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GAZİ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE TEACHING

SELF- AND OTHER-PERCEPTIONS OF NONNATIVE ENGLISH TEACHER IDENTITY IN TURKEY:

A SOCIOPSYCHOLOGICAL APPROACH

PHD DISSERTATION

Hilal BOZOĞLAN

ENGLISH LANGUAGE TEACHING PROGRAM

JUNE, 2014

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ÖZ

Anadili İngilizce olmayan İngilizce öğretmenlerinin sayısı anadili İngilizce olan öğretmenlerin sayısından üçte bir oranında daha yüksektir (Crystal, 2003). Ancak, anadili İngilizce olmayan İngilizce öğretmenlerinin profesyonel durumu çoğunlukla anadili İngilizce olan İngilizce öğretmenlerinden daha düşük görülmekte, ve ana dili İngilizce olmayan öğretmenler farklı ortamlarda ayrımcı tavırlarla karşılaşabilmektedir. Mevcut duruma rağmen, ana dili İngilizce olmayan öğretmenlerle ilgili algılar ve ana dili İngilizce olmayan öğretmenlerin güçlendirilmesiyle ilgili çalışmalar araştırmacıların dikkatini yeni yeni çekmeye başlamıştır.

Bu açıdan, bu çalışma Türkiye'deki ana dili İngilizce olmayan İngilizce öğretmenlerinin kimliğini sosyo-psikolojik bir bakış açısıyla incelemeyi hedeflemektedir. Ancak, daha önce yapılan çalışmalar yalnızca öğrencilerin yada yalnızca öğretmenlerin algılarını incelerken, bu çalışma öğrencilerin algılarını, öğretmenlerin algılarını ve öğretmenlerin öğrencilerin ana dili İngilizce olan ve ana dili İngilizce olmayan İngilizce öğretmenleriyle ilgili ne düşündüklerine dair algılarını içermektedir. Dolayısıyla, bu çalışma benlik- ve öteki algıları ve meta-algılarını (kişinin diğerlerinin kendi hakkında ne düşündüğüne dair algısı) biraraya getirmektedir.

Çalışmanın kapsamı iki kısımdan oluşmaktadır: bir yandan öğrencilerin algısı, öğretmenlerin algısı ve öğretmenlerin öğrencilerin ana dili İngilizce olan ve ana dili İngilizce olmayan İngilizce öğretmenleriyle ilgili ne düşündüklerine dair algıları arasındaki

farklılıkları incelemekte ve ana dili İngilizce olan öğretmenler ve ana dili İngilzce olmayan İngilizce öğretmenlerinin güçlü ve zayıf yönlerini saptamayı hedeflemektedir; diğer yandan ise algılar arasındaki muhtemel farklıkları saptamak amacıyla ana dili İngilizce olan ve ana dili İngilizce olmayan İngilzce öğretmenleriyle ilgili öğrencilerin ve öğretmenlerin algıları ve öğretmenlerin ana dili İngilizce olan ve ana dili İngilizce olmayan İngilizce öğretmenleriyle ilgili öğrencilerin ne düşündüklerine dair algılarını karşılaştırmaktadır.

Veriler eş zamanlı karışık method kullanılarak, hem nitel ve nicel veri, hem de doğrudan ve psikoterapistler tarafından klinik ve tıbbi araştırmalarda kullanılan bir araştırma yöntemi olan döngüsel sorgulama yöntemi ile toplanmıştır. Öğrenciler ve Türk İngilizce öğretmenlerine 22-maddelik bir likert ölçekli anket ve açık uçlu sorular uygulanmıştır.

Bulgular ana dili İngilizce olan ve ana dili İngilizce İngilizce olmayan İngilizce öğretmenlerinin farklı güçlü yanları ve zayıf yanlarının olduğunu göstermektedir. Ana dili İngiizce olmayan İngilizce öğretmenlerinin pedagojik olarak güçlü yönleri olduğu, fakat dilbilimsel olarak zayıf yönlerinin olduğu algısının varlığı saptanmıştır. Öte yandan, ana dili İngilizce olan İngilizce öğretmenlerinin dilbilimsel olaak güçlü yönlerinin olduğu, fakat pedagojik olarak zayıf yönlerinin olduğu bulunmuştur. Bulgular aynı zamanda algılanan zayıf ve güçlü yanların birbirini tamamlayıcı olduğunu göstermektedir. Ayrıca, bulgular ana dili İngilizce olan ve ana dili İngilizce olmayan İngilizce öğretmenlerinin dil becerisi ve öğretimiyle ilgili bazı noktalarda öğrencilerin algıları, öğretmenlerin algıları ve öğretmenlerin öğrencilerin ana dili İngilizce olan ve ana dili İngilizce olmayan İngilizce öğretmenleriyle ilgili ne düşündüklerine dair algıları arasında fark olduğunu da ortaya koymaktadır. İlginç olarak, ana dili İngilizce olan ve ana dili İngilizce olmayan İngilizce öğretmenleriyle ilgili olarak, öğrencilerin algılarının öğretmenlerin algıları ve öğretmenlerin öğrencilerin nasıl düşündüğüyle ilgili algılarından daha düşük olduğu gözlemlenmiştir. Ayrıca Türkiyedeki ana dili İngilizce olmayan İngilizce öğretmenlerinin dil becerisi ve dil öğretimiyle alakalı konulardan bazılarıyla ilgili öğrencilerin ana dili İngilizce olan ve ana dili İngilizce olmayan İngilizce öğretmenleriyle ilgili algılarına dair farkındalığı olmadığı bulunmuştur.

Bu çalışma Türkiye'deki anadili İngilizce olmayan İngilizce öğretmenlerinin güçlendirilmesi amacıyla öğretmen yetiştirme programları için birtakım tavsiyeler sunmaktadır. Yönetici ve koordinatörler açısından, yabancı dil öğretmeninin ana dil konuşcusu olmasının tek kriter olmaması, yönetici ve koordinatörlerin ana dili İngilizce olan ve ana dili İngilizce olmayan öğretmenlerin arasında işbirlikçi öğretim ve birbirinden öğrenmeleri üzerinde durmaları tavsiye edilmektedir. Yönetici ve koordinatörler ana dili İngilizce olan ve olmayan öğretmenleri farklı dil becerilerini farklı seviyedeki öğrenci gruplarına öğretmekle görevlendirebilirler. Ana dili İngilizce olan ve olmayan İngilizce öğretmenleri açısından, zayıf ve güçlü yönlerine dair farkındalık kazanmaları ve sürekli eğitimleri için fırsatları değerlendirmeleri tavsiye edilmektedir. Ana dili İngilizce olan öğretmenlere yerel kültür, yerel eğitim sistemi, öğrenci profili, sınav sistemi, öğrencilerin İngilizce öğrenirken yaşadığı zorluklar üstünde duran eğitim programlarına katılmaları,öğrencilerin ana diline kısmen de olsa hakim olmaları, İngilizce dilbilgisi konusunda teknik olarak bilgi edinmeleri tavsiye edilmektedir. Ana dili İngilizce olmayan İngilizce öğretmenlerine ise, hedef dilin kültürü hakkında daha çok bilgi sahibi olmaları, özellikle telaffuz açısından dil becerilerini geliştirmeleri, kendi davranışlarını gözlemlemeleri, öğrenciler ve meslektaşlarından geri dönüt almaları, kendilerine yurtdışı tecrübesi kazanmaları için şans tanınması ve Türkiye'de yabancı dil öğretiminde tek model yaklaşımı yerine uluslararası İngilizce normalarının teşvik edilmesi tavsiye edilmektedir.

Bilim Kodu:

Anahtar Kelimeler: İngilizce Öğretimi, Öğretmen Kimliği, Ana Dili İngilizce Olan Öğretmenler, Ana Dili İngilizce Olmayan Öğretmenler, Benlik-ve-Öteki Algısı, Meta-algısı.

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SELF- AND OTHER-PERCEPTIONS OF NONNATIVE ENGLISH TEACHER IDENTITY IN TURKEY: A SOCIOPSYCHOLOGICAL APPROACH

(Ph.D Thesis)

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ABSTRACT

Non-native-speaker teachers of English (NNESTs) are estimated to outnumber native English-speaking teachers (NESTs) by three to one (Crystal, 2003). However, NNESTs are often accorded lower professional status than NESTs and have been shown to face discriminatory attitudes in different contexts. Despite the present situation, investigations into perceptions about non-native teachers and empowerment of non-native teachers have attracted the attention of scholars only recently.

In this regard, this study aims at investigating non-native English teacher identity in Turkey with a socio-psychological approach. However, while earlier studies relied mainly upon either learners' perceptions or teachers' self perceptions, the present study involves learners' perceptions, non-native teachers' perceptions and non-native teachers' impressions of what learners think about native and non-native teachers. Thus, it integrates self- and other perceptions and meta-perceptions (one's impression of what others think about him/her).

The focus of this study is two-fold: it analyses differences in language competence and teaching behaviour between native and non-native teachers from the point of learners, non-native teachers and non-native teachers' impression of what learners think about native and non-native teachers to identify strengths and weaknesses of native and non-native teachers on the one hand, and compares learners' perceptions, non-native teachers' perceptions and non-native teachers' impression of what learners think about native and non-native teachers to identify any possible gaps between these different perceptions on the other.

Data were collected through a concurrent mixed methods design, which included not only quantitative and qualitative data together, but also direct and circular questioning, a qualitative research method used by psychotherapists in clinical and medical research, together at the same time. The students and non-native teachers were queried through a 22-item likert scale questionnaire and open ended questions.

Findings show that NNESTs and NESTs are perceived to have distinctive strengths and weaknesses. While NNESTs are thought to have strong pedagogical strengths, they have linguistic weaknesses. While NESTs are perceived to have strong linguistic strengths, they have pedagogical weaknesses. The findings also suggest that some of the perceived strengths and weaknesses are complementary. Moreover, the results also reveal that there is discrepancy between learners' perceptions, non-native teachers' impressions and non-native teachers' impressions of what learners think about native and non-native teachers in some aspects of language competence and teaching behaviour. Interestingly, it is observed that learners' perceptions are lower than teachers' perceptions and teachers' impression of what learners think about native and non-native teachers.Finally, it has also been found that non-native English teachers in Turkey did not have awareness about learners' perceptions of native and non-native teachers in some aspects of language competence and teaching behaviour.

This study provides specific suggestions for teacher education programs to empower non-native teachers in Turkey. With regards to administrators and supervisors it is suggested that nativeness of the language teacher should no longer be the sole criterion for program administrators and supervisors should focus on cooperative teaching between NESTs and NNESTs and they should provide opportunities for both groups of teachers to interact with and learn from each other. Administrators could also assign NNESTs and NESTs to instruct specific language skills or teach learners with different proficiency levels. With regards to NESTs and NNESTs, it is suggested that they gain an awareness of their strengths and weaknesses and seek out chances for their continuing education. In terms of NESTs, taking part in induction programs or in-service training programs that focus on the development of native teachers' knowledge about local culture, the local education system, students' profiles, examination system, and students' difficulties in learning English, achieving some degree of proficiency in learners' mother tongue, and improving their meta-language about English grammar would be helpful. In terms of NNESTs, enhancing NNESTs' knowledge of target culture, and improving their language competence in English, especially in pronunciation, self-observation of their behaviours, feedback from learners and their native and non-native colleagues, providing non-native teachers with a chance of abroad experience, promoting international English norms rather than a mono-model approach in the field of English language teaching in Turkey are some of the recommendations for NNESTs.

Science Code:

Key Words: English Language Teaching, Teacher Identity, Native Teachers, Non-native Teachers, Self-and-Other Perceptions, Meta-perceptions.

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Supervisor: Assoc. Prof. Dr. Paşa Tevfik CEPHE

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LIST OF SYMBOLS AND ABBREVATIONS

NEST   Native English Speaking Teacher

NNEST   Non-native English Speaking Teacher

CHAPTER 1

INTRODUCTION

Trust not yourself, but your defects to know
Make use of every friend and every foe.
                    (ALEXANDER POPE, 1982)

1.1 Statement of the Problem

The prevalence of the native speaker fallacy, the belief that native English speaking teachers (NESTs) are the ideal English teachers, among administrators, learners and their parents unfortunately leads to discrimination in employment and leave many non-native English speaking teachers (NNESTs) discouraged and demoralized. To fight against this misconception the non-native speaker movement has been founded and held over the past ten years by George Braine and many other linguists such as Jun Liu, who became the first TESOL President of a NNEST background. As a response to discriminatory job advertisements TESOL declared "A TESOL Statement on Non-native Speakers of English and Hiring Practices", which was a serious call to TESOL bodies and officers to make every effort to resolve and prevent any kind of discrimination against "employment decisions which are based solely upon the criterion that an individual is or is not a native speaker of English" (TESOL, 1991). "To bring more visibility to non-native speaker issues" Kathi Bailey, the president of TESOL organised a colloquium titled "In their own voices: Non-native speaker professionals in TESOL" at the 30th Annual TESOL Convention held in Chicago in 1996 (Braine, 1998). Additionally, the TESOL Board of Directors approved the formation of the Non-native English Speakers in TESOL Caucus in

1998. In 2006, only a few years ago, TESOL published another statement reporting that the discrimination against the non-native teachers still exist in the field.

Due to the unequal status of non-native teachers in the field of English language teaching, scholars have attached a great deal of importance to the empowerment of non-native teachers recently. Efforts to define and empower the status of non-native teachers of English in the educational context wouldn't be able to grow without the backing of sound research on this issue. Despite the fact that non-native English teachers constitute the majority of English language teachers around the world, no research was conducted on these teachers until recently. Following the pioneering works of Robert Philopson in 1992, Peter Medgyes in 1994 and George Braine in 1999, scholars started to investigate non-native teacher identity with focuses ranging from teachers' own perception of their status to learners' and recruiters' perception of non-native teacher status and their pedagogy (Llurda, 2008). It is notable that most of the research on non-native teacher identity has been conducted in ESL settings mainly in North America, and research in EFL contexts is rare. However, research conducted on non-native teacher identity in different contexts is needed to move the global perspective to locally meaningful settings (Llurda, 2005). Moreover, a glance on the literature about native/non-native dichotomy reveals that most of the research investigates either learners' perception or teachers' perception of native and non-native teacher identity separately. However, there is hardly any study bringing together teacher and learner perception in one study in a comparative way, and investigating whether there are differences between teachers' perception of themselves and learners' perception of teachers. Thus, there is a need to study learner and teacher perceptions comparatively in local EFL contexts such as Turkey, an outer circle country where English language teaching and the development of English language teachers is getting more important each day.

1.2 Aim and Scope of the Study

This study is an attempt to understand how NNESTs' identities are constructed in Turkey according to how they perceive themselves, how learners perceive them and how they think the learners perceive them, as shown in Figure 1. In this respect, the following questions seek answers:

1. What is learners' perception of NESTs and NNESTs in terms of language competence and teaching behaviour?
   a. How do English language learners in Turkey perceive their NNESTs in terms of language competence and teaching behaviour?
   b. How do English language learners in Turkey perceive their NESTs in terms of language competence and teaching behaviour?
   c. Are there any differences between English language learners' perception of NNESTs and NESTs in terms of language competence and teaching behaviour?

2. What is NNESTs' perception of NESTs and NNESTs in terms of language competence and teaching behaviour?
   a. How do NNESTs in Turkey perceive themselves in terms of language competence and teaching behaviours?
   b. How do NNESTs in Turkey perceive NESTs in terms of language competence and teaching behaviours?
   c. Are there any differences between NNESTs' perception of themselves and NESTs in terms of language competence and teaching behaviour?

3. What is NNESTs' perception of how they think learners perceive non-native teachers in terms of language competence and teaching behaviour?
   a. What is NNESTs' impression of how English language learners perceive NNESTs in terms of language competence and teaching behaviours?
   b. What is NNESTs' impression of how English language learners perceive NNESTs in terms of language competence and teaching behaviours?
   c. Are there any differences between NNESTs' impression of how English language learners perceive NNESTs and NESTs in terms of language competence and teaching behaviour?

4. Are there any gaps between self- and other-perceptions of non-native teacher identity?
   a. Are there any differences between learners' perceptions, NNESTs' self-perceptions and NNESTs' impression of how learners perceive NNESTs (meta-perception) in terms of NNESTs' language competence and teaching behaviour?

b. Are there any differences between learners' perceptions, NNESTs' perceptions and NNESTs' impression of how learners perceive NESTs in terms of NESTs' language competence and teaching behaviour?
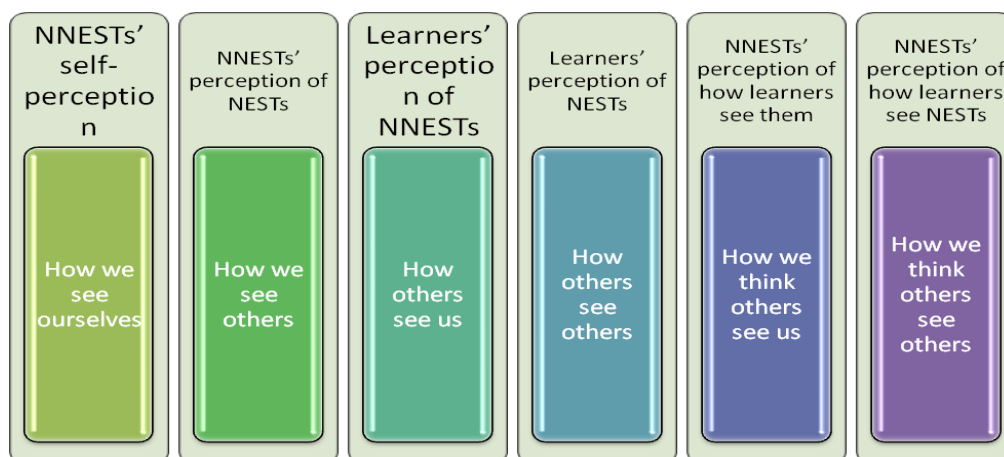
Figure 1. Self and –Other Perceptions Investigated in the Present Study

1.3 Significance of the Study

Studying language teacher identity with a focus on self- and other-perceptions of non-native teacher identity this study brings up the significance of examining multiple perceptions of teacher identity. How we see ourselves, how others see us and how we think others see us work together to form a perceived identity. As also suggested by Worden (2011) "just studying the teachers' self-perceived identity might not accurately depict the multiple forces pushing on that teacher to take on the categorical identity expected of him or her in a given context"(p.1).

In addition to this, different from the great deal of literature investigating learners' attitudes or teachers' attitudes towards native and non-native teachers separately, the present study brings together non-native teachers' perseptions, learners' perseptions and non-native teachers' impression of what learners think about native and non-native teachers and investigates the possible gaps between these three perceptions. The gap between self-and other-perceptions is closely related to self-esteem and self-awareness of non-native teachers. Kim (2011) underlines the importance of raising the collective consciousness concerning the status of NNESTs and deconstructing the "socially-imposed

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misconceptions that only NESTs can be ideal English teachers" (p.56) . Brutt- Griffler and Samimy (1999) also argue that the discourse of nativeness and the disempowerment of NNESTs effect their identity formation and that critical pedagogy helps to deconstruct socially imposed identities and reconstruct the professional identities of NNESTs by eliminating "the colonial construct of nativeness" (p.418). Thus, investigating the gap between self- and other-perceptions the present study attempts to understand the reasons underlying the possible gaps between these perceptions and empower non-native teachers in Turkey.

1.4 Assumptions

The present study was based on some assumptions. First, it was assumed that all participants in the study understood the items in the questionnaire and the open ended-questions clearly. In addition, it was also assumed that the participants answered the research questions honestly and consistently.

It is hypothesized that there could be a gap between how non-native teachers perceive themselves, how learners perceive them and how non-native teachers think learns perceive them in terms of language proficiency and teaching behaviours. A great deal of studies investigating self and others' judgements of self suggest that perceived judgements of others are closer to self-concept than are actual judgements (Miyamoto and Dornbusch, 1945; Walhood and Klopfer, 1971). Thus, it is also hypothesized that there will be less agreement between self-judgements and actual judgements by learners than between self-judgements and perceived judgements concerning non-native teacher identity. Finally, it is hypothesized that some demographic factors such as non-native teachers' own experience as a language learner or the length of their teaching experience could explain some of the gaps between self- and other-perceptions of non-native teacher identity.

1.5 Limitations of the Study

The findings of the study are limited to the number of participants, who cannot be seen as the representative of self-and other-perceptions regarding non-native teacher identity

globally. However, it contributes to the understanding of non-native teacher identity globally adding another local perspective, the case of non-native teachers in Turkey.

In addition, Watson Todd and Pojanapunya (2009) suggest that there may be mismatches between stated attitudes and actual behaviour, and that "relying on reports of attitudes concerning NESTs and non-NESTs, a potential focus for prejudice, may be fraught with validity problems"(p.25). The present study relied on reports of attitudes rather than actual observations of native and non-native teachers' language competence and teaching behaviour. Thus, there could be some validity problems. However, the researcher tried to eliminate this negative effect by gathering both qualitative and quantitative data and investigating multiple perceptions rather than a single perception.

1.6 Definitions of the Key Terms

Identity: According to The Oxford English Dictionary (1999) the term identity, coming from the Latin words "idem" (same) and "identidem" (over and over again repeatedly) mean being "side by-side with those of 'likeness' and 'oneness'." Although different definitions have been attributed to the term "identity", the present study uses the definition given by social psychologists. In social psychology, identity is described as "categories people use to specify who they are and to locate themselves relative to other people" (Michener and Delamater, 1999).

 Native English Speaking Teacher: It is used to refer to English language teachers who speak English as a mother tongue.

Non-native English Speaking Teacher: It is used to refer to English language teachers who speak English as a second or foreign language.

 Self perception: It refers to non-native teachers' perceptions of their language competence and teaching behaviour.

Other-perceptions: It refers to learners' perceptions about native and non-native teachers and non-native teachers' perceptions about native teachers in terms of language competence and teaching behaviour.

Meta-perceptions: It can be described as non-native teachers' beliefs about how learners see them.

Circular perception: This study employs circular questioning in addition to direct questioning. Circular questioning is a technique used in psychological studies, especially by family therapists. It involves asking the individual about his/her opinions about him/her or other people. Thus, in order to present the data clearly, the researcher used the term "circular perception" in this study to mean non-native teachers' impression of what learners think about native teachers and non-native teachers.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Identity and Self

Identity and self has become a complex and key issue that attracted the attention of researchers in many different fields including anthropology, sociology, psychology, linguistic and cultural studies. Social identity theory and symbolic interactionists investigate the emergence of self-concept and identity in the frame of how we see ourselves, how others see us and how we think others see us. Within this frame, the concept of looking glass self is used to explain self-concept and identity development. Proposed by the American Sociologist Charles Horton Cooley in 1902, "looking glass self" is a popular theory employed by social and behavioural scientists to underline the importance of how one's self image is perceived by others. It is based on a dynamic interaction between how we perceive ourselves and how others perceive us (Cooley, 1992). Cooley expands James's (1890) "social me" and suggests that the theory of looking glass self has three principles: (a) the imagination of our appearance to the other person, (b) the imagination of the other person's judgements of that appearance, (c) some sort of feeling, such as pride or mortification. According to Atay (2010) while the first principle focuses on the "individual's perception and interpretation of others and the idea of how one appears to the others", the second principle focuses on "the individual's perception of others' judgements" (p. 203). In order to explain how identity is formed by our impressions

of how others perceive us according to the looking glass self-theory Atay (2010, p. 433) gives the following example:

> My looking glass self is concerned with how other people view me. As a result, I view myself according to how I think I am seen. Thus, when I view myself in the eyes of others, I locate an image of self. The looking glass self is a complex way of seeing and being seen.

The pragmatists John Dewey (1922), William James (1915), and George Herbert Mead (1934) agreed on two major ideas about the self: that it is reflexive in nature and it is defined through interaction with others. Reflexive self refers to the idea that the self is both subject (I) and object (me), the knower and the known. In order to explain the concept of "reflexive self", Rosenberg (1979) describes "self" as the sum of our thoughts, feelings, and imaginations as to who we are. George Herbert Mead (1934) also gives an account of identity in relation to society. According to Mead, self-concept constitutes of two parts; "I" (how a person sees himself or herself) and "me"(how a person believes others see him or her). Self-concept is considered to emerge as a result of the reflected appraisal process. During the reflected appraisals process we come to see ourselves and to evaluate ourselves as we think others see and evaluate us. Thus, rather than our self-concepts resembling how others actually see us, our self-concepts resemble how we think others see us (Schrauger & Schoeneman, 1979).

Explaining the relationship between the perceived appraisal of other people, actual response of other people and self-image, Falk and Miller (2010) suggest that "the perceived appraisal of other people (perception of another person's response) has a direct effect on the self-image while the actual response of other people has an indirect effect, i.e. through perceptions"(p.151). Furthermore, Falk and Miller (2010) state that "talking to oneself involves being both the speaker and the listener in an internal dialogue", and gives the example of a child who asks herself, in response to a mother's query, "Why did I hurt my brother?" and engages in self-reflection on her own motives (p.150). In addition, the self is defined through interaction with others, in other words, by observing the responses of others that a person realizes and judges who she is. Falk and Miller (2010) give the example of parental reprimand in order to make the relationship between self and interaction with other clear, and suggest that "the parental reprimand, "Good girls don't hit!" provides a definition of good girls for the child" and provides an evaluation of her actions" at the same time. "In this way, the child comes to see herself from the perspective

of her mother; and based on that attitude, she learns to appraise her own behaviour"
(p.150). Falk and Miller (2010) argue that a person's self image affects the way she
behaves, and also "her reaction becomes a stimulus for the reactions of others, and the self
image process begins a new" , as shown in Figure 2.
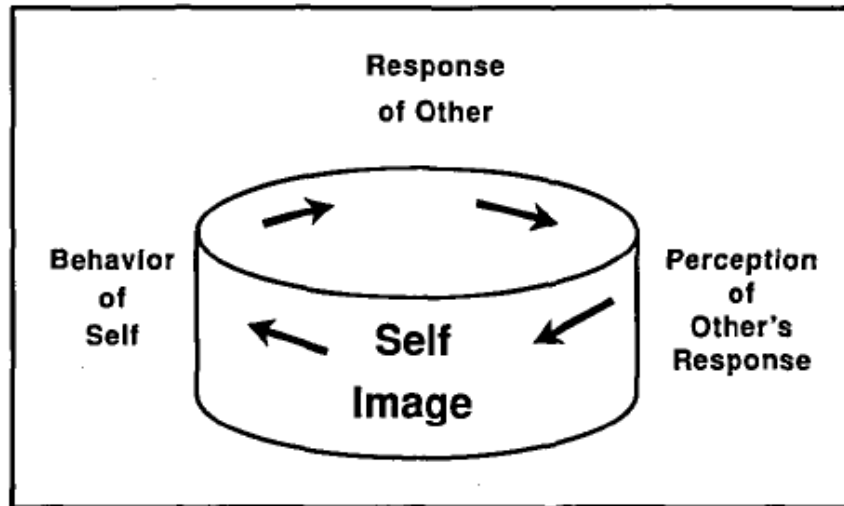
Figure 2. The Formalized Self Image. Retrieved from "The reflexive self: A
sociological perspective" by Falk & Miller, 2010, *Roeper Review, 20 (3),* p.151.

The work of Cooley (1992) and Mead (1934) paved the way for the development of
symbolic interactionism, which has inspired a great deal of sociological and psychological
research. All meaning, including the meaning of the self is considered to be a product of
the negotiation of reality which occurs in social interaction according to the symbolic
interactionists (Stryker & Statham, 1985). Participants in an interaction try to define the
situation and each other with the help of the exchange of shared symbols (e.g., language).
Thus, according to the symbolic interactionists, the self develops from social experience as
it is defined and redefined based on the responses of others. Correlational research
investigating the idea of self in the light of social interactionism has focused on the
interrelationships of 1) the self-concept, 2) the actual responses of others, 3) the perceived
responses of others, and 4) the generalized other. Miyamoto and Dornbusch (1956), for
example, asked 195 college undergraduates to rate the intelligence, self-confidence,
physical attractiveness, and likableness of themselves (self- concept) and every other
member of their group (actual responses of others) using a 5 point liker scale. The
participants also predicted how every other member would rate them (perceived responses

of others) and how most people in general would rate them (generalized other) using the same scales. The results of the study indicated that the participants who actually received high ratings from others and predicted that they would receive high ratings from others were found to have high self-ratings. Moreover, self-ratings were found to be closer to the perceived responses of others than to the actual responses of others in parallel with Cooley's theory of "looking glass self".

Oltmanss, Gleason, Klonsy and Turkheimer (2005) quote Kenny (1994), who outlined a number of fundamental questions about the ways in which people see themselves and others: These include issues such as "consensus (do others agree on their assessment of a target person?), accuracy (does the perceivers impression agree with the target persons' actual behaviour?), and self-other agreement (do others view the target person in the same way that she sees herself?)" (p.739). Another important issue is known as meta-perception, or "the ability to view one's self from the perspective of other people. Do we know what other people think of us? If they think that we have problems, are we aware of those impressions?" (Kenny, 1994, p. 739).

The perceptions of perceptions are called reflected appraisals (Felson, 1981) or meta-perceptions (Laing, Phillipson & Lee, 1966). According to social interactionists, meta-perceptions play a crucial role in the formation of the self-concept (Kinch, 1963). The correlation between self-perception and meta-perception is explained by meta-accuracy. However, there is no agreement on the direction of causation for self-perception to meta-perception. Symbolic interactionists argue that the causation goes from meta-perception to self-perceptions. Thus, they suggest that we perceive what significant others think of us and then create impressions of ourselves based on these perceptions. Kenny and Depaulo (1993), on the other hand, report that rather than using feedback from other in forming their self-perceptions, individuals make use of their self-perceptions to form meta-perceptions as shown in Figure 3.
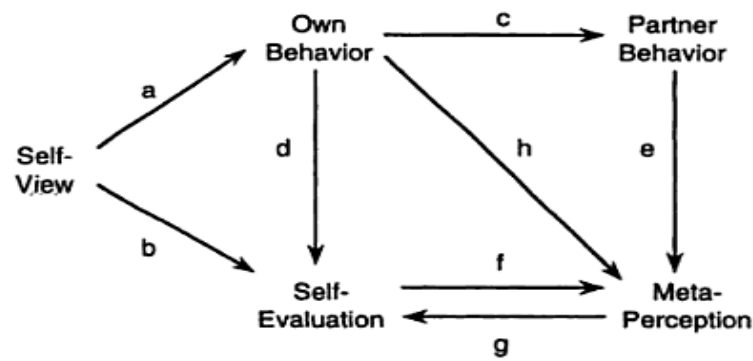
Figure 3. Model of the formation of meta-perception. *Retrieved from Interpersonal perception: A social relations analysis* (169) by A.Kenny, 1994, New York NY: Guilford Press.

It is suggested that meta-perceptions guide individuals' behaviours and affect their relationship with others. Carlson (2011) suggests that meta-perceptions that deviate too much or too little from self perceptions may have negative consequences for the individuals. For example, according to Carlson self-perceptions might be much more positive than meta perceptions (e.g. narcists think that other do not recognize their value) or meta-perceptions might be much more positive than self perceptions (e.g. people may suffer from low self-esteem or depression). Carlson argues that, in both cases discrepancies between self and meta-perceptions are likely to make individuals feel misunderstood, which could lead to negative inter and intrapersonal results for the individuals. Christensen, Stein and Means-Christensen (2003) also investigated the relationship between how social anxiety explains the correlation between self-perception and meta-perception. The authors concluded that social anxiety explained some, but not all of the relationship between self-perception and meta-perceptions. Socially anxious individuals were inclined to see themselves more negatively, and in turn perceived that others saw them negatively as well.

To conclude, the self is not a passive product created by others, but a product of an active process of construction based on self-appraisals and appraisals of us by others. However, there may be discrepancy between self-appraisals and actual appraisals of us by others (Gecas & Burke, 1995) and agreement or discrepancy between self-and other perceptions are important for an individual's self-esteem and self- awareness.

2.2 Language Teacher Identity

The field of English language teaching is concerned with language learner and language teacher identities. Research on teacher identity, which is the focus of the present study, investigate professional development of the teachers along with the questions such as "Who am I as a teacher?" or "Who do I want to become?" (Akkerman & Meijer, 2011, p.308). Although it is difficult to give a clear definition of teacher identity, most common characteristics of teacher identity are listed as "(a) the multiplicity of identity, (b) the discontinuity of identity, (c) the social nature of identity" (Akkerman & Meijer, 2011, p. 308). According to Akkerman and Meijer (2001) postmodernist conceptualizations of teacher identity describe teacher identity "as involving sub identities (referring to multiplicity), as being an on-going process of construction (referring to discontinuity), and as relating to various social contexts and relationships referring to the social nature of identity (p.309). Firstly, the notion of multiplicity is investigated in terms of how different dimensions of identity such as professional identity, situated identity and personal identity come perspectives of identity (Sutherland, Howard & Markauskarte, 2010), or on sub identities of professional identity relating to teachers' different contexts and relationships (Beijaard, Meijer & Verloop, 2004). Secondly, according to the idea of discontinuity teacher identity is described as "fluid and shifting from moment to moment and context to context" (Akkerman & Meijer, 2011, p. 310). Thirdly, in order to explain the social nature of identity Palmer (1998) states that "identity is a moving intersection of the inner and outer forces that make me who I am" (p. 13). Similarly, a great deal of research investigate how identity is constructed in relation to other (Rodger & Scott, 2008; Alsup, 2006).

