

**PERCEIVING THE BINARY: AN ATTITUDINAL
ASSESSMENT OF ENGLISH EDUCATIONAL
CURRICULA BY NATIVE AND NON-NATIVE ENGLISH
TEACHERS IN TURKEY**



B. Warren Oliver

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TEACHERS IN TURKEY**

**A THESIS SUBMITTED TO THE GRADUATE SCHOOL
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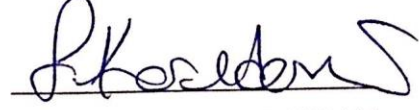
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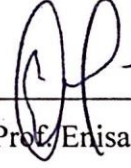
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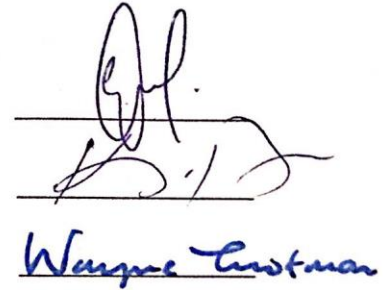
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ABSTRACT

PERCEIVING THE BINARY: AN ATTITUDINAL ASSESSMENT OF ENGLISH EDUCATIONAL CURRICULA BY NATIVE AND NON-NATIVE ENGLISH-SPEAKING ENGLISH TEACHERS IN TURKEY

Oliver, B. Warren
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The purpose of this study was to ascertain and describe the nature of the professional binary between Native English-speaking instructors (NESTs) and non-Native English-speaking instructors (non-NESTs) within the context of English educational programs in Turkey. Additionally, this research explores the relation between the expression of the NEST/non-NEST binary at a Turkish EFL program, the role of using Native Speaking Models (NSMs) as well as the principles of English as an International Language (EIL) as a foundational pedagogical philosophy within those educational programs. Data was collected from 82 teachers and department heads from 9 foundation (non-profit, private) university-based English preparatory programs in Istanbul, Turkey, via two online surveys tailored for institutions and teachers, a Likert-type-scale and open-ended questions to compare how institutions explain and instructors experience this professional dichotomy. Findings from the macro-analysis of the School Profile Surveys revealed that schools have interpreted EIL principles to varying degrees, resulting in a spectrum of their curriculum. Meanwhile, results from the Teacher Survey displayed that teachers, who strongly believe in EIL principles, play a major part in the curriculum design process for each program. However, the micro-analyses displayed that teachers tend to agree with the overall philosophy of their curriculum design, implying a more cyclic nature between institution

and teacher beliefs. These findings indicated that, although it appears that while EIL principles are becoming more popular amongst Turkish EFL Programs, the programs often neglect the personnel aspect of their curriculum design when applying EIL principles to their programs.

Keywords: Teacher Feelings, English Curriculum Design, English as an International Language, Native Speaking Models, Native/non-Native Binary, Turkish EFL

ÖZ

İKİLİĞİN BELİRLENMESİ: TÜRKÇE EĞİTİM İŞLEMLERİNİN NATİF VE NİTELİĞİN DÜZGÜN KONUŞMASI İNGİLİZCESİ ÖĞRETMENLERİNİN TÜRKİYE'YE BİR ATİTTİDİNAL DEĞERLENDİRMESİ

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Bu çalışmanın amacı, Türkiye'deki İngilizce eğitim programları bağlamında, ana dil konuşuru olan (NEST) ve olmayan (non-Nests) öğretmenler arasındaki mesleki ayrımın niteliğini saptamak ve tanımlamaktır. Ayrıca, bu araştırma, İngilizcenin Türk öğrenciler tarafından yabancı dil olarak öğrenilmesi için hazırlanmış bir programda NEST ve non-NEST ifadeleri arasındaki ikili ilişkiyi, Ana Dili Konuşma Modellerini (NSM) kullanmanın rolünü ve İngilizce'nin Uluslararası Bir Dil Olarak (EIL) bu eğitim programları içerisinde temel pedagojik felsefe olarak kullanılmasının ilkeleri arasındaki ilişkiyi incelemektedir. Bu amaçlar doğrultusunda veriler, kurumlar ve öğretmenler için düzenlenmiş iki online anket, bir Likert tipi ölçek ve kurumların açıklamalarını ve öğretmenlerin bu profesyonel farklılığı nasıl deneyimlediklerini karşılaştıran açık uçlu sorulardan oluşan anketler aracılığıyla, İstanbul'daki 9 vakıf (kar amacı gütmeyen, özel) üniversitesinin İngilizce hazırlık programlarında görev alan 82 öğretmen ve bölüm başkanından toplanmıştır. Okul Profili Anketleri'nin makro analizinden elde edilen bulgular, okulların EIL ilkelerini değişkenlik gösteren derecelerde yorumladıklarını ve bunun sonucuna bağlı olarak da müfredatlarının çeşitlilik gösterdiğini ortaya koymuştur. Bunun yanı sıra, Öğretmen Anketi'nden elde edilen sonuçlar, EIL ilkelerine kuvvetle inanan öğretmenlerin incelenen programların her birinde müfredat tasarımı sürecinde

önemli bir rol oynadığını gösterdi. Öte yandan, mikro analizler, öğretmenlerin müfredat tasarımının genel felsefesini kabul etme eğiliminde olduğunu ve bu da kurum ve öğretmen inançları arasındaki ilişkinin daha döngüsel bir nitelik barındırdığını gösteriyor. Bu bulgular, EIL ilkelerinin Türkiye’deki İngilizce Eğitim Programları arasında daha yaygın hale gelmesine rağmen, bu programların genellikle bu ilkeleri uygularken müfredat tasarımı sürecinde eğitim kadrosu bileşenini çoğunlukla ihmal ettiğini göstermektedir.

Anahtar Kelimeler: Öğretmen Duyguları, İngilizce Öğretim Programı Tasarımı, Uluslararası Bir Dil Olarak İngilizce, Anadili Konuşma Modelleri, Yerli/Anadili Olmayan İkili, Türkçe EFL



To my loving wife, Selin.

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TABLE OF CONTENTS

ETHICAL CONDUCT.....	iii
ABSTRACT.....	iv
ÖZ.....	vi
DEDICATION.....	viii
ACKNOWLEDGEMENTS.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xiv
Chapter 1: Introduction.....	1
1.1 Changing ELT Teacher Demographics, the Pedagogical Shift Towards EIL, and their Ultimate Effects on Turkish English Education (A Theoretical Framework)	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study.....	3
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Basic Assumptions	5
1.7 Definitions	5
Chapter 2: Literature Review	7
2.1 Introduction	7
2.2 Defining the Professional Native/Non-Native English Binary in EFL	8
2.3 From <i>Native-Speaker-Models</i> to <i>English as an International Language</i> : the Economy and Theory Underlying the Native/Non-native Binary in EFL Education ..	11
2.4 What is an EIL-Principled Curriculum and Its Importance?.....	15
2.5 EIL in English Education Programs in Turkey	18
2.6 Conclusion.....	21

Chapter 3: Methodology	23
3.1 Philosophical Paradigm.....	24
3.2 Target Population and Participants	25
3.2.1 English Language Curricula.	25
3.2.2 Teachers	26
3.3 Procedures	27
3.3.1 Setting.....	28
3.3.2 Sources of Data.....	29
3.3.3 Data Collection Procedures	29
3.3.3.1 Sampling	29
3.3.3.2 Data Collection Instruments.....	30
3.3.3.2.1 Curriculum Review (Phase 1)	31
3.3.3.2.2 Teacher Input (Phase 2).....	33
3.3.3 Data Analysis Procedures	35
3.3.4 Reliability and Validity.....	37
3.4 Delimitations.....	40
3.5 Limitations	38
Chapter 4: Results	41
4.1 Introduction	41
4.2 Macro-Analysis	41
4.2.1 How do Most TEEP's Develop the Native/non-Native Binary into their Respective Curriculums?	42
4.2.1.1 Role of NSMs vs. EIL Principles in Participating Programs	42
4.2.1.2 How Do Programs Use NESTs and non-NESTs as Teachers in their EFL Schemes?.....	44

4.2.1.3 How do Programs Professionally Define NEST?	46
4.2.1.4 An Aggregate Curriculum.....	47
4.2.2 What are the Generalized Reactions of Most Teachers to this Attitude?	48
4.2.2.1 Teachers' Generalized Feelings	48
4.2.2.2 How teachers explain the Native/non-Native Binary.....	53
4.2.2.3 How Do These Two Generalized Attitudes Compare?.....	57
4.3 School Variance (Micro-Analysis).....	58
4.3.1 University A.....	61
4.3.2 University B.....	64
4.3.3 University C.....	67
4.3.4 University E.....	70
4.3.5 Lessons from the Four Micro-Studies	73
4.4. Combining the Macro and Micro-Perspectives of Data.....	74
Chapter 5: Discussion and Conclusions.....	75
5.1 Discussion of Findings for Research Questions.....	75
5.2. Pedagogical Implications	78
5.3 Conclusions	79
5.4 Recommendations for Further Research	80
REFERENCES.....	81
APPENDICES	85
A	85
B	86
C	87
D.....	90



List of Tables:

Table 1: Mentions of NSMs and EIL Principles in Program Survey.....39

Table 2: Means of Teacher Attitudes towards their Respective Programs.....44

Table 3: Types of Teacher Descriptions for NEST/Non-NEST Binary.....49

Table 4: ANOVA Results for Programs Participating in the Micro-Analysis.....53



Chapter 1

Introduction

Introduction

This chapter presents an overview of this research study on the role of native and non-native instructors, as dictated by curriculum in Turkish university language preparatory programs. The chapter emphasizes shifting nature demographics of ELT instructors, and how this change, along with globalization, have shifted the role of ELT from a native-centric orientation to a non-native target usage. Later, the chapter discusses some anticipated curricula adaptations as to the roles of native and non-native English-speaking teachers to better fit this more globalized use of English. The chapter proceeds with the purpose of the study, research questions and significance of the study. Finally, the key terms that are used in this study are briefly explained.

1.1 Changing ELT Teacher Demographics, the Pedagogical Shift Towards EIL, and their Ultimate Effects on Turkish English Education (A Theoretical Framework)

Although academically considered problematic as an educational standard, the view of native English-speakers have been a global staple in English language educational programs (Medgyes, 2001 and Llurda, 2012). Cook (1999) attributes this professional stability for *Native English-speaking Teachers of English* (NESTs) educational programs' reliance on *Native-Speaker Models* (NSMs), where students are taught to emulate native speakers while learning a language, as a theoretical basis for language education. However, with the rise of a globalized world and the idea of English as a Lingua Franca, English the number of non-native speakers is quickly out-pacing the supply of native English speakers. With these changes, the needs of English learners has shifted away from solely communication with native speakers and towards communication of all people—regardless of their cultural upbringing (Cook, 1999; Warschauer, 2000; McKay, 2003; Nault, 2006; Lucas, Villegas, & Freedson-Gonzalez, 2008; Sifakis & Sougari, 2010; Alsagoff et. al, 2012; and Kumaravadivelu, 2012).

This new pedagogical EFL paradigm, commonly referred to as *English as an International Language* (EIL) focuses more on the needs of the L2 speaker as a language user rather than evaluating L2 users by their ability to mimic a native speaker. This shift is intended alter the focus of L2 acquisition towards communication and away from an L2 comparison to native speakers, and, as McKay (2003) states, the makes the goal to de-nationalize EFL education in order to create a more attainable version of English for students. Similarly, Nunan (1991), Flowerdew and Miller (1995), and Kubota (1999) advocate against *Communicative Teaching Method* (CLT) in ELT because of its reliance on NSM-based pedagogy (McKay, 2003); and Cook (1999) as well as Kumaravadivelu (2012) argue towards the local creation of educational material to prevent the reliance on Center-based Educational Systems.

Within the bounds of the EIL/NSM debate Turkey is interesting because, while the Republic of Turkey and its cultural predecessors were never colonies of an Anglophone state, English has been taught within Turkey since the 19th Century, and has become especially popular since the 1980s (Bektaş-Çetinkaya, 2012; Tomak and Kocabaş, 2013). The goal of these programs was to encourage trade amongst Turkey (originally the Ottoman Empire) and the English-speaking world—not to impose Anglophone culture into a Turkish (or Ottoman) setting. With this simple, use-based, language goal, *Turkish English Educational Programs* (TEEPs), like many other programs in Karachu’s “outer-circle” countries of English educational development¹, focused on a more lingua franca version of English. At the same time, since most of these English education programs pre-date most of the studies which formed the EIL movement, the late 1990s to early 2000s, the application of EIL principles has been less uniform than in other countries. Thus, although there have been efforts to promote EIL principles within TEEP curricula, such as Çelik’s (2008) Jenkins-based English Phonetics for Turkish EIL programs, there is an institutional and student bias towards NSMs as well as instructor ignorance to the application of EIL principles in classrooms tend to currently cement NSM-based pedagogical philosophy as the dominant mode used in language curriculum design.

¹ This is Karachu’s term for non-native English-speaking countries that were never colonized by an English-speaking country.

Following these circumstances in Turkey, this study intends to explore the role of the NESTs and non-NESTs within TEEPs through the design of ELT curricula. It will approach the issue of a binaried teacher core by connecting the underlying pedagogical paradigm for curriculum design and the use of educational personnel. Thus, not only will this study then establish the current role of EIL-curriculum but also imply where the native/non-native English-speaking teacher binary belongs within this newly globalized approach to ELT.

1.2 Statement of the Problem

While the pedagogical philosophical shift from NSM-based to EIL-principled curricula is largely fueled by an educational demand that exceeds the supply of native English-speaking teachers, this change in curriculum-design paradigm also brings into question of one of the basic tenants of NSM-based curricula: the teacher binary between Native and non-Native English-speaking Teachers. Ultimately, while Medgyes (2001), McKay (2003), and many other EIL proponents describe this particular binary as detrimental to the implementation of EIL-principled curriculum, the prominence of the native/non-native Teacher binary in ELT makes it very difficult to remove from ELT curricula. Similarly, as McKay (2003) notes, much of the work surrounding EIL is not descriptive as how exactly to implement these changes.

With these difficulties in application of EIL-principled curricula, many programs become resistant to shifting away from NSM-based curricula. Thus, it becomes apparent that there is a mixed reaction, institutionally amongst programs, combined with the central role of the Native/non-Native binary within NSM-based pedagogy and its relative non-role within EIL-principled curricula, question the extent to which Turkish English language educational programs rely on NSM-based or EIL-principled curricula as well as the roles Native and non-Native English-speaking English teachers play in their respective programs.

1.3 Purpose of the Study

Ultimately, the application of EIL to English programs, while well-intentioned, has been problematic because of a lack of coherent and easily applicable principles. This

has been especially true for the case of the popular use Native English-speakers as teachers within these programs. Thus, the primary purpose of this study is to evaluate the native/non-native English-speaker teacher binary within the bounds of current curriculum design for English education Programs in Turkey. Similarly, because of the intrinsic link between curriculum preferences towards NSMs and the role of native English-speaking teachers, this study will evaluate the current prominence and application of EIL principles within these programs. Together, this dual-purposed approach will help form a road map of how best to apply and evaluate EIL principles within these programs.

1.4 Research Questions

Following the focus of this study to professionally explore the native/non-Native English-speaker binary in Turkish English education through curriculum focus, this study will center its research through the following research questions:

- 1) How do schools in Turkey professionally define the term “native speaker”?
- 2) How do schools use this definition to formulate and maintain a professional binary between NESTs and non-NESTs within their respective programs?
 - a. How are the educational roles of NESTs and non-NESTs assigned in Turkish English Language Preparatory Programs?
 - b. How are NESTs and non-NESTs assigned teaching tasks, through curriculum design, to fit their educational roles within these educational paradigms?
- 3) How do NESTs and non-NESTs perceive their assigned educational roles?
- 4) How do contemporary Turkish EFL programs rely on NSMs or the principles of EIL as a philosophic/pedagogical foundation for program curriculum design?

1.5 Significance of the Study

While much of the literature surrounding the native/non-native teacher binary concerns itself with the efficacy of native teachers versus non-native teachers and the use of culture used in classroom, this study will be unique because it will focus on the ability of schools to properly assign and maintain educational roles to Native English-Speaking Teachers and non-Native English-Speaking Teachers as prescribed by various

institutions' curriculum. In this way, each individual school's profile collected in this study will not only reflect the role of NESTs and non-NESTs at their institution, but also reflect the roles of each teacher-types in the wider Turkish educational culture. This wider reflection on this professional binary within Turkish EFL culture is important because without the proper support for these particular roles, the concept of team-teaching (key to most NEST/non-Nests systems) can be rendered useless. Further, by exploring multiple Turkish schools, this particular study will contribute internationally to the surrounding literature by applying this concept to a relatively under-studied cultural landscape, as far as the efficacy of binary-based language educational programs, while creating a roadmap for future binary-based studies intended to approach the application of more-EIL-rooted curricula through the creation of a unique system to ascertain the prominence of NSM-based and EIL-styled curricula for contemporary Turkish EFL education through the roles of NESTs and non-NESTs.

1.6 Basic Assumptions

It is assumed that the participants in this study gave candid answers to the questionnaires and survey questions. The researcher also assumes that the participating institutions gave a realistic view of the native/non-native binary within their institution. Finally, the data collection instruments in this study are thought to be reliable, consistent and appropriate for the purposes of this study.

1.7 Operational Definitions of Terms

ELT: English Language Teaching (Medgyes, 1992)

L1: First language (Ipek, 2009).

L2: Second language (Ipek, 2009).

NEST: Native English-speaking Teacher (Medgyes, 1992). In this study, NEST generally refers to the instructors who were raised speaking English as their main language. However this sometimes differs from institution to institution.

Non-NEST: Non-Native English-speaking Teacher (Medgyes, 1992). In this study, Non-NEST refers to instructors who were raised speaking Turkish as their main language.

NSM: Native Speaker Model (Cook, 1999).

EIL: English as an International Language (Cook, 1999). This particular term will be used in place of the litany of other terms for a globalized form of English, e.g. *English as a Lingua Franca* (ELF) and *Globalized English* (GE).

LFC: Lingua Franca Core (Jenkins, 2002). A portion of Jenkin's design for EIL-compatible phonetic system, derived from phonological and phonetic features which seem to be crucial safeguards of mutual intelligibly.

TEEP: Turkish English Educational Program. In this study, this will refer to any educational program intended to teach English Language within Turkey.

Chapter 2

Literature Review

2.1 Introduction

With the growth of the number of non-native speakers of English globally, the idea of English being rooted to a single culture, or group of cultures, is being challenged (Cook, 1999; Graddol, 1999; McKay, 2003). Instead, many scholars are arguing that English is becoming a lingua franca, a globalized language used for trans-national communication and trade, and should be taught within this more global context. Thus, it would appear that English Educational Programs could currently be in the midst of a pedagogical paradigm shift from *Native-Speaker-Model-based* (NSM-based) ELT curricula to an *English-as-an-International-Language-principled* (EIL-principled) ones. In Turkey, as Uygun (2013), İnal and Özdemir (2015), in addition to Sifakis and Bayyurt (2015) find, belief in EIL is popular amongst younger teachers and beneficial to ELT when applied to classrooms. This essentially shifts the focus of English education from core-based English, British and American English, towards a more a-national and international form of form of the language applied to a more local context.

Cook (1999) and many other scholars note a growth in non-native speakers of English language since the growth of globalization during late 20th Century, which has, in turn led to this pedagogical philosophical shift from NSM-based curriculum to EIL-principled curricula. However, by acknowledging the limitations of the segregated nature of professional life for native and non-native English-speaking English teachers, this pedagogical shift also calls into question the nature of the professional binary between these two classes of EFL instructor. Nonetheless, Medgyes (2001) and McKay (2003) explain that despite the lack of academic support, the prominence of this professional binary in ELT, along with lack of clear descriptions for programs to implement EIL goals, makes it very difficult to remove from curriculums. These issues then make many programs resistant to shift away from NSM-based curricula in favor of EIL principled ones.

From this perspective, it becomes obvious that the implementation of EIL has been mixed with regards to curriculum design. However, as applied to Turkey, where English has traditionally been a *Lingua Franca*, this dynamic becomes especially interesting to see exactly how programs apply these principles (Atay, 2005). Further noting the central role of the professional Native/non-Native binary within NSM-based pedagogy and its relative non-role within EIL-principled curricula, it becomes even more interesting to note how exactly these programs allocate duties to their instructors based on their roles as either a native or non-native English-speaker.

