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**UNIVERSITY PREPARATORY STUDENTS' PERCEPTIONS
TOWARDS NATIVE AND NON-NATIVE ENGLISH SPEAKING
TEACHERS**

THESIS BY

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DEDICATION

To my beloved family

ÖZET

ÜNİVERSİTE HAZIRLIK SINIFI ÖĞRENCİLERİNİN ANA DİLİ İNGİLİZCE OLAN VE OLMAYAN HOCALARA KARŞI ALGILARI

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Bu çalışmanın amacı üniversite hazırlık sınıfında okuyan öğrencilerin ana dili İngilizce olan ve olmayan hocalara karşı tutumlarını ortaya koymaktır. Ayrıca bu çalışma motivasyon, iletişim ve eğitim/öğrenme açılarından öğrencilerin ana dili İngilizce olan ve olmayan hocalardan ne kadar faydalandıklarını ortaya çıkarmaya çalışmaktadır. Araştırmanın örneklemini Sivas Cumhuriyet Üniversitesi Yabancı Diller Yüksekokulu'nda İngiliz Dili ve Edebiyatı, İngilizce Öğretmenliği, İktisadi Bilimler Fakültesi ve Nanoteknoloji Mühendisliği bölümlerinin hazırlık sınıflarında öğrenim gören toplam 186 öğrenci oluşturmuştur. Bilgi toplama aracı olarak 34 sorudan oluşan 5 cevaplı Likert tipi anket kullanılmıştır. Tanımlayıcı istatistik için frekans, yüzdeler, ortalama ve standart sapma; çıkarımsal istatistik için ise bağımsız örneklem t-testi ve tek yönlü ANOVA testinden faydalanılmıştır. Bulgular bu istatistikler yolu ile tanımlanıp yorumlanmıştır. Bu sonuçlara göre, öğrenciler ana dili İngilizce olan ve olmayan hocalardan farklı yönlerden faydalanmaktadır. Öğrenciler ana dili İngilizce olan hocaların konuşma, dinleme ve telaffuz becerilerini öğretme konusunda daha iyi olduklarını düşünürken, ana dili İngilizce olmayan hocaların dilbilgisi ve yazma becerilerini öğretme konularında daha iyi olduklarına işaret etmektedirler. Bu çalışmanın çarpıcı sonuçlarından bir tanesi ise öğrenciler bu iki eğitmen grubunun bir arada çalışmasının daha faydalı olacağını düşünmeleridir. Ayrıca öğrencilerin cinsiyeti, öğrenim gördükleri bölüm ve İngilizce dil düzeyleri açısından eğitmenlere karşı algıları da incelenmiş ve farklılık olduğu görülmüştür.

Anahtar Kelimeler: Hazırlık Sınıfı Öğrencileri, Ana Dili İngilizce Olan Hocalar, Ana Dili İngilizce Olmayan Hocalar, Motivasyon, İletişim, Öğretme/Öğrenme

ABSTRACT

UNIVERSITY PREPARATORY STUDENTS' PERCEPTIONS TOWARDS NATIVE AND NON-NATIVE ENGLISH SPEAKING TEACHERS

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The aim of this study is to find out the thoughts and perceptions of university preparation class students who study at the Departments of English Language and Literature, English Language Teaching, Nanotechnology Engineering and the Faculty of Economics and Administrative Sciences towards NESTs and NNESTs. This study also tries to reveal how much students benefit from NESTs and NNESTs in terms of motivation, communication and teaching/learning. The population of this study contains 186 preparatory class students at Sivas Cumhuriyet University School of Foreign Languages. A five point Likert-type questionnaire with 34 items was employed as data collection instrument. Frequency, percentage, mean and standard variation was executed for the descriptive statistics, and independent samples t-test and one-way ANOVA were applied for the inferential statistics. According to the results, students benefit from NESTs and NNESTs from different aspects. They think NESTs are better at teaching speaking, listening and pronunciation while NNESTs are superior to their NEST counterparts in terms of teaching grammar and writing. One of the most outstanding results of this study is that students believe the collaboration of these two groups of instructors. Besides, students' perceptions towards NESTs and NNESTs were analyzed in terms of gender, major and language proficiency levels, and it was found out that there were differences for these variables.

Key Words: Preparatory Class Students, Native Speakers, Non-native Speakers, Motivation, Communication, Teaching/Learning

ABBREVIATIONS

EAS	:	Economics and Administrative Sciences
EFL	:	English as a Foreign Language
ELF	:	English used as a Lingua Franca
ELL	:	English Language and Literature
ELT	:	English Language Teaching
ESL	:	English as a Second Language
IEP	:	Intensive English Program
L1	:	First or Native Language
L2	:	Second or Foreign Language
N	:	Number
NANO	:	Nanotechnology Engineering
NEST	:	Native English Speaking Teacher
NNEST	:	Nonnative English Speaking Teacher
SD	:	Standard Deviation
TESOL	:	Teachers of English to Speakers of Other Languages

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CHAPTER 1

1. INTRODUCTION

1. 1. Background to the Study

Learning a foreign language is often accepted as a challenge by many people, however it is true that some people learn a foreign language more easily and quickly than others and that there are several factors that obstructs and ease language learning. Medgyes (2001) explains some factors such as background, motivation, age, intelligence, aptitude, level of education, quality of instruction and knowledge of other foreign languages as well as language learning strategies. And, definitely, learning English can also be regarded as arduous pursuit, but since the necessity of learning English is parallel with the globalization, most people do not see learning English as a burden.

It is undeniably true that English is the most spoken language as first or native language (L1), or second or foreign language (L2) all around the world due to the rapid globalization. Generally accepted as global contact language or lingua franca, English has unequivocally become a common language for people to understand each other, and it still remains a basic requirement in the labor market. A remarkable proportion of the world uses English for such reasons as professional contacts, academic studies and commercial engagements as well as establishing communication. Today, spoken by about two billion people as either their native or nonnative language, English remains as an international tool of communication in the twenty-first century.

As English is a common language spoken by numerous people all over the world, it has become a questionable subject as to whether it is really a language belonging to native speakers. Many researchers have long debated the belonging of English. For example, Widdowson (1994) and Medgyes (2001) claim that English belongs to everyone who speaks it, and it no longer belongs only to native speakers in countries where English is spoken as the first or native language. In this respect, it is irrational to think that English is privilege of only native speakers of it.

In Turkey, some schools employ native speakers as teachers on their staff, however that preference is especially common in private institutions. When the situation in primary, secondary, high school and university education is analyzed with deeper insight, it is not surprising to find out the dominating number of nonnative English-speaking teachers (NNESTs). Samimy & Brutt-Griffler (1999) and Braine (1999) emphasize that nonnative speakers constitute the majority of ESL/EFL teachers, and they add that their numbers will always be in the majority when compared to native English-speaking teachers (NESTs). This result is absolutely valid for the situation of state schools in Turkey. Although the number of NNESTs are increasing day by day, many people still think that English as a Foreign Language (EFL) should be taught with the contribution of native speakers. Phillipson (1992) calls this situation ‘the native speaker fallacy’. Some countries continue to recruit NESTs in their educational institutions; however, Lasagabaster & Sierra (2002) indicate that NNESTs from those countries react to that situation expressing that NESTs generally lack the necessary qualifications and pedagogical information on the field. They gain entry to profession only because they are native speakers of that language.

On the other hand, it can be clearly seen that there is a prejudice against NNESTs. Brantmeier (2012) tells about Engberg’s study (2004, p.475) in which prejudice is typically defined as a negative attitude. The prejudice mainly derives from the belief that NESTs are well equipped, much more informative than NNESTs, impose the core aspects of the language better than NNESTs and build a strong bridge between students and the target language. In addition, since NNESTs are frequently seen as lifelong learners, they are believed to have disadvantages such as deficiencies in speaking, fluency, pronunciation and usage of daily language. Medgyes (2001) argues that NNESTs are generally contended with their nonnative status, and so they often feel disadvantaged and discriminated against. Çakır & Demir (2013) describes the reason of this problem with the general belief that only NESTs could be proficient in English and qualified teachers.

In their studies, Mahboob (2004), Brown (2013) and Çakır & Demir (2013) mentions the prejudice against NESTs in terms of their style of education, pronunciation and capabilities in conveying the core aspects of English such as vocabulary, grammar, reading and writing teaching.

In a research paper by Ozturk & Atay (2010), a Turkish speaking English teacher claims that even Polish teachers of English are regarded as native speakers of English and paid more when compared with Turkish teachers. Similarly, ‘the native speaker’ authority is still prevalent in this field when the attitudes of students and their parents are observed. According to some research findings, Turkish people prefer their children to attend a private institution employing NESTs because they believe that their children will gain a native-like fluency in English only if they attend the class of a NEST. The number of people worldwide learning English is consistently increasing and in the same manner the demand for NESTs in EFL settings.

In a general sense, teaching credentials must be required for all English teachers without taking their native tongue into consideration. The main problem is that almost everybody from the western part of the world is regarded as the best and ideal teachers of English. As Medgyes (2001) and Lee (2005) argue, the concept of native speakership can be questioned since a child may be exposed to some unusual situations such as being adopted by a family who live in a country in which English is not spoken or being taken to another country by his or her family and may attend a school in which another language is taught.

Undoubtedly, the native speaker of English has a clear understanding of its nuances, proverbs, idiomatic expressions or everyday speech. However, being a native speaker of a language and having a high level of proficiency in that language do not necessarily mean that he or she is a successful teacher and the conditions mentioned above are not prerequisite for being a good teacher. According to Ping (2012) having linguistic competence does not automatically make one a good teacher. Therefore, success can be said to depend on individual’s capability to instruct his or her knowledge. Similarly, failure of some NESTs in language field is

based on individual's deficiency in language proficiency. Medgyes (2001) explains this condition with the reason of inadequate professional training. He also claims that ideal NEST is someone who achieved a fair degree of proficiency in the students' native language. Conversely, a NNEST could be absolutely helpful to the students because he or she experienced the similar things while acquiring English as a foreign language.

Reves and Medgyes (1994) have conducted a series of questionnaire and interview surveys to investigate aspects of NNESTs in their teaching attitudes in comparison with NESTs. From these surveys, they concluded significant findings that show some advantageous aspects of being a NNEST in a foreign language classroom. It is generally accepted that both NESTs and NNESTs have some certain advantages and disadvantages in language teaching. On the other hand, it is crucial to note the way that students perceive their native or non-native teachers. It has also been accepted that there is a gap between teachers' beliefs and aims and students' perceptions.

1. 2. Statement of the Problem

The issue of native and nonnative speakers is a new debate in literature. To this day, numerous scholars have questioned the definition, the efficiency and capabilities of native and nonnative speakers. Phillipson (1992) and Medgyes (1994) paved the way for the debate emphasizing that nonnative speakers are not inferior to native speakers; instead they have considerable superior aspects over them. A few years later, in 1999, Braine's book on nonnative speakers accelerated the pace of awareness of nonnative speakership. Since then, researchers have focused on this new field and there have been a growing number of studies all around the world to reveal the perceptions towards NESTs and NNESTs in both teacher and student context. However, there are few studies carried out in Turkish context in order to identify the perceptions of students, especially preparatory class students at universities, toward NESTs and NNESTs. Thus, these few studies do not provide a

useful guide for us to understand the capabilities and adequacies of native and nonnative speakers, and therefore it creates a gap in literature. I became aware of this gap and decided to be a part of the debate.

In Turkey, preparatory class students in universities receive an intensive English program (IEP) during the first year of their university education from both NESTs and NNESTs. They receive such courses as Main Course, Grammar, Reading, Writing, Listening and Speaking with notable class hours. In this respect, the effectiveness and benefits of instructors come to the forefront because the students want to make up for their deficiencies in English during the prep year with the high skills of their instructors. In this research, the educational, motivational and communicational benefits of native and nonnative teachers for their students will be analyzed in accordance with students' perceptions and reflections toward them. This study can help acknowledge the potential of NNESTs who have been ignored or undermined in the field of language teaching, and raise the awareness of NNESTs in terms of prompting their teaching, communicational and motivational skills.

1. 3. Purpose of the Study

The aim of this study is to find out the thoughts and perceptions of university preparatory class students who study at the Departments of English Language and Literature (ELL), English Language Teaching (ELT), Nanotechnology Engineering (NANO) and the Faculty of Economics and Administrative Sciences (EAS) towards NESTs and NNESTs. This study also tries to reveal how much students benefit from NESTs and NNESTs in terms of motivation, communication and teaching/learning.

This study tries to find answers to the following questions:

- 1) What are the university preparatory students' perceptions toward native and non-native teachers in terms of:
 - a) motivation
 - b) communication
 - c) teaching / learning process

- 2) Is gender a factor in university preparatory students' perceptions of their NESTs and NNESTs?
- 3) Is students' department a factor in their perceptions of their NESTs and NNESTs?
- 4) Is students' declared proficiency level of English a factor in their perceptions of their NESTs and NNESTs?

