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A COMPARATIVE ANALYSIS ON SOFL STUDENTS' PERCEPTIONS REGARDING NEST AND NON-NEST EFFECTS ON MOTIVATION AND ATTITUDES

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Yüksek Lisans Tezi

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ÖZET

Bu çalışma, dünyanın her yerinde ana dili İngilizce olmayan İngilizce öğretmenlerinin işe alım sürecinde maruz kaldıkları ön yargı ve karşılaştıkları güçlükleri; ana dili İngilizce olan ve ana dili İngilizce olmayan İngilizce öğretmenleri / okutmanları arasındaki belirgin farklılıkları, her iki grubun dil öğretiminde baskın olan yönlerini ortaya koymaktadır. Ana dili İngilizce olan ve ana dili İngilizce olmayan İngilizce okutmanlarının, bazı dilbilimciler tarafından ölçülen, dil öğretimine dair becerilerinin özdeğerlendirmelerini içermektedir. Ayrıca, hazırlık sınıfı öğrencilerine uygulanan anket neticesinde öğrencilerin, ana dili İngilizce olan

ve ana dili İngilizce olmayan İngilizce okutmanlarına karşı tutumları ve düşünceleri tesbit edilmiştir. Bu çalışma, öğrencilerin ana dili İngilizce olan yabancı okutmanları daha motive edici bulduğunu; ana dili İngilizce olan yabancı okutmanlar konuşma, telaffuz ve kelime becerilerini geliştirmede daha başarılıyken, ana dili İngilizce olmayan okutmanların gramer öğretiminde ve öğrencilerle diyalog kurmada daha başarılı olduklarını ortaya koymuştur.

Çalışmanın ilk bölümü çalışmanın amacı, problem, sınırlılıklar ve çalışmanın kapsamı hakkında bilgiler sunmaktadır.

İkinci bölümde ise detaylı bir literatür taramasına yer verilmiş olup, yabancı dil öğretiminde öğrencilerin motivasyonunu sağlamaya yönelik stratejiler aktarılmıştır.

Üçüncü bölümde, çalışmanın metodu anlatılmıştır.

Dördüncü bölüm, anket çalışmasına katılan Orta Doğu Teknik Üniversitesi hazırlık sınıfı öğrencilerinin cevaplarından yola çıkılarak yapılan veri analizini içermektedir. Çalışmanın sonuçları da bu bölümde aktarılmıştır.

Son olarak genel bir değerlendirme yapılmış olup önerilere yer verilmiştir.

Anahtar Kelimeler : ana dili İngilizce olan ve ana dili İngilizce olmayan İngilizce öğretmenleri / okutmanları, motivasyon

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ABSTRACT

This study presents the difficulties and the unfavourable prejudice NNES teachers have faced during employment practices all over the globe and the basic differences between native and non-native English-speaking teachers / instructors and dominant aspects of both groups in language teaching. This study further contains self evaluation of native and non-native English-speaking instructors measured by several researchers regarding their skills in language teaching. Furthermore, ideas and attitudes of students in preparation classes towards native and non-native English instructors were revealed via the questionnaire. This study has shown the students' tendency that native English-speaking instructors are seen as better sources of

motivation. While NES instructors were considered to teach speaking, pronunciation and vocabulary skills better, NNES instructors outshone with their skills in teaching grammar and building communication with their students.

The first chapter includes the problem, the purpose of the study, limitations and some background to the study.

The second chapter contains an extensive review of literature. Also, strategies that may provide language learners with motivation are given.

The third chapter introduces the method of the study.

The fourth chapter presents data analysis obtained from the questionnaire applied on students in preparation classes in Middle East Technical University. Results of the study are also explained in this chapter.

Ultimately, conclusion part and suggestions for further research are presented.

Key words: native and non-native English-speaking teachers / instructors, motivation

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ABBREVIATIONS

BAC :   **Basque Autonomous Community**

EFL :   **English as a foreign language**

ELT :   **English language teaching**

ESL :   **English as a second language**

ESOL :   **English for speakers of other languages**

ESP :   **English for special purposes**

L1 :   **First language**

L2 :   **Second language**

NEST :   **Native English-speaking teacher**

NNEST :   **Non-Native English-speaking teacher**

TEFL :   **Teaching English as a foreign language**

TESOL :   **Teaching English to speakers of other languages**

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CHAPTER I

INTRODUCTION

This chapter aims to offer a general overview of the study. The background of the study, the problem, the purpose of the study, research questions, hypothesis, the significance of the study and limitations will be presented in this chapter.

1.1. Background to the Study

It is an undeniable fact that the number of non-native English-speaking teachers is steadily increasing all over the world and the number of non-native English-speaking teachers overwhelms native English-speaking teachers.

> ''In the field of English language teaching (ELT), a growing number of teachers are not native speakers of English. Some learned English as children; others learned it as adults. Some learned it prior to coming to the United States; others learned it after their arrival. Some studied English in formal academic settings; others learned it through informal immersion after arriving in this country. Some speak British, Australian, Indian, or other varieties of English; others speak Standard American English. For some, English is their third or fourth language; for others, it is the only language other than their mother tongue that they have learned.''(Maum 2002: 1).

This fact justifies our expectations of a more promotive approach towards NNESTs. Moreover, as Ulate (2011: 57) states ''the speakers of English as a second language probably outnumber those who speak it as a first language''. All these data make clear that ''the English language is no longer the privilege of native speakers'' (Medgyes, 2001: 429). On the other hand, there's still a global prejudice against

NNESTs. Especially in recruitment issues in ELT field, despite the worthy effort made by TESOL and some other institutions against unfair hiring practices, employers still have a positive bias in favour of NESTs. In this research, we will try to find an answer to the question of whether NESTs are rightful owners of this profession, and the perceptions of students in preparation classes towards NESTs and NNESTs will be examined.

1.2. Statement of the Problem

Learning the target language, acquiring communication skills of English and the four basic aspects of learning a language –listening, speaking, reading and writing- take their sources from enough motivation and good understanding of the purpose. Motivation is one of the main determinants of learning a language. At this point, NNESTs should be able to compensate their lacking skills that they think exist in NESTs and should deeply analyse which attitudes and characteristics of NESTs especially stimulate language learners' motivation. So that, NNESTs too, will be aware of factors that effect motivation.

Now that the aim and result of motivation is to make our students more willing to actively participate in lessons; materials, games, videos and activities should be appropriate for their age and level. By using several motivation techniques according to their personal needs, all the students may be provided with enough motivation. Also, their having an understanding of why learning English is essential will enable them to be more active and willing during lessons.

The undeniable prejudice against NNESTs all over the globe, over-pampering of NESTs and lacking aspects of NNESTs in teaching and motivating students pose the problem of our study.

1.3 Hypothesis

Some research questions include suggestions in favour of NESTs deriving from their nativeness. By taking their nativeness into consideration, it is hypothesised that

NESTs will be found more effective in teaching oral skills and in teaching culture too, as a result of upbringing in an English-speaking country. Furthermore, their accent will naturally be considered more authentic than that of NNESTs.

It is assumed that during both their learning and teaching process, NNESTs' somewhat being exposed to grammar rules of the language -of which NESTs aren't aware during their language acqusition process- makes NNESTs more effective than NESTs in teaching grammar to learners of English.

1.4. Purpose and significance of the Study

Learning a foreign language is a long-running and laborious process that contains different dynamics. Whether the language teacher / instructor is a NEST or NNEST can be counted as one of the key variables of learning a language. The purpose of this study is to help build an idea as to which one of the two teacher groups is more active and helpful during language teaching process. However, our aim is not to find the ''better'' but to find the ''more preferable'' one by the students.

This study further intends to create an awareness of unfair treatment of NNESTs. Results of this study will hopefully enlighten teachers in terms of choices made by surveyees between NESTs and NNESTs according to their disparate teaching characteristics. Lastly, this study will examine the role of NESTs in motivating language learners.

1.5. Research Questions

The following questions will be answered in this study:

1. Which aspects of NESTs and NNESTs effect students more while learning English with these teacher groups ?

2. Does it really make difference to be taught by a NEST or a NNEST ?

3. Are students more motivated when they are taught by NESTs ?

4. Which language skills do students think are better taught by NESTs or NNESTs ?

5. In a general sense, which group of teachers attract students more ?

1.6. Limitations

This research only focused on students in preparation classes at SOFL (school of foreign languages) in Middle East Technical University; learners at different levels and students in other classes weren't involved in the research. This study is limited to 96 surveyees in total, more participation could have provided more reliable findings.

All the surveyees were the same nationality and had the same native language, which is Turkish. The findings could have varied had the questionnaire been also applied to the students of other nations.

The study also had a time limitation. If the research had been done at the end of the second term, students could have given more definite answers as a result of being taught by both teacher groups for a longer period. Besides, questions directed to students are only limited to the researcher's questions.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, firstly the definitions of the terms *NEST* and *NNEST*, employability of NNESTs and the challenges they often face will be presented. Next, self-perceptions and teaching characteristics of both teacher groups will be discussed. Then, the components and the importance of motivation will be studied and finally strategies of motivating students will be examined.

2.1 Who is a NEST and a NNEST ?

Throughout the years, the terms *native* and *non-native* have been used to refer to speakers of a language. In the English language teaching (ELT) profession, NNEST is an acronym for non-native English-speaking teachers, that is, English language teachers who speak English as a second or foreign language. NEST, in contrast, stands for native English-speaking teachers or those who speak English as their first or native language. Medgyes (2001: 433) defines a NNEST as a teacher:

- for whom English is a second or foreign language;
- who works in an EFL environment;
- whose students are monolingual groups of learners;
- who speaks the same native language as his or her students.

According to Crystal (2003: 308) ''the term *native speaker* is used in linguistics to refer to someone for whom a particular language is a first language or mother tongue. The implication is that this native language, having been acquired naturally during childhood, is the one about which a speaker will have the most reliable intuitions, and whose judgments about the way the language is used can therefore be trusted.''

2.2 NEST versus NNEST issue

Only a small number of studies have been carried out on the debate comparing native speaker teachers and non-native speaker teachers. It's only lately that several comparative studies between NESTs and NNESTs have been performed. The ceaseless and ever-increasing demand for learning English all over the world and the growing number of NNESTs day by day has given a rise to debates regarding whether English should be taught by native or non-native teachers and whether NESTs or NNESTs are better in terms of teaching the language. According to Maum (2002), proponents of the dichotomy believe that it is necessary to distinguish between native and non-native English-speaking teachers because their differences should be recognized. But some linguists oppose this dichotomy in the idea that differentiating between these two groups of teachers based on their titles as native or non-native speakers maintains the dominance of the native speaker in the ELT profession and contributes to discrimination in employment practices.

''The British Council estimates that English is spoken as a second language by about 375 million speakers and as a foreign language by about 750 million speakers; subsequently, the majority of English teachers are non-native speakers''(Cheung and Braine, 2007: 2, cited in Ulate, 2011: 57). Another important fact the British Council states is that the speakers of English as a second language probably outnumber those who speak it as a first language (ibid. 57). In Medgyes' (2001: 429) words,''the English language is no longer the privilege of native speakers […] Nevertheless, people who speak English as their native language continue to have a distinct advantage over those for whom it is a foreign tongue''. Kachru (1996: 24) estimates that there are four non-native English speakers for each native English speaker, which is a proportion similar to that of teachers of English.

> ''In the field of English language teaching (ELT), a growing
> number of teachers are not native speakers of English. Some
> learned English as children; others learned it as adults. Some
> learned it prior to coming to the United States; others learned

it after their arrival. Some studied English in formal academic settings; others learned it through informal immersion after arriving in this country. Some speak British, Australian, Indian, or other varieties of English; others speak Standard American English. For some, English is their third or fourth language; for others, it is the only language other than their mother tongue that they have learned.''(Maum 2002: 1).

The place of non-native speakers as teachers of English has been a controversial issue from the moment this language began to be taught internationally. There have been attempts to define both terms (NESTs and NNESTs), the differences between both options have been amply discussed, and arguments in favour or against each one have been tossed back and forth (Paikeday, 1985; Coppieters, 1987; Medgyes, 1992; Widdowson, 1993; Nayar, 1994; Liu, 1999).

2.3 Employability of NNESTs

According to Selinker and Lakshmanan (1992), the monolingual bias in TESOL and applied linguistics research resulted in practices of discrimination where non-native speakers of English were seen as life-long language learners, who fossilized at various stages of language learning as individuals and as communities. On the other hand, Mahboob (2010) argues that the NNEST lens, takes language as a functional entity where successful use of language in context determines the proficiency of the speaker and where the English language reflects and construes different cultural perspectives and realities in different settings. As a result of this, NNESTs interpret and question language and language learning and teaching in new ways.

As to NNEST issue, we can't help mentioning NNEST movement. The NNEST movement that aims to question the discrimination against them and monolingual myths in TESOL has begun only recently. The movement can be traced

back to the 1996 TESOL Convention where George Braine organized a colloquium "In their own voices: Nonnative speaker professionals in TESOL". Mahboob (2010) thinks this resulted in a drive to set up the NNEST Caucus in the TESOL association. The NNEST Caucus was established in 1998 and in 2008 the NNEST Caucus became the NNEST Interest Section. He sequences the specific goals of the NNEST Caucus/Interest Section as follows:

• to create a non-discriminatory professional environment for all TESOL members regardless of native language and place of birth,

• to encourage the formal and informal gatherings of nonnative speakers at TESOL and affiliate conferences,

• to encourage research and publications on the role of non-native speaker teachers in ESL and EFL contexts, and

• to promote the role of non-native speaker members in TESOL and affiliate leadership positions.

It won't be wrong to say that the Caucus has done its best to reach these goals and is still doing, but it seems that there's still a long way to reach the desired level. Maybe at this point, the understanding of college owners, administrators of educational institutions and employers should merge with the tight collaboration of NNESTs around the world, which will surely result in taking the status of NNESTs one step forward.

We can quite easily claim there is a universally widespread prejudgment that NNESTs usually lack necessary linguistic command in order to be a proficient English teacher and that they are inferior to their native-speaking counterparts only because English is not their first language but their second or foreign language. It would be better to evaluate NESTs and NNESTs according to their linguistic skills and strengths. Liu (1999) stresses that over the last decade, there has been little research done in the area of what non-native have to offer in their own right – rather than being compared as a poor imitation of the native speaker of English.

NESTs have a privileged position in English language teaching, representing both the model speaker and the ideal teacher. Kachru and Nelson (1996: 79) state that ''when we say 'English as a second (or even third or fourth) language', we must do so with reference to something, and that standard of measure must, given the nature of the label, be English as someone's first language. This automatically creates attitudinal problems, for it is almost unavoidable that anyone would take 'second' as less worthy, in the sense, for example, that coming in second in a race is not as good as coming in first.''

