

ANADİLİ İNGİLİZCE OLMAYAN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN İNGİLİZCE ÖĞRETMENLERİNİN ÖZ YETERLİLİK ALGILARI*

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Öz

Dillerin küresel değişimlerden etkilenmesi kaçınılmaz bir durumdur çünkü diller insanlar arası iletişimi sağlayan başlıca etkidir. Yıllar boyunca yaşanan küresel değişimlerin sonucunda dünya dili olarak İngilizce kabul edilmiştir. Bunun sonucunda dünyadaki gelişmelere uyum sağlamak için İngilizce öğrenmek ve öğretmek bir zorunluluk haline almıştır. Bu çalışmanın amacı, anadili İngilizce olmayan İngilizce öğretmenlerinin yabancı dil olarak İngilizce'ye ilişkin öz yeterlik algılarını Türkiye bağlamında araştırıp yaşadıkları kaygının öğretmenlik becerilerini nasıl etkilediğini incelemektir. Bu çalışmada, eşzamanlı iç içe karma yöntem kullanılmıştır. Bu çalışmada 2021-2022 eğitim yılında Türkiye'deki 125 İngilizce öğretmeninden nicel veriler toplanmıştır. Araştırmada nitel veri elde etmek için 2021-2022 eğitim yılında Türkiye'de görev yapan 20 İngilizce öğretmeni çalışma grubuna dâhil edilmiştir. Nicel verilerin analizinde tanımlayıcı istatistikler, betimsel istatistikler; nitel veri analizi için betimsel analiz tekniği kullanılmıştır. Bu çalışmanın nitel ve nicel verileri analiz edildiğinde, öğretmenlerin öz yeterlik algılarının orta düzeyde olduğu sonucuna ulaşılmıştır. Araştırmada erkek öğretmenlerin öz yeterlik algılarının kadın öğretmenlere göre daha yüksek olduğu sonucuna ulaşılmıştır. Araştırmada İngilizce öğretmenlerinin öz yeterlik algılarının yurt dışında bulunma durumuna, eğitim düzeyine, yaş aralığına, öğretim kademesine ve mesleki deneyime göre anlamlı düzeyde farklılaşmadığı tespit edilmiştir. Bu çalışma anadili İngilizce olmayan İngilizce öğretmenleri için çeşitli çıkarımlar içermektedir.

Anahtar Kelimeler: İngilizce öğretmenleri, Öz-yeterlilik, Dil yeterliliği

Self-efficacy Perceptions of Non-native English Speaking Teachers of English as a Foreign Language

Abstract

Global changes inevitably affect languages because languages are the main factor that provides communication between people. As a result of global changes over the years, English has been accepted as a world language. With this, learning and teaching English has become necessary to adapt to the developments all around the world. The study examines the self-efficacy perceptions of non-native English-speaking teachers (NNESTs) of English as a Foreign Language (EFL) in Turkey and how their anxiety about their experience affects their teaching skills. In this study, the concurrent embedded mixed design was used. The quantitative data were collected from 125 NNESTs in Turkey during the 2021-2022 academic year. For qualitative data in the study, 20 English teachers working in Turkey were included in the study group in the 2021-2022 academic year. Descriptive and differential statistics were used in quantitative data analysis; the descriptive analysis technique was used for qualitative data analysis. As a result of the study, it was concluded that the teachers' self-efficacy perceptions were at a medium level. The study concluded that male teachers' self-efficacy perceptions were higher than female teachers. The study determined that the self-efficacy perceptions of English teachers did not differ significantly according to their state of being abroad, education level, age range, teaching degree, and teaching experience. This study contains several implications for NNESTs.

Key Words: EFL Teachers, Self-Efficacy, Language Proficiency

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INTRODUCTION

Globalization has evident consequences for languages and other aspects of life. And English has had an essential role in people's lives in this globalizing and changing world. As English has become the world language, most people feel compelled to learn and speak English. Because they think it is vital for their lives. English has already established itself as a global language and is no longer regarded solely as a means of communication among local speakers. To put it another way, those who converse in English include not just NSs but also NNSs from all over the world who speak a variety of mother tongues, races, cultures, and origins.

Given that English is a global language, various attempts have been made to define English's current status on a worldwide scale. English as an International Language (EIL) (Jenkins, 2000), English as a Global Language (Crystal, 1997), English as a World Language (Mair, 2003), World English (Brutt-Griffler, 2002), and World Englishes are some of the notions covered by these definitions (Kachru, 1992). Although these concepts differ slightly, they all focus on the fault in conceptions based on native norms (Seidlhofer, 2003). Another notion associated with the state of English currently is English as a Lingua Franca (ELF), which presents English as the language of communication between individuals with distinct native languages or diverse cultural backgrounds (Firth, 1996).

A language is considered to have global status if it is spoken as either the official or second language of every country worldwide (Crystal, 2003). As English has been used as an official language in more than 70 nations, making it the foreign language taught to foreigners the most, it plays a remarkable and unmatched position worldwide (Crystal, 2003). English is spoken by almost two billion people worldwide, according to Graddol (2006).

According to Crystal (1997), Graddol (1997), and Widdowson (1994), as English has become more widely used as a world language, the number of non-native teachers has been consistently increasing, and some differences have been given concerning with regards to language proficiency, teaching English in situations where it is a second language and foreign language. Regarding their language proficiency and teaching styles, NESTs and NNESTs are described as "two different species," and there are believed to be differences between NESTs and NNESTs in teaching behaviour (Arva & Medgyes, 2000). According to Medgyes (1983), NNESTs often experience anxiety when using the language they must teach, which causes them to either become pessimistic or aggressive. He claims that because of their lack of confidence, NNESTs tend to focus excessively on grammar while ignoring pronunciation and vocabulary. NNESTs have the disadvantage of still being English language learners and feeling insecure. Arva and Medgyes (2000) discovered that NNESTs lagged behind NESTs in all four skills when comparing NESTs to NNESTs. Other studies have concentrated solely on NNESTs. Some studies have looked at NNESTs' self-perceptions, the field of teaching English as a foreign language in general, and students' perceptions of NNESTs. According to Tang (2007), NNESTs are aware of the need to increase their language ability and its negative effects on their confidence in teaching English. Choi (2007), who concurs with Tang's findings, claims that some NNESTs find it stressful and the most challenging aspect of their professions to be non-native. Others, however, do not consider it to be an issue to ponder at all.

Although NNESTs do not always show a lack of confidence in their language skills, this confidence clearly affects their teaching skills and how they teach. NNESTs who work at the primary and secondary school levels claimed that they are confident in their pronunciation skills and language ability, according to a recent study by Kamhi-Stein, Aagard, Ching, Paik & Sasser (2004). (as cited in Moussu & Lurda, 2008). Similar research by Lurda & Huguet (2003) discovered that NNESTs who had travelled and spent time abroad showed confidence in their overall language skills. Those who hadn't been or travelled abroad appeared to think that a NEST would better serve the needs of

the learners (as cited in Moussu & Llorca, 2008). In spite of all these things, a conflict has erupted about the differences between NESTs and NNESTs. According to Medgyes (2001), this conflict should not be dismissed but rather thoroughly investigated. Because this issue affects most people worldwide, further discussion on the subject is necessary. Furthermore, it is crucial to investigate NNESTs' self-perceptions of being non-native in a situation that only includes them.

