

Teachers' and Students' Attitudes towards Native and Non-Native English Language Teachers

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ABSTRACT

The current study mainly aimed to identify students' and teachers' attitudes concerning native speaker (NS) English language teachers and non-native speaker (NNS) English language teachers, at the English Preparatory School (EPS) at Eastern Mediterranean University (EMU). In addition, the strengths and weaknesses of NS English language teachers and NNS English language teachers were noted.

In this case study, a mixture of qualitative and quantitative methods of data collection was employed. The participants included thirty EPS teachers and ninety-eight pre-intermediate and intermediate level EPS students. The data was collected through teacher and student questionnaires as well as interviews.

The results of the study revealed that NS English language teachers and NNS English language teachers have various strengths and weaknesses. From the perspective of the students, the results indicated that the major strength of NS English language teachers is their pronunciation and accent, whilst their foremost weakness is their teaching abilities of English grammar. In contrast, the leading strength of NNS teachers is their teaching of English grammar and the main weakness is their pronunciation and accent.

In relation to the teachers' perspective, the results showed that the major strength of NS English language teachers is their pronunciation and accent, whereas, their leading weakness is their knowledge of grammar rules.

Moreover, the key strength of NNS English language teachers is their previous experience in learning a second language, while their major drawback is pronunciation and accent.

Overall, the students were found to have more positive attitudes about NS English language teachers. However, the teachers believed that it is irrelevant whether a teacher is a NS or a NNS, providing that they can teach effectively.

Keywords: native speaker (NS) English language teacher, non-native speaker (NNS) English language teacher, students' attitudes, teachers' attitudes

ÖZ

Bu çalışma, Doğu Akdeniz Üniversitesi İngilizce Hazırlık Okulu'nda, öğrencilerin ve öğretmenlerin İngilizce'yi ana dil olarak konuşan ve İngilizce'yi yabancı dil olarak konuşan öğretmenlere karşı olan tutumlarını incelemeyi hedeflemektedir. Buna ek olarak, İngilizce'yi ana dil ve yabancı dil olarak konuşan öğretmenlerin güçlü ve zayıf yönleri de irdelenmiştir.

Bu durum çalışmasında nitel ve nicel veri toplama yöntemleri metotları kullanılmıştır. Katılımcılar, otuz tane İngilizce Hazırlık Okulu öğretmeni ve doksan sekiz tane orta ve orta öncesi seviyedeki öğrencilerden oluşmaktadır. Veriler, öğrenciler ve öğretmenlerle yapılmış olan anket ve röportajlardan elde edilmiştir.

Araştırma sonuçları İngilizce'yi ana dil ve yabancı dil olarak konuşan öğretmenlerin çeşitli güçlü ve zayıf yönlerini göstermiştir. Öğrencilerin görüşlerine göre, sonuçlar, İngilizcesi ana dil olan öğretmenlerin en güçlü yanları telafuzları ve aksanları iken, zayıf yanları ise dil bilgisi öğretimi olduğunu göstermiştir. Bunun tam aksine, İngilizceyi yabancı dil olarak konuşan öğretmenlerin güçlü yanları dil bilgisi öğretimi, zayıf yönleri ise telafuzları ve aksanlarıdır.

Öğretmenlerin görüşlerine göre, sonuçlar, İngilizce'yi ana dil olarak konuşan öğretmenlerin güçlü yanları aksanları ve kelimeleri telafuzları, fakat bunun yanı sıra dil bilgisi kurallarını öğretirken zorluk çektiklerini göstermiştir. Bunun yanı sıra, İngilizce'yi yabancı dil olarak konuşan öğretmenlerin dilbilgisi kurallarını öğretirken hiçbir zorlukla karşılaşmazken, aksan ve telafuzda zorluk yaşadıklarıdır.

Genel olarak, sonuçlar, öğrencilerin İngilizceyi ana dil olarak konuşan öğretmenlere karşı daha olumlu tutumlarının olduğunu göstermiştir. Fakat, öğretmenler için bu sonuç aynı değildir.

Anahtar kelimeler: İngilizceyi ana dil olarak konuşan öğretmenler, İngilizceyi yabancı dil olarak konuşan öğretmenler, öğrencilerin tutumları, öğretmenlerin tutumları

To the loving memory of my Nan

Christine Carol Yeomans

You will always be remembered

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LIST OF ABBREVIATIONS

NS	Native Speaker
NNS	Non-Native Speaker
EPS	English Preparatory School
TPS	Turkish Preparatory School
FLEPS	Foreign Language English Preparatory School
EMU	Eastern Mediterranean University
TRNC	Turkish Republic of Northern Cyprus
CIP	Civic Involvement Project
SSSC	Student Self Study Centre
CEFR	Common European Framework of Reference for Languages
L1	First Language
L2	Second/Foreign Language
SPSS	Statistical Package for the Social Science
ESL	English as a Second Language
EFL	English as a Foreign Language

Chapter 1

INTRODUCTION

This chapter introduces the study on attitudes native and non-native speaker English language teachers. More specifically, first it presents the background of the study. It then proceeds to explain the motive behind selecting the topic area. After this, it clarifies the aim of the study, and presents the research questions. Lastly, particular definitions, which have been used in the current study, are provided.

1.1 Background of the Study

All around the world there tends to be a preference for native speakers as language teachers. Although the matter of being a native speaker or a non-native speaker teacher has been the focus of attention in applied linguistics and second language education, there are only a few books that have been written over the last 25 years on this topic (Davies, 1991; Medgyes, 1994; Braine, 1999; Belcher & Connor, 2001). However, there have been many research studies conducted in this area (Medgyes, 1994; Reves & Medgyes, 1994; Canagarajah, 1999; Liu, 1999; Samimy & Brutt-Giffler, 1999; Inbar-Lourie, 2001; Lasagabaster & Sierra, 2002; Llurda & Huguet, 2003; Kamhi-Stein et al, 2004; Madrid & Cañado, 2004; Llurda, 2005; Braine & Moussu, 2006; Ling & Braine, 2007; Ulate, 2011; Wahyudi, 2012; Abriel, 2015).

Many people assume that native speakers provide the target model for language learning (Harmer, 1991; Stern, 1983) and for this reason alone it seems they have an advantage over the non-native speaker English language teachers.

Phillipson (1992) argues that the belief of the “ideal teacher” being a native speaker English language teacher has been broadly accepted and has had an extensive influence on language education policies. He discussed a concept of “native speaker fallacy” which is the belief that “the ideal teacher is a native speaker” (p. 185). However, not everyone is necessarily for the idea of native speaker English language teachers as a model. Responding to this fallacy, Medgyes (1994) argues that native speaker English language teachers’ weaknesses can be strengths of non-native speaker English language teachers and vice versa. Therefore, rather than saying one is superior to the other, it can be said that they are simply different (Alptekin & Alptekin, 1984; Medgyes, 1994).

In his book about non-native ESL/EFL teachers, Braine (1999) mentions that while discrimination against non-native speaker English teachers is almost unavoidable in English speaking countries, preconceptions towards non-native speaker teachers are additionally very strong in an EFL context. Moreover, he explains that the discrimination is expanding to native speaker English language teachers too, as some institutions insist on only hiring teachers who have the British accent over those with the Australian or American accent.

Ulate (2011) states that quite often, qualified non-native speaker English language teachers are not thought to be good enough by administrators when it comes to teaching jobs. In addition to this, students fail to see how much they can actually

learn from a non-native speaker English language teacher, because in their eyes a native speaker English language teacher is better. She also explains that a good language teacher is not one that is a native or a non-native but, one that is professionally and personally prepared to achieve the task of educating others.

1.2 Statement of the Problem

Braine (1999), Liu (1999) and Graddol (2006) state that most of the trained English teachers in the world are non-native teachers. However, as stated previously, the native speaker teachers are seen as ideal teachers. Consequently, this leads to a challenge for English program administrators as, even though native speaker English language teachers are preferred, there are not as many qualified native speaker English language teachers and the number of non-native speaker English language teachers who are searching for jobs is increasing.

Although English language programs try to give equal opportunities to both native and non-native speaker English language teachers, it can still be very challenging for non-native speaker English language teachers to find jobs, particularly in an ESL context (Braine, 1999; Flynn & Gulikers, 2001; Mahboob, Uhrig, Newman & Hartford, 2004).

According to Moussu (2006), there have not been many studies conducted on the hiring procedures for native and non-native speaker English language teachers in English speaking countries, and as for non-native speaking countries, no studies have been found related to this issue. Moussu (2006) also claims that since 1992 it has slightly changed; even though we are still waiting for standard exams for ESL/ EFL teachers, some institutions have begun making their potential teachers sit exams.

These exams include: composition, grammar, vocabulary, listening, and reading. However, regarding the assessment of native and non-native teachers the question still remains unanswered.

At an ELT (English Language Teaching) conference, Medgyes (1992) surveyed English Language Teaching experts. During this conference he asked the expert teachers whether they would favour hiring a native or a non-native teacher. He gave them three options:

1. Only native speaker English language teachers, even without qualifications;
2. A qualified non-native speaker English language teacher instead of an inexperienced native teacher;
3. The native or non-native issue would not be a part of the criteria.

The results of this survey show that the majority of the sixty experts chose option 2 while about one third chose option 1 and no one chose option 3.

A case study conducted by Mahboob (2003), gives evidence that program directors and administrators in the United States use being a native speaker English language teacher as the main decisive criterion in hiring ESL teachers. One of the reasons for doing so is the belief that only native speakers can be proficient in English.

By looking at all the evidence, it can be said that, the issue of being a native or a non-native speaker English language teacher is an on-going dispute within the field of ELT, with a lot of controversy. There are many different views, however, despite all the different opinions it is obvious from the findings of previous studies (Alptekin & Alptekin, 1984; Medgyes, 1994) that both native and non-native speaker English

language teachers have strengths and weaknesses and we can not say that one is better than the other.

Therefore, taking all of these issues and conflicts into account, the present study attempts to identify the beliefs and attitudes of the students and teachers as regards to native and non-native English language teachers in the context of the English Preparatory School (EPS) at Eastern Mediterranean University (EMU).

1.3 Purpose of the Study

Considering the on-going debate concerning native and non-native speaker English language teachers, the main purpose of the present study was to identify the attitudes towards native and non-native English language teachers in the EPS at EMU. More specifically, the study aimed at identifying two different perceptions on this issue: The first was to discover how students feel about native English teachers and non-native English teachers in general, and the second was to investigate attitudes of teachers towards native and non-native English speaking teachers.

Even though there have been many research studies conducted on similar topics there has been only one conducted in North Cyprus, however, the study was completed at Near East University and was implemented on secondary school students. For this reason, the researcher conducted the present study to investigate the topic in the EMU context.

1.4 Research Questions

The present study attempts to answer the following research questions:

- 1) What are the students' attitudes regarding native and non-native speaker English language teachers?

- 2) What are the teachers' attitudes regarding native and non-native speaker English language teachers?

1.5 Definitions of Terms

- **Native Speaker (NS):** Someone who was born in an English speaking country and acquired the language in early childhood (Davies 1991; Phillipson 1992).
- **Non-native Speaker (NNS):** Are individuals for whom English is a second or foreign language (Medgyes, 2001).
- **Attitudes:** Brown's (2007) definition of attitudes is "a set of personal feelings, opinions, or biases about races, cultures, ethnic groups, classes of people, and language" (p. 377). In the current study, the term perception and attitude is used for the teachers' and students' preferences, feelings, opinions and beliefs about teachers who are native or non-native speakers of English.
- **L1:** The first language, the native language or the mother tongue of an individual. In this study there are a variety of L1s from both students and teachers.

1.6 Summary

This chapter provided information about the background of the study. Next, it gave the reasons for implementing the study. Afterward it presented the research questions. Finally, it provided the definitions of various terms, which were used in this study. In the next chapter, relevant literature on the topic will be reviewed.

Chapter 2

LITERATURE REVIEW

In this chapter, literature on attitudes regarding native and non-native teachers of English is reviewed and previous studies in this field are discussed. The chapter focuses on native and non-native speaker English language teachers by discussing some strong and weak points as well as some differences between them that have been found in previous studies. After that, it presents some research findings on teachers' self-perceptions, i.e. their attitudes towards themselves. Finally, it explains previous research on attitudes of students and teachers as regards being a native or non-native speaker teacher, respectively.

2.1 Definition of Attitudes

Attitudes along with perceptions and beliefs are a few of the many factors that influence language teaching and learning. Eagly and Chaiken (1993) provide a definition, explaining that an attitude is “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour” (p. 1).

Allport (1935) also discovered 16 definitions of attitudes that other researchers had made before him. He then added his own definition: “A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related” (p. 810).

Wegener and Fabrigar (2003) define attitudes as rather persistent and overall assessments made on the basis of two different kinds of information, namely, ‘affect’ and ‘cognition’. The former refers to “emotions and mood states that a person associates with the attitude object” whereas the latter indicates “beliefs about attributes of the attitude object” (p. 145).

For this study, students and teachers were thought to express emotions to the notion of native and non-native speaker English language teachers (affect). They were also believed to have particular opinions about the traits of both native and non-native teachers, consequently this leads to them acting in a particular way with native and non-native speaker English language teachers.

This study focuses on students’ and teachers’ attitudes. Students and teachers gave their beliefs, emotions and opinions about the notion of native and non-native speaker English language teachers. They have particular ideas about both teacher’s characteristics and abilities – consequently, their behaviour reflects their ideas.

2.2 Definition of a ‘Native Speaker’

There are many definitions of a native speaker English language teacher. For instance, Cook (1999) defines a native speaker as someone who acquires their first language in their childhood. Cook (1999) states that some studies show positive attitudes of language learners towards native speaker English teachers and, given the choice they would prefer to learn English from a native speaker English language teacher.

Additionally, Molina (2014) says that if we take the term 'native speaker' and analyse it literally, it means someone who is born in a country where that language is spoken. Furthermore, native speakers are those who live among people who also speak that language to him/her. More specifically, it is the language the person was introduced to from birth.

There are undeniable amount of debates surrounding the concern of how to define a native speaker. McKay (2002) claims that defining a native speaker of English has become more challenging than ever, as English is continuously spreading and being used by more and more people all around the world. McKay (2002) states that the generally agreed upon definition of a native English speaker is that it is an individual who learned English as a child, and carried on using it for all communicative purposes.

Saniei (2011) explains that early second language acquisition scholars used the term native speaker as the target of all language learners, and that the native speaker's language was the most suitable model for them to achieve that target. However, not all native speakers speak according to the rules of their languages. Saniei (2011) points out that they show different ways of talking which is a result of regions, occupations, and social classes; for this reason the concept of an ideal native speaker is debatable. On the other hand, non-native teachers may be more qualified compared to native ones since they may possess a better understanding of their learners' linguistic and cultural needs, and also they have had a sufficient amount of experience using a second/ foreign language.

Kramersch (1997) interrogated the idealization of native speaker English teachers, even though she agreed that in the sixties oral communication was essential when teaching a foreign language. She argues that the non-native teachers should not let the idea of the native teachers demotivate them; and that they should focus on finding their own voice in the field of teaching to add to their own language learning experiences.

Therefore, McKay (2002) suggests that instead of trying to agree on a definition for a native speaker or to distinguish between native and non-native speakers, perhaps, scholars, teachers and linguistics should determine what makes speakers of English the same and/or different through geography, cultures and use of the language.

In the current study, the term native speaker is referred to an individual who was born in an English speaking country, acquired the language in early childhood and continued to use it for all communicative purposes. (Davies, 1991; Phillipson, 1992; McKay, 2002; Molina, 2014).

2.3 Advantages and Disadvantages of Being a Native and Non-Native Speaker English Language Teacher

Native speakers tend to be preferred as language teachers because many people just assume that they provide a better target model for language learning (Phillipson, 1992). However, in 2001, in his article ‘When the teacher is a non-native speaker’ Medgyes (2001) focused on raising awareness of both groups of teachers, native and non-native to their “respective strengths and weaknesses” (p. 429).

