

NATIVE ENGLISH SPEAKING TEACHERS AND NON-NATIVE ENGLISH
SPEAKING TEACHERS IN ISTANBUL: A PERCEPTION ANALYSIS

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To the Ancient Mariner

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

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ABSTRACT

NATIVE ENGLISH SPEAKING TEACHERS AND NON-NATIVE ENGLISH SPEAKING TEACHERS IN İSTANBUL: A PERCEPTION ANALYSIS

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The purpose of this study was to investigate the differences between the career perceptions of native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs) working at universities in Istanbul, and the two groups' perceptions of the strengths and weaknesses of NESTs and NNESTs. This study was conducted with 172 participants working in 10 different institutions in İstanbul. Data was collected through a questionnaire consisting of four parts. The questionnaire contained multiple-choice items, open-ended questions, and Likert-scale items. In addition, 15 participants were interviewed.

Quantitative data analysis techniques were used to analyze the data from the questionnaires. To analyze the data, frequencies, percentages, means, correlations, and *t*-tests were calculated. The data from the interviews was analyzed using qualitative data analysis techniques.

The results reveal that a great majority of the respondents view English language teaching (ELT) as a career or profession. When the two groups were compared, the percentage of the NNESTs who view ELT as a career or profession is higher than that of NESTs.

While indicating similar viewpoints between NESTs and NNESTs regarding their views of ELT, the study found differences in the perceptions of the important qualifications of teachers, and the strengths and weaknesses of NESTs and NNESTs.

Overall, the findings suggest that the ‘native speaker fallacy’ may still have validity even though both groups of participants refrained from publicly accepting it.

Keywords: NESTs, NNESTs, ELT, teaching as a career, ‘native speaker fallacy’.

ÖZET

İSTANBUL'DAKİ ANA DİLİ İNGİLİZCE OLAN VE OLMAYAN ÖĞRETMENLER: BİR ALGILAMA ANALİZİ

Ebru Ezberci

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

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Bu çalışmanın amacı İstanbul'daki üniversitelerde görev yapan, anadili İngilizce olan (NEST) ve olmayan (NNEST) İngilizce öğretmenlerinin mesleğe bakış farklılıklarını, ve bu grupların kendilerinin ve diğer grubun mensuplarının güçlü ve zayıf noktaları ile ilgili algılamalarını araştırmaktır.

Çalışma İstanbul'daki 10 farklı üniversitede 172 katılımcı ile gerçekleştirildi. Veriler, dört bölümden oluşan ve içinde açık uçlu sorular, çoktan seçmeli sorular ve likert ölçekli sorular bulunan bir anket ile toplandı. Ankete ek olarak 15 katılımcı ile sözlü mülakatlar gerçekleştirildi.

Anketten elde edilen veriler niceliksel olarak incelenmiş, ve bunun için t-testleri, yüzde oranları ve ortalamalar hesaplanmıştır. Mülakatlardan elde edilen veriler de kategorilere ayırmak suretiyle analiz edilmiştir.

Sonuçlar göstermiştir ki; katılımcıların büyük çoğunluğu İngilizce Dil öğretimini ya geçerli bir meslek ya bir kariyer olarak görüyorlar. İki gruptan toplanan veriler karşılaştırıldığında ise, İngilizce öğretmenliğini bir meslek veya kariyer olarak gören NNESTlerin yüzdesi NESTlerinkinden daha yüksek çıkıyor.

Çalışma NESTlerin ve NNESTlerin mesleğe bakışlarında benzerlikler bulsa da, bir öğretmenin sahibolması gereken özellikler ve NESTlerle NNESTlerin güçlü ve zayıf yanları söz konusu olduğunda görüş farklılıkları olduğunu ortaya çıkarmıştır. Genel olarak, çalışmanın bulguları ‘öğretilen dili anadili olarak konuşanlar ideal öğretmenlerdir’ inancının, katılımcılar doğrudan belirtmemiş olsalar da geçerliliğini koruduğunu ortaya koymuştur.

Anahtar Kelimeler: NESTler, NNESTler, İngiliz dili öğretimi, ‘öğretilen dili anadili olarak konuşanlar ideal öğretmenlerdir’ inancı.

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CHAPTER I: INTRODUCTION

Introduction

Within the field of language teaching, teachers are either native speakers of the language being taught or non-native speakers. In English language teaching (ELT), native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs) constitute the teaching corps. The distinctions and ‘discriminations’ between NESTs and NNESTs have been discussed in the literature (Medgyes, 1992; Braine, 1999; Canagarajah, 1999; Thomas, 1999; Miranda, 2003; Davies, 2003), but the studies fail to fully investigate to what extent a teacher’s nativeness or non-nativeness affects the individual teacher’s views about his or her career as a whole. Thus, satisfaction levels, reasons to remain teachers, and career related expectations of both NESTs and NNESTs need further investigation.

The objective of this study is to shed light on the perception differences between NESTs and NNESTs about language teaching as a career by investigating the factors that influence these differences. The study will also investigate the participant teachers’ opinions on the most important qualifications of an English language teacher,

and on the strengths and weaknesses of NESTs and NNESTs as English language teachers. This study aims to fully investigate the differences in attitudes towards teaching between NESTs and NNESTs. By identifying what are thought to be the characteristics of these two groups, the study will try to illuminate the characteristic features of NESTs and NNESTs.

Background of the Study

To understand any possible attitude differences between NESTs and NNESTs, the dissimilarities between the two populations themselves need to be examined. Medgyes (1992) states that English Language Teaching (ELT) accepts the differences between the native and non-native speaker teachers, including differences in expertise in the language, employment preferences towards NESTs and NNESTs, and competence in teaching. However, why many NESTS and NNESTs are ESL or EFL teachers, and what they think of ELT as their occupation need further investigation. As Braine (2004) puts it “Although nonnative speakers may have been English teachers for centuries, this appears to be an area hardly touched by research” (p. 16).

Before moving to the investigation of NESTs and NNESTs, it might be useful to take a look at what is meant by ‘native speaker’ and ‘non-native speaker’. Davies (1991) argues a native speaker of the language is a person who was born in the native country of the language. In this study, the native speaker will be defined as someone who fully acquired the language in early childhood. Parallel with this, the non-native speaker is a person who learned the language as a second or foreign language. Teachers of English, regardless of having learned English as a foreign language or as their mother

tongue, work in an English as a second language (ESL) or an English as a foreign language (EFL) instructional situation. In these situations, both the NEST and the NNEST share the task of teaching the English language.

As stated previously, the comparative studies on the characteristics of NESTs and NNESTs are numerous (Braine, 1999; Davies, 2003; Medgyes, 1992; Mufwene, 1998). The extent to which being a native speaker of English influences the way a person teaches English has also been studied. For instance, Medgyes (1992) states that NESTs and NNESTs differ in the ways they teach due to the differences in their use of English. He discusses the weaknesses and strengths attributed to both NESTs and NNESTs. For instance, he claims that NNESTs may have a poorer command of English, but they teach learning strategies more effectively and they are better role-models for their learners. However, he does not discuss the way NESTs and NNESTs view the English language teaching profession or whether they differ in their reasons to remain English teachers.

Coşkuner's (2001) study revealed important findings and was conducted at provincial state universities in Turkey. Assuming that the place might indicate variations in the results, universities in Istanbul as a cosmopolitan city, were chosen for this study. Results may also vary when NESTs and NNESTs are compared. The primary goal, then, of this study is to compare the career perceptions of NESTs and NNESTs working at universities across Istanbul. The two groups' perceptions of the most important qualifications, and of the strengths and weaknesses of NESTs and NNESTs will also be investigated.

Statement of the Problem

Many native English speaking teachers (NESTS) from around the world come to Turkey to pursue a language teaching career, and many nonnative speaker teachers (NNESTS) of English from Turkey choose to teach English as a professional career. In Turkey, although there has been general research into English teachers' perceptions of teaching English as a career (Ar, 1998; Coşkuner, 2001; Karagöl, 1997), there have not been studies comparing ELT career perceptions of NESTs and NNESTs. Coşkuner's research findings are valuable in that they provide insights as to the importance of demographic and occupational factors in EFL teachers' insights into ELT as a career. Research into the variations of career perceptions of NEST and NNEST populations is also needed.

The perceptions of NESTs and NNESTs can also be significant in determining institutional hiring policies for English language teachers in Istanbul. Istanbul is a big city with more than 20 universities. Most of these universities have English language departments; therefore, the job market in Istanbul is quite competitive. Some institutions favor NESTs – whether professionals in the field or merely globe trotters - whereas others prefer hiring NNESTS provided that they have professional training and sound background. Knowledge of the future expectations of NESTs and NNESTs will not only help inform teachers themselves about their own perceptions of their career, but also help educational institutions, universities in this case, have a clearer view of whom to employ and why. This knowledge will also inform employers and give them a better understanding of the expectations of their potential employees.

The study aims to investigate the perceptions of NESTs and NNESTs of English about language teaching as a career. The participants of the study are English language teachers working at state and private universities in Istanbul. It is assumed that NESTs working at universities across Istanbul have similar and comparable backgrounds. Similarly, NNESTs are presumably coming from similar educational backgrounds.

Research Questions

1. Is there a difference in the perceptions of NESTs and NNESTs about ELT as a career and what factors influence the differences if any?
2. What are the differences in the views of NESTs and NNESTs regarding the most important qualifications of the EL teacher?
3. How do NESTs and NNESTs view themselves and each other in terms of job opportunities and strengths and weaknesses as EL teachers?

Significance of the Problem

This study will contribute to the NESTs versus NNESTs literature as there are not many investigations into the views of native and nonnative speaker teachers concerning language teaching as a career. This study will also add to the growing body of research comparing teaching practices and attitudes of NESTs and NNESTs in national teaching contexts. Does the “blue-eyed blonde back-packer” (Bailey, 2002, p.1) deserve to be preferred over a NNEST? Or, do all NNESTs have a “deficit” (Medgyes, 1992) in their language proficiencies? This study also targets investigating the true

feelings of NESTs and NNESTs about ELT as a career and the weaknesses and strengths of NESTs and NNESTs as viewed by the teachers themselves.

The significance of the problem at the local level arises due to the lack of studies comparing NESTS' and NNESTS' perceptions of ELT as a career. Institutions locally lack critical information about these two groups of EL teachers. Therefore, misconceptions exist as to which group makes better teachers or which has more clearly-defined career objectives. The findings of this research may also help teachers explore their reasons for remaining teachers and give them a clearer view of their future aspirations. The investigation will also help to clarify perceptions by making them more explicit. The study might also be helpful for young people making career decisions by providing them with a better understanding of language teaching as a career. The information from this study may also assist university administrators and human resources departments to understand teachers' expectations, perceptions, and motivations.

Key Terminology

NESTs: Native English speaking teachers.

NNESTs: Non-native English speaking teachers.

Expertise: In this study, the term 'expertise' is used when referring to proficiency in the language.

Conclusion

This chapter presented a brief overview of the issue of different career perceptions between NESTs and NNESTs. Specifically, the chapter introduced the topic generally in the literature, presented the statement and the significance of the problem, and related these to the research questions and methodology. In the second chapter of the study, the related literature will be reviewed, in the third chapter, Methodology, the participants, instruments, procedure, and data analysis will be introduced. The fourth chapter presents the data analysis, and the conclusions drawn from these findings will be discussed in the fifth chapter.

CHAPTER II: LITERATURE REVIEW

Introduction

This study endeavors to explore native English speaking teachers' (NESTs) and non-native English speaking teachers' (NNESTs) career perceptions of English language teaching (ELT). The study will also cover the perceived effects of native and non-native speakerness on career perceptions. To examine the differences, the existing literature on the NEST/NNEST issue and on ELT as a career will be reviewed. The review of the literature will cover whether or not ELT is a career , NEST / NNEST issues, and language expertise versus teaching qualifications.

ELT as a Career

Because work is an important part of life and gives people a feeling of belonging, identity, and confidence, identifying people's feelings about their work is important. "For some people...a job or profession constitutes a major component of their understanding of their lives" (Linde, 1993, p. 4). Why people work changes from person to person (Humphreys, 2000), but everyone works in some capacity (Csikszentmihalyi, 1997). Whatever the case, dissatisfaction of the workers should be taken seriously because it can cause ineffectiveness and unproductivity (Pennington, 1995). Given the

fact that the individual teacher is key to the functioning of any educational institution (Pennington, 1995; Roe, 1992), insights into teachers' perceptions of their jobs will prove to be critical. Johnston (1997) states that valuable research on the professional lives of teachers has been conducted; however, factors that cause retention and attrition in English language teaching still need further inspection (Johnston, 1997; Kleinsasser, 1992). As Kleinsasser (1992) puts it: "Teachers' perceptions and experiences are a vital missing piece of not only a foreign language teacher attrition database, but of a general teacher attrition database."

