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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**STUDENTS' PERCEPTION TOWARDS NESTs AND NNESTs TEACHERS**  
**IN ONLINE EDUCATION**

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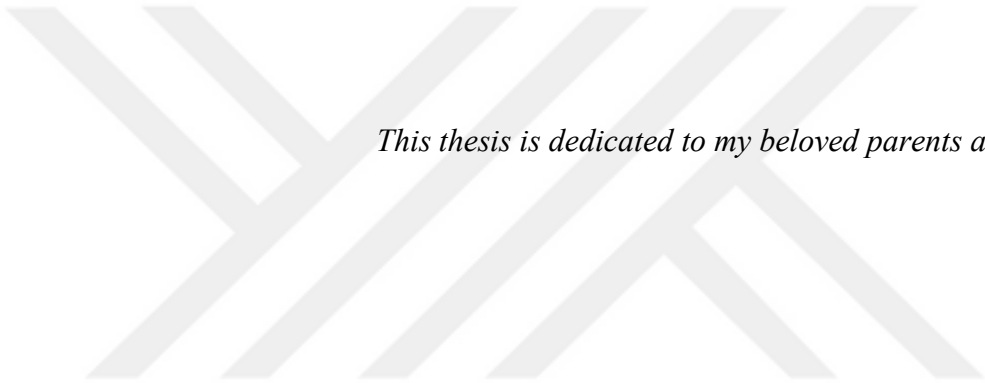
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**DEDICATION**



*This thesis is dedicated to my beloved parents and family...*

**ETHICS DECLARATION**

**Student's** Name & Surname: Ahmet TURANOĞLU  
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Department: English Language Education  
Program: Master Thesis (X ) Ph.D. Thesis ( )  
Thesis Title: Students' Perception Towards NESTs and NNESTs Teachers  
In Online Education

I hereby declare that;

I prepared this Master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations, and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis, The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance (in case of any circumstance contradicting with my declaration).

27/12/2021

Ahmet TURANOĞLU

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**ABSTRACT****STUDENTS' PERCEPTIONS TOWARDS NESTs AND NNESTs  
TEACHERS IN ONLINE EDUCATION****Ahmet TURANOĞLU****Master Thesis, Department of English Language Education****Supervisor: Dr. Senem ZAIMOĞLU****December 2021, 94 pages**

There are many reasons why the English language is taught as a foreign language in many countries around the world. The most important reason is that English is considered an essential language for access to scientific, economic, political, and military developments. For this reason, English education is included in the curriculum from primary school to university level in many countries around the world. There are many approaches and techniques to language learning; these approaches are not limited to face-to-face education but also online education provides opportunities for language learners. Thus, English education is not restricted to classroom instruction; it can be taught using a variety of ways and methodologies in an online context, owing to technological advancement. It is vital to note that the role of teachers is not limited to in-class education, but is also significant in online education. For this reason, teachers have a tremendous effect on their students' capacity for learning English in an online setting as well. In the majority of the globe, non-native English speaker teachers (NNESTs) teach English, whilst native English speaker teachers (NESTs) teach English in other areas of the world. The goal of this study is to gain a better understanding of students' perceptions of NESTs and NNESTs in online education. A survey and content analysis were carried out in order to achieve this goal. The survey data was analyzed using the SPSS software program, and the content analysis results were further classified into categories, codes, and themes. At the end of the research, it was determined that students favored both NESTs and NNESTs for their different language learning needs and backgrounds.

*Keywords:* native english speaking teachers (nests), non-native english speaking teachers (nnests), online education.



**ÖZ****ÖĞRENCİLERİN ÇEVİRİMİÇİ EĞİTİMDE NEST VE NNEST  
ÖĞRETMENLERE YÖNELİK ALGILARI****Ahmet TURANOĞLU****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı  
Tez Danışmanı: Dr. Öğr. Üyesi Senem ZAIMOĞLU****Aralık 2021, 94 Sayfa**

İngilizcenin dünyanın birçok ülkesinde yabancı dil olarak öğretilmesinin birçok nedeni vardır. Bunun en önemli nedeni, İngilizcenin bilimsel, ekonomik, siyasi ve askeri gelişmelere erişim için vazgeçilmez bir dil olarak görülmesidir. Bu nedenle İngilizce eğitimi dünyanın birçok ülkesinde ilkokuldan üniversite düzeyine kadar müfredatta yer almaktadır. Dil öğrenimine yönelik birçok yaklaşım ve teknik vardır; bu yaklaşımlar yüz yüze eğitimle sınırlı kalmayıp, çevrimiçi eğitim de dil öğrenenlere fırsatlar sunmaktadır. Bu nedenle, İngilizce eğitimi sınıf öğretimi ile sınırlı değildir; teknolojik ilerleme sayesinde çevrimiçi bağlamda çeşitli yollar ve metodolojiler kullanılarak öğretilir. Unutulmamalıdır ki öğretmenlerin rolü sınıf içi eğitimle sınırlı değildir, çevrimiçi eğitimde de önemlidir. Bu nedenle, öğretmenlerin öğrencilerinin çevrimiçi ortamda da İngilizce öğrenme kapasiteleri üzerinde muazzam bir etkisi vardır. Dünyanın çoğunluğunda, anadili İngilizce olmayan öğretmenler (NNEST'ler) İngilizce öğretirken, anadili İngilizce olan öğretmenler (NEST'ler) dünyanın diğer bölgelerinde İngilizce öğretir. Bu çalışmanın amacı, öğrencilerin çevrimiçi eğitimde NEST'lere ve NNEST'lere ilişkin algılarını daha iyi anlamaktır. Bu amaca ulaşmak için anket ve içerik analizi yapılmıştır. Anket verileri SPSS yazılım programı kullanılarak analiz edildi ve içerik analizi sonuçları ayrıca kategoriler, kodlar ve temalar halinde sınıflandırıldı. Araştırma sonunda öğrencilerin farklı dil öğrenme ihtiyaçları ve geçmişleri nedeniyle hem NEST'leri hem de NNEST'leri tercih ettikleri belirlendi.

*Anahtar kelimeler:* anadili ingilizce konuşan öğretmenler (nests), anadili ingilizce olmayan öğretmenler (nnests), online eğitim.

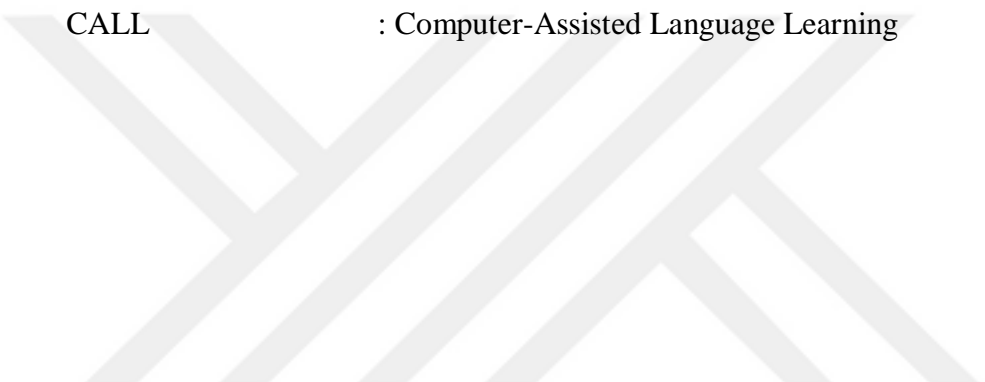


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**ABBREVIATIONS**

ANOVA	: Analysis of Variance
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
L1	: First Language
L2	: Second Language
NEST	: Native English Speaking Teacher
NNEST	: Non-native English Speaking Teacher
SPSS	: Statistical Package for Social Sciences
CALL	: Computer-Assisted Language Learning



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## 1. INTRODUCTION

The English language's prominence has risen dramatically as a result of globalization. Globalization, as Brutt-Griffler (2002) notes, expedited the development of English as a global language and aided its spread around the world. People have had the chance to live and work in a variety of regions and geographies as a result of the global economy. As employment opportunities expanded across areas and geographies, migration occurred not just in the trade sector, but also in the education sector. English, which occupies a unique position in the education sector, has also benefited from this transformation. As a result of this development, a significant number of English instructors have been working in different parts of the world.

The number of English speakers in the globe is today far more than the number of native English speakers. As a result, the number of English teachers outnumbers native English speakers. According to Kachru (1986), for every native English speaker, there are at least four non-native English speakers in the world. Canagarajah (1999) estimates that up to 80% of English instructors globally are non-native English speakers. Jenkins (2009), on the other hand, has voiced a different viewpoint on the topic, claiming that the “expanding circle” (Kachru, 1985) gives the majority of the information required to assess completed studies on the English language. As a result of all of these circumstances, the number of NNESTs is larger than NESTs, so the subject of the study is a recent topic of debate within the English language community. A native English-speaking teacher (NEST) is a teacher whose first language is English, whereas non-native English-speaking teachers (NEST) are those whose first language is not English (NNESTs). These acronyms will be used in the next phrases.

Many studies have recently been undertaken throughout the world to investigate students' perceptions of NESTs and NNESTs (Hertel & Sunderman, 2009; Lipovsky & Mahboob, 2010; Ma, 2012; Reves & Medgyes, 1994). These studies have shown the characteristics, strengths, and weaknesses of NESTs and NESTs. According to Braine (2005), investigating students' perceptions of NNEST teachers is a relatively recent topic. The issue was probably avoided because of the sensitive nature of the subject matter, because NNEST teachers were generally regarded as being unequal in knowledge and performance in comparison to NEST teachers, and because issues

relating to NNESTs may have been considered politically inappropriate to be studied and discussed openly in the public (Llurda, 2005).

The objective of this study is to learn about students' perceptions towards NESTs and NNESTs in online education. Because online platforms have a well-developed infrastructure, many countries throughout the world have started to employ the online education system in the teaching environment. The study aimed to provide a distinctive contribution to the literature by revealing the perceptions of students who received English lessons from NESTs and NNESTs online. In this sense, the study is intended to bring value to the academic literature by utilizing a Turkish sample as well. Furthermore, this study will improve our understanding of how students evaluate NEST and NNEST teachers, as well as their strengths and weaknesses since there have been minimal studies on this subject in Turkey (Çakır & Demir, 2013; Duru, 2020, Koşar, 2018). The components of the literature review serve as the theoretical underpinning for our investigation. This study's common literature review is organized into five sections: Definition of NEST and NNEST, Inequity and NNEST, English as a Global Language, Online Language Education, and Characteristics of a Good English Teacher.

### **Research Problem and Justification**

Teaching English has become a global phenomenon that can be witnessed in a variety of businesses. It has become a career for people of many ethnicities, socioeconomic origins, and educational backgrounds. It is a profession not just of NESTs, but also of NNESTs. As Llurda (2004) articulates, the English language's prominence as the world's Lingua Franca is rising, and non-native speakers will be in a great position to bring their students into the domain of the English language. However, the education process for NESTs differs from that of NNESTs. Given that they both have diverse educational, professional experience, and cultural backgrounds so their teaching performance and student perspective may differ. According to Widdowson (1992), a native English teacher can be a credible source of linguistic knowledge owing to their intrinsic experience in speaking English, but a non-native English speaker can assume the position of an instructor due to their L2 learning techniques, experience, and knowledge. Similarly, Widdowson (1992) claims that a teacher serves as both an informant and an instructor and that while native speakers may be better informants, they are not always better teachers. According to Kramsch (1997), NNESTs have the benefit of multilingual knowledge since their experience and understanding of the target

language can fulfill students' requests and contribute more to their growth. It is also ethically controversial if English teachers have any advantages based just on their country of origin, rather than on their professional experience. According to Reves and Medgyes (1994), NESTs and NNESTs are separate groups in terms of linguistic background, language competency, teaching conduct, race, and social and political standing. One side should be favoured over the other based on teaching effectiveness, education, and teaching techniques rather than ethnic differences.

Educational institutions provide many opportunities for students to teach the language at the necessary level, thus they hire both NESTs and NNESTs to provide a higher quality of education. However, discrimination within NESTs and NNESTs by offering different wages and privileges at the institutions where these two types of teachers work will not be a fair approach. According to Medgyes (1994), regardless of their inherent linguistic background, NESTs or NNESTs should be hired only on the basis of their professional merit, as there may be certain skills that two groups are superior or equal in their respective situations. Furthermore, both NESTs and NNESTs are entitled to respect because they are doing the noblest duty in life and should be appraised by their professional competence. Discrimination by education stakeholders has a detrimental effect on teachers' self-concept and professional sense of belonging. The belief that language education quality can be improved by reducing it to an innate ability is a utopian dream. Education, on the other hand, is a comprehensive paradigm, and the education community, which is an environment in which new generations are formed, develops with the cooperation of stakeholders. Participation of education stakeholders in the race to "have the best teachers," which is a modern-day disease with instances in many industries, is a major concern. Seeing this prejudice at a time when students are experiencing myriad innocent thoughts about life would set a negative example for their future vision. The simple classification of English instructors as 'native' or 'non-native' implies exclusion and prejudice (Hall, 2012). Quality classification in education may only be considered within the context of the teacher's professional competence. Only such an approach by stakeholders will help to the teacher's sense of professional belonging and produce an institutionally more peaceful and cherished atmosphere. As a result, the subject of NESTs and NNESTs has lately become a significant study topic in the ELT community, with opposing and supportive sides. The major basis of this study might be students' perceptions of NESTs and

NNESTs, which are the most essential factors in terms of guiding decision-makers in the field of education.

### **Purpose Statement and Research Questions**

Students' opinions regarding NESTs and NNESTs were studied in this study within the context of the research problem. Students' attitudes toward NESTs and NNESTs teachers, as well as how efficient their mother tongue was in their teaching performance, were researched for this aim. The goal of this study was not to evaluate which teacher was more competent and better, but rather to highlight what sort of student perspective these teachers confront when teaching English. The study's goal was to find answers to the following research questions.

1. What are students' perceptions about NEST and NNEST teachers?
2. Do students' perceptions toward NESTs and NNESTs teachers differ based on gender, department, education level, and English language background?
3. What are students' experiences and perspectives on NESTs and NNESTs for English learning?

### **Significance of the Study**

Many scientific publications demonstrate that English is a lingua franca, and it is typical to presume that NEST teachers are the finest instructors of that language and have a favorable impact on language learners; yet, NNESTs account for 80 percent of all English language teaching professionals (Braine, 2010). As a result, the purpose of this study was to discuss students' perceptions of whether taking courses from NESTs and NNESTs teachers differs in terms of language competency, as well as to assure the current data flow in the area. Another aspect of this study was that it would contribute to the literature in terms of researching the perceptions of online education students toward NESTs and NNESTs. In Turkey, just a few research have been undertaken on this issue. This study would give the results of a distinct sample study and throw light on new researches. As a consequence of this study, knowing student perceptions of native and non-native teachers in language teaching would contribute to the creation of a peaceful teaching environment and innovative language teaching methodologies for higher education institutions and other education stakeholders.

## **LITERATURE REVIEW**

### **Introduction**

The common research themes for this study have been grouped into five sections: Definition of NEST and NNEST, Inequity and NNEST, English as a Global Language, Online Language Education, and Characteristics of a Good English Teacher.

### **Definition of NEST and NNEST**

To acquire a better grasp of the topic, we must first look at the definitions and explanations provided in the included literature on the concepts of Native speakers and Non-native speakers. In the literature, the words are defined in a variety of ways. Individuals who were born and raised in countries where English is the native language are considered native English speakers, whereas those who were born and raised in countries where English is not the native language are considered non-native English speakers (Medgyes, 1994). Similar to Medgyes's definition Davies (1991) describes a native as an individual who learns the language in infancy and continues to use it throughout life. Gupta (2001) defines a native speaker of a language as one who learned the language in puberty before learning any other language whereas Stevens (1982) designates a native English speaker as someone who learned the language throughout birth and childhood. Medgyes (1992) approached the subject from a different viewpoint and said that the native person is capable of producing fluent and spontaneous dialogue. Despite that, the opposing term, NNEST, has not been defined clearly. Aside from Medgyes (2001), however, there isn't much definition of NNEST in the literature. Al Omrani (2008) asserts that NNEST is a difficult phrase to describe since scholars have been unable to agree on a clear definition. Medgyes (2001) defines NNEST as someone who learns English as a second language, works in an EFL context, has monolingual language learners, and speaks the same native language as his/her students. As can be seen from all these various definitions, even the most fundamental concepts of the topic have been defined in many diverse ways. As Gill and Rebrova (2019) put although the literature has a variety of definitions for native and non-native English speakers, no consensus has been reached on these words, and the subject continues to generate much controversy.

