

Undergraduate FL Learners' Perceptions of Native and Non-Native Language Instructors

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Abstract: This study investigates undergraduate students' perceptions of native speaker teachers (NST) and non-native speaker teachers (NNST) at three universities in Turkey. The study also aims to find out the effect of gender and the previous experience with non-native speaking teachers on the students' perceptions of native and non-native instructors. 120 undergraduate university students, studying Japanese or English as a FL, were asked to rate a 30-item questionnaire related to, in-class teaching roles, in-class management roles, in-class communication skills, and individual qualities of native and non-native speaking teachers'. Results indicated that, students perceive NSTs as superior to NNSTs only in terms of in-class teaching roles. In addition to that, male students possessed positive attitudes both towards NSTs and NNSTs. And finally the study found that number of NSTs that the students previously studied with is an important factor that influences students' opinions.

Key words: Native and Non-native teacher, student attitudes

Introduction

Due to globalization, and the increasing need to communicate with other people from the rest of the world, the importance of learning other languages has inevitably become an important issue. As one of the countries that belongs to the 'Expanding Circle' within Kachru's framework (Kachru 1981), Turkey also values language learning in all its institutions.

With the increase in number of private universities in Turkey, and with the growth of English as an international language, providing a qualified language education became one of the major concerns of the school administrators. In order to provide a more qualified language education, and attract more students to their institutions, universities have employed NNSTs from different countries. As a result of this, regardless of their qualifications, many more NNSTs were employed at universities. This variety with no doubt affected the opinions of university students on NNSTs.

As a result of this growing importance of language learning, the place of NSTs in language learning has become a controversial issue. The majority of the studies discussed NSTs to NNSTs in terms of their teaching skills, individual features, social relationships, and linguistic competence. The value and the qualifications of NSTs have been argued by researchers to provide information and data for those who are responsible for making language policies.

Aim of the study:

This study aims to find out undergraduate students' perceptions of native speaking teachers (NST) and non-native speaking teachers (NNST). The study also aims to find out the effect of gender and number of NSTs that the students previously studied with on the students' perceptions of NSTs and NNSTs.

Research Questions

This study addresses to three research questions as follows:

1. Do undergraduate students perceive NSTs as superior to NNSTs with regard to their in-class teaching roles, their in-class management roles, their in-class communication skills, and their individual qualities?
2. Do students' perceptions vary depending upon gender?

3. Do students' perceptions vary depending upon the number of NSTs the students previously studied with?

Background of the study

Research comparing students' perceptions of native speaking teachers (NST) and non-native speaking teachers (NNST) is an issue which has recently been popular for the academic research. (Llurda, 2005, Clark and Paran, 2007, Todd and Pojanapunya, 2009; Hertel and Sunderman, 2009). Such studies have not only clarified the opinions about NSTs and NNSTs, but also provided information for program designers and policy makers.

Although the preference of native speakers for language teaching becomes irrelevant due to increasing number of proficient non-native speakers, the NSTs still hold their privileged position in language teaching (Clark and Paran, 2007). While NSTs are seen as a model speaker, NNSTs are valued with a lower status than NSTs (Clark and Paran, 2007). According to Medgyes (1994) both the strengths and weaknesses of NSTs and NNSTs has led to dichotomies rather than one being superior to the other.

Table 1: Perceived differences in general attitudes between NSTs and NNSTs

NSTs	NNSTs
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

Arva and Medgyes (2000)

The advantages and disadvantages of NSTs and NNSTs have been discussed in the literature (Medgyes, 1992; Canagarajah, 1999; Miranda, 2003; Davies, 2003; Lasagabaster and Sierra 2002). According to Medgyes (1992) although NSTs have advantages in terms of linguistic competence, this does not make them more effective language instructors than NNSTs. NNSTs' language learning experience make them more advantageous over NSTs since they have already come up with linguistic difficulties and managed to overcome them. This valuable experience helps them to be more emphatic to needs of the learners. Medgyes also discusses that while both NSTs and NNSTs have strengths and weaknesses, they have an equal chance of becoming successful language teachers. Medgyes (1994, p.27) uses the expression "two different species" and states four hypothesis about native and non-native teachers as:

1. They are different terms of their L2 language proficiency;
2. They are also different in terms of their teaching behavior;
3. The difference in L2 proficiency gives a reason for the differences in their teaching behavior;
4. They can be equally good teachers in their own terms.