The possible reasons that keep the teachers in the field or that make them leave are critical for better understanding of issues related to ELT as an occupation. Factors that affect satisfaction with the job and how the teachers view ELT in general need to be explored. This first major part of the literature review chapter will focus on factors affecting job satisfaction and job attrition as well as perceptions of ELT as a profession and as a career.

Job Satisfaction and Attrition

Job satisfaction is "a pleasurable or positive *emotional* state resulting from the appraisal of one's job or job experiences" (Locke, as cited in Rose, 2003, p. 506).

Taking into consideration the devotion, dedication, time and energy put into the job by the individual teacher, reasons that promote job satisfaction or increase job attrition need attention.

This section of the literature review will explore factors that affect job satisfaction and job attrition. The work atmosphere shared with colleagues, students and

administrators, external factors such as workload and pay, and internal factors such as goals, plans and aspirations for the future will be reviewed. A teacher's satisfaction with the job may depend on several factors including the work atmosphere, relationships with colleagues and with students, the attitudes of the administrators, workload, pay and future aspirations of teachers. (Ar, 1998; Esteve, 2000; Pennington, 1995; Sergiovanni, 1975; Skinner, 2002).

Sergiovanni (1975) refers to Herzberg's 'motivation-hygiene' theory in job satisfaction. The theory (as discussed by Sergiovanni) consists of several factors including interpersonal relations, possibilities for growth, status, benefits, good supervision, a feeling of belonging, and pay. The interpersonal relations, whether they be among colleagues, between the students and the teacher or between the administration and the teacher make up the main relations of a teacher in the workplace. Provided that the positivism of these relations is maintained, the teacher's level of motivation would be heightened.

Rose (2003) discusses the extrinsic and intrinsic aspects of employment and makes the distinction clearer by adding factors such as *pay* and *promotion* to extrinsic, and *relations with managers* and *workload* to intrinsic aspects of job satisfaction. In many countries teachers are underpaid and work under unpleasant circumstances (Crookes, 1997; Esteve, 2000; Johnston, 1997; Nieto, 2003; Pennington, 1995; Swales, 1993; Wilkerson, 2000). In fact, in many contexts around the world, often the workload of teachers and the amount of pay they receive are not balanced.

Esteve (2000) cites Helby that teacher work overload causes frustration and prevents them from attending to their major responsibilities. Pennington (1995) and Skinner (2002) also discuss the negative effects of the additional and heavy workload thrust upon teachers and state that a strict routine of work would eventually cause teacher burnout.

In addition to the overloaded work pace of teachers, low pay is seen as a factor that causes teachers to leave the field. Coşkuner (2001) found “The most likely reason for which teachers were to consider leaving teaching would be inadequate pay...” (p. 65). Better pay and rewards would definitely help keep retention rates higher. “Some proposals to affect employee motivation attempt to ensure a strong connection in the minds of employees between their effort and work rewards” (Pennington, p. 43). Of these work rewards, on practical grounds, pay would probably be at the top of the list. Pay is a driving force to make people start, continue or leave work.

Along with external factors like pay, the importance of intrinsic factors can not be ignored when discussing job satisfaction and attrition. Future goals, plans and aspirations are among factors that play a critical role in job retention. In order to maintain retention, many issues related to the work atmosphere and worker motivation need to be taken into consideration. One major drive that causes teachers to consider leaving the field is lack of sound goals and aspirations for the future of their careers. For Bolles (2004), the workers’ attitude can be a kind of “alchemy” that may enable them to view the work more positively. Members of a profession need to have positive attitudes and future goals in order to sustain their motivation and energy. Plans should be made

(Crofts, 2003) and the future of the job should be taken into consideration (Bolles, 2004). Regarding the plans made by teachers, The Center for British Teachers (CfBT) conducted a study on the professional lives of teachers in general in 1989 (as cited in Johnston, 1997). Results of this research indicate that many teachers do not have clearly set goals and aspirations for the future. Although most teachers, including language teachers, work under less than perfect conditions, many aspiring graduates become teachers each year and many language teachers stay in the profession for long periods of time. However, talk of leaving the profession can always be heard. While teaching is a highly demanding job, many people go into teaching for unique reasons. Blackie (as cited in Pennington 1995, p. 115) puts forward that:

“Teachers frequently enter EFL with a short-term objective in sight, such as a year in Spain, a summer job, reunion with a loved one (short or long-term), a desire to see the world, or to find interesting work in the location to which they are committed by virtue of personal ties.”

This suggests that some teachers do not perceive teaching as a promising career when they begin. Previous research indicates that teachers’ perceptions of teaching and especially their future goals play a role in their performance.

The concern that ELT is not respected is also considered an issue in the discussion of job attrition. Wilkerson (2000) attributes teacher attrition to the possibility that foreign language teaching is not a respected profession. Similar concerns are observed in a study by McKnight (as cited in Johnston, 1997). McKnight conducted a study with 116 participants in Australia and found that high rates of attrition were due to several factors, including low status. The next section of the literature review will

discuss the issue of views towards ELT, and then, the topic of respect towards the field in more detail.

Perceptions of ELT

To start discussing whether or not ELT is a career, one should first look at what is meant by the terms *job*, *career* and *profession*. The Longman Activator (2002) defines *job* as “the work you do regularly to earn money...” (p. 618). However, *career* is defined as “the type of work that you do for the most part of your working life, which involves several similar jobs over a long period of time” (p. 619). *Profession*, on the other hand, is depicted as “work such as law, medicine, or teaching, for which you need special training and education” (p. 619). One could infer from the above definitions that the term *career* carries with it a sense of ‘longitudinalness’ and *profession* implies a somewhat serious attitude, whereas *job* is related to the work that you happen to be doing so as to earn money.

Also, according to the Cambridge on-line dictionary, *vocation* is “a type of work that you feel you are suited to doing and to which you should give all your time and energy, or the feeling of suitability itself”, whereas *diversion* is “an activity you do for entertainment”. Although the dictionary definition includes ‘teaching’ under the definition of *profession*, this section of the literature review will relate the relevant literature which discusses whether or not ELT is a career, profession, or merely a job.

Opinions vary on whether ELT is either merely a job, a diversion, a career or a profession. Broadfoot states “... whilst teaching is a job for some, for many it is a vocation that they embrace for the satisfaction inherent in the importance of the task ...”

(as cited in Pennington, 1995, p.4). Although the issue of whether ELT is a profession and a career or not has been extensively discussed (Coşkuner, 2001; Freeman & Richards 1993; Johnston, 1997; Maley, 1992; Thornbury, 2001; Widdowson, 1992), there still seems to be no single answer as to whether ELT can be viewed as either.

Johnston (1997) investigates the lives of EL teachers living in Poland, and does not seem to find an answer to the question he proposes: “Do EFL teachers have careers?” He concludes that the question will have to go unanswered and still open to discussion, and that there is much more to the lives of teachers. Neither can Nunan (1999b) offer a single solution to the issue; instead he defines the term “profession” and concludes that the concept of professionalism may change from one institution to another. He adds: “the answer depends where you look” (p. 3).

Widdowson (1992, p. 337), however, acknowledges that English Language teaching is “big business”. Swales (1993, p. 290), on the other hand, argues that “We have matured as an educational activity. We have not, however matured into a recognizable and recognized profession.”

Similar to Widdowson (1992), Maley (1992) also concludes that “I think we should be modest in any claims we make to “professionalism.” Freeman states that teaching in itself does not constitute a discipline (as cited in Nunan, 1999a, p. 10). He goes on to state that “Teachers are seen— and principally see themselves— as consumers rather than producers of knowledge”.

Being recognized and respected has unfortunately been a concern for language teachers as well as teachers of various other subjects. It is agreed in the literature that

ELT is suffering from a lack of esteem and recognition (Esteve, 2000; Johnston, 1997; Maley, 1992; Swales, 1993; Thornbury, 2001; Wilkerson, 2000). Esteve (2000) contends that teachers are no longer respected the way they used to be. He attributes this to the fact that “society today tends to rank social status in terms of earnings” (p. 203). He concludes that “the public values judgment of teachers and their work is largely negative” (p. 203).

The issue of respect appears often in the literature of ELT as an occupation and similarly Maley (1992), Johnston (1997) and Thornbury (2001) attribute the lack of respect of TEFL to the easiness of becoming an EL teacher especially for the native speaker ‘backpackers’ without training. They contend that native speakers without necessary training or educational background end up in ELT and this causes a lack of respect towards the field in general. Similarly, Skinner (2002) elaborates on the fact that some native speakers see ELT as a means to travel and live abroad and says a ‘real’ career is not in teaching; instead, areas other than teaching create the means for a career.

As a concluding remark to the issue of respect, a quotation from Thornbury (2001) may be rather thought-provoking. Thornbury asks the question “is TEFL really a profession?” (p. 392). Although he suggests that TEFL is a different subject matter than medicine, law or physics, he concludes that EL teachers need to be aware of the potential disrespect:

... as a profession we should worry less about what other people think of us, and concern ourselves more with what we are good at: being out there, at the front, in the firing line, on the edge. Few jobs can offer as much. The lightness of EFL is dizzying. But we need to guard against respectability.” (p. 396).

Is the market tolerating the “barefoot teachers” (Thornbury, 2001) and “back packers” (Bailey, 2002)? or has it finally accepted that there is much more to teaching than being a native speaker of the language being taught? Do EL teachers need to beware of disrespectful attitudes towards them? To address the issues of subject knowledge, language expertise and nativeness of the language, the following section of the literature review will discuss subjects related to teaching qualifications in detail.

Language Expertise vs. Pedagogical Preparedness

NESTs and NNESTs have been compared in a substantial number of studies in terms of their levels of language proficiency (Bailey, 2002; Cook, 1999; Davies, 2003; Medgyes, 1992; Rampton, 1990). Should the NESTs be considered better English teachers or is their relatively higher language proficiency not a primary matter of discussion? This problem seems unsolved and is still worthy of discussion. So far, language expertise has been only one criterion in the discussion of NEST versus NNEST. Rampton (1990) uses the term “expertise” when referring to proficiency in a language, and this study will also define the term “expertise” as meaning proficiency. Bailey (2002), on the other hand, makes a distinction between knowledge of language teaching and knowing how to teach language. Bailey depicts the differences between *declarative knowledge* and *procedural knowledge*. She elaborates on these 2 dimensions of knowledge in regard to language teaching. The following figure shows the main differences between the declarative and procedural knowledge involved in language teaching.

Declarative Knowledge (Knowing about)	Procedural Knowledge (Knowing how)
Knowledge about the target language	Knowing how to use the language
Knowledge about the target culture	Knowing how to behave appropriately in the target culture
Knowledge about teaching	Knowing how to teach

Figure 1 – Procedural and Declarative Knowledge in Language Teaching (adapted from Bailey, 2002, p. 4)

Bailey (2002) suggests that both NESTs and NNESTs face challenges regarding these two dimensions of knowledge. For instance, NESTs may have an advantage regarding the procedural knowledge of the target language, but lack both the procedural and declarative knowledge of teaching if they lack adequate training. NNESTs, on the other hand, may have good levels of declarative knowledge of the target language, excellent levels of both declarative and procedural knowledge of teaching, but may suffer from lack of confidence in the procedural knowledge of the target language and the target culture.

Bailey (2002) asserts that the ideal teacher is one who possesses both a proficiency in the language and professional preparedness. She claims that language proficiency is only one aspect of language teaching. As can be seen in Figure 2 below, Quadrant 1 represents the teacher who is proficient in the target language and who is professionally prepared to be a teacher.

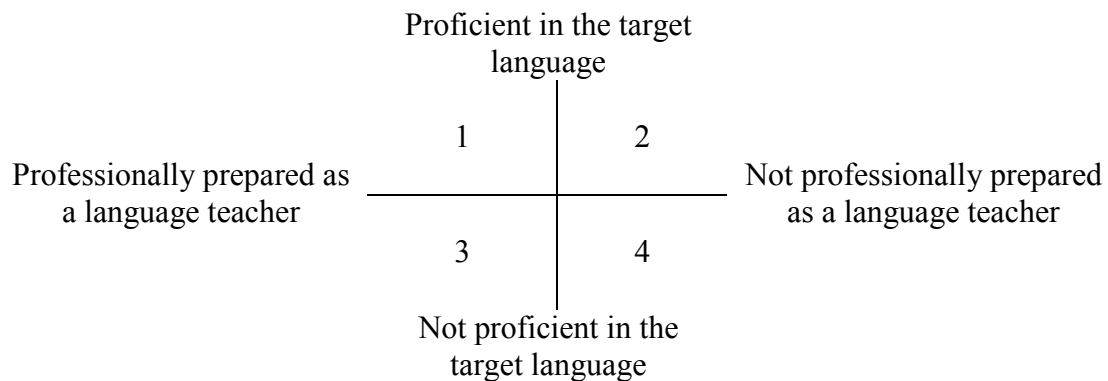


Figure 2 – Continua of Target Language Proficiency and Professional Preparation (Bailey, 2002, p. 3).