Teacher identity has been theorized mainly in three different theoretical frameworks: Tajfel's (1978) social identity theory, Lane and Wenger's (1991) theory of situated learning, and Simon's (1995) concept of the image-text (Vargehese, Morgan, Johnston & Johnson, 2005). Varghese et al (2005) state that "social identity theory espouses the concept of identity based on the social categories created by society (nationality, race, class, etc.) that are relational in power and status" (p. 25). Hogg and Abrams (1998) also suggest that individuals construct their identities based on the "social categories to which they belong"(p.19). On the other hand, Sherman, Hamilton and Lewis (1998) touch upon the dynamic nature of identity and argue that "identification with a negatively valued group, even for a short time, will affect one's self-esteem negatively" (p.19). According to

Varghese, Morgan, Johnston and Johnson (2005) "notwithstanding the positivistic either-or tone of much social identity theory, it does mirror the current division of English language teachers into categories of NESTs and NNESTs, and thus, with its emphasis on group membership, may have particular relevance for understanding the perceptions and self-identifications of NNES groups" (p.25). Vargehese et al. (2005) suggest that social identity theory is a valuable framework for understanding NNES teacher identity. The authors see the social identity theory as an important means for NNES teachers' understanding of themselves and their awareness of their own status, and underline the need for forging a positive identity as a NNEST in order to overcome the risk of what Braine (1999) calls an "identity crisis" (p. xvii).

Identity construction of the NNESTs also involves the process of social comparison. Sticking to the concept of Hogg and Abrams, (1990) "the social identity perspective holds that all knowledge is socially derived through social comparisons" (p.22). Tang also (1997) examines the social identity of NNESTs in terms of their power and status in TESOL in comparison to NESTs, and concludes that "social attitudes towards the English proficiency level and other characteristics of NNESTs shape the roles of these teachers in the classroom" (p.577). According to McNamara (1997) the process of social comparison consists of an awareness of the relative status of social identities of both the in-group and the out-group. During this process "individuals try to maximise a sense of their positive psychological distinctiveness by providing terms for the comparison which will promote in-group membership" (McNamara, 1997, p. 563). Thus, in the same way NNESTs are involved in a process of social comparison with NESTs and try to position themselves and develop and identity in the world of ELT.

2.3 The Native/Non-native Debate

The history of native speakerism dates back to Chomskian tradition which regards the native speaker as the only reliable source of linguistic information (Chomsky, 1965). Chomsky (1965) explained the ideal speaker-listener in linguistic theory in the following way:

> Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language

perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (p.3).

The notion of native speakerism was challenged for the first time by Paikeday's (1985) *The native speaker is dead,* in which it was put forward that the native speaker "exists only as a figment of linguist's imagination" (Paikeday, 1985, p.12). Some scholars suggested that "native speaker" and "non-native speaker" are simplistic and misleading labels, and more precise definitions should be used instead of these terms. In order to avoid using the term "native speaker" Paikeday (1985) and Rampton (1990) used the terms "proficient user" and "expert speaker" respectively to refer to all successful users of a language. Thus, they contrasted "language expertise" with "language inheritance" and "language affiliation". Other alternative terms such as "more" or "less accomplished", and "proficient users of English" have also been suggested by different scholars (Edge, 1988; Paikeday 1985; cited in Reves & Medgyes, 1994). In addition to these, putting emphasis on "WE-ness" (World Englishness) instead of the "us" and them" division Kachru (1985) suggested the term "English-using speech fellowships". Holliday (2005) also argued that the term *non-native teacher* may imply "a disadvantage or deficit" due to the use of *non.* However, despite numerous arguments against the native/non-native dichotomy most of these alternative terms couldn't stay for long in the literature, and most ELT practitioners and researchers are still using the term "native" putting emphasis on "inheritance" rather than competence (Clark & Paran, 2007).

Different descriptions have been used to explain the term "native speaker" and describe who really a native speaker is. According to Kachru and Nelson (1996) "native speaker" is someone who learned English in a natural setting as a first language during childhood. Kachru (1998) put forward a distinction between *genetic nativeness* and *functional nativeness* in the use of English. The genetic native speaker is someone coming from an Inner Circle country, while the functional native speaker is someone coming from an Outer Circle country. Functional native speakers develop their own linguistic norms and describe themselves as native speakers of their own varieties of English. Kramsch (1997) reports that native speakership is "neither a privilege of birth nor of education". He suggests that native speakership is directly related with "acceptance by the group that created the distinction between native and non-native speakers" (p.363, cited in Braine, 1999, p.xv). Lightbown and Spada (1999) suggest the following definition for the term native speaker:

"A person who has learned a language from an early age and who has full mastery of the language. Native speakers may differ in terms of vocabulary and stylistic aspects of language use, but they tend to agree on basic grammar of the language" (p.177). On the other hand, Braine (1999), Ellis (2002) and Mahboob (2004) suggest that there is no definite description for the term "native speaker", as it is difficult to define what a native speaker is. Medgyes (1999) took this point of view a step further and stated "there is no creature as the native or non-native speaker" (p.9). Medgyes (1999b) added that "being born into a group does not mean that you automatically speak the language- many native speakers of English cannot write or tell stories, while many non-native speakers can" (p.18). In the same way, Al Omrani (2008) noted that "nativeness should be related with birth, because birth does not determine proficiency in speaking English", and suggested five features that could determine whether someone is a native speaker of English or not (p.28):

- The linguistic environment of the speaker's formative years

- The status of English in his/her home country

- The length of exposure to English

- His/her age of acquisition

- His/her cultural identity

The widespread of English language around the world, and the appearance of new concepts such as "English as an International Language", "English as a Lingua Franca" and "World Englishes" also added to the criticism of the notions of "nativeness" and "standard English". Ferguson (1992) explains how the native speaker norm is not viable and states that " the whole mystique of native speaker and mother tongue should probably be quietly dropped from the linguists' set of professional myths about language" (p. xiii) taking into account the wide spread of English around the world. As one of the prominent figures of the "World Englishes" debate, Kachru (2001) stated:

> Those privileged constructs of "nativeness" in English studies are debatable on the cross-cultural, functional and pragmatic grounds. In other words pedagogy and "nativeness" are clearly not related, and well-trained English language educators from any circle have the credential for teaching English. This myth has over the years developed into linguistic apartheid or racism (p.3).

Widdowson also questioned the notion of "nativeness" and stated:

> It is generally assumed that in setting the objectives for English as a subject we need to get them to correspond as closely as possible to the competence of its native speakers. This raises two questions: who are these native speakers, and what is it that constitutes their competence? (Widdowson, 2003, p. 35).

According to Bernat (2008) also with the global spread and penetration of English around the world, non-native teachers are "stepping into the shoes of someone often perceived by them to be superior for the task- a native speaker" (p.2). The change in their positions also affects the non-native teachers' identity-formation and self-image:

> ……………..during their quest for constructing their identity as language teachers, (non-native teachers) may encounter conflicting views related to language standards, "correct" pronunciation, role modelling, and so on, which may likely shape their perceptions of self and lead to negative self-evaluation (2008, p.2).

It is possible to conclude that with the spread of English around the world, it is getting more problematic to categorize speakers of English as either natives or non-natives.

Native speaker identity and mobility between two groups have also been investigated by different scholars. Davies (1991,2003) put forward the question whether a second language learner can become a native speaker of the target language. He concluded that it is possible for second language learners to master many linguistic qualities of "born" native speakers such as intuition, creativity, pragmatic control, grammatical accuracy and interpreting ability, and become a native speaker of the target language. In parallel with Davies' suggestion, Piller (2002) interviewed L2 users and found out that one third of her interviewees claimed that they could pass as native speakers in some contexts. Following Piller, Inbar-Lourie (2005) also concluded that 50% of the non-native teachers in their study believed that other non-native speakers perceived them as native speakers. In a similar vein, some self ascribed NSs (native speakers) in Moussu's (2006) study were perceived as NNS (non-native speakers) by their students. Similarly, Park (2007) found that NNS identities are co-constructed through interaction, and Faez (2007) reported that linguistic identities are dynamic and context-dependent. Thus, it is possible to conclude that membership to one category is not a privilege of birth, and mobility between NS and NNS identities are possible based on self ascriptions and the context. Kramsch (1997), however, state that "more often than not, insiders do not want outsiders to become one of them, and even if given the choice, most language learners would not want to become one

of them" (p.360). Briefly, it seems that "mobility between the two groups is possible but rare" (Arva and Medgyes, 2000, p.356).

2.4 The Native Speaker Myth

The Commonwealth Conference on the Teaching of English as a Second Language organized at Makarere, Uganda in 1961 focused on the fallacies of English language teaching, and concluded that "the ideal teacher of English is a native speaker" (1992, p.185). Thirty years later, in a policy statement on foreign language teaching in Europe, Freudenstein (1991) stated that the standard foreign language teacher in the European countries should be a native speaker of a language. He suggested that native speakers were better than their non-native counterparts in teaching authentic language in daily life situations, using fluent language, demonstrating cultural connotations and evaluating the correctness of a given language form. Widdowson (1994) also argued that "there is no doubt that native speakers of English are preferred to in our profession. What they say is invested with both authenticity and authority" (p.386). In addition, Ngoc (2009) stated that only native teachers have the ability of teaching authentic language, because they own "a better capacity in demonstrating fluent language, explaining cultural connotations, and judging whether a given language form was acceptably correct or not" (p.2). The theorem supporting the supremacy of native teachers over non-natives was called *the native fallacy* and a *myth* by Philpson (1996). Several arguments have been put forward against the postulation that native speaker teachers are intrinsically better qualified than their non-native counterparts. A UNESCO monograph published in 1953 stated: "A teacher is not adequately qualified to teach a language merely because it is his mother tongue" (p.69).

Davies (1995) suggested that "The native speaker is a fine myth: we need it as a model, a goal, almost an inspiration. But it is useless as a measure" (p.157). In a similar vein, Philipson (1996) argued that being a teacher has nothing to do with birth. Instead, teachers need to learn how to analyze and explain language, and to master the structure and usage of language in order to be able to teach it effectively. According to Philpson (1996) non-native speaker teachers can also analyze and explain the language use. Kramsch (1997) accepted the superior position of native speakers in terms of spoken competence, but added that it is not reasonable to believe that native speakers can teach speaking the best.

According to Kramsch (1997) although native speakers use authentic language, as their speech is influenced by geographical and social conditions they don't speak *the standard* and *the ideal* in the Chomskian terms. Thus, Kramsch (1997) considered the label native as a privilege coming by birth, not education. Canagarajah (1999) also believed that teaching languages should be regarded as an art, a science and skill, and it involves training and practice. In addition, Modiano (1999) argued that proficiency in speaking English is not related to birth but to the ability of using language properly. In a recent study, Mahboob (2005) defined native speaker fallacy as the "blind acceptance of native speaker norm in English language teaching" (p.40).

There are several arguments put forward to underline the inappropriateness of using a dichotomy approach in which NSs and NNSs are regarded as two opposing poles. The first argument attacking the legitimacy of the dichotomy approach suggests that every language user is a native speaker of a language (Nayar, 1994), and it makes no sense to divide the speakers in two different groups according to whether English is their first language or not. Nayar focuses on the unfairness of Anglo-centrism and linguistic imperialism:

> My own view is that in the context of the glossography of English in today's world, the native non-native paradigm and its implicational exclusivity of ownership is not only linguistically unsound and pedagogically irrelevant but also politically pernicious, as at best it is linguistic elitism and at worst it is an instrument of linguistic imperialism (Nayar, 1994, p.5)

The second argument is concerned with the status of English and the studies on World Englishes and indiginized varieties of English around the world (Higgins, 2003). This argument suggest that English has become an indiginized language in many Outer Circle countries, and it is unjust to label speakers of English in these countries as non-native just because they do not speak a centre variety of the language. Higgins (2003) replaces the native non-native dichotomy with the concept of "ownership", and suggests that speakers exercise "varying degrees of ownership because of social factors, such as class, race, and access to education, act as gate keeping devices" (p.641).

The last argument against the dichotomy approach suggests that the NS/NNS dichotomy ignores the interdependence between language teaching and context. It has been problematic for even the individuals themselves to assign themselves in one of these two groups. Rampton (1990), J. Liu (1999), and Brutt-Griffler and Samimy (2001) investigated

case studies of individuals and concluded that there exists a continuum between the two poles, and individuals may stand at any point of this continuum.

The native speaker myth led to discrimination against non-native speakers in the field of language teaching all around the world. In many institutions, it is believed that employing native teachers attracts more students and helps to the survival of the institution and inexperienced native teachers are preferred to experienced non-native teachers (Ustunoglu, 2007).

There are studies investigating the effect of the idea of native speakerism on teachers' identity formation. A body of research has shown that non-native teachers' identity formation is affected by native speakerism and they experience low self esteem. (Kamhi-Stein, 1999, 2000; Medgyes, 1994; Reves & Medgyes, 1994; Samimy & Brutt-Griffler, 1999; Kim, 2011). In his study, Hye-Kyung Kim (2011) questioned how non-native EFL teachers' identities are affected by the native speaker ideology within the intersections of power, language, culture and race. He collected data from three non-native graduate students studying in the USA through a questionnaire and individual interviews. The results indicated that "the participants' multiple identities were deeply rooted in their past teaching experiences in their home countries and in their personal learning experience in the US English teacher education program" (p.59). The author came up with five major themes in the end of the data analysis. These themes were "native speakerism, a match or dismatch between expectations and experiences, speaking and writing skills as continuing barriers in expressing voices, seing a native language and culture as an instructional resource, and the struggle to teach English in different educational settings" (p.56). The participants reported that their nonstandard accent in English led to difficulties sometimes in their lives such as finding jobs. They believed that they cannot acquire perfect English and their accented English is not accepted in the USA. The interviews showed that the teacher education programs did not meet the expectations of non-native teachers, and that teacher educators and program administrators should gain awareness about the learning needs of these students and create a program specially designed for non-native teachers, which integrates theory and practice. The results also revealed that non-native graduate students were still struggling with speaking and writing fluently. The participants reported still having difficulties in understanding US slang, idioms and cultural references. The author also found out that NNES teachers' identities are reshaped in the program, and that

the teacher education program in the USA made non-native teachers feel more confident as English teachers in their home countries. The author concluded that "non-native English speaking teachers should develop the personal and professional confidence to perceive themselves as legitimate English teachers" (p.65).

To sum up, although some scholars consider that native teachers are better than their non-native counterparts due to their supremacy in vocabulary knowledge, idiomatic usage, strong linguistic intuitions and cultural background, some researchers believe that non-native teachers can also own the same capabilities like natives through education and training. Thus, it seems a comparison of native and non-native teachers can not only be based on the origin of birth, but it has various dimensions determining teaching efficacy.

2.5 Research on Strengths and Shortcomings of NESTs and NNESTs

Regarding the positive aspects of NNESTs, Philipson (1992) suggests that NNESTs' own learning experiences help them gain an awareness of the differences between the mother tongue and the target language, and thus they gain an insight into the needs of language learners. Medgyes (2001) also notes that NNESTs have the following advantages: good role models for imitation, effective providers of learning strategies, supplies of information about the English language, good anticipators of language learning difficulties, sensitive and empathetic to learners' needs and problems, facilitators of the language learning process with the help of the shared mother tongue (p. 436). In addition, Modiano (2005) argues that as NNESTs themselves do not belong to a specific variety of English speaking group, they would have a better awareness of international varieties of English and they can help students "gain better understanding of the wide range of English language usage" (p.40). Moreover, involving students, NESTs, NNESTs and administrators in his study, Moussu (2006) studied the participants' perceptions about the strengths and weaknesses of NESTs and NNESTs through online teacher questionnaires and open-ended questions. The most frequently mentioned strength of NNESTs by themselves were their ability to understand students' needs and problems and their language learning experiences. NESTs also stated that the strengths of NNESTs were their language learning experience and being good role model for students. Administrators on the other hand, mentioned the pedagogical skills of NNESTs as their strengths. While NESTs were described as "similarly

lax in setting requirements", NNESTs were reported to be more disciplined . Ma (2012) also listed the strengths of NESTs as being bilingual, having better communication with students, understanding of local education system, understanding of students' needs/difficulties/abilities, clear grammar explanations and examination-oriented teaching. With regards to NNESTs' shortcomings, Canagarajah and Moussu (2010) reported that non-native teachers' higher anxiety on their pronunciation and accent may affect their teaching negatively. Ma (2012) also described the weaknesses of NNESTs as inadequacy in English proficiency, not being a native speaker, insufficient target cultural knowledge, less motivation for students to communicate in English and traditional/inflexible/examination-oriented-grammar-based teaching style.

With regards to strengths of NESTS, Villalobos Ulate and Universidad Nacional (2011) reported the strengths of NESTs as the following: subconscious knowledge of rules, intuitive grasp of meanings, ability to communicate within social settings, range of language skills, creativity of language use, identification with a language community, ability to produce fluent discourse, knowledge of differences between their own speech and that of the "standard" form of the language, and ability to "interpret and translate into L1" (p.62). Ma (2012), on the other hand, listed the strengths of NESTs as good English proficiency, native intuition, being a model for students, knowledge of target culture, provision of English speaking environment and interesting and creative and textbook-free teaching style. As for the weaknesses of NESTs, Boyle (1997) argued that although NESTs could have strong intuitions about the grammaticality of language forms, they could not explain language rules effectively. In addition, Ma (2012) identified the weaknesses of NESTs as difficulties in communication with students, cultural barrier with students, difficulties in establishing relationship with students, difficulties in understanding students' difficulties and needs and teaching styles, which are not exam-oriented and which are too lenient in marking.

2.6 Research on perceptions about NESTs and NNESTs

It is possible to classify the research on NNS English teachers under three main categories: self-perceptions of NNS teachers, students' perceptions of NNS teachers and others' (e.g. administrators, parents) perceptions of NNS teachers. In addition to the studies on

teachers' attitudes towards native and non-native teachers (Reves & Medgyes, 1994; Samimy & Brutt-Griffler, 1999; Inbar-Lourie, 2001; Llurda & Huguet, 2003), there is also a great deal of research investigating learners' attitudes towards NESTs and NNESTs (Samimy & Bruff-Griffler, 1999; Kelch & Santatn-Williamson, 2002; Mahboob, 2004 ; Adophs, 2005 ; Butler, 2007 ; Cheung & Braine, 2007 ; Lasagabaster & Sierra, 2005; Moussu & Braine, 2006).

2.6.1 Teachers' Perceptions about NESTs and NNESTs

Non-native teachers, student-teachers and teacher educators' opinions and self-perceptions about the strengths and shortcomings of NESTs and NNESTs have been investigated by several studies. A review of literature on native/non-native dichotomy reveals that both teachers themselves and learners acknowledge the differences between native and non-native teachers. There is a considerable amount of studies focusing on teachers' perceptions about native and non-native teachers.

Peter Medgyes, (1992) himself a non-native speaker and considered to be the starter of the NNS English teachers debate with his articles entitled "The Schizophrenic Teacher" (1983), and "Native or Non-native: Who's Worth More?" (1992), and his book "The Nonnative Teacher" (1994) also focused on the difference between NS and NNS English teachers, and listed some strengths of NNESTs. For example, they can (a) understand the needs and problems of learners better, (b) estimate language difficulties better, (c) give more information about the language, (d) act as "imitable models" for the learners, (e) teach learning strategies better, (f) take the advantage of speaking learners' mother tongue (p. 346-347).

McNeill (1994), on the other hand, investigated NESTs' and NNESTs' language awareness and their sensitivity to students' language difficulties. The author tested teachers on predicting learners' vocabulary needs related to the reading texts and concluded that non-native teachers had a distinct advantage over natives when it came to predicting learners' vocabulary needs.

Reves and Medgyes (1994) also conducted an international survey of 216 instructors, of which 90 percent were NNESTs, and they found that due to the fear of their students'

judgements non-native teachers felt self-conscious of their mistakes. According to the authors, this "self-discrimination" leads to a poorer self image on the part of the non-native teachers, and this affects their language performance in a negative way, and in return they have a deeper feeling of inferiority.

Rajagopalan (1997) in his paper also focused on the need to help NNESTs overcome their complex of inferiority based on a survey conducted in Brazil. The results of the survey indicated that 88% of the respondents surprisingly denied ever having been made to feel sidelined for being non-native speakers of the language they teach. The respondents also stated that they were "under-prepared", "under constant psychological pressure", "undervalued as professionals", "handicapped when it came to career advancement", "doomed to be chasing an impossible ideal", "treated as a second class citizens in their work-place". The interviews conducted with the participants revealed that a teacher's self-confidence is assessed by the way they perceive themselves and rate their own fluency rather than their knowledge of the language. The author also found out that less-experienced teachers were less concerned about being a native or non-native speaking teacher. Those who have been in the profession for upwards of 10 years turned out to be more worried about being a non-native speaking teacher. Moreover, non-native teachers working at private language schools were found to be more worried about being a non-native speaking teacher compared to the teachers working at universities.

Arva and Medgyes (2000), on the other hand, examined the perceptions of five native and five non-native teachers of English in Hungary. The research questions in the study were: 1) What are the differences in teaching behaviour between NESTs and NNESTs?; 2) To what extent are these differences ascribable to participants?; 3) What else may cause the differences?; 4) How do the participants' stated behaviour and actual behaviour differ?. The subjects' lessons were video-recorded and follow-up interviews were conducted with them with an aim to compare their actual behaviour and stated behaviour. It was found out that the two groups of teachers differed in terms of their language competence. NESTs were found to be strong in all language skills, while NNESTs were found to be strong in grammar and background knowledge in grammar as shown in Table 1.

Table 1. Perceived Differences in Teaching Behaviour between NESTs and NNESTs, Adapted from "Native and non-native teachers in the classroom" by V. Arva & P. Medgyes, 2000, *System (28),* p.357.

NESTs	non-NESTs
Own use of English	
Speak better English	Speak poorer English
Use real language	Use `bookish' language
Use English more confidently	Use English less confidently
General attitude	
Adopt a more flexible approach	Adopt a more guided approach
Are more innovative	Are more cautious
Are less empathetic	Are more empathetic
Attend to perceived needs	Attend to real needs
Have far-fetched expectations	Have realistic expectations
Are more casual	Are more strict
Are less committed	Are more committed
Attitude to teaching the language	
Are less insightful	Are more insightful
Focus on fluency	Focus on accuracy menaing
language in use	grammar rules
oral skills	printed word
colloquial registers	formal registers
Teach items in context	Teach items in isolation
Prefer free activities	Prefer controlled activities
Favour groupwork/pairwork	Favour frontal work
Use a variety of materials	Use a single textbook
Tolerate errors	Correct/punish for errors
Set fewer tests	Set more tests
Use no/less L1	Use more L1
Resort to no/less translation	Resort to more translation
Assign less homework	Assign more homework
Attitude to teaching culture	
Supply more cultural information	Supply less cultural Information

In another study, Llurda and Huguet (2003) asked 101 non-native EFl teachers working at primary and secondary schools in Spain about their perceived language skills, pedagogical skills, and views on issues concerning the native-non native dichotomy. It was found that secondary teachers' perceptions about their English skills were higher than those of the primary school teachers. Moreover, secondary teachers were more critical of the idea of native speakers as the ideal language teacher.

Looking at the issue of teachers' perceptions about native and non-native teachers, Kamhi-Stein, Aaagard, Ching, Paik and Sasser (2004) investigated 55 native English-speaking and 32 non-native English speaking primary and secondary school teachers' self confidence in speaking and teaching English. Both group of teachers were found to be confident in speaking and teaching English, but NESTs were found to be slightly more positive than NNESTs.

In Japan, Butler (2007) also asked 112 Japaneese elementary school teachers about their attitudes towards the privileged status of native teachers and their self-evaluations of their English proficiency. More than half of the participants supported the idea that native speakers were the ideal teacher models, and believed that the students should be taught only British or American English. The author found out that the teachers who scored their English proficiency the lowest were also those who believed in the native speaker as the ideal teacher model most strongly.

In addition, some factors such as the length of time spent in English speaking countries were found to affect teachers' perceptions about themselves. Llurda (2008), for example, concluded that the length of time spent in English-speaking countries was a significant factor in determining NNESTs' self perceptions. In parallelism with Llurda (2008), Kaltenboeck and Smith (1997) also found that although NNESTs who had never or hardly been to English speaking countries were more supportive of the native speaker as the ideal teacher, teachers who had been to English speaking countries for a long time were critical of the idea of native speakerism.

Inbar-Lourie (2005), on the other hand, investigated the gap between one's self identity and perceived identity. The author asked EFL teachers to ascribe themselves as native or non-native speakers of English and state whether they thought others perceive them as native or non-native speakers of English. The teachers were asked to state whether they believe others (native speakers of English, non-native speakers of English and their students) see them as native or non-native speakers of English. The author used a self-report questionnaire with open-ended questions. The results indicated that there was hardly any difference between respondents who ascribed themselves as native speakers and their perceived ascription. However, there was a significant difference between non-native self and perceived ascribed identities. Interestingly, it turned out to be that in the majority of the cases non native teachers' students perceive them as native speakers as contrary to their

self-ascription. The author concluded that the students are most likely to perceive their teachers as native speakers even if the teachers do not perceive themselves as such. When the participants were asked to account for the gap between self-ascribed and perceived native/non-native identities the most frequently stated reason was the lack of knowledge on the part of the observers. The respondents suggested that the students could not realize the difference between a native and a non-native teacher. The second most frequently stated reason was the speaker's accent. The other reasons were language fluency and participants' professional status. Inbar-Lourie's study confirmed the gap between self and perceived identities among EFL teachers. The authors also concluded that native/non-native labelling especially among self-ascribed non-native speakers fluctuated depending on the perceiver, the speakers' attributes and the context.

In addition , studies on native/non-native dichotomy suggest that non-native teachers' self-perceptions or other perceptions may change with awareness-raising and empowerment programs. Golomberk and Jordan (2005), for example, examined how two Taiwanese pre-service English teachers asserted their identities as legitimate English teachers given the privileged position of the native speaker. According to the authors, in the presence of the dominant standard language ideology " in which non-native users of a language are seen as deficient (p. 527) the teachers' understandings of themselves as legitimate English teachers are complex and contradictory due to their NNESTness. Moreover, Golomberk and Jordan (2005) also concluded that the teachers' perception of the superior status of NES compared to NNES among administrators, parents, and students also affected them negatively in their assertion of identity as legitimate teachers of English. However, the teachers' experience in the teacher education program with a critical approach aided them in overcoming the dominant native-speaker fallacy and claiming their identities as legitimate teachers of English.

In sum, as an overall pattern in the studies discussed above, it appears that native and non-native teachers have different perceptions about their strengths and weaknesses. It seems that further research is needed to understand the factors influencing teachers' perceptions and to investigate the accuracy of these perceptions.

2.6.2 Learners' Perceptions about NESTs and NNESTs

There is a great deal of research investigating learners' perceptions about NNESTs and NESTs. As a native speaker of English himself, Shimizu (1995) researched 1088 Japanese college students' perceptions about their NESTs and NNESTs in the areas of teaching, classroom management and personal characteristics using a survey. The responses of the participants yielded that a majority of the students described the classes taught by Japanese teachers as "gloomy, boring, dead, strict, serious and at times tedious" and they reported feeling sleepy in non-native teachers' classes. However, most of the students stated that they had no communication problems with their non-native teachers and they felt comfortable asking questions. Native teachers, on the other hand, were described as "interesting, humorous, energetic, cheerful and fun", and the students stated that they felt relaxed in native teachers' classes.

Benke and Medgyes (2005) also tried to find out the most characteristic features of NS and NNS teachers in the ESL/EFL learners' judgement, the most apparent differences in the teaching behaviours of the two groups and the correspondence between the learners' perceptions and teachers' perceptions. 442 Hungarian learners of English participated in the study. The participants were given a multi-item questionnaire and they were asked to rate NS and NNS teachers according to the given statements. The results yielded that there was almost a perfect match between teachers' and learners' perceptions. NS and NNS teachers were found to form two different groups adopting different teaching attitudes and methods. The authors found out that teaching and explaining grammar, providing a more thorough exam preparation, standing a better chance of detecting cheats, supplying the exact equivalent of certain English words were considered to be advantages of NNS teachers. On the other hand, overuse of the mother tongue in the lessons, bad pronunciation and outdated language are stated as the disadvantages of NNS teachers. Teaching conversation classes, serving as perfect models for imitation, being more capable of getting learners to speak, being more friendly, conducting more lively and colourful lessons compared to their NNS counterparts were listed as the advantages of NS teachers. Inadequate explanation of grammar and communication gaps at the lower levels were listed as disadvantages of NS teachers.

Barrat and Kontra (2000) also examined the NST versus NNST dichotomy. Hungarian and Chinese students were asked to free write about their positive and negative experiences

about the both group of teachers. Authentic pronunciation, wide vocabulary and information about the target culture were found out to be the most valuable characteristics of NS teachers. Moreover, the students mentioned the relaxed attitude of NS teachers towards both grades and error correction. However, they pointed out that NS teachers lacked the knowledge in the students' native language and the culture, which helped their NNS counterparts to predict the difficulties the students could face. The researchers concluded that NS teachers should be hired because of their teaching qualifications, not because of their native status.

In a similar study, Tang (1997) investigated 47 NNS teachers and found out that native speakers were considered to be advantaged in the areas of speaking, pronunciation, listening, vocabulary and reading. Medgyes (1994) and Samimy and Brutt Griffler (1999) also found out that NS teachers were associated with fluency, whereas NNS teachers were associated with accuracy. Although vocabulary, pronunciation and speaking were found to be the toughest parts of language, reading and grammar were found to be the easiest parts of language for NNS teachers.

Filho (2002) also examined ESL students' perceptions of NNESTs at a U.S. university through a qualitative design. The author observed 16 ESL students in an intensive English program, and then gave them an open-ended survey and finally conducted interviews with them. Filho concluded that students did not prefer NESTs over NNESTs. However, they preferred some subjects such as pronunciation, culture and communication to be taught by NESTs.

Moreover, Moussu (2002) based her study on the hypothesis that although ESL students at a university would not want to be taught by non-native teachers initially, but their opinions about NNESTs would change within time. 97 ESL students filled out the questionnaires given at the beginning of the term and at the end of the term. The mother tongue of the students and the teacher was found to have a significant effect on how the teachers were judged by the students. Non-native teachers who sounded and looked "foreign" were less appreciated by the students than the non-native teachers who looked or sounded similar to the native speakers of English. Moreover, Korean and Chinese students held the most negative attitudes toward non-native teachers. In addition to these findings, Moussu also found out that the students who were planning to go back to their own countries following their studies held a more negative attitude towards non-native teachers than the ones who

were planning to stay in US for a long time. The author also concluded that the students' attitudes towards their non-native teachers were more positive in the end of the term compared to the beginning of the term. Moussu (2006) repeated the same study with a sample of 1600 ESL students, and confirmed her initial findings.

Kelch and Santana-Williamson (2002), on the other hand, investigated in their study whether ESL students could identify a native from a non-native accent and if they held a more positive attitude towards teachers with native accents. 56 students listened to audiotape recordings of three native speakers of different varieties of English and three non-native speakers reading the same script. The participants rated the recordings using an attitude questionnaire on several points such as "teacher education and training, experience, teacher likeability, teaching expertise, desirability as a teacher, empathy for students, overall teaching ability" (p.61). The authors concluded that 45% of the students could identify the native and non-native speakers correctly. Moreover, it was also found out that the teachers who were perceived as native were thought to be more likeable, educated, experienced and better teachers. Non-native teachers, on the other hand, were considered as good role models, source of motivation and empathy for students.

In another study, Cheung (2002) investigated the perceptions of university students in Hong Kong towards NNESTs and NESTs. The researcher gathered data from 420 undergraduates through questionnaires, interviews, classroom observations and post-classroom interviews. It was found that qualifications such as language proficiency and fluency and cultural knowledge were attributed to native teachers , while empathy with students, shared cultural background, stricter expectations were assigned to non-native teachers.

In addition, Liang (2002) focused on the perceptions of students about NESTs and NNESTs in his MA thesis. The researcher asked 20 ESL students about their opinions regarding their teachers' accents. The data collected through questionnaires yielded that the accent of the teacher did not have an influence on students' attitudes towards their non-native teachers. Instead of the accent of the teacher, professional and personal qualifications such as "being interesting", "being prepared", "being qualified" and "being professional" were attached importance by the students.

In another MA thesis, Ngoc (2003) researched teaching efficacy of native and non-native teachers of English in Vietnam through a triangulation of student and teacher perceptions. The results of the online survey completed by 30 students, 30 NNESTs and 30 NNESTs revealed that there was no significant difference between NESTs, NNESTs and Vietnamese students' perceptions, and that students had positive perceptions concerning the teaching efficacy of NESTs and NNESTs. In addition, NESTs were favoured in the following areas: "teaching pronunciation, teaching culture, teaching speaking, involving students, balancing between lecture, pair work and group work, organizing classes, measuring students' progress and grading (p.54)." On the other hand, NNESTs were favoured in the following areas: "teaching grammar and giving feedback". NNESTs and NESTs were perceived as equally effective in the following areas: "teaching listening, teaching reading, teaching writing, teaching vocabulary, preparing classes and giving appropriate number of tests" (p.54).