These themes pin my particular focus for this thesis on the preference of NSM-based or EIL-principled language curriculums in Turkey through the lens of the native/non-native English-speaking Teacher binary. Together, these guides will create a comprehensive evaluation of the application of EIL principles within Turkey as well as acting as a case study for an exploration of how to fit the native/non-native English-speaker Teacher binary within the boundaries of an EIL-principled curriculum. This chapter outlines these concepts with regard to their development and current standing with in contemporary, Turkish EFL trends.

2.2 Defining the Professional Native/Non-Native English Binary in EFL

A “native English speaker” simply is a person whose *first language* (L1) is English. At the same time, within a professional context, the concept of a native speaker, as well as the related concept of native acquisition, has led to a binaried view of language instructors: native speakers and non-natives (Canagarajah, 1999; Medgyes, 2001; Kramsch & Zhang, 2015). Although this view of language acquisition is no longer an academically popular model because of its clear lack of a clear definition of a native speaker in relation to culture, the resulting biases created towards native speaking teachers as “experts” within their field has cemented this binary globally as a part of the professional landscape of many EFL programs.

As Medgyes (2001) points out in that the concept of a native/non-native dichotomy originates in the study of language acquisition, also referred to as Second Language Acquisition (SLA), where it is used to describe how an individual acquired a language. Thus, the term “native speaker” is given to a person who speaks a particular language as

their L1. For example, a person who speaks Turkish as their first language would be considered a native Turkish speaker, while a person who speaks English as their first language would be a native English speaker. Similarly, a person growing up in a bilingual environment, such as a Turkish American, might naturally acquire two languages, resulting in the individual having both languages as L1 languages. For the example of a Turkish American, this would result in the person knowing both English and Turkish as L1 languages.

Building off of this native/non-native binary, major thinkers have explored and discussed various reasons as to why the differences between native and non-native learners acquire language differently (Ipek, 2009). However, the crux of the native language argument is the idea that native speakers learned the language relatively effortlessly and in a more natural manner than non-native speakers. Therefore, native language acquisition (L1 acquisition) is viewed as superior to non-native acquisition of language (L2 acquisition), and almost all of these studies espouse the benefits of native-styled learning because of the individual's natural and effortless acquisition of language. In this way, most of these studies argue various ways for L2 acquisition to be more like L1 acquisition.

At the same time, and as Medgyes (2001) continues, this native/non-native binary has been attacked because of its vague definition of a native speaker and the existence of so many cultural and dialectic variations of English. However, there have been no conclusive studies on the existence of a truly universal and practical version of English. Likewise, because natives are defined by the geography of their birth—not where they have lived—a native English speaking individual may have grown up in a foreign culture, devoid of any cultural references to their “native” culture in their language. In response to this issue, Medgyes (2001) argued that researchers into this topic have taken one of two routes: (a) they have regionally sectioned off various English speaking countries into relative spheres of English use, implying some nationalities as “more native” than others (as witnessed in Karachu's *3-Circle Model*²), or (b) declare the idea of a native speaker

² Karachu (2006) creates his now famous *3-Circle Model* by aligning the various Native English Speaking countries into concentric circles. The inner-most circle contains the countries where English is the primary language (e.g. Great Britain, Ireland, Canada, and the United States), while the outer-most circle contains

incomplete measure of linguistic skill (Paikeday, 1985 and Lee, 2005)³. In both instances, these responses by researchers respond to the issue of nationality by blurring the definition of a native speaker even more. For this reason, Medgyes (2001) points out that linguists have drastically downplayed the Native/non-Native binary.

Despite researcher's negative reaction to the native speaker and non-Native speaker designations, the terms still exist in language education professional lexicon (Medgyes, 2001; Kramsch & Zhang, 2015). Similarly, as Suresh Canagarajah (1999) points out⁴, many of these native speakers are hired as teachers because of their alien-ness to the foreign culture. A native teacher is hired solely to teach English—"proper" English—as well as provide commentary on local cultural experiences, like holidays and sports, to their students. Canagarajah continues that the origins of this role for native speakers originates in studies of mono-lingual school systems in the early 1990s, where multi-lingual and periphery English speakers⁵ teachers were seen as a hindrance to student advancement because of the confusion they may cause to students.⁶ Thus, native teachers are not expected to have any knowledge of the host country's language or culture, nor would they be expected to know or comprehend other dialects (periphery forms) of English (Canagarajah, 1999). Thus, while the native/non-native binary has lost academic credibility, is it still a major part of the English language educational community through professional positions and lexicon.

former colonies that also use other prominent languages natively (e.g. India and Pakistan). Any country that would fall between these two would then be contained in a middle circle.

³ While Paikeday (1985) is the most famous example, many other researchers have built upon this idea. A more recent example is also Lee (2005), where he argues that because of the vagueness of the definition of a native speaker and the globalized nature of the language, ultimately the goal of students should not be to sound native. Instead they should focus on effective communication.

⁴ Canagarajah (1999), as a part of Braine (1999), points to politically and economically motivated reasons for preserving these ideas as opposed to any particular educational purpose. However, this is contested by other researchers, such as Snow (1990), who argued that this binary was maintained because the contemporary binary can now account for the issues between the native and non-native teachers.

⁵ As Canagarajah's (1999) refers to English speakers who are not from one of Karachu's (2006) core, English-speaking areas. Therefore, depending on the setting and reference, these terms may be used interchangeably.

⁶ This concept was later disproved by Doerr (2009), who notes that many recent studies have noted the benefits of non-native English-speaking teachers in the classroom because of their familiarity with the culture of their students because these teachers have had to learn/acquire English through L2 acquisition, can provide explanation in the student's native language if necessary, and already understand the educational culture.

Also, as Medgyes (2001) pointed out and Llurda (2012) echoed, this persistent binary between native and non-native teachers, with native English speakers being viewed as experts of in the field of language, has created a job market that prefers native teachers to non-native teachers. Likewise, students and parents tend to prefer native-speaking teachers as well. Thus, even if a non-native speaking teacher has more specialties in his/her field than a native speaking teacher, students may still regard the native teacher as superior to the non-native.

The idea of the native acquisition as a model to shape effective L2 acquisition, has become passé because of its vague definition of native speaker and lack of accounting for national variance within language-speaking groups. However, due to the perceived-inherent superiority of native acquisition, this binaried approach has created a job market which views native English-speaking teachers as better than non-native English-Speaking teachers. Thus, while the native/non-native binary has lost academic credibility, when referring to language acquisition, is it still a major aspect within a professional EFL context.

2.3 From *Native-Speaker-Models* to *English as an International Language*: the Economy and Theory Underlying the Native/Non-native Binary in EFL Education

Despite the list of issues found with the use of the Native/non-Native binary as an educational standard, this binary is still found as a persistent component in EFL settings because the job market has created a situation which prefers Native English Speaking Teachers over non-Native English Speaking Teachers (Medgyes, 2001; Llurda, 2012). Cook (1999) argued that part of this reason for a preference of Native Speakers was because of the reliance on *Native Speaking Models* (NSMs), where students are taught to emulate native speakers while learning a language, as a theoretical basis for language education. Overall, NSMs, with their reliance on the loosely defined concept of a native speaker, were problematic because they ignored the impossibility of an L2 speaker to become a native as well as the impracticality of teaching the English of Karachu's core regions of the English-speaking world. Instead, Cook (1999), Warschauer (2000), McKay (2003), Nault (2006), Lucas, Villegas, and Freedson-Gonzalez (2008), Sifakis and Sougari (2010), Alsagoff et. al (2012), and Kumaravadivelu (2012) have all argued against NSMs

as an educational theoretical basis in EFL settings, instead favoring *English as an International Language* (EIL), which focuses more on the needs of the L2 speaker as a language user rather than evaluating L2 users by their ability to mimic a native speaker.

NSMs are described as EFL programs which use native speakers as models for students to mimic or for instructors to understand the language better (Cook, 1999). This modelling is accomplished in a multitude of ways: overt education with a native teacher or implicit focus on “native English-speaking culture” through course books, which provide the basis for the classes. While rarely, overtly stated, this philosophical model pushes students to constantly compare themselves to and try to imitate native speakers⁷: students work with a Native English Speaking English teacher; examples in their textbooks use examples of native speakers interacting with each other; cultural references in the textbooks are geared towards core/native English-speaking culture as opposed to the students learning language within their own cultural needs. The end product of the NSM-styled language educational systems is to utilize NSMs to produce native-like L2 speakers.

From a purely educational standpoint, the major problem with NSMs is that L2 learners will never become native speakers and very unlikely to become native-like. Cook (1999) explains, “the study of L2 learning should not be based on a handful of extraordinary people [, native-like L2 users].” Essentially, Cook is pointing to the fact that, as well as the impossibility of being able to be reborn as a native speaker, very few of L2 learners become native-like L2 users. Therefore, it is unrealistic, as educators, to hold students to that goal of being native-like. In fact, these goals are detrimental because they push students to constantly compare themselves to native speakers⁸, again, a goal that is very unlikely than an L2 will come close to achieving, thereby making L2 learners feel like “deficient L2 users” rather than acknowledging their abilities as a communicator.

⁷ Cook (1999) describes how the concept of a “native speaker” became an ideological cornerstone of SLA research as well as language education in the 1960s because of their role in the interlanguage hypothesis. However, these beliefs became problematic because of the comparative fallacy (Bley-Vromen, 1983), where L2 users are compared to native speakers. Nonetheless, this thesis will focus on the educational implications of NSMs rather than their roles in linguistic research.

⁸ Cook uses the example of learning French enough “to pass as a native”. Students, in NSM-based classes, will focus on perfecting their accents in order to appear “less foreign”.

Similarly, the role of the English language, since the late 20th Century, has changed because of the growth and promulgation of a globalized economy, making English a lingua franca for the world⁹ (Warschauer, 2000; House, 2000, 2009; Kumaravadivelu, 2012; McKay, 2003, 2012). In this way, people study English for trade with people of other cultures—not to necessarily to exclusively communicate with native English speakers or consume native English media. In this way, many L2 learners do not wish to be native-like. Instead they wish to learn English well-enough to effectively communicate with other people. Again, this creates an issue with NSMs because, as Kumaravadivelu (2012) argues, previous EFL education models, which focus on NSMs, have a tendency to have a colonial bias, favoring western-oriented and center-based knowledge systems.¹⁰ In this way, globalization necessitates an epistemological shift away from NSMs and towards a more diverse and inclusive model of English speaking.

However, this globalized use of English should not completely negate the use of culture in EFL classrooms. Instead, as Warschauer (2000) explained, the role of culture must shift away from NSMs and towards a multi-faceted inclusion of the diverse groups of contemporary English speakers, including the diverse set of dialects. Although these measures may differ in different cultural settings, these changes will lead to a shift away from a “correct” form of English, promulgating instead a focus on the ability of speakers to communicate. Similarly, Cook (1999) argues that the focus of language education should focus more on students’ potential as a competent L2 user rather than the comparisons between students and monolingual native speakers. In this way, classes should set goals that are attainable for students as L2 users and involve language skills and settings that they will use locally. Similarly, teachers can use L2 models for classroom examples. Together, these shifts away from NSMs will discourage students less from

⁹ This globalized use of English has also been referred to *English as a Lingua Franca* (ELF), *Global English* (GE), and *World English* (WE). While there are subtle differences between these concepts, each is describing a globalized and de-nationalized version of English and are built from the principles of EIL. Thus, for the sake of simplicity, this project will refer to all these versions of English as EIL.

¹⁰ Kumaravadivelu explains, the core/“more native” countries, where English is the primary language, are generally former imperial metropolises (e.g. Great Britain) or prominent former colonies, dominated by decedents of immigrants from the metropole (e.g. Canada and the United States of America). Meanwhile, the periphery/“less native” countries are former colonies that also use other prominent languages natively because their people are decedents of people who pre-date English colonialism (e.g. India and Pakistan).

classroom participation by giving the students more attainable and practical language models with which to work.

Entwined with the nationalized nature of NSMs is also the nature of center-based educational systems (Kumaravadivelu, 2012). These systems, which are the product of “interested parties”, are attempts of outside forces to create idealized learning systems, including methods and textbooks, for schools. The major problem with these particular issues is that, as an idealized form of education, they are not augmented to properly fit their local context. This is even the case for more localized center-based textbooks, which attempt to address localized culture through supplementation of a core set of materials, because they do not fully address the local needs of EFL students. Therefore, like the overall views of culture, center-based educational systems that they are localized to native English-speaking culture, through the heavy use of NSMs. This center-based approach is predominantly seen in textbook production, where single publication companies can circulate their methods through textbooks internationally.

In contrast, EIL advocates argue that this center-based, top-down approach to EFL education should be replaced with a bottom-up approach of making textbooks that reflect the lived experiences of teachers and students (Cook, 1999; Kumaravadivelu, 2012). In this way, teachers create the materials for classes, thereby making them representative for the needs and lives of local students. While Kumaravadivelu recommends either pre- or in-service teacher training to teach EFL teachers how to properly create materials, these materials would allow teachers to utilize all of their resources, including the near limitless supply of materials on the internet, to their advantage to create localized EFL teaching materials. In addition, a major method to these localized, teacher-produced, texts is simply better representation of local culture, which adheres to Cook’s (1999) push for the inclusion of situations and roles more applicable to L2 users in EFL educational modelling. For example: instead of using two native English speakers giving each other directions to the Empire State Building, a more inclusive dialogue in a Turkish EFL setting could use Turkish L2 users giving tourists directions to Beşiktaş Stadium. In this way, the students will feel more engaged by their activities because they will be able to identify with the EFL models present in their books.

All of the EIL-principled methods are intended to shift the focus of L2 acquisition towards communication and away from an L2 comparison to native speakers. Thus, as McKay (2003) states, the goal of EIL educational models is to de-nationalize EFL education. This gives a more attainable and practical form of English for EFL students to follow, at the same time de-emphasizing L2 language users as deficient in comparison to native-speakers.

2.4 What is an EIL-Principled Curriculum and Its Importance?

The de-centralized nature of EIL-principled programs may have led to the lack of official curriculum. While many scholars and academics have written about the benefits of EIL-principled programs, there have been few, if any, official written curriculum guides for this particular pedagogical philosophy (McKay, 2003). Instead, much of the recommendations come from academic critiques of NSM-based curriculums. However, this lack of an EIL curriculum creates a problem because it fails to give a standard for curriculums to follow, thereby leaving the decision of application of these principles to individual curriculum authors and teachers. Therefore, before being able to evaluate curriculums, I must first describe what an EIL-principled curriculum should be like.

Simply stated, a curriculum is a summation of all pedagogical experiences for a given educational program. It is a description of everything that a student should accomplish in a class and provide a teacher with a guide as to how to accomplish those pre-defined goals. However, academics tend to describe educational experiences through three major aspects of the educational experience: *Material Design*, *Teacher Education*, and *Teacher Experience*; and each of these aspects has a cyclic nature as each are modified and improved with increased knowledge (*The Global Spread of English and the Need for EIL Pedagogy*). When these cycles are diagramed next to each other (see Appendix A), it becomes obvious that a curriculum is not a hodgepodge list of advised educational policies. Instead, each element of education colors the curriculum as a whole, and a particular shift in pedagogical philosophy could skew the rest of the educational elements of that curriculum, as Scarino (2013) implies about institutionally influenced assessment literacy programs.

Although the educational elements of curriculum design are dynamically linked, studies tend to focus on the cycles more directly controlled by curriculum: *Material*

Design and Teacher Education. EIL advocates are no different within this regard. While Cook (1999) and McKay (2003) point to principles for linguistic objectives for EIL programs, most EIL developers focus on cultural representation in material design and in-service teacher education to support these new materials.

As far as a particular teaching method, Nunan (1991), Flowerdew and Miller (1995), and Kubota (1999) warn against the popularly acclaimed *Communicative Teaching Method* (CLT) in ELT because of its reliance on NSM-based pedagogy (McKay, 2003). Instead, many EIL proponents, such as McKay, argue that the growth of EIL, through globalization, necessitates a new pedagogical philosophy based off of the following four assumptions of English use:

- 1) Pedagogies must respect the diverse ways in which bilingual speak English to fulfill their specific purposes.
- 2) Many bilingual English speakers do not want or need to be able to speak native-like English
- 3) No particular form or dialect of English should be preferred or privileged over any other.
- 4) English no longer belongs to a particular culture, hence there is a need for cultural sensitivity, with regard to the diversity of contexts in which English is taught and used.

These assumptions will push for linguistic goals to be de-coupled from particular native cultural trappings. Further, this will push each curriculum-stated language goal to be rooted in the particular application for a bilingual speaker instead of the imitation of a native-speaker.

Building off of these ideals, Jenkins (2002) formulated a pedagogical system of phonetics for EIL, comprised of a *Lingua Franca Core* (LFC), which is derived phonological and phonetic features which seem to be crucial safeguards of mutual intelligibility; *Non-Core Features*, non-core linguistic aspects which are attributed to a learner's L1; and *the development of accommodation skills*, where learners are taught to be understood by a wide variety of English speakers. These changes to the English taught is to shift focus from a form of communication from *communication with native speakers* to *communication with any speaker of English*. Similarly, Cook (1999) and

Kumaravadivelu (2012) argue that EIL-principled EFL education materials should be created locally to reflect the lived experiences of teachers and students.¹¹ In this way, both of these efforts change the focus of materials from the core-centric NSMs and towards a more a-national representation and locally-determined representation of English.

With regards to the Native/non-Native teacher binary, the major consensus by EIL scholars is that it is outdated and unnecessary. McKay (2003) holds that English should no longer be viewed as belonging to a single culture, thereby undercutting the entire point of Native English-speaking Teachers as experts on English language and Anglophone culture. Thus, while NSM-based curricula would have distinct roles for natives and non-native English speaking teachers, as in Oga-Baldwin and Nakata's (2013) description of the traditional use of native English-speaking teachers in Asia, a properly EIL-principled ELT curricula would more blurred occupational boundaries between native and non-native English-speakers. However, as Medgyes (2001) as well as Kramsch and Zhang (2015) note, the titles of a Native English-Speaking Teacher and non-Native English-Speaking Teacher may still exist in an EIL-principled curriculum because of the popularity of the Native/non-Native English-speaking Teacher binary within ELT communities, but the pedagogical binary between the two sides would be muted.

However, even a perfectly constructed curriculum is not enough to insure the transfer from NSM-based curricula to an EIL-principled one. As noted by Tom-Lawyer (2014), curriculums are both constructed and implemented. Thus, evaluating what goes into a curriculum is not enough. Instead, to truly understand a curriculum, not only by its influences but also by its products. So, while it is important to properly craft a curriculum to fit EIL standards, teachers should be trained to properly implement these practices as well through pre-service and in-service training opportunities.

The goal of EIL-principled curriculums is to de-nationalize EFL education. However, as Torres (2014) explains, to view the globalized use of English as completely neutral is idealistically naïve because it simply ignores the role of culture in language learning. Instead, globalized English is more likely to be either imperialistic, where it promotes native-speaking culture and linguistic structures onto students (Bourdieu, 1991;

¹¹ The previous section, “From *Native-Speaker-Models* to *English as an International Language*”, approaches further explains these changes as a solution to Center-based educational systems.

Pennycock, 2001), or democratic, where students are invited to take ownership of English and modify it as seen fit (Crystle, 2003). Therefore, this new and globalized style of EFL curriculum should work to democratize the representation of English in order to be inclusive of all language learners across the globe—not simply use the limited cultural profiles of native English-speaking cultures. This more democratic and a-national view of English would then de-emphasize the Native/non-Native Teacher binary and blur the occupational boundaries between the two.

2.5 EIL in English Education Programs in Turkey

The interesting thing about Turkey is that it is a part of Karachu's expanding circle but never a colony of an English-speaking state (Bektaş-Çetinkaya, 2012; Tomak & Kocabaş, 2013). Thus, English at any part of Turkish cultural heritage. Therefore, in a sense, English language has always been used as a lingua franca in Turkey. For this reason, Turkey has had a strong tradition of English language programs, which pre-dates most of the popular EIL movements. At the same time the age of many *Turkish English Education Programs* (TEEPs) pre-date the popularization of EIL-based Programs (the late 1990s-early 2000s). In this way, while this insistence on English as a route to communicate with the outside world led to widespread English education programs across Turkey, the newness of the EIL movement has led to discussion and confusion over how to properly and uniformly apply these new principles to curriculum design. In contrast institutional and student bias towards NSM-based curriculums have made it the dominant pedagogical philosophy in TEEP curriculum design.