Studies on students' perceptions of NSTs or NNSTs

Recently there are several studies on students' perceptions of NSTs and NNSTs. Mahboob (2001) investigated the perceptions of 32 English students at tertiary level in the U.S. He reported that, the participants exhibited positive attitudes both towards NSTs and NNSTs. They preferred the NNSTs in terms of teaching methodology and thought that they were more empathetic. On the other hand, they reported a number of advantages for NSTs in terms of their teaching of pronunciation, vocabulary and culture.

Lasagabaster and Sierra (2002) also carried out a research on 67 undergraduates seeking their views about NSTs and NNSTs on rating scales relating to language skills, grammar, vocabulary, pronunciation, learning strategies, culture and civilization, attitudes and assessment. Their general preference was for NSTs, or for a combination of NSTs and NNSTs.

Moussu (2006) carried out a research project that investigated 1040 ESL students' attitudes towards NSTs and NNSTs, and the effects of students' first languages, gender, class subject, level, and expected grade, as well as teachers' native languages on their perceptions. Results indicated that,

students' attitudes were more positive towards NSTs than towards NNSTs, although students taught by NNSTs held a significantly more positive attitude towards NNSTs in general than students taught by NSTs. Also, positive attitude towards NSTs and NNSTs increased significantly with time and exposure.

In a similar study, Cheung (2007) investigated the NST and NNST perceptions of university students in Hong Kong, and reported that students possessed different strengths for the two groups of teachers. Parallel to these studies, Moussu (2002) conducted a study on the perceptions of 84 university students and reported that, students' opinions were positive for both groups, in different aspects.

More recently, Hertel and Sunderman (2009) examined 292 undergraduate students' attitudes toward both group of instructors of Spanish. They reported that students perceive NSTs to possess advantages over NNSTs. They also reported that with respect to gender, it is also notable that male students rated NSTs more positively than female students.

Todd and Pojanapunya (2009) investigate the implicit attitudes of Thai students towards native and non-native English speaking teachers by using the Implicit Association Test. The results indicate that attitudes towards native and non-native teachers are complex with an explicit preference for native speaker teachers, but no implicit preference and warmer explicit feelings towards non-native speaker teachers.

In Turkish context, however, there is only a small number of research on NST and NNST perceptions of the students. Köksal (2006) carried out a research (N= 216) into students' perceptions of NSTs' and NNSTs' performance and competencies in teaching English as a foreign language. He concluded his study by stating that, the students' perceptions differentiated in regard to their NSTs' and NNSTs' performance, competencies, and pedagogical, motivational and communicational skills. However, no significant difference was observed between the students' demographic and educational characteristics.

In a qualitative study with the participation of 18 undergraduate students, İnceçay and Atay (2009) examined the attitudes of Turkish EFL learners towards native and non-native teachers. They observed Turkish students to have a preference for native ELT teachers.

Another recent study by Üstünoğlu (2007) investigated the perceptions of 311 university students. The results indicated that NNSTs fulfill in-class teaching and in-class management roles better than native teachers do while native teachers fulfill in-class communication skills and present more favorable qualities.

Method

Participants

120 undergraduate students from a variety of departments of Çanakkale 18 Mart University, Yeditepe University, and Işık University participated in this study. 83 female and 37 male students were randomly selected. All the students had at least one native speaker teacher during their university education. 46 of the participants were learning Japanese as a foreign language, and 74 students were learning English as a foreign language.

The instrument

To elicit students' perceptions of NSTs and NNSTs, this study made use of a 30-item questionnaire (see Appendix A). The questionnaire was developed by Üstünoğlu (2007) (for the steps taken to develop the questionnaire and ensure reliability and validity, see Üstünoğlu, 2007). The questionnaire consists of four categories. Table 2 presents the number of items and a sample item for each category.