1. 4. Operational Definitions

NEST: In this study, the term NEST refers to English language teachers who were born in an English speaking country, were not exposed to immigration or adoption by a family with different language, speak English as their native or first language and teach English.

NNEST: In this study, NNEST refers to non-native English-speaking teachers who use English as their second or foreign language.

CHAPTER 2

2. LITERATURE REVIEW

2. 1. Introduction

Over the years, English has become the most spoken language all over the world, and the need to learn English is increasing due to the various reasons such as international communication, tourism, business and personal improvements. Brown (2013) claims that globalization has made English the ‘global contact’ language (lingua franca), and English used as a lingua franca (ELF) is by far the most common form of English in the world today. The requirement of speaking English has made nearly half of the world population, apart from native speaking countries, to learn English as a second or foreign language. This rate is likely to increase as this globalization process continues. In this point, there may appear a question about whether there is a standard English or not. Widdowson (1994) points out the so-called standard English with quality of clear communication and standards of intelligibility. Actually, the concept of standard English may not be attributed only to native speakers since all nations have adapted their own word formations and cultural inheritances to the adopted or target language. Thus, the term ‘belonging’ may vary as to standard English. For this reason, this term is used all around the world, and it no longer belongs to English speaking countries (Brown, 2013). Thus, these countries are not thought to be the keepers of ‘standard English’.

Within this context, the terms ‘native’ and ‘non-native’ speakers and their contributions on the performance of the learners have become a controversial issue in literature during the last few decades. Meadows and Muramatsu (2007) argues that the beginning of duality is said to be one of the doctrines, and this controversial doctrine, pointing out that the ideal English teacher is a native speaker, triggered scholars to question its validity.

The issue of native and nonnative speaker has increasingly become an emergent field of research and one of the hotly debated subjects in literature for the few decades. According to Meadows and Muramatsu (2007), the starting point of

dichotomy between NESTs and NNESTs is one of the main topics at the Commonwealth Conference on the Teaching of English as a Second Language held in Macarere, Uganda, in 1961. This conference mainly argued the dominance and superiority of native speakers in English teaching; however, from this point, scholars began to question whether this tenet and belief was valid. By explicitly addressing, the pioneering studies of Philipsson (1992), Medgyes (1994), Braine (1999) and Llurda (2006) significantly contributed to the understanding of the complex relationship between NESTs and NNESTs, and these studies focused on the relationships in their teaching characteristics as well as differences in their cultures. From then on, as Llurda (2006) states, this subject has gained acceptance and importance, and scholars have begun to gain respect in academic conferences and forums thanks to their struggles for contributing new horizons to the field. Moreover, these studies have paved the way for the questioning the privilege and superiority of NESTs in language teaching.

On the other hand, the issue of native and nonnative speaker is a recent topic in Turkey context. In Turkey, Alptekin (2002) took part in the debate by arguing the intercultural communicative competence in ELT and by suggesting a new pedagogical model needed to accommodate the case of English as a means of international and intercultural communication. A few years later, Çelik (2006) continued the debate by pointing that there is no necessity to be a native speaker in order to be a good and an effective language instructor. Reflecting a remarkably valuable dimension for the debate, Çakır & Demir (2013) analyzed the students' perceptions and attitudes of Turkish students toward native and nonnative speakers, and found that NNESTs have some superior aspects over NESTs such as establishing the empathy with their students, encouraging the learners and giving some skills better than NESTs.

2. 2. Defining and Characteristics of the Native and Nonnative English Speakers

When it comes to the definition of native speaker, it has long been tried to make by various researchers in an effort to more concretize the terms. In this point, is it really necessary to find a precise definition of what the native speaker is? Or, is there a general consensus among the researchers and the leading scholars in this field concerning the definition of the native speaker? Lee (2005) draws attention to the importance and necessity of questioning what a native speaker is although it is commonly believed as a complex puzzle. The term 'native' is generally thought to signify the locality; that is, it refers to a person that is born and brought up in a place. Cook (1999) describes the native speakership as an unchangeable historic fact; that is, an individual cannot change his or her native language. However, this definition appears to be too delimitating, since, as Lee (2005) argues, another language can replace the first learned language, and he offers six defining features of a native speaker:

- The individual acquired the language in early childhood and maintains the use of the language,
- The individual has intuitive knowledge of the language,
- The individual is able to produce fluent, spontaneous discourse,
- The individual is communicatively competent and able to communicate within different social settings,
- The individual identifies with or is identified by a language community,
- The individual does not have a foreign accent.

A place where people are born does not guarantee the language identity, and so it does not necessarily means that birthplace determines the native language because people may be exposed to some unexpected situations. Medgyes (2001) and Lee (2005) remarks that an individual may be exposed to immigration in his or her childhood and his or her native language can be replaced by another language, or an individual may be adopted by parents who live in a country where another language

is spoken or who differ from the child's ethnic background in his or her early childhood and may be grown up in a different linguistic environment of his or her birthplace. In this respect, Cook (1999) adds that only rightful speakers of a language are its native speakers.

Deeply analyzing the certain attributes of NESTs and NNESTs, Ulate (2011) defines the characteristics of native speakers with the following qualities:

- subconscious knowledge of rules.
- intuitive grasp of meanings.
- ability to communicate within social settings.
- range of language skills.
- creativity of language use.
- identification with a language community.
- ability to produce fluent discourse.
- knowledge of differences between their own speech and that of the 'standard' form of the language.
- ability 'to interpret and translate into the L1 of which she or he is a native speaker.

As for English native speaker, it is described as someone who speaks English as his or her native language, also called mother tongue, first language, or L1, that is, an individual who was born in an English-speaking country. In other words, a native speaker being born in an English-speaking country learns his or her language in childhood in an English speaking country. Thus, this term can be seen somewhat advantageous for native speakers in teaching English. Stern (1983) defines the native speaker as a person who has a subconscious knowledge of rules, an intuitive grasp of meanings, the ability to communicate within social settings, a range of language skills, and creativity of language use. This description ensures the native speakers of English to have superiority in learning and using English from the birth and so on.

According to Brown (2013), a native speaker of English is an individual whose mother tongue is English, and he or she learned it first as a child. Thus, he adds, this description gives us the idea that a native speaker is thought to be a teacher of English.

On the other hand, a nonnative speaker of a language learns the target language as a second or foreign language. However, there is again a debate as to the definition of nonnative speaker of a language. Medgyes (2001) and Brown (2013) describes the nonnative speaker in the same way, and Medgyes (2001) defines a nonnative English teacher as a person for whom English is a second or foreign language, who works in an EFL environment, whose students are monolingual groups of learners and who speaks the same native language as his or her students. However, nonnative speakers find this definition too embarrassing since the NNESTs see themselves as both teachers and lifelong learners of English, and believe they have two roles. Ulate (2011) claims that the term 'nonnative' is often regarded as negative by language professionals as it is compared to the term 'native' that is thought as positive. Alseweed (2012) supports this claim and states that the term 'nonnative' has negative effects on the morale of the teachers who feel inferior and inadequate when they compare themselves to their native colleagues.

According to Medgyes (2001), most NNESTs are aware of their inadequacy in vocabulary, idiomatic and appropriate use of English as well as speaking and fluency, pronunciation and listening. However, he adds, the main factor that should be taken into consideration is the fact that they have ability to convey the information to the learners. Krashen (1981) and Medgyes (1994, 2001) emphasize that NNESTs may be more appropriate and proper learner models for their students than NESTs as they began to learn English after they acquired their mother tongue, while NESTs are those whose native language is English and those who acquired English. Widdowson (1994) claims that it is the nonnative speaker teacher who is in a better position to know what is appropriate in the contexts of language learning which need to be set up to achieve objectives. Medgyes (1994, 2001) suggested six assumptions on the characteristics of nonnative speakers:

- a) Nonnative teachers could provide a better learner model. As nonnative English speaking teachers had gone through the same process that their students are still struggling, they are aware of the needs of their students. They have to learn English successfully to become a proficient teacher, and this process and success improve their students' motivation to become both good learners and teachers.
- b) Nonnative teachers are more likely to teach language-learning strategies more effectively. It is true that there is a difference in learning a language between NESTs and NNESTs: native speakers acquire, nonnative speakers learn. So, as mentioned above, NNESTs experienced a learning process of a foreign language, they know which strategies are more efficient for their students and how to use them.
- c) Nonnative teachers are able to provide more information about the English language. Nonnative teachers know the necessity of English more than their native English-speaking counterparts. So, they gain much information during their learning process, and supply their students more information about the English language.
- d) Nonnative teachers can better anticipate and prevent language difficulties. Based on their experiences, nonnative teachers can make a bridge between them and their students, and they know what kind of difficulties their students may face.
- e) Nonnative teachers can be more sensitive and empathetic to their students. The issue of experience works again. The shared process gives nonnative teachers a more emotional and empathetic character, and so they are more likely to help their students to overcome the difficulties in language learning.

- f) Nonnative teachers tend to benefit from their ability to use the students' mother tongue. It is generally believed that, unlike entirely target language, the use of L1 during the classes could improve the rate of success and motivation. Thus, instead of using English completely during the lessons, the communication can be well provided by the use of L1 by nonnative teachers.

As mentioned above, the definitions of native and nonnative speakers vary from each other, thus the definition matter remains somewhat irrelevant. Because a nonnative speaker cannot become a native speaker, the question is whether a nonnative speaker can attain the core elements of speaking, learning and teaching of the target language. Phillipson (1996) points out that most of the elements of a language can be achieved by nonnative speakers by training hard. However, Medgyes (2001) suggests that nonnative speakers encounter some challenges in linguistic competence. Lee (2005) looks at the different side of the problem and states that the question of what the native speaker is remains somewhat out of control, and teachers as well as learners should concentrate on the elements that are achievable. He further suggests the reevaluation and revision of the native speaker model in order to present models that are achievable by learners. Likewise, Cook (1999) mentions the possibility of employing alternative terms in the field of language teaching while defining the native speakership.

In fact, the adequacy and efficacy of a teacher depend on his or her ability to penetrate into the students' minds and worlds. Whether native or nonnative, if a teacher lacks of some core characteristics of being a teacher, then he or she had better think again his or her acquisitions and ethical considerations. Medgyes (1994) states that they can be equally good teachers on their own terms. Widdowson (1994), Medgyes (2001) and Brown (2013) mention the necessity of teaching a language with a high proficiency, whether the teacher is native or nonnative.

One cannot deny the fact that NESTs have the advantage of having the phonetic, cultural and lexical knowledge of the target language. They can also immediately identify the mistakes done by students, however, possibly, they may not be able to explain the logic behind the use of that grammatical structure in given situation.

On the other hand, NNESTs can foresee language structures that could be problematic for their students to understand as they experienced the same things while acquiring English Language as L2 (Árva & Medgyes, 2000). Furthermore, students, even most of the non-native EFL teachers, are not aware of the fact that they have some superior aspects when compared with the abilities and professional characteristics of native-speaker teachers. According to Kramsch (1997) and Philippon (1992), the fact that NESTs have a high command of the target language does not automatically prepare them to teach it.

2.3. Prejudice Against Nonnative Teachers of English

Prejudice and discrimination is traditionally regarded as a negative attitude in a workplace, especially in the field of education. That kind of treatment may lead to discouragement, humiliation and difficulty in concentrating the work, thus this cause the disrespectful behaviors toward instructors, increase the feeling of insecurity and unreliability, and decrease the motivation and concentration of instructors for their jobs. Nonnative English-speaking teachers often encounter prejudice and discrimination by employers, administrators, public and even students in spite of the valuable struggles made by TESOL (Teachers of English to Speakers of Other Languages) and other significant institutions against the unfair treatment and hiring practices toward NNESTs. According to Kachru (1996), Canagarajah (1999) Braine (1999), Samimy and Brutt-Griffler (1999), the majority of English speakers are nonnative speakers. So, is it really true that NNESTs encounter discrimination and biases, and, if yes, are there any reasons why NNESTs face discrimination when these teachers constitute the majority?

Studies carried out by Medgyes (1994), Brain (1999) and Cook (1999) refer to the issue of prejudice and discrimination against NNESTs, and thus in favor of NESTs. Medgyes (1992) emphasizes that NNESTs generally feel unreliable and unsafe while using the language they have to teach due to the general assumption that they are insufficient in the field, and that kind of anxiety leads them to have attitudes like pessimism and aggression in language teaching. Even nonnative speakers think themselves as inadequate in language teaching due to the general views and biases against them. Medgyes (2001) argues that NNESTs are generally contended with their nonnative status, and so they often feel disadvantaged and discriminated against. Merino (1997) claims the false assumptions trigger errors in phonological, structural and semantic aspects of their teaching.