According to Kramsch (1997) the fact that NESTS have a high command of the target language does not automatically prepare them to teach it. Merino (1997: 69-79) correspondingly states ''there is a stereotype that takes for granted that a native speaker is by nature the best person to teach his/her foreign language. This assumption leaves little room for non-native teachers''. In other words, NNESTs are quite often excluded and criticised on the basis of preconceptions about what they cannot do without any just consideration given to what they can do as ELT professionals. This could be due to lack of understanding of NNESTs and their range of language learning experiences and also due to their underestimated target language command or bluntly due to lack of care by way of discrimination. NNESTS' being continuos learners of English may also be one of the reasons for their being considered inferior to their native-speaking counterparts. On the other hand, this eternal learning process will always work to freshen their educational skills, vocabulary and linguistic features.

There is an unavoidable and equally bitter fact that whether they were educated in the field of English teaching department or not, NESTs are more advantageous in employment practices than NNESTs. The emergence of this common belief is not mostly caused by the preference of language learners but often by the college owners, administrators of educational institutions and employers.

The native speaker model that assumes that NNESTs are inferior to NESTs in terms of their linguistic status has been increasingly scrutinized in the recent

academic literature (Braine, 2005). The main arguments can be summarized as follows:

1) growth of English as an international language has made the monolithic view of native speaker as the target model increasingly irrelevant (Cook, 1999; Jenkins, 2007).

2) acknowledgement of the potential strengths (as well as weaknesses) of both NEST and NNEST as "different" rather than one being more superior (or inferior)to the other (Medgyes, 1999).

3) more than the linguistic status of NNESTs, other issues such as teacher professionalism are given more priority in determining a "good" teacher (Braine, 2005; Watson Todd, 2006).

Native English speakers without teaching qualifications are more likely to be hired as ESL teachers than qualified and experienced NNESTs, especially outside the United States (Amin, 2000; Braine, 1999; Canagarajah, 1999; Rampton, 1996). But many in the profession argue that teaching credentials should be required of all English teachers, regardless of their native language (Nayar, 1994; Phillipson, 1996). Maum (2002) believes this would shift the emphasis in hiring from *who* the job candidates are (i.e., native or nonnative speakers of English) to *what* they are (i.e., qualified English teachers) and allow for more democratic employment practices.

Braine (1999: 26) points out that ''while discrimination against NNESTs is almost inevitable in English-speaking countries, prejudices against NNESTs are also strong in the EFL context, especially in Asian countries''. He continues, "ironically, the discrimination is spreading to NSs as well. Some [institutions in Asia] insist on having teachers with British accents at the expense of those with American or Australian accents". Braine (ibid. 15) also argues "…the very fact that non-native speakers of a language have undergone the process of learning a language makes them better qualified to teach the language than those who are born into it."

Lasagabaster (2002: 132) informs us that in the Basque Autonomous Community (BAC), most teachers of English as asecond or foreign language are

non-native speaker teachers (NNSTs). ''Some schools have native speaker teachers (NSTs) on their staff, particularly in private institutions, but this is generally uncommon in primary, secondary and university education. For instance, the English and German Philology Department of the University of the Basque Country (to which we belong) has only seven native lecturers out of a total of 46 staff''. Canagarajah (1999) states that 80% of the world's English language teachers are NNSTs. The number of people worldwide learning English is steadily increasing, to the point where Kachru (1996) estimates there are four non-native English speakers for each native English speaker, a proportion similar to that of teachers of English. ''Non-native speakers of English are and will continue to be in the majority'' (Samimy & Brutt-Griffler, 1999). Lasagabaster (ibid.) criticizes that despite these ratios, many still consider that foreign languages should be taught by native speakers of the language. While some countries (e.g. Japan and Korea) actively recruit native speakers of English, Samimy and Brutt-Griffler (1999) point out that teachers from these countries oppose this policy, claiming that the NSTs often lack adequate qualifications, and gain entry into the profession only because they are native speakers. In the BAC, too, some NSTs lacking TEFL qualifications have positions at language academies simply because of their native status.

In his dissertation regarding NEST and NNEST issue and the employability of NNESTs, Moussu (2006) gives us striking examples of partial job advertisements in favour of NESTs that he witnessed on October 9, 2004 in the Chronicle of Higher Education website (italics added):

> *1)* Position: ESL (English as a Second Language) Instructors.
> Location: Colorado. Semester-long and year-long ESL
> teaching positions are available for the spring semester of
> 2005 […]. *Any college graduate or student (native English*
> *speakers only)may apply*
> (http://chronicle.com/jobs/id.php?id=301227);

2) Position: Assistant Professor, Department of English Language & Literature. Location: United Arab Emirates. Have a Ph.D. in ESP [English for SpecialPurposes] from a recognized British or American University. Have a minimum of 3 years' full-time experience in teaching ESP […]. *Be a native speaker of English* (http://chronicle.com/jobs/id.php?id=303991).

Moussu (ibid.) tells us another striking event that he came across while searching for job offers. ''On October 9, 2004, too, I took a quick look at the first 10 job offers (on a list of 401 offers) on Dave's ESL Café (http://www.eslcafe.com/joblist/), a website growing in size and popularity, offering a wide range of information to ESL and English as a Foreign Language (EFL) teachers and students. That day, seven of the ten first job offers, each seen more than 200 times in two days, specifically stated that the applicants had to be native speakers (NSs) of English. The places where these ESL/EFL teachers were needed were Asia, the Middle East, Europe, South America, and North America. Finally, on May 13, 2006, the following message was received through an electronic discussion board (identifying names have been removed)''

''Like it or not, ESL/EFL teachers are, in my opinion, reduced to being customer service / consumer product providers. Therefore those in or entering the field should take a marketing-oriented view of things. A NNS [nonnative speaker of English] teacher may provide every thing a NS [native speaker] teacher does, or even more. Just as a Toyota Corolla may fulfill, and sometimes exceed, every practical transportational function that a Mercedes Benz provides. But there are some very real differences in the quality of certain features of, as well as some purely perceptual differences between, the two brands, aren't there? And there are market segments willing to pay the premium for the differences

embodied in the Benz, while those unwilling/unable to pay are coldly denied access to the premium product. NS teachers must also strategize. This is a competitive market, it is now a buyer's market, and I for one need to survive and support a family on what I can sell. We must support and expand on the whole Native-Speaker mystique. In fact, from my viewpoint, the ANS (American 'sole superpower' Native Speaker) mystique to be exact. We need to emphasize our perceived superiority and aggressively market it. We are the Rolexes of the English teacher realm, and we have to approach the market this way. We have to price accordingly, maintain pricing standards, and work against the spread and acceptance of cheap knock-offs.''(electronic media)

Aware of this chronic discrimination, TESOL published *A TESOL Statement on Nonnative Speakers of English and Hiring Practices* (TESOL, 1992: 23) which reads:

''Whereas TESOL is an international association concerned with the teaching of English to speakers of other languages and composed of professionals who are both native and nonnative speakers of English, and whereas employment decisions in this profession which are based solely upon the criterion that an individual is or is not a native speaker of English discriminate against well-qualified individuals, […] therefore be it resolved that the Executive Board and the Officers of TESOL shall make every effort to prevent such discrimination in the employment support structures operated by TESOL and its own practices, [and shall work] toward the creation and publication of minimal language proficiency standards that may be applied equally to all ESOL teachers without reference to the nativeness of their English.''

Moussu (ibid.) tells us about Mahboob's (2003) study in which he examined the hiring practices of 118 adult ESL program directors and administrators in the US. He found that the number of NNESTs teaching ESL in the United States is low and disproportionate to the high number of NNS graduate students enrolled in MA TESOL programs. He also found that 59.8% of the program administrators who responded to his survey used the "native speaker" criterion as their major decisive factor in hiring ESL teachers. A reason for this discrimination was that administrators believed only NESTs could be proficient in English and qualified teachers.

A similar study carried out by Clark and Paran (2007) which investigated the issue of discrimination by ELT employers in the United Kingdom serves as a quite significant sample of unfair ELT recruitment. In this study, ELT employers were surveyed about their criteria for employing English language teachers. Specifically, their study aimed to answer the following research questions:

1. What criteria do employers in the UK ELT sector consider when recruiting English language teachers?

2. Relative to other criteria, what importance do employers in the UK ELT sector place on a teacher's being a native English speaker (the 'NES criterion')?

3. What is the relationship between the importance placed on the NES criterion and the employment of NNES teachers by the UK ELT sector?

Since the UK university sector is relatively small, Clark and Paran (ibid.) applied their questionnaire on :
   (1) private language schools (British Council accredited); this category included a number of independent schools which ran summer EFL classes,
   (2) universities and other HE (Higher Education) institutions, and
   (3) FE (Further Education) institutions.

After eliminating several institutions that weren't contactable, a total of 325 institutions were identified as shown in Table 1.

Table 1 : Response rate by Institution type

Institution type	Sent	Responded	Response rate (%)
Private language school	193	50	25.9
University/HE Institution	78	27	34.6
FE College	54	13	24.1
Total	325	90	27.7

As seen in the table above, 90 institutions or let's say 27.7% of them participated in the questionnaire which is similar to that of Mahboob et al.'s (2004), which was 25.5% .

In Table 2 exists all recruitment criteria of employers. It provides an overview of the results, through a calculation of mean, mode and standard deviation.

Table 2 : Mean rating, standard deviation and mode for each criterion

Criterion	Mean	Standard deviation	Mode
Teaching qualifications	4.72	.520	5
Performance in interview	4.65	.546	5
Teaching experience	4.54	.656	5
Educational background	4.48	.841	5
Recommendation	4.20	.846	5
Visa status	4.11	1.235	5
Native English speaker	**4.05**	**1.187**	**5**
Teaching demonstration	3.59	1.366	5
Application materials	3.58	1.166	4
Accent	3.11	1.250	4
British nationality	2.31	1.249	1
EU nationality	1.94	1.377	1
Ethnicity	1.43	.684	1

The scale is as follows : X, not applicable; 1, not important at all; 2, relatively unimportant; 3, somewhat important; 4, moderately important; and 5, very important.

Table 2 reveals that 'teaching qualifications', 'performance in interview', 'teaching experience', 'educational background', 'recommendation', 'visa status' and **'native English speaker'** have a mean of 4 or above and a mode of 5, suggesting that these are the most important criteria for recruiters. Clark and Paran

(ibid.) found that of ninety institutions, twenty four of them rated 'Native English speaker' as 4 and forty one institutions rated as 5. In other words, a large majority of respondents (72.3%) consider their employees' being NESs either moderately or very important. The results of this study are therefore in line with Mahboob et al.'s (2004) conclusions that in the US the NES criterion is an important factor in hiring.

In the same survey, it was made clear that at the time of response, 62 institutions of a total of 90 (68.9%) did not employ any NNES teachers, while 26 (28.9%) did (two did not provide any information about the teachers that they employ). The results of this study are a fair description of the challenge faced by a NNEST in the UK. These results are also sure to discourage teacher candidates who might be willing to teach in the UK in their future careers.

Moussu (ibid.) states that Amin (2004) and Tang (1997) also talk about racial discrimination against teachers who come from the "periphery," or the *outer circle* (Kachru, 1982). According to Moussu (2006), these teachers are often not white Anglo-Saxon and thus do not "look" like native speakers of English, even though they might be. NESTs and NNESTs from India or Singapore often face this racial discrimination when teaching in the US, Canada, or Australia.

2.4 Challenges for NNESTs

As we have already mentioned before, NNESTs are often discriminated merely because they are non-native speakers of English. Phillipson (1996) uses the phrase "the native speaker fallacy" to manifest unfair treatment of experienced and qualified NNESTs. Maum (2002) thinks that ''the term was coined as a reaction to the tenet created at the 1961 Common wealth conference on the Teaching of English as a Second Language in Makarere, Uganda, which stated that the ideal teacher of English is a native speaker. There is no doubt that native speakers of a language have a feel for its nuances, are comfortable using its idiomatic expressions, and speak it fluently. However, the Makarere tenet is flawed: People do not become qualified to teach English merely because it is their mother tongue, and much of the knowledge that native speakers bring intrinsically to the ESL classroom can be learned by

NNESTs through teacher training''. Medgyes (2001) explains that teaching applications from even highly qualified and experienced non-NESTs often get turned down in favour of NESTs with no such credentials. Medgyes (ibid. 432) exemplifies this with a letter of rejection sent to a non-NEST applicant by the principal of a language school in London that says:

> ''I'm afraid we have to insist that all our teachers are native
> speakers of English. Our students don't travel halfway round
> the world only to be taught by a non – native speaker
> (however good that person's English may be.).''

In order to better understand the underlying reasons for the inferior point of view against NNESTs, we shall scrutunize deficiencies that some think exist in NNESTs. According to Maum (2002), the native speaker fallacy has created a number of challenges with which NNESTs must contend in the workplace and in their daily lives which can be classified as ''accent'' and ''credibility in the workplace''.

2.4.1. Accent

To start with the definition, an accent is ''no more than one's way of speaking, the way one sounds when speaking, the way one uses sound features such as stress, rhythm and intonation''(Braine, 2010: 18). Maum (2002) puts forward the idea that the issue of accent has often been the cause of employment discrimination practices in ESL programs in the United States and other countries. ''Teachers with nonnative accents were perceived as less qualified and less effective and were compared unfavorably with their native English-speaking colleagues''(Lippi-Green, 1997; in Maum 2002: 1).

Ulate (2011) states that in the case of NNSs, the accent is related to one's mother tongue. What is critical, then, is not accent but intelligibility – that is, ''being understood by an individual or a group of individuals at a given time in a given

communicative context''(Kumaravadivelu, 2008: 4,cited in Braine, 2010: 19). In his digest, Maum (2002) tells us that other researchers (Canagarajah, 1999; Thomas, 1999) also found that native speakers of various international varieties of English, such as Indian or Singapore English, were considered less credible and less competent teachers than those who come from what Kachru (1985) defines as "countries of the Inner Circle" (i.e., Great Britain, the United States, Canada, Australia, and New Zealand). Lippi-Green (1997) refers to this questioning of teachers' ability and credibility based on their accent as a form of linguistic discrimination.

Prabhu (2010: 1) states that *Teachers of English to Speakers of Other Languages* (TESOL) and its Arizona affiliate issued a joint statement expressing the organisations' disappointment with the department's recommendation. The statement read:

> ''For decades the field of English language teaching has suffered from the myth that one only needs to be a native English speaker in order to teach the English language. The myth further implicates that native English speakers make better English as a second language or English as a foreign language teachers than nonnative speakers of English, because native English speakers are perceived to speak 'unaccented' English and understand and use idiomatic expressions fluently.''

