence their hiring policies for English language teachers in ESL and EFL contexts.

Likewise, in his book 'Nonnative Speaker English Teachers: Research, Pedagogy, and Professional Growth', Braine (2010) first reviewed studies on self-perceptions of NNESTs, second strengths and shortcoming of NNESTs and finally students' perceptions of NNESTs.

Moreover, in order to collect data regarding the issues of NNESTs/NESTs from different stakeholders in ELT, a great variety of research methods and designs have been adopted, ranging from surveys, questionnaires, in-depth interviews, classroom discussions and observations to autobiographical narratives, case studies, and large-scale studies.

On the other hand, for the present study, studies comparing NNESTs and NESTs in terms of their strengths and weaknesses based on different stakeholders' perspectives such as NNEST or NEST teachers, students, administrators in the literature will be first reviewed. After that, studies specifically focusing on NNESTs' perceptions of themselves and their counterpart, NESTs will be examined as the scope of the study is to explore how NNESTs in Turkey perceive themselves and NESTs and what attitudes they hold toward their status as NNESTs and that of NESTs. Therefore, looking into the issue of NNESTs and NESTs from the eyes of Turkish teachers of English language is of utmost significance in the present study.

### **Research into Strengths and Weaknesses of NNESTs and NESTs**

One of the most influential scholars to have seriously challenged the idea that the NESTs are better at teaching English than NNESTs was Phillipson (1992). He stated that "NS abilities could be instilled in NNS through teacher training, that NNS of a language have undergone the process of learning a (second) language and are therefore better qualified to teach the language, and that language teaching is no longer synonymous with the teaching of culture, and thus could be taught by teachers who did not share the same culture as the language they taught" (as cited in Braine, 2010, p.3).

Likewise, in his work *ELT: The native speaker's burden*, Phillipson (1996) put an emphasis on the undisputed capacity of NNESTs to become effective ESL teachers thanks to their own process of language learning/use, which enables them to understand their students' needs, and predict the linguistic challenges they are likely to face during the process of language learning beforehand.

Another prominent scholar, actually one of the first to focus on NNESTs in such a detail, was Peter Medgyes who was himself a NNS from Hungary. In his paper *Native or non-native: who's worth more?*, Medgyes (1992) suggested that "NESTs and NNESTs use English differently, and therefore teach English differently" and argued that "the missing link is to be found in the non-natives' deficient English language competence; it is precisely this relative deficit that enables them to compete with native speakers, particularly in a monolingual ELT setting" although most of the perceived difficulties by NNESTs were related to their language competence (p.346). In other words, NNESTs' difficulty in a specific area might turn into a unique advantage over their counterpart.

Therefore, regarding the strengths of NNESTs, Medgyes (1992) suggested that (a) "Only non-NESTS can serve as imitable models of the successful learner of English"; (b) "Non-NESTS can teach learning strategies more effectively"; (c) "Non-NESTS can provide learners with more information about the English language"; (d) "Non-NESTS are more able to anticipate language difficulties"; (e) "Non-NESTS can be more empathetic to the needs and problems of their learners" ; (f) "Only non-NESTS can benefit from sharing the learners' mother tongue" (pp. 346-347).

Strengths mentioned above by Medgyes are true for NNESTs because they are also learners of English, have gone (actually still going) through the same process of language learning, and are likely to share the same mother tongue with their students. These characteristics of NNESTs can facilitate the teaching/learning process, increase their teaching effectiveness and enable NNESTs to help their students overcome the difficulties encountered.

Medgyes (1992) concluded that being a native or nonnative speaker of English does not necessarily determine a teacher's effectiveness and presented his concepts of the ideal NEST and NNEST:

*the ideal NEST* is the one who has achieved a high degree of proficiency in the learners' mother tongue;

*the ideal non-NEST* is the one who has achieved near-native proficiency in English. (pp.348-349)

In other words, Medgyes suggested that both NESTs and NNEST teach and progress with their own limitations and potentials and so the differences between them should be explored in order to allow them to reflect on their professional qualities and improve themselves.

In his book *The non-native teacher*, Medgyes (1994) delved more into the issue of differences and argued that NESTs and non-NESTs are "two different species" (p.27). He proposed four hypotheses for his claim,

1. NESTs and non-NESTs differ in terms of their language proficiency;
2. They differ in terms of their teaching behaviour;
3. The discrepancy in language proficiency accounts for most of the differences found in their teaching behaviour;
4. They can be equally good teachers in their own terms.

Table 1 below presents the findings of Medgyes' study (1994) based on data collected with three surveys from 325 teachers from 11 countries as the participants. This table compares NESTs and NNESTs in terms of their own use of English, general attitude to teaching, attitude to teaching the language, and attitude to teaching culture.

When Table 1 is carefully examined, it can be stated that significant differences were found between NESTs and NNESTs in terms of their teaching behaviour. For instance, as the strengths of NESTs they can focus more on fluency and oral skills, teach items in context and use a variety of materials, while regarding their weaknesses, they tend to be less empathetic and have difficulty in understanding the needs and challenges

of students, and hold some beliefs for teaching/learning that is considered difficult to realize.

Regarding the strengths of NNESTs it is clear that non-NESTs can benefit from the use of L1, provide learners with abundant knowledge of language by paying special attention to accuracy, and can address the learner needs and challenges more adequately. As to the weaknesses of NNESTs, they were found to be more dependent on course books, less tolerant to students' mistakes, and provide less cultural information.

Even though Table 1 below demonstrates the differences in teaching behaviour between NESTs and NNESTs, it does not mean that one group is better at teaching than another because it sheds light on the fact that NESTs and NNESTs have different advantages and disadvantages in their own ways. Medgyes (1994) made it clear by stating that "different does not imply better or worse" (p.76).



**Table 1***Perceived Differences in Teaching Behaviour between NESTs and NNESTs*

NESTs		non-NESTs
	<i>Own use of English</i>	
Speak better English		Speak poorer English
Use real language		Use 'bookish' language
Use English more confidently		Use English less confidently
	<i>General attitude</i>	
Adopt a more flexible approach		Adopt a more guided approach
Are more innovative		Are more cautious
Are less empathetic		Are more empathetic
Attend to perceived needs		Attend to real needs
Have far-fetched expectations		Have realistic expectations
Are more casual		Are more strict
Are less committed		Are more committed
<i>Attitude to teaching the language</i>		
Are less insightful		Are more insightful
Focus on		Focus on
fluency		accuracy
meaning		form
language in use		grammar rules
oral skills		printed word
colloquial registers		formal registers
Teach items in context		Teach items in isolation
Prefer free activities		Prefer controlled activities
Favour groupwork/pairwork		Favour frontal work
Use a variety of materials		Use a single textbook
Tolerate errors		Correct/punish for errors
Set fewer tests		Set more tests
Use no/less L1		Use more L1
Resort to no/less translation		Resort to more translation
Assign less homework		Assign more homework
	<i>Attitude to teaching culture</i>	
Supply more cultural information		Supply less cultural information

(Medgyes, 1994, pp.58-59, as cited in Árvai & Medgyes, 2000, p. 357)

Samimy & Brutt-Griffler (1999) conducted a study on graduate students holding Master's and Phd degrees with years of teaching experience. They found out that the participants considered themselves superior in understanding the learners' challenges in L2 resulting from their mother tongues, and more empathetic to their needs and problems they tend to face during the process of language learning.

Likewise, in their study *Native and non-native teachers in the classroom*, Arva and Medgyes (2000) demonstrated that NNESTs are better at understanding students' learning difficulties and psychological aspects of language learning than NESTs particularly in ESL contexts. Furthermore, they found out that NNESTs can be extensively appreciated by their students as they are successful language learners that frequently motivate them to learn language.

Regarding the negative aspects of NNESTs, some of the most frequently reported challenges are their English language competence (Tang, 1997; Arva and Medgyes, 2000), their excessive focus on accuracy (Medgyes, 1994; Reves & Medgyes, 1994), heavy reliance on textbooks (Samimy & Brutt-Griffler,1999) and their accented speech (Moussu, 2006).

On the other hand, NESTs' English language proficiency are thought as the most significant aspect of them because their knowledge about English gained by birth makes them superior over NNESTs (Stern, 1983). Regarding the negative aspects of NESTs, they might not be properly equipped with necessary knowledge about how to prepare and deliver classes, might lack the experience of learning any language, and have limited knowledge about the language and culture of the countries where they teach English (Widdowson, 1992; Medgyes, 1994; Arva and Medgyes, 2000).

As it can be understood from the review and discussion of the previous studies conducted on NESTs and NNESTs, each group of teachers have their own strengths and weakness that are likely to make a negative or positive impact on their teaching in the classroom so it is worth investigating NESTs' and NNESTs' experiences, challenges and perceptions as English teachers in the field of TESOL because "being an ESL/EFL

professional is no longer a question of native language or Chomskian competence, but a question of education, experience, professionalism, and maybe self-esteem” as Moussu explained (2006, p.25).

### **Research into Self-perceptions of Nonnative English Speaking Teachers**

Braine (2010) suggests that the first empirical study on self-perceptions of NNESTs was conducted by Reves and Medgyes in 1994. In their study, they collected data from 216 English teachers coming from 10 countries (Brazil, Czechoslovakia, Hungary, Israel, Mexico, Nigeria, Russia, Sweden, Yugoslavia, and Zimbabwe). About 92% of English teachers as the participants reported themselves that they were NNESTs. Reves and Medgyes aimed to investigate the following hypotheses; NESTs and NNESTs are different in terms of their teaching behaviours; these differences in teaching practice primarily result from their varying degrees of language proficiency; and their knowledge (awareness) of these differences influence NNESTs’ “self-perception and teaching attitudes” (p.354). They used a questionnaire with 23 items including both close-ended and open-ended questions. While close ended questions were used to collect data about teachers’ background and their teaching contexts, open-ended questions aimed to explore teachers’ self-perceptions and their views about the three hypotheses of the study. In terms of teaching behaviour, the teachers thought that the NESTs used “more real, unhampered natural language” (p. 360) while they are teaching English, although NNESTs tended to be “preoccupied with accuracy, more formal features of English” (p. 360), as they experience lack of fluency, and ability in using words in a more complicated way. On the other hand, NNESTs developed “deeper insights into the English language” (p. 361) and were found to be better educated, more empathetic towards their students than NESTs. Moreover, 35% of the teachers said that they seldom or never encountered a NS of English in their lives. Thirty-seven percent of the NNESTs reported that their level of English proficiency was average, poor or very poor while 84% of the NNESTs stated that they had some difficulties in English language. The most challenging areas of English

for NNESTs were reported to be vocabulary, fluency, speaking, pronunciation, and listening comprehension respectively. Most of the teachers (about 70%) admitted that their language difficulties had a negative impact on their teaching.

Considering the findings of the study, Reves and Medgyes (1994) concluded that being qualified for teaching, any experience of having been to English-speaking country, the teachers' opportunity to interact with NS of English, their being aware of professional meetings or conferences, and "some conditions under which they teach" (p. 357) would influence NNESTs' English language proficiency and consequently their self-image (as cited in Braine, 2010). In other words, as the NNESTs' command of English improves, they will become more self-confident and surer of their abilities, eventually which will allow them to adopt a more positive attitude towards themselves.

In another study carried out in Hong Kong by Tang (1997), 47 NNESTs were surveyed about their perceptions of English language proficiency of NESTs and NNESTs. The questionnaire employed in this study consisted of the items mainly asking about the advantages and disadvantages of having a NNEST or NEST for students, comparing NNESTs and NESTs in terms of their language proficiency and their different roles as teachers in the classroom. All the teachers believed that NESTs are the best in speaking, while 92% of teachers believed that NESTs are superior in pronunciation, in listening (87%), vocabulary (79%), and reading (72%) to NNESTs. On the other hand, the participants thought that NNESTs dealt with accuracy more than fluency. These findings demonstrate that NESTs are frequently regarded as the role models in English language learning because "learners can learn "accurate," "correct," "natural" English from NESTs because they provide the need and opportunity to use English in the classroom setting" (p.578). Regarding the advantages of having a NNEST for students, the teachers stated that knowing the students' mother tongue, their own process of language learning, and developing a close rapport with students inside and outside of the class thanks to the shared mother language provide them with a better understanding of learners' needs and difficulties in learning English.

Samimy and Brutt-Griffler (1999) also conducted a study that asked seventeen non-native English-speaking TESOL graduate students for their self-perceptions as prospective NNES teachers. Even though all the participants of this study were studying for a TESOL program at the time of research, some had already gained a few years' experience as teachers of ESL or EFL. The results indicated that factors that are related to students, teachers and teaching programs such as student levels/age, the goals of teaching programs, and teachers' personal or professional qualifications were considered significant to determine whether or not any teaching/learning experience would lead to successful outcomes by NNES student-teachers in this study.

This corroborates the results obtained by Liu's (1999) study, which demonstrated that the student levels (graduate students were more likely to appreciate and value NNSs than undergraduate students), teachers' ethnic backgrounds and accents, the courses taught and teaching methods adopted by NNESTs were viewed as the significant factors that might influence their instructional experiences by teachers. Furthermore, the participants in their study reported that they sometimes experienced the feelings of inadequacy and self-doubts in an ESL context as their teaching and language skills tend to be questioned more frequently there than it is when they teach in their own countries where they thought they were more easily regarded as qualified and credible language teachers.

In another study about self perception (Maum, 2003), 80 primary and secondary school teachers were asked about their opinions and experiences regarding teaching English to adult learners as native and nonnative ESL teachers. NNESTs were found to give more importance to the ESL teachers' cultural background and teaching training, and become more aware of the role of crosscultural factors in teaching ESL than NESTs. Maum's study also illustrated the surprising lack of NESTs' awareness of the unfair treatment that NNESTs face in the workplace or their lives while NNESTs directly stated that they felt frustration at the fact of their being isolated and marginalized in the ELT field.

On the other hand, in an EFL context, Llorca & Huguet (2003) asked 101 NNESTs working in primary and secondary schools about their perceived language proficiency, teaching skills and views on the NS-NNS teacher debate. Results indicate that secondary teachers rated their English skills higher than primary teachers did. Both groups of teachers perceived that they sometimes had certain difficulties using the target language, but they believed that those language difficulties did not pose any problem for their teaching. However, primary school teachers were found to be more sensitive to the impact of language difficulties on their teaching. As to the NS-NNS teacher debate, secondary school teachers adopted a more critical view about this issue and also held a more positive attitude towards NNESTs because a great number of secondary school teachers (65.6%) reported that they would hire both NSs and NNSs in equal numbers. In contrast, primary school teachers were found to be more dependent on the ideal of native speaker and so they stated that they would recruit more NESTs than NNESTs.

Likewise, Kamhi-Stein, Aagard, Ching, Paik & Sasser (2004) conducted a study with 55 native English-speaking and 32 non-native English-speaking primary and secondary school teachers to investigate how confident they feel about speaking and teaching English. The results indicated that two groups of teachers (NSs and NNSs) felt confident about their language skills but NESTs were found to give slightly more positive responses about themselves than NNESTs. The study also produced a surprising result that NNESTs rated their pronunciation and communication skills more positively than expected. In addition to this, NNESTs did not consider grammar as the only area that they felt to be the most confident in. NNESTs were also found to feel more comfortable teaching reading, listening, and speaking than teaching grammar. Kamhi-Stein et al. explained that these findings contradicting those from previous studies and expectations might result from the contextual differences.

In her doctoral dissertation, Moussu (2006) set out to investigate the working and teaching conditions of NESTs and NNESTs at Intensive English Programs and so examined the students' attitudes towards NESTs and NNESTs, the teachers' self-

perceptions about their language proficiency and teaching skills, and the administrators' beliefs about and experiences with NESTs and NNESTs. Results on NNESTs' perceptions of their English language proficiency indicated that NNESTs felt less confident particularly in the language areas of oral communication, vocabulary, writing/composition, and grammar accuracy in use even though they felt more secure than NESTs about their knowledge of grammar rules. NNESTs were also asked how comfortable they felt when teaching different skills and were generally found not to feel as comfortable as NESTs. Results demonstrated that NNESTs felt especially uncomfortable when teaching speaking, culture and writing/composition. In addition to this, NNESTs also reported that they were uncomfortable about teaching listening and reading while they felt fairly comfortable teaching grammar. In her study, Moussu also asked NNESTs about their perceived strengths and weaknesses. Their ability to understand the students' needs and difficulties and their own process of language learning were most frequently perceived as their strengths in the profession. On the other hand, "their "foreign accent" and "pronunciation" (39%), insufficient knowledge of idioms, nuances of the language, and culture, resulting in inability to recognize cultural references" (33.5%) their "lack of confidence" (27.7%), and poor knowledge of the English language (27.7%)" were perceived as the most common weaknesses by NNESTs (p. 147). Besides, Moussu's study yielded important results with regard to NNESTs' attitudes. It was found that most NNESTs thought they were good English learning models for their students while NESTs were regarded as good English-speaking role models. Results also indicated that an important percentage of NNESTs (66.67%) agreed with the statement *NNS can teach English just as well as NS* but only 33% of the nonnative teachers strongly agreed with this statement, which shows that NNESTs feel less confident in teaching English than their counterparts, NESTs.

Dogancay-Aktuna (2008) conducted a study on 21 NNEST educators in an EFL context, Turkey. They were asked to answer the questions about their status as non-native speakers of English, professional identities, and self-perceived skills. The majority

of the teachers perceived their English language skills as high, but some of them reported that they need to expand their knowledge of idioms and enhance their conversational skills in English. Furthermore, almost half of the teachers stated that they faced discrimination against their non-native status both in the workplace and in the classroom. The 29% of the teachers also considered their NNS status as a disadvantage because they believed that people in Turkey are doubtful about the English language proficiency of NNESTs. However, 43% of the teachers admitted that being NNEST in an EFL context facilitated their teaching and also helped them understand the conditions and challenges related to this context better than a NEST.

In their small-scale study, Tatar and Yildiz (2010) aimed to investigate the main concerns of NNES in-service and prospective teachers in the EFL context, their perceptions of strengths in the classroom and their views relating to the NS- NNS divide. Eight in-service teachers and forty teacher candidates were the participants of the study. Formal and informal interviews (face-to-face, or e-mail) with in-service English teachers, a focus group interview with in-service English teachers, and teacher candidate journals were employed to collect data for the study. Turkish in-service teachers reported that they had difficulties relating to hiring policies and workplace conditions in the EFL teaching context because of their status as an NNS. They stated that NNESTs are discriminated against in the hiring decisions. For instance, one of the participants complained about this inequality of opportunity in employment and stated that “they (schools) employ foreigners no matter where they are from or what kind of education background they have. Some of them are not even native speakers of English, but they just have foreign names” (p.119). The teachers also said that NESTs and NNESTs differ in their working hours, income, health insurance and other benefits provided by the schools in favour of NESTs due to the institutions’ preference of NESTs over NNESTs. Another challenge mentioned by the teachers was that the students tend to question and be doubtful about NNESTs’ language proficiency and teaching ability. In addition to this, both experienced in-service teachers and many candidate teachers reported that they are concerned about their language-



related difficulties such as lack of conversational, idiomatic language use and knowledge of the target culture, fluency and pronunciation problems. As for their strengths as NNESTs in the classroom, shared L1 and culture, going through the similar process of language learning, their perceived effectiveness in conscious study of language and providing feedback, adequate knowledge of classroom management and delivery, their dedication to the professions as English language teachers are considered as advantageous and were stated to facilitate teaching practices and students' learning process.

Skliar (2014) also focused on NNESTs' and NESTs' perceptions of themselves and each other regarding their language abilities, teaching skills, strengths and weaknesses of being a native or nonnative teacher in her doctoral dissertation. She conducted her study in the EFL context, Turkey, with teachers and students at two universities. Unlike other studies in the literature, she divided NNESTs into two categories, Local NNESTs (which are Turkish teachers of English) and Expatriate NNESTs (foreign NNESTs from the countries of outer or expanding circles) and examined them separately. Since the focus of the present study is to investigate the perceptions of Turkish non-native English-speaking teachers, the results related to local NNESTs from Skliar's study are reviewed. Results showed that sharing the same culture and language (as their mother tongue) with the students, better understanding the students' needs thanks to the teachers' own experience of language learning and their knowledge of grammar were seen primarily advantageous in language teaching by Turkish NNESTs. Besides, the teachers' familiarity with the practices of foreign language teaching in Turkish educational system from their previous experiences as students was reported to enable Turkish NNESTs to predict the students' problems, be more aware of their learning habits and preferences, and build a better relationship with the students. On the other hand, when Turkish NNESTs were asked about their weaknesses, limited knowledge of cultural implications, idiomatic expressions, phrasal verbs, and collocations of the target language, lack of proficiency in speaking and pronunciation were reported mainly as their main

disadvantages in foreign language teaching. Although sharing the same language with students as native language was regarded as one of their strengths by Turkish NNESTs, it was also identified as a disadvantage for foreign language teaching in this study.

Like Skliar (2014), Bozoglan (2014) asked 89 NNESTs teaching English at foreign language schools of universities in different regions of Turkey how they perceived themselves and NESTs in terms of English language proficiency and teaching skills. Results indicated that knowledge of grammar and grammar teaching were seen as NNESTs' major strengths while lack of knowledge about target language culture, teaching speaking skill and target culture were respectively scored as the most problematic areas by NNESTs. On the other hand, NNESTs had positive perceptions of NESTs about speaking skill, the ability to teach target culture and listening skill, and they scored NESTs the lowest in teaching and assessing grammar and understanding the students' needs and problems. These results seem to be corroborated by the results obtained from the previous studies focusing on the self-perceptions of NNESTs (Arva & Medgyes, 2000; Medgyes, 2001; Moussu, 2006; Dogancay-Aktuna, 2008; Tatar & Yildiz, 2010; Skliar, 2014).

Similarly, Sezgin and Önal (2021) examined the non-native English speaking instructors' perceptions of NESTs and NNESTs in terms of instructional characteristics, motivation, communication, culture and testing/assessment. The findings indicated that pedagogical knowledge and teaching skills were seen as more important than being a native speaker of the target language by the participant instructors. Besides, NNESTs mentioned that they were better at understanding the students' needs, predicting and dealing with the difficulties that the students might face during the process of language learning than NESTs as non-NESTs have themselves gone through the same process of language learning. As for the weaknesses of NNESTs, NNESTs did not perceive themselves as being as good as NESTs at establishing a friendly rapport with students beyond the classroom even though NNESTs reported that they were adequately proficient in communicating in the target language. In addition to this, NNESTs believed that NESTs

were more effective than themselves in teaching pronunciation and offering students insights into the culture of the target language.

These outcomes align with the results obtained in a study carried out by Boyraz, Altınoy, and Çıtak (2018) to examine the perceptions of prospective ELT teachers regarding NESTs and NNESTs because the participants of the study believed that NESTs were better at teaching pronunciation and listening skills, providing the cultural elements of the target language, and helping learners gain fluency in speaking thanks to their high level of self confidence in using the language compared to NNESTs. The preservice ELT teachers, on the other hand, perceived NNESTs as more successful in foreseeing students' challenges and comprehending their needs in the process of language learning because of a common first language with the students.

Considering the findings of the studies reviewed here, it can be concluded that NESTs and NNEST have their own strengths and weaknesses in terms of language proficiency and teaching skills and so teachers' being native or nonnative speaker of the language cannot be regarded as the sole legitimate criterion to determine their effectiveness in teaching. However, in a world where English has turned into an international language with an increasing number of the teachers who are nonnative speakers of English, their self-perceptions about themselves and NESTs still remain under-researched particularly in the EFL contexts like Turkey. Therefore, there is always a need for further research on NNESTs, their perceptions of being a nonnative teacher and a native teacher as well as their strengths and weaknesses, and attitudes towards NESTs and NNESTs in order to raise their awareness of the role and strengths of NNESTs in the EFL context and inform teacher educators about the current situation of EFL nonnative teachers in order to take necessary steps to empower them.

## Chapter 3

### Methodology

This chapter intends to discuss the research methodology that is employed for the present study. First, it presents the research approach and design adopted in the study. Second, the research setting and participants are introduced. Then, data collection instruments and procedures are described. Finally, the chapter introduces the procedures that are followed for data analysis.

#### Research Approach and Design

##### *Mixed Methods Research Approach*

This study adopts a mixed methods research approach in order to fully address the problem and purpose of the research and obtain the data set that is essential to gain an in-depth understanding of the complex phenomenon under investigation. Creswell and Creswell (2018) defines mixed methods research:

an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the integration of qualitative and quantitative data yields additional insight beyond the information provided by either the quantitative or qualitative data alone. (pp.40-41)

As put clear by the definition, mixed methods research methodology involves the procedures for collecting, analysing, and “mixing” both qualitative and quantitative data sets in a single study to address a research problem (Creswell, 2012). Therefore, mixed methods research requires the researchers to employ both qualitative and quantitative methods for data collection and analysis. Thus, mixed methods research provides the researchers with a number of benefits to understanding the complex, dynamic, individual and social issues. For instance, as Creswell and Creswell (2018) pointed out, mixed

methods enable the researchers to answer the research questions by combining the strengths of two different methods while making up for the weaknesses of each method at the same time.

In a similar vein, Dawadi, Shrestha and Giri (2021) suggested that the quantitative part of the mixed methods research “helps a researcher to collect the data from a large number of participants; thus, increasing the possibility to generalise the findings to a wider population. The qualitative part of the mixed methods, on the other hand, provides a deeper understanding of the issue being investigated, honouring the voices of its participants” (p.27). In other words, the qualitative data contributes to the depth of the study whereas the quantitative data increases the breadth of the study. Since mixed methods research combines the advantages of quantitative and qualitative methods and minimizes the limitations of each individual method at the same time, it offers a more complete understanding of research problems and questions (Enosh, Tzafrir, & Stolovy, 2014; Maxwell, 2016; Creswell & Creswell, 2018).

The current study aims at investigating nonnative English speaking teachers’ perceptions of and attitudes to themselves and native English teachers in terms of their language proficiency and teaching abilities. For this reason, in order to gain a better and in-depth understanding of teachers’ perceptions and attitudes, which are particularly complex, context-dependent and individually constructed concepts, a mixed method research methodology is well suited to the current study.

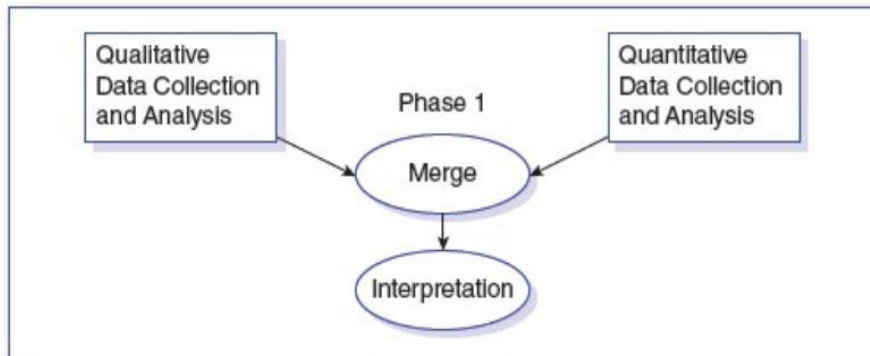
Besides, it is more appropriate for the current study to adopt a mixed research methodology because the use of qualitative research or quantitative research method alone will not be sufficient to enable the researcher to gain a comprehensive understanding of and collect more data about the problem. While the use of quantitative method provides numeric data drawn from large numbers of teachers, the use of qualitative method involves capturing teachers’ own voices and offers the detailed account of teachers’ individual experiences.

Therefore, a mixed methods research methodology seems to be the best approach for the current study to “obtain a more comprehensive view and more data about the problem than either the quantitative or the qualitative perspective” (Creswell, 2015, p.32).

### ***Convergent Design***

In the mixed methods literature, a great variety of classifications and identifications of mixed methods designs have been proposed by the researchers that employed these mixed method strategies in their mixed methods study. In spite of the use of various terms for the classification, Creswell and Creswell (2018) argued that there have been several overlaps in these types of mixed methods designs. In their book *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, they identified mixed methods designs as “three core ones” and “more complex ones”. While the convergent design, the explanatory sequential design, and the exploratory sequential design are classified as three core mixed methods designs, others such as the mixed methods experimental design, the mixed methods case study design are identified as more complicated than three core designs (p.299).

The current study is to be designed as a convergent mixed methods study. Creswell and Creswell (2018) describe this mixed method design as “a single-phase approach” in which “a researcher collects both quantitative and qualitative data, analyses them separately, and then compares the results to see if the findings confirm or disconfirm each other” (p.300). This research design is based on the assumption that “both qualitative and quantitative data provide different types of information—often detailed views of participants qualitatively and scores on instruments quantitatively—and together they yield results that should be the same” (Creswell & Creswell, 2018, p.300).