It can be pointed that there are various kinds of prejudice against NNESTs, and the basis of these kinds of prejudice can be institutional, administrative and public grounds against their style, pronunciation, effectiveness, communication and background. In their studies, Mahboob (2004), Brown (2013) and Çakır & Demir (2013) mention the prejudice against NNESTs in terms of their style of education, pronunciation and capabilities in conveying the core aspects of English such as vocabulary, grammar, reading and writing teaching. In his study carried out for 37 students, Mahboob (2004) found that majority of the students have prejudice against NNESTs' pronunciation. Likewise, Ulate (2011) draws attention to the discrimination against NNESTs especially in terms of their pronunciation and accent. She also points out that NNESTs come across numerous problems in their struggle for equal treatment in the ELT profession owing to native speaker fallacy.

The prejudice against NNESTs mainly derives from the belief that NESTs are well equipped and much more informative than NNESTs, impose the core aspects of the language better than NNESTs and build a strong bridge between students and the target language. In addition, since NNESTs are frequently seen as lifelong learners, they are believed to have disadvantages such as deficiencies in speaking, fluency, pronunciation and usage of daily language. Çakır & Demir (2013) describes the reason of this problem with the general belief that only NESTs could be proficient in

English and qualified teachers. The reason of such kind of belief is that institutions, administrations, public and students regard every native speaker as good and effective teachers. Çakır & Demir (2013) also point out the reasons of widespread prejudice against NNESTs, and concluded from their study that the prejudice is that NNESTs lack linguistic instruction so as to be competent English teachers and they are inferior to NESTs in the field of English teaching because English is their second or foreign language. However, we cannot assume that there is a guideline for NESTs to become a competent teacher. Çelik (2006) draws attention to the idea that since the assumption that NESTs are better and highly skilled teachers have never been tested pedagogically, this assumption remains only a prejudice. He adds that discrimination between NESTs and NNESTs should be given up, and all language teachers should be recognized and treated in equal conditions.

On the other hand, Ozturk and Atay (2010) state that schools and institutions in Turkey providing English language programs often prefers NESTs as they can make their advertisements better than NNESTs. They also mention the reason with Pacek (2005) and Thornburry's (2006) views that commercial preference for NES instructors are likely that despite the academic arguments and evidence, there is still a wide range of social acceptance of the native speaker model.

2. 4. Perceptions of Students towards NESTs and NNESTs

Although the issue of perceptions of students towards native and nonnative speakers is a new field of research, many researchers have carried out deep studies and found worthwhile results. These studies give valuable information for the debate whether the NESTs are more proficient and qualified than NNESTs and how students perceive their instructors. One of the pioneers in the field, Medgyes (1994, 2001) mentions the necessity of hiring both NESTs and NNESTs in an ideal school in terms of complementing each other in their strengths and weaknesses. He also states that they have different skills in language teaching, and they can be equally good teachers in their own terms. As for the role model for the students, Krashen

(1981), Medgyes (1994, 2001) and Brown (2013) emphasizes that NNESTs are more appropriate and proper learner models for their students than NESTs as they began to learn English after they acquired their mother tongue, while NESTs are those whose native language is English and those who acquired English. However, in their study, Çakır & Demir (2013) analyzed the perceptions of students in preparatory students towards NESTs and NNESTs and found that NESTs are better role models than NNESTs. Medgyes (2001) examined the perceived differences between two groups of instructors and pointed out that,

NNESTs mainly focus on accuracy, the formal features of English, the nuts and bolts of grammar, the printed word and formal registers, whereas they lack fluency, in doubt about appropriate language use, have poor listening and speaking skills and are not familiar with colloquial English... It is only logical to assume that NNESTs place an emphasis on those aspects of the language that they have a better grasp of. (p. 434)

Medgyes (2001) also mentions the differences in teaching behavior between NESTs and NNESTs. Carried out to 325 native and nonnative speaking teachers, the study gives the results of the survey as presented in the Table1.

It has been presumed that NESTs have positive effects on students' motivations for the classes. To see if there is any increase in students' motivation by the teaching styles of NESTs, Alsweed (2012) carried out a study consisting of 169 male students in Saudi Arabia and found that students feel more comfortable in class with NESTs, and NESTs provide more encouragement for their students to learn to speak English better. This comfortable environment, he adds, improved their motivation to their native speaker instructors' lessons. This result is also compatible with Çakır & Demir's (2013) study pointing out that the high rate of motivation among students is provided by NESTs, carrying out the study with 96 Turkish students attending in preparation classes at university. They also found that the students find it more enjoyable to learn with NESTs, they show more interest and preference in their NES instructors' courses, and they take more part in their lessons.

However, Ping (2012) carried out a study participants of which were 30 students from three government-aided secondary schools in Hong Kong and found that the motivation of students increased due to their closer relationship with NNESTs.

Table 1. Perceived Differences in Teaching Behavior between NESTs and Non-NESTs (Medgyes, 2001)

NESTs	Non-NESTs
<i>Own Use of English</i>	
speak better English use real language use English more confidently	speak poorer English use “bookish” language use English less confidently
<i>General Attitude</i>	
adopt a more flexible approach are more innovative are less empathetic attend the perceived needs have far-fetched expectations are more casual are more committed	adopt a more guided approach are more cautious are more empathetic attend to real needs have realistic expectations are stricter are less committed
<i>Attitude to teaching the language</i>	
are less insightful <i>focus on:</i> Fluency Meaning language in use oral skills colloquial registers teach items in context prefer free activities favor group/pair work use a variety of materials tolerate errors set fewer tests use no/less L1 resort to no/less translation assign less homework	are more insightful <i>focus on:</i> accuracy form grammar rules printed word formal registers teach items in isolation prefer controlled activities favor frontal work use single textbook correct/punish for errors set more tests use more L1 resort to more translation assign more homework
<i>Attitude to teaching culture</i>	
supply more cultural information	supply less cultural information

The issue of establishing empathy of instructors to their students is one of the most researched topics by various researchers. Medgyes (2001) states that NNESTs are can be more responsive to the students' real needs and are more sensitive to their students since they are well aware that students should be set into realistic aims, know which conditions and situations their students will confront and what kind of exams or tests their students will take. Some students think that NNESTs could empathize with them and provide them emotional support. The reason of such kind of perception is likely to be that NNESTs went through from the same process while learning English (Mahboob, 2004).

NESTs are more empathetic and intimate during conversations (Çakır & Demir, 2013), are aware of students' needs and difficulties in learning and more interested in learners' opinion (Alsweed, 2012; Ping, 2012; Brown, 2013), prepare their students for independent learning better (Alsweed, 2012), and can make a bridge between themselves and their students by establishing empathy and understanding their students better (Medgyes, 1994, 2001). Mahboob (2004) again sets a clear understanding for the issue of empathy stating that the majority of the students pointed that NNESTs are better teachers because they have had the experience of learning English themselves. This result indicates that students feel more comfortable learning English with NNESTs due to the fact that they share common language history and learning experience, and NNESTs are well aware of the problems students may encounter during the learning process.

Teaching the culture of target language is naturally and notably achieved by NESTs due to their very nature of native speakership. When compared to NNESTs, NESTs could also motivate their students by giving more information about English speaking people and countries and their culture (Lasagabaster & Sierra, 2002; Alptekin, 2002; Mahboob, 2004; Moussu & Braine, 2006; Alsweed, 2012; Çakır & Demir, 2013; Brown, 2013; Walkinshaw & Oanh, 2014). Students are likely to become more willing to learn English by discovering the target culture. However, teaching the target culture well is not enough to be good and proficient at teaching English and does not give right for native speakers to monopolize the language.

Medgyes (2001) states that although NESTs tend and are able to provide more information about the culture of target language because they come from an English-speaking country, English is not the privilege of NESTs as it is spreading all over the world.

It can be clearly seen that there are strict differences between each group's teaching styles. As mentioned before, these incontrovertible differences mainly derive from the way of acquisition of the language. Majority of the students think in language learning it does not matter what the teacher's native language is, as long as they are good teachers (Brown, 2013; Çakır & Demir, 2013). Medgyes (2001) argues that NESTs have a tendency not to make error correction until errors prevent the communication as they generally regard the language as a means of achieving some communicative goal, whereas there is a trend among NNESTs to make error correction, penalize the errors, especially grammatical errors, because they see English as a school subject that must be learned during the academic life of a student. Since error correction adversely affects students' learning process, it is highly important for teachers that trying to prevent an error is a more suitable strategy than correcting it.

Some student-based researchers give noteworthy results as to the teaching styles of both instructor groups. NNESTs are able to give suitable and convincing answers and explanations to students' questions and explain complex linguistic items in an understandable way (Mahboob, 2004; Alsweed, 2012; Walkinshaw & Oanh, 2014). The reason of such kind of treatment can be regarded as helpful manner of nonnative speakers for their students. NNESTs explain lessons clearly (Alsweed, 2012) and difficult concepts well (Brown, 2013), and employ better teaching methodologies due to their great variety of teaching styles (Mahboob, 2004).

Ping (2012) concluded from his study that participants think the use of L1 to explain grammar rules and difficult English vocabulary during the classes could enhance their understanding in lessons. However, the disadvantageous manner in giving the lecture was also reported in some studies. For example, Brown (2013) found that students think majority of NNESTs stick more rigidly to lesson plans, and Ping (2012) pointed out that students think NNESTs have traditional and textbook-bound teaching style.

On the other hand, NESTs use more innovative strategies (Alsweed, 2012), pay more attention to pair/group works (Brown, 2013), have better teaching style because they provide more comfortable and relaxing classroom environment, use the activity approach, and are not textbook-bound (Ping, 2012), and are generally seen as more casual, caring and patient (Brown, 2013). These results show that the free teaching styles and not bounding to textbooks provides comfort for students in language learning. Because, in an effective learning environment, students wish to receive different methods that will trigger them to be eager to attend in the classes and focus on the lessons.

Communication is generally thought as a means for both individuals and national advancement to establish a bridge between people. Ozturk & Atay (2010) regard English as a language that should be learned by every Turkish citizen in order to communicate beyond the borders. Not surprisingly, in the field of education, the communication element is highly important to make a bridge between instructors and students, to prompt the learning and to increase the motivation. Alptekin (2002) analyzed the validity of the pedagogic model based on the native speaker-based notion of communicative competence and concluded that the model is somewhat utopian and unrealistic since it does not reflect the lingua franca status of English, thus a new notion of communicative competence is needed.

Medgyes (1994, 2001) explains the superiority of NESTs in their using the language spontaneously and in most diverse communicative situations. That NESTs aren't the same nationality as the students does not prevent from building communication with NESTs (Çakır & Demir, 2013). Alsweed (2012) found that

students think NESTs are more friendly and provides a comfortable learning environment due to their communicative competence. However, some studies found perceived disadvantages against NESTs. For example, Ping (2012) interviewed 30 students from three government-aided secondary schools in Hong Kong and found that students had difficulty in understanding and communication with the NESTs and anxiety with NESTs when they want to ask questions.

Of all the skills given by instructors, pronunciation comes to the forefront for the NESTs' favor. It is true that NESTs acquire language automatically and spontaneously from their childhood, and thus they gain a great capacity and ability on pronunciation by hearing their parents and people around them although there are some differences in their accents. In this point, NNESTs' accent is important while speaking English although students don't think the accent of NNEST should all speak with a perfect English accent (Çakır & Demir, 2013). Mahboob (2004) emphasizes that NESTs provide an ideal model for pronunciation. In his study to reveal the effects of accents of NESTs and NNESTs on their students, Butler (2007) carried out a study with 312 Grade 6 students in Korea and found that the students thought NESTs had better pronunciation, were more confident in their use of English, would focus more on fluency and would use less Korean in English class.

With regard to the preference of students for the issue of pronunciation, he adds, the students expressed a stronger preference to have the American-accented English speaker as their English teacher than the Korean-accented English speaker. The same results were found by various researchers. Walkinshaw & Oanh (2014) tried to find out the perceptions of students toward NESTs and NNESTs by studying with 1000 students in Vietnam and Japan schools and found that a great majority of the students think NESTs are better at pronunciation than NNESTs since NNESTs' pronunciation is viewed as non-authentic and their speech less fluent than NESTs. According to Medgyes (2001), Lasagabaster & Sierra (2002), Ping (2012), Çakır & Demir (2013) and Brown (2013), NESTs facilitate students' learning with their high skills of pronunciation, listening and speaking.

Widdowson (1994) argues that because language has built-in redundancy, grammatical conformation is actually not particularly crucial for many kinds of communicative transaction. However, in an EFL/ESL environment, especially in such places that students may confront written or multiple choice exams in order to be successful in their academic lives and to achieve a career, grammar teaching is regarded as one of the most obligatory tasks for instructors. Thus, NNESTs are often seen to be proficient at teaching grammar (Medgyes, 2001; Lasagabaster & Sierra, 2002; Mahboob, 2004; Çakır & Demir, 2013; Walkinshaw & Oanh, 2014), they rarely makes grammar mistakes (Brown, 2013), and most NESTs are unaware of English grammar explicitly (Mahboob, 2004). However, Ping (2012) found that students mention the inaccuracy of NNESTs in teaching grammar. While Lasagabaster & Sierra (2002) and Çakır & Demir (2013) found that NESTs are proficient in teaching reading and vocabulary, Mahboob (2004) found that NNESTs are good at teaching reading and writing, and both are good at teaching vocabulary.

