



Futuristic Implementations of Research in Education

FIRE

STUDENTS' PERCEPTIONS ON NON-NATIVE ENGLISH SPEAKING TEACHERS (NON-NESTS) AND NATIVE ENGLISH SPEAKING TEACHERS (NESTS): A SCALE DEVELOPMENT STUDY

ELİF NUR YILDIRIM & AHMET ÖNAL |

To cite this article: Yıldırım, E. N., & Önal, A. (2022). Students' perceptions on non-native English speaking teachers (Non-NESTs) and native English speaking teachers (NESTs): A scale development study. *Futuristic Implementations of Research in Education (FIRE)*, 3(2), 130-155.

To link to this article: <http://firejournal.org/index.php/fire/article/view/72/>



©2022 The Author(s). This open access article is distributed under a Creative Commons Attribution-NonCommercial-NoDerivatives (CC-BY-NC-ND) 4.0 license.



Published online: 29 November 2022



Submit your article to this journal [↗](#)

Full terms & conditions of access, and use can be found out

<http://firejournal.org/index.php/fire/about>



Received: 21 October 2022
Accepted: 20 November 2022
Published: 29 November 2022

Corresponding author:
Elif Nur Yıldırım
Süleyman Demirel University,
Turkey
E-mail: sezginelifnur@gmail.com

Additional information is available
at the end of the article.

LANGUAGE LEARNING | RESEARCH ARTICLE

Students' perceptions on non-native English speaking teachers (Non-NESTs) and native English speaking teachers (NESTs): A scale development study

Elif Nur Yıldırım & Ahmet Önal

Abstract: The goal of this study is to develop a reliable and valid scale to reveal the perceptions of university preparatory class students towards non-NESTs and NESTs with regard to speaking, listening, culture, content, interaction with learners, and classroom language. It is intended to present a comprehensive picture of the strengths and differences of NESTs and non-NESTs through a scale developed by the researchers using the European Portfolio for Student Teachers of Languages (EPOSTL) self-assessment descriptors as a framework. For research validity, a pilot study was carried out with 309 preparatory class students studying at Süleyman Demirel University. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) techniques have been used to establish the structural and construct validity of the scale. Perceptions towards NESTs and non-NESTs Scale (PNNS), which comprise 18 items collected under 2 factors, was developed. The main study has been conducted with 284 students studying in English preparatory classes of 6 different faculties at Dokuz Eylül University. The reliability of the PNNS has been found as 0.94; thus, it would be justified to argue that the PNNS is a reliable and valid data collection tool.

Keywords: European Portfolio for Student Teachers of Languages (EPOSTL); native English-speaking teachers; non-native English-speaking teachers; scale development

In today's globalized world, widely regarded as a global contact language, English has unquestionably become a common language and a basic requirement for people for such reasons as communication, professional workplace and academic studies. It is the most commonly spoken language as a native or foreign language all around the world and it has become a modern lingua franca since English is spoken by non-native speakers more than native ones (Medgyes, 2001). Nonetheless, native English speakers are considered to have a constant and apparent superiority over foreign and second-language English speakers (Braine, 1999b). It would be not wrong to say that there is a global prejudice against non-native English-speaking teachers (non-NESTs). In almost every region of the world, native English-speaking teachers (NESTs), whether or not they have been educated in the English Language Teaching (ELT) field, have broader employment options than non-NESTs (Cook, 2008; Kaplan, 1999; Öztürk & Atay, 2010; Selvi, 2010). In some nations, even insufficient native speakers have been favoured to competent non-native colleagues (Braine, 1999b). This is certainly prevalent for the foreign language education context in Turkey. The majority of educators continue to perceive English language teaching as the exclusive domain of native speakers, ignoring the necessary qualifications and pedagogical information. It is not surprising that NESTs are entitled to get the profession just because their mother tongue is English. This situation clearly creates a prejudice against non-NESTs by employers,

parents and even learners. This prejudice stems mostly from the notion that NESTs are more capable and much more informative than non-NESTs, that they convey the key characteristics of the language better and that they create a strong connection between the target language and students. Non-NESTs are often displeased with their non-native status, and as a result, they frequently feel inadequate and disadvantaged (Medgyes, 2001). That 'non-native' label has a negative impact on their career, and it is often a struggle for them to proceed with NESTs on the same path.

2. Literature review

The need to learn English is increasing day by day since it indisputably has become the most widely spoken language around the world throughout the years. English has become the global contact language and has been used as *lingua franca* (ELF) as a result of this globalization (Brown, 2013). Jenkins (2009) describes ELF as a common language chosen among speakers from different cultural and linguistic backgrounds. When taken into consideration the diversity of the language today and the fact that English no longer has a single source of authority, Mesthrie and Bhatt (2008) state that it is not surprising to use the plural form of English as World Englishes or New Englishes. In other words, as Medgyes (2001) remarks, native speakers no longer have exclusive access to the English language. A notable part of the world's population needs to learn English as a foreign (EFL) or second language (ESL) for such reasons as education, business, tourism, technology, and personal development. At this stage, the question of whether there exists a standard English or not may arise. As Gündüz (2015) states, the notion of standard English cannot be assigned only to native speakers as all nations have adjusted their own cultural inheritances and linguistic forms to the target or adopted language.

The labels native and non-native have become a contentious topic in the literature within the last few decades. Despite the fact that it is widely perceived as a complicated situation and there is no adequate definition of the term native speaker in the literature (Kaplan, 1999), it typically refers to a person who speaks the language as a mother tongue, which means, L1. As Ulate (2011) mentions, native speakers hold such characteristics as; having the rules subconsciously, grasping meanings intuitively, having creativity and a variety of language skills and having the ability to speak in a fluent manner. A non-native speaker is described as a person who is learning the target language as a second or foreign language. The term non-native is often regarded as negative by professionals while the term native has a favorable impression (Ulate, 2011).

The phrase non-native for English speaking teachers has triggered a debate among foreign language teaching professionals (Maum, 2002). Teachers whose first language is not English, regardless of their abilities and proficiency in the language, are typically classified as non-NESTs (Pasternak & Bailey, 2004), which causes them to feel inferior to NESTs (Alseweed, 2012). Phillipson (1992a) denominates this situation as the native speaker fallacy which ignores the educational background, experiences, and talents of non-NESTs. As Bailey (2002) states, the rejection of well-trained and experienced non-NEST is inevitable when "the blue-eyed blond back packer" (p.1) shows up. The NEST and non-NEST issue has been widely investigated over the previous decade. There have been many books that were published, several studies and a significant number of articles which were conducted. Yet, the native speaker fallacy appears to be the source of the most heated debate (Phillipson, 1992a). It clearly suggests the notion that native speaker of the target language is the ideal language teacher which was remarked at the Commonwealth Conference organized in Uganda in 1961. This conference primarily focused on native speakers' dominance and superiority in ELT. Phillipson (1992a) asserted that all of the conference tenets were incorrect and lacked scientific and academic validity. At this point, scholars began to question this biased judgement. While the proponents of the native speaker fallacy argue that nativeness is only one of the factors for being a successful educator, and that it is insufficient; the others claim that NESTs are more qualified and effective since language proficiency is the most important quality for them. After the leading studies of Medgyes (1992) and Phillipson (1992a-b), many researchers such as Braine (1999), Canagarajah (1999), Liu (1999), Samimy and Brutt-Griffler (1999) and Llorca (2006) made great

contributions to clarify the intricate relationship between NESTs and non-NESTs. However, a consensus has yet to be achieved, and many academics and researchers acknowledge that the debate regarding non-NESTs vs. NESTs is still going on. The distinction between non-NESTs and NESTs should be retained because these teacher groups complete each other in terms of their strengths and limitations (Medgyes, 1992). In other words, both non-NESTs and NESTs offer unique qualifications to the profession that the other group cannot easily compensate for (Alghofaili & Elyas, 2017; Çelik, 2006; Holliday, 2015; Llurda, 2006; Mahboob, 2004; Medgyes, 1992; 1999; 2001).