In many ways, TEEP were to promote a more globalized version of English. As Tomak and Kocabaş (2013) notes in Atay (2005), TEEP became popular in the 1980s¹² because of the increased US cultural influence, through entertainment and advertising, and the early pushes of globalization (Alptekin, 1992; Dogancay-Aktuma, 1998; Büyükkantarçioğlu, 2004). Therefore, unlike many countries, Turkey did not adopt the use of English through a British colonial effort. Instead English was intentionally chosen as a way to develop a Turkish population to be able to communicate and interact with the

¹² While Dogancay-Aktuma (1998) explains that TEEP officially date to the 19th Century to promote trade between the Ottoman Empire and Great Britain (Bektaş-Çetinkaya, 2012), this paper focus on the historical popularization of TEEP instead of their origin because that was when the programs became wide-spread.

larger, global Anglophone community—not to culturally assimilate to a particular culture. Thus, it would appear that the goals of TEEPs would fit in more with EIL-based curriculums rather than NSM-based lessons. However, while EIL-based programs can be dated to the 1970s¹³, the specific concepts of re-gearing English programs away from NSMs and towards an EIL-principled curriculum were popularized by globalization, witnessed at the end of the 20th Century (Cook, 1999).

Functionally, this contrast, in needing EIL-principled programs but using NSM-based curricula, have seem to have created NSM-based TEEPs that talk about the importance of EIL principles as the norm in Turkey. As Bektaş-Çetinkaya (2009) and Illés, Akcan, and Feyér (2012) both note, current TEEPs pedagogically focus more on either British or American dialects of English—not a more globally inclusive version of English—despite contextualizing English in a global sense. Thus, while these programs talk about the importance of EIL, these curriculums rely on NSMs, especially from the US and UK, for their material development. Similarly, Yıldırım and Okan (2004) stress the importance of *Critical Language Awareness* (CLA) in TEEP pedagogy to avoid inappropriately assume parts of English language and culture into their host-culture. Therefore, English teachers in Turkey bear the weight of applying many of these EIL principles rather than the curriculum pushing teachers to promote an EIL principles into their lessons.

Part of the reason for this rejection of EIL, at a curriculum level, is simply the institution’s unwillingness to change their methods or student/parental pressure to maintain the NSM-based environments. Sifakis and Bayyurt (2015) note that some TEEPs simply prefer NESTs in order to create a linguistically immersive environments to push students to only communicate in English. In this way, these institutions view the principles of EIL of making lessons “easier” for students. These institutions find EIL principles as detrimental to their students because it does not force the students to practice as much as a more immersive NSM environment. In other cases, these pro-NSM beliefs can also come from parents or students, who view themselves as “customers” and will remove themselves from language programs that do not have sufficient NSM representation in the

¹³ McKay (2003) notes Smith (1975) as the first person to ascertain that students do not need to have their language and NSM-culture expressly linked, thereby formulating the basic principles of EIL.

program, e.g. NESTs or using UK/US English in materials. In this way, NSM-based curriculum is a sales pitch rather than a tried-and-true methodology. TEEPs mostly push for NSM-based curriculums to be able to sell their program to parents and prospective students.

Consequently, Turkish non-NESTs tend to be aware that English is a globalized language, but are fairly ignorant of how to exactly apply EIL principles in their classes because they are not exposed to the concepts of EIL during their pre-service training (Uygun, 2013). In turn, this ignorance to EIL translates to prospective Turkish non-NESTs tending to have a bias towards NSMs as well. This is especially true of their experiences with accent and culture, where the biggest discrepancies between NSM-based and EIL-principled pedagogical philosophies exist. Therefore, prospective Turkish non-NEST teachers, who participated in Uygun's study, tend to still focus on having a "correct" accent, rooted in NSM-formed norms.¹⁴ Similarly, as İnal and Özdemir (2015) also note, while teachers may have a positive outlook towards EIL-principled programs, the institutional biases towards NSM-based programs leads Turkish non-NESTs to be ignorant as to how to properly adapt their lessons towards EIL principles.

Nevertheless, when schools are able to able to apply EIL-principled programs, Turkish teachers and researchers are receptive to adapt their EIL principles into their classrooms and find the use of EIL as quite beneficial. Sifakis and Bayyurt (2015) found that when it was possible, the EIL-principled classes were more applicable to their students' language learning experience. This was especially true for young learners, who may not have become biased against non-NESTs through NSM-based curriculums. Also, Tomak and Koçabaş (2012) argued that English students at urban state TEEPs were at an advantage over their rurally situated counterparts because of their exposure to a plethora of English varieties, and while İtler and Güzeller (2005) found that while many EFL textbooks in Turkey used U.S. and/or British culture as a cultural base for language education, surveyed Turkish high school students wanted more representation of Turkish

¹⁴ In a similar study, which compared teachers' receptiveness with regard to their education and experience, İnal and Özdemir (2015) note that current pre-service teachers are much more likely to be receptive to EIL philosophy than current in-service teachers or academics. Therefore, these biases against could change in the future as these pre-service teachers phase into the workforce. However, this positive prediction of a pedagogical paradigm shift towards EIL-principled curriculums is heavily speculative, and further research would be required as to whether or not this shift can or will happen in the foreseeable future.

culture in their text books. Therefore students appear to be more open to the application of EIL principles to TEEP pedagogy.

Although seemingly synonymous with TEEP language educational goals, applying the principles of EIL to language education in Turkey appears to be an uphill battle. English has always been taught as a lingua franca in Turkey, and many studies in Turkey have noted the benefits of teaching this more globalized version of English in Turkey. However, although there have been efforts to promote EIL principles within TEEP curriculum, such as Çelik's (2008) Jenkins-based English Phonetics for Turkish EIL programs, the heavy institutional and student bias towards NSMs as well as instructor ignorance to the application of EIL principles in classrooms tend to currently cement NSM-based pedagogical philosophy as the dominant mode used in language curriculum design in TEEPs.

2.6 Conclusion

Reviewing the literature, it would appear that TEEPs could be in the midst of a pedagogical paradigm shift from NSM-based ELT curricula to an EIL-based ones. As Uygun (2013), İnal and Özdemir (2015), as well as Sifakis and Bayyurt (2015) find, belief in EIL is popular amongst younger teachers and beneficial to ELT when applied to classrooms. However, mostly because of the ingrained preference of NSM-based curriculums and EIL's lack of clearly defined curricula, most TEEPs still prefer NSMs on an institutional level. While this pedagogical shift would be historically appropriate, with English's solitary ELF status in Turkey, it would imply a huge change in the traditionally based NSM-oriented structures. Most notably, this would involve moving beyond teachers simply acknowledging EIL principles and into the exclusion of NSM-based materials and the training of teachers to properly implement these principles within their classrooms. Similarly, with regards to the Native/non-Native English-speaking teacher binary, this shift towards EIL-principled curricula would blur the occupational boundaries between these two types of teachers because natives would no longer be viewed as "experts" within the field of English Language.

The goal of this particular study is to ascertain where in this paradigm shift TEEPs currently exist are through exploring the native/non-Native Teacher binary within university-based English Language Preparatory Programs for incoming students in

Istanbul. While the results should be mixed between preference between NSMs and EIL-principles, the institutional bias towards NSMs should imply that there should be a fairly strict boundary, with regards of materials and assignments, between native and non-native English-speaking teachers. However, the leniency of teacher acceptance of EIL principles in Turkey, would imply that teacher collaboration might nullify much of the curriculum-based occupational boundaries and create a more egalitarian curriculum implementation.



Chapter 3

Methodology

This chapter outlines the research methods used in completing this study, to achieve the primary goal of ascertaining the prominence of *Native Speaker Models* (NSMs) and the principles *English as an International Language* (EIL) in Turkish English-language program curriculum design through the officially stated roles for *Native English-Speaking Teachers* (NESTs) and *non-Native English-Speaking Teachers* (non-NESTs). These goals of this study can be formulated into these research questions:

- 1) How do schools in Turkey professionally define the term “native speaker”?
- 2) How do schools use this definition to formulate and maintain a professional binary between NESTs and non-NESTs within their respective programs?
 - a. How are the educational roles of NESTs and non-NESTs assigned in Turkish English Language Preparatory Programs?
 - b. How are NESTs and non-NESTs assigned teaching tasks, through curriculum design, to fit their educational roles within these educational paradigms?
- 3) How do NESTs and non-NESTs perceive their assigned educational roles?
- 4) How do contemporary Turkish EFL programs rely on NSMs or the principles of EIL as a philosophic/pedagogical foundation for program curriculum design?

This thesis will look into these subjects through the lens of curriculum-designated roles of NESTs and non-NESTs at English language preparatory programs at Turkish universities in Istanbul, as well as how those teachers perceive their own role within these programs. To properly address these questions, this study will involve nine English-language preparatory programs at private Turkish universities in Istanbul, Turkey; and combine hard curriculum analysis with teacher focus groups in order to establish a detailed image of the difference in roles for NESTs and non-NESTs in each program.

3.1 Philosophical Paradigm

The idea of a *paradigm*, originally defined by Kuhn (1962), is to philosophically ground a study in order to be able to best describe its findings. However, Kuhn (1977) then describes a paradigm as a general concept of researchers, with similar educational backgrounds, agreeing on “exemplars” of high quality research or thinking. Johnson and Onwuegbuzie (2004) build off of this idea to define a *research paradigm* as a set of beliefs, values, and assumptions a group of researchers have in common, regarding a subject. While traditionally played out through either a purely *qualitative*, defined by its comparative nature of subjects within an environment, or *quantitative* methodology, defined by its experimental-like reliance on calculable data, contemporary educational and social research employs a mixed methodology to explore a particular focus because of the ability granted to researchers using mixed this style in order to use qualities of both quantitative and qualitative studies to complement each other.

The goal of a mixed methodology is to pragmatically use both qualitative and quantitative approaches to data collection to give a more robust and less-limited data set (Johnson and Onwuegbuzie, 2004). The issues surrounding both the numerically-driven quantitative approach, which limits researchers if they do not properly understand the environments of their observations, and the explorative-based quantitative style, which may not allow for researchers to generalize their findings beyond the narrow scope of the study, mean that neither data-collection philosophy is independently sufficient. Therefore, researchers should combine both methods in order to make sure that their data sets properly address the research environment but are generalizable to other, similar studies.

Following these ideas, this study will rely on a mixed methodology, applying both qualitative and quantitative methods to describe the roles of NESTs and non-NESTs in TEEP curriculum design in order to explore the role NSMs and EIL principles play within those programs. Similarly, by the adaption of McKay’s (2003) more-qualitative data collection tools, will add in more qualitative methods in order to give a more robust data set. In this way, these tools will be designed to not only describe how these programs utilize NSMs and EIL principles through the Native/non-Native professional binary, but also reflect how individual teachers view this curricular segregation within their workplace.

3.2 Target Population and Participants

This was a multi-case study and revolve around the similarities between each particular program. While the set of schools was diverse, this study was limited to nine English preparatory schools in Turkish universities in Istanbul to control for the level of education being taught. This allowed for one curriculum review per school with teacher surveys to address the role of NESTs and non-NESTs within the institution. Overall, this resulted in a study using nine schools and eighty-two English Teachers (forty NESTs and forty non-NESTs) respondents, working at English preparatory programs for private Turkish Universities in Istanbul, Turkey.

3.2.1 English Language Curricula. Due to the complexities in the nature of English education, it is important for these English preparatory programs to formulate a *curriculum*, or simply a plan of education, to guide their students. It is important to note the loose definition of the term of “curriculum” for this study because of the need to collect data from modularly modelled programs as well as more traditional programs. Instead, this study will use a more practical definition of curriculum as “an official plan/outline for classes, published by the university to guide classes”. This broader definition will allow this study to combine data collected from both modularly modeled programs with the findings from curriculum-formulated programs.

The primary focus of this study was to ascertain and assess the roles of NESTs and non-NESTs through an analysis of English educational curricula. In this way, there was a single collection of results from the curriculum analysis for each program participating in the study. Therefore, the primary participant for each program in this particular study was focused on the actual curriculum and its human proxy, the head of the department, who controls what is and is not included within the bounds of the curriculum.

As far as demographics, the majority of the nine participatory English preparative programs at Istanbul-based foundation universities involved in this study were founded between the years 1990-2000 (University A, B, C, E, F, and G), and 3/9 participatory universities were founded after 2005. Only two of the participating programs have reported student populations greater than 2000 students (University B and C), and five of

the other programs report a student population of less than 1000 students.¹⁵ As far as the staff, there is a large variance of how many NESTs and non-NESTs are hired into their programs, When removing Universities A and E, who are outliers for hiring approximately 1 NEST: 1 non-NEST, the remaining reporting universities have a mean teacher ratio of 12 NESTs: 67 non-NESTs (approximately a 1:6 NEST: non-NEST ratio) to instruct their student body.

The mission statements of each of these programs, while stated in different phrases are all the same: to prepare students to be able to participate in and complete English-language classes within their host-institution. To complete this mission statement, schools develop and maintain an EFL curricula for their students. Mostly, the creation and maintenance of these curricula are the result of committee, headed by the department head and comprised of senior teachers and level coordinators (4/9 respondent schools); but some of the participating programs exclude the Department Heads from these committees (3/9 respondent schools). Only one program (University D) gave curriculum design exclusively to the Department Head and Program Director.

3.2.2 Teachers. In addition to the curriculum, teacher opinion informed the data collected on the native/non-native professional binary in Turkey. Participating teachers were certified English teachers, working at one of the participating university English preparatory programs. While each participating teacher held at least a bachelor's degree in addition to a teaching certification, the large population of teachers the use of voluntary convenience sampling at each university result in various educational and experiential levels for each individual. Ultimately this sample yielded 82 participants, 26 NEST and 56 non-NESTs, currently employed by one of the nine participating universities.

On average, the majority of the teachers, both NESTs and non-NESTs, involved in this study were women (60/82 respondents), aged between 26-35¹⁶, and held a Master's Degree¹⁷ in addition to their official degree 45/82 respondent had an additional English-teaching certificate, such as CELTA, DELTA, TEFL, or TESOL certification. These teachers, for the most part, have six to ten years of experience teaching English, with

¹⁵ Universities E and I did not give an answer to this question.

¹⁶ These ages accounted for 55/82 Respondents. However the true age range was between 23-59 years-old.

¹⁷ Again, like the ages of respondent teachers, Master's Degrees accounted for 55/82 respondents. Bachelor Degree holders were the second largest group, accounting of 25/82 respondents.

mostly five years or less teaching experience in Turkey and at their current position.¹⁸ Further, 66/82 participating teachers reported that they were offered some sort of in-service education at their institution.¹⁹ However, the majority of teachers have experienced *Education Seminars to help develop teachers* (61/82 respondents) or *Mentorships between novice and experienced teachers* (43/82 respondents).

With regards to the cultural background of the responding teachers, the majority of the participating teachers were Turkish (55/82 respondents). However, from the non-Turkish participating Teachers, the majority were American (18/82 respondents), and the next closest group was British (7/82), followed by one Irish respondent and one Polish respondent. 76/82 of the respondents also reported speaking another language, in addition to English, and while Turkish was the most commonly reported extra language (68/82 responses), French (14/82 responses), German (11/82 responses), Spanish (11/82 responses), and Italian (6/82 responses) were commonly spoken languages amongst the teachers. There were only six purely Anglophone, NESTs who only spoke English, teachers participating within this study.

3.3 Procedure

This was a multi-case study of English Preparatory Programs at Turkish Universities in Istanbul, Turkey, collecting and comparing both quantitative data (via a hard review of curriculums and teacher surveys) as well as qualitative data (via open-ended survey answers from Department Heads and teachers in the program) in order to ascertain the curriculum-imposed differences between NESTs and non-NESTs with in these programs. Similarly, this mixed-methods data analysis to compare these groups made this particular study quasi-experimental. However, due to this complicated nature,

¹⁸ Logically, NESTs were the only group that have variation in responses from the years teaching English in Turkey and teaching English in general. Nonetheless, with both groups, 61/82 respondents had only been at their current position for 5 or less years. The next largest group was the 6-10 years group (14/82 respondents), followed by 11-15 years (5/82 respondents) and 16-20 years (2/82 respondents)

¹⁹ Reported trainings covered all of the categories asked on the Teacher Survey. However, the most commonly reported in-service training were *Education Seminars to help develop teachers* (53/82 respondents), mostly described through an orientation program. The next largest group was *Mentorships between novice and experienced teachers* (42/82 respondents), followed by *A chance to complete action research to benefit the institution* (33/82 respondents), *Curriculum advisors to help teachers plan lessons and use course Materials* (28/82 respondents), and *Further education through teacher certificate/teacher educational programs* (25/82 respondents).

the data collection process was broken into two distinct phases: 1) a Curriculum Review of the English Program (including the Hard Analysis of the Curriculum with the open-ended survey, filled out by the Department Head) to establish an official view of the program towards NSMs, EIL Principles, and the roles of NESTs and non-NESTs, and 2) Teacher Input (through teacher surveys) to inform the official view of each university in these subjects. Similarly, with this wide range of data, there was always two levels of analysis: teacher-to-institution, created from comparing teachers to their institutions, and institutional-ideals-to-reality, comparing the teaching group as a whole to the pattern-coded institutions. Thus, while both of these lenses might complicate data sets, they created a massive amount of data concerning how the native/non-native binary plays out in Turkish English educational institutions, allowing for school-to-school analysis as well as a general snapshot.

3.3.1 Setting. This study took place at multiple university English-language preparatory programs at foundation schools in Istanbul. At Turkish English language-based Universities, it is quite common for accepted students to be tested to establish their level of English, and determine if that student is proficient enough to complete classes at the university. While the specifics of these programs are individually determined by university, these programs tend to be approximately one year and center on the education of language skills in English to be able to properly partake in classes at the university. Thus, the purpose of these programs, which employ both NESTs and non-NESTs, is to prepare students to be able to take English language-based classes at their university. This particular study will explore the aspects of curriculum design and teacher management within these pre-university English programs.

3.3.2 Sources of Data. The complicated nature of this study meant that this study involved multiple phases of data collection to make sure that all the information can be properly analyzed; and ultimately, resulted in an original set of surveys, developed and analyzed with Qualtrics online survey software, as well as data collection tools to analyze the prominence of NSMs and EIL-styled curricula in Turkish EFL classes. However, this study, at all levels, relied heavily on educational dynamics and research design presented in McKay (2003), which explored this dynamic between NSMs and EIL in Chilean schools through semi-structured interviews with EFL teachers, as well as the problems with the Turkish professional definition of Native speakers, witnessed in Bayyurt's (2006) discussion of Seidlhofer (2001) and McKay (2003).²⁰ However, unlike McKay's approach, this project combined teacher-submitted surveys with a review of the schools' curricula to compare teacher attitudes with school policy. Ultimately, this approach resulted in a mixed data set, with the qualitative information, gathered through survey responses, complementing the quantitative data, gathered through a hard analysis of the curricula and demographical surveys.

3.3.3 Data Collection Procedures. The complex nature of this study meant that there were many components, working simultaneously, to analyze the roles of NESTs and non-NESTs as well as the influence of NSMs and EIL within these programs. To better explain these components, this section will outline the procedural particulars of this study. It will include the sampling methods as well as an overview of the two surveys used within their individual programs as well as a plan to analyze the data collected from those surveys.

3.3.3.1 Sampling. This thesis was completed through a process of voluntary convenience sampling to select nine Turkish University English Preparatory Programs as well as their respective NEST and non-NEST participants to complete online surveys. This is to say that I worked only with Turkish university programs as well as NESTs and non-NESTs within these programs in Istanbul that will be willing to complete the project. This method was preferred because there is not a surplus of volunteers to select against,

²⁰ Essentially, while Bayyurt (2006) acknowledges the benefits of native teachers to contextualize cultural phenomena, as Seidlhofer (2001) and McKay (2003) discuss, the new, international use of English makes the core-based model questionable.

as any random/stratified sampling would require. Therefore, this study accepted all eligible volunteers to participate in this study.