Problem Statement

When we look at the world in general, it is seen that the number of people whose mother tongue is not English is much higher than the number of people whose mother tongue is English. In this case, the need for both learning English and English teachers is increasing day by day (Kachru, 1992). As Crystal (2014) estimates that there are five times as many NNSs as NSs. English Language Teaching (ELT) concepts are continually changing to fulfill the needs of students due to the large number of students learning English as a Second Language (ESL) or EFL and having a variety of mother tongues. In other words, foreign language skills are seen as an important condition not only because of globalization, but also because of the natural language diversity of the continents. With the development of information technologies and globalization, international relations have increased and in addition to being able to manage these relations, being able to speak one or more languages in today's world has become a necessity because of different reasons of communication, economic welfare, education, social mobility, etc. Due to these various motivations and possible purposes, people have recently become more and more interested in learning a language.

To put it another way, English has evolved into a more worldwide language and is now the lingua franca for many people. As a result, the divide between NSs and NNs has become an issue with the growth of English as a global language. As a result, a teacher who speaks English as their first or mother tongue is referred to as a NEST. NNESTs, in contrast, are people whose mother tongue or first language is not English. A native English speaker, often known as a mother tongue or first language, is someone who speaks English as their first language (Medgyes, 2001).

Being an NS of a language is not an ability that can be acquired; it is a developmental trait that cannot be acquired or changed later in life through training or education. But being an NNS of a language is learning this particular language as a second or foreign language. It can be acquired and improved. A second language can never become one's native language, not even with lifelong practice. "Non" native teachers have learned a language once. They know the difficulties of the learning process and how they can handle these difficulties (Medgyes, 1996). They can understand their students deeply in this process. As Crystal (2014) said, "*Even if you are not a speaker of a language, even though you are a non-native speaker, you may know more about the English language than a native speaker does.*" NESTs are not valued for being good teachers; on the contrary, NNESTs does not mean lousy teacher. Experiences, teaching skills, passion, and such qualities make teachers great.

The study investigates the self-efficacy perceptions of NNESTs as a Foreign Language. This study also aims to enlighten the self-efficacy perception of NNESTs about language teaching as a career by researching the factors that influence them.

Aim of Study

The study aims to examine the self-efficacy perceptions of NNESTs of English as a Foreign Language (EFL) in Turkey and how their anxiety experience affects their teaching skills. The self-efficacy perceptions of the NNESTs are also examined regarding their gender, age, teaching degree, teaching experience, education level, and state of being abroad.

This study also provides implications for teachers' self-efficacy perception of NNESTs since it shares views of NNESTs of English as a foreign language.

Research Questions

The purpose of this study was to address the following research issues.

- 1) What is the level of NNESTs' self-efficacy perceptions?
- 2) Do NNESTs' self-efficacy perceptions, related to their teacher identity, change depending on their; gender, age, teaching degree, teaching experience, education level and state of being abroad.
- 3) What are the views of NNESTs on the factors affecting their self-efficacy?

Significance of Study

The differences and 'discriminations' between NESTS and NNESTs have been discussed for many years (Canagarajah, 1999; Davies, 2003; Medgyes, 2001; Thomas, 1995), but the studies do not thoroughly investigate how a teacher's nativeness or non-nativeness affects their perspective on their professions as a whole. It is crucial to investigate NNESTs' self-perceptions of being non-native in a situation that only includes them. Most studies solely examine NNESTs and various aspects of their teaching experiences, such as their own assessments of their employability and proficiency, in addition to comparing these two types of teachers. But comprehensive research on NNESTs' self-efficacy perceptions and how this affects their ability to teach is still lacking. This study's findings contribute to the literature by revealing NNESTs' self-efficacy perceptions of themselves as NNESTs. In this situation, the issue of NNESTs' teaching conduct may be explained by how they assess their own English teaching as an NNEST and how their perceptions impact their classroom practices.

This study attempts to bring out the picture of NNESTs' self-efficacy perceptions of their teaching behaviours in the Turkish context at the local level. This information is essential for teachers to feel proficient and comfortable during teaching.

METHODOLOGY

Research Design

The mixed research method was used in this study, which examines the self-efficacy perception of NNESTs as a foreign language. The mixed method is a study in which qualitative and quantitative methods are used together (Johnson & Christensen, 2004). Combining qualitative and quantitative research methods in a mixed method gives better results than using these research methods alone (Johnson & Onwuegbuzie, 2004).

In this study, the concurrent embedded design was used. In the concurrent embedded design, quantitative and qualitative data are collected and analyzed simultaneously. When it's crucial to get a broad perspective on a subject and conduct research with different groups or levels within a study, this design comes in handy (Creswell, 2008).

Participants

This study collects quantitative data from 125 NNESTs in Turkey during the 2021-2022 academic year. The study group is determined by using easily accessible case sampling. Easily accessible or convenience sampling enables the collection of data practically and quickly based on the existing people or situations (Patton, 2002; Yıldırım & Şimşek, 2013). Individuals to be included

in the study group are chosen based on easy accessibility and volunteerism criteria in this study. The personal characteristics of the study group are presented in Table 1.

Tablo 1
Personal Characteristics of the Teachers Participating in the Research

Demographic Variables	Category	Number(N)	Percentage (%)
Gender	Female	85	68.0
	Male	40	32.0
Age	22-29	67	53.6
	30-39	41	32.8
	40+	17	13.6
Teaching degree	Primary S.	12	9.6
	Secondary S.	46	36.8
	High S.	30	24.0
	University	37	29.6
Teaching experience	1-5	62	49.6
	6-10	25	20.0
	11+	38	30.4
Education level	Bachelor	94	75.2
	Master	28	22.4
	Doctorate	3	2.4
Being abroad	Yes	64	51.2
	No	61	48.8

As seen in Table 1, 68% (85) of the teachers participating in the research are female, and 32% (40) are male. Of the teachers who participated in the research, 53.6% (67) are between the ages of 22-29, 32.8% (41) are between the ages of 30-39, and 13.6% (17) are aged 40 and over. Of the participants, 9.6% (12) work at primary school, 36.8% (46) at secondary school, 24% (30) at high school, and 29.6% (37) at university. 49.6% (62) of the teachers participating in the research have 1-5 years, 20% (25) 6-10 years, and 30.4% (38) have 11 years or more of professional experience. 75.2% (94) of the teachers participating in the research are undergraduates, 22.4% (28) are graduates, and 2.4% (3) are doctoral graduates. In addition, 51.2% (64) of the teachers participating in the research have been abroad, while 48.8% (61) have not been abroad.