Medgyes (1992) was one of the first scholars to investigate non-native English speaking teachers. He advanced three hypotheses grounded on his assumption that native speaker English language teachers and non-native speaker English language teachers are “two different species” (p. 25). His three hypotheses were as follows: (1) "Native speaker English language teachers and non-native speaker English language teachers differ in their teaching behaviour" (p. 354), (2) "These differences in teaching behavior are largely due to divergent levels of language proficiency" (p. 354), and (3) "The awareness of differences in language proficiency influences the non-native English speaking teachers' self-perception and teaching attitudes" (p. 354). Medgyes (1992) formulated two questions related to these first two hypotheses: (i) "Is it true that, by virtue of having a better command of English, Native speaker English language teachers perform better in the classroom?" and conversely, (ii) "Is it true that the more deficient the teacher is in English, the less efficient he or she is bound to be?" (p. 346).

Medgyes (1992) explained that native and non-native teachers differ in terms of language proficiency and teaching practice; he believes that both native and non-native language teachers can be good teachers. In 1992 he wrote the first article, which compares native and non-native speaker English languages teachers. By discussing the strengths and weaknesses, he gave reasons for why native and non-native speaker teachers should be given equal opportunities to reach their teaching objectives successfully. He found that the foremost strength of native English language teachers was their communicative competence and high proficiency in English whereas the foremost advantage of the non-native ones was being a great learner model and also having knowledge of the students L1. He went on to add that the ideal model for a native speaker English language teacher was one who had

accomplished a high level of proficiency in the learners' L1; and the ideal model for a non-native speaker English language teacher was one who had accomplished a native like proficiency in English.

Both native and non-native speaker English language teachers possess certain qualities that could facilitate the teaching procedure. Native speaker English language teachers have “subconscious knowledge of rules”, variety “of language skills”, innate awareness of “meanings”, and “ability to communicate within social settings”. Additionally, they can use the language creatively, identify themselves with the language community, speak fluently, differentiate “between their own speech and that of the ‘standard’ form of the language”, and they can “interpret and translate into the L1” (Stern 1983; Johnson & Johnson 1998; Davies 1996; Cook 1999, all cited in Utah, 2011, p. 62).

On the other hand, Medgyes (2001) pointed out six characteristics of the non-native English speaker teachers, which he believed played a positive part of their role as a teacher. These characteristics are as follows:

- Good role models
- Effective providers of learning strategies
- Suppliers of information about the English language
- Better anticipators of language learning difficulties
- Sensitive to language learners' needs
- Facilitators of language learning as a result of a shared mother tongue (p. 436).

In Medgyes's (2001) research study titled 'when the teacher is a non-native speaker' he carried out a survey using three hundred and twenty-five native and non-native speaker English language teachers. He identified the differences in teaching behaviour between native speaker English language teachers and non-native speaker English language teachers. These differences can be seen in the following table.

Table 1: Perceived differences in teaching behavior between native speaker (NS) English language teachers and non-native speaker (NNS) English language teachers

NS English language teacher	NNS English language teacher
Own use of English	
Speak better English	Speak poorer English
Use real language	Use "bookish" language
Use English more confidently	Use English less confidently
General attitudes	
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 stricter
Are less committed	Are more committed
Attitude to teaching the language	
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
Favor group work/pair work	Favor frontal work
Use a variety of materials	Use single textbooks
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
Attitude to teaching culture	
Supply more cultural information	Supply less cultural information

(Medgyes, 2001, p. 435)

Towards the end of the nineties, Canagarajah (1999) claimed that the native speaker English teachers would be better teachers in an EFL setting as they have more cultural knowledge whereas the non-native speaker teacher would be better in an ESL setting as they have more multicultural experience. However, in contrast to this Llorca (2005) argued that the non-native speaker language teachers would be more successful teachers in their own country, as they are more aware of the learners' background and learners' language needs. He believed that having the same background, as their students would work in their favour.

Lasagabaster and Sierra (2002) conducted a study on the students' attitudes towards native and non-native language teachers. They conducted their study with seventy-six undergraduates. They administered questionnaires in order to obtain data on students' views about native and non-native speaker English language teachers in relation to language skills, grammar, vocabulary, pronunciation, learning strategies, culture and civilization, attitudes and assessment. The students were requested to express their opinions in relation to all levels of education. The results revealed that the higher level of the education system the students go through the stronger their preference becomes for a native speaker teacher. Their general preference was for native speaker English language teachers, or for a combination of native speaker English language teachers and non-native speaker English language teachers.

On the other hand, Ling and Braine (2007) conducted a study in Hong Kong on the attitudes of students' towards non-native English teachers – they found conflicting results. The study investigated the attitudes of undergraduate students towards their non-native speaker English language teachers. The data collection methods used for

this study were questionnaires and interviews. They found that students had generally positive views about non-native English teachers, although some weaknesses were specified. As the students expressed more positive views about the non-native English language teachers, the scholars argued that the administrators needed to be aware of the “native speaker fallacy” and take students’ attitudes into consideration before employing native speaker teachers.

Similarly, Madrid and Cañado (2004) completed a qualitative and quantitative research in which they attempted to answer the following research question: “With whom do teachers and students believe one learns more: with native or with non-native teachers?” (p. 10). The results they found were similar to the ones in Lasagabaster and Sierra’s (2002) study, which shows that the students prefer a native teacher, especially for the higher levels of the education system. Apart from this, they found some differences between the native and non-native teachers. The summary of the results is portrayed in Table 2 (Madrid & Cañado, 2004, p. 136).

Table 2: Differences Between Native and Non-Native Teachers

Native Teachers	Non-Native Teachers
They teach the foreign language with greater ease.	They are better at explaining grammar.
They are tough to understand in the early grades.	They are better understood when they speak the foreign language.
They are not taken seriously.	They are preferred at lower levels.
They are preferred to the non-native teacher in the higher grades.	They are sometimes preferred, as they know what it is like to learn a foreign language and use it.
They can give the lesson in English with ease. They can achieve better outcomes in oral communication.	With the correct training they can be preferable to native teachers.

Wahyudi (2012) argues that non-native speaker English teachers teach grammar more effectively than native speaker English teachers. He also states that non-native speaker English teachers can predict students' difficulties in learning the rules of language as they might have gone through a similar experience. Furthermore, he claims that non-native speaker English teachers thoroughly study English grammar and therefore, are more familiar with textbook English while native speaker English teachers are better for teaching fluency, speaking, and pronunciation.

According to Braine and Moussu (2006), the latest studies on native and non-native speaker English language teachers could be categorized by their aims: self-perceptions of non-native speaker English language teachers or students' attitudes towards non-native speaker English language teachers.

2.4 Studies on Attitudes Towards Native and Non-Native Speaker English Language Teachers

In this section previous studies on attitudes towards native and non-native speaker English teachers are presented and discussed under two sub-headings; firstly, teachers' attitudes and self-perceptions, and secondly students' attitudes are explained.

2.4.1 Teachers' Attitudes and Self-perceptions

Filho (2002) claims that labelling native speaker English language teachers as competent and non-native teachers as less competent signifies an ethnical problem. This problem is proven in his research study because the results reveal that most EFL students see the native speaker English language teacher as a white monolingual teacher who has an English accent. Filho (2002) explains that this belief is a form of discrimination and can not be fair to the non-native English speaking teachers. As a

result, the non-native English teachers tend to have lower self-esteem as they feel they are in competition with the native speaker English language teachers and are always being compared to them. Scholars have investigated both native and non-native speaker English language teachers and they have come to the conclusion that both teachers have strengths and weaknesses.

Reeves and Medgyes (1994) conducted a research to find out the non-native teachers' perceptions of themselves. The aim was to identify how non-native teachers feel about their teaching and themselves. In their study, 198 non-native English teachers from 11 different countries took part.

The major finding displayed that the main factors, which influenced the teachers' knowledge of English were: time spent in an English-speaking country, the amount of time spent in contact with native speakers and professional assistance.

The results also showed that the non-native speaker English languages teachers believed that they had a better understanding of the mechanisms that are involved in learning a language and using it. They also believed that they had a greater capacity when it came to assessing the students' potential and to predict possible areas of difficulty they would encounter. Furthermore, the results implied that language proficiency adds to the teaching differences between native and non-native speaker English language teachers, which affects non-native speaker English language teachers' self-image and which is important for successful teaching.

Another study conducted on self-perceptions of non-native speaker English language teachers was by Samimy and Brutt-Giffler (1999). They investigated seventeen non-native speaker teachers who were TESOL graduates pursuing a MA or PhD. The non-native teachers were from Japan, Turkey, Korea, China, Surinam, Togo, Russia and Burkina Faso. For the data collection, they used questionnaires, implemented classroom discussions and conducted in-depth interviews. The aim of this research was to see how these graduates saw themselves as teachers, if they believed there were any differences in how native and non-native speaker English language teachers teach, and how being a non-native speaker English language teacher made them feel. Results showed that although most of them were aware of the differences between themselves and the native speaker teachers, they did not think that the native speaker teachers were superior to themselves. They believed that variables such as the objectives of the course and age and level of the students were more important regarding the success rate of the learners and their overall learning experience. They also argued that the personality and teaching skills of the teacher were important factors.

Liu (1999) investigated English as a second language (ESL) teachers and ESL graduate students perceptions and beliefs on the impact that native and non-native speaker English language teachers have on English language learners. His results revealed that there was a difference in terms of variables including the teaching experience, accent, race, teaching methods and the course they were teaching.

Results from Liu's (1999) research also indicated that the teachers' definition of native speaker English language teachers was not always the same as the students'

definitions. For instance, one of the teachers had immigrated to the US as a child and therefore claimed that he was a native speaker teacher. However, his appearance (Asian looking) made his students believe he was a non-native speaker teacher. The overall results revealed that the participants agreed that the teacher's background and training were mostly important, as well as, the ability to understand students' needs and to be able to contribute to the students' progress.

Inbar-Lourie (2001) also conducted a study on native and non-native English teachers' perceptions of themselves. His aim was to determine why some teachers identify themselves as native speaker English teachers and whether there were any differences in perceptions of teachers who perceive themselves to be a native speaker English language teacher and those who do not. He conducted his research in two phases. In the first part he collected data through self-report questionnaires. For this part 102 English teachers from Israel participated. In the second part, he carried out self-reported questionnaires, which were answered by 264 English teachers; however, in the second phase he also interviewed nine teachers using semi-structured interviews. The results from the first phase revealed that there were nine variables in which the teachers identified themselves as a 'native speaker'; the two top variables were speaking English from the age of 0 to 6, and other people's referring to them as native speakers. The results from the second phase showed that only in some categories there were differences between a native and a non-native speaker English language teacher. The top three differences included: the level of confidence as regards teaching certain language areas/skills, the superiority of the native speaker English language teachers and the student-teacher relationship. With respect to teaching and evaluation practices, and the aims of teaching English, no differences

were identified. The perceptions mainly came from personal and professional variables, some including: place of birth and length of residency in the country. Results also showed that the non-native English teachers felt as if they have better relationships with the students and that they were more confident in using the L1 to assist their teaching.

In an EFL context, Llurda and Huguet (2003) examined the perceptions of non-native speaker English language teachers. His study consisted of 101 primary and secondary school teachers in Spain. They used a questionnaire and interviews to collect their data. Their aim was to determine how the teachers perceived their language skills, if these skills affected their teaching, and to see how they felt about native and non-native speaker English language teachers. Their findings revealed that secondary school teachers seemed to be more confident in their skills than the primary school teachers. However, the primary school teachers believed they were more proficient in relation to the knowledge of grammar rules and reading comprehension whereas the secondary school teachers thought that they were more capable in both listening and reading comprehension.

The other purpose of Llurda and Huguet's (2003) study was to see how the teachers felt about native and non-native English teachers. Their findings indicated that the primary school teachers seemed to be more affected by native speaker English language teachers; the teachers implied that they felt intimidated by the native speaker English language teachers. However, the majority of the secondary school teachers said that being a non-native speaker English language teacher was an advantage.

Another study done on the perceptions of native English language teachers and non-native teachers was by Kamhi-Stein et al (2004). The study aimed to identify perceptions of prejudices in the workplace to non-native teachers and the support they received in these incidences. They found out that the native and non-native teachers were pleased with the teacher preparation and they were also satisfied with the support received from the institution. However, they did add that they believed their colleagues, friends and family members were a more beneficial source, as they were more accessible. Furthermore, he asked fifty-five native speaker English language teachers and thirty-two non-native speaker English language teachers about their self-assurance and language needs. Results showed that native and non-native speaker English language teachers felt confident in their language skills and there was no major difference between the two unlike previous studies. Kamhi-Stein et al (2004) claimed that perhaps the context could have been the reason why the results showed this. An unexpected result for the researcher was that the non-native speaker English teachers did not rate their pronunciation and communication skills negatively.

In a more recent study Ulate (2011) attempted to find out what English language professionals think of native and non-native speaker English language teachers. The study was carried out through two separate online questionnaires, one for native speakers, which consisted of seventeen questions, and one for non-native speakers, which included nineteen questions. One hundred and thirteen ESL/EFL teachers participated in the study, sixty-five of which were native speaker teachers, and forty-eight were non-native speakers. The results of the study revealed that the majority of the teachers believed that teachers' knowledge, skills and the personality were the most essential factors. Other factors also included: being creative, patient,

motivating, encouraging, understanding and being able to meet the students' needs. Additionally, 67% of the native teachers and 62% of the non-native teachers showed preference for teaching particular language skills. In the case of the native speakers, they favoured teaching grammar, writing, reading, listening and culture whereas the non-native speakers preferred to teach pronunciation and culture more. According to Ulate (2011), these results seem to be contradictory to the wide belief that non-native speakers' deficiencies are thought to be in the oral part, and therefore, they prefer to teach grammar and writing.

From the studies discussed in this section, it is obvious that native and non-native speaker English language teachers, attitudes and beliefs about native and non-native speaker teachers and self-perceptions vary. Most of the studies displayed that non-native speaker English language teachers have a positive attitude about themselves and do not feel threatened by the native speaker English language teachers. What is more, in some cases being a non-native speaker English language teacher is considered as an advantage.

2.4.2 Students' Attitudes towards Native and Non-Native Speaker English Language Teachers

The students' perception of native and non-native speaker English teachers is also an important part of the literature, as students have a strong control over the amount of information they absorb. Abriel (2015) believes that if students have a lower opinion of one teacher over another, they are less likely to absorb information, especially if they consider it to be coming from "an unreliable, untrustworthy, or unfamiliar teacher." Moreover, they might feel "disconnected, unmotivated, and hopeless if they cannot relate to their English teacher" (p. 15).

One research study regarding the students' attitudes towards native and non-native speaker English language teachers was by Lucie Moussu (2002), who wrote her MA thesis on English as a second language students reactions to non-native English speaking teachers. The study was conducted in the U.S, and it had three aims, which were as follows:

1. What feelings and expectations did the students have at first when taught by non-native speaker English language teachers, and why?
2. What other variables influence the students' perceptions of their non-native speaker English language teachers at the beginning of the semester?
3. How do the variables of time and exposure to non-native speaker English language teachers influence the students' perceptions of their teacher? (p. 10).