When taken into consideration the skills mentioned above, it is not wrong to say that NESTs and NNESTs complement each other. Meadows and Muramatsu (2007) carried out an extensive study on 187 students in Japanese, Chinese, Spanish and Italian classes and found that majority of the students preferred the combination of NESTs and NNESTs during their classes since these instructors make different contributions for their learning. This result support the findings of the study performed by Lasagabaster & Sierra (2002) who emphasize that students do not have a clear preference for either NESTs or NNESTs because they regard the combination form as the most effective one.

However, studies carried out by Alsweed (2012) and Çakır & Demir (2013) shows that majority of the students have a clear preference for NESTs. They also give the reason of this preference from the students' answers explaining that having a native English-speaking instructor positively affects their learning process and increase their motivation. Nevertheless, students have positive attitudes toward NNEST in general (Moussu & Braine, 2006; Mahboob, 2004).

CHAPTER 3

3. METHODOLOGY

3. 1. Introduction

As mentioned previously, the goal of this study was to find out the thoughts and perceptions of university preparation class students studying at the Departments of English Language and Literature (ELL), English Language Teaching (ELT), Nanotechnology Engineering (NANO) and the Faculty of Economics and Administrative Sciences (EAS) towards NESTs and NNESTs. This study also tried to reveal how much students benefit from NESTs and NNESTs in terms of motivation, communication and education. As in Alsweed's (2012), Brown's (2013), and Çakır & Demir's (2013) researches, the current study was also designed to request responses from learners by applying a questionnaire regarding their perceptions of their NESTs and NNESTs.

First, in this chapter, the research design of the current study will be presented in Section 3. 2 in order to clarify the setting of the study. Details about the participants of this study will be given in Section 3. 3, to give information about the individuals establishing the samples for the analysis. Instruments used in this study will be given in Section 3. 4, which mentions and describes the primary source used in this study: a questionnaire. Finally, in Section 3. 5, the procedure used for the data analysis will be explained.

3. 2. Research Design

The methodology used in this study was chosen taking account of the type of problem investigated, the purpose of the research project and the nature of the data. In this student-based research, the dependent variable is the student perceptions, and the independent variables are students' gender, perceived proficiency level in English, class subject (Grammar, Reading, Writing, Listening and Speaking), major, and previous experience with native speakers. For this reason, a multivariate design

was selected to take into account the mentioned variables in a more reliable way and to investigate the relationships between these variables. Moussu (2006) tells about Seliger & Shohamy's study (1989) which states that this research design allows to statistically manipulate variables and see if any independent variable influences the dependent variables more significantly than others.

The goals of this study made it necessary to use a more exact and noncontroversial method to reach more reliable data and results. Also, due to the great number of participants and in order to compare the answers given by these participants, a descriptive, quantitative methodology was used. Standardized measures and complex statistical analyses could then be used to find the answers to the different questions this project aims at investigating (Hatch & Lazaraton, 1991, cited in Moussu, 2006).

The nature of the data necessitated close ended-questions. Moussu (2006) remarks the importance of this state by citing from Krosnick, Judd & Wittenbrink's study (2005) that collecting and objectively comparing large numbers of perceptions, attitudes, and beliefs is difficult with interviews or other qualitative designs. Moussu tells about Brown's study (2001) in which he says that using this close-response format allows for more uniformity across questions, that responses are less likely to skip questions because of their length or complexity, and that responses are relatively easy to interpret. Thus, this quantitative study is a survey-based one measuring the perceptions of students toward NESTs and NNESTs with a questionnaire consisting of some demographic questions such as students' gender, departments and language proficiency levels. In his book, Davis (2010) emphasizes that:

Surveys are often the first method we think of for collecting data in program evaluations. This tendency demonstrates a common approach to evaluation work: thinking primarily in terms of how to collect information before fully considering what will be investigated and why. (p. 3)

3. 3. Participants

This study was carried out at School of Foreign Languages at Sivas Cumhuriyet University during the second term of 2015 – 2016 academic year. The population of this study contains students in two different groups. The first group consists of students who study together in the preparatory classes of Department of English Language and Literature (ELL) and the Department of English Language Teaching (ELT) (n=125; 67,2%). These students receive intensive English program (IEP) with 28 class-hours a week, 4 of which is 4 hours-Speaking class with one native teacher.

In the second group, students in the Faculty of Economics and Administrative Sciences (EAS) and in the Department of Nanotechnology (NANO) also study intensive English program with 24 class-hours a week, 4 of which is 4 hours-Speaking class received from one native teacher (n=61; 32,8%). All of the participants are Turkish, and their first language is Turkish. The main purposes of choosing the preparatory class students for this study are that only these students take lessons from native speakers all across the university, and that these classes are conscious of the importance of a second or foreign language.

There was not a homogenous distribution of the subjects in terms of gender. Of 186 participants, 126 (67,74%) were females and 60 (32,26%) were males. When considering the gender distributions by departments, female students in ELL and ELT constitute 54,20% of all the students while male students in ELL and ELT constitute only 12,09%. However, female students in EAS and NANO constitute 13,44% of all the students while male students in these departments constitute 19,35%. Based on these data, the number of female students studying in the Departments of ELL and ELT were higher than male students while the number of male students in EAS and NANO were higher than female students (Table 2).

Table 2. Gender & Department Cross Tabulation

Group 1	Group 2	Statistics	Department		Total
			ELL & ELT	EAS & NANO	
Gender	Female	Count	101,00	25,00	126,00
		% within Gender	80,16	19,84	100,00
		% within Department	80,80	40,98	67,74
	Male	% of Total	54,30	13,44	67,74
		Count	24,00	36,00	60,00
		% within Gender	40,00	60,00	100,00
	Total	% within Department	19,20	59,02	32,26
		% of Total	12,90	19,35	32,26
		Count	125,00	61,00	186,00
Total	% within Gender	67,20	32,80	100,00	
	% within Department	100,00	100,00	100,00	
	% of Total	67,20	32,80	100,00	

In this study, students' language proficiency levels were evaluated by their statements since there were two groups of students in the study, and they were not subjected to the same exams. Students ranked their language proficiency as "low", "medium", "good" and "very good", and the percentage distributions were found as 5,91%, 52,15%, 39,78% and 2,15%, respectively. Students in the Departments of ELL and ELT mostly regarded their proficiency levels as "good" (51,20%) while students in EAS and NANO evaluated their proficiency levels as "medium" (67,21%). There were no students regarding themselves as "very good" in EAS and NANO while 4 students in the Departments of ELL and ELT thought their proficiency levels as "very good". From these data, 12,15% of all the students regarded themselves as "very good" in terms of language proficiency level. However, 16,39% of the students in EAS and NANO and 0,8% of the students in ELL and ELT saw their language proficiency levels as "low". The results were given in Table 3.

Table 3. Perceived Language Proficiency Level & Department Cross Tabulation

Group 1	Group 2	Statistics	Department		Total
			ELL & ELT	EAS & NANO	
Perceived Language Proficiency Level	Low	Count	1	10	11
		% within Language Proficiency	9,09	90,91	100,00
		% within Department	0,80	16,39	5,91
		% of Total	0,54	5,38	5,91
	Medium	Count	56,00	41,00	97,00
		% within Language Proficiency	57,73	42,27	100,00
		% within Department	44,80	67,21	52,15
		% of Total	30,11	22,04	52,15
	Good	Count	64,00	10,00	74,00
		% within Language Proficiency	86,49	13,51	100,00
		% within Department	51,20	16,39	39,78
		% of Total	34,41	5,38	39,78
	Very good	Count	4,00	0,00	4,00
		% within Language Proficiency	100,00	0,00	100,00
		% within Department	3,20	0,00	2,15
		% of Total	2,15	0,00	2,15
	Total	Count	125,00	61,00	186,00
		% within Language Proficiency	67,20	32,80	100,00
		% within Department	100,00	100,00	100,00
		% of Total	67,20	32,80	100,00

Table 4 gives the cross tabulation as to the language proficiency levels and genders of the participants. When the results are evaluated, female and male students mostly see their language proficiency levels as “medium” (50% and 56,67%, respectively). In addition, the number of female students who think their language proficiency levels are “very good” is higher than male students (2,38% and 1,67%, respectively). The rate of female and male students who determined their language proficiency levels as “low” is close to each other. In both genders, the highest scores are in “medium” and “good” levels.

Table 4. Perceived Language Proficiency Level & Gender Cross Tabulation

Group 1	Group 2	Statistics	Gender		Total
			Female	Male	
Perceived Language Proficiency Level	Low	Count	5	6	11
		% within Language Proficiency	45,45	54,55	100,00
		% within Gender	3,97	10,00	5,91
		% of Total	2,69	3,23	5,91
	Medium	Count	63,00	34,00	97,00
		% within Language Proficiency	64,95	35,05	100,00
		% within Gender	50,00	56,67	52,15
		% of Total	33,87	18,28	52,15
	Good	Count	55,00	19,00	74,00
		% within Language Proficiency	74,32	25,68	100,00
		% within Gender	43,65	31,67	39,78
		% of Total	29,57	10,22	39,78
	Very good	Count	3,00	1,00	4,00
		% within Language Proficiency	75,00	25,00	100,00
		% within Gender	2,38	1,67	2,15
		% of Total	1,61	0,54	2,15
Total	Count	126,00	60,00	186,00	
	% within Language Proficiency	67,74	32,26	100,00	
	% within Gender	100,00	100,00	100,00	
	% of Total	67,74	32,26	100,00	

The average age of students participating in the study is 19,12. The minimum age is 17, the maximum age is 29. That the average is close to minimum value shows that age distribution is right-skewed. Therefore, it is possible to say that most of the participants are young individuals.

Measuring the level of perceptions of students toward NESTs and NNESTs, this study also questioned whether the students have previous native speaker experience before university. 91,4% of the students (n=170) reported they did not have previous native speaker experience before university while 8,6% (n=16) did. The rate of students having native speaker experience before attending preparatory class was as low as 10,63 times when compared to those who did not. Table 5 shows students' previous native speaker experience before coming to university.

Table 5. Previous Native Speaker Experience of Students Before University

Previous Native Speaker Experience	n	Mean
Yes	16	8,60
No	170	91,40
Total	186	100

3. 4. Instruments

Following some demographic questions such as age, gender, self-perception of English level and previous NES teacher experience, the participants were delivered a five point Likert-type questionnaire made up of 34 items with the answers on the scale ranging from “strongly disagree” to “strongly agree with the purpose of finding out their perceptions towards NESTs and NNESTs. The questionnaire was developed by Çakır & Demir (2013). After taking the necessary permissions from the writers, the questionnaire was performed on students. The questionnaire consisted of three categories comparing both instructor groups with the subscales “motivation”, “communication” and “teaching/learning”. Q7, Q9, Q10, Q11, Q17, Q21, Q23 and Q25 in the questionnaire was subjected to reverse assessment in order to overcome the inconsistency in statistical analysis since these questions, unlike the other questions, aimed at deciding upon the NNES instructors.

As all of the students do not have capability to understand all the items in English, the questionnaire was performed to Turkish students in their mother tongue. Thus, the items in the questionnaire were translated to Turkish. Then, the items were translated into English by one assistant professor in order to establish validity. Furthermore, to establish reliability, reliability coefficients (Cronbach’s α) were found as 0,808 for the scale, which would show the questionnaire as reliable.

In order to determine whether demographic data would have an effect on students' answers, independent sample t-test and F test was used. Independent sample t-test was used to find the differences in categorical variables made up of two data, and F test was used to determine the differences in categorical variables made up of more than two data. Initially, it was thought to apply Least Significance Difference (LSD) test, which is the most suitable one among the post hoc tests, according to the F test results. Therefore, performing post hoc tests remained necessary as there was difference in F test results. In addition, in order to help the readers understand the data structures and be used in further or similar studies, descriptive statistics, frequency tables and cross tabulations were included in this study.

3. 5. Procedure for Data Analysis

The participants' overall responses to the items were inputted into a computer through the use of SPSS (Statistical Package for Social Sciences, 20.0) data editor. With the aim of analyzing data, frequency and descriptive statistics and mean comparing tests were used.

CHAPTER 4

4. DATA ANALYSIS AND RESULTS

4. 1. Introduction

In this chapter, it is aimed to delineate the data obtained through the questionnaire and to scrutinize the results in the light of the research questions. Firstly, the perceptions of students toward NESTs and NNESTs were handled. Since the questionnaire was made up of three sections (motivation, communication and teaching/learning), the first section of this chapter takes a detailed look at these aspects with tables and graphs. The second section also gives detailed results of the data attained from questionnaire with tables and graphs in terms of gender, department and perceived English levels of students.

Statistically, the number of questionnaires determined for sufficiency of participants was calculated to be 156 with 95% reliability level and 5% margin of error. When it comes to accessibility, 200 questionnaires were given; however, when eliminating the wrong and erroneous coding, total 186 questionnaires were obtained in order to carry out the application. This data is seen as adequate to perform the analysis Figure 1 shows the graphic of departments of the participants.