In the majority part of the world, there is an undeniable truth that, whether or not they have been educated in the field of ELT, NESTs have more advantages when it comes to employment opportunities. Selvi (2010) points out that an overwhelming amount of job advertisements exclude non-NESTs and encourage NESTs by stating that only NESTs are eligible to apply and that other applications will not be considered. According to Oztürk and Atay (2010), private schools, educational institutions and universities that offer English language programs in Turkey frequently prefer NESTs over non-NESTs since NESTs allow them to generate better advertisements and attract more learners, even if non-NESTs have more teaching experiences and higher qualifications. It can be clearly seen that NESTs are favored by administrators, parents and even learners without questioning their teaching abilities and experiences. Kaplan (1999) criticizes such prejudice in recruitment procedures, arguing that it is the talents of teachers that should be recognized, instead of their nativeness. By reframing the question from who they are to what they are, Maum (2002) calls for more democratic hiring methods. It should be noted that, without considering their nationality, both non-NESTs and NESTs have particular strengths and weaknesses in terms of language teaching.

2.1 Instructional characteristics of NESTs and non-NESTs

When it comes to characterize non-NESTs and NESTs regarding their instructional abilities, literature provides many studies that bring out particular features attached to these teacher groups. The instructional characteristics, strengths and differences of NESTs and non-NESTs have been summarized from the findings of the studies of some researchers in the literature and have been presented in Table 1 (Cook, 2008; Kurniawati & Rizki, 2018; Medgyes, 2001; Widdowson, 1994).

Table 1. Instructional characteristics of NESTs and non-NESTs

NESTs	non-NESTs
<ul style="list-style-type: none"> • use English confidently • focus on fluency • tolerate mistakes • supply cultural information • more flexible while teaching • naturally has phonetic and lexical knowledge • provide a native speaker model • may or may not possess teacher training and qualifications 	<ul style="list-style-type: none"> • teach grammar better • focus on accuracy • understand learners' needs and struggles • provide efficient learning methods • more empathetic • great role model, motivator • facilitate the process by using L1 • possess teacher training and qualifications

To start with, Medgyes (2001) carried out a survey with 325 non-NESTs and NESTs to examine the teaching behaviour differences between them. The results showed that NESTs are better at using English confidently, focusing on fluency, tolerating mistakes and supplying cultural information to learners; while non-NESTs performed better at showing empathy, understanding real needs of learners, focusing on accuracy and teaching grammar. NESTs are seen

to be better than non-NESTs in teaching speaking since they have the instinct to use the language spontaneously and idiomatically, allowing them to be more flexible when teaching. NESTs' advantage, according to Medgyes (2001), arises mostly from their capacity to utilize the language spontaneously in a range of communication circumstances. As for the instructional features of non-NESTs, Medgyes (2001) describes them as; being great role models, providing efficient learning methods, facilitating learning process by means of the same mother tongue, showing empathy to learners and understanding their needs and difficulties. Likewise, Widdowson (1994) thinks that non-NESTs can understand better what learners need to accomplish learning objectives. Non-NESTs might show empathy and motivate their students by understanding their needs and struggles in learning as they have gone through a similar process of learning the target language.

Another study examining the distinction between non-NESTs and NESTs concerning teaching behavior is conducted by Cook (2008). In his book, Cook (2008) represents NESTs as an alien for learners since they can never be in the place of a first language user. On the other hand, learners can observe from a non-NEST that it is possible to perform effectively in a language other than one's native one. It is an irrefutable fact that a NEST is more advantageous in terms of having fluency since s/he naturally has phonetic and lexical knowledge of the language that s/he teaches. Yet, Cook (2008) thinks that being less fluent is not by virtue of teacher's non-native position, but to insufficient training or inappropriate job selection.

In his pros and cons list, Cook (2008) modeled the non-NEST as a person who accomplished learning a second language. A non-NEST can demonstrate acquiring another language in the same way as learners since s/he has gone through a similar process. Similarly, Kurniawati and Rizki (2018) indicate that for some nations, in EFL settings, English is regarded as a tough subject by learners as they lack the motivation to learn and feel unsure that they would be able to communicate effectively in English. At this stage, non-NESTs would be a good solution to boost students' motivation as they can observe that their teacher was once one of them and currently is a great speaker of English. On the other hand, a NEST has taken an entirely different path and does not have firsthand experience with students' challenges and experiences. Similarly, Cook (2008) argues that a non-NEST has more proper training and background while a NEST is an outsider. This argument stems from the fact that there is an obvious privilege for NESTs in the hiring system and many native teachers are neither fully trained nor have the qualifications to teach a language. All in all, he points out that there should be a compromise where the good points of both NESTs and non-NESTs converge. Likewise, working with these counterparts, according to Kurniawati and Rizki (2018), can be quite beneficial as both NESTs and non-NESTs bring their unique talents to the classroom.

2.2 The European Portfolio for Student Teachers of Languages (EPOSTL)

The European Portfolio for Student Teachers of Languages (EPOSTL) is a document that aims to support students in initial teacher education to transfer the pedagogic knowledge and abilities required for language teaching, to assist them in evaluating their own instructive skills and to provide an observation place for their improvement and an educational journey for their experiences (Newby et al., 2007). The EPOSTL has the potential to assist its users in raising their awareness and reflecting on their didactic skills, since the field of language teacher education has lately seen a shift away from simply transmitting methods towards a greater emphasis on the teacher's thinking and cognitive abilities. Another advantage of the EPOSTL is that it is not limited to English; therefore, it is a helpful reflection tool for teachers of other languages as well.

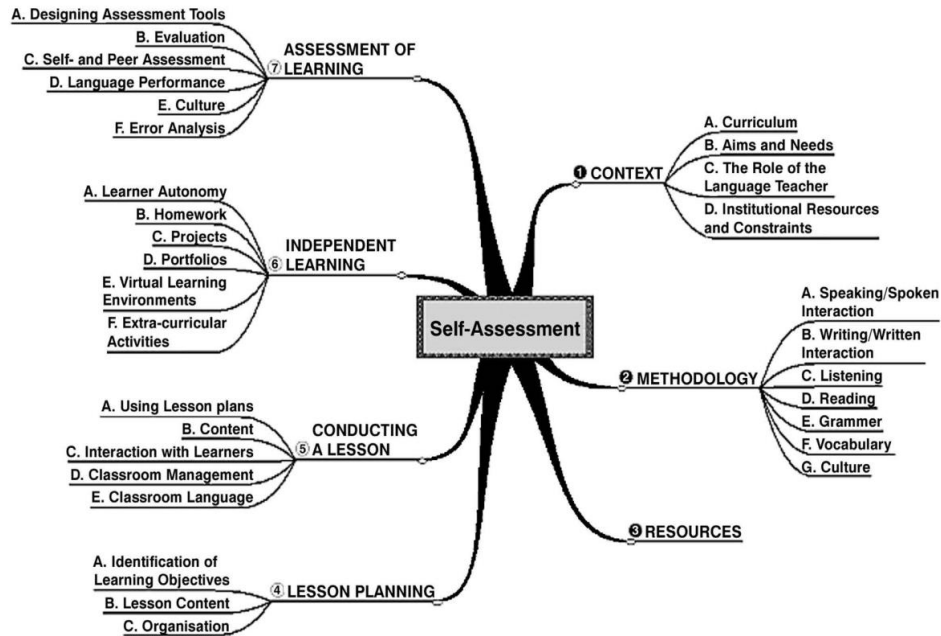


Figure 1. EPOSTL self-assessment categories (Newby, et al., 2007, p.6)

As presented in Figure 1, the EPOSTL includes a total of 195 self-assessment descriptors under seven main categories: Context, Methodology, Resources, Lesson Planning, Conducting a Lesson, Independent Learning, and Assessment of Learning. It was aimed to organize the general categories according to the order of a teacher's daily activities and teaching processes. The EPOSTL self-assessment descriptors should be considered as a guide that encourages both student teachers and in-service language teachers in their efforts to improve themselves constantly throughout their education and careers as teachers (Newby, et al., 2007). The EPOSTL primarily focuses on various decisions that a language teacher must make and a set of didactic competences that must be achieved. Therefore, it was assumed that basing the data collection tool of the present study on the EPOSTL would enable to make comparisons between classroom applications of non-NESTs and NESTs.