2.4.2 Credibility in the workplace

Teacher credibility in ELT which most NNESTs have to grapple with in their teaching careers is often questioned not only by college owners, university administrators and employers but recently also by English language learners. Ulate (2011) contends that the multifaceted nature of discriminatory hiring practices in the ELT profession reinforces the existing asymmetry in the perceived credibility of

NNESTs and NNESTs. According to Maum (2002), some NNESTs have reported that many of their students resented being taught by a nonnative speaker until they were able to prove that they could be as effective as a native English-speaking teacher. ''In reality, speakers of more than one language have both a sophisticated awareness of language and the ability to relate to students' needs''(Canagarajah, 1996; Phillipson, 1992, cited in Maum, 2002: 1). As an underpinning of the idea stated above, Kamhi-Stein (2002) claims that NNESTs draw on the commonalities among linguistic and ethnic groups represented in the class as a means to collaborate and create a community of learners; use instructional materials developed in countries outside the inner circle to offer a variety of perspectives; and use teachers' and students' experiences as immigrants and second language learners as sources of knowledge.

2.5 Self-perceptions of NESTs and NNESTs

Both NESTs and NNESTs have positive and negative notions about how they teach, the way they act in the teaching environment, the way they pronounce and which skills they are better at. In order to find out self – perceptions of both groups, in other words, to figure out what they think about themselves while teaching English, several questionnaires and studies were conducted.

According to Moussu (2006), for NNS ESL/EFL teachers, one of the most difficult issues is not always language proficiency but rather self-esteem and authority when in front of their students. However, this lack of self-esteem often seems to be caused by students. Moussu (ibid.) thinks that the results of a study conducted by Reves and Medgyes (1994) showed that the continuous fear of their students' judgment made NNESTs feel constantly self-conscious of their mistakes. According to Reves and Medgyes (1994), this "self discrimination" often leads to a poorer self-image, which further deteriorates language performance, which, in turn could lead to an even stronger feeling of inferiority.

In his doctoral dissertation, Moussu (ibid.) conducted a survey with the aim of detecting self – perceptions of NESTs and NNESTs. In his survey, he directed questions to 18 NNESTs and 78 NESTs. They were asked two kinds of questions about their professional and linguistic skills. First, they were asked to describe their level of proficiency in English in different areas on a Likert scale ranging from very low to very high. The following figures (1-8) show the areas where NESTs and NNESTs responded differently to questions in the first section.

Figure 1: Percent of responses by NESTs and NNESTs about their Reading Comprehension (N = 93)
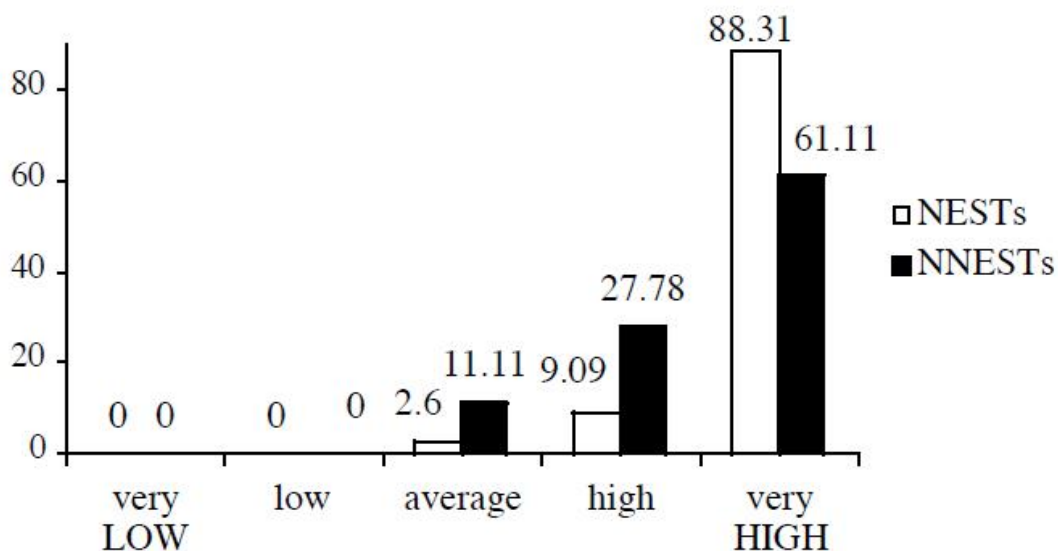
Figure 2 : Percent of responses by NESTs and NNESTs about their Writing/Composition skills (N = 95)
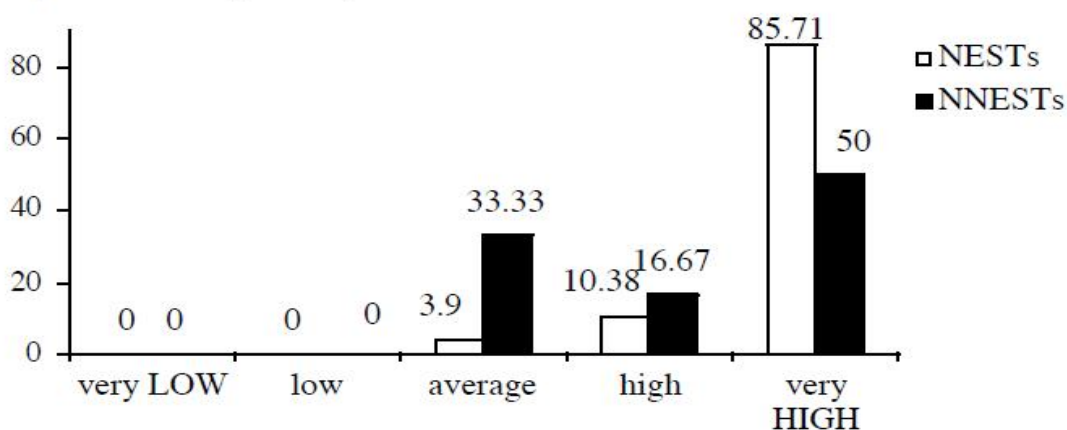
Figure 3 : Percent of responses by NESTs and NNESTs about their Listening comprehension (N = 95)
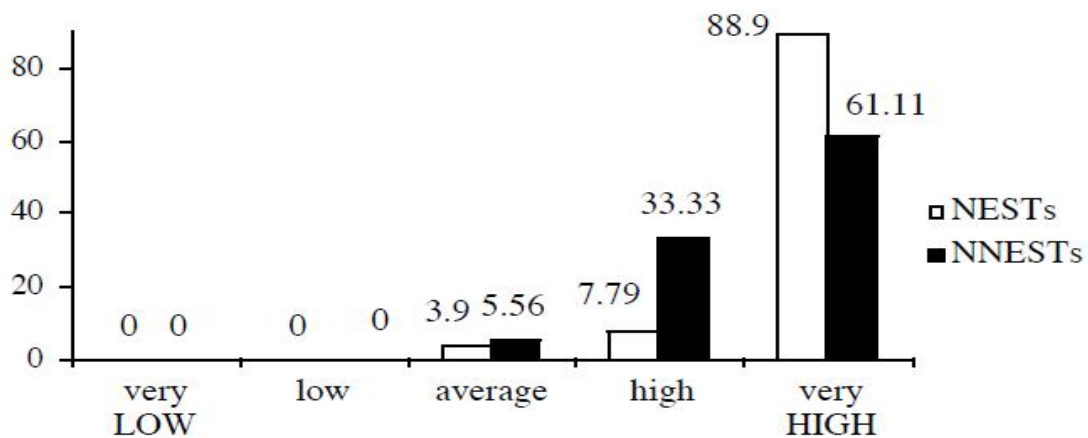
Figure 4 : Percent of responses by NESTs and NNESTs about their Speaking/oral communication (N = 95)
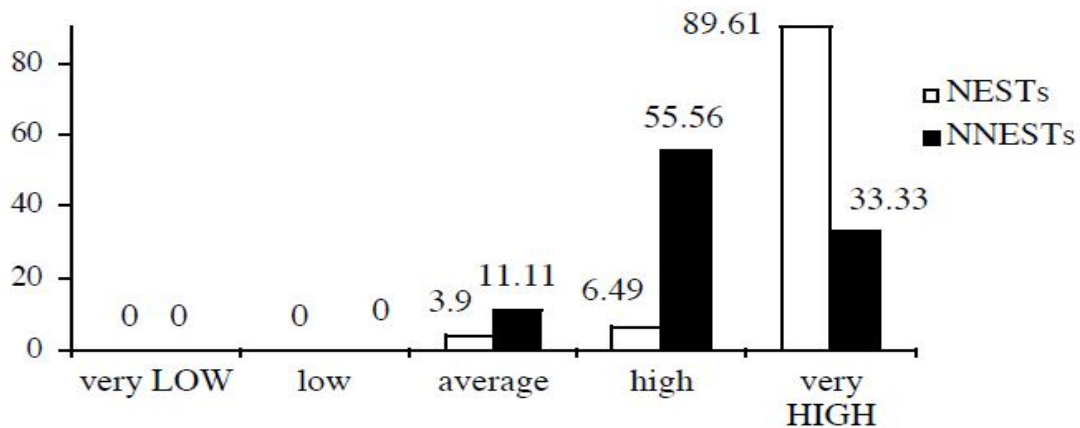
Figure 5 : Percent of responses by NESTs and NNESTs about their Grammar accuracy in use (N = 93)
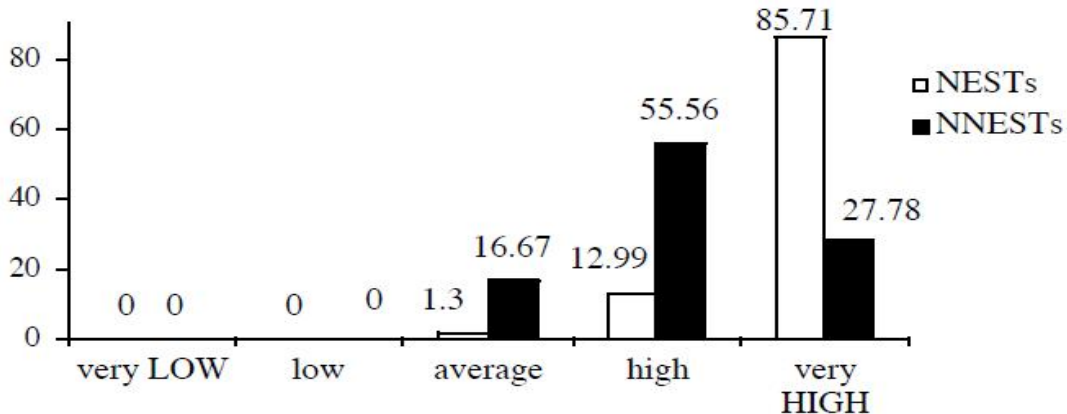
Figure 6 : Percent of responses by NESTs and NNESTs about their Knowledge of grammar rules (N = 94)
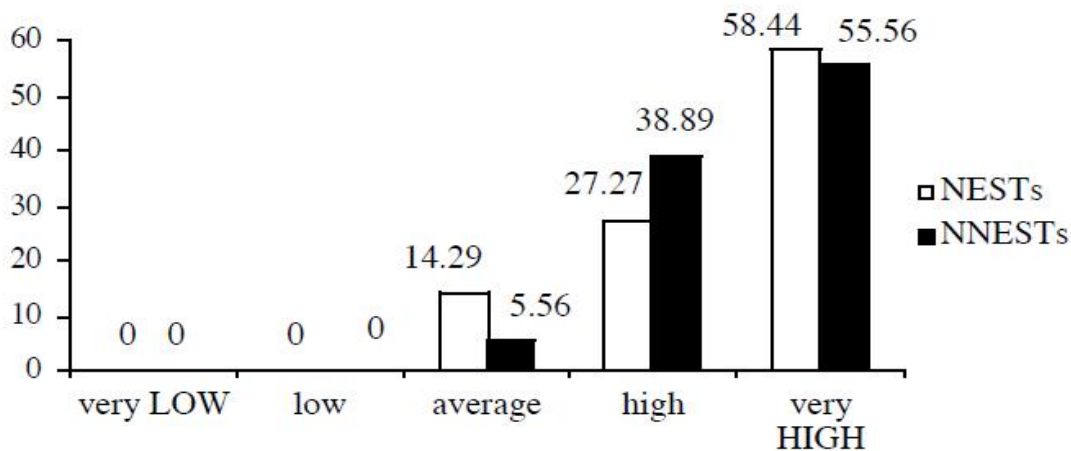
Figure 7 : Percent of responses by NESTs and NNESTs about their Breadth of vocabulary (N = 94)
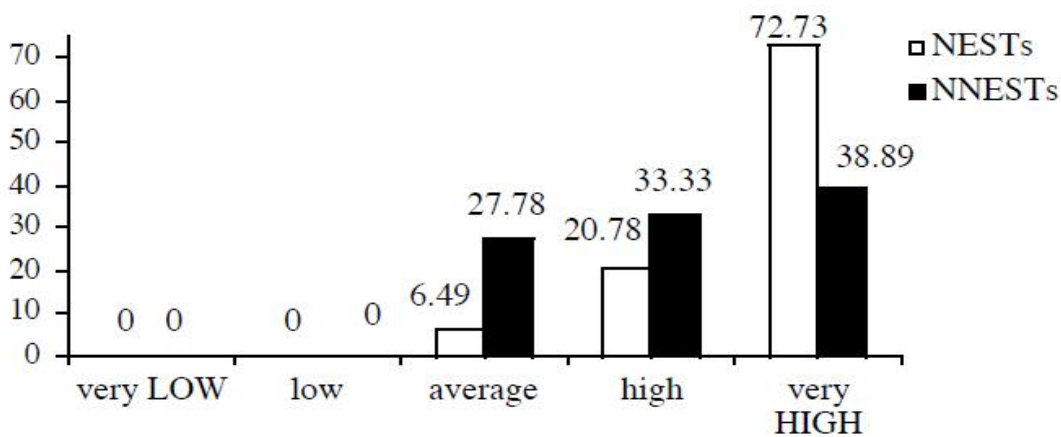
Figure 8 : Percent of responses by NESTs and NNESTs about their Pronunciation skills (N = 95)
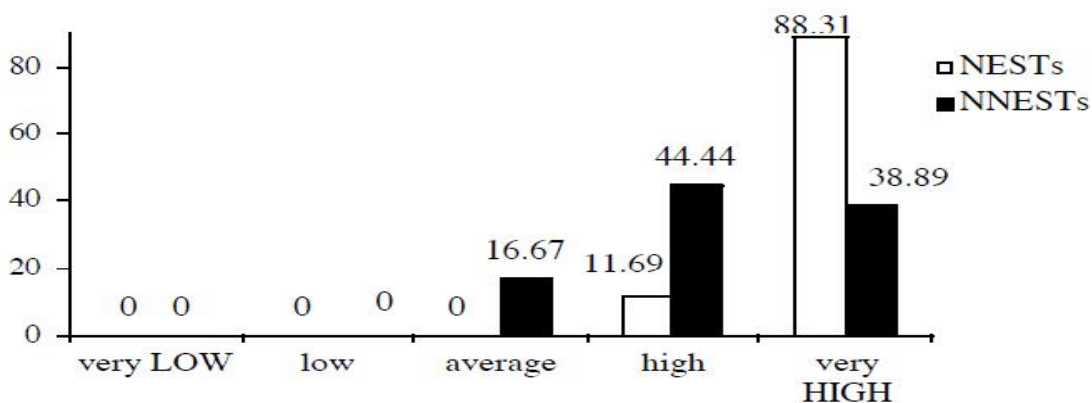
By viewing the tables above, we can infer that the responses of the two groups showed substantial differences. While NESTs showed an outstanding self-confidence in the areas of writing/composition skills, reading comprehension, listening comprehension, speaking/oral communication, grammar accuracy in use, breadth of vocabulary and pronunciation skills; grammar rules were the only point where NNESTs revealed more self-esteem than their native counterparts. In brief, it won't be wrong to say that NNESTs are much more insecure than NESTs about their English proficiency; however, this shouldn't mean that NNESTs' level of proficiency is, in reality, lower than that of NESTs.