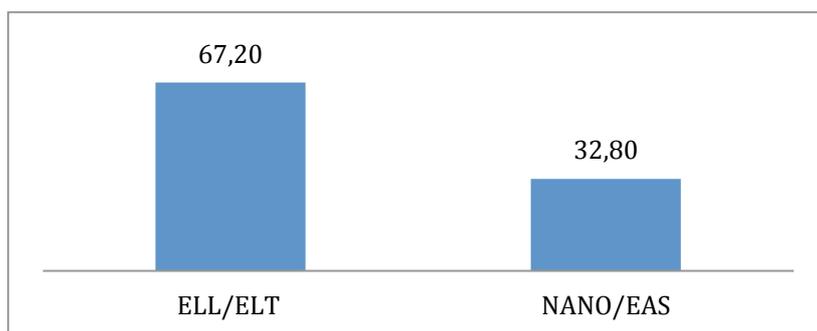


Figure 1. Percentage of participating students by their departments

4. 2. Perceptions of Students towards Native and Nonnative Speakers

4. 2. 1. General Perceptions

When the participants' answers to the items in the questionnaire were analyzed, the answers are generally found to be at "neutral" area ($\mu = 3,33$) (Table 6). However, the answers also show that the percentage of students who give "neutral" answer in general was calculated to be 18,31% (Table 7). Based on these data, 28,38% of the answers given by students tend to "disagree" to the questions in the questionnaire, and 53,30% of which tend to "agree". These data indicate that students tend to agree to the questions in the questionnaire.

The analysis of subscales shows that the overall answer tendencies and percentages of students are also in the same direction with the general perceptions. Although the mean scores of answers given are in the "neutral" area, participants tend to agree or disagree to the items in the questionnaire.

Table 6. Descriptive Statistics by Overall and Subscales

Descriptive Statistics	N	Min.	Max.	Mean	SD
Motivation	186	1,00	4,86	3,19	0,71
Communication	186	1,14	4,14	3,19	0,48
Teaching & Learning	186	2,35	4,60	3,61	0,42
Total	186	2,16	4,44	3,33	0,40

Table 7. Frequency Table of Given Answers by Overall and Subscales

Answers/Subscales	Motivation		Communication		Teaching/ Learning		Total	
	n	%	n	%	n	%	n	%
Strongly Disagree	61	4,69	85	6,53	121	3,25	267	4,22
Disagree	415	31,87	395	30,34	718	19,30	1528	24,16
Neutral	245	18,82	229	17,59	684	18,39	1158	18,31
Agree	372	28,57	380	29,19	1187	31,91	1939	30,66
Strongly Agree	209	16,05	218	16,36	1010	27,15	1432	22,64

4. 2. 2. Motivation

The statistical results of the answers to the questions concerning the motivation were given in detail in Table 8. The data show that students give the highest rank to Q4 “NES instructors always arouse more interest than NNES instructors” ($\mu = 3,60$). On the other hand, the perception that students’ attendance in NES instructors’ classes is less than that of NNES instructors’ classes receives the lowest rank in the scale (Q6, $\mu = 2,45$). When looked at the standard deviations of the answers, it can be seen that there is fluctuations between “disagree” and “agree” answers. The cause of this fluctuation was mentioned in the “General Perceptions” section. However, the maximum scores for Q5, Q6 and Q7 are found as 3,78, 3,61 and 4,65, respectively. On the contrary, the tendency to disagreement to the items whose mean scores are above 3 (max. 3,60 for Q4) is a possibility due to the standard deviation.

Table 8. Descriptive Statistics for the Answers to the Items concerning Motivation

Items	N	Min.	Max.	Mean	SD
1. NES instructors are better role models than NNES instructors	186	1	5	3,18	1,09
2. I feel more motivated while learning with NES instructors than with NNES instructors	186	1	5	3,41	1,09
3. Learning English with NES instructors is more enjoyable than learning with NNES instructors	186	1	5	3,40	1,15
4. NES instructors always arouse more interest than NNES instructors	186	1	5	3,60	1,17
5. My interest to NES instructors’ lessons is more than that of NNES instructors’ lessons	186	1	5	2,73	1,05
6. My attendance in NES instructors’ classes is less than that of NNES instructors’ classes	186	1	5	2,45	1,16
7. NNES instructors are more capable of motivating learners than NES ones	186	1	5	3,59	1,06

The mean score of the answers about motivation given by students was found as 3,19 and standard deviation was 0,71 (see Table 6). In data sets showing normal distribution, the first standard deviation range (mean + - standard deviation) comprises 65% of the participants, the second standard deviation range 66,6% and the third standard deviation range 99,9%. Starting from this point, 65% of the participants give approximate values to the motivation subscale ranging from 2,48 to 3,9. In general, it is possible to say that students have negative tendency on the motivation issue.

Figure 2 presents graphical statistics of the answers given by the students to the motivation subscale. 4,69% of the participants give “strongly disagree” answer to the items in the motivation subscale. This rate has the lowest rank among all items in this subscale. The second lowest rank belongs to “strongly agree” with 16,05%. The decrease of percentages of the answers to items in extreme values is an expected situation. However, “disagree” answer receives the highest rank in this subscale. In general, 36,56% of the students tend to “disagree” to the items while 44,62% tend to “agree” to the items.

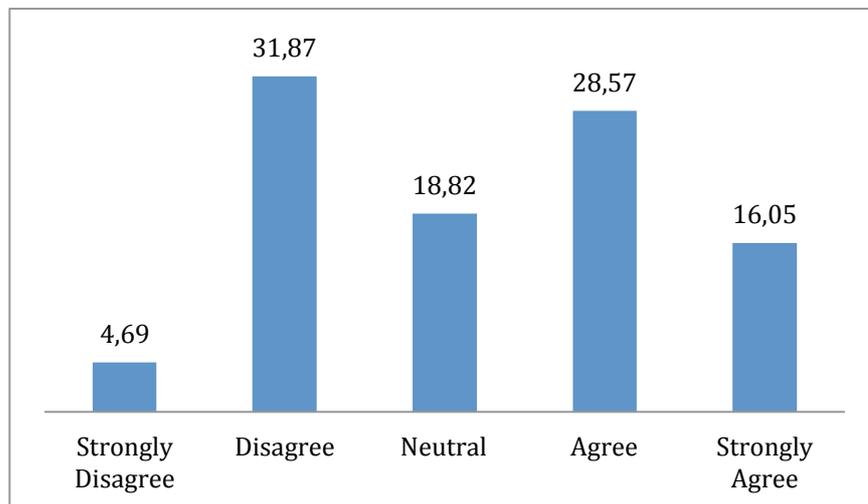


Figure 2. Students' Answers to Motivation Subscale

4.2.3. Communication

Statistical results of answers given by students regarding communication were given in detail in Table 9. It was made clear that Q13 “The accent of NNES instructors while speaking English is important to me” has the highest rank in this subscale ($\mu = 3,96$). The participants tend to “disagree” to Q8, Q11 and Q12. Q10, Q13 and Q14 received the highest scores in this subscale with 3,66, 3,96 and 3,58, respectively.

Table 9. Descriptive Statistics for the Answers to the Items concerning Communication

Items	N	Min.	Max.	Mean	SD
8. I communicate more with NES instructors than NNES instructors	186	1	5	2,39	0,94
9. There are a lot of NNES instructors that can effectively communicate in the target language	186	1	5	3,22	1,04
10. NNES instructors are more sincere and empathetic than NES instructors while communicating	186	1	5	3,66	1,12
11. NES instructors' being foreigners pose a social barrier in my interactions with them	186	1	5	2,71	1,19
12. NES instructors give more importance to friendly conversations outside the class than their NNES counterparts	186	1	5	2,78	1,05
13. The accent of NNES instructors while speaking English is important to me	186	1	5	3,96	1,05
14. I think English instructors should all speak with a perfect British accent	186	1	5	3,58	1,24

The mean score of the answers given by participants on communication was found as 3,19 and standard deviation was 0,5 (see Table 6). Thus, it can be understood that 65% of the participants give approximate values to the communication subscale ranging from 2,69 to 3,69. In general, it is possible to say that the students have negative attitude in communication issue.

Figure 3 presents the frequency statistics of the answers given by the students to the communication subscale. 6,53% of the participants give “strongly disagree” answer to the items in the communication subscale. This rate has the lowest rank among all items in this subscale. The second lowest rank belongs to “strongly agree” with 16,36%. The decrease of percentages of the answers to items in extreme values is an expected situation. However, “disagree” answer receives the highest rank in this subscale. In general, 36,87% of the students tend to “disagree” to the items while 45,55% tend to “agree” to the items.

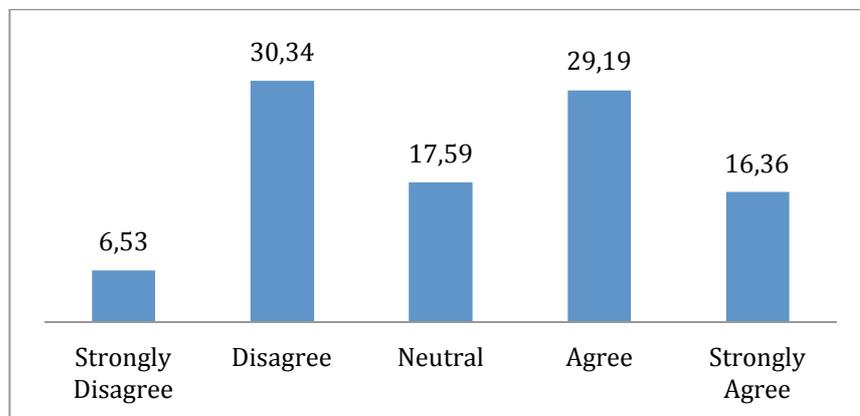


Figure 3. Students' Answers to Communication Subscale

4. 2. 4. Teaching / Learning

Statistical results of answers given by students regarding teaching/learning were given in detail in Table 10. It was made clear that Q22 “I would prefer to be taught by both NES and NNES instructors at the same time rather than by just one of the two” has the highest rank in this subscale ($\mu = 4,58$). When considered the whole scale, the highest mean scores are in this subscale.

The highest scores in this subscale belong to Q15, Q21, Q22, Q23, Q24, Q25 and Q28 with the mean scores of 4,03, 4,16, 4,58, 4,13, 4,16, 4,23 and 4,06, respectively. Q16 and Q27 receive the lowest rank with the mean scores of 2,69 and 2,47, respectively. When considered the items that have 4 points and above along with the standard deviations, the students tend to “agree” to the items of this subscales.

Table 10. Descriptive Statistics for the Answers to the Items concerning Teaching/Learning

Items	N	Min.	Max.	Mean	SD
15. In general, having a native English-speaking (NES) instructor positively effects my learning	186	1	5	4,03	0,91
16. I would rather have a NES instructor than a NNES instructor	186	1	5	2,69	1,04
17. Learning English with a NNES instructor is easier for me than with a NES instructor	186	1	5	3,48	1,10
18. During the lesson, NES instructors correct my mistakes less than NNES ones	186	1	5	3,44	1,22
19. NES instructors provide more feedback than nonnative ones	186	1	5	2,75	0,98
20. NES instructors present the cultural contents of the target language better than NNES instructors	186	1	5	3,81	1,01
21. There are many NNES instructors who teach just as effectively as NES instructors	186	1	5	4,16	0,81
22. I would prefer to be taught by both NES and NNES instructors at the same time rather than by just one of the two	186	1	5	4,58	0,66
23. My learning experiences with NNES instructors have been good so far	186	1	5	4,13	0,81
24. I don't care whether my instructor is a native or non-nativespeaker as long as he/she is a good teacher for me	186	1	5	4,16	0,95
25. While learning English, NNES instructors provide me with more strategies and ideas than NES instructors	186	1	5	3,85	1,07
26. To learn English well, I need to have a teacher who knows about British culture	186	1	5	3,54	1,18
27. NES instructors are better at explaining grammar than NNES instructors	186	1	5	2,47	1,01

28. NES instructors are better at teaching writing than NNES instructors	186	1	5	2,76	0,99
29. NES instructors are better at teaching vocabulary than NNES instructors	186	1	5	3,20	1,14
30. NES instructors are better at teaching pronunciation than NNES instructors	186	1	5	4,23	0,92
31. NES instructors are better at teaching listening than NNES instructors	186	1	5	3,61	1,10
32. NES instructors are better at teaching reading than NNES instructors	186	1	5	3,48	1,15
33. NES instructors are better at teaching speaking than NNES instructors	186	1	5	4,06	0,98
34. NES instructors provide me with more information about English speaking countries than NNES instructors	186	1	5	3,65	1,20

The mean score of the answers given by participants on teaching/learning was found as 3,61 and standard deviation was 0,42 (see Table 6). Hence, it can be understood that 65% of the participants give approximate values to the motivation subscale ranging from 3,19 to 4,03. In general, it is clear that teaching/learning subscale has higher mean scores when compared to the other two subscales. The fact that standard deviation of the teaching/learning subscale is low means that the answers given in this subscale are more consistent than the motivation and communication subscales.