2.3 Previous studies conducted on non-NESTs vs. NESTs

Çakır and Demir (2013) investigated university preparatory class students' perceptions towards NESTs and non-NESTs, and they found out that non-NESTs were preferred over NESTs in the areas of teaching grammar, feeling empathy with learners and motivating them, while NESTs were favored in teaching vocabulary and improving their speaking skills. Besides, it was discovered that when both groups of teachers worked together, students benefitted to the greatest extent. Gündüz (2015) aimed to explore the perceptions of 186 preparatory class students from different departments at Sivas Cumhuriyet University. The results of the study indicated that students have more positive thoughts for NESTs regarding speaking, listening, pronunciation, culture and motivation, while they hold better perceptions towards non-NESTs concerning grammar, writing, communication and giving feedback. Participants believed that the collaboration of NESTs and non-NESTs would be better. It was revealed that gender and departments of the participants did not create a significant difference on their perceptions. Furthermore, findings showed that as their linguistic proficiency levels increase, learners tend to favor NESTs. Üstünlüoğlu (2007) analyzed the perceptions of private university students towards non-NESTs and NESTs regarding their individual qualities, teaching roles, management and communication skills. According to the findings, non-NESTs were found more efficient at teaching roles, using educational tools, adjusting the level of content, checking learners' progress and managing the class. On

the other side, NESTs were preferred in terms of communication skills as they were regarded as better at using body language, providing enjoyable lessons and complimenting learners.

Karakaş et al. (2016) performed a study with 120 private university students who are Turkish monolinguals. A two-stage study was carried out; at the first stage, it was aimed to explore participants' preconceptions towards NESTs and non-NESTs before their first encounter with them. The second stage of the study investigated whether there has been any change in students' perceptions towards these teacher groups over time, by applying the same questionnaire 7 months after the first one. The first stage results revealed that NESTs were favored in the areas of speaking, having cultural knowledge of the English language and bringing creativity to the class; while non-NESTs had advantages over NESTs in terms of sharing the same mother tongue and culture with learners, understanding the needs and struggles in their life and fostering a comfortable environment in the classroom. As weak points of both teacher groups, students stated that NESTs may have problems communicating with students, might have unrealistic expectations, and can be rude and unsympathetic. As for non-NESTs, students thought that they would not be able to speak English like a native, they might have an accent and mispronunciation, and they would depend too much on their textbooks. At the second stage of the study, findings of post-tests showed that participants' perceptions towards NESTs positively changed, particularly in terms of their personality traits. As for pedagogical aspects, such as teaching grammar, choosing appropriate materials to the level of learners and classroom management, non-NESTs had significantly higher scores in both pre and post-tests. It was also revealed that students' perceptions on non-NESTs about their linguistic deficiency changed in a positive way.

Adıgüzel and Özüdoğru (2017) investigated the impact of both teacher groups on students' learning progress and English language speaking skills. Findings revealed that non-NESTs' students had statistically significant superior academic success in the post-test when compared to students of the NESTs; as for speaking scores, a significant difference was not observed in the students of both NESTs and non-NESTs. In a similar vein, Koşar (2019) conducted a study with 36 university preparatory class students who took lessons from both non-NESTs and NESTs, and there was not a significant difference between students' speaking levels in consequence of being taught by these groups of teachers. Lasagabaster and Sierra (2002) worked with university students and the findings revealed that NESTs were favoured by learners at all levels in the areas of vocabulary, culture, speaking and pronunciation. On the other hand, non-NESTs were primarily preferred for teaching grammar and learning strategies. In the meantime, Lewis et al. (2017) conducted a study with EFL and ESL learners and the results revealed that participants preferred NESTs for pronunciation teaching; yet, the results also showed that participants were unable to distinguish non-native speech from the native one. Non-NESTs, according to the study of Park and Shin (2010), are considered more helpful at explaining complex topics and offering detailed feedback by sharing students' mother tongue. Students learn in a better way when they can use their first language whenever they need it; for example, they have an opportunity to compare the similarities as well as differences between their mother language and the target language (Alghofaili & Elyas, 2017).

Turanoğlu (2021) aimed to explore the university students' perceptions of NESTs and non-NESTs in online education. The findings revealed that participants preferred to be taught by non-NESTs in some aspects since they share the same mother tongue, culture and language learning process. It was concluded that the use of L1 by non-NESTs to clarify the concepts that are unclear had a positive impact on learning. Non-NESTs were favoured in listening and writing lectures while students preferred NESTs in speaking lectures. NESTs were considered as friendlier since they welcomed office visitors more willingly. It was found that both NESTs and non-NESTs were viewed as equally effective motivators. It was revealed that students' perceptions did not differ according to their gender, faculty and proficiency level.

Concerning the studies focusing on the perceptions of students towards their instructors, it is justified to argue that there are some factors that have an impact on their opinions such as gender, age, proficiency level and previous NEST experience. Akdeniz (2015) conducted a study with 156 students from five different universities to find out the pros and cons of teaching characteristics of non-NESTs and NESTs. The results showed that students did not care about their teachers' nativeness much. However, it was found that male participants had more positive perceptions towards non-NESTs while it is NESTs for female group. In terms of students' language levels, many studies, in addition to Gündüz (2015), have found that students with higher levels of proficiency prefer NESTs, whereas students with lower levels of proficiency favor non-NESTs. With regard to the departments of students, as a result of his study with preparatory class students of many different departments, Gündüz (2015) found that learners studying in English-related departments, such as ELT and English Language and Literature (ELL), had more positive perceptions towards NESTs and non-NESTs.

Sezgin and Önal (2021) conducted a study with 66 university preparatory class students and 63 non-native English-speaking instructors from eight different universities in Turkey, with the aim of finding out the perceptions of participants towards NESTs and non-NESTs. The findings of their study revealed that NESTs are perceived as better at teaching culture, speaking and pronunciation; while non-NESTs have been found more effective in teaching grammar and showing empathy to learners inside and outside the class. It has been found that students occasionally tend to use their mother tongue (Turkish) since making comparisons between the target language and their first language makes the learning process easier for them. Although the findings showed that students with higher English language proficiency levels tend to benefit from NESTs, it has been concluded that students prefer the collaboration of non-NESTs and NESTs in language teaching. As for non-native English-speaking instructors, it has been revealed that they perceived themselves as more qualified in teaching grammar, and the instructors with the longest experience were found to be more positive about being a non-NEST.

As has been mentioned previously, the aim of the present study is to reveal the perceptions of university preparatory class students towards the instructional effectiveness of NESTs and non-NESTs, by developing and validating a scale that is based on the self-assessment descriptors of the EPOSTL. This study attempts to reveal the extent to which students benefit from non-NESTs and NESTs in terms of methodology such as speaking, listening and culture. At the same time, it is among the aims of the current study to exhibit the competencies of these two teacher groups on the subject of conducting a lesson, such as a lesson content, classroom language and their interaction with learners.

3. Methodology

This study employs a descriptive, survey design which is defined as collecting information from participants through questions (Check & Schutt, 2012). Therefore, this study aims to detect the perceptions of university preparatory class students towards non-NESTs and NESTs; and create a clearer picture of the strengths that these two groups of teachers hold. The quantitative research method has been employed in the study since it is systematic, meticulous, and strictly regulated, including direct measurement and providing accurate, repeatable data that may be applied to different contexts (Dörnyei, 2007).

3.1 Participants

3.1.1 Pilot study

Because of the easier accessibility of the research group, the participants in the pilot study have been selected using the convenience sampling technique (Dörnyei, 2007). The pilot study has been carried out with 309 students studying the preparatory classes in the faculties of Engineering, Economics and Administrative Sciences, Arts & Sciences, and

Education at Suleyman Demirel University. All of the participants took lectures from both NESTs and non-NESTs for 12 weeks.

Table 2. Demographic information of the participants of the pilot study

	Frequency (f)	Percentage (%)
Gender		
Male	113	36.5
Female	196	63.4
Age		
18-20	288	93.2
20 and over	21	6.8
Faculty		
Faculty of Engineering	106	34.3
Faculty of Economics and Administrative Sciences	52	16.8
Faculty of Arts & Sciences	93	30.1
Faculty of Education	58	18.7
Perceived English Language Proficiency Level		
A1	97	31.3
A2	109	35.2
B1	52	16.8
B2	38	12.3
C1	13	4.2
NEST experience prior to university		
Yes	32	10.3
No	277	89.6
Total	309	100

Table 2 shows the participants' demographic information and it can be seen that 196 (63 %) of the preparatory class students are females whereas 113 (36 %) of them are males. In terms of age, it can be indicated that most of the participants (93 %) are between the ages of 18-20, while only 21 of them (7 %) are the age of 20 and over. As for the distribution of the faculties of preparatory class students, 106 (34 %) of the participants study at the Faculty of Engineering, 52 (17 %) of them study at the Faculty of Economics and Administrative Sciences, 93 (30 %) of the participants study at the Faculty of Arts & Sciences and 58 (19 %) of them study at the Faculty of Education. Perceived English language proficiency levels of participants have been provided in Table 1 as well. It should be noted that no tests have been taken to specify students' proficiency levels. It can be indicated that 206 (66 %) of the participants

regarded their proficiency levels as A. 90 (29 %) participants regarded their proficiency levels as B, while 13 (4 %) of them evaluated themselves as the level of C. Table 2 also shows that 32 (10 %) of the participants have a NEST experience prior to university.