Second, Moussu (ibid.) asked teachers about their level of comfort when teaching different skills. The initial thought was that NESTs would feel very comfortable in their use of grammar, for example, but possibly less comfortable teaching grammar. The following figures (9-18) present the responses of NESTs and NNESTs. The abbreviations used in the figures are: VU: Very Uncomfortable; U: Uncomfortable; A: Average; C: Comfortable; and VC: Very Comfortable

Figure 9 : Percent of responses by NESTs and NNESTs about their comfort teaching Reading (N=95)
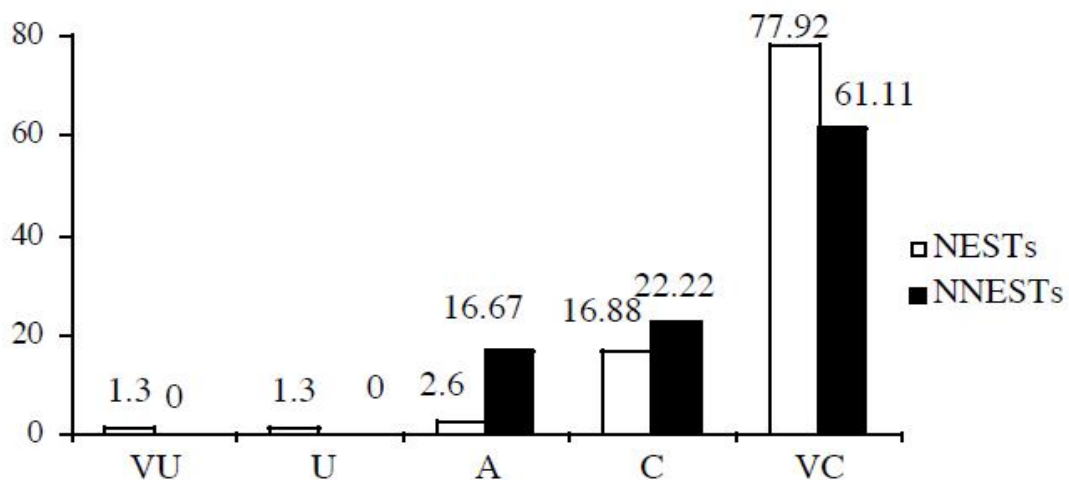
Figure 10 : Percent of responses by NESTs and NNESTs about their comfort teaching Writing/Composition(N=95)
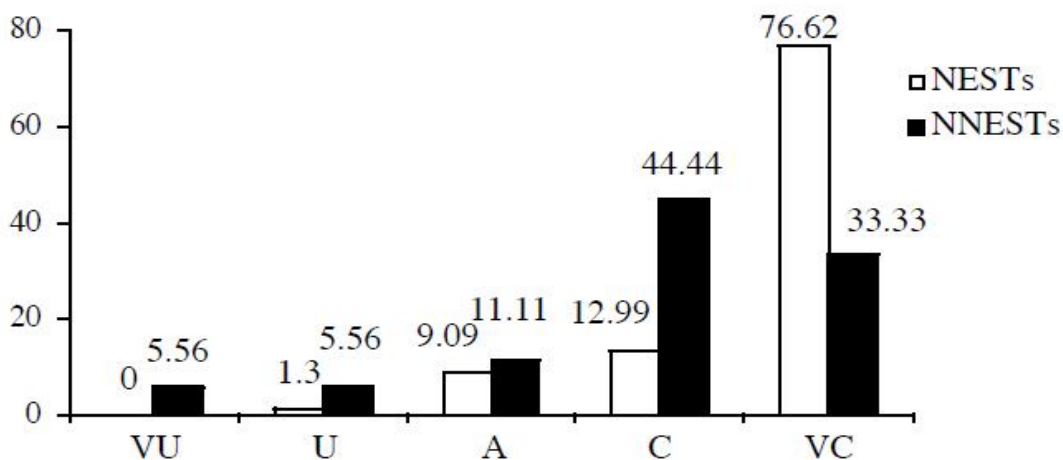
Figure 11 : Percent of responses by NESTs and NNESTs about their comfort teaching Listening (N = 94)
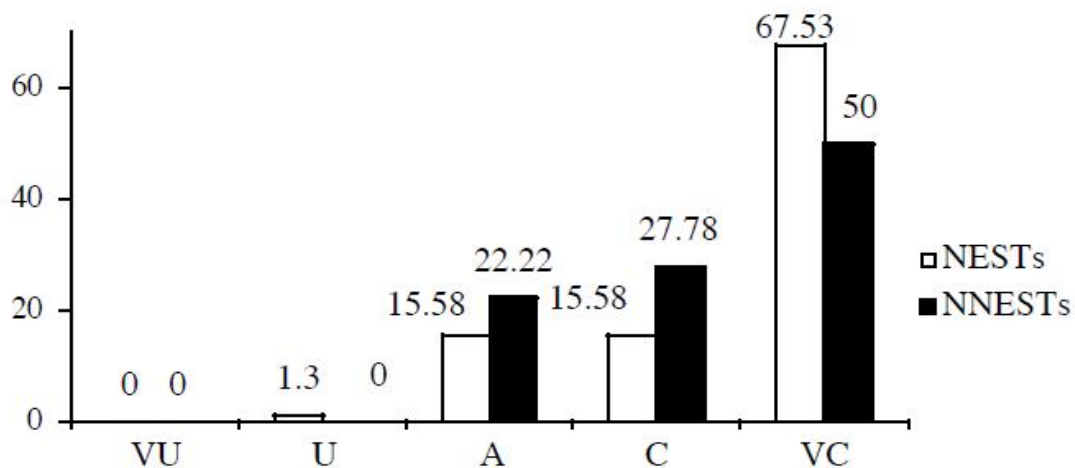
Figure 12 : Percent of responses by NESTs and NNESTs about their comfort teaching Speaking/Oral communication (N = 95)
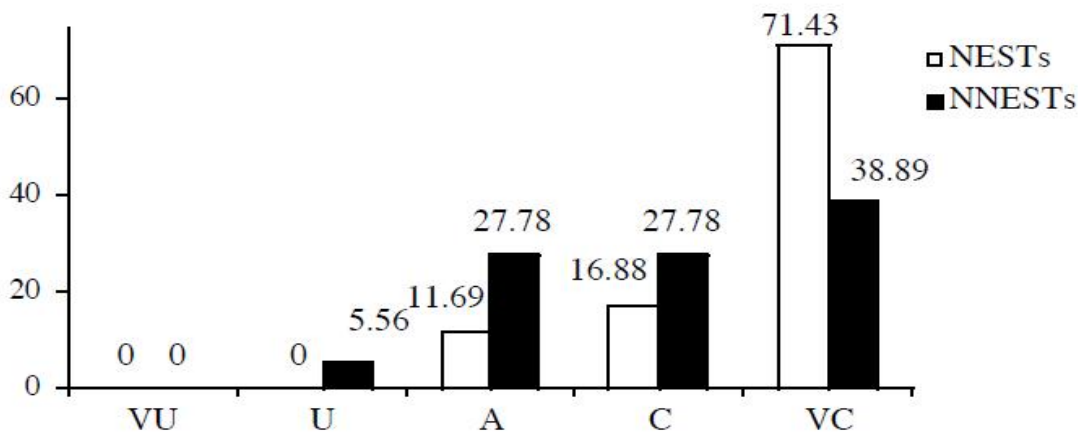
Figure 13 : Percent of responses by NESTs and NNESTs about their comfort teaching Grammar (N = 95)
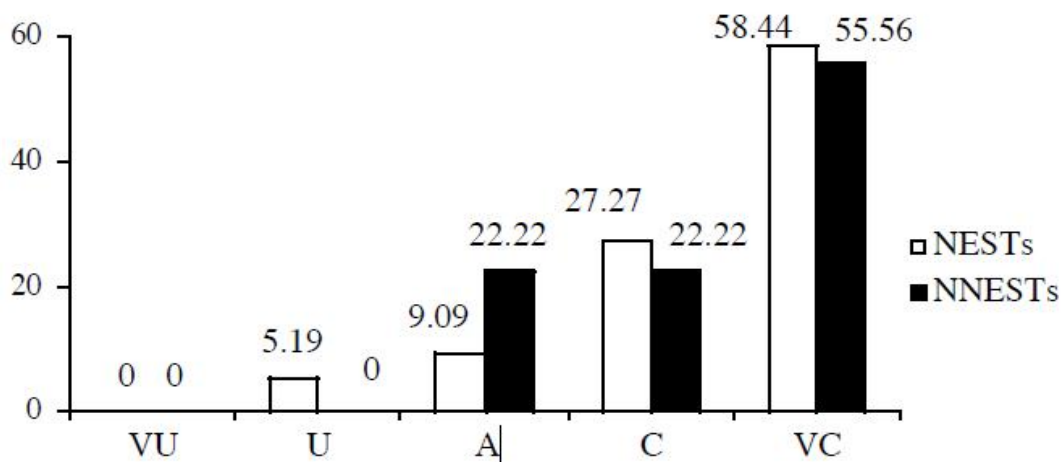
Figure 14 : Percent of responses by NESTs and NNESTs about their comfort teaching Culture (N = 95)
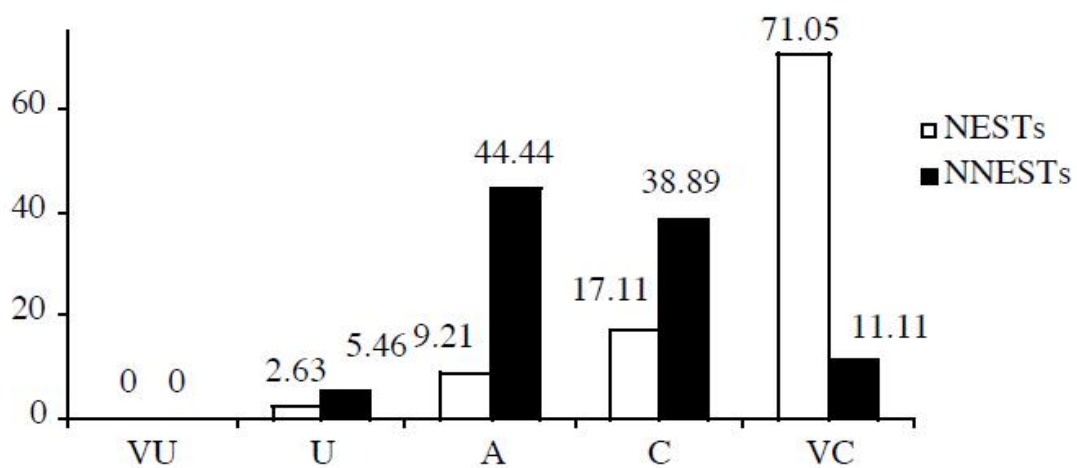