94 international ESL students whose ages were between 17-20 took part in her study, as well as their 4 non-native English teachers. All participants were given a questionnaire at the beginning of the semester and another questionnaire after fourteen weeks at the end of the semester. She also conducted three sets of interviews throughout the semester. Results of the study showed that the non-native speaker English language teachers who looked "foreign", and did not look as "white" and the ones who had a stronger accent, were harshly judged. The findings also revealed that the teachers' and the students' L1 had an important impact on how the teachers were judged. The Spanish, Japanese and Portuguese students had a more positive attitude than the Korean and Chinese students. Another factor that influenced the students' attitudes was their intentions on either staying in the U.S or returning to their home countries. The students whose preference was to stay in the U.S after their studies had a more positive attitude toward the non-native speaker teachers than the ones who wanted to return home. The final variable was the

influence of time; as after the period of the course (fourteen weeks) the students' attitudes became more positive towards the non-native speaker English language teachers. At the beginning of the course they were asked if they would suggest their friends to take a class with a non-native speaker English language teacher, and when asked the same question again at the end of the course the results had increased by 20%.

Another study conducted on students' perceptions was by Mahboob (2003). He asked 32 students from an intensive English course to write their opinions about their native and non-native speaker English language teachers. The results were then analysed and categorised according to teaching styles, linguistic factors and personal factors. Both negative and positive feedback was stated for both teachers. For the native teacher, most of the positive responses were related to oral skills, followed by cultural awareness and a larger range of vocabulary. The negative comments included: knowledge of grammar rules, not being able to answer students' questions, teaching methodology and their lack of experience as an ESL learner. Concerning the non-native English teachers, the most positive feedback was related to the fact that they had experience in learning a foreign language, as they went through the same process. Other positive factors included: grammar, literacy skills, methodology, speaking skills, vocabulary, culture, hard work and being able to answer the students' questions. The negative comments for the non-native teachers included oral skills and culture.

Cheung (2002) is another scholar who conducted a study about the attitudes of student' towards non-native speaker EFL teachers. The other studies previously

mentioned have been done in ESL contexts; however, this study was conducted in an EFL context in Hong Kong. Cheung (2002) used four different data collection methods for this research, which were questionnaires, classroom interviews, interviews and post classroom interviews. 420 undergraduates from seven different universities responded to the questionnaire. In addition to this, twenty-two English teachers and ten students coming from different institutions were interviewed. Results displayed that the positive factors concerning native speaker English language teachers were their language proficiency, fluency in English and their cultural knowledge. Regarding the non-native speaker English language teachers, they were praised for their ability to emphasize with students' learning difficulties, as they had similar backgrounds as the students, and for their stricter expectations from the students. The students believed that the teachers' professional skills including preparation, motivating students and their ability to make the lessons fun and interesting were more vital than language skills.

Another research study concerning the attitudes of students towards non-native speaker teachers was carried out by Moussu and Braine (2006). The study took place in an English centre at a university in the US. 88 students, from twenty-one different countries participated in the study. The students' ages fluctuated from 17 to 53. The data was collected by a questionnaire. The study aimed to find out the following three research questions:

1. What are the attitudes and expectations of ESL students at the beginning of the semester towards non-native English teachers? (p. 35).
2. What teachers and students variables influence the students' attitudes towards their teachers at the beginning of the semester? (p. 36).

3. How do time and exposure to non-native English teachers influence students' attitudes to these teachers? (p. 36).

The results of the study indicated that the students believed a non-native speaker English language teacher has more authority in the classroom than a native speaker English language teacher. The only drawback stated about a non-native English speaking teacher was their lack of US cultural knowledge. The overall findings showed that the students' had positive attitudes towards non-native speaker teachers in their own countries and in the US. The findings also revealed that over time the students' attitudes changed positively.

Reviewing the previous studies on this topic shows that there have not been many research results indicating strong negative feelings towards non-native speaker English teachers. Students seem to recognise that the professionalism and experience of the teacher is more significant than being a native or non-native speaker English language teacher. The context and variables also play a key part in influencing the students' attitudes.

2.5 Summary

In this chapter, the definitions of attitudes and native speaker were explained, and then the strengths and weaknesses of native and non-native speaker English language teachers were discussed. Furthermore, studies on attitudes to native and non-native speaker English language teachers were reviewed. More specifically, studies on both teachers' attitudes and self-perceptions and students' attitudes were presented. In the next chapter, the method of the current study will be explained.

Chapter 3

METHOD

This chapter presents the research method used in the present study. First it explains the overall research design. Then, it describes the setting where this study was conducted, which is followed by the research questions. After this, it gives information about the participants, and explains the data collection instruments and procedures. Lastly, it discusses the methods used to analyse the data.

3.1 Overall Research Design

The present study is a mixed type case study. Both quantitative and qualitative methods were used for data collection. Babbie and Muijs (2010) define the quantitative method as an emphasis on objective measurements and the statistical or numerical analysis of data collection, which is gathered by questionnaires, surveys, polls, or by adopting pre-existing statistical data. Dörnyei (2007) also defines quantitative data collection as a procedure that focuses on collecting numerical data that has to be analysed by statistical methods and qualitative data collection as a procedure that focuses mainly on collecting open-ended, non-numerical data.

Fraenkel and Wallen (2006) explain that qualitative research is categorized by realistic investigation of the activities, types of relationships, resources or circumstances with a universal perception on a case based on individual and flexible stance. While these methods offer different kinds of data, Creswell (2009), Dörnyei (2007), and Fraenkel, Wallen and Hyun (2012) express in detail that qualitative and

quantitative methods are in fact not subtle, as the differences between them are not absolute. Consequently, they specify another method, which they called a mixed method.

Creswell (2009) and Fraenkel, Wallen and Hyun (2012) claim that using a mixed method is more beneficial for the scholars as they are able to collect multiple types of data rather than what they would if they only used one method; therefore, the scholars will be able to achieve a more accurate, and conclusive understanding of the research. With this in mind, a mixed method approach was used in the present study.

Furthermore, the current study is a case study adopting a descriptive approach. Nunan (1992) defines a case study as one that is a hybrid, meaning that rather than using one method, numerous methods of data collection and data analysis are employed. However, Dörnyei's (2007) definition of a case study is explained as a way of data collection followed by organization, which is then used to enrich our perception of the case or the purpose of the study.

Additionally, Mills, Durepos and Wiebe (2010) define a descriptive case study as the following:

A descriptive case study is one that is focused and detailed, in which propositions and questions about phenomenon are carefully scrutinized and articulated at the outset. The articulation of what is already known about the phenomenon is called a descriptive theory. It helps to specify the boundaries of the case, and it contributes significantly to the rigor of the finished case study. The power and promise of a descriptive case study lie in its potential for mining for abstract interpretations of data and theory development (p. 3).

The study employs the triangulation approach for collecting the data, which is the collection of data via three or more methods. Rothbauer (2009) claims that the multi method approach can decrease prejudices or insufficiencies that are caused by using only method of inquiry. Therefore, as Patton (1990) also adds it increases the reliability and validity of the results.

In brief, this study is a mix method study. Furthermore, it is a case study using the descriptive approach. A triangulation method was used to collect the data through student and teacher questionnaires. Teacher and student interviews were also conducted in order to get a better, more in-depth understanding of the participants' attitudes in relation to native and non-native English teachers.

3.2 Context

This study was conducted in the English Preparatory School (EPS) at Eastern Mediterranean University (EMU) in the Turkish Republic of Northern Cyprus (TRNC). EMU offers education in English, with courses that are recognized by the Council of Higher Education in Turkey. According to the webpage of: (<http://ww1.emu.edu.tr/en/academics/foreign-languages-and-english-preparatory-school/c/648>).

The Foreign Language English Preparatory School (FLEPS) includes three divisions: Foreign Languages (FL), English Preparatory School (EPS) and Turkish Preparatory School (TPS). It is an Edexcel Assured accredited school, which offers intensive and integrated skills based basic English/Turkish language courses to undergraduate students who need to develop their English/Turkish so they will be able to manage their departmental courses. EPS offers English language courses, which are

supported by the Common European Framework of Reference for Languages (CEFR) at four different levels: Breakthrough (A1), Waystage (A2), Waystage+ (A2+) and Threshold (B1).

At EPS, language learning is considered to be communicative and a reflective process. Consequently, the students are not only exposed to the use of the language in class but also outside the class, for example via the Students' Self Study Centre (SSSC) or with Civic Involvement Projects (CIP) and daytrips. The courses are designed to support students' language improvement and to adopt life-long learning. Regarding life-long learning, students have a portfolio as part of the course, which gives them a chance to reflect on their own progress with the guidance of their teachers, and to plan their own study time. The students are also given course material, including course books and reading books, which supports the course objectives.

EPS holds placement tests, which designate students into their correct levels suitable for their language needs. The academic year is divided into two semesters. In each semester the students take Achievement Test 1 and Achievement Test 2. If the students are successful they can continue with the higher level. When they pass the Achievement 1 and 2 at Intermediate level, they are then eligible to sit the English Proficiency Test. If the students are successful in the English Proficiency Test they can begin their education in their chosen departments. However, if the students are unsuccessful in the English Proficiency Test, a repeat course needs to be completed as well as the English Proficiency Test at the end of the semester. Table 3 below outlines information regarding the EPS program and its courses.

Table 3: EPS Program

Course Code	Program	Course Length
EPS101	Beginner - Elementary	16 weeks
EPS102	Elementary - Pre-intermediate	16 weeks
EPS103	Pre-intermediate - Intermediate	16 weeks
EPS104	Intermediate	16 weeks

3.3 Research Questions

The purpose of the present study was to investigate the teachers' and students' attitudes concerning native and non-native speaker English language teachers. The study aimed at answering the following research questions:

- 1) What are the students' attitudes regarding native and non-native speaker English language teachers?
- 2) What are the teachers' attitudes regarding native and non-native speaker English language teachers?

3.4 Participants

The participants of the study consisted of EPS teachers and pre-intermediate and intermediate level EPS students. All the participants were voluntary teachers and students who were randomly selected. The teachers and students who took part in the study are explained below.

3.4.1 Students

Students of both EPS 103 and EPS 104 courses took part in the study. A total of 606 students were enrolled in these courses, (320 students were enrolled in EPS 103 and 286 were enrolled in EPS 104) but 98 students volunteered to participate in this study. 59 students were male and 29 students were female. 40 students were from

EPS 103 (pre-intermediate level) and 58 were from EPS 104 (intermediate level). Their ages ranged between 17 to 35 years old, however, majority of the students were 18 – 20 years old. The students were from 18 different nationalities. The majority of them were Palestinian, Yemini, and Kazakhs. Other nationalities included: Turkish Cypriot, Turkish, Syrian, Iranian, Iraqi, Ukrainian, Moroccan, Congolese, Libyan, Tajik, Arabic, Abkhazian, Jordanian, Egyptian and Turkmenistan. The students had eleven different native languages. Most students' first language was Arabic, followed by Turkish and Persian. Other native languages included: Kazakh, Azeri, Kurdish, Russian, French, Tajik, Abkhazian and Turkmen. The students who took part in this study were all from EPS; therefore, they had not yet enrolled into their departments. However, majority of the students were going to study in the Pharmacy and Civil Engineering departments. The other departments included: Mechatronics Engineering, Psychology, ELT (English Language Teaching), Public Administration, Business, Communication, TV & Radio, Business & Economics, Tourism, Molecular Genetics & Biology, International Finances, Banking & Finance, Architecture, Genetics, Medicine, Electrical & Electronic Engineering, Public Relations, Industrial Engineering, I.T, Public Relations & Advertising, Software Engineering, Computer, Economics, International Trade & Business, Interior Architecture, Information System Engineering, Business Administration and Political Science.

3.4.2 Teachers

There are a total of 81 EPS teachers from all levels (EPS 101, EPS 102, EPS 103 and EPS 104); however, thirty of them voluntarily took part in the current study. The gender divisions of the teachers included 11 males and 19 females. Their ages ranged between 28 and 54 years old. Their years of experience varied between 5 to 26 years.

Sixteen teachers were Turkish Cypriots, and amongst these, nine had dual citizenships (Turkish Cypriot and British). Other nationalities included: Chinese, Iranian, Azeri and Syrian. The most common first language was Turkish, spoken by half of the teachers. Other native languages included: English, Chinese, Persian, Azeri, Arabic and Farsi. In the second part of the teacher questionnaire, teachers were asked to rate themselves on how their level of English proficiency is in the following areas: *Reading comprehension, writing/composition, listening comprehension, speaking/oral communication, grammar accuracy in use, knowledge of grammar rules, breadth of vocabulary and pronunciation*. All the teachers rated themselves as either *excellent* or *good*. They were then asked to rate themselves on how comfortable they are when teaching the following areas/skills: *Reading, listening, grammar, culture, speaking/pronunciation, writing/composition, test preparation, beginner levels, intermediate levels and advanced levels*. Again all the teachers specified that they were *very comfortable* or *comfortable*. Finally amongst the thirty teachers, eleven were native speaker English language teachers and nineteen were non-native speaker English language teachers.

3.5 Data Collection Instruments

As aforementioned, a triangulation approach was used for the data collection procedures in the present study. The data collection instruments included teacher and student questionnaires and interviews.

3.5.1 Questionnaires

The main data collection tool exercised in this study to collect the qualitative data about the students' and teachers' attitudes towards native and non-native teachers was questionnaires.

Brown (2001) defines questionnaire as "any written instruments that present respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers" (p. 6).

Two questionnaires were used in this study, teacher questionnaire and student questionnaire, which are explained in the sub sections below.

3.5.1.1 Student Questionnaire

The student questionnaire (Appendix A) was comprised of two sections: the first section was related to the background information and the second section (which consisted of three sub-sections) was the questionnaire. The first part of the questionnaire (background information) was used in order to collect demographic data about the students. This included their age, level of English, gender, nationality, L1, department and whether they have had a native teacher before. The second part focused on the attitudes of students towards native and non-native English teachers. This part of the questionnaire consisted of thirty-three closed items and three open-ended items. The closed items contained statements related to their attitudes regarding native and non-native teachers. The students were asked to express their opinions on a five-point Likert scale (1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree). The three open-ended items, on the other hand, aimed to obtain in-depth data. The first open-ended question asked students which teacher they preferred, a native speaker English language teacher or a non-native speaker English language teacher and why. The second and third open-ended questions required students to list strengths and weaknesses of both native and non-native speaker English language teachers.

The questionnaire was adapted from Lasagabaster & Sierra (2002), Moussu (2006), Ling & Braine (2007) and Alseweed (2012). The reliability of the questionnaire was calculated using the Cronbach alpha formula, with a result of 0.92. This displays a high degree of consistency; therefore, the instrument can be considered highly reliable. For the purpose of validity the questionnaire was given to two experts for their opinions, and then it was piloted. After being revised it was given to another expert for his opinion.

3.5.1.2 Teacher Questionnaire

The teacher questionnaire (Appendix B) was comprised of three sections: the first section was related to their background, the second section (which consisted of two parts) was about the teacher's self-perception and the third part was the attitude questionnaire. The first part of the questionnaire (background information) was used in order to collect background data about the teachers, which included their age, gender, level of English currently teaching, nationality, L1, years of teaching experience and whether they were a native or non-native speaker. The second part was used to gather information about teachers' self-perception and the third part was used to gather information about teachers' attitudes towards native and non-native speaker English teachers. The third part of the questionnaire was comprised of thirty-three closed items and three open-ended items. The closed items consisted of statements and questions related to their attitudes as regards native and non-native English teachers. They were required to express their ideas on a five-point Likert scale (1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree). The three open-ended items were given in order to collect more detailed responses. The first open-ended question asked teachers which teacher they believed students would prefer, a native speaker English language teacher or a non-native speaker English

language teacher, and why? The second and third open-ended question required teachers to list strengths and weaknesses of both native and non-native speaker English language teachers. Overall, the third part of the questionnaire was parallel to the student questionnaire.

The teach questionnaire was adapted from Lasagabaster & Sierra (2002), Moussu (2006), Ling & Braine (2007) and Alseweed (2012), and as has just been indicated, it was parallel to the student questionnaire. The reliability of the teacher questionnaire was again calculated using the Cronbach alpha formula with a result of 0.96. Once more, this displays a high degree of consistency, meaning that the instrument is highly reliable. To measure the validity of the questionnaire, it was given to two experts for their opinions, and then after piloting it was reviewed and given to another expert for his opinion. In other words, the same procedures (as for the students questionnaire) were followed for the validity of the instrument.