**Figure 2***Convergent Design*

(Creswell, 2015, p.54)

Within this design, both forms of data (qualitative and quantitative) are gathered at the same time to investigate the same or parallel variables, constructs, or concepts. In other words, this design combines the quantitative and qualitative datasets to obtain “two interpretations of key common questions” (Creswell, 2015, p.11). At first, the researcher collects and analyses each database separately and the results concerning the analysis of each data type are also reported separately. When it comes to the discussion section, two datasets are integrated and exposed to “side-by side comparison” in which “the quantitative results may be reported first, followed by the qualitative results. A follow-up discussion then occurs, comparing the results from the two databases by displaying them one after the other” (Creswell, 2015, p.53). After the results have been brought together in the discussion section, the researchers attempt to understand whether there is a convergence or divergence between quantitative and qualitative results. If any divergence exists, the researchers might just state these differences or discuss the possible reasons behind them (Creswell& Creswell, 2018).

The convergent mixed methods design is considered as more appropriate to adopt in the current study because merging the two different databases provides a complete and comprehensive understanding of the problem under investigation. While quantitative results present the general picture of a large group, qualitative results shed light on the

personal perspectives of the individuals. Therefore, in this study, while a questionnaire with a five-point likert-scale statements is chosen as a method of quantitative data collection, an open-ended questionnaire involving the teachers' writing about their opinions is used as a method of qualitative data collection, which not only provides more data about the problem but also contributes to examining it from multiple perspectives. Thus, the convergent design enables the researcher to gain different insights to the problem and compare the results from two different databases to understand it more completely.

Consequently, convergent design is useful to answer the research questions of the present study as it aims at gaining a complete understanding of teachers' perceptions of and attitudes towards their status as NNESTs and their counterparts NESTs in terms of English language proficiency and teaching skills by collecting both quantitative and qualitative data.

### **Setting and Participants**

The quantitative and qualitative parts of present study were conducted with Turkish nonnative English speaking teachers who teach English as a foreign language at preparatory schools of state universities in different cities and regions of Turkey. The selection of the participants in both quantitative and qualitative phases of the study was done through convenience sampling, which is a non-probability sampling technique that "involves using respondents who are "convenient" to the researcher" (Galloway, 2005, p.860). In other words, a sample of convenience refers to the participants who "are selected because they are accessible to the researcher" (Friedman, 2012, p. 186). In a convenience sample, participants are considered easily accessible or convenient to the researcher because of some certain reasons such as "geographical proximity, availability at a given time, or willingness to participate in the research" (Dornyei, 2007, p.99 as cited in Tayşı and Alagözlü, 2023, p. 1203). Online formats of qualitative and quantitative questionnaires employed in this study were prepared on Googleforms and participants



were invited to respond to the questionnaires via an email with the web link to questionnaires sent to their institutional email addresses by the researcher but they were first asked to indicate whether they consent to participate in this study. Therefore, voluntary participation was an important criterion that was used to select the participants of this study.

Another important determinant of the participants was whether they were Turkish nonnative English speaking teachers who teach English as a foreign language at state universities in Turkey since the present study focuses specifically on the perceptions and attitudes of local nonnative English speaking teachers who learned English as a foreign language at schools in Turkey. That is why the data obtained from the participants who described themselves as nonnative English speaking teachers but reported that they spoke different languages as their first one rather than Turkish were not included in data analysis.

On the other hand, the data obtained from the participants who reported that they spoke one of the local languages in Turkey as their first language such as Kurdish, Zazaki along with Turkish were included in data analysis since the current research also gathered data from a significant number of teachers who teach English as a foreign language at state universities located in the eastern region of Turkey and might possess diverse multilingual backgrounds. However, this situation does not pose any problem for the study because Turkish is the only official language and used as “the lingua franca for Turkey’s various minority groups” (Dogancay-Aktuna, 1998, p.31). As Dogancay-Aktuna (1998) stated in her article *The Spread of English in Turkey and its Current Sociolinguistic Profile*, in Kachru’s three circle model of World Englishes (1985) Turkey belongs to the expanding circle in which English is generally taught and used as a foreign language which does not have any institutional or official role within the country.

A convenience sample of 101 NNESTs completed and submitted the online quantitative questionnaire of the study and 38 NNESTs who already took part in the quantitative phase of the study agreed to respond to the open-ended questionnaire that

was used to collect qualitative data for the study. Even though an email including a text body describing the purpose of the study and what participation in the study entails with a web link to the questionnaires was sent to a great number of instructors from a total of 28 state universities across Turkey by the researcher, the questionnaires were completed and returned by only 101 teachers, 38 of whom also took part in the qualitative questionnaire of the study.

In order to identify the characteristics of the participants who contributed to the present study, the first section of the questionnaire required teachers to provide demographic information about themselves including teachers' first language, level of Turkish, self-identification as native, nonnative speaker of English or "other", gender, age, level of English proficiency, academic degree, length of teaching English at universities, English-speaking country experience, length of stay in an English-speaking country, experience of being taught by a native English teacher, and the number of these teachers they had.

### **Demographic Profile of Nonnative English Speaking Teachers**

As stated above, a total number of 101 nonnative teachers responded to the online quantitative questionnaire while 38 of them also responded to the open-ended questionnaire. Table 2 below displays the gender distribution of the participants involved in the study:

**Table 2**

*Nonnative English Speaking Teachers' Gender*

	Frequency	Percentage
Female	62	61,4
Male	39	38,6
Total	101	100

As shown in Table 2, there were 62 female and 39 male NNESTs in the study. While females comprised 61,4% of the total participants, male teachers constituted 38,6% of the sample, which means the majority of the participants were female NNESTs. The average age of the respondents was 40 with an age range spanning from 24 to 62. Table 3 below indicates the distribution of age ranges within the study sample:

**Table 3**

*Nonnative English Speaking Teachers' Age*

	Frequency	Percentage
24-40	65	64,4
41-62	36	35,6
Total	101	100,0

As illustrated in Table 3 above, nonnative teachers aged 24 to 40 accounted for 64, 4% of the questionnaire respondents (N=65) while those aged 41 to 62 constituted 35,5% of the sample (N=36).

Table 4 below shows that 94 (93%) respondents reported Turkish as their first language whereas 4 (4%) respondents indicated Turkish and Kurdish as their first languages. Besides, one teacher participant reported Zazaki as her first language along with Turkish whereas another respondent was found to be a multilingual individual who identified Turkish, Kurdish and Arabic as her first languages. However, one teacher reported only Kurdish as his first language.

**Table 4***Nonnative English Speaking Teachers' First Language(s)*

	Frequency	Percentage
Turkish	94	93,0
Turkish and Kurdish	4	4,0
Turkish and Zazaki	1	1,0
Turkish, Kurdish, and Arabic	1	1,0
Kurdish	1	1,0
Total	101	100,0

Table 5 below indicates that 91 (90,1%) respondents identified their level of Turkish proficiency as native and 10 (9,9%) participants reported their level of Turkish as advanced but 9 out of these participants identified Turkish as their first language, and only one indicated Kurdish as his mother tongue.

**Table 5***Nonnative English Speaking Teachers' Level of Turkish*

	Frequency	Percentage
Advanced	10	9,9
Native	91	90,1
Total	101	100,0

**Table 6***Nonnative English Speaking Teachers' Self-identification*

	Frequency	Percentage
Nonnative Speaker of English	97	96,0
Other	4	4,0
Total	101	100,0

Within the framework of the present study, teacher participants were asked to report how they consider themselves as either a native speaker of English, nonnative

speaker of English or other. As illustrated in Table 6 above, a great majority of participants (N=97) identified themselves as nonnative speaker of English. 4 (4%) teachers categorized themselves as “other”.

**Table 7**

*Nonnative English Speaking Teachers' Level of English Proficiency*

	Frequency	Percentage
Advanced	91	90,1
Intermediate	5	5,0
Native	5	5,0
Total	101	100,0

Table 7 illustrates that 91 (90,1%) teachers identified their level of English proficiency as advanced and 5 (5%) participants reported intermediate proficiency. In addition, 5 (5%) respondents identified their level of English proficiency as native.

**Figure 3**

*Academic Degrees held by the Participants*

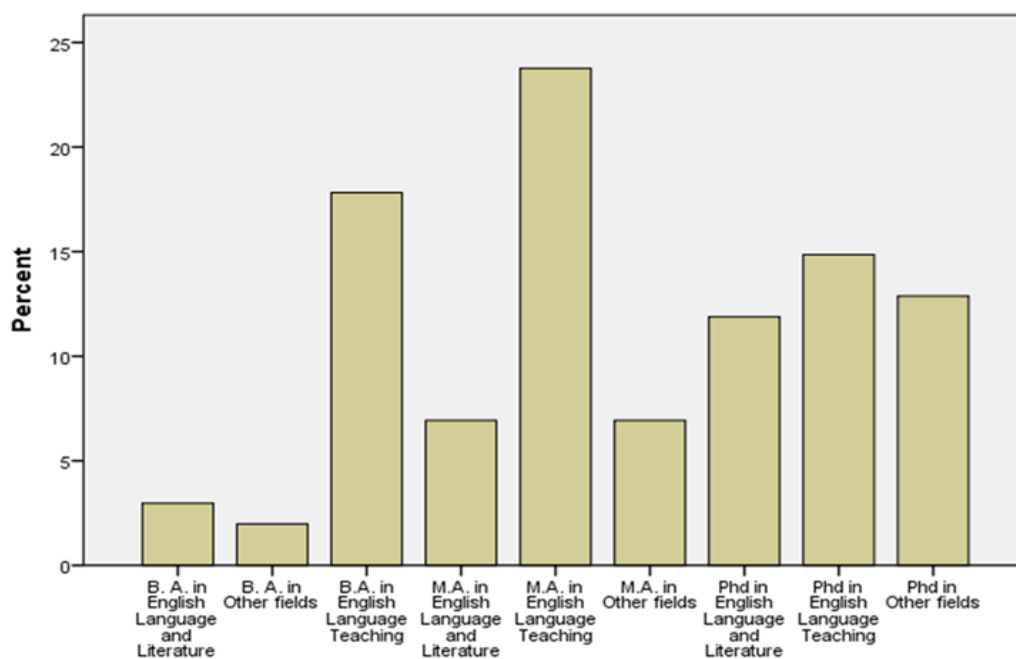


Figure 3 above illustrates that the most common degrees held by the respondents include MA in English language teaching (ELT) (23,8%, N=24), BA in ELT (17,8%, N=18), and PhD in ELT (14,9%, N=15). Respectively, 13 (12,9%) participants held a PhD degree in other fields, 12 (11,9%) respondents had a PhD degree in English language and literature (ELL), and 7 (6,9%) participants achieved an MA degree in other fields. Other 7 respondents had an MA degree in ELL while 5 (5%) participants held a BA degree in ELL and other fields. It is clearly seen that the majority of the participants had a degree in ELT.

**Table 8**

*Nonnative English Speaking Teachers' Length of Teaching English*

	Frequency	Percentage
1-5 year(s)	9	8,9
6-10 years	11	10,9
11-15 years	45	44,6
16-20 years	14	13,9
Above 20 years	22	21,8
Total	101	100,0

As shown in Table 8, the teachers who had 11-15 years of teaching experience made up 44% of the entire sample while those with 20 or more years of teaching experience constituted 21,8% of it. The teachers with 16-20 years of experience accounted for 13,9% of all the participants and 10,9 per cent of the teachers were found to have 6-10 years of teaching experience. Teachers with the shortest length of teaching experience, specifically 1-5 years, constituted the smallest percentage of the total sample (8,9%). Thus, it can be concluded that a significant majority of the the nonnative teacher participants had over 10 years of teaching experience.

**Table 9***Nonnative English Speaking Teachers' Experience of Being to an English-speaking Country*

	Frequency	Percentage
NO	58	57,4
YES	43	42,6
Total	101	100,0

Table 9 illustrates that out of 101 nonnative teachers, 58 (57,4%) had not travelled to an English-speaking country while 43 (42,6%) had previous experience in an English-speaking country with varying lengths of time. The UK was found to be the most visited country by the participants and it was referenced 28 times by the participants as some reported having travelled to more than one country while the USA emerged as the second most frequently visited country, being reported by various participants on 17 occasions.

**Table 10***Nonnative English Speaking Teachers' Length of Stay in an English-Speaking Country*

	Frequency	Percentage
Less than 1 year	21	48,8
1-3 years	8	18,6
More than 3 years	3	7
Not indicating	11	25,6
Total	43	100,0

As shown in Table 10 above, 21 (48,8%) non-native teachers had less than one year of experience in an English-speaking country while 8 (18,6%) had 1-3 years of experience and 3 (7%) stayed in these countries for more than three years. On the other hand, 11 (25,6%) did not specify the duration of their stay in the English-speaking country which they reported having been to.

When participants were asked whether they had ever been taught by a native English speaker, 39 (38,6%) participants indicated that they had not been taught by a native English speaker while 62 (61.4%) had experienced having a native English speaker as their teacher. Thus, over half of the teacher participants had received instruction from a native English speaker.

**Table 11**

*Nonnative English Speaking Teachers' Experience of Being Taught by a Native English Speaker*

	Frequency	Percentage
NO	39	38,6
YES	62	61,4
Total	101	100,0

As seen in Table 12 below, participants had varying numbers of native English teachers, ranging from only 1 to more than 10. 31 (50%) participants had 2-5 native English teachers, while 14 (22,6%) were taught by only one native English teacher. 8 (12,9%) participants had 5-10 native English teachers, and 4 (6,5%) received instruction from more than 10 native English teachers. In the "Not indicating" category, 3 participants did not specify the exact number of their native teachers. Instead, they utilized quantifiers such as "many", "a lot of", and "several" to describe the number of teachers they had been taught by. One teacher stated that he could not recall how many native teachers he had, while the other provided no specific number. Thus, it is evident that half of the nonnative teachers had been taught by native English teachers with the number ranging from 2 to 5.



**Table 12**

*Number of Native English-Speaking Teachers that Non-native English-speaking Teachers Had*

	Frequency	Percentage
Only 1	14	22,6
2-5	31	50
6-10	8	12,9
More than 10	4	6,5
Not indicating	5	8
Total	62	100

### **Data Collection Procedures**

This study, which aims to investigate the perceptions and attitudes of nonnative English-speaking teachers towards themselves and native English-speaking teachers regarding English language proficiency and teaching skills, employs a mixed methods approach in which both quantitative and qualitative methods are used to gather data. While quantitative data were collected through an online questionnaire with 5-point likert scale statements adapted by Skliar (2014) to the context of EFL from the questionnaire originally developed by Moussu (2006) for her study in an ESL context, qualitative data were gathered through an online open-ended questionnaire, which consisted of five open-ended questions.

The data were collected in 2023-2024 Fall Term. As the current study is to be designed as a convergent mixed methods study, both qualitative and quantitative data were gathered at the same time. Before initiating any stage of data collection, the researcher contacted the developer of the EFL-adapted version of the questionnaire via e-mail to request written permission to utilize the scale in the study. After an e-mail confirming the developer's consent to use the scale in the study was received, online format of the questionnaire was prepared using Googleforms. Later, Hacettepe University

Ethics Committee was applied to obtain the necessary ethical approval for the study to be carried out. After the required ethical approval for the study was granted by Hacettepe University Ethics Committee, the researcher visited the official websites of School of Foreign Languages at state universities across different regions of Turkey to acquire the institutional email addresses of the nonnative English-speaking instructors teaching English as a foreign language at these universities. Subsequently, an email including the web link to questionnaires and providing information about the study's objectives and participant criteria was sent to the institutional email addresses of the English language instructors, presumed to be nonnative English speakers of Turkish origin.

Before responding to the quantitative questionnaire, nonnative English-speaking teachers were first asked to indicate that they consent to participate in this study. The informed consent form, the initial page of the online quantitative questionnaire, provides information about the institution and department where the study is conducted, purpose of the study, researcher's name and contact information, supervisor's name and affiliation, and ethical approval obtained for the study. Furthermore, the respondents were informed in the consent form about the study procedures including the topic and types of questions in the questionnaire to be asked and the expected duration of the participation. In addition to this, it was clearly stated that their participation in the study was entirely voluntary, did not include any disclosure of personal information and they might also discontinue participation at any time. In the consent form, the respondents were also informed that their privacy and confidentiality would be protected throughout the study and data gathered through online questionnaires would be utilized only for research purposes.

Upon completing the online quantitative questionnaire, the subsequent phase involved collecting qualitative data for the current study but first participants were asked to indicate whether they would like to respond to the open-ended questionnaire consisting of five open-ended questions and used to collect qualitative data for the study. In the consent form on the first page of the online open-ended questionnaire, participants were provided with the same information regarding the study's purpose, procedures, and ethical

considerations as presented on the first page of the online quantitative questionnaire. Subsequently, participants who expressed their consent to respond to the open-ended questionnaire were invited to answer five open-ended questions regarding the advantages and disadvantages of being a non-native and native English-speaking teacher in terms of language competence and teaching ability and the role/significance of being native or nonnative speaker of English in language instruction. When participants finished responding to the open-ended questions, they submitted the online forms for both qualitative and quantitative questionnaires. On the other hand, nonnative teachers who declined to take part in the qualitative phase of the study submitted solely the quantitative questionnaire, concluding their involvement in the study.

### **Data Collection Instruments**

The present study relies upon both quantitative and qualitative data in order to answer the research questions in the study. For this reason, two types of data collection procedures were followed in the current study, which means that different instruments for each part of the study were employed to collect data. For the quantitative part of the study, an online questionnaire with 5-point Likert scale statements were employed to the participants while the participants were invited to answer and write about the open-ended questions in an online open-ended questionnaire for the qualitative part of the study. The instruments to be used for data collection in this study are described below in detail.

#### ***Online Likert Scale Questionnaire***

The questionnaire that was administered to the teachers was obtained from Skliar's doctoral dissertation (2014) in which she studied on the perceptions of NESTs and NNESTs working at English medium universities in Turkey and their students' attitudes to them. Skliar (2014) adapted this questionnaire to the context of EFL from Moussu's study (2006) on student attitudes, teachers' self-perceptions, and intensive English administrators' beliefs and practices regarding native and nonnative English-speaking

teachers in an ESL context. However, only the parts of the questionnaire in Skliar's study (2014) that ask the teachers to rate their language proficiency/teaching skills and their attitudes to NESTs and NNESTs' teaching abilities and English proficiency were used to collect data for the present study. In addition to this, the items about the expatriate NNESTs in Skliar's questionnaire (2014) were not included in the questionnaire that was used for the present study as the participants of this study consisted of only Turkish teachers of English.

This questionnaire consists of four sections with 55 items in English. The first section with ten questions required the participants to give information about their first language, level of Turkish, self-identification as native, nonnative speaker of English or "other", gender, age, level of English proficiency, academic degree, length of teaching English at universities, English-speaking country experience, length of stay in an English-speaking country, experience of being taught by a native English teacher, and the number of these teachers they had.

The second section consists of two parts with 16 five-point Likert scale items. In the first part of the second section from the 11<sup>th</sup> item to the 18<sup>th</sup> item the participants were asked to describe their level of proficiency in the different areas of English such as reading comprehension, writing/composition, listening comprehension, speaking/ oral communication, grammar accuracy in use, knowledge of grammar rules, breadth of vocabulary, pronunciation on a scale from 1 to 5, being very low and being very high. On the other hand, in the second part of this section from the 19<sup>th</sup> item to the 26<sup>th</sup> item, the participants rated how comfortable they are in teaching the English skills such as reading, writing/composition, listening, speaking, pronunciation, culture of English-speaking countries, vocabulary/idioms, and grammar on a scale from 1 to 5, being very uncomfortable and being very comfortable.

The third section consists of two parts with the same 16 five-point Likert scale items as the second section has, and asked the non-native English-speaking teachers to rate how they perceive their counterparts, native English-speaking teachers in terms of

language proficiency and teaching the English skills. In the first part of this section from the 27<sup>th</sup> item to the 34<sup>th</sup> item, the participants rated native English teachers' level of proficiency in the different areas of English such as reading comprehension, writing/composition, listening comprehension, speaking/ oral communication, grammar accuracy in use, knowledge of grammar rules, breadth of vocabulary, pronunciation on a scale from 1 to 5, being very low and being very high. In the second part from the 35<sup>th</sup> item to the 42<sup>nd</sup> item, the participants were asked to rate how comfortable they think native English teachers are in teaching the English skills such as reading, writing/composition, listening, speaking, pronunciation, culture of English-speaking countries, vocabulary/idioms, and grammar on a scale from 1 to 5, being very uncomfortable and being very comfortable.

The final section of the questionnaire consists of two parts with 13 five-point Likert scale items that focus on the participants' attitudes towards NNESTs and NESTs in terms of their language proficiency and teaching skills. In the first part of this section from the 43<sup>rd</sup> item to the 50<sup>th</sup> item, the participants were invited to reflect on their attitudes to their own status as NNESTs. In the second part from the 51<sup>st</sup> item to the 55<sup>th</sup> item, the participants reflected on their attitudes to their counterparts, NESTs and the characteristics related to their native status.

Finally, Cronbach's alpha values were found as between 0.68 and 0.84 for the scales in the teacher questionnaire, which indicates an acceptable level of reliability for a scale to be used.

### ***Open-ended Questionnaire***

After the quantitative questionnaires were completed by the participants, for the qualitative data of the study, NNESTs who had already taken part in the quantitative phase of the study were invited to participate in the online open-ended questionnaire prepared on Googleforms and those who agreed to do so (N=38) were asked to respond

to open-ended questions, which are written in English, concerning their perceptions of and attitudes to NNESTs and NESTs.

Friedman (2012) describes open-ended questionnaire as “variations on the interview theme. Like interviews, they consist of questions, but answers are provided in writing” (p. 190). Therefore, the use of open-ended questionnaire is advantageous in that the administration of these questionnaires is easier (particularly if they are done online), the participants are provided with more time to respond to the questions, and the researcher does not need to transcribe the data collected through open-ended questionnaires (Friedman, 2012).

On the final page of the online quantitative questionnaire where the nonnative teachers finished responding to it, the participants were presented with the consent form for the open-ended questionnaire in order to seek their permission to involve them in the study. To collect qualitative data for the study through online open-ended questionnaire, participants responded to 5 open-ended questions regarding the advantages and disadvantages of being a non-native and native English-speaking teacher in terms of language competence and teaching ability, perceived differences in teaching English between nonnative and native English teachers, native English teachers’ being regarded as the ideal provider of more authentic knowledge about target language and its culture, and the role of nativeness and other factors such as personal and professional qualities and pedagogical skills in being a competent English language teacher. These open-ended questions were adapted from the studies of Arva and Medgyes (2000) and Liu (2018) by the researcher in a way that they would elicit detailed and in-depth information aligned with the content of online quantitative questionnaire items.

### **Data Analysis**

In this study a convergent mixed methods research design is adopted so that both quantitative and qualitative data were concurrently collected online to answer the research questions regarding non-native English teachers’ perceptions of and attitudes to

themselves and their counterparts, native English teachers in the study. Therefore, two different procedures for data analysis were followed in the present study. In other words, the analysis of quantitative and qualitative data was conducted separately. Hence, first the procedures for quantitative data analysis are explained and then the procedures for qualitative data analysis are introduced in the following section.

### ***Quantitative Data Analysis***

In order to analyze the quantitative data of the study obtained through online questionnaire, Statistical Package for Social Science (SPSS) Version 22.0 was downloaded and installed on to the researcher's computer but before any analysis was conducted, the data gathered via online quantitative questionnaire and stored digitally on Google Sheets were imported to an SPSS spreadsheet. Subsequently, the dataset was reviewed to identify and exclude any errors or inconsistencies before analysis. Following that, variable labels and value labels were appropriately assigned to facilitate data processing in SPSS. After the data set was made ready for analysis, initially frequencies and percentages were calculated and reported to present the participant characteristics of the study. Secondly, mean scores (M), standard deviations (SD), frequencies and percentages were calculated and reported in order to reveal what perceptions and attitudes non-native English teachers have toward themselves and their native counterparts in terms of language proficiency and teaching skills.

### ***Qualitative Data Analysis***

Content analysis was used to analyse the data obtained through online open-ended questionnaire in which non-native English teachers responded to the open-ended questions eliciting the participant's opinions about the strengths and weaknesses of NNESTs and NESTs, any possible differences in teaching English between NNESTs and NESTs, native English teachers' being regarded as the ideal provider of more authentic

knowledge about target language and its culture, and the role of being a native or nonnative speaker in teaching English.

Content analysis is described as “a careful, detailed, systematic examination and interpretation of a particular body of material in an effort to identify patterns, themes, assumptions, and meanings (Berg & Latin, 2008; Leedy & Ormrod, 2005; Neuendorf, 2002, as cited in Lune and Berg, 2017, p.182). Qualitative content analysis includes “coding data in a systematic way in order to discover patterns and develop well-grounded interpretations” (Friedman, 2012, p.191).

Firstly, the data gathered from the open-ended questionnaire were reviewed and read multiple times by the researcher to understand what the respondents intended to mean and identify common keywords or patterns that represented the individual interpretations of the problem under investigation and so initial codes were generated. During the coding process, based on similar patterns across the data, potential themes or categorical labels were constructed from the codes. After reviewing the potential themes across all the data codes, main themes were identified and sub-categories for each theme were defined. These themes along with the response quotations from the data set were presented in the findings section to address the research questions.



## Chapter 4

### Findings

The present study sought to examine the perceptions and attitudes of non-native English-speaking teachers toward both themselves and native English-speaking teachers regarding English language proficiency and teaching skills. With this aim in mind, both qualitative and quantitative forms of data were gathered and analysed concurrently in order to address the research questions. This chapter is divided into two sections and includes the findings derived from the analysis of quantitative and qualitative data. Firstly, quantitative findings with regard to nonnative English teachers' perceptions and attitudes are presented and examined in the light of the research questions formulated for this study. Following this, qualitative findings obtained from the analysis of data gathered through online open-ended questionnaire are presented along with the response quotations from the data set.

#### **Quantitative Findings**

This section consists of the participants' responses to online 5-point Likert scale questionnaire having four sections with 55 items. Since participants were asked to give demographic information about themselves in the first section of the questionnaire, the findings regarding their responses given to the items in the second, third and fourth sections of the questionnaire are presented in this section to reveal their perceptions and attitudes of themselves and native English teachers.

#### ***Nonnative English-speaking teachers' perceptions of themselves and native English-speaking teachers regarding English language proficiency and teaching skills***

In order to answer the first research question, participants were first asked to describe their level of proficiency in the different areas of English on a scale from 1 to 5,

being very low and being very high, and rate their teaching of English skills on a scale from 1 to 5, being very uncomfortable and being very comfortable in the second section of the questionnaire. Then, they rated how they perceived native English-speaking teachers in terms of English language proficiency and teaching skills in the third section with the same 16 five-point likert scale items as they did in the second section of the questionnaire. Thus, the mean scores (M), and the standard deviations (SD) of the data obtained through the participants' responses to these sections in the online questionnaire were used to identify nonnative English teachers' perceptions of themselves and native English teachers regarding English proficiency and teaching skills.

***Nonnative English-speaking teachers' perceptions of themselves and native English-speaking teachers regarding English language proficiency***

In the following, tables with means and standard deviations of the data illustrate how nonnative English teachers perceived their own and native English teachers' level of proficiency in the different areas of English on a scale from 1 to 5, ranging from very low to very high.

As shown in Table 13 below, the mean value for NNESTs' perception of their own skill of reading comprehension was found to be 4.84 with a standard deviation of .36 while that for their perception regarding NESTs' skill of reading comprehension was 4.72 with a standard deviation of .51. This result indicates that nonnative English teachers perceived both themselves and native English teachers as proficient in reading comprehensions skills. However, they rated their own reading comprehension skill slightly higher than that of native English teachers.

**Table 13**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Reading Comprehension*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.84	4.72
Std. Deviation	.36	.51
N	101	101

Table 14 below illustrates that the mean value for NNESTs' perceptions of their own writing/composition skill was found to be 4.56 with a standard deviation of .55 while the mean value for NNESTs' perceptions of NESTs' writing/composition skill was 4.47 with a standard deviation of .65. This result reveals that most of the nonnative English teachers evaluated both their own and native English teachers' writing/composition skills as 'very high' (59,4 %, N=60 for NNESTs; 55,4 %, N=56 for NESTs). However, only 3 (3 %) nonnative teachers rated their writing/composition skill as 'average', while 7 (6,9 %) nonnative teachers evaluated NESTs' writing/composition skill as 'average' or 'low'.

**Table 14**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Writing/Composition Skill*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.56	4.47
Std. Deviation	.55	.65
N	101	101

As it can be seen in Table 15 below, NNESTs perceived NESTs' listening comprehension skills ( $M=4.68$ ,  $SD=.54$ ) slightly higher than their own listening/comprehension skills ( $M=4.41$ ,  $SD=.58$ ), which means that a substantial majority of NNESTs (72,3 %, N=73) assessed NESTs' listening comprehension skill as 'very high'.