Table 2: Item distribution of the questionnaire

Subscales	Items	Sample Item
1. In-class teaching roles	1–10	Gives sufficient prompts and cues.
2. In-class management roles	11–17	Speaks clearly and comprehensibly.
3. In-class communication roles	18–22	Addresses the students by their names.
4. Individual features	23–30	Is respectful.

In order to eliminate possible comprehension problems, the questionnaire was translated into Turkish by an expert and was checked by a colleague from ELT department. It was designed as a 5-point Likert Scale; 1-strongly disagree, 2- disagree, 3- no idea, 4- agree, and 5- strongly agree.

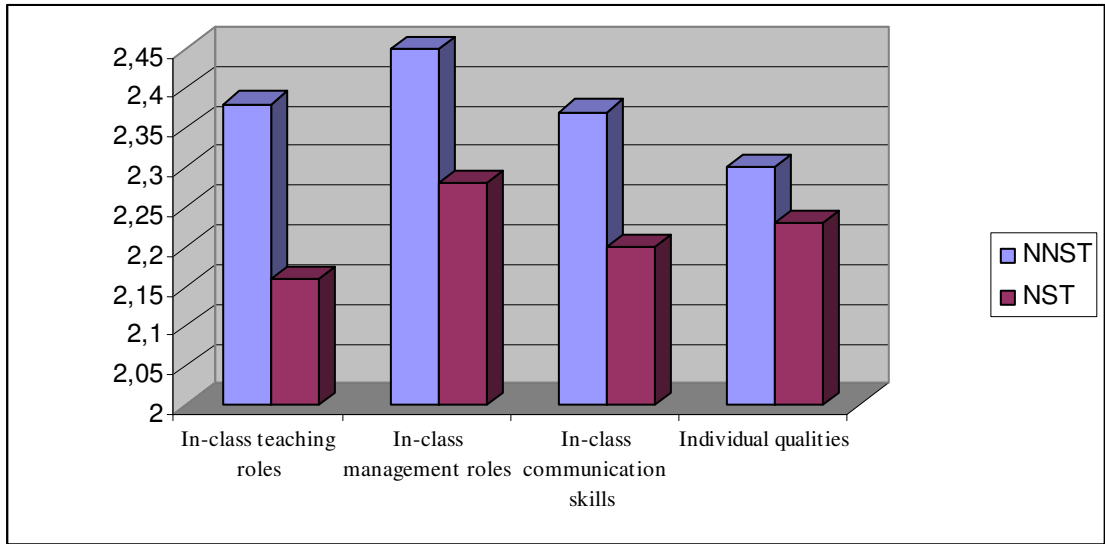
The questionnaire was piloted with a small group of students (N= 40). For the 30-item full scale, the Cronbach's Alpha was calculated as 0.96, which was acceptable.

The questionnaire also included some additional demographic questions on students' gender, year of education, and number of native teacher they had. The students rated the same item both for NSTs and NNSTs.

Data analysis

To analyze the data gathered from the instrument, a number of statistical procedures were carried out on SPSS. *Descriptive statistics*, including means, variances and standard deviations were computed.

Figure 1: Overall mean values for the categories and groups



As Figure 1 visualizes, NNST perceptions of students were higher than NST for all categories. This means that, according to the students, NNSTs fulfill in-class teaching roles, in-class management roles better than NSTs. In addition to that and they are better teachers in terms of in-class communication skills and individual qualities.

The next analysis addresses to the first research question, whether undergraduate students perceive NSTs of English as superior to NNSTs of English with regard to their in-class teaching roles, their in-class management roles, their in-class communication skills, and their individual qualities. An

independent samples t-test was carried out to find out group differences for the subcategories of the scale. The test results revealed the only significant difference for the subcategory, *in-class teaching roles*. ($t(120) = 2,084$; $p = ,038$).

Table 3: Independent samples t-test results for In-class teaching roles

	Group	N	M	sd	t	p
In-class teaching roles	NNST	120	2,38	,795	2,084	,038
	NST	120	2,16	,814		

According to Table 3, for in-class teaching roles, the attitudes of the students towards NNSTs ($M = 2,38$, $sd = ,795$) is higher than their attitudes towards NSTs ($M = 2,16$, $sd = ,814$). In other words, they perceive NNSTs more successful than their native counterparts. Although descriptive statistics revealed NNSTs as superior to NSTs, no statistical significance was found for the other categories (see Appendix D).