In order to obtain qualitative data in the research, 20 English teachers ,who are not included in quantitative part of the study, working in Turkey are included in the qualitative study group for the 2021-2022 academic year. The criterion sampling method, one of the purposive sampling methods, is used in determining the study group. In order to obtain more qualified information in this research, English teachers whose mother tongue is not English are included in the study as a criterion. In addition, while determining the teachers, diversity was ensured by taking into account the variables such as teachers' gender, age, education level, teaching experience, teaching degree, and state of being abroad. The personal characteristics of the interviewed teachers are presented in Table 2.

Tablo 2
Personal Characteristics of the Interviewed Teachers

<i>Participant</i>	<i>Gender</i>	<i>Age</i>	<i>Education level</i>	<i>Teaching experience</i>	<i>Teaching degree</i>	<i>Being abroad</i>
T1	Male	30-39	Bachelor's	1-5	High S.	No
T2	Male	22-29	Bachelor's	1-5	Secondary S.	No
T3	Male	30-39	Bachelor's	1-5	High S.	No
T4	Female	22-29	Bachelor's	1-5	High S.	Yes
T5	Female	22-29	Bachelor's	1-5	Secondary S.	No
T6	Female	30-39	Bachelor's	1-5	High S.	No
T7	Female	22-29	Bachelor's	11+	High S.	Yes
T8	Female	22-29	Bachelor's	11+	Secondary S.	Yes
T9	Male	22-29	Bachelor's	1-5	Secondary S.	No
T10	Male	22-29	Bachelor's	1-5	Secondary S.	No
T11	Male	22-29	Master's	1-5	Secondary S.	Yes
T12	Male	30-39	Bachelor's	6-10	High S.	Yes
T13	Male	22-29	Bachelor's	1-5	Primary S.	Yes
T14	Male	30-39	Bachelor's	1-5	High S.	Yes
T15	Female	22-29	Bachelor's	1-5	Primary S.	Yes
T16	Male	30-39	Bachelor's	11+	High S.	No
T17	Female	22-29	Bachelor's	6-10	High S.	Yes
T18	Female	30-39	Master's	1-5	High S.	No
T19	Female	30-39	Master's	6-10	University	Yes
T20	Female	22-29	Bachelor's	1-5	High S.	No

According to Table 2, 10 of the interviewed teachers are male, and ten are female. Twelve of the teachers are in the age range of 22-29, and 8 of them are in the age range of 30-39. Seventeen of the teachers have a bachelor's degree, and 3 have a master's degree. Fourteen of the teachers have 1-5 years of experience, 3 of them have 6-10 years of experience, and 3 of them have 11 years or more of experience. Two of the teachers work in primary school, 6 in secondary school, 11 in high school level, and 1 in university. In addition, while 11 of the teachers have been abroad, 9 of them have not been abroad.

Data Collection Tools

The study used the "English Self-Efficacy Perception Scale" to determine teachers' English self-efficacy. In addition, a semi-structured interview form developed by the researcher was used to obtain more in-depth data on the research problems. The development process and features of data collection tools are discussed in detail below.

English Self-efficacy Perception Scale

Developed by Long (2003), this scale consists of one dimension and a total of 52 items. The items on the scale were rated as 5-point Likert type (Strongly disagree, Disagree, Neutral, Agree, Strongly agree). The Cronbach Alpha internal consistency coefficient of the scale was calculated as .90, and it was found as .95 in this study. These values show that the data obtained from the measurement tool are reliable. These values indicate that the data obtained from the scale are reliable.

Semi-Structured Interview Form

This study developed a semi-structured interview form consisting of seven questions to be used in interviews with English teachers. In the interview form for English teachers, questions about teachers' anxiety states and reasons, the skills they have difficulty with, the strategies they use to

cope with difficulties, their motivation to become an English teacher, the factors that make the English teacher feel successful and the general thoughts and suggestions of English teachers are included.

The main application of the structured interview form, which was developed to obtain more in-depth information from English teachers about the research problems, was carried out with 20 English teachers. The interviews were collected from the teachers who volunteered to participate in the research through face-to-face interviews, telephone, and e-mail. The interviews with the teachers lasted an average of 30 minutes.

Data Analysis

Analysis of the Quantitative Data

The study examined the scale scores' arithmetic mean and standard deviation values to determine the teachers' English self-efficacy levels. These values are '1-1.79' (very low), '1.80-2.59' (low), '2.60-3.39' (medium), '3.40-4.19' (high), and '4.20-5.00' (very high). Independent samples t-test was used to determine whether teachers' English self-efficacy differed according to gender, state of being abroad, and education level. In addition, multiple analysis of variance (ANOVA) was used to determine whether it changed according to age range, education level, and teaching experience.

Before the difference analysis, the normality test was performed to determine whether the data showed a normal distribution. In the analyses performed to determine univariate normality, skewness and kurtosis values were found to be in the range of ± 1 . In order to accept normality, skewness and kurtosis values are expected to be in the range of ± 1 (Büyükoztürk, 2018). The data was decided to have a normal distribution in line with these values.

Analysis of the Qualitative Data

The data from the interviews were analyzed using descriptive analysis. Yıldırım & Şimşek (2013) define and interpret findings by constructing a thematic framework for descriptive analysis, processing data according to themes, and defining and interpreting findings. In this research, following these steps, the qualitative data obtained from the research were coded and classified. Considering the common features of the determined codes, the themes were determined, and the codes were processed under the appropriate themes. Then, the data organized according to codes and themes were described and interpreted. In addition, the data were supplemented with direct quotations to support the findings and clearly reflect the views of the teachers. For the presentation of direct quotations, teachers have been given a home code number. The codes were given to the teachers as "T1, T2, T3...".

Detailed explanations about the researcher's and participants' positions are presented to ensure external reliability in the research. To improve internal reliability, about one-fourth of the data was coded individually by two distinct coders. The agreement between encoders formula provided by Miles & Huberman was used to calculate the results (1994). The reliability was determined to be 94%. In this instance, the coding can be deemed sufficiently reliable (Miles & Huberman, 1994). The integrity and consistency of the data were examined for internal validity, and full explanations of processes such as drafting the interview form, collecting, and evaluating data were included for external validity.

FINDINGS

Findings Related to the First Sub-Problem

The arithmetic mean and standard deviation values concerning the first sub-problem, which is “What is the level of NNESTs self-efficacy perceptions?” are presented in Table 3.

Tablo 3
The Mean and Standard Deviation Values Calculated Based on Teachers’ Responses to the Scale

<i>Scale</i>	\bar{X}	<i>S</i>
Perception of self-efficacy in English	3.26	0.18

When Table 3 is examined, it is seen that teachers’ English self-efficacy ($\bar{X}=3.26$) is at a moderate level.

Findings Related to the Second Sub-Problem

Concerning the study’s second sub-problem, “Do teachers’ perceptions of English self-efficacy differ significantly according to gender, being abroad, education level, age range, education level, and teaching experience?”, t-test results according to gender are presented in Table 4.