As another example for MA studies focusing on learners' perceptions, Torres (2004) investigated 102 adult ESL students' perceptions of native and non-native English speaking teachers using a survey and group interviews. The results revealed that adult ESL students preferred NESTs over NNESTs in general, but they had strong preferences for NESTs in teaching specific skills such as pronunciation and writing.

Using a different research technique, Mahboob (2004) investigated 32 ESL students' attitudes toward NESTs and NNESTs through a discourse analysis. The participants were asked to write an essay about their ideas concerning NESTs and NNESTs. The author concluded that both NESTs and NNESTs were considered to have strengths and weaknesses, and that students had no preference for any of these groups. NESTs were found to be strong in oral skills, vocabulary and culture knowledge, but they were found to be ineffective in knowledge of grammar, teaching methodology and answering learners' questions. NNESTs on the other hand, were found to be strong in the use of effective teaching methods, answering learners' questions and literacy skills, but they were found to be ineffective in knowledge about English-speaking countries and oral skills.

Lasabagaster and Sierra (2005) collected data from 76 university students through open and close questionnaires. The results indicated that although the students opted for a NS teacher mostly, when they were given the choice of having both a NS and a NNS teacher, they chose the second option. Similar to other studies, the respondents again went for the

NS teachers in the areas of pronunciation, culture and civilization, listening, speaking and vocabulary, whereas they went for the NNS teachers in the fields of grammar and strategies. Secondly, the students showed different preferences when different educational levels were considered. They preferred a NS teacher to a n NNS teacher at the university level. However, they did not show such a preference in the primary education level.

In Liu and Zhang's (2007) study, there were 65 third year college students majoring in English language and literature in South China. The authors interviewed the participants to find out the differences between NESTs and NNESTs in terms of attitude, means of instruction and teaching. It was found out that there were no significant differences between the two groups of teachers. In addition, NESTs were found to be more effective in using a variety of materials, while NNESTs were found to be more effective in teaching test-oriented courses.

Link and Braine (2007) investigated the attitudes of 420 university students in Hong Kong towards NNESTs. The results of the questionnaire and the interviews yielded that NNESTs had the following strengths: ability to use students' mother tongue in teaching, effective pedagogical skills, knowledgeable in English language, positive personality traits. NNESTs' shortcomings were listed by the participants as the following: examination-oriented teaching approach, over correcting students' work, limited use of English. The author concluded that the students had a favourable attitude towards NNESTs, and third year students were found to have a more favourable attitude than first year students.

Looking at the issue of learners' perceptions about native and non-native teachers, Pacek (2005) undertook a small—scale survey of Birmingham University international students in order to establish what students' reactions to the fact of being taught by a NNS were. The researcher aimed at investigating whether students' attitudes to a NNST would be as negative as could be expected under the circumstances, and whether factors such as students' age, gender, nationality or educational background affected their views. The students were given two different surveys. In the first survey, they were asked about the least and the most important features of a foreign language teacher in general. In the second survey, they were asked about a) what their initial reactions were to the fact of being taught by a NNS teacher, b)whether there was a change in their attitude when the courses finished, c)what were the most important advantages and disadvantages of having a NNS teacher. Sensitivity to students' needs and problems, patience/kindness/helpfulness,

sense of humour, sound knowledge of the language system, clear explanation, clear pronunciation, well prepared, imaginative/enthusiastic and motivating, good communicator, variety of teaching methods and materials, knowledge of everyday idiomatic expressions were the most important features of a foreign language teacher according to Far East and European/ Latin American students. However Japanese students did not mention some categories such as "clear pronunciation", "sense of humour", "good communicator", "knowledge of idiomatic language". On the other hand, categories such as age, gender, looks/appearance, native pronunciation, variety of teaching methods, patience and kindness, detailed grammar knowledge were recorded as the least important features of a foreign language teacher. Moreover, it was also found out that the students' approach to NNS teacher issue differed depending on whether they were faced with a NNS teacher or not. The participants had less negative attitudes to NNS teachers than expected. Furthermore, the students' initial reactions to NNS teachers were found to change after the course. Lastly, although students' cultural and educational background were found to influence their attitudes towards NNS teachers, their age and gender were not found to effect their attitudes.

Studies on native/non-native dichotomy suggest that learners perceptions about native and non-native teachers may change with awareness-raising and empowerment programs. Greis (1985), for example, points out that non-native students and their parents regard the native speaker teachers as the only source of authentic knowledge about the target language and target culture. However, once the students or administrators gain an awareness of the contributions of the proficient NNS teacher to the classroom, their negative attitudes tend to disappear. Kamhi- Stein's (2000) anecdotal report shows that although parents and administrators question the value of NNSs as English teachers at the beginning, later they support them in their profession after realising they are very good at their job.

From these results, it can be inferred that learners do not have a strongly negative attitude towards their native and non-native teachers, and they seem to attach distinctive strengths and shortcomings to native and non-native teachers. However, these studies suggest that different contexts and variables may affect learners' attitudes towards native and non-native teachers.

2.7 Non-native Teachers and English Language Teaching in Turkey

As an "expanding circle" country in Kachru's terms, Turkey is another country that witnesses the widespread of English and the debate of native and non-native teachers. Çelik (2006), for example, underlines the need for ending the "custom-made cold- war" between native and non-native teachers of English in Turkey, and suggests that these two groups of teachers should work cooperatively and collaboratively. According to Çelik, private schools attract the attention of students and parents and increase their enrolment rates by advertising that they are working only with native speakers. Moreover, these institutions pay more to native teachers compared to their non-native colleagues, although the non-native teacher is the only one who is "scapegoated" by the administrators (p. 372).

Bayyurt (2006), on the other hand, asked 12 Turkish non-native teachers about their beliefs concerning the teaching of culture in EFL classroom. As a result of the interviews conducted with the participants, the author concluded that NNESTs believed that EFL students considered them to be good language learning models and guides.

Ustunoglu (2007) also evaluated students' perception of their native and non-native teachers in Turkey. 311 university students were asked to evaluate their NESTs and NNESTs in terms of: in-class teaching roles, in-class management roles, in-class communication roles, and individual features through a 30-item questionnaire. The researcher aimed at determining the strengths and weaknesses of the two group of teachers and making suggestions for English language teaching in Turkey. The results indicated that NNESTs were superior in in-class teaching and in-class management compared to their native counterparts. The students believed that non-native teachers were more effective in using in-class time, planning lessons, employing effective teaching methods than native teachers. Moreover, Turkish teachers were found to be stricter and more disciplined than their native counterparts. In addition, it was concluded that Turkish teachers understood the requirements of their students better than native teachers. On the other hand, native teachers were found to have a better in-class communication and more positive personal qualifications. Native teachers were described by learners as "more cheerful, trustworthy, energetic, respectful, consistent, tolerant, sensitive and easy-going" (p.74), and their classes were described as more enjoyable compared to their non-native counterparts.

Using a different technique to investigate perceptions about native and non-native teachers in Turkey, Atay (2008) conducted focus- group interviews with 116 Turkish prospective teachers of English and found out that "prospective teachers had concerns about their future careers, especially when it came to being compared to NS teachers" (p. 136). In a follow-up study Ozturk and Atay (2010) investigated the opinions of three NNS English teachers in Turkey over an eighteen month period through interviews to see if there are any changes in the opinions of the teachers when they start teaching in different contexts. The authors concluded that there is still a lot to be done to empower NNS teachers of English to rethink their status.

In another study, Dogancay-Aktuna (2008) investigated 21 non-native English speaking teacher educators' status as non-native speakers of English, professional identities, and self-perceived skills. A majority of the participants evaluated their language skills and competences in English as high. Only a minority of the teachers stated that they need to improve their knowledge of idiomatic expressions and daily language use. In addition to this, more than half of the participants reported that they experienced prejudice due to their non-native status, and this had negative effects on their professional careers. However, they also believed that being a non-native speaker helped them to understand the issues that could come out in an EFL setting better than their native counterparts.

More recently, Coskun (2013) investigated the preliminary reactions of pre-service NNESTs about the Turkish governments' plan to hire 40.000 native English-speaking teachers to collaborate with the local non-native English teachers. Through open-ended surveys the author concluded that even before the project started, most of the participants objected to it, and the most of the participants held negative attitudes towards the project due to employment and pedagogical concerns.

Looking at the research in Turkey focusing on perceptions of native and non-native teachers, it is possible to conclude that native/non native debate is also prevalent in Turkey. Similar to other studies conducted in different contexts, it can be inferred that native and non-native teachers are perceived to have distinctive strengths and shortcomings in Turkey as well, but the native speaker myth seems to be present in the field of language teaching. Thus, research on non-native teacher identity conducted up to now also reveal that more research to shed light on the status of non-native teachers in Turkey is required to raise

collective consciousness regarding the issue and empower the status of non-native teachers.

CHAPTER 3

METHODOLOGY

3.1 Research Method

The present study used a mixed-methods design based on both qualitative and quantitative data as shown in Figure 4. Creswell (2003) suggests that through the use of the mixed methods research, "one can be nested with another method to provide insight into different levels or units of analysis" (p.16). Creswell lists the advantages of employing a mixed-methods-research as the following: First, a mixed-methods research enables the researcher triangulate the findings of the study and provide a more sound analysis than only quantitative or only qualitative studies. Secondly, using a mixed-methods design provides the researcher with a variety of information. Moreover, mixed method approach, entitled as "third methodological movement" (Tashakkori and Teddlie, 2003, p.ix) bringing together qualitative and quantitative research methods together improves the validity of inquiry (Greene, Caraceli & Graham, 1989).

In addition, a concurrent triangulation was employed for the present study. Creswell (2009) describes concurrent triangulation mixed methods design as the research design in which "the researcher collects both quantitative and qualitative data concurrently and compares the two databases to determine if there is convergence, differences or some combinations" (p.213). Thus, a concurrent triangulation mixed methods design enables the researchers to triangulate their findings through a comparison of qualitative and quantitative data simultaneously. Creswell (2009) argues that a concurrent triangulation mixed methods design allows the researchers to "separate quantitative and qualitative methods a means to offset the weaknesses inherent within one method with the strengths of the other" (p.213). Thus, in order to converge the findings, to validate qualitative data through quantitative

data and vice versa, to guarantee that the participants answer the qualitative and the quantitative part of the study with consistency a concurrent triangulation mixed methods design was considered to be the ideal research design for the present study.
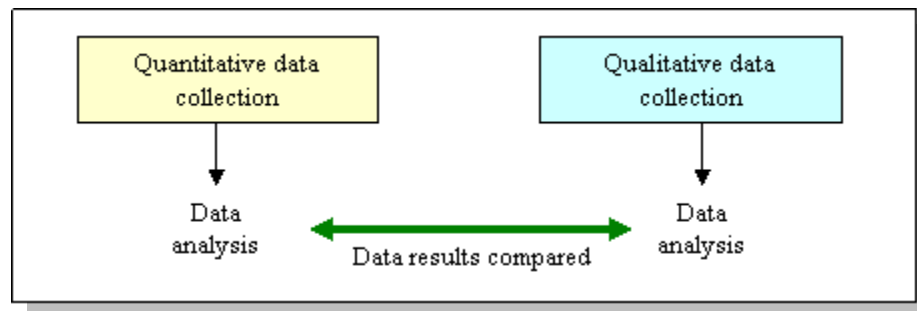
Figure 4. The Concurrent Triangulation Strategy. Adapted from *Research design: Qualitative, quantitative, and mixed method approaches* by J.W. Creswell, 2003, Thousand Oaks, CA: Sage.

The qualitative and the quantitative parts of the study included both direct and indirect questions. As different from direct questioning, circular questioning is a qualitative research method used by psychotherapists in clinical and medical research. Brown (1997) describes circular questioning as a means of drawing "connections and distinctions" between the members of a community. To further explain the technique he gives the following example: "the behaviour of one person is shown by implication to be connected to the behaviour of another in circular manner rather than in the usual lineal or casual way that has been the basis of much of our thinking about human problems" (p.109). Circular questioning is described by Silverman (2004) as "eliciting one party's description of his or her mind by first asking another party to give his or her account of it (p. 297). Thus, it is a systematic approach "connecting the person addressed to the others in the system" (Cronen, 1990, p.1). Although it is a rarely used technique, it was believed that using circular questioning would enable the researcher to attend the variations of the NEST/NNEST phenomenon and to understand "both the actors' orientations and the place and function of the phenomenon in larger context of conversation or institutional interaction" (Seale, Silverman, Gubrium and Gobo, 2007, p.161). Moreover, as suggested by Seale et al (2007), "only by examining what brings about the different realizations of

the phenomenon (such as different ways of referring to evidence, or different realizations of a sequence of circular questioning) will the researcher understand the phenomenon itself" (p.161). Thus, self and other perceptions of non-native teacher identity in Turkey was investigated through a concurrent mixed methods design, which included not only quantitative and qualitative data together, but also direct and circular questioning together at the same time.

3.2 Participants

The qualitative and quantitative parts of the study were conducted on NNS English teachers and English language learners at preparatory schools of universities in different districts of Turkey. The selection of the learners was determined by being exposed to English language instruction offered by both NS and NNS teachers at the preparatory class of the university. 217 learner and 89 NNEST surveys were returned completely and were included in the data analysis. The participants were from 16 different universities around Turkey as shown in Table 2:

Table 2

The Participants of the Study

	LEARNERS	NNESTs
Samsun 19 Mayıs University (SAMSUN)	36	9
Sivas University (SİVAS)	48	5
Selçuk University (KONYA)	55	29
Mevlana University (KONYA)	40	-
Marmara University (İSTANBUL)	38	-
Bilgi University (İSTANBUL)	-	6
Turgut Özal University (ANKARA)	-	4
Gazi University (ANKARA)	-	33
Anadolu University (ESKİŞEHİR)	-	6
Bahçeşehir University (İSTANBUL)	-	2

Akdeniz University (ANTALYA)	-	2
Ankara University (ANKARA)	-	1
İpek University (ANKARA)	-	1
Abant İzzet Baysal University (BOLU)	-	1
Necmettin Erbakan University (KONYA)	-	1
Balıkesir University (BALIKESİR)	-	1
Bartın University (BARTIN)	-	1
Adnan Menderes University (AYDIN)	-	1
Non-defined	-	6
TOTAL	217	89

The demographic part of the questionnaire revealed information about the teachers' gender, age, teaching experience, English learning context, education status, being taught by NESTs, number of NNESTs, abroad experience, length of abroad experience and learners' gender, English learning context, English level, number of NNESTs, number of NESTs, abroad experience, length of abroad experience, length of English learning experience.

3.2.1 Demographic Information of Non-native Teachers

As shown in Table 3, there were 57 female and 32 male non native teachers in the study. Females constituted 64% of the total number, while males constituted only 36% of the total number of participants. Thus, a majority of the NNESTs were females.

Table 3

Descriptive Statistics of Non- native Teachers' Gender

	Frequency	Percentage
Female	57	64
Male	32	36
TOTAL	89	100

As shown in Table 4, there were 62 non-native teachers between the ages 22-35, and there were 27 non-native teachers between the ages 36-50. The non-native teachers aged 22-25 constituted 70% of the total number, while the non-native teachers aged 36-50 constituted only 30% of the total number of non-native teachers. Thus, a majority of NNESTs were aged between 22 and 35.

Table 4

Descriptive Statistics of Non-Native Teachers' Age

	Frequency	Percentage
22-35	62	70
36-50	27	30
TOTAL	89	100

As shown in Table 5, among the non-native teachers in the study 14 teachers had less than 5 years of English teaching experience, 33 teachers had 5-10 years of English teaching experience, and 42 teachers had more than 10 years of English teaching experience. The teachers who had less than 5 years of English teaching experience constituted 16% of the total, the number of teachers who had 5-10 years of English teaching experience constituted 37% of the total, and the number of teachers who had more than 10 years of English teaching experience constituted 47 percent of the total number of non-native teachers. Thus, nearly half of the NNESTs had more than 10 years of teaching experience.

Table 5

Descriptive Statistics of Non Native Teachers' Teaching Experience

	Frequency	Percentage
less than 5 years	14	16
5-10 years	33	37
10+ years	42	47
TOTAL	89	100

As shown in Table 6, the number of non-native teachers who learned English at school was 86, while the number of non-native teachers who learned English in social environment was 3. Non-native teachers who learned English at school constituted 98% of the total, while non-native teachers who learned English in social environment constituted 2% of the total non-native teachers. Thus, a high majority of the NNESTs learned English at school.

Table 6

Descriptive Statistics of Non-native Teachers' English Learning Context

	Frequency	Percentage
At School	86	98
In Social Environment	3	2
TOTAL	89	100

As shown in Table 7, among the non-native teachers 33 teachers had BA degree, 43 teachers had MA degree and 13 teachers had PhD degree on English language teaching or related fields. Non-native teachers who had BA degree constituted 37% of the total, non-native teachers who had MA degree constituted 48% of the total, and non-native teachers who had PhD degree constituted 15% of the total. Thus, a majority of the NNESTs in the

present study had MA degree on English language teaching or a related field such as Linguistics or English Literature.

Table 7

 Descriptive Statistics of Non-native Teachers' Education Status

	Frequency	Percentage
BA	33	37
MA	43	48
Ph.D	13	15
TOTAL	89	100

As shown in Table 8, 51 non native teachers had been taught by at least one native speaking English teacher when they were students themselves. However, 38 non-native teachers had never been taught by a native English speaking teacher when they were students themselves. The percentage of non-native teachers being taught by native teachers were 57%, while the percentage of non-native teachers who had never been taught by native teachers when they were students themselves was 43%. Thus, slightly more than half of the non-native teachers in the study had been taught by at least one native teacher when they were students themselves.

Table 8

Descriptive Statistics of Non-Native Teachers' Experience of Being Taught By Native Teachers

	Frequency	Percentage
Yes	51	57
No	38	43
TOTAL	89	100

As shown in Table 9, 39 non-native teachers had abroad experience, but 50 non-native teachers had never been abroad before. Non-native teachers who had abroad experience constituted 44% of the total, while non-native teachers who had no abroad experience constituted 56% of the total teachers in the study. Thus, more than half of the NNESTs in the present study had no abroad experience.

Table 9

Descriptive Statistics of Non-Native Teachers' Abroad Experience

	Frequency	Percentage
Yes	39	44
No	50	56
TOTAL	89	100

As shown in Table 10, 23 non-native teachers had less than 1 year abroad experience, 11 non-native teachers had 1-3 years of abroad experience and only 4 teachers had more than 3 years of abroad experience. Non-native teachers who had less than 1 year abroad experience constituted 60% of the total, non-native teachers who had 1-3 years abroad experience constituted 29% of the total, and non-native teachers who had more than 3 years of abroad experience constituted 11% of the total number of non-native teachers. Thus, more than half of the NNESTs in the present study had less than 1 year abroad experience.

Table 10

Descriptive Statistics of Non-Native Teachers' Length of Abroad Experience

	Frequency	Percentage
less than 1 year	23	60
1-3 years	11	29
3+ years	4	11
TOTAL	89	100

3.2.2 Demographic Information of Learners

As shown in Table 11, there were 106 female and 111 male students that were involved in the study. Female participants constituted 49% of the total, and male participants constituted 51% of the total learners. Thus, percentage of female and male learners in the present study were nearly the same.

Table 11

Descriptive Statistics of Learners' Gender

	Frequency	Percentage
Female	106	49
Male	111	51
TOTAL	217	100

As shown in Table 12, 182 students learnt English at school, 5 students learnt English in social environment, and 30 students did not define their English learning context. The students who learnt English at school constituted 84% of the total, the students who learnt English in social environment constituted 2 % of the total, and the students who didn't define their English learning context constituted 14 % of the total number of the students. Thus, a majority of the students in the present study learnt English at school.

Table 12

Descriptive Statistics of Learners' English Learning Context

	Frequency	Percentage
At School	182	84
In Social Environment	5	2
Not defined	30	14
TOTAL	217	100

As shown in Table 13, 29 students reported their perceived English proficiency level as beginner, 162 students reported their perceived English proficiency level as intermediate and 26 students reported their perceived English proficiency level as advanced. The students with beginner level perceived English proficiency constituted 13% of the total, the students with intermediate level perceived English proficiency constituted 75% of the total and the students with advanced level perceived English proficiency constituted 12% of the total learners that were involved in the study. Thus, a majority of the learners in the present study reported their perceived English proficiency as intermediate.

Table 13

Descriptive Statistics of Learners' Perceived English Proficiency Level

	Frequency	Percentage
Beginner	29	13
Intermediate	162	75
Advanced	26	12
TOTAL	217	100

As shown in Table 14, 176 students had 1 -3 native teachers, and 41 students had more than 3 native teachers. The students who had 1-3 native teachers constituted 81% of the total, the students who had more than 3 native teachers constituted 19% of the students

who were involved in the study. Thus, a majority of the students in the present study had 1-3 native teachers.

Table 14

Descriptive Statistics of the Number of Native Teachers Learners Had

	Frequency	Percentage
1-3	176	81
3+	41	19
TOTAL	217	100

As shown in Table 15, there were only 11 students who had abroad experience. Among these students, 78% had less than 1 year abroad experience. However, 206 students had never been abroad before. The students who had abroad experience constituted only 5% of the total, while the students who did not have abroad experience constituted 95% of the total learners in the study. Thus, a high majority of the students involved in the present study had no abroad experience.

Table 15

Descriptive Statistics of Learners' Abroad Experience

	Frequency	Percentage
YES	11	5
NO	206	95
TOTAL	217	100

As shown in Table 16, 48 students had less than 3 years of English learning experience, 17 students had 3-5 years of English learning experience, and 152 students had more than 5 years of English learning experience. The students who had less than 3 years of English

learning experience constituted 18% of the total, the students who had 3-5 years of English learning experience constituted 17% of the total, and the students who had more than 5 years of English learning experience constituted 70% of the total students involved in the study. Thus, a majority of the students in the present study had more than 5 years of English learning experience.

Table 16

Descriptive Statistics of Learners' Length of English Learning Experience

	Frequency	Percentage
Less than 3 years	48	22
3-5 years	17	8
5+ years	152	70
TOTAL	217	100

3.3 Data Collection

"Non-empirical reflections on the nature and conditions of NNS teachers, personal experiences and narratives, surveys, interviews and classroom observations" are suggested as the main types of research methods focusing on non-native teachers by Moussu and Lurda (2008, p.332). Among these methods, surveys and questionnaires come out as the most popular methods of research in the area of non-native teachers. Especially questionnaires, as stated by Llurda and Mouusu (2008) enable the researchers "report on very large numbers of participants and to duplicate studies easily, and therefore, they must be credited for providing the first empirical accounts on the nature and perceptions regarding non-native language teachers" (p.334). Questionnaires have been employed to investigate learners' (Cheung 2002; Lasabagaster & Sierra 2002; Higgins 2003; Moussu 2006), teachers' (Samimy & Brutt-Griffler 1999; Liang 2002; Mahboob 2003; Inbar-Lourie 2005) and administrators' (Mahboob 2003; Nemtchinova 2005; Moussu 2006) perceptions about native and non-native teachers. Thus, questionnaire was chosen as the research method for the quantitative part of this study.

The questionnaire has been prepared by the researcher inspired by the differences between native and non-native teachers of English as suggested by Medgyes (1994) and Lasabagaster and Sierra's (2005) study investigating what students think of the differences between the two group of teachers. In parallel with Groves et al.'s (2009) suggestions on preparing questionnaires, the researcher paid special attention to "the wording of questions, the structure of questions, the response alternatives, the order of questions, instructions for administering the questionnaire, and the navigational rules of the questionnaire". An expert on language teaching and an expert on educational psychology reviewed the items in the questionnaire in terms of their content validity, which is described by Creswell (2009) as "the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills" (p. 590). The expert opinions revealed that the items in the questionnaire covered the research scope, and were suitable for the aims of the study.

The first part of the survey contains demographic questions asking teachers' and learners' background information about English language teaching and learning. The teachers' demographic questionnaire consists of the participants' age, gender, English language learning environment, perceived English language proficiency, number of native speaker teachers they had, abroad experience, length of abroad experience and length of English teaching experience. The students' demographic questionnaire consists of the participants' age, gender, English language learning environment, perceived level of English language proficiency, number of native speaker teachers they had, abroad experience, length of abroad experience and length of English learning experience. The second and third sections each contains a set of 22 items, one designed for NNS and an identical set for NS teachers. The respondents are asked to rate NNS and NS teachers in the aspects of language competence and teaching behaviours. The fourth section of the questionnaire, given to the NNS teachers only, consists of the same set of items designed for NNS and NS teachers separately asked NNS teachers to state their opinions as to how learners would rate the NS and NNS teachers on the given aspects. The first 15 items measure the participants' perceptions about teaching behaviours of native and non-native teachers, while the other 7 items measure the participants' perceptions about the teachers' language competence in all four sections of the questionnaire. The participants were asked to rate native and non-native teachers choosing from a five point Likert-scale type items with the choices of (1) Very Poor, (2) Poor, (3) Good, (4) Strong, (5) Very Strong.

The qualitative part of the study consists of open ended questions, added to the end of the questionnaire. Llurda and Moussu (2008) argue that open ended questions "allow respondents to express their views on the matter without the constraints posed by closed questions previously established by the researcher, with no margin for respondents to incorporate their own intuitions and perceptions" (p.335). Moreover, Creswell (2003) also argues that open ended questions enable the researchers and participants to access the data anytime, actual words of the participants stay for a long time and can be used as written evidence and as an unobtrusive source of gathering data. Thus, it was considered that including open-ended questions in the research design would contribute to the objectivity of the present study. The students were asked 4 open ended questions investigating their opinions about NESTs and NNESTs and the advantages and disadvantages of native and non-native teachers. The teachers were asked 5 open-ended questions investigating their opinions about how they perceive themselves as non-native teachers of English, the advantages and disadvantages of native and non-native teachers and how they think the students feel about native and non-native teachers.

In order to ensure that any problematic points about the questionnaire were cleared before the actual study, a pilot study was conducted on a smaller sample. The draft survey was piloted on 15 non-native teachers and 35 students at the preparatory school of Selçuk University in Konya. As a criterion, the students who were taught by both native teachers and non-native teachers at the same time were chosen for the pilot study. The participants were asked to complete the questionnaire and answer the open-ended questions, and additionally they were asked to evaluate the clarity of the items in the study and make suggestions to improve the clarity of the items. In end of the pilot study, it was found out that there were no unclear items in the questionnaire. However, it was found that some teachers had difficulty in differentiating the 4 questionnaires they were given, and some left one or two questionnaires empty thinking that the questionnaires are asking the same thing. Thus, the researcher explained the content of each questionnaire at the beginning highlighting the differences in each questionnaire in order to eliminate any clarity problems about the study.

Following the implementation of the pilot study and rewording of the questionnaire, the actual data collection procedure started in February, 2013 and lasted for nearly 6 months. In order to collect data from a larger population, the questionnaires were implemented both

on hardcopies and online. For the implementation of the online surveys, a special webpage was created with the help of a web-based applications expert and the questionnaires were uploaded on the website. The survey link was sent to the e-mail addresses of 200 non-native teachers working at different universities around Turkey with an accompanying letter explaining the aim of the study and requesting their participation in the study. Hardcopy surveys were conducted by the researcher herself and the coordinating instructors working at preparatory schools of universities in different districts of Turkey selected using purposeful sampling to assure a nationwide perspective on the issue of non-native English teacher identity and status in Turkey. 250 student questionnaires and 200 non-native teacher questionnaires were applied at the following universities: Samsun 19 Mayıs University in Samsun, Turgut Özal University in Ankara, Gazi University in Ankara, Marmara University in Istanbul, Selcuk University in Konya, Mevlana University in Konya and Sivas University in Sivas. Two hundred and thirty student questionnaires and 87 teacher questionnaires as hardcopies, and 19 online teacher questionnaires were returned. Of both the hardcopy and online questionnaires, 13 student questionnaires and 10 teacher questionnaires were discarded from the data analysis due to improper or missing information. Finally, 217 student questionnaires and 89 teacher questionnaires were included in the quantitative analysis. Among these participants 68 teachers and 180 students, who answered the open-ended questions properly and completely, were included in the qualitative analysis.

In order to determine the internal reliability of the questionnaire, internal consistency of 22 items was tested through Cronbach's Alpha coefficient. Cronbach's Alpha coefficient for 22 items was found to be 0.952 as shown in Table 17. Thus, it is possible to conclude that the questionnaire items used in the present study were found to have good internal consistency.

Table 17
Reliability Statistics and Case Processing Summary

Case Processing Summary

		N	%
Cases	Valid	270	88.2
	Excluded(a)	36	11.8
	Total	306	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.952	22

3.4 Data Analysis

The researcher employed Statistical Package for Social Science (SPSS) version 15.0 in order to analyze the qualitative data. The quantitative data were analysed using descriptive statistics, independent sample t-test, one way-ANOVA and bi-variate correlations analysis. One way ANOVA was employed to determine whether one or more samples means were significantly different from each other. To determine which or how many sample means were different post hoc tests such as Scheffe and Dunnet's C were employed. Scheffe test provides the researcher with conservative data when the group sizes are unequal, while Dunnet's C are test provides reliable data when the group sizes are unequal (Büyüköztürk, 2006). Thus, Scheffe test was preferred when the group sizes were equal, and Dunnet's C test was preferred when the group sizes were unequal.

The qualitative data gathered from the open-ended questions were analysed through content analysis. A summative content analysis approach, which involves counting and comparisons of keywords or content, followed by the interpretation of the underlying context was used. The participants' responses to the open-ended questions were analyzed, and the prevailing themes were identified. Later, sub-categories for each theme were defined and coded data were organized under main themes and sub-categories. Percentages of each sub-category were calculated and, representative quotations for each sub-category were chosen for data presentation.

CHAPTER 4

RESULTS and DISCUSSION

This thesis was two-fold: First, it aimed at investigating differences in language competence and teaching behaviour between native and non-native teachers from the point of learners, non-native teachers and non-native teachers' impression of what learners think about native and non-native teachers; secondly, it compared learners' perceptions, non-native teachers' perceptions and non-native teachers' impression of what learners think about native and non-native teachers. This chapter provides the results of qualitative and quantitative data analysis of the study.

4.1 Perceptions about Native and Non-native Teachers

Perceptions about native and non-native teachers from the point of learners, non-native teachers and non-native teachers' impression of what learners think about native and non-native teachers were investigated by the analysis of both quantitative and qualitative data.

4.1.1 Quantitative Results

The participants' responses to the questionnaires were analysed by using descriptive statistics and t-test analysis. The mean scores of the participants' perceptions about native and non-native teachers are given in Table 18. The results of the analysis of perceptions

about native-and non-native teachers from learners' perceptions, teachers' perceptions and circular perceptions are presented in separate headings.

Table 18

Mean Scores of the Participants' Perceptions about NESTs and NNESTs

	STUDENTS' PERCEPTION OF NNEST	STUDENTS' PERCEPTION OF NEST	NNEST'S PERCEPTION OF NNEST	NNESTS' PERCEPTION OF NEST	NNEST'S IMRESSION OF HOW STUDENTS PERCEIVE NNESTs	NNEST'S IMPRESSION OF HOW STUDENTS PERCEIVE NESTs
1	3.9401	3.2824	4.5169	3.0116	4.4535	3.2824
2	3.5853	3.6296	3.9213	3.8837	4.0465	4.1059
3	3.5880	3.8967	3.8202	3.7907	4.0000	3.9412
4	3.6065	3.5701	3.4607	3.7882	3.8372	3.7882
5	3.1721	4.0880	2.9551	4.5116	3.2674	4.5882
6	3.1628	3.7383	3.1798	4.2093	3.3929	4.3412
7	3.2108	3.3077	3.3483	3.4643	3.5930	3.6353
8	2.7009	3.7606	2.8182	4.5116	3.2558	4.6588
9	3.1023	3.7407	3.3371	4.0814	3.6000	4.2353
10	3.3641	3.8318	3.5955	4.0116	3.8488	4.1059
11	3.4722	3.6526	3.5341	3.9070	3.7209	4.0000
12	3.3272	3.9120	3.3146	4.2093	3.5116	4.3412
13	3.7256	3.5000	4.2697	3.3929	4.0581	3.7619
14	3.2736	3.3023	3.7978	3.3721	3.6977	3.5059
15	3.4413	3.5767	3.7865	3.7674	3.7558	3.9412
16	3.9309	3.8056	4.4607	3.6941	4.2326	3.9765
17	3.8426	4.1250	3.9775	4.5059	4.0465	4.5059
18	3.8472	4.1814	4.0562	4.4471	4.0349	4.4824
19	3.8102	4.0370	3.7528	4.3882	3.8953	4.4118
20	3.6452	4.2778	3.4831	4.6353	3.6163	4.5765
21	3.5667	4.0512	3.5909	4.5647	3.7326	4.6235
22	2.8692	3.8884	3.0455	4.6118	3.3372	4.7619

4.1.1.1 Learners' Perceptions about Native Teachers and Non-native Teachers

Table 18 demonstrates the mean scores of learners' perceptions about native and non-native teachers. Analysis of students' responses to the questionnaires revealed that students scored NNESTs the highest in teaching grammar, grammar knowledge and reading skills

and they scored NNESTs the lowest in assessment of listening skills, knowledge of target culture and teaching target culture respectively. Analysis of students' responses to questionnaires also revealed that the students scored NESTs the highest in speaking skills, reading skills and vocabulary knowledge, respectively, and they scored NESTs the lowest in teaching learning strategies, empathy with students and teaching grammar respectively.