Figure 4 presents the frequency statistics of the answers given to the teaching/learning subscale. 3,25% of the participants give “strongly disagree” answer to the items in this subscale. This rate has the lowest rank among all items in the subscale. The second lowest rank belongs to “neutral” with 18,39%. The decrease of percentages of the answers to items in extreme values is an expected situation.

However, “strongly agree” answer constitutes approximately more than one-fourth of all the answers in the teaching/learning subscale. Unlike the other subscales, “agree” answer receives the highest rank in this subscale. In general, 22,55% of the students tend to “disagree” to the items while 59,06% tend to “agree” to the items.

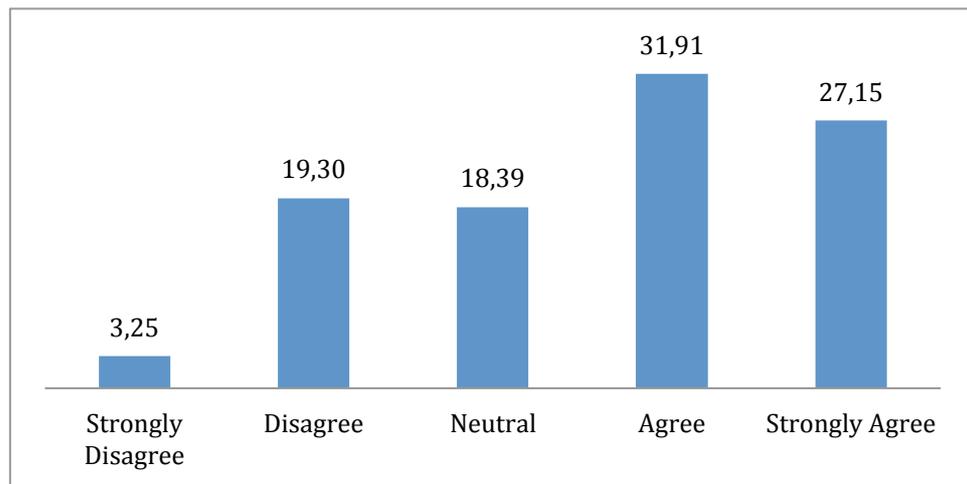


Figure 4. Students’ Answers to Teaching / Learning Subscale

4. 3. Effect of Gender on Students’ Perceptions

The distribution of the subjects in terms of gender is not homogenous. Of 186 participants, 126 were females (%67,74) and 60 were males (%32,26) (Table 11). This data shows that the number of female participants was more than two times when compared to male participants.

Table 11. Gender Distribution of the Participants

Gender	n	Mean
Female	126	67,74
Male	60	32,26
Total	186	100

One of the main determinants for the results of this study is gender factor. It was analyzed whether there are any differences in answers for the subscales and the overall scale by gender demographic variable. Mean scores of the answers given to motivation subscale are approximately 3,15 in female students and 3,29 in male students (Table 12). These mean scores indicate that there are no significant differences between two groups, however standard deviations show that female participants had clearer ideas than male participants. The minimum point in mean scores given by female participants was 1,86 and above while 1 and above by male participants. Furthermore, maximum values of the answers show similarity in both male and female students. The standard distribution of the answers given by male students for the whole scale is higher than that of female students.

Table 12. Descriptive Statistics according to Gender

	Gender	Min.	Max.	Mean	SD
Motivation	Female	2,00	4,86	3,15	0,64
	Male	1,00	4,86	3,29	0,83
Communication	Female	1,86	4,14	3,24	0,46
	Male	1,14	4,00	3,06	0,51
Teaching / Learning	Female	2,75	4,60	3,66	0,38
	Male	2,35	4,60	3,49	0,47
Overall	Female	2,43	4,44	3,35	0,38
	Male	2,16	4,34	3,28	0,44

N for Female = 126

N for Male = 60

The t-test results were presented in Table 13. Based on the data, there is statistically significant difference in terms of gender in the communication ($p=0,02$) and teaching/learning ($p=0,01$) subscales. In both subscales, female students gave higher points to the items than male students.

Table 13. T-test Results by Students' Genders

Parameters	Levene's Test for Equality of Variances	t-test for Equality of Means								
		t	df	Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference			
							Lower	Upper		
	F	Sig.								
Motivation	Equal variances assumed	6,38	0,01	-1,22	184,00	0,23	-0,13	0,11	-0,35	0,08
	Equal variances not assumed			-1,11	93,93	0,27	-0,13	0,12	-0,38	0,11
Communication	Equal variances assumed	0,06	0,80	2,43	184,00	0,02	0,18	0,07	0,03	0,33
	Equal variances not assumed			2,35	107,13	0,02	0,18	0,08	0,03	0,34
Teaching / Learning	Equal variances assumed	3,92	0,04	2,67	184,00	0,01	0,17	0,07	0,05	0,30
	Equal variances not assumed			2,48	97,27	0,02	0,17	0,07	0,03	0,31
Total	Equal variances assumed	1,67	0,20	1,16	184,00	0,25	0,07	0,06	-0,05	0,20
	Equal variances not assumed			1,10	102,36	0,27	0,07	0,07	-0,06	0,21

4. 4. Effect of Students' Departments on Their Perceptions

As mentioned previously, the first group in the study includes students who study together in the preparatory classes of Department of English Language and Literature (ELL) and the Department of English Language Teaching (ELT) ($n=125$; 67,2%). These students receive intensive English program (IEP) with 28 class-hours a week, 4 of which is 4 hours-Speaking class with one native teacher. In the second group, students in the Faculty of Economics and Administrative Sciences (EAS) and

in the Department of Nanotechnology (NANO) also receive intensive English program together with 24 class-hours a week, 4 of which is 4 hours-Speaking class received from one native teacher (n=61; 32,80%). The distribution of participating students for this study is given in Table 14.

Table 14. Numbers of participating students

Department	n	Mean
ELL & ELT	125	67,20
EAS & NANO	61	32,80
Total	186	100

When taken minimum mean scores, it is evident that the points of the students in the Departments of English Language and Literature and English Language Teaching were higher than those in the Faculty of Economics and Administrative Sciences and the Department of Nanotechnology. Similarly, in maximum mean scores, the participants in ELL and ELT gave higher points than those in EAS and NANO. However, these differences could not be proven statistically except for teaching/learning subscale. In addition, the standard deviations of the answers given by the students in ELL and ELT were lower. The results for each department were presented in Table 15. Figure 5 shows the mean graphic for whole scale and subscales by departments.

Table 15. Descriptive Statistics according to Department

Subscales	Department	Min.	Max.	Mean	SD
Motivation	ELL & ELT	1,71	4,86	3,13	0,70
	EAS & NANO	1,00	4,86	3,32	0,71
Communication	ELL & ELT	1,86	4,14	3,20	0,48
	EAS & NANO	1,14	4,00	3,15	0,50
Teaching / Learning	ELL & ELT	2,75	4,60	3,65	0,40
	EAS & NANO	2,35	4,25	3,51	0,44
Overall	ELL & ELT	2,43	4,44	3,33	0,42
	EAS & NANO	2,16	4,11	3,33	0,38

N for ELL & ELT = 125

N for EAS & NANO = 61

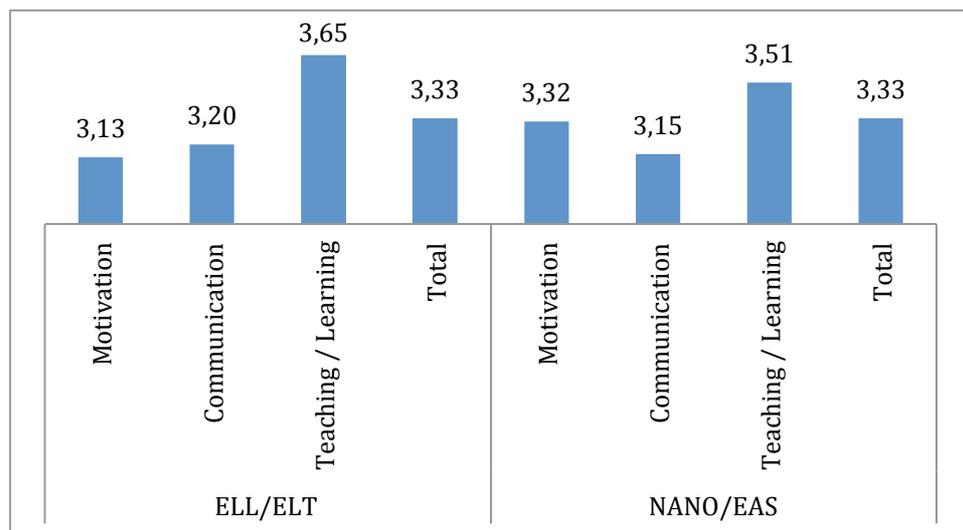


Figure 5. Mean Graphic for Whole Scale and Subscales by Departments

As mentioned before, the study analyzed two groups of students; one group is ELL & ELT and the second group is EAS and NANO. The t-test results performed for this demographic factor were given in Table 16. There was statistically significant difference in terms of students' majors for the answers to teaching/learning subscales ($p=0,03$).

Table 16. T-test Results by Students' Departments

Parameters	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Motivation	0,07	0,80	-1,65	184,00	0,10	-0,18	0,11	-0,40	0,04
			-1,64	116,90	0,11	-0,18	0,11	-0,40	0,04
Communication	0,07	0,79	0,65	184,00	0,52	0,05	0,08	-0,10	0,20
			0,63	113,62	0,53	0,05	0,08	-0,10	0,20
Teaching / Learning	0,85	0,36	2,15	184,00	0,03	0,14	0,07	0,01	0,27
			2,08	109,20	0,04	0,14	0,07	0,01	0,27
Total	0,54	0,46	0,04	184,00	0,97	0,00	0,06	-0,12	0,13
			0,04	128,05	0,97	0,00	0,06	-0,12	0,12

4.5. The Effect of Students' Language Proficiency Levels on Their Perceptions

Perceived language proficiency levels by students themselves were given in Table 17. The results reveal that students mostly regard their language proficiency levels as “medium” level (52,15%). The lowest answer is “very good” with 2,15%. Similarly, 5,91% of the participants perceive their language proficiency levels in English as “low”, and 39,78% of whom regard it as “good”.

Table 17. The Frequency Table by Perceived Language Proficiency Levels

Language Proficiency	Frequency	Percent	Cumulative Percent
Low	11	5,91	5,91
Medium	97	52,15	58,06
Good	74	39,78	97,85
Very good	4	2,15	100,00
Total	186	100,00	

Descriptive statistics for whole scale and subscales by perceived language proficiency levels were given in Table 18. The standard deviation of Teaching/Learning subscale was lower in students who regard the proficiency levels as “good” and “very good” than the whole scale and other subscales. Similarly, the standard deviation of communication subscale was lower in students who regard the proficiency levels as “low” than the whole scale and other subscales.

It is seen that the highest distribution belongs to motivation subscale. The highest mean scores are in the “very good” level. Participants who regard their language proficiency levels as “medium” and “good” gave higher points to the overall scale and subscales on average. The group that has the lowest minimum score is composed of the students who regard their language proficiency levels as “medium”. Similarly, the group that has the highest minimum score is composed of the students who regard their language proficiency levels as “very good”.