Figure 15 : Percent of responses by NESTs and NNESTs about their comfort teaching Test Preparation (N = 93)
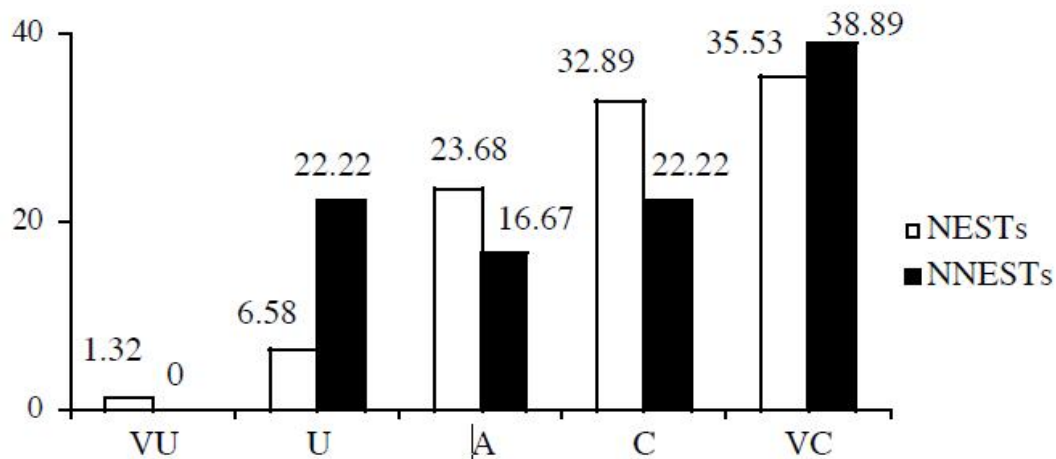
Figure 16 : Percent of responses by NESTs and NNESTs about their comfort teaching lower-level classes (N = 95)
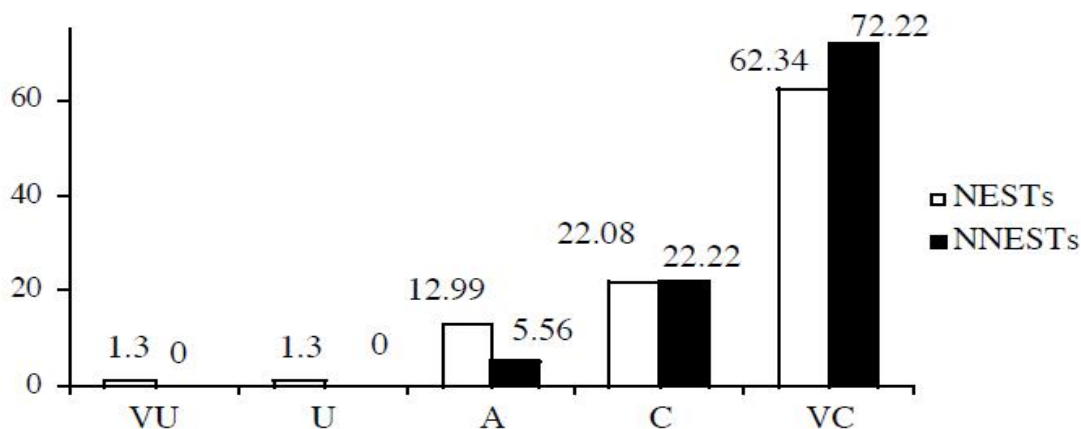
Figure 17 : Percent of responses by NESTs and NNESTs about their comfort teaching intermediate-level classes (N = 94)
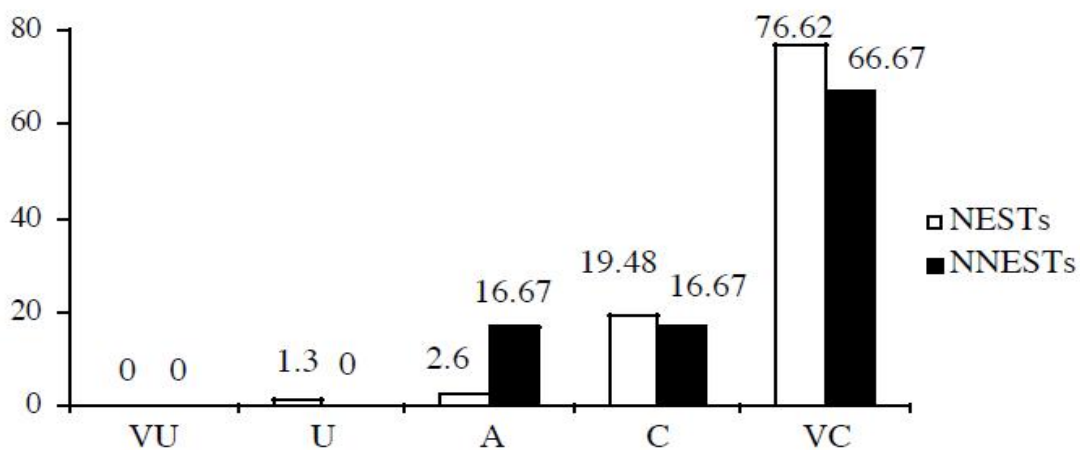
Figure 18 : Percent of responses by NESTs and NNESTs about their comfort teaching higher-level classes (N = 95)
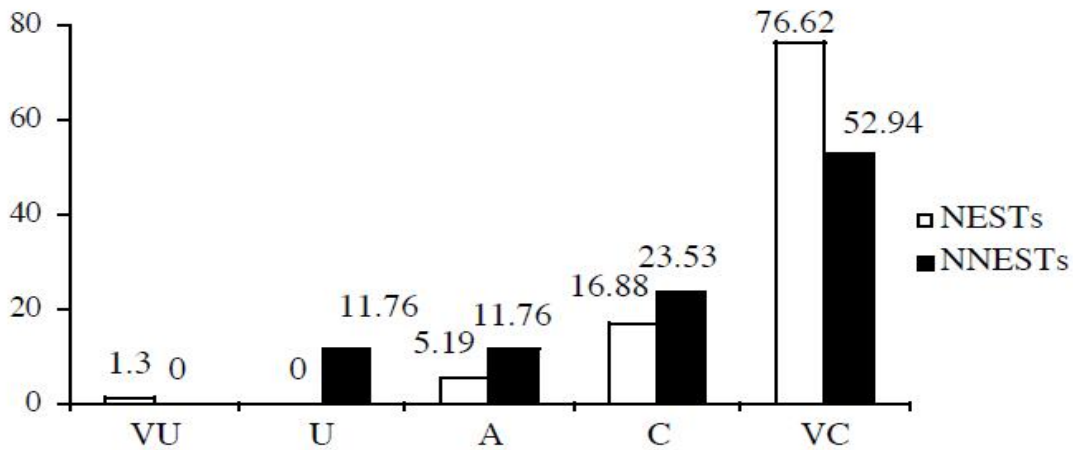
Moussu (ibid.) considers that NNESTs overall did not feel as comfortable teaching as NESTs and felt especially uncomfortable teaching Speaking, Culture, and Writing/Composition. The first two subjects are not surprising, and reluctance to teach Writing/Composition is understandable since they did not evaluate their writing skills very high. NNESTs also felt uncomfortable teaching Reading and Listening. Both NESTs and NNESTs were uncomfortable teaching Test Preparation courses. NNESTs felt quite comfortable teaching Grammar and courses of lower and intermediate levels.

Interestingly, however hard the NNEST Caucus strives to set forth a better form of teacher as a NNEST and despite countless studies and statements of linguists which refute the idea that NESTs naturally make better teachers of English, NNESTs themselves don't seem to demonstrate enough linguistic proficiency, self-confidence and teaching performance expected from them, which is a succinct summary of numerous studies and questionnaires applied to NNESTs. This reveals that there has been a worldwide overestimation of NNESTs not by NNESTs themselves but mostly by linguists and language experts, maybe because most of them are non-native teachers of English too.

2.6 Characteristics of NESTs and NNESTs

However much there has been a prejudgment that NESTs are more competent and more capable teaching and more preferable to NNESTs, teachers of both groups have their own different characteristics which they bring to the teaching environment.

According to Ulate (2011: 62), native speakers possess the following characteristics:
- 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'.(Stern 1983; Johnson & Johnson 1998; Davies 1996, cited in Cook 1999: para 3)

Sharing the students' mother tongue and the same culture, which can be regarded as one of the most basic teaching advantages of NNESTs over NESTs greatly benefits learners. Whereas, the same shared culture may not always be an advantage for NNESTs. According to Medgyes (1983: 2-6) ''different cultures view the world in different ways. It is very complicated for a non-NEST to teach a topic that he or she may be ignorant about''. NESTs have been exposed to L1 from the moment of their birth but they have not undergone the experience of learning a foreign language in a foreign place by attending regular lessons. On the other hand, NNESTs have experienced a foreign language learning like their students and faced similar challenges with their students while learning a second / foreign language. As Medgyes (1992) puts it, Non-NESTs are more able to anticipate language difficulties. This anticipatory skill, which becomes more and more sophisticated with experience, enables Non-NESTs to help learners overcome language difficulties and avoid pitfalls. Moreover, NNESTs can foresee difficulties that may arise as a consequence of mother tongue (L1) interference. Medgyes (2001: 436) characterizes NNESTs as:

- good role models

- effective providers of learning strategies

- suppliers of information about the English language

- better anticipators of language learning difficulties

- sensitive to language learners' needs

- facilitators of language learning as a result of a shared mother tongue.

Medgyes (ibid. 435) also examines the differences in teaching behaviour between NESTs and NNESTs. The table below is based on a survey carried out to 325 native and non-native speaking teachers.

Table 3 :Perceived differences in teaching behavior between NESTs and Non-NESTs

NESTs	Non-NESTs
Own use of English	
Speak better English	Speak poorer English
Use real language	Use "bookish" language
Use English more confidently	Use English less confidently
General attitude	
Adopt a more flexible approach	Adopt a more guided approach
Are more innovative	Are more cautious
Are less empathetic	Are more empathetic
Attend to perceived needs	Attend to real needs
Have far-fetched expectations	Have realistic expectations
Are more casual	Are stricter
Are less committed	Are more committed
Attitude to teaching the language	
Are less insightful	Are more insightful
Focus on:	*Focus on:*
Fluency	Accuracy
Meaning	Form
Language in use	Grammar rules
Oral skills	Printed word
Colloquial registers	Formal registers
Teach items in context	Teach items in isolation
Prefer free activities	Prefer controlled activities
Favor group work/pair work	Favor frontal work
Use a variety of materials	Use a single textbook
Tolerate errors	Correct/punish for errors
Set fewer tests	Set more tests
Use no/less L1	Use more L1
Resort to no/less translation	Resort to more translation
Assign less homework	Assign more homework
Attitude to teaching culture	
Supply more cultural information	Supply less cultural information

Moussu (2006) asked two open-ended questions to NESTs and NNESTs in order to learn NNESTs' certain characteristics. The first was, "What do you think are the most valuable qualities of NNESTs in general, if any?"

In his evaluation, the most frequent responses given by NNESTs about their own perceived strengths were 1) their understanding of students' situation and needs (80.5%)[1] and 2) their language learning experience (77.7%). Another strength mentioned by NNESTs about their own teaching was their "desire to continue to learn and to demonstrate their ownlearning to students" as well as their desire to learn from students (44.5%). NESTs recognized NNESTs' language learning experience (48.7%), their ability to be "good role models for students" (30.7%), and their "ability to understand and explain grammar rules" (19.2%).

The second open-ended question was, "What do you think are the most serious weaknesses of NNESTs in general, if any?" Moussu's (ibid.) evaluation of the answers was that NNESTs' self-perceptions of their weaknesses included their "foreign accent" and "pronunciation" (39%), their "insufficient knowledge of idioms, nuances of the language, and culture, resulting in inability to recognize cultural references" (33.5%), their "lack of confidence" (27.7%), and poor knowledge of the English language (27.7%). When asked about NNESTs' weaknesses, NESTs overwhelmingly noted strong foreign accents and "bad" pronunciation (47.5%) although, as one teacher pointed out, "our students have more difficulty understanding our British-accented instructors than our NNESTs." Other responses included as lack of American cultural knowledge (28.2%) as well as "poor" self-confidence (15.3%). Administrators identified three major weaknesses in NNESTs: foreign accent (38%), "over-dependence on didactic presentation of grammar" or "focusing too much on grammar" (33.3%), and lack of self-confidence (28.5%).

In their study of the classroom interaction between students and NESTs & NNESTs in Chinese context , Yi and Jian (2009) came up with the following major findings related with classroom interaction and teacher attitudes in the teaching environment:

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[1] These percentages were calculated by adding up the number of different strengths and weaknesses mentioned by NNESTs, categorizing the responses by themes, and calculating the frequency of responses belonging to the "grammar knowledge" or "cultural knowledge" categories, for example.

1) NNESTs present more language input and feedback to students, but more uptake is observed in NESTs' classrooms. An analysis of the TQ →SR →TF →SU interactional cycle showed a higher frequency of teacher questions, student responses and teacher feedback in the NNESTs' group than in the NESTs' group, while more evidence of students' uptake was found in the NESTs' group. That means NNESTs provide more language input and more feedback, but more genuine and natural communication occurs between NESTs and their students.

2) For both groups of teachers, classroom interaction is dominated by teacher talk. Transcriptions showed that the total number of teacher questions and feedback moves (for both NESTs and NNESTs) is much higher than the amount of student response and uptake, supporting research indicating that teacher-talk takes up most of the classroom time (Long, 1981), regardless of whether the teacher is a NS or not.

3) Teachers in both groups ask too few divergent questions, while more convergent questions appear in the NNESTs' classroom and more procedural questions are found in NESTs' classes. Teachers should be encouraged to ask divergent questions because this kind of strategy may create more near-normal speech.

4) No statistically significant difference was found in the degree to which teachers offered correction feedback and summary feedback. This result argues with a previous research conclusion that NESTs are concerned with language fluency whereas NNESTs' concentration is on language accuracy (Brutt – Griffler & Samimy, 1999).

5) NESTs and NNESTs prefer different feedback types, which affects students' language input. In the observed classes, NESTs preferred to give evaluation feedback, followed by summary and then acknowledgement feedback. NNESTs more frequently used repetition feedback, followed by acknowledgement and then clarification feedback. Previous studies have found that repetition feedback, to some extent, hinders learners' language output and yields low rates of uptake and repair.

However, evaluation feedback (the least adopted strategy for NNESTs) engenders greater confidence so students are encouraged to continue interacting with teachers.

2.7 What is motivation ?

The word ''motivation'' is typically defined as the force that account for the arousal, selection, direction, and continuation of behaviour. In other words, it is the driving force by which humans achieve their goals. However, in the learning context, Stern (1983: 385, cited in Run-mei, 2007: 11) defines motivation as the characteristic of a learner "...that initiates and maintains the learning process, or that leads to the avoidance or rejection of learning; the stated reasons and perceived goals as well as the subconscious drives and needs that prompt and sustain the learning effort or lead to its inhibition or rejection". In the words of Gardner (1985: 50), "...motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question."

2.7.1 The importance of motivation in learning a language

Now that definitions tell us motivation is a strong drive by which we achieve our ambitions, it should have a vital importance for teaching situations. According to Rost (2006), motivation is the ''neglected heart'' of language teaching. It is, without any doubt, one of the main determinants of second / foreign language learning achievement. "Motivation provides the primary impetus to initiate learning foreign language and later the driving force to sustain the long and often tedious learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure students achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions''(Dornyei, 1998: 117). It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our students. Rost (ibid.) underlines that all of the conditions that we know contribute to successful second language acquisition are

lacking in most EFL contexts: there just isn't enough English input in the environment, there probably aren't enough opportunities for interaction with English speakers, there usually aren't enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. Because of these adverse conditions, a learner has to have extraordinary motivation in order to succeed at learning English. Littlewood (1987: 53) observes that ''in second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation''. Needless to say, motivation affects effort, effort affects results, positive results lead to an increase in ability. Rost (2006) puts it, ''What this suggests, of course, is that by improving students' motivation we are actually amplifying their ability in the language and fueling their ability to learn''.

2.7.2 Components of motivation

In order to build an idea about the inner structure of motivation, we shall take into account the components of motivation. Dornyei (1994) collected these components under the subtopics below:

2.7.2.1 Intrinsic/Extrinsic motivation and related theories

Dornyei (ibid.) states that one of the most general and well-known distinctions in motivation theories is that between intrinsic and extrinsic motivation. Extrinsically motivated behaviours are the ones that the individual performs to receive some extrinsic reward (e.g., good grades) or to avoid punishment. With intrinsically motivated behaviours the rewards are internal (e.g., the joy of doing a particular activity or satisfying one's curiosity). Deci and Ryan (1985: 245) argue that intrinsic motivation is potentially a central motivator of the educational process and that intrinsic motivation is in evidence whenever students' natural curiosity and interest

energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish. But, Dornyei (ibid.) claims that extrinsic motivation has traditionally been seen as something that can undermine intrinsic motivation; several studies have confirmed that students will lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement (as is often the case with compulsory readings at school). However, Dornyei (ibid.) thinks only under certain circumstances –as long as they are sufficiently self-determined and internalised– extrinsic rewards can be combined with, or even lead to, intrinsic motivation. The self-determination theory was introduced by Deci and Ryan (ibid.) as an elaboration of the intrinsic/extrinsic construct. Self-determination (i.e., autonomy) is seen as a prerequisite for any behaviour to be intrinsically rewarding. In the light of this theory, extrinsic motivation is no longer regarded as an antagonistic counterpart of intrinsic motivation but has been divided into four types along a continuum between self-determined and controlled forms of motivation.