To properly compare the means of two groups through a two-tailed t-test with a confidence of .95 ($P < 0.05$) and a strong effect size (.80), G-Power (Version 3.1) software determined that there needed be ideally two groups of forty-two participants to create a total sample population of eighty-four participating teachers. When further broken up into two respondent groups per participating university, this then yields two, five-person, respondent groups, one for NESTs and one for non-NESTs, per university for the Teacher Survey. Therefore, there needed to be approximately ten teachers from each university in this study.

However, the reality of responses differed from the statistical ideal, developed with G-Power software. Overall, there were eighty-two responses from teachers (twenty-six NESTs and fifty-six non-NESTs) from each of these programs, but, when accounting for incorrect responses to the control question on the Likert-scaled portion of the Teacher Survey, the overall Teacher Sample size falls to seventy-three total teachers (twenty-four NESTs and forty-nine non-NESTs). Similarly, while nine foundation university English language preparatory programs approved teacher-participation in this study, only seven of the nine original programs completed the School Profile Surveys. While the macro-analysis and pattern coding were unhindered through this demographical change, the micro-analysis of schools were limited programs who had completed the school survey and had at least ten teacher respondents. This resulted in four programs analyzed (Universities A, B, C, and E) individually during the micro-analysis phase of this study.

3.3.3.2 Data Collection Instruments. To properly analyze the roles of NESTs and non-NESTs in English language preparatory schools for private universities in Istanbul, data was collected through two online surveys. Initially, a staff member, responsible for the creation and maintenance of program curriculum, filled out a survey to establish how their curriculum are designed to accommodate the use of NESTs and non-NESTs as well as the official attitudes of the programs towards the professional native/non-native binary. Supplementing each curriculum analysis, there were online teacher surveys for both NESTs and non-NESTs at each university to determine difference between the two teacher groups. This survey (see: Appendix C) was heavily based on McKay's (2003) qualitative

questionnaire to assess the role of NESTs and non-NESTs within Columbian EFL educational programs.²¹ However, it was modified to combine elements and themes from Bayyurt (2006), along the addition of an open-ended answer section to also give respondents a chance to further elaborate on the data collected from the survey.

3.3.3.2.1 Curriculum Review (Phase 1). Initially, the subject curricula for English education would need to be analyzed. This process would involve the member of the teaching staff, who is responsible for the curriculum design at the program (normally the department head of English education), to fill out a three-part survey on the individual TEEP. After questions on demographics, this survey would involve a hard copy of the curriculum being reviewed with each school, noting variations in class types, sizes, student levels, and textbook types before asking open-ended questions to establish the school's official position towards NSMs, EIL, and the NEST/non-NEST binary.²² Together, these two types of data will establish the program baseline: where the teachers should land in their belief towards these ideas.

The hard analysis of the English curriculum should show if there are any irregularities between NESTs and non-NESTs, as witnessed by the official curriculum of the school. While original in its composition, this portion of the research borrows from the various elements of EFL curriculum analysis towards NSMs and EIL from Cook (1999): *differences in class types* (e.g. if the class focuses on grammar or a particular language skill) and *the types of textbooks*. In addition, this analysis also takes into account differences in *the amount of classes taught by teachers, the average sizes of each class, the recommended assignment styles/extra materials for the classes*, as well as *required in-service education instructors*. Further, this data will be split between NESTs and non-NESTs in order to witness any differences between NEST and non-NEST experiences at the school. In short, major differences between these experiences, as a whole, would imply if the school ultimately treats NESTs differently from non-NESTs.

This data would be complimented with an interview with the head of department the English teaching department to ask about particular aspects of teachers' official roles

²¹ As an original survey, this survey was first piloted with nineteen English Teachers, 10 NESTs and 9 non-NESTs, in Istanbul before being administered as part of this study.

²² There is a Sample form of how this data would be collected as well as a loose script for the semi-structured interviews in Appendix B.

in working at that particular institution. The questions (detailed in Part B of Appendix B) are based on ideas from similar studies but are designed to expand upon the quantitative data found in the hard analysis: questions 1 and 2 are a direct adaption from McKay (2003) to determine an official stance of how the school views *the role of NESTs and non-NESTs*;²³ questions 3 and 4 follow Cook's (1999) explanation about *the role of textbooks in EFL education*; and questions 6 and 7 come from *the problems created by Karachu's definition of native speakers in a professional application*,²⁴ presented by Bayurt (2006). Similarly, these questions are then aided by question 5, which is original study, to expand upon *how/if the school uses similar in-service teacher education for NESTs and non-NESTs*. This additional question pushes the idea that if these classes of teachers are indeed different, and play different roles in English education, the schools would want to specialize their training to fit these roles. Further, each of the interviews will be recorded and transcribed before being pattern-coded to establish similarities in approaches of university preparatory English programs' attitudes towards NESTs and non-NESTs.

It is important to note that the textbooks, like class type, will be noted on three levels: *the allocation of the types of texts, the role of culture, as well as teacher's ability to augment texts*. The most important of these distinctions is the role culture plays (Cook, 1999). The key portion of NSMs are their prominent use of native speakers as a model for language. Meanwhile, EIL-based curricula conform to the language needs of their students and, while there may be native speakers used in examples, will utilize high-functioning/native-like second language users. Therefore, curricula that solely relies on native cultural backdrop, uses only native speakers in examples, or uses predominantly original texts would imply a tendency towards NSMs than an EIL-based curriculum. However, the other two research distinctions would control for the use of teachers, such as certain classes of teachers teaching particular types of text books or teachers fitting their lessons into a more local (Turkish) cultural setting. In this way, this project will

²³ The original question was, "would you prefer to hire Chilean [non-native-speaking] teachers or natives? Why?" (McKay, 2012). However, the question was adapted into the other two questions to get the Department head to focus less on the hiring process and more on the roles each teacher plays in the overall program.

²⁴ While there are many researchers that would refute Karachu's definition as an integral part of SLA research, a secondary finding of this question would be to create a workable professional definition of a NEST, which is always loosely defined in research on the subject.

account for which textbooks are used and how they would relate into the overall school attitudes towards NSMs and EIL-based curricula.

The goal of this portion of the project is to directly ascertain the role of NESTs and non-NESTs as well as the reliance on NSMs versus an EIL-based curricula in Turkish university English preparatory programs through a hard analysis of the English language curriculum and interviews with the Department Heads for these programs. This will create the foundational research for this project, and, by comparing results across programs, should also create an ideal for the school in which to test the reality of teacher roles. In this way, the results will establish if these ideals are isolated to a few schools or widely practiced in Istanbul.

3.3.3.2.2 Teacher Input (Phase 2). While the official curriculum is important because it is the official position taken towards academic matters, depending on the freedom of teachers to manipulate their lessons, the reality of roles of NESTs and non-NESTs could vary greatly. Therefore, in addition to the curriculum review, this research project will collect data from teachers, both NESTs and non-NESTs, about their experiences with the native/non-native binary at their particular institution through surveys. This data will be used to corroborate or refute attitudes found in the curriculum review: whether or not teachers feel similarly to their schools towards the NEST/non-NEST binary or the role of NSMs in their institution.

Participating teachers will fill out a survey (see Appendix C: Part 1). The first fifteen questions will concern demographics, making it possible to see any clear demographic differences between NESTs and non-NESTs. While most of this information is fairly routine, a key point of this portion will be the question about whether or not teachers speak multiple language because some definitions of native speakers limit it to monolingual speakers, speakers that only speak their native language (Cook, 1999). Therefore, like questions 6 and 7 in the Department Head interviews, this question establishes a professional definition for NESTs, and will determine whether the schools actually use Karachu's definition. Similarly, the rest of these questions will allow a department composition for each department being studied. Therefore, before data analysis of NEST and non-NEST groups across programs, any demographic differences between particular programs' departments will be evident.

Questions sixteen through twenty-two are generalized questions about how teachers feel about their work environment as a teacher. Questions 18, 19, 23, and 24 all are original questions concerning how the teachers feel towards *the efficacy to work as a team with their co-workers* (Question 19, 23, and 24) as well as their *program's willingness to communicate with teachers* (Question 18). Questions 20-22 are adapted from McKay (2003) and concern *workplace discrimination*, with concern to the NEST/non-NEST binary. In this way, this will establish the relationship between the teachers and their respective programs. Each of these questions will be graded using a five-point Likert scale from Strongly Agree to Strongly Disagree. In this way, the numerical component of the answers can be averaged, using SPSS, across each group of teachers, both NESTs and non-NESTs at all the schools, and statistically analyzed with a two tailed t-test to determine if there is a difference between the two groups, NESTs and non-NESTs, as far as satisfaction towards their roles in Turkish English language education programs.

Lastly, teacher will answer open-ended questions about their views on their roles as English teachers in Turkey.²⁵ Many of the questions parallel the themes and questions from the School Profile Survey. However a key difference between the responses from the department heads and these open-ended answers from teachers will be a short *needs-based analysis towards the roles of NESTs and non-NESTs* in their institution (Question 6). The purpose of this addition is to give teachers the chance to voice their opinions about the NEST/non-NEST binary. Ultimately, this will directly evidence if the instructors and institutions are on the same page, with regards towards NSMs and EIL-based curriculums. After recording and transcribing, this data will be pattern coded to look for similarities between institutions.

The teacher input will display the practical application of each program's curriculum through teacher surveys and focus group answers to questions concerning their experiences as an English instructor. Thus, the data collected during this phase will not only qualify the teachers' answers about their experiences as both NESTs and non-NESTs, but will also qualify how well each institution communicates these roles to each of the

²⁵ See Appendix C: Part 2 for a list of the open-ended questions.

teachers. When taken with the institutional baselines from the curriculum reviews, this will display the full ability to implement NSMs or EIL-based curricula.

3.3.4 Data Analysis Procedures. Together, these data sets produced both what Turkish university English language preparatory schools want as far as a roles for NESTs and non-NESTs, while testing the realization of those roles through teacher input. However, because of the wide range of data collection, there was always two levels of analysis: *teacher-to-institution* (a micro-focus), created from comparing teachers to their institutions, and *institutional-ideals-to-reality* (a macro-focus), comparing the teaching group as a whole to the pattern-coded institutions. In this way, the data accounted for various schools, which might communicate roles better than their counter parts. Thus, while both of these lenses might complicate data sets, it created a massive amount of data concerning how the native/non-native binary plays out in Turkish English educational institutions, allowing for school-to-school analysis as well as a general snapshot.

To analyze the *teacher-to-institution* level of analysis, an aggregate teacher was (NEST and non-NEST) formulated and compared with the answers derived from their host institution.²⁶ To determine the aggregate teacher, the NEST and non-NEST groups' answers to the numerical answers to the Likert Scale survey were analyzed, using SPSS statistical software, to determine if they are significantly different from each other at a 95% confidence level ($p > .95$), and the open-ended survey questions from the each of the teacher surveys pattern-coded to also look for major differences between NESTs and non-NESTs at that particular institution. If there were no significant difference between the groups and similar qualitative results found from the focus group, then the SPSS-derived data was combined as a single institution and combined and compared with the results from the curriculum analysis. Conversely, if there was a significant difference between the NEST and non-NEST group or the pattern-coded qualitative answers differ, then each group will be analyzed with the curriculum on their own. In this way, each institution was assessed as to whether or not the teachers and institution agree upon the prominence of NSMs and EIL-based curriculum within their institution.

²⁶ See Appendix D: Part 1 for a diagram of this process.

The *institutional-ideals-to-reality* analysis is relatively the same computation as the *teacher-to-institution*.²⁷ The major differences in this level of analysis was that instead of an individual respondent group from the Teacher Surveys, each teacher response will be divided into the NEST and non-NEST groups, and their data will be combined into a single aggregate NEST and non-NEST teacher profile; meanwhile, the pattern-coded answers for all the institutions were combined to create an “aggregate institution profile”. As was the *teacher-to-institution* level, the NEST and non-NEST groups’ answers to the numerical answers to the Likert Scale survey will be analyzed, using SPSS statistical software, to determine if they are significantly different from each other at a 95% confidence level ($p > .95$), and the open-ended survey answers from the each of the responses pattern-coded to also look for major differences between NESTs and non-NESTs groups. If there was no significant difference between the groups and similar qualitative results found from the focus group, then the SPSS-derived data will be combined as a single group and combined and compared with the results of the Aggregate Institution. However, if there was significant difference between the groups or differences with the qualitative analysis, each of the aggregate groups will be individually compared with the aggregate institution.

At both the micro- and macro-levels of analysis, while SPSS was used to analyze the quantitative data collected in this study, the demographic and qualitative data (derived from questions 1-16/23-32 of the Teacher Survey as well as all answers from the School Profile Survey) was analyzed through a process of pattern coding with the aid of Qualtrics Survey Software. As is generally described in Weitzman and Miles (1995), this software acted as a database for the survey answers to allow for more ease in visualizing similarities between responses to establish and apply the pattern code (Piercy, 2004). Similarly, Saldana (2009) described the pattern-coding method as organizing the corpus and attributing meaning to that organization, through naturally occurring themes in responses. Further, a second reader, who was a member of faculty within the English Language Teaching program, insured the validity of these coded groupings. In this way, the qualitative data collected in this study was analyzed to display patterns and natural themes within responses to each question.

²⁷ See Appendix D: Part 2 for a diagram of this process.

Overall, the complex data analysis procedure, employed in this study, is to be able to corroborate findings about the professional native/non-Native binaries employed by the nine participating programs in this study across each level of analysis: teacher-perceived and institutionally-defined descriptions of differences between NESTs and non-NESTs. In this way, the dual survey structure of the data collection allowed for triangulated findings, as described in Eisner (1998), to illustrate the professional binary between NESTs and non-NEST as well as qualify these descriptions with the feelings of teachers towards their experiences. Thus, each of the elements of data collection, both qualitative and quantitative methods, were analytically intertwined to give a comprehensive description of this professional EFL dichotomy.

3.4 Reliability and Validity.

As Borg (2010) argued, quality research is purposeful, clear, ethically carried out, competently analyzed, and coherently reported. These ideas were central in the development, implementation, and analysis of the two surveys developed for this particular study. For these reasons, the statistical sampling insured the internal as well as external validity with the quantitative data collected, while insuring that these data sets were reliable. At the same time, the qualitative methods and multi-case setting insured that responses to open-ended questions were credible, transferable, and dependable to report findings, at all levels of analysis, by corroborating answers through triangulating findings across data sets.

As was mentioned in subsection 3.4.2.1 (Sampling), G-Power (Version 3.1) software determined that there needed be ideally two groups of forty-two participants to create a total sample population of eighty-four participating teachers. to properly compare the means of two groups (NEST and non-NEST) through a two-tailed t-test with a confidence of .95 ($P < 0.05$) and a strong effect size (.80). The actual sample size, eight-two teachers (26 NESTs and 56 non-NESTs), was slightly below the statistical ideal. However, the sample was still large enough for SPSS software to determine significant statistical differences between the two macro-respondent groups, resulting in internally and externally valid as well as reliable quantitative data sets.

However, with this particular study relying on a mixed-methodology, qualitative methods were also employed. Following the recommendations from Dey (1993), who argued that qualitative data should be based on corroborated observations from well-informed sources, this data implemented a data collection at multiple levels, program and teacher, from nine different English preparatory programs in Istanbul. This ability to not only corroborate pattern-coded responses intra-institutionally but inter-institutionally insures the maximum ability to be able to generalize this data to the reality of experiencing the professional NEST/non-NEST binary within these programs, resulting is a very dependable data set.

Overall, in addition to careful research and piloting the Teacher Survey before using it, the sample size, grossly determined by G-Power (Version 3.1) software and modified by the amount of participating programs, insured that collected quantitative data could be properly statistically analyzed with SPSS statistical software. At the same time, the use of data collected from programs and teachers from nine different institutions within Istanbul improved the ability to corroborate responses and triangulate findings across all levels of data collected. These methods insured an extremely trustworthy data set for this study.

3.5 Limitations.

After completing the data collection and analysis procedures, it became evident that this study became limited by a number of factors, most notably the scope of the study and the format of the surveys used. Similarly, by focusing on the relationship between teachers and co-workers as well as with their respective programs, this study ignored student attitudes towards NESTs and non-NESTs. Overall, future research into the role of the native/non-native binary in the curriculum design of Turkish EFL programs.

The most glaring limitation to this study was the scope of this study, which focused on English language preparatory programs at foundation universities in Istanbul, Turkey. Future research should expand knowledge of the role of NESTs and non-NESTs in state-run universities EFL programs, K-12 educational settings, Adult EFL/ESP programs (mostly seen through language institutions) in Istanbul; or similar settings in other Turkish cities. This would give more data, via multiple educational levels and settings, to connect

the role of NESTs and non-NESTs to determine the use of NSMs and EIL principles within Turkish EFL education as a whole.

Similarly, future research would be beneficially affected through some changes in the surveys implemented in this study. While School survey ran into little problems reported by respondents, they would greatly benefit from an addition of an actual review of textbooks and materials used in the courses. This would allow future researchers to factor in the roles of NSMs and EIL principles in the material design for the programs, instead of simply taking the work of the teachers and supervisors for the programs. In addition questions should be added to determine any extra-curricular difference between NESTs and non-NESTs, such as pay or special treatment. These changes will focus the study more on the institutionally formed differences in their entirety—not simply the academic differences between the two groups—to fully explore the reason as to why programs feel inclined to hire NESTs and non-NESTs in their programs.

Further, although the pilot study revealed no issues with the Teacher Survey, the open-ended questions had a high rate of non-responses, whereas the Likert Scale questions were answered by all of the respondent teachers. Thus, future research would benefit greatly from switching each open-ended question to a small series of Likert Scaled questions and adding in a few more questions about the direct views of teachers towards NESTs and non-NESTs in general. Ultimately, these changes would result in a survey closer to the one found in McCray (2003). This would also allow for a completely quantitative analysis of the teacher groups, resulting in a more stream-lined data analysis process overall.

Lastly, to truly gauge the effectiveness of each teacher group, it would be beneficial to also prepare a small student survey to analyze the role of NESTs and non-NESTs from the product-end of the curriculum. This would give student-input on the how particular teachers are viewed, and possibly explore the role of these extra-academic views factor into the curriculum design of the program. In this way, these research lenses would allow for the resulting projects to be better folded into the surrounding literature because it will be focused on the effectiveness of each teacher type within a Turkish setting.

Ultimately though, this study was most limited by its research focus: to analyze the ability of schools to properly maintain the native/non-native binary through effective

curriculum and teacher management—not to establish or diminish the efficacy of a native/non-native teacher binary-based language educational system as a whole. For this reason, the data collection is split between a hard analysis of the Turkish EFL curricula at various institutions and teacher input through surveys. In this way, the attitudes of these programs, towards NSMs and EIL-based curricula, can be analyzed on an official as well as practical level. However, future research could properly build off of the findings of this research and diminish its inherent limitations by focusing on a different or more-inclusive scope of research, more direct surveys, and/or including student-input to better determine the actual role of NESTs and non-NESTs within Turkish EFL programs as a whole.

3.6 Delimitations.

This study also has had a few delimitations to narrow focus of the study and better achieve observable results. First, the subject matter was limited to foundation university-based English preparation programs in Istanbul to insure that similar programs were surveyed in this study. Similarly, school surveys were completed only by department heads or other personel who were knowledgeable about the curriculum development, design, and maintenance in each program. This, in turn, allowed for the most informed survey answers to compare to teacher responses. Lastly, demographics were taken from each survey in order to insure that no external factors affected the results of these surveys. In this way these delimitations narrowed the data sets to insure equal footing for each of the participating programs in this study.

Chapter 4

Results

4.1 Introduction

This section contains the analyzed data collected from the School Profile Surveys as well as the Teacher Surveys. Initially, this data was analyzed in a macro-level to look for major trends between all participants and establish an aggregated EFL curriculum for participating programs. After this initial look, the interaction between individual programs with their respective teachers was analyzed through a micro-analysis of the four most participatory programs. In this way, the following sections not only outline an aggregate set of feelings of teachers towards their respective program and describe the aggregate curriculum of participating programs, but it also analyzes how teachers at four particular programs interacted with their programs.

4.2 Macro-Analysis

To look for trends within the entire group of participants, the results of all participating schools were combined to create a more generalized data set. Overall, the curriculums were found to be a synthesis between NSM-based and EIL-principled curricula, resulting in a weak NEST/non-NEST professional binary, and mostly defined through assigning higher levels to NESTs and lower levels to non-NESTs, within these programs. While teachers mostly had positive feelings towards their respective programs' use of NESTs and non-NESTs, there was an apparent and statistically significant difference between the attitudes of NESTs and non-NESTs towards these policies. The following sections outline these results by analyzing results of the School Survey and the Teacher Survey for all participants as a single group.