Besides, Rampton (1990) asserts that idealizing native English speakers as skilled users of the language is problematic since being born into a culture does not imply that you speak that society's language effectively. Similarly, Reyes and Medgyes (1994)

argued against this idea, stating that NESTs' proficiency in English does not inherently imply that they are capable of teaching well. Davies (2003) asserts that native speakers of a language may not have all of the information, experience, and philosophy about the language they speak. Because the mother tongue's structure is complicated and cannot be fully characterized. Language is a structurally complicated phenomenon, and the English language is not independent of this complex structure, as Widdowson (1994) explains English is owned by all of its speakers, regardless of their nativeness. According to Medyges (2001), defining such a distinction between native and non-native leads to "favoritism in institutions, publishing houses, and government mechanisms" (433), and therefore unfair job discrimination happens regularly as a result of this unfairness and inequality approach (Selvi, 2010). Many non-English speaking nations have practices such as NESTs teachers receiving preferential treatment such as more pay and better benefits, despite their lack of teaching degrees (Mahboob, 2011). Furthermore, as Kramsch (1997) points out, native speakership was once considered an unquestionable birthright. Native speakers were characterized as people who were born into a language and had grammatical intuition that non-native speakers lacked. According to Stern (1983), native speakers possess an intuitive mastery of language usage and interpretation in the course of interaction and connection to social context. However, such an approach introduces complications: for example, what do we name someone who was born in a foreign nation, raised in a language different than their original tongue, and then left home? We might reassess our long-held concept of a native speaker by asking questions like these (Lee, 2018). Similarly, Medgyes (1994) inquires about children who migrated to a non-English speaking nation with their English-speaking families at an early age or those who, after gaining English as infants, lose it once they move to a non-English speaking country.

Internationalization of the English language, on the other hand, demands acknowledging that English language standards are varied, not consistent. More than 75 countries and territories throughout the world use English as their primary language (Crystal, 2003) and a specific definition of how many of these nations can be included in the native group has not been determined. According to Kachru and Nelson (1996), defining who is a native English speaker is not as straightforward as one might believe, and TESOL professionals would fail if they were too preoccupied with the native vs. nonnative dichotomy, i.e., us versus them. This type of labeling has the potential to do more harm than good to the language community. According to Medyges (1992), the

issue of NEST and NNEST is very contentious from a sociolinguistic point of view but also controversial from a linguistic point of view. "The "native English-speaking teacher" (NEST) and its opposite, the "non-native English-speaking teacher" (non-NEST), have been deemed politically incorrect phrases, and those who still use them can expect to be accused of employing discriminatory language (1994 p.,429)" says Medgyes in another scholarly article.

Scholars and academicians have recently addressed their attention to NEST and NNEST issues from a variety of perspectives. (Arva & Medgyes 2000; Braine 1999a; Llurda 2004; Mahboob 2004). With the growing need for English language instructors throughout the world, the topic of NESTs and NNESTs has begun to be discussed in the ELT community with a wide variety of dimensions after these eager discussions. Medgyes (1992) was the first to use the terms, NESTs, and NNESTs in the literature. The roles and identities of NESTs and NNESTs are valued not only by researchers but also by administrators, teachers, students, parents, and the general public (Uzum, 2018). This notion implies that the dispute is multidimensional rather than one-dimensional. The linguistic community is not just of interest to a certain group of people but it also contains an aspect that appeals to a wide range of people. Because there are numerous sides of the topic that might be addressed, scholars need to debate this subject as a meeting agenda rather than a separation agenda. Tesol's (2006) final statement, for example, notes that, in addition to language competence, other factors such as abilities, teaching experience, and professional preparedness should be considered. The majority of the observed discrepancies between the two groups of teachers are ultimately related to their different language backgrounds (Medgyes, 2001).

The English language has become a shared treasure across various cultures and communities. Kachru (1985) classified English-speaking countries into three categories. The Inner Circle is made up of countries that speak English as their first language. These countries include the United States of America, the United Kingdom, Australia, and others. Outer Circle nations are made up of what we commonly refer to as colonies. India and Pakistan are two examples of countries that utilize English as a second language. Countries in the Expanding Circle acknowledge English as the major international language and teach English as a foreign language. There is no other case of a language being utilized in this manner by three separate countries in three unique dimensions. Jenkins (2009) claims that in practice, English is more often used among non-native speakers in the "expanding circle" ( Kachru 1985) because the number of

English speakers in the third circle exceeds the number of English speakers in the other two circles. Because the English language has so many facets, it has transcended its medium and become the language of countries, not just the language of the inner or outer circles.

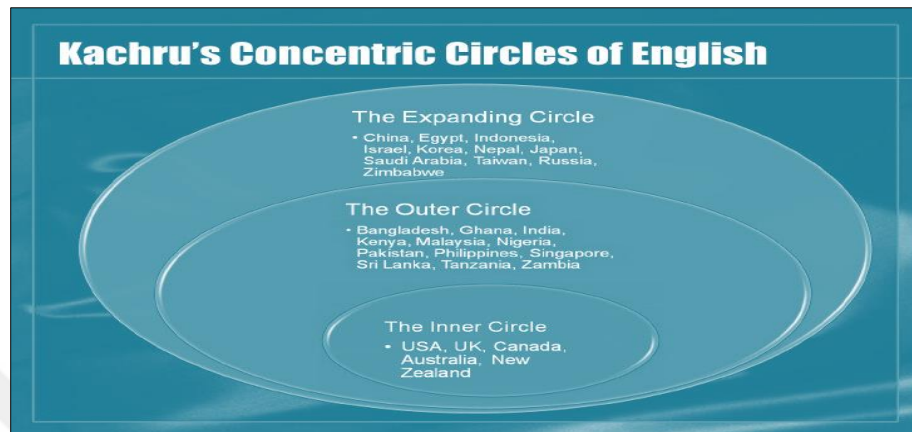


Figure 1. Kachru's (1985) Concentric Circles

It is an evident reality that in this digital era, the use of a common language enhances human communication, and that language is English. The globalization process opened the path for English to become the most commonly taught and spoken language in the world. Neoliberalism and globalization driven by the West have reinforced English (Piller & Cho, 2013). As a result, learning English has become one of the primary educational objectives of countries in today's education system in terms of opening doors to many opportunities, because the English language offers its learners a variety of opportunities in educational, scientific, economic, and cultural contexts. The thoughts and perceptions of the students, who are at the heart of the topic, concerning NESTs and NNESTs are significant parameters at this point. Mahboob (2003) examined student views of NESTs and NNESTs using an open-ended questionnaire. The findings showed that students attributed favorable and unfavorable feedback both for NESTs and NNESTs. Concerning vocabulary skills and cultural knowledge, NESTs were deemed better prepared, while NNESTs were supposed to have better grammatical knowledge and the capacity to understand the learning hardships of students.

On the other hand, there is an argument that NESTs have an advantage in the job market over NNESTs (Mahboob & Golden, 2013). NESTs instructors should place a premium on their professional growth and not on the question of native and non-native

teachers, to which naturally all teachers are ideologically opposed. According to Uzum (2018), a conscious teacher should reflect on his or her own teaching experience and strive to improve any deficiencies. The phrase deficit is not intended to be derogatory, but rather to imply a professional development opportunity. For instance, this could entail learning about local culture through the study of customs, films, songs, and games in English, or it could entail learning about students' home cultures to assist them in comprehending and receiving culturally appropriate guidance regarding their language difficulties.

The fact that a topic is being debated by many professional academics demonstrates that the issue is not merely one person's argument, but rather the claims of several distinct professional parties. As a result, the problem of NESTs and NNESTs teachers is not only a discriminatory attitude of stakeholders, but certain NEST instructors may also exhibit discriminatory attitudes in this respect. However, speaking a language fluently does not indicate that one is conversant with all of its nuances and complexities. A single cause cannot explain the mystery of language because it is fairly complicated and has many dimensions. According to Liu (1999), the multidimensional complexity of the concept of a native speaker is highlighted by sequence, competence, culture, identity, environment, and politics. On the other hand, it is debatable to what extent native English speakers take these different dimensions into account. According to Holliday (2015), several of the British teachers he interviewed did not hesitate to voice their belief that being an English teacher is their 'birthright'. Some scholars agree with the NESTs' point of view. Chomsky (1965) considered a native speaker as "an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly." Canagarajah (1999) argues that Chomskyan opinion supports the new trend of perceiving NESTs as ideal teachers who consider NESTs as the ideal language listener who perfectly understands the language. Crystal (2012) objects to this view and considers it as an unacceptable situation at a time when there are more than three non-native speakers of English for every native speaker in the world. This claim implies that, while non-native English speakers constitute the vast majority of English speakers, it is a mistake to suppose that native English speakers are the only ones who can speak authoritatively on the subject. Medgyes(1999) states nonnative speakers are unavoidably disadvantaged at the stage of linguistic competency. However, according to Cook (2005), NESTs are assumed to be very proficient in subjects such as pronunciation and fluency in their native language; however, NNESTs are better

prepared for the lesson, more empathetic, and knowledgeable about how to teach English and the language itself than NEST teachers. The topic is not one-sided, this remark indicates that a constructive approach to the discussion will help the ELT community examine the situation holistically. However, NNESTs should be aware of their strengths and follow innovations that will benefit their self-development.

### **Inequity and NNEST**

Language is a phenomenon that does not exist apart from its cultural setting. Because of the colonial history of the English language, native speakers today may have a discriminatory interpretation of NNESTs as a result of their colonial linguistic notions from the past. According to Mahboob (2011), documents from colonial times reveal that Christianity, language, and business were all linked from the beginning. Teaching a language that has influenced the history of colonialism involves colonial culture as well as traces of colonialism. It is also possible to claim that the subjects of NESTs and NNESTs are maintained alive in order to prevent being deprived of economic contribution rather than for reasons of identification and ethnic distinctiveness. According to Mahboob (2011), the purpose of colonization was not only based on Western moral norms. The primary motivations of colonization were economic. NNEST instructors, on the other hand, are subjected to discriminating language since they are not native speakers. It is also difficult to define what it means to be a natural speaker (Arva & Medgyes, 2000). It's hard to pin down exactly what characteristics native speakers have. It is often assumed that learning a language requires not just grammatical and lexical knowledge, but also cultural and social comprehension (Kramsch, 1997).

On the other hand, there is no other case of a language being utilized in this manner by three separate countries in three unique dimensions. Because English has so many facets, it has transcended its medium and become the language of countries. The fact that the nations in the “inner circle” (Kachru, 1985) of English are seen as the sole legitimate owners of the language devalues their stakeholders in the outer circle and increasing circle while elevating those in the inner circle to ideal status (Higgins, 2003). The issue of native speakerism is a topic that is frequently discussed in academic circles, and it has various facets. According to Holliday (2006), the impacts of native-speakerism may be seen in many domains of professional life, ranging from employment policies to linguistic presentation. Furthermore, native speakerism has a significant impact on many educational theories and research methodologies, textbook

design and production, tools for classroom evaluation, teacher education, and employment policy (Selvi & Yazar 2015). The problem of native and non-native speakers has taken on unanticipated dimensions since the discussion began in the ELT community. According to Kabel (2009), the concept of native favoring promotes and sustains hegemony and inequality in the English Language Teaching community. According to Holliday (2006), native-speakerism is a "prevalent ideology" in ELT, defined as the belief that native-speaker teachers symbolize a Western culture from which the English language and its teaching techniques derive its values. Making such a distinction in the English language is a mistake that will have an influence not just on teachers, but also on many other professions, and it fosters a prejudiced environment within the ELT educational community. While the inclusion or exclusion of English speakers as native or non-native is unrelated to ethnicity, the very designation of English speakers as native or non-native entails the replication of racism (Hall, 2012). Although Jenkins (2000) contends that the categories native and non-native speakers are linguistically problematic and as Suarez (2000) implies this kind of approach may result in a derogatory syndrome of not-being-a-native-speaker among NNESTs. These NNESTs educators may have a pessimistic assessment of their English language competence and professional worth (Braine, 2010). On the other hand, Medgyes (1994) argues that there is a widespread misconception that NESTs are superior teachers, NNESTs can also become effective teachers, from whom English language learners can benefit because they possess unique characteristics or advantages that make them superior to NESTs in certain areas of English language instruction. As Medgyes (1994, p.74) quotes:

*“Namely, we (NNESTs) are more able to provide our learners with a good learner model for imitation, to teach them effective language learning strategies, to supply them with information about the English language, to anticipate and prevent their language difficulties, to show empathy, and finally to benefit from the shared mother tongue.”*

When the topic of NESTs and NNESTs is treated from the standpoint of racial discrimination rather than individual differences, the conflict intensifies and the approach to the subject deviates from common sense. In this regard, Houghton and Rivers (2013) assert that in the discussion of native speakerism, the native speaker serves as the subject, while the non-native speaker serves as the object of the argument. The discourse aimed at putting competition between these two groups of teachers is not

constructive and causes dichotomy. While Moussu and Llorca (2008) firmly oppose the argument by stating that “A significant body of the literature on non-native speakers has been devoted to showing the inappropriateness of using a dichotomy approach by which NSs and NNSs are viewed as two opposing and clearly separated constituencies” (p. 318). On the other hand, Non-native teachers should set their agendas and demonstrate that they will not be influenced by debates in this area. As Kramsch (1997) states Non-native teachers should avoid pursuing native status and instead focus on developing their voices as nonnatives in order to contribute to their students' language learning experiences and multicultural backgrounds.

It's an unavoidable truth of life that thinking about dichotomies creates new divisions. What goes around comes around, as the proverb goes. As an example of the new divide, Braine (1999b) claims that, contrary to popular opinion, racism toward NESTs is on the rise. Some institutions declare in their job postings that instructors with a British English accent are preferred and that applications from Americans and Australians would be rejected. If the differences between NEST and NNEST are not acknowledged and a constructive attitude is not demonstrated, new debates of discrimination among individuals who consider themselves 'unusual' will be unavoidable. English is undeniably a global language today. Many studies have demonstrated that categorizing speakers of a world-renowned language into separate groups with identical discriminatory labels and subjecting them to differences such as native/non-native speakers is pointless (Kachru, 1992; Kaplan, 1999). According to Kaplan (1999) concepts such as NESTs and NNESTs, plainly and unnecessarily divide the English language community into us and them, but this is a fairly pointless educational debate.

### **English as a Global Language**

A language gains international renown not only because of its distinctive characteristics, but also because its speakers have made major contributions to the fields of culture, science, politics, and social advancement across the world. According to Crystal (2003), a language does not become a global language because of its inherent structural characteristics, vocabulary size, or association with a great culture or religion, but rather because of the strength of its people – particularly political and military force – which has historically made a language a global language. Despite its prominence, English has lost momentum as an official language in former British colonies since

World War II, although the number of speakers has expanded all over the world as a result of Globalisation. (Baugh & Cable 1993). Mahboob (2011) points out that after the Second World War II, instead of colonizing lands, neocolonial powers colonize people's minds by using English and knowledge constructed through English. As a result of the Second World War's military victory, the prestige of the English language has gained a new dimension, owing to the contributions of pioneering ideas in economics, politics, and education. A country's political and military victory does not always suggest that it would be successful in terms of business and culture; success is a multifaceted reality with many facets. English, on the other hand, may lose its position as the dominant and worldwide language. Graddol (1998) contends that if linguistic dominance is a product of political and, particularly, economic influence, then a shift in the global power balance may affect the choice of global language.

As a result of the growing influence of English in many fields of the international community, new terms relating to the use of the English language for various purposes have emerged in the English language community, such as English as a native language (ENL), English as a second language (ESL), English as a foreign language (EFL), English as a lingua franca (ELF), World Englishes (WE), and English as an international language (EIL). Even though many scholars accept the English language's undeniable reputation over the world, arguments and discussions concerning new terminology indicate that debate over the English language will continue for a long time. The fact that many such terms have entered the lexicon and are disputed by academics illustrates that English is a highly broad language that cannot be studied solely through the lens of certain stereotypes. As Crystal (2002) maintains, a language's centralized effect diminishes as it becomes more broadly spoken. Once a language has been designated a central language, it cannot be regulated by a single authority. As seen by the terms associated with English language teaching domains, a global language in a global world cannot be confined to a single sovereign authority. Today, the number of English learners and teachers in various nations worldwide exceeds the number of students and teachers in the United Kingdom, the United States of America, and Canada. Romney (2010) contends, in a similar vein, that the English language belongs to everyone who speaks it. In terms of human nature, claiming that a language is associated with a country or group is likewise inconsistent. Similarly, Rowe and Levine (2005) believe that when a language is recognized as an international language, it signifies that it is utilized as a common second language for economic and other communication reasons

by individuals who speak different first languages. Due to the English language's global spread, it came to be described as a lingua franca in literature. For many societies, learning English has become a requirement, since it is an established truth that knowing the English language helps countries achieve their scientific, economic, and political development objectives. It is an indisputable fact that countries invest significantly in English language education and that it is a vital resource for the English language industry. As a result, the English language industry now has billions of dollars in economic potential, which has multiplied significantly over the last decade (Mahboob, 2011). The contrast between NESTs and NNESTs is owing to the unlikeliness of sharing this economic industrial resource. While the benefits of learning English are widely recognized today, a hegemonic approach to English language adoption will result in more losses than gains. Nobody should claim to be the language's exclusive and absolute owner. As Romney (2010) puts it, "English is all its speakers" (p. 19). However, according to Alptekin (2002), English is a global language, and the ideal NESTs approach is viewed as "utopian, impractical, and constraining" rather than beneficial to education. It should be underlined that the most beneficial contribution to a language is not to own it but to encourage more people to learn it and to seek out more effective means of instruction.