At the other end of the continua is Quadrant 4 which represents the “least desirable” (Bailey, 2002, p.3) teacher with neither proficiency in the language nor professional preparedness to be a language teacher. The problem, Bailey (2002) says is the choice between Quadrants 2 and 3. She concludes that “it is better to employ a professionally prepared teacher who has good (but not perfect) English ability (Quadrant 2) than a native speaker of English with little or no training” (p. 3).

Naturally, the role of language expertise is discussed when referring to language teachers, but it is not the only variable that makes a teacher a ‘good’ teacher, as Bailey (2002) discusses. Thomas (1999) affirms that there are “not-so-good” teachers among NESTs as well. She further argues that such biased principles adopted by some institutions, and countries in many cases, give the NNESTs a feeling of low self-esteem and prevents the NNESTs from doing their best in their jobs. Rampton (1990) asserts: “Expertise is learned, not fixed or innate” (p. 98), and similarly Phillipson (1992a) argues “Teachers...are made rather than born, many of them doubtless self-made, whether they are natives or non-natives” (p. 194). So, being a good teacher cannot be

attributed to the skills that only the native speakers are said to possess. As stated in the previous sections, nativeness of a language comes with birth, but ‘teacherness’ has a lot more to it than sheer native speakerness of a given language.

Even if language expertise were the only variable in determining the good teacher, it would still not be fair to say that NESTs were advantageous in all cases. It is argued that NESTs differ in their levels of language expertise (Davies, 2003), and that non-native speaker teachers are in need of continuous development in terms of their linguistic skills (Miranda, 2003). However in ELT, in addition to language expertise, a teacher’s pedagogical background, cultural knowledge, rapport with the students and with the administration are equally important. Widdowson (1992) and Bailey (2002) contend that the issue of NESTs and NNESTs in ELT should be viewed in terms of language expertise versus pedagogical preparedness.

Having discussed the perceived differences between the linguistic capabilities and pedagogical qualifications of NESTs and NNESTs and the effects of these on language teaching, I will now look at the literature on NESTs and NNESTs.

NEST / NNEST Issues

Development of NEST / NNEST Issues

Over the last decade, NEST and NNEST issues have been extensively discussed. Books have been published (Braine, 1999; Davies, 2003; Singh 1998), newsletters have been established (NNEST Newsletter), studies have been conducted and a substantial number of articles (Eun, 2001; Medgyes, 1992; Rampton, 1990) have been published. The most fervent discussion seems to stem from the “native speaker fallacy”, the debate

on the view that suggests the ideal language teacher is a native speaker of the target language (Phillipson, 1992a). The proponents of the native speaker fallacy, those who disagree with the idealization of the native speaker stress that language expertise or nativeness of a language is only one variable among many that may make a good teacher. They hold that educational background is an equally, if not more important, characteristic. Others claim that language proficiency is the most important quality that a language teacher must possess and that it is the NEST who is more proficient in the language and therefore potentially the more effective teacher.

In an ideal situation, a balance between equally qualified and proficient NESTs and NNESTs is maintained (Medgyes, 1992). In this ideal situation the comparison between NESTs versus NNESTs becomes irrelevant. Similarly, comparing educational background versus knowledge of the language is not meaningful, as these are not either-or cases since both assets are equally important. A related discrepancy in viewpoints includes the controversy regarding which group makes better teachers. Although the literature thoroughly discusses the views of the ELT profession about NESTs and NNESTs, the views of NESTs and NNESTs about the profession appear not to have been studied. Even though Karagöl (1997) carries out a study investigating the career perceptions of NESTs working in Istanbul, he concludes that: “Turkish English teachers’ should be included in a further study in order to compare the similarities and differences in job satisfaction between Turkish and English native speaking teachers” (p. 105). Insights into the perceptions of both groups will not only provide knowledge about the

true feelings of these two communities, but may also help the ELT profession develop a better understanding of where the discussion is heading.

Defining the Native Speaker vs. the Non-native Speaker

When there is no concrete definition for ‘the native speaker’, it is even more challenging to define the accepted opposite ‘the non-native speaker.’ Linguists characterize the native speaker in different ways (Mufwene, 1998), and there still is no satisfactory definition of the term in the literature (Kaplan, 1999, p.5). However some of the common elements which are often mentioned when referring to the native speaker are presented below.

Attempting to define either the native speaker by contrasting with the non-native speaker or by making a contrast between the non-native speaker and the native speaker have also proven to be ambiguous. The following example illustrates this type of a definition:

We define minorities negatively against majorities which themselves we may not be able to define. To be a native speaker means not being a non-native. Even if I cannot define a native speaker I can define a non-native speaker negatively as someone who is not regarded by him/herself or by native speakers as a native speaker. It is in this sense only that the native speaker is not a myth, the sense that gives reality to feelings of confidence and identity. They are real enough even if on analysis that the native speaker is seen to be an emperor without any clothes. (Davies, 1991, p. 167)

Cook (1999), on the other hand, suggests, “...the indisputable element in the definition of the native speaker is that a person is a native speaker of the language learnt first” (p. 187). A much more complicated definition comes from Davies (2003). Davies clearly depicts the characteristics of the native speaker and discusses whether or not an

L2 learner can become a native speaker of the target language. The figure below illustrates Davies's summary of these characteristics.

Characteristics of the Native Speaker	L2 Speaker?
1) Childhood acquisition	No
2) Intuitions about idiolectic grammar (Grammar 1)	Yes
3) Intuitions about group language grammar (Grammar 2)	Yes
4) Discourse and Pragmatic Control	Yes
5) Creative Performance	Yes
6) Interpreting and Translating	Yes

Figure 3 – Characteristics of the Native Speaker (adapted from Davies, 2003, pp. 210-211).

As Davies (2003) overtly states, most major characteristics of the native speaker are somewhat attainable for the non-native speaker as well. However, apart from the first characteristic that he lists, *childhood acquisition* of the language, all others can be achieved by the non-native speaker with practice and exposure. The discussion, he states, comes down to early acquisition of the language in order to be called the native speaker of a language.

Definitions of and opinions about the native and the non-native speaker vary. Bailey (2002) says the native speaker versus non-native speaker debate is “overly simplistic” (p.5) and argues that expertise is not directly linked with being a native speaker of a language. When defining the native speaker, Stern's lexical choices stand

out (as cited in Cook, 1999). He refers to the linguistic assets of the native speaker using words such as *subconscious*, *intuitive*, *ability* and *creativity*.

Nevertheless, one can infer from the above definitions that being a native speaker of a language is an either-or case. One either speaks a language as the mother tongue or not. As Rampton (1990) puts it “people either are or not native/mother tongue speakers” (p. 97).

“The native speaker fallacy”

The literature about the differences and the discriminative behavior between NESTs and NNESTs is extensive. To refer to the ‘misidealization’ of the native speaker language teacher, Phillipson (1992a) introduces the term “native speaker fallacy” which is later frequently referred to in the NEST-NNEST literature (Bailey, 2002; Braine, 1999; Brutt-Griffler, 2002; Canagarajah, 1999; Nayar, 1999; Oda, 1999; Liu, J., 1999; Samimy & Brutt-Griffler, 1999). Phillipson elaborates on the idea from the Commonwealth Conference 1961 in Makerere, Uganda that “the ideal teacher of English is a native speaker” (cited in Phillipson, 1992a). Phillipson’s claim is that all tenets from the conference were false, and he rewords the notion that the best English teacher is a native speaker by calling it “the native speaker fallacy” (p.185), which he further argues has no “scientific validity” (p. 195).

Although many scholars seem to acknowledge that the NEST vs. NNEST remains a controversial and debatable issue (Braine, 1999; Davies, 2003; Medgyes, 1992; Mufwene, 1998), they have not reached a consensus. Medgyes (1992) investigates the importance attached to the language teachers’ nativity of the language taught. He

does not seem to reach a conclusion as to whether the NEST should be preferred in English Language Teaching (ELT) over the NNEST or vice versa, and Davies (2003) argues that the distinction exists but it is not one of major importance.

“The native speaker model remains firmly entrenched in language teaching” (Cook, 1999, p.188). Canagarajah (1999) claims that the native speaker ideal contributes to the misinterpretations of the notion of expertise in ELT. He ascribes the idealization of the native speaker to two simple factors - accent and pronunciation - and says “if it is one’s accent and pronunciation that qualify one to be a teacher, then the sense of professionalism in ESL is flimsy” (p. 84)

The stance that Davies (1999) and Phillipson (1992b) take regarding the issue of the native speaker ideal is very similar to that of Canagarajah’s. Phillipson also attributes the native speaker ideal to a number of factors such as fluency, “idiomatically appropriate language”, and accuracy. Davies (2003) adds communicative competence to this. While questioning the linguistic competence of the non-native speaker, Davies acknowledges that non-native speakers “can, in principle, achieve levels of proficiency equal to native speakers” (p. 12). Correspondingly, Mufwene (1998) argues that language expertise in a given language is more significant than being a native speaker of it. He adds that a proficient speaker is “one who is fully competent in a particular language variety” (p. 117). So, the argument is that being a native speaker of the language taught is not a must; however, being highly competent in the language is very important. Nonetheless, many of the language skills that are attributed to native speakers

are attainable for non-natives as well. (Davies, 1991; Davies 2003; Phillipson, 1992a & 1992b).

Phillipson (1992b) states that the issue of linguistic capabilities, native speakerness, and language teaching date back to the times when “language teaching was indistinguishable from culture teaching.”

It is arguable, as a general principle, that non-native teachers may, in fact, be better qualified than native speakers, if they have gone through the complex process of acquiring English as a second or foreign language, have insight into the linguistic and cultural needs of their learners, a detailed awareness of how mother tongue and target language differ and what is difficult for learners, and first-hand experience of using a second and foreign language. (p. 25)

The advantages listed on the part of the NNEST include setting a successful role model for the language learner (Medgyes, 1999; Medgyes, 2001; Thomas, 1999), teaching language learning strategies more effectively (Medgyes, 1999; Medgyes, 2001), and being more empathetic to learner needs (Brutt-Griffler and Samimy, 1999; Medgyes, 1999; Medgyes, 2001). Thomas suggests that such diversity in TESOL should be welcomed.

Medgyes’s opinions about the issue are somewhat contradictory. In his book, *The Native Speaker*, Medgyes states the “linguistic deficit” of the non- native speaker is related with a lack of vocabulary, oral fluency and pronunciation skills. (as cited in Brutt-Griffler & Samimy, 1999). He goes on to state that “hard work and dedication might help them narrow the gap between themselves and native speaker”, and that “to achieve native-like proficiency is wishful thinking.” (p. 423). Brutt-Griffler and Samimy (1999) state that Medgyes is trying to “counterbalance the *dark side* by highlighting the

qualities of non-native professionals that are perhaps better than those of native speakers, such as being a good model for the learners, being culturally informed, and being empathetic to learners' needs" (p. 422-423).

All in all, Medgyes (1992, 1999, & 2001) concludes that the distinction between the NESTs and NNESTs should be maintained. In his own words Medgyes (1999) states "I am one of a dwindling minority who wishes to retain the dichotomy" (p. 177). He claims that the weakness on the part of the NEST is insufficient knowledge of the students' culture and native language, and the weakness on the part of the NNEST is the deficient command of English. He therefore suggests that maintaining a balance of NESTs and non-NESTs in a program is important since one group would complement the other in their strengths and weaknesses." (1992). Similarly, Kamhi-Stein (2004) suggests NESTs and NNESTs share complementary skills and competencies (p3).

Both groups (NESTs and NNESTs) bring into the profession unique characteristics and qualifications that can hardly be compensated by the other party (Medgyes 1992, 1999, & 2001). Given that an institution, particularly in an EFL setting, maintains a balance between its NESTs and NNESTs, and that collaboration is encouraged, then the quality of education would also inevitably improve.

Referring to the idealization of the native speaker teacher, Nayar (1994) depicts the native speaker myth ironically as follows:

Native speakers are not only ipso facto knowledgeable, correct and infallible in their competence, but also ipso facto make the best and most desirable teachers, experts and trainers. A non-native speaker is a cognitively deficient, socio-pragmatically ungraceful klutz at worst and a language-deprived, error-prone wretch at best, who might, at times, reach near-native competence but whose intuitions are nevertheless suspect and whose competence is unreliable.” (p. 4)

He then concludes that the native-nonnative paradigm is “linguistically unsound and pedagogically irrelevant” (p. 4). Nevertheless, hiring practices across the world today indicate the opposite. Discriminatory employment policies are evident in much of the literature (Bailey, 2002; Braine, 1999; Canagarajah, 1999; Kaplan, 1999; Liu, D., 1999; Liu, J., 1999; Medgyes, 1999; Thomas, 1999; Porte, 1999; Widdowson, 1992), and Bailey asserts that where the “the blue-eyed blond back packer” (p.1) is welcomed, the well-educated NNEST may be rejected. Nunan (1999) also suggests that many people around the world who are not trained in teaching English to speakers of other languages (TESOL) work as English language teachers. Canagarajah (1999) attributes this situation to the “absurdity” of the educational system. He claims that non-native speakers of English are well prepared to be English teachers in a world where there are not many job opportunities waiting for them.