2.7.2.2 Proximal goal-setting

In the words of Dornyei (1994: 276), ''some theories may suggest that extrinsic goals such as tests and exams should be avoided as much as possible since they are detrimental to intrinsic motivation''. Bandura and Schunk (1981), however, point out that tests and exams can be powerful proximal motivators in long lasting, continuous behaviours such as language learning; they function as proximal subgoals and markers of progress that provide immediate incentive, self-inducements, and feedback and that help mobilise and maintain effort. Dornyei (ibid.) shares this idea and adds that proximal goal-setting also contributes to the enhancement of intrinsic interest through favourable, continued involvement in activities and through the satisfaction derived from subgoal attainment. Attainable subgoals can also serve as an important vehicle in the development of the students' self-confidence and efficacy.

2.7.2.3 Cognitive components of motivation

Dornyei (1994) states that cognitive theories of motivation view motivation to be a function of a person's thoughts rather than of some instinct, need, drive, or state; information encoded and transformed into a belief is the source of action. Weiner (1992), in his analysis of current theories of motivation, lists three major cognitive conceptual systems: *attribution theory, learned helplessness, and self-efficacy theory.*

In the opinion of Dornyei (ibid.), the central theme in *attribution theory* is the study of how causal ascriptions of past failures and successes affect future goal expectancy. And he exemplifies this by saying: ''failure that is ascribed to low ability or to the difficulty of a task decreases the expectation of future success more than failure that is ascribed to bad luck or to a lack of effort''(p. 276).

Dornyei (ibid.) defines *learned helplessness* as ''a resigned, pessimistic, helpless state that develops when the person wants to succeed but feels that success is impossible or beyond him or her for some reason, that is, the probability of a desired goal does not appear to be increased by any action or effort''. That is to say, it is the state of mood which makes you think ''whatever I do, however much I try, I can't do it''. We can regard this as a kind of conditioning which is difficult to reverse once established.

Dornyei (ibid.) simply defines *self-efficacy* as''an individual's judgement of his or her ability to perform a specific action''. According to Schunk (1991), attributions of past accomplishments play an important role in developing self-efficacy, but people also appraise efficacy from observational experiences (e.g., by observing peers), as well as from persuasion, reinforcement, and evaluation by others, especially teachers or parents (e.g., ''You can do it'' or ''You are doing fine''). Once a strong sense of efficacy is developed, a failure may not have much impact. Oxford and Shearin (1994: 21, cited in Dornyei, 1998) emphasise that many students do not

have an initial belief in their self-efficacy and ''feel lost in the language class'' ; therefore Dornyei (1994) advises teachers to help students develop a sense of self-efficacy by providing meaningful, achievable, and success-engendering language tasks.

2.7.2.4 Self-confidence and need for achievement

We can define *self-confidence* as the self-belief which leads us to achieve ambitions, accomplish goals, get successful results and perform tasks successfully. It is similar to self-efficacy in meaning but as Dornyei (ibid.) states; self-confidence is used in a more general sense. Clement (1980) is the first to introduce self-confidence to L2 literature and describes it as a secondary, mediating motivational process in multi-ethnic settings that affects a person's motivation to learn and use a L2. According to his conceptualisation, self-confidence includes two components, language use anxiety (the affective aspect) and self-evaluation of L2 proficiency (the cognitive aspect), and is determined by the frequency and quality of interethnic contact.

''A central element of classical achievement motivation theory, *need for achievement* is a relatively stable personality trait that is considered to affect a person's behaviour in every facet of life, including language learning'' (Dornyei, 1994: 277). He consolidates his claim and utters that: ''Individuals with a high need for achievement are interested in excellence for its own sake, tend to initiate achievement activities, work with heightened intensity at these tasks, and persist in the face of failure.''

2.8 How to motivate language learners

For language teachers, it has always been a great challenge to motivate children. However, the solutions offered to this motivation problem are available. Dornyei (2001: 119) believes that the spectrum of other potentially more effective

motivational strategies is so broad that it is hard to imagine that none of them would work.

"In the language learning situation, nothing succeeds like success" (McDonough, 1981: 153). This sentence tells us a lot about the charming power of success. At this point, giving frequent but correct feedback is essential in order for students to feel themselves one step ahead of their previous level of success. In the English classes, the goals and tasks should be set neither too difficult nor too easy and activities should have contents that address to all of the students from the laziest to the most diligent, from the shyest to the most sociable one.

In addition, for a language learner-who definitely needs social interaction and integration into different living areas for success in learning- the positive effect of being acknowledged by peers and the teacher must in no way be underestimated. As a facilitator, calling on each student by name will be highly motivating. Moreover, it's the teacher's duty to create a friendly atmosphere in classes, which is bound to give a rise to the feeling of being acknowledged and to a decrease at the level of anxiety of students.

Localizing language classes can be interesting and fun to motivate our students too. Almost all of the EFL course books include elements of western culture; conversations, activities and events that take place in the countries of the Inner Circle such as Great Britain, The U.S.A., Canada etc. At this point, it is necessary to ask why the common trend urges students to be exposed to a culture to which they aren't familiar at all. Naturally, students wouldn't be supposed to get involved in activities that wouldn't be within their interest area. Events, traditions, celebrities from their own cultures are sure to draw their attention more. On the other hand, it may be wrong to think of localizing classes as a tangible and applicable strategy in foreign language teaching since we cannot think of a language isolated from its culture. Needless to say, learning a language is learning the culture to which that language belongs and speaking a language, without any doubt, necessitates cultural interaction with other speakers of that language. As Politzer (1959: 100-101, cited in Brooks:

1986: 123) puts it: ''if we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning.''

Thanasoulas (2002) maintains the idea that a framework needs to be designed for motivational strategies and that the central question in designing a framework of motivational strategies is to decide how to organise them into separate themes. The following taxonomy is based on the process-oriented model by Dornyei and Otto (1998). The key units in this taxonomy are as follows:

- Creating the basic motivational conditions, which involves setting the scene for the use of motivational strategies
- Generating student motivation, which roughly corresponds to the preactional phase in the model
- Maintaining and protecting motivation, which corresponds to the actional phase
- Encouraging positive self-evaluation, which corresponds to the postactional phase.

According to Dornyei (1994), ''L2 motivation is an eclectic multifaceted construct''. Thus, he introduced three levels of motivation construct and grouped his motivational strategies accordingly. Dornyei (ibid.) below lists the strategies to motivate language learners that are in Brophy's words (1987: 48), '' a 'starter set' of strategies to select from in planning motivational elements to include in instruction.''

2.8.1 Language level strategies

1) Include a sociocultural component in the L2 syllabus by sharing positive L2-related experiences in class, showing films or TV recordings, playing relevant music, and inviting interesting native speaking guests.

2) Develop learners' cross-cultural awareness systematically by focusing on cross-cultural similarities and not just differences, using analogies to make the strange familiar, and using ''culture teaching'' ideas and activities.

3) Promote student contact with L2 speakers by arranging meetings with L2 speakers in your country; or, if possible, organising school trips or exchange programs to the L2 community; or finding pen-friends for your students.

4) Develop learners' instrumental motivation by discussing the role L2 plays in the world and its potential usefulness both for themselves and their community.

2.8.2 Learner level strategies

5) Develop students' self-confidence by trusting them and projecting the belief that they will achieve their goal; regularly providing praise, encouragement, and reinforcement; making sure that students regularly experience success and a sense of achievement; helping remove uncertainties about their competence and self-efficacy by giving relevant positive examples and analogies of accomplishment; counter-balancing experiences of frustration by involving students in more favourable, ''easier'' activities; and using confidence-building tasks.

6) Promote the students' self-efficacy with regard to achieving learning goals by teaching students learning and communication strategies, as well as strategies for information processing and problem-solving, helping them to develop realistic expectations of what can be achieved in a given period, and telling them about your own difficulties in language learning.

7) Promote favourable self-perceptions of competence in L2 by highlighting what students can do in the L2 rather than what they cannot do, encouraging the view that mistakes are a part of learning, pointing out that there is more to communication than not making mistakes or always finding the right word, and talking openly about your own shortcomings in L2 (if you are a non-native teacher) or in a L3.

8) Decrease student anxiety by creating a supportive and accepting learning environment in the L2 classroom, avoiding hypercritical or punitive treatment, and applying special anxiety-reducing activities and techniques.

9) Promote motivation-enhancing attributions by helping students recognise links between effort and outcome; and attribute past failures to controllable factors such as insufficient effort (if this has been the case), confusion about what to do, or the use of inappropriate strategies, rather than to lack of ability, as this may lead to learned helplessness.

10) Encourage students to set attainable subgoals for themselves that are proximal and specific (e.g., learning 200 new words every week). Ideally, these subgoals can be integrated into a personalised learning plan for each student.

2.8.3 Learning situation level strategies

2.8.3.1 Course-specific motivational components

11) Make the syllabus of the course relevant by basing it on needs analysis, and involving the students in the actual planning of the course programme.

12) Increase the attractiveness of the course content by using authentic materials that are within students' grasp; and unusual and exotic supplementary materials, recordings, and visual aids.

13) Discuss with the students the choice of teaching materials for the course (both textbooks and supplementary materials), pointing out their strong and weak points (in terms of utility, attractiveness, and interest).

14) Arouse and sustain curiosity and attention by introducing unexpected, novel, unfamiliar, and even paradoxical events; not allowing lessons to settle into too regular a routine; periodically breaking the static character of the classes by changing the interaction pattern and the seating formation and by making students get up and move from time to time.

15) Increase students' interest and involvement in the tasks by designing or selecting varied and challenging activities; adapting tasks to the students' interests; making sure that something about each activity is new or different; including game-like features, such as puzzles, problem-solving, avoiding traps, overcoming obstacles, elements of suspense, hidden information, etc; including imaginative elements that will engage students' emotions; leaving activities open-ended and the actual conclusion uncertain; personalising tasks by encouraging students to engage in

meaningful exchanges, such as sharing personal information; and making peer interaction (e.g., pair work and group work) an important teaching component.

16) Match difficulty of tasks with students' abilities so that students can expect to succeed if they put in reasonable effort.

17) Increase student expectancy of task fulfillment by familiarising students with the task type, sufficiently preparing them for coping with the task content, giving them detailed guidance about the procedures and strategies that the task requires, making the criteria for success (or grading) clear and ''transparent'', and offering students ongoing assistance.

18) Facilitate student satisfaction by allowing students to create finished products that they can perform or display, encouraging them to be proud of themselves after accomplishing a task, taking stock from time to time of their general progress, making a wall chart of what the group has learned, and celebrating success.

2.8.3.2 Teacher-specific motivational components

19) Try to be empathic, congruent, and accepting; according to the principles of person-centred education, these are the three basic teacher characteristics that enhance learning. Empathy refers to being sensitive to students' needs, feelings, and perspectives. Congruence refers to the ability to behave according to your true self, that is, to be real and authentic without hiding behind facades or roles. Acceptance refers to a nonjudgmental, positive regard, acknowledging each student as a complex human being with both virtues and faults.

20) Adopt the role of a facilitator rather than an authority figure or a ''drill sergeant'', developing a warm rapport with the students.

21) Promote learner autonomy by allowing real choices about alternative ways to goal attainment; minimising external pressure and control (e.g., threats, punishments); sharing responsibility with the students for organising their time, effort and the learning process; inviting them to design and prepare activities themselves and promoting peer-teaching; including project work where students are in charge; and giving students positions of genuine authority.

22) Model student interest in L2 learning by showing students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life, sharing your personal interest in L2 and L2 learning with the students, and taking the students' learning process and achievement very seriously (since showing insufficient commitment yourself is the fastest way to undermine student motivation).

23) Introduce tasks in such a way as to stimulate intrinsic motivation and help internalise extrinsic motivation by presenting tasks as learning opportunities to be valued rather than imposed demands to be resisted, projecting intensity and enthusiasm, raising task interest by connecting the task with things that students already find interesting or hold in esteem, pointing out challenging or exotic aspects of the L2) calling attention to unexpected or paradoxical aspects of routine topics, and stating the purpose and utility of the task.

24) Use motivating feedback by making your feedback informational rather than controlling; giving positive competence feedback, pointing out the value of the accomplishment; and not overreacting to errors.

2.8.3.3 Group-specific motivational components

25) Increase the group's goal-orientedness by initiating discussions with students about the group goal(s), and asking them from time to time to evaluate the extent to which they are approaching their goal.

26) Promote the internalisation of classroom norms by establishing the norms explicitly right from the start, explaining their importance and how they enhance learning, asking for the students' agreement, and even involving students in formulating norms.

27) Help maintain internalised classroom norms by observing them consistently yourself, and not letting any violations go unnoticed.

28) Minimise the detrimental effect of evaluation on intrinsic motivation by focusing on individual improvement and progress, avoiding any explicit or implicit comparison of students to each other, making evaluation private rather than public, not encouraging student competition, and making the final (end of term/year/ course)

grading the product of two-way negotiation with the students by asking them to express their opinion of their achievement in a personal interview.

29) Promote the development of group cohesion and enhance intermember relations by creating classroom situations in which students can get to know each other and share genuine personal information (feelings, fears, desires, etc.), organising outings and extracurricular activities, and including game-like intergroup competitions in the course.

30) Use cooperative learning techniques by frequently including groupwork in the classes in which the group's -rather than the individual's- achievement is evaluated.

2.8.4 Layers of motivation

Rost (2006) presents three layers of motivation which he describes as "operational" or accessible to direct influence by the teacher and he continues: ''To the extent that a teacher can tap into any or all of these layers, he or she is more likely to become a 'motivating' teacher.''

2.8.4.1. The first layer of motivation: Finding your passion

In Rost's (2006) classification, the first layer or the central core of motivation is what might be called "finding your passion". He argues that all successful learning — not only language learning — is somehow connected to a learner's passion. Passion, in this sense, means a person's central goals in life, the things the learner cares about most, the things that move him or her emotionally. He doesn't mean that a learner needs to become passionate about learning English in order to succeed. Rather, the learner needs to find a way to connect English learning to his or her real passion in life. The teacher can help learners to bring their passion into the classroom in several ways. One is by introducing "hot elements" in the classroom — music, movies, fads, current topics, personalities, games, and so on — in order to trigger learners' real interests. The teacher can then use these triggers to build a class culture. If we introduce, or if we allow the learners themselves to bring in, samples of current songs, clippings of famous people, or photos or video clips, we invite

greater engagement in the classroom. Another way of helping learners find their passion is by organizing class activities around the theme of self expression. There are a number of approaches here: personalized tasks, idea journals, speaking circles, interactive questionnaires. When learners realize that the content of the class is their personal lives, and that the teacher responds to them as people, not just as language learners, we invite a deeper level of commitment and motivation. A third way of generating passion is through the psychological principle of "immediacy" — using yourself as a model of enthusiasm and motivation for learning.