Table 18. Descriptive Statistics according to Perceived Proficiency Level

Level	Scale	N	Min.	Max.	Mean	SD
Low	Motivation	11	2,00	4,29	3,14	0,68
	Communication	11	2,57	3,57	3,34	0,32
	Teaching & Learning	11	2,40	3,95	3,33	0,45
	Total	11	2,90	3,89	3,27	0,31
Medium	Motivation	97	1,00	4,86	3,21	0,73
	Communication	97	1,14	4,14	3,13	0,52
	Teaching & Learning	97	2,35	4,60	3,59	0,43
	Total	97	2,16	4,44	3,31	0,43
Good	Motivation	74	2,00	4,86	3,16	0,68
	Communication	74	1,86	4,14	3,22	0,44
	Teaching & Learning	74	2,85	4,45	3,64	0,39
	Total	74	2,71	4,34	3,34	0,38
Very Good	Motivation	4	2,71	4,43	3,57	0,84
	Communication	4	2,86	4,14	3,46	0,53
	Teaching & Learning	4	3,85	4,60	4,08	0,35
	Total	4	3,25	4,30	3,70	0,50

In order to find out whether perceived language proficiency levels create any difference in the answers of questionnaire, F test results were given in ANOVA table (Table 19). Based on the data, in the groups formed by language proficiency levels, there is statistically significant difference in given answers in teaching/learning subscale. It was revealed among which groups there are differences by performing LSD (Least Significance Test) for the teaching/learning subscale (Table 20)

Table 19. ANOVA Table by Perceived Language Proficiency Levels

Parameters		Sum of Squares	df	Mean Square	F	Sig.
Motivation	Between Groups	0,73	3,00	0,24	0,48	0,70
	Within Groups	91,91	182,00	0,51		
	Total	92,63	185,00			
Communication	Between Groups	0,96	3,00	0,32	1,37	0,25
	Within Groups	42,41	182,00	0,23		
	Total	43,36	185,00			
Teaching / Learning	Between Groups	1,81	3,00	0,60	3,55	0,02
	Within Groups	31,00	182,00	0,17		
	Total	32,81	185,00			
Overall	Between Groups	0,64	3,00	0,21	1,31	0,27
	Within Groups	29,65	182,00	0,16		
	Total	30,29	185,00			

LSD test results clearly show that there is statistically significant difference between the students who regard their language proficiency levels as “low” and the other groups. In addition, mean score of the whole survey answers of the students who see their language proficiency levels as “low” is lower than the mean scores of the answers of the other groups. Likewise, there is also statistically significant difference between the students who regard their language proficiency levels as “very good” and the other students ($p_{\text{low, medium}} = 0,049$, $p_{\text{low, good}} = 0,02$, $p_{\text{low, very good}} = 0,00$). These data show that mean score of the whole answers of the students who see their language proficiency levels as “very good” is higher than the mean scores of the answers of the other groups ($p_{\text{very good, medium}} = 0,02$, $p_{\text{very good, good}} = 0,04$, $p_{\text{very good, low}} = 0,00$). Furthermore, there is no statistically significant difference among the mean scores of the answers of students who do not regard their language proficiency levels as “low” or “very good” ($p_{\text{good, medium}} = 0,44$). Therefore, it can be said that the students who cause the difference are due to the students in “low” and “very good” group.

Table 20. Multiple comparisons LSD test

Dependent Variable	(I) Language Proficiency	(J) Language Proficiency	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Teaching / Learning	Low	Medium	-0,26	0,13	0,05	-0,52	0,00
		Good	-0,31	0,13	0,02	-0,57	-0,04
		Very Good	-0,74	0,24	0,00	-1,22	-0,27
	Medium	Low	0,26	0,13	0,05	0,00	0,52
		Good	-0,05	0,06	0,44	-0,18	0,08
		Very Good	-0,49	0,21	0,02	-0,90	-0,07
	Good	Low	0,31	0,13	0,02	0,04	0,57
		Medium	0,05	0,06	0,44	-0,08	0,18
		Very Good	-0,44	0,21	0,04	-0,85	-0,02
	Very Good	Low	0,74	0,24	0,00	0,27	1,22
		Medium	0,49	0,21	0,02	0,07	0,90
		Good	0,44	0,21	0,04	0,02	0,85

In conclusion, in this chapter, answers to the research items given by students were analyzed and presented with tables and figures. The most outstanding output about students' perceptions towards NESTS and NNESTs was about motivation, communication and teaching/learning issues. There were no statistically significant differences with answers given by students in terms of their gender and department. However, students' perceived English proficiency comes to the forefront, since it can be clearly seen that as students' language proficiency levels increase, they benefit more from native speakers.

CHAPTER 5

5. DISCUSSION AND CONCLUSION

5.1. Introduction

This study was aimed at understanding better the perceptions of university preparatory class student's perceptions towards native and nonnative English speaking teachers. Previous chapter presented the results and data analysis of the responses collected through questionnaire administered at two different groups of preparatory class students at Sivas Cumhuriyet University the School of Foreign Languages during the spring semester of 2014-2015 academic year. This chapter will now discuss these results by research questions and their implications for teacher education. Finally, some recommendations will also be proposed, and then limitations of the study will be presented.

5.2. Discussion

In general, students have positive and negative attitudes towards both NESTs and NNESTs at different aspects. The items in the questionnaire made clear that, in the opinion of the students, pronunciation, listening and speaking skills are better taught by NES instructors while it was understood that NNESTs teach grammar and writing better. Especially pronunciation and speaking come to the forefront for the NESTs' favor. It is because NESTs acquire language automatically and spontaneously from their childhood. This conclusion is consistent with Medgyes' (2001), Mahboob's (2004), Butler's (2007) and Çakır & Demir's research findings. However, the students tend to have neutral ideas about reading and vocabulary skills.

As for the role model for the students, Krashen (1981), Medgyes (1994, 2001) and Brown (2013) emphasize that NNESTs are more appropriate and proper learner models for their students than NESTs as they began to learn English after they acquired their mother tongue. However, in their study, Çakır & Demir (2013) analyzed the perceptions of students in preparatory students towards NESTs and

NNESTs and found that NESTs are better role models than NNESTs. Unlike those studies, the students in this study also do not have certain ideas for Q1 (*NES instructors are better role models than NNEST instructors*), and this finding shows that students have equal ideas on taking role model towards NESTs and NNESTs for their future teaching career.

It was also made clear from the items in the questionnaire that the students prefer the collaboration of NESTs and NNESTs in English teaching process rather than choosing the members of just one of the two groups as teachers in ELT field. Çakır & Demir (2013) summarizes this finding as follow:

Thanks to this ‘union’ forces’, students will be able to learn certain skills of English a lot better and make up for their weaknesses that should result from lack of exposure to both groups simultaneously. (p.45)

In parallel with the finding above, students tend to agree to Q24 (*I don’t care whether my instructor is a native or non-nativespeaker as long as he/she is a good teacher for me*), and thus this finding also shows that students do not have prejudice against NESTs and NNESTs, and that they prefer good teacher regardless of teacher’s nativeness. This finding is also consistent with Brown’s (2013) and Çakır & Demir’s (2013) research findings.

The analysis of responses also enabled surprising insights. Results show that students in the “Neutral” group seemed to have difficulties deciding whether their NES instructors correct their mistakes less than NNEST ones. Medgyes (2001) argues that NESTs have a tendency not to make error correction until errors prevent the communication while there is a trend among NNESTs to make error correction. Unlike this finding, the tendency to make error correction for NESTs is an unexpected situation while an expected one for NNESTs.

Several conclusions can be drawn for these general perceptions of students towards native and non-native English speaking teachers. In general, not all students have negative attitudes towards NESTs. In addition, students seem to have no prejudice for both NESTs and NNESTs. Instead, they prefer the collaboration of NESTs and NNESTs in language teaching process. Finally, negative perceptions towards teachers do not necessarily indicate a relationship with non-nativeness.

This study's first research question asked: "What are the university preparatory students' perceptions toward native and non-native teachers in terms of motivation, communication and teaching / learning process?" First, students tend to have more positive thoughts in favor of native speakers in terms of motivation. They feel more motivated during NESTs' courses, enjoy more in learning with NESTs and show more interest to NESTs. On the other hand, students think non-native instructors are more capable of motivating learners. It is also understood that students show equal interest for both teacher groups' classes, and do not make a distinction for taking part in their lessons.

Second, students hold more positive attitudes towards nonnative instructors in terms of communication. They find NNESTs communicative enough and consider NNESTs as more empathetic and sincere during the conversation. These findings are consistent with Medgyes's (2001) and Çakır & Demir's (2013) research findings. As Mahboob (2004), Alsweed (2012), Ping (2012) and Brown (2013) argues, the reasons of such kind of perception and attitude are likely to be that NNESTs went through from the same process while learning English, are more conscious of the students' learning styles, and are able to understand students' needs and difficulties in their learning process. It was also clear from the results that the fact that NES instructors' being foreigners does not prevent students from building communication with NESTs. Another remarkable point is that while students tend to agree to Q14 (*I think English instructors should all speak with a perfect British accent*), they have certain ideas for the importance of accent of NNEST instructors while speaking English.

Third, students have much more consistent answers to teaching/learning issue. Students have negative attitude to Q16 (*I would rather have a NES instructor than a NNES instructor*), but positive attitude to Q22 (*I would prefer to be taught by both NES and NNES instructors at the same time rather than by just one of two*). Thus, these results indicate that, as mentioned before, students prefer the collaboration of NESTs and NNESTs in English teaching process rather than choosing the members of just one of the two groups as teachers in ELT field. In addition, students are of the opinion that having a native English-speaking instructor positively affects their learning process. When it comes to comfort of learning, students tend to have positive ideas in favor NNESTs. They think learning English with NNESTs is easier for them, and NNESTs provide more strategies and ideas while learning English. The reasons of such kind of idea are likely to be that NNESTs employ better teaching methodologies because their teaching styles are more varied, and students feel more satisfaction for the answers and explanations of NNESTs (Mahboob, 2004; Walkinshaw & Oanh, 2014), NESTs have difficulty in understanding students' questions and so cannot give satisfactory explanations, and NNESTs explain lessons clearly (Alsweed, 2012), NNESTs explain difficult concepts well (Brown, 2013).

As for the teaching the culture of target language, NES instructors are thought to give more information about English-speaking countries as a result of upbringing in an English-speaking country. Besides, they offer the cultural contents of the target language better than NNESTs. On the other hand, students do not think NES instructors give enough feedback as their non-native counterparts do. This finding is consistent with Yi & Jian's (2009) research findings which state that NNESTs present more language input and feedback to students and they more frequently use repetition feedback, followed by acknowledgement and then clarification feedback.

The second research question of this study was: “Is gender a factor in university preparatory students’ perceptions of their NESTs and NNESTs?” As mentioned previously, of 186 participants, 126 (67,74%) were females and 60 (32,26%) were males (Table 13). Students’ gender was a variable that did not influence students’ attitudes much. However, while responses given by both females and males did not present significant difference in motivation issue, females gave more positive answers than males towards communication and teaching/learning issues (see Appendix 2). Besides, in general, female students had clearer ideas than male participants for the overall items in the questionnaire. While female students think the accent of NNEST instructors while speaking English is very important, males tend to agree this item. Female students have also more positive views for their learning process with NNESTs so far than male students. In addition, females tend to agree more to Q24 (*I don’t care whether my instructor is a native or non-nativespeaker as long as he/she is a good teacher for me*). Male students tend to disagree that NES instructors are better at teaching vocabulary than NNEST instructors whereas female students have neutral idea. Finally, as for NES instructors’ providing more information about English-speaking countries, female students tend to give positive answers while males have neutral views.

The third question of this study was: “Is students’ department a factor in their perceptions of their NESTs and NNESTs?” As mentioned previously, this study was performed on two groups of students: ELL (English Language and Literature) & ELT (English Language Teaching) (n=125, 67,2%) and EAS (Economics and Administrative Sciences) & NANO (Nanotechnology) (n=61, 32,8%). Overall, it cannot be mentioned significant differences among departments (See Appendix 3). When looked at the general perceptions of students towards NESTs and NNESTs in terms of their departments, it is possible to say that students in ELL & ELT have more positive responses to the questions than those in EAS & NANO especially in teaching/learning issue. For example, while students in ELL & ELT tend to think NES instructors make less error correction than NNEST instructors during the lessons, students in EAS & NANO have neutral responses in general.

The most obvious difference can be seen in in students' responses to Q33 "*NES instructors are better at teaching speaking than NNEs instructors*". Students in ELL & ELT strongly believe that NESTs teach speaking better while EAS & NANO students tend to agree this view. Besides, EAS & NANO students have no certain ideas as to NES instructors' providing more information about English-speaking countries while students in ELL & ELT departments have more positive responses.

The final research question of this study was: "Is students' declared proficiency level of English a factor in their perceptions of their NESTs and NNEs?" The responses given by the students made clear that there are some significant differences in terms of teaching/learning between language proficiency levels perceived by students and their perceptions towards NESTs and NNEs (see Appendix 4). In general, it is possible to say that students who regard their language proficiency levels as "very good" have more positive attitudes to learning from NESTs. In other words, as the perceived language levels increase, students tend to benefit more from native speakers. For example, students regarding their language proficiency levels as "low" did not think NES instructors teach vocabulary skill better than NNEs ones while those who see their language levels as "very good" gave positive response to this item. Besides, students with "low" level have neutral view as to NES instructors' superiority in teaching listening over NNEs ones whereas those with "very good" level have more positive views. Finally, students with "low" level do not believe NES instructors provide more information about English-speaking countries while those with "very good" level gave "strongly agree" response to this item.

5. 3. Limitations of the Study

There are several delimitative factors for this study. The main intent of this study is to measure the perceptions of university preparatory students towards native and nonnative English-speaking teachers. However, there are two native speakers in Sivas Cumhuriyet University the School of Foreign Languages and, each preparatory

group receives only from one native speaker. The small number of native speakers poses a barrier in order to perform this study healthfully. Besides, these native speakers are temporary instructors in our school; that is, they come to our university with Fulbright program, and work as instructors under teaching assistantship program. In addition, these assistants give only listening and speaking lessons for preparatory classes. Therefore, it remained difficult to measure their effectiveness in other skills except for listening and speaking, and it would give more useful results to work with large number of and permanent native instructors.