Tablo 4
T-test Results of Teachers’ English Self-Efficacy Perceptions by Gender

<i>Scale</i>	<i>Gender</i>	<i>N</i>	\bar{X}	<i>s</i>	<i>sd</i>	<i>t</i>	<i>p</i>
Perception of self-efficacy in English	Female	85	3.23	0.18	123	2.284	.024
	Male	40	3.31	0.18			

As seen in Table 4, it is seen that the scores given by the teachers on the English self-efficacy perception scale ($t_{(123)} = 2.284, p < .05$) differ significantly in favor of male teachers. In this case, it was revealed that male teachers had higher perceptions of English self-efficacy compared to female teachers.

Table 5 shows the results of the t-test conducted to determine whether the teachers’ English self-efficacy perceptions differ significantly according to their state of being abroad.

Tablo 5
T-test Results of Teachers’ English Self-Efficacy Perceptions According to Being Abroad

<i>Scale</i>	<i>State of being abroad</i>	<i>N</i>	\bar{X}	<i>s</i>	<i>sd</i>	<i>t</i>	<i>p</i>
Perception of self-efficacy in English	Yes	64	3.29	0.20	123	1.795	.075
	No	61	3.23	0.16			

As seen in Table 5, teachers’ perceptions of English self-efficacy do not differ significantly according to their state of being abroad ($t_{(123)} = 1.795, p > .05$). In this case, it was revealed that the English self-efficacy perceptions of the teachers who were and were not be abroad were at a similar level.

Table 6 shows the results of the t-test conducted to determine whether the teachers’ English self-efficacy perceptions show a significant difference according to the level of education.

Tablo 6

T-test Results of Teachers' English Self-Efficacy Perceptions by Education Level

<i>Scale</i>	<i>Education level</i>	<i>N</i>	\bar{X}	<i>s</i>	<i>sd</i>	<i>t</i>	<i>p</i>
Perception of self-efficacy in English	Bachelor	94	3.25	0.19	123	-	.293
	Master/Doctorate	31	3.29	0.16		1.055	

As seen in Table 6, teachers' perceptions of English self-efficacy do not differ significantly according to education level ($t_{(123)} = 1.795, p > .05$). In this case, it was revealed that the English self-efficacy perceptions of bachelor, master and doctoral graduate teachers were at a similar level.

Table 7 shows the ANOVA results on whether the teachers' English self-efficacy perceptions significantly differ according to the age range

Tablo 7

ANOVA Results of Teachers' Perceptions of English Self-Efficacy by Age Range

<i>Descriptive Statistics</i>					<i>ANOVA Results</i>					
<i>Scale</i>	<i>Age Range</i>	<i>N</i>	\bar{X}	<i>S</i>	<i>Source of Variance</i>	<i>Sum of Squares</i>	<i>sd</i>	<i>Mean of Squares</i>	<i>F</i>	<i>p</i>
Perception of self-efficacy in English	22-29	67	3.25	0.18	Between Groups	.188	2	.094	2.276	.069
	30-39	41	3.23	0.18	Within Groups	4.217	122	.035		
	40+	17	3.35	0.18	Total	4.406	124			

As seen in Table 7, teachers' perceptions of English self-efficacy do not differ significantly according to age range ($F_{(2,917)} = 2.276, p > .05$). In this case, it was revealed that the English self-efficacy perceptions of teachers in all age ranges were at a similar level.

Table 8 shows the results of the ANOVA conducted to determine whether the teachers' perceptions of English self-efficacy differ significantly according to the teaching degree.

Tablo 8

ANOVA Results of Teachers' Perceptions of English Self-Efficacy by Teaching Degree

<i>Descriptive Statistics</i>					<i>ANOVA Results</i>					
<i>Scale</i>	<i>Teaching Degree</i>	<i>N</i>	\bar{X}	<i>S</i>	<i>Source of Variance</i>	<i>Sum of Squares</i>	<i>sd</i>	<i>Mean of Squares</i>	<i>F</i>	<i>p</i>
Perception of self-efficacy in English	Primary	12	3.25	0.18	Between Groups	.012	3	.004	.108	.955
	Secondary	46	3.26	0.18	Within Groups	4.394	121	.036		
	High S.	30	3.27	0.20	Total	4.406	124			
	University	37	3.24	0.18						

As seen in Table 8, teachers' perceptions of English self-efficacy do not differ significantly according to teaching degree ($F_{(3,121)} = .108, p > .05$). In this case, it was revealed that the English self-efficacy perceptions of teachers working in primary, secondary, high school and universities were at a similar level.

Table 9 shows the results of the ANOVA conducted to determine whether the teachers' perceptions of English self-efficacy differ significantly according to their teaching experience.

Tablo 9
ANOVA Results of Teachers' Perceptions of English Self-Efficacy by Teaching Experience

Descriptive Statistics					ANOVA Results					
Scale	Teaching Experience	N	\bar{X}	S	Source of Variance	Sum of Squares	sd	Mean of Squares	F	p
Perception of self-efficacy in English	1-5	62	3.25	0.19	Between Groups	.007	2	.004	.099	.906
	6-10	25	3.27	0.20						
	11+	38	3.26	0.17	Within Groups	4.399	122	.036		
					Total	4.406	124			

As seen in Table 9, teachers' perceptions of English self-efficacy do not differ significantly according to teaching experience ($F_{(2,122)} = .099, p > .05$). In this case, it was revealed that the English self-efficacy perceptions of newcomers and senior teachers were at a similar level

Findings Related to the Third Sub-Problem

The third sub-problem of the study was determined as "What are the views of NNESTs on the factors affecting their self-efficacy?". Based on the data collected from the teacher interviews on this issue, the views of the participants were grouped under seven main themes "Experiencing anxiety and reasons", "Skills that teachers have difficulty with," "Concerns while teaching English", "Difficulties while teaching English," "Strategies coping with difficulties", "Motivation to be an EFL teacher" and "Conditions that make English teachers feel successful." The explanations, descriptions, and teacher opinions regarding the determined themes are below.

Experiencing Anxiety and Reasons

Regarding this theme, the question, "Do you experience anxiety in your teaching of English due to being a non-native English speaker? If so, why?" was posed to the teachers. While the majority of the teachers (n=10) stated that they were worried about teaching English, eight teachers stated they did not experience anxiety. Teachers who indicated that they were worried during the teaching process claimed that this situation resulted from reasons such as their lack of proficiency in speaking English (n=8), not being professional (n=3), and difficulty in expressing themselves (n=2). The prominent ones among opinions of the teachers who expressed their views on these situations are given below.