3.5.2 Interviews

Patton (1987) explains three ways of conducting an interview:

- 1) Informal conversation interview: These are unstructured questions, which come from the immediate situations. They are unplanned and all questions occur spontaneously.
- 2) General interview guide: These involve lists of questions or specific topics to be covered during the interview. It is a basic guide to make sure all topics are covered. The interviewer can adapt the questions and/or the ordering throughout the interview.

- 3) Standardized open-ended interview: These include open-ended questions, which are organized. There is not much flexibility and variation in the questions or order.

Nunan (1992) also presents three types of interviews similar to Patton's (1987). These are as follow:

- 1) An unstructured interview: This is only based on the interviewee's answers.
- 2) A semi-structured interview: This does not have a list of questions that are already planned, however, the interviewee has some control over what will be asked.
- 3) A structured interview: This follows a plan where sets of questions are asked in a specific order.

In the current study, Semi-structured interviews were conducted with both the teachers and the students. The researcher formulated questions to be asked to the interviewees, however, some adaptations or changes in wording or the order of the questions would be acceptable as well as asking additional questions during the interviews (if necessary) based on the interviewees' responses.

3.5.2.1 Student Interviews

The student interviews aimed to obtain data about the students' attitudes as regards native and non-native English teachers. The interviews were parallel with the open-ended items in the questionnaire. The semi-structured interviews for students consisted of three questions (Appendix C):

- 1) Would you prefer a native speaker English language teacher or a non-native speaker English language teacher? Why?

- 2) In your opinion, what are the strengths of a native speaker English language teacher?
- 3) In your opinion, what are the strengths of a non-native speaker English language teacher?

3.5.2.2 Teacher Interviews

The purpose of the teacher interviews was to gather in-depth data related to the attitudes of the teachers in relation to native and non-native English teachers. These interviews were parallel with the student interviews and with the open-ended items in the teacher questionnaire. The semi structured interviews questions for teachers consisted of three questions (Appendix D):

- 1) In your opinion, which do you think students prefer, a native speaker English language teacher or a non-native speaker English language teacher? Why?
- 2) In your opinion, what are the strengths of a native speaker English language teacher?
- 3) In your opinion, what are the strengths of a non-native speaker English language teacher?

3.6 Data Collection Procedures

Before collecting the data the interviews the researcher requested official permission to conduct the research at the EPS at EMU. After getting authorized approval the data collection process started. The data was collected in several stages. First the EPS 103 students, EPS 104 students and the EPS English language teachers were given information regarding the purpose of the study, after which, the teachers' and students' written consents were taken. Secondly, the questionnaires (Appendix A and B) were distributed to the students and teachers. The student questionnaires were

completed and handed back the same day, however, some teachers asked to take the questionnaire home and hand it back after a few days.

After collecting all the questionnaires, the interviews were conducted with voluntary students and teachers. The teacher interviews took place in the teachers' offices and they lasted approximately ten minutes. As for the student interviews, they took place in the classrooms and also lasted approximately ten minutes.

3.7 Piloting

Prior to administrating the questionnaires, a piloting procedure was conducted. The teacher questionnaire was given to five EPS teachers and the student questionnaire was given to ten EPS 104 students. The teachers and students who had participated in the piloting were not involved in the actual study.

The piloting was conducted in the presence of the researcher and took place in the teachers' offices and classrooms. The teachers and students were given some background information about the study, and some instructions concerning the purpose of the pilot study. They were requested to inform the researcher whether any of the questions or words were unclear. While answering the questionnaires, the students and teachers hardly asked any questions and they gave very few comments. After completing the questionnaires, the teachers and students were asked to specify other ways of expressing and rewording the questions and any words they had had difficulties with. The researcher took notes of the feedback given by the teachers and students. Afterwards, very few alterations were made according to their feedback.

3.8 Data Analysis

This study included both qualitative and quantitative data. The quantitative data was gathered from the closed items in the questionnaires, whereas the qualitative data was collected from the open-ended questions in the questionnaires and the interviews.

The quantitative data collected from the questionnaires was analysed through the use of Statistical Package for Social Science (SPSS 23). Descriptive statistics were used to calculate frequencies and mean scores.

To analyse the data obtained from the open-ended questions and the teacher and student interviews, the raw data was categorised under each item in the questionnaire or interview. The researcher identified similarities of the responses and then organised them into categories, and finally counted frequencies.

3.9 Summary

Chapter three firstly explained the design of the current research study. It then showed how the quantitative and qualitative data were collected. It then proceeded to explain the context and provided further information about the EPS. After that, the aim and the research questions were given. Then, background information about the participants was delivered. Next, an explanation of all the data collection instruments was provided. Finally, the data collection and analysis procedures were explained. The following chapter will present the results of the study.

Chapter 4

RESULTS

This chapter presents the results of the study obtained from the analysis of student and teacher questionnaires and interviews. It explains the students' and teachers' attitudes about Native Speaker (NS) English language teachers and Non-native speaker (NNS) English language teachers.

4.1 Student Questionnaire

The student questionnaire aimed to identify the students' attitudes regarding NS and NNS language teachers. The results of the questionnaire are presented under two sub-headings: closed items and open-ended items.

4.1.1 Closed Items

The second section of the questionnaire included 33 statements about NS and NNS English language teachers, toward which the students expressed their attitudes on a 5-point Likert scale. The results obtained from this section of the questionnaire are presented by combining the percentages of 'strongly agree' and 'agree' and 'strongly disagree' and 'disagree', respectively in Table 4. The detailed results, however, are provided in Appendix E. According to the results in Table 4, the overall level of agreement ranged between 87.8 – 42.9%, while the level of disagreement varied between 0% – 26.6%. The level of uncertainty changed between 11.1% – 36.1%.

Table 4: Student Questionnaire Results

Item		Agree or strongly agree	Neither agree nor disagree	Disagree or strongly disagree	Mean
1	I would prefer a native speaker as an English language teacher.	82.60%	14.30%	3%	4.14
2	At university I would prefer a native speaker as an English language teacher.	73.50%	22.40%	4.10%	4.03
3	If I could choose I would prefer to have two teachers: one native speaker of English and one non-native speaker of English.	54%	28.60%	17.40%	3.56
4	I would learn more vocabulary with a native speaker English language teacher.	75.50%	18.40%	6.10%	4.05
5	My pronunciation would be better with a native speaker English language teacher.	87.80%	12.20%	0%	4.38
6	My listening would be better with a native speaker English language teacher.	80.60%	13.30%	6.10%	4.16
7	My reading skills would be better with a native speaker English language teacher.	67.40%	22.40%	10.20%	3.89
8	I would speak more fluently if I had a native speaker English language teacher.	68.40%	21.40%	10.20%	4
9	A native speaker English language teacher would give me more strategies/ideas to learn better.	56.20%	28.60%	15.30%	3.66
10	I would learn more about English speaking countries with a native speaker English language teacher.	64.30%	30.60%	5.10%	3.83
11	A native speaker English language teacher would assess my listening comprehension better than a non-native English language speaker.	58.10%	27.60%	14.30%	3.65
12	A native speaker English language teacher would assess my reading comprehension better than a non-native speaker English language teacher.	51.00%	29.60%	19.30%	3.47

Item		Agree or strongly agree	Neither agree nor disagree	Disagree or strongly disagree	Mean
13	A native speaker English language teacher would assess my speaking better than a non-native speaker English language teacher.	66.40%	21.40%	12.20%	3.87
14	A native speaker English language teacher would assess my writing better than a non-native speaker English language teacher.	45.90%	31.60%	22.50%	3.4
15	A native speaker English language teacher would assess my pronunciation better than a non-native speaker English language teacher.	77.60%	14.30%	8.20%	4.14
16	A native speaker English language teacher would assess my knowledge of grammar better than a non-native speaker English language teacher.	51.00%	29.60%	19.40%	3.45
17	I can learn just as well from a native speaker English language teacher as I can from a non-native speaker English language teacher.	47.90%	32.70%	19.40%	3.37
18	There are many native speaker English language teachers who teach just as effectively as non-native speaker English language teachers.	51.00%	36.70%	10.40%	3.47
19	If I could choose the course myself, I would choose a course taught by a native speaker English language teacher.	58.20%	26.50%	15.30%	3.68
20	I feel more comfortable in class with a native speaker English language teacher.	46.90%	26.50%	26.60%	3.4
21	I would learn more about the culture of the English-speaking people with a native speaker English language teacher.	74.50%	20.40%	5.10%	4.03

Item	Agree or strongly agree	Neither agree nor disagree	Disagree or strongly disagree	Mean	
22	A native speaker English language teacher is friendly because he/she provides a relaxed learning environment.	44.90%	29.60%	25.50%	3.36
23	I would have more positive attitudes toward the learning of English if I had a native speaker English language teacher.	53.70%	36.10%	10.30%	3.61
24	I don't care whether my English teacher is a native speaker or a non-native speaker of English, as long as he/she is a good teacher for me.	60.20%	26.50%	13.20%	3.77
25	A native speaker English language teacher is better in explaining grammar .	42.90%	44.70%	22.50%	3.28
26	A native speaker English language teacher is better in explaining vocabulary .	60.20%	23.50%	16.30%	3.63
27	A native speaker English language teacher is better in explaining speaking .	78.60%	14.30%	7.10%	4.08
28	A native speaker English language teacher is better in explaining listening .	66.80%	21.40%	11.20%	3.83
29	A native speaker English language teacher is better in explaining writing .	50.00%	30.60%	19.40%	3.43
30	A native speaker English language teacher is better in explaining pronunciation .	80.60%	11.20%	8.00%	4.13
31	A native speaker English language teacher encourages students to speak more English in class.	60.20%	29.60%	10.20%	3.82
32	A native speaker English language teacher employs modern teaching methods and techniques.	43.90%	30.60%	25.60%	3.33
33	A native speaker English language teacher uses more interesting class activities.	44.90%	30.60%	24.50%	3.36

As can be seen in Table 4, items 1 and 2 are related to the students' preference of teacher, a NS English language teacher or a NNS English language teacher. The results display that the preference for a NS English language teacher is 82.6% with only 3% of disagreement. The mean for item 1 was 4.14. In addition, the mean for item 2 was 4.03, which shows the students feel they would benefit from NS English language teachers for their university studies.

Items 10 and 21 are related to the learning of culture. Table 4 indicates that an advantage of having NS English language teachers is gaining cultural awareness. Only 5.1% of the students disagreed when asked if *they would learn more about English speaking countries with a NS English language teacher* and also when asked if *they would learn more about the culture of the English-speaking people with a NS English language teacher*. The mean for item 10 was 3.83 and 4.03 for item 21. Therefore, it is can be considered that the students' attitudes towards learning culture from NS English language teachers are positive.

Items 3, 17, 18, 19 and 24 were asked in order to see if students cared whether their teacher was a NS English language teacher or not. The results concerning these items show that 54% of the students *would prefer to have both a NS English language teacher and a NNS English language teacher* (item 3). In addition, almost half of the students (47.9%) strongly agreed or agreed *they can learn just as well from a NS English language teacher as they can from a NNS one* (item 17). Furthermore, in terms of teaching effectiveness, just over half of the students (51%) believed that *there are many NS English language teachers who teach just as effectively as NNS teachers* (item 18). Additionally, 58.20% of the students stated that *they would*

choose a course taught by a NS teacher if they could choose the course themselves (item 19). In item 24 60.2% of the students expressed that *they don't care whether their English teacher is a NS or NNS English language teacher as long as he/she is a good teacher*. Only 13.2% of the students disagreed with this idea.

Items 20 and 22 were asked to find out if the students feel more comfortable with NS English language teachers or if a NS teacher provides a relaxing learning environment. 46.9% agreed with *feeling comfortable in class with a NS English language teacher* with a mean of 3.4 and 44.9% agreed that *a NS English language teacher provides a relaxing learning environment*, with a mean of 3.61. The overall mean of responses for items 20 and 22 show that the students' attitudes were between neutral and positive.

In item 23, the students were asked if *they would have more positive attitudes toward the learning of English if they had a NS English language teacher*. 53.7% of them agreed that they would have more positive attitudes whereas 36.10% were unsure and 10.30% disagreed.

In item 31, students were asked if they think *a NS English language teacher encourages them to speak more English in class*, and their responses indicated that they believed that NS English language teachers do encourage them to speak more English in the classroom, as 60.2% of the students agreed with this. The mean of the responses was 3.82, which is close to agreement.

Regarding teaching methodology, item 32 was asked in order to find out if students believe that *a NS English language teacher employs modern teaching methods and*

techniques in the classroom. The mean for this item was 3.33, which shows can indicate that the students were unsure whether or not NS English language teachers use modern teaching methods and techniques in class.

Also, item 33 asked if *a NS English language teacher uses more interesting class activities.* Similar to the results of item 32, the mean for item 33 was 3.36, which shows that students were unsure if NS English language teachers use more interesting class activities.

Items 4 – 9 focused on students' attitudes towards learning different language areas and skills from a NS English language teacher. For instance, 87.8% of the students expressed agreement when asked if *their pronunciation would be better with a NS English language teacher* (item 5). Likewise, 80.6% agreed that *their listening would be better with a NS English language teacher* (item 6). Also, 75.5% expressed agreement when asked if *they would learn more vocabulary with a NS English language teacher* (item 4). In addition, 68.4% agreed that *they would speak more fluently if they had a NS English language teacher* (item 8). Moreover, 67.4% of students expressed that *their reading skills would be better with a NS English language teacher* (item 7). Also, when asked if *a NS English language teacher would give more strategies/ideas to learn better* (item 9) 56.2% of the students expressed agreement. The overall responses for items 4 – 9 display that the students have positive attitudes towards learning different language areas and skills from NS English language teachers. It is also important to note that pronunciation was the highest skill as regards learning, with a mean of 4.38, and none of the students expressed disagreement about the idea that *learning pronunciation is better from a NS English language teacher.*

Items 11 – 16 focus on students' attitudes towards assessment of different language areas and skills by NS English language teachers. Students considered pronunciation, speaking and listening to be better assessed by NS English language teachers. The results show that 77.6% agreed that *a NS English language teacher would assess their pronunciation better than a NNS English language teacher*. Moreover, 66.4% expressed agreement when asked if *a NS English language teacher would assess their speaking better than a NNS English language teacher*. Also, 58.1% of the students strongly agreed or agreed that *a NS English language teacher would assess their listening skills better than a NNS English language teacher*. However, with respect to the assessment of reading, writing and grammar by a NS English language teacher, the students were comparatively less positive. The mean for item 12 (*A NS English language teacher would assess my reading comprehension better than a NNS English language teacher*) was 3.47. The mean for item 14, (*A NS English language teacher can assess my writing better than a NNS English language teacher*) was 3.4, and the mean for item 16 (*A NS English language teacher can assess my knowledge of grammar better than a NNS English language teacher*) was 3.45.

In Table 4, items 25 – 30 are concerned with students' attitudes towards NS English language teachers' teaching different language areas and skills. The results for item 30 display that 80.6% of the students strongly agreed or agree that *a NS English language teacher is better in explaining pronunciation*. While 11.20% of them neither agreed or disagreed and only 10.20% disagreed or strongly disagreed. With respect to item 27, indicates that 78.6% of the students believed that *a NS English language teacher is better in explaining speaking*. This was followed by teaching listening and vocabulary, respectively. More specifically, 66.8% of the students

thought that *a NS English language teacher is better in explaining listening* while 60.2% of them agreed or strongly agreed that *a NS English language teacher is better in explaining vocabulary*. However, regarding writing and grammar the students expressed comparatively less positive attitudes. The mean for item 29 (*A NS English language teacher is better in explaining writing*) was 3.43 and the mean for item 25, (*A NS English language teacher is better in explaining grammar*) was 3.28. It is also noteworthy to state that item 25 has the lowest mean throughout the questionnaire.