The analysis addressing the second research question, whether the students' perceptions vary depending upon gender, was analyzed by the use of an *independent sample T-Test*. The test results, comparing male and female participants' perceptions, revealed significant differences for all categories both for NSTs and NNSTs between males and females. In other words, the NNST and NST perceptions of the participants vary according to their gender. For all the categories, male students' attitudes were more positive than the females. Table 4 illustrates *t-test* results for gender differences.

Table 4: Independent samples t-test for gender and category

	Teacher	Gender	N	M	sd	T	p
In-class teaching roles	NNST	Female	83	2,25	,682	-2,853	,005
		Male	37	2,68	,947		
	NST	Female	83	2,00	,620	-3,385	,001
		Male	37	2,52	1,059		
In-class management roles	NNST	Female	83	2,25	,788	-2,298	,023
		Male	37	2,65	1,025		
	NST	Female	83	2,01	,757	-3,753	,000
		Male	37	2,63	,988		
In-class communication skills	NNST	Female	83	2,42	,778	-,566	,572
		Male	37	2,52	1,059		
	NST	Female	83	2,14	,764	-2,525	,013
		Male	37	2,59	1,166		
Individual qualities	NNST	Female	83	2,18	,784	-2,112	,037
		Male	37	2,57	1,230		
	NST	Female	83	2,04	,691	-3,657	,000
		Male	37	2,66	1,161		

For the third research question, whether the students' perceptions vary depending upon the number of Native speaker teachers they had, a *one-way ANOVA* was achieved. According to the result of the analysis, the number of the NST was statistically significant for NNST perceptions for all categories. In other words, this indicates that, the number of native teachers influence students' perceptions of NNSTs. On the other hand, number of teachers revealed no significance for NST perception of the participants (see Appendix E).

In order to find out the relationship between the groups, a *Post-Hoc Bonferroni* statistics was used for multiple comparisons. The results were complicated to discuss, since no direct or indirect

relationship was found for the groups. Appendix F shows the significant relations between the groups. For example for in-class teaching roles, significance was found between 1 NST (M= 2,07) and 2-4 NSTs (M= 2,65) ($p= ,008$), and 1 NST (M= 2,07) and 5 or more NSTs (M= 2,59) ($p= ,002$). On the other hand, according to the mean values, this relationship is not a linear one to state that, the higher the number of native teachers that the students had, the more positive attitudes they have.

Discussions

In relation to the to the first research question, “Do undergraduate university students perceive NSTs of English as superior to NNSTs of English with regard to their in-class teaching roles, their in-class management roles, their in-class communication skills, and their individual qualities?” the findings indicated that with respect to the overall descriptive statistics, NNSTs were perceived as superior to their NST counterparts. When compared to previous research, although there are controversy findings, most of the studies reported students’ preference of NSTs. Parallel to the findings of this study, In a study comparing the strengths and weaknesses of the teachers from the perspective of students, Cheung and Brian (2007) also reported favorable attitude towards their NNSTs. Barratt and Kontra (2000) investigated the opinions of students and reported positive comments made about NNSTs teaching in foreign cultures included language authenticity, knowledge of culture, positive and humorous personalities, a more relaxed attitude toward error correction, and the use of new teaching methodologies. The study also reported Negative comments about NSTs teachers included lack of pedagogical and professional preparation, poor teaching styles, lack of organization and preparation, poor knowledge of the local culture and educational values, problems with different English accents, and poor understanding of students’ learning difficulties. Pacek (2005) conducted a study on perceptions of ESL students, and reported positive results regarding the attitude of students towards the NNSTs.

In relation to the second research question; “Do students’ perceptions vary depending upon gender?” the findings indicated that for all the categories, male students’ attitudes were more positive than the females. It is necessary to note that there are a few empirical studies that investigated the gender effect on students’ perceptions; Moussu (2006) found that students’ gender was a variable that did not influence students’ attitudes much. Hertel and Sunderman (2009) reported that whether learners were male or female, they were not likely to judge NST instructors differently than NNST instructors.