"Yes, I feel as not very professional. This makes me feel not relaxed in class. I want to feel more relaxed in class. That is why I don't always speak English in class. I don't know why, but I what to change some things in my life (teaching). I don't think that this is because I am not native but not proficient in English." (T1)

"Yes, I frequently experience anxiety, especially when speaking tasks take place in my lessons. I am afraid that I can't pronounce words correctly, I can't speak fluently as native speakers do, or I can't make myself understood by students. And also there are some cultural differences that we must know in order to understand what is meant there." (T11)

Skills That Teachers Have Difficulty With

Regarding this theme, the question, "In what major skill(s) (listening, speaking, writing, reading) do you have difficulty?" was posed to the teachers. Teachers stated that they had difficulties in speaking (n=12), listening (n=8), and writing (n=4) skills, respectively. On the other hand, none of the teachers stated that they had difficulties in reading skills. In addition, two teachers claimed

that they did not experience any difficulties in any skill. The prominent ones among opinions of the teachers who expressed their views on these situations are given below.

“As a speaker, I have difficulties in listening because of the different accents. But as a teacher, writing is the most difficult major skill to teach.” (T5)

“I experience difficulty, especially in listening and speaking. If speakers are native speakers of English, I sometimes can’t understand what he or she says. And in speaking skills, I can’t speak fluently and correctly because I am not a very professional and native speaker of that language.” (T11)

As stated in the teacher’s comments above, almost all of the teachers indicated that they had difficulties in any skill, but mostly in speaking skills. It can be stated that this situation arises from the reasons such as the spontaneous development of speaking skills, the need for background knowledge, and sufficient knowledge of pronunciation.

Concerns While Teaching English

Regarding this theme, the question “In what situations do you feel worried while teaching English?” was posed to the teachers. Almost all of the teachers (n=16) stated that there were situations that caused anxiety while teaching English, while two teachers stated that there was no situation that caused anxiety. It is observed that the views of teachers who stated that there are situations that cause anxiety in the English teaching process vary. Teachers stated that not being very proficient in the context (n=5), not being very proficient in speaking English (n=5), students asking unknown words (n=3), inability to express themselves (n=3), giving directions to students in English (n=2), students not attending the lesson or not valuing the lesson (n=2) and using activities that require listening and speaking skills (n=2) are factors that cause concern. The prominent ones among opinions of the teachers who expressed their views on these situations are given below.

“When I give directions to the students. There, I have to give them the right directions and learn the right ones. However, when I see that they did not get the right directions, I feel worried and turn to the L1.” (T1)

“While I am teaching, if my students ask me a word out of context and I do not remember or do not exactly know what it means because I do not know the context that the word was mentioned or filled in, I really feel worried. I know it is impossible to know every single word in a language, but this situation breaks rapport and reliability of my profession by students’ side.” (T5)

Difficulties While Teaching English

Regarding this theme, the question, “What difficulties do you usually face when you teach English?” was posed to the teachers. Teachers who expressed their views on this subject stated that the situations of speaking and listening activities (n=7), students did not like the English lesson (n=4), and students thought that the English language would not have a function in their future lives (n=4), some English words not being exactly translated into Turkish (n=2), students’ proficiency levels being different from each other (n=2), being ashamed of speaking English (n=2), students’ beliefs about English course (n=2) and not enough class time (n=2) caused difficulties in the English teaching process. The prominent ones among opinions of the teachers who expressed their views on these situations are given below.

“Most of my students have problems with speaking and listening. They cannot recognize words by listening to them, and the time given for the English lessons is not enough to include more activities to improve their speaking and listening skills. To be honest, I am also, as a teacher, having

difficulties keeping my level of speaking and listening skills high. I feel like these skills of mine are going the other way around instead of improving.” (T8)

“As my students and I are not proficient target language users, we sometimes have difficulty speaking and listening skills. For example, students don’t pronounce words correctly in a dialogue activity, and I must correct them. In that situation, they get frustrated and don’t want to do that activity again.” (T10)

Strategies Coping With Difficulties

Regarding this theme, the question “What strategies do you follow when coping with such difficulties?” was posed to the teachers. It is seen that teachers have different views or strategies regarding this situation. Using songs and games (n=5) and trying to speak slowly and fluently (n=5) are the top strategies used by teachers against the difficulties encountered in the English teaching process. In addition, teachers also stated that encouraging students to watch foreign films and listen to foreign music (n=2), repeating words many times (n=2), giving more examples about the subject (n=2), and using different techniques (n=2) are the strategies they used frequently. The prominent ones among opinions of the teachers who expressed their views on these situations are given below.

“I am trying to include some projects like e-twinning projects to keep my students motivated to speak and listen in order to improve their skills by talking to the other project members in English.” (T4)

“If I don’t know which word to use, I resort to circumlocuting it. And sometimes, to have a good understanding, I try to listen to an exercise twice or three times, or I want students to repeat words many times.” (T6)

Motivation to Be an EFL Teacher

Regarding this theme, the teachers posed the question, “What is your motivation to be an EFL teacher?” question. In this situation, nearly half of the teachers stated that their determination to teach (n=9) and liking to learn languages (n=7) are sources of motivation for them. Teachers also stated that they preferred to be an English teacher because of the situations of having fun while teaching (n=5), the chance of finding a job and earning money easily (n=2), liking to work with young learners (n=2), having a chance to speak English in many fields (n= 2) and English being an international and the most used language around the world (n=2). The prominent ones among the opinions of the teachers who expressed their views on these situations are given below.

“I love learning languages, I have a passion for teaching. Being involved in teaching is what I want because it is concerned with people. This is good.” (T1)

“English being an international and the most used language around the world motivated me to be an English teacher. Also having a good ability to learn a language helps me follow that motivation.” (T11)

Conditions That Make English Teachers Feel Successful

Regarding this theme, the question of “What makes an English teacher feel successful?” was posed to the teachers. Teachers related to this situation stated that they were most successful and motivated when they saw that their students learned something about the foreign language (n=8) or when they saw that their students spoke English correctly and fluently (n=8). In addition, the teachers stated that their students’ interest and enthusiasm for the lesson (n=4), their good proficiency in teaching foreign languages (n=3), good preparation for the lesson (n=2), and students having fun while learning (n=2) are the situations that make them feel successful. The prominent ones among opinions of the teachers who expressed their views on these situations are given below.