Meanwhile, 49 (48,5 %) of NNESTs scored their own listening proficiency as 'high', and 47 (46,5 %) rated it as 'very high'.

**Table 15**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Listening Comprehension Skill*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.41	4.68
Std. Deviation	.58	.54
N	101	101

**Table 16**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Speaking/ Oral Communication Skill*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.38	4.74
Std. Deviation	.64	.52
N	101	101

Table 16 above indicates that as NNESTs did for listening comprehension skill, they rated NESTs' speaking/oral communication skills ( $M=4.74$ ,  $SD=.52$ ) slightly higher than their own speaking proficiency ( $M=4.38$ ,  $SD=.64$ ). To specify, 47 (46,5 %) nonnative teacher participants evaluated their speaking proficiency as 'high' and the same number of nonnative teachers (46,5 %,  $N=47$ ) assessed it as 'very high' while 6 (5,9 %) of them rated their speaking proficiency as 'average' and only 1 nonnative teacher rated his speaking performance as 'low'. On the other hand, a significant majority of nonnative teachers (78,2 %,  $N=79$ ) rated NESTs' speaking proficiency as 'very high', and 18 nonnative teachers assessed it as 'high' while 4 of them evaluated NESTs' speaking performance as 'average'. This result reveals that nonnative teacher participants hold

varying views about their own speaking/oral communication even though a considerable number of them perceived NESTs highly proficient in speaking English.

**Table 17**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Grammar Accuracy in Use*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.74	4.41
Std. Deviation	.43	.69
N	101	101

As shown in Table 17 above, NNESTs evaluated their own grammar accuracy in use ( $M=4.74$ ,  $SD=.43$ ) as slightly higher than that of NESTs ( $M=4.41$ ,  $SD=.69$ ). In other words, out of 101 NNESTs, 75 (74,3 %) rated their grammar accuracy in use as 'very high' and 26 (25,7 %) assessed it as 'high'. On the other hand, NNESTs had diverse perceptions about NESTs' grammar accuracy in use in which 53 (52,5 %) described NESTs' grammar accuracy in use as 'very high', 38 (37,6 %) rated it as 'high', and 9 (8,9 %) evaluated it as 'average'. Only 1 NNEST assessed it as 'low'. This result suggests that NNESTs viewed themselves as more confident in grammar accuracy in use than NESTs.

Table 18 below illustrates that NNESTs reported their knowledge of grammar rules ( $M=4.79$ ,  $SD=.45$ ) as slightly higher than that of NESTs ( $M=4.29$ ,  $SD=.75$ ). A significant number of nonnative English teachers (81,2 %,  $N=82$ ) rated their knowledge of grammar rules as 'very high', while 17 of them (16,8 %) and only 2 (2%) evaluated it as 'high' and 'average' respectively. On the other hand, nonnative English teachers had varying views regarding NESTs' knowledge of grammar rules. 46 (45,5 %) and 41 (40,6 %) nonnative teacher participants rated NESTs' knowledge of grammar rules as 'very high' and 'high' respectively, while 12 (11,9 %) evaluated it as 'average'. This finding suggests that NNESTs perceived as more confident about knowing grammar rules themselves rather than NESTs.

**Table 18**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Knowledge of Grammar Rules*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.79	4.29
Std. Deviation	.45	.75
N	101	101

**Table 19**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Breadth of Vocabulary*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.24	4.70
Std. Deviation	.59	.48
N	101	101

As evident from the mean values presented in Table 19, NNESTs reported NESTs' breadth of vocabulary ( $M=4.70$ ,  $SD=.48$ ) relatively higher than their own breadth of vocabulary ( $M=4.24$ ,  $SD=.59$ ). Out of 101 nonnative English teacher participants, 32 (31,7 %) and 63 (62,4 %) evaluated their knowledge of vocabulary as 'very high' and 'high' respectively, while a significant majority of them (71,3 %,  $N=72$ ) rated NESTs' breadth of vocabulary as 'very high' and 28 (27,7 %) assessed it as 'high'. This result suggests that nonnative teachers regarded themselves as less proficient in knowledge of vocabulary than NESTs.

**Table 20***Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Pronunciation Skill*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.30	4.69
Std. Deviation	.61	.52
N	101	101

Table 20 clearly demonstrates that NNESTs viewed NESTs ( $M=4.69$ ,  $SD=.52$ ) as more proficient in pronunciation than themselves ( $M=4.30$ ,  $SD=.61$ ). Only 39 (38,6 %) nonnative teacher participants evaluated their pronunciation skill as 'very high', while a greater number of them (53,5 %,  $N=54$ ) rated it as 'high'. Additionally, 8 (7,9 %) nonnative teachers assessed their pronunciation skill as 'average'. On the other hand, 73 (72,3 %) and 25 (24,8 %) NNESTs rated NESTs' pronunciation skill as 'very high' and 'high' respectively, while only 3 of them evaluated it as 'average'.

Overall, the quantitative findings regarding NNESTs' perceptions of their own and NESTs' level of proficiency in the different areas of English above suggest that nonnative English teachers evaluated both themselves and native English-speaking teachers as proficient in these areas. On the other hand, it is clear that NNESTs involved in this study perceived themselves more confident in reading comprehension, writing/composition, grammar accuracy in use, and knowledge of grammar rules, while they regarded NESTs as more confident in listening comprehension, speaking/oral communication, knowledge of vocabulary, and pronunciation.

***Nonnative English-speaking teachers' perceptions of themselves and native English-speaking teachers regarding teaching of English skills***

In the following, tables with means and standard deviations of the data present how nonnative English-speaking teachers perceived their own and native English

teachers' ability of teaching various English skills on a scale from 1 to 5, being very uncomfortable and being very comfortable.

As Table 21 clearly shows, NNESTs reported a high level of comfort teaching reading for both themselves ( $M=4.70$ ,  $SD=.48$ ) and NESTs ( $M=4.58$ ,  $SD=.62$ ) but it can also be stated that NNESTs perceived themselves slightly more comfortable in teaching reading than their native counterparts because 72 (71,3 %) nonnative English teachers evaluated themselves as 'very comfortable' teaching reading, 28 (27,7 %) rated it as 'comfortable', and only 1 assessed it as 'average'.

On the other hand, NNESTs held varying perspectives about the level of comfort that NESTs experienced in teaching reading in which 65 (64,4 %) nonnative teachers considered NESTs as 'very comfortable' in teaching reading while 31 (30,7 %) rated NESTs' level of comfort teaching reading as 'comfortable'. Besides, 4 nonnative teachers and only 1 evaluated NESTs as 'average' and 'uncomfortable' in this area respectively.

**Table 21**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Ability of Teaching Reading*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.70	4.58
Std. Deviation	.48	.62
N	101	101

**Table 22**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Ability of Teaching Writing/Composition*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.48	4.40
Std. Deviation	.62	.70
N	101	101



Table 22 indicates that NNESTs considered both themselves ( $M=4.48$ ,  $SD=.62$ ) and NESTs ( $M=4.40$ ,  $SD=.70$ ) as competent in teaching writing but rated themselves slightly higher than NESTs. Out of 101 NNESTs, 56 (55,4 %) regarded their comfort levels in teaching writing as 'very comfortable' and 38 (37,6 %) felt theirs as 'comfortable' while only 7 (6,9 %) rated theirs as 'average'.

As to NNESTs' perceptions of NESTs' level of comfort in teaching writing, 52 (51,5 %) of them regarded NESTs' level of comfort as 'very comfortable' and 40 (39,6 %) viewed it as 'comfortable' while 7 (6,9 %) and only 2 rated it as 'average' and 'uncomfortable' respectively.

As clearly illustrated in Table 23 below, NNESTs evaluated NESTs' level of comfort in teaching listening ( $M=4.66$ ,  $SD=.62$ ) as slightly higher than their own ( $M=4.28$ ,  $SD=.62$ ) even though they also perceived themselves as proficient in teaching listening. More than half of the nonnative English teachers (56,4 %,  $N= 57$ ) evaluated their comfort levels in teaching listening as 'comfortable', while 37 (36,6 %) rated theirs as 'very comfortable'. 6 (5,9 %) and only 1 felt themselves as 'average' and 'uncomfortable' respectively while teaching listening.

Meanwhile, a significant majority of NNESTs (71,3 %,  $N=72$ ) rated NESTs' level of comfort in teaching listening as 'very comfortable' and 26 (25,7 %) considered it as 'comfortable'. On the other hand, 2 and only 1 reported 'average' and 'very uncomfortable' for NESTs' comfort level of teaching listening respectively.

**Table 23**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Ability of Teaching Listening*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.28	4.66
Std. Deviation	.62	.62
N	101	101

**Table 24**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Ability of Teaching Speaking*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.34	4.80
Std. Deviation	.66	.49
N	101	101

Table 24 below presents the mean values with standard deviations for NNESTs' perceptions about their own and NESTs' comfort levels of teaching speaking, which indicate that NNESTs considered NESTs as more comfortable ( $M=4.80$ ,  $SD=.49$ ) than themselves ( $M=4.34$ ,  $SD=.66$ ) in teaching speaking. A vast majority of NNESTs (83,2 %,  $N= 84$ ) rated NESTs' comfort level in teaching speaking as 'very comfortable', while 15 (14,9 %) evaluated it as 'comfortable'.

As to their own perceptions about how comfortable they felt while teaching speaking, 47 NNESTs (46,5 %) and 45 (44,6 %) reported feeling 'comfortable' and 'very comfortable' in teaching speaking respectively. Meanwhile, 8 (7,9 %) regarded their comfort levels as 'average', while only 1 felt himself/herself 'uncomfortable'.

**Table 25**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Ability of Teaching Pronunciation*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.20	4.70
Std. Deviation	.79	.55
N	101	101

As clearly seen in Table 25 above, NNESTs considered both themselves ( $M=4.20$ ,  $SD=.79$ ) and NESTs ( $M=4.70$ ,  $SD=.55$ ) as comfortable in teaching pronunciation but

viewed NESTs as slightly more confident than themselves in this area. A significant number of nonnative teachers (75,2 %, N= 76) rated NESTs' level of comfort in teaching pronunciation as 'very comfortable', while a small group of them (19,8 %, N= 20) assessed it as 'comfortable'. In addition to this, only 5 (5 %) NNESTs rated NESTs' ability of teaching pronunciation as 'average'.

On the other hand, nonnative teacher participants held varying views about their level of comfort in teaching pronunciation. Out of 101 NNESTs, 38 (37,6 %) rated their comfort levels as 'very comfortable', while 51 (50,5 %) regarded theirs as 'comfortable'. Furthermore, 8 (7,9 %) rated it as 'average' and 3 (3 %) felt 'uncomfortable'. Only 1 nonnative teacher reported being 'very uncomfortable' while teaching pronunciation.

It is evident from Table 26 below that NNESTs reported a relatively higher level of comfort in teaching culture of English-speaking countries for NESTs ( $M=4.77$ ,  $SD=.59$ ) than themselves ( $M=3.99$ ,  $SD=.85$ ). A large majority of NNESTs (83,2 %, N=84) considered NESTs' level of comfort in this area as 'very comfortable', while 13 (12,9 %) evaluated it as 'comfortable'. Besides, 3 (3%) and only 1 regarded NESTs' level of comfort as 'average' and 'very uncomfortable' respectively.

As to NNESTs' perceptions of their own levels of comfort in teaching culture of English-speaking countries, 39 (38,6 %) felt themselves as 'comfortable' in this area, while 32 (31,7 %) considered their levels of comfort as 'very comfortable'. Another group of NNESTs (27,7 %, N=28) rated their levels as 'average'. Additionally, 1 nonnative teacher regarded his/her own level of comfort as 'uncomfortable', while the other felt himself/herself 'very uncomfortable' in this area. This result suggests that most of the NNESTs perceived NESTs more proficient in teaching culture of English-speaking countries than themselves.

**Table 26**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Ability of Teaching Culture of English-Speaking Countries*

	Self-Perception	NNESTs' Perception of NESTs
Mean	3.99	4.77
Std. Deviation	.85	.59
N	101	101

**Table 27**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Ability of Teaching Vocabulary/Idioms*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.08	4.70
Std. Deviation	.78	.57
N	101	101

As clearly shown in Table 27 above, NNESTs regarded NESTs as slightly more comfortable ( $M=4.70$ ,  $SD=.57$ ) in teaching vocabulary/idioms than themselves ( $M=4.08$ ,  $SD=.78$ ). 77 (76,2 %) nonnative teacher participants described NESTs' level of comfort in teaching vocabulary/idioms as 'very comfortable', while 18 (17,8 %) of them viewed it as 'comfortable'. Only 6 (5,9 %) NNESTs reported average levels of comfort in this area for NESTs.

With regard to their own levels of comfort in teaching vocabulary/idioms, NNESTs held diverse views. For instance, most of the NNESTs (43,6 %,  $N= 44$ ) felt themselves 'comfortable' while teaching vocabulary/idioms, while another group of them (33,7 %,  $N= 34$ ) regarded their levels of comfort in this area as 'very comfortable'. Moreover, 21 (20,8 %) nonnative teacher participants reported 'moderate' levels of comfort and 2 others felt themselves 'uncomfortable' when teaching lexical/idiomatic expressions. This result

reveals that NNESTs participating in this study held a higher perception about NESTs' ability of teaching vocabulary/idioms than their self-perception of the same area.

**Table 28**

*Nonnative English Speaking Teachers' Perceptions of Their and Native English-speaking Teachers' Ability of Teaching Grammar*

	Self-Perception	NNESTs' Perception of NESTs
Mean	4.76	4.11
Std. Deviation	.47	.86
N	101	101

As clearly seen from the Table 28 presenting the mean values with standard deviations for NNESTs' evaluations of their own and NESTs' levels of comfort in teaching grammar, NNESTs reported viewing themselves ( $M=4.76$ ,  $SD=.47$ ) as slightly more comfortable than NESTs ( $M=4.11$ ,  $SD=.86$ ) while teaching grammar of English. Thus, a considerable number of nonnative teachers (78,2 %,  $N= 79$ ) regarded themselves as 'very comfortable' in teaching grammar, whereas 20 (19,8 %) felt themselves 'comfortable' in the same area. Nevertheless, 2 others expressed a moderate level of comfort in teaching grammar.

As to NNESTs' perceptions about NESTs' level of comfort in teaching grammar, NNESTs regarded them in various ways ranging from 'very comfortable' to 'uncomfortable'. 39 (38,6 %) NNESTs perceived NESTs as 'very comfortable' in teaching grammar, a nearly equivalent percentage of them (39,6 %,  $N= 40$ ) evaluated NESTs as 'comfortable'. Furthermore, 17 (16,8 %) nonnative teachers reported 'average' levels of comfort in teaching grammar for NESTs, while 5 others (5 %) assessed them as 'uncomfortable' in this area. This result indicates that NNESTs perceived themselves more secure in teaching grammar than NESTs.

Overall, NNESTs reported high levels of comfort, which were 'comfortable' and above in teaching various skills, for both themselves and NESTs but they perceived

themselves slightly below the 'comfortable' level only in teaching culture of English-speaking countries. Additionally, NNESTs perceived NESTs' levels of comfort in teaching listening, speaking, pronunciation, culture of English-speaking countries, and vocabulary/idioms higher than their own levels of comfort in the same areas, which suggests that NNESTs regarded themselves less secure in teaching these skills than NESTs. Conversely, NNESTs viewed themselves as slightly more confident in teaching reading, writing, and grammar than they did NESTs.

***Nonnative English-speaking teachers' attitudes towards themselves and native English-speaking teachers regarding aspects of the role of English nativeness, linguistic and pedagogical competencies in English language teaching***

In order to reveal non-native English-speaking teachers' attitudes towards themselves and native English-speaking teachers, NNESTs were asked to reflect on their attitudes to both their own status as NNESTs and their counterparts' status as NESTs in the last section of the questionnaire including 13 items on a scale ranging from strongly disagreeing (1) to strongly agreeing (5).

In the following, tables with descriptive statistics of the data obtained from the analysis of the participants' responses to the questionnaire items 43-55 illustrate NNESTs' attitudes regarding themselves and NESTs in terms of language proficiency and teaching skills.

As it can be clearly seen from the Table 29 presenting the mean values with standard deviations for NNESTs' evaluations of the items 43-47, for the item 43, *NNESTs are often perceived by their students as good role models*, the mean value was found to be 3.80 with a standard deviation of .70, which shows that a large majority of NNESTs (66,3 %, N=67) agreed to this statement while only 10 (9,9 %) reported strongly agreed to it. Besides, 19 NNESTs (18,8 %) indicated uncertainty about this statement, while 4 (4 %) expressed disagreement, and only 1 strongly disagreed with it. This result suggests that

the majority of NNESTs contributing to this study mostly tend to regard themselves as good role models for their students.

According to the analysis of the responses to the item 44 ( $M=3.12$ ,  $SD=1.19$ ), *English teachers should have a native-like accent*, NNESTs held diverse views about this statement. For instance, 31 NNESTs (30,7 %) disagreed with the idea that *English teachers should have a native-like accent* and 7 (6,9 %) strongly disagreed with it. 30 (29,7 %) NNESTs agreed with this statement, while 14 (13,9 %) expressed strong agreement. On the other hand, 19 NNESTs (18,8 %) reported feeling unsure about this statement. It is evident from this result that nearly half of the NNESTs participating in this study considered speaking English like a native speaker as a significant aspect of becoming an English teacher even though the total number of NNESTs opposing this idea was found to be close to that of those supporting it.

**Table 29**

*Descriptive Statistics of NNESTs' responses to items 43-47*

Items	M	SD.	N
Item 43. NNESTs are often perceived by their students as good role models.	3.80	.70	101
Item 44. English teachers should have a native-like accent.	3.12	1.19	101
Item 45. NONNATIVE ENGLISH SPEAKERS should have teacher qualifications to teach ENGLISH.	4.70	.68	101
Item 46. NNESTs can teach English just as well as NESTs.	4.36	.91	101
Item 47. NNESTs often have difficulties responding to students' questions about the English language use and idioms.	2.81	1.11	101

With regard to the item 45, *Nonnative English speakers should have teacher qualifications to teach English*, it can be seen from the Table 29 that nearly all of the NNESTs thought nonnative English speakers should possess necessary teacher qualifications to teach English ( $M=4.70$ ,  $SD=.68$ ). In other words, 80 NNESTs (79,2 %) strongly agreed with the statement in the item 45, while 15 (14,9 %) expressed agreement. Additionally, 4 respondents reported uncertainty about the statement, whereas one participant indicated disagreement and the other strongly disagreed.

Analysis of the data elicited by the item 46, *NNESTs can teach English just as well as NESTs*, indicates that NNESTs involved in this study viewed themselves as competent in teaching as NESTs ( $M=4.36$ ,  $SD=.91$ ). 59 NNESTs (58,4 %) reported strongly agreeing with this statement, while 27 (26,7 %) expressed agreement with it. However, 9 respondents (8,9 %) were unsure, while 5 disagreed and only 1 strongly disagreed. Thus, it can be concluded from this result that a significant majority of NNESTs demonstrated self-confidence in teaching English as well as their native counterparts.

As clearly shown in Table 29 above, regarding the statement in item 47, *NNESTs often have difficulties responding to students' questions about the English language use and idioms*, the mean value was found to be 2.81 with a standard deviation of 1.11, which suggests that the respondents opposing the idea in item 47 was in the majority but with a slight difference in numbers. In other words, 27 NNESTs (26,7 %) expressed disagreement, while 14 (13,9 %) strongly disagreed. Meanwhile, 26 (25,7 %) respondents agreed with the statement and only 5 indicated strong agreement. On the other hand, the number of NNESTs showing uncertainty (28, 7 %,  $N= 29$ ) was slightly greater than both those in agreement and disagreement. It is apparent from this result that a plurality of NNESTs in this study did not consider answering students' questions regarding English language use and idioms as necessarily challenging in their teaching.



**Table 30***Descriptive Statistics of NNESTs' responses to items 48-51*

Items	M	SD.	N
Item 48. NNESTs often have difficulties responding to students' questions about culture of English-speaking countries.	3.01	1.05	101
Item 49. English instructors who are bilingual understand their students' learning difficulties better than instructors who are monolingual.	4.12	1.00	101
Item 50. English instructors who are proficient in Turkish understand the students' learning difficulties better than instructors who are not proficient in Turkish.	4.15	.92	101
Item 51. NESTs are often perceived by their students as good role models	4.11	.88	101

Based on the analysis of data regarding item 48, *NNESTs often have difficulties responding to students' questions about culture of English-speaking countries*, Table 30 presents the mean score of 3.01 with a standard deviation of 1.05, which suggests that the number of the respondents (34,7 %, N=35) who expressed uncertainty about the statement in item 48 was slightly larger than the number of the NNESTs agreeing (24,8 %, N= 25), strongly agreeing (7,9 %, N=8), disagreeing (25,7 %, N= 26), or strongly disagreeing ( 67,9 %, N=7). Therefore, it can be stated that the number of the NNESTs who perceived dealing with students' questions about culture of English-speaking countries as challenging for themselves was equal to that of those opposing this idea. However, an important group of participants were also found to be unsure about whether or not NNESTs often experience difficulties in this topic.

In relation to item 49, *English instructors who are bilingual understand their students' learning difficulties better than instructors who are monolingual*, the mean score of 4.12 with a standard deviation of 1.00 indicates that a significant majority of NNESTs participating in the present study perceived themselves more skilled in anticipating their students' learning difficulties than NESTs. In other words, 46 respondents (45, 5 %) strongly agreed with the idea in item 49, while 32 of them (31,7 %) expressed agreement.

Moreover, 15 NNESTs (14,9 %) reported being unsure. On the other hand, some of the respondents indicated disagreement (5,9 %, N= 6) and strong disagreement (2 %, N= 2).

As it can be clearly seen in Table 30, analysis of the participants' responses to the questionnaire item 50, *English instructors who are proficient in Turkish understand the students' learning difficulties better than instructors who are not proficient in Turkish*, reveal that the vast majority of NNESTs involved in this study regarded knowing their students' first language as an advantage for themselves to address students' learning difficulties over NESTs who are not familiar with the first language of the students ( $M=4.15$ ,  $SD=.92$ ). To illustrate this, 47 respondents (46,5 %) reported strong agreement, while 28 others (27,7 %) agreed. In addition, 21 NNESTs expressed uncertainty about the statement, while only 5 demonstrated disagreement.

Table 30 above presents the mean value of 4.11 with a standard deviation of .88 for the item 51, *NESTs are often perceived by their students as good role models*, which suggests that the majority of the NNESTs taking part in this study confirmed students of NESTs tend to view their teachers as good role models. 42 NNESTs (41,6 %) reported agreement with this statement, while 39 others (38,6 %) expressed strong agreement. In addition, 13 NNESTs (12,9 %) were found to be unsure, while only 7 (6,9 %) respondents disagreed. Interestingly, this result also reveals that the number of NNESTs who believed that NESTs are often perceived by their students as good role models was slightly higher than those who thought that NNESTs are perceived by their students as good role models ( $M=3.80$ ,  $SD=.70$ ).

Table 31 above makes it clear that the overwhelming majority of the respondents disagreed with the statement in item 52, *It is enough to be a NATIVE SPEAKER OF ENGLISH to be able to teach ENGLISH*, ( $M=1.62$ ,  $SD=1.03$ ). In other words, almost two-thirds of the participants (64,4%, N=65) strongly disagreed, whilst 20,8 % of NNESTs (N=21) indicated disagreement. 6 (5,9 %) expressed uncertainty, while only a very small number of the participants indicated agreement (5,9 %, N=6) and strong agreement (3%, N=3) respectively. Hence, it can be concluded from this result that NNESTs participating

in this study held the view that being a native speaker of English cannot be considered as a sufficient criterion to become an English teacher.

**Table 31**

*Descriptive Statistics of NNESTs' responses to the items 52-55*

Items	M	SD.	N
Item 52. It is enough to be a NATIVE SPEAKER OF ENGLISH to be able to teach ENGLISH	1.62	1.03	101
Item 53. NATIVE ENGLISH SPEAKERS should have teacher qualifications to teach ENGLISH.	4.76	.56	101
Item 54. NESTs often have difficulties responding to students' questions about the English language grammar.	2.92	1.18	101
Item 55. NESTs often have difficulties understanding Turkish students' problems.	3.52	1.02	101

Analysis of the responses to item 53, *Native English Speakers should have teacher qualifications to teach English*, in Table 31 above indicates that almost all NNESTs involved in this study consider achieving teacher qualifications for native English speakers as a prerequisite to be able to teach English ( $M=4.76$ ,  $SD=.56$ ). To illustrate this, 82 NNESTs (81,2 %) strongly agreed with the statement in item 53, 16 (15,8 %) indicated agreement. Besides, only 1 participant expressed uncertainty. On the other hand, 2 NNESTs disagreed with the idea in item 53. Additionally, this result also explicates why the vast majority of NNESTs indicated disagreement about the statement in item 52, *It is enough to be a NATIVE SPEAKER OF ENGLISH to be able to teach ENGLISH*, in a way that NNESTs participating in this study viewed obtaining teacher qualifications as a more crucial criterion to be recognized as a legitimate English teacher than merely being a native speaker of English.

As to analysis of the responses to item 54, *NESTs often have difficulties responding to students' questions about the English language grammar*, Table 31 clearly demonstrates that NNESTs did not view their counterparts, NESTs, as encountering frequent difficulties in answering the students' questions about the grammar of English ( $M=2.92$ ,  $SD=1.18$ ). However, the total number of NNESTs who disagreed (25,7 %,  $N=26$ )

and strongly disagreed (12,9 %, N=13) was found to be slightly higher than those who expressed agreement (25,7 %, N= 26) and strong agreement (8,9 %, N=9). Furthermore, more than a quarter of the respondents (26,7 %, N=27) felt unsure. For this reason, it can be concluded that NNESTs held varying views about the statement in item 54.

The table 31 above displays the mean score of 3.52 with a standard deviation of 1.02 for the item 55, *NESTs often have difficulties understanding Turkish students' problems*, which reveals that the majority of the respondents expressed moderate agreement with the statement. In other words, 38 (37,6 %) NNESTs agreed, while 17 (16,8 %) strongly agreed. On the other hand, 11 (10,9 %) and only 4 participants expressed disagreement and strong disagreement respectively. Meanwhile, another important number of NNESTs (30,7 %, N= 31) indicated uncertainty. From this result, it is apparent that more than half of the participants perceived NESTs as frequently encountering difficulties in recognizing Turkish students' problems but this result should be interpreted with caution as the problems Turkish students are likely to face were not explicitly presented in the questionnaire but instead NNESTs were expected to associate these problems particularly with learning English. In order to gain an in-depth understanding of this issue, it is necessary to refer to qualitative data relevant to it.

In sum, the analysis of the responses to items 43-55 in the last section of the online questionnaire revealed that NNESTs held differing attitudes towards themselves and NESTs regarding their own status as NNESTs and their counterparts' status as NESTs. NNESTs contributing to this study reported both themselves and NESTs as viewed as good role models by their students even though the number of NNESTs who believed NESTs are perceived as good role models by their students was slightly greater than those viewing themselves as perceived good role models by their students. In a similar vein, NNESTs perceived themselves as proficient in teaching as NESTs. NNESTs also considered gaining teacher qualifications as a prerequisite to become an English language teacher for both NNESTs and NESTs. Furthermore, nearly half of the NNESTs perceived native-like accent as a significant aspect of becoming an English teacher.

However, the overwhelming majority of them indicated that being a native speaker of English cannot be considered a sufficient criterion to be able to teach English. When NNESTs were asked to reflect on their knowledge/ability about English language use and idioms, they were found to feel themselves somewhat confident in responding to students' questions regarding these aspects of English. On the other hand, NNESTs were revealed to feel doubtful about their ability and knowledge regarding the cultures of English-speaking countries. Another significant result was that NNESTs perceived bilingual instructors better at understanding learning difficulties than those who are monolingual. Besides, NNESTs considered sharing the same first language with learners as advantageous for them to deal with learners' learning difficulties. Likewise, NNESTs believed that NESTs often have difficulties understanding Turkish students' problems. Ultimately, when NNESTs were asked to reflect on NESTs' ability to respond to students' questions regarding the grammar of English, it was indicated that NNESTs did not perceive NESTs as frequently having problems with addressing students' questions about English grammar.

### **Qualitative Findings**

This section of the study presents the results derived from the analysis of the participants' responses to online open-ended questionnaire including 5 open-ended questions along with the response quotations from the data set. Out of 101 participants who had already participated in online Likert-scale questionnaire for the current study, 38 also agreed to respond to online open-ended questionnaire.