Another limitation of this study is related to the learning characteristics and dispositions of the participants. As the learning process, learning English in particular, varies from person to person, it is possible to see this difference in responses of students. In addition, choosing method of the students for this study could be a barrier for performing the study. Participants were not chosen randomly or on a volunteer basis; instead, they were subjected to participate in the study. That kind of method may prevent students from responding to the items enthusiastically.

A final drawback of this study is more related with the data collection instrument: survey. Using a multiple-choice survey limited the participants' choices and did not permit them to express their ideas and thoughts freely.

5. 4. Implications and Suggestions for Further Studies

This study revealed some significant implications in terms of students' perceptions towards native and nonnative English-speaking teachers. It should be noted that all outstanding teachers are ideal in their own ways, and both NESTs and NNESTs have different advantageous sides in language teaching. Starting from this point, the collaboration of NESTs and NNESTs in providing language teaching is one of the most implications of this study. Besides, supplemental help should be provided to NNESTs in order to compensate for their deficiencies in teaching speaking, listening and pronunciation. Therefore, it is an obligatory condition to

employ both NESTs and NNESTs in a language-teaching environment in order to provide an effective and productive learning environment for students.

A confirmation of Medgyes' (2001), Ping's (2012) and Çakır & Demir's (2013) beliefs can be observed in the responses given by students in this study when analyzed by variables (motivation, communication, teaching/learning). In general, being a native speaker of a language and having a high level of proficiency in that language do not necessarily mean that he or she is a successful teacher, having linguistic competence does not automatically make one a good teacher, and success can be said to depend on individual's capability to instruct his or her knowledge.

It is also possible to infer from this study that variables such as gender, major and perceived proficiency levels of students are worth to consider in language teaching. For example, female students have more positive views and certain ideas for the effectiveness of both NESTs and NNESTs. In addition, as the perceived language proficiency levels of students increase, students tend to have more positive ideas towards NESTs. It should also be noted that students' previous native teacher experience is a variable since students who received English from native speakers before have also more positive and certain opinions towards NESTs.

In addition to the limitations of this study, several suggestions can be put forward for the related researches. For example, the studies concerning this literature may be performed with large numbers of and permanent native speakers. A qualitative research performed together with a quantitative one can provide more explanatory and detailed results. In addition to survey, interviews with students can strengthen the results and provide a larger picture for the comprehension of students' perceptions.

5. 5. Final Remarks

This chapter outlined the main responses given by university preparatory students to the survey questions used to investigate and analyze participants' perceptions towards NESTs and NNESTs. It was also discussed whether the findings of this study corroborated with previous research findings and what future studies should be performed to verify or refute the findings of this study. Finally, this chapter gave limitations regarding the performing this study.

In conclusion, this thesis study tried to find answers some research questions, to see whether there is any difference with the findings of previous research findings and to present a clearer picture of NES and NNEST instructors' productivity on students in current intensive English programs. It is hoped that the findings of this study will provide useful information to researchers and readers involved in English learning and teaching field and contribute valuable data and information to the literature.

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7. APPENDICES

7.1. Appendix 1: Student Questionnaire

Dear students,

This questionnaire would be applied to find out the perception of university students for native or non-native teachers of English. We assure you that all the information that you provide would be kept confidential. It is a completely voluntary activity. Thanks a lot for your participation and contribution.

Instructor Eyüp GÜNDÜZ

Age:

Gender: ___ Male ___ Female

Academic year:

Mother Tongue:

How good is your knowledge of the following languages?

Turkish: ___ Little ___ Good ___ Very good

English: ___ Little ___ Good ___ Very good

Others: ___ Little ___ Good ___ Very good (Please Specify)

How many Native English Speaking Teachers do you have?

How many Non-native English Speaking Teachers do you have?

How many hours of classes do you have from Native Speaker?

How many hours of classes do you have from Non-native Speaker?

Have you ever had a native speaker of English as a teacher before coming to university? ___ Yes ___ No

Have you ever been to an English-speaking country? ___ Yes ___ No

How long have you been studying English? ___ years

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. NES instructors are better role models than NNES instructors					
2. I feel more motivated while learning with NES instructors than with NNES instructors					
3. Learning English with NES instructors is more enjoyable than learning with NNES instructors					
4. NES instructors always arouse more interest than NNES instructors					
5. My interest to NES instructors' lessons is more than that of NNES instructors' lessons					
6. My attendance in NES instructors' classes is less than that of NNES instructors' classes					
7. NNES instructors are more capable of motivating learners than NES ones					
8. I communicate more with NES instructors than NNES instructors					
9. There are a lot of NNES instructors that can effectively communicate in the target language					
10. NNES instructors are more sincere and empathetic than NES instructors while communicating					

11. NES instructors' being foreigners pose a social barrier in my interactions with them					
12. NES instructors give more importance to friendly conversations outside the class than their NNES counterparts					
13. The accent of NNES instructors while speaking English is important to me					
14. I think English instructors should all speak with a perfect British accent					
15. In general, having a native English-speaking (NES) instructor positively effects my learning					
16. I would rather have a NES instructor than a NNES instructor					
17. Learning English with a NNES instructor is easier for me than with a NES instructor					
18. During the lesson, NES instructors correct my mistakes less than NNES ones					
19. NES instructors provide more feedback than nonnative ones					
20. NES instructors present the cultural contents of the target language better than NNES instructors					
21. There are many NNES instructors who teach just as effectively as NES instructors					
22. I would prefer to be taught by both NES and NNES instructors at the same time rather than by just one of the two					
23. My learning experiences with NNES instructors have been good so far					
24. I don't care whether my instructor is a native or non-native speaker as long as he/she is a good teacher for me					
25. While learning English, NNES instructors provide me with more strategies and ideas than NES instructors					
26. To learn English well, I need to have a teacher who knows about British culture					
27. NES instructors are better at explaining grammar than NNES instructors					
28. NES instructors are better at teaching writing than NNES instructors					
29. NES instructors are better at teaching vocabulary than NNES instructors					

30. NES instructors are better at teaching pronunciation than NNES instructors					
31. NES instructors are better at teaching listening than NNES instructors					
32. NES instructors are better at teaching reading than NNES instructors					
33. NES instructors are better at teaching speaking than NNES instructors					
34. NES instructors provide me with more information about English speaking countries than NNES instructors					

7. 2. Appendix 2: Descriptive Statistics of Whole Answers according to Students' Gender

Items	Mean		SD	
	Female	Male	Female	Male
Q1	3,10	3,35	1,04	1,18
Q2	3,39	3,47	1,04	1,19
Q3	3,33	3,53	1,11	1,21
Q4	3,58	3,65	1,15	1,23
Q5	2,65	2,90	0,94	1,24
Q6	2,43	2,48	1,06	1,35
Q7	3,57	3,62	1,05	1,11
Q8	2,46	2,23	0,95	0,91
Q9	3,26	3,13	1,01	1,10
Q10	3,68	3,62	1,12	1,12
Q11	2,75	2,62	1,21	1,15
Q12	2,90	2,53	1,03	1,07
Q13	4,02	3,83	1,08	0,98
Q14	3,63	3,47	1,20	1,31
Q15	4,07	3,95	0,84	1,05
Q16	2,60	2,87	0,94	1,21
Q17	3,52	3,38	1,09	1,12
Q18	3,48	3,35	1,19	1,29
Q19	2,73	2,78	0,94	1,06
Q20	3,85	3,73	0,98	1,07
Q21	4,16	4,15	0,79	0,86
Q22	4,67	4,38	0,56	0,80
Q23	4,21	3,97	0,73	0,94
Q24	4,27	3,92	0,85	1,09
Q25	3,91	3,72	1,03	1,14
Q26	3,66	3,30	1,11	1,29
Q27	2,48	2,45	0,98	1,08
Q28	2,77	2,73	1,01	0,97
Q29	3,33	2,92	1,12	1,14
Q30	4,33	4,02	0,79	1,11
Q31	3,71	3,40	1,00	1,25
Q32	3,48	3,48	1,15	1,14
Q33	4,13	3,92	0,92	1,11
Q34	3,80	3,32	1,12	1,30

7. 3. Appendix 3: Descriptive Statistics of Whole Answers by Students' Department

Items	Mean		SD	
	IDE	NANO	IDE	NANO
Q1	3,14	3,28	1,12	1,03
Q2	3,40	3,44	1,09	1,10
Q3	3,26	3,67	1,14	1,11
Q4	3,56	3,69	1,18	1,16
Q5	2,64	2,92	1,01	1,11
Q6	2,38	2,57	1,13	1,22
Q7	3,56	3,64	1,07	1,07
Q8	2,44	2,28	0,95	0,92
Q9	3,21	3,25	1,00	1,12
Q10	3,64	3,70	1,10	1,16
Q11	2,67	2,79	1,21	1,16
Q12	2,87	2,59	1,08	0,96
Q13	4,08	3,72	0,99	1,13
Q14	3,50	3,74	1,22	1,28
Q15	4,07	3,95	0,84	1,04
Q16	2,63	2,80	1,02	1,08
Q17	3,48	3,48	1,11	1,09
Q18	3,52	3,28	1,19	1,28
Q19	2,70	2,85	0,99	0,95
Q20	3,88	3,67	0,94	1,14
Q21	4,20	4,07	0,73	0,96
Q22	4,61	4,52	0,55	0,85
Q23	4,23	3,93	0,74	0,91
Q24	4,26	3,95	0,83	1,13
Q25	3,91	3,72	1,03	1,13
Q26	3,61	3,41	1,08	1,36
Q27	2,48	2,44	1,03	0,98
Q28	2,74	2,80	1,02	0,95
Q29	3,28	3,03	1,11	1,18
Q30	4,30	4,10	0,82	1,08
Q31	3,66	3,51	1,03	1,22
Q32	3,46	3,52	1,15	1,15
Q33	4,20	3,79	0,86	1,16
Q34	3,78	3,36	1,13	1,30

7. 4. Appendix 4: Descriptive Statistics of Whole Answers by Students' Perceived Proficiency Levels

Items	Mean				SD			
	Low	Medium	Good	Very Good	Low	Medium	Good	Very Good
Q1	3,27	3,20	3,14	3,50	1,35	1,04	1,13	1,29
Q2	3,09	3,43	3,41	4,00	1,04	1,07	1,11	1,41
Q3	3,36	3,37	3,43	3,50	1,03	1,15	1,17	1,29
Q4	3,55	3,57	3,62	4,25	1,29	1,16	1,20	0,50
Q5	2,64	2,81	2,61	3,25	0,92	1,06	1,03	1,50
Q6	2,55	2,59	2,20	3,25	1,13	1,21	1,03	1,50
Q7	3,55	3,52	3,70	3,25	1,21	1,10	0,98	1,50
Q8	2,55	2,36	2,35	3,25	1,13	0,91	0,91	1,50
Q9	3,82	3,18	3,18	3,50	1,17	1,03	1,01	1,29
Q10	3,82	3,55	3,76	4,25	1,33	1,13	1,10	0,50
Q11	3,18	2,66	2,69	3,00	1,08	1,20	1,20	1,15
Q12	2,64	2,81	2,74	3,00	0,92	1,06	1,02	1,83
Q13	3,55	3,82	4,20	4,00	0,93	1,15	0,89	0,00
Q14	3,82	3,53	3,62	3,25	1,40	1,27	1,18	1,50
Q15	3,55	4,04	4,08	4,25	1,37	0,84	0,92	0,96
Q16	2,64	2,74	2,59	3,25	0,92	1,04	1,03	1,50
Q17	3,55	3,36	3,57	4,50	1,13	1,09	1,11	0,58
Q18	3,36	3,48	3,36	4,00	1,29	1,17	1,28	1,41
Q19	2,73	2,86	2,61	2,75	0,90	1,03	0,92	0,96
Q20	3,82	3,79	3,81	4,25	1,08	1,03	1,00	0,50
Q21	4,09	4,10	4,22	4,50	1,04	0,81	0,80	0,58
Q22	4,36	4,58	4,59	5,00	0,67	0,72	0,59	0,00
Q23	3,73	3,99	4,35	4,75	0,79	0,88	0,65	0,50
Q24	3,64	4,19	4,20	4,00	1,21	0,93	0,91	1,41
Q25	4,09	3,78	3,86	4,50	0,94	1,10	1,05	0,58
Q26	3,18	3,49	3,66	3,50	1,33	1,17	1,17	1,29
Q27	2,64	2,43	2,46	3,00	0,67	0,99	1,04	1,83
Q28	2,55	2,85	2,66	3,00	0,69	0,96	1,02	1,83
Q29	2,73	3,23	3,22	3,50	1,01	1,12	1,17	1,29
Q30	3,73	4,25	4,24	5,00	1,27	0,84	0,95	0,00
Q31	3,00	3,56	3,74	4,25	1,00	1,04	1,16	0,96
Q32	3,09	3,54	3,42	4,50	1,22	1,10	1,18	1,00
Q33	3,36	3,93	4,32	4,50	1,21	1,04	0,78	1,00
Q34	2,82	3,60	3,78	4,50	1,17	1,24	1,11	1,00