### **Online Language Education**

This section discusses existing literature about online education which was a subset of our study. Online education is a very successful method of interaction and education that is employed in a wide variety of areas, including educational, economics and institutional settings. Creating learning environments for educational reasons via internet communication is not a new concept. Today, this has become the norm and accepted fact. Additionally, it has been successfully implemented in tertiary education worldwide. As Meddlen (2017) states technology and easy access to networking media in both private and professional contexts have made online teaching and learning a standard and reality for tertiary education around the world. With this advancement, the usage of the online education environment as a language learning platform also began globally. Literature has acquired a new term with the expansion of Internet-based English teaching technology. Computer-Assisted Language Learning (CALL) has gained importance with the improvement of digital language learning. CALL, which has been widely used in the world, has gained the opportunity to become a platform that

offers educational opportunities in Turkey as well. Öztürk (2012) emphasizes that computers and information technologies have been integrated into instruction in every field of education in Turkey as well, including foreign language instruction, by both the central government and private institutions seeking to provide modern learning environments and enhanced educational opportunities for their students.

In addition, digitalization is a platform for major and crucial changes worldwide, as a result, digital transformation has had an impact on language education as well. Today, millions of individuals are downloading online language learning applications on their smartphones and these platforms' yearly revenue exceeding \$6.18 billion in 2020 will serve as major indicators of the industry's influence on language learning (Curry, 2021). In terms of education, what are the advantages of CALL, which has grown into a large business? Marzban (2011) asserts that CALL is a new field of study that looks at how information and communication technologies can help people learn and teach languages. Just as all students cannot benefit from education at the same level in traditional classrooms, the same is true for education through CALL. Steffans (2015) claims that CALL is a very beneficial tool for students who have self-control and self-evaluation skills. CALL provides a variety of educational opportunities for both students and teachers. For instance, Marzban (2011) asserts that CALL may help EFL teachers by giving them access to EFL pedagogy and expertise, as well as culturally and linguistically diverse materials and cutting-edge methods for integrating language and curriculum learning. Teachers should promote the information and emphasize CALL's advantages for language learning to ensure that students utilize the CALL effectively. Hanson-Smith (1997) asserts that CALL not only allows students to improve their language skills quickly but also allows them to learn at their own pace. CALL offers students with quick feedback in the form of correction and error analysis, and it also contributes to error correction. Especially, it allows the learner to manage his learning and assess his achievement. Marzban (2011) similarly lists the benefits of CALL for students as follows:

- It enables access to information in a variety of useful formats.
- It provides opportunities for students to improve and progress their linguistic output.
- It draws attention to the English language and how it is written and spoken.
- It allows learners to become autonomous learners and practice certain English skills.

Additionally CALL content must also be user-friendly, visually engaging, and satisfy students' learning goals. The most essential qualities of paid programs are their content, visuality, and practicality, which is why millions of people use them to learn languages thus this is a critical and essential consideration while developing CALL resources for students.

### **Characteristics of a Good English Teacher**

Prior to imposing ethnic and regional disparities on teachers, it is preferable to address the competencies and qualifications that a competent English teacher should possess in terms of educational sciences. Every individual has an opinion about the characteristics of teachers who shaped their life or had a profound effect on them. What may these educators have in common? Borg (2006), for example, asserts that a good language teacher may contribute to learning through his or her classroom practices, pedagogical abilities, topic knowledge, classroom attitude, and personal characteristics. Teachers who exhibit some, but not all, of these characteristics, have left a lasting mark on the lives of a significant number of their students. Both the teacher's approach and the classroom atmosphere are critical components of effective instruction. Indeed, as Denis (1974) says, a method may be beneficial with certain teachers but ineffective with others. Additionally, a teacher's fundamental emotions, such as self-confidence and sympathy, must be strong in order to foster a positive classroom atmosphere. As a result, defining a teacher simply based on a racial or intrinsic attribute and placing them in a distinct position would be discriminatory. The researches do not support the assumption that a person's native or non-native status enables them to make a unique contribution to language learning. According to students' responses to the characteristics of a good language teacher in Girard's (1977) study, a good English teacher should make the lesson interesting, teach pronunciation well, explain the subject well, demonstrate an interest in all students, ensure student participation in the lesson, and set an excellent example of patience. Students carefully examine the teachers' successful and outstanding teaching abilities, which increases students' interest and engagement in the classes of well-equipped teachers. According to Prodromou's (1991) study, students prefer teachers who engage in game-based activities, tell motivating jokes, do not force students who are not proficient in their subjects, and teach their subjects humorously. However, it is worth noting that in the study, the characteristics of teachers that students

value are related to more social dimensions, not racial attribution. Brosh's (1996) study classified desired teacher qualities into four categories:

- A good language teacher has a good command of the target language;
- A good language teacher organizes, explains, motivates, and encourages students.
- A good language teacher demonstrates neither bias nor prejudices towards students.
- A good language teacher has to be accessible to all students.

Additionally, rather than stating what makes language teachers distinctive, as seen in these researches, they all give priority to which attributes and qualifications are beneficial or desired from the perspective of students. Given the similar theme running across these researches, it's worth emphasizing that students place a higher priority on instructors' characteristics and capabilities than on their native or non-native status and besides teachers' credibility is unaffected by their native or non-native status. Likewise, the character of an effective language teacher also creates harmony in the classroom environment and increases participation in the lesson (Rubin, 1975). Additionally, as Denis (1974) states that classroom setting, student motivation, teaching technique, and teacher performance are all critical for effective teaching. Naturally, teaching and learning are multi-dimensional and complicated processes. Numerous factors must be addressed while establishing an effective and efficient learning environment. While the instructor is the most effective instrument for inspiring students, other factors such as the setting, the method, and student motivation should also be considered.

## **2. METHOD**

### **2.1 Introduction**

This chapter addresses the study's theoretical framework and methodologies, as well as its research design, tools, data collection processes, data analysis, and reliability.

### **2.2. Research Design**

The purpose of this study was to examine students' perceptions of NESTs and NNESTs teachers in online education using both quantitative and qualitative (mixed) methodologies. Quantitative research is focused on the collection of statistical data and the application of that data to other groups of individuals or the explanation of a particular occurrence (Babbie, 2010). However, questionnaires are the most often used data collecting tool in statistical research since they may capture a variety of sorts of information, including valid information (Dörnei, 2003). A survey-based research approach was used in this study for data collection, analysis, and interpretation. A survey-based research design is a type of quantitative study in which researchers conduct a survey of a group of individuals or the entire population in order to determine their attitudes, traits, views, and behavioral patterns (Cresswell, 2012). However, data for this study was obtained via a cross-sectional survey. The purpose of cross-sectional data gathering surveys is to generalize from a sample to the entire population (Babbie, 2015). Additionally, in this study content analysis was used, a qualitative research methodology, to delve deeper into the subject matter and explain the participants' viewpoints clearly. Content analysis is a flexible research technique that has been used to accomplish a wide variety of research aims and objectives (White & Marsh 2006). The qualitative research method is critical for comprehending the participant's thoughts and ideas to a greater extent.

### **2.3. Participants of the Study**

Thousands of public and private university students in Turkey take English courses taught by NESTs and NNESTs teachers. For this reason, it would be inapplicable to contact all students taking courses taught by NESTs and NNESTs teachers, only participants from Kilis 7 Aralık University were chosen using a simple random sampling method. The participants in this study were university students enrolled at Kilis 7 Aralık

University for the 2020-2021 academic year. The purpose of this study was to ascertain students' perceptions toward NESTs and NNESTs teachers while registered in compulsory English courses at the state institution. Students' demographics vary in terms of gender, department, and duration of English education. The students were chosen based on their prior academic experience studying English with NESTs and NNESTs. NESTs and NNESTs have taught English to the participating students and NESTs have attended at least one year of these students' English classes. The NEST instructor had been teaching English to the students who took part in the survey at the time of the survey. The NEST instructor was born and raised in England, but s/he earned her/his Bachelor's and Master's degrees in France. Medgyes (1994), who introduced the term N/NEST to the literature, asserts that native English speakers are those who were born and raised in nations where English is the native language. Similarly, Davies (1991) describes a native as an individual who learns the language in infancy and continues to use it throughout life. On the other hand, a total of 134 male and female students were included in the sample. The questionnaire was distributed to students from the University's different educational departments, including the Faculty of Arts and Sciences, Theology, Education, Health Sciences, Economics and Administrative Sciences, and Vocational School. Kilis 7 Aralık University students are required to attend four hours of mandatory English classes for the first and second years of their education. All students must attend compulsory English courses and must succeed courses unless they pass the exemption exam at the start of the first year. Before the study could begin, written consent from the university administration was obtained. This research was conducted in conjunction with an online survey because of the Covid epidemic. Due to the Covid outbreak, face-to-face teaching was suspended across the university, and courses were conducted via distance education; hence, for this study, the survey was submitted to Google Forms, and participants were invited to the survey using an invitation link. On the other hand, the low cost of an online-based survey provided convenience to the researcher regarding reaching more participants and easier analysis of the data. Before the survey, students were informed about the research's goal, and after approving and checking the consent form in the checkbox, they responded to the survey questions through Google Forms. The online questionnaire was completed by 105 female and 29 male students, and after that, the survey results were analyzed with SPSS.

However, for the qualitative study, five open-ended questions were delivered in the classroom setting to students who participated in the online survey and volunteered to take part in the qualitative research section to answer open-ended questions. A total of 39 students took part in the qualitative research and indicated on their consent form that they participated in the study voluntarily. The participants were assigned numbers to maintain their anonymity. The students wrote down their thoughts within forty minutes. However, students were not placed under any time constraints to answer the questions. Nine students did not respond to some open-ended questions and left them blank while the remaining students voiced their opinions by answering all questions. Participants' written responses to content analysis questions were transcribed and then classified into codes, categories, and themes.

#### **2.4. Instruments**

The questionnaire (see Appendix D) developed and used by Al Omrani (2008) for his doctoral dissertation, as well as the questionnaire (see Appendix E) was translated into Turkish by Kosar (2018), was served as the primary source of data collection and was administered to participants. Permission was acquired in writing from Koşar (2018) through e-mail to utilize the questionnaire's Turkish version. Considering that the language proficiency of the students may not be sufficient to fill the English questionnaire, the Turkish version of the questionnaire was applied. The questionnaire is divided into two sections. The first section has seven questions designed to gather information about the participants' background, including their age, perceived level of English, and years of English education. The second section of the questionnaire is divided into four sections, the first of which includes 17 questions about language learning. This section collects data on language acquisition, student motivation, and anxiety with NESTs and NNESTs, and compares the two sets of instructors in a variety of ways. Additionally, the second half has 17 items designed to elicit information about participants' perceptions of language skills of NESTs and NNESTs. The third section has 5 items on language evaluation of both kinds of teachers. . The last section has 2 items that deal with the cultural aspect of language learning with NNESTs however, it was examined in NNESTs section since its relation with it. The items on the measure were graded on a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The questionnaire had reversal items that were phrased negatively. For

reverse-items SPSS algorithm was used to generate these results. Cronbach's alpha was computed for 41 items and found to be 0.786 and it shows acceptable internal consistency and reliability (Iyer Radha, 2011).

Five open-ended questions were developed by the researcher and used in qualitative research to elicit students' thoughts on NESTs and NNESTs. The purpose of these questions was to reveal detailed information on why students favor N/NEST instructors, as well as the strengths and weaknesses of these teachers.

## **2.5. Data Analysis**

### **2.5.1. Quantitative Data Analysis**

The collected quantitative data was processed with Statistical Package for Social Sciences software (SPSS). Descriptive statistics were calculated to learn participant students' perceptions of NESTs and NNESTs. Descriptive statistics summarize the data's significant patterns, indicate possible score diversification, and explain how one score relates to others (Creswell, 2012). SPSS was used to produce frequency scores, percentages, and descriptive statistics to answer the study's research objectives. Descriptive statistics revealed participants' general perceptions of the survey items. Analysis of variance (ANOVA) was used concerning the second study question, which is whether participants' perceptions vary according to their gender, faculty, grade, and length of English education. Analytical methods such as the ANOVA and the t-test were used to analyze students' data concerning demographic information. ANOVA is one of the techniques used to evaluate the data to find out if there is a statistically significant difference between the groups (Liu & Wang, 2020). However, Kucuk et al. (2016) suggest that ANOVA has three fundamental assumptions: that all samples come from normally distributed populations, that all populations have similar variance, and that all samples are taken independently of one another.

### **2.5.2. Qualitative Data Analysis**

To enhance the answer to the third research question, a qualitative study was conducted. The content analysis method was used to examine participants' answers to five open-ended questions. Content analysis is an important example of a qualitative study in terms of analyzing opinions. Many researchers have applied content analysis to assess responses to open-ended questions (Elo et al., 2014). The answers to these open-

ended questions brought richness to the study by supplementing quantitative data with qualitative data, which is a distinct research dimension. It has also helped to discover shared points of view across the two data sets. Following the reading of the participants' views, the responses were transcribed in Microsoft Word and then translated into English to be classified as codes, categories, and themes. English translations of the stated thoughts were read multiple times by several academics. In the finding part, several extracts of expressed opinions were directly presented.

## **2.6. Reliability and Validity**

The reliability of research indicates whether or not the same result is obtained in measurements taken at different times. In this research, Cronbach's alpha was calculated for 41 items and found to be 0.786, indicating satisfactory internal consistency and reliability for the items (Iyer Radha, 2011). The data instrument was analyzed statically and descriptively, although mixed research designs led to the study's high validity because the use of quantitative and qualitative research in the same study is also critical for the study's findings to be consistent. To assure the study's reliability, the researcher addressed the issue objectively and demonstrated the essential sensitivity to avoid bias throughout the data analysis of the study. The questionnaire items were also reviewed by academics from Kilis 7 Aralık University's Foreign language department in order to improve the validity and reliability of the findings.

### 3. FINDINGS

#### **Introduction**

This chapter presents the findings from the descriptive analysis of the results and the content analysis of the open-ended question responses. Following the computation of the frequencies, percentages, and mean scores for the questionnaire items using SPSS, the results were presented.

#### *Findings of Research Question 1*

##### **Descriptive Analysis Results**

The questionnaire data were evaluated to determine the response to the study's first research question (What are the students' perceptions towards NESTs and NNESTs teachers?). To provide a clear picture of students' overall impressions, items associated with NESTs and NNESTs were separated. The first section of the questionnaire, which is about students' opinions of language acquisition, is divided into two groups based on the items concerning NESTs and NNESTs. The second section of the questionnaire focuses on students' impressions of language instruction, while the third part focuses on students' perceptions of language assessment.

##### **Students' Perceptions on Language Learning**

The survey's first component inquired about students' views about language learning. The researcher investigated frequency, percentage, mean, and standard deviation separately to provide a complete understanding of students' overall perceptions. Items related to NESTs and NNESTs were separated into different tables to facilitate the interpretation of the results.