3.1.2 Main study

The main study has been conducted with 284 students who study at the preparatory classes in the faculties of Engineering, Economics and Administrative Sciences, Business, Literature, Science and Other faculties at Dokuz Eylül University, through the convenience sampling technique (Dörnyei, 2007) since it offers easier accessibility of the intended study group. All of the participants took lectures from both NESTs and non-NESTs for 14 weeks.

Table 3. Demographic information of the participants of the main study

	Frequency (f)	Percentage (%)
Gender		
Male	137	48.2
Female	147	51.8
Age		
18-20	259	91.2
20 and over	25	8.8
Faculty		
Faculty of Engineering	104	36.6
Faculty of Economics and Administrative Sciences	46	16.2
Faculty of Business	35	12.3
Faculty of Literature	33	11.6
Faculty of Science	35	12.3
Others*	31	10.9
Perceived English Language Proficiency Level		
A2	27	9.5
B1	170	59.9
B2	54	19.0
C1	24	8.5
C2	9	3.2
NEST experience prior to university		
Yes	63	22.2
No	221	77.8
Total	284	100

* Others: Faculty of Maritime, Faculty of Education, Faculty of Architecture, Faculty of Nursing

Table 3 presents that 147 (52 %) of the preparatory class students are females whereas 137 (48 %) of them are males. In terms of gender, it can be observed that there is a homogeneous distribution in the participants. Regarding age, it can be indicated that most of the participants (91 %) are between the ages of 18-20, while only 25 of them (9 %) are at the age of 20 and over, which is not surprising since the average age of university preparatory class students is generally 18-20. As for the distribution of the faculties of preparatory class students, 104 (36 %) of the participants study at the Faculty of Engineering, 46 (16 %) of them study at the Faculty of Economics and Administrative Sciences. The number of the participants studying at the faculties of Business, Literature, Science and Others has been observed more or less close to each other, as can be seen in Table 3. Perceived English language proficiency levels of participants have been provided in Table 3 as well. It should be noted that no tests have been taken to specify students' proficiency levels and the levels given in the Table 3 are simply their own declarations. Proficiency levels have been evaluated as A, B and C in line with the CEFR and it can be indicated that 27 (9 %) of the participants regarded their proficiency levels as A. 224 (79 %) participants regarded their proficiency levels as B, while 33 (12 %) of them evaluated themselves as the level of C. The study also questions whether the participants have a NEST experience prior to university. Table 3 shows that 63 (22 %) of the participants have an experience with a NEST prior to university.

3.2 Data collection tool

In the process of the collection of the quantitative data, a data collection tool comprising of two sections has been constructed. The first section of the tool focuses on the participants' demographic information, namely, age, gender, contact details, faculty, self-perception of English language proficiency level and NEST experience prior to university. In the second section of the data collection tool, Perceptions towards NESTs and non-NESTs Scale (PNNS) developed by the researcher has been employed. The details and the validity procedures of PNNS have been explained below.

3.2.1 Stages followed in the development of 'Perceptions towards NESTs and non-NESTs Scale (PNNS)'

There are several existing scales and questionnaires that aim to explore students' perceptions towards NESTs and non-NESTs in the relevant literature, such as the questionnaires of Çakır and Demir (2013) or Moussu (2006). However, the researchers of this study decided to develop their own scale since the mentioned questionnaires were developed a long time ago and they have been used or adopted by several other researchers; and as a consequence, they may have lost their genuinity and currency. Additionally, the design of the questionnaire by Çakır and Demir (2013) seems distractable since one item is written in defense of NESTs, while the next item is written as supporting non-NESTs. Therefore, this situation inevitably may create a prejudgement in participants' minds while reading the items. However, in PNNS, each of the items was regiven separately for NEST and non-NEST so that participants can evaluate the items more objectively with a clear mind. On the other side, the questionnaire developed by Moussu (2006) mainly focuses on speaking abilities and cultural knowledge of NESTs and non-NESTs and it does not address such critical aspects as conducting a lesson, interaction with learners, classroom language, while the PNNS includes all these aspects. Scale development stages have been presented in Figure 2.

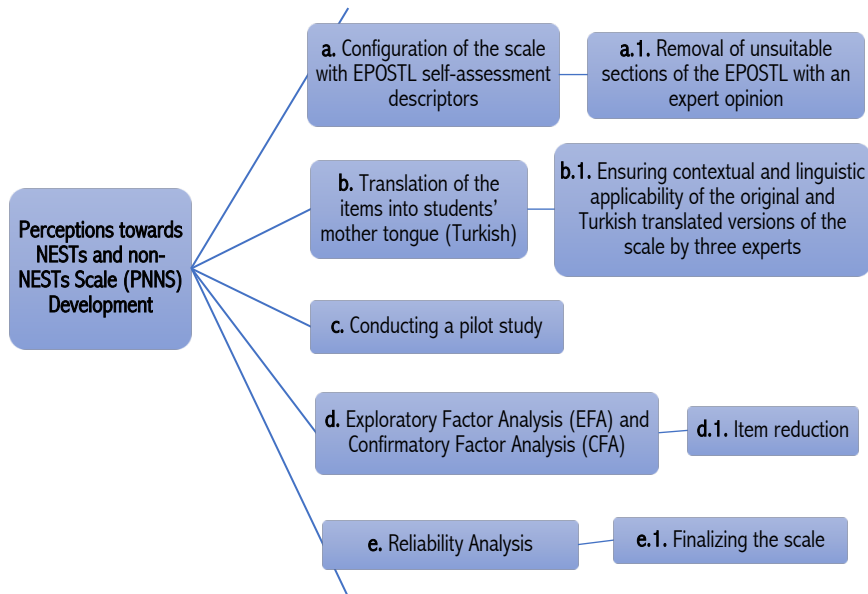


Figure 2. PNNs development model

The PNNs was created with the help of the self-assessment descriptors from the EPOSTL. The EPOSTL is categorized into 7 main sections with a total number of 195 self-assessment descriptors. The researchers only benefited from 3 sections: Methodology, Conducting a Lesson and Assessment. The reason for the exclusion of other sections is that they do not contain items that will reveal the observable differences between the classroom applications of NESTs and non-NESTs. The PNNs consists of 53 items in the form of a 5-point Likert-type scale design (5=strongly agree; 4=agree; 3=neutral; 2=disagree; 1=strongly disagree). Each item has been re-directed for the participants to evaluate NESTs and non-NESTs separately. In fact, the items in the EPOSTL follow the pattern of 'I can ...'; yet, the wording of the scale has been modified as 'My NEST can ...' and 'My non-NEST can ...' within the PNNs, since the goal of the study is to find out and compare the participants' perceptions of these two groups of teachers.

Originally, all the EPOSTL self-assessment descriptors are in English; however, the researcher translated them into students' mother tongue (Turkish) for the reason that not all of the students may be able to comprehend the items in English since some of the participants' proficiency level is at A or B levels. Afterwards, the original and translated versions of the PNNs have been reviewed in terms of their face validity and contextual and linguistic applicability and backtranslated by two experts who hold PhDs in ELT and one expert who holds her PhD in Turkish Language Education. Thus, the final version of the PNNs (see Appendix 1 for English, and Appendix 2 for Turkish) has been achieved in line with the recommendations of the experts. At this stage, a pilot study has been conducted with 309 preparatory class students who study at the School of Foreign Languages, Süleyman Demirel University, with the aim of assessing the feasibility and detecting potential problems and defects of the data collection tool (Zailinawati et al., 2006).