In relation to the third research question; “Does the number of NSTs that the students previously studied with effect students’ perceptions of NSTs and NNSTs?”, the findings indicated that, the number of native teachers influence students’ perceptions of NNSTs, however, this revealed no significance for NST perception of the participants. Hertel and Sunderman (2009) also found that the students’ previous experience in the past with NST instructors did not effect their perceptions.

Conclusion

This study investigated the NST and NNST perceptions of Japanese and English EFL learners. The results showed that, while the students’ perceptions for NNS instructors were more positive than NS instructors, this did not reveal significance expect for in-class teaching roles. This might be due to NNSTs’ more emphatic attitudes towards learners, since they are already aware of the difficulties of learning a foreign language.

An important contribution of this study to the existing literature is that, it provides evidence for the effect of different variables on students’ perceptions. This study reported gender as an important factor on students’ perceptions. Another significant contribution of this study is that it investigated the effect of the students’ previous experience with NSTs on their perceptions. Findings showed that the number of NSTs the students have studied with do not have a direct effect on students’ perceptions.

This study is also significant in investigating the NST and NNST perceptions of students studying English or Japanese. Further studies should focus on students who study other languages.

The study has a number of limitations. Although the sample size was acceptable in comparison to previous studies, a larger sample size would provide different and even more reliable findings on the students’ opinions.

While the current study has provided quantitative data, further studies should also make use of interviews and observations as qualitative data sources. This would help researchers to gain a deeper understanding of FL learners’ perceptions.

Implications

Policy makers should provide answers for the question, ‘What criteria should be emphasized for the employment of NSTs. These criteria should define the role of NSTs and specify the requirements for their employments. Also, (YÖK) Higher Education Council should clarify the

expected qualifications from a NST. The decision on the employment of non-native speaker teachers should depend on their teaching experiences, educational levels, and personal qualities.

Instead of a preference of native or non-native, language programs should be designed in a way that enables a synergetic work of NSTs and NNSTs. In other words, a combination of NSTs and NNSTs might be more useful for language programs, since each have its distinguished features.

To sum up, it is clear that policy makers should carry out a deeper study of Turkish language policy and search for a broader framework to be taken as a model. Turkey's language policy should be discussed within the scope of European Union. Common European Framework might provide a benchmark for program designers in Turkey.

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Appendix A

Questionnaire (Turkish version)

Sayın katılımcı,

Bu anket, yabancı dil öğretiminde, yabancı öğretmenin rolü konusunda öğrenci görüşlerinin değerlendirilmesi amacıyla hazırlanmıştır. Soruları, aşağıdaki ölçeğe göre, Türk ve yabancı öğretmenler için ayrı ayrı değerlendiriniz. Teşekkürler.

1. Kesinlikle katılıyorum
2. Katılıyorum
3. Fikrim yok
4. Katılmıyorum
5. Kesinlikle katılmıyorum

		Türk Öğretmen					Yabancı Öğretmen				
		1	2	3	4	5	1	2	3	4	5
1	Dersin başında öğrencilerin ilgisini uyandırır.	1	2	3	4	5	1	2	3	4	5
2	Önceki derste yapılan çalışmalarla o an yapılan ders arasında bağlantı kurar.	1	2	3	4	5	1	2	3	4	5
3	Dersin içeriğini, öğrencilerin seviyesine uygun olarak hazırlar.	1	2	3	4	5	1	2	3	4	5
4	Uygun zamanda ve uygun durumda araç ve materyaller kullanır.	1	2	3	4	5	1	2	3	4	5
5	Dersi bir bütünlük içinde bölümlere ayırarak işler.	1	2	3	4	5	1	2	3	4	5
6	Etkili öğretim metotları uygular.	1	2	3	4	5	1	2	3	4	5
7	Yeterince açıklama ve ipucu verir.	1	2	3	4	5	1	2	3	4	5
8	Eksik ve yanlış cevapları etkili bir şekilde düzeltir.	1	2	3	4	5	1	2	3	4	5
9	Öğrencilerin dersin amaçlarını kavrayıp kavrayamadıklarını kontrol eder.	1	2	3	4	5	1	2	3	4	5