As indicated in Table 1, two negatively worded items had the highest means and percentages. For instance, 66.4 percent of students strongly disagreed and disagreed with item 17 ( $M=2.22$ ,  $SD=0.93$ ), which stated that English classes provided by NNESTs are boring. Likewise, 64.9 percent of st Similarly, 64.9 percent of students strongly objected and disagreed with a reversal item ( $M=2.34$ ,  $SD=0.80$ ), indicating that they are anxious when NNESTs think about them. SPSS was used to calculate these two items, which were in reverse order. Participants demonstrated that they did not feel worried when being taught by NNESTs and that the majority of them did not find

NNESTs' English courses boring as a consequence of their disagreement with these items. Furthermore, in item 5, nearly half of the students (40.3 percent,  $M=3.25$ ,  $SD=1.25$ ) stated that they are more motivated when they have NNESTs, and in item 3, 57.4 percent stated that NNESTs are better since they must learn the language on their own ( $M=3.60$ ,  $SD=1.11$ ). Nearly half of the students (44 percent,  $M=3.36$ ,  $SD=1.2$ ) agreed or strongly agreed with item 4, indicating that NNESTs always understand their inquiries and provide clear responses. In item 1, nearly half of the students (47 percent,  $M=3.51$ ,  $SD=1.20$ ) strongly agreed or agreed that they learn better from NNESTs since they speak the same language. Furthermore, 41 percent of students strongly agreed or agreed with item 7 ( $M=3.26$ ,  $SD=1.15$ ) that beginning English learners learn better when taught by teachers who speak their first language. However, 42.5 percent of students disagreed with item 5 ( $M=3.25$ ,  $SD=1.25$ ), whereas 41.8 percent strongly agreed or agreed with item 11 and claimed that they try to follow their NNESTs as a model ( $M=3.33$ ,  $SD=0.97$ ). When students' reactions to items related to language learning are studied, it is possible to conclude that they find NNESTs' lessons engaging and that they do not experience anxiety when being taught by NNESTs in general. Despite this, they assert that they seldom regard their NNESTs as models.

Table 1. *Students' Perceptions of Language Learning (for NNESTs)*

ITEMS	N	N*	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	SD	Mean	
			F	%	F	%	F	%	F	%				
1. I learn better from a NNEST because we speak the same language	134	0	0	00.0	37	27.6	34	25.4	21	15.7	42	31.3	1.20	3.51
2. I learn better from a NNEST because we share the same culture	134	0	0	00.0	42	31.3	33	24.6	28	20.9	31	23.1	1.15	3.36
3. NNESTs are better because they had to learn the language by themselves	134	0	0	00.0	31	23.1	26	19.4	42	31.3	35	26.1	1.11	3.60
4. NNESTs always understand my questions and provide clear answers.	134	0	0	00.0	46	34.3	29	21.6	24	17.9	35	26.1	1.20	3.36
5. I feel motivated when I have NNESTs.	134	0	0	00.0	57	42.5	23	17.2	18	13.4	36	26.9	1.25	3.25
7. Beginning English learners learn better if they are taught by teachers who share the same first language with them.	134	0	0	00.0	48	35.8	31	23.1	27	20.1	28	20.9	1.15	3.26
11. I try to follow my NNESTs as a model.	134	0	0	00.0	30	22.4	48	35.8	38	28.4	18	13.4	0.97	3.33
13. NNESTs are better than NESTS because they can understand my problems in learning English.	134	0	0	00.0	55	41.0	29	21.6	23	17.2	27	20.1	1.17	3.16
14. NNESTs encourage frequent questions and visits to their offices	134	0	0	00.0	53	39.6	49	36.6	14	10.4	18	13.4	1.02	2.98
16. I feel anxious when I am thought by a NNESTs (R)	134	0	15	11.2	72	53.7	34	25.4	13	9.7	0	00.0	0.80	2.34
17. English lessons taught by NNESTs are boring. (R)	134	0	31	23.1	58	43.3	29	21.6	16	11.9	0	00.0	0.93	2.22

Note. N\* represents the number of students who did not remark on the items.

Table 2 included questions about students' perspectives of language acquisition via the perspective of NESTs. As demonstrated in Table 2, half of the students strongly agreed and agreed that advanced learners can benefit from NEST instruction (41%), while the other half disagreed (percent 40.3) with item 8 ( $M=3.34$ ,  $SD=1.30$ ). Furthermore, when it came to item 10, 40.3 percent of them had no idea about listening to native English speakers because they are the most fluent ( $M=3.28$ ,  $SD=1.24$ ). Furthermore, 45.5 percent strongly disagreed or disagreed with the reverse item 6 indicating that they are worried when being taught by NESTs ( $M=2.69$ ,  $SD=1.15$ ).



Table 2. *Students' Perceptions of Language Learning (for NESTs)*

ITEMS	N	N*	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	SD	Mean	
			F	%	F	%	F	%	F	%				
6. I feel anxious when I am taught by NESTs. (R)	134	0	27	20.1	34	25.4	26	19.4	47	35.1	0	00.0	1.15	2.69
8. Advanced learners learn better when they are thought by NESTs.	134	0	0	00.0	54	40.3	25	18.7	11	8.2	44	32.8	1.30	3.34
9. NESTs encourage frequent questions and visits to their offices.	134	0	6	4.3	7	5.0	24	17.1	75	53.6	28	20.0	1.07	3.14
10. I prefer to listen to native speakers of English because they are the most fluent	134	0	0	00.0	43	32.1	54	40.3	12	9.0	25	18.7	1.24	3.28
12. I have sometimes sought out native speakers of English because I felt that my teacher's English was not good enough. (R)	134	0	17	12.7	43	32.1	38	28.4	36	26.9	0	00.0	1.00	2.69
15. I feel motivated when I have NESTs	134	0	0	00.0	41	30.6	38	28.4	31	23.1	24	17.9	1.08	3.28

Note. N\* represents the number of students who did not remark on the items.

### **Students' Perceptions on Aspects of Teaching (For NNESTs)**

The second section of the questionnaire included items that contrasted NESTs with NNESTs in terms of language teaching aspects. Table 3 shows the analysis of the responses to the NNESTs-related items. As evidenced by item number 22, more than half of the students (55.2 percent,  $M=3.00$ ,  $SD=1.25$ ) disputed that they prefer receiving grammar lessons from NNESTs because they present Turkish examples that illustrate English grammar. Similarly, in item 24, 49.3 percent ( $M=3.04$ ,  $SD=1.21$ ) of them disagreed and demonstrated that they prefer being taught vocabulary by NNESTs since they can explain the meaning of unfamiliar terms in Turkish. Furthermore, 38.8 percent of the students ( $M=3.53$ ,  $SD=1.15$ ) disagreed with item 18 in teaching oral skills, NNESTs are preferable since they are easier to understand. However, 40.3 percent of the respondents had no concept that NNESTs are useful outside of the classroom ( $M=3.28$ ,  $SD=1.04$ ). Furthermore, with item 29, 41 percent of students disagreed that NNESTs use up-to-date strategies that meet their needs as language learners ( $M=2.98$ ,  $SD=1.04$ ). Additionally, the majority of students (55.2 percent,  $M=3.57$ ,  $SD=0.96$ ) did not believe that NNESTs were more effective at teaching American and British culture than NESTs, as they strongly disagreed and disagreed with item 25. On the other hand, nearly half of the students (49.3%,  $M=3.04$ ,  $SD=1.21$ ) disagreed with item 24, which stated that students prefer being taught vocabulary by NNESTs because they can explain the meaning of unfamiliar words in Turkish, and 44 percent believed that learning English from NNESTs makes it difficult for them to participate in social life in the UK (or the USA) ( $M=3.30$ ,  $SD=1.04$ ). Moreover, 46.3 percent strongly agreed or agreed that NNESTs teach reading and writing better than NESTs ( $M=3.40$ ,  $SD=0.97$ ) in item 21. In conclusion, students believe that NNESTs are better at some parts of language teaching, such as grammar and vocabulary, and that NESTs will be better at other areas of language education, such as teaching oral skills, reading, writing, and subjects related to the language culture.

Table 3. *Students' Perceptions on Aspects of Language Teaching (for NNESTs)*

ITEMS	N	N*	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	SD	Mean	
			F	%	F	%	F	%	F	%				
18. In teaching oral Skills, NNESTs are better as they are easy to understand	134	0	0	00.0	52	38.8	28	20.9	29	21.6	25	18.7	1.14	3.20
21. NNESTs teach reading and writing better than NESTs.	134	0	0	00.0	28	20.9	44	32.8	43	32.1	19	14.2	0.97	3.40
22. NNESTs teach grammar better than NESTs.	134	0	0	00.0	38	28.4	43	32.1	34	25.4	19	14.2	1.02	3.25
23. I prefer taking grammar lessons from NNESTs because they provide Turkish examples that explain English grammar.	134	0	0	00.0	74	55.2	16	11.9	14	10.4	30	22.4	1.25	3.00
24. I prefer being taught vocabulary by NNESTs because they can give the meaning of the unknown words in Turkish.	134	0	0	00.0	66	49.3	26	19.4	13	9.7	29	21.6	1.21	3.04
25. NNESTs teach American and British culture better than NESTS	134	0	0	00.0	21	15.7	39	29.1	50	37.3	24	17.9	0.96	3.57
26. It is hard for Turkish students when their teacher is NNESTs. (R)	134	0	25	18.7	24	17.9	44	32.8	41	30.6	0	00.0	1.08	2.75
27. NNESTs do not consider class activities, games, and out-of-class activities as sources of learning English. (R)	134	0	27	20.1	26	19.4	46	34.3	35	26.1	0	00.0	1.07	2.66
28. NNESTs are helpful outside the classroom.	134	0	0	00.0	34	25.4	54	40.3	21	15.7	25	18.7	1.04	3.28
29. NNESTs implement up-to-date techniques that suit my needs as a language learner.	134	0	0	00.0	55	41.0	46	34.3	14	10.4	19	14.2	1.04	2.98
40. Learning English from NNESTs may not help me at all to learn about American culture.	134	0	0	00.0	30	22.4	48	35.8	34	25.4	22	16.4	1.00	3.36
41. Learning English from non-native teachers can make it difficult for me to be involved in social life in the UK (or the USA). (R)	134	0	0	00.0	39	29.1	26	26.9	39	29.1	20	14.9	1.04	3.30

Note. N\* represents the number of students who did not remark on the items.

The findings of the evaluation of the replies to the NESTs-related items are shown in Table 4. As shown in the Table 4, the majority of students (44.2 percent,  $M=3.46$ ,  $SD=1.14$ ) strongly agreed and agreed that studying speaking with NESTs forces them not to speak Turkish, and the majority (72.3 percent,  $M=3.33$ ,  $SD=1.25$ ) believed that speaking English correctly is more important than speaking fluently. Furthermore, 44.8 percent of students disagreed in item 37 that students generally do not understand corrections and comments from NESTs (R) ( $M=2.93$ ,  $SD=1.03$ ). Item 31 revealed that 36.6 percent of students ( $M=3.33$ ,  $SD=1.25$ ) disagreed that speaking English correctly is more essential than speaking fluently. As a consequence of these remarks, it is clear that students had various language needs and strategies to improve their language abilities.



Table 4. *Students' Perceptions on Aspects of Language Teaching (For NESTS)*

ITEMS	N	N*	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	SD	Mean	
			F	%	F	%	F	%	F	%				
19. In teaching oral skills, NESTs are better because they pronounce words more accurately	134	0	0	00.0	52	38.8	32	23.9	15	11.2	35	26.1	1.22	3.25
20. I prefer studying speaking with NESTs because this forces me not to speak Turkish.	134	0	0	00.0	34	25.4	41	30.6	23	17.2	36	26.9	1.14	3.46
30. NESTs are helpful outside the classroom.	134	0	0	00.0	45	33.6	37	27.6	13	9.7	39	29.1	1.22	3.34
31. Speaking English correctly is more important than speaking fluently.	134	0	0	00.0	49	36.6	33	24.6	11	8.2	41	30.6	1.25	3.33
37. Students often do not understand corrections and feedback from NESTs (R)	134	0	0	00.0	60	44.8	40	29.9	18	13.4	16	11.9	1.03	2.93

Note: N\* represents the number of students who did not remark on the items.

### **Students' Perceptions on Language Assessment**

The final section of the questionnaire focuses on students' impressions of language evaluation and contains NESTs and NNESTs-related issues. The responses to the items in Table 5 were evaluated. In response to the negatively phrased item 38, 60.5 percent of students strongly agreed and agreed that NNESTs did not frequently provide exams or quizzes to assess students' progress ( $M=3.66$ ,  $SD=0.89$ ). Furthermore, item 39, which was strongly agreed upon, indicates that students frequently do not grasp corrections and comments from NNESTs ( $M=3.62$ ,  $SD=0.97$ ). Furthermore, more than half of the students (52.2 percent) believed and strongly agreed that in order to be a successful English teacher, one needs to have both experience and training in English teaching ( $M=3.68$ ,  $SD=1.41$ ). In answer to item number 36, students strongly agreed and agreed that they would like to get feedback on assignments in Turkish rather than English (41 percent,  $M=3.20$ ,  $SD=1.11$ ).

Table 5. *Students' Perceptions on Language Assessment (for NNESTs)*

ITEMS	N	N*	Strongly Disagree		Disagree		No Idea		Agree		Strongly Agree	SD	Mean	
			F	%	F	%	F	%	F	%				F
32. To be a good English teacher, one must have both experience and training in teaching English.	134	0	0	00.0	49	36.6	15	11.2	0	00.0	70	52.2	1.41	3.68
33. NESTs are also helpful outside of the classroom.	134	0	19	14.2	13	9.7	58	43.3	44	32.8	0	00.0	0.99	2.95
34. NESTs implement up-to-date techniques that suit my needs as a language learner	134	0	19	14.2	13	9.7	58	43.3	44	32.8	0	00.0	1.05	3.08
35. I prefer English classes that include many examinations and quizzes.	134	0	36	26.9	18	13.4	27	20.1	53	39.6	0	00.0	1.24	2.72
36. I prefer that my assignments receive feedback in Turkish rather than English.	134	0	0	00.0	50	37.3	29	21.6	33	24.6	22	16.4	1.11	3.20
38. NNESTs don't often take tests or quizzes to measure students' progress.	134	0	0	00.0	15	11.2	38	28.4	58	43.3	23	17.2	0.89	3.66
39. Students often do not understand corrections and feedback from NNESTs.	134	0	0	00.0	21	15.7	36	26.9	50	37.3	27	20.1	0.97	3.62

Note. N\* represents the number of students who did not remark on the items.

### *Findings of Research Question 2*

#### **Examining Students' Perceptions Concerning Various Variables**

To answer the second research question, (*Do students' perceptions towards NESTs and NNESTs teachers differ according to their gender, department, education level, and English language background?*) the findings from the questionnaire were analyzed using SPSS. To examine the effect of factors on NESTs and NNESTs as a whole, independent two-sample t-test results (ANOVA) were used.

Table 6. *Based on gender-independent two-sample t-test results*

<b>Dimensions</b>	<b>Variab les</b>	<b>n</b>	<b><math>\bar{X}</math></b>	<b>SS</b>	<b>SH</b>	<b>t</b>	<b>SD</b>	<b>p</b>
Language Learning Dimensions	Female	105	53.14	8.05	.78	.959	132	.339
	Male	29	51.55	7.32	1.36			
Dimension of Language Proficiency Perception	Female	105	54.37	7.08	.69	.483	132	.630
	Male	29	53.65	7.03	1.30			
Dimension of Evaluation	Female	105	22.83	3.42	.33	.298	132	.766
	Male	29	22.62	3.66	.68			
Perception of Language Learning Total	Female	105	130.35	14.49	1.41	.815	132	.417
	Male	29	127.82	15.77	2.92			

As shown in Table 6. Language Learning ( $\bar{X}_{Female}=53.14$  ve  $\bar{X}_{Male}=51.55$ ), Language Proficiency Perception ( $\bar{X}_{Female}=54.37$  ve  $\bar{X}_{Male}=53.65$ ), Dimensions of Evaluation ( $\bar{X}_{Female}=22.83$  ve  $\bar{X}_{Male}=22.62$ ) and Perception of Language Learning Total differs according to gender. However, it was concluded that the difference in mean scores between female and male students was not statistically significant ( $p>0.05$ ). According to these data, male and female students had similar perceptions of language learning, language proficiency perception, dimensions of evaluation, and perception of language learning.