The difference between the learner perceptions about native teachers and non-native teachers was investigated through independent samples t-test analysis. The results yielded that there was a significant difference between learner perceptions about native teachers and non-native teachers in items 1, 3, 5, 6, 8, 9, 10, 12, 13, 17, 18, 19, 20, 21 and 22 as shown in the Table 19. In terms of teaching grammar and the assessment of grammar, learner perceptions about non-native teachers were higher than the perceptions about native teachers. On the other hand, in terms of teaching reading skills, teaching listening skills, teaching speaking skills, teaching target culture, the assessment of listening skills, the assessment of reading skills, the assessment of speaking skills, vocabulary knowledge, reading skills, writing skills, speaking skills, listening skills and knowledge of target culture, learner perceptions about native teachers were higher than the perceptions about non-native teachers. However, there wasn't a significant difference between learner perceptions about native teachers and learner perceptions about non-native teachers in items 2, 4, 7, 11, 14, 15 and 16. That is to say, in terms of teaching vocabulary, teaching writing skills, teaching learning strategies, the assessment of writing skills, empathy with students, use of materials and grammar knowledge, learner perceptions about native teachers and learner perceptions about non-native teachers did not differ from each other significantly.

Table 19

T-test Results for Learners' Perceptions about Native and Non-native Teachers

	Nativeness	N	Mean	Std. Deviation	Df	T	Sig.
TH1	non-native	217	3.9401	.93843			
	Native	216	3.2824	2.28623	285.179	3.913	.000
TH3	non-native	216	3.5880	1.01232	427	-3.179	.002
	Native	213	3.8967	.99936	426.999	-3.179	.002

TH5	non-native	215	3.1721	1.13284			
	Native	216	4.0880	.86085	399.376	-9.447	.000
TH6	non-native	215	3.1628	1.08366	427	-5.738	.000
	Native	214	3.7383	.99138	424.001	-5.740	.000
TH8	non-native	214	2.7009	1.21195	425	-9.279	.000
	Native	213	3.7606	1.14675	423.917	-9.280	.000
TH9	non-native	215	3.1023	1.12272			
	Native	216	3.7407	.96323	418.728	-6.334	.000
TH10	non-native	217	3.3641	1.08064	429	-2.315	.021
	Native	214	3.8318	2.76967	275.628	-2.304	.022
TH12	non-native	217	3.3272	1.07102			
	Native	216	3.9120	.93343	423.613	-6.058	.000
TH13	non-native	215	3.7256	1.08690	427	2.185	.029
	Native	214	3.5000	1.05149	426.655	2.185	.029
TH17	non-native	216	3.8426	.93671	430	-3.113	.002
	Native	216	4.1250	.94899	429.927	-3.113	.002
TH18	non-native	216	3.8472	1.01147	429	-3.575	.000
	Native	215	4.1814	.92707	426.116	-3.576	.000
TH19	non-native	216	3.8102	1.02802	430	-2.377	.018
	Native	216	4.0370	.95407	427.626	-2.377	.018
TH20	non-native	217	3.6452	1.06649			
	Native	216	4.2778	.87160	415.280	-6.760	.000
TH21	non-native	210	3.5667	1.11443			
	Native	215	4.0512	.97261	412.616	-4.771	.000
TH22	non-native	214	2.8692	1.21481			
	Native	215	3.8884	1.17075	426.263	-8.847	.000

4.1.1.2 Teachers' Perceptions about Native and Non-native Teachers

Table 18 indicates the mean scores of NNESTs' perceptions about native and non-native teachers. Analysis of NNESTs' responses to questionnaires revealed that NNESTs scored NNESTs the highest in teaching grammar, grammar knowledge and assessment of grammar, and they scored NNESTs the lowest in knowledge of target culture, teaching speaking skills and teaching target culture respectively. Analysis of NNESTs' responses to questionnaires revealed that NNESTs scored their native counterparts the highest in speaking skills, teaching target culture and listening skills respectively, and they scored their native counterparts the lowest in assessment of grammar, empathy with students and teaching grammar respectively.

The difference between the perceptions of teachers about native teachers and non-native teachers was investigated through independent t-test analysis. T-test results revealed that

there was a significant difference between teachers' perceptions about native teachers and non-native teachers in items 1, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21 and 22 as shown in Table 20. In terms of teaching grammar, the assessment of grammar, empathy with students and grammar knowledge, teachers' perceptions about non-native teachers were higher than their perceptions about native teachers. On the other hand, in terms of teaching writing skills, teaching speaking skills, teaching listening skills, teaching target culture, the assessment of listening skills, the assessment of reading skills, the assessment of writing skills, the assessment of speaking skills, vocabulary knowledge, reading skills, writing skills, speaking skills, listening skills and knowledge of target culture, teachers' perceptions about native teachers were higher than their perceptions about non-native teachers. There wasn't a significant difference between teachers' perceptions about native teachers and non-native teachers in items 2, 3, 7 and 15 only. That is, in terms of teaching vocabulary, teaching reading skills, teaching learning strategies and use of materials, teachers' perceptions about native teachers and non-native teachers did not differ from each other significantly.

Table 20

T-test Results for NNESTs' Perceptions about Native and Non-native Teachers

	Nativeness	N	Mean	Std. Deviation	Df	T	Sig.
TH1	Nonnative	89	4.5169	.62363	173	13.015	.000
	Native	86	3.0116	.88775			
TH4	Nonnative	89	3.4607	.95413	172	-2.280	.024
	Native	85	3.7882	.93978			
TH5	Nonnative	89	2.9551	1.09659			
	Native	86	4.5116	.68159	147.949	-11.318	.000
TH6	Nonnative	89	3.1798	1.09297			
	Native	86	4.2093	.76875	158.233	-7.227	.000
TH8	Nonnative	88	2.8182	1.00052			
	Native	86	4.5116	.66411	151.591	-13.182	.000
TH9	Nonnative	89	3.3371	1.01067			
	Native	86	4.0814	.72299	159.558	-5.618	.000
TH10	Nonnative	89	3.5955	.93807			
	Native	86	4.0116	.69442	162.129	-3.343	.001
TH11	Nonnative	88	3.5341	.89634			
	Native	86	3.9070	.79154	170.272	-2.910	.004
TH12	Nonnative	89	3.3146	1.05092			

	Group	N	Mean	SD	df	t	Sig.
	Native	86	4.2093	.84179	167.298	-6.226	.000
TH13	Nonnative	89	4.2697	.80853			
	Native	84	3.3929	1.06441	154.735	6.075	.000
TH14	Nonnative	89	3.7978	1.12996	173	2.577	.011
	Native	86	3.3721	1.05213			
TH16	Nonnative	89	4.4607	.64060			
	Native	85	3.6941	.92612	148.674	6.322	.000
TH17	Nonnative	89	3.9775	.72265			
	Native	85	4.5059	.68354	171.985	-4.956	.000
TH18	Nonnative	89	4.0562	.85758	172	-3.257	.001
	Native	85	4.4471	.71557			
TH19	Nonnative	89	3.7528	.92049			
	Native	85	4.3882	.69169	163.093	-5.163	.000
TH20	Nonnative	89	3.4831	.96663			
	Native	85	4.6353	.63334	152.593	-9.340	.000
TH21	Nonnative	88	3.5909	.89232			
	Native	85	4.5647	.66273	160.521	-8.167	.000
TH22	Nonnative	88	3.0455	.96976			
	Native	85	4.6118	.63797	151.025	-12.591	.000

4.1.1.3 Circular Perceptions about Native Teachers and Non-native Teachers

Table 18 provides the mean scores of NNESTs' impressions of how learners perceive native and non-native teachers. Analysis of NNESTs' impressions of how learners perceive them revealed that NNESTs had an impression that learners would score NNESTs the highest in teaching grammar, grammar knowledge and assessment of grammar, and they had an impression that learners would score NNESTs the lowest in knowledge of target culture, teaching speaking skills and teaching target culture. Analysis of NNESTs' impression of how students perceive NESTs, on the other hand, revealed that NNESTs had an impression that learners would score NESTs the highest in knowledge of target culture, teaching target culture and listening skills respectively, and NNESTs had an impression that learners would score NESTs the lowest in teaching learning strategies, empathy with students and teaching grammar respectively.

The difference between the circular perceptions about native teachers and non-native teachers was investigated through independent samples t-test analysis. The results demonstrated that there was a significant difference between circular perceptions about native teachers and non-native teachers in items 1, 5, 6, 8, 9, 10, 12, 13, 17, 18, 19, 20, 21 and 22 as shown in Table 21. In terms of teaching grammar and the assessment of

grammar circular perceptions about non-native teachers were higher than circular perceptions about native teachers. On the other hand, in terms of teaching speaking skills, teaching listening skills, teaching target culture, the assessment of listening skills, the assessment of reading skills, the assessment of speaking skills, vocabulary knowledge, reading skills, writing skills, speaking skills, listening skills and knowledge of target culture circular perceptions about native teachers were higher than circular perceptions about non-native teachers. However, there wasn't a significant difference between circular perceptions about native teachers and non-native teachers in items 2, 3, 4, 7, 11, 14, 15 and 16. That is, in terms of vocabulary teaching, teaching reading skills, teaching writing skills, teaching learning strategies, the assessment of writing skills, empathy with students, use of materials and grammar knowledge circular perceptions about native teachers and circular perceptions about non-native teachers did not differ from each other significantly.

Table 21

T-test Results for Circular Perceptions about Native and Non-native Teachers

	Nativness	N	Mean	Std. Deviation	Df	T	Sig.
ÖTH1	Nonnative	86	4.4535	.80669			
	Native	85	3.2824	1.19136	147.456	7.518	.000
ÖTH5	Nonnative	86	3.2674	1.02239			
	Native	85	4.5882	.76055	157.019	-9.592	.000
ÖTH6	Nonnative	84	3.3929	1.01812			
	Native	85	4.3412	.85291	161.360	-6.560	.000
ÖTH8	Nonnative	86	3.2558	1.06480			
	Native	85	4.6588	.68231	144.976	-10.271	.000
ÖTH9	Nonnative	85	3.6000	.84797	168	-4.866	.000
	Native	85	4.2353	.85422	167.991	-4.866	.000
ÖTH10	Nonnative	86	3.8488	.72789	169	-2.055	.041
	Native	85	4.1059	.90005	161.153	-2.052	.042
ÖTH12	Nonnative	86	3.5116	.99107	169	-5.824	.000
	Native	85	4.3412	.86675	166.539	-5.828	.000
ÖTH13	Nonnative	86	4.0581	.85893			
	Native	84	3.7619	1.04845	160.245	2.013	.046
ÖTH17	Nonnative	86	4.0465	.89320	169	-3.491	.001
	Native	85	4.5059	.82554	168.247	-3.493	.001
ÖTH18	Nonnative	86	4.0349	.90030	169	-3.500	.001
	Native	85	4.4824	.76550	165.321	-3.503	.001
ÖTH19	Nonnative	86	3.8953	.93342	169	-3.701	.000
	Native	85	4.4118	.89035	168.788	-3.702	.000
ÖTH20	Nonnative	86	3.6163	1.00784			

		N	Mean	SD			
	Native	85	4.5765	.85044	164.955	-6.736	.000
ÖTH21	Nonnative	86	3.7326	.97528			
	Native	85	4.6235	.70671	155.029	-6.846	.000
ÖTH22	Nonnative	86	3.3372	1.00130			
	Native	84	4.7619	.55143	132.863	-11.526	.000

4.1.1.4 Summary of Perceptions About NNESTs

It is possible to conclude that students' perceptions. NNESTs' perceptions and NNESTs' impressions of how learners perceive NNESTs agree on the strengths and shortcomings of NNESTs mostly as shown in Table 22. All three perceptions underline the following strengths of NNESTs: teaching grammar. grammar knowledge and vocabulary knowledge. All three perceptions underline the following shortcomings of NNESTs: teaching listening skills, knowledge of target culture and teaching target culture.

Table 22

Perceptions about NESTs

	Students' Perception of NNESTs	NNESTs' Perception of NNESTs	NNESTS' Impression of How Students Perceive NNESTs
1	Teaching Grammar	Teaching Grammar	Teaching Grammar
2	Grammar Knowledge	Grammar Knowledge	Grammar Knowledge
3	Reading Skills	Assessment of Grammar	Assessment of Grammar
4	Vocabulary Knowledge	Reading Skills	Vocabulary Knowledge
5	Writing Skills	Vocabulary Knowledge	Teaching Vocabulary
6	Assessment of Grammar	Teaching Vocabulary	Reading Skills
7	Speaking Skills	Teaching Reading Skills	Teaching Reading Skills
8	Teaching Writing Skills	Empathy With Students	Writing Skills
9	Teaching Reading Skills	Use of Materials	Assessment of Reading Skills
10	Teaching Vocabulary	Writing Skills	Teaching Writing Skills
11	Listening Skills	Assessment of Reading Skills	Use of Materials

12	Assessment of Writing Skills	Listening Skills	Listening Skills
13	Use of Materials	Assessment of Writing Skills	Assessment of Writing Skills
14	Assessment of Reading Skills	Speaking Skills	Empathy With Students
15	Assessment of Speaking Skills	Teaching Writing Skills	Speaking Skills
16	Empathy With Students	Teaching Learning Strategies	Assessment of Listening Skills
17	Teaching Learning Strategies	Assessment of Listening Skills	Teaching Learning Strategies
18	Teaching Speaking Skills	Assessment of Speaking Skills	Assessment of Speaking Skills
19	Teaching Listening Skills	Teaching Listening Skills	Teaching Listening Skills
20	Assessment of Listening Skills	Knowledge of Target Culture	Knowledge of Target Culture
21	Knowledge of Target Culture	Teaching Speaking Skills	Teaching Speaking Skills
22	Teaching Target Culture	Teaching Target Culture	Teaching Target Culture

4.1.1.5 Summary of Perceptions About NESTs

It is possible to conclude that learners' perceptions. NNESTs' perceptions and NNESTs' impressions of how learners perceive NESTs agree on the strengths and shortcomings of NESTs mostly as shown in Table 23. All three perceptions underline the following strengths of NESTs: speaking skills, teaching speaking skills and listening skills. All three perceptions underline the following shortcomings of NESTs: empathy with students and teaching grammar.

Table 23

Perceptions about NESTs

	Students' Perception of NESTs	NNESTs' Perception of NESTs	NNESTs' Impression of How Students Perceive NESTs
1	Speaking Skills	Speaking Skills	Knowledge of Target Culture
2	Reading Skills	Knowledge of Target Culture	Teaching Target Culture
3	Vocabulary Knowledge	Listening Skills	Listening Skills
4	Teaching Speaking Skills	Teaching Target Culture	Teaching Speaking Skills
5	Listening Skills	Teaching Speaking Skills	Speaking Skills
6	Writing Skills	Vocabulary Knowledge	Vocabulary Knowledge
7	Assessment of Speaking Skills	Reading Skills	Reading Skills
8	Teaching Reading Skills	Writing Skills	Writing Skills
9	Knowledge of Target Culture	Assessment of Speaking Skills	Teaching Listening Skills
10	Assessment of Reading Skills	Teaching Listening Skills	Assessment of Speaking Skills
11	Grammar Knowledge	Assessment of Listening Skills	Assessment of Listening Skills
12	Teaching Target Culture	Assessment of Reading Skills	Assessment of Reading Skills
13	Assessment of Listening Skills	Assessment of Writing Skills	Teaching Vocabulary
14	Teaching Listening Skills	Teaching Vocabulary	Assessment of Writing Skills
15	Assessment of Writing Skills	Teaching Reading Skills	Grammar Knowledge
16	Assessment of Speaking Skills	Teaching Writing Skills	Use of Materials
17	Use of Materials	Use of Materials	Teaching Reading Skills
18	Teaching Writing Skills	Grammar Knowledge	Teaching Writing Skills
19	Assessment of Grammar	Teaching Learning Strategies	Assessment of Grammar
20	Teaching Learning Strategies	Assessment of Grammar	Teaching Learning Strategies
21	Empathy With Students	Empathy With Students	Empathy With Students
22	Teaching Grammar	Teaching Grammar	Teaching Grammar

4.1.2 Qualitative Results

The quantitative findings concerning participants' perceptions about native and non-native teachers were triangulated with qualitative findings, which were obtained from the content

analysis of the participants' responses to open-ended questions. There were three main themes that appeared in the end of the content analysis: language competence, teaching behaviour and individual qualities. The results of the content analysis of learners' perceptions. teachers' perceptions and circular perceptions about native and non-native teachers are presented separately for each theme.

4.1.2.1 Language Competence

Language competence was the first theme that was found in the content analysis of the participants' responses to open ended questions. This theme was also available in the quantitative part of the study. The participants' comments about native and non-native teachers were identified and were organized into sub-categories. Percentages for each sub-category were calculated. and representative quotations for each sub-category were chosen.

4.1.2.1.1. Perceptions about NNESTs' language competence

Table 24 indicates the sub-categories identified in the content analysis of learner perceptions. teacher perceptions. and circular perceptions concerning the language competence of NNESTs.

Table 24

Sub-categories Identified about Language Competence of NNESTs

	Learner Perceptions	Teacher Perceptions	Circular Perceptions
1	Poor speaking skills	Poor speaking skills	Poor speaking skills
2	Effective grammar knowledge	Poor vocab. knowledge	Poor listening skills
3	Poor vocab. knowledge	Poor target culture knowledge Poor mastery of language	Poor vocab. knowledge

4	Effective vocabulary knowledge	Poor daily language use
5	Poor daily language use	Poor listening skills
6	Poor listening skills	Effective grammar knowledge
7	Effective writing skills Effective reading skills Poor target culture knowledge	Effective writing skills Effective reading skills

Figure 5 indicates the percentage for each sub-category identified in the content analysis of learner perceptions. teacher perceptions. and circular perceptions concerning the language competence of NNESTs.
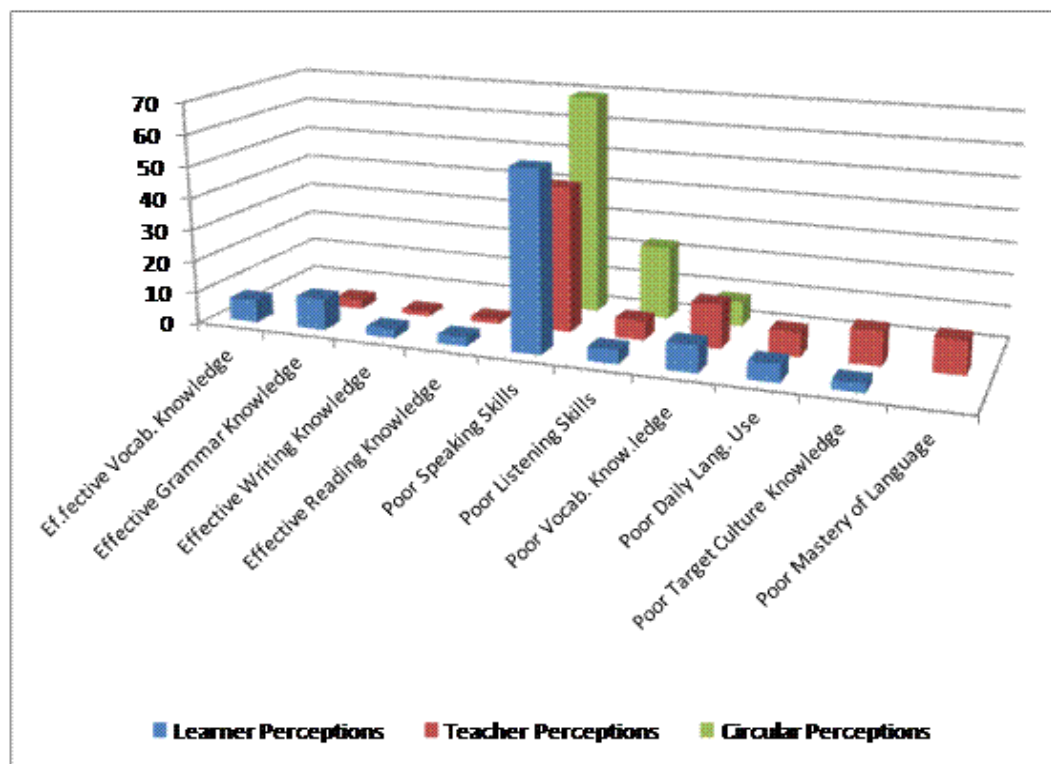
Figure 5. Percentage of Each Sub-category about Language Competence of NNESTs

As shown in Table 24, learners identified the strengths of NNESTs as effective grammar knowledge, effective vocabulary knowledge, effective writing skills and effective reading

skills respectively. The shortcomings of NNESTS as identified by learners were poor speaking skills, poor vocabulary knowledge, poor daily language use, poor listening skills and poor target culture knowledge respectively. Effective grammar knowledge pertains to 10%, effective vocabulary knowledge pertains to 7%, effective writing skills pertains to 3%, effective reading skills pertains to 3%, poor speaking skills pertains to 56%, poor vocabulary knowledge pertains to 9%, poor daily language use pertains to 6%, poor listening skills pertains to 4% and poor target culture pertains to 3% of all comments about non-native teachers made by learners as shown in Figure 5.

Poor speaking skills of non-native teachers was the most widely stated comment about non-native teachers. 56% of the students complained about the poor speaking skills of non-native teachers. The students evaluated the speaking skills of non-native teachers in comparison to native teachers, and stated that non-native teachers can never speak English like natives as seen in one students' response:

"Non-natives teachers can't speak like an English." (SAMSUN L 21)

The students also expected their non-native teachers to use the standard American or British accent, and they evaluated non-native teachers' speaking skills negatively due to the different accents they had. One student shared his opinion about the inefficient skills of non-native teachers, and stated:

"Except some of the teachers, non-natives cannot speak accented English like a British or an American." (MEV L 10)

The responses of the students also revealed that the students believed that there is a relationship between the accent of the non-native teachers and the development of their own listening skills. They stated that due to insufficient accent and pronunciation of non-native teachers, their listening skills are affected negatively. Two students' responses reveal the relationship between non-native teachers' accent and learners' listening skills:

"Non-native teachers are in sufficient in pronunciation and listening." (SAM L 2)

"They are inefficient in terms of accent, and we have problems in learning listening." (MAR L 17)

Moreover, the students were of the opinion that as non-native teachers shared the same first language with the students, they could easily switch to Turkish in their classes. The

students stated that switching to Turkish frequently affected the development of their speaking skills negatively. One students reported:

"They are inefficient in speaking, because when we don't understand we start speaking Turkish." (SEL L21)

The second most widely stated point about non-native teachers was effective grammar knowledge. 10% of the comments about non-native teachers concentrated on effective grammar knowledge of non-native teachers. The students reported that although non-native teachers lacked the speaking skills native teachers had, their grammar knowledge was better than native teachers. One student, for example, shared:

"Although non-native teachers are not as good as natives in speaking. they know more about grammar than natives"(SAMSUN L 21)

The responses of the students also indicate that the students believe that grammar is the main focus of non-native teachers' classes. One student stated that non-native teachers' lack of self confidence in speaking led them to improve themselves in grammar, and focus on grammar more in their lessons:

"As grammar is the main focus of their teaching. and they are afraid of making mistakes in speaking they are insufficient in making practice. However. they've improved themselves in terms of grammar." (SAMSUN L 36)

As shown in Table 24, the strengths of NNESTs as identified by NNESTs were effective grammar knowledge, effective writing skills and effective reading skills, while NNESTs identified the shortcomings of NNESTs as poor speaking skills, poor vocabulary knowledge, poor target culture knowledge, poor mastery of language, poor daily language use and poor listening skills. Effective grammar knowledge pertains to 3%, effective writing skills pertains to 2%, effective reading skills pertains to 2%, poor speaking skills pertains to 46%, poor vocabulary knowledge pertains to 14%, poor target culture knowledge pertains to 11%, poor mastery of language pertains to 11%, poor daily language use pertains to 8% and poor listening skills pertains to 6% of total comments about non-native teachers made by the teachers themselves as shown in Figure 5.

Poor speaking skills is the most widely made comment about non-native teachers by teachers themselves, also. Like students, teachers also made a comparison between native

and non-native teachers while evaluating the speaking skills of non-native teachers as seen in one teachers' comment:

"Except speaking skills I don't think we lack anything that natives have." (SEL NN18)

The responses of the teachers suggest that non-native teachers do not have enough self confidence about speaking in English, especially in terms of stress, intonation and pronunciation. One teacher shared his lack of confidence in speaking clearly in the following quote:

"I don't feel confident in stress, intonation and pronunciation" (GAZİ NN 27)

Some of the respondents believed that there was a close relationship between nativeness and speaking skills. One teacher explained how nativeness could affect speaking skills and vocabulary knowledge of non-native teachers negatively:

"As it is not my mother tongue I have problems in vocabulary and pronunciation." (SAM NN3)

The respondents also noted that there could be a relationship between speaking skills and daily practice. They suggested that although it is easier to develop grammar, writing, reading and listening skills for non-native teachers, it is more difficult to develop speaking skills due to the fact that speaking requires daily practice. Another teacher stated that his speaking problems are related to inefficient daily practice:

"As it is easier to improve yourself in grammar, writing, reading and listening I find myself sufficient in these skills. However, as speaking requires daily practice, I don't find myself sufficient in speaking." (GAZİ NN7)

In relation to poor daily practice, teachers also reported that non-native teachers have poor daily language use, and it affected non-native teachers' speaking skills negatively. The comments of the teachers suggest that instead of daily language use, non-native teachers preferred formal structures in speaking. One teacher shared his problems in daily language use in the following quote:

"We have problems in using daily language. We use formal language mostly." (SEL NN 5)

As shown in Table 24, an analysis of circular perceptions of Turkish teachers, about non-native teachers' language competence indicated that NNESTs' were found to have an impression that learners would perceive no strength of NNESTs, but they would perceive poor speaking skills, poor listening skills and poor vocabulary knowledge as shortcomings of NNESTs. Poor speaking skills pertains to 69%, poor listening skills pertains to 23% and poor vocabulary knowledge pertains to 8% of the total comments about non-native teachers included in circular perceptions as shown in Figure 5.

Similar to the analysis of learner perceptions and teacher perceptions, the analysis of circular perceptions also revealed that poor speaking skills was the most widely stated comment about non-native teachers. Like learner and teacher perceptions, circular perceptions evaluated the speaking skills of non-native teachers in comparison to native teachers. Circular perceptions reveal that teachers have an impression that learners compare their speaking skills and listening skills with those of natives'. and that they don't find the speaking skills and listening skills of non-native teachers as efficient as natives'. The following quote chosen from circular perceptions reveals this point clearly:

"The students think non-native teachers' speaking and listening skills are not as good as natives'." (GAZİ NN4)

4.1.2.1.2 Perceptions about NESTs' language competence

Table 25 indicates the sub-categories identified in the content analysis of learner perceptions, teacher perceptions, and circular perceptions concerning the language competence of NESTs.

Table 25

Sub-categories Identified about the Language Competence of NESTs

	Learner Perceptions	Teacher Perceptions	Circular Perceptions
1	Effective speaking skills	Effective mastery of language	Effective mastery of language
2	Effective mastery of language	Effective target culture knowledge	Effective speaking skills
3	Effective vocabulary knowledge	Effective speaking skills	
4	Effective daily language use	Effective listening skills Effective daily language use	
5	Effective listening skills		
6	Effective reading skills Effective writing skills Poor local culture knowledge		

Figure 6 indicates the percentage for each sub-category identified in the content analysis of learner perceptions. teacher perceptions, and circular perceptions concerning the language competence of NESTs.
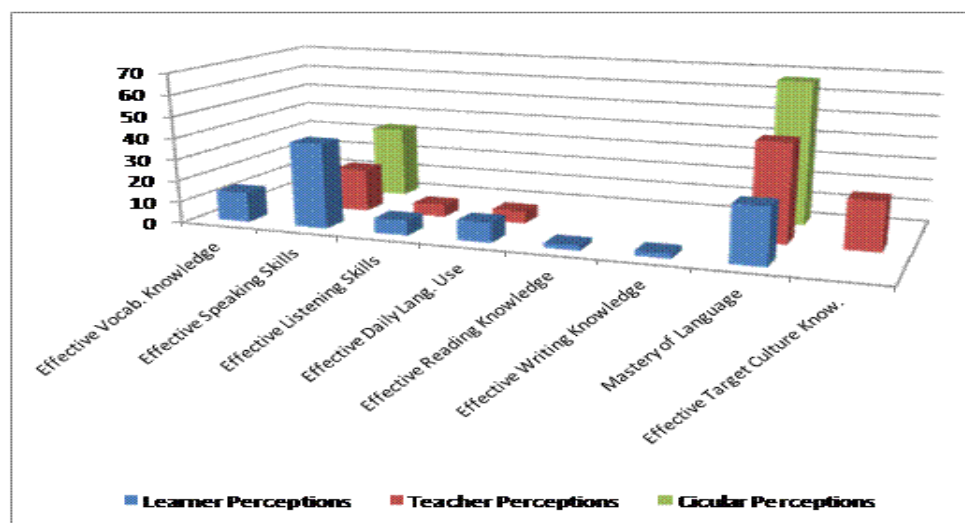
Figure 6. Percentage of Each Sub-category about Language Competence of NESTs

As shown in Table 25, learners identified the strengths of NESTs as effective speaking skills, effective mastery of language, effective vocabulary knowledge, effective daily language use, effective listening skills, effective reading skills and effective writing skills. Learners did not identify any shortcoming about native teachers' language competence. Effective speaking skills pertains to 40%, effective mastery of language pertains to 26%, effective vocabulary knowledge pertains to 14%, effective daily language use pertains to 9%, effective listening skills pertains to 7%, effective reading skills pertains to 2% and effective writing skills pertains to 2% of all the comments made by learners about native teachers as shown in Figure 6.

Most of the comments made by learners about native teachers' language competence were concerned with native teachers' effective speaking skills. Nearly half of the students underlined effective speaking skills as an important strength of native teachers. Students' responses reveal that they believe native teachers have efficient speaking skills as a result of their control over English language, as shown in the following learner comment:

"Native teachers have control over English language, and their speaking and listening skills are perfect!" (SİV L 37)

In relation to the comments about native teachers' effective speaking skills, students' comments also reveal that they believe native teachers have perfect pronunciation in English, as shown in the following quote:

"Native teachers have no problems in pronunciation as opposed to non-native teachers." (SİV L 34)

In addition, learner comments about native teachers also suggest that learners consider native teachers' wide vocabulary knowledge as a crucial strength. Students think that native teachers have efficient vocabulary knowledge, and they explain native teachers' effective vocabulary knowledge with their nativeness. The following student comment reveals the relationship between native teachers' effective vocabulary knowledge and nativeness:

"As English is their mother tongue, their vocabulary knowledge is perfect. " (SEL L 25)

As shown in Table 25, teachers identified the strengths of native teachers as effective mastery of language, effective target culture knowledge, effective speaking skills, effective listening skills and effective daily language use. Teachers identified no shortcomings about NESTs. Effective mastery of language pertains to 46%, effective target culture knowledge pertains to 23%, effective speaking skills pertains to 20%, effective listening skills pertains to 6% and effective daily language use pertains to 6% of all comments made by teachers about native teachers as shown in Figure 6.

Analysis of Turkish teachers' responses reveals that effective mastery of language is the most frequent comment about native teachers. Turkish teachers believe that native teachers have control over English language, and they find especially native teachers' speaking and listening skills impressive. The following teacher comment reveals Turkish teachers' perceptions about native teachers' control over English language clearly:

"Native teachers have complete control over English language. Especially their listening and speaking skills are perfect!" (SEL NN 14)

Moreover, teachers' comments about native teachers suggest that Turkish teachers believe native teachers have better pronunciation than non-native teachers. The following teacher comment explains the superiority of native teachers in pronunciation in relation to their nativeness:

"They have natural superiority over non-native teachers in pronunciation" (SAM NN 6).

Teachers' comments about native teachers also indicate that effective use of daily language is another significant strength of native teachers. Turkish teachers believe that as native teachers have internalized English language, they are able to use everyday language, idioms and slangs efficiently, as shown in the following teacher comment:

"As they have internalized the language they speak, they can use everyday language more efficiently, and they provide authentic input for learners." (GAZİ NN 21)

As shown in Table 25, analysis of circular perceptions reveals that NNESTs have an impression that learners would identify effective mastery of language and effective speaking skills as the strengths of NESTs, and that they would report no shortcomings related to NESTs. Effective mastery of language pertains to 67% and effective speaking

skills pertains to 33% of all comments about native teachers included in the circular perceptions as shown in Figure 6.

Similar to learners' comments and teachers' comments, circular comments about native teachers also reveal that effective mastery of language is the most frequent circular comment about native teachers. Circular comments suggest that Turkish teachers have an impression that learners think native teachers have effective mastery of English language, as shown in the following comment:

"Students are fascinated by native teachers' mastery of language except for grammar"(GAZİ NN24)

Analysis of circular comments reveals that the second frequent circular comment about native teachers is concerned with native teachers' effective speaking skills. Circular comments suggest that Turkish teachers have an impression that learners find native teachers' speaking skills effective and impressive, as shown in the following circular comment:

"Students find natives exciting in terms of speaking skills." (GAZİ NN17)

4.1.2.1.3 Summary of Perceptions about Language Competence

If the three perceptions are compared, it is possible to see that poor speaking skills, poor vocabulary knowledge and poor listening skills are the points put forward in all three perceptions concerning NNESTs' language competence. It is possible to conclude that learners and NNESTs agree on the point that NNESTs have poor speaking skills, vocabulary knowledge and listening skills. Moreover, a general overview of the three perceptions about NNESTs' language competence reveal that a majority of the features assigned to NNESTs by the three perceptions are negative points. 67.5% of learners perceptions. 94% of NNEST perceptions and 100% of circular perceptions point are related to the shortcomings of NNESTs' language competence. Thus, it is possible to conclude that although learner, teacher and circular perceptions agree on the strengths and shortcomings of NNESTs mostly, negative points rather than the positive ones about NNESTs' language competence are underlined by the three perceptions.