In the open-ended questionnaire, the participants were first asked to think about the strengths and weaknesses of being a non-native English-speaking teacher and so the findings obtained from the participants' responses to this question are presented in the beginning of this section. Secondly, findings derived from the analysis of the participants' responses to the second question asking for NNESTs' perceptions of the strengths and weaknesses of being a native English-speaking teacher are introduced. After that, this

section explores the findings regarding the third question requiring NNESTs to reflect on whether they teach English differently in any way from a native English teacher. Following this, findings regarding the question asking to explore NNESTs' views about the idea that native English teachers are believed to be better providers of the authentic language use and its related culture than nonnative English teachers are reported. Finally, this section presents the findings regarding the fifth question asking NNESTs to consider the role of different factors such as being a native English speaker, personal and professional qualities, and pedagogical skills in becoming a competent English language teacher.

### ***Strengths and weaknesses of being a nonnative English-speaking teacher***

Findings regarding the participants' responses to the first open-ended question asking them to reflect on the strengths and weaknesses of being a non-native English-speaking teacher are presented along with the participants' quotations.

### ***Strengths of being a nonnative English-speaking teacher***

A significant majority of the participants in this study indicated that experience of learning English as a foreign language, and having the same linguistic and cultural background as learners were the most valuable characteristics of NNESTs, which contributes extensively to NNESTs' ability to understand learners' needs better, anticipate the potential learning challenges beforehand and offer effective strategies to deal with them easily. Besides, the shared language and culture with learners were stated to help NNESTs establish effective communication with learners, overcome L1-interference learning problems, and develop empathy and tolerance towards learners. Furthermore, some participants highlighted that NNESTs serve as effective role models for foreign language learners since NNESTs were previously foreign language learners themselves, but achieved their goals and attained a high level of proficiency in the target language. Another advantage identified by participants was that NNESTs possess effective pedagogical skills thanks to pre-service teacher training required to be able to teach

English at educational institutions. Similarly, it was also noted that NNESTs are advantageous in better understanding of English grammar and teaching it effectively.

In addition to these most frequently identified strengths of NNESTs, one of the participants reported that NNESTs are effective in teaching reading, while the other stated that NNESTs are comfortable when teaching writing due to their in-depth understanding of grammar rules. Another participant mentioned that NNESTs, as both teachers and learners of a foreign language, have a unique advantage over NESTs in that NNESTs not only teach the target language to students but also explore a different culture with them, and consequently they are provided with abundant opportunities to expand their perspectives about the world.

These findings also shed light on the fact that when participants in this study were asked to reflect on the strengths of NNESTs, they generally tended to emphasize how these linguistic, pedagogical and socio-cultural advantages of being a NNEST shape and enhance their teaching in the classroom.

### ***Experience of learning English as a foreign language***

When the participants were asked to think about the advantages of NNESTs, the most frequently reported strength of being a NNEST was found to be their experience of learning English as a foreign language, and they emphasized that having first-hand experience of being a language learner enables them to have a heightened awareness of the major challenges that learners are likely to encounter while learning English, as they have once gone through the similar process of learning English as a foreign language. Thus, the participants mentioned that this experience fosters their ability to anticipate the potential learning problems before they arise. To illustrate:

*The first thing came to mind, I believe Teaching English to Turkish students as a Turkish speaking teacher helps to understand what process students may go through while learning English. Since the teachers have passed the same process*

*while learning English as a FL. However, I also accept each individual has his/her own progress. (NNEST13)*

*As a NNEST, of course it is easier to understand the difficulties Turkish speaking students have. (NNEST16)*

*Since I go through the same processes as students learning the target language, I can predict what kind of problems the students will have. (NNEST18)*

*NNETs have gone through the same process of their students in the homogeneous cultural setting, i.e Turkey so this makes them to understand the emotional, cognitive or learning-based challenges. (NNEST30)*

*(NNESTs) understand turkish students' problems better. (NNEST26)*

*...These teachers are often aware of the challenges students go through and can solve problems better. They can predict potential strengths and weaknesses and take proper action. (NNEST36)*

Furthermore, the participants reported that their experience of foreign language learning makes NNESTs familiar with the mental and emotional processes of language learning and thus helps them deal with students' learning difficulties, for instance by allowing them to make use of the strategies and methods that were previously employed by them and proven to be useful. Therefore, NNESTs were thought to know better how to respond to learning difficulties easily, support learners emotionally and address their needs effectively:

*knowing the possible problems of non-native language learners is an advantage so we know how to react. (NNEST20)*

*...Based on our own learning processes, we can determine learners' needs, expectations, weaknesses, and points that need further clarification. (NNEST23)*



*As in the questionnaire, since the NNEST is bilingual and has learned the language like the students before, s/he is able to follow the steps for his/her students and provide effective language learning strategies. (NNEST4)*

*(...) Moreover, non-native teachers have gone through same or similar learning path with their learners and thus they have a lot of experience that they can share with their students as well. (NNEST24)*

*With regard to the strengths, having gone through the process of learning a foreign language, we can understand the kind of cognitive and affective processes that our students are likely to go through as they are learning English. We can also anticipate the kind of problems that they might experience and guide them accordingly. (NNEST33)*

*We can understand the difficulties students may have learning a foreign language better because we have been through the same stages as a language student. A native speaker acquires the language but learn it, so we may share our experiences with students to help and encourage them both in learning process and mentally. (NNEST 35)*

Likewise, the participants highlighted that experience of learning a foreign language helps NNESTs become more tolerant, understanding and empathetic towards learners when they experience difficulties or make mistakes during the process of learning. For instance, one participant commented:

*non-native English-speaking teachers are more of a help for English learners than NEST teachers. As they have gone through a learning process themselves, they will be more tolerant and understanding. (NNEST22)*

Another one said:

*As a nonnative English teacher, I can relate to the reasons why my students (assuming my students are Turkish as well) make some specific mistakes since I have been in the same process. Considering that learning a foreign language is a process, I feel I can be more supportive of my students in every aspect of it, including making mistakes and then correcting them, exploring the language together sometimes, etc. (NNEST32)*

Likewise, the other mentioned:

*they are good at understanding students' needs, they can empathise with their students. (NNEST8)*

### ***Being a native speaker of Turkish***

The participants mentioned that having the same first language (Turkish) as learners brings about numerous advantages for NNESTs to both facilitate and enhance language teaching. One of the most frequently noted advantages of having the same first language as learners is that NNESTs are capable of comparing and contrasting Turkish with English to emphasize the differences and similarities between them. Thus, this enables learners to be alert to the potential pitfalls in learning English and helps them understand the complex structures in English that might sound unfamiliar to them due to their first language. To illustrate:

*as they share the same L1, they have a chance to make comparisons by showing similarities and differences between L1 and L2. (NNEST36)*

*knowing the language of the learners is an advantage while teaching grammar because when learners cannot get the grammar rules or get stucked a structure in English, non-native teacher can make comparison between the target language and the native language of the learners or can give examples from the native language as well in order to make clear confusing grammar topics. (NNEST5)*

Participants stressed the importance of NNESTs' ability to use learners' L1 in classes as a useful tool when it is needed in order to improve student understanding and facilitate their learning of the problematic points in the target language:

*Another strength of being a nonnative English teacher is that I can switch to my main tongue when I realize my students have difficulty comprehending something important no matter what their level is (again assuming that my students are speakers of Turkish). (NNEST32)*

*In addition, they have the advantage of the L1 knowledge that they can rely on when explaining complex language structures in L1. For example, some vocab or phrases or idioms can be best understood when it has an equivalent in the mother tongue of the students. Or, some grammar structures have an exact translation in the target language. Since the nonnative teacher has the knowledge of L1 of the students, they can make use of L1 to make students understand the difficult points. (NNEST24)*

Additionally, the participants pointed out that NNESTs' having native Turkish proficiency provides learners with the opportunity to express themselves in Turkish when they feel confused or unable to do so in English, leading to both effective learning and communication between teacher and student. One participant commented:

*I believe in the use of native language to assist learning and make students understood during classes when they have difficulty to express themselves. (NNEST35)*

Another one stated:

*Students have the opportunity to express themselves in their native language on issues that come to their mind, have problems or want to ask while learning the target language. (NNEST18)*

Meanwhile, participants reported that being able to speak the same L1 as learners offers noteworthy benefits for NNESTs as it allows them to both engage learners more in classes and establish a close rapport with them, particularly low proficient learners:

*Depending on many different factors, I can make use of L1 to communicate with my students. (NNEST34)*

*Basically, I have observed that NNESTs are more efficient when instructing basic-level students due to their proficiency in the students' native language. (NNEST21)*

*You understand the student better in terms of communication. (NNEST7)*

Another benefit of having the same first language as learners reported by the participants was found to be the ability to predict and deal with L1 interference and other related problems in learning English. The participants mentioned that NNESTs are effective in comprehending and overcoming the difficulties stemming from learners' first language since they have already experienced learning English as a foreign language and acquired Turkish as their first language. For instance, one participant said:

*(NNESTs have) Awareness of L2 learners' acquisition problems. (NNEST6)*

Another stated that:

*Being able to understand the negative impact of Turkish language on students' learning English language, being more emphatic to the Ss in terms of their day-to-day problems or motivational problems. (NNEST17)*

The other participant emphasized:

*If the NNEST teacher is proficient or native speaker of Turkish they have an advantage of predicting and understanding any difficulty of their students as they probably encountered similar challenges during their experience. They are much*

*better at dealing with mother tongue interference problems, which gives them an advantage over natives who don't speak Turkish at all. (NNEST14)*

### **Shared cultural background with learners**

In addition to NNESTs' native Turkish proficiency, their shared cultural background with learners was reported to be advantageous for both teachers and learners during the process of language learning/teaching. One of the most frequently mentioned benefits of the shared culture is that language teachers and learners tend to understand each other better. Since people from a common cultural background generally exhibit similar values, beliefs, and attitudes and draw upon them in order to make sense of the world around them, these socially and culturally constructed beliefs and behaviors assist people to interact with each other easily, minimizing the problems such as miscommunication or misunderstanding. Talking about this issue, some participants said:

*(...) They have the cultural information so it is easier for them to understand the learners(...) (NNEST3)*

*Just because they share a common culture and background, they are able to understand each other better and teachers are more alert to the difficulties their students experience during language learning. (NNEST1)*

*NNESTs know about the first tongue of their learners as well as their culture, which is a strength. They also have great instinct into their learners' language learning problems. (NNEST12)*

Another participant also stated that the common culture can be used as an effective tool to engage learners more in classes:

*Being in an EFL setting and sharing the culture of L1 with the students, I know what they are going through to learn a language because I have simply walked the*

*same road myself. The common culture can always be a treasure I can tap into to better draw students' attention in class. (NNEST34)*

Likewise, the participants suggested that having the same cultural background as learners aids NNESTs in establishing meaningful relationships with learners and promoting a stress-free and safe learning environment for them that enables them to express themselves without fear of being misunderstood:

*(NNESTs) being good at understanding what a student actually means, some students feel more comfortable with non-natives. (NNEST25)*

### ***A role model for learners***

Another significant strength of being a NNEST frequently reported by the participants is that thanks to NNESTs' experience of learning English as a foreign language, they are regarded as positive role models that are capable of inspiring and motivating learners to continue their learning journey:

*You can inspire your students when you speak fluently and have a native like pronunciation because you've never been abroad and weren't born there so why can't they succeed this? (NNEST10)*

*Students have the opportunity to take us as an example in terms of reaching the highest level in the target language from scratch...(NNEST18)*

*...(NNESTs) may set a good example to students that everyone is able to learn a language well (if the NNEST's English is almost at the same level as the native speaker's). (NNEST37)*

### ***Effective pedagogical competence***

Another valuable quality of NNESTs is that NNESTs are supposed to receive necessary teaching education in order to teach English as a foreign language in

educational institutions. Therefore, it was highlighted by the participants that most of the NNESTs are qualified enough to deliver quality language learning opportunities as they are equipped with necessary pedagogical knowledge and skills from higher education institutions:

*(...) I completely find NNESTs quite empowered regarding their Turkish background, student/learning experience, and pre-service teacher training (...)*  
(NNEST19)

*...(NNESTs) they know how to teach foreign languages.* (NNEST8)

### ***Enhanced ability to teach grammar***

Participants also mentioned that they have a better understanding of English grammar as they have undergone extensive practice over it in order to master it thoroughly. In addition to their comprehensive knowledge of English grammar, NNESTs were perceived as effective in teaching it to EFL learners as they are capable of understanding learners' needs and anticipating their challenges regarding foreign language learning due to the shared linguistic and cultural background with learners. To illustrate:

*I reckon I am much better at teaching grammar, which might stem from the fact that our educational system puts more emphasis on grammar than any other sub or main skills. I don't think native English teachers prioritize grammar in their teaching.* (NNEST32)

*the teachers based on their own experience know how learn English, may have stronger knowledge in grammar rules, have their own strategies to teach skills.*  
(NNEST37)

*NNESTs are good at noticing and teaching grammar points and patterns, especially comparatively.* (NNEST2)

*native teachers cannot teach as accurate grammar as nonnative teachers. Non native teachers actually provide a firm grammar background. (NNEST5)*

*(...) non-natives are generally better at teaching grammar (...) (NNEST25)*

### ***Weaknesses of being a nonnative English-speaking teacher***

When participants were asked to consider the shortcomings of being a NNEST, they brought up a wide range of issues associated with the challenges that NNESTs typically face in the field of ELT and these identified weaknesses are related to NNESTs' linguistic proficiency, pedagogical competence, and socio-cultural characteristics and their perceived self-image.

Firstly, one of the most frequently cited weaknesses of being a NNEST was found to be inadequacy in English proficiency, particularly in pronunciation. A significant number of the participants reported that NNESTs encounter difficulties in pronouncing English words accurately and sound unnatural when they speak English because they do not have innate capacity in producing and distinguishing English sounds which is owned by native speakers. As a result of NNESTs' lack of proficiency in pronunciation, participants stated that NNESTs do not make effective linguistic models for learners, and feel less confident and motivated in teaching pronunciation. In addition to this, speaking was also identified as another problematic area where NNESTs do not attain adequate proficiency because NNESTs do not speak English in the same way as native speakers do. Besides, NNESTs' lack of proficiency in speaking has a negative impact on their self-confidence in this area, resulting in feelings of anxiety, lack of accuracy and fluency in using English. Apart from pronunciation and speaking, listening was also regarded as a challenging area for NNESTs because they do not exhibit adequate proficiency in this skill. Secondly, lack of knowledge about English vocabulary such as idioms, collocations and proverbs, was regarded as one of the major weaknesses of NNESTs, which might negatively impact their understanding of spoken and written materials in English and language instruction in the classroom. Besides, limited knowledge about the culture of the target language was



another important shortcoming for NNESTs because they might have difficulties in understanding and interpreting linguistic structures with social and cultural nuances of meaning due to their unfamiliarity with the target language culture. Likewise, due to their limited understanding of English culture and its pragmatic use, participants indicated that NNESTs tend to lack intercultural communicative competence in English, preventing them from effectively utilizing English to express themselves appropriately in diverse contexts across cultures. Participants also mentioned that NNESTs lack exposure to the foreign language they are teaching outside of the classroom within an EFL context and so they are not provided with opportunities to practise it in real-life situations, which might have a negative impact on the improvement of NNESTs' speaking skill. NNESTs' use of L1 resulting in learners' lack of motivation to communicate with NNESTs in English, unrealistic assumptions about NNESTs' language proficiency, ELT marketing policy promoting NESTs over NNESTs, and lack of English-speaking country experience, were noted to be other challenges for NNESTs in the ELT industry by participants.

### ***Inadequacy in English proficiency***

Pronunciation was regarded as one of the most important areas where NNESTs feel inadequate and incompetent because they might be sometimes unsure about how to pronounce a word in English accurately due to their lack of the innate intuition that native speakers have. Besides, participants stated that NNESTs are not regarded as the ideal linguistic models for learners owing to their inadequacy in English pronunciation:

*NNEST on the other hand, may not be able to master all the skills and pronunciation in the target language. They are also regarded as less proficient.*

(NNEST4)

*...I also feel I am not a good model in terms of pronunciation. (NNEST17)*

*...there may be problems with pronunciation. (NNEST18)*

*...they generally have poor pronunciation skills and... (NNEST8)*

Talking about this issue, one of the participants also mentioned his own way to deal with this difficulty in pronunciation that NNESTs typically suffer from:

*As for the weaknesses, there could of course be times when we are unsure of the pronunciation of a certain word or a certain use of the language, which we have difficulties judging with our intuitions as a native speaker would do. Luckily, we have easy access to resources nowadays and can easily get help from native speaker resources. (NNEST33)*

NNESTs' pronunciation was assessed as problematic by some participants as they are unable to achieve native-like pronunciation. This suggests that the participants considered the pronunciation of native speakers as appropriate models and measured NNESTs' proficiency in this area based on their proximity to these native models:

*...you can pronounce the words correctly but can not sound like a native speaker. (NNEST10)*

*..their pronunciation will not be as good as a native speaker's.(NNEST 12)*

Speaking was also identified as a challenging area for NNESTs because participants stated that NNESTs have problems in achieving adequate fluency, flexibility, and accuracy in spoken English, which might consequently make NNESTs less effective in teaching speaking, and lead them not to be regarded as positive linguistic models to be followed by learners:

*We are not that proficient in speaking. (NNEST35)*

*As for the weaknesses, I think non native teachers mostly experience problems in teaching pronunciation and speaking as they are not as proficient as native teachers, so they can not be a good model for students. (NNEST36)*

*...still I cannot ignore the fact that they MAY NOT teach as well as those native counterparts dues to their lack of speaking. (NNEST19)*

*Being a NNEST poses some difficulties in pronunciation, speaking... (NNEST1)*

One participant also commented that NNESTs often experience a certain type of anxiety related to their foreign language proficiency, especially speaking, resulting from unrealistic expectations imposed on NNESTs due to idealized native-speaker norms, which foreign/second language learners are expected to adopt in order to achieve native-like proficiency in the target language. Consequently, these feelings of anxiety leading them to feel less confident in the target language might make a negative impact on their instructional decisions and by extension teaching success:

*As for the weaknesses, NNESTs mostly suffer from the pressure that knowing and speaking a language brings since people might expect them to speak like a native speaker even if it is not their mother tongue. I guess we mostly forget that NNESTs are still learning the target language throughout that process. In line with the previous statement, speaking anxiety is much more common in NNESTs which might impede from them to do their jobs, to teach English. (NNEST23)*

In addition to pronunciation and speaking, participants reported that NNESTs have some problems in listening comprehension, which might have a negative influence on their instructional activities in the classes:

*still I cannot ignore the fact that they MAY NOT teach as well as those native counterparts dues to their lack of speaking, listening, and pronunciation skills. (NNEST19)*

*...listening and pronunciation problems...(NNEST6)*

*Being a NNEST poses some difficulties in pronunciation, speaking, and listening...(NNEST1)*

Besides, participants mentioned that particularly when speaking, NNESTs have difficulty in forming grammatically correct sentences, and so this inability to use English grammar correctly was regarded as another drawback for NNESTs, as they lack the innate intuition that native speakers naturally possess from birth to navigate English grammar without effort. Talking about NNESTs' problematic use of English grammar, one participant also pointed out that this difficulty also prevents NNESTs from becoming ideal linguistic models for learners and leads to feeling unfulfilled and dissatisfied about teaching practices:

*not being a native, it is always hard to form grammatically and pragmatically correct sentences that can be model to students. Even if you can do that, you always lack something. (NNEST24)*

Complaining about occasional difficulty in recognizing how to use language correctly owing to their lack of inborn intuitions about the target language grammar, one participant also mentioned that it is relatively straightforward in today's world with a great variety of resources accessible to both learners and teachers to address such challenges in language learning and teaching:

*there could of course be times when we are unsure of the pronunciation of a certain word or a certain use of the language, which we have difficulties judging with our intuitions as a native speaker would do. Luckily, we have easy access to resources nowadays and can easily get help from native speaker resources. (NNEST33)*

Another participant also highlighted the concept of fossilization, a commonly used term in SLA to explicate the reason for learners' constant incorrect L2 productions, as a problem for NNESTs:

*...fossilization, grammar errors. (NNEST6)*

Moreover, the interesting comment below made by one of the participants illustrates that NNESTs tend to place excessive importance on learners' knowledge of grammar and they occasionally fail to determine what is grammatically acceptable or not because of their limited knowledge of grammar in comparison with NESTs:

*They are likely to overvalue grammatical information of the students because their information is limited compared to a native teacher..If they do tolerate any mistakes to what extent it is ok is never clear to a non-native teacher. (NNEST14)*

Lastly, with regard to inadequacy in English proficiency, a majority of participants noted that NNESTs' knowledge of vocabulary is rather limited in comparison with NESTs, and so they often express concerns about not knowing a great variety of idioms, proverbs, collocations, and phrasal verbs in the target language, which may take its toll on NNESTs' trust in their professional competence in this area:

*I also feel I am not a good model in terms of pronunciation, idioms or...*  
(NNEST17)

*the teacher may not know some of the vocabulary. (NNEST37)*

*However, it may not be possible to master the idioms and proverbs in the target language (NNEST18)*

*Next, our knowledge idiomatic expressions and proverbs is limited, we are not confident enough to teach them. (NNEST36)*

Likewise, one participant said that when NNESTs are compared with native speakers, NNESTs' level of proficiency in English lexicon is not as high as that of native speakers and so this could be considered as a shortcoming for NNESTs. However, he/she also emphasized that this disadvantage might also yield certain benefits especially for learners with a low-level of proficiency in English because NNESTs' limited knowledge of vocabulary makes it less challenging for learners to understand and follow their teachers:

*Use of vocabulary may be at a lower level than that of native speakers, yet that's sooner an advantage than a disadvantage as it makes the teacher easier to understand. (NNEST38)*

In a similar vein, although another participant confirmed that NNESTs' having problems in English such as limited knowledge and understanding of vocabulary, pronunciation and English grammar in use can be considered as a shortcoming affecting negatively NNESTs' confidence in their professional competence, and consequently their teaching in the classroom, he/she also highlighted that these challenges also act as a catalyst to help NNESTs maintain their motivation to improve themselves in the target language at the same time when teaching it to students:

*As for the weaknesses of being a NNET, I sometimes do lack finding a correct English equivalence of a Turkish word, phrase, idiom, or saying if asked by my students. I don't consider it a weakness but rather I view it as a challenge, which is the continuous exploration of the language due to its constant evaluation. What I mean is I feel a strong motivation to keep up with any changes in the language like expanding my vocabulary, mastering the correct pronunciation of words, or contemporary usage of grammatical rules, etc. (NNEST32)*

### ***Limited cultural knowledge and intercultural competence***

Participants in this study criticised NNESTs for their insufficient knowledge about the culture of the target language and so they reported that NNESTs are not effective in providing students with necessary cultural information about the target language which is crucial for learners to enhance their cultural awareness, and consequently gain a better understanding of the language that they are striving to learn:

*Since language and culture are inseparable, of course native English teachers are better teachers in terms of language and culture. (NNEST8)*

*I also feel I am not a good model in terms of pronunciation, idioms or cultural knowledge. (NNEST17)*

*(NNESTs) know less about English/American culture/daily life. (NNEST26)*

*Even though I read, watch, see, and learn about the English culture, I don't think I am knowledgeable enough about it as I've never lived in that culture. (NNEST22)*

*We are not that proficient in speaking and the culture compared to nests. So, it makes me uncomfortable in the class. (NNEST35)*

*...it may not be possible to handle cultural elements like a native speaker. (NNEST18)*

Participants also noted that owing to NNESTs' unfamiliarity with the culture of the target language they have difficulty in understanding the linguistic structures including socioculturally constructed meanings and requiring context-based interpretations and so NNESTs are regarded as ineffective in guiding learners to recognize the influence of cultural and social constructs on language and encouraging them to expand their cultural knowledge:

*these teachers (NNESTs) probably will find it challenging to teach cultural aspect of the target language. (NNEST12)*

*On the other hand, it can be slightly difficult to explain the cultural differences and affects of the culture over the target language. (NNEST16)*

As a consequence of NNESTs' limited cultural knowledge, they were also reported to lack intercultural and communicative competence, which means that they are not adequately knowledgeable about the pragmatic and colloquial use of English:

*Lack of culture of the spoken language. (NNEST29)*

*However, they will, naturally, have some restriction to know some cultural and colloquial use of English since they are not natives. (NNEST30)*

*...still I cannot ignore the fact that they MAY NOT teach as well as those native counterparts dues to their lack of speaking, listening, and pronunciation skills as well as (inter)cultural communicative competence. (NNEST19)*

*they are worse than natives in terms of everyday use of English. (NNEST25)*

One participant also argued that NNESTs' deficiency in interactional skills and understanding of how to use the target language appropriately within different contexts results in language anxiety and a lack of self-confidence related to their oral performance. NNESTs' difficulties finding and using the structures which are the most appropriate within a given context might also hinder NNESTs from focusing more on developing learners' conversational skills:

*I have been to England and lived there a couple of years. And I got back to work at a Turkish state university in a language centre, I had the chance to listen to Turkish speakers of English teachers speaking in English. I have withesses how they express themselves in English in their interactions with a native speaker*



*colleague. The language they speak lack interactional skills and often pragmatically not fitting. The reactions to what native teacher says are often too Turkish, and can be expressed in much better versions. And I think this lack of proficiency can be one of the most debilitating factor on the performance of non-native teachers. This can make them feel less self-confident, reluctant to answer student questions due to the fear of failure to know the answer, or refraining to spend time on speaking activities etc. Nonnative teachers can thus always have the language anxiety even while they are teaching the language, not learning it. Although they should be considered as learners of the language that they are teaching at the same time. (NNEST 24)*

Furthermore, one participant commented on how to increase NNESTs' cultural knowledge about the target language:

*As a weakness I could say, it may be not having a chance to be in an English speaking country. I believe having been in an English-speaking country will help them understand the culture, therefore it will be more helpful while teaching. (NNEST13)*

### **Lack of exposure to the target language**

Participants stated that NNESTs are not adequately exposed to the target language that they teach outside of the classroom, as they carry out their teaching activities within an EFL context, in which English does not own any official status and is not used as a means of communication. Not receiving out-of-class language exposure was frequently considered as a shortcoming for NNESTs because they lack opportunities to practice English and improve their skills within the real-life situations. Therefore, participants regarded the absence of real-life exposure to the target language and opportunities for practice as a major factor contributing to NNESTs' challenges in different

aspects of the target language such as speaking, listening, limited knowledge about colloquial use of English:

*Since NNESTs live in places where English is not spoken as a first language, exposure to language might not be that possible compared to other countries, especially considering the rate of language knowledge of Turkish people. Within that scope, opportunities are extremely limited. (NNEST23)*

*not being exposed frequently by the language they teach, not learnt the language in the environment of the language itself. (NNEST 29)*

Talking about this issue, one participant also highlighted the negative impact of limited chances for practice on vocabulary retention:

*The biggest disadvantage is that you forget the vocabulary you rarely use and you don't have the chance to speak much in Turkiye. (NNEST10)*

Another participant complained about the way NNESTs speak English, which can be considered to be as a result of NNESTs' limited real-life experience of the target language:

*NN teachers mostly speak bookish English which sounds rather formal and unnatural... (NNEST14)*

Lastly, in addition to practicing the target language within the real-life contexts, one participant suggested that having experience of teaching English as a foreign language in an English-speaking country would also be advantageous for NNESTs to enhance their skills:

*If the nnests have had the chance of having an experience on teaching English as a foreign language in an English-speaking country, they are more qualified. (NNEST15)*

### ***Using shared L1 in the classroom***

It is an interesting finding that NNESTs' speaking the same first language as learners was also regarded as a weakness of NNESTs by the participants even though it was previously reported to have pedagogical benefits for both teachers and learners. Participants expressed dissatisfaction with NNESTs' tendency to use learners' L1 in classes more than needed, and so they viewed the overuse of L1 in English classes as a barrier to effective learning which deprives learners from exposure to the target language:

*...they sometimes use Turkish more than needed. (NNEST25)*

Meanwhile, some participants noted that use of L1 in English classes can lead learners to become overdependent on L1, hindering them from trying hard to speak English. Another adverse influence of excessive use of L1 on learning environment was reported that learners do not feel motivation to communicate with NNESTs in English:

*I sometimes switch to Turkish in the classroom and when it is comfortable, so students don't feel the need to communicate in English with me. They don't force themselves to speak English with me... Students do not feel so excited to communicate in English with a Turkish person. (NNEST17)*

*Additionally, the motivation of studying with a native speaker is undeniable. (NNEST18)*

Referring to the difficulty of teaching large classes, one participant also emphasized the motivation problem that foreign language learners have and stated that it is the most significant shortcoming for NNESTs in Turkey:

*...teaching English to the unmotivated students in crowded classrooms is the worst weakness of the nnest. (NNEST15)*

### ***Strengths and weaknesses of being a native English-speaking teacher***

This section presents findings regarding the participants' responses to the second open-ended question asking them to reflect on the strengths and weaknesses of being a native English-speaking teacher along with the sample quotations.