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10	Öğrenmeyi pekiştirmek için etkinlikler sağlar.	1	2	3	4	5		1	2	3	4	5
11	Sınıfa tam zamanında gelir.	1	2	3	4	5		1	2	3	4	5
12	Dersi zamanında bitirir.	1	2	3	4	5		1	2	3	4	5
13	Sınıfta düzeni ve disiplini sağlayabilir.	1	2	3	4	5		1	2	3	4	5
14	Anlaşılır ve açık bir şekilde konuşur.	1	2	3	4	5		1	2	3	4	5
15	İyi hazırlanır.	1	2	3	4	5		1	2	3	4	5
16	Konusuna hakimdir.	1	2	3	4	5		1	2	3	4	5
17	Öğrencilerin derse aktif katılımlarını sağlar.	1	2	3	4	5		1	2	3	4	5
18	Öğrencileri över.	1	2	3	4	5		1	2	3	4	5
19	Öğrencilere isimleriyle hitap eder.	1	2	3	4	5		1	2	3	4	5
20	Dersi eğlenceli hale getirir.	1	2	3	4	5		1	2	3	4	5
21	Vücut dilini kullanır.	1	2	3	4	5		1	2	3	4	5
22	Öğrencilere karşı saygılı davranır.	1	2	3	4	5		1	2	3	4	5
23	Neşelidir.	1	2	3	4	5		1	2	3	4	5
24	Güvenilirdir.	1	2	3	4	5		1	2	3	4	5
25	Enerji doludur.	1	2	3	4	5		1	2	3	4	5
26	Saygılıdır.	1	2	3	4	5		1	2	3	4	5
27	Tutarlıdır.	1	2	3	4	5		1	2	3	4	5
28	Hoşgörülüdür.	1	2	3	4	5		1	2	3	4	5
29	Duyarlıdır.	1	2	3	4	5		1	2	3	4	5
30	Uyumludur.	1	2	3	4	5		1	2	3	4	5

Üniversite:.....

Fakülte/Yüksek Okul/MYO Bölüm..... Sınıf.....

Cinsiyet: kız erkek

Öğrenim hayatınız boyunca kaç tane yabancı öğretmeniniz oldu?.....

Üniversitede kaç yıldır yabancı dil eğitimi alıyorsunuz?

Appendix B

Questionnaire (English version)

		Non-native Teacher						native teacher				
		1	2	3	4	5		1	2	3	4	5
1	Stimulates interest at the start of the lesson											
2	Relates the previous lesson's work with the current lesson											
3	Adjusts the content of the lesson to the level of the students											
4	Uses tools and materials in a timely and appropriate manner											
5	Stages the lesson coherently											
6	Implements effective learning methods											
7	Gives sufficient prompts and cues											
8	Corrects wrong and incomplete answers effectively											
9	Checks student achievement of the lesson aims											
10	Provides activities to consolidate learning											
11	Is punctual and prompt at arriving in the classroom											
12	Completes the lesson on time											
13	Is able to maintain order and discipline in the classroom											
14	Speaks clearly and comprehensibly											
15	Is well prepared											
16	Knows his/her topic											

17	Ensures active participation of the students																			
18	Praises the students																			
19	Addresses the students by their names																			
20	Makes the lesson enjoyable																			
21	Uses body language																			
22	Treats students respectfully																			
23	Is cheerful																			
24	Is trustworthy																			
25	Is energetic																			
26	Is respectful																			
27	Is consistent																			
28	Is tolerant																			
29	Is sensitive																			
30	Is easygoing																			

Appendix C

Independent samples t-test results for each item

Table 1. Independent samples t-test for In-class teaching roles of NNSTs and NSTs