The limited market concern of NNESTs is also voiced by Thomas (1999), Eun (2001) and Braine (2004). While Thomas asserts “We often find ourselves in situations where we have to establish our credibility as teachers of ESOL before we can proceed to be taken seriously as professionals” (p. 5), Eun says “NNESTs have been challenged by the prejudice about their ability to teach English and their credibility as professionals.” (p. 11). Braine (2004) says although many non-natives obtain degrees in

the West, they have difficulties in finding employment when they go back to their home countries. While Thomas, Eun and Braine discuss the disadvantages for the NNEST, Porte (1999) argues that “the native EFL teacher is often contracted and, arguably, maintained in employment...because of the assumed authentic native model he or she provides in all aspects of language expertise” (p. 29).

Kaplan (1999) also questions discriminatory hiring practices and suggests “Teachers of English to speakers of other languages should be hired on the basis of their qualifications as teachers, without reference to the relative nativeness of their English proficiency.” He contends that “the ability to speak, hear, read and write some variety of English” is important, but so is the “ability to teach in the particular environment.” (p. 6). Canagarajah (1999) also argues that being the native speaker of a language is not enough to become a teacher of it, and he puts it rather eloquently as: “Language teaching is an art, a science, and a skill that requires complex pedagogical preparedness and practice”.

Although the literature varies relating to the views about NESTs and NNESTs, the majority of the works cited in this study seem to agree that NESTs and NNESTs are two different groups and “both native-speaking (NS) and non-native speaking (NNS) teachers have their strengths and weaknesses” (Matsuda, 2000, p. 1). However, there also seems to be a fairly wide-spread consensus that differentiating between NESTs and NNESTs will not benefit the profession. “...we have to concede that it no longer makes any sense to differentiate between the native speaker and the non-native speaker” (Swales, 1993, p. 284).

The discrimination seems to be weakening. In Medgyes' (2001) words:

In recent literature, the concept of the ideal teacher has gained notoriety, especially in relation to the native/non-native dichotomy. It appears that the glory once attached to the NEST has faded, and an increasing number of ELT experts assert that "the ideal teacher" is no longer a category reserved for NESTs (p 440).

What needs to be done is probably to try and have a better understanding of what these two groups hold as differences and strengths and encourage collaboration between the two. Samimy and Brutt-Griffler (1999) argue that "ELT professionals should "sharpen their expertise" (linguistic, pedagogical knowledge and skills) to become "catalysts to the better understanding of the issues related to both non-native and native ELT professionals" (p. 69).

Conclusion

The question to ask at this point should be: What do NESTs and NNESTs think about their careers as EL teachers? And, what do the two groups, themselves, think the strengths of NESTs and NNESTs are? This study will partially answer these questions. The next chapter will present the methodology of the study- an introduction of about the participants, instruments, procedures, data collection, and data analysis.

CHAPTER III: METHODOLOGY

Introduction

This research is a descriptive study, focusing on native English speaking teachers' (NESTs) and non-native English speaking teachers' (NNESTs) perceptions of ELT as a career. The aim is to discover what EFL teachers at state and private universities in İstanbul think of English language teaching (ELT) as a career, what factors influence their perceptions, what they believe are the most important qualifications of EL teachers, and how the two groups view themselves and each other in terms of job opportunities and teaching qualifications. This chapter covers the participants, instruments, procedures, data collection, and data analysis. The study addressed the following research questions:

1. Is there a difference in the perceptions of NESTs and NNESTs about ELT as a career and what factors influence the differences if any?
2. What are the differences in the views of NESTs and NNESTs regarding the most important qualifications of the EL teacher?
3. How do NESTs and NNESTs view themselves and each other in terms of job opportunities and strengths and weaknesses as EL teachers?

Participants

This study was conducted with 172 participants working in 10 different universities. The participants were 21 NESTs and 151 NNESTs employed in the foreign languages departments of the following universities: İstanbul Bilgi University, Kadir Has University, Haliç University, Beykent University, Fatih University, Işık University, İstanbul Technical University, Yıldız Technical University, Bahçeşehir University, and Kültür University. Demographic information about the questionnaire participants is given in Table 1. The data is arranged by university, and includes gender, age and nativeness of English.

Table 1

Demographic Information for Questionnaire Respondents Ranked by Number of Respondents

University	gender		age			NESTs/NNESTs		T
	m	f	20-29	30-49	50+	NEST	NNEST	
Yıldız Technical U.	5	27	10	21	1	1	31	32
Kültür University	9	19	7	18	3	1	27	28
İstanbul Bilgi U.	8	18	6	20	-	6	20	26
İstanbul Technical U.	8	13	8	12	1	4	17	21
Fatih University	13	6	3	16	-	2	17	19
Bahçeşehir University	1	14	9	6	-	3	12	15
Beykent University	2	12	7	7	-	0	14	14
Kadir Has University	4	4	1	5	2	3	5	8
Haliç University	1	5	2	4	-	0	6	6
Işık University	1	2	-	3	-	1	2	3
TOTAL	52	120	53	112	7	21	151	172

Note. m = male; f = female; NEST = native English speaking teacher; NNEST = non-native English speaking teacher; T = Total.

Fifteen of the participants were interviewed following collection of the questionnaire data. The interview participants were from İstanbul Bilgi University, Kadir Has University, Yıldız Technical University, Kültür University, İstanbul Technical University, Fatih University, and Beykent University. Demographic information for the interview participants is presented in Table 2 below.

Table 2

Demographic Information for Interview Respondents

University	gender		age			NESTs/NNESTs		T
	m	f	20-29	30-49	50+	NEST	NNEST	
İstanbul Bilgi U.	5	2	1	5	1	5	2	7
Kadir Has U.	-	1	-	1	-	-	1	1
Kültür U.	1	-	-	1	-	-	1	1
İstanbul Technical U.	1	2	1	2	-	-	3	3
Fatih U.	-	1	-	1	-	1	-	1
Beykent U.	-	1	-	1	-	-	1	1
Yıldız Technical U.	-	1	-	1	-	-	1	1
TOTAL	7	8	2	13	1	6	9	15

Note. m = male; f = female; NEST = native English speaking teacher; NNEST = non-native English speaking teacher; T = Total.

Instruments

For this study a questionnaire (see Appendix A for copy of the questionnaire) with 4 sections and an interview protocol (see Appendix B for copy of the interview protocol) of 5 questions were used. The questionnaire was developed in order to sample a fairly large population (Brown, 2001) of EL teachers in the İstanbul area. Some items in Parts B and C in the questionnaire were adapted from Coşkuner's (2001) study. In the

interviews, however, the aim was to get a deeper understanding of the participants' perceptions (Brown, 2001). The interview questions would also help interpret more clearly the items in the questionnaire.

Questionnaire

The questionnaire consisted of 4 parts, the first part with yes/no items, open-ended questions and one multiple-choice item. The rest of the questionnaire was designed in the form of a 5-point Likert scale with the following descriptors: Strongly Disagree (SD) = 1, Disagree (D) = 2, Uncertain (U) = 3, Agree (A) = 4, Strongly Agree (SA) = 5. Likert-scale items were chosen since they prove to be highly effective and useful in gathering data about many aspects of language related issues (Brown & Rodgers, 2001; Brown, 2001).

The purpose of Part A in the questionnaire was to gather demographic information; participants' definitions of ELT were also investigated in this section. Part B in the questionnaire asked the participants their current perceptions of their careers. The next section, Part C in the questionnaire, examined the participants' job satisfaction and perceptions of ELT qualifications. This section asked the participants to respond to three sub-sections investigating their reasons for having remained EL teachers, and under which conditions they might consider leaving teaching or moving and teaching in another place. This part also asked the teachers to rate the most important qualifications of the EL teacher as they saw them in a fourth sub-section. The final section in the questionnaire, Part D, investigated the opinions of the strengths and weaknesses of NESTs and NNESTs as EL teachers. The aim of this section was to find answers to the

research question “How do NESTs and NNESTs view themselves and each other in terms of job opportunities and strengths and weaknesses as EL teachers?” An additional sheet asking the respondents whether or not they would like to participate in the interview was also added to the questionnaire.

Interview

The interview protocol consisted of 5 questions. The questions used in the interview were designed in a fashion that would provide additional data parallel with the research questions. Instructors were assured of confidentiality and asked to sign a consent form (See Appendix C).

Data Collection Procedures

The questionnaire was piloted in order to have an idea of what kind of problems might arise during the actual process (Brown, 2001) and to revise the problematic items as necessary. The piloting was conducted with 30 instructors working at İstanbul Bilgi University. They were asked to complete the questionnaire and give their opinions about the questionnaire. Final revisions were made parallel with the pilot population's comments and suggestions.

Working from a list of universities in İstanbul, I began first with the universities where I had professional contacts. Also, schools that were centrally located and thereby more easily reached were also included, resulting in a final list of 10 universities. In the first week of March 2005 department heads of the universities targeted and/or the key teachers who were willing to assist in distributing and collecting the questionnaires were contacted via telephone, e-mail, formal written requests, and through personal contacts.

The questionnaires were sent to EFL teachers in the targeted institutions via mail or through contact people and administrators. I personally visited seven universities, Kadir Has, Bahçeşehir, Kültür, Yıldız Technical, İstanbul Technical, Haliç, and İstanbul Bilgi to deliver questionnaires. Beykent, Fatih, and Işık Universities, all of which were further from the city center, were contacted with the assistance of my colleagues. In all 10 universities, participation was voluntary; all participants were assured of confidentiality in an introductory paragraph on the first page of the questionnaire. Then I collected the questionnaires personally from Kadir Has, Bahçeşehir, Kültür, Yıldız Technical, İstanbul Technical, and İstanbul Bilgi Universities. Colleagues at Işık, Beykent, Haliç, and Fatih Universities posted the questionnaires to me in Ankara. By the second week of May 2005, 180 questionnaires had been returned; of this total, 8 were eliminated because they were incomplete, leaving 172 completed questionnaires.

These universities were chosen in order to gather data with similar characteristics. The targeted institutions have similar working conditions and presumably similar expectations on the part of employers. Further, it was assumed that the participants of the study were somewhat representative of English language teachers working in any cosmopolitan city. It was thought that the participants had similar backgrounds but different expectations of ELT as a career. İstanbul was chosen because the city has several well-established English-medium universities, and EFL teachers at these universities are exposed to similar ELT conditions in terms of students, program design, and opportunities for professional development.

Following the return of the questionnaires, 15 interviews were conducted with teachers selected from those who had volunteered to be interviewed. The interview protocol used in this study consisted of five questions relating to the themes in the questionnaire. Ten of these interviews were face-to-face and 4 were recorded then transcribed (see Appendix D for sample). Not all interviews could be recorded due to external noise in some cases and in others, the interviewees preferred not to have their voice recorded, and in these cases I took notes. The rest of the responses to the interview questions were collected via electronic mail. Table 3 presents the characteristics of the interviews.

Table 3

Interview Types

	NESTs	NNESTs	TOTAL
Face-to-face, audio-taped	2	2	4
Face-to-face, with researcher notes	3	3	6
E-mail responses to interview protocol	1	4	5
TOTAL	6	9	15

Data Analysis

After the questionnaire data was collected, I compiled the data using SPSS version 11.5. The data was grouped and analyzed under topics relating to the research questions presented in the introduction to this chapter.

Quantitative data analysis techniques were used to analyze the questionnaires. First, the items in section A on demographic information were tallied, the multiple-

choice item was analyzed for frequencies and percentages, and descriptive data analysis techniques were applied; means and standard deviations were found for each Likert-scale item in the questionnaire.

It was assumed that items in sections B, C1, C2, C3, and D might be related and could be turned into scales for data analysis. In order to determine this, an exploratory factor analysis was carried out on the quantitative data. This analysis used an initial solution with Varimax rotation to analyze the data of each section of the questionnaire separately. The results of the factor analyses can be found in Appendix E. Tables 4, 5 and 6 below present the scales derived from the questionnaire with the Cronbach's alpha (α) for each scale.