#### ***Strengths of being a native English-speaking teacher***

In light of the analysis of participants' responses, native English proficiency was identified as NESTs' most significant advantage by non-native English teacher participants. As NESTs are native speakers of English and so naturally have a higher capacity for all language skills, they were reported to be the ideal language models and providers of authentic linguistic input for language learners particularly in terms of native pronunciation and accent. Moreover, thanks to their native intuition in English, they were claimed to feel more confident and effective in teaching speaking skills, idiomatic and colloquial expressions, using English grammar accurately and providing learners with cultural information. Furthermore, it was stated that NESTs are effective in motivating learners to speak English all the time in classes in order to communicate with teacher, as English is the only medium of instruction in classes, leading to more authentic and comfortable English-speaking environment for learners. In addition to this, participants suggested that learners tend to find being taught by NESTs exciting and inspiring because of their native ability to use English. Participants also highlighted that NESTs hold a prestigious professional status and are frequently preferred over NNESTs in the field of ELT due to their native competence in English, which consequently leads NESTs to feel more confident in their teaching and respected particularly within EFL contexts.

#### ***Native English proficiency***

Native proficiency in English was the most frequently cited strength of NESTs. Participants underscored that NESTs are inherently more advantageous than NNESTs

because they teach the language that they have acquired as their mother tongue and so they possess native intuition about the language, which affords them complete mastery over language. Besides, NESTs were reported to often feel confident and comfortable in teaching English thanks to their innate ability to use the target language:

*Barely could be something that a NEST does not know about his/her mother tongue. They have innate proficiency in their mother tongue. (NNEST12)*

*native language teachers may have more of a feel for the language. (NNEST38)*

*But in terms of English they have many strengths. It's their native language. (NNEST3)*

*NESTs are naturally more comfortable and confident when teaching because it is their native language that they are teaching. (NNEST1)*

*teaching your mother tongue. (NNEST31)*

*Being an expert in all skills in the target language is an advantage in itself (NNEST18)*

*One can learn how to teach English in the environment of the language itself. (NNEST29)*

*they are more confident, maybe more respected, since it is their native language. (NNEST13)*

*As a native, you have the mastery over the target language, which gives you advantage when explaining the language rules, speaking the language, delivering a correct pronunciation etc. (NNEST24)*

Native proficiency in English was not only regarded as a powerful merit of NESTs but also as a motivational factor for learners in order to continue to learn English:

*Being a native speaker is an advantage as it shows students how far they can progress in the long term. In addition, the motivation this will create is also high.*  
(NNEST18)

Even though being a native speaker of English was viewed as the main advantage of NESTs by the majority of participants, two complained that NESTs hold a more powerful position in the profession of ELT and are favored over NNESTs in employment opportunities just because of their English language nativeness:

*The fact that the language you speak is known to the world and spoken in many places is a strong side so at some point you don't have to keep up with the different settings but they have to. As a fact, for Turkey, irrespective of the teaching skills NESTs hold, educational institutions mostly prefer native speakers of English and it is the same in different non-native countries. For the NESTs, the language they know gives them power.* (NNEST23)

*These teachers are preferred a lot in the field. So they are very fortunate about teaching positions anywhere in the World.* (NNEST4)

As a result of NESTs' native mastery in English, participants noted that NESTs are effective in speaking skill and creating a communicative and authentic English-speaking environment in classes because of their high proficiency in conversational skills:

*As I have explained above, they are naturally better than us in speaking...*(NNEST19)

*NESTS are more advantageous in speaking.* (NNEST2)

*Speaking (as a strength).* (NNEST27)

*fluent speaking is at hand.* (NNEST7)

One participant also pointed out that NESTs' oral fluency in English enables them to provide learners with effective communicative activities through which learners are involved in speaking practice within real-life contexts. Therefore, NESTs were perceived as advantageous for helping learners develop their speaking skills:

*As they serve as great role models for oral communication, they guide students much more effectively in conversations. As students are exposed to natural conversations and listening through native teachers, students can make significant progress in these skills. (NNEST32)*

Likewise, another participant commented on NESTS' effectiveness in dealing with communicative/conversational activities focusing more on enhancing learners' speaking skill:

*NEST, in my opinion, are better suited to teach communication-skill based courses to intermediate and above level students. Students are more eager to communicate with them. (NNEST21)*

It was also mentioned by participants that it is not only NESTs' native English fluency or the authenticity of the speaking activities that contributes a lot to learners' development of communicative skills but NESTs' lack of knowledge about learners' native language has also a positive impact on learners' development of speaking skills, encouraging learners to use only the target language in order to interact with their native teacher. In other words, in learning environments where teacher and learners do not have any common language for communication, English becomes the only medium of instruction in classes, as NESTs mostly do not know to speak their learners' L1. As a result, this situation brings about a realistic and purposeful goal for learners to use English for communication and increases learners' use of the target language in classes:

*they don't use Turkish so students are forced to use English. (NNEST25)*

*they have to speak in English in class all the time unless they know students' first language and this forces the students to communicate with their teacher in English. (NNEST33)*

Talking about this issue, one participant also shared an interesting observation of his/hers that learners' being forced to use only English to negotiate meaning in class due to NESTs' lack of proficiency in learners' L1 results in acquisition of English:

*Native English-speaking teacher can teach speaking skill, particularly communication skills, more comfortably than non-native ones. They can be effective in speaking classes on students, if they do not know Turkish, because they force students to understand them in English. Students feel that there is no way to communicate with teacher to learn the course, they start to acquire the target language compulsorily. After a while, they speak English readily as they do not give importance to speak accurately. Native English teachers, as I have observed so far, naturally make the learners feel comfortable to speak English without checking grammar, or pronunciation and so on. As a result, students do not learn English, but acquire it. This is absolutely the most powerful way of teaching language. (NNEST5)*

Another strength of NESTs widely acknowledged is their effectiveness in pronunciation viewed as a natural outcome of their native proficiency in English. NESTs were noted to be authentic and accurate models of English pronunciation for learners because they are capable of pronouncing English words comfortably and effortlessly in the right way as it is supposed to be without the fear of mispronouncing thanks to their innate proficiency. As a result, they do not have to spend a lot of time on checking the pronunciation of the words prior to classes and make a conscious effort to improve pronunciation in English but NNESTs have to do so. Therefore, participants emphasized



that listening to NESTs is advantageous for learners to enhance their pronunciation, and recognize native accents better:

*Most students are drawn to perfect pronunciation and a nice accent. This credo even goes to the point that NNESTs are not as good as NESTs. (NNEST34)*

*they are great providers of the authentic pronunciation. (NNEST32)*

*Pronunciation (as a strength). (NNEST27)*

*better pronunciation. (NNEST26)*

*...delivering a correct pronunciation etc. natives are an authentic language source for students' need of target language exposure. (NNEST24)*

*As students are exposed to natural conversations and listening through native teachers, students can make significant progress in these skills. (NNEST32)*

On the other hand, one participant pointed out that NESTs' native proficiency in speaking and pronunciation is unable to ensure their proficiency in teaching these skills so it might be misleading to presume that NESTs' native proficiency in English language skills makes them better English teachers. Therefore, the participant suggested that having language teaching qualifications is needed to become completely proficient in using the language:

*They become a good role model in speaking skill and pronunciation, but this doesn't necessarily mean that they teach speaking skill better than us. Plus, they are not proficient in the use of language if they don't have a qualification to teach the language. (NNEST35)*

In a similar vein, another participant criticized that native accent and speaking ability is considered as an ultimate goal of foreign language learning by emphasizing the

current status of English as an international language with its varieties used in different sociolinguistic contexts. He/she argued that it is impractical to expect learners to achieve native-like or near-native proficiency especially in pronunciation:

*Firstly, being exposed to a foreign language through a NEST might be considered an idealized way of learning a foreign language in terms of pronunciation and speaking. Yes, it is true that they are kind of ideal, or perfect, or the norm. But it is also true that there is not a single English in the world anymore but Englishes. Moreover, it is quite a challenge to achieve native-like even near native-like pronunciation for most people. So, I believe native-like pronunciation shouldn't be imposed but encouraged. (NNEST1)*

In addition to their strength in English pronunciation, NESTs were reported to be effective in listening skill and have no difficulty in recognizing diverse accents of English. Thus, NESTs were believed to help learners develop their listening skill better, as they can demonstrate learners how to deal with listening comprehension problems and what to pay more attention to such as verbal/non-verbal clues, word/sentence stress, rhythm and intonation in order to increase their understanding of what they hear in English.

*As I have explained above, they are naturally better than us in speaking, listening, pronunciation. (NNEST19)*

*They can understand different accents easily ... (NNEST10)*

NESTs' extensive knowledge of the vocabulary and idiomatic expressions was identified as a significant advantage of being a NEST by non-native English-speaking participants. NESTs' native linguistic capacity gives NESTs a deep understanding of English lexicon which enables NESTs to deal with the meaning of the complex words, provide better explanations and examples for the words that learners have difficulty in

understanding and teach learners how to use the words correctly within different contexts with ease:

*may give better examples of vocabulary... explains the meaning of some words with greater number of examples. (NNEST37)*

*may find it easier to convey the meaning of vocabulary items. (NNEST38)*

*they are great providers of the authentic pronunciation and vocabulary knowledge, which I believe nonnative English teachers may lack. (NNEST32)*

*They are really better at usages and vocabulary-idioms. (NNEST25)*

*Being a good model for Ss in terms of pronunciation, cultural knowledge and wide range of vocabulary. (NNEST17)*

*they are familiar with all the idioms/ collocations because they learn it from birth. (NNEST10)*

*they are good at pronunciation, using idiomatic expressions. (NNEST8)*

*In terms of grammar, vocabulary, pronunciation and cultural norms of English-speaking countries they are proficient. (NNEST3)*

*However, NESTS are more advantageous in speaking and vocabulary. (NNEST2)*

Moreover, another strength of NESTs was found to be their accuracy in using English grammar and proficiency in providing learners with easy-to-understand explanations about complex grammar points with effective examples thanks to their native command of language:

*may give better examples of vocabulary or grammar structures. (NNEST37)*

*As a native, you have the mastery over the target language, which gives you advantage when explaining the language rules... (NNEST24)*

*In terms of grammar... they are proficient. (NNEST3)*

### ***Being an ideal linguistic model***

One of the most frequently cited comments about NESTs' strengths by participants was that they serve as ideal linguistic models for language learners especially in terms of speaking and pronunciation because they exhibit authentic, fluent, and accurate usage of English due to their status as native speakers of English. In other words, NESTs were reported to be effective providers of authentic English since they use English in the same way as it is spoken in English-speaking countries. Therefore, participants believed that foreign language learners have greater exposure to real-life, authentic and fluent English when they are taught by NESTs:

*Their proficiency enables them to be a proper language model and makes them more confident. (NNEST36)*

*natives are an authentic language source for students' need of target language exposure. (NNEST24)*

*They can provide more authentic input. They are more fluent. (NNEST1)*

*Being a good model for Ss in terms of pronunciation. (NNEST17)*

*First of all, they are great providers of the authentic pronunciation...(NNEST32)*

*Native teachers offer their students a chance to hear and learn the language as it is spoken in the motherland. They're an ideal model for students' pronunciation, which is another advantage. (NNEST14)*

As a consequence of NESTs' being ideal linguistic models for language learning, participants emphasized that foreign language learners are more motivated and willing to participate in activities and speak English in classes when they are taught by a NEST. In other words, the presence of a NEST in classes has a positive impact on learners, boosting their motivation and engagement in foreign language learning/teaching activities since learners are believed to think that NESTs are more authentic users of the target language due to their native status. The comments below made by participants on this issue indicate their perception of learners' willingness and enthusiasm to interact with NESTs in classes:

*A nest has the advantage of speaking the language fluently and motivating the student more easily and voluntarily to learn English. (NNEST15)*

*students are more eager to communicate with a native. (NNEST20)*

*Students are also more motivated to speak up when they are in close contact with a native speaker. They find the interaction more exciting and useful. (NNEST17)*

*Additionally, students are likely to treat their conversations with native teachers as genuine and this can be more motivating for them. (NNEST33)*

*Students are more eager to communicate with them. (NNEST21)*

*Additionally, the motivation of studying with a native speaker is undeniable. (NNEST18)*

### ***Extensive knowledge of the target language culture***

NESTs' familiarity with the cultures of English-speaking countries was identified as another advantageous characteristic of NESTs by participants. Due to being born into and raised in the culture of the target language, NESTs are naturally proficient in

understanding the cultural connotations of English and conveying these meanings to students effectively:

*Since they have first-hand experiences in their country and culture, native speakers also have more to say about their culture and countries. (NNEST33)*

*Pronunciation, Speaking and Cultural Knowledge. (NNEST27)*

*more culture-awareness. (NNEST26)*

*...they are naturally better than us in speaking, listening, pronunciation and culture. (NNEST19)*

*It is also an advantage to master all elements of the culture in the regions where the target language is spoken. (NNEST18)*

*Being a good model for Ss in terms of pronunciation, cultural knowledge and wide range of vocabulary. (NNEST17)*

*In terms of grammar, vocabulary, pronunciation and cultural norms of English-speaking countries they are proficient. (NNEST3)*

One participant also stated that NESTs have intercultural competence, which means that they are capable of acting appropriately and effectively when interacting with people from different socio-cultural contexts:

*they are good at pronunciation, using idiomatic expressions, they are intercultural competent. (NNEST8)*

In addition to NESTs' extensive cultural knowledge of English, participants perceived that NESTs are effective in intergrating the culture of the target language into classes. NESTs were reported to help students better understand how the culture influences the way language functions. Besides, since NESTs belong to native-English

speaking communities, where people use English as their first language to communicate with one another, they were believed to be more knowledgeable about the real-life and colloquial usage of English and better at teaching it in classes:

*they can easily give examples from their own culture making students' awareness of the language rise. (NNEST29)*

*Since they are representatives of the target language, the intercultural communication can add a lot to the classroom atmosphere and genuine conversation will take place in the target language. (NNEST4)*

*they can teach culture better, they can answer students' questions about everyday use of English better than non-natives. (NNEST25)*

Furthermore, it was mentioned that NESTs' understanding of the target language culture contributes to the learning atmosphere positively by increasing the students' interest and participation in classes:

*They have great control over the language use and culture, more than NNEST, so they engage students more. (NNEST22)*

On the other hand, one participant made an interesting comment on this issue by emphasizing the current status of English as an international language and suggested that the field of ELT reconsider what cultural contexts should be focused on and incorporated into language learning/teaching: the culture of English-speaking countries or that of others who use English for different purposes within various contexts as their second or foreign language:

*NESTs have cultural knowledge of English so they can make cultural contexts more. However, English is not a national language but lingua franca in the world. This requires ELT to re-consider the current contexts more. (NNEST30)*

### ***Weaknesses of being a native English-speaking teacher***

When being asked about the shortcomings of NESTs, participants identified NESTs' inadequacy in understanding EFL students' difficulties, problems, and needs as the most important challenge of NESTs. Secondly, participants reported that NESTs' lack of foreign language learning experience poses some important challenges for them while teaching English because they might find it difficult to anticipate the problematic areas of foreign language learning, and respond to these challenges appropriately due to their lack of first-hand experience of being a foreign language learner. Insufficient proficiency in students' L1 was also acknowledged as an important weakness of NESTs by the participants, which might negatively influence both NESTs' instructional practices and communication with students in classes. In addition to this, NESTs' limited understanding of learners' cultural and educational backgrounds was perceived to act as a challenge for NESTs, as NESTs' lack of knowledge about learners' culture, daily life and local education system where learners have been taught might prevent NESTs from building a supporting and comfortable learning environment. NESTs' difficulties in grammar teaching and the misalignment of NESTs' teaching styles with students' learning styles were also mentioned as the weaknesses of NESTs. Besides, participants complained that NESTs rely heavily on their native competence in English and so they tend to disregard pedagogical aspects of teaching English due to their limited teacher training or giving less prominence to professional development. Lastly, NESTs' having difficulty in building the relationship with students was found to be another widely cited weakness of NESTs by participants.

### ***Inadequacy in understanding EFL learners' difficulties and needs***

Insufficient understanding of learners' difficulties, needs and problems that they are likely to experience while learning English was revealed as the most frequently cited disadvantage of NESTs. Participants suggested that NESTs often struggle to anticipate



the challenges of foreign language learning, understand the reasons behind these problems and address learners' needs appropriately, which might have a negative impact on learning/teaching practices. Comments made below indicate how NNEST participants perceived NESTs as lacking an understanding of learners' challenges concerning the process of foreign language learning:

*they have difficulty understanding their students' needs and difficulties they face while learning English. (NNEST8)*

*Lack of perception regarding non-native L1 learners' challenges. (NNEST9)*

*It might be difficult for NESTs to understand when, why and at which think their students struggle with. (NNEST23)*

*native teachers may fail to see the difficulties the students can face. They can be less understanding of the student mistakes. (NNEST24)*

*does not fully understand Turkish students' problems with the new language. (NNEST26)*

### ***Lack of experience of foreign language learning***

The fact that the majority of NESTs have not been involved in the conscious learning of a language as a second or foreign language was identified as a significant shortcoming of NESTs by the participants. NESTs' lack of foreign language learning experience was reported to be disadvantageous for both teachers and students because this situation might cause NESTs to be less aware of psychological and motivational aspects of language learning while teaching and less understanding and alert to the challenges that foreign language learners might face while trying to learn English:

*Some teachers lack second language learning experience... (NNEST38)*

*unless they know a foreign language, they may not be able to guide the learners well through their learning journey. (NNEST12)*

*NESTs might have difficulty understanding the inherent problems students go through when trying to learn English. Just because learning a foreign language requires to think in that language. (NNEST1)*

### ***Insufficient proficiency in learners' L1***

Participants pointed out that NESTs' lack of proficiency in students' L1 might influence negatively the process of foreign language learning and teaching. Since NESTs are unfamiliar with their students' L1, they might fail to anticipate L1-related challenges in foreign language learning and take necessary precautions to prevent these negative language transfer problems. Therefore, participants commented that NESTs are incapable of identifying the differences and similarities between two languages, noticing challenges in language learning stemming from students' L1 interference, and helping learners deal with them due to their incompetence in learners' L1:

*As for the weaknesses, I think native teachers act like they can not easily diagnose learner problems stemming from learners' L1. (NNEST36)*

*As for the weaknesses, they might fail in understanding issues of negative L1 transfer especially if they don't know Turkish. (NNEST33)*

*But they encounter difficulties diagnosing underlying cause of errors in the learning process as they are unable to compare and contrast the two languages. Thus, they often miss the chance to eliminate those errors as easily and fast as Turkish speaking teachers of English. (NNEST14)*

One participant also stated that NESTS' lack of proficiency in learners' L1 results in problems in establishing a rapport with students and meeting their requirements for

effective language learning by emphasizing the importance of having necessary teacher training to be able to teach English:

*One of the minus points here is the difficulty in communicating or understanding the demands of the other party due to the instructor's lack of command of the student's native language. In any case, a native speaker must have received training in language education. Anyone who does not have language education formation may not be useful. (NNEST18)*

Likewise, another participant shed light on the same difficulty of NESTs in communicating with learners due to their inadequacy in learners' L1. The participant mentioned that NESTs' inability to use learners' L1 in classes particularly with low-level students might act as a formidable barrier to communication between the teacher and the students, as L1 is used as an important means of communication by learners when they feel confused and need further clarification or explanation for the complicated points in language. However, participant argued that students' attitudes towards NESTs not knowing their L1 might be shaped by their individual characteristics and experiences:

*However, for students who see being not competent enough in speaking English as a barrier, this sometimes creates a problem and they may keep a distance from these teachers. That's why I think the characteristics and backgrounds of students have a great influence on how they approach their teachers. (NNEST22)*

### ***Insufficient understanding of learners' cultural and educational background***

NESTs' unfamiliarity with learners' cultural background and local education system was reported to be one of the disadvantages of being a NEST within an EFL context. NESTs' limited awareness of learners' cultural background might be a major obstacle for NESTs to foster a positive learning environment supported by mutual understanding because socio-cultural differences between teacher and students lead to

misunderstandings, confusion or misconceptions, by extension impeding students' involvement and motivation in class activities.

*Weakness can be not knowing cultural background all the students. (NNEST3)*

*Cultural differences can be a burden. (NNEST16)*

*They may not observe or understand some problems of students which is unique to our culture or way of life in Turkey. They may not know how to handle the situation or have nothing to say since that problem is completely new to his/her viewpoint. (NNEST17)*

One participant also highlighted that misunderstanding and miscommunication resulting from NESTs' lack of understanding of learners' socio-cultural backgrounds might cause NESTs to experience classroom management problems:

*And sometimes cultural differences may cause some problems such as disciplinary problems in class. (NNEST4)*

As mentioned earlier, NESTs' limited knowledge about local education system was also regarded as a significant shortcoming of NESTs, which means that NESTs have inadequate understanding of learners' prior language learning experiences. This drawback might hinder NESTs' ability to understand learners' challenges, identify the actual sources of the common problems arising in classes, and deal with them appropriately:

*native teachers usually aren't familiar with Turkish students' prior language experience, which can hinder their ability to gauge their specific needs. Even sometimes they might struggle to comprehend the reasons for students' mistakes or misunderstand their intentions. (NNEST32)*

In a similar vein, another participant commented that NESTs might struggle to understand learners' problems since they have not experienced the same educational system and are not familiar with its standards and practices:

*some student problems seem irrelevant if they don't have the same background.*  
(NNEST20)

Talking about this issue, one participant indicated that NNESTs are better at taking into account learners' previous learning experiences and teaching them English accordingly by emphasizing NNESTs' familiarity with the local education system:

*we are familiar with "the Turkish learning culture" and can predict possible crisis beforehand, thereby managing to handle them well, at least I hope so:).*  
(NNEST19)

### ***Difficulties in teaching English***

Participants reported that NESTs experience challenges and problems in terms of English grammar instruction. It was argued that NESTs are incompetent in providing learners with effective grammatical explanations, and responding to students' questions about English grammar:

*challenges to explain mistakes or grammar rules.* (NNEST6)

*But, they may have some difficulties making clear what they know about the language to the learner.* (NNEST12)

In addition, one of the participants suggested that NESTs tend to disregard grammar instruction in class:

*they sometimes don't pay attention to grammar.* (NNEST25)

NESTs' teaching approaches and methods were said to be different from those which learners get accustomed to during their journey of language learning. Due to this misalignment between NESTs' teaching styles and Turkish EFL students' learning styles, NESTs might have difficulty in teaching some aspects of English such as grammar, reading, and listening:

*Besides, the differences in teaching approaches which students have been previously exposed to can make some obstacles. (NNEST16)*

*They also have problems teaching grammar since they cannot relate the grammar point in Turkish language for students. I think comparing and contrasting languages work for students. (NNEST35)*

*the teacher may have difficulties to teach reading and listening to ESL students because the methods are very different. (NNEST37)*

### **Overreliance on native English proficiency**

Although participants identified native English proficiency as the most important strength of NESTs giving them a considerable advantage while teaching English, they also indicated that NESTs sometimes become overreliant on their native competence in English and so they might fail to deal with students' learning problems adequately due to their limited pedagogical skills and undervalue professional development:

*On the other hand, depending too much on their native speaker proficiency, they may neglect the pedagogical issues. (NNEST4)*

*as far as I'm concerned with the help of scientific articles, they may pick up some knowledge about language and not questioned or searched about it-but just accepted since it is their native language, they may fail teaching it. (NNEST13)*

*Becoming too reliant on their knowledge skills, native teachers may fail to see the difficulties the students can face. They can be less understanding of the student mistakes. (NNEST24)*

### ***Difficulties in communicating with learners***

Participants noted that NESTs have difficulty in establishing relationships with students because of the cultural differences, NESTs' limited knowledge of students' L1 or students' personal characteristics. Therefore, NESTs' having challenges in building a close rapport with learners was identified as one of the shortcomings of NESTs. This situation might make a negative impact on learners, leading them to feel less comfortable and motivated to talk to their native teachers:

*Communication is poor. (NNEST7)*

*they generally don't have a good rapport with their students. (NNEST8)*

*students may feel uncomfortable to express themselves. (NNEST25)*

Moreover, one participant emphasized that NESTs have difficulty in simplifying and adjusting their use of language to the level of their students, which poses a challenge for NESTs in interacting with their students, causing confusion and frustration among students:

*Some teachers lack second language learning experience, whereas others tend to find it difficult to grade their language, those are weaknesses. (NNEST38)*

*sometimes the NESTs may confuse the learners with vocabulary or some grammar rules that are from their home country but different from the other English speaking countries. (NNEST37)*

### ***Perceived differences between NNESTs and NESTs in teaching English***

When participants were asked to reflect on whether they teach English differently from a NEST in any manner, they mentioned certain factors that they believed significantly influence and shape NNESTs' instructional practices throughout their professional lives. These factors were identified previously as the strengths and weaknesses of NNESTs but this section presents how these characteristics of NNESTs influence their teaching styles and strategies, which are employed for effective language instruction in class, differing them from NESTs.