4.2.1 How do Most TEEPs Develop the Native/non-Native Binary into their Respective Curricula? Overall, the adaptation of Turkish EFL curriculums to fit the principles of EIL teaching has been mixed. Working from the School Profile Survey, while most schools in this study acknowledged that English should be taught within an international context (and not be limited to a core-based cultural setting), the interpretation of those principles are often different with regard to the distribution of work between NESTs and non-NESTs as well as the professional definition of a native speaker. Most NESTs were relegated to working with higher level students, leaving the Turkish-speaking non-NESTs to teach students who are less apt to respond to lessons taught exclusively in English. Similarly, schools that strongly favored NSM-based curriculum were also more likely to give distinct teaching roles through class distribution. With this in mind, while most schools report themselves as not distinguishing between NESTs and non-NESTs, there is a definite difference between how most of these schools use NESTs and non-NESTs within the bounds of the programs.

4.2.1.1 Role of NSMs vs. EIL Principles in Participating Programs. Of all of the answers given in the open response section of the School Profile Survey, the only truly universal answer was the rejection of the use of NSMs as a basis for cultural content in their programs. Instead, when asked “is there a particular preference for cultural content for the English courses at the university—Turkish, Core (US, UK, ext), or international culture?”, all of the participating programs simply answered in the negative without explanation and, with the exception of one program (University D), give teachers the freedom to modify their materials, after seeking approval from a program-based committee, as they see necessary.²⁸ While the actual intention of these lack of cultural context for creating materials in the participating teaching is speculative, this de-emphasis of any cultural context and allowance of monitored material modification imply an attempt at rejection of NSMs and their inherent reliance on core-centric cultural contexts.

However, as Cook (1999) described, *the role of culture in material development* is only a single component of EIL. After pattern coding the School Profile Survey’s open-

²⁸ It is important to note two major caveats in these findings: 1) University D does not openly ban this practice. Instead they encourage instructors to limit their material design to semester break and rely on level coordinators to actually design any supplemental materials. 2) Only University E openly allows instructors to design and use materials without any approval.

ended answers for the five major differences between NSM-based and EIL-principled Programs, the following table (Table 1) was formatted to display the findings:

Table 1

Mentions of NSMs and EIL Principles in Program Survey²⁹

Program	Core-Based Nationalistic Definition of NEST	View of “NESTs as Proper Models of Language ”	Distinct uses designed for NESTs and non-NESTs	Heavy Reliance on Pre-Designed Materials	Focus on Core-Versions of Language	Total
A	1	0	1	1	0	3
B	1	0	1	1	0	3
C	2	1	1	1	0	5
D	0	2	2	2	0	6
E	0	0	0	0	0	0
F	1	0	0	0	0	1
G	N/A	N/A	N/A	N/A	N/A	N/A
H	0	0	0	1	0	1
I	N/A	N/A	N/A	N/A	N/A	N/A

Note: N/A: Not Applicable.

Looking at this table, it becomes obvious that there is not a singular or uniform application of EIL principles within the participating Turkish EFL Programs. Some programs openly espouse EIL ideals (University A, E, and F), and others advocate EIL principles but still have some hold overs from NSM-based ideals (University B and C). There was only *one* participating university (University D) which openly used an NSM-based curriculum. Thus it would seem that, nominally-speaking, the participating English language preparatory programs are attempting to apply EIL principles to their curricula.

²⁹ The results of this table used the following scoring: *No Account*: 0, *Unofficial Account*: 1, *Official Use*: 2. Unanswered questions resulted in a score of N/A, nullifying the school’s answer. An overall score of 0 implies a more EIL-principled curricula, and a score of 6 implies heavy use of NSM in Curriculum design.

4.2.1.2 How Do Programs Use NESTs and non-NESTs as Teachers in their EFL Schemes? Similar to the results of cultural context for materials, 7/9 of participating schools³⁰ reported no major official professional difference between NESTs and non-NESTs. This is supported through the hard analysis of curriculum, where equal treatment, in so far as the allocation of classes (generally around 2 classes/teacher to make approximately 20 in-class hours), types of classes (both teacher types can teach both grammar and skills), assigned materials (generally a mixture of texts and supplemental materials), size of classes (approximately 20 students/class), and in-service teacher education. In this way, NESTs and non-NESTs are treated as theoretical equals in the vast majority of the participating Turkish EFL programs. However, many schools are quick to report this egalitarian planning for the use of NESTs and non-NESTs as an ideal, which is normally not realized. Reasons for this lack of balance tend to correspond with both teacher preference as well as the schools overall pedagogical philosophy.

While ideally used in the same way, schools note that when given the chance and/or accounting for teacher experience, teachers tend to choose their own binaries. Here are three examples of answers that describe this phenomena:

There isn't a particular distinction but NESTs are preferably given classes between A2 and B2 to maximize the amount of actual speaking practice. In our program, each teacher fills out a 'preference survey' informing about their level preference, the teaching shift, and the skill they wish to teach every term. Teachers' qualifications and experiences are considered when assigning classes or levels. ... (University C, School Profile Survey, Question 9)

Non-native speakers are more often found at the lowest level, but actually both natives and non-natives teach at all levels, and all courses. (University A, School Profile Survey, Question 9)

Not really. All instructors are capable of teaching any level and/or classes. Traditionally, however, native speakers are assigned to teach B levels mostly. (University B, School Profile Survey, Question 9)

The binary described in these particular situations tends to describe a level-based binary, where non-NESTs tend to teach lower levels (A1 and A2) and NESTs are reserved for the higher levels. 3/9 of the universities (University B) who reported this sort of level-based binary between NESTs and non-NESTs did not give an answer a particular reason,

³⁰ This is from a report of 7/9 responses and two non-response to the school survey.

opting to describe this distinction as “traditional”. The remaining two programs cited two major reasons for this level-based binary: *teacher familiarity with L1* (both University A and C) and *emphasizing speaking with NEST instruction for more advanced learners* (only University C).

However, these two types of reasoning seem rooted in two types of educational philosophy. *Teacher familiarity with L1*, which recognizes one of the limitations of NESTs, is a pragmatic use of NESTs to fit into an EIL scheme. By contrast, by making NESTs central to the higher levels, as suggested by *emphasizing speaking with NEST instruction for more advanced learners*, it implies the use of NSMs for the basis of higher levels. Therefore, these singular policies can be representative of both NSM-based and EIL-principled curricula.

Although only reported in two participating programs, another major binary noted between in this study, and a hallmark of NSM-based curricula, is the concrete definition of NESTs and non-NESTs. A near perfect example of these professional designation is from University D, who stated that “Native speakers mostly teach skills and they do proofreading of the exams [because] natives are better at identifying any structural problems.” In this way, because of their familiarity with English, Natives are designated as “skills teachers” and exam editors. Meanwhile the non-NESTs are relegated to teaching grammar classes. While not an official policy, University C also describes a similar, albeit opposite binary in their program, when they state that “NESTs tend to teach main [grammar] courses [and non-NESTs teach skill classes]” when discussing the results of the program Teacher Preference surveys.

Overall, NESTs and non-NESTs appear to be professionally split along the lines of which classes they ultimately teach because of the ability of non-NESTs to use the L1. Otherwise, there appears to be a strong attempt to use NESTs and non-NESTs equally. Like with material development, with the exception of Universities C and D, this appears to be a way for these participating schools to shift away from NSM-based classes and promote the use of EIL principles within their programs.

4.2.1.3 How do Programs Professionally Define NEST? It would appear that the professional definition of a NEST is more defined by what is not rather than a concrete answer to what it is. Only three participating programs, Universities A, C, and H, actively use a professional definition of a NEST. However, the definitions given, which differ by the traditional geography of place of birth (University C), the exposure to core-culture (University A), and professional certification (University H) and seem reflexive to the roles of NSMs and EIL principles within their program. Nonetheless, the majority of participating programs would seem to agree with University C's NSM-based definition through their assertions that dual citizen NESTs should be considered non-NESTs.

From the three programs (University A, C, and H), which did supply professional definitions for NESTs, and, while they both use a core-based definition of NEST, each program defines the proximity to core-culture through three different calibers: *geography of place of birth* (University C), the *exposure to core-culture* (University A), and *professional certification* (University H). University C is the more traditional definition of NESTs, defined by the geography of a speaker's birth:

In English Prep Program, in order to be considered a NEST, one has to be a citizen of an English speaking country and needs to receive a working visa. ... NESTs who have dual citizenships are treated as non-NESTs. (University B, School Profile Survey, Question 15)

This definition, which closely fits the traditional definition of a native speaker, pushes the major profile for NSM-based curriculums: NESTs as being defined by their core-citizenship. In this example, there is no possibility for a well-spoken dual citizen, who grew up in a core country to be considered a NESTs. By contrast, University A prefers to define NESTs by their exposure to core-culture—not their place of birth:

There is no formal [professional] definition [for NESTs]. [English teachers] who were educated before or at the beginning of their undergraduate program in an English-speaking country, and who continued to reside in an English speaking country thereafter, are generally considered native speakers, even if they were born or spent part of their youth in another country. ... Ultimately, it may be a judgment call based on the individual's fluency and pronunciation in English. (University A, School Profile Survey, Question 14 and 15)

Under this definition, the language level and exposure to core-culture is more important to University A than the geography of their teachers' birth. While it is more of a hybrid between NSM-based and EIL-principled professional definitions for NESTs and

non-NESTs, this is a more inclusive definition than University C's NSM-based definition and allows for more diversity, nationality-speaking, within University A's teaching staff. Lastly, University H defines their native/non-native binary, which they prefer to explain as "international teachers" instead of NESTs, not by any connection to core culture, but instead, used the professional certifications of the teachers to determine their professional roles in their programs:

We call them 'international teachers' as we believe English is a world language. If these teachers hold the necessary qualifications (CELTA, DELTA, TESOL, TEFL certifications) they can teach at the prep program. ... Yes, we treat them [multi-national NESTs] as NESTs as long as they have the necessary teaching qualifications. (University H, School Profile Survey, Question 14 and 15)

As this answer describes, albeit in vague terms, the goal of this definition is to completely remove the cultural aspect of English teaching from any particular professional binary. In this way, this would create a definition which is as inclusive as possible, with regards to hiring international staff.

Nevertheless, 4/9 of participant programs (Universities B, D, E, F) stated that they did not have a professional definition for a NEST. However, 4/9 of participating programs (at University B, C, D, and F) also would not consider a multi-national NEST, with citizenship with a core and a non-core country, as a "native speaker".³¹ Therefore, despite the lack of an official professional definition to be used in most of the participating programs, the concept of a NEST is centered on a singular and core-based identity. In this way, these programs would be more likely to use University C's more traditional definition of NESTs, determined by geography of birth, rather than University A's exposure-based definition.

4.2.1.4 An Aggregate Curriculum. Combining all of these findings, an aggregated EFL curriculum for the participating schools contains these elements, with regards to cultural representation and use of NESTs and non-NESTs:

- 1) Materials which do not have a particular cultural context for speaking English.
- 2) Relative freedom for teachers to manipulate their materials to fit their classes' needs.

³¹ Only University E stated that they had no professional definition of NEST and reported that the hypothetical multi-national NEST should be considered as a NEST.

- 3) A loose native/non-native professional binary along the lines of student language level, with NESTs mostly with the upper-leveled students.
- 4) A core-based definition of NEST, determined by the geography of the teacher's birth.

Reviewing this curriculum, it becomes obvious that there is a spectrum between NSM-based and EIL principled EFL curricula in use at these English Preparatory Programs within Turkish Foundation Universities. For this reason, most of the participating programs fall somewhere between an NSM-based and EIL-principled curriculum.

4.2.2 What are the Generalized Reactions of Most Teachers to this Attitude?

In addition to the School Profile Survey, teachers at participating universities filled out the Teacher Survey. The data collected from these particular surveys were collected and analyzed to determine the overall feelings of teachers towards their respective programs as well as their experiences with a possible Native/non-Native professional binary within the program. Most respondent teachers had positive feelings towards their experiences within their universities, and most experienced some sort of binary between NESTs and non-NESTs. However, these results did show a difference in experiences between the NESTs and non-NESTs with regards to their experience with their institutions and curriculums. The following sections detail these findings and classify them within the context of the NEST/non-NEST binary.

4.2.2.1 Teachers' Generalized Feelings. When looking at the overall attitudes of NESTs and their respective English preparatory program, the numerical representations of answers to the Likert scale portion of the Teacher Survey were analyzed, using SPSS, and displayed on the following table:

Table 2

Means of Teacher Attitudes towards their Respective Programs

	Teacher Type	N	Mean	Std. Deviation	Std. Error Mean
As a whole, I feel that my job, as a teacher, reflects my professional potential, as a teacher.	Non-NEST	49	4.18	.527	.075
	NEST	24	3.04	1.197	.244
I feel that my job, as a teacher, has been well defined by my employer.	Non-NEST	49	4.29	.707	.101
	Non-NEST	24	3.79	.977	.199
I feel that my job, as a teacher, has been well understood by my students.	Non-NEST	49	3.90	.895	.128
	NEST	24	3.46	.932	.190
My co-workers never question my abilities as an English Language instructor.	Non-NEST	48	4.02	.758	.109
	NEST	24	4.04	1.042	.213
I feel my co-workers, both native English-speaking and non-Native English-speaking, are wholly qualified to work as English teachers.	Non-NEST	49	3.24	1.011	.144
	NEST	24	3.92	.830	.169
I have never run into problems communicating with my co-workers.	Non-NEST	48	3.29	1.288	.186
	NEST	24	3.42	1.139	.232

Table 2 (Continued)

	Teacher Type	N	Mean	Std. Deviation	Std. Error Mean
My co-workers and I have an excellent team dynamic. Each teacher understands what role they play in the students' education.	Non-NEST	49	3.51	.938	.134
	NEST	24	3.38	1.056	.215

Looking at this data, it becomes obvious that the teacher respondents (both NEST and non-NEST) have positive views towards their professional experiences within their respective programs. However, there are significances between NESTs and non-NESTs with responses regarding *teacher communication with institution*, where NESTs felt their educational role less likely to reflected their “professional potential” ($t(71)=4.67, p<.05$) as well as less likely to report that their institution effectively defined their position ($t(71)=2.46, p<0.05$), and *workplace discrimination*, where NESTs reported that they felt marginally less likely for their students to understand their job as a teacher ($t(71)=1.94, p<.05$) as well as having less faith in their co-workers' qualifications ($t(71)=-3.02, p<.05$). When taking into account these significant statistical differences, it appears that NESTs feel more issues with communication with their institution. Meanwhile, non-NESTs mostly have issues stemming from student's respect for their position and confidence in their co-workers qualifications. Nevertheless, most NESTs and non-NEST pairings seem to feel strongly that they function well as a team.

Statistically-speaking, there was no significant difference between how NESTs and non-NESTs felt working alongside their current co-workers. Of the three statements concerning *workplace discrimination* (Questions 20-22), the only one to have no significant statistical difference was “my co-workers never question my abilities as an English Language instructor.” In both cases, NESTs and non-NESTs answered that they agree (a numerical score of 4) with the statement. Similarly, both groups of teachers responded with indifference, a relative numerical score of 3-4, to the two statements concerning the *efficacy of teamwork* pointed specifically at teamwork with their co-

workers (Questions 23 and 24). In this way, while there may be issues between NESTs and non-NESTs, these issues feel no more out of place than any traditional intradepartmental problems, nor do these teachers feel strongly that their teamwork is particularly out of the ordinary. With this in mind, it becomes apparent that as far as performing as teachers, both NESTs and non-NESTs feel that they are more or less professional equals.

Interestingly, while both NESTs and non-NESTs perceive each other as equals, non-NESTs appear to be more critical of their co-workers' qualifications than NESTs. This variance is witnessed by statistically significant difference to the answers to Question 21, concerning teachers' generalized feelings towards the qualifications of their co-workers, where NESTs (who scored 4.04 to non-NEST 4.02) were more likely to report confidence in their co-workers' qualifications as teachers. However, when contrasted with some of the open-ended answers to Question 23, who described the professional difference between NESTs and non-NESTs as NESTs being "less efficient teachers" (3/54 reporting respondents), it becomes apparent that many of these biases are concerning NESTs:

Native English-speaking instructors seem to be given fewer main teaching positions as most of them have a problem with a strictly regulated program. (Non NEST 3, University H, Teacher Survey, Question 24)

The biggest difference is the degree of adopting the job as their own. Some native instructors just see it as a job that is taken for granted. They assume since they speak the language they don't need any other training or advice. Kids also see them as someone to spend time with, watch stuff as opposed to Turkish instructors who are seen as more strict. (Non-NEST 5, University H, Teacher Survey, Question 23)

Native English-speaking instructors may have some class-management problems, for instance lack of discipline in the class. (Non-NEST 2, University I, Question 23)

Similarly, 4/54 respondents stated that NESTs were given some sort of special treatment.³² In contrast, the only pattern coded response groupings that involved non-NESTs were *Non-NESTs are better Grammar Teachers* (reported in 6/54 respondents),

³² Mostly this was reported as NESTs being better paid than non-NESTs (3/4 reporting respondents). However, this was also reported as any sort of preferential treatment.

Non-NESTs can Speak to Students in L1 (5/54 reporting respondents), *non-NESTs do more Administrative Work* (3/54 reporting respondents). Without a corresponding negatively defined group for non-NESTs, the implication is that NESTs are perceived to be unqualified, or at least unmotivated, as teachers while non-NESTs as underpaid and overworked.

With regards to NESTs, the particular perception split comes with regards to communication with the institution and students. NESTs were less likely to respond positively to the idea that their current position met their actual professional potential (scoring a 3.04, compared to the non-NEST score of 4.18) and less inclined to feel that their professional role as a native speaker was effectively communicated to them (3.79, compared to the non-NEST score of 4.29). Along a similar vein, NESTs were marginally less likely to report that their students understood their particular role within the larger educational scheme of the EFL program than non-NESTs (who reported a 3.9 to the NEST score of 3.4). Thus, NESTs appear to have more issues with understanding their particular role within the larger educational system than non-NESTs.

However, the communication about educational roles are not the only place in which NESTs appear to be in conflict with their institutions. Answers to the open-ended questions found that, while most respondent teachers stated that they feel that their textbooks did not properly aid their lessons (24/54), NESTs were more likely to distrust their textbooks (9/26 NESTs vs. 13/45 non-NESTs. When describing their provided materials, here is how some NESTs described their textbooks:

No, they are out of date and our curriculum and aims have evolved beyond them. (NEST 1, University E, Teacher Survey, Question 30)

Not necessarily. Some I am happy with, others not. I tend to rely on outside materials to fill in any gaps. (NEST 9, University A, Teacher Survey, Question 30)

I think that we could have some diversity in books. It would help the students learning. (NEST 1, University I, Teacher Survey Question 30)

Logically, NESTs were also more likely to state that they were more willing to create materials for their classes than non-NESTs (22/26 NESTs vs. 27/45 non-NESTs) although 49/54 respondent teachers overall stated that they created extra materials for their classes. Similarly, NESTs were less likely to feel that their in service training was

specialized enough to prepare them for their positions (13/26 NESTs vs. 15/45 non-NESTs).

Combining all of these findings, it becomes obvious that there is an apparent difference between NESTs and non-NESTs with regards to their generally positive feelings about their respective programs. For the most part, NESTs' reported responses to the Teacher Survey that they are less likely to feel that their roles are effectively communicated to them by their institution and are understood by their students. Meanwhile non-NESTs are generally more skeptical of their co-workers in terms of their co-workers' qualifications as English teachers, despite both NESTs and non-NESTs feeling positive about their pairings.

4.2.2.2 How teachers explain the Native/non-Native Binary. Following along the appearance to be a difference, between NESTs and non-NESTs, in how teachers feel about their roles within the curriculum, most teacher respondents stated that there appears that there is some sort of professional binary between NESTs and non-NESTs built into their respective programs. Although the majority of teachers report that this binary is implied more than explicitly stated by the programs and the majority of these teachers feel that English should be taught within an international context, they do feel that these roles are fair and representative with regards to NESTs and non-NESTs.