To conclude, the analysis of the data obtained from the student questionnaires suggests that the students generally have positive attitudes towards NS English language teachers. The results show that they would prefer NS English language teachers as 82.6% of the students opted for this option in item 1, with a mean of 4.14. However, given the opportunity, 54% of students would choose to have both a NS English language teacher and a NNS English language teacher. Also, 60.2% of the students agreed that it does not matter whether a teacher is a NS or not. The results suggest that the main strengths of NS English language teachers are teaching and assessing pronunciation and speaking. On the other hand, the main drawback of NS English language teachers is about teaching grammar, as perceived by the students.

4.1.2 Open-ended Items

For the first open-ended question in the student questionnaire, students were asked the following question: “*Would you prefer a native speaker English language teacher or a non-native speaker English language teacher? Give reasons.*” 53% of the students said they would prefer a NS English language teacher, 8% said they would prefer a NNS English language teacher (all 8% were Turkish), 7.5% said they would prefer both a NS English language teacher and a NNS English language

teacher, and 7% said that it does not matter what the teacher is, as long as they can teach effectively. Majority of the responses were positive towards the NS English language teachers. The most common reason given was the fact that they believed that a NS English language teacher had better pronunciation and accent, and they agreed that they would learn more. For example, student 87 said: “I prefer a native speaker English language teacher because I will be more perfect in English and I will learn more listening and reading skills and my pronunciation will be better and I will become more fluent in English.”

On the other hand, Student 55 explained his/her reason for choosing a NS English language teacher as the following: “Yes, maybe I would prefer a native speaker English language teacher because I can learn better pronunciation, I can learn effectively and fluently speaking I can learn good pronunciation.”

As can be seen from these responses, the students would prefer NS English language teachers as they believe their pronunciation would be better and they would be able to learn more.

On the other hand, the main reason for the students’ preferring NNS English language teachers was that they would be able to speak to them in their L1 if they needed help. For instance, Student 5 explained: “If I don’t understand the lesson I can ask my teacher to explain it to me in Turkish, then I will understand better.” Student 67 also said: “I think if the teacher speaks other language it is better for me, when I don’t understand English the teacher can tell me in the other language”.

These quotes from Student 5 and 67 indicate that they would prefer NNS English language teachers as they can translate/explain in their L1.

The leading reason for students choosing to have both teachers were that they could practice their speaking and pronunciation with the NS English language teachers and if they had any problems or needed help they could talk to their NNS English language teachers in their L1. Student 84 explained this in the following way:

I prefer one native speaker English language teacher and one non-native speaker English language teacher because a native teacher is better in explain pronunciation and if I don't understand something I can ask the non-native teacher in Turkish.

All of the students who responded saying *it does not matter whether the teacher is a NS English language teacher or a NNS English language teacher* expressed the same reason for their answers: As long as the teacher is able to teach the students then it does not matter. For example, Student 42 stated the following: "It doesn't matter whether my teacher is native or non-native speaker because if s/he is a good teacher, that is enough for me." Student 50 also gave a similar response, saying: "I do not care if my teachers are native or non-native speaker English language teachers, because a teacher should teach me English in a good way." From both of the above given quotes it is clear that for these students it does not matter whether their teacher is a NS or a NNS because their main concern is how effectively the teacher can teach.

For the second open-ended question, the students were asked to list strengths and weaknesses of NS and NNS teachers. 53% agreed that the leading strength of the NS teachers were their pronunciation and accent. In addition to this, 15% reported that

NS English language teachers have a wider range of vocabulary. The other strengths listed included:

- Knowledge of culture and cultural awareness
- Use of idioms
- Spelling
- More proficient in English
- The lessons are more fun
- Students are able to learn more quickly

The main weakness of NS English language teachers indicated by the students was about explaining the grammar rules – 9% of the students pointed this out. 7% also stated that sometimes NS English language teachers speak too fast; therefore, it is harder to understand them. Other weaknesses mentioned can be listed as:

- Having less empathy of students' learning and language problems
- Students not feeling comfortable in the presence of NS English language teachers

In the final open-ended question, the students were required to list strengths and weaknesses of NNS English language teachers. 12% of them stated that the main strength of NNS English language teachers was teaching the grammar rules. Other strengths listed were:

- Students feel more comfortable in the presence of NNS English language teachers
- The ability to speak students' L1
- Teaching essay writing strategies and techniques

The main weakness stated for NNS English language teachers was related to their pronunciation. This was pointed out by 12% of the students. Other weaknesses indicated by the students were:

- Not being fluent
- Not having enough vocabulary
- Not having much cultural knowledge of English speaking countries

4.2 Student Interview

The student interviews aimed at gathering in-depth data about the students' attitudes with respect to NS English language teachers and NNS English language teachers. Ten students volunteered to take part in the interviews. As previously mentioned the interview session consisted of three questions, which were aimed to identify the students' attitudes towards NS and NNS teachers.

For the first question, "*Would you prefer a NS English language teacher or a NNS English language teacher? Why?*" all ten students answered saying a NS English language teacher. Half of the students explained that NS English language teachers have more knowledge of the language and are able to teach it more effectively. For example, Student 1 said: "A native teacher can teach us better because English is their mother language and they better understand." He also went on to say, "A native teacher has better English than non-native teacher".

Student 4 and 7, who also gave similar responses, added that NS English language teachers have better accents and therefore, it is easier for the students to understand. Student 4 stated: "A native teacher has better pronunciation and I can understand the

lesson full” and Student 7 expressed his opinion by saying “pronunciation is perfect with a native so I can understand perfect”.

Student 9 who was also in favour of NS English language teachers explained his response as follows:

A native teacher has better knowledge of English, they use it naturally and I don't have to think before speak so, I can follow her more easy in lesson and I think I will learn a better English from her. Accent is better than a non-native.

Likewise, Student 10 stated: “A native teacher knows English more and better and can also use it better. I can learn better with native. They say words the correct way”.

From these quotes we can see that the knowledge of the language plays a role in the students' decision. They believe that NS English language teachers have more knowledge and command over the language, and as a result can learn better from NS English language teachers.

Another reason for choosing NS English language teachers came from Student 5 and 6 who stated that because the NS English language teachers only have one language i.e. the target language this means that the students are forced to learn the language, as they cannot use their L1. Student 5 stated “I am forced to speak English because my teacher only speak English so I can learn more quickly, this is better for me and my friends”, and Student 6 similarly explained “if the teacher has one language they won't translate and so we have to work harder to learn, which helps me”. From these responses it can be understood that some students prefer not to use L1 in the class at all as it delays their learning, therefore, being ‘forced’ to speak English has a positive effect on the students.

Concerning the second question, *“In your opinion, what are the strengths of a NS English language teacher?”* The most common answers coming from Student 1, 3, 4, 5, 7, 9 and 10 was ‘speaking’, ‘pronunciation’ and ‘accent’. All seven students agreed that NS English language teachers have better speaking abilities and consequently it was easier for them to understand. As a result their speaking skills would be better. Student 2, 6 and 10 also stated another strength, which was NS English language teachers have a wider range of vocabulary.

Student 1 emphasized: “A native teacher’s best advantage is pronunciation because it is her mother language so it is normal for her.” Student 3 added: “Pronunciation is much better”; and Student 4 said, “Native teacher is better with pronunciation than non-native”. Both Student 5 and 7 agreed that ‘accent and speaking’ of NS English language teachers are better than NNS English language teachers, and Student 9 also agreed with this adding “the accent is clear and good, I can understand my teacher more in speaking and my speaking gets better because of this”. From these responses, it is apparent that the students believe NS English language teachers have better pronunciation and this affects their accent in a positive way. They also believe that their speaking skills can be better and more advanced with NS English language teachers rather than with NNS English language teachers.

For the last question, question three, students were asked, *“In your opinion, what are the strengths of a NNS English language teacher?”* The results show that only one strength listed by Student 1, 2, 7 and 10, was that NNS English language teachers were able to use the students’ L1 if necessary in the class, especially for direct translation. However, this response is in contrast with those made by Student 5 and 6

in the first question, who stated it was better that the NS English language teachers did not speak their L1 as this way they were forced to speak English. Student 1 claimed “when I get stuck in English I can speak Turkish with my teacher and he can explain better in Turkish”. Student 2 explained her reason as follows: “For vocabulary it is easy for teacher to tell me Turkish, it is quickly and I understand this”. Student 7 said: “Every time I don’t understand English so my teacher speak Turkish and then I understand”, Student 7 also went on to add “if I have problems I can speak Turkish and my teacher helps me, it’s easy” and Student 10 stated “my teacher is speaking Arabic so it helps me with vocabulary, I better understand”.

By looking at these responses for question three, it is clear to see that some students prefer using their L1 in class. They feel that sometimes it can be easier and quicker to understand. Also, if they are struggling to understand something they can speak to the NNS English language teachers in their L1 and explain their issues more efficiently.

On the other hand, Student 3, 4, 5, 7, 8 and 9 all replied “nothing” when asked “*In your opinion, what are the strengths of a NNS English language teacher?*” Only student 9 responded with: “they always speak Arabic”. He went on to explain that in class his teacher always spoke Arabic and as a result his English did not improve. This statement is contrary to what was said by Student 1, 2, 7 and 10 who stated that the teacher’s speaking L1 was an advantage.

To sum up, the students believed that the main advantages of NS English language teachers are their communicative competence, accent and pronunciation. They

claimed that it is easier to understand NS English language teachers and they believed their English would be better if they were taught by them. On the other hand, the main strength of NNS teachers was stated as their ability to use L1 in the class if they have to, even though some students saw this as a drawback and would prefer to be ‘forced’ to speak the target language. The overall results show that the students have more positive attitudes towards NS English language teachers.

4.3 Teacher Questionnaire

The teacher questionnaire aimed to identify the teachers’ attitudes regarding NS and NNS language teachers. The results of the questionnaire are presented under two sub-headings: closed items and open-ended items.

4.3.1 Closed Items

In this part of the questionnaire, the teachers were given 33 statements parallel to those in the student questionnaire. They expressed their opinions about NS and NNS English teachers on a 5-point Likert scale. The results collected from this section of the questionnaire were displayed by adding the percentages of ‘strongly agree’ and ‘agree’, and ‘strongly disagree’ and ‘disagree’ together. Table 5 presents the results of this part of the questionnaire.

Table 5: Teacher Questionnaire Results

Item	Agree or strongly agree	Neither agree nor disagree	Disagree or strongly disagree	Mean	
1	Students would prefer a native speaker as an English language teacher.	44.30%	33.30%	23.30%	3.33
2	At university students would prefer a native speaker as an English language teacher.	43.30%	30.00%	26.70%	3.30
3	If students could choose they would prefer to have two teachers: one native speaker of English and one non-native speaker of English.	56.70%	26.70%	16.60%	3.63

Item		Agree or strongly agree	Neither agree nor disagree	Disagree or strongly disagree	Mean
4	Students would learn more vocabulary with a native speaker English language teacher.	40.00%	23.30%	36.70%	3.13
5	Students' pronunciation would be better with a native speaker English language teacher.	73.30%	13.30%	13.30%	3.90
6	Students listening would be better with a native speaker English language teacher.	26.60%	26.70%	46.70%	2.83
7	Students reading skills would be better with a native speaker English language teacher.	16.70%	23.30%	60.00%	2.63
8	Students would speak more fluently if they had a native speaker English language teacher.	40.00%	33.30%	26.60%	3.20
9	A native speaker English language teacher would give students more strategies/ideas to learn better.	3.30%	13.30%	83.30%	2.03
10	Students would learn more about English speaking countries with a native speaker English language teacher.	30.00%	43.30%	26.70%	3
11	A native speaker English language teacher would assess students listening comprehension better than a non-native English language speaker.	6.70%	23.30%	70.00%	2.33
12	A native speaker English language teacher would assess students reading comprehension better than a non-native speaker English language teacher.	6.60%	16.70%	76.60%	2.20
13	A native speaker English language teacher would assess students speaking better than a non-native speaker English language teacher.	30.00%	33.30%	36.60%	2.97
14	A native speaker English language teacher would assess students writing better than a non-native speaker English language teacher.	10.00%	20.00%	70.00%	2.37

Item		Agree or strongly agree	Neither agree nor disagree	Disagree or strongly disagree	Mean
15	A native speaker English language teacher would assess student's pronunciation better than a non-native speaker English language teacher.	50.00%	33.30%	16.70%	3.50
16	A native speaker English language teacher would assess student's knowledge of grammar better than a non-native speaker English language teacher.	6.70%	23.30%	70.00%	2.17
17	Students can learn just as well from a native speaker English language teacher as they can from a non-native speaker English language teacher.	90.00%	10.00%	0.00%	4.40
18	There are many native speaker English language teachers who teach just as effectively as non-native speaker English language teachers.	93.30%	3.30%	3.30%	4.30
19	If students could choose the course themselves, they would choose a course taught by a native speaker English language teacher.	31.00%	37.90%	31.00%	3.10
20	Students feel more comfortable in class with a native speaker English language teacher.	6.60%	33.30%	60.00%	2.43
21	Students would learn more about the culture of the English-speaking people with a native speaker English language teacher.	50.00%	40.00%	10.00%	3.57
22	A native speaker English language teacher is friendly because he/she provides a relaxed learning environment.	10.00%	23.30%	66.70%	2.27
23	Students would have more positive attitudes toward the learning of English if they had a native speaker English language teacher.	20.00%	20.00%	60.00%	2.53

Item		Agree or strongly agree	Neither agree nor disagree	Disagree or strongly disagree	Mean
24	Students don't care whether their English teacher is a native speaker or a non-native speaker of English, as long as he/she is a good teacher for them.	96.70%	3.30%	0.00%	4.63
25	A native speaker English language teacher is better in explaining grammar .	0.00%	26.70%	73.30%	2.03
26	A native speaker English language teacher is better in explaining vocabulary .	10.00%	40.00%	50.00%	2.60
27	A native speaker English language teacher is better in explaining speaking .	20.00%	43.30%	36.70%	2.80
28	A native speaker English language teacher is better in explaining listening .	3.30%	46.70%	50.00%	2.43
29	A native speaker English language teacher is better in explaining writing .	10.00%	33.30%	56.60%	2.43
30	A native speaker English language teacher is better in explaining pronunciation .	56.70%	30.00%	13.30%	3.60
31	A native speaker English language teacher encourages students to speak more English in class.	36.70%	33.30%	30.00%	3.23
32	A native speaker English language teacher employs modern teaching methods and techniques.	6.70%	36.70%	56.70%	2.30
33	A native speaker English language teacher uses more interesting class activities.	6.70%	30.00%	63.30%	2.27

Items 1 and 2 from Table 5 are related to the teachers' beliefs about NS English language teachers and NNS English language teachers. According to 44.3% of the teachers *students would prefer a NS as an English language teacher* but 23.3% of the teachers disagreed or strongly disagreed with this idea. The mean of item 1 was 3.33,

which indicates that generally the teachers were unsure whether *students would prefer a NS as an English language teacher* or not. On the other hand, in item 2 when asked if *students would prefer a NS as an English language teacher at university*, 43.3% of the teachers expressed agreement with a mean of 3.30, which again indicates that there is some uncertainty as regards students' preference of a NS English language teacher.

Items 10 and 21 are associated with learning culture. Table 5 shows that 30% of the teachers agreed that *students would learn more about English speaking countries with a NS English language teacher* (item 10), however, 26.7% disagreed with this statement and the mean was 3, which shows that the teachers were unsure. Moreover, in item 21, when the teachers were asked if the *students would learn more about the culture of the English speaking people with a NS English language teacher*, 50% agreed or strongly agreed they would and only 10% disagreed or strongly disagreed; However, the mean was 3.57, which indicates that the majority of teachers were between uncertainty and agreement.