On the other hand, a comparison of all three perceptions reveal that all perceptions converge on effective speaking skills and effective mastery of language concerning the language competence of NESTs. It is possible to conclude that both learners and NNESTs agree on the point that NESTs have effective mastery of language and effective speaking skills. Moreover, a general overview of the three perceptions concerning NESTs' language competence suggest that nearly all of the features assigned to NESTs are positive, and there are no negative features assigned to NESTs apart from poor local culture knowledge included in learner perceptions. Thus, not only do NNESTs report no shortcomings about NESTs, but also they think learners will report no shortcomings about NNESTs, too. However, indeed learner perceptions point out a shortcoming, poor local culture knowledge, about NESTs, Thus. it is possible to conclude that although the three perceptions regarding the language competence of NESTs agree on effective mastery of language and effective speaking skills of NESTS. and the perceptions about NESTs are mostly positive, teachers' perceptions and circular perceptions are more positive than learners' perceptions.

4.1.2.2 Teaching Behaviour

Teaching behaviour was the second theme that appeared in the content analysis of the participants' responses to open ended questions. This theme was also available in the quantitative part of the study. The participants' comments about native and non-native teachers were identified and were organized into sub-categories. Percentages for each sub-category were calculated, and representative quotations for each sub-category were chosen.

4.1.2.2.1 Perceptions about NNESTs' teaching behaviour

Table 26 indicates the sub-categories identified in the content analysis of learner perceptions. teacher perceptions, and circular perceptions concerning the teaching behaviour of NNESTs.

Table 26

Sub-categories Identified about Teaching Behaviour of NNESTs

	Learner Perceptions	Teacher Perceptions	Circular Perceptions
1	Effective empathy with students	Effective empathy with students	Effective grammar teaching
2	Effective grammar teaching	Ability to use L1	Effective reading teaching
			Effective vocab. Teaching
3	Ability to use L1	Effective student profile knowledge	Effective writing teaching
			Effective empathy with students
4	Poor speaking teaching	Poor practice	Poor speaking teaching
5	Poor practice	Poor target culture teaching	Effective classroom management
			Effective local culture knowledge
			Ability to use L1
			Poor target culture teaching
			Poor practice
6	Effective pedagogical skills	Poor speaking teaching	
		Effective grammar teaching	
7	Poor listening teaching	Effective reading teaching	
		Effective writing teaching	
		Effective classroom management	
		Effective local education system knowledge	
8	Effective student profile knowledge	Poor listening teaching	
9	Effective local culture knowledge	Effective pedagogical skills	
	Overcorrecting student errors		
	Excessive discipline		
	Overdependence on coursebooks		
10	Poor target culture teaching		
	Excessive homework		
	Effective classroom management		
	Effective local education system knowledge		
	Exam oriented		

Figure 7 indicates the percentage for each sub-category identified in the content analysis of learner perceptions, teacher perceptions, and circular perceptions concerning the teaching behaviour of NNESTs.
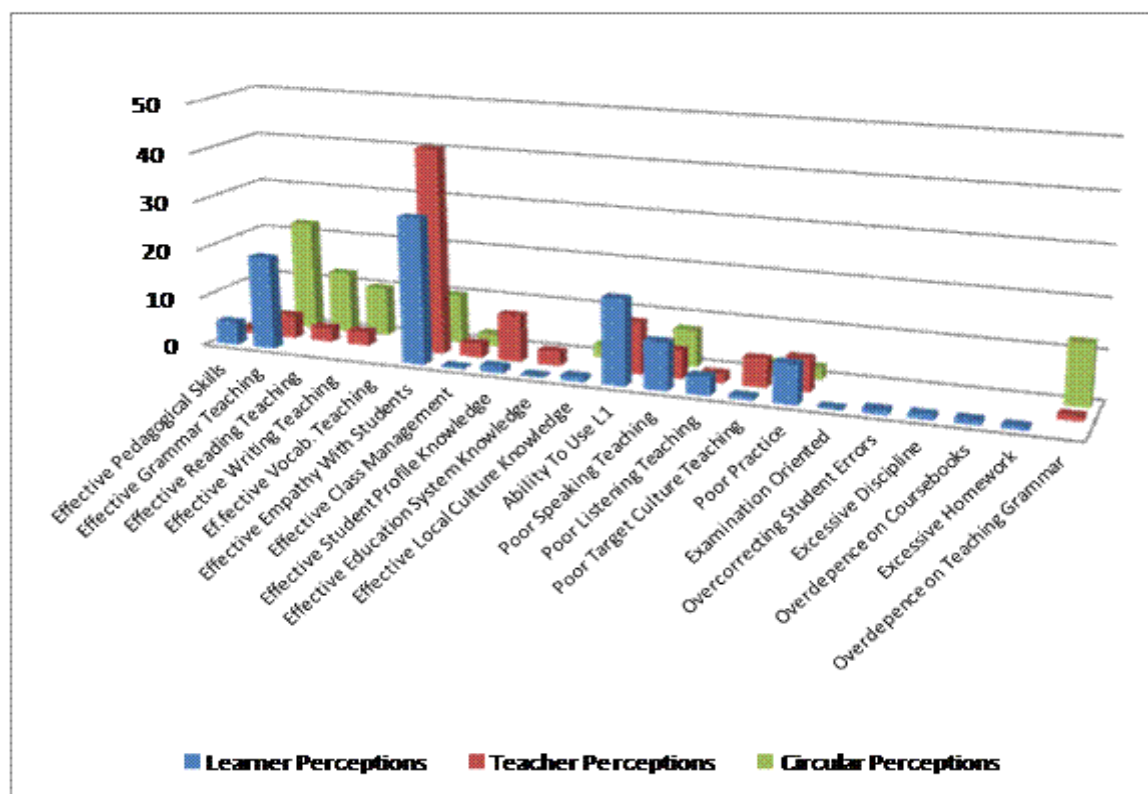
Figure 7. Percentage of Each Sub-category about Teaching Behaviour of NNESTs

As shown in Table 26, the strengths of NNESTs as identified by learners were effective empathy with students, effective grammar teaching, ability to use L1. effective pedagogical skills, effective student profile knowledge, effective local culture knowledge, effective classroom management and effective local education system knowledge. The shortcomings of NNESTs as identified by learners were poor speaking teaching, poor practice, poor listening teaching, overcorrecting student errors, excessive discipline, overdependence on course books, poor target culture teaching, excessive homework and being exam oriented. Effective empathy with students pertains to 30%, effective grammar teaching pertains to 19%, ability to use L1 pertains to 14%, effective pedagogical skills pertains to 5%, effective student profile knowledge pertains to 1%, effective local culture knowledge

pertains to 1%, effective classroom management pertains to 0.3% and effective local education system knowledge pertains to 0.3%, poor speaking teaching pertains to 10%, poor practice pertains to 8%, poor listening teaching pertains to 4%, overcorrecting student errors pertains to 1%, excessive discipline pertains to 1%, overdependence on course-books pertains to 1%, poor target culture teaching pertains to 0.7%, excessive homework pertains to 0.7% and being exam oriented pertains to 0.3% of all comments made by learners about non-native teachers as shown in Figure 7.

The most widely comment made by learners about non-native teachers' teaching behaviours was effective empathy with students. One third of the all comments made by learners about non-native teachers' teaching behaviour were concerned with effective empathy with students. First, learner perceptions evaluated communication of non-native teachers with students through a comparison between native teachers and non-native teachers. Learner perceptions reveal that learners believe that non-native teachers can communicate with students better than non-natives, as seen in the following comment made by one of the students:

"Non-native teachers are better than natives in communication with students." (SELÇUK 41)

The responses of the students also provide explanations for non-native teachers' effective empathy with students. The students believe that unlike native teachers, who had never been English language learners themselves, non-native teachers' experiences as English language learners help them understand the students better than natives. One student shared the relationship between non-native teachers' English learning experiences and their empathy with students in the following quote:

"As they went through the same stages when they were language learners themselves, they can complete our missing points, and they understand us much better than natives." (SİV L 23)

In a similar vein, another student also added that non-native teachers can answer students' questions effectively, and commented:

"You can find answers for all of your questions with a nonnative teacher" (SEL L 33)

Another explanation the students make for non-native teachers' effective empathy with students is shared L1 and cultural background. The students suggest that as non-native

teachers and learners share the same L1 and cultural background, non-native teachers can understand the needs of students easily and respond accordingly. The following comment made by a learner reveals how common L1 and cultural background contribute to non-native teachers' empathy with students:

"Due to common L1 and cultural background, non-native teachers understand what we need more easily. " (SAM L 2)

In a similar vein, another student comment also reveals the relationship between common cultural background and the communication between teachers and students in the following way:

"As we're coming from the same cultural background we're talking about the same things." (SAM 24)

Learners' perceptions about non-native teachers also indicate that they think non-native teachers have effective knowledge about the local education system in Turkey. According to the students, as non-native teachers know the requirements of education system in Turkey well, they can understand the needs of the students easily as seen in the following comment of a student:

"They know the education system in Turkey very well. Thus, they can understand us easily." (SİV L 28)

The responses of students also reveal that non-native teachers' effective empathy with students also depends on mutual understanding between teachers and students. According to the students not only non-native teachers can understand students well, but also the students can understand the non-native teachers well. One student shares his opinions about this mutual understanding in the following comment:

"They understand us very well, and we also understand them well." (SEL L3)

Effective grammar teaching was the second most widely stated comment about non-native teachers made by learners. The students believe that non-native teachers are effective in teaching grammar. One student argued that students prefer to learn grammar, vocabulary and reading skills from non-natives instead of natives:

"Students want to learn grammar, vocabulary and reading skills from non-natives." (SEL NN4)

One explanation made by students about non-native teachers' effective grammar teaching is their effective local education system knowledge. They suggest that as non-native teachers know the education system in Turkey well, they are aware of the fact that students should study according to the requirements of exams in Turkey. As exams in Turkey require students to be competent in grammar, and test grammar knowledge of students rather than their communicative skills, non-native teachers focus on grammar teaching. One student explained the relationship between non-native teachers' effective grammar teaching and their effective local education system knowledge in the following way:

"Non-native teachers are really effective in teaching grammar. As students study according to the requirements of exams in Turkey, they are good at teaching grammar." (SİVAS L 48)

However, there were also some students who thought that non-native teachers were too exam oriented, and they focused on exams more than the lessons. One student shared his opinion about the exam-oriented teaching behaviours of non-native teachers in the following quote:

"They give importance to exams rather than the lessons." (SİV L 35)

Although effective grammar teaching was considered to be a strength of non-native teachers by most of the students in the present study, some students also considered that non-native teachers were over dependent on teaching grammar, and thus they neglected other communicative skills such as listening and speaking. One student explained how overdependence of non-native teachers on grammar led to poor speaking and listening teaching in non-native teachers' lessons:

"They only focus on grammar, and they forget about listening and speaking." (MEV L 18)

Ability to use L1 is another widely stated comment about non-native teachers' teaching behaviours made by learners. The students suggest that non-native teachers' ability to use L1 enables the teachers make explanations in Turkish, when needed. One student explains the contribution of non-native teachers' ability to use L2 to the communication between the students and the teachers in the following way:

"I believe that non-native teachers are more beneficial for us compared to native teachers, because they can make explanations in Turkish when needed." (MAR L 35)

The students' responses also reveal that use of L1 not only contributes to the communication between the students and the teachers, but also helps the teachers overcome the problems they face in the classroom. One student shared that unlike native teachers, non-native teachers could deal with the problems in the classroom due to their ability to use L1, and stated:

"Only non-native teachers can overcome crisis that appear during teaching by the help of L1 use" (MAR L 32)

However, although ability to use L1 is considered to be a strength for non-native teachers, some students also think that it might be a disadvantage for students sometimes. Students' comments reveal that L1 use may influence the learning process negatively. One student commented:

"L1 use is helpful when there are points that we don't understand. However, it also prevents us from feeling obliged to speak English, and keep us away from the target language." (MAR L 6)

Analysis of learners' perceptions indicate that although the students believe that L1 use contributes to the communication between the teachers and the students, they also think that non-native teachers should speak English rather than Turkish in the classroom. One student shared the need for the use of English rather than Turkish in the classroom in the following quote:

"It is true that we understand much better when the teacher speaks Turkish, but they should speak English more often." (SAM L 26)

The students also expressed that use of too much L1 in the classroom leads to insufficient practice in English. The following quotation from a students' response suggests that although students find use of L1 useful in teaching English in comparison to Turkish, they are also worried that excessive use of L1 by non-native teachers could prevent them from making practice in English:

"Non-native teachers can teach English in comparison to Turkish. However, as they resort to Turkish whenever they are in trouble, we can't practice English" (SELÇUK L 38)

In relation to use of L1 in the classroom, poor practice is another learner comment about non-native teachers. The responses of students reveal that they believe in the importance of making practice in English for effective language learning. However, they also think that non-native teachers are not very good at helping students make practice in English, because English is not their native language. The following learner comment indicates the relationship between making practice in English and nativeness from learners' point of view:

"I believe that language teaching should be based on practice. However, non-native teachers cannot provide enough practice for us as they are not native speakers of English." (SAM L 8)

Despite some negative comments about non-native teachers, learner comments reveal that students acknowledge the effective pedagogical skills of non-native teachers as an important strength, The following learner comment suggests that students believe that compared to native teachers. non-native teachers are more effective in pedagogical skills:

"They are more knowledgeable about teaching methods than native teachers." (SİV L 35)

As shown in Table 26, teachers identified the strengths of non-native teachers as effective empathy with students, ability to use L1, effective student profile knowledge, effective grammar teaching, effective reading teaching, effective writing teaching, effective classroom management, effective local education system knowledge and effective pedagogical skills. However, the shortcomings of non-native teachers as identified by teachers were poor practice, poor target culture teaching, poor speaking teaching and poor listening teaching. Effective empathy pertains to 42%, ability to use L1 pertains to 11%, effective student profile knowledge pertains to 10%, effective grammar teaching pertains to 5%, effective reading teaching pertains to 3%, effective writing teaching pertains to 3%, effective classroom management pertains to 3%, effective local education system knowledge pertains to 3%, effective pedagogical skills pertains to 1%, poor practice pertains to 7%, poor target culture teaching pertains to 6%, poor speaking teaching pertains to 6% and poor listening teaching pertains to 2% of all comments made by teachers about non-native teachers as shown in Figure 7.

The most widely made teacher comment about non-native teachers' teaching behaviour was their effective empathy with students. Like students, teachers themselves also

highlighted effective empathy with students as an important strength of non-native teachers. The following teacher comment clearly reveals non-native teachers' effective empathy with students from teachers' point of view:

"Non-native teachers can estimate the intuitions and thoughts of the learners." (GAZİ NN 3)

Teacher comments about non-native teachers' effective empathy with students suggest that there is a close relationship between non-native teachers' experiences as language learners and their effective empathy with students. The following teacher comment indicates how non-native teachers' effective empathy with students is related to their own experiences as language learners:

"We know the learning habits of the students. We have been students ourselves before." (GAZİ NN 10)

Teacher comments reveal that thanks to their experiences as language learners, non-native teachers can understand the needs of the students, and they can estimate the problematic points for the students beforehand. The following teacher comment explains how non-native teachers' own learning experiences contribute to their empathy with students:

"As someone who has learned English as a foreign language. I can understand their needs, and I can foresee the points that will create problems for learners." (BİL NN4).

Another reason suggested by teachers for non-native teachers' effective empathy with students is their effective student profile knowledge. Teachers' comments about non-native teachers reveal that they believe non-native teachers know the student profile in Turkey quite well. The following teacher comment reveals how non-native teachers' effective student profile knowledge contributes to their empathy with students:

"As we have worked with the same profile of learners for a long time, we know the students very well. Thus, we can understand them easily." (BİL NN1)

In addition to effective student profile knowledge, non-native teachers' effective local education system knowledge also contributes to their empathy with students according to teachers. The following teacher comment reveals that teachers believe that non-native teachers are knowledgeable about the education system in Turkey, and this is an important strength of non-native teachers as opposed to native teachers:

"Non-natives are the most suitable teachers for the present education system." (SEL NN15)

Moreover, the analysis of teachers' comments indicate that teachers believe that exams are important in Turkey, and non-native teachers can help students with exams better than native teachers thanks to their effective local education system knowledge. The following teacher comment suggests that as non-native teachers know the education system in Turkey better than native teachers, they can meet the demands of learners better:

"Non-native teachers know the education system in Turkey better and they prepare the students for the exams better." (GAZİ NN 11)

Similar to learners' comments, ability to use L1 was another widely made teacher comment about non-native teachers. However, like students teachers also consider non-native teachers' ability to use L1 both an advantage and a disadvantage. On the one hand, as an advantage, the student responses suggest that ability to use L1 contributes to the communication between learners and non-native teachers. On the other hand, as a disadvantage, non-native teachers' ability to use L1 affects learners' motivation to speak English in a negative way. The following teacher comment explains why teachers regard non-native teachers' ability to use L1 both an advantage and a disadvantage:

"Speaking the same mother tongue with learners is both an advantage and a disadvantage. As a disadvantage, the students do not force themselves to speak English. and whenever they feel insecure in the target language they start speaking Turkish. As an advantage, the students can express themselves in Turkish much better." (GAZİ NN 2)

In a similar vein, teachers also believe that as students know that non-native teachers can speak Turkish, they prefer to use Turkish in the classroom mostly, as seen in the following teacher comment:

"When the students realize that you can speak Turkish, it gets more difficult to stick to English in the class." (SEL NN13)

Moreover, according to teachers, non-native teachers' ability to use L1 creates motivation problems in the classroom. Teachers suggest that when students realize that non-native teachers can speak Turkish they become more inclined to speak Turkish. In addition, the students expect the teachers to speak Turkish also. However, as seen in the following

comment, non-native teachers try to overcome learners' motivation problems using their strengths such as effective empathy with students or effective pedagogical skills:

"The inclination of students to speak Turkish and their expectations from us to make explanations in Turkish may lead to motivation problems in the classroom. However, we're trying to overcome these problems through the use of various techniques and effective empathy with students" (GAZİ NN 6)

Analysis of teachers' comments also suggests that an important part of Turkish teachers' comments about non-native teachers is concerned with their poor target culture teaching. Turkish teachers believe that non-native teachers are not very effective in teaching target culture. The following teacher comment reveals non-native teachers' lack of self confidence in target culture teaching:

"As I'm not a part of English culture myself. I may not be able to reflect the link between target culture and target language completely." (SAM NN3)

As shown in Table 26, an analysis of circular perceptions about non-native teachers reveals that NNESTs had an impression that learners would identify the strengths of non-native teachers as effective grammar teaching, effective reading teaching, effective vocabulary teaching, effective writing teaching, effective empathy with students, effective classroom management, effective local culture knowledge and ability to use L1. On the other hand, NNESTs had an impression that learners would report the shortcomings of non-native teachers as poor speaking teaching, poor target culture teaching and poor practice. Effective grammar teaching pertains to 23%, effective reading teaching pertains to 13%, effective vocabulary teaching pertains to 13%, effective writing teaching pertains to 10%, effective empathy with students pertains to 10%, effective classroom management pertains to 3%, effective local culture knowledge pertains to 3%, ability to use L1 pertains to 3%, poor speaking teaching pertains to 8%, poor target culture teaching pertains to 3% and poor practice pertains to 3% of all comments about non-native teachers included in circular perceptions as shown in Figure 7.

Analysis of circular perceptions about non-native teachers suggests that effective grammar teaching was the most widely made circular comment about non-native teachers. Circular perceptions reveal that non-native teachers have an impression that learners think non-native teachers can teach grammar effectively. However, circular perceptions also reveal

that teachers have an impression that learners may find non-native teachers over-dependent on grammar, and that they may prefer native teachers to non-native teachers in communicative skills, as shown in the following comment:

"The students think that non-native teachers are over dependent on teaching grammar. However, they think they can focus on communicative skills in native teachers' lessons." (SAM NN4)

Effective empathy with students, the most widely made comment about non-native teachers included in both teachers' and learners comments, was also an important comment involved in circular comments. Teachers' responses suggest that they have an impression that non-native teachers have more effective empathy with students. The following circular comment reveals teachers' impression of how students feel about non-native teachers:

"The students feel closer to Turkish teachers." (GAZİ NN 2)

4.1.2.2.2 Perceptions about NESTs' teaching behaviour

Table 27 indicates the sub-categories identified in the content analysis of learner perceptions, teacher perceptions, and circular perceptions concerning the teaching behaviour of NESTs.

Table 27. Sub-categories Identified about Teaching Behaviour of NESTs

	Learner Perceptions	Teacher Perceptions	Circular Perceptions
1	Poor communication with students	Poor communication with students	Poor communication with students
2	Effective speaking teaching	Effective speaking teaching	Effective speaking teaching
3	Effective practice	Effective practice	Effective listening teaching
4	Poor grammar teaching		Poor grammar teaching
		Poor local culture knowledge	
5	Effective listening teaching	Poor grammar teaching	Effective writing teaching
		Inability to use L1	Poor classroom management
6	Effective target culture teaching	Effective listening teaching	
		Poor student profile knowledge	
7	Effective vocabulary teaching	Effective target culture teaching	
8	Effective writing teaching	Poor education system knowledge	
9	Effective material use	Effective reading teaching	
	Poor classroom management	Effective writing teaching	
	Poor vocabulary teaching	Effective vocabulary teaching	
10	Tolerance about errors	Poor classroom management	
11	Poor pedagogical skills		

Figure 8 indicates the percentage for each sub-category identified in the content analysis of learner perceptions, teacher perceptions, and circular perceptions concerning the teaching behaviour of NESTs.
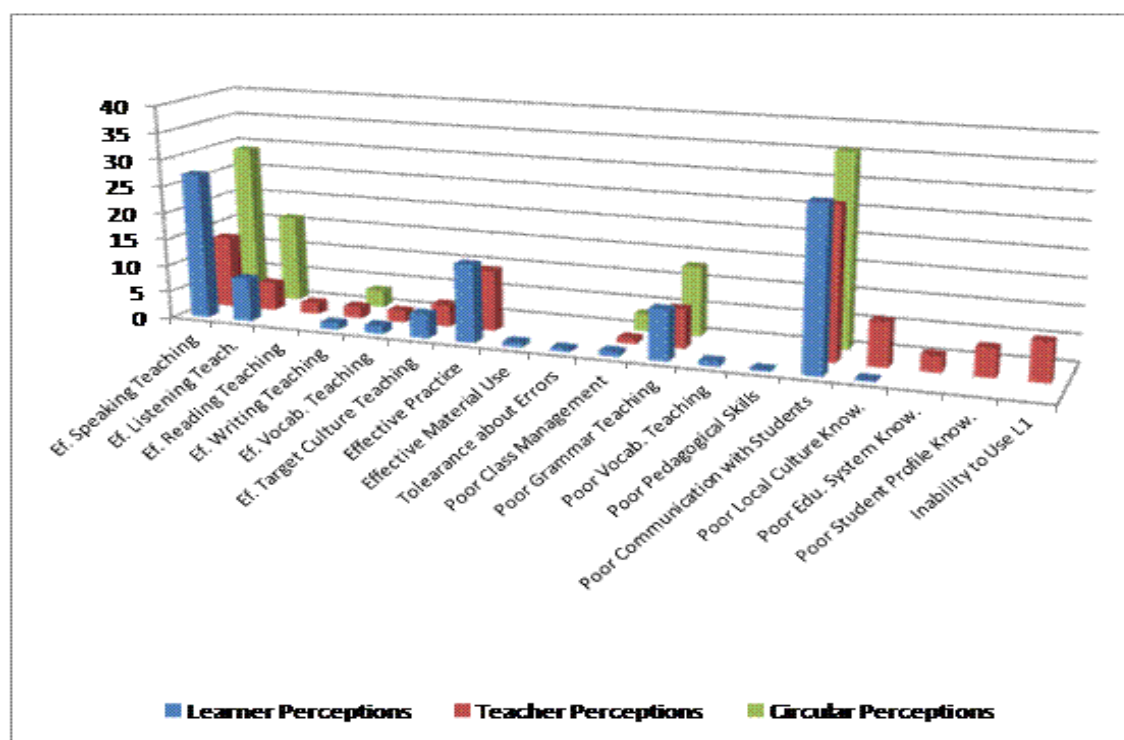
Figure 8. Percentage of Each Sub-category about Teaching Behaviour of NESTs

As shown in Table 27, learner perceptions about NESTs' teaching behaviour identify the strengths of NESTs as effective speaking teaching, effective practice, effective listening teaching, effective target culture teaching, effective vocabulary teaching, effective writing teaching, effective material use and tolerance about errors. The shortcomings of NESTs' teaching behaviours as identified by learner perceptions are poor communication with students, poor grammar teaching, poor classroom management, poor vocabulary teaching and poor pedagogical skills. Effective speaking teaching pertains to 27%, effective practice pertains to 14%, effective listening teaching pertains to 8%, effective target culture teaching pertains to 5%, effective vocabulary teaching pertains to 2%, effective writing teaching pertains to 1%, effective material use pertains to 1% and tolerance about errors pertains to 1%, poor communication with students pertains to 30%, poor grammar teaching

pertains to 9%, poor classroom management pertains to 1%, poor vocabulary teaching pertains to 1% and poor pedagogical skills pertains to 1% of all comments about native teachers made by learners as shown in Figure 8.

Analysis of learners' comments about native teachers reveals that the most frequent student comment about native teachers is poor communication with students. The students' responses indicate that they believe that as native teachers belong to a different culture and a different world, they have communication problems with students. The following student responses suggest that culture difference may explain the poor communication between native teachers and students:

"We belong to different worlds." (MAR L5)

"Sometimes they can't understand us. I believe this results from the fact that we are coming from different cultures." (SİV L 37)

Another reason suggested by students for the poor communication between native teachers and students is native teachers' inability to speak the students' mother tongue. Student comments suggest that as native teachers cannot speak Turkish, their explanations are not clear for students sometimes, as shown in the following quotes:

"As they don't know Turkish, they can't answer our questions efficiently." (MAR L5)

"As the teacher cannot speak Turkish. I cannot be sure whether my answer is grammatically correct or not when I speak English." (SEL L 33)

"As they cannot translate from English to Turkish, they can't explain us the confusing points." (MAR L6)

Moreover, the students' responses also reveal that they believe communication problems between native teachers and students can be overcome by the help of L1 use. Students believe that if native teachers learn to speak a little Turkish they can have better communication with students, as shown in the following quotes from students' responses:

"As English is their mother tongue, they can teach it effectively, but if they knew a little Turkish, we could communicate more easily."(SEL L 12)

"Native teachers had better learn some Turkish. If they know some Turkish, we can communicate more easily." (MEV L 28)

Finally, analysis of students' responses also indicate that they believe there is a relationship between native teacher's poor communication with students and the proficiency level of learners in English. The students believe that beginner level learners are more likely to experience communication problems with native teachers. The following student response reveals the relationship between native teachers' communication problem with students and the proficiency level of learners in English:

"They can have communication problems with beginner level learners." (SAMSUN L 32)

Effective speaking and listening teaching is the other widely made learner comment about native teachers. Responses of the students suggest that they believe they can learn listening and speaking skills from native teachers better than non-native teachers. The following student comment indicates that students prefer to learn speaking and listening from native teachers instead of non-native teachers:

"I had only one native teacher up to now. If I had more than one native teacher. I believe I could have learnt speaking and listening in English much better." (SİVAS L 32)

Moreover, student perceptions about native teachers also suggest that they believe native teachers have better pronunciation than their non-native counterparts. They think that they can learn the correct pronunciation of words from non-native teachers, as shown in the following quotation from a student comment:

"We can learn the real pronunciation of words from native speakers only." (MAR L 25)

According to students, in addition to their pronunciation, authentic input provided by native teachers also contributes to effective listening and teaching skills of native teachers. The following student response suggests that students regard native teachers as sources of authentic input, and they believe that use of authentic input in the language classroom affects the development of their listening and speaking skills in a positive way:

"As native teachers provide authentic input, they are more efficient in teaching speaking and listening." (SEL L 49)

Another explanation made by students about how native teachers contributes to the development of their listening and speaking skills is related to learners' motivation for speaking. Students' comments suggest that native teachers provide source of motivation

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for students in the classroom. The following student comment reveals how native teachers motivate students to speak in English:

"They influence the students in terms of speaking, and they motivate the students to speak." (MAR L 20)

The last explanation made by students about the effective teaching and listening skills of native teachers is concerned with tolerance about errors. Students' comments about native teachers reveal that they think native teachers are more tolerant about errors than non-native teachers. The following student comment suggests that native teachers' tolerance about errors contributes to the development of speaking skills in the classroom in a positive way:

"They listen to us patiently and wait till we finish the sentence, and then correct our mistakes. Thus, I don't feel interrupted while speaking." (SAM L 33)

In relation to the ability to teach speaking and listening effectively, effective practice in English has been found to be the second frequent learner comment about native teachers. Learners' responses reveal that the students think they have more chance to make practice in English with native teachers than they do with non-native teachers. The students suggest that due to native teachers' inability to use L1, they feel obliged to speak English. The following student response reveals how native teachers' inability to use students' L1 provides more chance of making practice in English for learners:

"As I know that the teacher can't understand me if I speak Turkish. I have to speak English all the time, and I can practice English." (SAM L 24)

Students' responses about native teachers reveal that poor grammar teaching is also a widely made learner comment about native teachers. Analysis of students' comments suggests that students do not find native teachers effective in teaching grammar. The following learner comments suggest that students do not prefer to learn grammar from native teachers:

"I don't understand the grammar taught by natives." (SEL L5)

"They are good at everything except teaching grammar" (SEL L54)

"I don't think a native teacher can teach me grammar efficiently." (SİV L 20)

Effective target culture teaching has also been found to be another important learner comment about native teachers. Students' responses suggest that learners believe native teachers are effective in teaching target culture. The students believe that native teachers help students with target culture efficiently. The following learner comment reveals that native teachers focus on life style and culture of their own countries, and help students develop their knowledge about target culture:

"They talk about the life style and culture in their own countries, and help us learn the target culture." (SAM L 35)

Students' responses also reveal that native teachers' effective target culture teaching can be explained by native teachers' ability to make comparison between target culture and local culture. According to students, native teachers' efficient knowledge in target culture enables them to teach target culture in comparison to local culture, as shown in the following quote from a student response:

"They are advantageous in terms of teaching target culture. They reflect the differences between the target culture and the local culture easily." (SAMSUN L 36)

In addition to effective target culture teaching, effective vocabulary teaching also comes out as an important strength of native teachers according to learners. Students believe that native teachers can teach vocabulary effectively. The responses of students reveal that according to students one of the reasons underlying native teachers' effective vocabulary teaching behaviour is the wide array of activities they use in teaching vocabulary. The following student quote explains the relationship between native teachers' effective vocabulary teaching and the activities they use in teaching vocabulary:

"They use a wide variety of activities to teach vocabulary, and these activities make it easier to learn the new vocabulary." (SİV L 35)

As shown in Table 27, teachers' perceptions regarding NESTs' teaching behaviour identify the strengths of native teachers as effective speaking teaching, effective practice, effective listening teaching, effective target culture teaching, effective reading teaching, effective writing teaching and effective vocabulary teaching. The shortcomings of NESTs' teaching behaviour as identified by NNESTs are poor communication with students, poor local culture knowledge, poor grammar teaching, poor student profile knowledge, poor

education system knowledge and poor classroom management. Effective speaking teaching pertains to 13%, effective practice pertains to 11%, effective listening teaching pertains to 5%, effective target culture teaching pertains to 4%, effective reading teaching pertains to 2%, effective writing teaching pertains to 2%, effective vocabulary teaching pertains to 2%, poor communication with students pertains to 28%, poor local culture knowledge pertains to 8%, inability to use L1 pertains to 7%, poor student profile knowledge pertains to 5%, poor local education system knowledge pertains to 3% and poor classroom management pertains to 1% of all comments made by teachers about NESTs' teaching behaviour, as shown in Figure 8.