After conducting the pilot study, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) techniques have been performed to establish the structural and construct validity, which can be stated as the measurement status of the theoretical and conceptual structure (Worthington & Whittaker, 2006). Also, a scree plot has been used to discover the number of factors extracted with regard to EFA results. Before conducting EFA, normality assumptions and sample size have been checked. In scale development studies, there is no definite consensus on sample size. However, according to the popular view, the acceptable participant number has to be 5 to 10 times of the number of items in the scale (Comrey & Lee, 2013; Hinkin, 1995; Kline, 1994; Pallant, 2013). In the pilot study,

the scale has been applied to 309 participants, implying that it fully satisfies the requirement as to the number of participants.

4. Results

4.1. Construct validity

4.1.1. Findings of Exploratory Factor Analysis

The main goal of factor analysis is to extract a small number of significant variables from a large number of variables that are considered to reflect the same structure (Comrey & Lee, 2013). The results of Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett's test of sphericity have been reviewed to determine adequacy and appropriateness of 309 collected data for Exploratory Factor Analysis (EFA). As presented in Table 4, KMO value of the scale has been found 0.93, which means the dataset is appropriate for factor analysis as the value is greater than .50. If this value is high, it means that each variable can be successfully predicted by the others (Çokluk et al., 2014). According to Table 4 below, Bartlett's test of sphericity has been found as $\chi^2 = 3106.82$, $df = 153$, $p = .00$. Bartlett's test of sphericity results generate a chi-square statistic. When the value is below .05, the dataset is presumed to be sufficient for factor analysis (Yurdagül, 2005).

Table 4. KMO and Bartlett's tests of PNNS

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.93
Bartlett's Test of Sphericity	Approx. Chi-Square	3106.82
	df	153
	Sig.	.00

In the course of EFA, Oblimin Rotation Method has been conducted to compose the factor distributions. The explained variance rate according to the factors has been presented in Table 5.

Table 5. Explained variance table for PNNS

Factor	Eigenvalue	Explained Variance
1	8.55	47.51
2	1.15	6.41
		53.92

According to Table 5, the eigenvalue of each of the 2 factors is greater than 1. Additionally, 2 factors explain 54 % of the total variance. The factor that explains the most variance is the first factor with 48 % of the total variance. Looking at the graphic in Figure 3 below is examined, it can be observed that the PNNS is collected under 2 factors with regard to the result of the scree plot achieved through factor analysis.

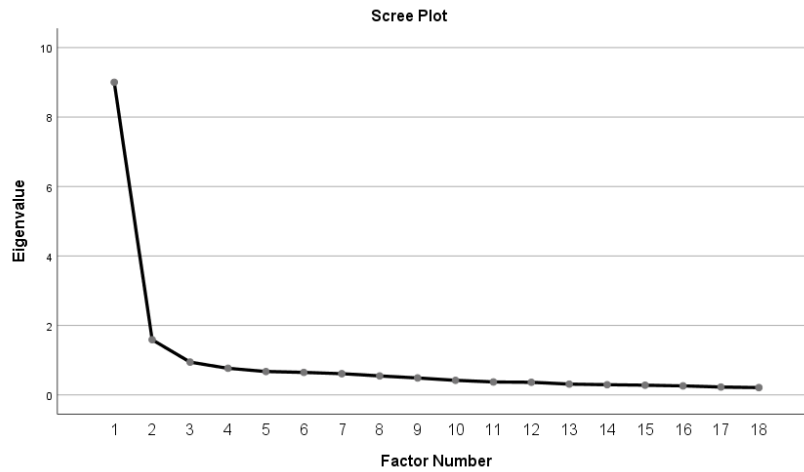


Figure 3. Scree Plot in PNNS

According to the information in Table 6 below, it can be marked that the factor loadings of the items, which comprise 18 items collected under 2 factors, ranged between 0.42 and 0.86 and the acceptance level of .40 was exceeded. Besides, the 2-factor scale showed 54 % of the total variance and, according to Çokluk et al. (2014), it exceeds the sufficient level of 30 %.

Table 6. Rotated factor load table for PNNS

Item No	Factor 1	Factor 2
I1	.83	
I2	.82	
I3	.75	
I4	.74	
I5	.73	
I6	.65	
I7	.58	
I8	.56	
I9	.54	
I10	.42	
I11		.86
I12		.81
I13		.79
I14		.70
I15		.70
I16		.64
I17		.53
I18		.47

In a consequence of the EFA, overlapping items at the Assessment factor have been removed and consequently, this factor has been excluded from the scale. As a result, the initial 53 items decreased to 18 and the revised version of the PNNS consists of 2 factors. The Methodology factor involves items from speaking, listening, and culture. The Conducting a Lesson factor contains items from content, interaction with learners, and classroom language. Items between 1 and 10 (10 items) comprise Methodology (M); items between 11 and 18 (8 items) comprise Conducting a Lesson (CL). Table 7 gives a more detailed outline of the EPOSTL items used in PNNS.

Table 7. Outline of the EPOSTL items used in PNNS

Factor	Theme	Number of Items
1. METHODOLOGY	1.a. Speaking	6 items
	1.b. Listening	3 items
	1.c. Culture	1 item
2. CONDUCTING A LESSON	2.a. Content	2 items
	2.b. Interaction with learners	4 items
	2.c. Classroom language	2 items
TOTAL	6 THEMES	18 ITEMS

4.2. Findings of Confirmatory Factor Analysis

It is not appropriate to undertake only EFA while constructing a new scale; it is also suggested to analyze the scale through Confirmatory Factor Analysis (CFA) (Brown, 2015; Hinkin, 1995). For this reason, to test the two-factor design of the PNNS, CFA has been performed on the scale with 18 items. The CFA diagram of the PNNS has been given in Figure 4 and model fit indices have been presented in Table 8 below.

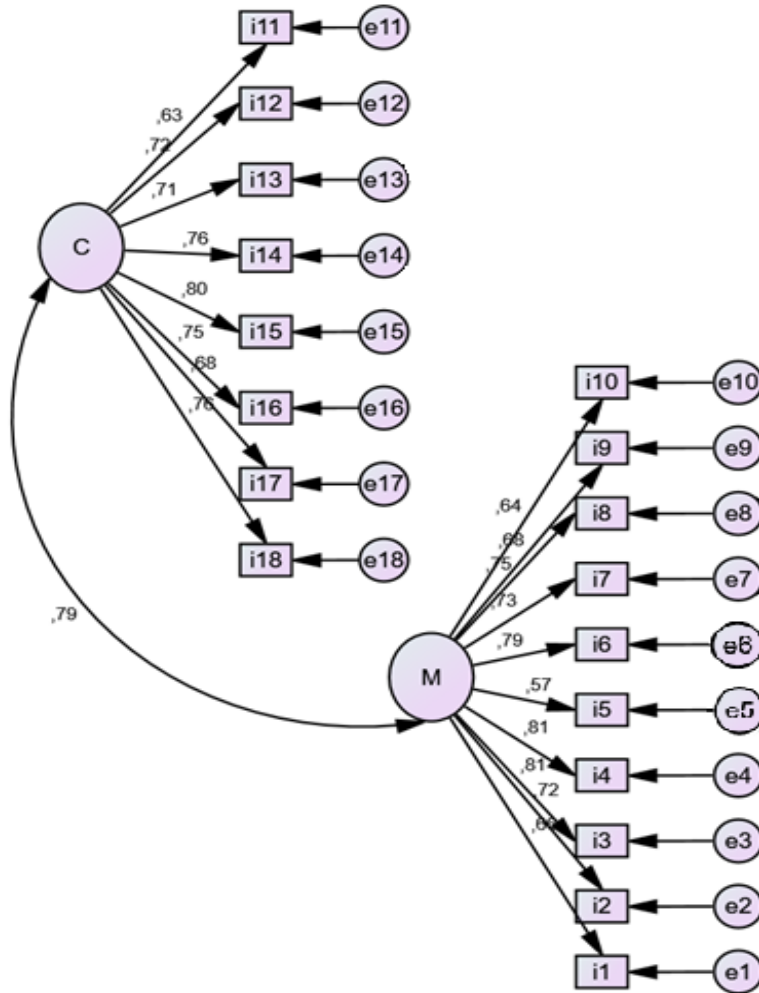


Figure 4. Confirmatory factor analysis (CFA) diagram of PNNS
(M: Methodology, C: Conducting a Lesson)

Figure 4 shows the connection between the PNNS's factors and their items separately. It has been revealed that the correlation coefficients calculated between the factors and their items range between .63 and .81. The relationship coefficient of 0.60 and above is regarded as a high-level correlation according to Büyüköztürk (2002). As a result of the examination of the numerical values in Figure 4, it would be safe to argue that the correlation coefficients between the factors and items are quite acceptable.