Participants reported that NNESTs have a stronger tendency to tailor their teaching practices based on students' learning needs and requirements because NNESTs' own experience of being a language learner makes them better at anticipating, understanding and dealing with foreign language learners' challenges and problems they might face in the process of language learning. Based on insights gained through prior language learning experience, they are aware of the pitfalls of EFL learning, and decide on their teaching/learning activities by considering these potential challenges. That is to say, NNESTs' prior foreign language learning experience informs their teaching practices in class, which participants commented distinguishes them from NESTs:

*I guess I teach according to the needs of my students. I mean, I can know them better, understand how they feel as a once-English language learner. (NNEST1)*

*We can easily understand our students' language learning process when we are compared to native English teachers. (NNEST3)*

*I better understand students' needs and difficulties they experience during language learning process since I went through the same process. When it is necessary, I can redesign teaching to meet their needs. (NNEST8)*



*I have my own experience in learning this language. So, I know how to help my students when they face a problem. (NNEST12)*

*As a learner myself, I can anticipate the problems that my learners may have more than NEST. (NNEST22)*

*Empathizing with Students and knowing the mistakes they often make. (NNEST27)*

*I understand why they fail to learn the language. (NNEST28)*

*I always consider my language learning process and try to emphasize the points I struggled while I was learning the language. (NNEST36)*

*I am able to understand the difficulties of ESL students better based on my own experience. (NNEST37)*

The comment made on this issue by one of the participants below clearly indicates that NNESTs might be more inclined to teach language in a way that they themselves once learned it:

*Somedays, irrespective of my language level, I learn new things with my students about the language we learn. I think NNESTs are both learners and teachers for a lifetime. Since I learn better with demonstrations and activities, I mostly prefer to teach my students with different materials, situations, and topics and make them memorable. (NNEST23)*

Additionally, two participants stated that their knowledge of language learning processes enables them to build greater awareness of and sensitivity to the psychological (affective) barriers to language learning that students might experience, consequently influencing NNESTs' instructional activities:

*I know what makes my student have difficulty in their learning process. I can take some precautions. The most important advantage for me is to understand their emotional barriers in language learning. (NNEST30)*

*I can say I am aware of the psychological / emotional barriers of Turkish students while learning English, so I constantly try to fight with this situation in class. (NNEST17)*

Secondly, participants noted that NNESTs' proficiency in learners' first language makes their teaching different from that of NESTs, as NNESTs frequently deploy students' L1 as an effective tool to facilitate teaching, which NESTs do not have at their disposal. One of the most cited ways of L1 use in class was found to be comparison and contrast of L1 and L2 to indicate similarities and differences between them in order to help students learn better the points they have difficulty in understanding:

*I compare and contrast Turkish and English language and culture... So, I use my being native speaker of Turkish as a tool and advantage to teach English. (NNEST35)*

*Sometimes I use Turkish, because I believe it is necessary to use mother tongue. (NNEST25)*

*I have better chances of linguistic and cultural comparison. (NNEST16)*

*The difference could be a comparative teaching (Turkish and English). (NNEST13)*

*I can make comparison between my mother tongue and the target language, which sometimes helps learners understand some points even better. (NNEST12)*

In addition to the use of L1 for comparison of two languages, NNESTs were reported to switch to learners' L1 in classes when they feel the need of providing further

explanation or clarification about the complex linguistic structures which learners may struggle to understand:

*I can see the underlying reasons better when my students misunderstand or tend to make mistakes due to their native language. I can eliminate possible errors with the help of my contrastive information. And when they do not understand at all - you know it is possible at times, I have my power of using mother tongue explanation advantage. (NNEST14)*

*I can say that I use L1 when I feel like I have to because there is non-understanding on the parts of the learners. (NNEST24)*

*If really necessary, I use Turkish explanation by comparing it to Turkish grammar rules. (NNEST26)*

*Code-switching in certain situations can help things go smoothly. (NNEST34)*

One participant also commented that NNESTs deploy students' L1 in classes by indicating the divergences and convergences between L1 and L2, which increases learners' awareness about the language:

*However, we, Turkish teachers, usually raise their awareness about language. We usually teach what's different from Turkish or what's common. Our style seems more explicit in this case. (NNEST2)*

Additionally, participants mentioned that NNESTs tend to take advantage of the shared L1 in order to foster communication between teacher and students by making them feel more relaxed and engaged for the learning activities:

*My students have a lower anxiety level while learning with me while learning as they know they will be understood somewhat. (NNEST22)*

*Students feel more comfortable with us as they know they can communicate with us in Turkish when there is a communication problem at any stage of the class. (NNEST35)*

*Communication is better. (NNEST7)*

*Communicate in native language when needed. (NNEST9)*

*Being able to understand student's' struggles better by switching into Turkish making students feel comfortable. (NNEST29)*

Thirdly, participants noted that NNESTs' teaching practices differ those of NESTs in that NNESTs' familiarity with learners' cultural and educational background is used as a tool to create a beneficial learning environment which supports and facilitates teaching and learning of the target language. Besides, NNESTs' knowledge of local education system, reflecting NNESTs' understanding of how students are taught best in the present context, was found to help NNESTs respond to students' learning difficulties effectively:

*I try to utilize the cultural elements of L1 in my classes as it can sometimes act a resource. (NNEST34)*

*I think I can integrate our culture into the learning English process, so that makes the learning process easier and more familiar. (NNEST22)*

*I have batter chances of linguistic and cultural comparison. (NNEST16)*

*I know the charecteristic of the language education the students received in their middle school education and therefore can adress their misconceptions more effectively. (NNEST21)*

*I am a teacher educator, and as teaching is not in vacuum, I think I am way better regarding the Turkish context, and learning culture. (NNEST19)*

Another difference in teaching practices between NNESTs and NESTs identified by the participants was explicit instruction of grammar. Participants stated that NNESTs place great importance on teaching grammar, and so are better at teaching grammar of English than NESTs in a systematic and effective way. Therefore, it was argued that NNESTs tend to prioritize accuracy over fluency, which was mentioned to have a negative impact on the development of students' communication skills when students are taught by NNESTs:

*When I teach grammar, I teach in a conventional way like the others. (NNEST5)*

*as non-native teachers we focus on details more and it is a handicap for an efficient communication. (NNEST20)*

*We focus on accuracy more than fluency; but they may ignore the grammar rules and just focus on interacting. (NNEST10)*

*Natives generally teach English in a natural way while I am more interested in rules. (NNEST25)*

One participant also emphasized that her/his ability to teach grammar is a result of the importance the local education system attaches to grammar instruction:

*I reckon I am much better at teaching grammar, which might stem from the fact that our educational system puts more emphasis on grammar than any other sub or main skills. I don't think native English teachers prioritize grammar in their teaching.*

Besides, talking about their own teaching practices, two participants mentioned that NNESTs value the curriculum of language teaching/learning and follow it strictly to achieve the desired outcomes of the language learning process. Therefore, NNESTs were

reported to teach English in classes in a more systematic and comprehensible manner in order to allow learners to accomplish learning objectives:

*I can teach more simple, systematic and comprehensible. (NNEST6)*

*Additionally, I focus on tailoring my teaching to the learning outcomes required for each class. If my students fail to meet them, I try to revise the subjects or do more practice, provide more assignments or tasks to help them achieve the desired outcomes. (NNEST32)*

Perceived differences in teaching practices between NNESTs and NESTs mentioned so far are generally related to the characteristics of NNESTs that are unique to them. Moreover, it has been noted that these differences observed in NNESTs' teaching practices resulting from their own qualities of being a NNEST contribute to their efficacy in teaching. On the other hand, when being asked about the possible variations in their instructional practices, some participants mentioned that their limited proficiency in English makes a difference in teaching English between NNESTs and NESTs, as it may influence their teaching performance in class negatively:

*I do not master the language as proficient as a native speaker. I may lack some info that is important for my students. (NNEST4)*

*In Turkish context, native teachers usually just expose students to language and expect them to acquire. (NNEST2)*

*teaching in speaking or listening classes, native teachers are one step ahead of non-native Eng. teachers. In fact, that is the nature of it. (NNEST5)*

In addition to the emphasis laid on NESTs' native competence in English, one participant also argued that NNESTs and NESTs are equally proficient in teaching except

for NNESTs' superiority in teaching English quickly and NESTs' ability to teach pronunciation:

*A native speaker provides a perfect model but they cannot teach it as fast as I can.*

*We can nearly teach as well as they do, except pronunciation. (NNEST14)*

On the other hand, some participants suggested that they perceived no difference between NNESTs and NESTs in terms of teaching English, citing factors such as certain standards in language teaching education, individual observations regarding their teaching practices:

*I do not think there is any differentiation in this regard because everyone with a language education background will use similar methods whether they are a native speaker or not. (NNEST18)*

*It depends on the qualities of that teacher. Therefore, I cannot compare myself with a native English teacher about whom I have no idea. (NNEST31)*

*I am not sure about this. There are certain standards that we follow pedagogically as English language teachers but maybe in class there are certain aspects that they emphasize more than us. (NNEST33)*

*I don't think I do, to be honest. (NNEST38)*

***Perceptions regarding the role of English nativeness in providing learners with authentic language use and culture***

This section presents the findings obtained from the analysis of the participants' responses to the fourth question in the open-ended questionnaire, which required nonnative teacher participants to reflect on a common comparison made between NNESTs and NESTs in terms of the authenticity of the English language use and culture. That is to say, participants were asked to express their ideas about the common belief

that in comparison with non- native English language teachers, native English teachers are better at providing students with the English language and its related culture that are more authentic. This question primarily aimed to explore how the participants perceived the role of English nativeness in offering learners insights into authentic language use and culture.

Findings drawn through the analysis of the participant responses reveal varying perceptions among nonnative teacher participants. In this regard, the majority of participants (N=21) stated that NESTs are more proficient in providing students with the authentic usage and culture of the English language in class when compared to NNESTs, as NESTs are the members of English-speaking communities granting them an inherent understanding of the English language usage and its culture. Out of these 21 participants, 6 simply said that they agreed with the idea mentioned in this open-ended question without elaborating on or providing reasons for their view. On the other hand, 8 participants clearly explained why they perceive NESTs as effective in providing learners with the English language and culture that are more authentic:

*This is an undeniable fact because a non-native speaker may not have knowledge of the smallest details of that language like a native speaker and cannot master the culture of the geography to which that language belongs. Therefore, every behavior and every statement of a non-native speaker is a natural input for the student and is actually a teaching process. (NNEST18)*

*I totally agree. Even if I had spent a lot of time in an English-speaking country, I would feel the same difference, but that's ok. That's the nature of our job and the nature of the operation of languages. (NNEST17)*

*I agree with that. NESTs sound more natural and when it comes to integrating cultural elements into classes, of course they have advantages. (NNEST16)*



*I totally agree this. Because native English-speaking teachers are a member of that English speaking community, they will be better and authentic in terms of teaching and facilitating the culture and its language. (NNEST13)*

*In some points it's true. For example, they learn the restaurant or shopping vocabulary / idioms and their students practise them easily wherever they go. Or they know the daily language better than non native speakers and for them fluency is more important. (NNEST10)*

*I agree. Native teachers can teach the language deeply. (NNEST7)*

*Every teacher needs to make an effort and learn the English culture and language use in the best possible way, but I feel that whatever we do we will be at least one or two steps behind our native colleagues in that aspect. (NNEST22)*

*I agree with this idea since I believe non-natives are sometimes confused with the usage while natives are always sure how to use a word or a collocation. (NNEST25)*

In addition to this, out of 21 participants confirming NESTs' advantage of ideal providers of authentic language and culture due to their native proficiency in English, 7 participants examined in detail NESTs' knowledge of authentic English language and culture, and brought up different aspects of the issue. For instance, some of them emphasized that if NNESTs put considerable effort into improving their understanding of authentic use and culture of the target language, they might be much better in offering learners insights into the cultural aspects of the language than NESTs, drawing on their own cultural background as well:

*I would agree with the statement. Teacher about the culture is an integral part of language instruction. Yet, through hard work, an NNST with vast knowledge of the*

*culture, could even be more effective in this regard due to their proficiency in the students' native culture as well as the culture of the target language. (NNEST21)*

*Yes, I agree with the statement because it's their native language, but it doesn't mean that as a non-native English teacher I don't know their culture. if I am interested in my job so I can teach everything just as a native English teacher does. (NNEST3)*

Two participants pointed out that NESTs have difficulty in tailoring the content related to the target language culture to be covered in class, simplifying, and adjusting their use of language to the proficiency level of students when conveying the authentic and cultural nuances of the language:

*I agree with that. I do accept that they have the advantage of having the mastery over the target language and they can provide more reliable and more accurate explanation. However, in delivering it, they may be at disadvantage because they may not be able to explain it in the way that students can understand. Yet still, they are the source of authentic language so they are better, this is what I believe. (NNEST24)*

*I agree with teaching culture issue and being a better language model, but it is also important to emphasize that some native teachers can not evaluate students' level and speak or teach as if they are teaching natives. Non native teachers could sometimes be better adjusting their speech and language content according to students' level, so being an experienced teacher can sometimes be more advantageous than being a native. (NNEST36)*

Likewise, one participant commented that some NESTs might not have awareness of the importance of authenticity in language learning, although they are naturally equipped with knowledge of the authentic language use and culture:

*I partly agree with this statement. Authenticity is a requirement for language learning. Every individual learns better in authentic environments and situations. Therefore, if NESTs are knowledgeable and conscious enough, they convey the target language better and the properties of the language they use better than NNESTs. This is not a constant situation but it is often the case. (NNEST23)*

On the other hand, another participant highlighted the reason behind NNESTs' lack of effectiveness in providing learners with the authentic language and culture:

*I agree with the belief that natives teach speaking better but native teachers cannot teach as accurate grammar as non native teachers. When it comes to writing, the situation is the same. Nonnative teachers actually provide a firm grammar background but they stay insufficient to make practise. Perhaps that is the problem. (NNEST5)*

Lastly, one participant viewed NESTs better at teaching the cultural aspects of the target language, while she/he emphasized NNESTs' effectiveness in teaching how to use English appropriately:

*I agree about the culture since we cannot be competent enough to teach it especially if we havent the opportunity to live in English speaking countries. However, for the use of language, I disagree because we learned the language and rules, didnt acquire it. So, it is easier for us to understand students' mindsets and way of learning the language. I think we are more aware of how to teach English language and skills. (NNEST35)*

An important number of the participants (N=12) argued that having necessary teaching qualifications and skills are more significant than possessing extensive knowledge of the authentic language and culture because one cannot provide learners with this information without knowing how to do so effectively as a professional regardless

of whether they are NNESTs or NESTs. Therefore, English language teachers are able to achieve their goals regarding the instruction of the authentic language use and culture as long as they possess the pedagogical skills and knowledge along with the strong desire for professional development:

*I believe this to be a common fallacy among most students. If a NNEST has the necessary qualifications and the proficiency level in English, they can teach as well as a NEST. (NNEST34)*

*I think depending on their pedagogical skills and knowledge as well as willingness to develop themselves professionally, non-native English language teachers can be as good as native English teachers in providing students with the necessary language and cultural resources. (NNEST33)*

*I cannot totally agree with the statement. While it is true that they provide more authenticity in language and culture, effective language teaching requires some teaching qualifications and knowledge about the learners, as well as an understanding of the culture in which the teaching takes place. Without having necessary information regarding the aforementioned requirements, native English teachers may fail in offering totally effective teaching. (NNEST32)*

*Not always the case. I think it depends on the person and their qualifications. (NNEST27)*

*In terms of culture, pronunciation and speaking superiority, native speakers are better as long as they have their teaching competence as well. Otherwise, just being a native speaker does not necessarily mean that you will make a perfect teacher. (NNEST12)*

*I completely agree if they also have teaching qualities. (NNEST11)*

A small number of participants (N=5) challenged the idea of NESTs' being viewed as the ideal providers of the English language and its related culture that are more authentic by emphasizing the current status of English as an international language, questioning the NESTs' ownership of English language and criticizing the predominant focus on the culture of English-speaking countries in English language teaching materials. For instance, three participants stressed the global status of English as an international language and considered the mere instruction of the culture of English-speaking countries in class impractical and unrealistic in their comments below:

*Yes, native teachers of English will be more at home in the culture of English speaking countries. However, seeing that English is a world language none of that should matter all that much. Textbooks may become more inclusive and less focused on the culture of those countries. (NNEST38)*

*The input they produce, to me, is definitely good. However, we should not forget the fact that now the global status of English as "the" international language, and the wide variety of cultures/societies utilising it have all turned it into a global "entity". Therefore, expecting a kinda input exactly similar to that of "so-called" native speakers is not realistic. However, still I appreciate their knowledge of culture and their role as language model. (NNEST19)*

*Culture is a part of language however whose culture are we talking about. Millions of people are speaking English so the language and the culture can not belong to a few countries such as England and USA. Rather than teaching a specific culture we need to teach strategies to communicate where people from different cultures come together. Native speaker can teacher their culture better. But doesn't that emphasis mean their culture is superior? (NNEST28)*

Likewise, one participant highlighted that within today's world, where people have easy access to a great variety of resources, there is no need for language teachers to

hold native language status in order to acquire knowledge about the socio-cultural nuances of a language:

*In some way this is true. But it is not always necessary to be a native speaker of any language you are teaching in order to be able to provide students with more authentic knowledge. The nonnative teacher may use different sources to educate themselves and be no worse than the native speakers in terms of language.*  
(NNEST37)

Another participant argued that being a NS or NNS should not really matter because categorizing language teachers by using the labels NNEST or NEST does not contribute to the process of language learning and teaching. Instead, NNESTs and NESTs should be in collaboration with each other on developing their professional competences, as they have their own unique advantages that are likely to help them make better teachers:

*I believe NNETs and NETs need to work collaboratively. It is ridiculous to state NNETs are better or NETs are worse. They both have different place is in supporting the learners' in their learning process. I always think this is over-stated and it does not help teaching or learning a language.* (NNEST30)

In sum, the majority of the participants (N=21) regarded NESTs as the ideal providers of the authentic language use and its related culture and more advantageous in integrating the authentic language use and cultural connotations of English into classes than NNESTs due to NESTs' native competence in English, while another group of participants (N=12) argued that possessing required teaching qualifications and skills are more significant than having native understanding of the authentic language and culture. Besides, a small group of participants (N=5) criticized the assumption that NESTs are seen as the reliable sources of the English language and its related culture that are more authentic, and highlighted the global status of English by questioning whose culture is

supposed to be integrated into English classes: either the culture of native English-speaking countries or that of the countries where English is spoken as a foreign or second language by millions of people from different linguistic and cultural backgrounds.

***Perceptions regarding the role of nativeness, personal and professional qualities and pedagogical skills in becoming a competent English language teacher***

When participants were asked to reflect on whether they think being a native English speaker is an important factor to become a competent English language teacher or other factors such as personal and professional qualities and pedagogical skills are more important, the analysis of their responses to this open-ended question revealed that all respondents believed being a proficient teacher does not depend only on being a native speaker of English. Instead, they emphasized that pedagogical skills, personal and professional qualities are more crucial factors for becoming effective English teachers. The following comments made by participants illustrate that being a native speaker of English does not ensure effectiveness in teaching without having necessary teaching qualifications, personal qualities and professional skills:

*Professional and pedagogical qualities matter more because what you know as a teacher does not result in learning on the student's part. What matters most is what could be transferred to students, which is mediated by professional qualities.*  
(NNEST2)

*Other factors are more important since being a good teacher means conveying the knowledge. If you can't convey it, no matter what your level of English is, your students can't understand what you want to teach and can't learn the language.*  
(NNEST25)

*being native is not enough by itself but other factors are more important because everybody who knows a language cannot teach it really well. Pronunciation or*

*fluency is not enough to teach a language. Teaching absolutely requires other professional AND pedagogical skills. (NNEST26)*

*Yes... believe that knowing language better than others does not mean one can teach the language better. It is a packet consisting pedagogical knowledge, human relations, knowing how to teach what to teach besides academically being competent. (NNEST29)*

*Being a native English speaker is not enough to be a good English teacher. Having pedagogical skills, classroom management, effective communication and other personal qualities make a person a good English teacher. If we talk about English teaching in a formal environment such as schools, courses, it is necessary to have the features mentioned above. (NNEST5)*

*I strongly disagree. Being a native speaker of English never means that person is a really good English teacher because you may know every rule, every word or custom, but if you dont have teaching skills, if you havent studied in this area, dont have enough pedagogical skills and professional qualities, you can not understand the students' psychology and find the answer for the question why they make mistakes. So you can not use the right technique / method depending on the students' levels. (NNEST10)*

Considering the personal, professional qualities and pedagogical skills as more determining factors than nativeness in English in order to become a proficient teacher, participants also highlighted the importance of teachers' understanding of the factors related to the educational context where learning and teaching take place:

*The other factors are way more important than being a "so-caled" native speaker, for teaching does not occur in vacuum, and as teachers we need to know our*



*learning culture, context, student profiles, and institutions expectations to be "holistically" successful. (NNEST19)*

*It is not important to be a native speaker of a language you are teaching, it is more important to have good pedagogical skills, great language knowledge and professional skills. Based on my personal experience teaching one of my native languages you need to know how to explain the usage of the language taking into account the nationality of your students, their cultural background. It is definitely not enough to be the native speaker. The native speaker may not always be able to explain some aspects of the language. (NNEST37)*

Moreover, in order to illustrate that being a native speaker does not make an effective teacher on its own, two participants mentioned their observations based on their own experience and argued that teaching/learning a foreign language is a complex and demanding process including a great variety of variables to be taken into account. As a result, effectiveness in teaching cannot be attained just through being a native speaker of English:

*As I mentioned in my previous response, I firmly believe further qualifications including pedagogical skills, professional and personal qualities are of great importance for effective English teaching. To illustrate, when considering myself as a teacher of Turkish, I don't believe I could be highly effective in teaching Turkish since I haven't received formal education in Turkish language teaching. As another example, I wouldn't prefer to have an Australian or an Indian English teacher, who are known to be native speakers of English. This is because I find it challenging to understand their pronunciations, so personal factors in language instruction here are crucial. Hence, being a native speaker of English alone is insufficient to be an effective English teacher. (NNEST32)*

*I was in the US through Fulbright Language Teaching Assistant program to teach American college students Turkish so I actually tried to teach my native language in an foreign language setting. It was immensely difficult for me to explain most of the stuff that was to be covered in my classes. Having Turkish as my first language did not make a good teacher even though I had worked as an EFL for years and had pedagogical knowledge of teaching English before I had a go at teaching Turkish. I believe having pedagogical knowledge (language teaching qualifications such as BA, CELTA, TESOL or something similar) and content knowledge (proficiency of the language) are the combined key to being a good teacher. NESTs should be required to present some professional qualifications before they start teaching a language. I co-taught for about a term with a NEST who was - again- a Fulbright Language Teaching Assistant. Technically, I became the grammar teacher of the class we shared and she became the speaking teacher of the same class as she did not know how or why grammar worked a certain way and students believed that it would be better to do the speaking parts with a native speaker teacher. She did not possess any language teaching or teaching qualifications and it got in the way of her teaching many times. (NNEST34)*

Similarly, one participant pointed out that even if English language teachers hold necessary teaching qualifications, personal qualities and pedagogical skills, they might have difficulty in delivering effective teaching in class because they are sometimes unable to make effective use of their pedagogical knowledge and skills:

*Being a competent language teacher is not only about being a native speaker for sure. It is also not only about having a qualification as a nnest. I think personal and pedagogical skills are more important. I had a teacher graduated from Boğaziçi university, which was number one once in language teaching, but the teacher had problems with conveying her knowledge to students. So, it doesn't matter how*

*competent you are in English language or your degree or professional skills and qualifications as long as you can't use them as an advantage in class. (NNEST35)*

On the other hand, the findings revealed that a small group of participants (N=10) also acknowledged the advantages of native proficiency in English for both teachers and learners, even though they confirmed that being a native speaker of English cannot be accounted for effectiveness in English teaching by itself. Participants' comments below indicate that nativeness in English cannot be used as an ultimate criterion to determine teaching effectiveness in spite of its benefits for different aspects of foreign language learning and teaching such as pronunciation, speaking practice, extensive knowledge of words and idiomatic expressions, authentic use and culture of English language:

*Yes, being a native speaker is really valuable but it is not the only criteria because teaching is a profession field and calls for other things. Every native speaker of English can not be an English teacher just as every Turkish can not be a teacher of Turkish. You should also have the ability to teach. To be a competent teacher of English you don't have to be English either. It is a combination of being professional, having good pedagogical skills, and knowing and using language correctly and effectively. By the way there are many more examples of such non-native competent teachers. Yees, we can do it. (NNEST1)*

*As a native speaker of Turkish, I do not see myself as a proficient teacher of Turkish and in the same way, just being a native speaker of English does not mean that you can be a proficient English teacher. In some aspects like pronunciation, speaking, and vocabulary, you may get ahead, but being a teacher requires many important qualifications such as communication, rapport, management, assessment, etc. (NNEST22)*

*Being a native speaker is not the ultimate criterion to teach English but it often comes with its benefits. What is crucial here is the teacher's abilities, competence,*

*and personal and professional characteristics. It all depends on how teachers use these skills to create something better for the students. (NNEST23)*

*Being a native speaker means being the ideal model for the learners to hear or practice the language with but as for teaching the language personal and professional qualities and pedagogical skills are more important. (NNEST14)*

*It is important but not a must. Both native and nonnative teachers should get teacher education and they should equip themselves with necessary teaching skills. (NNEST8)*

*I think although being a native English speaker has some strenghts, it is not a determining factor to become a competent English teacher because there are many other factors as listed that can make a good English language teacher. (NNEST33)*

As it can be understood from the comments above, participants believed that having necessary teaching skills, personal and professional qualities is a prerequisite before going on to teaching English to foreign language learners as a professional despite the emphasis made on the valuable contributions of native English proficiency to learning and teaching process of English.

Moreover, one participant also suggested that it would be useful for language institutions to get NESTs involved into their teaching staff in order to take advantage of their native English proficiency provided that these native teachers have required teaching qualifications:

*An NST without the proper teaching qualifications will do more harm than good on the overall language teaching process. An NST with the qualifications is an important asset to any language teaching institution. Any language school would*

*vastly benefit from having at least a few NST with teaching qualifications among their staff. (NNEST21)*

Similarly, another participant proposed that English language teaching programs at universities should provide NNESTs with English language education that enables them to have native-like proficiency when they complete their degree. Thus, the participant argued that NNESTs will be able to achieve a high level of English language proficiency, which is a crucial factor that determines their competence in teaching, although the participant also believed that nativeness in English cannot be regarded as the sole factor to lead to effectiveness in language teaching:

*It is not the only factor to be a good teacher however, I believe being a native is a game changer. When a child learns the mother tongue in their social surroundings from their caretakers, they learn it even if they are not being taught by a very competent teacher. Their caretakers may not apply the latest pedagogical applications. You may argue that learning a language in class and learning it naturally as a kid is entirely different things. And yes, you are right, but at the end of the day, you learn it anyway. And even if a teacher is not native speaker of the target language, I think they should learn the target language at a native-like level. The university programmes should be designed to train them as native-like speakers of the language that they are going to teach when they graduate. Otherwise, we will keep seeing Turkish speaking English teachers who cannot form a couple of sentences while calling themselves English teachers. (NNEST24)*

In addition to this, another participant concluded that all these factors- English nativeness, pedagogical skills, personal and professional qualities-are of great significance for effective language teaching and also make a positive contribution to the personal empowerment and professional development of language teachers:

*Both. Each of the elements mentioned in the question adds up to the competence of a teacher. Being a native, being a bilingual, being a polyglot, being an English teacher who is doing an M.A in sociology or philosophy, being a parent, being a punctual-idealist-emphatic person.... All these qualities elevate us as teachers, so I cannot pick sides. Pedagogical or professional skills can be improved by the help of job experience in years or training sessions, or maybe with the push of administrations. Yet, there is no way of being a native if you are not one.*  
(NNEST17)

Lastly, a very small number of participants (N=6) were also found to strongly emphasize that being a native or nonnative speaker of English has nothing to do with becoming a competent language teacher since they believed that language teaching is a multifaceted and demanding profession that requires teachers to be thoroughly equipped with the necessary qualifications, skills, and knowledge regardless of native or nonnative status in English:

*No, I don't think so. Being a native English speaker is not enough to be an English teacher. Whether native or non-native everybody needs to have some personal, professional and pedagogical qualifications and skills to be a teacher. that's the point so being a competent teacher is important, not being a native or nonnative.*  
(NNEST3)

*No, professionalism is a demanding issue regardless of being non/native.*  
(NNEST9)

*The importance come from the ELT teachers' beliefs and values about teaching and learning process. Of, all teachers are not the same and we have individual differences. NNETs and NETs both need systematic pedagogical training in language teaching and learning process beacuse they should have language*

*teaching and learning notion. Being native is not enough to teach any language, of course including English. (NNEST30)*

In a similar vein, one participant criticized the way English language teachers are labelled as NNESTs and NESTs and considered using these terms for defining teachers as problematic by putting emphasis on the global status of English:

*No I do not think. I do not believe in this division. I think we need to get rid of these terms native and non native teachers. We are teaching this language as an international language so pedagogical skills are more important. (NNEST28)*

Stating that holding a native proficiency in English is irrelevant to being a competent teacher, another participant complained that language institutions and schools promote NESTs over NNESTs and make their hiring decisions based on native-speakerness because of the prevailing idea that native speakers are the ideal teachers of English language in the field of ELT. Thus, NESTs are provided with greater prestige and legitimacy in the field:

*No, it is not. Being a native English teacher is a part of marketing which is often exploited by institutions for marketing purposes. Non-natives could be better than natives depending on their education and qualifications. However, institutions and managers find it appealing to employ Natives for marketing purposes. (NNEST27)*

*I think nonnative teachers' personal and professional qualities and pedagogical skills mean a lot. Also being a native speaker does not necessarily mean that you are a competent teacher. The good image of native speaker teachers in the field cannot be denied though. (NNEST4)*

To sum up, when being asked to respond to the open-ended question aiming to reveal NNESTs' perceptions on the role of nativeness, personal qualities and professional knowledge and skills in becoming a competent English language teacher, all participants

highlighted that pedagogical skills, personal and professional qualities are more crucial factors for becoming effective English teachers than being a native speaker of English, as they stated that native English language proficiency does not make a proficient teacher on its own. Furthermore, it was evident from the participants' comments that a small number of participants (N=10) both confirmed that nativespeakerness does not ensure effectiveness in English teaching on its own and acknowledged the benefits of NESTs' native English competence for teaching English. Besides, 6 participants underlined the fact that effectiveness in language teaching cannot be determined by whether one is a native or nonnative speaker of English, and so it is unrealistic to expect NESTs to lead to effective teaching and learning all the time, as language teaching is a complex and demanding profession requiring teachers to have more than native language proficiency in English. Hence, they argued that English language teachers should have the necessary teaching qualifications, skills, and knowledge in order to become an effective language teacher irrespective of their native or nonnative status of English.



## Chapter 5

### Discussion, Suggestions and Conclusion

This chapter presents an overview of the study with a brief summary of the main findings. Then, the findings of the study are discussed in line with the relevant literature. Following the discussion of the findings, pedagogical implications and suggestions for further research are provided. Lastly, the chapter ends with a brief conclusion.

#### Summary of the Study

The current study first aimed to explore what the perceptions of non-native English-speaking teachers, who teach English as a foreign language at state universities in Turkey, are of themselves and native English-speaking teachers in terms of English language proficiency and teaching skills and second what attitudes non-native English-speaking teachers hold towards themselves as NNESTs and NESTS regarding linguistic and pedagogical abilities. With this aim in mind, this research study sought to answer the following research questions:

1. How do non-native English-speaking teachers in Turkey perceive themselves in terms of English language proficiency and teaching skills?
2. How do non-native English-speaking teachers in Turkey perceive native English-speaking teachers in terms of English language proficiency and teaching skills?
3. What attitudes do non-native English-speaking teachers hold towards themselves and native English speaking teachers regarding aspects of the role of English nativeness, linguistic and pedagogical competencies in English language teaching?