Table 4

Scales Used after the Factor Analysis (Part B)

Scale	Statements and their numbers	α
PART B		
Perceptions of ELT as a field	I presently have positive thoughts about being an EFL teacher I sometimes feel tempted to leave the profession I am satisfied with teaching in general I plan to continue teaching for the next five years I plan to continue teaching for the next ten years I am satisfied with my current teaching position I plan to move and teach in another place	.80

Table 5

Scales Used after the Factor Analysis (Part C)

Scale	Statements and their numbers	α
PART C 1 (Reasons to stay)		
Interpersonal relations	The positive interaction between me and my students The friendly atmosphere I share with my colleagues	.37
Work conditions	Flexible work hours Manageable workload The positive attitudes of the administrators	.68
Pay	Good pay	
PART C 2 (Reasons to leave)		
Negative conditions	Lack of positive interaction between me and my students Lack of communication and cooperation among colleagues Strict work hours Excessive workload The negative attitudes of the administrators Inadequate pay	.84
PART C 3 (Reasons to move)		
Institutional factors	Better institutional facilities More institutional support for professional growth Students of a higher level	.76
Social factors	More satisfactory living conditions Better social conditions Family matters	.70

Table 6

Scales Used after the Factor Analysis (Part D)

Scale	Statements and their numbers	α
-------	------------------------------	----------

PART D (Strengths and Weaknesses of NESTs and NNESTs)

Command of English	generally have a better command of English	
Job Opportunities	have more job opportunities	
Teaching Strengths	can be more understanding of the needs of their Learners	NESTs = .72
	are better role models for their students than	NNESTs = .72
	can teach productive skills (writing and speaking) better	
	make better English teachers than	
Limitations in Grammar	have more limitations regarding the knowledge of grammar	

Two changes were made in the results of the factor analysis for section C1 in creating the scales used in the study. Item C1b was placed in a scale with item C1a for semantic reasons, even though it loaded more heavily on the factor which became the work conditions scale (items C1c, C1d, and C1e). In addition, item C1f was separated from the scale containing item C1b even though the factor analysis showed them loading on a single factor because interview data suggested that *pay* was a distinct reason for

staying in the field. These changes may explain the low reliability ($\alpha = .34$) for the scale 'interpersonal relations' (items C1a & C1b).

Also, items 3, 5, 6, and 7 from both parts of section D are shown in the Table as a single scale, but the factor analysis actually reveals that they are two factors, one for perceptions of NESTs (Section DI) and one for perceptions of NNESTs. The reliability results in the Table are presented separately for each factor.

Correlations were calculated between the scale for section B of the questionnaire and the scales derived from sections C1, C2, and C3. In the analysis of correlations, correlation values up to + .40, or - .40 are defined as "weak", correlations ranging from + .40 to + .80, or - .40 to - .80 are defined as "moderate", and correlations ranging from + .80 to + 1.0, or - .80 to - 1.00 are defined as "strong" in accordance with Brown's (1988) definition of correlation coefficients.

T-tests were run for the data from part D of the questionnaire. Table 7 below presents how the means were interpreted according to the Likert scale.

Table 7

Likert Scale Interpretation by Means

Mean Value	Interpretation
1.00 – 2.49	Disagreement
2.50 – 3.49	Uncertainty
3.50 – 5.00	Agreement

Also, qualitative data analysis procedures were used to analyze the interviews and the responses to the open-ended ‘other’ option in the questionnaire items. The recorded interviews were transcribed, the on-paper interviews were typed, and the e-mails were organized. Then, the three sets of interviews, face-to-face and audio taped, face-to-face with researcher notes and e-mail responses, were coded and analyzed separately on the computer. Later, they were separated according to the recurrent themes in the responses. These analyses were later compiled.

Conclusion

This chapter on methodology presented general information about the study, listing the research questions and providing information about the participants of the study, instruments used, data collection procedures, and data analysis. In the chapter titled “Data Analysis”, the data analysis results are presented.

CHAPTER IV: DATA ANALYSIS

Introduction

This study investigated the perceptions of native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs) about language teaching and language teachers in answer to the following research questions:

1. Is there a difference in the perceptions of NESTs and NNESTs about ELT as a career and what factors influence the differences if any?
2. What are the differences in the views of NESTs and NNESTs regarding the most important qualifications of the EL teacher?
3. How do NESTs and NNESTs view themselves and each other in terms of job opportunities and strengths and weaknesses as EL teachers?

This study was conducted using a questionnaire investigating the career perceptions of NESTs and NNESTs and also their views about the important qualities of the EL teacher and about each other. In addition to the questionnaire, a set of interviews was carried out.

First, an analysis of the items of the questionnaire will be presented in 4 different sections. Because the research focus of this study is on the differences in perceptions between NESTs and NNESTs, the data analysis presents questionnaire responses as comparisons between these two groups. Teachers' views of ELT as employment will be discussed in the first part. Teachers' perceptions of ELT as a field will be correlated with their reasons to teach, reasons to discontinue teaching or change their current workplace if they decided to do so in the second part. In following section of the chapter, the most important qualifications of teachers as viewed by the teachers themselves is analyzed. The last part of the analysis examines how the NESTs and NNESTs view the job opportunities and strengths and weaknesses of their group and of the other group (Questionnaire Part D).

The questionnaire offered the respondents the option to add other information not included in the questionnaire. The data in each section of this data analysis chapter is presented in the following manner: first, the statistical data will be presented, then the responses to the open-ended items will be discussed if applicable, and finally the interview responses relating to the particular topic and item are included. The names that are used to refer to the interview participants are not their real names.

Views of ELT as Occupation

Teaching is viewed differently by the members of the profession. As Broadfoot states "... whilst teaching is a job for some, for many it is a vocation that they embrace for the satisfaction inherent in the importance of the task ..." (as cited in Pennington, 1995, p.4). To illuminate different instructors' views of ELT, one multiple-choice item

was designed focusing on whether respondents viewed ELT as a *job*, *career*, *profession*, *vocation*, or *diversion*. Respondents were also given the option of writing another alternative. Table 8 below presents the distribution of respondents' choices as to how they describe ELT as employment. To analyze this item, frequencies and percentages were tabulated. Table 8 presents the frequencies and percentages for NESTs and NNESTs as well as the total figures.

Table 8

NESTs, NNESTs and Their Views of ELT

	NESTs (n = 21)		NNESTs (n = 151)		TOTAL (N = 172)	
	n	%	n	%	n	%
Job	4	19.0	27	17.9	31	18.0
Career	3	14.3	26	17.2	29	16.9
Profession	10	47.6	90	59.6	100	58.1
Vocation	2	9.5	5	3.3	7	4.1
Diversion	-	-	1	0.7	1	0.6
Other	2	9.5	2	1.3	4	2.3
TOTAL	21	100%	151	100%	172	100%

Note. NEST= native English speaking teacher; NNEST= non-native English speaking teacher; n = number of responses; % = percentage.

According to the data in Table 8, *profession* is the most frequent choice for all participants. Ten of the 21 NESTs and 90 of the 151 NNESTs think that ELT is a profession. As displayed in Table 8, responses to the item are centered around the choices *career* and *profession*. Although the percentage of NESTs who chose one of these two is lower than that of NNESTs', the majority of both the NEST respondents (61.9%) and the NNEST respondents (76.8%) chose either one of these two options, constituting 75 percent of the whole population. If choosing *profession* and *career* is an

indicator of seeing ELT as a profession, then the results in Table 8 support this perception. Additionally, the number of participant(s) who responded that ELT is a diversion is low ($n = 1$).

The 4 respondents that chose the *other* option all responded differently. One NEST for example said “all of the above” while another one chose to state nothing at all. Another NEST sees ELT as “enjoyment.” As for the NNESTs, one participant stated that ELT was “a part of his life”.

Perceptions of ELT and Current Feelings about the Job

To address the issues of how teachers’ perceptions of ELT as a field correlated with their current feelings about their jobs; the reasons that keep them in the profession; and the possible reasons that might cause them leave the field or move and teach in another place, the responses to the section focusing on perceptions of ELT in general (Questionnaire Part B) and the sections representing the above views (Questionnaire Parts C1, C2, and C3) were correlated. Table 9 below presents the findings from this analysis.

Table 9

Correlation of Perceptions of ELT and Current Feelings about the Job

	Reasons to Continue			Reasons to Quit	Reasons to Move	
	Interpersonal	Work Conditions	Pay	Negative Conditions	Institutional	Social
Perceptions of ELT (NESTs) n = 21	.15	-.03	-.34	-.37	-.21	-.29
Perceptions of ELT (NNESTs) n = 151	.26**	.05	.12	.14	.01	.01

Note. NEST = native English speaking teacher; NNEST = non-native English speaking teacher. **p < .01.

The only significant correlation observed in Table 9 is the one between the ELT perceptions of NNESTs and the interpersonal factors affecting their continuing in their jobs. Although the correlation was weak, this result suggests that their positive interactions with their students and a friendly atmosphere with colleagues are important factors in NNESTs' perceived satisfaction in their current jobs. Of the three factors related to continuing in a current position, relations with students and colleagues may be the factor over which the teacher would have relatively a higher degree of control.

Three of the correlations for NEST participants, shown in Table 9, were higher than those of NNESTs. These correlations were for the importance of pay relative to continuing in a job, negative conditions for leaving a job, and social conditions for

moving to a new job. However, none of these correlations was statistically significant. This might be attributed to the low number of NEST participants ($n = 21$).

The issue of the relationship between perceptions of ELT and good pay relative to continuing in a job are complex. The negative correlation for NESTs suggests that for those NESTs who have positive perceptions of ELT, good pay may not be a major factor in why they continue in their jobs. But for those NESTs who are negative about ELT, good pay may be a reason why they continue in their jobs even if they are unhappy with their job. It may be that they do not see other possibilities for maintaining a comparable lifestyle in the context with another job, given their abilities and/or qualifications.

The negative correlation for NESTs reporting negative conditions as a reason for leaving their job has two possible interpretations. For those NESTs who feel positively about ELT, the negative conditions offered may not exist in their current job or may not be relevant reasons for their leaving. For those NESTs who are negative about ELT, the negative correlation suggests that the reasons offered do reflect why they may leave.

The negative correlation at social conditions with reasons to move to a new job in ELT can be analyzed similarly. Those NESTs who are positive about ELT are likely to perceive the social conditions surrounding their current job positively as well. However, for those NESTs who are negative about ELT, better living or social conditions, or family matters may be important reasons why they would consider changing jobs.

Four of the correlations in Table 9 are ‘.05’ or less. Of the three factors listed for reasons to continue, *work conditions* was found to correlate at -.03 for NESTs, and at .05

for NNESTs. These figures indicate near randomness in the correlations, and this implies that neither NESTs nor NNESTs see a relation between their views of ELT as a field and their work conditions. The result may reflect a belief by both groups of teachers that they do not have any influence over work conditions and cannot change them.

Also, the two correlations that indicated near randomness were for NNEST participants, regarding institutional and social factors relative to reason they may consider moving and teaching in another place. Both of these correlations were .01. This finding may indicate that NNESTs do not see the institutional and social aspects of their jobs changing, even if they move and start teaching in a new institution at a new position.

Respondents were given the option of adding other reasons for being English language teachers. Teachers' comments to the open-ended response ('other') varied and provided more information on the topic of pay for teachers. Although the questionnaire item asked why they were still teachers, some teachers responded in a way that revealed why they would leave the profession. Of the 14 respondents who chose to respond to this open-ended item, a sample is presented below. A number of NNESTs mention that pay might be a significant factor in job attrition.

(T5-NNEST) **"Pay" is the most important factor for the thought of leaving teaching.**

(T 17-NNEST) Unfortunately, the effort we put into our work does not match with the amount of money we earn. There is a huge gap between these two. **It would be nice if we were paid more.**

(T 152-NNEST) **The salary is totally inadequate and very low** when compared to other institutions, even kindergartens.

Apart from the pay factor, monotony emerges as another reason that might cause job attrition for teachers.

(T5-NNEST) ...secondly, **monotonous lifestyle** comes. Teaching seems more **routine** comparing to other jobs.

Linde (1993) includes “personal desire” as one drive that makes teachers teachers. From the questionnaire and interview data, positive feelings towards teaching appeared to be one reason why the participants have stayed in the field of ELT. The following NNESTs have stated their personal interest in teaching in the questionnaire:

(T 82-NNEST) I **like** to make a difference in the lives of the rising generation.

(T107-NNEST) The **satisfaction** of teaching

(T 117-NNEST) **Strong interest** in teaching

(T 132-NNEST) I **love** teaching.

(T180-NNEST) **Satisfaction** I get through teaching.

As stated, the interview protocol consisted of 5 questions parallel to some of the key items in the questionnaire. Similar to the item discussed above, one of the interview questions asked “What are the main reasons why you are an English language teacher?” Responses to this question corroborate the above personal interest statements. The interviewees often referred to English teaching using verbs like *enjoy*, *like* and *love*. Intrinsic motivation seemed to play a big part in keeping teachers teachers. Eight NNEST interviewees directly mentioned their positive feelings towards ELT.

Confirming the quantitative data from the questionnaire, 4 interviewees particularly mentioned the importance of their students to their enjoyment of teaching. Responses from the interviews with NNESTs indicating positive motivation for being a teacher are as follows:

(Yasemin-NNEST) This is what **I've always wanted to be**.

(Nilüfer-NNEST) Now that **I like teaching something in English** to students of the teenage years and older, it's the best way to be a lecturer in universities...