According to the maximum likelihood estimation technique results presented in Table 8, compliance values have been found as $\chi^2 / df = 2.10$, RMSEA = 0.06, SRMR = 0.03, NFI = 0.91, CFI = 0.95, NNFI = 0.91. It can be concluded that all the values of the PNNS are in acceptable fit or perfect fit. Therefore, the factors have been confirmed by the data (Hooper, et al., 2008), according to the model that Table 8 presents.

Table 8. CFA fit indices of PNNS

Indice	Perfect Fit	Acceptable Fit	Research Findings	Result
χ^2/df	$\chi^2/df < 3$	$\chi^2/df < 4-5$	2.10	Perfect Fit
RMSEA	$0 \leq RMSEA \leq .05$	$.05 \leq RMSEA \leq .08$	0.06	Acceptable Fit
SRMR	$0 \leq SRMR \leq .05$	$.05 \leq SRMR \leq .10$	0.03	Perfect Fit
NFI	$.95 \leq NFI \leq 1$	$.90 \leq NFI < .95$	0.91	Acceptable Fit
CFI	$.97 \leq CFI \leq 1$	$.95 \leq CFI < .97$	0.95	Acceptable Fit
NNFI	$.95 \leq NNFI \leq 1$	$.90 \leq NNFI < .95$	0.91	Acceptable Fit

The reliability of the PNNS and its 2 factors have been tested through Cronbach Alpha and the details have been presented in Table 9.

Table 9. Reliability statistics for PNNS

	Cronbach Alpha	Number of items (N)
All Scale (Stratified Alfa)	0.94	18
1. Factor (Methodology)	0.91	10
2. Factor (Conducting a Lesson)	0.90	8

The reliability for the PNNS has been found as 0.94 and it means that the scale is highly reliable since it is between 0.80 and 1.00 (Kalaycı, 2008). The first factor (Methodology) has high reliability with a score of 0.91. The second factor's (Conducting a Lesson) reliability has been obtained as 0.90 and it is also highly reliable. Hence, the scale can be assumed to have internal consistency. In this regard, it can be claimed that the PNNS is a reliable and valid data collection tool as a result of the CFA performed.

4. Conclusion

This study focused on the perceptions of university preparatory class students towards non-NESTs and NESTs in the areas of *speaking, listening, culture, content, interaction with learners, and classroom language*. In line with this objective, the Perceptions towards NESTs and non-NESTs Scale (PNNS), which comprises 18 items collected under 2 factors, was developed. Exploratory Factor Analysis and Confirmatory Factor Analysis were performed to test the validity of the scale. Cronbach's alpha was calculated to estimate the reliability of the scale. As a result of these analyses, the PNNS was found to be valid and highly reliable.

As a result of EFA and CFA, the data collection tool performed in the current study was limited to only 2 categories of the EPOSTL. More comprehensive findings can be obtained if the participants have an opportunity to compare classroom applications of NESTs and non-NESTs from wider perspectives. Moreover, some of the EPOSTL descriptors involved two actions in the same sentence, hence, more elaborated results may be revealed in further studies if these actions are given in separate items for the participants.

It is expected that this study contributes to the field by providing valuable insights and a valid and reliable scale that can be employed by researchers as a current source for exploring the perceptions towards NESTs and non-NESTs in further studies.

5. Acknowledgement

This article relies on the findings received from the MA thesis “Perceptions of University Preparatory Class Students toward non-Native English-Speaking Teachers (non-NESTs) and Native English-Speaking Teachers (NESTs)” prepared by Elif Nur SEZGİN and supervised by Ahmet ÖNAL, accepted on July 28, 2022, Süleyman Demirel University, Division of English Language Teaching, Isparta, Turkey.

6. Disclosure of Conflict

The authors declare that they have no conflicts of interest.

Author Details

Elif Nur Yıldırım

Department of English Language Teaching
Süleyman Demirel University

E-mail: sezginelifnur@gmail.com

ORCID <https://orcid.org/0000-0003-2421-7362>

Ahmet Önal

Department of English Language Teaching
Süleyman Demirel University

E-mail: ahmetonal@sdu.edu.tr

ORCID: <https://orcid.org/0000-0002-5325-4958>

References

- Adigüzel, O. C. & Özdoğru, F. (2017). Effects of Turkish and English speaking teachers on students' foreign language skills. *Kastamonu Education Journal*, 25(1), 172-186.
- Akdeniz, V. (2015). *Student perceptions of native English speaking teacher and non-native English speaking teacher effectiveness in English language teaching* [Unpublished master's thesis, Çığ University].
- Alghofaili, N. M. & Elyas, T. (2017). Decoding the myths of the native and non-native English speaker teachers (NESTs & NNESTs) on Saudi EFL tertiary students. *English Language Teaching*, 10(6), 1–11.
- Alseweed, M. A. (2012). University students' perceptions of the influence of native and non-native teachers. *English Language Teaching*, 5(12), 42-53.
- Bailey, K. (2002). Declarative knowledge, procedural knowledge, and the varieties of English we teach. *NNEST Newsletter*, 4(2), 1-5.
- Braine, G. (1999). *Non-native educators in English language teaching*. Lawrence Erlbaum.
- Braine, G. (1999b). NNS and invisible barriers in ELT. *TESOL Matters*, 2(2), 14.
- Brown, E. (2013). *Native and Non-native English Speaking ESL/EFL Teachers in Sweden: A study on students' attitudes and perceptions towards the teaching behavior of native and non-native English speaking teachers*. [Unpublished student paper, University of Gävle].
- Brown, T. A. (2015). *Confirmatory factor analysis for applied research* (2nd Ed.). Guilford Publications.
- Büyüköztürk, Y. (2002). Faktör analizi: Temel kavramlar ve ölçek geliştirmede kullanımı. *Kuram ve Uygulamada Eğitim Yönetimi*, 32(32), 470-483.
- Check, J., & Schutt, R. K. (2012). *Research methods in education*. Sage Publications.
- Çakır, H., & Demir, Y. (2013). A comparative analysis between NESTs and NNESTs based on perceptions of students in preparation classes. *The International Journal of Social Sciences*, 14(1), 36-47.
- Canagarajah, S. (1999). Interrogating the “native speaker fallacy”: Non-linguistic roots, non-pedagogical results. In G. Braine (Ed.), *Non-native educators in English language teaching*, 77-92. Erlbaum.