Table 7. *One-way analysis of variance findings according to the faculties/schools*

Descriptive Statistical Results					One-Way ANOVA Results					
Dimension	Variables	n	$\bar{X}$	SS	Variance Comparison	Total of Squares	SD	Squares of the Mean	F	p
Language Learning	Arts and Sciences Faculty	10	58.60	7.86	Between Groups	549.92	5	109.98	1.81	.115
	Theology Faculty	18	54.50	9.38	Within Groups	7759.63	128	60.62		
	Education Faculty	63	51.44	6.22	Total	8300.56	133			
	Health Faculty	25	51.96	8.33						
	Vocational School	9	54.55	11.11						
Faculty of Economics	9	53.00	9.00							
Language Proficiency	Arts and Sciences Faculty	10	58.70	9.53	Between Groups	428.88	5	85.76	1.78	.123
	Theology Faculty	18	53.00	5.32	Within Groups	6185.90	128	48.32		
	Education Faculty	63	54.87	6.53	Total	6614.72	133			
	Health Faculty	25	51.96	6.77						
	Vocational School	9	53.11	8.43						
Faculty of Economics	9	55.11	8.41							
Evaluation	Arts and Sciences Faculty	10	24.30	4.16	Between Groups	64.49	5	12.90	1.08	.376
	Theology Faculty	18	22.94	2.31	Within Groups	1533.65	128	11.98		
	Education Faculty	63	22.73	3.07	Total	1598.14	133			
	Health Faculty	25	21.88	4.14						

	Vocational School	9	22.33	4.27				
	Faculty of Economics	9	24.22	4.23				
Perception	Arts and Sciences Faculty	10	141.6	7.86	Between Groups	1943.09	5	388.62
of	Theology Faculty	18	130.4	9.38	Within Groups	27003.86	128	210.97
Language	Education Faculty	63	129.0	6.22				
Learning	Health Faculty	25	125.6	8.33				
Total	Vocational School	9	130.0	11.11	Total	28946.95	133	1.84 .109
	Faculty of Economics	9	132.3	9.00				

As shown in Table 7. Language Learning ( $\bar{X}_{\text{Arts\&Sciences}}=58.60$ ,  $\bar{X}_{\text{Theology}}=54.50$ ,  $\bar{X}_{\text{Education}}=51.44$ ,  $\bar{X}_{\text{Health}}=51.96$ ,  $\bar{X}_{\text{Vocational}}=54.55$  ve  $\bar{X}_{\text{Economics}}=53.00$ ) Language Proficiency ( $\bar{X}_{\text{Arts\&Sciences}}=58.70$ ,  $\bar{X}_{\text{Theology}}=53.00$ ,  $\bar{X}_{\text{Education}}=54.87$ ,  $\bar{X}_{\text{Health}}=51.96$ ,  $\bar{X}_{\text{Vocational}}=53.11$  and  $\bar{X}_{\text{Economics}}=55.11$ ), Evaluation ( $\bar{X}_{\text{Arts\&Sciences}}=24.30$ ,  $\bar{X}_{\text{Theology}}=22.94$ ,  $\bar{X}_{\text{Education}}=22.73$ ,  $\bar{X}_{\text{Health}}=21.88$ ,  $\bar{X}_{\text{Vocational}}=22.33$  ve  $\bar{X}_{\text{Economics}}=24.22$ ) dimensions and Perception of Language Learning Total points ( $\bar{X}_{\text{Arts\&Sciences}}=141.6$ ,  $\bar{X}_{\text{Theology}}=130.4$ ,  $\bar{X}_{\text{Education}}=129.0$ ,  $\bar{X}_{\text{Health}}=125.6$ ,  $\bar{X}_{\text{Vocational}}=130.0$  and  $\bar{X}_{\text{Economics}}=132.3$ ) were different according to the students' faculty or school. However, the difference in the mean scores of students' faculty or school was considered to be statistically insignificant ( $p>0.05$ ). According to these data, students from various faculties or institutions had comparable perceptions of language learning, language proficiency perception, assessment aspects, and perception of language learning.

Table 8. *One-way analysis of variance findings according to students' grade*

Dimension	Descriptive Statistical Results				One-Way ANOVA Results					
	Variables	n	$\bar{X}$	SS	Variance Comparison	Total of Squares	SD	Squares of the Mean	F	p
Language Learning	1. Grade	64	52.53	7.78	Between Groups	188.48	3	62.82	1.06	.393
	2. Grade	27	53.96	7.76	Within Groups	8121.07	130			
	3. Grade	30	51.26	9.04	Total	8309.56	133	62.47		
	4. Grade	13	55.23	5.46						
Language Proficiency	1. Grade	64	54.57	7.78	Between Groups	6507.30	3	35.80	.72	.545
	2. Grade	27	54.85	7.76	Within Groups	6614.72	130			
	3. Grade	30	52.56	9.04	Total	1470.82	133	50.05		
	4. Grade	13	54.92	5.46						
Evaluation	1. Grade	64	21.84	7.32	Between Groups	1598.14	3	42.44	3.75	.013
	2. Grade	27	24.24	7.68	Within Groups	679.18	130			
	3. Grade	30	23.40	5.94	Total	28267.7	133	11.31		
	4. Grade	13	23.00	6.84						
Perception of Language Learning Total	1. Grade	64	128.9	15.18	Between Groups	188.48	3	226.39	1.04	.377
	2. Grade	27	133.0	16.47	Within Groups	8121.07	130			
	3. Grade	30	127.2	12.99	Total	8309.56	133	217.44		
	4. Grade	13	133.1	12.19						

As shown in Table 8. Language Learning ( $\bar{X}_{1,\text{grade}}=52.53$ ,  $\bar{X}_{2,\text{grade}}=53.96$ ,  $\bar{X}_{3,\text{grade}}=51.26$  ve  $\bar{X}_{4,\text{grade}}=55.23$ ) Language Proficiency Perception ( $\bar{X}_{1,\text{grade}}=54.57$ ,  $\bar{X}_{2,\text{grade}}=54.85$ ,  $\bar{X}_{3,\text{grade}}=52.56$  ve  $\bar{X}_{4,\text{grade}}=54.92$ ), Evaluation ( $\bar{X}_{1,\text{grade}}=21.84$ ,  $\bar{X}_{2,\text{grade}}=24.24$ ,  $\bar{X}_{3,\text{grade}}=23.40$  ve  $\bar{X}_{4,\text{grade}}=23.00$ ) dimensions and Perception of Language Learning Total points ( $\bar{X}_{1,\text{grade}}=128.9$ ,  $\bar{X}_{2,\text{grade}}=133.0$ ,  $\bar{X}_{3,\text{grade}}=127.2$  ve  $\bar{X}_{4,\text{grade}}=133.1$ ) differed according to the students grades. The difference in the mean scores of students' grades, however, was considered to be statistically insignificant ( $p>0.05$ ). According to these data, students of different grades have comparable perceptions of language learning, language proficiency perception, evaluative aspects, and perception of language learning.

On the other hand, as can be seen in Table 8., it was determined that the Evaluation dimension mean scores of the students who were studying in different classes differed significantly ( $p<0.05$ ). To determine at which class levels this difference was, the variances of the evaluation dimension mean score were examined according to the class level and it was determined that the variances generally showed a homogeneous distribution. However, as shown in Table 8, the mean evaluation dimension scores of students learning in various classes differed considerably ( $p<0.05$ ). To establish which class levels this difference existed, the variances of the evaluation dimension mean score was evaluated by class level, and it was discovered that the variances had a generally homogeneous distribution (Levene's= .644,  $p=588>0.05$ ). In this case, analyses were repeated using Tukey, one of the post-hoc tests, to determine the classes that were the source of the difference. The research revealed that the mean score of students in their second year differed substantially from that of students in their first year ( $p<0.05$ ). According to this result, second-grade students' views of language learning assessment are greater than those of first-grade students. The fundamental reason for this situation is that language instruction is often confined to the first year, and second-year students are the group that has completed the entire process at least at their university.

Tablo 9. *One-way analysis of variance findings according to the length of time spent learning a language?*

Dimension	Descriptive Statistical Results				One-Way ANOVA Results					
	Variables	n	$\bar{X}$	SS	Variance Comparison	Total of Squares	SD	Squares of the Mean	F	p
Language Learning	1-3 years	32	55.65	8.110	Between Groups	504.20	3	168.06	2.80	.043
	4-6 years	18	50.33	6.928	Within Groups	7805.35	130			
	7-10 years	29	53.79	8.953	Total	8309.56	133	60.04		
	11-14 years	55	51.41	7.078						
Language Proficiency	1-3 years	32	54.09	6.702	Between Groups	76.46	3	25.48	.507	.678
	4-6 years	18	53.61	7.171	Within Groups	6538.26	130			
	7-10 years	29	55.62	8.22	Total	6614.72	133	50.29		
	11-14 years	55	53.74	6.63						
Evaluation	1-3 years	32	23.00	3.80	Between Groups	35.69	3	11.89	.990	.400
	4-6 years	18	22.61	3.46	Within Groups	1562.45	130			
	7-10 years	29	23.62	3.06	Total	1598.14	133	12.01		
	11-14 years	55	22.29	3.46						
Perception of Language Learning Total	1-3 years	32	132.7	14.96	Between Groups	1073.90	3	357.97	1.67	.177
	4-6 years	18	126.5	13.4	Within Groups	27873.04	130			
	7-10 years	29	133.0	16.82	Total	28946.95	133	214.40		
	11-14 years	55	127.4	13.55						

As shown in Table 9. Language Learning ( $\bar{X}_{1-3\text{years}}=55.65$ ,  $\bar{X}_{4-6\text{years}}=50.33$ ,  $\bar{X}_{7-10\text{years}}=53.79$  ve  $\bar{X}_{11-14\text{years}}=51.41$ ) Language Proficiency Perception ( $\bar{X}_{1-3\text{years}}=54.09$ ,  $\bar{X}_{4-6\text{years}}=53.61$ ,  $\bar{X}_{7-10\text{years}}=55.62$  ve  $\bar{X}_{11-14\text{years}}=53.74$ ), Evaluation ( $\bar{X}_{1-3\text{years}}=23.00$ ,  $\bar{X}_{4-6\text{years}}=22.61$ ,  $\bar{X}_{7-10\text{years}}=23.62$  ve  $\bar{X}_{11-14\text{years}}=22.29$ ) dimensions ve Perception of Language Learning Total points ( $\bar{X}_{1-3\text{years}}=132.7$ ,  $\bar{X}_{4-6\text{years}}=126.5$ ,  $\bar{X}_{7-10\text{years}}=133.0$  ve  $\bar{X}_{11-14\text{years}}=127.4$ ) differed according to the length of time spent learning a language.

According to these findings, students with comparable views of language learning, language proficiency perception, dimensions of evaluation, and perception of language learning had similar perceptions of language learning. The assessment dimension mean scores for the length of time students spent learning a language did not differ significantly ( $p>0.05$ ). According to these findings, students who have spent a significant amount of time studying the language have comparable perceptions of language learning, language proficiency perception, dimensions of evaluation, and perception of language learning in general. However, as shown in Table. 9, it was established that the mean scores of the students' length of time spent studying the language differed considerably ( $p<0.05$ ). The variations of the evaluation dimension mean score was investigated according to the year of study to discover which years this discrepancy occurred, and it was established that the variances typically exhibited a homogenous distribution (Levene's= 1.214,  $p=.588>0.05$ ). In this case, analyses were repeated using Tukey, one of the post-hoc tests, to determine which years were responsible for the difference. The study revealed that the students' mean score, length of time spent learning the language 1-3, and 11-14 differed significantly from the other students ( $p<0.05$ ). According to this finding, students who have studied the language for 11-14 years had a greater sense of language learning assessment than the students who have studied the language for 1-3 years. The main reason for this situation is thought to be the limited learning period of 1-3 years for language learning, as well as the fact that 11-14 years the language students are the group who has completed the entire process or have studied for a longer period.

Tablo 10. *One-way analysis of variance findings according to students' perception of language proficiency*

Descriptive Statistical Results					One-Way ANOVA Results					
Dimension	Variables	n	$\bar{X}$	SS	Variance Comparison	Total of Squares	SD	Squares of the Mean	F	p
Language Learning	A1	54	51.87	7.610	Between Groups	113.43	4	28.35	.446	.775
	A2	46	53.63	8.78	Within Groups	8196.12	129			
	B1	15	54.06	7.52						
	B2	17	52.64	7.27	Total	8309.56	133	63.53		
	C1	2	50.50	3.53						
Language Proficiency	A1	54	52.38	6.38	Between Groups	370.18	4	92.54	1.92	.112
	A2	46	55.80	7.55	Within Groups	6244.53	129			
	B1	15	56.26	7.06						
	B2	17	53.70	6.38	Total	6614.72	133	48.40		
	C1	2	56.00	12.72						
Evaluation	A1	54	22.7	3.10	Between Groups	38.77	4	9.69	.802	.526
	A2	46	23.17	3.80	Within Groups	1559.31	129			
	B1	15	22.33	3.90						
	B2	17	22.76	3.21	Total	1598.14	133	12.08		
	C1	2	19.00	4.242						
Perception of Language Learning Total	A1	54	127.0	13.89	Between Groups	954.40	4	238.60	1.10	.360
	A2	46	132.6	16.32	Within Groups	27992.55	129			
	B1	15	132.6	16.33						
	B2	17	129.1	10.87	Total	28946.95	133	216.99		
	C1	2	125.5	12.02						

As shown in Table 10. language learning ( $\bar{X}_{A1}=51.87$ ,  $\bar{X}_{A2}=53.63$ ,  $\bar{X}_{B1}=54.06$ ,  $\bar{X}_{B2}=52.64$ , and  $\bar{X}_{C1}=50.50$ ) language proficiency perception ( $\bar{X}_{A1}=52.38$ ,  $\bar{X}_{A2}=55.80$ ,  $\bar{X}_{B1}=56.26$ ,  $\bar{X}_{B2}=53.70$ , and  $\bar{X}_{C1}=56.00$ ), evaluation ( $\bar{X}_{A1}=22.7$ ,  $\bar{X}_{A2}=23.17$ ,  $\bar{X}_{B1}=22.33$ ,  $\bar{X}_{B2}=22.76$ , and  $\bar{X}_{C1}=19.00$ ) dimensions and perception of language learning total ( $\bar{X}_{A1}=127.0$ ,  $\bar{X}_{A2}=132.6$ ,  $\bar{X}_{B1}=132.6$ ,  $\bar{X}_{B2}=129.1$ , ve  $\bar{X}_{C1}=125.5$ ) differs according to perceived level of the language.

According to these findings, students' perceived levels of language learning had comparable views of language learning, language proficiency perception, dimensions of evaluation, and perception of language learning in general. The mean scores of the students' assessed level of the language on the evaluation dimension did not differ significantly ( $p>0.05$ ). According to these findings, the students' perceived level of the language had comparable views of language learning, language proficiency perception, dimensions of evaluation, and perception of language learning in general.

### ***Findings of Research Question 3***

#### **Content Analysis: Answers to Open-Ended Questions**

In this section, five open-ended questions were developed for participants, and content analysis was used to generate codes, categories, and themes.

#### **Weakness and strengths of Native and Non-native teachers**

##### ***Open-ended Question 1:***

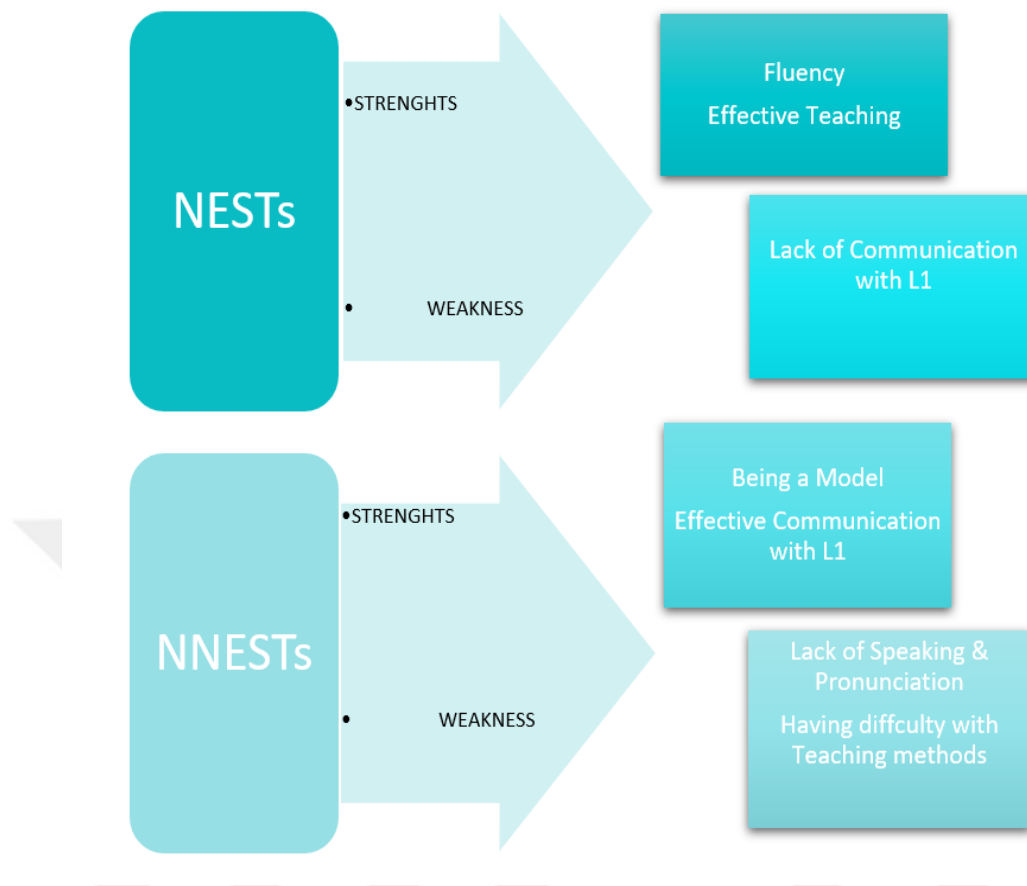


Figure 2. Strengths and Weaknesses of NESTs and NNESTs

In the first open-ended question (*What do you think about the strengths and weaknesses of NESTs and NNESTs? Please explain.*) the students were asked about the strengths and weaknesses of NESTs and NNESTs. When the responses were analyzed, it was shown that NESTs speak more fluently and efficiently, have a better command of the language, and have a richer vocabulary knowledge. On the other hand, students indicated that NNESTs comprehend their questions better, have superior communication skills, and have passed through exemplary language learning processes.