	Grup	N	M	Sd	t	p
1. Stimulates interest at the start of the lesson	NNST	120	2,53	1,061	2,818	,005
	NST	120	2,13	1,092		
2. Relates the previous lesson's work with the current lesson	NNST	120	2,24	1,061	,543	,588
	NST	120	2,17	1,079		
3. Adjusts the content of the lesson to the level of the students.	NNST	120	2,22	1,047	,504	,615
	NST	120	2,15	1,001		
4. Uses tools and materials in a timely and appropriate manner	NNST	120	2,49	1,138	3,090	,002
	NST	120	2,05	1,076		
5. Stages the lesson coherently	NNST	120	2,58	1,089	3,300	,001
	NST	120	2,14	,981		
6. Implements effective learning methods.	NNST	120	2,42	1,042	2,144	,033
	NST	120	2,13	1,066		
7. Gives sufficient prompts and cues	NNST	120	2,21	1,052	-1,524	,129
	NST	120	2,42	1,066		
8. Corrects wrong and incomplete answers effectively	NNST	120	2,28	1,094	,239	,812
	NST	120	2,25	1,071		
9. Checks student achievement of the lesson aims	NNST	120	2,38	1,132	,701	,484
	NST	120	2,28	1,078		
10. Provides activities to consolidate learning	NNST	120	2,50	1,160	3,621	,000
	NST	120	1,97	1,122		

Table 2. Independent samples t-test results for In-class management roles of NNSTs and NSTs

	Group	N	M	Sd	t	p
11. Is punctual and prompt at arriving in the classroom	NNST	120	2,76	1,283	2,830	,005
	NST	120	2,28	1,317		
12. Completes the lesson on time	NNST	120	2,67	1,252	1,627	,105
	NST	120	2,40	1,286		
13. Is able to maintain order and discipline in the classroom	NNST	120	2,12	1,094	-1,523	,129
	NST	120	2,33	1,110		
14. Speaks clearly and comprehensibly	NNST	120	2,07	1,128	-2,036	,043
	NST	120	2,36	1,091		
15. Is well prepared	NNST	120	2,38	1,109	3,020	,003
	NST	120	1,95	1,114		
16. Knows his/her topic	NNST	120	2,19	,981	2,047	,042
	NST	120	1,92	1,097		
17. Ensures active participation of the students	NNST	120	2,48	1,236	1,819	,070
	NST	120	2,19	1,176		

Table 3. Independent samples t-test results for In-class communication skills of NNSTs and NSTs

	Group	N	M	Sd	t	p
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18. Praises the students frequently	NNST	120	2,90	1,162	-,055	,956
	NST	120	2,91	1,167		
19. Addresses the students by their names	NNST	120	2,29	1,246	-,598	,550
	NST	120	2,39	1,343		
20. Makes the lesson enjoyable	NNST	120	2,48	1,037	2,227	,027
	NST	120	2,17	1,162		
21. Uses body language	NNST	120	2,37	1,115	2,681	,008
	NST	120	1,98	1,148		
22. Treats students respectfully	NNST	120	2,24	1,250	1,777	,077
	NST	120	1,97	1,144		

Table 4. Independent samples t-test results for individual qualities of NNSTs and NSTs

	Group	N	M	Sd	t	p
23. Is cheerful	NNST	120	2,22	1,070	1,247	,214
	NST	120	2,04	1,103		
24. Is trustworthy	NNST	120	2,39	1,190	-,501	,617
	NST	120	2,47	1,130		
25. Is energetic	NNST	120	2,38	1,117	,787	,432
	NST	120	2,27	1,179		
26. Is respectful	NNST	120	2,22	1,146	1,534	,126

	NST	120	1,99	1,126		
27. Is consistent	NNST	120	2,37	1,100	1,406	,161
	NST	120	2,18	1,010		
28. Is tolerant	NNST	120	2,23	1,111	-,398	,691
	NST	120	2,28	1,161		
29. Is sensitive	NNST	120	2,23	1,098	-,653	,515
	NST	120	2,33	1,078		
30. Is easygoing	NNST	120	2,38	1,189	,397	,692
	NST	120	2,33	1,086		

Appendix D

Independent samples t-test results for each category

Table 5. Independent samples t-test results for In-class teaching roles

Grup	N	M	Sd	t	p
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In-class teaching roles	NNST	120	2,38	,795	2,084	,038
	NST	120	2,16	,814		