2.8.4.2. The second layer of motivation: Changing your reality

In virtually every language learning setting, but particularly in EFL settings, learners cannot make and sustain sufficient progress in the L2 because they do not receive enough instruction, not nearly enough attention in class, not nearly enough input or meaningful interaction or opportunities for serious output. Some studies in language immersion have estimated that a typical learner needs a minimum of four hours a week of quality contact with a language in order to make progress. Even if this estimate is not true for all learners, it is clear to most EFL teachers that learners need more language instruction than we can provide in our classrooms. Learners need more quality instruction — input, interaction, and opportunities for meaningful output — not only to make progress, but in order to maintain a sufficiently strong connection to the language and to build their own motivation for learning. Rost (ibid.) continues: ''In my own language teaching and in my materials development, I now consider it a major part of my job to help students find opportunities for engaging learning tasks outside the classroom. Helping learners find quality "homework" is essential to maintain quality learning in the classroom. The ideas are endless: direct students to quality language learning websites (or build your own, as many teachers have done), make available quality audio, video, and multimedia learning sources, develop a small library of accessible readers and supplementary materials and self-access quizzes, worksheets and games. Spending classroom time to help students select, share, and evaluate their out-of-class work with English is just as important as covering a lesson in the textbook. Helping students "change their

reality" means moving them toward seeing language learning in a different way. It means helping them take simple, self-directed steps to make choices about learning. The first step is the most important, because it's the one that can ignite this layer of motivation.''

2.8.4.3. The third layer of motivation: Connecting to learning activities

In the last stage, Rost (ibid.) states that connecting refers to the engagement of intention, attention, and memory in the activity itself. All teachers want their students to connect with the learning activities we prepare, yet we often fail to take concrete steps that will lead to better connection. Here are a few "connecting principles":

• Use personalized warm ups to lead into an activity. This creates relevance — an essential condition for memory to work effectively. Aim to get all students involved in the warm up.

• Make each learning activity as vivid and tangible as possible. Use provocative topics. Include visual aids (pictures, charts) and tangible references (games, boards, index cards) to engage students' attention. Provide variety in your learning activities so that students can try out different learning styles (interpersonal, kinaesthetic, musical, etc.).

• Make sure that each learner is involved, and everyone has an intention in every activity. Assign roles in pair and group activities. Monitor as closely as you can to be sure that each student, especially the shyer and weaker ones, remains active. It's important to have everyone on board.

• Include inductive learning in your lesson. Be sure that students have an opportunity to discover things on their own — grammar points, pragmatic patterns, new vocabulary. Give students a chance to reflect. It's always easier to teach deductively through direct presentations, but discovery learning is more meaningful and more permanent.

• Provide feedback on all levels of language progress. Progress in language involves more than just gradual mastery of grammar and vocabulary. Give feedback

on elements of performance that affect students' motivation: their success in an activity and their level of engagement.

CHAPTER III
METHODOLOGY

3.1 Research Design

This study is based on a questionnaire that aims to detect the attitudes and perceptions of students towards NES and NNES instructors. Moreover, to what extent both groups effect students' motivation, which one of the two groups better familiarize their students with the cultural elements of the target language, which certain skills of the language are better taught by either of the teacher groups will be understood deriving from the students' responses. Therefore, the researcher decided to obtain quantitative data. The quantitative data involve the results taken from students' responses to 30 items. The items of the study were prepared based on a five-point Likert Scale.

This questionnaire was carried out in Department of Basic English in Middle East Technical University. There are several reasons why the researcher wanted to apply the questionnaire in this university. Firstly, without any doubt, METU is among the three top-class universities in Turkey renowned for the quality of language education, both in preparation classes and in other technical departments teaching in English. Further, METU took its place in the best 200 universities according to the report broadcast by the British magazine Times Higher Education and Thomson Reuters in 2010. Also, it was ranked #321 among the first 500 universities in the sequencing of ''Webometrics Ranking of World Universities January 2011'' by the Spanish research group Cybermetrics Lab. Last but not least, the fact that students in preparation classes had both NES and NNES instructors was fundamental in terms of obtaining valid results.

3.2 Subjects

This questionnaire was carried out with 96 students attending preparation classes in Middle East Technical University, Ankara, Turkey. The data sources of the research, who voluntarily participated in the study, were all non-native students.

Almost all of the subjects (%95) were aged between 18-21. There was a homogeneous distribution of the subjects in terms of gender. Of 96 participants, 50 were males and 46 were females.

3.3 Data Collection and Instruments

In this questionnaire, one type of question (based on five-point Likert Scale) was used with the purpose of collecting quantitative data. These items were mostly prepared by the researcher. In addition, some of the relevant research items carried out in Spain and China were scrutinized and involved in the study.

The statistical analyses were conducted by using the Statistical Package for Social Sciences (SPSS). Frequency distributions and percentages were presented through tables.

CHAPTER IV

RESULTS AND DATA ANALYSES

Data Analyses

In this chapter, the results will be indicated item by item through the tables and data analyses will be presented in detail after each item.

As the result of T-tests applied to both teacher groups, P value was found below 0.05 (p<0.05) in both groups (P=,000), which means the difference is statistically significant.

Item 1:''In general, having a native English-speaking (NES) instructor positively effects my learning.''

Table 4

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	2	2,1			
Disagree	4	4,2			
Not decided	1	1,0	4,5208	,09005	,88233
Agree	24	25,0			
Strongly agree	65	67,7			
TOTAL	96	100,0			

The number of the students who agreed 24(%25) and strongly agreed 65(%67,7) indicate that the students wholeheartedly believe that their having NES instructors positively effects their learning. Only 6(%6,3) of the participants were opposed to this idea and 1 was undecided.

Item 2:''I would rather have a NES instructor than a NNES instructor.''

Table 5

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	4	4,2			
Disagree	11	11,5			
Not decided	14	14,6	3,9271	,12144	1,18982
Agree	26	27,1			
Strongly agree	41	42,7			
TOTAL	96	100,0			

Of all the participants, 41(%42,7) strongly agreed and 26(%27,1) agreed, while 11(%11,5) disagreed and 4(%4,2) strongly disagreed, which shows that the

participants have a more positive look towards NES instructors. 14(%14,6) students couldn't choose between the two.

Item 3: ''Learning English with a NNES instructor is easier for me than with a NES instructor.''

Table 6

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	15	15,6			
Disagree	40	41,7			
Not decided	21	21,9	2,5104	,10780	1,05626
Agree	17	17,7			
Strongly agree	3	3,1			
TOTAL	96	100,0			

In this item that questioned whether learning with NNES instructors is easier or not, more than half of the surveyees 55(%57,3) didn't find it easier to learn English with NNES instructors. While 21(%21,9) students couldn't decide, 17(%17,7) agreed and (%3,1) strongly agreed.

Item 4: ''During the lesson, NES instructors correct my mistakes less than NNES ones.''

Table 7

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	16	16,7			
Disagree	26	27,1			
Not decided	32	33,3	2,6771	,11326	1,10972
Agree	17	17,7			
Strongly agree	5	5,2			
TOTAL	96	100,0			

32(%33,3) of the participants couldn't decide as to which group of instructors make less error correction. However, the number of the students who were opposed to the idea of NES instructors' correcting less 42(%43,8) was higher than the students that were in favour of this idea (%22,9), which shows that students think NNES instructors correct mistakes less than NES instructors during the lesson.

Item 5: ''NES instructors provide more feedback than non-native ones.''

Table 8

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	0	0			
Disagree	11	11,5			
Not decided	34	35,4			
Agree	32	33,3	3,6146	,09525	0,93324
Strongly agree	19	19,8			
TOTAL	96	100,0			

To this item, 51(%53,1) participants responded positively. Only 11(%11,5) students disagreed and none strongly disagreed. These proportions lead us to the conclusion that NES instructors provide more feedback during the lesson than their non-native counterparts. 34(%35,4) students were undecided.

Item 6: ''NES instructors present the cultural contents of the target language better than NNES instructors.''

Table 9

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	1	1,0			
Disagree	4	4,2			
Not decided	7	7,3			
Agree	36	37,5	4,3125	,08800	,86222
Strongly agree	48	50,0			
TOTAL	96	100,0			

As can be expected due to their native status, the vast majority of the students 84(%87,5) believe that NES instructors familiarize the students with the cultural contents of the target language more than NNES instructors do. Only 5(%5,2) students were opposed to this statement and 7(%7,3) were undecided.

Item 7: ''There are many NNES instructors who teach just as effectively as NES instructors.''

Table 10

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	2	2,1			
Disagree	10	10,4			
Not decided	14	14,6	3,7396	,09394	0,92047
Agree	55	57,3			
Strongly agree	15	15,6			
TOTAL	96	100,0			

It can clearly be concluded from the ratings that participants give the NNES instructors their due. A significant number of the participants 70(%72,9) think that there exist lots of NNES instructors around who can teach as effectively as NES instructors. 10(%10.4) students disagreed and 2(%2,1) strongly disagreed, 14(%14,6) participants were undecided. However much Table-5 shows a more positive tendency of students towards NES instructors, the results of this item that indicate the potential of NNES instructors shouldn't be underestimated and disregarded by ELT field recruiters, college owners and administrators of language institutions.

Item 8: ''I would prefer to be taught by both NES and NNES instructors at the same time rather than by just one of the two.''

Table 11

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	6	6,2			
Disagree	16	16,7			
Not decided	20	20,8	3,5521	,12641	1,23859
Agree	27	28,1			
Strongly agree	27	28,1			
TOTAL	96	100,0			

When they were asked to choose between the two groups, Table-5 revealed that students were in favour of NES instructors. However, the percentages in Table-11 show that this doesn't actually mean students don't want to be taught by NNES instructors whatsoever. The results shown in Table-10 already made clear above that NNES instructors were considered creditable (%72,9) by the students. In short, when it was the case to choose between being taught by both of the groups and by

merely one group (possibly NES instructors as seen in Table-5), more than half of the students 54(%56,2) responded positively to the idea of being taught by both NES and NNES instructors at the same time. When the undecided ones were excluded (%20.8), only 22(%22,9) students didn't agree.

Item 9: ''NES instructors are better role models than NNES instructors.''

Table 12

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	2	2,1			
Disagree	20	20,8			
Not decided	25	26,0	3,5312	,11843	1,16034
Agree	23	24,0			
Strongly agree	26	27,1			
TOTAL	96	100,0			

49(%51.1) out of 96 participants think NES instructors are better role models for them. 25(%26) students were undecided, 20(%20.8) disagreed and 2(%2,1) strongly disagreed upon this statement.

Item 10:''My learning experiences with NNES instructors have been good so far.''

Table 13

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	3	3,1			
Disagree	8	8,3			
Not decided	28	29,2	3,5729	,09453	,92617
Agree	45	46,9			
Strongly agree	12	12,5			
TOTAL	96	100,0			

The percentages above indicate that only 11(%11.4) of the participants think their learning experiences with NNES instructors aren't good so far. More than half of the students (%59,4) are pleased with their NNES teachers, 28(%29,2) were undecided.

Item 11: ''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. /It is more important that my teacher be a good one than he/she be a native speaker of English.''

Table 14

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	0	0			
Disagree	7	7,3			
Not decided	8	8,3			
Agree	36	37,5	4,2396	,09098	,89142
Strongly agree	45	46,9			
TOTAL	96	100,0			

It can be inferred from the ratings above that students overwhelmingly support their language teachers should primarily be qualified rather than be either a native or non-native one. 81(%84.4) favourable responses to this item reveal that students don't blindly prefer NES instructors to the other group, in other words, they attach priority to the quality of instructors. Only 7(%7.3) students disagreed on the statement and 8(%8,3) students were undecided.

Item 12: ''While learning English, NNES instructors provide me with more strategies and ideas than NES instructors.''

Table 15

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	5	5,2			
Disagree	35	36,5			
Not decided	29	30,2			
Agree	20	20,8	2,8854	,10562	1,03486
Strongly agree	7	7,3			
TOTAL	96	100,0			

27(%28,1) students responded positively while 5 students strongly disagreed and 35(%36,5) disagreed upon the statement of NES instructors' presenting more ideas and strategies to the students during the lesson. Almost one third of the participants (%30.2) were undecided.

Item 13: ''I think English instructors should all speak with a perfect British accent.''

Table 16

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	17	17,7			
Disagree	33	34,4			
Not decided	14	14,6	2,7396	,13099	1,28346
Agree	22	22,9			
Strongly agree	10	10,4			
TOTAL	96	100,0			

The number of students who don't agree (%52,1) on the idea that all the English instructors, regardless of their native/non-native status, should speak with a perfect British accent outnumber those who support this idea (%33,3). These percentages reflect that in the opinion of more than half of the students, instructors don't necessarily have to speak with a genuine British accent. 14(%14.6) of the participants couldn't decide.

Item 14: ''To learn English well, I need to have a teacher who knows about British culture.''

Table 17

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	5	5,2			
Disagree	19	19,8			
Not decided	14	14,6	3,4479	,11458	1,12268
Agree	44	45,8			
Strongly agree	14	14,6			
TOTAL	96	100,0			

The ratings of this item clearly indicate that majority of the students think language and culture are inseperable. While a significant number of the participants (%60,4) think that in order to learn English well, there needs to be an instructor who knows British culture as well, only a quarter of the students(%25) are opposed to this idea. 14(%14,6) students were neutral.

Item 15:''NNES instructors are better at explaining grammar than NES instructors.''

Table 18

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	6	6,2			
Disagree	20	20,8			
Not decided	21	21,9			
Agree	38	39,6	3,2917	,11367	1,11371
Strongly agree	11	11,5			
TOTAL	96	100,0			

It is generally accepted that NNES teachers are better at teaching grammar than NES instructors. This generalization is often attributed to NNES teachers' educational background and experience, that is, more or less NNES instructors were exposed to similar learning situations and followed similar practices during their language learning period as their students do today. Not surprisingly, the number of students who think NNES instructors are better at explaining grammar (%51,1) is fairly higher than the opposers of this statement (%27). 21(%21.9) participants were neither for nor against this statement.

Item 16: ''NES instructors are better at teaching writing than NNES instructors.''

Table 19

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	2	2,1			
Disagree	8	8,3			
Not decided	28	29,2			
Agree	28	29,2	3,7917	,10670	1,04546
Strongly agree	30	31,2			
TOTAL	96	100,0			

The distribution of responses to this statement was as follows: Almost one third of the students (%31,2) strongly agreed, 28(%29,2) agreed, 28(%29,2) were undecided, 8(%8,3) disagreed and only 2 of the surveyees strongly disagreed. These numbers simply tell us that majority of the students (%60.4) are of the opinion that NES instructors are better at teaching writing than NNES instructors.