- Çelik, S. (2006). A concise examination of the artificial battle between native and non-native speaker teachers of English in Turkey. *Online Submission*, 14(2), 371-376.
- Çokluk, Ö., Şekercioğlu, G., & Büyüköztürk, Ş. (2014). *Sosyal bilimler için çok değişkenli istatistik: SPSS ve LISREL uygulamaları*. Pegem Akademi.
- Comrey, A., & Lee, H. (2013). *A first course in factor analysis*. Lawrence Erlbaum Associates.
- Cook, V. (2008). *Second language learning and language teaching* (4th ed.). Hodder Education.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies*. OUP.
- Gündüz, E. (2015). *University preparatory students' perceptions towards native and non-native English speaking teachers* [Unpublished Master's thesis, Çağ University].
- Hinkin, T. (1995). A review of scale development practices in the study of organizations. *Journal of Management*, 21(5), 967-988.
- Holliday, A. (2015). Native speakerism: Taking the concept forward and achieving cultural belief. In Swan, A., Aboshiha, P. & Holliday, A. (Eds.), *(En)Countering Native speakerism: Global Perspectives*, 11-25, Palgrave Macmillan.
- Hooper, D, Coughlan, J & Mullen, M. (2008). Structural equation modelling: Guidelines for determining model fit. *Electronic Journal of Business Research Methods*, 6(1), 53-60.
- Jenkins, J. (2009). English as a lingua franca: Interpretations and attitudes. *World Englishes*, 28(2), 200-207.
- Kalaycı, Ş. (2008). *SPSS uygulamalı çok değişkenli istatistik teknikleri*. Asil Yayınları.
- Kaplan, R. B. (1999). The ELT: Ho(NEST) or not ho(NEST)? *NNEST Newsletter*, 1(1), 5-6.
- Karakaş, A., Uysal, H., Bilgin, S., & Bulut, B. (2016). Turkish EFL learners' perceptions of native English speaking teachers and non-native English-speaking teachers in higher education. *Novitas-ROYAL (Research on Youth and Language)*, 10(2), 180-206.
- Kline, P. (1994). *An easy guide to factor analysis*. Routledge.
- Koşar, G. (2019). Does being taught by native English-speaking teachers promote improvement in speaking skill more?. *Journal of Language and Linguistic Studies*, 15(3), 989-999.
- Kurniawati, K. & Rizki, D. (2018). Native vs. non-native EFL teachers: Who are better?. *Studies in English Language and Education*, 5(1), 137-147.
- Lasagabaster, D. & Sierra, J. M. (2002). University students' perceptions of native and non-native speaker teachers of English. *Language Awareness*, 11(2), 132-142.
- Lewis, J., Sonaat, S. & Link, S. (2017). Students' beliefs about native and non-native pronunciation teachers. In Agudo, J. D. D. M. (Ed.), *Native and non-native teachers in English language classrooms*, 183-205. Walter de Gruyter Inc.
- Liu, J. (1999). Nonnative English-speaking professionals in TESOL. *TESOL Quarterly*, 33(1), 85-102.
- Llurda, E. (2006). *Non-native language teachers: Perceptions, challenges and contributions to the profession* (Vol. 5). Springer Science & Business Media.
- Mahboob, A. (2004). Native or non-native: What do the students think. *Learning and teaching from experience*, 121-147.
- Maum, R. (2002). Nonnative English-speaking teachers in the English teaching profession. *Eric Digest*, <https://files.eric.ed.gov/fulltext/ED470982.pdf>.
- Medgyes, P. (1992). Native or non-native: Who's worth more?. *ELT Journal*, 46(4), 340-349.
- Medgyes, P. (2001). When the teacher is a non-native speaker. In Celce-Murcia, M. (Ed.), *Teaching English as a second or foreign language*, 429-442. Heinle & Heinle.
- Mesthrie, R. & Bhatt, R. M. (2008). *World Englishes: The study of new linguistic varieties*. Cambridge University Press.
- Moussu, L. M. (2006). *Native and nonnative English-speaking English as a second language teachers: student attitudes, teacher self perceptions, and intensive English administrator beliefs and practices* [Unpublished doctoral dissertation, Purdue University].

- Newby, D., Allan, R., Fenner, A.-B., Jones, B., Komorowska, H. & Soghikyan, K. (2007). *European portfolio for student teachers of languages. A reflection tool for language teacher education*. Council of Europe Publishing. <https://epostl2.ecml.at>.
- Oztürk, U., & Atay, D. (2010). Challenges of being a nonnative English teacher. *Educational Research, 1*(5), 135-139.
- Pallant, J. (2013). *SPSS survival manual: A step by step guide to data analysis using SPSS for Windows* (version 12). Allen & Unwin.
- Park, S. & Shin, S. J. (2010). "She immediately understood what I was trying to say": Student perceptions of NNESTs as writing tutors pedagogy. *WATESOL NNEST Caucus Annual Review, 1*, 110-118.
- Pasternak, M. & Bailey, K. M. (2004). Preparing nonnative and native English-speaking teachers: Issues of professionalism and proficiency. In Kamhi-Stein, L. D. (Ed.), *Learning and teaching from experience: Perspectives on non-native English speaking professionals*, 155-175. University of Michigan Press.
- Phillipson, R. (1992a). *Linguistic imperialism*. Oxford University Press.
- Phillipson, R. (1992b). ELT: The native speaker's burden? In Hedge, T. & Whitney, N. (Ed.), *Power, pedagogy and practice*, 23-30. Oxford University Press.
- Samimy, K. & Brutt-Griffler, J. (1999). To be a native or nonnative speaker: Perceptions of "nonnative" students in a graduate TESOL program. In Braine, G. (Ed.), *Nonnative educators in English language teaching*, 127-144. Lawrence Erlbaum.
- Selvi, A. F. (2010). All teachers are equal, but some teachers are more equal than others: Trend analysis of job advertisements in English language teaching. *WATESOL NNEST Caucus Annual Review, 1*, 155-181.
- Sezgin, E. N. & Önal, A. (2021). Öğrencilerin ve öğretim görevlilerinin bakış açısından ana dili İngilizce olan ve ana dili İngilizce olmayan öğretim görevlileri. *Bayburt Eğitim Fakültesi Dergisi, 16*(32), 516-547.
- Turanoğlu, A. (2021). *Students' perception towards NESTs and NNESTs teachers in online education* [Unpublished master's thesis, Çağ University].
- Ulate, N. V. (2011). Insight towards native and non-native ELT educators. *Bellaterra Journal of Teaching & Learning Language & Literature, 4*(1), 56-79.
- Üstünlüoğlu, E. (2007). University students' perceptions of native and non-native teachers. *Teachers and Teaching: Theory and Practice, 13*(1), 63-79.
- Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly, 28*(2), 377-389.
- Worthington, R. L. & Whittaker, T. A. (2006). Scale development research: A content analysis and recommendations for best practices. *The Counseling Psychologist, 34*(6), 806-838.
- Yurdagül, H. (2005). The congeneric test theory and the congeneric item analysis: An application for unidimensional multiple choice tests. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 38*(2), 21-47.
- Zailinawati A.H., Schattner, P., & Mazza, D. (2006). Doing a pilot study: Why is it essential?. *Malaysian Family Physician, 1*(2&3), 70-73.

Appendix 1. Perceptions towards NESTs and non-NESTs Scale (PNNS)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Perceptions towards NESTs and non-NESTs Scale (PNNS)	(1)	(2)	(3)	(4)	(5)
1.a. My NEST can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.					
1.b. My non-NEST can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.					
2.a. My NEST can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).					
2.b. My non-NEST can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).					
3.a. My NEST can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).					
3.b. My non-NEST can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).					
4.a. My NEST can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in spoken interaction.					
4.b. My non-NEST can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in spoken interaction.					
5.a. My NEST can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation.					
5.b. My non-NEST can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation.					

6.a. My NEST can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.)					
6.b. My non-NEST can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.)					
7.a. My NEST can select texts appropriate to the needs, interests and language level of the learners.					
7.b. My non-NEST can select texts appropriate to the needs, interests and language level of the learners.					
8.a. My NEST can provide a range of pre-listening activities which help learners to orientate themselves to a text.					
8.b. My non-NEST can provide a range of pre-listening activities which help learners to orientate themselves to a text.					
9.a. My NEST can design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.).					
9.b. My non-NEST can design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.).					
10.a. My NEST can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behavior'.					
10.b. My non-NEST can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behavior'.					
11.a. My NEST can relate what s/he teaches to learners' knowledge and previous language learning experiences.					
11.b. My non-NEST can relate what s/he teaches to learners' knowledge and previous language learning experiences.					
12.a. My NEST can relate what s/he teaches to current events in local and international contexts.					
12.b. My non-NEST can relate what s/he teaches to current events in local and international contexts.					
13.a. My NEST can keep and maximize the attention of learners during a lesson.					
13.b. My non-NEST can keep and maximize the attention of learners during a lesson.					

14.a. My NEST can encourage learner participation whenever possible.					
14.b. My non-NEST can encourage learner participation whenever possible.					
15.a. My NEST can cater for a range of learning styles.					
15.b. My non-NEST can cater for a range of learning styles.					
16.a. My NEST can clarify the topics and help learners to develop appropriate learning strategies.					
16.b. My non-NEST can clarify the topics and help learners to develop appropriate learning strategies.					
17.a. My NEST can conduct a lesson in the target language.					
17.b. My non-NEST can conduct a lesson in the target language.					
18.a. My NEST can use various strategies when learners do not understand the target language.					
18.b. My non-NEST can use various strategies when learners do not understand the target language.					

Appendix 2. Ana Dili İngilizce Olan ve Olmayan Öğretmenlere İlişkin Tutum Ölçeği

Hangi yaş aralığındasınız?