Question 25 concerns itself with the basic anatomy of the professional binary between NESTs and non-NESTs. Interestingly, of the 54 reporting respondents, 21 teachers stated that there was no noticeable difference between NESTs and non-NESTs within their programs. Of the 28 respondent teachers that did note a noticeable differences, can be grouped into the following groups: *Definition-Binary* (19/54) and *Professional Differences* (16/54). These groups can be broken down and displayed on the following table (Table 3).

Table 3

Types of Teacher Descriptions for NEST/Non-NEST Binary

<i>Definition-Based Binary</i>	<i>Professional Differences</i>
NESTs are better language models (8/19)	NESTs are given Special Treatment (4/16)
Non-NESTs are better Grammar Teachers (6/19)	NESTs are not as good of Teachers (3/16)
Non-NESTs can Speak to Students in L1 (5/16)	NESTs teach higher levels (3/16)
	Non-NESTs do more Administrative Work (3/16)

Overall, the interesting things about these groups is how the definition-based binary focuses on the abilities of NESTs and non-NESTs, which formulates traditional views towards on a native/non-Native Binary, and the professional difference highlights problems created by that same binary, which became one of the many arguments for pedagogical shifts towards EIL education. With the prevalence of this definition-based binary, it is easy to see that many teachers still feel that their programs use NSM-based view of EFL education as a basis of their education.

However, while teachers note a professional difference between Natives and non-Natives within their program, only 3/54 respondents stated that their programs explicitly explain these differences to their teachers. Instead, 10/54 stated that their programs never explained these differences, instead it was either implied through the program or left to the teachers to decide. The biggest mechanism to communicate with teachers about this particular issue appears to be class distribution:

They generally assign Coursebook[, Grammar,] classes to NESTs and Reading Writing classes to non[-]NESTs[,] and it is not explicitly explained to us. (Non NEST 2, University C, Teacher Survey, Question 23)

No [these distinctions are never made to teachers]. But there appears to be a norm that native speakers do the speaking classes and the higher level classes[.] (NEST 2, University C, Teacher Survey, Question 24)

With this in mind, teachers generally feel indifferent to these distinctions, and that the schools are the people that make professional distinctions between NESTs and non-NESTs.

While many respondents did not answer Question 28 (17/54 gave a non-response of some sort and 3/54 were unsure), most teachers found their program's particular policy fair. 26/54 stated that the policy, as they perceive it, as being fair to both NESTs and non-NESTs. However of the 6 respondents, who found the binary unfair, only one teacher noted that it was the additional work that made this binary unfair to non-NESTs:

The instructors have no problem speaking English and most are good teachers, they are not however managers- which is the role they are put in. (NEST 2, University I, Question 25)

In this way, one of the more reported issues with the binary is that it puts a lot of extra-curricular pressure on non-NESTs. Similarly, 12/54 reporting teacher respondents found that their programs binary were representative of their individual views towards NESTs and non-NESTs. Despite these mixed set of feelings towards these binaries, 47/54 reporting teacher respondents stated that they felt confident in their abilities to play their assigned roles as defined by their universities.

As far as any differences in responses about the perceptions of the professional binary between NESTs and non-NESTs, there were qualitative differences between how each group of teachers experience the professional binary between NESTs and non-NESTs within their respective programs. It appears that NESTs were more likely to state that they felt no binary within their program (12/26 NESTs vs. 9/45 non-NESTs), but when they did cite a notable difference, they were more likely to cite *definition-based differences* (11/26 NESTs vs. 9/45 non-NESTs). Meanwhile, non-NESTs were more likely to cite the *professional differences* between NESTs and non-NESTs to be the basis of any professional binary. In a similar manner, non-NESTs were more likely to view these binaries as *unfair* (15/45 non-NESTs vs. 2/26 NESTs) and less likely to view these binaries as representative of the skills and abilities of NESTs and non-NESTs (4/45 non-NESTs vs. 8/26 NESTs).

Despite these differences, most respondent teachers stated that they would not want to change their role within their program (28/54 teachers), but non-NESTs slightly were less likely to want to change their roles than NESTs (9/26 NESTs v. 19/45 non-

NESTs). However, of those who wanted to change, NESTs were more likely to want adapt their educational role to become more of a support role, such as material development, research, or teacher training. In contrast, 3/45 non-NESTs said that they would want to become more of a supervisor within their programs and another set of the same amount of non-NESTs said that they would prefer to have a more egalitarian, albeit an unexplained, distribution of NESTs and non-NESTs.

With regards to one of the biggest philosophical foundations of any language educational binary, 31/54 respondent teachers said that there should be an international focus of the English, and 16/54 respondent teachers said that there should be no particular cultural focus in these programs as a whole. Although these are effectively the same thing, it is interesting to note that NESTs were more likely to say that there should not be a cultural context (8/26 NESTs vs. 8 non-NESTs), whereas non-NESTs were more likely to respond as an international setting (21/45 non-NESTs vs. 10/26 NESTs). Only one NEST mentioned that there should be an Anglophone setting for English language education. Therefore, despite the other feelings, the respondent teachers' statements appear to strongly favor an EIL context for Turkish EFL education.

Combining these ideas together, most teachers experience some sort of binary within their experience at their program. However, the exact description of these binaries differs amongst teachers, with NESTs citing more *definition-based* differences and non-NESTs citing more *professional differences* as a basis for this professional binary. Further non-NESTs were more likely to find these binaries fair and representative to the skills of NESTs and non-NESTs. Despite these binaries, both NESTs and non-NESTs were confident in their abilities to complete their jobs and that English should be taught within a larger, international setting.

4.2.2.3 How Do These Two Generalized Attitudes Compare? When comparing the findings of the School Profile Survey and the responses to the Teacher Survey, the data collected, surrounding the anatomy of the Native/non-Native professional binary, closely resembles each other: a weak binary between NESTs and non-NESTs, implied mostly through class distribution, and emphasizing an international cultural context for the English taught. However, while many respondent teachers view this binary within these terms, the description of the terms surrounding the professional binary to be misunderstood, especially with regard to materials and the roles of NESTs and non-NESTs. For this reason, it becomes apparent that teachers, who by and large support EIL principles, have a huge influence over the outcomes of the curriculum. Therefore, while many teachers still experience the NEST/non-NEST binary through more traditional terms, they are able to develop more EIL-based materials.

One of the major discrepancies between data collected from teachers and their institutions was the official roles defined for NESTs and non-NESTs. As was previously reported, schools mostly defined this *difference as non-NESTs teaching lower levels*, and while 6/82 respondent teachers defined the professional binary between NESTs and non-NESTs within these programs more respondent teachers defined the difference through other methods. The most popular answer was that *Natives are better Language Models* (8/24), followed by a three-way tie between *Non-NESTs can Speak to Students in L1* (6/82 teacher respondents), *NESTs teach higher levels* (6/82 teacher respondents), and *Non-NESTs are better Grammar Teachers* (6/82 teacher respondents). Thus, while many of the schools described more EIL-based programs, their teachers still define their experiences with the binary through more traditional NSM standards.

Similarly, teachers appeared much more leery of their supplied materials than schools would let on. While all but one language program (University D) allow for their teachers to modify and create materials for their program, 40/54 respondent teachers reported that they follow through on this act.³³ In this way, there is more leeway for teachers to influence the curriculum, and when combined with the fact that 47/54 respondent teachers felt that there should be *an international or no cultural context for*

³³ Only 9/54 respondents found their textbooks insufficient.

the English taught in the program, it becomes apparent that teachers do have a rather large impact on the overall effect of the program.

The overall results of the schools displayed a variance between programs' application of EIL and NSM principles with respect to their curriculum design. At the same time, results from the Teacher Survey showed that teachers not only believe in a more EIL approach to EFL education, but that they play an integral part in the curriculum design. For this reason, it becomes apparent that each of the curricula described by participating programs is influenced more towards an EIL-based approach by its teaching staff.

4.3 School Variance (Micro-Analysis)

Noting the variation between individual programs in their application of EIL and NSM principles in curriculum design, this study also looked at the results of the data collected on an institutional level. Overall, this micro-analysis of the data connected teacher feelings, both NEST and non-NEST, to particular styles of binary created by each individual curriculum. At the same time, due to a lack of participation from particular sets of teachers, there were not sufficient amounts of responses to fully analyze each of the participating University English preparatory programs through this method. Therefore, this section is comprised of a qualitative comparison of School Profile and Teacher surveys from the programs that both completed the School Profile Survey and supplied at least ten respondents overall, reducing the sets to Universities A, B, C, and E. An initial ANOVA analysis found statistical differences between University A and the other three universities selected for the micro-analysis, with regards to the aggregate teacher realization of their *professional potential* and if *institutions effectively explained the educational roles of NESTs and non-NESTs*, and the results are displayed on Table 4:

Table 4

ANOVA Results for Programs Participating in the Micro-Analysis

		Sum of				
		Squares	df	Mean Square	F	Sig.
As a whole, I feel that my job, as a teacher, reflects my professional potential, as a teacher.	Between Groups	8.690	3	2.897	3.818	.015
	Within Groups	38.692	51	.759		
	Total	47.382	54			
I feel that my job, as a teacher, has been well defined by my employer.	Between Groups	8.127	3	2.709	5.941	.001
	Within Groups	23.255	51	.456		
	Total	31.382	54			
I feel that my job, as a teacher, has been well understood by my students.	Between Groups	4.022	3	1.341	1.509	.223
	Within Groups	45.323	51	.889		
	Total	49.345	54			
My co-workers never question my abilities as an English Language instructor.	Between Groups	3.911	3	1.304	1.810	.157
	Within Groups	36.015	50	.720		
	Total	39.926	53			
I feel my co-workers, both native English-speaking and non-Native English-speaking, are wholly qualified to work as English teachers.	Between Groups	3.530	3	1.177	1.310	.281
	Within Groups	45.816	51	.898		
	Total	49.345	54			

Table 4 (Continued)

		Sum of				
		Squares	df	Mean Square	F	Sig.
I have never run into problems communicating with my co-workers.	Between Groups	6.676	3	2.225	1.445	.241
	Within Groups	78.524	51	1.540		
	Total	85.200	54			
My co-workers and I have an excellent team dynamic.	Between Groups	2.357	3	.786	.813	.493
	Within Groups	49.280	51	.966		
	Total	51.636	54			
Each teacher understands what role they play in the students' education.	Between Groups					
	Within Groups					
	Total					

Looking at the table, the results of this ANOVA test found that University A teachers, statistically-speaking, felt indifferent towards the idea that their current position reflected their professional potential, reporting a mean of 3.19 ($F(3,51) = 3.86, p < 0.05$), compared to a mean score of 4.06 (the next lowest score) from University C. Similarly University A teachers reported they “agreed” (a score of 3.625, $F(3,51) = 5.81, p < 0.05$) with the statement that their institution effectively defined by their employer, whereas teachers from the other programs, on average, answered in a stronger manner. However, the small sample sizes from each program meant that statistical analysis would not be able to likely find significant differences between results, especially with regards to differences between NESTs and non-NESTs. Therefore, this micro-analysis focused mostly on the open-ended portion of the teacher survey, contrasting each school’s portrayal of the professional native/non-Native binary with the experiences of these teachers with each respective program’s particular version of this binary.

4.3.1 University A. The respondent for University A described a curriculum which resembled the aggregate curriculum described in Section 4.2.1.4 of this study: an EFL curriculum without a pre-defined cultural context for English and a loose Native/non-Native binary, defined by NESTs concentrated mostly with the higher levels of students. While this has created an egalitarian feeling amongst teachers working within this program, it has not completely erased the differences between NESTs and non-NESTs within the program. However, noting the description of some NESTs, it becomes apparent that much of the professional binary between NESTs and non-NESTs is maintained by teachers—not the institution.

Professionally-speaking, the forty-six teachers (twenty-one NESTs and twenty-five non-NESTs) are to be treated equally. Along these lines, it is important to note that, while this program reported that there was no required in-service training for teachers, it was the only program which had an entire Staff with Master's Degrees reported on the Teacher Surveys (18/18 teacher respondents). This means that the training programs, class distribution, and materials used for each class are the same amongst NESTs and non-NESTs. Thus it appears that the curriculum at University A was intended to treat NESTs and non-NESTs equally. In fact, when describing why there are more non-NESTs working with lower levels within the program, the department head described the reason for the binary as the following:

At the lowest level, students need to have at least some Turkish instructors with whom they can talk about study problems, academic anxieties, etc. (University A, School Profile Survey, Question 10)

This description implies that the only reason that there is a distinction made between NESTs and non-NESTs is because non-NESTs can better relate to Turkish-speaking non-NEST teachers.³⁴ In this way, the designed binary appears to be more along the lines Turkish speakers and non-speakers instead of a traditional distinction of NEST and non-NEST.

The looseness of the binary might be a possible reason for the high number of teachers who felt that there was *no difference* between NESTs and non-NESTs within the

³⁴ However, probably due to the high number of Turkish-speaking NESTs (5/12 teacher respondents), NESTs can also be used in lower levels, thus supporting a more fluid binary between NESTs and non-NESTs.

program (9/18 respondent teachers) and *no particular method to reinforce a binary* (7/18). However, of the teachers which felt there was a binary, they tended to report along these Turkophonic definition, like the program, citing that *non-NESTs are better grammar teachers* (5/18) and that *non-NESTs can speak the L1* (3/18). Similarly, the majority of these differences were communicated through indirect methods, such as *Class Distribution* (3/12 reporting NESTs), *implied through unspecified methods* (1/6 non-NESTs), or *left to the teachers* (2/18 respondent teachers). In fact, the only teacher who reported an explicit explanation stated that it was to explain that there was no difference between NESTs and non-NESTs.

Teachers at University A mostly feel positively towards their program's loose binary. 6/18 respondent teachers stated that they felt that this policy was fair to both NESTs and non-NESTs, and 3/18 respondent teachers (all NESTs)³⁵ said that they were representative of the benefits and problems associated with NESTs and non-NESTs. However, this was not always a positive representation. As one NEST described:

These unofficial roles that we [teachers] seem to have established do seem to reflect the problems with NESTs and non-NESTs. For NESTs, we perpetuate this idea that they can't/don't need to understand the students' L1 in anyway. It also makes NESTs think that they can only work with high-level students who don't need as much grammar support. For non-NESTs, it also perpetuates the idea that they need to rely on the shared L1 with students and that they are better at teaching mostly lower levels that focus on grammar needs. (NEST 9, University A, Question 26, Teacher Survey)

Thus, because NESTs are concentrated with the higher levels, it makes them reluctant to reach out to the lower level students and not interact with the outside, Turkish, culture because there is no incentive towards learning the L1. Thus, at University A, while there is no official binary instituted, the routine placement of NESTs with more adept English-speaking students allows them to possibly insulate themselves in an purely Anglophone setting and create a more NSM-based professional lifestyle. This means that it is more up to the teachers to maintain these connections between NESTs and non-NESTs.

Following this support for the binary, both NESTs and non-NESTs reported that they would *not change their current role* within the program (9/18 respondent teachers),

³⁵ This was one of the more un-responded to questions, with 9/18 non-responses.

and those that would, they would prefer more of a *support role* (3/12 reporting NESTs). Similarly, while 15/18 responding teachers reported that they did create supplemental materials for their classes, the same 15/18 reported that they found their textbooks, at least sometimes, adequate to teach their classes. When combined with the fact that 14/18 responding teachers reported that they feel that English should have an *international* or *no cultural context*, these new materials would support University A's similar stance on EFL education within the program.

However, 10/18 responding teachers stated that the training supplied did not specially train them to adopt to their institutionally placed teaching role, and this was especially true for NESTs (9/12 respondents). For example, one NEST described her training process from being an instructor to doing more material development:

I did not receive any formal training for this change [from teaching to material development] in roles. My training has taken place through individual guidance and mentoring from my colleagues. (NEST 6, University A, Teacher Survey, Question 29)

In this way, there was not any official training, and instead she relied her coworkers to help them define their own position. Other teachers, when describing their experience had this to say:

We received some introductory seminars. I thought they were well-intentioned, but not necessarily helpful. (NEST 9, University A, Teacher Survey, Question 29)

No. The only training we get is how to assess and proctor our proficiency exam. (NEST 4, University A, Teacher Survey, Question 29)

Instead, NESTs do not feel that these trainings help them define their roles within the programs. Instead it is up to them to figure out their roles on their own.

A recurring theme within the curriculum design at University A was this idea of teacher-defined boundaries. The boundaries establishing the NEST/non-NEST binary at University A are only defined by a teacher's proficiency with the students' L1, concentrating many of the NESTs with the higher levels. Teachers then reinforce these binaries through collaboration to train each other and material design. Teachers seem to be very much in support of this semi-adapted version of an EIL curriculum.

4.3.2 University B. The curriculum described by University B in the School Profile Survey was another program, like University A, which was very similar to the aggregate curriculum described in Section 4.2.1.4 of this particular study. As was found with University A, this binary helped teachers develop a sense of equality amongst the NESTs and non-NESTs. However, extra-professional differences between the treatment of NESTs and non-NESTs by management have in turn created negative feelings by non-NESTs towards the binary.

As with University A, the lack of an official binary means that the 119 teachers (8 NESTs and 111 non-NESTs) at University B are treated equally, with regards to professional development, class assignments/duties, class types, and available materials. However, while University had no official in-service training program, University B reported that it requires all teachers to complete an induction/orientation, developmental class visits, peer observations, reflection sessions with a trainer, buddying, participation in university activities, and ad hoc requirements deemed necessary as part of their professional development. In addition, as far as pre-service education, 9/10 non-NESTs reported either a Bachelor's or Master's Degree, and 1/10 held a Doctorate; and the two respondent NESTs held a Bachelor's degree. Similarly 6/10 respondent teachers (both NEST and non-NESTs) held some sort of extra-academic EFL teaching certification.

When describing their program's binary, University B explained:

Not really [, there is not a particular distinction made between NESTs and non-NESTs]. All instructors are capable of teaching any level and/or classes. Traditionally, however, native speakers are assigned to teach B levels mostly.
(University B, School Profile Survey, Question 9)

Thus, there appears to be slight binary, along the lines of student L2 proficiency. Without an explanation for the underlying philosophy of their particular binary, teachers within the program better explain this dynamic:

No differences have been communicated to me. I am under the impression that when possible, a class is assigned one native speaker and one non-native speaker.
(NEST 1, University B, Teacher Survey, Question 24)

We [NESTs and non-NESTs] are assigned the same classes (integrated skills, academic skills), but they avoid assigning very low levels such as A1-A2 to NESTs.
(Non-NESTs, University B, Teacher Survey, Question 24)

In this way, teachers explain that while the institution assigns at least one NEST to each level, the majority of the 8 NESTs appear to be predominantly with the higher student levels.

Following this egalitarian approach to curriculum design, all respondent teachers from University B note no differences, between NESTs and non-NESTs, within the program (5/5 respondent teachers). However, the NEST/non-NESTs binary appears to be expressed in more extra-curricular terms. As one non-NEST explains:

All the roles are the same, but salaries are different. Plus: we had to move to our new offices, we were placed based on our seniority. However, NESTs were all placed in the “better” option regardless of their seniority. We don’t know the rationale behind this. (Non-NEST 1, University B, Question 23)

Therefore, while the teaching roles are the same for the teachers, the favorable treatment towards NESTs, as far as payment and treatment, has created a resentment towards NESTs by non-NESTs. While this was only reported by one of the teachers, and while this might be a single, disgruntled employees—not a trend for NESTs and non-NESTs. However, due to the low teacher respondent-rate to the Question 9 (5/10 teacher respondents). However, in this particular case, because there is a lack of evidence to the contrary, this answer must be taken as a partially representative answer to the question.

This negative view translated to a split view of the “fairness” of this particular binary amongst NESTs and non-NESTs. All of the respondent NESTs described the binary as fair and reflective of NESTs and non-NESTs. However, 2/3 respondent non-NESTs refused to answer, and the one non-NEST respondent characterized the binary as unfair, and none of them commented on whether or not they felt this binary as reflective of their views of the abilities of NESTs and non-NESTs. As one of the NESTs explained:

This [binary between NESTs and non-NEST] completely depends on the demographic of students and how accurately they are assigned to a level. Non-native speakers are better able to meet the needs of weaker students. This is most accurate in the case where the non-native speaker speaks the same mother tongue as the students. (NEST 1, University B, Teacher Survey, Question 26)

In this way, they argue, because non-NESTs speak the L1, it makes more sense as teaching students with limited English skills.