In order to provide better understanding of perceived strengths and weaknesses of and attitudes to NNESTs and NESTs from the perspective of NNESTs working at Turkish state universities, this study used a mixed methods approach to gather data, using both quantitative and qualitative methods. The online five-point likert scale questionnaire was employed to collect quantitative data of the study, while the online open-ended

questionnaire was used to gather qualitative data in this investigation. The participants of the study were Turkish nonnative English speaking teachers, who teach English as a foreign language at preparatory schools of state universities in different cities and regions of Turkey, and were invited to participate in this study on a purely voluntary basis via an email with the web link to questionnaires sent to their institutional email addresses by the researcher. While a total number of 101 NNESTs completed and returned the online quantitative questionnaire for the study, 38 of them also agreed to take part in the open-ended questionnaire. The quantitative data of the study obtained through online questionnaire was analysed using SPSS Version 22.0, and thus descriptive statistics (mean scores, standard deviations, frequencies and percentages) were calculated and reported to indicate non-native English teachers' perceptions and attitudes toward themselves and their native counterparts in terms of language proficiency and teaching skills. Following that, content analysis was conducted to analyse and interpret the participants' responses to open-ended questionnaire so as to provide an in-depth understanding of the problem under investigation. After the procedures for the analysis of two datasets were completed, the findings derived from the analysis of the quantitative and qualitative data were reported separately in the findings section. However, in the discussion section, quantitative and qualitative findings are merged and compared in order to fully address the research questions of the study and then discussed in light of the existing literature.

The overall findings of this study found that the nonnative English teacher participants perceived both themselves and NESTs as proficient in the different areas of English language. However, based on the descriptive statistics of the participants' responses, it was observed that the participants evaluated NNESTs and NESTs slightly differently in certain aspects of English language proficiency. For instance, NNEST participants were found to rate themselves in reading comprehension, writing/composition, grammar accuracy in use, and knowledge of grammar rules slightly higher than NESTs.

On the other hand, they regarded NESTs as more proficient in listening comprehension, speaking/oral communication, knowledge of vocabulary, and pronunciation.

The results of NNESTs' perceptions of themselves and NESTs regarding teaching skills indicated that the participants generally perceived both NNESTs and NESTs comfortable in teaching different skills of English. It also turned out that NNESTs felt self-confidence in teaching English as well as NESTs. Meanwhile, NESTs were regarded as more comfortable in teaching listening, speaking, pronunciation, culture of English-speaking countries, and vocabulary/idioms than NNESTs by the participants, while NNESTs were viewed as slightly more confident in teaching reading, writing, and grammar than NESTs.

The current study also yielded the results obtained through the analysis of the qualitative data regarding the NNESTs' perceptions of their own and NESTs' strengths and weaknesses in terms of English language proficiency and teaching behaviours. Accordingly, experience of foreign language learning, having the same first language as learners, and shared cultural and educational background with students were regarded as the most important strengths of NNESTs by the participants, while inadequacy in English proficiency, limited knowledge of the target language culture, lack of exposure to the target language, and overuse of L1 in the classroom were identified as the main weaknesses of NNESTs. In the same vein, the participants reported native English proficiency, being an ideal linguistic model, and having extensive knowledge of the target language culture as the major strengths of NESTs, whilst lack of experience of foreign language learning, inadequacy in understanding learners' difficulties and needs, insufficient proficiency in learners' L1, and insufficient understanding of learners' cultural and educational background were noted as the most prominent weaknesses of NESTs.

Lastly, findings obtained from the analysis of quantitative and the qualitative data of NNESTs' attitudes towards themselves and NESTs regarding aspects of the role of English nativeness, linguistic and pedagogical competencies in English language teaching indicated that NNEST participants held differing attitudes towards themselves and NESTs

regarding their own status as NNESTs and their counterparts' status as NESTs. For instance, the participants believed both NNESTs and NESTs as effective models for foreign language learning. Moreover, the participants considered speaking English like a native speaker as beneficial for language teaching, but they underscored that being a native speaker of English cannot make an effective teacher. Therefore, they made it clear that having necessary pedagogical skills, personal and professional qualities are more significant and determining factors for becoming an effective English teacher regardless of being a native or nonnative speaker of English.

## **Discussion**

This study set out with the aim of exploring the perceptions and attitudes of Turkish nonnative English speaking teachers regarding their own language proficiency, teaching skills, and behaviours, as well as those of NESTs.

The initial findings showed that NNEST participants considered both themselves and NESTs as having adequate proficiency in the different areas of English language. Notwithstanding, descriptive statistics of NNESTs' perceptions on their own and NESTs' level of English language proficiency clearly indicated that NNEST participants perceived themselves more confident in reading comprehension, writing/composition, grammar accuracy in use, and knowledge of grammar rules, while they regarded NESTs as more proficient in listening comprehension, speaking/oral communication, knowledge of vocabulary, and pronunciation. These results are in accord with qualitative findings showing that NNEST participants perceived NESTs as competent in speaking, pronunciation, possessing extensive knowledge of the vocabulary and idiomatic expressions, listening comprehension, and achieving accuracy in English grammar usage due to their native language proficiency in English, which was found to be the most important strength of NESTs. These findings concerning NNESTs' perceptions of their and NESTs' language proficiency in English seems to corroborate the findings of a great deal of the previous work (Reves & Medgyes,1994; Tang, 1997; Moussu, 2006;

Butler, 2007; Dogancay-Aktuna, 2008; Tatar & Yildiz, 2010; Bozoglan, 2014; Skliar, 2014; Tajeddin & Akeh, 2016; Tatar, 2019).

Furthermore, the qualitative findings regarding NNESTs' self-perceptions of their proficiency in English suggested that NNESTs' conscious and in-depth understanding of English grammar was considered as a significant advantage of NNESTs enhancing and facilitating their teaching of grammar, reading, and writing. This finding is consistent with that of Árvá & Medgyes (2000) and Walkinshaw & Oanh (2014) who found that NNESTs have better command of grammar rules and more effective in teaching grammar and explaining difficult points. However, it is important to note based on the quantitative results that extensive knowledge of English grammar was not rated surprisingly as the strongest skill of NNESTs, which was found to be reading comprehension, in this study. Therefore, this result seems to contradict, in this respect, with the result of previous studies revealing better understanding of grammar rules as the most essential strength of NNESTs, while it is corroborated by Kamhi-Stein et al.'s (2004), Moussu's (2006) and Barlak's (2013) studies in which grammar was not ranked as the only most important skill of NNESTs as anticipated by the nonnative participant teachers. In addition to this, another qualitative finding of the current study indicated that the participants reported NNESTs having difficulty in forming grammatically correct sentences, which was also identified as a weakness of NNESTs, and seems to attribute this difficulty to NNESTs' incompetence in utilizing their knowledge of grammar effectively while speaking English, consequently leading to lack of accuracy, fluency and efficacy in using grammar of English. These contradictory findings can be explained by the distinction made between declarative knowledge and procedural knowledge and used as a way to discuss the strengths and weaknesses of NESTs and NNESTs by Pasternak and Bailey (2004). Based on the two dimensions of knowledge relate to English language teaching profession, they stated that declarative knowledge refers to knowledge about the target language, target culture and teaching, while procedural knowledge is about how to use the target language, how to teach in culturally appropriate ways, and how to act appropriately within the cultural

contexts of the target language (p. 158). Within this scope, Pasternak and Bailey (2004) argued that both NESTs and NNESTs might experience different challenges depending on their declarative and procedural knowledge; for instance, while NNESTs might have extensive declarative knowledge about the target language thanks to years of conscious study and explicit instruction, while NESTs might have a natural advantage for procedural knowledge about how to use the target language confidently and appropriately with the target culture. In this regard, the mentioned challenges that NNESTs face in using English grammar accurately may stem from their limited procedural knowledge about how to use English appropriately and effectively within the socio-culturally constructed contexts.

As it was previously mentioned above, the quantitative finding that NESTs were ranked as more effective particularly in the aspects of the target language such as listening comprehension, speaking/oral communication, knowledge of vocabulary, and pronunciation was also supported by the qualitative finding that NESTs' native mastery in these areas was also perceived as the most frequently cited strength of NESTs by the participants. In the same vein, when the participants were asked about the weaknesses of NNESTs, they reported inadequacy in English language proficiency, especially in pronunciation, speaking, listening, knowledge of vocabulary and idiomatic expressions, as the most important problem of NNESTs, causing them to feel less proficient and confident while using and teaching language. In other words, the NNEST participants of this study acknowledged the challenges they face particularly in oral communication and fluency, listening comprehension, knowledge of vocabulary and idioms, pronunciation and accuracy in using English, and emphasized that their lack of proficiency in these areas might sometimes affect negatively their instructional effectiveness and motivation for teaching these skills in class. Likewise, a qualitative study conducted to explore the prospective EFL teachers' ideas on nativespeakerism in the ELT industry by Tatar (2019) indicated that language competence and fluency in language use was regarded as the two primary problematic areas which Turkish NNESTs should focus more on improving and by extension their lack of proficiency in English was believed to be one of the reasons

for NESTs being preferred over NNESTs in the profession. In another study carried out with 21 NNEST teacher educators to reveal their self-perceptions about their status as NNESTs, teaching and language skills by Dogancay-Aktuna (2008), it was found that some of the participants mentioned a need to improve their knowledge of English idioms and speaking skills. Similarly, limited proficiency in English, particularly in pronunciation, speaking English with a nonnative accent, and lack of ability to use English confidently and fluently were pointed out as the major sources of self-criticism by NNESTs taking part in Ma's study (2012b). In another study in which 32 Greek non-NESTs were surveyed to examine the self-perceptions of Greek teachers of English regarding their effectiveness and employability opportunities as nonnative English language teaching professionals by Sakaloglou (2022), the NNEST participants associated good pronunciation, fluency and confidence in using the language, and the ability to teach colloquial and idiomatic expressions in English with NESTs as the primary advantages of being a NEST.

In spite of inadequacy of English language proficiency being perceived as NNESTs' major weakness, as it can clearly be seen from the analysis of the quantitative data regarding the participants' self-perceptions of English language proficiency in which they rated their competence in the different skills of English as relatively high as that of NESTs, participants' reporting difficulties and problems does not mean that they are not adequately proficient in these aspects of English. Instead, it just implies that they just feel the need of further improvement in these areas which they reported as their common weaknesses in order to ensure absolute effectiveness, legitimacy and confidence in their language teaching. Besides, the qualitative findings revealed that most of the participants were willing and informed enough to overcome these problems by taking advantage of the current resources available, as a result minimizing the negative impact of their challenges on language instruction. Therefore, the participants claimed that these identified shortcomings regarding language proficiency occasionally proved to be advantageous for teachers, as they helped NNESTs maintain their motivation to improve these skills and invest themselves more in English. Similarly, in a thesis study carried out to investigate

the NNESTs' experiences and constructions of teacher identity against the NS fallacy in the Arab Gulf states by Ashraf (2016), the participants reported that they did not regard their NNS identity completely as a disadvantage or limitation but instead argued that NESTs might be simply more advantageous in some aspects due to their native competence in language than NNESTs. Moreover, these participants underlined the fact that they were able to overcome their lack of proficiency in English to a great extent thanks to years of teaching experience and conscious effort put on the improvement of these areas, such as pronunciation and accent, fluency and command over the language, knowledge of idiomatic and colloquial expressions.

On the other hand, participants of this study, who regarded native proficiency in English as the ideal model that foreign language learners need to be exposed to and expected NNESTs to achieve native-like proficiency, appeared to feel more insecure and dissatisfied with their language performance and teaching in class, consequently leading them to feel lack of self-confidence in and question the legitimacy of their linguistic and instructional capacity. This result is of great importance as it showcases the prevalence of the idealization of the native speaker in the field of English language teaching and its negative impact on the teachers' self-perception regarding their language and teaching competence. A study carried out to examine self-efficacy of NNESTs in a teacher training program by Moonthiya (2022) also produced the similar results which indicated that NNESTs who assessed their oral performance based on the way a native speaker uses English tended to regard themselves as inadequate users of English, in turn leading to a decline in their self-efficacy, while those who recognized better the current status of English as an international language and were more aware of the local varieties of English perceived themselves as more efficacious and legitimate teachers. In the same vein, Tatar's study (2019) also indicated that after being informed about the research paradigms such as English as a Lingua Franca, and World Englishes, the teacher candidates who previously compared their language abilities to those of NESTs and so felt insecure and unhappy about their language proficiency attained a more critical and



realistic stance toward the advantages and disadvantages of NESTs and NNESTs within the Turkish context. Thus, it can be concluded from these results that NNESTs can develop a more positive and realistic outlook on their linguistic and professional qualities and so feel more secure and confident in the classroom if they are well informed about the sociolinguistic realities of the diverse Englishes and gain better understanding of the role of these localized and indigenous varieties of English in determining the goals and practices of English language learning and teaching.

Furthermore, the current study demonstrated that the participants believed both NNESTs and NESTs as effective models for the process of foreign language learning but the difference lies in what way each group serves as effective models for learners. It was made clear from the qualitative results that the participants viewed NNESTs as effective role models for learners motivating and encouraging them to learn the foreign language due to their own experience of being a foreign language learner, while they perceived NESTs as effective linguistic models owing to NESTs' native proficiency in English. This finding was also demonstrated by several studies (Moussu, 2006; Barlak, 2013; Tajeddin & Adeh, 2016; Colmenero & Lasagabaster, 2020). For instance, Medgyes (2001) emphasized that NNESTs are regarded as good language learning models for their students thanks to the prior experience of foreign language learning. In another study, Kurniawati and Rizki (2018) highlighted the invaluable contribution of being taught by NNESTs to their students, who especially lack motivation and confidence due to the challenges faced in language learning, since NNESTs can be regarded as effective role models by the students because they were also once foreign language learners and later developed a high level of proficiency in the target language. This situation was also mentioned by some participants in the current study, who argued that foreign language learners tend to take a leaf out of NNESTs' book more than NESTs' in order to deal with the difficulties they face and achieve their language learning goals since they are aware of the fact that their NNEST teachers have gone through the same process of foreign language learning. One study conducted by Bayyurt (2006) primarily to examine the

beliefs of Turkish NNESTs regarding the culture teaching also indicated that the NNEST teachers perceived themselves as effective models and guides for language learning. Besides, Ma's (2012) study examining the strengths and weaknesses of NNESTs and NESTs through the perceptions of NNESTs in Hong Kong revealed that NESTs were perceived as better linguistic models for students than NNESTs. Likewise, it was also found in Skliar's (2014) study that NESTs were considered to be good speaking models for students due to their native proficiency in English. This result might be explained by the fact that language learners in an EFL context are more likely to feel less intrinsically motivated and willing to learn the target language because they are not exposed to the target language outside of the classroom and so not provided with the opportunity to apply it for communication within the real life. In other words, foreign language learners frequently experience the lack of an authentic English-speaking environment. That is why, NESTs' native English proficiency provides them with the authentic language environment that they are contextually deprived of. In addition to NESTs being viewed as the authentic linguistic models, some participants in the current study noted that the presence of a NEST in the classroom has a motivational impact on students because along with NESTs' native proficiency in English, their foreigner identity makes the foreign language learners curious about them, consequently increasing learners' interest in classes (Ma, 2012b; Bozoglan, 2014). On the other hand, the proficiency in the target language attained by NNESTs, who were once foreign language learners themselves, also inspires foreign language students to be more actively involved in their learning process.

On the question of NNESTs' perceptions of their and NESTs' effectiveness in teaching the different aspects of English, this investigation found that the NNEST participants generally reported high levels of comfort in teaching various skills for both themselves and NESTs and so demonstrated self-confidence in teaching English as well as their native counterparts. This finding was also supported by another quantitative data indicating that a significant majority of NNESTs (N=86) demonstrated self-confidence in teaching English as well as their native counterparts when they were asked whether they

believed that NNESTs can teach English just as well as NESTs. This finding is in line with that of previous studies (Cheung, 2002; McKay, 2003; Tajeddin & Adeh, 2016; Ashraf, 2016; Bozoglan, 2014; Sakaloglou, 2022; Moonthiya, 2022) which found that the majority of NNESTs perceived themselves as equally confident as NESTs in teaching English. However, nonnative participants in this study perceived themselves slightly below the 'comfortable' level only in teaching culture of English-speaking countries ( $M=3.99$ ,  $SD=.85$ ). This result is consistent with the qualitative data, which revealed that extensive knowledge of the target language culture and ability to integrate it into English classes was acknowledged as a strength of NESTs by the majority of nonnative participants. Besides, NNESTs' unfamiliarity with the culture of the target language was viewed as a shortcoming of NNESTs that makes a negative impact on NNESTs' understanding and instruction of the socio-cultural and contextual connotations of the language. This finding is consistent with that of Skliar's (2014) study which found that NESTs and 'other teachers' perceived themselves more comfortable when teaching culture than NNESTs did. Accordingly, NESTs were regarded as more comfortable in teaching listening, speaking, pronunciation, culture of English-speaking countries, and vocabulary/idioms than NNESTs by the participants in the present study, while NNESTs were viewed as slightly more confident in teaching reading, writing, and grammar than NESTs (Ezberci, 2005; Butler, 2007; Ma, 2012b; Çakır & Demir, 2013; Skliar, 2014; Bozoglan, 2014; Sezgin & Onal, 2021). This outcome aligns with the qualitative finding that NNESTs were believed to focus more on the explicit teaching of grammar rules than NESTs (Árva & Medgyes, 2000; Mahboob, 2004; Ashraf, 2016). Likewise, Boyraz, Altınsoy and Cıtağ's study (2014) examining the prospective ELT teachers' perceptions of native and nonnative language teachers found that the participants associated NESTs with being better at speaking, pronunciation, listening, understanding of different cultures, and feeling higher confidence in using English, and so perceived NESTs more effective in helping improve students' skills in these areas when compared to being taught by a NNEST. On the other hand, the participants in their study were reported to feel unsure whether being

taught by a NEST leads to more development in reading, writing skills, knowledge of vocabulary and grammar than being taught by a NNEST. It is clear from this finding in the present study corroborated by previous research that NNESTs perceived English language proficiency as a crucial factor in both facilitating teachers' language teaching practices and contributing to their effectiveness in teaching the different skill areas, consequently influencing their self-perceptions about their teaching abilities.

However, there are also some intriguing findings from the quantitative data that an important number of the participants did not consider answering students' questions regarding English language use and idioms as necessarily challenging for NNESTs ( $M=2.81$ ,  $SD=1.11$ ), even though they previously reported NNESTs having difficulties in teaching vocabulary and idioms. In the same vein, the NNES teacher participants were found not to view their counterparts, NESTs, as encountering difficulties in answering the students' questions about the grammar of English ( $M=2.92$ ,  $SD=1.18$ ). In addition to this, when the NNES participants in this study were asked whether they perceived NNESTs often having difficulties responding to students' questions about culture of English-speaking countries, an important number of the participants expressed uncertainty about this issue ( $M=3.01$ ,  $SD=1.05$ ), though they previously reported NESTs better at teaching culture of the target language than NNESTs. A possible explanation for these contradictory results may be that as indicated earlier by both quantitative and qualitative data, the NNES teacher participants in this study demonstrated both confidence and concern about their linguistic and professional capabilities and so were willing to acknowledge and embrace the areas that they believed required further improvement and attention to enhance teaching effectiveness even though they were found to hold positive self-perceptions about their English language proficiency and teaching skills. Thus, the NNES teachers engaged in self-reflection regarding the challenges they face during the teaching process and reported benefiting from various resources available to them in order to deal with their perceived shortcomings. For instance, some participants argued that a teacher does not have to belong to the target language community any longer in

order to gain a better understanding of its culture because of the easy access to a wide range of resources, particularly online. Likewise, Byram (2003) emphasized that it is unreasonable to assume that NESTs will possess a thorough understanding of the culture of their countries because they might lack the necessary knowledge of those cultures to the same extent as their language proficiency. These conflicting results may also be explained by the distinction between declarative and procedural knowledge put forward by Pasternak and Bailey (2004) in order to address the issues about the NNESTs' and NESTs' challenges and strengths and provide a framework for assessing teachers' competence in the target language and teaching regardless of whether a teacher is NNEST or NEST. In that regard, according to both qualitative and quantitative data, the NNEST participants were generally found to feel confident in teaching various aspects of the target language thanks to their effective pedagogical competence but they also admitted to experiencing certain challenges in some areas of English language teaching such as teaching of the target language culture and pronunciation. Thus, it is clear that the participants experienced these difficulties mostly because of their lack of declarative and procedural knowledge about some areas of the language itself. Therefore, Pasternak and Bailey (2004) suggested that "the greater the procedural and declarative knowledge in any given area of English language teaching is, the more confident the teacher will be" (p.170). Another possible explanation for these results may be the fact that the NNEST participants tend to report the feelings of low self-confidence and discomfort in the different areas of English language and teaching, especially when the native English proficiency was used as a yardstick to compare themselves with NESTs. In other words, assessing NNESTs and NESTs in a comparative manner with one another, which was referred as 'the comparative fallacy' by Cook (1999), might cause NNESTs in this study to focus more on their shortcomings in language use and teaching due to the influence of the idealized native speaker norms. However, when they evaluated NNESTs and NESTs independently of one another within their own circumstances, they adopted a more realistic approach toward both themselves and NESTs. Besides, some participants in the

present study commented on understanding and teaching of the culture of English-speaking countries by referring to the global status of English as an international language and argued that there is no point integrating only the culture of English-speaking countries into language teaching and learning since English is not regarded as an entity only belonging to native English speakers due to the increasing number of users of English as a foreign and second language with different linguistic and cultural backgrounds. Hence, these participants suggested that the integration of only native English cultures into ELT classrooms is irrelevant in a multilingual and multicultural world of English users, and so whose culture to be included in ELT classes need to be reconsidered with respect to English varieties and the global status of English.

The overall findings obtained from the analysis of quantitative and the qualitative data of NNESTs' attitudes towards themselves and NESTs regarding aspects of the role of English nativeness, linguistic and pedagogical competencies in English language and teaching indicated that NNEST participants held differing attitudes towards themselves and NESTs regarding their own status as NNESTs and their counterparts' status as NESTs.

The analysis of the quantitative data revealed that nearly half of the participants considered English native-speakerness as a significant factor contributing to becoming an effective English language teacher. This outcome is in line with the qualitative result that native English proficiency was viewed as the most significant quality of NESTs by the vast majority of the respondents, though it was also confirmed by all participants that being a native speaker of English cannot ensure effectiveness in foreign language teaching on its own. Therefore, as evident from both qualitative and quantitative findings, native proficiency in English was not deemed a sufficient criterion to become an English teacher, but having necessary pedagogical skills, personal and professional qualities were emphasized as more crucial factors for becoming an effective English teacher irrespective of being a native or nonnative speaker of English. These results are in line with those of previous studies on NNESTs indicating that English language proficiency cannot ensure

teaching effectiveness (Ezberci, 2005; Ulate, 2011; Jenkins, 2012; Sutherland, 2012; Tajeddin & Adeh; 2016; Richards, 2017; Tsang, 2017; Deng, Zhang & Mohamed, 2023). Similarly, one study conducted by Sezgin and Önal (2021) to explore the perceptions of both university preparatory class students and NNES instructors towards NNESTs and NESTs showed that NNES instructors gave more importance to instructional and pedagogical skills for effectiveness in foreign language teaching than English nativeness. Likewise, the participants in a study carried out to investigate self-efficacy of NNESTs in a teacher training program by Moonthiya (2022) considered pedagogical skills and content knowledge as essential qualities of effective language teachers rather than (native) English language proficiency, which means being a proficient user of English does not necessarily lead to effective teaching. In the same way, in Ashraf's study (2016) the teacher participants, who identified themselves as NNSs, reported that their nonnative identity and concerns about linguistic skills do not restrict them from delivering effective language instruction in the classroom and constructing themselves as effective teachers thanks to their academic credentials, extensive pedagogical content knowledge and skills, and interest in ongoing professional development. That is why, NNESTs' extensive pedagogical knowledge was regarded as an important strength of NNESTs, while NESTs were criticized for their overreliance on native English proficiency, difficulties in understanding student learning problems and needs, problems in grammar instruction and adjusting their teaching styles accordingly to foreign language learners' learning styles, and negligence of the professional and pedagogical development. These results are in agreement with Ma's (2012b) and Wang's (2013) findings which showed that the NNESTs perceived higher pedagogical skills over NESTs and criticized NESTs over their pedagogical weaknesses such as inadequate understanding of students' difficulties and needs in learning, classroom management problems, and not placing much emphasis on explicit grammar teaching. Similarly, the NNEST participants in Ezberci's study (2005) identified classroom management and grammar teaching problems, lack of training and pedagogical content knowledge, and too much focus on improving only speaking skill as

the instructional weaknesses of NESTs. As it can clearly be understood from these findings, NNESTs in this study were aware of the fact that nativeness cannot be the only criterion to determine the ability to create effective teaching and learning environment for learners, although they also expressed some difficulties about their own language abilities and acknowledged the contribution of high level of language proficiency to teaching. Meanwhile, they stated that professional and pedagogical qualities and skills are more significant to become an effective language teacher rather than being a native speaker of English. One possible explanation for these results comes from the participants' own observations regarding NESTs who were seen having difficulties in teaching language in the classroom and addressing to learners' learning problems and needs in spite of their native proficiency in English.

Furthermore, the quantitative data revealed that a significant majority of the participants perceived NNESTs more skilled in anticipating their students' learning difficulties, problems, and needs than NESTs due to their own experience of foreign language learning, while more than half of the participants perceived NESTs as frequently encountering difficulties in recognizing Turkish students' problems. These results were also supported by the qualitative findings of the study showing that prior language learning experience was reported as the most significant advantage of NNESTs by the participants. On the other hand, NESTs' lack of experience of foreign language learning was reported as one of their shortcomings, causing them to have difficulty in anticipating and understanding the potential problems of learners during the process of language learning. These results were supported by previous studies examining the NNESTs' perceptions regarding their and NESTs' strengths and weaknesses. One study carried out by Tatar & Yıldız (2010) demonstrated that experience as an L2 learner was perceived as one of the most significant strengths of NNESTs by Turkish NNES in-service and pre-service teachers since NNESTs benefit from their past learning experiences to gain a better understanding of learners' needs, learning difficulties and habits and employ learning-teaching strategies that were proven to be useful when used in the past by



teachers themselves as learners. Besides, Tatar and Yıldız (2010) found that “NESTs, especially monolingual NESTs with little or no experience in teaching English as a foreign language, might have difficulty in anticipating the needs of their learners and using appropriate techniques in the classroom” (p.123). Likewise, the Turkish NNEST participants in Skliar’s study (2014) criticized NESTs over their inability to understand learners’ challenges in foreign language learning and unfamiliarity with the mental and emotional processes of linguistic development due to their lack of prior foreign language learning experience. In addition to this, Bozoglan (2014) found that NNESTs’ previous language learning as learners was perceived as advantageous in helping them anticipate the learners’ challenges and adjust their instructional practices effectively to deal with these problems by the NNEST participants. In another study, Tatar (2019) indicated that experience of learning a foreign language and their ability to predict the difficulties that students face during the process of learning were cited as Turkish NNESTs’ most frequently strength by the participants.

The NNEST participants in the current study also mentioned that NNESTs are highly capable of responding to learning difficulties easily, supporting learners emotionally and addressing their needs effectively as a result of their familiarity with the mental and emotional processes of language learning as once-foreign language learners. Similarly, Skliar’s study (2014) also revealed that Turkish NNESTs’ first-hand foreign language learning experience enables them to become more aware of what processes students need to go through while learning a foreign language and take necessary instructional precautions to address potential learning problems in advance.

Furthermore, experience of foreign language learning was reported to help NNESTs become more tolerant, understanding and empathetic towards learners when they experience difficulties or make mistakes during the process of learning (Arva and Medgyes, 2000; Moussu, 2006; Barlak,2013; Ashraf;2016; Tajeddin & Adeg, 2016). The findings of the present study regarding NNESTs’ experience in learning English as a foreign language indicated that NNEST teachers draw upon their foreign language

experience in order to support their teaching practices, facilitate student learning and develop the empathy with students to tackle with their challenges and frustrations in the classroom whenever they consider this experience as beneficial to leverage. Another point regarding this experience emphasized by the participants in this study was that previous experience of foreign language learning has impacted and shaped NNESTs' teaching practices in certain ways as shown and exemplified above and so the participants underlined that this characteristic of NNEST teachers make their instructional practices different from those of NESTs who lack experience of foreign language learning. Therefore, the participants in this study argued that their past experiences as language learners and the teacher training they received as language teachers are incorporated and in turn influence and shape their teaching in the classroom. This result is compatible with what has been argued by Ellis (2002) studying on three NNESTs in Australia to examine the influence of teacher cognition on their teaching practices that NNESTs' experience of learning a second or foreign language enables NNESTs to benefit from both their past experiences as language learners and teacher training as language teachers at the same time in order to determine and tailor their teaching practices accordingly. That is why, Ellis (2002) emphasized that NNEST teachers cannot claim this ability to teach language by drawing upon one's own previous language learning, which is naturally specific to NNEST teachers in the profession of English language teaching.