**Extract 17:**

*While native English speakers are more likely to deliver a more fluent and understandable lesson, teachers whose first language is not English may be less skilled in this area. It is simpler to communicate with teachers whose first language is not*

*English; at the very least, they speak Turkish on occasion. We struggle to comprehend native English speakers.*

This student's point of view expresses parallel opinions on NEST and NNEST from two distinct publications in the literature. In line with this view Phillipson (1992) asserts that NESTs have greater skill in showing fluent, idiomatically suitable language and comprehending the cultural connotations of the language. On the other hand, Al Omrani (2008) states that NNESTs share L1 with learners, which enables learners to communicate with teachers both inside and outside the classroom, and additionally, NNESTs encourage learners to ask questions without regard for the language barrier.

**Extract 19:**

*NNESTs may struggle to speak, and I don't believe they have any strengths. NESTs can improve class efficiency and information; I believe they will excel in literacy, pronunciation, and lesson management. I don't believe they have any problems in class.*

**Extract 22:**

*The benefits of a native English speaker because it is his native tongue, he can produce words that conform to patterns and daily life. Benefits of teachers whose first language is not English; because he understands how students learn best, he can present ideas in a way that they will comprehend.*

In agreement with this student's point of view, Denis (1974) expressed half a century ago that people may grasp the process of knowing and comprehending the world through their mother tongue, and besides, according to psychologists, a young child's discovery of his surroundings and cognitive growth is also dependent on his mother tongue.

**Extract 27:**

*Native English speakers have the advantage of teaching students more effectively, but their disadvantage is that they do not speak the same language as the students.*

In the stated extract, NEST teachers have difficulty in communicating with students with L1 because NEST only speaks English and encourages students to speak English. In parallel with the above-stated student view, Benke and Medgyes (2005) revealed in their study that NESTs encourage English language learners to communicate in English. In this context, when communicating with students, NESTs face the language barrier as well.

**Extract 39:**

*Native English teachers speak and pronounce English more accurately than non-native speakers. Non-native teachers, on the other hand, communicate with students better than native-speaking teachers.*

This student's view is coherent with Tang's (1997) claim. In his study Tang (1997) asserts that NESTs are preferred by EFL students because of their superiority in fluency and pronunciation of the English language. On the other hand, according to Benke and Medgyes (2005), cultural and L1 differences between NESTs and learners frequently cause students' language difficulties unanswered and create a communication breakdown inside the classroom.

### Preferences of Students for NESTs and NNESTs

#### Open-ended Question 2:

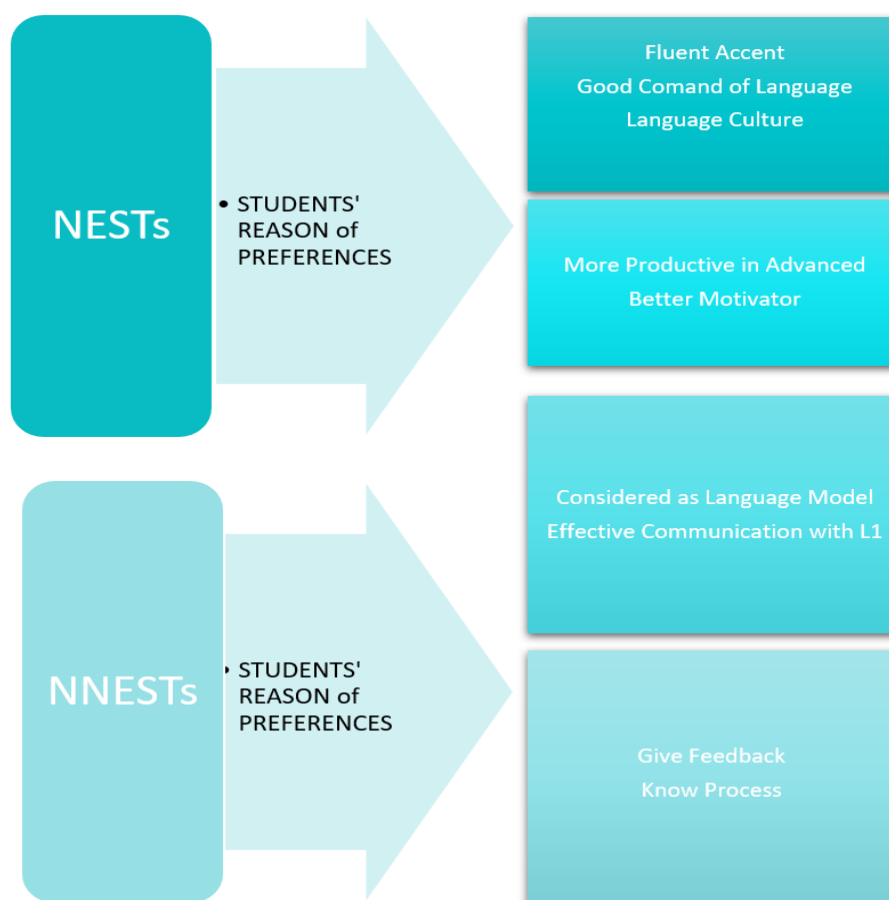


Figure 3. Reason of Preference of NESTs and NNESTs

In the second open-ended question (*I prefer a native English teacher as my English teacher because...*) students were asked why they prefer English teachers who speak English as their first language. According to the responses to this question, it was revealed that the majority of students preferred NESTs because of their accent, grammar, culture, and passion for language learning, and besides, they preferred NESTs since their contribution was significantly more efficient at the advanced level.

**Extract 3:**

*A native English speaker, in my opinion, is more knowledgeable about English. In my opinion, native speakers have full command of the English language in all respects.*

**Extract 12:**

*In terms of increasing pronunciation and speaking abilities, I prefer a teacher whose mother language is English since I can improve my grammatical knowledge very well even if I know the sentence structure extremely well.*

In line with the expressed thought Mahboob (2004) asserts that NNESTs do not serve as role models for students in terms of speaking abilities. NESTs are born with the ability to speak fluently. NESTs can employ diverse elements of speech such as mimic and intonation more effectively since they do not struggle to choose phrases when speaking. As a result, they can perform more energetically in class.

**Extract 27:**

*I believe that learning from a native speaker will be more effective and accurate.*

**Extract 30:**

*Because English education in our nation is mainly rote-based, I prefer to learn from a native speaker in order to develop myself and practice my speaking.*

**Open-ended Question 3:**

The third question (*I prefer a non-native English teacher as my English teacher because...*) asked the students to explain why they preferred a non-native English language teacher over a native English language teacher as an English teacher. When the responses were examined, it was shown that students preferred teachers whose first language was not English for a variety of reasons, including communication, greater feedback, knowing the same language, and motivation of students. Furthermore, several students responded that they did not want to prefer NNESTs over other options.

**Extract 4:**

*In class, I have a better understanding of NNESTs. At the first level of English, I favor NNEST.*

NNESTs are favored since core language competencies are taught at the introductory level and students do not have a sufficient understanding of topics such as speaking and pronunciation. In his explanation, Medgyes (1999) states that NNESTs are concerned mostly with grammar and pay minimal attention to pronunciation and vocabulary.

**Extract 9:**

*Non-native instructors' explanations of terms that don't make sense to me provide an opportunity to learn them and share with students how they learned the language in their own lives and through which channels.*

**Extract 12:**

*Communication: If I prefer a teacher whose native language is not English, I will be able to contact my teacher about a subject that I do not understand and explain my concern in my native language. I would rather express myself freely.*

In line with the stated thought Cook (2001), for example, says that using LI when talking with students about subjects they are struggling with or explaining exam instructions to them in L1 is more beneficial. Students may be stuck with the language barrier in language learning class if they are unable to express a subject that they are struggling with.

**Extract 17:**

*Because my English isn't very excellent, it would be preferable to have someone who can make Turkish translations sometimes.*

In terms of underlining the value of translation when a student demands translation on a subject, Al Omrani's (2008) study in Saudi Arabia expresses that monolingual language teachers are difficult to understand from the perspective of some beginning learners because they cannot translate specific words or idioms in the students' native language. It is also vital for students' attitudes toward the lesson that they contact their teachers with the help of L1 on the issues with which they are struggling. Because many students, particularly adolescent students, are afraid of being ridiculed by their peers for a question they are unable to express in class.

**Open-ended Question 4:**

The fourth question (*Do you want to learn English from native English speakers as well as non-native English speakers? Why? Please elaborate*) inquired about the

reasons for wanting to take lessons from both NESTs and NNESTs. When the students' answers were reviewed, it was shown that they preferred both kinds of teachers in terms of comparing differences and learning outcomes. Both teachers were chosen for the development of various communication skills and theoretical-practical knowledge. However, students disagree that having two kinds of teachers can also lead to confusion. As Al Omrani (2008) states cooperation between NNESTs and NESTs provides these teachers with an excellent opportunity to develop appropriate ESL/EFL curricula. Furthermore, students favored NESTs especially for speaking classes and upper level of English.

**Extract 4:**

*Yes, while studying English as a foreign language, I believe I would like to begin by taking classes from a teacher whose first language is not English. And I want his/her mother tongue to be similar to mine. In that way, I won't have as much trouble and will be ready for the following stages. Then I'd want to study English from a native speaker. This method, in my opinion, is quite beneficial.*

**Extract 11:**

*I'd want to have both types of teachers. I can communicate more easily with a non-native English speaker, and I rely more on a native English speaker's language training.*

**Extract 13:**

*I'd want to see the difference. I'd prefer a native English speaker for upper levels*

**Extract 27:**

*I'd want to have NESTs since the native English speaker is quite familiar with the language, and the NNESTs will make the teaching easier and more clear.*

**Extract 39:**

*I will get more practice and learn more if I take lessons from a native English speaker. I'll be able to communicate better if I take lessons from a non-native English speaker.*

**Open-ended Question 5:**

In the last question; They were asked to respond to the question (*Do you believe that it will contribute to the participation of native/non-native English language teachers at different levels of the English course*) and explain their reasoning. The students feel that

native English speakers will assist them more at advanced levels and that their speaking abilities will improve. Students reasoned that if they took classes from teachers whose first language was not English, their grammatical knowledge would improve and they would be able to distinguish between the two teachers.

**Extract 7:**

*Because I will not be able to speak English at a sufficient level, I may take lessons from a teacher whose native language is Turkish at a basic level, allowing me to readily ask questions throughout the course. Taking lessons from an experienced native English speaker gives me the impression of communicating with a true foreigner, which motivates me to learn.*

**Extract 18:**

*In grammar classes, I would like a native English speaker. Because I believe they can have more command over the language's functions.*

**Extract 25:**

*I believe it will help since language is not only limited to grammar but also enables information sharing in mutual communication.*

**Extract 30:**

*I think that if students with low levels attend a teacher who speaks almost entirely in English, the student will not be able to get any benefit from that class, but the case will be different for students who have achieved a certain level.*

Finally, when the students' replies to open-ended questions were evaluated generally, it was discovered that the participants did not have a single teacher preference. While students preferred NESTs in terms of having the opportunity to improve their speaking skills, communicate with a teacher from a different culture, and having a stronger and excellent knowledge of the English language, they preferred NNESTs in terms of being able to convey grammatical concepts more clearly, having more familiarity with language teaching approaches because they had gone through the same language learning process and NNESTs speak the same language as the students so NNESTs can provide explanatory information and communicate with students more effectively.

## 4. DISCUSSION AND CONCLUSION

### Introduction

In this study, students' perceptions of NESTs and NNESTs teachers in online education were investigated. To achieve high validity, the study's scope was enlarged by employing a multiple research design. Aside from mixed-method data, which added depth and richness to the study, the results from qualitative and quantitative data were usually supported by each other. The quantitative technique offered statistics for interpreting questionnaire replies, and the qualitative data gave participants' ideas regarding the research. The findings show that NESTs and NNETs have unique qualifications, cultural backgrounds, and academic backgrounds that affect their positive and negative outcomes. According to general participant comments, whereas NESTs were seen to have a greater command of the language, NNESTs were thought to be more successful when it came to language learning techniques and procedures. In other words, students believe that attending English courses from both teacher groups would help them with their language learning processes.

### Discussion of the Results

#### *Discussion of Research Question 1*

In this study, students' perceptions of NESTs and NNESTs teachers in online education were explored in accordance with the research questions. The first research question (*What are the students' perceptions towards NESTs and NNESTs teachers*) aims to elicit the students' perceptions of NESTs and NNESTs in terms of language learning, language teaching, and language assessment. As indicated in the research, opinions on various characteristics of both groups of teachers were presented. This study revealed that students prefer NNESTs teachers because they share the same culture, language, and learning processes. This conclusion is corroborated by various studies presented in the literature (Benke & Medgyes, 2005; Reves & Medgyes, 1994; Tsou & Chen, 2019). According to Benke and Medgyes (2005), when a student and teacher have the same mother language, students receive more feedback and have more opportunities for communication. Additionally, it is critical for student's achievement that the learner receives feedback from the teacher in L1.

According to the findings of this study, students do not differentiate between the two types of teachers and do not agree that one is superior to the other. On the other hand, it has been discovered that taking lessons from NESTs and NNETs does not cause students to be concerned or anxious. According to some studies in the literature (Tsou & Chen, 2019), students suffer nervousness when taking classes from NEST teachers, which might be due to students' in-class attitudes being influenced by their cultural origins. Another study conclusion found that NESTs were perceived as more friendly and pleasant because they accepted or encouraged more willingly office visitors. This conclusion is consistent with the findings of other studies (Alghofaili & Elyas 2017). This circumstance may have arisen as a result of NESTs' desire to strengthen their interpersonal interactions more, given that they educate in a foreign culture and society. Ustunluoglu (2007) concluded that NESTs teachers make the lesson more engaging by greeting students by name, using effective body language, and making students feel appreciated in their study.

This study did not clearly demonstrate a preference for NESTs at higher levels of English. However, there were some discrepancies between the questionnaire replies and the thoughts indicated in the open-ended questions concerning this statement. In their replies to open-ended questions, students mostly stated that having courses from NESTs at the advanced level of English would be much more acceptable for them. Furthermore, several studies have found that students seek to study intermediate or advanced levels of English from NESTs (Benke & Medgyes, 2005; Llorca & Huguet, 2003; Moussu, 2006; Reves & Medgyes, 1994; Tsou & Chen, 2019). Furthermore, Ma (2012) discovered in her study that the major strength of NNETs is their awareness of students' learning requirements, challenges, and capabilities. This expertise is most likely the result of NNET's L2 learning experiences, knowledge with local education and assessment systems, and shared L1 with students.

Another outcome of this study was that NNETs teachers' contact with students using L1 on issues that are not understood or require explanation had a favorable influence on the learning and teaching processes. According to the findings of his study, Zulfikar (2019) discovered that in a foreign language lesson, utilizing the mother tongue assists students to ask questions about issues they don't know or comprehend more readily, as well as code-switching. Furthermore, J. Lee (2010) noted that NNETs, based on their own language learning experiences, know better the effective and

ineffective techniques that students may learn and will offer a better example for students at initial phases.

This study discovered that students are neither motivated nor uninspired by classes with NESTs or NNESTs, which contradicts previous studies (Alsewed, 2012; S. Tatar, 2019). S. Tatar (2019) found that most English learners are more motivated in classes with NNESTs teachers because NNESTs teachers provide a positive example and inspire people to learn English. The students who participated in the survey did not have a good notion of the real class performance of teachers since they attended their English lessons online and did not have a face-to-face communication setting in the classroom, which is assumed to be the source of this opposite outcome. However, the survey revealed that the majority of students are unwilling to take grammar lessons from NNESTs. This conclusion contradicts the findings of other studies (Medgyes, 2001; Lasagabaster & Sierra 2002). According to Reves and Medgyes (1994), the most prevalent difficulty area of the English language was believed to be vocabulary, which comprised idioms and appropriacy. Vocabulary defies mastering because it is endless in the English language and may be utilized in an infinite number of scenarios.