Items 3, 17, 18, 19 and 24 were asked in order to find out the teachers' attitudes about whether students care if their teacher is a NS English language teacher or not. In item 3, when asked *If students could choose they would prefer to have two teachers: one NS of English and one NNS of English*, they responded by expressing 56.7% agreement (the mean was 3.63). Similarly, in items 17, 18 and 24 focus on students' preferences with respect to NS or NNS teacher. In these items, it is stated that both NS English language teachers and NNS English language teachers are as effective as one another and students don't care whether they are native or not, as long as they are good teachers. The results for these three items show the highest

agreement among the teachers throughout the questionnaire. In item 17 when asked if *students can learn just as well from a NS English language teacher as they can from a NNS English language teacher*, 90% expressed agreement, with a mean of 4.40. For item 18, 93.3% of the teachers strongly agreed or agreed that *there are many NS English language teachers who teach just as effectively as NNS English language teachers*. The mean of item 18 was 4.30. Also, with respect to item 24 *students don't care whether their English teacher is a NS or a NNS of English, as long as s/he is a good teacher for them*, 96.7% of the teachers expressed agreement with this statement, with a mean of 4.63. Moreover, it is important to note that this is the highest mean and percentage of agreement throughout the questionnaire, which implies that teachers believe that students do not mind whether their English teacher is a NS or a NSS, providing they are good at their job.

Items 20 and 22 were related to the teachers' opinions about whether students feel comfortable in class with a NS English language teacher or if a NS teacher creates a relaxing learning environment. The results for item 20 show that only 6.6% of the teachers strongly agreed or agreed that *students feel more comfortable in class with a NS English language teacher*, with a mean of 2.43. Likewise, only 10% of the teachers agreed with item 22, which states that *a NS English language teacher is friendly because he/she provides a relaxing learning environment*, (the mean was 2.27). These results indicate that the teachers who disagreed with these items outweighed those who agreed, meaning that the majority of the teachers do not think that students feel more comfortable with a NS English language teacher in the classroom.

For item 23, teachers were asked *whether students would have more positive attitudes toward learning of English if they had a NS English language teacher*, and 60% of them expressed negative attitudes by strongly disagreeing or disagreeing with this statement, with a mean of 2.53. This indicates that teachers do not believe that students' attitudes would be more positive towards learning English if their teachers were NS English language teachers.

Item 31, states that *a NS English language teacher encourages students to speak more English in class*, and the results for this item indicate that the teachers were not very sure (mean was 3.23) whether NS English language teachers encourage students to speak more English in the classroom as 36.70% of the teachers chose strongly agree or agree, 33.30% neither agree or disagree and 30% disagree or strongly disagree.

Item 32 was about a NS English language teacher's use of modern teaching methods and techniques in the classroom. The mean for this item was 2.30, which indicates that the teachers disagreed, not believing that NS English language teachers use modern teaching methods and techniques in class.

Item 33 stated that *a NS English language teacher uses more interesting class activities*. The mean for this item was 2.27, which shows that the teachers do not agree that NS English language teachers use more interesting class activities. With respect to this item, 63.3% of the teachers expressed disagreement while 30% were not sure.

Items 4 – 9 focus on the teachers' attitudes as regards students' learning different language areas and skills from a NS English language teacher. The results show that the teachers agree that students' pronunciation would be better with a NS English language teacher, as 73.3% indicated agreement to item 5, and the mean was 3.90. However, regarding fluency, vocabulary, listening and reading, the results show that the teachers were comparatively less positive. To exemplify, for fluency the mean was 3.20, for vocabulary it was 3.13, for listening it was 2.83 and for reading it was 2.63. On the other hand, item 9 received the highest level of disagreement from teachers: 83.3% of the teachers did not agree that NS English language teachers would give students more ideas or strategies to get them to learn better.

Items 11 – 16, on the other hand, are concerned with the teachers' attitudes as regards assessment of different language areas and skills by NS English language teachers. The results show that the teachers considered only pronunciation to be better assessed by a NS English language teacher, with 50% agreement. However, concerning speaking, the mean was 2.97, which can be interpreted as that the teachers were neutral about the idea that a NS English language teacher would assess students' speaking better than a NNS English language teacher. Moreover, regarding listening, writing and grammar, the results indicate that the teachers generally disagreed that a NS English language teacher would assess these better. This is apparent from the mean scores: For listening it was 2.35 and for writing it was 2.37. In addition, with respect to the assessment of grammar 70% of the teachers disagreed or strongly disagreed that a NS English language teacher would assess students' grammar better than a NNS English language teacher.

Items 25 – 30 focus on the teachers' attitudes as regards NS teachers' performance in teaching different language areas and skills. Once again, the only skill that teachers agreed that NS English language teachers would teach better was pronunciation. 56.7% of the teachers agreed or strongly agreed with item 30. Concerning speaking and vocabulary, the mean score were 2.80 and 2.60, respectively. These means were close to neither agree nor disagree. However, as regards listening, writing and grammar, the teachers believed that NS English language teachers would not teach these language areas or skills better than NNS English language teachers. This can be seen from the results. While 50% of the teachers expressed disagreement with the idea that a NS teacher is better in explaining listening, 46.7% were not sure and only 3.3% indicated agreement. Similarly, for explaining writing 56.6% marked strongly agree or agree, 33.3% not sure and 10% disagree or strongly disagree. Furthermore, grammar was once again the highest language area that the teachers disagreed with. 73.3% of the teachers expressed disagreement with the idea that NS English language teachers would teach grammar better than NNS English language teachers. It is also important to note that no one agreed with item 25, *A NS English language teacher is better in explaining grammar.*

In brief, according to the teachers, pronunciation is an advantage of being a NS English language teacher in terms of assessment, learning and teaching. On the other the overall results reveal that most of the teachers feel that it does not matter whether a teacher is a NS or a NNS of English.

4.3.2 Open-ended Items

For the first open ended question, in the teacher questionnaire, the teachers were asked the following question: *“In your opinion which teacher do you think students*

prefer and why, a native speaker English language teacher or a non-native speaker English language teacher?" 50% of the teachers responded saying It doesn't matter whether the teacher is a NS English language teacher or a NNS English language teacher, it should depend on the teachers' knowledge and whether or not they can teach effectively or not. They believe that, it does not matter whether the teacher is a NS or a NNS as long as s/he is able to teach the students effectively. For instance, Teacher 4 wrote, "It does not matter for them as long as they are benefited from their teacher". Teacher 8 who also argued that it does not matter whether they are NSs or not added:

As long as the teacher is good i.e. has good relationship with students, friendly, creates a positive atmosphere, caters to individual needs, shows interest, positive, makes variety (in teaching) in class, students learn better. Briefly, it doesn't matter whether you are native or not! Just enjoy what you do!

Teacher 9 also explained that she did not think that 'being a good teacher of English' is related to being a NS English language teacher or not. She said, "If you do your job correctly then this will be enough for the students to learn". Teacher 11 also added that being a NS English language teacher does not mean that you are a good teacher saying, "It is not enough on its own, experience and personality is also important. Students would prefer the better teacher and being native or non-native would not be an issue for them". Teacher 16, who also gave a similar response as Teacher 11, claimed that the better teacher would be the one who "gives importance and respect to their profession" and being a NS English language teacher or NNS English language teacher "has nothing to do with who a student would prefer".

As can be seen from the quotes above half of the teachers believed that being a NS or a NNS has no relevance to being a "better teacher". They also claimed that it should

be based on the teachers' knowledge of the language, their professionalism and how they teach the language, rather than their identity.

Nonetheless, 33% of the teachers state a NS English language teacher and 17% state a NNS English language teacher. Those who thought that students would prefer a NS English language teacher believed it was because students felt they would be getting more from a NS English language teacher and that they knew the language better.

For instance, Teacher 1 claimed:

Students prefer a native teacher because they feel they are getting the 'real McCoy'. They think that because the native teacher has a past involving living in an English speaking country that they are learning from a more reliable source and as a result will learn better, more efficiently and 'correctly'. This is especially true for speaking and pronunciation as well as the teacher's confidence in language proficiency and idioms.

Teacher 20 expressed similar thoughts and explained that with a NS English language teacher it can sometimes be more fun for the students. They find it interesting speaking to teachers who have a background from a different country and they are able to learn about the culture too. She also added:

Learners prefer a native speaker English language teacher simply because they believe she knows more as she was brought up with the language. So there's this false perception that native speakers teachers are better because they know everything about the language.

Teacher 5 was another teacher who believed that the students' preference would be a NS English language teacher. More specifically, Teacher 5 wrote:

I think learners prefer a native teacher. Its hard to say, but this is the reality is like this, unless the non-native teacher speaks like a native speaker. In many ways from the students' perspective, all they can tell is the accent of the teacher. From my experience that's the first thing they judge a teacher.

Those teachers who believed students would prefer a NS English language teacher gave similar responses. Again the main reason that was mentioned by all those teachers was that the students suppose they are getting the “real deal” with a NS English language teacher; they believe that NS English language teachers know “everything” about the language, and therefore, it will be more beneficial for them.

The remaining 17% of the teachers argued that students would favour a NNS English language teacher. Teacher 6, 17 and 22 stated that one of the main reasons for this was that they would prefer direct translation in class. Teacher 6, 17 and 22 also added that the students might feel uncomfortable with a NS English language teacher and as a result they might not participate in class as much. Teacher 6 explained:

Unfortunately, at EPS students prefer a non-native speaker English language teacher because they tend to switch to L1 when the going gets tough. This is because the profiles of our students demand it. When a native speaker English language teacher has a class, the students feel at discomfort because of the language being only English. They usually treat their teachers as a walking dictionary and wherever they have problems, they tend to use their own language.

Teacher 17 expressed that, “students at low levels prefer a teacher who can speak their mother tongue, they feel more comfortable”. Teacher 22, on the other claimed:

As a native speaker, I believe students prefer non-native speakers as they have the misconception that native speakers are from a different planet e.g. we don’t understand them, don’t have the same background as them, we make them feel uncomfortable. They are more in their comfort zone with a non-native speaker.

From the responses of Teacher 6, 17 and 22, it can be understood that some teachers feel as if students would be more comfortable with a teacher with the same and/or

similar background as them – those who also share the same L1. They prefer to switch back and forth to their mother tongue.

For the second open-ended question, teachers were asked to list the strengths and weaknesses for both NS and NNS teachers. The results regarding the strengths of the NS teachers reveal that 70% of the teachers stated consider pronunciation and accent as the leading strength of NS English languages teachers. 45% also argued that NS English language teachers can incorporate culture into the lessons in a more effective way, as their cultural knowledge is more. These were the two most common answers.

However, other strengths were also mentioned. They are listed below:

- More proficient in English
- More fluent in English
- Larger amount of vocabulary
- Natural intonation when speaking
- Use of idioms while speaking
- Ability to rethink and find different ways to explain unknown words
- Being spontaneous as regards teaching
- Full awareness of natural language
- Confident in their language use and knowledge of the language

As for the weaknesses of NS English language teachers, 30% pointed out that their knowledge of grammar rules and teaching grammar would not be as good as those of NNS English language teachers. This was the most frequently mentioned weakness of NS English language teachers. The second common drawback, that was pointed out was that NS English language teachers acquired the language, therefore, they

could find it more challenging to understand the language difficulties of the students. In other words, they might not understand why some students do not understand something. Other weaknesses that were stated were:

- NS English language teachers can be overly confident and this could possibly lead to them losing focus re what they are actually supposed to be teaching
- They tend to speak too fast; and as a result, students find it hard to follow them
- The NS teacher's accent may sometimes be hard to understand
- They sometimes focus on fluency rather than accuracy
- Spelling mistakes

For the final open-ended question, the teachers were asked to list the strengths and weaknesses of NNS English language teachers. The results show that the biggest strength of NNS English language teachers, (indicated by 30% of the teachers), was their experience in learning a second language; by this way they would perhaps be more efficient while teaching it, as they had to go through the same process themselves. The second most occurring response was that their knowledge of the grammar rules are better than that of NS English language teachers, because it is something that they have learned not acquired. Several other strengths mentioned by the teachers are as follows:

- The ability to switch to their L1 if necessary
- They can sometimes anticipate what problems the students may have
- More empathetic towards the students' language problems

The main weakness noted for NNS English language teachers, (by 31% of the teachers) was that their accent and pronunciation would not be as good as NS English language teachers. 15% also claimed that they would have a lack of cultural knowledge; thus, not being able to incorporate culture into the lessons as effectively and naturally as NS English language teachers can. Other weaknesses listed for NNS English language teachers included:

- They may not have fluency while they are speaking
- They do not have a wide range of vocabulary
- They sometimes use L1 in class
- They can be mechanical when teaching
- They can sometimes be test oriented rather than focusing on production
- They may feel insecure, as English is not their L1
- Their intonation when speaking can be wrong or no intonation at all
- They may find teaching English more challenging because it is not their mother tongue

To sum up, from the perspective of the teachers, there are mixed views as to whether students prefer NS or NNS teachers. However, the majority of the teachers believe that it does not matter whether a teacher is a NS or not, providing they can teach the students effectively. The foremost strengths of NS English language teachers were their pronunciation and accent and their knowledge of the target culture. The main weaknesses of NS English language teachers as indicated by the teachers were their lack of the grammar rules, and not having the ability to understand students' language learning problems. On the other hand, their knowledge of the grammar rules was the most frequent strength indicated of NNS English teachers. The main

weakness of NNS English language teachers, however, was their pronunciation and accent, followed by their lack of cultural knowledge.

4.4 Teacher Interviews

The teacher interviews were designed to collect in-depth data on the teachers' attitudes in relations to NS and NNS English language teachers. Five teachers agreed to participate in the interviews (three NS teachers and two NNS teachers). As already mentioned, the interview consisted of three questions, which were aimed at further exploring the teachers' attitudes as regards NS and NNS English language teachers.

The first question asked was: *“In your opinion, which do you think students prefer, a NS English language teacher or a NNS English language teacher? Why?”* The teachers responded saying ‘NS English language teachers’. They explained the reason for this as ‘pronunciation’. To exemplify, Teacher 3 said: “Pronunciation is the main factor that motivates students to select a native teacher,” While Teacher 4 said: “A native teacher of course because of their accent”, and teacher 6 stated:

The reason that students prefer a native speaker is because they have an American or British accent and their pronunciation is correct, they think they will learn more with a native.

Teacher 1, 2, 3 and 6 explained that students feel that NS English language teachers are a more reliable source because they think they will learn more and ‘better’ English from them. Teacher 1 said, “Students want a native teacher because they think they are the best, regardless of their qualifications, they think they will learn more” and Teacher 2 added, “they believe they are the best source and students feel like they will learn better English with a NS English language teacher”.

In question 2 the teachers were asked, “*In your opinion, what are the strengths of a NS English language teacher?*” Once again, all the teachers agreed that pronunciation was one of the factors. Teacher 3 and 5 expressed that vocabulary is another advantage of NS English language teachers. Teacher 3 explained, “They tend to have a wider vocabulary range”. Teacher 1 and 3 stated that the cultural knowledge of NS English language teachers is also more than that of NNS English language teachers and therefore, students would learn more about the target culture with NS English language teachers. Teacher 3 stated:

Students would be exposed to more culture with a native teacher, as they would be able to use it in the lesson naturally and spontaneously without having to research beforehand.

Teacher 2 also pointed out that “a NS English language teacher is generally more confident in using the language because it comes effortlessly and this reflects in the students”. Another strength of NS English language teachers was noted by teacher 6 who stated that “they think it’s more interesting, so whatever we (NS English language teachers) do whether it’s good or bad it just seems more appealing to them.”