- 18-20
- 21-25
- 25-30
- 30 veya daha büyük

Cinsiyetiniz nedir?

- Erkek
- Kadın

Fakülteniz nedir?

- _____ (belirtiniz)

İngilizce seviyeniz nedir?

- A1
- A2
- B1

- B2
- C1
- C2

Üniversiteden önce ana dili İngilizce olan bir öğretmeniniz var mıydı?

- Evet
- Hayır

Varsa, kaç ay/yıl eğitim aldınız?

- _____ (kısa yanıt metni)

Ana Dili İngilizce Olan ve Olmayan Öğretmenlere İlişkin Tutum Ölçeği	Kesinlikle Katılıyorum	Katılıyorum	Ne katılıyorum ne katılmıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
	(1)	(2)	(3)	(4)	(5)
1.a. Ana dili İngilizce OLAN öğretmenim fikrimi, kimliğimi, kültürümü vb. ifade etmemi teşvik etmek için anlamlı konuşma ve iletişim kurma etkinlikleri değerlendirebilir ve seçebilir.					
1.b. Ana dili İngilizce OLMAYAN öğretmenim fikrimi, kimliğimi, kültürümü vb. ifade etmemi teşvik etmek için anlamlı konuşma ve iletişim kurma etkinlikleri değerlendirebilir ve seçebilir.					
2.a. Ana dili İngilizce OLAN öğretmenim dilde akıcılığımı geliştirmem için çeşitli konuşma ve etkileşim etkinliklerini değerlendirebilir ve seçebilir (tartışma, rol oynama, problem çözme vb.).					
2.b. Ana dili İngilizce OLMAYAN öğretmenim dilde akıcılığımı geliştirmem için çeşitli konuşma ve etkileşim etkinliklerini değerlendirebilir ve seçebilir (tartışma, rol oynama, problem çözme vb.).					
3.a. Ana dili İngilizce OLAN öğretmenim farklı metin türlerinin (telefon konuşmaları, işlemler, konuşmalar vb.) farkına varmamı ve kullanmamı sağlamak için farklı etkinlikleri değerlendirebilir ve seçebilir.					

3.b. Ana dili İngilizce OLMAYAN öğretmenim farklı metin türlerinin (telefon konuşmaları, işlemler, konuşmalar vb.) farkına varmamı ve kullanmamı sağlamak için farklı etkinlikleri değerlendirebilir ve seçebilir.					
4.a. Ana dili İngilizce OLAN öğretmenim sözlü iletişim kurarken iletişim stratejileri (açıklama isteme, karşı tarafın doğru anladığını kontrol etme vb.) ve telafi edici stratejileri (başka sözcüklerle açıklama, basitleştirme vb.) kullanmama yardımcı olabilir.					
4.b. Ana dili İngilizce OLMAYAN öğretmenim sözlü iletişim kurarken iletişim stratejileri (açıklama isteme, karşı tarafın doğru anladığını kontrol etme vb.) ve telafi edici stratejileri (başka sözcüklerle açıklama, basitleştirme vb.) kullanmama yardımcı olabilir.					
5.a. Ana dili İngilizce OLAN öğretmenim vurgu, ritim ve tonlamayı kullanmanın farkında olmam için çeşitli teknikleri değerlendirebilir ve seçebilir.					
5.b. Ana dili İngilizce OLMAYAN öğretmenim vurgu, ritim ve tonlamayı kullanmanın farkında olmam için çeşitli teknikleri değerlendirebilir ve seçebilir.					
6.a. Ana dili İngilizce OLAN öğretmenim dili doğru kullanma yeteneğimi (dilbilgisi, kelime seçimi vb.) geliştirmem için çeşitli sözlü etkinlikleri değerlendirebilir ve seçebilir.					
6.b. Ana dili İngilizce OLMAYAN öğretmenim dili doğru kullanma yeteneğimi (dilbilgisi, kelime seçimi vb.) geliştirmem için çeşitli sözlü etkinlikleri değerlendirebilir ve seçebilir.					
7.a. Ana dili İngilizce OLAN öğretmenim ihtiyaçlarım, ilgi alanlarım ve dil seviyeme uygun dinleme metinleri seçebilir.					
7.b. Ana dili İngilizce OLMAYAN öğretmenim ihtiyaçlarım, ilgi alanlarım ve dil seviyeme uygun dinleme metinleri seçebilir.					
8.a. Ana dili İngilizce OLAN öğretmenim kendimi bir dinleme metnine yönlendirmeme yardımcı olan çeşitli dinleme öncesi etkinlikleri sağlayabilir.					
8.b. Ana dili İngilizce OLMAYAN öğretmenim kendimi bir dinleme metnine yönlendirmeme yardımcı olan çeşitli dinleme öncesi etkinlikleri sağlayabilir.					
9.a. Ana dili İngilizce OLAN öğretmenim konuşulan dilin (ses tonu, tonlama, konuşma tarzı vb.) tipik özelliklerini tanıma ve yorumlamada bana yardımcı olacak farklı etkinlikler tasarlayabilir ve seçebilir.					

9.b. Ana dili İngilizce OLMAYAN öğretmenim konuşulan dilin (ses tonu, tonlama, konuşma tarzı vb.) tipik özelliklerini tanıma ve yorumlamada bana yardımcı olacak farklı etkinlikler tasarlayabilir ve seçebilir.					
10.a. Ana dili İngilizce OLAN öğretmenim sosyal/kültürel davranış benzerlikleri ve farklılıklarından haberdar olmamı sağlayan çeşitli metinleri, kaynak materyalleri ve etkinlikleri değerlendirebilir ve seçebilir.					
10.b. Ana dili İngilizce OLMAYAN öğretmenim sosyal/kültürel davranış benzerlikleri ve farklılıklarından haberdar olmamı sağlayan çeşitli metinleri, kaynak materyalleri ve etkinlikleri değerlendirebilir ve seçebilir.					
11.a. Ana dili İngilizce OLAN öğretmenim öğrettiklerini mevcut bilgilerim ve önceki dil öğrenme deneyimlerim ile ilişkilendirebilir.					
11.b. Ana dili İngilizce OLMAYAN öğretmenim öğrettiklerini mevcut bilgilerim ve önceki dil öğrenme deneyimlerim ile ilişkilendirebilir.					
12.a. Ana dili İngilizce OLAN öğretmenim öğrettiklerini yerel ve uluslararası bağlamda güncel olaylar ile ilişkilendirebilir.					
12.b. Ana dili İngilizce OLMAYAN öğretmenim öğrettiklerini yerel ve uluslararası bağlamda güncel olaylar ile ilişkilendirebilir.					
13.a. Ana dili İngilizce OLAN öğretmenim bir ders sırasında dikkatimi en üst düzeye çıkarabilir ve artırabilir.					
13.b. Ana dili İngilizce OLMAYAN öğretmenim bir ders sırasında dikkatimi en üst düzeye çıkarabilir ve artırabilir.					
14.a. Ana dili İngilizce OLAN öğretmenim mümkün oldukça derse katılımımı teşvik edebilir.					
14.b. Ana dili İngilizce OLMAYAN öğretmenim mümkün oldukça derse katılımımı teşvik edebilir.					
15.a. Ana dili İngilizce OLAN öğretmenim çeşitli öğrenme stillerine hitap edebilir.					
15.b. Ana dili İngilizce OLMAYAN öğretmenim çeşitli öğrenme stillerine hitap edebilir.					
16.a. Ana dili İngilizce OLAN öğretmenim konuları açığa kavuşturabilir ve uygun öğrenme stratejileri geliştirmemde bana yardımcı olabilir.					
16.b. Ana dili İngilizce OLMAYAN öğretmenim konuları açığa kavuşturabilir ve uygun öğrenme stratejileri geliştirmemde bana yardımcı olabilir.					

17.a. Ana dili İngilizce OLAN öğretmenim dersi hedef dilde yönetebilir.					
17.b. Ana dili İngilizce OLMAYAN öğretmenim dersi hedef dilde yönetebilir.					
18.a. Ana dili İngilizce OLAN öğretmenim kendisini anlayabilmem için çeşitli stratejiler kullanabilir.					
18.b. Ana dili İngilizce OLMAYAN öğretmenim kendisini anlayabilmem için çeşitli stratejiler kullanabilir.					