Table 6. Independent samples t-test results for In-class management roles

	Grup	N	M	Sd	t	p
In-class management roles	NNST	120	2,45	,871	1,507	,133
	NST	120	2,28	,926		

Table 7. Independent samples t-test results for In-class communication skills

	Grup	N	M	Sd	t	p
In-class communication skills	NNST	120	2,37	,883	1,538	,125
	NST	120	2,20	,879		

Table 8. Independent samples t-test results for individual qualities

	Grup	N	M	Sd	t	p
Individual qualities	NNST	120	2,30	,956	,563	,574
	NST	120	2,23	,906		

Appendix E

Table 10. Bonferroni multiple comparisons for the number of NSTs

Category		Groups	N	M	Sd	F	p
In-class teaching roles	NNS T	1 NST	51	2,070 6	,54417	7,757	,001
		2-4 NST	22	2,659 1	,99554		
		5+ NST	47	2,597	,81999		

				9			
	NST	1 NST	51	2,102 0	,56938	1,424	,245
		2-4 NST	22	2,431 8	,93012		
		5+ NST	47	2,117 0	,96331		
In-class communication skills	NNS T	1 NST	51	2,266 7	,63833	3,266	,042
		2-4 NST	22	2,818 2	1,0795 2		
		5+ NST	47	2,493 6	,94165		
	NST	1 NST	51	2,349 0	,77237	1,021	,363
		2-4 NST	22	2,436 4	1,1358 0		
		5+ NST	47	2,136 2	,97277		
In-class management roles	NNS T	1 NST	51	2,120 4	,62491	4,015	,021
		2-4 NST	22	2,564 9	,95423		
		5+ NST	47	2,574 5	1,0243 2		
	NST	1 NST	51	2,187 7	,69075	1,548	,217
		2-4	22	2,487	,84992		

		NST		0			
		5+ NST	47	2,091 2	1,0495 4		
Individual qualities	NNS T	1 NST	51	2,053 9	,64723	4,994	,008
		2-4 NST	22	2,795 5	1,2686 4		
		5+ NST	47	2,340 4	,99547		
	NST	1 NST	51	2,112 7	,73325	2,243	,111
		2-4 NST	22	2,590 9	1,1567 5		
		5+ NST	47	2,199 5	,92212		

Appendix F

Table 11. Bonferroni Multiple Comparisons indicating the statistically different groups

Dependent Variable	Number of NST	Number of NST	Sig.
In-class teaching roles (NNST)	1NST	2-4NST	,008
		5+NST	,002
	2-4NST	1NST	,008
		5+NST	1,000
	5+NST	1NST	,002
		2-4NST	1,000
In-class teaching roles (NST)	1NST	2-4NST	,341
		5+NST	1,000
	2-4NST	1NST	,341
		5+NST	,408
	5+NST	1NST	1,000
		2-4NST	,408
In-class communication skills (NNST)	1NST	2-4NST	,038
		5+NST	,576
	2-4NST	1NST	,038
		5+NST	,434
	5+NST	1NST	,576
		2-4NST	,434

In-class communication skills (NST)	1NST	2-4NST	1,000
		5+NST	,775
	2-4NST	1NST	1,000
		5+NST	,637
	5+NST	1NST	,775
		2-4NST	,637
In-class management roles (NNST)	1NST	2-4NST	,136
		5+NST	,031
	2-4NST	1NST	,136
		5+NST	1,000
	5+NST	1NST	,031
		2-4NST	1,000
In-class management roles (NST)	1NST	2-4NST	,548
		5+NST	1,000
	2-4NST	1NST	,548
		5+NST	,248
	5+NST	1NST	1,000
		2-4NST	,248
Individual qualities (NNST)	1NST	2-4NST	,006
		5+NST	,386
	2-4NST	1NST	,006
		5+NST	,179
	5+NST	1NST	,386
		2-4NST	,179
Individual qualities (NST)	1NST	2-4NST	,116

	5+NST	1,000
2-4NST	1NST	,116
	5+NST	,281
5+NST	1NST	1,000
	2-4NST	,281