Poor communication with students was the most frequent teacher comment about NESTs' teaching behaviour. Similar to students' comments, teachers' comments about native teachers also highlight the poor communication of native teachers with students as an important shortcoming of non-native teachers. Teachers believe that native teachers have poor communication with students. One explanation made for native teachers' poor communication with students by Turkish teachers is their lack of English learning experience. One teacher, for example, shared:

"No native teacher can understand how English is learnt!" (TUR NN2)

Another reason suggested by teachers for native teachers' poor communication with students is the difference between learners' proficiency level, and the level of English used by native teachers. Turkish teachers suggest that although learners have insufficient practice and pronunciation problems in English, native teachers use advanced level English in the classroom, as shown in the following example:

 "The students have insufficient practice and pronunciation problems in English. Moreover, native teachers use advanced level vocabulary. Thus, the students may have communication problems with native teachers." (SAM NN7)

Similar to students' comments, effective speaking teaching has been found to be a widely made teacher comment about native teachers. Turkish teachers' responses reveal that they believe native teachers can teach speaking better than non-native teachers. The following teacher comment suggests that as English is their mother tongue, native teachers can teach speaking better than non-native teachers:

"Speaking a language as a mother tongue does not mean that you can teach it well. They are only good at teaching some skills such as speaking." (SEL NN8)

Like students, teachers also believe that native teachers' effective speaking teaching can be explained by their effective pronunciation and stress in English. The following student comment explains how native teachers' effective pronunciation and use of stress in English contribute to their speaking teaching:

"They teach speaking skills such as pronunciation and stress better than non-natives" (SEL NN 9)

According to teachers, the difference between learners' proficiency level and the level of English used by native teachers in the classroom is explained by native teachers' poor student profile knowledge, another significant teacher comment made by teachers. The following teacher comment reveals the relationship between native teachers' poor student profile knowledge and the difference between learners' proficiency level and the level of English used by native teachers in the classroom:

"Native teachers may have difficulty in estimating the proficiency level of students." (GAZİ NN 3)

In addition, Turkish teachers' responses also reveal that they believe effective target culture teaching is another significant strength of native teachers. The following teacher response suggests Turkish teachers believe that as native teachers can teach target culture effectively, they can also motivate the students to speak English:

"Talking about their culture they attract the attention of the students." (GAZİ NN 19)

As shown in Table 27, an analysis of circular perceptions about native teachers reveals that NNESTs had an impression that learners would identify the strengths of NESTs' teaching behaviour as effective speaking teaching, effective listening teaching and effective writing teaching. NNESTs had an impression that learners would identify the shortcomings of NESTs' teaching behaviour as poor communication with students, poor grammar teaching and poor classroom management. Effective speaking teaching pertains to 29%, effective listening teaching pertains to 16%, effective writing teaching pertains to 3%, poor communication with students pertains to 36%, poor grammar teaching pertains to 13% and

poor classroom management pertains to 3% of all comments about native teachers included in the circular perceptions as shown in Figure 8.

Similar to students' and teachers' comments about native teachers, native teachers' poor communication with students has been found to be the most widely made comment included in circular comments. Circular comments reveal that Turkish teachers have an impression that students think native teachers have communication problems with students especially at beginner levels, as shown in the following quote:

"I think students have problems in communicating with native teachers. They feel intimidated at the beginning. However, within time they get used to the teacher and they can develop their speaking skills." (GAZİ NN 6)

In parallel with students' comments and teachers' comments, circular comments also underline effective speaking and listening teaching as an important strength of native teachers. The following circular comment reveals that Turkish teachers have an impression that students prefer to learn speaking and listening from native teachers instead of non-native teachers*:*

"Students want to learn speaking and listening from natives." (SEL NN 4)

However, despite their effective speaking and listening teaching, grammar teaching comes out as a shortcoming of native teachers according to circular comments. Turkish teachers have an impression that students do not prefer grammar topics to be taught by native teachers. Circular comments reveal that as native teachers cannot speak English, they cannot make explanations about grammar points in Turkish. The following circular comment explains the relationship between native teachers' inability to use L1 and their poor grammar teaching:

"The students prefer grammar topics to be taught in Turkish. They say they don't understand anything from native teachers' lessons on grammar."(SEL NN8)

4.1.2.2.3 Summary of perceptions about teaching behaviour

A comparison of the three perceptions regarding the teaching behaviour of NNESTs reveal that all perceptions converge on effective empathy with students, effective grammar teaching, poor speaking teaching, poor practice, effective student profile knowledge, effective classroom management, poor speaking teaching, poor practice and poor target culture teaching. However, there are some points underlined by learners which are not involved in teachers' perceptions and circular perceptions. These are overcorrecting student error, excessive discipline, overdependence on course books, excessive homework and being exam oriented. On the other hand, there are no points about NNESTs' teaching behaviour involved in teachers' perceptions and circular perceptions that are not involved in learners' perceptions.

Moreover, a general overview of the three perceptions about NNESTs' teaching behaviour suggest that positive points about NNESTs' teaching behaviour is underlined by the three perceptions rather than the negative ones. 73% of learner perceptions, 79,4% of teacher perceptions and 75% of circular perceptions involve positive points about NNESTs' teaching behaviour. Thus, it is possible to conclude that teachers' perceptions and circular perceptions about NNESTs' teaching behaviour are slightly more positive than learners' perceptions, and that learners' perceptions involve more negative items about NNESTs' teaching behaviour than the other two perceptions.

On the other hand, a comparison of the three perceptions reveals that learners' perceptions, teachers' perceptions and circular perceptions agree on the following points about NESTs' teaching behaviour: poor communication with students, poor grammar teaching, effective speaking teaching, effective listening teaching and effective writing teaching. However, there are some points about NESTs' teaching behaviour underlined by learners but not involved in teachers' perceptions and circular perceptions. These are effective material use and tolerance about errors. On the other hand, poor empathy with students, poor local culture knowledge, inability to use L1, poor local education system knowledge, poor student profile knowledge and effective reading teaching are the points covered in teachers' perceptions and circular perceptions only, but they are not involved in learners' perceptions.

Moreover, a general overview of NESTs' teaching behaviour suggest the percentage of negative and positive points about NESTs' teaching behaviour as underlined by the three perceptions are nearly equal. 58% of learner perceptions, 40.3% of NNEST perceptions and 48.3% of circular perceptions involve positive points about NESTs' teaching behaviour. However, NNESTs state more negative points about NESTs' teaching behaviour that are not involved in learners' perceptions.

4.1.2.3 Individual Qualities

Individual qualities was the last theme that appeared in the content analysis of the participants' responses to open ended questions. Although the quantitative part of the study did not involve "individual qualities" as a sub-dimension, it was found to be an important part of the qualitative data. The participants' comments about native and non-native teachers were identified and were organized into sub-categories. Percentages for each sub-category were calculated, and representative quotations for each sub-category were chosen.

4.1.2.3.1 Perceptions about NNESTs' individual qualities

Table 28 indicates the sub-categories identified in the content analysis of learner perceptions, teacher perceptions, and circular perceptions concerning the individual qualities of NNESTs.

Table 28

Sub-categories Identified about Individual Qualities of NNESTs

	Learner Perceptions	Teacher Perceptions	Circular Perceptions
1	Dedicated	Dedicated	Strict
2	Knowledgeable	Underrated	Dedicated
3			

Figure 9 indicates the percentage for each sub-category identified in the content analysis of learner perceptions, teacher perceptions, and circular perceptions concerning the individual qualities of NNESTs.
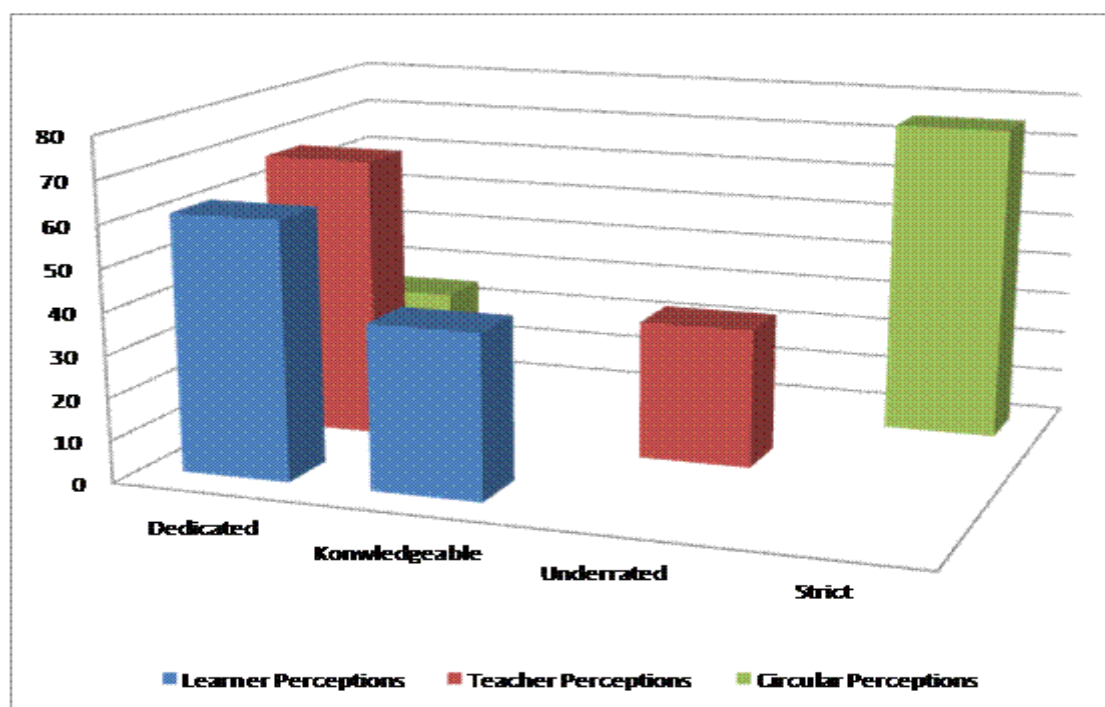
Figure 9. Percentage of Each Sub-category about Individual Qualities of NNESTs

As shown in Table 28, analysis of learner perceptions about non-native teachers reveals that learners describe non-native teachers as dedicated and knowledgeable. Among the adjectives used to describe non-native teachers' individual qualities by learners. 61% describes non-native teachers as "dedicated", and 39% describes non-native teachers as "knowledgeable" as shown in Figure 9.

Students' comments about non-native teachers indicate that students find non-native teachers dedicated, and they appreciate non-native teachers' efforts, as seen in the following learner response:

"I think non-native teachers contribute to our learning the most. They explain problematic points over and over again and they struggle to teach us English." (SİVAS L 40)

In parallel with the description of non-native teachers as "dedicated", students' comments about non-native teachers also indicate that students find non-native teachers knowledgeable, as shown in the following student comment:

"Our non-native teachers are knowledgeable, and they are struggling to teach us English." (SİV L 41)

As shown in Table 28, with regards to to Turkish teachers' perceptions about non-native teachers, it has been found that Turkish teachers describe non-native teachers as "dedicated" and "underrated". Among the adjectives used to describe non-native teachers' individual qualities by Turkish teachers. 67% describes non-native teachers as "dedicated", and 33% describes them as "underrated" as shown in Figure 9.

Turkish teachers' comments about non-native teachers reveal that although they think success of a non-native teacher depend on different factors such as teaching experience or teaching context, they believe non-native teachers are dedicated, as shown in the following teacher response:

"Although it depends on materials, system and teaching experience, in general I find myself as a dedicated and innovative non-native teacher." (SEL NN28)

In addition, Turkish teachers' comments about non-native teachers also suggest that as there is prejudice against non-native teachers in Turkey, they believe non-native teachers are underrated, and neither administrators nor students appreciate their real value. The following teacher comment indicates the "underrated" position of non-native teachers:

"No matter what education natives have received about language teaching, they always score 5-0 against non-natives."(SELÇUK NN15)

As shown in Table 28, analysis of circular perceptions about non-native teachers, on the other hand, reveals that Turkish teachers have an impression that learners would describe non-native teachers as "strict" and "dedicated". Among the adjectives used to describe non-native teachers' individual qualities included in circular perceptions. 75% describes non-native teachers as "strict", and 25% describes them as "dedicated" as shown in Figure 9.

Most of the circular comments about NNESTs' individual qualities were concerned with their strict nature. Analysis of circular perceptions reveals that non-native teachers believe

learners would find them strict compared to native teachers, because non-native teachers are more disciplined in the classroom, as shown in the following teacher response:

"Non-native teachers are more disciplined than native teachers, and the students find them strict." (SEL NN12)

In addition, circular comments about non-native teachers' individual qualities also highlight the dedicated nature of non-native teachers. Turkish teachers believe that learners are aware of their non-native teachers' struggle for teaching English to their students, as shown in the following teacher comment:

"We are struggling to teach our students English in the best way, and the students see our efforts." (SİV NN3)

4.1.2.3.2 Perceptions about NESTs' Individual Qualities

Table 29 indicates the sub-categories identified in the content analysis of learner perceptions, teacher perceptions, and circular perceptions concerning the individual qualities of NESTs.

Table 29

Sub-categories Identified about Individual Qualities of NESTs

	Learner Perceptions	Teacher Perceptions	Circular Perceptions
1	Entertaining	Self-confident	Impressive
2	Understanding	Motivating	Intimidating
3	Relaxed		Entertaining
4	Polite Patient Motivating		Motivating Thrustworthy
5	Friendly		Relaxed

Figure 10 indicates the percentage for each sub-category identified in the content analysis of learner perceptions, teacher perceptions, and circular perceptions concerning the individual qualities of NESTs.
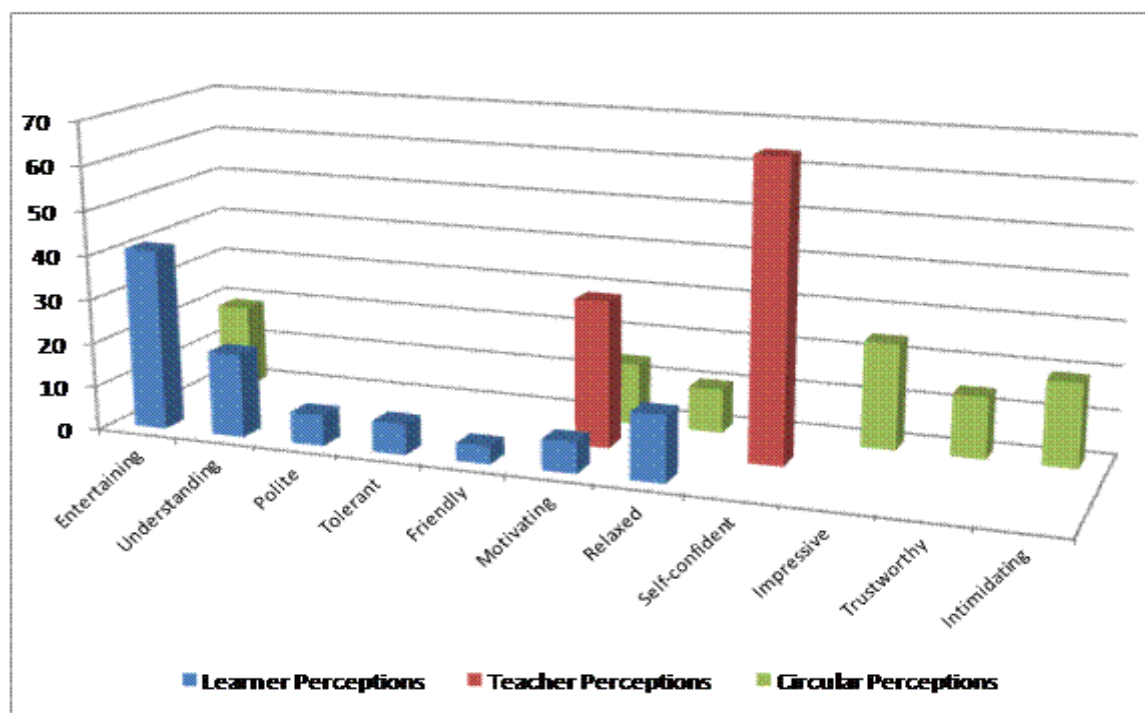
Figure 10. Percentage of Each Sub-category about Individual Qualities of NESTs

As shown in Table 29, analysis of learner perceptions about native teachers reveals that learners describe non-native teachers as "entertaining", "understanding", "relaxed", "polite", "tolerant", "motivating" and "friendly". Among the adjectives used by learners to describe native teachers, "entertaining" pertains to 41%, "understanding" pertains to 19%, "relaxed" pertains to 15%, "tolerant" pertains to 7%, "polite" pertains to 7%, motivating pertains to 7%, and "friendly" pertains to 4% of all comments involved in learner perceptions about native teachers as shown in Figure 10.

The most frequently used adjective by learners to describe native teachers has been found to be "entertaining" . The following student response suggests that students find native teachers "entertaining" and they enjoy native teachers' lessons:

 "It is fun to learn English with them!" (SİV L 42)

Moreover, learners also believe that native teachers are relaxed, and they are not as strict as non-native teachers in the classroom, as shown in the following student response:

"They are relaxed and they are not after unnecessary discipline" (MEV L 39)

In addition, learners' comments about native teachers also indicate that they find native teachers tolerant and understanding. Students think that native teachers are tolerant about learners' errors. The following student comment explains the relationship between native teachers' relaxed attitudes in the classroom and their tolerance about learner errors:

"We feel relaxed in their classes. Even if we make mistakes while speaking and speak ungrammatically they listen to us seriously and patiently." (SİV L 6)

As shown in Table 29, analysis of teacher perceptions about native teachers reveals that Turkish teachers describe native teachers as "self-confident" and "motivating". Among the adjectives used by learners to describe native teachers, "self-confident" pertains to 67%, and "motivating" pertains to 33% of all comments involved in teacher perceptions about native teachers as shown in Figure 10.

Most of the teacher comments about native teachers describe native teachers as "self-confident". Turkish teachers believe that native teachers are self-confident in English. Moreover, Turkish teachers believe that native teachers' self confidence in English results from their mastery over language, as shown in the following teacher comment:

"Native teachers have complete control over English language, and they are self-confident".(SİV NN 12)

The second adjective used by Turkish teachers to describe native teachers is "motivating". Turkish teachers believe that native teachers are motivating for learners, and they think being taught by a native teacher motivates learners. In addition, according to Turkish teachers, the content of native teachers' lessons also motivate the students, as shown in the following quote:

"As grammar is boring, native teachers' lessons that focus on communicative skills might be more beneficial and more entertaining." (SİV NN3)

As shown in Table 29, analysis of circular perceptions about native teachers reveals that Turkish teachers have an impression that learners would describe native teachers as

"impressive", "intimidating", "entertaining", "motivating". "trustworthy" and "relaxed". Among the adjectives used by circular comments to describe native teachers, "impressive" pertains to 24%, "entertaining" pertains to 19%, "intimidating" pertains to 19%, "motivating" pertains to 14%, "trustworthy" pertains to 14% and "relaxed" pertains to 10% of all comments about native teachers included in circular perceptions as shown in Figure 10.

Similar to learners' comments and teachers' comments, circular comments about native teachers also reveal that Turkish teachers have an impression that learners would describe native teachers as "motivating" and "entertaining, as shown in the following comment:

"The students find them entertaining and more motivating." (SEL NN 10)

In addition, circular responses also reveal that Turkish teachers have an impression that students feel intimidated in native teachers' classes. Thus, they think students would describe native teachers as "intimidating". Circular comments about native teachers suggest that there is a relationship between the poor communication between native teachers and students and "intimidating" side of native teachers. According to circular comments, as students find native teachers' classes challenging, they feel intimidated, and they can't communicate with native teachers easily, as shown in the following circular comment:

"The students find them challenging and intimidating. They have difficulty in asking native teachers the points they haven't understood, and they prefer to stay silent." (GAZİ NN2)

However, as to the "intimidating" side of native teachers, circular comments also suggest that teachers have an impression that although students may find native teachers intimidating at the beginning, they may feel more comfortable with native teachers as the time passes, and their anxiety will be replaced with motivation and interest in native teachers' classes, as shown in the following circular comment:

"The students might be anxious about making mistakes at the beginning when they are taught by natives, but when they overcome this anxiety, they find native teachers motivating and interesting." (SELÇUK NN2)

Moreover, circular comments also indicate that Turkish teachers have an impression that students will describe native teachers as "relaxed". Turkish teachers believe that as students find native teachers relaxed, they also become relaxed and motivated in the classes, as shown in the following quote:

"The students communicate with native teachers without being afraid of making mistakes, and this is an advantage for teaching speaking." (SEL NN1)

Finally, circular comments also suggest that Turkish teachers have an impression that students will describe native teachers as "trustworthy". Turkish teachers believe that students trust native teachers completely, as shown in the following circular comment:

"The students trust natives. However, they don't trust non-native teachers sometimes, and they may even try to test non-native teachers. " (GAZİ NN 27)

4.1.2.3.3 Summary of perceptions about individual qualities

A comparison of the three perceptions about non-native teachers' individual qualities suggest that learner. NNEST and circular perceptions agree on the description of non-native teachers as "dedicated". However, the adjective "knowledgeable" is only found in learner perceptions, while the adjective "underrated" is only found in teacher perceptions, and the adjective "strict" is only found in circular perceptions.

Moreover, a general overview of NNESTs' individual qualities suggest that there are no negative comments about non-native teachers' individual qualities in learners' perceptions. However, nearly one third of teachers' perceptions about non-native teachers pertains to description of non-native teachers as "underrated". Moreover, a majority of the adjectives used to describe non-native teachers in circular perceptions, pertains to a negative comment describing non-native teachers as "strict".

On the other hand, a comparison of the three perceptions about NESTs' language competence reveals that learners' perceptions, teachers' perecptions and circular perceptions agree on the description of native teachers as "motivating". In addition, although not included in teachers' perceptions, learners' perception and circular perceptions describe native teachers as "entertaining" and "relaxed". However, the

adjectives "impressive", "trustworthy" and "intimidating" are only found in circular perceptions, while the adjective "self-confident" is only found in teachers' perceptions, and the adjectives "understanding", "polite", "tolerant", and "friendly" are only found in learners' perceptions.

Moreover, a general overview of NESTs' individual qualities suggest that there are no negative comments about native teachers' individual qualities in learners' perceptions and teachers' perceptions. The only negative adjective, "intimidating", used to describe native teachers is found in circular perceptions, but it pertains to less than a quarter of the total circular comments about native teachers. Thus, it is possible to conclude that learner, teacher and circular perceptions about native teachers' individual qualities are mostly positive.

4.2 Comparison between self-and- other perceptions

4.2.1 Comparison between self-and –other perceptions about NNESTs

In order to analyze the differences between learners' perceptions, teachers' perceptions and circular perceptions about non-native teachers one way ANOVA analysis was employed. In addition, Levene test was employed to determine whether the questionnaire items were equally distributed or not, and with an aim to investigate the direction of the differences between the perceptions Scheffe and Dunnet's C tests were employed. As items 2, 3, 4,10, 13, 14, 17 and 22 were not homogenous; Dunnet's C test was used to analyze these items. As items 1, 5, 6, 7, 8, 9, 11, 12, 15, 16, 18, 19, 20 and 21 were homogenous; Scheffe test was used to analyze these items.

As shown in Table 30, there was a significant difference between the perceptions about NNESTs in items 1, 7, 8, 9,15, 16, 2, 3, 4, 10, 13, 14 and 22. In terms of teaching grammar, learners' perception (X= 3.94) was found to be lower than teachers' perception (X= 4.45) and the circular perception (X=4.51).   There wasn't a significant difference between teachers' perception and the circular perception. In terms of teaching learning strategies, learners' perception (X=3.21) was found to be lower than circular perception (X=3.59). There wasn't a significant difference between teachers' perception (X=3.34) and circular perception. Moreover, there wasn't a significant difference between learners'

perception and teachers' perception in the same time. In terms of teaching target culture, learners' perception (X=2.71) and teachers' perception (X=2.81) were found to be lower than circular perception (X=3.25). There wasn't a significant difference between learners' perception and teachers' perception in this item. In terms of the assessment of listening skills, learners' perception was found to be lower than circular perception (X=3.60). There wasn't a significant difference between learners' perception and teachers' perception (X=3.33). Moreover, there wasn't a significant difference between teachers' perception and circular perception. In terms of use of materials, learners' perception (X=3.44) was found to be lower than teachers' perception (X=3.78). There wasn't a significant difference between learners' perception and circular perception (X=3.75). Moreover, there wasn't a significant difference between teachers' perception and circular perception. In terms of grammar knowledge, learners' perception (X=3. 93) was found to be lower than teachers' perception (X=4. 23) and circular perception (X=4. 46). There wasn't a significant difference between teachers' perception and circular perception. In terms of teaching vocabulary, learners' perception (X=3.58) was found to be lower than teachers' perception (X=3.92) and circular perception (X=4.04). There wasn't a significant difference between teachers' perception and circular perception in this item. In terms of teaching reading skills, learners' perception (X=3.58) was found to be lower than circular perception (X=4.00). There wasn't a significant difference between learners' perception and teachers' perception. Moreover, there wasn't a significant difference between teachers' perception and circular perception in this item. In terms of teaching writing skills, teachers' perception (X= 3.46) was found to be lower than circular perception (X=3.83). There wasn't a significant difference between learners' perception (X=3.60) and teachers' perception. Moreover, there wasn't a significant difference between learners' perception and circular perception. In terms of the assessment of grammar, learners' perception (X=3.72) was found to be lower than circular perception (X=4.05) and teachers' perception (X=4.26). There wasn't a significant difference between teachers' perception and circular perception. In terms of empathy with students, learners' perception (X=3.27) was found to be lower than circular perception (X=3.69) and teachers' perception (X=3.79). There wasn't a significant difference between teachers' perception and circular perception in this item. In terms of knowledge about target culture, learners' perception (X=2.86) was found to be lower than circular perception (X=3.33). There wasn't a significant difference

between learners' perception and teachers' perception (X=3.04). Moreover, there wasn't a significant difference between teachers' perception and circular perception.

Table 30

Anova Results for the Comparison between Self-and –Other Perceptions about Non-native Teachers

		Sum of Squares	df	Mean Square	F	Sig.	Source of Significance
	Scheffe						
TH1	Between Groups	29.016	2	14.508	20.173	.000	
	Within Groups	279.760	389	.719			L-T. L-C
	Total	308.776	391				
TH7	Between Groups	8.879	2	4.439	3.591	.029	L-C
	Within Groups	464.894	376	1.236			
	Total	473.773	378				
TH8	Between Groups	19.007	2	9.504	7.372	.001	L-C. T-C
	Within Groups	496.323	385	1.289			
	Total	515.330	387				
TH9	Between Groups	15.691	2	7.846	7.210	.001	L-C
	Within Groups	420.036	386	1.088			
	Total	435.728	388				
TH15	Between Groups	10.510	2	5.255	4.919	.008	L-T
	Within Groups	411.332	385	1.068			
	Total	421.843	387				
TH16	Between Groups	19.178	2	9.589	11.826	.000	L-T. L-C
	Within Groups	315.424	389	.811			
	Total	334.602	391				
	Dunnet C						
TH2	Between Groups	16.000	2	8.000	9.819	.000	L-T. L-C
	Within Groups	316.936	389	.815			
	Total	332.936	391				
TH3	Between Groups	11.351	2	5.675	6.564	.002	L-C
	Within Groups	335.452	388	.865			
	Total	346.803	390				
TH4	Between Groups	6.350	2	3.175	3.230	.041	T-C
	Within Groups	381.384	388	.983			
	Total	387.734	390				
TH10	Between Groups	15.081	2	7.540	7.828	.000	L-C
	Within Groups	374.713	389	.963			
	Total	389.793	391				
TH13	Between Groups	20.646	2	10.323	10.709	.000	L-T. L-C
	Within Groups	373.047	387	.964			
	Total	393.692	389				
TH14	Between Groups	22.067	2	11.033	7.639	.001	L-T. L-C

	Within Groups	554.631	384	1.444			
	Total	576.698	386				
TH22	Between Groups	13.560	2	6.780	5.423	.005	L-C
	Within Groups	481.376	385	1.250			
	Total	494.936	387				

*The mean difference is significant at the .05 level.

4.2.2 Comparison between self-and –other perceptions about NESTs

In order to analyze the differences between the learners' perceptions, teachers' perceptions and circular perceptions concerning NESTs one way ANOVA analysis was employed. In addition, Levene test was employed to determine whether the questionnaire items were equally distributed or not, and with an aim to investigate the direction of the differences between the perceptions Scheffe and Dunnet's C tests were employed. As items 2, 8, 9, 11, 15, 20, 21 and 22 were not homogenous; Dunnet's C test was used to analyze these items. As items 1, 3, 4, 5, 6, 7, 10, 12, 13, 14, 16, 17, 18 and 19 were homogenous; Scheffe test was used to analyze these items.

Table 31 provides ANOVA results for the comparison between self-and –other perceptions about native teachers. In terms of teaching speaking skills, learners' perception (X=4.08) was found to be lower than teachers' perception (X=4.51) and circular perception (x=4.58). There wasn't a significant difference between teachers' perception and circular perception in this item. In terms of teaching listening skills, learners' perception (X=3.73) was lower than teachers' perception (X=4.20) and circular perception (X=4. 34). There wasn't a significant difference between teachers' perception and circular perception. In terms of teaching learning strategies, learners' perception (X=3.30) was found to be lower than circular perception (X=3.63). There wasn't a significant difference between learners' perception and teachers' perception (X=3.46). Moreover, there wasn't a significant difference between teachers' perception and circular perception in this item. In terms of the assessment of speaking skills, learners' perception (X=3.91) was found to be lower than teachers' perception (X=4.20) and circular perception (X=4.34). There wasn't a significant difference between teachers' perception and circular perception in this item In terms of knowledge of vocabulary, learners' perception (X= 4.12) was found to be lower than teachers' perception (X=4.50) and circular perception (X=4.50). There wasn't a significant

difference between teachers' perception and circular perception in this item. In terms of reading skills, learners' perception (X=4.18) was found to be lower than circular perception (X=4.48). There wasn't a significant difference between learners' perception and teachers' perception (X=4.44). Moreover, there wasn't a significant difference between teachers' perception and circular perception in this item. In terms of writing skills, learners' perception (X=4.03) was found to be lower than teachers' perception (X=4.38) and circular perception (4.41). There wasn't a significant difference between teachers' perception and circular perception in this item. In terms of teaching vocabulary, learners' perception (X=3.62) was found to be lower than teachers' perception (X=3.88) and circular perception (X=4.10). There wasn't a significant difference between teachers' perception and circular perception in this item. In terms of teaching target culture, learners' perception (X=3.76) was found to be lower than teachers' perception (X=4.51) and circular perception (X=4.65). In terms of the assessment of listening skills, learners' perception (X=3.74) was found to be lower than teachers' perception (X=4.08) and circular perception (X=4.23). There wasn't a significant difference between teachers' perception and circular perception in this item. In terms of the assessment of writing skills, learners' perception (X=3.65) was found to be lower than circular perception (X=4.00). There wasn't a significant difference between learners' perception and teachers' perception (X=3.90). Moreover, there wasn't a significant difference between teachers' perception and circular perception in this item. In terms of use of materials, learners' perception (X=3,57) was found to be lower than circular perception (X=3,94). There wasn't a significant difference between learners' perception and teachers' perception (X=3.76). Moreover, there wasn't a significant difference between teachers' perception and circular perception in this item. In terms of speaking skills, learners' perception (X= 4.27) was found to be lower than circular perception (X= 4.57) and teachers' perception (X=4.63). There wasn't a significant difference between teachers' perception and circular perception in this item. In terms of listening skills, learners' perception (X=4.05) was found to be lower than teachers' perception (X=4.56) and circular perception (X= 4.62). There wasn't a significant difference between teachers' perception and circular perception in this item. In terms of knowledge of target culture, learners' perception (X=3.88) was found to be lower than teachers' perception (X=4.61) and circular perception (X=4.76). There wasn't a significant difference between teachers' perception and circular perception in this item.

Table 31

Anova Results for the Comparison between Self-and –Other Perceptions about Native Teachers

		Sum of Squares	df	Mean Square	F	Sig.	Source of Significance
	Scheffe						
YH5	Between Groups	20.600	2	10.300	15.987	.000	L-T. L-C
	Within Groups	247.405	384	.644			
	Total	268.005	386				
YH6	Between Groups	28.105	2	14.053	16.740	.000	L-T. L-C
	Within Groups	320.684	382	.839			
	Total	348.790	384				
YH7	Between Groups	6.723	2	3.362	3.168	.043	L-C
	Within Groups	396.895	374	1.061			
	Total	403.618	376				
YH12	Between Groups	13.307	2	6.654	8.224	.000	L-T. L-C
	Within Groups	310.667	384	.809			
	Total	323.974	386				
YH17	Between Groups	13.801	2	6.900	9.109	.000	L-T. L-C
	Within Groups	290.119	383	.757			
	Total	303.920	385				
YH18	Between Groups	7.673	2	3.836	5.307	.005	L-C
	Within Groups	276.161	382	.723			
	Total	283.834	384				
YH19	Between Groups	12.556	2	6.278	7.949	.000	L-T. L-C
	Within Groups	302.480	383	.790			
	Total	315.036	385				
	Dunnet C						
YH2	Between Groups	14.792	2	7.396	8.896	.000	L-T. L-C
	Within Groups	319.255	384	.831			
	Total	334.047	386				
YH8	Between Groups	65.364	2	32.682	35.038	.000	L-T. L-C
	Within Groups	355.383	381	.933			
	Total	420.747	383				
YH9	Between Groups	17.621	2	8.811	11.085	.000	L-T. L-C
	Within Groups	305.206	384	.795			
	Total	322.827	386				
YH11	Between Groups	8.943	2	4.471	5.077	.007	L-C
	Within Groups	335.547	381	.881			
	Total	344.490	383				
YH15	Between Groups	8.601	2	4.301	4.218	.015	L-C
	Within Groups	390.538	383	1.020			
	Total	399.140	385				
YH20	Between Groups	10.388	2	5.194	7.717	.001	L-T. L-C
	Within Groups	257.780	383	.673			
	Total	268.168	385				
YH21	Between Groups	28.134	2	14.067	19.104	.000	L-T. L-C
	Within Groups	281.284	382	.736			

	Total	309.418	384				
YH22	Between Groups	61.211	2	30.606	33.057	.000	L-T. L-C
	Within Groups	352.747	381	.926			
	Total	413.958	383				

*The mean difference is significant at the .05 level.