Both NESTs and non-NESTs (4/5 respondent teachers) reported that they would want to change their role within their respective program. Of these, no particular group

came out dominantly: 1/3 non-NESTs said that they wish to change to a *more supervisory role*, while 1/2 NESTs wanted to shift their job to take on more of a *support role*. Lastly, one of the non-NESTs wanted to change the *context of the English* taught to more of an EAP or ESP setting, and the other NEST said that they would not want to change their role. Therefore, most of the respondent teachers at University B feel that they want to change their educational role within the program. However, there were not enough answers to support a trend towards these desired changes. Despite this, these teachers all felt that there should be *no/international cultural context* for the English taught in their program (1/5 *No Context* vs. 4/5 *International*).

Despite these varied responses towards changes for their roles, 4/5 of the respondent teachers from University B felt that their induction/orientation program, combined with a teaching buddy program for novice teachers, prepared them specifically for their role as a NEST or non-NEST within University B's program. As they explain:

We have an induction programme once we are hired and teachers who are newly hired are peered with more experienced teachers within a buddying system to enhance their adaptation process. (NEST 1, University B, Teacher Survey, Question 29)

Induction Training where we learn all about the program, procedures etc. (Non-NEST 1, University B, Teacher Survey, Question 29)

We receive a two week induction training and then we attend a weekly reflection meeting after the teaching term begins. (Non-NEST 3, University B, Teacher Survey, Question 29)

In this way, novice teachers are not only explained their role within the greater educational program, but they are followed throughout their initial weeks to insure their knowledge of this particular role. For this reason, it appears that teachers at University B are quite positive towards their required in-service training.

Overall, the loose binary between NESTs and non-NESTs has a similar effect to those found in University A: both NESTs and non-NESTs feel that each provides a similar educational role to their students. Further, University B appears to support this binary with extensive in-service education for their teachers to properly make sure teachers have adapted to their role. However, due to extra-curricular differences in how the institution

treats NESTs and non-NESTs—not the anatomy professional binary in general—has led some of the non-NESTs to feel that this particular take on the binary treats them unfairly.

4.3.3 University C. University C was one of the more unique programs to take part in this study, being the largest program (with 3000 students) and one of two schools (with University D) to score 5 or higher on the NSM-Use-Scores from the pattern coded School Profile Survey. In addition to a loose NEST/non-NEST professional binary, based on student language proficiency, University C also reported a binary, where NESTs were concentrated in grammar courses and non-NESTs mostly teaching skills classes. Despite this stricter binary within its curricula, teachers are still treated equally, with regards to their professional life. Following this idea, teachers at University C still hold a positive towards this particular binary.

What makes University C so unique in this study is that it was one of two heavily, NSM-based curricula, which took part in this study. Their binary, which is based on teacher preference, is loose, but limits teachers by class type as well as student English Proficiency. As University C explained:

There isn't a particular distinction but NESTs are preferably given classes between A2 and B2 to maximize the amount of actual speaking practice. In our program, each teacher fills out a 'preference survey' informing about their level preference, the teaching shift, and the skill they wish to teach every term. Teachers' qualifications and experiences are considered when assigning classes or levels. NESTs have a tendency to teach main course. (University C, School Profile Surveys, Question 9)

Thus, as University C explained, this particular binary is a result of teacher choice, as opposed to an institutionally imposed bias. However, as was discussed earlier, the focus on NESTs being used for “more speaking practice” at higher levels, rather than University A’s explanation of non-NESTs ability to speak the L1, implies a bias towards non-NESTs. At the same time, the 147 teachers (26 NESTs and 121 non-NESTs) employed at University C are treated equally outside of these class assignments. In this way, they are given similar in-service education, workloads, and access to materials. University C reported that they require both their NESTs and non-NESTs to complete an Induction/Orientation, In-service Trainings, Concurrent Training Sessions, Mini Workshops, Observations, Mentorship, and Continuous Professional Development (CPD) Option as part of their professional development. As far as pre-service education, 11/21

respondent Teachers (including 2/4 respondent NESTs) report having a Master's Degree, 9/21 respondent teachers reported having a Bachelor's Degree, and 13/21 respondent teachers reported some sort of extra-degree teaching certification. Similarly, most of the teachers felt that there should be *no* or *an international cultural context* for the English taught within the program (8/21 respondent teachers). Thus, while the NEST/non-NEST might be strict, the teachers are educated to treat each other as equals who promote an international context for English.

Following this strict binary, only 2/21 respondent teachers (both non-NESTs) reported that they felt no difference between NESTs and non-NESTs within the program. From the remaining respondents, there was not much of a difference in how NESTs and non-NESTs view this binary within University C's program. 2/21 respondent teachers reported that the difference was defined by *NESTs only teaching higher-level students*, but 4/21 respondent teachers (3 non-NESTs and 1 NEST) also reported that *NESTs are better language models*, one of the major philosophical components of NSM-based curricula. As three of these respondent teachers explain:

Native English-speaking instructors are better at teaching speaking and are better models. (non-NEST 2, University C, Teacher Survey, Question 23)

Native English-speaking instructors can help students more in terms of developing speaking a[n]d listening skills. (non-NEST 3, University C, Teacher Survey, Question 23)

[The binary at University C is defined by] more speaking practice with native instructors. (NEST 2, University C, Teacher Survey, Question 23)

In all of these answers, what is key is that they highlight the inherent abilities of NESTs to communicate in English as a basis of what they do at University C.

As far as communication of these particular roles, 5/21 respondent teachers reported that they felt that these distinctions were communicated through *class distributions*, however another sizable population reported that these differences were more *implied rather than explicitly explained* (3/21 respondent teachers). In this way, none of the teachers feel that these roles were explicitly stated through class distributions, and left to the teachers to deduce the actual educational role they are to play. Nonetheless, 5/21 respondent teachers felt that this particular binary was *fair* to both NESTs and non-NESTs, while only 1/21 respondent teacher felt that these were *unfair*; and 3/21 respondent

teachers (compared to one NEST who disagreed) felt it representative of the actual dynamic between NESTs and non-NESTs. Combined with the fact that none of the respondent teachers wanted to change their role within the program (7/21 respondent teachers), these findings show that while respondent teachers felt that there was a binary between NESTs and non-NESTs, most of them actually felt positively towards these professional distinctions.

5/21 respondent teachers (4/19 non-NESTs and 1/3 NEST) felt that their roles were effectively explained to them through their training. However, it is important to note that the single no answer as well as 1/2 of the non-answers to this particular question were cited by NESTs. Thus, it appears that this sentiment appears more prominent in the non-NEST respondent teachers. Similarly, while 4/19 non-NESTs felt that their textbooks properly aided their roles as English teachers, all of the NESTs felt that this was not true (2/3 NESTs reported no and 1/3 reported sometimes). Following this trend, all of the NESTs reported that they made or modified materials for their classes, while 3/19 non-NESTs reported doing so. Thus it appears that many of the NESTs at University C had issues with the extra-institutional aspects of the program, which appear to favor non-NESTs at University C.

Combining this information, University C is a bit of a paradox: it still promotes an international cultural context for the English taught at their program, but also has one of the most NSM-based curriculums in this study. Teachers in this program definitely perceive the stricter binary between NESTs and non-NESTs. However, this binary does not appear to bother the teachers, who support the idea of *NESTs as being better Language Models* and overall find these findings fair and representative. However, the equal treatment between NESTs and non-NESTs become apparent when talking about in-service training and textbooks, which the findings imply the favor of non-NESTs in matters outside of the classroom.

4.3.4 University E. In contrast to University C, University E scored the lowest on the NSM-Use Score. Unlike the other schools profiled, University E reported no binary between NESTs and non-NESTs because it officially views NESTs and non-NESTs on equal footing in their abilities as teachers. As was found in other school profiles, this lack of an official binary made the NESTs and non-NESTs report that this particular take was very fair to teachers, but some felt that by ignoring differences between NESTs and non-NESTs, there were some issues addressing that the possibility of teaching differences between NESTs and non-NESTs. Therefore, even though this study found that University E was a paradigm of an EIL-based curriculum, it still had issues to address between NESTs and non-NESTs.

As with the other programs in this study, the 58 teachers (26 NESTs and 32 non-NESTs) employed at University E were treated equally. In this way, NESTs and non-NESTs are given the same classes, in-service teacher education, workloads, and access to materials. With regards to teacher training in particular, University E did not report the specific in-service education that was required, but said that all teachers were required to go through the same training. As far as pre-service education, 9/10 respondent teachers reported having Master's Degrees and 1/5 NEST as having a Bachelor's Degree and 7/10 respondent teachers (3/5 NESTs and 4/5 non-NESTs) have some sort of extra-academic teaching certification.

The pre-dominant reason for this lack of distinction between NESTs and non-NESTs appears to be fairness. As University E reported:

All teachers, NESTs or Non-NESTs, they deserve to be treated fairly. Plus, we trust the professionalism of all our teachers. (University E, School Profile Survey, Question 11)

Under this particular understanding of the binary is that by splitting up teachers, through the traditional NEST/non-NEST binary, it creates an inherently unfair working environment towards each group. Thus, the goal of University E is to alleviate all of these resulting biases by simply removing the distinctions between the two groups. This lack of distinction between NESTs and non-NESTs was also strongly felt by respondent teachers (5/10 respondent teachers), who felt that there was *no distinction made between NESTs and non-NESTs*. However, 2/5 NESTs reported that *NESTs are concentrated at the higher*

levels, and 1/5 reported that the major distinction was made by the *non-NESTs speaking students' L1*.

Noting the teacher description of the NEST/non-NEST binary, teachers describe a binary similar, in practice, to University A and B: a loose NEST/non-NEST binary, determined by student proficiency with English. However, unlike the other two, this is to make sure that each student level has access to a NEST—not to concentrate NESTs with the higher levels. As one teacher explains:

[University E's managers] try to keep a balance of native and non-[native] speakers of English in each class, equally distributed to each section as much as the resources allow for it[.] (non-NEST 1, University E, Teacher Survey, Question 24)

In this way, the program is focused on utilizing NEST and non-NESTs equally, at all levels, by insuring that each level has an even amount of NESTs and non-NESTs. From a student perspective, this allows for equal access to both types of instructor. However, this also allows teachers to feel that neither teacher group is given primarily the more advanced or more novice students, promoting a more egalitarian working environment.

Also similar to University A and B, respondent teachers (2/5 of NESTs) who noted these differences stated that these differences were mostly inferred from *class distribution*. As these two teachers explain:

There is not a distinction made. The only exception being that in timetabling it is preferable not to have more than one NEST per class – so that they are spread as evenly as possible. (NEST 4, University E, Teacher Survey, Question 24)

Thus, the goal is to evenly spread NESTs and non-NESTs across every level. In this way teachers are limited by this binary to be able to evenly distribute the teachers.

This even use of the teachers is widely considered fair by the respondent teachers (6/10 compared to 4/10 non-responses). In this way, the focus on fairness has created an extremely egalitarian environment amongst the teachers at University E. However, this does not mean that most teachers feel that this particular binary-less environment is entirely representative of NESTs and non-NESTs. 3/10 respondent (2/5 NESTs and 1/5 non-NESTs) teachers stated that this particular binary did not properly represent the actual differences between NESTs and non-NESTs. As one NEST explains:

As the roles set out by the department don't distinguish between NESTs and Non-NESTs, I think there is a lack of guidance or acknowledgement that one's linguistic

background may affect how one teaches, and how learners perceive, react to and what they require from teachers[.] (NEST 1, University E, Teacher Profile Survey, Question 26)

While on the surface, this describes the goal of a binary-less program: to promote egalitarian beliefs between NESTs and non-NESTs, the major issue at not having a binary is that it ignores all differences between teachers. This ultimately can create situations where NESTs or non-NESTs may be inherently different, such as in their ability to speak the students' L1 or their familiarity with the academic culture. Thus without any context, this can create problems for NESTs and non-NESTs who may require particular training or receive a particular context before being able to teach a class. Despite these feelings that the binary does not realistically represent the abilities and disabilities of NESTs and non-NESTs, most teachers *would not change their role* within the program (5/10 teacher respondents vs. 2/10 "yes" answers). However, of those who answered "yes", one never explained how and the other wanted to become a supervisor. Thus, most teachers are happy with their roles, as defined within the program.

Further, 7/10 respondent teachers found that their roles were well-defined within their training. At the same time, only 3/10 respondent teachers stated that their textbooks properly aid them in their job, although the results are skewed between NESTs and non-NESTs. 3/10 respondents NESTs (vs. 1/10 non-NESTs) found that the textbooks were not adequate. As one explains:

No, they are out of date and our curriculum and aims have evolved beyond them. (NEST 2, University E, Teacher Survey, Question 30)

In this way, this NEST feels that the classes have moved beyond the classes, and that they should get better textbooks to better fit their goals. At the same time, another teacher describes matching textbooks a continuously moving target:

No [the textbooks are not adequate, and] and [these books] shouldn't [be adequate.] [O]ur role as a teacher is wider than a text book. No textbook can [fully supplement a course]. (NEST 3, University E, Teacher Survey, Question 30)

The idea presented here is that ultimately, no text book is perfect. So teachers constantly need to modify and update their materials to fit their class's particular needs. Following both lines of logic, it is no surprise that 8/10 reporting teachers reported that they created or modified materials to fit their classes.

University E described a curriculum that most resembles an EIL-principled curriculum based off of a concept of making the curricula equally fair to NESTs and non-NESTs. However, in practice, it more closely resembled the curricula described by University A and B. While teachers found that their resulting roles were fair, the major issue with removing NEST and non-NEST distinctions was that it removed any ability for teachers to discuss problems, witnessed by either NESTs or non-NESTs but not the other, such as material choice or development, to not be openly discussed. In this way, while the binary between NESTs and non-NESTs still exists in University E, it is largely ignored by program management.

4.3.5 Lessons from the Four Micro-Studies. Looking at the four micro-analyses, it becomes apparent with each style of EFL curriculum, there are a unique set of problems and benefits which are associated with it. For example, the teacher-led loose binaries, defined by Universities A, B, and E, allowed for a more egalitarian feelings between teachers, and the strict binary of University C coincided with heightened feelings of a binary between NESTs and non-NESTs. While teachers appear to be more in line with their respective program, programs which ignore key differences between NESTs and non-NEST, such as University C and E, tend to be viewed as unfair towards one way or another.

Most teachers found that their program's respective interpretation of the NEST/non-NEST binary was ultimately fair, which in turn led teachers to share the beliefs of their parent program. In this way, despite the wide-acceptance that English should be taught in an international context, teachers within a program with a stronger NSM-leaning, such as University C, will be more likely to view *NESTs as better language models*. At the same time, in more EIL-principled programs, teachers were more willing to acknowledge *non-NESTs as speaking the students' L1* as their defining feature.

In contrast to this trend, most feelings of unfairness between NESTs and non-NESTs tend to stem from something outside of the application of a particular binary. At University B, the issue came from perceived special treatment towards NESTs from management, and at University E, the complete lack of distinctions between NESTs and non-NESTs meant that teachers feel that possible problems, stemming from their abilities as NESTs and non-NESTs, meant that they were not able to properly address certain issues

between NESTs and non-NESTs. Thus, most teachers felt that the issue was not a particular binary but the inability of the school to address issues formed by the binary.

4.4. Combining the Macro and Micro-Perspectives of Data

Overall, analysis of the School Profile Surveys displayed that schools have interpreted EIL principles to varying degrees. This has resulted in a spectrum of curriculums, when taking in account NSMs and EIL principles. Nonetheless, results from the Teacher Survey displayed that teachers strongly believe in EIL principles, and they play a major part in the curriculum design process for each program. Following these ideas it becomes apparent that each of the curricula described by participating programs is to some extent influenced more by EIL-based approach by its teaching staff, although curriculum planners might be more influenced by NSMs. At the same time, the micro-analyses displayed that teachers tend to agree with the overall philosophy of their curriculum design. Thus, if a school is more NSM-based, it is more likely that those teachers will view *NESTs as Better Language Models*. In this way, the interaction of influence between teachers and curriculum appears more cyclical than linear, and, while most teachers and programs view an international context for English as a positive idea, the interpretations of the specifics of these principles vary greatly from school-to-school and teacher-to-teacher.

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The primary purpose of this study was to evaluate the native/non-native English-speaker teacher binary within the bounds of current curriculum design for EFL programs in Turkey through analyzing the roles of native and non-Native English-speaking teachers as well as the use of NSMs and EIL principles as a foundational pedagogical philosophy within the nine participating programs. To these dulled purposes, data was collected qualitatively and quantifiably, before employing a mixed methodology to yield results. This chapter first discusses the results, with regard to each research question, before providing theoretical and pedagogical implications for these particular findings.

5.1.1. Discussions concerning who programs consider a “NEST”, and How Schools form and maintain a binary between NESTs and non-NESTs. Interestingly, while most of the participating schools appear to use a more NSM-based definition of a NEST, few overtly cite Karachu’s (2006) core-based definition of a native speaker. Instead, most schools appear to define a NEST by what it is not: a Turkish speaker of English. Thus, the NEST/non-NEST define itself more along the lines of foreigners and Turkish nationals rather than relating to the mother-tongue of the teachers.

Similarly, although not universal, the results yielded most schools employ a weak binary between NESTs and non-NESTs, defined along student language levels and concentrating NESTs with the higher levels. Again, while schools cited various reasons for this take on the binary, the predominate reasoning was in order to allow non-NESTs, who speak students’ L1, access to the lower level students to better help them gain a solid foundation in English. NESTs, although greatly needed for schemes in University C and D, by contrast, appear to be more of a luxury within these programs. In this way, these programs use NESTs to help polish off their students but do appear not require them to operate properly.

This binary, as described, is a departure from the binary described by Canagarajah (1999) because it still functions with, although does not rely on, mostly alien NESTs to

operate properly. Instead, the Turkish binary fits in more with Medgyes (2001) and Llurda (2012) who argued that despite being academically proven to be ineffective, the binary between NESTs and non-NESTs would never really disappear because of the economy which it inspired. This shift in binary would then display that many of these programs shifted the focus of their teacher binary from a core-based focus on NESTs to the L1 abilities of non-NESTs in order to conform their overall programs to fit with the more academically accepted EIL principles.

5.1.2. Discussions concerning how Teachers feel about the Binary between NESTs and non-NESTs. As a whole, the teacher surveys showed that the respondent teachers felt positively about their professional experiences within their particular programs. Most of this appears to be the result of a strong sense of comradery experienced between co-workers within these EFL programs because, where there were issues in understanding these roles, it was NESTs, who reported responses to the Teacher Survey that they are less likely to feel that their roles are effectively communicated to them by their institution and are understood by their students. In combination with the micro-analysis, it appears that these teachers also tended to agree with the pedagogical design of their particular program. Therefore, if a school preferred a more NSM-based approach, teachers were more likely to see NESTs as better language models, but if a program preferred a more EIL-principled approach, teachers seemed more likely to embrace the more Turkophonic-centered NEST/non-NEST binary.

Where most of the teacher animosity towards a particular program came from was not from the existence of a particular binary between NESTs and non-NESTs. Instead it came from how each program enforced each particular interpretation of the NEST/non-NEST binary. For example, University B, which almost perfectly fit the aggregate Turkish curriculum, alienated their non-NESTs by giving special treatment to their NESTs; and University E, which had one of the most EIL principled programs in this study, created issues with their NESTs, by refusing to acknowledge differences between NESTs and non-NESTs, by not acknowledging that each teacher group had different needs or could bring different benefits to students' educational experiences. At the same time, although differing greatly in their use of NSMs and EIL principles, Universities A's and C's teacher-led approaches appear to create better relationships between teachers and their

institutions. In this way, no matter what the approach is, for any binary between NESTs and non-NESTs to work, schools must implement a more teacher-centered implementation.

Aside from the arguments surrounding the legitimacy of NESTs as a superior educator, Canagarajah (1999), Medgyes (2001), Kramsch and Zhang (2015), and Llorca (2012) approach the necessity of studies into this particular subject from the stand point of the inherent inequalities between NESTs and non-NESTs as a result of this particular binary. As these researchers describe it, this preference towards NESTs and NSMs is the status quo in global EFL programs. However, as this study suggests, it is important to note that these feelings towards this particular binary are also the result of how the school expresses its binary—not a result of the binary itself.