“I think the feel of success begins when you see the happiness in the students’ eyes and when they learn something or having fun while they are learning.” (T9)

“It is more or less very similar to other subject teachers. I feel that I am a successful teacher when I hear the students using the vocabulary items or sentences we learn in the classroom or speaking English when I see them having a good English score in the exams, and when I see them having fun while learning when I see them respecting each other and being good people, etc.” (T13)

“What makes an English teacher feel successful is seeing her students’ willingness to learn a foreign language. Their willingness and efforts to learn English make me feel happy.” (T16)

RESULT AND DISCUSSION

Discussion and Conclusion Related to the First Sub-Problem

The self-efficacy perceptions of NNESTs were found to be moderate in this study that investigated how they perceived their competence. These findings back up related research findings in the literature. Parallel to the findings of this study, several investigations in the literature have found that English teachers whose native tongue is not English have medium or high assessments of their own self-efficacy. It is consistent with the results of the studies conducted by Baş (2010), Cimermanová (2017), Dolgun (2016), Ghasemboland & Hashim (2013), and Zehir Topkaya & Yavuz (2011) for English teachers and teacher candidates. In the findings of Külekçi (2011), Merç (2015), and Tunç-Yüksel (2010) studies, teacher self-efficacy was found to be high, while Köyalan (2004), Lee (2009), and Nugroho (2017) found the general self-efficacy of English teachers at a moderate level in their studies. In the study of Yenen & Dursun (2019), it was found that English teachers’ overall self-efficacy and their self-efficacy in the sub-dimensions of assuring student engagement, instructional tactics, and classroom management are quite sufficient. For different reasons, it can be considered ordinary that self-efficacy perceptions are not too high or too low. However, people who do not consider themselves very competent in a subject and who do not have high self-efficacy perceptions tend to doubt their own capacities, concentrate on completing a difficult task successfully, and focus on difficulties, obstacles, and the possibility of failure instead of struggling with the difficulties they encounter (Bandura, 1997; Pajares, 1996; Zimmerman, 1995). In this context, the goals and expectations of English teachers, who do not see their language skills as sufficient, will also be limited in their professional life.

Discussion and Conclusion Related to the Second Sub-Problem

It was found in this study that male teachers perceived their self-efficacy as being higher than female teachers. Studies supporting this finding are dominant in the literature (Bernat & Lylod, 2007; Bong 1998; Britner & Pajares, 2001; Malpass, J.R., O’Neil, H. F. & Hocevar, D. 1996). However, some studies show different results. Butt, Khan, & Jehan (2012) found that male teachers had lower self-efficacy than female teachers, Köyalan (2004), Baş (2010), Tunç-Yüksel (2010), Külekçi (2011), and Merç (2015) found that gender did not have a significant relationship with teachers’ self-efficacy beliefs. This situation, as Bandura (2006) states, shows that different results can be achieved in scientific studies due to the cultural structure of the sample and gender roles.

According to this study’s findings, English teachers’ perceptions of their own self-efficacy did not significantly change depending on their state of being abroad. In the literature, no research has been found that directly examines teachers’ self-efficacy perceptions according to their presence abroad. The experiences of Spanish teachers studying abroad were examined by Jochum, Rawlings, and Tejada (2015), who found it to be a unique and essential kind of professional development.

Additionally, some research has supported that foreign language teachers should spend more time abroad and participate in authentic, language-based activities to keep their language proficiency up to date. (Cooper, 2004; Fraga-Caadas, 2010). To move on to the Proficiency Guidelines, language learners must have received at least 720 hours of formal instruction in the target language (Liskin & Gasparro, 1982; Malone, Rifkin, Christian, & Johnson, 2005). When the literature was investigated, it was discovered that the results of this study yielded a variety of outcomes. In that case, it is reasonable to conclude that spending time overseas offers teachers unparalleled access to the target culture's products, attitudes, and practices and frequent opportunities to apply their language abilities in real-world situations. However, according to the findings of this study, it can be concluded that teachers who work overseas and those who do not have similar judgments of English self-efficacy.

According to the study's findings, English teachers' opinions of their own self-efficacy did not significantly vary according to their level of education. Examining the literature reveals that several results support this research. Similar to the findings of this study, Aslan (2019) found no differences in the self-efficacy beliefs of English teachers regarding monitoring and evaluating language development based on characteristics related to educational status. The self-efficacy perceptions of English teachers, who are undergraduate, graduate, and graduate students, about monitoring and evaluating language development were high. Similarly, in a study by Akbari & Moradkhani (2010), Even while there was a consistent pattern of English-related academic degree holders feeling more effective than their counterparts with unrelated degrees (physics, geography, engineering, etc.), the difference in efficacy for student participation was only marginally significant and had a tiny impact size. This is mostly due to the nature of academic programs related to English and the psychological aspect of self-efficacy; self-efficacy is essentially behavior-oriented and context-specific, and it develops as teachers actively participate in classroom activities. Examining the literature reveals that several results support this research. According to the results of this research, it can be said that undergraduate, graduate, and doctoral graduate teachers have similar English self-efficacy perceptions.

According to the study, there was no noticeable difference in English teachers' perceptions of their own self-efficacy according to age range. Rastegar & Memarpour (2009) showed no significant age-related differences in self-efficacy perception, which is consistent with the findings of this study. The findings also agreed with those obtained by Chan (2004) and Hopkins & Bilimoria (2008). These findings corroborated those of Gençer & Çakıroğlu (2007) and Chan (2004), but they contradicted those of Kalaian & Freeman (1994); According to Chester & Beaudin (1996), age is associated with changes in teachers' self-efficacy beliefs and that teachers' age mediates these views. According to their research, older novices were more confident and certain of their commitment to teaching than younger novices. They believed that by positively influencing learners, they could improve the community and the entire world's future. It is obvious from reading the literature that several different results have supported this research. According to the study's findings, teachers of all age groups perceive their English self-efficacy at a similar level.

The study's results showed that English teachers' opinions of their self-efficacy were not significantly affected by their teaching credentials. Aslan (2019) noted in his research that the self-efficacy judgments of English teachers do not alter based on the type of school they work in, which is consistent with the findings of our study. Similar to this, Yıldırım (2019) found that the average answers provided by teachers working at the high school level to the questions were greater than that of the secondary school instructors when the self-efficacy scale data were assessed. As a result, there was no discernible correlation between English instructors' judgments of their own self-efficacy and the grade level at which they work. Unlike the results of this research, in the study conducted by Kozikoğlu & Özcanlı (2020), it was concluded that the 21st-century teacher skills of the teachers

working in primary school were at a higher level. According to the study's findings, primary, secondary, high school, and university teachers perceive their English self-efficacy at a similar level.

The study determined that the self-efficacy perceptions of English teachers did not differ significantly based on their teaching experience. Parallel to the results of this research, studies conducted by Baş (2010), Tunç-Yüksel (2010), Dolgun (2016), and Aslan (2019) found that there is no relationship between teaching experience and teachers' self-efficacy perception level. In addition, Esen (2012) determined in his study that the highest levels of self-efficacy were among teachers with 1-5 years of experience, and the lowest levels were among teachers with 16 years or more of experience and stated that this situation was characterized by low levels of research skills, lack of self-development, too much workload or impatience in dealing with difficulties. A significant correlation between English instructors' assessments of their own self-efficacy and their professional experience and seniority was also found by Köyalan (2004) and Thompson (2016). Again, in light of these findings, Tschannen-Moran & Hoy (2007) discovered that experienced teachers who work in-service have higher levels of self-efficacy than novice teachers. When the literature is examined, it is seen that there are different results as well as supporting this research. Based on the results of this research, it can be said that beginner and experienced teachers have similar English self-efficacy perceptions. It can be said that these different results reached in the literature are an indication that teachers' self-efficacy perceptions are not only dependent on professional seniority and can be affected by many different variables.