In the final question, the teachers were asked, “*In your opinion, what are the strengths of a NNS English language teacher?*” Teacher 1, 4 and 5 specified grammar as one of the advantages of NNS English language teachers. Teacher 4 said “they know the grammar terminology better”. Teacher 1 explained that NNS English language teachers know the rules better and therefore can explain grammar in a more efficient way; Teacher 5 said: Grammar, they are better because they love it and natives hate it”. Another strength that was expressed by teacher 1, 2 and 3 was that NNS English language teachers are generally more empathetic towards the students

and they are able to anticipate what language problems the students might be faced with. Teacher 1 claimed: “we (NNS English language teachers) are more empathetic with our students because we have been in their shoes, we know what it is like”, and Teacher 2 explained:

They are very empathetic when it comes to the students, they try a lot more and they know what problems they will be faced with in the class, so they can be more prepared to help the students.

Also Teacher 3 said,

A NNS English language teacher has more knowledge on how the language functions because they gained awareness of this while learning the language themselves. They have been through the same process as the students, so, they might be a better teacher in this aspect.

To sum up, all five teachers generally had the same ideas. Once more, pronunciation was proven to be the most important advantage of NS English language teachers as perceived by the teachers. Knowledge of culture and breadth of vocabulary were also mentioned. The main strengths of NNS English language teachers, on the other hand, were reported to be grammar as well as having the ability to anticipate certain language problems, and being more empathetic towards the students.

4.5 Summary

Chapter four presented the findings gathered through the analysis of both the student and teacher questionnaires and interviews. The findings show that most of the teachers think that it does not matter whether a teacher is a NS or not, providing they can effectively teach the students. However, the majority of the students stated that they would prefer NS English language teachers. According to the students and teachers, the main strengths of NS English language teachers are their pronunciation and accent and the foremost weakness is their lack of the grammar rules. On the

other hand, the knowledge of grammar rules was the leading strength of NNS English language teachers and the top weakness is their pronunciation and accent. The results presented in this chapter will be discussed in the next chapter with a conclusion of the study. Also, some practical implications for teaching and suggestions for further research will be provided.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSION

In this chapter, the findings of the study are discussed in relation to the research questions and by addressing the relevant literature. In addition, the attitudes of teachers and students are compared. After discussing the results, the conclusion of the study is presented. Then some practical implications of the study are presented. Finally, limitations of the study are discussed and suggestions for future studies are given.

5.1 Discussion of Results

In this section, the results of the current study are discussed in light of the research questions by referring to the relevant previous studies in the literature.

5.1.1 Research Question 1: What are the students' attitudes regarding native and non-native speaker English language teachers?

The results of the student questionnaire and interviews signified that the attitudes of the students were more positive towards NS English language teachers. This is in harmony with the findings of Mandrid and Cañado (2004) and Lasagabaster and Sierra (2002) who also obtained a general preference of students for NS English language teachers. However, it is in opposition with Ling and Braine (2007) in which the students had overall positive attitudes towards NNS English language teachers. In the present study one reason found for students' positive attitudes for NS English teachers was their communicative competence, which can also be seen in Medgyes (1992) and Moussu (2002), who found that fluency was one of the foremost strengths

of a NS English language teacher. The students also believed that the NS English language teacher would be better at teaching and assessing the different language areas and skills, with the exception of grammar; the students stated that a NNS English language teacher would be better at explaining the English grammar rules. This is similar to the results in Wahyudi (2012), Mandrid and Cañado (2004), and Mahboob (2003)'s research studies, which also revealed that students believe that NS English language teachers are not as good as NNS English language teachers as regards explaining the English grammar rules. Moreover, the majority of the students agreed that their pronunciation, speaking and listening would be better if they had a NS English language teacher which is also parallel to the findings of Wahyudi (2012).

Even though the students' attitudes towards NS English language teachers were positive, they also stated that given the choice they would have a NS and a NNS English language teacher. This perception matches with the students' attitudes in Lasagabaster and Sierra's (2002) study, which also revealed that students would prefer a NS English language teacher or a combination of a NS and NNS English language teacher.

The data obtained from the students' results also show a list of advantages and disadvantage of both NS and NNS English language teachers. The main advantages of NS English language teachers were their pronunciation, accent and their breadth of vocabulary, as perceived by the students. Other advantages included: their knowledge of the L2 culture, their use of idioms, their spelling and their language proficiency. On the other hand, students also recorded some drawbacks of NS

English language teachers. The leading disadvantage of a NS English language teacher was their ability to teach the grammar rules of English. Other weaknesses comprised of: being less empathetic of students' learning and language problems and sometimes feeling uncomfortable in class with a NS teacher.

The students also listed advantages and disadvantages of NNS teachers. The foremost advantage of NNS English language teachers was their ability to explain and teach the grammar rules of English. Another strength indicated was their ability to use the students L1. Additionally, some disadvantages were recoded for NNS English language teachers, the main one being pronunciation. Other drawbacks included: not being fluent in English, not having enough vocabulary and not having much cultural knowledge of English speaking countries. Furthermore, these strengths and weaknesses reflected those given in Mandrid and Cañados' (2004), Mahboob's (2003) and Cheung's (2002) studies.

In summary, the students' results indicated that the advantages of NS English language teachers outweighed those of the NNS English language teachers. Furthermore, the results showed that the students' overall preference was for NS English language teachers. This result supports those from Wahyudi (2012), Lasagabaster and Sierra (2002) and Mandrid and Cañados (2004).

5.1.2 Research Question 2: What are the teachers' attitudes regarding native and non-native speaker English language teachers?

According to the results of the teacher questionnaire and interviews, the teachers believe that being a NS or NNS English language teacher does not affect the teachers' teaching abilities. As a result, it does not matter whether the teacher is a NS

or NNS English language teacher, as long as they are able to understand the students' needs and help them to achieve their aims. This perception is also supported by Ulate (2011), Liu (1999) and Samimy and Brutt-Giffler (1999), who additionally stated that the teachers' background, training, teaching skills, personalities and having the ability to understand the learners' needs and helping them to progress were the most important qualities of a successful teacher.

The teachers in this study also listed strengths and weaknesses of NS and NNS teachers. The main strength of NS English language teachers was reported as their speaking skills. More specifically, their pronunciation and accent were considered as the main strength. Additional strengths included their cultural knowledge and being able to incorporate it into the lessons, their proficiency in English, having a larger amount of vocabulary, their use of idioms, being spontaneous with their teaching and having more confidence in the knowledge and use of the language. On the other hand, the teachers also listed weaknesses of NS English language teachers. The biggest disadvantage mentioned was their knowledge of grammar rules and being able to teach them. The other weaknesses listed were finding it harder to understand the students' difficulties in language learning and sometimes focusing on fluency rather than accuracy.

Additionally, the teachers listed strengths and weaknesses of NNS English language teachers. The biggest advantage noted was their experience in learning a second language. They believed that having this experience could make them more effective teachers, as they know what it is like to learn a second language. Other strengths stated were their ability to teach the grammar of English, being able to switch to L1 if necessary, having the ability to anticipate possible language problems the students

might have, and being more empathetic towards their language problems. However, some disadvantages were also stated for NNS English language teachers. The leading drawback was their pronunciation and accent. Additional weaknesses included: not being able to integrate culture into the lessons, their lack of fluency, not having a wide range of vocabulary and feeling insecure. The advantages and disadvantages indicated by the teachers were parallel to those stated by the students; and, these findings are supported by the findings in Mandrid and Cañados' (2004), Mahboob's (2003) and Cheung's (2002) studies. However, they are in conflict with those found in Ulate's (2011) study, where the native teachers stated they preferred to teach grammar and the non-native teachers preferred to teach oral communication, including pronunciation.

To sum up, as the teachers indicated many advantages and disadvantages for NS and NNS teachers, their overall belief was that it does not matter whether the teacher is a NS or NNS English language teacher. What they believe to be more beneficial for the students are their teaching abilities, experience and teachers' effectiveness of teaching.

5.2 Conclusion

The present study attempted to identify the students' and teachers' attitudes towards NS and NNS English teachers at the EMU's EPS in TRNC. The participants consisted of ninety-eight pre-intermediate and intermediate level EPS students and thirty EPS teachers. To collect data for the study, a triangulation method was used – including quantitative and qualitative methods.

Overall, the students and teachers mentioned a variety of advantages and

disadvantages in relation to NS and NNS teachers. Despite the teachers' and students' expressing similar strengths and weaknesses, the students' attitudes were more positive towards NS English language teachers than the teachers'.

The findings of the study also suggest that the students expressed more positive ideas about NS speaker teachers over the NNS English language teachers. When asked *if they would prefer to have a NS teacher*, the majority of the students said 'yes'. In contrast, the teachers' results signify that the teachers did not favour NS English language teachers over NNS English language teachers. When asked the same questions, the majority of the teachers neither agreed nor disagreed. Furthermore, they stated that being a NS or NNS English language teacher does not affect their teaching abilities, and that the teacher's background, personalities and teaching skills play a more important role in being an effective teacher.

5.3 Pedagogical Implications

The results of the current study have some pedagogical implications. Firstly, the results of the current study can provide feedback to the administration and teachers at the EPS of EMU. This would allow them to have an insight on the teachers' and students' beliefs about NS and NNS English language teachers. Secondly, the study can raise awareness of both the administrators and teachers regarding the teachers' and students' attitudes towards NS and NNS English language teachers. The findings of the study revealed that the students' and teachers' attitudes did not correspond to one another. In this light, teachers would be aware of how the students actually feel towards NS and NNS teachers. What is more, the administration could take this into account when hiring English language teachers. Lastly, the results of the study, in this specific context, could be added to previous findings in order to compare the

differences and similarities of attitudes towards NS and NNS English language teachers in different contexts; hence can be added to the existing literature.

5.4 Limitations of the Study

The present study has some limitations, which can be undertaken in future research studies. Firstly, the results of the study cannot be generalized to other settings. Secondly, the present study was limited in terms of with the number of participants (ninety-eight students and thirty teachers); and thirdly, it did not focus on possible variables (e.g. teachers' and students' age, gender, nationalities, level of English etc.) that could affect the attitudes towards native speaker or non-native teachers. Another limitation of the study was that it was limited to only the preparatory school in one university in the TRNC. It did not involve any other institutions or departments, or other universities.

5.5 Suggestions for Further Research

The present study and its findings propose various suggestions for future studies. First, it is revealed in the literature that no other studies have been done in the same context of this study. Therefore, it is recommended that more studies to be conducted in the same context in order to verify if similar results can be obtained. Secondly, as this study was limited in its scope, maybe further studies could expand the boundaries of the study. For instance, it is suggested that observations be conducted to help identify how students perform in class with NS and NNS teachers and to see if there is a difference. In addition, both NS and NNS teachers can be observed to identify (if any) their similarities and/or difference. Thirdly, it is recommended that, if the same study is conducted, a larger number of teachers and students should participate in order to investigate if the students' and teachers' attitudes towards NS English language teachers differ (statistically) significantly. Furthermore, cultural

background, age range and level of English might be good variables to consider in similar studies. Lastly, the administration could take part in the study to find out their attitudes towards NS and NNS English languages teachers.

5.6 Summary

In this chapter the results of the study were discussed in view of the relevant literature. Then, a conclusion was provided in which the findings of the study were summarized. Next, some limitations of the study were presented. After that, some pedagogical implications were suggested as regards the results of the study. Finally, several suggestions for further studies were presented.

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APPENDICES

Appendix A: Student Questionnaire

Dear students,

I am a master student and I am currently doing my thesis on Attitudes Towards Native and Non-Native Speaker English Language Teachers. This questionnaire aims to identify your attitudes towards Native and Non-Native Speaker English Language Teachers. It is very important that you express your opinions realistically. Your identity and individual responses will be kept confidential and will be used only for research purposes.

Thank you for your cooperation.

Suzanne Kayalp

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CONSENT FORM

I have read and understood the purpose of this study and how my response will be used. Therefore, I agree to participate in this study.

Name – Surname: _____

Signature: _____

Date: _____

Student Questionnaire

NATIVE SPEAKER ENGLISH LANGUAGE TEACHERS are teachers whose first (native) language is English.

NON-NATIVE SPEAKER ENGLISH LANGUAGE TEACHERS are teachers who learned English in addition to their first language.

I. Background Information

Please put a cross (X) in the appropriate box.

Age: _____

Level (of English): EPS 101 EPS 102 EPS 103 EPS 104

Gender: Male Female

Nationality: TRNC TR Other (*please specify*) _____

Mother Tongue: Turkish English Other (*please specify*) _____

Department: (*please specify*) _____

Have you ever had a native speaker English language teacher? YES NO

II. Students' Attitudes towards Native and Non-native Speaker English Language Teachers'.

A. Please put a cross (X) in the appropriate box.

(5) SA = Strongly Agree

(4) A = Agree

(3) N = Neutral

(2) D = Disagree

(1) SD = Strongly Disagree

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1.	I would prefer a native speaker as an English language teacher.					
2.	At university I would prefer a native speaker as an English language teacher.					
3.	If I could choose I would prefer to have two teachers: one native speaker of English and one non-native speaker of English.					
4.	I would learn more vocabulary with a native speaker English language teacher.					
5.	My pronunciation would be better with a native speaker English language teacher.					
6.	My listening would be better with a native speaker English language teacher.					
7.	My reading skills would be better with a native speaker English language teacher.					
8.	I would speak more fluently if I had a native speaker English language teacher.					
9.	A native speaker English language teacher would give me more strategies/ideas to learn better.					
10.	I would learn more about English speaking countries with a native speaker English language teacher.					
11.	A native speaker English language teacher would assess my listening comprehension better than a non-native English language speaker.					
12.	A native speaker English language teacher would assess my reading comprehension better than a non-native speaker English language teacher.					
13.	A native speaker English language teacher would assess my speaking better than a non-native speaker English language teacher.					
14.	A native speaker English language teacher would assess my writing better than a non-native speaker English language teacher.					
15.	A native speaker English language teacher would assess my pronunciation better than a non-native speaker English language teacher.					
16.	A native speaker English language teacher would assess my knowledge of grammar better than a non-native speaker English language teacher.					

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
17.	I can learn just as well from a native speaker English language teacher as I can from a non-native speaker English language teacher.					
18.	There are many native speaker English language teachers who teach just as effectively as non-native speaker English language teachers.					
19.	If I could choose the course myself, I would choose a course taught by a native speaker English language teacher.					
20.	I feel more comfortable in class with a native speaker English language teacher.					
21.	I would learn more about the culture of the English-speaking people with a native speaker English language teacher.					
22.	A native speaker English language teacher is friendly because he/she provides a relaxed learning environment.					
23.	I would have more positive attitudes toward the learning of English if I had a native speaker English language teacher.					
24.	I don't care whether my English teacher is a native speaker or a non-native speaker of English, as long as he/she is a good teacher for me.					
25.	A native speaker English language teacher is better in explaining grammar .					
26.	A native speaker English language teacher is better in explaining vocabulary .					
27.	A native speaker English language teacher is better in explaining speaking .					
28.	A native speaker English language teacher is better in explaining listening .					
29.	A native speaker English language teacher is better in explaining writing .					
30.	A native speaker English language teacher is better in explaining pronunciation .					
31.	A native speaker English language teacher encourages students to speak more English in class.					
32.	A native speaker English language teacher employs modern teaching methods and techniques.					
33.	A native speaker English language teacher uses more interesting class activities.					

B. Please answer the following questions.

1) Would you prefer a native speaker English language teacher or a non-native speaker English language teacher? Give reasons.

.....

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.....

.....

.....

.....

.....

.....

C. Please fill in the following tables to express your opinion about the strengths and weaknesses of Native and Non-native speaker English language teachers.