Students favor NNESTs for reading and writing lessons. Mahboob (2004) suggests that both NESTs and NNESTs must learn how to write in order to become good writers. Unlike oral skills, which are acquired by birth in an English-speaking environment, reading skills can be acquired through effort and determination. On the other hand, the study found that students prefer to take speaking classes with NESTs. This finding supports other studies conducted in the literature (Benke & Medgyes, 2005; Çakır & Demir, 2013; Ma, 2012; Tsou & Chen, 2019). This conclusion corroborates researches and demonstrates that students are aware of which language skill the teachers would be more beneficial to the students, and this idea was expressed as if this was intrinsic knowledge, even though studies were conducted in various regions of the world.

Another conclusion of this study indicated that NNESTs are regarded as a model for English learning because, as someone who has already gone through the same procedures, it is acceptable to believe that NNESTs have a better knowledge of language learning processes. This finding confirms Medgyes' (1994) NNEST hypotheses, which state that NNESTs can serve as a suitable learner model for imitation. In terms of the cultural background of the English language, the study's

findings reveal that NESTs are seen to teach better about the language's culture; this result validates Ma (2012), who claims that one of the primary limitations of NNESTs is a lack of awareness of American and British culture.

One of the findings is that NESTs and NNESTs are both regarded as equal motivators. Students do not express a strong preference for NESTs; this might be because their NNESTs teachers are well skilled and equipped to satisfy their needs. In some research, however, NESTs are found to be more effective motivators in the classroom (Çakır & Demir, 2013; Ma, 2012).

### ***Discussion of Research Question 2***

The second research question (*Do students' perceptions towards NESTs and NNESTs teachers differ according to their gender, department, education level, and English language background?*) aims to elicit information on students' perceptions of NESTs and NNESTs regarding their gender, department, education level, and English language proficiency. Statistical insignificance or difference in mean scores of both male and female students reported that students had comparable views of language competency, evaluation dimensions, and perception of language acquisition. It is thought that the gender of the students was ineffectual in their approach to the issue, which might be due to the fact that their learning environment was the same. Similarly, the difference in mean scores of students' faculty or school stated that students from different faculties or schools had similar views of language proficiency, evaluation aspects, and perception of language learning. It is believed that the students' faculty was ineffective in their response to the issue, which might be owing to their similar linguistic backgrounds. Besides, students of various grades show similar views of language learning, language proficiency perception, evaluative aspects, and perception of language learning. On the other hand, the assessment dimension mean scores of students learning in different classes differed significantly. Some other statistical analyses were used in order to understand in which class this difference occurred, it was determined that the variances had a typically homogenous distribution. The reason for this might be because they had varying years of academic experience. Additionally, students who have spent time significant amount of time show similar views of language learning, language proficiency perception, evaluative aspects, and perception of language learning. On the

other hand, the evaluation dimension mean scores of students' length of time spent for the language differed considerably. Some other statistical analyses were used in order to understand in which class this difference occurred, it was determined that the variances had a typically homogenous distribution. The reason for this might be because students who have studied the language for a longer period had a greater sense of language learning assessment than the students who have studied for a shorter period. Lastly, the difference in mean scores of students' perception of language proficiency reported that students had comparable views of language competency, evaluation dimensions, and perception of language acquisition. As the reason for this, it is thought that there would be a difference if the students were evaluated according to a national or internationally accepted language exam result, not their own perceived language levels.

### ***Discussion of Research Question 3***

The third research topic (*What are students' experiences and views about learning English from NESTs and NNESTs?*) examines students' perceptions and experiences with NESTs and NNESTs. To conduct content analysis, students were asked five open-ended questions. Based on their replies, categories, themes, and codes were generated.

The first open-ended question (*What do you think about the strengths and weaknesses of NESTs and NNESTs? Please explain.*) concerned the advantages and disadvantages of NESTs and NNESTs. The study discovered that students' thoughts of the strengths and weaknesses of NESTs and NNESTs are consistent with those found in the literature (Benke & Medgyes, 2005; Çakır & Demir, 2013; Ma, 2012; Tsou & Chen, 2019). As a recognized strength of NESTs, this study found that they are more successful at enhancing students' speaking abilities, and their good command of the language has a beneficial influence on students. The fact that similar opinions were stated in studies conducted in many nations demonstrates that students' requirements are comparable (Arva & Medgyes, 2000; Tsou & Chen, 2019). On the other hand, students believe that by demonstrating effective communication skills, NNESTs will be able to offer positive feedback to students and serve as a good role model for L2 learners, since they undergo the same learning processes as students. Milambiling (2000) asserts that NNESTs can act as role models for their students since they are skilled L2 users who utilize two languages simultaneously. However, when it comes to NESTs' weaknesses, the study discovered that they're unable to teach effectively since they have been unable to adequately communicate with students who have spoken L1. It is believed that

students' inability to grasp NEST teachers entirely as a result of a lack of L2 language skills may create a communication barrier. Phillipson (1992) addresses the issue by stating that NESTs who lack sufficient training and communication skills may end up doing more harm than good to learners because of their lack of familiarity with the student's native language. In terms of NNESTs' weaknesses, the study suggests that because of their lack of a comprehensive grasp of the language, they may struggle with speaking and pronunciation. Tang (1997) demonstrates that NESTS outperforms NNESTs in terms of speaking, pronunciation, listening, and vocabulary abilities in his study. The replies to the first open-ended question are consistent with those of previous studies (Benke & Medgyes, 2005; Çakır & Demir, 2013; Ma, 2012; Tsou & Chen, 2019).

The second open-ended question (*I prefer a native English teacher as my English teacher because...*) elicits information on students' reasons for choosing NESTs. The study discovered that students believe NESTs had wide vocabulary knowledge and effectively teach language culture. Additionally, NESTs were thought to be more competent in speaking, which would motivate students to attend class. Koşar (2018) claims that NESTs are seen to be more proficient in English, have superior pronunciation, and broader grasp of the target culture. On the other hand, Al Omrani (2008) argues in his study findings that participants preferred listening to NESTs since they are competent in the language. Phillipson (1992) asserts in his seminal work that NESTs are superior at displaying fluent, idiomatically appropriate language and comprehending the language's cultural implications. When the students' replies to this open-ended question were compared to the study in the literature, similar opinions were expressed in these conducted studies (Benke & Medgyes, 2005; Lasagabaster & Sierra, 2002; Medgyes, 2001; Mahboob, 2004).

The third open-ended question (*I prefer a non-native English teacher as my English teacher because...*), which was identical to the second, asked students why they preferred NNESTs. Students also prefer NNESTs, as they can communicate more effectively with them and receive more accurate feedback on subjects they struggle with due to assistance to switching to L1. Additionally, NNESTs are perceived as more capable of anticipating the difficulties students face in learning the language and more empathetic to students' demands. This finding is consistent with those of numerous other studies published in the scientific literature. According to Mahboob (2004),

NNESTs employ effective learning strategies, utilize L1 to teach students who struggle with certain subjects, and invest significant time and effort in fieldwork. Additionally, Al Omrani (2008) asserts that incorporating L1 into initial ESL/EFL courses helps students in comprehending their teachers' guidance and feedback.

In the fourth open-ended question (*Do you want to learn English from native English speakers as well as non-native English speakers? Why? Please elaborate*). For this open-ended question, students expressed an interest in taking classes from both teachers. Students noted that the reason why they desire to take lessons from NESTs is to develop themselves better at the advanced level, to improve their English speaking ability, and to communicate with their instructors who speak the language they study as their mother tongue. Similar views were also noted in the conclusion sections of other researches (Arva & Medgyes, 2000; Tsou & Chen, 2019). On the other hand, students preferred NNESTs since they are more understanding in explaining the difficulties they face in language learning and provide positive feedback about their needs because they go through the same procedure as their students. However, it is noted that at the initial stage of language learning it will be more effective to study with NNESTs. Students additionally indicated an interest in learning about the differences between NESTs and NNESTs in terms of teaching techniques, course activities, and student interaction. As Medgyes (1992) states that teachers from both groups work hard to become good educators, but they approach the teaching task in a somewhat different manner. A collaborative atmosphere in which both NESTs and NNESTs work together in harmony will improve human relations and education quality. As a result, when the students' statements in this study were compared to the existing literature generally, it was discovered that views were expressed in studies conducted in different parts of the world (Benke & Medgyes, 2005; Çakır & Demir, 2013; Lasagabaster & Sierra, 2002; Koşar, 2018).

The fifth and last open-ended question (*Do you believe that it will contribute to the participation of native/non-native English language teachers at different levels of the English course*) explains why it would be good to take lessons from both teachers. The students stressed that having lessons from different teachers at different levels would be more advantageous in terms of language learning. According to Hertel and Sandermen's (2009) study findings, students at different levels may have varied perspectives on NESTs and NNESTs, and students with advanced education prefer NEST teachers,

while students at the beginning prefer NNEST professors. On the other hand, it has been emphasized that language is not only limited to grammatical subjects but also has different aspects such as speaking and communication skills. For NESTs, Ma (2012) states that having been raised in a foreign country, NESTs have a unique advantage when it comes to helping students improve their speaking and pronunciation abilities and listening comprehension. As a result, the responses to all open-ended questions posed to students in this study were consistent with those from previous research. This outcome is consistent with many studies (Arva & Medgyes, 2000; Benke & Medgyes, 2005; Çakır & Demir, 2013; Lasagabaster & Sierra, 2002; Lipovsky & Mahboob, 2010; Ma, 2012; Tang, 1997; Tsou & Chen, 2019; Üstünlüoğlu, 2007) and evokes the Turkish proverb, "akıl yolu birdir (great minds think alike)."

### **Limitation of the Study**

This research is confined to students enrolled in a required English course at a public university. However, the curriculum of the English courses of the students participating in the research does not cover the curriculum for the four fundamental skills of language learning. It is thought that if students whose language skills had been certified by a national and international test had participated in this research, the findings would have been different. Moreover, the study's findings cannot be applied to all university students in Turkey because the study was only limited to a small Anatolian university. If the research could be conducted at many universities at the same time, the subject's awareness may be felt in a larger context and help students better grasp NEST and NNEST issues. Another limitation of this study is that the data was not gathered using a variety of data collection methods. Various qualitative research designs that involve student interviews or classroom observations would give more diverse viewpoints on the research issue.

### **Implications of the Study**

When the findings of this study are considered in the general, it is clear that both native English-speaking teachers and non-native English-speaking teachers have different competencies as a result of their educational experiences, social environments, and personal differences. According to

Medgyes (2001), being different does not suggest that one group is better or worse than the other. In the field of English language teaching qualifications obtained through study and effort should be accepted as a criterion, just as they should be in all fields. According to Liu (1999b), rather than focusing on the dichotomy of NESTs and NNESTs, the qualifications of the teachers, as well as the importance of whether they have received professional training, must be considered. As stated in Kaplan (1999) while selecting English instructors, teachers' qualifications should be considered without regard to their nativeness of English competency. It is vital that assessing teachers based on their acquired skills is more important than assessing them based on their innate abilities. It is the most humane and rational approach for both groups of teachers to compensate for their shortcomings in order to provide a more beneficial educational environment for students. A more sincere and productive educational environment, not the perception of superiority to differences, should be prioritized to create a more sincere and productive environment in institutions. Students who study together in a harmonious classroom have a more enjoyable learning experience if teachers perform their duties in peace.

### **Suggestions for Further Studies**

The present study evaluated quantitative and qualitative data collected from students at a small state university in Anatolia. It would be neither scientific nor rational to extend the study's conclusions to all universities in the Republic of Turkey. Diverse investigations on the subject conducted at various universities or educational institutions will result in disparate conclusions. In this study, survey questions were used to ascertain students' perceptions of NEST and NNEST teachers, and subsequently, open-ended questions were used to elicit detailed comments on the subject. On the other hand, the variety of scientific research methodologies used in a scientific study will result in a variety of diverse findings and conclusions.

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## APPENDICES

## Appendix A: Ethic Committee Approval of Çağ University

<b>T.C</b>	
<b>ÇAĞ ÜNİVERSİTESİ</b>	
<b>SOSYAL BİLİMLER ENSTİTÜSÜ</b>	
<b>TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU</b>	
<b>ÖĞRENCİ BİLGİLERİ</b>	
<b>T.C. NOSU</b>	
<b>ADI VE SOYADI</b>	Ahmet TURANOĞLU
<b>ÖĞRENCİ NO</b>	20198046
<b>TEL. NO.</b>	
<b>E - MAİL ADRESLERİ</b>	
<b>ANA BİLİM DALI</b>	İngiliz Dili Eğitimi
<b>HANGİ AŞAMADA OLDUĞU (DERS / TEZ)</b>	Tez
<b>İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI</b>	2020/ 2021 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
<b>ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER</b>	
<b>TEZİN KONUSU</b>	Online Eğitimde Öğrencilerin Ana Dili İngilizce olan ve Anadili İngilizce Olmayan Öğretmenlere Karşı Algıları
<b>TEZİN AMACI</b>	Bu çalışma üniversite öğrencilerinin ana dili İngilizce olan İngilizce öğretmenleri ve ana dili İngilizce olmayan İngilizce öğretmenlerine ilişkin algılarına araştırmak amacıyla yapılacaktır. Bu çalışmada şu araştırma sorularına cevaplar aranacaktır. Öğrencilerin ana dili İngilizce olan İngilizce öğretmenleri ve ana dili İngilizce olmayan öğretmenlere ilişkin algıları nelerdir? Öğrenci algılarının cinsiyet, yaş, bölüm ve İngilizce eğitim seviyesi ile bir bağlantısı var mıdır? Ana dili İngilizce olan ve anadili İngilizce olmayan öğretmenlerle ilgili öğrenci görüşleri ve deneyimleri nelerdir? Öğrenciler hangi öğretmen grubundan ve niçin eğitim almayı tercih etmektedir?
<b>TEZİN TÜRKÇE ÖZETİ</b>	Bu çalışma üniversite öğrencilerinin ana dili İngilizce olan İngilizce öğretmenleri ve ana dili İngilizce olmayan İngilizce öğretmenlerine ilişkin algılarını araştırmak amacıyla yapılacaktır. Bu kapsamda karma yöntem araştırma metodları kullanılacaktır. Nicel veriler çevrimiçi anket ile yapılacak ve SPSS programı ile analiz edilecektir. Nitel veriler çevrimiçi mülakat soruları ile yapılacak ve içerik analizi ile incelenecektir.
<b>ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI</b>	Kilis 7 Aralık Üniversitesi
<b>İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)</b>	Kilis 7 Aralık Üniversitesi Mehmet Sanlı Mah. Doğan Güreş Paşa Bul. No:84 KİLİS

<b>YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER</b>	Kilis 7 Aralık Üniversitesi'nde Zorunlu İngilizce Derslerini Alan Öğrencilerle yapılacaktır.
<b>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI</b>	
<b>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</b>	Al Omrani (2008) tarafından geliştirilen ve Koşar (2018) tarafından Türkçe'ye uyarlanan öğrencilerin ana dili İngilizce olan İngilizce öğretmenleri ve ana dili İngilizce olmayan İngilizce öğretmenlerine ilişkin algıları konulu anket kullanılacaktır. Öğrencilere google forms'da hazırlanan ve online olarak cevaplanacak anket ve mülakat soruları iletilecektir. Anket Linki: <a href="https://docs.google.com/forms/d/17ve3DYNMuvLUMOG1k-3UEYW3o5qPDXd7kMINCji5wgY/edit">https://docs.google.com/forms/d/17ve3DYNMuvLUMOG1k-3UEYW3o5qPDXd7kMINCji5wgY/edit</a>

<b>ÖĞRENCİNİN ADI - SOYADI: Ahmet TURANOĞLU</b>		<b>ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır</b>		
		<b>TARİH: 18/ 12/ 2020</b>		
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>				
<b>1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.</b>				
<b>2. Anılan konu eğitim faaliyet alanı içerisine girmektedir.</b>				
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>	<b>A.B.D. BAŞKANININ ONAYI</b>	
Adı - Soyadı: Senem ZAIMOĞLU	Adı - Soyadı: .....	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı : Dr.Öğr.Üyesi	Unvanı: .....	Unvanı:Doç. Dr.	Unvanı: Prof. Dr.	
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası: .....	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	
21/12/2020	/ / 20	22/12/2020	21/12/ 2020	
<b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>				
Adı - Soyadı: <b>Mustafa BAŞARAN</b>	Adı - Soyadı: <b>Prof. Dr. Yücel ERTEKİN (Yerine Dr. Öğr. Üyesi Sami DOĞRU)</b>	Adı - Soyadı: <b>Deniz Aynur GÜLER</b>	Adı - Soyadı: <b>Ali Engin OBA</b>	Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır		
21/12/2020	21/12/2020	22/12/2020	/ / 20	/ / 20
<b>Etik Kurulu Jüri Başkanı - Asıl Üye</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>
<b>OY BİRLİĞİ İLE</b>	<input type="radio"/> <input checked="" type="radio"/>			
<b>OY ÇOKLUĞU İLE</b>				
<b>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 22 / 12 / 2020 - 30 / 01 / 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.</b>				
<b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.</b>				

**Appendix B: Questionnaire Permission from Çağ University**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : 23867972-044-E.2000004676  
Konu : Ahmet TURANOĞLU'na Ait Tez  
Anket İzni Hakkında

22.12.2020


**KİLİS 7 ARALIK ÜNİVERSİTESİ REKTÖRLÜĞÜNE**

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198046 numaralı öğrencimiz olan **Ahmet TURANOĞLU**, “**Online Eğitimde Öğrencilerin Ana Dili İngilizce olan ve Anadili İngilizce Olmayan Öğretmenlere Karşı Algıları**” konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Dr. Öğr. Üyesi Senem ZAIMOĞLU** danışmanlığında halen yürütülmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Üniversitenizdeki tüm programlarda zorunlu İngilizce dersini alan öğrencileri** kapsamak üzere kopyası Ek’lerde sunulan bir anket uygulamasını yapmayı planlamaktadır.Gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY  
Rektör

Ek : 4 sayfa tez etik kurul izin formu, 17 sayfa Anketler, 6 sayfa tez etik kurul izin onay e-postaları.