Discussion and Conclusion Related to the Third Sub-Problem

In interviews with teachers, the majority of the teachers stated that they were worried about teaching English. Teachers felt that this situation resulted from the reasons such as their lack of proficiency in speaking English, not being professional, and difficulty in expressing themselves. In line with the findings of this study, the quantitative findings of a study conducted by (2016) revealed that Turkish EFL instructors have modest levels of foreign language teaching anxiety. The findings of this study support earlier studies (Aslrasouli & Vahid, 2014; Ayn, 2016; Canessa, 2004; Horwitz, 1996; Kasap & Power, 2019; Numrich, 1996; Tseng, 2005; Tum, 2010), which have shown that anxiety related to teaching foreign languages is a significant issue for NNESTs. Furthermore, it became clear that the teachers who took part experienced the most anxiety while attempting to teach a subject in which they did not feel proficient enough. Non-native teachers may experience chronic anxiety as a result of thoughts of inadequacy in the target language, according to Horwitz (1996) and Tum (2010). This demonstrates that Turkish EFL instructors can suffer from teaching anxiety as a result of their sense of inadequacy in certain aspects of the target language.

In interviews with teachers, teachers stated that they had difficulties mostly in speaking, listening, and writing skills, respectively. None of the teachers stated that they had difficulties in reading skills. In parallel with the results of this research, in the study by Memduhoğlu & Çelik (2015), teacher students' self-efficacy perceptions in English reading were higher than in other skills. This was followed by speaking, writing, and listening skills, respectively. According to this, students see themselves as sufficient in reading skills the most and listening skills the least. Similarly, in the study conducted by Büyükduman (2006), it was determined that pre-service teachers' skills were the most inadequate were listening and writing in English. It is supported by different studies in the literature that English teachers find themselves more successful in reading and listening skills, which are called receptive skills, compared to speaking and writing skills, which are called productive skills (Eslami & Fatahi, 2013; Lee, 2009; Park, 2009). In addition, it can be stated teachers focus more on reading and writing skills during the training process; they do not spend much time on listening and speaking skills.

In interviews with teachers, almost all of the teachers stated that there were situations that caused anxiety while teaching English. It is observed that the views of teachers who stated that there are situations that cause anxiety in the English teaching process vary (Kasap, 2021). Teachers stated that not being very proficient in the context, not being very proficient in speaking English, students asking unknown words, inability to express themselves, giving directions to students in English, students not attending the lesson or not valuing the lesson and using activities that require listening and speaking skills are factors that caused concern. In a study similar to this one, Öztürk (2016) discovered that the main elements directly influencing classroom anxiety related to foreign language instruction were students, instructors, and instructors' awareness of the target culture. The participants claimed that knowing the target language is so vital for NNESTs that even a slight lack of proficiency could lead to anxiety in the classroom. According to Aydın (2016), one of the biggest sources of teaching anxiety among EFL teachers is the perceived level of the target language. Horwitz (1996) asserts that language teachers are constantly learning new things, even if they are fluent in the language they teach. Throughout this process, they can feel inadequate or have understanding gaps in the target language, and these circumstances could result in long-lasting anxiety symptoms. Additionally, Kongchan & Singhasiri (2008) found that the level of language proficiency of NNESTs influences how anxious they are about teaching foreign languages. These results suggest that NNESTs' lack of proficiency in the target language is a major cause of teaching anxiety, and Turkish EFL instructors may be seeing this issue in their lessons. The involvement of students in EFL teachers' anxiety is another topic covered by Mosaddaq & Barahmeh (2016) under the subject of classroom management. Kim & Kim (2004) found that one of the greatest anxiety-inducing factors in their study of non-native student teachers was being exposed to urgent queries. Horwitz (1996) also points out that disruptive pupils and rebellion against the teacher's authority in the classroom can make language teachers anxious. In line with prior research, the current study's findings reveal that a variety of student actions and mannerisms might cause anxiety in non-native EFL teachers in the classroom.

In interviews with teachers, it is seen that teachers have different views or strategies for coping with difficulties. Using songs and games and trying to speak slowly and fluently are the leading strategies used by teachers against the difficulties encountered in the English teaching process. In addition, teachers also stated that they frequently used strategies to encourage students to watch foreign films and listen to foreign music, repeatedly repeating words, giving more examples about the subject, and using different techniques. In parallel with the results of this research, Leong & Ahmadi (2017) stated that increasing students' motivation would reduce anxiety in a foreign language. . In other words, they emphasized that if students were made to be confident in their abilities, their anxiety would decrease significantly. Similarly, Özer & Akçayoğlu (2020) stated that teachers do not immediately correct students' mistakes in the classroom and support students in areas where they have difficulty when necessary, making them feel less anxious. At the same time, Alrayah (2018) and Yule (2016) stated that having a positive atmosphere and explaining that making mistakes is a very natural phenomenon in the foreign language learning process is vital from the point of improving skills in the classroom and making students autonomous individuals. All these results point out the importance of creating a positive classroom climate, motivation, and employing the variables (reinforcement, hint, feedback/correction, active participation) related to the quality of the teaching service in coping with the difficulties. When the literature and the results of this research are concluded, it is seen that English teachers should be facilitating, guiding, and motivating in order for students to reach the desired level of success in a foreign language. It can be said that teachers should observe students closely in order to realize their difficulties, interests, needs, and problems, and thus help them discover their own solutions by guiding and encouraging them.

In interviews with teachers, approximately half of the teachers stated that their determination to teach and like to learn languages are sources of motivation to be an EFL teacher for them. Teachers also indicated that they preferred to be an English teacher because of the situations of having fun while teaching, the chance of finding a job and earning money easily, like to work with young learners, having a chance to speak English in many fields and English being an international and the most used language around the world. However, interviews with teachers stated that they were most successful and motivated when they saw that their students learned something about the foreign language or when they saw that their students spoke English correctly and fluently. In addition, the teachers stated that their students' interest and enthusiasm for the lesson, their good proficiency in teaching foreign language, good preparation for the lesson, and students having fun while learning are the situations that make them feel successful. No study has been discovered in the literature that directly studies the motivational resources of English teachers. In a study similar to this, Ayık & Ataş (2014) found that teacher candidates perceived intrinsic motivation as more important than extrinsic motivation. According to Kaya, Yıldız, and Yıldız (2013), teachers' high levels of internal motivation show that their line of work is unaffected by financial worries and has a high level of spirituality. Individuals with high intrinsic motivation engage in activities for satisfaction and pleasure, and intrinsic motivation emerges with the individual's personal choices and interests (Özkubat & Demiriz, 2013). Teacher candidates' high intrinsic drive may indicate that they will execute their tasks gladly and be successful in their field. When looking at the research on this topic, Argon & Ertürk (2013), Dereli & Acat (2010), Kaya, Yıldız & Yıldız (2013), Özdoğru & Aydın (2012), Yalçın & Korkmaz (2013), Yenilmez & Acat (2005) it is clear that they all came to similar conclusions. Argon & Ertürk (2013) show primary school teachers exhibit a high intrinsic motivation perception. Kaya, Yıldız & Yıldız (2013) found that intrinsic motivation was higher than extrinsic motivation in both the Adalar and Güngören areas of Istanbul. In a study of preschool teachers conducted by Yalçın & Korkmaz (2013), it was discovered that preschool instructors have few challenges linked to their employment and are generally highly motivated. Özdoğru & Aydın (2012) found that primary school teachers' motivation is relatively high in their study, which looked at the relationship between their readiness to participate in decision-making and their motivation levels. Dereli & Acat (2010) discovered that students in the Preschool Education Department were typically enthusiastic about the teaching profession in their study. According to the findings of this study, English teachers are motivated by a variety of factors.