(Zeynep-NNEST) Because **I love teaching**...Both of my parents were English teachers, and they were talking in English...

(Pelin-NNEST) Long story, but my uncle introduced me to English, **I loved it...** **I like being with young people**. I can't imagine working with a suit with old people. **I like the freshness** with the change of the term. New classes feel like a new job.

(Selin-NNEST) **I like English...** and also, **I like working with university students...**

(Aylin-NNEST) I graduated the related department at first but then **I liked teaching adults**.

(Ayşe-NNEST) **I enjoy teaching**. It **feels great** to see someone you taught using the things you have taught.

(Hüseyin-NNEST) ... upon my graduation I started teaching, and since then, since 1983 I've been teaching English and **I love my job**.

Similarly, 5 NESTs, Norman, Daniel, Andrew, and Roger state that they enjoy teaching, but the aspects of teaching that they declare they enjoy, such as the challenge, the cultural aspects and the linguistic structure, are different from NNESTs.

(Norman-NEST) **I enjoy the challenge**. Dealing with many people... **I like to explore** and the freedom to explore ways of doing the job.

(Daniel-NEST) I'm a teacher because I **enjoy imparting knowledge** and I also...It's always a learning process for me, so I feel like I'm learning things all the time from my students as well as from the environment that I teach in, but the language especially because I **enjoy the structure, I enjoy looking at the cultural aspects that are connected to the languages well**. I like the cross-cultural rhetoric that goes between languages and the way people think... I never go to work and say... 'Uh, I gotta work today'. Maybe I say it, but when I'm in the classroom, it all disappears... So, **it's a love I've got**.

(Andrew-NEST) **I like** the idea of teaching and also the idea of **teaching and learning languages**.

(Roger-NEST) ...I suppose over the course of the next 25 years. **And I became more serious about it**. And realized that I could teach and I **enjoyed it**. And I suppose that's the second reason, really. ... And I **enjoyed it**. I still **enjoy it**.

However, three NESTs, Roger, Andrew and Gary also say that an initial reason that made them teachers was their desire to travel, a reason for being an EL teacher that is discussed in the literature (Bailey, 2002):

(Roger-NEST) I'll give you two reasons. I started, because I wanted **a means to live in different countries**, that is practically the first reason I had...

(Andrew-NEST)... At first it was a **practical choice for me to travel and live abroad**.

(Gary-NEST) Before settling down in my home country, it sounded like a good idea...**to travel** ...But this is my 6th year in my first country. My life plan is going slower.

Regarding the issue of why teachers would leave teaching if they decided to, personal and economic reasons were the two most frequently emerging factors from the open-ended 'other' item in the questionnaire. Reasons related to their personal lives were the most frequently mentioned factors that could cause teachers to leave teaching.

The following statements chosen from the overall 14 responses, 3 NESTs and 11 NNESTs, exemplify this:

(T30-NNEST) **a change in marital status**

(T109-NNEST) **personal reasons**

(T120-NNEST) **health problems**

(T132-NNEST) **personal**

Similarly a NEST states:

(T119-NEST) ... not sure I'm suited for the job...and I don't know if I can keep this up forever! Also, **I will leave if I have children.**

Reasons related to private lives were also mentioned quite a few times in the interviews:

(Norman-NEST) I don't want to leave teaching...**Just bought a house in Istanbul. Private life** is reflected on my professional life.

(Susan-NEST) The main reason I would leave teaching would be **to have a family...**

Two NNESTs relate to the importance of health in job attrition:

(Nilüfer-NNEST) Only **health problems!!!**

(Yasemin-NNEST) **If I were too ill**, I'd quit.

Once again, economic reasons seem to be the most common response. The extracts below from NNEST interviewees illustrate their concern relating to this aspect of their lives:

(Zeynep-NNEST) The sole reason for me to leave the field of ELT would be **economic. Not being paid much** makes me frustrated most of the time...

(Pelin-NNEST) If I can use my English and my knowledge to **earn more**, I'd consider leaving, **financial reasons...**

(Aylin-NNEST) **financial problems**

(Ayşe-NNEST) **inadequate and unfair pay**

Two NESTs, Daniel and Andrew, refer to the financial issues, too:

(Daniel-NEST) ...I think **the pay is low...**

(Andrew-NEST) **Inadequate pay...**

As is frequently discussed in the literature (Esteve, 2000; Johnston, 1997; Maley, 1992; Swales, 1993; Thornbury, 2001; Wilkerson, 2000), Gary and Daniel seem to be unhappy about not being respected as teachers:

(Daniel-NEST) The reasons I would leave is that...that the **teachers aren't respected...**

(Gary-NEST) ...Also, respect **from students and administrations...** **Sometimes I feel like a pawn in a system.** If somebody leaves, he/she can be replaced. **Other people, outside teaching, don't respect it.** The people in England see us as something ... young people do to travel and make money, but I think it's a job that you can take seriously...

Similar to a teacher's response to the open-ended option of previous section in the questionnaire, "monotony" emerges from the interview with Gary, a NEST, and Hasan, a NNEST:

(Gary-NEST) At the end of the day, there are many ways, methods are varied, but the subject matter: English is limited. **I don't want to spend the rest of my life drilling tenses.**

(Hasan-NNEST) I don't think I can go on like this for another 20 or 30 years. It's **monotonous. How long can I teach the same subjects?** ... Marking all these essays... **for how long?** ...

The following samples from the open-ended questionnaire items deal with the responses to the reasons why teachers would consider changing their current workplaces. Of the 8 comments added to the open-ended ‘other’ option to this item on reasons for changing the workplace indicate that once again financial reasons come to the foreground when job attrition is concerned:

(T10-NNEST) private health insurance and **bonuses** (four times a year).

(T19-NEST) **salary**

(T32-NNEST) **better pay**

(T43-NEST) **money**

The following section in the questionnaire (Questionnaire Part C, item 4) asked the participants to rate the important qualities of an EL teacher as they viewed it. The section below presents the findings from this data.

Important Qualifications of an English Language Teacher

Respondents were asked to rate the most important factor(s) in the employment of EFL teachers (Questionnaire Part C, item 4). Four alternatives were presented in the form of a 5-point Likert-scale with the following values: Strongly Disagree (SD) = 1, Disagree (D) = 2, Uncertain (U) = 3, Agree (A) = 4, Strongly Agree (SA) = 5. The employment alternatives listed were *teaching qualifications*, *teaching experience*, *language proficiency*, and *being a native speaker*. Teachers were also free to add a fifth alternative as response to the ‘other’ option as an open-ended response. The findings of this item are presented in Table 10.

Table 10

Important Qualifications of the EL Teacher

		M	sd	<i>t</i>
Teaching Qualifications	NEST (n = 21)	4.00	0.89	-5.43**
	NNEST (n = 151)	4.68	0.47	
Teaching Experience	NEST (n = 21)	3.81	1.10	0.78
	NNEST (n = 151)	3.67	0.98	
Language Proficiency	NEST (n = 21)	4.19	0.87	-1.78
	NNEST (n = 151)	4.47	0.66	
Being a Native English Speaker	NEST (n = 21)	2.04	1.07	-0.45
	NNEST (n = 151)	2.15	0.98	

Note. M = Mean; sd = Standard Deviation; *t* = *t* values; NEST = native English speaking teacher; NNEST = non-native English speaking teacher.

** $p \leq .01$.

According to the findings presented in Table 10, the only statistically significant difference in the views of NESTs and NNESTs is the importance given to the teaching qualifications of the EL teacher. While both groups were positive about the importance of teaching qualifications, with NNESTs, the item gets a mean of 4.68, whereas with NESTs the mean declines to 4.00. An analysis of the raw data showed extraordinarily high numbers of NNESTs agreeing with the statement. More than two thirds of the NNEST participants (n = 105) indicated their approval of the item by choosing ‘Strongly Agree’. None of the 151 NNESTs participants disagreed with this item, and only 1 of them indicated uncertainty.

For NNESTs, teaching qualifications were considered the most important factor in the qualifications of EL teachers. However, for NESTs, language proficiency had the highest mean ($M = 4.19$). This difference in priority may reflect the different levels of training members of each group have received. The high rating given by NESTs to language proficiency may also reflect a covert statement of the ‘native speaker fallacy’. NNESTs, though, valued language proficiency more highly than NESTs ($M = 4.47$). This may suggest that the two groups are defining language proficiency differently.

Results in Table 10 show that both groups agreed on the item asking the importance attached to the nativeness of the EL teacher. Both groups rate this item lowest and they disagree that *being a native speaker* of the language is an important qualification for the language teacher. In total, only 13 of the 172 participants agreed with the item by choosing either ‘Agree’ or ‘Strongly Agree’.

It was equally interesting to find that the open-ended ‘other’ section of this item generated quite a high number of responses. Twenty-two of the questionnaire participants chose to fill in this item. Most of these responses were focusing on *personality characteristics* and *willingness to improve*. Linde (1993) suggests that “character” plays a role in the professional choices that people make. Parallel with her opinion, the responses below cluster around the factor of personality characteristics and intrinsic motivation. Some sample comments on personality characteristics from NNESTs follow:

(T10-NNEST) **characteristic features**

(T17-NNEST) **personality**

(T7-NNEST) **Success in human relationships**

(T10-NNEST) **positive attitude towards teaching and students.**

(T17-NNEST) **attitude towards people (esp. children)**

There were also a number of comments related to the intrinsic motivation of the teacher to teach and also to learn, as follows:

(T24-NNEST) **willing to improve oneself**

(T21-NNEST) **attitude / willingness to develop**

(T32-NNEST) **openness to professional development.**

(T47-NNEST) **having positive attitudes towards EFL**

(T132-NNEST) **must be willing**

When the 16 interviewees were asked the same question, “What do you think are the most important qualifications of an EL teacher?”, the responses ranged from *love of teaching* to *knowledge of the language*, and, once again, from *experience* to *willingness to improve*. Daniel, Gary and Zeynep are the interviewees that suggest intrinsic motivation and a passion for teaching as being among the most important qualifications of an English language teacher:

(Daniel-NEST) One, the number one thing is an **interest** in the students and a **passion for teaching**.... I would wanna make sure that this teacher has a **desire for teaching**, and he’s not doing it for the pay or he’s not doing it because he doesn’t have anything else to do. That’s the number one.

(Gary-NEST) 1, **interest in teaching and English and methodology**. Sometimes people just do qualifications to look professional on a CV. It’s hard to

judge. 2, **they need to enjoy** what they do. Being with students, marking, being in school... **Intrinsic motivation** is the most important thing in learning as well as teaching...

(Zeynep-NNEST) First, they **must love what they are doing**, that is being an EFL teacher.

In the interviews *competency in language* was also viewed as an important quality that the EL teacher needs to possess. Zeynep, Aylin, Hasan, Hüseyin and Roger stress the importance that should be given to the language competency of the EL teacher:

(Zeynep-NNEST) ... They should also be **competent in language skills**.

(Aylin-NNEST) **knowledge of the language**.

(Hasan-NNEST) I think you need to have **a lot of knowledge** especially if you are teaching at university preparatory classes. You **need to know all the grammar structures**. If you don't, you should learn and improve yourself. **Language proficiency is very important** because we are models for our students.

(Hüseyin-NNEST)... **a good knowledge of English**.

(Roger-NEST) ... And the other thing I would look at for a younger teacher, is enthusiasm, combined with ability to communicate, and **knowledge of the language**, all those things sort of together...you'll have to find a blend, you'll have to look for all those things, a young teacher can't have experience, and an older teacher might have lost some of the ideas, or forgotten, or might not be so prone to having ideas for some of the younger teachers, so it works very well like that.

Roger also suggests that *experience* is equally important. Along the same line, *experience* is a point that Norman, Andrew and Hüseyin stress:

(Roger-NEST) ... I would look at whether the person has the right kind of **experience...**

(Norman- NEST) **Experience**.

(Andrew-NEST) Mainly... **Experience...**

(Hüseyin-NNEST) a candidate must have... **enough experience** in ELT business.

Finally, an awareness of methodology and being willing to improve emerge as significant teaching qualifications by the NNEST interview respondents:

(Pelin-NNEST) Sound **methodology knowledge** and teaching techniques.

Personality, open to improvement...

(Selin-NNEST) **Educational background** would be important, and of course the **personality** ...and the person should be **willing to improve...**

(Nilüfer-NNEST) Someone who knows and conveys what he knows, and is self-confident and is **open to improve himself** is the person who is more eligible in ELT.

(Ayşe-NNEST) ... Since teaching is a profession which requires **following updated techniques and methods** to be applied in classes and since the features of the student body we teach change, **we have to keep up with the current changes in teaching** and be willing to apply what we learn in classes.