Item 17: ''NES instructors are better at teaching vocabulary than NNES instructors.''

Table 20

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	1	1,0			
Disagree	15	15,6			
Not decided	12	12,5	3,8958	,11227	1,10004
Agree	33	34,4			
Strongly agree	35	36,5			
TOTAL	96	100,0			

According to the frequencies, a considerable majority of the participants (%70,9) regard NES instructors as better at teaching vocabulary while only 16(%16,6) don't. These results, together with those of Table-21 and Table -24, can be seen normal if we consider NES instructors' being exposed to acqusition process throughout their infancy and early childhood, which brings with it a great advantage of lexical 'repertoire'. It should be noted that acqusition process involves the picking up of diverse capacities including syntax, phonetics and an extensive vocabulary.

Item 18: ''NES instructors are better at teaching pronunciation than NNES instructors.''

Table 21

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	2	2,1			
Disagree	2	2,1			
Not decided	7	7,3	4,3958	,08944	,87635
Agree	30	31,2			
Strongly agree	55	57,3			
TOTAL	96	100,0			

In order to generate an idea about this item, the 'mean' (4.40~) single-handedly tells us all about general overview of the item. It won't be an exaggeration to say that almost a consensus was reached (%88,5) on the statement of NES instructors' being better at teaching pronunciation, which can naturally be attributed to their native status. Only 4 of the students didn't think like the majority and there were 7(%7,3) neutral.

Item 19: ''NES instructors are better at teaching listening than NNES instructors.''

Table 22

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	1	1,0			
Disagree	13	13,5			
Not decided	15	15,6	3,9375	,11162	1,09364
Agree	29	30,2			
Strongly agree	38	39,6			
TOTAL	96	100,0			

The vast majority of the participants (%69,8) believe that NES instructors teach listening better. Less than a quarter of the students either disagree or strongly disagree (%14,5 in total). There were fifteen (%15,6) neutral.

Item 20: ''NES instructors are better at teaching reading than NNES instructors.''

Table 23

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	15	15,6			
Disagree	19	19,8			
Not decided	29	30,2	2,9583	,12732	1,24745
Agree	21	21,9			
Strongly agree	12	12,5			
TOTAL	96	100,0			

The responses to this item seem to have been fairly distributed. These numbers don't clearly tell us which group of instructors students think is better at teaching reading. While 33 (%34.5) students think NES instructors are better, 34(%35.4) think the other way round.

Item 21: ''NES instructors are better at teaching speaking than NNES instructors.''

Table 24

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	2	2,1			
Disagree	4	4,2			
Not decided	11	11,5			
Agree	31	32,3	4,2396	,09794	,95966
Strongly agree	48	50,0			
TOTAL	96	100,0			

As in 20. and 21. Tables, in this table too, it is not surprising to derive that the overwhelming majority of the students are in favour of native English speaking instructors' teaching another important skill of the language better, namely, speaking. Of 96 participants, while 79 (%82,3) of them assume that NES instructors help develop speaking skills more, only 6 (%6,3) oppose this idea. In this item too, together with the ones the results of which are shown in 20. and 21 Tables, NES instructors seem to take advantage of their native status.

Item 22: ''The accent of NNES instructors when speaking English is important to me.''

Table 25

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	2	2,1			
Disagree	11	11,5			
Not decided	7	7,3			
Agree	52	54,2	3,8854	,10030	,98269
Strongly agree	24	25,0			
TOTAL	96	100,0			

If you remember, the ratings in Table-16 pointed out that more than half of the students didn't think all the instructors should speak with a perfect British accent. Still, these results don't mean that accents of NNES instructors are not important to students, which we understand from the frequencies in Table-25. According to the responses given, 24(%25) students strongly agreed, 52(%54,2) agreed, 7(%7,3) were neutral, 11(%11,5) disagreed and only 2 of the participants strongly disagreed. In

total, 76(%79,2) out of 96 participants find the accents of NNES instructors important.

Item 23: ''My interest and attendance to NES instructors' lessons is more than those of NNES instructors.''

Table 26

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	8	8,3			
Disagree	27	28,1			
Not decided	13	13,5	3,2812	,13467	1,31951
Agree	26	27,1			
Strongly agree	22	22,9			
TOTAL	96	100,0			

In this item that asked the participants whether their interest and attendance to NES instructors' lessons was more than those of NNES instructors, exactly half of the students responded positively. 27 (%28,1) students disagreed and 8 (%8,3) students strongly disagreed, 13 (%13,5) students were neutral.

Item 24:''NES instructors always arouse more interest than NNES instructors.''

Table 27

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	1	1,0			
Disagree	11	11,5			
Not decided	19	19,8	3,8958	,10728	1,05111
Agree	31	32,3			
Strongly agree	34	35,4			
TOTAL	96	100,0			

Only 12 (%12.5) of the participants don't think NES instructors always arouse more interest than NNES instructors. On the other hand, the majority (%67.7) finds NES instructors more gripping. 19(%19.8) participants were neutral.

Item 25: ''Learning English with NES instructors is more enjoyable than learning with NNES instructors.''

Table 28

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	1	1,0			
Disagree	15	15,6			
Not decided	19	19,8	3,8125	,11405	1,11745
Agree	27	28,1			
Strongly agree	34	35,4			
TOTAL	96	100,0			

According to the majority of the students, what is interesting is enjoyable too. A great number of the participants (% 63,6) think learning English with NES instructors is more enjoyable than learning with NNES instructors, while 16(%16,6) don't think this way. 19 (%19.8) students were neutral.

Item 26: ''I feel more motivated while learning with NES instructors than with NNES instructors.''

Table 29

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	1	1,0			
Disagree	17	17,7			
Not decided	20	20,8	3,7292	,11516	1,12838
Agree	27	28,1			
Strongly agree	31	32,3			
TOTAL	96	100,0			

According to the percentages, 58 (%60.4) participants feel more motivated while learning with NES instructors than with NNES instructors. 20 of them (%20,8) couldn't decide, 17 (%17,7) disagreed and only 1 student strongly disagreed.

Item 27: ''NES instructors' being foreigners pose a social barrier in my interactions with them.''

Table 30

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	14	14,6			
Disagree	50	52,1			
Not decided	14	14,6			
Agree	14	14,6	2,4167	,10644	1,04294
Strongly agree	4	4,2			
TOTAL	96	100,0			

It can be inferred from the results that two thirds of the participants (%66,7) think NES instructors' being foreigners do not pose a social barrier in their interactions with them. Only 18(%18.8) students stated that NESTs' foreigner status precludes them from communicating with their NES instructors. 14(%14,6) participants were neutral.

Item 28: ''I communicate more with NES instructors than NNES instructors.''

Table 31

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	5	5,2			
Disagree	33	34,4			
Not decided	34	35,4			
Agree	18	18,8	2,8646	,10111	,99069
Strongly agree	6	6,2			
TOTAL	96	100,0			

While 18(%18,8) participants agree and 6(%6,2) strongly agree, 33(%34,4) disagree and 5(%5,2) strongly disagree upon the idea that they communicate more with NES instructors than NNES instructors. In other words, the number of students who communicate more with NNES instructors (%39.6) is greater than those who communicate more with their NES instructors (%25).

Item 29: ''There are a lot of NNES instructors that can effectively communicate in the target language.''

Table 32

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	6	6,2			
Disagree	11	11,5			
Not decided	22	22,9	3,4792	,10779	1 ,05610
Agree	45	46,9			
Strongly agree	12	12,5			
TOTAL	96	100,0			

Only 17(%17.7) students don't think there are a lot of NNES instructors that can effectively communicate in the target language, while 57(%59,4) of the participants think there are lots of NNES instructors around who can effectively communicate in English. 22(%22.9) students were undecided.

Item 30: ''NES instructors provide me with more information about English speaking countries than NNES instructors.''

Table 33

Scale	Frequency	%	Mean	SE	SD
Strongly disagree	1	1,0			
Disagree	7	7,3			
Not decided	13	13,5	4,0104	,09424	,92332
Agree	44	45,8			
Strongly agree	31	32,3			
TOTAL	96	100,0			

As can be estimated, their motherlands and the neighbourhood in which they were brought up enable NES instructors to be considered better sources in terms of informing their students about English-speaking countries. An overwhelming majority (%78.1) thinks NES instructors provide more information about English speaking countries than their non-native counterparts. While only 8(%8.3) students don't think so, 13(%13.5) were undecided.

CONCLUSION AND SUGGESTIONS

In this part of the study, 'Conclusion' of the results taken from the data collecting instruments will be presented. It also gives suggestions for further researches.

Conclusion

Employing native speakers of English in ELT field is not so new. On the other hand, it is an undeniable fact that the number of non-native teachers of English is increasing day by day. There is still a world-wide dichotomy between those two groups of teachers throughout the globe. Besides, there is a widespread prejudice that NNESTs often lack linguistic command in order to be proficient English teachers and that they are inferior to their native-speaking counterparts. In other words, there is a remarkable campaign and bias against non-native English speaking teachers, only because they aren't native speakers of English.

At this point, this study has intended to reveal which skills are better taught by each group. While items illustrated in Tables 20, 21, 24 respectively made clear that in the opinion of the students; vocabulary, pronunciation and speaking skills are better taught by NES instructors, Tables 18 and 31 indicated that NNES instructors teach grammar better and communicate more with the students. From these conclusions, the researcher derives the idea that as the results shown in Table 11 supported, rather than the obligation to choose the members of just one of the two groups as teachers in English language teaching field, collaboration of NES and NNES teachers in English teaching process will definitely overwhelm doubts and unfavourable comments. Thanks to this union of '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. It should seriously be considered by the authorities in Ministry of Education to employ both

teacher groups at primary and secondary education levels and also in high schools in our country, Turkey, too. However, following a wrong policy while employing NES teachers must in no way result in a constraint in the number of NNES teachers to be employed which may get things even worse and discourage NNESTs.

Moreover, in this research, it was also made clear that NES instructors present the cultural content of the language better than NNES instructors. Now that at present there is no place for NESTs in our national education policy, giving our NNESTs the opportunity to witness real-life situations in the English speaking countries within a vocational education or in-service training should as well be taken into consideration by the Ministry of Education. This way, NNESTs who will have been exposed to some authentic language will be expected to bring more cultural elements in the class and use more real language rather than 'bookish' language.

Suggestions for Further Research

In this study, the researcher investigated students' perceptions' of some actions of NES and NNES instructors in the class. In some of the items, the subjects were asked to choose which one of the groups gave more feedback, members of which group made more error correction etc. Yet, in the following studies related with the issue, these items can be elaborated and diversified. For example, the students can be asked which type of feedback NESTs/NNESTs give them during the lesson. Further, whether each group attaches importance to meaning or form, fluency or accuracy, individual or pair/group work, error correction/punishment or error toleration may as well be scrutinized. That is to say, many other teaching behaviours presented in class by both groups of teachers can be added in the research.

This study was carried out in the middle of the first-term. In subsequent studies, researches done towards the end of the second-term will unquestionably provide more realistic results.

In addition, this study was applied to almost one hundred subjects. However much this number is enough to observe student perceptions, larger numbers of samples may provide the researcher with more reliable data.

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APPENDIX 1 : QUESTIONNAIRE

Dear students,

The data we will obtain from your responses will help to reach some scientific results and shed light on the dichotomy between **native and non-native English speaking teachers** that has been a matter of debate in foreign language teaching for long years. Your responses will definitely remain anonymous and will only be used for academic purposes.

Feel free to contact if you have any questions. You can reach me via the e-mail address ''ysfdemir@selcuk.edu.tr''

NES instructor : Native English-speaking instructor

NNES instructor : Non-Native English-speaking instructor

Age : 18-20 [ ]   21-24 [ ]   25-29 [ ]   30+ [ ]

Gender : Female [ ]   Male [ ]

Have you ever been to an English-speaking country ? YES [ ] NO [ ]

1	In general, having a native English-speaking (NES) instructor positively effects my learning	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
2	I would rather have a NES instructor than a NNES instructor	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
3	Learning English with a NNES instructor is easier for me than with a NES instructor	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
4	During the lesson, NES instructors correct my mistakes less than NNES ones	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
5	NES instructors provide more feedback than non-native ones	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
6	NES instructors present the cultural contents of the target language better than NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
7	There are many NNES instructors who teach just as effectively as NES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]

8	I would prefer to be taught by both NES and NNES instructors at the same time rather than by just one of the two	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
9	NES instructors are better role models than NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
10	My learning experiences with NNES instructors have been good so far	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
11	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. / It is more important that my teacher be a good one than he/she be a native speaker of English	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
12	While learning English, NNES instructors provide me with more strategies and ideas than NES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
13	I think English instructors should all speak with a perfect British accent	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
14	To learn English well, I need to have a teacher who knows about British culture	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]

15	NNES instructors are better at explaining grammar than NES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
16	NES instructors are better at teaching writing than NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
17	NES instructors are better at teaching vocabulary than NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
18	NES instructors are better at teaching pronunciation than NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
19	NES instructors are better at teaching listening than NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
20	NES instructors are better at teaching reading than NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
21	NES instructors are better at teaching speaking than NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
22	The accent of NNES instructors when speaking English is important to me	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]

23	My interest and attendance to NES instructors' lessons is more than those of NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
24	NES instructors always arouse more interest than NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
25	Learning English with NES instructors is more enjoyable than learning with NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
26	I feel more motivated while learning with NES instructors than with NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
27	NES instructors' being foreigners pose a social barrier in my interactions with them	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
28	I communicate more with NES instructors than NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
29	There are a lot of NNES instructors that can effectively communicate in the target language	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]
30	NES instructors provide me with more information about English speaking countries than NNES instructors	STRONGLY AGREE [ ]	AGREE [ ]	NOT DECIDED [ ]	DISAGREE [ ]	STRONGLY DISAGREE [ ]

Özgeçmiş

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Doğum Yeri:	KONYA			
Doğum Tarihi:	30.09.1986			
Medeni Durumu:	Evli			

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Ortaöğretim	Şükriye Onsun İ.Ö.O.		Konya	1997-2000
Lise	Konya Lisesi		Konya	2000-2004
Lisans	Selçuk Üniversitesi	İngilizce Öğretmenliği	Konya	2004-2008
Yüksek Lisans				

Becerileri:	Bilgisayar, spor
İlgi Alanları:	Doğa, internet, seyahat, teknoloji
İş Deneyimi:	2008 Ağustos –2008 Aralık tarihleri arasında MEB bünyesinde İngilizce öğretmenliği, 2008 Aralık tarihinden bu yana Selçuk Üniversitesi Ilgın MYO' da İngilizce okutmanlığı.
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