YH22	Between Groups	61.211	2	30.606	33.057	.000	L-T. L-C
	Within Groups	352.747	381	.926			
	Total	413.958	383				

CHAPTER 5

CONCLUSION

I've always known that there's more going on inside me than finds its

way into the world, but this is probably true of everyone. Who doesn't

regret that he isn't more fully understood?

                                                    —Richard Russo. Bridge of Sighs

5.1 Summary and Discussion of Findings

This study investigated self and –other perceptions of non-native teacher identity in Turkey. The results from open ended questions and the questionnaires were generally consistent with each other and a combination of these two data sources enabled the researcher to extend the depth of the data analysis. The open ended questions provided valuable source of information that aided in the interpretation of the questionnaire results. The first part of the study aimed at investigating strengths and weaknesses of NESTs and NNESTs according to learners' perceptions, teachers' perceptions and circular perceptions. The second part of the study questioned whether learners' perceptions, teachers' perceptions and circular perceptions differed from each other in the way they perceive NESTs and NNESTs.

5.1.1 Summary and Discussion of Perceptions about NESTs and NNESTs

The first part of the study consisted of three main research questions. The first research question aimed at finding out learners' perception towards native teachers' and non-native

teachers, and questioned whether there were any differences between learners' perceptions towards native teachers and non-native teachers. The statistical analysis of the quantitative data revealed that there were significant differences between learners' perceptions of native teachers and non-native teachers in 15 items out of 22 items in the questionnaire. It was found out that learners had higher perceptions about non-native teachers than native teachers in teaching grammar and assessment of grammar. However, learners had higher perceptions about native teachers than non-native teachers in teaching reading skills, teaching speaking skills, teaching listening skills, teaching target culture, the assessment of listening skills, the assessment of reading skills, the assessment of speaking skills, vocabulary knowledge, reading skills, writing skills, speaking skills, listening skills and knowledge of target culture. On the other hand, there wasn't any significant difference between learners' perception of native and non-natives in teaching vocabulary, teaching writing skills, teaching learning strategies, the assessment of writing skills, empathy with students, use of materials and grammar knowledge.

In addition to the quantitative data, qualitative data also revealed that there were differences between learners' perception of native teachers and non-native teachers in terms of their language competence, teaching behaviour and individual qualities. It was found out that in terms of language competence, learners perceived grammar knowledge, vocabulary knowledge, writing skills and reading skills as non-native teachers' strengths, while they perceived speaking skills, vocabulary knowledge, daily language use, listening skills and target culture knowledge as non-native teachers' shortcomings. However, learners perceived speaking skills, mastery of language, listening skills, reading skills and writing skills as strengths of native teachers, while they perceived no shortcoming about native teachers' language competence. In terms of teaching behaviour, learners perceived empathy with students, grammar teaching, ability to use L1, pedagogical skills, student profile knowledge, local education system knowledge, local culture knowledge and classroom management as strengths of non-native teachers, while they perceived teaching speaking, teaching listening, teaching target culture, practice in English, overcorrecting student errors, excessive discipline, overdependence on course books, target culture teaching, excessive homework and being exam oriented as shortcomings of non-native teachers. However, learners perceived teaching speaking, practice in English, teaching listening, teaching target culture, teaching vocabulary, teaching writing, use of materials and error tolerance as native teachers' strengths, while they perceived communication

with students, teaching grammar, classroom management, teaching vocabulary and pedagogical skills as shortcomings of non-native teachers' teaching behaviour.

The second research question aimed at finding out teachers' perceptions towards native and non-native teachers and questioned whether there were any differences between teachers' perceptions about native teachers and non-native teachers. The statistical analysis of the quantitative data yielded that there were significant differences between teachers' perception of native teachers and non-native teachers in 18 items out of 22 items in the questionnaire. It was found out that teachers had higher perceptions about non-native teachers than native teachers in teaching grammar, assessment of grammar, empathy with students and grammar knowledge. However, teachers had higher perceptions about native teachers than non-native teachers in teaching writing skills, teaching speaking skills, teaching listening skills, teaching target culture, the assessment of listening skills, the assessment of reading skills, the assessment of writing skills, the assessment of speaking skills, vocabulary knowledge, reading skills, writing skills, speaking skills, listening skills and knowledge of target culture. On the other hand, there was no significant difference between teachers' perception of native teachers and non-native teachers in teaching vocabulary, teaching reading, teaching learning strategies and use of materials.

In addition to the quantitative data, qualitative data also yielded that there were differences between learners' perception of native teachers and non-native teachers in terms of their language competence, teaching behaviour and individual qualities. In terms of language competence, teachers perceived grammar knowledge, writing skills and reading skills as strengths of non-native teachers, while they perceived speaking skills, listening skills, vocabulary knowledge, target culture knowledge, mastery of language and daily language use as shortcomings of non-native teachers. However, teachers perceived mastery of language, target culture knowledge, speaking skills, listening skills and daily language use as strengths of native teachers, while they perceived no shortcoming about native teachers' language competence. In terms of teaching behaviour, teachers perceived empathy with students, ability to use L1, student profile knowledge, teaching grammar, teaching reading, teaching writing, classroom management, local education system knowledge and pedagogical skills as strengths of non-native teachers, while they perceived practice in English, teaching target culture, teaching speaking and teaching listening as shortcomings of non-native teachers. However, learners perceived teaching speaking, teaching listening,

teaching target culture, teaching writing, teaching writing, teaching vocabulary and practice in English as strengths of native teachers, while they perceived communication with students, teaching grammar, local culture knowledge, student profile knowledge, local education system knowledge and classroom management as shortcomings of native teachers' teaching behaviour.

The third research question aimed at investigating circular perceptions, in other words, teachers' impression of how learners would perceive native teachers and non-native teachers, and questioned whether there were any differences between circular perceptions about native teachers and non-native teachers. The statistical analysis of the quantitative data revealed that there were significant differences between circular perceptions about native teachers and non-native teachers in 14 out of 22 items in the questionnaire. It was found out that circular perceptions about non-native teachers were higher than circular perceptions about native teachers in teaching grammar and the assessment of grammar. However, circular perceptions about native teachers were higher than the circular perceptions about non-native teachers in teaching speaking skills, teaching listening skills, teaching target culture, the assessment of listening skills, the assessment of reading, vocabulary knowledge, reading skills, writing skills, speaking skills, listening skills and knowledge of target culture. On the other hand, there was no significant difference between circular perceptions about native teachers and circular perceptions about non-native teachers in vocabulary teaching, teaching reading, teaching writing, teaching learning strategies, the assessment of writing skills, empathy with students, use of materials and grammar knowledge.

In addition to the quantitative data, qualitative data also yielded that there were differences between circular perceptions, in other words Turkish teachers' impression of how learners perceive native teachers and non-native teachers, in terms of their language competence, teaching behaviour and individual qualities. In terms of language competence, Turkish teachers' meta-perceptions identified no strengths of non-native teachers, but mastery of language and speaking skills were identified as shortcomings of non-native teachers. On the other hand, circular perceptions identified mastery of language and speaking skills as strengths of native teachers, but circular perceptions identified no shortcoming of native teachers in terms of language competence. In terms of teaching behaviour. Turkish teachers' meta-perceptions identified teaching grammar, teaching reading, teaching

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vocabulary, teaching writing, empathy with students, classroom management, local culture knowledge and ability to use L1 as strengths of non-native teachers, and teaching speaking, teaching target culture and poor practice as shortcomings of non-native teachers. Circular perceptions identified teaching speaking, teaching listening and teaching writing as strengths of native teachers, and communication with students, teaching grammar and classroom management as shortcomings of non-native teachers' teaching behaviours.

However, there were also some points in which native teachers and non-native teachers were perceived equally. Teachers' perceptions revealed that Turkish teachers perceived native teachers and non-native teachers equally in terms of teaching vocabulary, teaching reading, teaching learning strategies and use of materials. Learners' perceptions revealed that learners perceived native teachers and non-native teachers equally in teaching vocabulary, teaching writing skills, teaching learning strategies, the assessment of writing skills, empathy with students, use of materials and grammar knowledge. Circular perceptions revealed teachers had an impression that learners would perceive native teachers and non-native teachers equally in teaching vocabulary, teaching reading , teaching writing, teaching learning strategies, the assessment of writing skills, empathy with students, use of materials and grammar knowledge.

The responses of the participants to the open ended questions and the questionnaire results indicated a set of strengths and shortcomings regarding language competence and teaching behaviour of NETSs and NNESTs. The results of the open ended questions supported the results of the questionnaire in terms of perceptions about native and non-native teachers, and provided explanations for the findings of the questionnaire along with the demographic information about the participants.

The results of the questionnaire revealed that learner perceptions, teacher perceptions and circular perceptions regarded non-native teachers superior to native teachers in terms of teaching grammar and assessment of grammar. Qualitative results also indicated that the three perceptions identified teaching grammar as an important strength of non-native teachers. Teaching grammar was also noted by previous studies such as Arva and Medgyas, 2000; Barrat and Kontra, 2000; Mahboob, 2003; Ngoc, 2009 as a crucial strength of non-native teachers. However, in the qualitative part of the present study, teaching grammar was highlighted as a shortcoming of native teachers by teachers' perceptions. learners' perceptions and circular perceptions. The responses of the

participants to the open ended questions revealed that ability to teach grammar was related to the ability to use L1, teachers' previous experiences as learners and their knowledge about Turkish education system and the student profile . It was found out that as non-native teachers in Turkey shared the same mother tongue with their students, they could make explanations about grammar in Turkish, and they could make comparison between Turkish and English structures. Moreover, as the non-native teachers themselves have also learned English in the past, they were more meta-linguistically aware of grammar teaching, and they could foresee the problematic points about grammar, and teach accordingly. In addition, as non-native teachers were more familiar with the exam-oriented education system in Turkey, they focused on grammar more than communicative skills in order to help students get better results in the exams.

In addition to teaching grammar, empathy with students was also found to be a crucial strength of non-native teachers in the present study. The qualitative findings yielded that according to learners' perceptions, teachers' perceptions and circular perceptions, empathy with students was an important strength of non-native teachers. Although there wasn't a significant difference between native teachers and non-native teachers in terms of empathy with students in learners' perceptions and circular perceptions, teachers' self perceptions yielded that empathy with students was a significant strength of non-native teachers over native teachers. Previous studies (Canagrajah, 1999; Lee, 2000; Ustunoglu, 2007; Ngoc 2009) also pointed out the effective empathy of non-native teachers with students. However, communication with students was found to be an important shortcoming of native teachers by learners, teachers and meta-perceptions in the present study. Celik (2006) dicusssed the pros and cons of native teachers and non-native teachers in his article, and stated that "Since Turkish teachers of English have the experience of learning English themselves, they have a better grasp of the factors involved in the teaching/learning process, than the native speaker teachers, who although might study it formally later, have acquired the language naturally" (p.374). Moreover, teachers' responses to open ended questions also highlighted the problems in native teachers' knowledge about the local culture knowledge and the education system in Turkey. The participants' answers to the open questions in the present study revealed that effective empathy with students was attributed to teachers' experience of learning English and their ability to use L1. As non-native teachers had gone through the identical learning processes, non-native teachers were more capable of understanding students' needs and providing suitable solutions to their

problems. Sharing the same L1 with non-native teachers also enabled learners to ask questions and communicate with their teachers more easily.

Moreover, classroom management was noted as another strength of non-native teachers in the present study. However, classroom management was found to be a shortcoming of native teachers. Although there wasn't an item questioning the participants' perceptions about native and non-native teachers' classroom management in the quantitative part of the study, it appeared in learners' perceptions, teachers' perceptions and circular perceptions in the qualitative part. Similar to the findings of the present study. Arva and Medgyes (2000) and Ngoc (2003) also concluded that non-native teachers were more effective than native teachers in classroom management. The participants' responses to open ended questions revealed that there was a relationship between classroom management and their individual qualities. Although most of the respondents described native teachers as relaxed, non-native teachers were described as strict teachers. In a similar vein, Arva and Medgyes (2000) also found out that although native teachers were criticized for their casual attitude, non-native teachers had "an enhanced feeling of responsibility, as well as an awareness of being restrained by school regulations and administrative tasks like giving marks" (p.363). Moreover, non-native teachers' effective classroom management could also be related to their effective knowledge about student profile and the education system in Turkey, as highlighted in the comments of the participants.

On the other hand, effective mastery of language was found to be an important strength of native teachers. Learners' perceptions, teachers' perceptions and circular perceptions identified mastery of language as an important strength of native teachers in the open-ended questions. Moreover, the results of the questionnaire revealed that native teachers had a significant advantage over non-native teachers in mastery of language skills, teaching language skills and the assessment of language skills. The results were in line with the previous research in which native teachers were found to have a good command of English, especially in speaking and listening (Medgyes, 1994; Mahboob, 2003; Ngoc, 2009; Ma, 2012), while speaking skills and listening skills were pointed out as shortcomings of non-native teachers. However, non-native teachers were found to have problems with providing the learners with authentic input and sufficient practice in English. Non-native teachers were especially criticized in use of daily language, colloquial expressions, idioms, phrasal verbs and accurate pronunciation. stress and intonation. The

participants' responses to open-ended questions in the present study suggested a relationship between native teachers' mastery of language and their nativeness. Teachers' perceptions, learners' perceptions and circular perceptions agreed on the point that native teachers had effective mastery of language, because they were native speakers of English, and they could provide more authentic input in the classroom.

In addition, target culture knowledge and teaching target culture were also considered to be significant strengths of native teachers by learners' perceptions, teachers' perceptions and circular perceptions. The questionnaire results revealed that native teachers were significantly favoured more than non-native teachers in target culture knowledge and teaching target culture. Although not mentioned in circular perceptions, target culture teaching was pointed out as a strength of native teachers in learners' perceptions and teachers' perceptions. In parallel with the previous studies (Ma, 2002; Mahboob, 2003; Ngoc, 2003) although native teachers were favoured in target culture teaching in learners' perceptions, teachers' perceptions and circular perceptions in the present study , target culture teaching was noted as a shortcoming of non-native teachers in the open ended questions. Çelik (2006) explained the problems in non-native teachers' target culture knowledge and target culture teaching in the following way: "Non-native teachers, who most of the time, have no opportunity to go to an English-speaking country, and be exposed to the target culture, are less successfull in integrating the culture of the language community into their courses, and in their confidence to teach about it". In parallel with the explanation of Celik, the demographic results of the present study also revealed that a majority of non-native teachers haven't been to abroad. Thus, non-native teachers' lack of abroad experience may be one of the factors leading to their problems in target culture knowledge and target culture teaching. Moreover, the participants' responses to open ended questions also suggested that the participants believed that there was a relationship between learning a language and learning the target culture. However, participants' comments also revealed that they attributed effective target culture knowledge to being a native speaker of the target language, and being born into the target culture.

Finally, the strong motivational effect brought by natives was highlighted as another strength of native teachers in the present study. Although, there wasn't an item about the motivational effect of native and non-native teachers in the questionnaire, native teachers were described as "motivating" in teachers' perceptions, learners' perceptions and circular

perceptions. In parallel with the findings of the present study, Arva and Medgyes (2000), Ma (2012) also found native teachers motivating for learners in the classroom. The responses of the participants to the open ended questions suggested that there could be a relationship between the motivational effect teachers bring into the classroom, their individual qualities, their error tolerance and the variety of materials they use in the classroom. Native teachers were described as "relaxed" by the three perceptions and as "entertaining" by learners' perceptions and circular perceptions. Moreover, native teachers were found to be more tolerant about errors, and they were described as "patient" by learners. However, especially learners described non-native teachers as "overcorrecting student errors". In addition, although native teachers were reported to use a variety of materials in the classroom, non-native teachers were described as "over-dependent on course books" by learners. Finally, there was a relationship between nativeness and the motivational effect brought by native teachers into the classroom. Arva and Medgyes (2000) explained the motivational effect of native teachers by their "virtue of using English as a genuine vehicle of communication." Thus, some learners were reported to be more motivated to learn English just because they had a native teacher in the classroom.

In sum, the findings indicate that NESTs and NNESTs have their own distinctive strengths and shortcomings in terms of language competence and teaching behaviour. While NESTs were perceived to be strong in language competence, they had weaknesses in teaching behaviour. While NNESTs were perceived to be strong in teaching behaviour, they had weaknesses in language competence. Moreover, most of the strengths and shortcomings of NESTs and NNESTs were found to be complementary. Thus, the findings are in parallel with previous studies (e.g. Braine, 2007; Hayes, 2009; Ma, 2012), which suggest that native teachers are favoured in language competence, while non-native teachers are favoured in teaching behaviour. However, as suggested by Celik (2006) "these are not advantages, or disadvantages that make them better or worse, but natural outcomes of being different that should be appreciated" (p.373).

5.1.2 Summary and Discussion of Comparison between Learner, Teacher and Circular Perceptions about NESTs and NNESTs

The second part of the present study was concerned with the comparison of teachers' perceptions, learners' perceptions and circular perceptions about NNESTs and NESTs. The results revealed that there were differences between learners' perceptions, teachers' perceptions and circular perceptions about NNESTs. Moreover, there were also differences between learners' perceptions, teachers' perceptions and circular perceptions about NESTs.

The first research question in this part investigated the differences between teachers' perceptions, learners' perceptions and circular perceptions (teachers' meta-perceptions) about NNESTs. The analysis of the questionnaire results revealed that learners' perceptions, teachers' self perceptions and meta-perceptions about NNESTs differed from each other significantly in teaching grammar, teaching learning strategies, teaching target culture, the assessment of listening, use of materials and grammar knowledge.

With regards to teaching grammar, grammar knowledge, teaching vocabulary, the assessment of grammar and empathy with students, teachers' self perceptions and meta-perceptions were found to be higher than learners' perceptions. However, teachers' self perceptions and meta-perceptions were found to be identical. Thus, it is possible to suggest that Turkish teachers have a more positive perception about non-native teachers' ability to teach grammar and their grammar knowledge than learners. Moreover, Turkish teachers also have an impression that learners would have high perceptions about non-native teachers' ability to teach grammar, their grammar knowledge, their ability to teach vocabulary , to assess grammar and their empathy with students like themselves, but it turns out to be that learners have lower perceptions. These findings suggest that although Turkish teachers seem to be self-confident about their ability to teach grammar, their grammar knowledge, their ability to teach vocabulary , to assess grammar and their empathy with students as pointed out in high self-perceptions and high meta-perceptions, there seems to be a discrepancy between learners' perceptions and teachers' perceptions of themselves and meta-perceptions. Thus, Turkish teachers seem not to be not aware of the ways in which learners think about themselves in terms of their ability to teach grammar,

their grammar knowledge, their ability to teach vocabulary , to assess grammar and their empathy with students, and they overestimate learners' perceptions about these points.

In terms of teaching learning strategies, teaching vocabulary, the assessment of listening and knowledge about target culture, there was agreement between teachers' self perceptions and their meta-perceptions. Moreover, teachers' self perceptions and learners' perceptions were also found to agree with each other. However, there was discrepancy between meta-perceptions and learners' perceptions. Meta-perceptions were found to be higher than learners' perceptions. Thus, Turkish teachers seem not to be aware of the ways in which learners think about themselves in terms of their ability to teach learning strategies, vocabulary, their ability to assess listening skills and their knowledge about target culture, and they overestimate learners' perceptions about these points.

In terms of teaching target culture, there was agreement between teachers' self perceptions and learners' perceptions. However, there was discrepancy between learners' perceptions and meta-perceptions. There was also discrepancy between teachers' self perceptions and their meta-perceptions. Meta-perceptions were found to be higher than teachers' self perceptions and learners' perceptions. Thus , it is possible to conclude that Turkish teachers seem not to be aware of the ways in which learners think about themselves in terms of their ability to teach target culture, and they overestimate learners' perceptions about these points.

With regards to use of materials, there was agreement between learners' perceptions and teachers' meta-perceptions. There was also agreement between teachers' self perceptions and their meta-perceptions. However, there was discrepancy between teachers' self perceptions and learners' perceptions. Teachers' self perceptions were found to be higher than learners' perceptions. Thus, it is possible to conclude that Turkish teachers seem to be aware of the ways in which learners think about themselves in terms of use of materials, but they perceive themselves more positively than learners.

In terms of teaching writing, there was agreement between teachers' meta-perceptions and learners' perception. There was also agreement between teachers' self perceptions and learners' perceptions. However, there was discrepancy between meta-perceptions and teachers' self perceptions. Teachers' meta-perceptions were found to be higher than teachers' self perceptions about their ability to teach writing skills. Thus, it is possible to

conclude that Turkish teachers are aware of the ways in which learners think about their ability to teach writing skills. However, Turkish teachers may have low self-esteem concerning their ability to teach writing skills.

The second research question in this part investigated the differences between learners' perceptions of NESTs, teachers' perceptions of NESTs and teachers' impression of how learners perceive NESTs. Learners' perceptions, teachers' perceptions and circular perceptions about native teachers differed from each other in teaching speaking skills, teaching listening skills, teaching learning strategies, teaching vocabulary, teaching target culture, assessment of speaking skills, assessment of writing skills, assessment of writing skills, speaking skills, listening skills, reading skills, writing skills, vocabulary knowledge, knowledge about target culture and use of materials.

With regards to native teachers' ability to teach speaking skills, teach listening skills, teach vocabulary, teach target culture, asses speaking skills and asses listening skills, their competence in speaking skills, listening skills and writing skills and their knowledge about vocabulary and target culture, there was agreement between Turkish teachers' perceptions about native teachers and circular perceptions. However, there was discrepancy between Turkish teachers' perceptions and learners' perceptions. There was also discrepancy between learners' perceptions and circular perceptions. Circular perceptions were found to be higher than learners' perceptions. In the same way, teachers' perceptions about native teachers were found to be higher than learners' perceptions. Thus, it is possible to conclude that Turkish teachers are not aware of the ways in which learners think about native teachers' ability to teach speaking skills, teach listening skills, teach vocabulary, teach target culture, asses speaking skills and asses listening skills, their competence in speaking skills, listening skills and writing skills and their knowledge about vocabulary and target culture and they overestimate learners' perceptions about native teachers in these aspects.

In terms of native teachers' ability to teach learning strategies, assess writing skills, competence in reading skills and use of materials, there was agreement between learners' perceptions and Turkish teachers' perceptions about native teachers. There was also agreement between Turkish teachers' perceptions about native teachers, and circular perceptions. However, there was discrepancy between circular perceptions and learners' perceptions. Circular perceptions were found to be higher than learners' perceptions. Thus, it is possible to conclude that Turkish teachers are not aware of the ways in which learners

think about native teachers' ability to teach learning strategies, assess writing skills, their competence in reading skills and their use of materials, and they overestimate learners' perceptions about native teachers in these aspects.

In sum, the findings reveal that there is a gap between learners' perceptions, teachers' perceptions and teachers' impression of how learners perceive native and non-native teachers. A great deal of studies investigating self and others' judgements of self suggest that there could be gap between self- and other perceptions, and argue that perceived judgements of others are closer to self-concept than are actual judgements (Miyamoto and Dornbusch, 1945; Walhood and Klopfer, 1971). In parallel with the previous studies, there was less agreement between self-judgements and actual judgements by learners than between teachers' self-judgements and perceived judgements concerning non-native teacher identity in the present study. According to Carlson et al (2011) self- and meta-perceptions are highly correlated and that meta-perceptions are more strongly correlated with self-perceptions than they are with others' perceptions. In a similar vein, this study also obtained similar results and concluded that non-native teachers' meta-perceptions agreed with their self-perceptions rather than learners' perceptions. Interestingly, learners' perceptions about native and non-native teachers were found to be lower than teachers' perceptions and circular perceptions nearly in all items. Previous research (e.g Carlson et al, 2011) suggest that the perceptual "gap" between self and other perceptions might be one indicator to determine the extent to which an individual has a high or low level of insight or self-awareness and put forward different explanations for gaps between self-and-other perceptions such as lack of feedback from others, lack of self-observation or psychological problems of the respondents (e.g. depression, low self-esteem...). The context of the present study is not apt to make clear explanations for the gap between self-and-other perceptions about non-native teacher identitiy in Turkey, but it is possible to suggest that demographic factors such as teachers' age, working experience, abroad experience, being taught by native teachers before could have an effect on their self-and – other perceptions. For example, Llurda (2008) concluded that length of time spent in English-sepaking countries was a significant factor in determining NNESTs' self-perceptions. Similarly, Dalton-Puffer, Kaltenboeck and Smith (1997) also found that NNESTs with long stays abroad had more critical attitudes towards the NESTs, while NNESTs who had never or hardly ever been to English-speaking countries were more supportive of the native speaker as the ideal teacher. Considering the fact that more than

half of the non-native teachers in the present study had no abroad experience, their positive attitudes about NESTs do not seem surprising. In addition, the fact that 70% of the teachers in the present study were young teachers with ages ranging from 22-35, could have an effect on their self-and other perceptions, insights and self-awareness.

No matter what the reasons are, it is clear that there is a gap between Turkish teachers' perceptions and learners' perceptions about native and non-native teachers in Turkey. However, in parallel with identity theories with a socio-psychological approach, students' perceptions have an influence on NNESTs' self-confidence, which is "a necessary ingredient of successfull teaching" (Reves and Medgyes, 1994), and "in this way, the anti-NNEST bias becomes a vicious circle, contributing negatively both to students' attitudes and thus to teachers' self belief as professional" (Clark and Paran, 2007, p.411). Moreover, Reves and Medgyes (1994) suggest that non-native teachers feel constantly self-concious of their mistakes, and this "self-dicrimination" leads to poorer self image, which affects language performance negatively, and this in turn could lead to a stronger feeling of inferiority. In addition, current definitions of emotional intelligence underline the importance of accurate insight and awareness for work and life success (Goleman, 1995; Salovey & Mayer, 1990). Thus, the findings of this study highlight the need to eliminate this "poor self image" ,break this "vicious circle" and empower non-native teacher identity in Turkey through enchancement of their insights and self-assessments and promotion of their professional developments. Moreover, this study is also a response to Selvi's (2009) article entitled "A Call to Graduate Students to Reshape the Field of English Language Teaching", in which he criticizes the discrimination against non-native teachers and present guidelines specifically for graduate students in TESOL/applied linguistics programs to change the present statuesque of NNESTs. Selvi sees non-native graduate students in ELT as "the originator of the ripple effect" (p. 51). Thus, this dissertation sheds light on the status of NNESTs in Turkey and adds another local contribution to the global understanding of non-native teacher identity.

5.2. Pedagogical Implications

The present study has some implications for the development of English language teaching programs in Turkey on the part of program administrators. supervisors and native and non-native teachers.

With regards to administrators and supervisors, it can be concluded that nativeness of the language teacher should no longer be the sole criterion for program administrators. The students' preferences, teachers' qualifications, teaching experience and professional handling of the classroom should also be taken into account in the process of recruitment of teachers, implementations of trainings and arrangements of teacher-class placements. In addition to this, supervisors should focus on cooperative teaching between NESTs and NNESTs and they should provide opportunities for both groups of teachers to interact with and learn from each other. In-service trainings, professional conferences and even informal staff meetings organised by the supervisors could contribute to the atmosphere of joint learning and sharing among the two groups of teachers. Medgyes (1992) explains how tandem teaching between NESTs and NNESTs provides a positive teaching climate in the classroom: "Given a favorable mix, various forms of collobaration are possible both in and outside the classroom- using each other as language consultants, for example, or teaching in tandem" (p.349). Moreover, as also suggested by Çelik (2006), administrators should give importance to the feedback from learners about native teachers and non-native teachers, and they should encourage "team work of native teachers and non-native teachers in course design and implementation, material development, assessment and teacher training" (p.349). Çelik (2006) adds "instead of discussing who is better or worse based on the differences that exist, which creates an atmosphere filled with stress and anxiety for both native and non-native teachers of English, everyone should cooperate to complement each other..."(p.376).

In line with a cooperative and collaborative teaching approach , the present study suggests that strengths and shortcomings of native and non-native teachers complement each other. Thus, administrators could assign NNESTs and NESTs to instruct specific language skills. For example, while NESTSs can be assigned to teach speaking courses, NNESTs can be assigned to teach grammar. Learners' responses to the open-ended questions in this study

also suggest that division of labour between native and non-native teachers could be useful, as shown in the following learner comments:

"Grammar is the greatest advantage of native teachers. Non-native teachers should teach grammar." (SELÇUK L 17)

"Native teachers can develop our speaking skills, and non-native teachers can teach grammar." (SELÇUK L 18)

In addition to the students, non-native teachers also believe that division of labour could contribute to development of English language teaching programs, as shown in the following teacher comments:

"The students should take advantage of native teachers in speaking and listening, and they should take advantage of non-native teachers in grammar, reading and writing." (SİVAS NN2)

"I don't consider myself sufficient in speaking and listening. I believe that non-native teachers should take most of the responsibility in language classes, and native teachers should teach speaking and listening".(SİVAS NN7)

"As far as I've heard from students, they have difficulties in learning grammar and writing from natives. They prefer to learn speaking and listening from natives, writing, reading and grammar from non-native teachers." (BİLGİ NN6)

In addition to assigning NNESTs and NESTs to instruct specific language skills, administrators can also assign the two groups of teachers to teach learners with different proficiency levels in parallel with the comments of the participants in this study, who underlined the fact that although beginner learners may feel intimated in native teachers' classes, they feel more relaxed as their proficiency level in English increases. For example, while NNESTs can be assigned to teach beginner level learners. NESTs can be assigned to teach more advanced learners. Learners' responses to open ended questions also suggest that they could benefit from a division of labour between native and non-native teachers according to the proficiency level of learners, as shown in the following learner responses:

"Non-native teachers are ideal for beginner levels, but as the proficiency levels of the students increase native teachers are better." (MAR L 26)

"Natives are suitable for more proficient students. However, beginner level students can have communication problems with natives." (SAMSUN L 32)

The results of this study has some implications for both NESTs and NNESTs as well. First, in line with the TESOL position statement on teacher quality in the field of teaching English to speakers of other languages, which states that "ESL and EFL educators.... require ongoing professional development, and should receive both the resources and support for continued professional growth and achievement" (2003), both NESTs and NNESTs should improve themselves professionally. Both group of teachers should gain an awareness of their strengths and weaknesses and seek out chances for their continuing education.

With regards to the NESTs, knowledge about local culture, local education system, student profile, inability to use L1 and understand students' learning difficulties were found to lead to a communication gap between native teachers and learners, which was identified as the most crucial shortcoming of native teachers in the present study. Thus, induction programs or in-service training programs that focus on the development of native teachers' knowledge about local culture, the local education system, students' profiles, examination system, and students' difficulties in learning English could be beneficial for native teachers working in ESL/EFL countries. In addition, achieving some degree of proficiency in learners' mother tongue, and improving their meta-language about English grammar would also contribute to the professional development of native teachers, who were found to have problems in teaching grammar. Medgyes (1992) suggests. "All NESTs should take great pains to learn foreign languages, and those working in a monolingual setting should try to learn the vernacular of the host country. At the same time, they should strive to improve their knowledge of the grammar of the English language" (p.348). Medgyes (1994) argues that "the ideal NEST is the one who achieved a fair degree of proficiency in the learners' mother tongue" (p.78).

With regards to NNESTs, the present study suggests that the most outstanding shortcomings of NNESTs can be listed as target culture knowledge and language competence, especially in speaking and listening. Thus, enhancing NNESTs' knowledge of target culture, and improving their language competence in English, especially in pronunciation can be useful for upgrading non-native teachers' professional skills along with their confidence. NNESTs should achieve near-native proficiency in English.

Milambling (2000) also argues that "multicompetence should .... be a goal for all language teachers. whether or not their mother tongue is a world language, as English is" (p.326). In addition, the demographic findings of this study reveals that most of the Turkish non-native teachers haven't been abroad before. Moreover, a high majority of these teachers reported that they learned English at school, not in social contexts, and nearly half of the teachers stated that they had no native teachers when they were students themselves. The fact that most of the non-native teachers were not exposed to authentic English speaking contexts may explain their problems in target culture knowledge and in some aspects of language competence such as speaking and listening. Thus, it can be suggested that providing non-native teachers with a chance of abroad experience may be beneficial for the development of non-native teachers in Turkey. Non-native teachers can go abroad as a part of their pre-service training program or they can participate in an exchange program in an English-speaking country. Learners' responses to open ended questions also suggest that abroad experience may be helpful for non-native teachers:

"Non-native teachers are successful in their fields. They are sufficient in teaching grammar, vocabulary and reading. However, as they've not spent time abroad, their speaking skills are insufficient." (SİVAS L 47)

"The non-native teachers who have been abroad before have developed themselves in terms of speaking." (SAMSUN L 32)

"Especially the teachers who haven't been abroad before are insufficient." (SELÇUK L 28)

"Non-native teachers had better stay abroad 1-2 years." (SELÇUK L 46)

In addition to learners, teachers also note that abroad experience contributes to their professional developments, as shown in the following teacher comments:

"I consider myself advantageous as I've learned English from natives" (SELÇUK NN26)

"As I was born in a foreign country. I find myself sufficient in teaching all skills." (SELÇUK NN27)

"As I've been trained abroad. I've developed myself." (GAZİ NN12)

"I believe that we should go abroad in order to learn more about the culture of English speaking countries."(GAZİ NN21)

"I believe that language teaching and cultural knowledge should be parallel. Thus, I think I need to go to English speaking countries and stay there for some time." (GAZİ NN2)

In addition, this study revealed that there were gaps between learners' perceptions, teachers' perceptions and circular perceptions about native teachers and non-native teachers. The discrepancies between the participants' perceptions were observed mostly between Turkish teachers' perceptions (their meta-perceptions and other perceptions) and their impressions of how learners would perceive native and non-native teachers. Previous research suggest that there are several sources of information in the formation of meta-perceptions: self-perceptions of one's personality, self-observation of one's behaviour, and feedback from others (Albright et al,. 2001; Albright & Malloy, 1999; Kenny & DePaulo, 1993; Shechtman & Kenny, 1994). Thus, it can be suggested that self-observation of their behaviours, feedback from learners and their native and non-native colleagues could enhance Turkish non-native teachers' self-awareness and meta-accuracy, and decrease the discrepancy between their perceptions and learners' perceptions, Albright and Malloy (1999) also suggest that "the accuracy of meta-perception can be increased if the person is provided with opportunities to observe carefully specific aspects of his or her behaviour in group situations" (p.241).