NESTs and NNESTs: Strengths and Weaknesses

In order to investigate how the two communities, NESTs and NNESTs, viewed themselves and each other in terms of job opportunities, teaching strengths, and knowledge of the language, the last section of the questionnaire asked the participants to give their opinion on 14 statements (two sets of 7 identical items related to NESTs and NNESTs) on the strengths of both groups (Questionnaire Part D). The first part of this section in the questionnaire included statements about NESTs (Questionnaire Part D I) and the second part included the same set of items about the NNESTs (Questionnaire

Part D II). The section was designed as a 5-point Likert scale with the following values: Strongly Disagree (SD) = 1, Disagree (D) = 2, Uncertain (U) = 3, Agree (A) = 4, Strongly Agree (SA) = 5. Table 11 below illustrates the descriptive statistics for the last part of the questionnaire, Part D.

Table 11

Descriptive Statistics for the Strengths and Weaknesses of NESTs and NNESTs

	NESTs (n = 21)		NNESTs (n = 151)	
	M	sd	M	Sd
Command of English of NESTs	3.85	1.06	3.82	1.01
Command of English of NNESTs	1.95	0.49	2.56	0.92
Job opportunities of NESTs	4.14	1.01	4.19	0.90
Job opportunities of NNESTs	2.04	0.86	2.29	0.94
Teaching strengths of NESTs	2.54	0.78	2.38	0.75
Teaching strengths of NNESTs	2.64	0.49	3.32	0.69
Limitations in grammar of NESTs	3.19	0.81	3.41	0.92
Limitations in grammar of NNESTs	2.19	0.81	2.47	0.94

Note. M = Mean; sd = Standard Deviation; NEST = native English speaking teacher; NNEST = non-native English speaking teacher.

As the findings in Table 11 show, the highest means are for the item inquiring about the job opportunities of NESTs. Both groups of teachers agree that NESTs have more job opportunities than NNESTs.

The item that NESTs rated as lowest was the command of English of NNESTs. NESTs rated this item at a mean of 1.95. When asked about the most important

qualifications of the EL teacher, it was found that NESTs attached the most importance to the proficiency of language, and this section of the questionnaire finds that NESTs agree to a great extent ($M = 3.85$) that their command of English is better than that of NNESTs.

It was also found that while rating the command of English of NESTs rather highly ($M = 3.83$), NNESTs rated the teaching strengths of NESTs at a considerably low mean of 2.38. This may suggest that for NNESTs, having a better command of English does not necessarily make one a better teacher.

Following the descriptive statistics for this section, paired sample *t*-tests were then run to investigate the views within groups, and independent sample *t*-tests were run to investigate the views between groups. Table 12 and 13 below present the paired samples *t*-test analysis from the responses of NEST and NNEST participants to the 14 items (Questionnaire Part D).

Table 12

Paired Samples *t*-tests of responses by NEST participants

	Paired differences		
	MD	sd	<i>t</i>
Command of English (of NESTs + NNESTs)	1.90	1.26	6.92**
Job opportunities (of NESTs + NNESTs)	2.09	1.60	5.96**
Teaching strengths (of NESTs + NNESTs)	-0.95	0.82	-0.53
Limitations in Grammar (of NESTs + NNESTs)	1.00	1.37	3.32**

Note. $n = 21$; MD = mean difference; sd = Standard Deviation; $t = t$ values. ** $p < .01$.

Table 13

Paired Samples t-tests of responses by NNEST participants

	Paired differences		<i>t</i> values
	MD	sd	
Command of English (of NESTs + NNESTs)	1.26	1.77	8.74**
Job opportunities (of NESTs + NNESTs)	1.90	1.60	14.56**
Teaching strengths (of NESTs + NNESTs)	-0.94	1.20	-9.58**
Limitations in Grammar (of NESTs + NNESTs)	0.94	1.63	7.05**

Note. *n* = 151; MD = mean difference; sd = Standard Deviation; *t* = *t* values. ***p* < .01.

Three of the items presented in Tables 12 and 13, show similar results. The first one is for the items relating to the command of English. Participants in both groups agreed that NESTs have a better command of English than NNESTs. The chapter previously discussed the most important qualifications of the EL teacher as viewed by the teachers. It was found that both groups agreed that language proficiency was an important qualification that English language teachers need to possess. In brief, all teachers think that the EL teacher needs to have a high level of language proficiency and it is the NESTs with the higher level of language proficiency. One other agreement observed in Tables 12 and 13 is that NNESTs are said to have less limitations regarding the knowledge of English grammar. This difference in the opinions of teaching strengths and grammatical knowledge may indicate to an awareness of the distinction that Bailey

(2002) draws between the procedural and the declarative knowledge involved in teaching English.

Findings from this section also suggest that NESTs have more job opportunities than NNESTs. This indicates to an awareness on the part of both groups of the differences and hiring practices employed in the job market. The teaching strengths of the two groups, however, is where the difference lies. The NNEST participants rated their own teaching strengths higher than those of NESTs. NNESTs believe they make better teachers than NESTs. However, the responses do not display any significant differences when the teaching strengths of NESTs are concerned.

Tables 14 and 15 present the data from the independent t-test analysis to the statements relating to NESTs and NNESTs. While Table 14 presents data from the first set of 7 items, the ones on NESTs, Table 15 covers the analysis of the second set, the items on NNESTs.

Table 14

Independent t-tests of responses to the items on NESTs

	NESTs (n = 21)		NNESTs (n = 151)		<i>t</i>
	M	sd	M	Sd	
Command of English	3.85	1.06	3.82	1.01	0.12
Job opportunities	4.14	1.01	4.19	0.90	-0.26
Teaching strengths	2.54	0.78	2.38	0.75	0.91
Limitations in grammar	3.19	0.81	3.41	0.92	-1.03

Note. N = 172; M = Mean; sd = Standard Deviation; NEST = native English speaking teacher; NNEST = non-native English speaking teacher.

Table 15

Independent t-tests of responses to the items on NNESTs

	NESTs (n = 21)		NNESTs (n = 151)		<i>t</i>
	M	sd	M	Sd	
Command of English	1.95	0.49	2.56	0.92	-4.61**
Job opportunities	2.04	0.86	2.29	0.94	-1.15
Teaching strengths	2.64	0.49	3.32	0.69	-4.34**
Limitations in grammar	2.19	0.81	2.47	0.94	-1.29

Note. N = 172; M = Mean; sd = Standard Deviation; NEST = native English speaking teacher; NNEST = non-native English speaking teacher.

**p<.01.

Of the data shown in Tables 14 and 15, the only two differences that are significant can be seen in Table 15. These two are the responses of all participants (NESTs and NNESTs) to the *command of English* and *teaching strengths* of NNESTs. While NESTs rate NNESTs' command of English at a mean of 1.95, the NNESTs themselves rate their own command of English at a mean of 2.56. However, both NEST and NNEST participants rate the NESTs higher than NNESTs for this item. The means on the command of English of NESTs from both groups are almost the same (NEST M= 3.85; NNEST M= 3.82). The difference therefore, is due to NNESTs rating themselves higher than NESTs rated them.

Another significant difference can be observed in the responses to the teaching strengths of NESTs and NNESTs. Once again, both groups rated the teaching skills of

NESTs about equally, they also rated them lower than the teaching skills of NNESTs. However, the NNEST participants rate the teaching strengths of NNESTs significantly higher than NEST participants did. This time, however, NNESTs did not rate NESTs higher; instead they rated their own teaching strengths at a mean of 3.32 and that of NESTs at a mean of 2.64. This may indicate a sense of confidence on the part of the NNESTs regarding their teaching strengths.

The open-ended part of this section on the strengths and weaknesses of NESTs and NNESTs (Questionnaire Part D) and the responses to the interviews will be presented in two separate tables below, one with the opinions on NESTs, the other on NNESTs, samples of comments and questionnaire responses will follow with the actual wording of participants.

Before moving any further, some samples of responses from the participants indicating that nativeness of the language is not a primary issue in teaching are included. The open-ended ‘comments’ section in the questionnaire relating to the strengths and weaknesses of NESTs and NNESTs generated a high number of responses ($n = 30$). However, the majority ($n = 18$) of the responses did not discuss the strengths and weaknesses of either group. Instead, they focused on the idea that teaching was not a matter of being a native speaker of the language. This qualitative finding is similar to the important qualifications of the EL teacher discussed earlier in the chapter. It was found that being a native speaker of the language was the least important qualification of the EL teacher. Some outstanding samples from the questionnaire follow:

(T46- NEST) It **doesn't matter whether you are a NEST or a non-NEST**, what matters is that you know what you are doing, you are qualified and smart enough to cope with work and people.

(82- NNEST) **How important is your nationality** in becoming a good teacher? What matters is whether or not you reach professional competence...

(130- NNEST) I believe "being a teacher" is **not only about being native or non-native**.

The responses that discussed strengths and weaknesses are presented below.

When we look at the open-ended "comments" section just after this part of the questionnaire, and the responses to the interview question "what are the strengths and weaknesses of NESTs and NNESTs?", the responses indicate parallelism. In other words, the responses in the questionnaire and the interview are somewhat similar.

Table 16 presents the respondents' opinions on the strengths and weaknesses of NESTs. The number of similar responses is indicated with "x". For example, "x2" means there were 2 of the same response.

Table 16

Opinions on NESTs from the Questionnaire and the Interviews by All Participants

	Said by NESTs	Said by NNESTs
STRENGTHS	<u>Questionnaire</u> • Greater proficiency in English • More job opportunities • Better teachers	<u>Questionnaire</u> • Language proficiency • Speaking x3 • Better role models x2 • Language intuition
	<u>Interview</u> • Pronunciation • Larger range of vocabulary • Better role model x2 • Range of experience • Language intuition	<u>Interview</u> • Pronunciation x2 • Vocabulary • Fluency • Speaking x5 • Reading • Accent • Knowledge of the language x2 • Confidence
WEAKNESSES	<u>Questionnaire</u> • Grammar	<u>Questionnaire</u> • Grammar x3
	<u>Interview</u> • Classroom management • Grammar • Lack of training • Lack of empathy with the students • Rapport	<u>Interview</u> • Classroom management • Grammar teaching • Lack of training • Lack of methodology knowledge • Too much emphasis on speaking only

Strengths of NESTs

Looking at Table 16, one can see that the questionnaire respondents seem to vary in their responses. However, higher language proficiency has been mentioned twice as a strength possessed by NESTs. The most common response from the 30 participants who have written comments for this section as a weakness of the NEST seems to be “grammar”. When 3 NNESTs said “grammar” is a weakness of NESTs, 1 out of 10 NESTs also agree that this is true. The interview responses show similarities with the questionnaire comments. When 6 of the NNEST interviewees said that speaking is an asset of the NESTs, four others said that pronunciation and knowledge of the language was a strength of the NESTs.

Samples from the questionnaire responses. Three NNEST questionnaire participants wrote that NESTs are better at speaking than NNESTs. A sample from comments on NESTs is:

(T 103-NNEST) They are the best for **speaking skills**.

And of the two NNESTs who think NESTs are better role models for the students, Teacher 85 puts it like this:

(T 85-NNEST) NESTs are definitely **good role-models** as they bring culture to the foreground.

Other strengths listed for the NESTs include having greater proficiency in English and one NEST contends that NESTs make better teachers:

(T 34-NEST) NEST- Native speakers tend to have **greater proficiency** in English, though not always...

(T 119-NEST) Native speakers are **often better teachers** because their training and education is better.

Samples from the interview responses. Of the 3 participants who said that NESTs either have a better command of English or that they possessed an intuition for the language, two samples are as follows:

(Gary-NEST) NESTs benefit because they don't have to check with books, rather they know **intuitively** whether something is right or wrong.

(Ayşe- NNEST) NESTs have **a better command of English**, therefore they **set better role models** for the students...

Also, a number of interviewees, 5 NNESTs, said that speaking was a strength of the native speaker teacher. One of the NNESTs, Selin, puts it as follows:

(Selin-NNEST) I don't think there's too much difference, of course the **speaking would be their strength**, I think.

Weaknesses of NESTs

As for the weaknesses thought to be possessed by NESTs, the most common response both from the questionnaire and the interviews was grammar knowledge. A total of 6 participants, 2 of them NESTs, pointed to the weakness of NESTs in grammar. Different from the questionnaire responses, the interview question generated the idea of classroom management problems.

Samples from the questionnaire responses. As was found in the quantitative analysis of Part D, the open-ended responses to the weaknesses on the part of the NESTs cluster around the knowledge of grammar, and there seems to be a consensus between NESTs and NNESTs that NESTs have limitations in the knowledge of English grammar.

Following is a sample of the 1 NEST and 2 NNESTs who wrote comments on the weaknesses of NESTs in the questionnaire:

(T 103-NNEST) Most people believe that native speakers make better English teachers, but I disagree with it because most of them **do not know how to teach grammar**.

Samples from the interview responses. The interview responses are more varied than the comments the questionnaire generated. The responses cover *lack of training* and *classroom management*. Interview samples from a NEST and a NNEST are:

(Hasan-NNEST) Some NESTs may have improved themselves, but most of them **don't have diplomas**, only 6-month certificates. I don't believe they are enough...