Native Speaker English Language Teacher	
<u>Strengths</u>	<u>Weaknesses</u>
•	•
•	•
•	•
•	•
•	•

Non-Native Speaker English Language Teacher	
<u>Strengths</u>	<u>Weaknesses</u>
<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••

Thank You

Appendix B: Teacher Questionnaire

Dear teachers,

I am a master student and I am currently doing my thesis on Attitudes Towards Native and Non-Native Speaker English Language Teachers. This questionnaire aims to identify your attitudes towards Native and Non-Native Speaker English Language Teachers. It is very important that you express your opinions realistically. Your identity and individual responses will be kept confidential and will be used only for research purposes.

Thank you for your cooperation.

Suzanne Kayalp

MA student

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CONSENT FORM

I have read and understood the purpose of this study and how my response will be used. Therefore, I agree to participate in this study.

Name – Surname: _____

Signature: _____

Date: _____

Teacher Questionnaire

NATIVE SPEAKER ENGLISH LANGUAGE TEACHERS are teachers whose first (native) language is English.

NON-NATIVE SPEAKER ENGLISH LANGUAGE TEACHERS are teachers who learned English in addition to their first language.

III. Background Information

Please put a cross (X) in the appropriate box.

Age: _____

Gender: Male Female

Nationality: TRNC TR Other (*please specify*) _____

Mother Tongue: Turkish English Other (*please specify*) _____

Years of teaching experience: (*please specify*) _____

Do you consider yourself to be a: Native speaker of English

Non-native speaker of English

IV. Self-perception

1. On a scale from 1-5 (5 being excellent and 1 being very low) please specify how you would describe your level of proficiency in English in the following areas:

	5	4	3	2	1
Reading comprehension					
Writing/Composition					
Listening comprehension					
Speaking/Oral communication					
Grammar accuracy in use					
Knowledge of grammar rules					
Breadth of vocabulary					
Pronunciation					

2. On a scale from 1-5 (5 being very comfortable and 1 being very uncomfortable) please specify how comfortable you feel when you are teaching the following skills:

	5	4	3	2	1
Reading					
Writing/Composition					
Listening					
Speaking /Pronunciation					
Grammar					
Culture					
Test preparation					
Beginner levels					
Intermediate levels					
Advanced levels					

V. Attitudes towards Native and Non-native Speaker English Language Teachers’.

A. Please put a cross (X) in the appropriate box.

(5) SA = Strongly Agree

(4) A = Agree

(3) N = Neutral

(2) D = Disagree

(1) SD = Strongly Disagree

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1.	Students would prefer a native speaker as an English language teacher.					
2.	At university students would prefer a native speaker as an English language teacher.					
3.	If students could choose they would prefer to have two teachers: one native speaker of English and one non-native speaker of English.					
4.	Students would learn more vocabulary with a native speaker English language teacher.					
5.	Students pronunciation would be better with a native speaker English language teacher.					
6.	Students listening would be better with a native speaker English language teacher.					
7.	Students reading skills would be better with a native speaker English language teacher.					
8.	Students would speak more fluently if they had a native speaker English language teacher.					
9.	A native speaker English language teacher would give students more strategies/ideas to learn better.					
10.	Students would learn more about English speaking countries with a native speaker English language teacher.					
11.	A native speaker English language teacher would assess students listening comprehension better than a non-native English language speaker.					
12.	A native speaker English language teacher would assess students reading comprehension better than a non-native speaker English language teacher.					
13.	A native speaker English language teacher would assess students speaking better than a non-native speaker English language teacher.					
14.	A native speaker English language teacher would assess students writing better than a non-native speaker English language teacher.					
15.	A native speaker English language teacher would assess students pronunciation better than a non-native speaker English language teacher.					
16.	A native speaker English language teacher would assess students knowledge of grammar better than a non-native speaker English language teacher.					

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
17.	Students can learn just as well from a native speaker English language teacher as they can from a non-native speaker English language teacher.					
18.	There are many native speaker English language teachers who teach just as effectively as non-native speaker English language teachers.					
19.	If students could choose the course themselves, they would choose a course taught by a native speaker English language teacher.					
20.	Students feel more comfortable in class with a native speaker English language teacher.					
21.	Students would learn more about the culture of the English-speaking people with a native speaker English language teacher.					
22.	A native speaker English language teacher is friendly because he/she provides a relaxed learning environment.					
23.	Students would have more positive attitudes toward the learning of English if they had a native speaker English language teacher.					
24.	Students don't care whether their English teacher is a native speaker or a non-native speaker of English, as long as he/she is a good teacher for them.					
25.	A native speaker English language teacher is better in explaining grammar .					
26.	A native speaker English language teacher is better in explaining vocabulary .					
27.	A native speaker English language teacher is better in explaining speaking .					
28.	A native speaker English language teacher is better in explaining listening .					
29.	A native speaker English language teacher is better in explaining writing .					
30.	A native speaker English language teacher is better in explaining pronunciation .					
31.	A native speaker English language teacher encourages students to speak more English in class.					
32.	A native speaker English language teacher employs modern teaching methods and techniques.					
33.	A native speaker English language teacher uses more interesting class activities.					

C. Please fill in the following tables to express your opinion about the strengths and weaknesses of Native and Non-native speaker English language teachers.

Native Speaker English Language Teacher	
<u>Strengths</u>	<u>Weaknesses</u>
•	•
•	•
•	•
•	•
•	•

Non-Native Speaker English Language Teacher	
<u>Strengths</u>	<u>Weaknesses</u>
•	•
•	•
•	•
•	•
•	•

Appendix C: Student Interview Questions

Student semi-structured interview

1. Would you prefer a native speaker English language teacher or a non-native speaker English language teacher? Why?
2. In your opinion, what are the strengths of a native speaker English language teacher?
3. In your opinion, what are the strengths of a non-native speaker English language teacher?

Note: On the basis of the interviewees' responses more questions will be asked during the semi-structured interview.

Appendix D: Teacher Interview Questions

Teacher semi-structured interview

1. In your opinion, which do you think students prefer, a native speaker English language teacher or a non-native speaker English language teacher? Why?
2. In your opinion, what are the strengths of a native speaker English language teacher?
3. In your opinion, what are the strengths of a non-native speaker English language teacher?

Note: On the basis of the interviewees' responses more questions will be asked during the semi-structured interview.

Appendix E: Results of the Student Questionnaire

		5 SA (%)	4 A (%)	3 N (%)	2 D (%)	1 SD (%)	Mean	Std. Deviation
1.	I would prefer a native speaker as an English language teacher.	35.7	46.9	14.3	2	1	4.14	,812
2.	At university I would prefer a native speaker as an English language teacher.	33.7	39.8	22.4	4.1	0	4.03	,855
3.	If I could choose I would prefer to have two teachers: one native speaker of English and one non-native speaker of English.	22.4	31.6	28.6	14.3	3.1	3.56	1,085
4.	I would learn more vocabulary with a native speaker English language teacher.	36.7	38.8	18.4	5.1	1	4.05	,924
5.	My pronunciation would be better with a native speaker English language teacher.	50	37.8	12.2	0	0	4.38	,696
6.	My listening would be better with a native speaker English language teacher.	43.9	36.7	13.3	4.1	2	4.16	,949
7.	My reading skills would be better with a native speaker English language teacher.	32.7	34.7	22.4	9.2	1	3.89	1,004
8.	I would speak more fluently if I had a native speaker English language teacher.	42.9	25.5	21.4	9.2	1	4	1,055
9.	A native speaker English language teacher would give me more strategies/ideas to learn better.	28.6	27.6	28.6	12.2	3.1	3.66	1,112
10.	I would learn more about English speaking countries with a native speaker English language teacher.	24.5	39.8	30.6	4.1	1	3.83	,885
11.	A native speaker English language teacher would assess my listening comprehension better than a non-native English language speaker.	22.4	35.7	27.6	13.3	1	3.65	1,006
12.	A native speaker English language teacher would assess my reading comprehension better than a non-native speaker English language teacher.	17.3	33.7	29.6	17.3	2	3.47	1,037
13.	A native speaker English language teacher would assess my speaking better than a non-native speaker English language teacher.	32.7	33.7	21.4	12.2	0	3.87	1,012
14.	A native speaker English language teacher would assess my writing better than a non-native speaker English language teacher.	19.4	26.5	31.6	19.4	3.1	3.4	1,101
15.	A native speaker English language teacher would assess my pronunciation better than a non-native speaker English language teacher.	44.9	32.7	14.3	8.2	0	4.14	,952

		5 SA (%)	4 A (%)	3 N (%)	2 D (%)	1 SD (%)	Mean	Std. Deviation
16.	A native speaker English language teacher would assess my knowledge of grammar better than a non-native speaker English language teacher.	19.4	31.6	29.6	13.3	6.1	3.45	1,132
17.	I can learn just as well from a native speaker English language teacher as I can from a non-native speaker English language teacher.	11.2	36.7	32.7	16.3	3.1	3.37	,988
18.	There are many native speaker English language teachers who teach just as effectively as non-native speaker English language teachers.	10.2	40.8	36.7	10.2	2	3.47	,888
19.	If I could choose the course myself, I would choose a course taught by a native speaker English language teacher.	28.6	29.6	26.5	12.2	3.1	3.68	1,109
20.	I feel more comfortable in class with a native speaker English language teacher.	22.4	24.5	26.5	23.5	3.1	3.4	1,164
21.	I would learn more about the culture of the English-speaking people with a native speaker English language teacher.	33.7	40.8	20.4	5.1	0	4.03	,867
22.	A native speaker English language teacher is friendly because he/she provides a relaxed learning environment.	20.4	24.5	29.6	21.4	4.1	3.36	1,151
23.	I would have more positive attitudes toward the learning of English if I had a native speaker English language teacher.	18.6	35.1	36.1	9.3	1	3.61	,930
24.	I don't care whether my English teacher is a native speaker or a non-native speaker of English, as long as he/she is a good teacher for me.	31.6	28.6	26.5	11.2	2	3.77	1,082
25.	A native speaker English language teacher is better in explaining grammar .	15.3	27.6	34.7	14.3	8.2	3.28	1,138
26.	A native speaker English language teacher is better in explaining vocabulary .	21.4	38.8	23.5	14.3	2	3.63	1,039
27.	A native speaker English language teacher is better in explaining speaking .	28.8	39.8	14.3	5.1	2	4.08	,960
28.	A native speaker English language teacher is better in explaining listening .	27.6	39.8	21.4	10.2	1	3.83	,985
29.	A native speaker English language teacher is better in explaining writing .	18.4	31.6	30.6	13.3	6.1	3.43	1,121
30.	A native speaker English language teacher is better in explaining pronunciation .	41.8	38.8	11.2	7	1	4.13	,949

		5 SA (%)	4 A (%)	3 N (%)	2 D (%)	1 SD (%)	Mean	Std. Deviation
31.	A native speaker English language teacher encourages students to speak more English in class.	31.6	28.6	29.6	10.2	0	3.82	,998
32.	A native speaker English language teacher employs modern teaching methods and techniques.	19.4	24.5	30.6	20.5	5.1	3.33	1,156
33.	A native speaker English language teacher uses more interesting class activities.	24.5	20.4	30.6	15.3	9.2	3.36	1,262

Appendix F: Results of the Teacher Questionnaire

		5 SA (%)	4 A (%)	3 N (%)	2 D (%)	1 SD (%)	Mean	Std. Deviation
1.	Students would prefer a native speaker as an English language teacher.	13.3	30	33.3	23.3	0	3.33	,994
2.	At university students would prefer a native speaker as an English language teacher.	13.3	30	30	26.7	0	3.30	1,022
3.	If students could choose they would prefer to have two teachers: one native speaker of English and one non-native speaker of English.	26.7	30	26.7	13.3	3.3	3.63	1,129
4.	Students would learn more vocabulary with a native speaker English language teacher.	20	20	23.3	26.7	10	3.13	1,306
5.	Students pronunciation would be better with a native speaker English language teacher.	30	43.3	13.3	13.3	0	3.90	,995
6.	Students listening would be better with a native speaker English language teacher.	3.3	23.3	26.7	46.7	0	2.83	,913
7.	Students reading skills would be better with a native speaker English language teacher.	6.7	10	23.3	60	0	2.63	,928
8.	Students would speak more fluently if they had a native speaker English language teacher.	10	30	33.3	23.3	3.3	3.20	1,031
9.	A native speaker English language teacher would give students more strategies/ideas to learn better.	3.3	0	13.3	63.3	20	2.03	,809
10.	Students would learn more about English speaking countries with a native speaker English language teacher.	6.7	23.3	16.7	16.7	10	3	1,050
11.	A native speaker English language teacher would assess students listening comprehension better than a non-native English language speaker.	6.7	0	23.3	60	10	2.35	,922
12.	A native speaker English language teacher would assess students reading comprehension better than a non-native speaker English language teacher.	3.3	3.3	16.7	63.3	13.3	2.20	,847
13.	A native speaker English language teacher would assess students speaking better than a non-native speaker English language teacher.	6.7	23.3	33.3	33.3	3.3	2.97	,999
14.	A native speaker English language teacher would assess students writing better than a non-native speaker English language teacher.	6.7	3.3	20	60	10	2.37	,964
15.	A native speaker English language teacher would assess students pronunciation better than a non-native speaker English language teacher.	16.7	33.3	33.3	16.7	0	3.50	,974

		5 SA (%)	4 A (%)	3 N (%)	2 D (%)	1 SD (%)	Mean	Std. Deviation
16.	A native speaker English language teacher would assess students knowledge of grammar better than a non-native speaker English language teacher.	0	6.7	23.3	50	20	2.17	,834
17.	Students can learn just as well from a native speaker English language teacher as they can from a non-native speaker English language teacher.	50	40	10	0	0	4.40	,675
18.	There are many native speaker English language teachers who teach just as effectively as non-native speaker English language teachers.	40	53.3	3.3	3.3	0	4.30	,702
19.	If students could choose the course themselves, they would choose a course taught by a native speaker English language teacher.	10.3	20.7	37.9	31	0	3.10	,976
20.	Students feel more comfortable in class with a native speaker English language teacher.	3.3	3.3	33.3	53.3	6.7	2.43	,817
21.	Students would learn more about the culture of the English-speaking people with a native speaker English language teacher.	16.7	33.3	40	10	0	3.57	,898
22.	A native speaker English language teacher is friendly because he/she provides a relaxed learning environment.	3.3	6.7	23.3	46.7	20	2.27	,980
23.	Students would have more positive attitudes toward the learning of English if they had a native speaker English language teacher.	6.7	13.3	20	46.7	13.3	2.53	1,106
24.	Students don't care whether their English teacher is a native speaker or a non-native speaker of English, as long as he/she is a good teacher for them.	66.7	30	3.3	0	0	4.63	,556
25.	A native speaker English language teacher is better in explaining grammar .	0	0	26.7	50	23.3	2.03	,718
26.	A native speaker English language teacher is better in explaining vocabulary .	6.7	3.3	40	43.3	6.7	2.60	,932
27.	A native speaker English language teacher is better in explaining speaking .	6.7	13.3	43.3	26.7	10	2.80	1,031
28.	A native speaker English language teacher is better in explaining listening .	3.3	0	46.7	36.7	13.3	2.43	,858
29.	A native speaker English language teacher is better in explaining writing .	3.3	6.7	33.3	43.3	13.3	2.43	,935
30.	A native speaker English language teacher is better in explaining pronunciation .	16.7	40	30	13.3	0	3.60	,932
31.	A native speaker English language teacher encourages students to speak more English in class.	20	16.7	33.3	26.7	3.3	3.23	1,165

		5 SA (%)	4 A (%)	3 N (%)	2 D (%)	1 SD (%)	Mean	Std. Deviation
32.	A native speaker English language teacher employs modern teaching methods and techniques.	0	6.7	36.7	36.7	20	2.30	,877
33.	A native speaker English language teacher uses more interesting class activities.	6.7	0	30	40	23.3	2.27	1,048