In addition to this, the shared linguistic and cultural background with students was found to be another most frequently cited strength of NNESTs, as a result differing their teaching practices than those of NESTs in certain ways because of its instructional benefits. This result also corroborates with the quantitative finding that the vast majority of NNESTs involved in this study regarded knowing their students' first language as an advantage for themselves to address students' learning difficulties over NESTs who are not familiar with the first language of the students. The NNEST participants in the present study viewed shared L1 with their students as a significant tool that supported and facilitated teaching and learning as well as communication between teacher and students.

The NNEST teachers emphasized that their knowledge of Turkish helped them predict and deal with students' learning problems and mistakes resulting from L1 interference more easily and sometimes even before they occurred (Medgyes, 2001; Mahboob, 2004; Tatar and Yıldız, 2010; Ma, 2012b; Ashraf, 2016). In addition to this, it was reported by the participants that NNESTs can switch to L1 whenever they want to explain the complex language points that students might have difficulty in understanding in order to facilitate students' comprehension and save instructional time (Sezgin & Önal, 2021). Besides, sharing the same L1 with their students enabled NNESTs to compare and contrast L1 and L2 to point out the similarities and differences between them and thus increase students' awareness about both their own language and the target language. NNESTs' shared linguistic background was also mentioned to help teachers build better rapport and communication with their students by hindering any misunderstanding or miscommunication that might stem from students' limited proficiency in the target language (Maum, 2003; Braine, 2004; Kamhi-Stein et al., 2004). These results are also in accord with those obtained by Boyraz, Altınsoy and Cıtak (2014) indicating that the participants attributed NNESTs' ability to foresee students' learning difficulties and better understand their learning needs to NNESTs' sharing the same L1 as students. Similarly, the participants in Barlak's study (2013) perceived NNESTs more advantageous than NESTs because teachers' having the same first language as students allowed them to use L1 as a pedagogical tool in order to enhance students' knowledge about the language by making comparisons between L1 and L2, and overcome students' learning problems by communicating with them in their L1 when students have any comprehension problems and difficulty explaining them in English.

In addition to the benefits of shared L1 for learning and teaching processes, NNESTs' sharing the cultural and educational background with students facilitated language instruction in the classroom by allowing teachers to tailor their teaching appropriately considering students' prior learning experiences and thus helped them create an effective learning environment that is capable of addressing students' needs,

expectations, challenges and meeting the requirements of the education system as well. These findings are supported by those of previous research (Tatar and Yıldız, 2010; Sutherland, 2012; Ma, 2012b; Alwadi, 2013; Bozoglan, 2014; Skliar, 2014; Ashraf, 2016; Tatar, 2019) indicating that shared first-language and cultural background with students and knowledge of and first-hand experiences with the local education system were regarded as the crucial strengths of NNESTs because it helped NNESTs to be familiar with their students' educational, cultural and linguistic backgrounds, consequently understand their learning difficulties and habits accurately and determine the best teaching strategies and activities for them.

Accordingly, the participants in the present study viewed NESTs' lack of proficiency in learners' L1 and their unfamiliarity with learners' cultural and educational backgrounds as their challenges when teaching English as a foreign language, which might have some negative consequences for learning and teaching environment (Luk & Lin, 2007). It was reported by the participants in this study that NES teachers are incapable of identifying the differences and similarities between L1 and L2, and as a result anticipating L1-related challenges in foreign language learning, and helping learners deal with them effectively due to their incompetence in learners' L1. Additionally, NESTs' inability to use learners' L1 in classes particularly with low-level students and their limited awareness of learners' cultural background might act as a barrier to establishing a close rapport between teacher and students and fostering a positive learning environment supported by mutual understanding. These results are in agreement with Skliar's (2014) and Bozoglan's (2014) findings which showed that NES teachers' lack of proficiency in Turkish and limited knowledge of students' culture and educational background were regarded as their shortcomings that might cause NESTs to fail to understand students' L1-related learning problems, obstruct communication between teacher and students, and negatively influence students' motivation, class time and efficiency. Furthermore, the participants in the present study stated that NESTs' lack of understanding of learners' socio-cultural backgrounds might cause NESTs to experience classroom management

problems (Ezberci, 2005; Ma, 2012b; Skliar, 2014; Bozoglan, 2014). Tatar and Yıldız (2010) underscored that in-service teachers, as their study participants, regarded shared L1 and culture with students as effective classroom management tools because they had experiences of students' getting frustrated by and ignoring the instructions or commands given in English, by extension leading to the classroom management problems and so emphasized the effectiveness of teachers' use of students' L1 to manage the class from time to time. Likewise, Bozoglan (2014) argued that NNESTs' ability to manage their classes effectively might account for their extensive understanding of students' cultural and educational backgrounds as well as the local education system.

On the other hand, there are also interesting results regarding NNESTs' competence in students' L1 drawn from the present study in which the participants reported that the overuse of student L1 in the classroom might also have adverse impacts on the process of language learning and teaching in spite of the benefits of knowing and using learners' L1 as an effective pedagogical tool in class. The participants in the present study explained that learners might become overdependent on L1, hindering them from trying hard to speak English and do not feel motivation to communicate with their NNES teachers in English, if NNESTs employ students' L1 more than necessary. These results seem to be consistent with other research which found that NNESTs' knowledge of students' L1 might lead students' L1 to act as a means of instruction and communication, consequently discouraging students to communicate with one another and their teacher in English, reducing the opportunities of exposure to and practice of English within the class hours (Ma, 2012b; Skliar, 2014; Bozoglan; 2014).

Similarly, NESTs' insufficient proficiency in learners' L1 was also mentioned to have a positive impact on students' language learning. In other words, the NNES teacher participants in the current study regarded NESTs' lacking competence in students' L1 as both their weakness and strength during the language teaching process. It was explained by some participants that NES teachers' inability to use students' L1 in the classroom results in English being the only medium of instruction, consequently forces students to

use only English to communicate with their teacher and by extension helps foster an authentic language learning environment in which learners are supposed to negotiate meaning only in English inside the classroom as it happens within the real life. These results are in keeping with those of Skliar (2014) and Bozoglan (2014) who found that students always need to use English communicate with their NES teachers, and so are provided with opportunities to practice their speaking skills as well as greater exposure to the target language.

Based on the results drawn from the analysis of quantitative and qualitative data regarding NNES teachers' attitudes toward themselves and NESTs, it can be suggested that the NNES teacher participants in this study are highly self-reflective and critical about their identities as nonnative English-speaking teachers and those of NESTs and the role of English nativeness in effective language instruction. Thus, this characteristic of NNES teacher participants allowed them to gain greater insight into their shortcomings and strengths in terms of language competence and teaching as well as those of NESTs and adopt a more realistic stance toward the NS/NNS issue in the profession of ELT by evaluating both themselves and NESTs according to the unique contributions they have brought to the ELT classrooms.

### **Pedagogical Implications**

The findings of the current study have several significant implications for English language teachers, teacher educators and language teacher education programs in order to contribute to the empowerment of language teachers and improvement of foreign language teaching and learning in the classroom. Firstly, the present study provides an account of self-perceptions of Turkish NNES teachers regarding their own and NESTs' English language proficiency and teaching competence as well as their attitudes towards their own status of being a nonnative English-speaking teacher and NESTs. Thus, it can be clearly understood from the study results that teachers' experiences as both language teachers and previous language learners inside and outside of the classroom are directly

connected to their perceptions and attitudes about themselves and NESTs (Beijaard, Verloop, & Vermunt, 2000). In this regard, it was indicated the way how language teachers perceive themselves and others around influence their teaching decisions and practices in the classroom, which might either support or undermine their language teaching methodology and philosophy (Samimy & Brutt-Griffler, 1999; Borg, 2003; Varghese et al., 2016). Therefore, language teachers should be motivated to reflect on their own teaching on a regular basis by adopting a more critical stance and thus can become aware of their strengths and weaknesses that they need to focus more on developing and appreciate their own value in the profession of ELT.

Moreover, in light of this study's results, the participants agreed that English language teaching competence cannot be attained simply by the native proficiency in the language that is to be taught in class but instead is a combination of personal qualities, pedagogical expertise and methodological knowledge and skills as well as an adequate proficiency in the target language. In other words, "in a modern world where people are often native speakers of more than one language or more than one variety of a language, and where linguistics boundaries are no longer clear" (Moussu, 2006, p.172) NNESTs do not have to or should not strive to attain native-like proficiency in English in order to ensure teaching effectiveness because English language proficiency "is not a stand-alone factor determining teaching success" (Moonthiya, 2022, p.34), as previously demonstrated in the discussion with previous research, even though English language proficiency is an important professional competence. That is why, teachers should always keep in mind that English language proficiency cannot characterize effective teaching in the classroom on its own and so should not allow their linguistic challenges to make them feel insecure about their teaching competence but rather should concentrate more on improving them in order to foster their teaching performance in class.

Furthermore, the study findings regarding Turkish NNEST teachers' perceptions and attitudes about NNESTs' English language competence and teaching skills indicated that when the participants were asked to consider NNESTs in terms of their language

proficiency and teaching ability, they unmistakably put an emphasis on NESTs' native proficiency in English and how this quality supported and facilitated their language teaching in class. However, language teachers need to be careful about their understanding of linguistic competence since it is a complicated and multifaceted construct as it can be understood from Pasternak's and Bailey's (2004) argument that nativeness in a language does not guarantee the high proficiency in that language because language proficiency is an ongoing process influenced by the contextual goals and needs of the language users:

Proficiency is not necessarily equated with nativeness, and certainly not all native speakers are equally skilled users of English. There are varying degrees of proficiency: being proficient is a continuum, rather than an either-or proposition. Apparently, people can continue to develop their second language proficiency throughout the span of their lives, although some features of language (e.g., pronunciation) seem to be more difficult to change, while others (such as vocabulary) continue to develop regularly, as we read, study, and interact with others. (p.163)

In this regard, according to Pasternak and Bailey (2004) how we define language proficiency determines the way we perceive teachers as proficient or not. Therefore, language teachers should have a clear understanding of what is actually language proficiency and how proficient language teachers need to become in order to teach well. The present study's findings showed that NNESTs holding unrealistically high expectations about their language proficiency and adopting English nativeness as a criterion of measure to decide on their linguistic competence are more likely to feel insecure and lack confidence in their linguistic and instructional skills. Similarly, criticizing the teacher participants' preference for native varieties of English in his study, Monfared (2019) argued that viewing native forms of English as the ideal model and being prejudiced against other varieties of English in today's multilinguistic and multicultural world means disregarding the primary goal of English teaching "which is to develop



practical English proficiency” for effective communication in English across diverse linguistic and cultural contexts (p.219).

In relation to the implications provided for English language teachers above, this study’s findings also have some implications for teacher educators and language teacher education programs. First, depending on the evidence from the current study that NNES teacher participants expressed concerns about their English proficiency (such as lacking fluent and idiomatic use of language), teacher educators should give more importance to the improvement of language skills of preservice teachers and language teacher education programs should offer more courses to allow preservice teachers to increase their language competence prior to graduation.

Meanwhile, teacher educators should regularly assess the curriculum of language teacher education programs to ensure whether it helps preservice teachers be well-equipped with the necessary knowledge and skills that they can draw on to help the current language learners learn the foreign language effectively and meet their learning needs adequately. Thus, preservice teachers can feel more confident and well-prepared to teach in the classroom when they graduate from their programs.

In addition, in order to minimize the negative effects of the native speaker fallacy on how language teachers perceive themselves and help them adopt a more realistic stance toward their professional identity, language teacher education programs should consider integrating the constructs emphasizing the importance of varieties of English for language teaching and learning (e.g., World Englishes, English as a Lingua Franca) into their curriculum in order to increase teachers’ understanding and awareness of the different sociolinguistic contexts of varieties of English. Thus, language teachers can realize that insisting on following the native speaker norms of English and inability to acknowledge the global and diversified nature of English is no longer plausible and practical.

Lastly, as the study findings indicated, the NNES teacher participants’ perceptions and attitudes towards their own status as NNESTs and NESTs are mostly influenced and

shaped by their own experiences and observations regarding two groups and the NNES teacher participants considered both themselves and NESTs equally competent in teaching English. As a result, NESTs and NNESTs seem to complement one another in spite of the reported differences between them in terms of their strengths and weaknesses. That is why, professional collaboration between NESTs and NNESTs could be useful for both teachers to get a better understanding of one another and learn from each other's teaching experiences, consequently leading to more realistic perceptions about one another. In the same way, Llurda (2009b) argued that it could be better to enhance mutual understanding and communication between all speakers of English as much as possible in order to deal with the multifaceted fashion of the ELT profession regardless of being a native or nonnative speaker.

### **Suggestions for Further Research**

Even though the present study yielded important results on the perceptions and attitudes of Turkish NNES teachers working at the preparatory schools of state universities in Turkey regarding their and NESTs' language proficiency and teaching skills, the number of the participants were limited and selected on convenience sampling, which consequently reduces the generalisability of the findings of the present study. Therefore, further studies can be carried out with a larger number of NNESTs. With regard to the participants, Turkish NNESTs identifying themselves as nonnative speakers of English and Turkish as their first language along with other local languages contributed to the present study and so further research can gather data from Turkish NNESTs working at private universities and K-12 schools, expatriate NNESTs and NESTs teaching English at different levels of schooling in Turkey, and different stakeholders such as students, parents, English program administrators, and recruiters as the participants and focus more on their perceptions and attitudes regarding NNESTs and NESTs. Additionally, further research can also take into consideration demographic variables of the participants such as gender, age, years of English language teaching and learning experience, current

academic degree and the relationship between NNESTs' demographic characteristics and perceptions can be explored in order to present a more comprehensive understanding of how NNESTs and NESTs are perceived from the perspective of local NNESTs in Turkey.

Furthermore, the present study employed online Likert-scale questionnaire and open-ended questionnaire as data collection instruments to collect the quantitative and qualitative data of the study respectively. That is why further studies can benefit from a greater variety of data collection methods such as interviews, observations, narratives and reflective journals in order to gain more in-depth understanding of the teachers' perceptions and attitudes. Moreover, the reasons influencing self-perceptions of teachers can be examined in further research so that the factors that are determinant in the formation of teacher perceptions can be revealed.

Finally, this study found that NNESTs' perceptions of their and NESTs' English language proficiency are closely related to their perceptions of their and NESTs' teaching abilities. In other words, English language proficiency was found to be effective in determining NNESTs' perceptions of their and NESTs' teaching competence. Therefore, further studies can concentrate more on investigating the construct of language proficiency and its connection to self-perceived teaching competence. Besides, more research can be conducted on new models redefining language proficiency for teachers beyond the idealized native speaker norms in order to reveal the language skills required for teachers' instructional effectiveness (Selvi, Yazan & Mahboob,2024).

## **Conclusion**

This mixed-method study was conducted to reveal what perceptions and attitudes non-native English-speaking teachers, who teach English as a foreign language at state universities in Turkey, hold regarding NNESTs and NESTs in terms of English language proficiency and teaching abilities. The findings obtained from this study are of great significance because it might shed light not only on NNESTs' self- perceptions regarding their language proficiency and teaching abilities but also how NESTs are perceived by

NNESTs in relation to their language proficiency and teaching abilities. That is to say, the present study enabled Turkish NNESTs to reflect on themselves and NESTs in terms of English language and teaching competence so that the study results contribute to better understanding of the complex and multifaceted nature of teachers' perceptions and attitudes of themselves and others. Since teachers' perceptions and attitudes may influence their instructional decisions and practices, the investigation of NNESTs' perceptions and attitudes regarding both themselves and NESTs is important in helping them improve their teaching performance and as a result empowering them in the classroom by raising awareness of both their and NESTs' contribution to language teaching. In addition to this, the present study produced results regarding what attitude Turkish NNESTs held towards English nativeness and its role in English language teaching, which might inform English language teacher educators and program administrators to reconsider and promote their language teacher education curriculum in a way that can allow NNESTs to overcome their linguistic and instructional challenges and consequently feel more qualified and well-prepared for teaching in the classroom following graduation.

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**APPENDIX-A: Informed Consent Form**

...../...../.....

Dear Colleague,

You are kindly invited to take part in a research study *Nonnative English-Speaking Teachers in Turkey: Teacher Perceptions and Attitudes* that is conducted by Figen Selimoğlu for a master's degree at the Department of Foreign Language Education, English Language Teaching, Hacettepe University. Supervised by Prof. Dr. Nuray Alagözlü, this study seeks to explore how Non-Native English Speaking Teachers (NNESTs) perceive themselves and Native English Speaking Teachers (NESTs) and also what attitudes they hold towards themselves and NESTs in terms of language proficiency and teaching skills, and it is approved by the Ethics Committee at Hacettepe University.

In order to uncover Non-Native English Speaking Teachers' perceptions of and attitudes towards themselves and Native-English Speaking Teachers, you are asked to participate in an online questionnaire. The questionnaire consists of four sections. The first section requires you to give your background information. The second section includes five-point Likert scale statements which focuses on how you, as a NNEST, perceive yourself in terms of your language proficiency and teaching behaviours. The third section, in the same format, asks you to rate how you perceive NESTs in terms of language proficiency and teaching behaviours. The final section focuses on your attitudes towards NNESTs and NESTs, and native/non-native identity issues. It should take approximately 10-15 minutes to complete.

In addition to data gathered through online questionnaire, the present study is also based on the qualitative data obtained from an open-ended questionnaire. Within this open-ended questionnaire, you are invited to answer and write your opinions about five questions regarding the advantages and disadvantages of being a non-native and native English teacher in terms of language competence and teaching ability, perceived differences in teaching English between nonnative and native English teachers, native English teachers' being regarded as the ideal providers of more authentic knowledge about target language and its culture, and the role of nativeness and other factors such as personal and professional qualities and pedagogical skills in being a competent English language teacher. Responding to the open-ended questions is going to take 20 minutes.

Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time even if there are no foreseeable risks involved in

participating in this research study. At no instance will you be asked to reveal any personal information.

The data collected through online questionnaire and open-ended questionnaire will be kept confidential and utilized only for research purposes. Your individual privacy and confidentiality of the information you provide will be maintained in all published and written data analysis resulting from the study. The study is strictly anonymous and the pseudonyms will be used for direct quotes when it is necessary to refer to data obtained from you.

If you choose to take part in this research, you may choose:

- 1) To fill out online questionnaire
- 2) To fill out online questionnaire and respond to open-ended questionnaire

Your signature below indicates that you have read and understood all the information above and you consent to participate in this study.

Participant Name (printed): \_\_\_\_\_ E-mail: \_\_\_\_\_

Participant Address: \_\_\_\_\_ Phone number: \_\_\_\_\_

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you have any questions or desire further information with respect to this study, you may contact the following names. We would like to thank you for participating in this study.

### **Research Supervisor**

Prof. Dr. Nuray Alagözlü (e-mail: [.....](#) )

Address: \_\_\_\_\_ Phone number: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Researcher**

Figen Selimoğlu (e-mail: [.....](#) )

Address: \_\_\_\_\_ Phone number: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX-B: Teacher Likert-Scale Questionnaire

Dear Participant,

My name is Figen Selimoglu, an English language teacher working at School of Foreign Languages, Firat University. I am currently conducting a research study on Non-Native English Speaking Teachers' perceptions of and attitudes towards themselves and Native-English Speaking Teachers for a master's degree at Hacettepe University. This study seeks to explore how Non-Native English Speaking Teachers (NNESTs) perceive themselves and Native English Speaking Teachers (NESTs) and also what attitudes they hold towards themselves and NESTs in terms of language proficiency and teaching behaviours. My research is being supervised by Prof. Dr. Nuray Alagözülü.

The questionnaire consists of four sections. The first section requires you to give your background information. The second section includes five-point Likert scale statements which focuses on how you, as a NNEST, perceive yourself in terms of your language proficiency and teaching behaviours. The third section, in the same format, asks you to rate how you perceive NESTs in terms of language proficiency and teaching behaviours. The final section focuses on your attitudes towards NNESTs and NESTs, and native/non-native identity issues.

Please answer all questions with as much accuracy as possible. Your participation should take approximately 10-15 minutes.

Please understand your participation is entirely on a voluntary basis and you have the right to withdraw your consent or discontinue participation at any time without penalty. At no instance will you be asked to reveal any personal information.

Your individual privacy and confidentiality of the information you provide will be maintained in all published and written data analysis resulting from the study. The study is strictly anonymous.

If you have any questions, you can contact me via my email address (.....).

Thank you for your participation and cooperation!

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. Turkey, Spain, Italy, Germany, etc.)

## Section I

**Background information:** *Please answer the following questions about yourself and choose the most appropriate option for you.*

- 1) What is/are your first language(s)? \_\_\_\_\_
- 2) What is your level of Turkish?  
a) None b) Elementary c) Intermediate d) Advanced e) Native
- 3) Gender: a) Male b) Female
- 4) Age: \_\_\_\_\_
- 5) Do you consider yourself a: a) NATIVE speaker of English?  
b) NONNATIVE speaker of English?  
c) Other (explain please) \_\_\_\_\_
- 6) How do you describe your level of English proficiency?  
a) Beginner b) Intermediate c) Advanced d) Native
- 7) Your Academic degree:  
B.A. in ELT  M.A. in ELT  Phd in ELT   
B. A. in ELL  M.A. in ELL  Phd in ELL   
B. A. in Other fields  M.A. in Other fields  Phd in Other fields
- 8) Length of teaching English at universities:  
a) 1-5 year(s) b) 6-10 years c) 11-15 years d) 16-20 years e) above 20 years
- 9) Have you ever been to an English-speaking country? \_\_\_ Yes \_\_\_ No  
If Yes, which country? \_\_\_\_\_ For how long? \_\_\_\_\_
- 10) Have you ever had a native speaker of English as a teacher? \_\_\_ Yes \_\_\_ No  
If Yes, how many native English speaking teachers did you have? \_\_\_

## Section II

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 high					Very
<b>11.</b> Reading comprehension	①	②	③	④	⑤	
<b>12.</b> Writing/Composition	①	②	③	④	⑤	
<b>13.</b> Listening comprehension	①	②	③	④	⑤	
<b>14.</b> Speaking/ Oral communication	①	②	③	④	⑤	
<b>15.</b> Grammar accuracy in use	①	②	③	④	⑤	
<b>16.</b> Knowledge of grammar rules	①	②	③	④	⑤	
<b>17.</b> Breadth of vocabulary	①	②	③	④	⑤	
<b>18.</b> 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 FILL IN the number corresponding to your answers):

	Very Uncomfortable			Very Comfortable	
<b>19.</b> Reading	①	②	③	④	⑤
<b>20.</b> Writing/Composition	①	②	③	④	⑤
<b>21.</b> Listening	①	②	③	④	⑤
<b>22.</b> Speaking	①	②	③	④	⑤
<b>23.</b> Pronunciation	①	②	③	④	⑤
<b>24.</b> Culture of English-speaking countries	①	②	③	④	⑤
<b>25.</b> Vocabulary, idioms	①	②	③	④	⑤
<b>26.</b> Grammar	①	②	③	④	⑤

### Section III

On a scale from **1 to 5**, ① being *very low* and ⑤ being *very high*, how would you rate **Native-English Speaking Teachers' Level of Proficiency** in the following areas of English? (Please FILL IN the number corresponding to your answers):

	Very low			Very high	
<b>27. Reading comprehension</b>	①	②	③	④	⑤
<b>28. Writing/Composition</b>	①	②	③	④	⑤
<b>29. Listening comprehension</b>	①	②	③	④	⑤
<b>30. Speaking/ Oral communication</b>	①	②	③	④	⑤
<b>31. Grammar accuracy in use</b>	①	②	③	④	⑤
<b>32. Knowledge of grammar rules</b>	①	②	③	④	⑤
<b>33. Breadth of vocabulary</b>	①	②	③	④	⑤
<b>34. Pronunciation</b>	①	②	③	④	⑤

On a scale from 1 to 5, ① being very uncomfortable and ⑤ being very comfortable, how comfortable would you think **Native-English Speaking Teachers** are in **teaching the following skills**? (Please FILL IN the number corresponding to your answers):

	Very Uncomfortable			Very Comfortable	
<b>35. Reading</b>	①	②	③	④	⑤
<b>36. Writing/Composition</b>	①	②	③	④	⑤
<b>37. Listening</b>	①	②	③	④	⑤
<b>38. Speaking</b>	①	②	③	④	⑤
<b>39. Pronunciation</b>	①	②	③	④	⑤
<b>40. Culture of English-speaking countries</b>	①	②	③	④	⑤
<b>41. Vocabulary, idioms</b>	①	②	③	④	⑤
<b>42. Grammar</b>	①	②	③	④	⑤

## Section IV

## Attitudes to NESTs and NNESTs' Teaching Abilities and English Proficiency

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
43. NNESTs are often perceived by their students as good role models.	①	②	③	④	⑤
44. English teachers should have a native-like accent.	①	②	③	④	⑤
45. NONNATIVE ENGLISH SPEAKERS should have teacher qualifications to teach ENGLISH.	①	②	③	④	⑤
46. NNESTs can teach English just as well as NESTs.	①	②	③	④	⑤
47. NNESTs often have difficulties responding to students' questions about the English language use and idioms.	①	②	③	④	⑤
48. NNESTs often have difficulties responding to students' questions about culture of English-speaking countries.	①	②	③	④	⑤
49. English instructors who are bilingual understand their students' learning difficulties better than instructors who are monolingual.	①	②	③	④	⑤
50. 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

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
51. NESTs are often perceived by their students as good role models	①	②	③	④	⑤
52. It is enough to be a NATIVE SPEAKER OF ENGLISH to be able to teach ENGLISH	①	②	③	④	⑤
53. NATIVE ENGLISH SPEAKERS should have teacher qualifications to teach ENGLISH.	①	②	③	④	⑤
54. NESTs often have difficulties responding to students' questions about the English language grammar.	①	②	③	④	⑤
55. NESTs often have difficulties understanding Turkish students' problems.	①	②	③	④	⑤



**APPENDIX-C: Open-ended Questionnaire****Open-Ended Questions**

***Please write your opinions about the following questions and statements!***

- 1) What do you think are the strengths and weaknesses of being a non-native English speaking teacher?

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- 2) What do you think are the strengths and weaknesses of being a native English speaking teacher?

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- 3) In what sense do you think you teach differently from a native English teacher?

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- 4) It is generally believed that in comparison with Non- native English language teachers, Native English teachers are better at providing the students with the English language and its related culture that are more authentic. What do you think about this?

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- 5) Do you think being native English speaker is an important factor to become a competent English language teacher or other factors, such as personal and professional qualities and pedagogical skills, are more important? Why/Why not? Elaborate!

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## APPENDIX-D: Ethics Committee Exemption Form / Ethics Committee Approval



T.C.  
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Rektörlük

Tarih: 15/08/2023 10:47  
Sayı: E-35853172-300-00003016432



00003016432

Sayı : E-35853172-300-00003016432  
Konu : Etik Komisyon İzni (Figen SELİMOĞLU)

15/08/2023

## EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 24.07.2023 tarihli ve E-51944218-300-00002974454 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi **Figen SELİMOĞLU**'nun, **Prof. Dr. Nuray ALAGÖZLÜ** danışmanlığında yürüttüğü "**Türkiye'de Ana Dili İngilizce Olmayan Öğretmenler: Öğretmen Algıları ve Tutumları**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **08 Ağustos 2023** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim

Prof. Dr. Sibel AKSU YILDIRIM  
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

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Keş: hacettepeuniversitesi@hs01.kep.tr



**APPENDIX-E: Declaration of Ethical Conduct**

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

14/05/2024

Figen SELİMOĞLU

## APPENDIX-F: Thesis/Dissertation Originality Report

14./05/2024

HACETTEPE UNIVERSITY  
Graduate School of Educational Sciences  
To The Department of Foreign Language Education.

Thesis Title: Nonnative English-Speaking Teachers In Turkey: Teacher Perceptions And Attitudes

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
27/05/2024	201	308633	14/05/2024	%24	2389161478

Filtering options applied:

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2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

**Name Lastname:** Figen SELİMOĞLU

**Student No.:** N21133830

**Department:** Foreign Language Education

**Program:** English Language Education

**Status:**  Masters  Ph.D.  Integrated Ph.D.

Signature

### ADVISOR APPROVAL

APPROVED  
Prof. Dr. Nuray ALAGÖZLÜ

## APPENDIX-G: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikrî mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- O Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. <sup>(1)</sup>
- O Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren ... ay ertelenmiştir. <sup>(2)</sup>
- O Tezimle ilgili gizlilik kararı verilmiştir. <sup>(3)</sup>

14/05/2024

(imza)

Figen SELİMOĞLU

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"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
  - (2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
  - (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
- Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir
- \*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