**Appendix C: Official Permission from Kilis 7 Aralık University**

	<b>Evrak Tarih ve Sayısı:10.02.2021-E.85-E.1043</b>
<b>T.C. KİLİS 7 ARALIK ÜNİVERSİTESİ Genel Sekreterlik</b>	
Sayı : E-76062934-044	29.01.2021
Konu : Anket Çalışması Hk.	
<b>ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE (Sosyal Bilimler Enstitüsü)</b>	
İlgi : 22.12.2020 tarihli ve 23867972-044-E.2000004676 sayılı yazınız.	
İlgi yazınıza istinaden Enstitünüz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198046 numaralı öğrenciniz Ahmet TURANOĞLU tarafından uygulanmak istenen anket Rektörlüğümüz tarafından uygun görülmüştür.	
Bilgilerinize arz ederim.	
<b>Prof. Dr. Muhammet Ruhat YAŞAR Rektör a. Rektör Yardımcısı</b>	

## Appendix D: Questionnaire Turkish Version

Bu anket, İngilizceyi yabancı dil olarak öğrenen yetişkin öğrencilerin anadili İngilizce olan öğretmenler ve/ya da anadili İngilizce olmayan öğretmenler vasıtasıyla İngilizce öğrenme konusundaki düşüncelerini ortaya çıkarmayı amaçlayan bir çalışma için geliştirilmiştir. Ankete vereceğiniz yanıtlar bu çalışmaya veri temini dışında başka hiçbir amaçla kullanılmayacaktır.

### Bölüm I. Kişisel Bilgi

- 1- Adınız:
- 2- Yaşınız:
- 3- Kaç yıldır İngilizce öğrenmektesiniz?
- 4- İngilizce yeterliğiniz hangi seviyededir?
  - a) Başlangıç
  - b) Alt orta seviye
  - c) Orta seviye
  - d) İleri seviye öncesi
  - e) İleri seviye
- 5- Türkiye dışında başka bir ülkede İngilizce eğitimi aldınız mı? Yanıtınız evet ise, lütfen aşağıdaki tabloyu doldurunuz.
 

Evet      Hayır

Ülke	Ne zaman gittiniz?	Ülkede kaldığınız süre

- 6- İngilizceyi
  - a) Türk İngilizce öğretmenlerinden mi öğrenmektesiniz?
 

Evet      Hayır
  - b) Türk olmayan ve anadili İngilizce olmayan İngilizce öğretmenlerinden mi öğrenmektesiniz? (Yanıtınız evet ise, lütfen öğretmeninizin/öğretmenlerinizin uyruğunu belirtiniz.)
 

Evet      Hayır
  - c) Anadili İngilizce olan öğretmenlerden mi öğrenmektesiniz? (Yanıtınız evet ise, lütfen öğretmeninizin/öğretmenlerinizin uyruğunu belirtiniz.)
 

Evet      Hayır
- 7- Tabloda verilen beceri ve sistemleri anadili İngilizce olmayan İngilizce öğretmenlerinden mi yoksa anadili İngilizce olan öğretmenlerden mi öğrenmektesiniz? Size uygun olan seçeneğin altına tik koyarak yanıt veriniz.

Beceri/Sistem	Anadili İngilizce olmayan İngilizce öğretmenlerinden	Anadili İngilizce olan öğretmenlerden
Telaffuz		
Konuşma		
Dinleme		
Okuma		
Yazma		
Kelime		
Dil bilgisi		

**Bölüm II. Aşağıdaki ifadeleri okuyunuz ve size en uygun seçeneğin altına tik koyarak yanıt veriniz.**

<b>Kısım I</b>						
No	İfade	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1	İngilizceyi Türk bir İngilizce öğretmeninden daha iyi öğrenirim çünkü aynı anadili konuşuyoruz.					
2	İngilizceyi Türk bir İngilizce öğretmeninden daha iyi öğrenirim çünkü aynı kültürü paylaşıyoruz.					
3	İngilizceyi anadili İngilizce olmayan bir öğretmenden öğrenmek daha iyidir çünkü İngilizceyi kendi kendilerine öğrenmişlerdir.					
4	Anadili İngilizce olmayan öğretmenler sorularımı daima anlarlar ve açık yanıtlar verirler.					
5	Türk bir öğretmenden İngilizce öğrenirken motivasyonum yüksektir.					
6	Anadili İngilizce olan bir öğretmenden İngilizce öğrenirken kaygılı olurum.					
7	Başlangıç seviyesindeki öğrenciler aynı anadili konuştukları İngilizce öğretmenlerinden İngilizceyi daha iyi öğrenirler.					
8	İleri düzeydeki öğrenciler anadili İngilizce olan öğretmenlerden daha iyi İngilizce öğrenirler.					
9	Anadili İngilizce olan öğretmenler sık sık soru sorulması ve ofisine yapılacak ziyaretleri desteklerler.					
10	Anadili İngilizce olan öğretmenleri dinlemeyi tercih ederim çünkü çok akıcı bir şekilde konuşurlar.					
11	Anadili İngilizce olmayan öğretmenlerimi model alırım.					
12	Bazen anadili dili İngilizce olan öğretmenlerin eksikliğini hissederim çünkü İngilizce					

	öğretmenimin benim için iyi bir model olmadığını düşünürüm.					
13	Anadili İngilizce olmayan öğretmenler olanlara nazaran daha iyidir çünkü İngilizce öğrenirken karşılaştığım problemleri daha iyi anlarlar.					
14	Anadili İngilizce olmayan öğretmenler sık sık soru sorulması ve ofisine yapılacak ziyaretleri desteklerler.					
15	Anadili İngilizce olan öğretmenlerle motivasyonum daha yüksektir.					
16	İngilizceyi Türk bir öğretmenden öğrenirken daha kaygılıyım.					
17	Anadili İngilizce olmayan öğretmenlerin dersleri sıkıcıdır.					
<b>KISIM II</b>						
No	İfade	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
18	Konuşma derslerinde anadili İngilizce olmayan öğretmenler daha iyidir çünkü anlaşılmaları daha kolaydır.					
19	Konuşma derslerinde anadili İngilizce olan öğretmenler daha iyidir çünkü kelimeleri doğru telaffuz ederler.					
20	Anadili İngilizce olan bir öğretmenden eğitim almayı tercih ederim çünkü bu durum Türkçe konuşmamı engeller.					
21	Anadili İngilizce olmayan öğretmenler okuma ve yazma derslerinde anadili İngilizce olanlara kıyasla daha başarılıdır.					
22	Anadili İngilizce olmayan öğretmenler dilbilgisini anadili İngilizce olan öğretmenlere göre daha iyi öğretirler.					
23	Dilbilgisi dersini Türk bir öğretmenden almayı tercih ederim çünkü Türkçe' den örnek vererek anlatırlar.					
24	Kelime dersini Türk bir öğretmenden almayı tercih ederim çünkü bilinmeyen kelimelerin anlamlarını Türkçe verebilir.					
25	Anadili İngilizce olmayan öğretmenler İngilizce olanlara nazaran İngiliz ya da Amerikan kültürünü daha iyi öğretirler.					
26	Anadili İngilizce olmayan öğretmenlerden İngilizceyi öğrenenler için günlük hayatlarında İngilizceyi kullanmaları zordur.					
27	Anadili İngilizce olmayanlar sınıf aktivitelerini,					

	oyunları ve sınıf dışı aktivitelerini İngilizce öğrenme kaynakları olarak görmemektedir.					
28	Anadili İngilizce olmayanlar sınıf dışında yardımseverdir.					
29	Anadili İngilizce olmayan öğretmenler İngilizce öğretirken öğrenci olarak ihtiyaçlarıma yanıt verebilecek modern teknikleri kullanırlar.					
30	Anadili İngilizce olan ve olmayan öğretmenlerin beraber ders anlattıkları sınıf ortamını tercih ederim.					
31	İngilizce konuşurken İngilizceyi doğru konuşmak akıcı konuşmaktan daha önemlidir.					
32	İyi bir İngilizce öğretmeni olabilmek için kişinin İngilizce öğretimi alanında hem tecrübesi hem de eğitimi olmalıdır.					
33	Anadili İngilizce olan öğretmenler sınıf dışında da yardımseverdir.					
34	Anadili İngilizce olan öğretmenler İngilizce öğretirken öğrenci olarak ihtiyaçlarıma yanıt verebilecek modern teknikleri kullanırlar.					
<b><u>Kısım III</u></b>						
No	İfade	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
35	Çok fazla test ve küçük sınavların yapıldığı İngilizce derslerini tercih ederim.					
36	Ödevlerime verilecek geri dönütlerin İngilizce yerine Türkçe olmasını tercih ederim.					
37	Öğrenciler anadili İngilizce olan öğretmenlerin düzeltmelerini ve geri dönütlerini çoğunlukla anlamazlar.					
38	Anadili İngilizce olamayan öğretmenler öğrencilerin ilerlemelerini ölçmek için sık sık test yada küçük sınav yapmazlar.					
39	Öğrenciler anadili İngilizce olmayan öğretmenlerin düzeltmelerini ve geri dönütlerini çoğunlukla anlamazlar.					
<b><u>Kısım IV</u></b>						

No	İfade	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
40	İngilizceyi anadili İngilizce olmayan öğretmenlerden öğrenmemin Amerikan kültürünü öğrenmemde hiç yardımcı olmayabilir.					
41	İngilizceyi anadili İngilizce olmayan öğretmenlerden öğrenmem İngiltere’de (veya Amerika’da) sosyal hayata dâhil olmamı zorlaştırabilir.					



## Appendix E: Questionnaire (English)

The aim of this questionnaire is to find out your opinions about native and nonnative English- speaking teachers by both of whom you are being taught. Your answers will be used for this study and your anonymity will be safeguarded and protected at all costs. Your participation is on a voluntary basis.

1. I learn better from a Turkish teacher because we share the same language.
2. I learn better from a Turkish teacher because we share the same culture.
3. NNESTs are better because they had to learn the language themselves.
4. NNESTs always understand my questions and provide clear answers.
5. I feel motivated when I have Turkish teachers.
6. I feel anxious when I am taught by NESTs.
7. Beginning English learners learn better if they are taught by teachers who share the same first language with them.
8. Advanced learners learn better when they are taught by NESTs.
9. NESTs encourage frequent questions and visits to their offices.
10. I prefer to listen to native speakers of English because they are the most fluent.
11. I try to follow the model of my NNESTs.
12. I have sometimes sought out native speakers of English because I felt that my teacher's English was not good enough.
13. NNESTs are better than NESTs because they can understand my problems in learning English.
14. NNESTs encourage frequent questions and visits to their offices.
15. I feel motivated when I have NESTs.
16. I feel anxious when I am taught by a Turkish teacher.
17. English lessons taught by NNESTs are boring.
18. In teaching oral Skills, NNESTs are better as they are easy to understand.
19. In teaching oral skills, NESTs are better because they pronounce words more accurately.
20. I prefer studying speaking with NESTs because this forces me not to speak Turkish.
21. NNESTs teach reading and writing better than NESTs.
22. NNESTs teach grammar better than NESTs.
23. I prefer taking grammar lessons from Turkish teachers because

they provide Turkish examples that explain English grammar.

24. I prefer being taught vocabulary by a Turkish teacher because they can give the meaning of an unknown word in Turkish.
25. NNESTs teach American and British culture better than NESTs
26. It is hard for Turkish students when their teacher is NNESTs.
27. NNESTs do not consider Class activities, games, and out-of-class activities as sources of learning English.
28. NNESTs are helpful outside the classroom.
29. NNESTs implement up-to-date techniques that suit my needs as a language learner.
30. NESTs are helpful outside the classroom.
31. NESTs implement up-to-date techniques that suit my needs as a language learner.
32. I prefer feedback in Turkish to my assignments.
33. Students often cannot understand feedback from NESTs.
34. NNESTs do not usually give enough tests and quizzes to measure their students' progress.
35. Students often do not understand feedback or corrections from NNESTs.
36. I prefer that my assignments receive feedback in Turkish rather than English.
37. Students often do not understand corrections and feedback from NESTs.
38. NNESTs don't often take tests or quizzes to measure students' progress.
39. Students often do not understand corrections and feedback from NNESTs.
40. Learning English from NNESTs may not help me at all to learn about American culture.
41. Learning English from non-native teachers can make it difficult for me to be involved in social life in the UK (or the USA).

## Appendix F: Consent Form and Open-Ended Questions

### AÇIK-UÇLU MÜLAKAT SORULARI

Çevrim İçi Eğitimde Öğrencilerin Anadili İngilizce Olan ve Anadili İngilizce Olmayan Öğretmenlerine Yönelik Algısı

#### Bilgilendirilmiş Onam Formu

Bu araştırmaya katılmak tümüyle isteğinize bağlıdır. Bu araştırmanın sonuçları bilimsel amaçlarla kullanılacaktır, bu nedenle boş soru bırakmamanız önemle rica olunur. Sizinle ilgili veriler bu çalışma amacı dışında kullanılmayacaktır. Bu formu yanıtlamadan önce lütfen aşağıdaki "Onaylıyorum" bölümünü işaretleyiniz. Bu araştırma konusunda bilgilendirildim. Herhangi bir sorum olduğunda araştırmacıya farklı iletişim kanallarından ulaşabilmek için telefon numaraları ve e-posta bilgileri konusunda bilgilendirildim. Bu araştırmaya katılımımın gönüllü olduğunu biliyorum. Bu anketteki sorulara verdiğim cevapların tez araştırması için kullanılmasına izin veriyorum. Anket sonucu elde edilen tüm bilgiler gizli tutulacak, araştırma yayınlandığında da varsa kişisel bilgilerinizin gizliliği korunacaktır. "Çevrim İçi Eğitimde Öğrencilerin Anadili İngilizce Olan ve Anadili İngilizce Olmayan Öğretmenlerine Yönelik Algısı" isimli çalışmaya gönüllü olarak katılmayı kabul ediyorum.

Kabul Ediyorum

#### MÜLAKAT SORULARI

Aşağıdaki soruları cevaplamanız çalışmanın daha verimli olması açısından önem arz etmektedir fakat cevaplamanız zorunlu olmayıp İSTEĞE BAĞLIDIR. Ankete katılımınız için teşekkür eder, sağlıklı günler dileriz.

1-Sizce anadili İngilizce olan öğretmenlerin ve anadili İngilizce olmayan öğretmenlerin güçlü ve zayıf yönleri nelerdir? Lütfen açıklayınız.

2-İngilizce öğretmenim olarak Anadili İngilizce olan öğretmeni tercih ederim çünkü.....

3-İngilizce öğretmenim olarak Anadili İngilizce olmayan öğretmeni tercih ederim çünkü.....

4- Hem anadili İngilizce olan öğretmenlerden hem de anadili İngilizce olmayan öğretmenlerden ders almak istermisiniz? Niçin? Lütfen açıklayınız.

5- İngilizce dersinin farklı seviyelerinde anadili İngilizce olan/olmayan öğretmenlerin derslere girmesi katkı sunacağına inanıyorsunuz? Niçin? Lütfen açıklayınız.