All in all, it is more important to change our perspective on the models that guide language education than to follow particular suggestions. As Cook (1999) indicates, if learners and teachers view second or foreign language learning as a war, they will always lose. The fight for second or foreign language learners to acquire native language skills is already lost. A greater number of students may progress to higher levels of second or foreign language use if they recognize their unique situation as individuals who are situated between two cultures and worlds, are convinced of the advantages and benefits of studying a second or foreign language. Maum (2002) asserts that because of their training, work histories, and personal experiences as English language learners and instructors, qualified and trained NNESTs can make a substantial contribution to the field of English language education. The NNEST Caucus in TESOL, the creation of cutting-edge curricula in teacher preparation programs, and joint initiatives between NESTs and NNESTs are just a few recent initiatives that have helped to give NNESTs a voice in their profession and acknowledge their status as equal partners in the field of ELT.

The findings of this study should be of interest to NNESTs who desire to feel better, despite the fact that the discrimination between NESTs and NNESTs is far from over. The impulse to classify and file EFL teachers according to their NS status needs to be suppressed because people do not fit

neatly into labeled groups. Consequently, it can be beneficial to refrain from making categorical comparisons as members of the TESOL field assess their.

Suggestions for Future Studies

The dichotomy between NESTs and NNESTs has emerged as the number of NNSs has increased and surpassed that of NSs. According to the study, although both NESTs and NNESTs have advantages in the classroom, there shouldn't be any employment discrimination because neither group is superior to the other. Both NESTs and NNESTs could work together to develop their skills and create a better learning environment. Since NESTs are more aware of how English is used in daily life, they may educate NNESTs about how English is used in daily life. NNESTs can respond by sharing their understanding of local culture and answers to probable first language-related issues so that NESTs can better support their students as they learn. NESTs and NNESTs could have the opportunity to share their expertise and ideas with one another. As a result, they may cover for each other's flaws and support one another's professional growth.

Though there are several informative studies mentioned in this study, there is a growing need for more studies conducted on the self-perception of NNESTs. For future research to be carried out in this area, there might be a good number of suggestions, some of which are explained below.

First, this study was conducted with just 125 NNESTs. It would be helpful to study with more participants in a future study. That is to say, studies with more participants are needed.

Second, the study was carried out in Turkey. Since all the participants came from the same country, it might be useful to look at NNESTs from numerous countries and multiple continents.

Third, this study only addresses EFL teaching situations. It would be useful to examine how NNESTs perceive their teaching behaviours when they are in ESL contexts.

Self-perception of NNESTs has implications for several aspects of ELT field. This key element affects all teaching processes.

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STRUCTURED ABSTRACT

Globalization has evident consequences for languages and other aspects of life. In other words, global changes inevitably affect languages because languages are the main factor that provides communication between people. As a result of global changes over the years, English has been accepted as a world language. So English has had an essential role in people's lives in this globalizing and changing world. As English has become the world language, most people feel compelled to learn and speak English. With this, learning and teaching English has become necessary to adapt to the developments all around the world. Because people think learning English is vital for their lives. English has already established itself as a global language and is no longer regarded solely as a means of communication among local speakers. When a language achieves global status, that language indicates that it is widely utilized, especially in educational institutions, as an official language and in government agencies as a foreign language. As English has been used as an official language in more than 70 nations, making it the foreign language taught to foreigners the most, it plays a remarkable and unmatched position worldwide. English is no longer acknowledged as a language that is primarily used among NSs. It has developed into a more international language and is now the common language among many people as the lingua franca. It has changed as a consequence of local inventions in areas where English is spoken as a second or foreign language since it is used worldwide for various purposes. The distinction between native and non-native speakers has been frequently explored concerning English's worldwide standing. The NEST and NNEST dichotomy has been intensively debated. This dichotomy has become a problem with expanding English as a worldwide language. Even though NNESTs are the majority of English teachers in EFL environments, research on NNESTs' self-efficacy perceptions has only been conducted for less than two decades. Cultural advantage, language proficiency in general, pronunciation and speaking skills, comparison of these teachers' ideas of themselves, and how language learners view these two distinct styles of teachers have all been investigated in research comparing NESTs and NNESTs. However, no research has been done on NNESTs' self-efficacy perceptions of their teaching abilities or classroom teaching procedures. The existing literature on the NEST/NNEST issue, as well as instructors' self-efficacy perceptions, is examined in this study. It examines the self-efficacy perceptions NNESTs of English as a Foreign Language in Turkey and how their anxiety about their experience affects their teaching skills.

The study aims to examine the self-efficacy perceptions of NNESTs of English as a Foreign Language in Turkey and how their anxiety experience affects their teaching skills. The study used the "English Self-Efficacy Perception Scale" to determine teachers' English self-efficacy. The self-efficacy perceptions of the

NNESTs are also examined regarding their gender, age, teaching degree, teaching experience, education level, and state of being abroad. In addition, a semi-structured interview form developed by the researcher was used to obtain more in-depth data on the research problems. The semi-structured interview form consists of seven questions. The interviews were collected from the teachers who volunteered to participate in the research through face-to-face interviews, telephone, and e-mail. The interviews with the teachers lasted an average of 30 minutes. The mixed research method was used in this study, which examines the self-efficacy perception of Non-native English Speaking Teachers of English as a foreign language. In this study, the concurrent embedded design was used. In the concurrent embedded design, quantitative and qualitative data are collected and analyzed simultaneously. This study collects quantitative data from 125 NNESTs in Turkey during the 2021-2022 academic year. The study group is determined by using easily accessible case sampling. In order to obtain qualitative data in the research, 20 English teachers working in Turkey are included in the study group in the 2021-2022 academic year. In addition, while determining the teachers, diversity was ensured by taking into account the variables such as teachers' gender, age, education level, teaching experience, teaching degree, and state of being abroad. As a result of the study, it was concluded that the teachers' self-efficacy perceptions were at a medium level. The study concluded that male teachers' self-efficacy perceptions were higher than female teachers. The study determined that the self-efficacy perceptions of English teachers did not differ significantly according to their state of being abroad, education level, age range, teaching degree, and teaching experience. This study contains several implications for NNESTs. Based on the results of this study, suggestions for practice and research have been developed.

Keywords: English, Teachers, Self-perception, Efficacy, Foreign Language