5.1.3 Discussions concerning how much these Turkish EFL Programs rely on NSMs and EIL Principles to formulate their Curricula. Both Bektaş-Çetinkaya (2009) and Illés, Akcan, and Feyér (2012) described Turkish EFL programs which nominally advocate EIL principles, while maintaining strong NSM-based curriculum. The cause for this, as Bektaş-Çetinkaya (2012) and Tomak and Kocabaş (2013) noted, is the pedagogical shift in philosophy from NSMs to EIL Principles in Turkish EFL circles. In this way, programs are experimenting with various curriculum schemes to determine how exactly to best apply these EIL Principles. The results of this study support these findings because, despite the variation in application of EIL principles, each of these programs advocate, at least nominally, the use of an international form of English language for their formative EFL principle.

However, the primary focus of these previous studies was on the use of culture, material design, personel choice, and their relation to the use of EIL principles within these particular programs to connect these ideas. What made this particular study unique is where it found the variations in these EFL curriculums: the definitions of a NEST and the application of a particular professional binary between NESTs and non-NESTs. Most of the programs in this study appear to agree on a more EIL-principled approach towards materials and approaches to culture, advocating for more international contexts for the English to be used within their programs, but almost none of them had a concrete definition as to what the program considered was a NEST vs. a non-NEST nor which roles

these particular teacher classes should play within their programs. Thus, referring again to the cyclic nature of curriculum-design, although it appears that while EIL principles are becoming more popular and used more widely amongst Turkish EFL Programs, TEEPs, like academic literature on EIL, often neglect the personnel aspect of their curriculum design when applying EIL principles to their programs.

5.2. Pedagogical Implications

The primary pedagogical implication taken from the results of the study is that EFL programs should look at teachers, both NESTs and non-NESTs, as a part of the curriculum-creation process—not simply as vessels which transfer knowledge to students. Currently, the primary concerns within these programs, as far as curriculum development, is in material design, and while most programs actively bring teachers into the material-design process, many of these programs do not address the needs of their teachers nor establish the roles which they feel able to play within their program.

In a similar vein, the individual programs appear to focus more on the application of EIL principles to material selection and design instead of their professional dynamics. In this way, although all of the schools agreed on an international cultural context for the teaching of their language, it appears that they do not give the same thought to the roles of NESTs and non-NESTs within their programs. Therefore the results of this study heavily implies that their need to be conversations amongst TEEPs in general to establish the necessity of NESTs, non-NESTs, and the roles of each teacher-type within these programs.

Both of these implied issues could be solved through small scaled needs-based analysis of teachers within each program. In this way, if programs were to establish that their particular interpretation of the NEST/non-NEST binary is the preferred method, the teachers could imply the various issues they would have with each role and establish how best the university could resolve the issue. This solution would then allow the university to establish the efficacy of their particular Native/non-Native binary through a teacher-led critique of the limitations of their individual programs.

5.3 Conclusions

The focus of this particular study was to illustrate the binary between NESTs and non-NESTs within Turkish EFL programs. Thus, the results of this study compiled data from the curricula and 82 teachers from nine English preparatory programs at foundation universities in Istanbul and found that, generally speaking, there is a weak binary between NESTs and non-NESTs within these programs, along the lines of the level of student English use and concentrating NESTs with the more advanced students. At the same time, the results of the four qualitative micro-analyses found a positive correlation between the use of NSMs and EIL principles in the formation and maintenance of a Native/non-Native professional binary and teacher belief and trust in that binary and reliance on NSMs or EIL principles. In this way, this study found that the formation of a truly EIL-principled program, as Cook (1999) and McKay (2003) advocate, must account for this professional binary and minimize differences between NESTs and non-NESTs when designing its overall curriculum.

However, the results of this study also found that this attention to the native/non-Native professional binary was not uniform across the participating programs. The relative uniform use of EIL principles to inform the material selection and creation within these curriculum designs, mixed with a non-uniform definition of NEST and application of a binary between NESTs and non-NESTs, implies that the majority of these programs do not view the personnel aspects of curriculum design equally. While ultimately this view might be the product of literature which focuses more on the material aspects of EIL curriculum design, it does mean that teachers feel neglected in particular about how their schools address the binary as opposed to the binary itself. Thus, highlighting the collaborative and cyclic nature of curriculum design, it is the assertion that whichever design schools do decide to implement for a binary between NESTs and non-NESTs, they must lead with a teacher-centered plan.

Overall, this descriptive study looked into reality of the professional binary between NESTs and non-NESTs within English preparation programs at nine different foundational universities in Istanbul in order to compare them to the ideals of EIL, most prominently by cited in Cook (1999) and McKay (2003). While this particular study did not look to test the merits of each program, the results found that teachers, despite variation

in the particular binaries created by programs, mostly stood by the beliefs towards NESTs and non-NESTs presented in their respective program and disagreed with the binary when it led to issues beyond the scope of the curriculum, such as *special treatment for NESTs* or *ignoring inherent differences between NESTs and non-NESTs*. In this way, for an EIL curriculum to truly be formulated, programs should properly account for the professional binary between NESTs and non-NESTs, diminishing the differences between each teacher type through teacher-led initiatives as well as insuring an equal professional experience for each group.

5.4 Recommendations for Further Research

More research is needed to explore the themes found in the results of this study. As was previously stated, this study was limited in both scale and scope, because of its descriptive nature and focus on Turkish foundation university preparatory programs in Istanbul. Thus future research could alleviate these limitations by focusing research to another educational focus, whether it is K-12 EFL education or state-run schools, or by widening the research of the definitions of a NEST/non-NEST binary to other Turkish academic communities, outside of Istanbul. Similarly, now that the nature of these particular binaries has been described through this study, future researchers could also compile student data to establish the efficacy of these interpretations of Native/non-Native binary on the actual English language learning within these programs. In this way, it would evaluate the efficacy of these more EIL-principled binaries, from a L2 student perspective as well, within the context of Turkish EFL programs.

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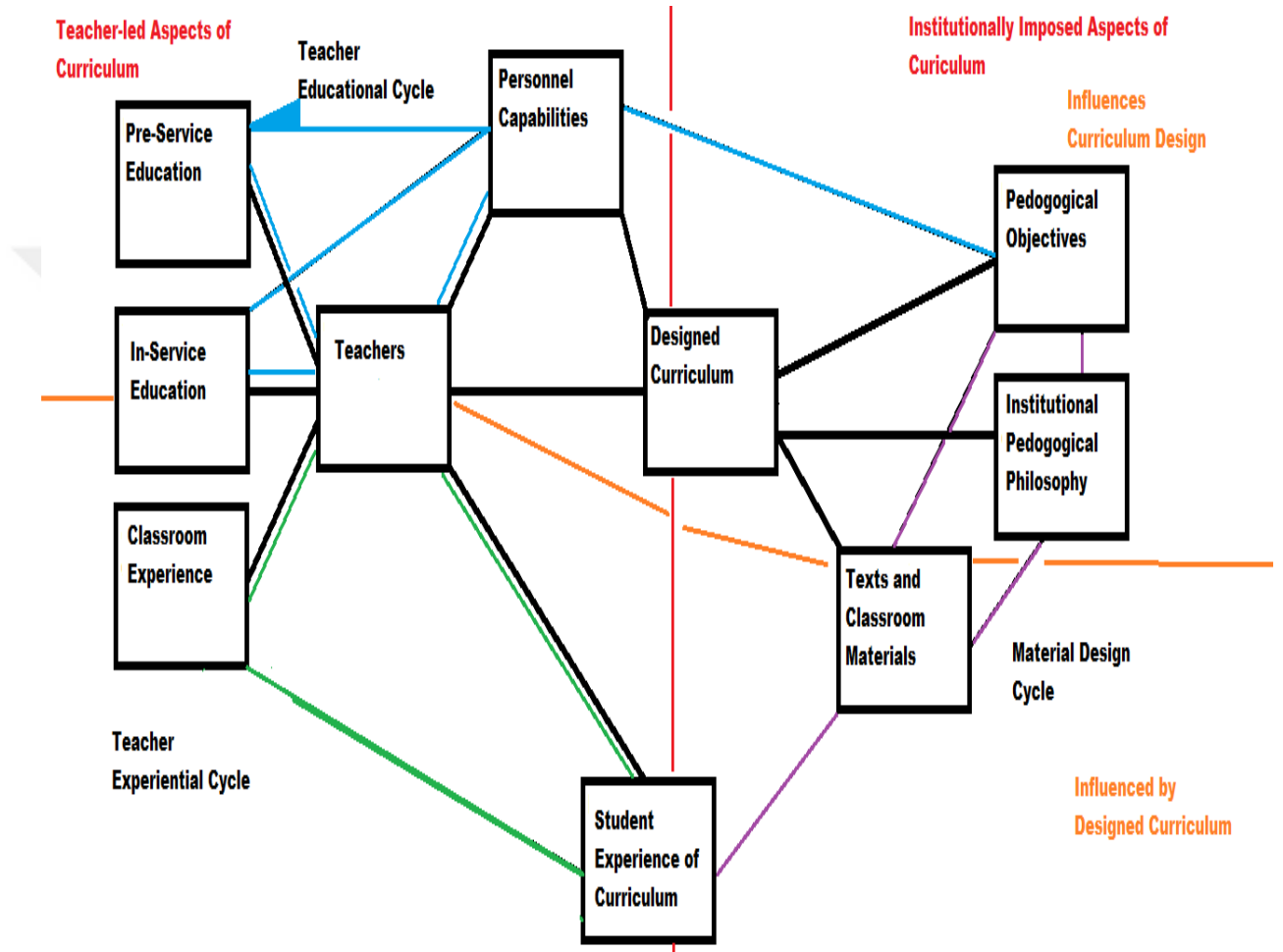
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APPENDICES

A. Anatomy of Curriculum Design and Implementation



B. Curriculum Review

Part 1: Demographics

- 1) School Name: _____
- 2) Year Program was added to University: _____
- 3) Number of Students: _____
- 4) Program Mission Statement:

Part 2: Hard Analysis of Curriculum

Initially, a hard copy of the curriculum will be reviewed with each school, and the following information will be filled out. This should show if there are any irregularities between NESTs and non-NESTs, as witnessed by the official curriculum of the school.

Teacher Type	Number of Classes/Teacher	Level of Classes/Teacher	Types of Classes (Skills-based, Grammar, Cultural, ext)	Number Students/Class	Types of Assignments	Selection of Textbooks/Extra Materials	Required In-Service Training
NESTs							
Non-NESTs							

Part 3: Open-Ended Questions for Department Head:

- 1) Is there a particular distinction, as far as the official roles of teachers, given to native and non-native English-speaking teachers in this program, such as native teachers generally teaching a particular type of classes or set of levels? If there are, could you please explain how the university uses each set of teachers differently?
- 2) Are there any particular reasons for these distinctions (or lack thereof) in attitudes towards NESTs and non-NESTs?
- 3) Are teachers encouraged (or at least free to) to create supplemental materials to add to their classes, and, if so, are they overseen by any part of the university?
- 4) Is there a particular preference for cultural content for the English courses at the university—Turkish, Core (US, UK, ext), or international culture?
- 5) Are there differences between in-service teacher educational services, provided by the university, for NESTs and non-NESTs to match their different (or similar) English educational roles?
- 6) Is there a particular definition of a NEST used by the university? If so, what is it? If not, why?
- 7) Does the university have a particular way of dealing with multi-national NESTs (e.g. a bilingual, Turkish, Native English-Speaker that moved to Turkey as a child)—are they treated as a pure NEST or non-NEST?

C. Teacher Input

Part 1: Sample Teacher Survey

Directions: Please fill in the blanks about yourself as truthfully as possible for questions 1-15.

1) Current Teaching Position:

2) Institution: _____ 3) Nationality: _____

4) Gender: Male/Female 5) Age: ____ 6) Are you a native English speaker? Yes/No

7) Highest Level of Education and Specialization: _____

8) Do you have any additional English teaching certificates (e.g. TEFL, TESOL, CELTA)? Yes/No

9) If you answered “yes” to question 8, please list relevant teaching certificates below:

a) _____

b) _____

c) _____

10) Do you speak any other languages than English? Yes/No

11) If you answered “yes” to question 10, please list the other languages:

a) _____

b) _____

c) _____

12) Number of years Teaching English: __ 13) Number of Years Teaching English in Turkey: __

14) Number of years at your current teaching position: ____

15) Does your current institution require/provide any in-service teacher training for its teachers? Yes/No

16) If you have answered “yes” to question 15, please mark all the in-service training styles that are available to the teachers at your institution:

Mentorships between novice and experienced teachers

Curriculum advisors to help teachers plan lessons and use course materials

Education Seminars to help develop teachers

Further education through teacher certificate/teacher educational programs

A chance to complete action research to benefit the institution

Other: _____

17) Have you ever participated in any of these programs? Mark all that apply:

Mentorships between novice and experienced teachers

Curriculum advisors to help teachers plan lessons and use course materials

Education Seminars to help develop teachers

Further education through teacher certificate/teacher educational programs

A chance to complete action research to benefit the institution

Other: _____

Directions: For questions 18 through 25, please underline the phrase that most describes how you feel about the statement.

18) As a whole, I feel that my job, as a teacher, reflects my professional potential, as a teacher.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

19) I feel that my job, as a teacher, has been well defined by my employer.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

20) I feel that my job, as a teacher, has been well understood by my students.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

21) My co-workers never question my abilities as an English Language instructor.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

22) I feel my co-workers, both native English-speaking and non-Native English-speaking, are wholly qualified to work as English teachers.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

23) I have never run into problems communicating with my co-workers.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

24) My co-workers and I have an excellent team dynamic. Each teacher understands what role they play in the students' education.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

25) Please answer "agree" to this question.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Part 2: Open-Ended Teacher Survey Questions:³⁶

- 1) If you could, please describe the difference in roles that native English-speaking instructors have versus the non-Native English-speaking instructors?
- 2) How does the university explain and establish these roles to the teachers? For example, do they only assign particular classes to NESTs or non-NESTs, or do they explicitly explain the differences to you? In short, do you feel these roles are effectively communicated to you?
- 3) As far as these roles, within an English educational system, do you think that they are fair or representative of the instructors' skills or pre-/in-service training? Why/why not?
- 4) With further regard to these roles, do you feel they are representative of the benefits and problems with NESTs and Non-NESTs? Why or why not?
- 5) Do you feel prepared to confidently play the teaching role that your institution has assigned to you? Why/Why not?
- 6) If given the chance, would you, as a NEST or non-NEST, change your educational role in any particular way? Why/Why not?
- 7) Are you (or other teachers) given any special in-service training to adopt to your institutionally placed teaching role? Please give examples.
- 8) Do you feel your textbooks properly aid in your role as an English teacher?

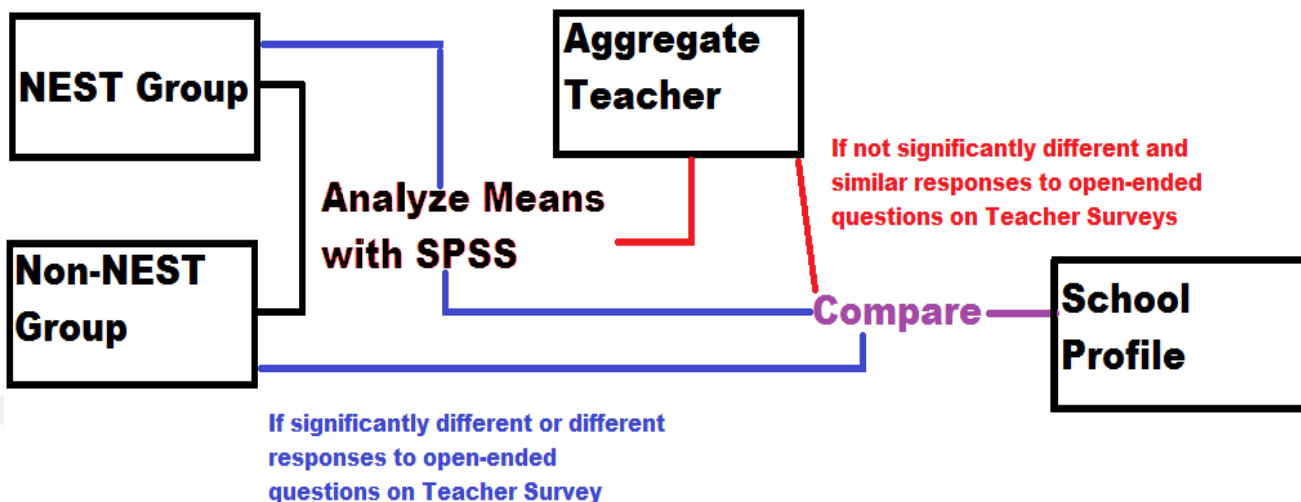
³⁶ The surveys will give a half page for teachers to fill in their answers.

- 9) Do you feel obliged (or at least free) to create supplemental material for your classes? If so, what are the types of materials you tend to create?
- 10) Do you feel that the cultural content of your English classes should be limited to Anglophone, Turkish, or international settings? Why or why not?

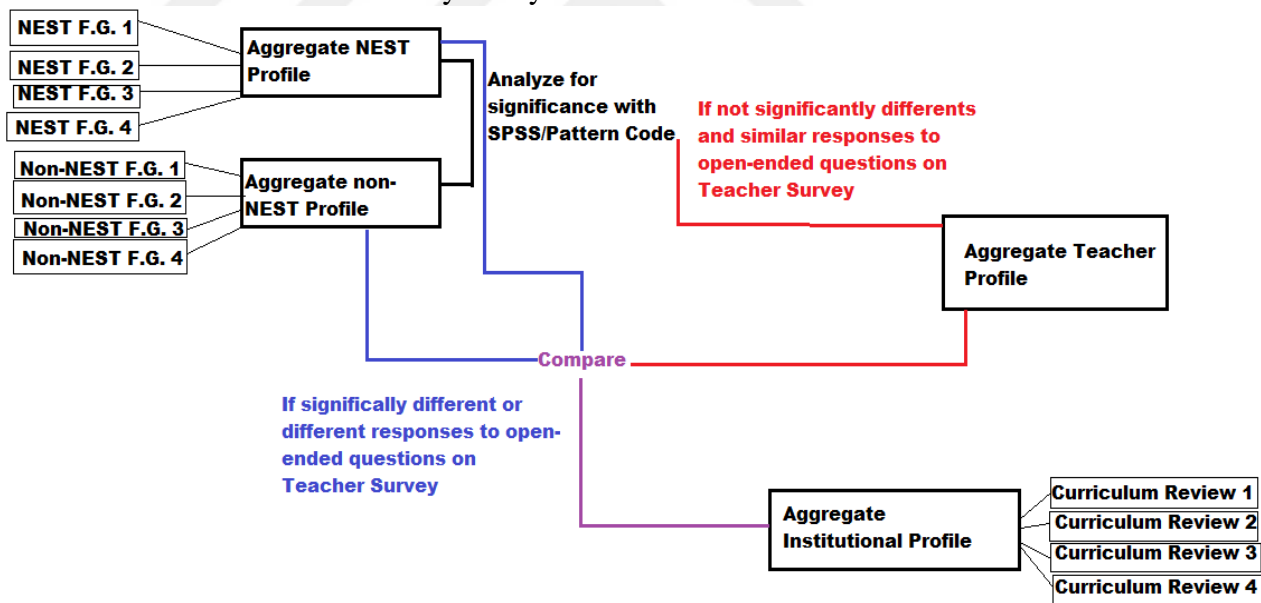


D. Diagrams of Analysis

Part 1: Teacher-to-Institution Analysis



Part 2: Institutional-Ideals-to-Reality Analysis



E. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Oliver, Benjamin Warren

Nationality: American (ABD/USA)

Date and Place of Birth: 24 November, 1989/Tallahassee, FL (ABD/USA)

Marital Status: Married

Phone: +90 541 294 61 79

Email: warren.oliver@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	2017
BA	Loyola University of New Orleans	2013
High School	Lincoln High School (Tallahassee, FL)	2008

WORK EXPERIENCE

Year	Place Enrollment
2015-...	Koç University ELC for Kids Program Coordinator (formally Mentor Supervisor)

FOREIGN LANGUAGES

English (native), French (Fluent), Turkish (Elementary), Darija/Moroccan Arabic (Elementary-level), and Spanish (Elementary)

CERTIFICATES/AWARDS

Florida State University (Certificate of Teaching English as a Foreign Language/TEFL)
Tallahassee, Florida/USA

Loyola University of New Orleans (Social Justice Scholarship, 2008-2012) New Orleans, Louisiana/USA