Finally, the findings of this study suggest that both Turkish non-native teachers and learners believe that English teachers should use standard varieties such as British or American English. While some students criticize their non-native teachers because they have a different accent while speaking English, non-native teachers also feel inferior to native teachers because of their accents. In this respect, Moussu and Llurda (2008) suggest that regarding the position of English in the world, and the globalization shaping the workplace and language curriculums around the world, "exposing EFL/ESL learners to multiple accents and culture can only be beneficial to them, and .... it becomes imperative to present learners with a large array of English varieties represented by teachers from different cultural and linguistic backgrounds" (p. 331). Thus, promoting international English norms rather than a mono-model approach in the field of English language teaching in Turkey will promote positive attitudes and confidence towards their own variety of English among non-native teachers, and learners.

5.3 Suggestions for Further Research

The present study has significant contributions to the understanding and development of non-native teacher identity in Turkey. However, further studies still have alot to do to increase the depth of the issue of language teacher identity. This study relied on analyses of stated behaviours rather than actual behaviours, and data were collected through questionnaires and open-ended questions. It is suggested that further studies collect data form additional data such as classroom observations and rely not only on stated but also the actual behaviours.

In addition, this study explored learners' perceptions and non-native teachers' perceptions about native and non-native teachers. Future research may consider investigating perceptions about native and non-native teachers from administrators' point of view. Moreover, this study collected data from prep schools at universities only. However, further research can also gather data from private secondary schools and high schools, and investigate perceptions about native teachers and non-native teachers from learners with different profiles, and further research may even investigate the issue from learners' parents' point of view.

Moreover, the present study put forward some pedagogical implications, and suggested that self and peer observations, feedback from both native and non-native peers and learners may increase non-native teachers' self-awareness and decrease the discrepancy between learners and teachers. Therefore, future studies are encouraged to investigate the effectiveness of self and peer observations, feedback from both native and non-native peers and learners on decreasing the discrepancy between learners' and teachers' perceptions.

Finally, this study suggested that there were gaps between learners' perceptions and teachers' perceptions about native and non-native teachers in Turkey. However, the reasons underlying these gaps could not be investigated in the context of the present study. Thus, further research can explore the reasons underlying the gaps between self-and-other perceptions and investigate the effect of demographic factors such as gender, abroad experience or work experience on self-and other perceptions.

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APPENDICES

Appendix A. Turkish Version of Learner Questionnaire

Appendix B. Turkish Version of Teacher Questionnaire

Appendix C. English Version of Learner Questionnaire

Appendix D. English Version of Teacher Questionnaire

Appendix E. Examples from Qualitative Data

ÖĞRENCİ ANKETİ

Bu çalışma yabancı dil öğretiminde anadili İngilizce olan yabancı İngilizce öğretmenleri ve ana dili İngilizce olmayan Türk İngilizce öğretmenlerine dair algıları değerlenmek amacıyla yapılmaktadır. Çalışmadaki sorulara içten ve anlaşılır bir şekilde cevap vermeniz önemlidir. Çalışmaya olan katkınızdan dolayı teşekkürlerimi sunuyorum.

Araştırmacı

DEMOGRAFİK SORULAR

1. **Yaşınız**   :_____

2. **Cinsiyetiniz**   : _____

3. **İngilizceyi nasıl öğrendiniz?**   :

_____

_____

_____

_____

4. **İngilizce seviyenizi nasıl tanımlarsınız?**
    a) **Başlangıç Seviyesi b) Orta Seviye   c) İleri Seviye**

5. **Şimdiye kadar kaç tane anadili İngilizce olan yabancı asıllı İngilizce öğretmeniniz vardı?**

_____

___

6. Daha önce anadili İngilizce olan bir ülkede bulundunuz mu?

a) Evet yada hayır?   : _____

b) Ne kadar süre?   : _____

7. Ne kadar zamandır İngilizce öğreniyorsunuz?:

Lütfen anadili İngilizce olmayan Türkiye asıllı İngilizce öğretmenlerini aşağıda verilen kriterlere göre puanlayınız.

1= çok zayıf, 2= zayıf, 3= orta, 4= iyi, 5=çok iyi.

	Maddeler	(1)Çok zayıf	(2) Zayıf	(3)Orta	(4)İyi	(1) Çok iyi
1	Gramer öğretimi					
2	Kelime öğretimi					
3	Okuma becerilerinin öğretimi					
4	Yazma becerilerinin öğretimi					
5	Konuşma becerilerinin öğretimi					
6	Dinleme becerilerinin öğretimi					
7	Öğrenim stratejilerinin öğretimi					
8	Anadili İngilizce olan ülkelerin kültür ve uygarlıklarının öğretimi					
9	Dinleme becerilerinin değerlendirilmesi					
10	Okuma becerilerinin değerlendirilmesi					
11	Yazma becerilerinin değerlendirilmesi					
12	Konuşma becerilerinin değerlendirilesi					
13	Gramer becerilerinin değerlendirilmesi					
14	Öğrencilerin ihtiyaçlarıyla empati kurma					
15	Materyal kullanımı					
16	Gramer bilgisi					
17	Kelime bilgisi					
18	Okuma becerileri					
19	Yazma becerileri					
20	Konuşma becerileri					
21	Dinleme becerileri					
22	Anadili İngilizce olan ülkelerin kültür ve uygarlığına dair bilgi					

Lütfen <u>anadili İngilizce olan yabancı asıllı İngilizce öğretmenlerini</u> aşağıda verilen kriterlere göre puanlayınız.

1= çok zayıf, 2= zayıf, 3= orta, 4= iyi, 5=çok iyi.

	Maddeler	(1)Çok zayıf	(2) Zayıf	(3)Orta	(4)İyi	(2) Çok iyi
1	Gramer öğretimi					
2	Kelime öğretimi					
3	Okuma becerilerinin öğretimi					
4	Yazma becerilerinin öğretimi					
5	Konuşma becerilerinin öğretimi					
6	Dinleme becerilerinin öğretimi					
7	Öğrenim stratejilerinin öğretimi					
8	Anadili İngilizce olan ülkelerin kültür ve uygarlıklarının öğretimi					
9	Dinleme becerilerinin değerlendirilmesi					
10	Okuma becerilerinin değerlendirilmesi					
11	Yazma becerilerinin değerlendirilmesi					
12	Konuşma becerilerinin değerlendirilesi					
13	Gramer becerilerinin değerlendirilmesi					
14	Öğrencilerin ihtiyaçlarıyla empati kurma					
15	Materyal kullanımı					
16	Gramer bilgisi					
17	Kelime bilgisi					
18	Okuma becerileri					
19	Yazma becerileri					
20	Konuşma becerileri					
21	Dinleme becerileri					
22	Anadili İngilizce olan ülkelerin kültür ve uygarlığına dair bilgi					

ÖĞRENCİ GÖRÜŞME SORULARI

Lütfen aşağıdaki görüşme sorularına dair görüşlerinizi yazınız.

1. Anadili İngilizce olmayan İngilizce öğretmenleri hakkında ne düşünüyorsunuz?

_____
_____
_____
_____
_____
_____
_____

2. Size göre anadili İngilizce olmayan İngilizce öğretmenlerinin olumlu ve olumsuz yönleri nelerdir?

_____
_____
_____
_____
_____
_____
_____

3. Anadili İngilizce olan İngilizce öğretmenleri hakkında ne düşünüyorsunuz?

_____
_____
_____
_____
_____
_____
_____

4. Size göre anadili İngilizce olan İngilizce öğretmenlerinin olumlu ve olumsuz yönleri nelerdir?

_____
_____
_____
_____
_____
_____

ÖĞRETİCİ ANKETİ

Bu çalışma yabancı dil öğretiminde anadili İngilizce olan yabancı İngilizce öğretmenleri ve ana dili İngilizce olmayan Türk İngilizce öğretmenlerine dair algıları değerlendirmek amacıyla yapılmaktadır. Çalışmadaki sorulara içten ve anlaşılır bir şekilde cevap vermeniz önemlidir. Çalışmaya olan katkınızdan dolayı teşekkürlerimi sunuyorum.

Araştırmacı

DEMOGRAFİK SORULAR

1. **Yaşınız**   :_____
2. **Cinsiyetiniz**   :_____
3. **İngilizceyi nasıl öğrendiniz?**   :

_____

_____

_____

_____

4. **Öğrenim seviyeniz nedir?**

   a) **Lisans**   b)**Yüksek Lisans**   c) **Doktora**

5. **Öğrencilik hayatınız boyunca kaç tane anadili İngilizce olan yabancı asıllı İngilizce öğretmeniniz vardı?**

_____

___

6. Daha önce anadili İngilizce olan bir ülkede bulundunuz mu?

a) Evet ya da hayır?   : _____

b) Ne kadar süre?   : _____

7. Ne kadar zamandır İngilizce öğretiyorsunuz?   : _____

Lütfen <u>anadili İngilizce olmayan Türkiye asıllı İngilizce öğretmenlerini</u> aşağıda verilen kriterlere göre puanlayınız.

1= çok zayıf, 2= zayıf, 3= orta, 4= iyi, 5=çok iyi.

	Maddeler	**(1) Çok zayıf**	**(2) Zayıf**	**(3) Orta**	**(4) İyi**	**(5) Çok iyi**
1	**Gramer öğretimi**					
2	**Kelime öğretimi**					
3	**Okuma becerilerinin öğretimi**					
4	**Yazma becerilerinin öğretimi**					
5	**Konuşma becerilerinin öğretimi**					
6	**Dinleme becerilerinin öğretimi**					
7	**Öğrenim stratejilerinin öğretimi**					
8	**Anadili İngilizce olan ülkelerin kültür ve uygarlıklarının öğretimi**					
9	**Dinleme becerilerinin değerlendirilmesi**					
10	**Okuma becerilerinin değerlendirilmesi**					
11	**Yazma becerilerinin değerlendirilmesi**					
12	**Konuşma becerilerinin değerlendirilesi**					
13	**Gramer becerilerinin değerlendirilmesi**					
14	**Öğrencilerin ihtiyaçlarıyla empati kurma**					
15	**Materyal kullanımı**					
16	**Gramer bilgisi**					
17	**Kelime bilgisi**					
18	**Okuma becerileri**					
19	**Yazma becerileri**					
20	**Konuşma becerileri**					
21	**Dinleme becerileri**					
22	**Anadili İngilizce olan ülkelerin kültür ve uygarlığına dair bilgi**					

Lütfen <u>anadili İngilizce olan yabancı asıllı İngilizce öğretmenlerini</u> aşağıda verilen kriterlere göre puanlayınız.

1= çok zayıf, 2= zayıf, 3= orta, 4= iyi, 5=çok iyi.

	Maddeler	(1) Çok zayıf	(2) Zayıf	(3) Orta	(4) İyi	(5) Çok iyi
1	Gramer öğretimi					
2	Kelime öğretimi					
3	Okuma becerilerinin öğretimi					
4	Yazma becerilerinin öğretimi					
5	Konuşma becerilerinin öğretimi					
6	Dinleme becerilerinin öğretimi					
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9	Dinleme becerilerinin değerlendirilmesi					
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12	Konuşma becerilerinin değerlendirilesi					
13	Gramer becerilerinin değerlendirilmesi					
14	Öğrencilerin ihtiyaçlarıyla empati kurma					
15	Materyal kullanımı					
16	Gramer bilgisi					
17	Kelime bilgisi					
18	Okuma becerileri					
19	Yazma becerileri					
20	Konuşma becerileri					
21	Dinleme becerileri					
22	Anadili İngilizce olan ülkelerin kültür ve uygarlığına dair bilgi					

Lütfen öğrencilerin <u>anadili İngilizce olmayan Türkiye asıllı İngilizce öğretmenlerini</u> nasıl puanlayacağını düşündüğünüzü verilen kriterlere göre değerlendiriniz.

1= çok zayıf, 2= zayıf, 3= orta, 4= iyi, 5=çok iyi.

	Maddeler	(1) Çok zayıf	(2) Zayıf	(3) Orta	(4) İyi	(5) Çok iyi
1	**Gramer öğretimi**					
2	**Kelime öğretimi**					
3	**Okuma becerilerinin öğretimi**					
4	**Yazma becerilerinin öğretimi**					
5	**Konuşma becerilerinin öğretimi**					
6	**Dinleme becerilerinin öğretimi**					
7	**Öğrenim stratejilerinin öğretimi**					
8	**Anadili İngilizce olan ülkelerin kültür ve uygarlıklarının öğretimi**					
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10	**Okuma becerilerinin değerlendirilmesi**					
11	**Yazma becerilerinin değerlendirilmesi**					
12	**Konuşma becerilerinin değerlendirilesi**					
13	**Gramer becerilerinin değerlendirilmesi**					
14	**Öğrencilerin ihtiyaçlarıyla empati kurma**					
15	**Materyal kullanımı**					
16	**Gramer bilgisi**					
17	**Kelime bilgisi**					
18	**Okuma becerileri**					
19	**Yazma becerileri**					
20	**Konuşma becerileri**					
21	**Dinleme becerileri**					
22	**Anadili İngilizce olan ülkelerin kültür ve uygarlığına dair bilgi**					

LÜTFEN ÖĞRENCİ BAKIŞ AÇISINA GÖRE CEVAPLAYINIZ!

Lütfen öğrencilerin <u>anadili İngilizce olan yabancı asıllı İngilizce öğretmenlerini</u> nasıl puanlayacağını düşündüğünüzü verilen kriterlere göre değerlendiriniz.

1= çok zayıf, 2= zayıf, 3= orta, 4= iyi, 5=çok iyi.

	Maddeler	(1)Çok zayıf	(2) Zayıf	(3) Orta	(4) İyi	(5) Çok iyi
1	Gramer öğretimi					
2	Kelime öğretimi					
3	Okuma becerilerinin öğretimi					
4	Yazma becerilerinin öğretimi					
5	Konuşma becerilerinin öğretimi					
6	Dinleme becerilerinin öğretimi					
7	Öğrenim stratejilerinin öğretimi					
8	Anadili İngilizce olan ülkelerin kültür ve uygarlıklarının öğretimi					
9	Dinleme becerilerinin değerlendirilmesi					
10	Okuma becerilerinin değerlendirilmesi					
11	Yazma becerilerinin değerlendirilmesi					
12	Konuşma becerilerinin değerlendirilesi					
13	Gramer becerilerinin değerlendirilmesi					
14	Öğrencilerin ihtiyaçlarıyla empati kurma					
15	Materyal kullanımı					
16	Gramer bilgisi					
17	Kelime bilgisi					
18	Okuma becerileri					
19	Yazma becerileri					
20	Konuşma becerileri					
21	Dinleme becerileri					
22	Anadili İngilizce olan ülkelerin kültür ve uygarlığına dair bilgi					

GÖRÜŞME SORULARI

Lütfen aşağıdaki görüşme sorularına dair görüşlerinizi yazınız!

1. Anadili İngilizce olmayan bir İngilizce öğretmeni olarak kendinizi nasıl görüyorsunuz?

   _____
   _____
   _____
   _____
   _____

2. Size göre anadili İngilizce olmayan bir İngilizce öğretmeni olmanın avantajları ve dezavantajları nelerdir?

   _____
   _____
   _____
   _____
   _____

3. Size göre anadili İngilizce olan bir İngilizce öğretmeni olmanın avantajları ve dezavantajları nelerdir?

   _____
   _____
   _____
   _____
   _____

4. Sizce öğrenciler anadili İngilizce olmayan İngilizce öğretmenleri hakkında ne düşünüyor?

   _____
   _____
   _____
   _____
   _____

5. Sizce öğrenciler anadili İngilizce olan İngilizce öğretmenleri hakkında ne düşünüyor?

   _____

LEARNER QUESTIONNAIRE

This study aims at investigating perceptions about native and non-native English teachers in Turkey. It is important that you answer the questions correctly and sincerely. Thanks for your contibutions.

Researcher

DEMOGRAPHIC QUESTIONS

1. **Age** :_____

2. **Gender** : _____

3. **How did you learn English?** :

_____

_____

_____

_____

4. **How do you describe your level of English proficiency?**

a) **Beginner** b) **Intermediate** c) **Advanced**

b) **How many native teachers did you have up to now?**

_____

___

5. **Have you ever been to abroad before?**

a) Yes or No : _____

b) For how long? : _____

6. **How long have you been learning English?**

_____

Please rate a <u>NNEST</u> in the following aspects using the given criteria.

1= very poor, 2= poor, 3= good, 4= strong, 5=very strong.

	Items	(1)Very poor	(2) Poor	(3)Good	(4)Strong	(5)Very Strong
1	**Teaching grammar**					
2	**Teaching vocabulary**					
3	**Teaching reading skills**					
4	**Teaching writing skills**					
5	**Teaching speaking skills**					
6	**Teaching listening skills**					
7	**Teaching learning strategies**					
8	**Teaching the culture of English-sepaling countries**					
9	**Assessment of listening skills**					
10	**Assessment of reading skills**					
11	**Assessment of writing skills**					
12	**Assessment of speaking skills**					
13	**Assessment of grammar knowledge**					
14	**Empathy with students**					
15	**Use of materials**					
16	**Knowledge of grammar**					
17	**Knowledge of vocabulary**					
18	**Reading skills**					
19	**Writing skills**					
20	**Speaking skills**					
21	**Listening skills**					
22	**Knowledge about the culture of English-speaking countries**					

Please rate a <u>NEST</u> in the following aspects using the given criteria.

1= very poor, 2= poor, 3= good, 4= strong, 5=very strong.

	Items	(1)Very poor	(2) Poor	(3)Good	(4)Strong	(5)Very Strong
1	**Teaching grammar**					
2	**Teaching vocabulary**					
3	**Teaching reading skills**					
4	**Teaching writing skills**					
5	**Teaching speaking skills**					
6	**Teaching listening skills**					
7	**Teaching learning strategies**					
8	**Teaching the culture of English-sepaling countries**					
9	**Assessment of listening skills**					
10	**Assessment of reading skills**					
11	**Assessment of writing skills**					
12	**Assessment of speaking skills**					
13	**Assessment of grammar knowledge**					
14	**Empathy with students**					
15	**Use of materials**					
16	**Knowledge of grammar**					
17	**Knowledge of vocabulary**					
18	**Reading skills**					
19	**Writing skills**					
20	**Speaking skills**					
21	**Listening skills**					
22	**Knowledge about the culture of English-speaking countries**					

OPEN ENDED QUESTIONS

Please write your opinions about the following questions.

1. What do you think about non-native teachers?

_____

_____

_____

_____

_____

_____

_____

2. What do you think are the advantages and disadvantages of non-native teachers?

_____

_____

_____

_____

_____

_____

_____

3. What do you think about native teachers?

_____

_____

_____

_____

_____

_____

_____

4. What do you think are the advantages and disadvantages of native teachers?

_____

_____

_____

_____

_____

APPENDIX D- ENGLISH VERSION OF TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE

This study aims at investigating perceptions about native and non-native English teachers in Turkey. It is important that you answer the questions correctly and sincerely. Thanks for your contibutions.

Researcher

DEMOGRAPHIC QUESTIONS

1. **Age** :_____

2. **Gender** :_____

3. **How did you learn English?** :

_____

_____

_____

_____

5. **How do you describe your level of English proficiency?**

c) **Beginner**   b) Intermediate   c) Advanced

d) **How many native teachers did you have up to now?**

_____

___

6. **Have you ever been abroad before?**

a) Yes or No : _____

b) For how long? : _____

7. **How long have you been learning English?**

_____

Please rate a <u>NNEST</u> in the following aspects using the given criteria.

1= very poor, 2= poor, 3= good, 4= strong, 5=very strong.

	Items	(1)Very poor	(2) Poor	(3)Good	(4)Strong	(5)Very Strong
1	Teaching grammar					
2	Teaching vocabulary					
3	Teaching reading skills					
4	Teaching writing skills					
5	Teaching speaking skills					
6	Teaching listening skills					
7	Teaching learning strategies					
8	Teaching the culture of English-sepaling countries					
9	Assessment of listening skills					
10	Assessment of reading skills					
11	Assessment of writing skills					
12	Assessment of speaking skills					
13	Assessment of grammar knowledge					
14	Empathy with students					
15	Use of materials					
16	Knowledge of grammar					
17	Knowledge of vocabulary					
18	Reading skills					
19	Writing skills					
20	Speaking skills					
21	Listening skills					
22	Knowledge about the culture of English-speaking countries					

Please rate a <u>NEST</u> in the following aspects using the given criteria.

1= very poor, 2= poor, 3= good, 4= strong, 5=very strong.

	Items	(1)Very poor	(2) Poor	(3)Good	(4)Strong	(5)Very Strong
1	**Teaching grammar**					
2	**Teaching vocabulary**					
3	**Teaching reading skills**					
4	**Teaching writing skills**					
5	**Teaching speaking skills**					
6	**Teaching listening skills**					
7	**Teaching learning strategies**					
8	**Teaching the culture of English-sepaling countries**					
9	**Assessment of listening skills**					
10	**Assessment of reading skills**					
11	**Assessment of writing skills**					
12	**Assessment of speaking skills**					
13	**Assessment of grammar knowledge**					
14	**Empathy with students**					
15	**Use of materials**					
16	**Knowledge of grammar**					
17	**Knowledge of vocabulary**					
18	**Reading skills**					
19	**Writing skills**					
20	**Speaking skills**					
21	**Listening skills**					
22	**Knowledge about the culture of English-speaking countries**					

Please choose how you think the learners will rate a <u>**NNEST**</u> in the following aspects using the given criteria.

1= very poor, 2= poor, 3= good, 4= strong, 5=very strong

	Items	(1)Very poor	(2) Poor	(3)Good	(4)Strong	(5)Very Strong
1	**Teaching grammar**					
2	**Teaching vocabulary**					
3	**Teaching reading skills**					
4	**Teaching writing skills**					
5	**Teaching speaking skills**					
6	**Teaching listening skills**					
7	**Teaching learning strategies**					
8	**Teaching the culture of English-sepaling countries**					
9	**Assessment of listening skills**					
10	**Assessment of reading skills**					
11	**Assessment of writing skills**					
12	**Assessment of speaking skills**					
13	**Assessment of grammar knowledge**					
14	**Empathy with students**					
15	**Use of materials**					
16	**Knowledge of grammar**					
17	**Knowledge of vocabulary**					
18	**Reading skills**					
19	**Writing skills**					
20	**Speaking skills**					
21	**Listening skills**					
22	**Knowledge about the culture of English-speaking countries**					

Please choose how you think the learners will rate a <u>NEST</u> in the following aspects using the given criteria.

1= very poor, 2= poor, 3= good, 4= strong, 5=very strong

	Items	(1)Very poor	(2) Poor	(3)Good	(4)Strong	(5)Very Strong
1	Teaching grammar					
2	Teaching vocabulary					
3	Teaching reading skills					
4	Teaching writing skills					
5	Teaching speaking skills					
6	Teaching listening skills					
7	Teaching learning strategies					
8	Teaching the culture of English-sepaling countries					
9	Assessment of listening skills					
10	Assessment of reading skills					
11	Assessment of writing skills					
12	Assessment of speaking skills					
13	Assessment of grammar knowledge					
14	Empathy with students					
15	Use of materials					
16	Knowledge of grammar					
17	Knowledge of vocabulary					
18	Reading skills					
19	Writing skills					
20	Speaking skills					
21	Listening skills					
22	Knowledge about the culture of English-speaking countries					

OPEN ENDED QUESTIONS

Please write your opinions about the following questions!

1. How do you view yourself as a non-native teacher of English?

    _____
    _____
    _____
    _____
    _____

    _____

2. What do you think are the advantages and disadvantages of being a non-native teacher?

    _____
    _____
    _____
    _____
    _____

    _____

3. What do you think are the advantages and disadvantages of being a native teacher of English?

    _____
    _____
    _____
    _____

    _____

4. How do you think the students view non-native teachers?

    _____
    _____
    _____
    _____

    _____

5. How do you think the students view native teachers?

    _____
    _____
    _____
    _____

APPENDIX E

EXAMPLES FROM QUALITATIVE DATA

Examples from Teachers' Answers to Open Ended Questions

"Except speaking skills I don't think we lack anything that natives have." (SEL NN18)

"I don't feel confident in stress, intonation and pronunciation" (GAZİ NN 27)

"As it is not my mother tongue I have problems in vocabulary and pronunciation." (SAM NN3)

"As it is easier to improve yourself in grammar, writing, reading and listening I find myself sufficient in these skills. However, as speaking requires daily practice, I don't find myself sufficient in speaking." (GAZİ NN7)

"We have problems in using daily language. We use formal language mostly." (SEL NN 5)

"The students think non-native teachers' speaking and listening skills are not as good as natives'." (GAZİ NN4)

"Native teachers have complete control over English language. Especially their listening and speaking skills are perfect!" (SEL NN 14)

"They (NESTs) have natural superiority over non-native teachers in pronunciation" (SAM NN 6).

"As they (NESTs) have internalized the language they speak, they can use everyday language more efficiently, and they provide authentic input for learners." (GAZİ NN 21)

"Students are fascinated by native teachers' mastery of language except for grammar" (GAZİ NN24)

"Students find natives exciting in terms of speaking skills." (GAZİ NN17)

"Students want to learn grammar, vocabulary and reading skills from non-natives." (SEL NN4)

"As we have worked with the same profile of learners for a long time, we know the students very well. Thus, we can understand them easily." (BİL NN1)

"Non-natives are the most suitable teachers for the present education system." (SEL NN15)

"Non-native teachers know the education system in Turkey better and they prepare the students for the exams better." (GAZİ NN 11)

"Speaking the same mother tongue with learners is both an advantage and a disadvantage. As a disadvantage, the students do not force themselves to speak English. and whenever they feel insecure in the target language they start speaking Turkish. As an advantage, the students can express themselves in Turkish much better." (GAZİ NN 2)

"When the students realize that you can speak Turkish, it gets more difficult to stick to English in the class." (SEL NN13)

"The inclination of students to speak Turkish and their expectations from us to make explanations in Turkish may lead to motivation problems in the classroom. However, we're trying to overcome these problems through the use of various techniques and effective empathy with students" (GAZİ NN 6)

"As I'm not a part of English culture myself. I may not be able to reflect the link between target culture and target language completely." (SAM NN3)

"The students think that non-native teachers are over dependent on teaching grammar. However, they think they can focus on communicative skills in native teachers' lessons." (SAM NN4)

"The students feel closer to Turkish teachers." (GAZİ NN 2)

"No native teacher can understand how English is learnt!" (TUR NN2)

"The students have insufficient practice and pronunciation problems in English. Moreover, native teachers use advanced level vocabulary. Thus, the students may have communication problems with native teachers." (SAM NN7)

"Speaking a language as a mother tongue does not mean that you can teach it well. They are only good at teaching some skills such as speaking." (SEL NN8)

"They (NESTs) teach speaking skills such as pronunciation and stress better than non-natives" (SEL NN 9)

"Native teachers may have difficulty in estimating the proficiency level of students." (GAZİ NN 3)

"Talking about their culture they attract the attention of the students." (GAZİ NN 19)

"I think students have problems in communicating with native teachers. They feel intimidated at the beginning. However, within time they get used to the teacher and they can develop their speaking skills." (GAZİ NN 6)

"Students want to learn speaking and listening from natives." (SEL NN 4)

"The students prefer grammar topics to be taught in Turkish. They say they don't understand anything from native teachers' lessons on grammar."(SEL NN8

"Non-native teachers can estimate the intuitions and thoughts of the learners." (GAZİ NN 3)

"We know the learning habits of the students. We have been students ourselves before." (GAZİ NN 10)

Examples from Learners' Answers to Open Ended Questions

Non-natives teachers can't speak like an English." (SAMSUN L 21)

"Except some of the teachers, non-natives cannot speak accented English like a British or an American." (MEV L 10)

Non-native teachers are in sufficient in pronunciation and listening." (SAM L 2)

"They (NNESTs) are inefficient in terms of accent, and we have problems in learning listening." (MAR L 17)

"They (NNESTs) are inefficient in speaking, because when we don't understand we start speaking Turkish." (SEL L21)

"Although non-native teachers are not as good as natives in speaking. they know more about grammar than natives"(SAMSUN L 21)

"As grammar is the main focus of their (NNESTs') teaching. and they are afraid of making mistakes in speaking they are insufficient in making practice. However. they've improved themselves in terms of grammar." (SAMSUN L 36)

"Native teachers have control over English language, and their speaking and listening skills are perfect!" (SİV L 37)

"Native teachers have no problems in pronunciation as opposed to non-native teachers." (SİV L 34)

"As English is their (NESTs') mother tongue, their vocabulary knowledge is perfect. " (SEL L 25)

"Non-native teachers are better than natives in communication with students." (SEL L 41)

"As they (NNESTs) went through the same stages when they were language learners themselves, they can complete our missing points, and they understand us much better than natives." (SİV L 23)

"You can find answers for all of your questions with a nonnative teacher" (SEL L 33)

"Due to common L1 and cultural background, non-native teachers understand what we need more easily. " (SAM L 2)

"As we're coming from the same cultural background we're talking about the same things." (SAM 24)

"They (NNESTs) know the education system in Turkey very well. Thus, they can understand us easily." (SİV L 28)

"They understand us very well, and we also understand them well." (SEL L3)

"Non-native teachers are really effective in teaching grammar. As students study according to the requirements of exams in Turkey, they are good at teaching grammar."

(SİVAS L 48)

"They (NNESTs) give importance to exams rather than the lessons." (SİV L 35)

"They (NNESTs) only focus on grammar, and they forget about listening and speaking." (MEV L 18)

"Only non-native teachers can overcome crisis that appear during teaching by the help of L1 use" (MAR L 32)

"L1 use is helpful when there are points that we don't understand. However, it also prevents us from feeling obliged to speak English, and keep us away from the target language." (MAR L 6)

"It is true that we understand much better when the teacher speaks Turkish, but they should speak English more often." (SAM L 26)

"Non-native teachers can teach English in comparison to Turkish. However, as they resort to Turkish whenever they are in trouble, we can't practice English"(SELÇUK L 38)

"I believe that language teaching should be based on practice. However, non-native teachers cannot provide enough practice for us as they are not native speakers of English. " (SAM L 8)

"They (NNESTs) are more knowledgeable about teaching methods than native teachers." (SİV L 35)

"As someone who has learned English as a foreign language. I can understand their needs, and I can foresee the points that will create problems for learners." (BİL NN4).

"We belong to different worlds." (MAR L5)

"Sometimes they (NESTs) can't understand us. I believe this results from the fact that we are coming from different cultures." (SİV L 37)

"As they (NESTs) don't know Turkish, they can't answer our questions efficiently." (MAR L5)

"As the teacher cannot speak Turkish. I cannot be sure whether my answer is grammatically correct or not when I speak English." (SEL L 33)

"As they (NESTs) cannot translate from English to Turkish, they can't explain us the confusing points." (MAR L6)

"As English is their (NESTs') mother tongue, they can teach it effectively, but if they knew a little Turkish, we could communicate more easily."(SEL L 12)

"Native teachers had better learn some Turkish. If they know some Turkish, we can communicate more easily." (MEV L 28)

"They (NESTs) can have communication problems with beginner level learners." (SAMSUN L 32)

"I had only one native teacher up to now. If I had more than one native teacher. I believe I could have learnt speaking and listening in English much better." (SİVAS L 32)

"We can learn the real pronunciation of words from native speakers only." (MAR L 25)

"As native teachers provide authentic input, they are more efficient in teaching speaking and listening." (SEL L 49)

"They (NESTs) influence the students in terms of speaking, and they motivate the students to speak." (MAR L 20)

"They (NESTs) listen to us patiently and wait till we finish the sentence, and then correct our mistakes. Thus, I don't feel interrupted while speaking." (SAM L 33)

"As I know that the teacher can't understand me if I speak Turkish. I have to speak English all the time, and I can practice English." (SAM L 24)

"I don't understand the grammar taught by natives." (SEL L5)

"They (NESTs) are good at everything except teaching grammar" (SEL L54)

"I don't think a native teacher can teach me grammar efficiently." (SİV L 20)

"They (NESTs) talk about the life style and culture in their own countries, and help us learn the target culture." (SAM L 35)

"They (NESTs) are advantageous in terms of teaching target culture. They reflect the differences between the target culture and the local culture easily." (SAMSUN L 36)

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