(Susan-NEST) **Classroom management** can be a problem for NESTs, especially with children and young adults, if the teacher doesn't speak the L1.

The respondents' opinions on the strengths and weaknesses of NNESTs are presented in Table 17. The number of similar responses is indicated with "x". For Example, "x2" means there were 2 of the same response.

Table 17

Opinions on NNESTs from the Questionnaire and the Interviews by All Participants

	Said by NESTs	Said by NNESTs
STRENGTHS	<u>Questionnaire</u> • Understand students' problems better • Grammar	<u>Questionnaire</u> • Understand the needs of the learners better x3 • Grammar • Reading • Writing
	<u>Interview</u> • Better teachers if trained • Can relate to students better x2 • Grammar x2 • Have better rapport • Share the culture x2 • Knowledge of methodology	<u>Interview</u> • Better over all teachers • Understand students' needs better x2 • Grammar x2
WEAKNESSES	<u>Questionnaire</u> N/A	<u>Questionnaire</u> N/A
	<u>Interview</u> • Low competency in English x2 • Pronunciation • Traditional teachers • Vocabulary x4 • Use of L1 in the classroom • Lack of language intuition	<u>Interview</u> • Language problems • Pronunciation x2 • Traditional teachers • Vocabulary x3 • Intonation x2 • Speaking x2

Strengths of NNESTs

The responses for the strengths of NNESTs, as seen in Table 17, cluster around the idea of being more empathetic towards the needs and problems of learners. Four questionnaire participants and 4 interviewees said the NNESTs were good at relating to their students. Grammatical and methodological knowledge also emerge from these responses.

Samples from the questionnaire responses. A NEST and 3 NNESTs have concluded that NNESTs are more empathetic and/or understanding to the needs of their learners. Two samples are as follows:

(T- 85- NNEST) Non-NESTs can be **more understanding of the needs of their learners...**

(T34- NEST) ...non-NESTs can often **understand students' problems** if they share the same L1.

A NNEST relates to the grammatical strength of NNESTs as follows:

(T125- NNEST)...regarding the other aspects of ELT like teaching **grammar**, non-NESTs are far better than NESTs.

Samples from the interview responses. The most common strength on the part of the NNEST mentioned in the interviews was their understanding students' needs and having a better rapport with the students. Responses to the interview protocol reiterated the comments written in the questionnaire. Three samples follow:

(Andrew-NEST) If they are from the same culture, it is easy for them **to build a rapport** with the students.

(Zeynep-NNEST) Non-NESTs **are able to understand the needs of their students** better than NESTs since for Non-NESTs the language is also a second/foreign language...

(Susan-NEST) They are **better able to relate to students**, they are familiar with cultural norms and behavior, and they **can deal with students' problems** ...

Gary, a NEST, mentions that NNESTs have a sound knowledge of methodology, and Zeynep, a NNEST says NNESTs are better at teaching grammar:

(Gary- NEST) ... They are **more confident in the teaching methods** because that would be the method they've learned themselves.

(Zeynep-NNEST) ... Non-NESTs are **much better in teaching grammar**...

Weaknesses of NNESTs

While the questionnaire respondents did not comment on any weaknesses for NNESTs, the interview participants seem to have more to say on the issue. They stated issues such as *being traditional teachers*, *low language competency*, and *vocabulary problems* as weaknesses of NNESTs.

Samples from the interview responses. Two interviewees, a NEST and a NNEST, agree that NNESTs make more traditional teachers. However, Susan, the NEST, put it rather interestingly by elaborating on the teaching methods used by NNESTs:

(Zeynep- NNEST) Non-NESTs are more **traditional**, more **teacher-like teachers**.

(Susan- NEST) Many Turkish teachers **have been trained in obsolete teaching methods**, so they spend all their time discussing minute grammar points, filling in blanks, drilling, having students copy from the board, and translating texts. **Communicative approaches, learner-training, learner autonomy seem to be unheard of for many Turkish teachers.**

The linguistic problems of NNESTs are worded by the interview participants as follows:

(Selin- NNEST) I mean a non-native speaker **should work more on such things for the collocations**, et cetera.

(Andrew-NEST) **They lack the language intuition**. They have a **less range of vocabulary**.

Conclusion

This study investigated the career perceptions of NESTs and NNESTs and their views of self and other group's strengths. In order to investigate these, a questionnaire was given to 172 NESTs and NNESTs working across universities in Istanbul. Frequencies, percentages, mean scores were calculated and correlations and a number of *t*-tests were carried out. Following the questionnaire, 15 interviews were completed. This chapter presented the analyses of the questionnaire and the interviews. The next chapter will discuss the findings, relate to the pedagogical implications of the study, the limitations of the study and suggest ideas for further research.

As a closing to this chapter, very meaningful samples from the questionnaire responses follow:

(113- NNEST) If teaching is for the sake of teaching, **all is well**.

(132- NNEST) **It's the PERSON** ... that makes the difference.

CHAPTER V: CONCLUSIONS

Introduction

This study investigated the career perceptions of NESTs and NNESTs working at universities in Istanbul. Factors influencing career perceptions and the two groups' views of their own and of the other group's strengths and weaknesses were also examined. The study tried to answer the following research questions:

1. Is there a difference in the perceptions of NESTs and NNESTs about ELT as a career and what factors influence the differences if any?
2. What are the differences in the views of NESTs and NNESTs regarding the most important qualifications of the EL teacher?
3. How do NESTs and NNESTs view themselves and each other in terms of job opportunities and strengths and weaknesses as EL teachers?

This chapter will present the findings and discussion, implications of the study, limitations of the study, and suggestion for further research.

Findings and Discussion

The questionnaire used in the study asked teachers to choose a word that fit their view of ELT best. The options were *job*, *career*, *profession*, *vocation*, and *diversion*. A great majority of the responses clustered around profession and career without major differences between NESTs and NNESTs communities. This was inferred as an indicator of a sense of professionalism in the field of ELT. Johnston's 1995 study found that a discourse of professionalism was absent with the Polish EFL teachers. While no direct interview data in this regard was collected in this study, the answers to this question suggest that the case with Turkish EFL teachers may be the opposite.

As for job satisfaction concerns, for the NNESTs, the quantitative analysis showed that interpersonal factors were important for them in planning to staying on the job. Work conditions and pay showed only weak correlations for both NESTs and NNESTs. However, the qualitative analysis found that *pay* was a factor important for teachers. A better work atmosphere and more pay would not only enhance job retention, but also attract the newly graduating generation to the profession.

The correlation analyses carried out produced similar results for NESTs and NNESTs, but did not reveal any moderate or strong correlations between the perceptions of teachers of ELT in general and their reasons to stay or leave teaching and to move to another place to teach. All the correlations being weak might indicate to the fact that the participant groups (NESTs and NNESTs) are not homogenous. In a further study the interaction of other factors with NEST/NNEST status should be explored to determine if stronger correlations might be found.

Although the two groups were found to have similar opinions about ELT as employment, and to share similar levels of satisfaction, they differed in the ways they viewed qualifications for EL teachers and their and the other group's strengths and weaknesses.

When the participants were asked about the most important qualifications of the language teacher, nativeness of the language was found to be the least important. Furthermore, teachers disagreed with the statement. Similarly, the majority of the responses to the open-ended section indicated that nativeness of language was not a primary matter of discussion in teaching, but it was the individual teacher that mattered. However, when the two groups were asked about their views of the strengths and weaknesses of NESTs and NNESTs, the results diverged. While stating that language proficiency was a very important factor in discussing the qualifications of the language teacher, NESTs also said that they were the group with better command of English. This implied that with their better command of English, NESTs believe that they make just as good teachers as NNESTs. The NNEST group's difference could be observed when they were asked to compare their own and NESTs' teaching strengths. NNESTs saw their command of English as significantly closer to NESTs than the other group maintained. And given their belief in their greater teaching strengths, they claimed that they made better teachers than NESTs.

This meant that while both groups refrained from publicly accepting it, the 'native speaker fallacy' may still have validity for NESTs, and those teachers, though choosing to reject it overtly, actually agree with the distinction.

However, many of those who compared the two groups said that NNESTs had better rapport with students, in other words NNESTs were better at understanding the needs and problems of their students. Similarly, findings of a study by Inbar indicated that the non-native speakers stated that they had better rapport with their students (cited in Braine, 2004). Inbar's study also found that NESTs had a tendency to view themselves superior. Different from Inbar's study, the native speaker participants in this study did not view themselves superior to NNESTs. This may be an indicator of different perceptions between NESTs working in Tel Aviv and in Istanbul.

Implications of the Study

The questionnaire used in the study factored well in the factor analysis. This suggested that the questionnaire items were identifying certain themes. Furthermore, the Cronbach's alpha for reliability was generally high for all, but one scale. There may be a need for more items to develop scales with single item factors; however, it can be said that the preliminary research instrument, the questionnaire, would be useful for further research.

One major implication of the study was the suggestion that the vitality of the 'native speaker fallacy' continues at a covert level for NESTs. However, the discourse used in the field and in the investigation of related issues probably makes it impossible for NESTs to overtly state that they agree with it.

The situation may be improved by changing to the discourse in the field in the manner suggested by Bailey (2002). Bailey makes use of the terms 'proficiency in the

language’ versus ‘professional preparedness as a teacher’. In the discourse that she suggests the NEST/NNEST is subsumed with other factors.

Limitations of the Study

Had time been available to deliver questionnaires to all the universities in Istanbul, instead of this limited sample, the data would have been more conclusive. Likewise, with more time, more interviews with a representation sample could have been conducted and thus, more detailed information about some aspects of the issues could have been gathered.

Also, to make sure the terminology used in the questionnaire was interpreted similarly among participants, words like ‘profession’, ‘career’, and ‘limitations in grammar’ could have been glossed in the instrument.

Further Studies

In this study, the perceptions of teachers at 10 of the 22 universities in Istanbul were investigated. Since NESTs and NNESTs work as EL teachers all around the world, a study including more universities around the world would help better understand the issues of NESTs and NNESTs in EFL contexts.

Findings from this study indicated that *command of English* was an issue for NESTs and NNESTs. Therefore, a further study might look into the perceptions of language competency and/or language expertise. What NESTs perceive to be command of English may differ from what NNESTs do.

Since the opinions of students are an important aspect of ELT, the perceptions of students could be added to a further study. This would not only triangulate and therefore

validate the study better, but also provide insights as to the views of a major part of the learning and teaching process, the students.

Conclusion

This study investigated the perceptions of NESTs and NNESTs working at universities in Istanbul in regard to their views of ELT as a career, the most important qualifications of the EL teacher, and the strengths and weaknesses of NESTs and NNESTs. Factors influencing career perceptions and the two groups' views of their own and of the other group's strengths and weaknesses were also examined. While few significant differences were found in career perceptions, significant differences were found in how the two communities view each other. This outcome seems to support the notion that while nativeness of language is becoming less of an overt factor in the profession of ELT, it remains important at a covert level.

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APPENDIX A QUESTIONNAIRE

Dear Colleague,

I am an MA TEFL student at Bilkent University. This questionnaire is part of a research study designed to investigate your perceptions of English Language Teaching (ELT) as a career. The study will contribute to the field of English as a Foreign Language (EFL) and also to a better understanding of our identity as English Language Teachers. Your cooperation would be much appreciated. All responses will be kept confidential.

I look forward to receiving your replies.

Ebru Ezberci

PART A: Please complete the following items as appropriate.

Institution:

Department:

Sex:

Place of birth:

Type of

degree Field

Institution

Date

B.A.

M.A.

Ph.D.

1. I am _____ years old.

a. 20-29

b. 30-39

c. 40-49

d. 50-over

2. My first language is _____.

3. I am a _____ speaker of English.

a. native

b. non-native

4. I have taught English for _____ years.

5. I have been working at my current institution for _____ years.

6. I am teaching English _____ hours a week this semester.

7. I held other types of jobs before I became an English teacher.

a. yes

b. no

If yes, please describe _____.

[illegible]

a. job
b. career
c. profession
d. vocation
e. diversion (~ pastime)
f. other (please specify) _____

SD	Strongly disagree	1					
D	Disagree	2					
U	Uncertain	3					
A	Agree	4					
SA	Strongly agree	5	SD	D	U	A	SA

1. I presently have positive thoughts about being an EFL teacher.	1	2	3	4	5
2. I sometimes feel tempted to leave the field of ELT	1	2	3	4	5
3. I am satisfied with teaching EFL as an occupation in general.	1	2	3	4	5
4. I plan to continue teaching for the next 5 years.	1	2	3	4	5
5. I plan to continue teaching for the next 10 years.	1	2	3	4	5
6. I am satisfied with my current teaching position.	1	2	3	4	5
7. I plan to move and teach in another place.	1	2	3	4	5

PART C: Please read each statement, then circle the number that most closely corresponds to your opinion.

	SD	D	U	A	SA
1. The reason(s) I <u>am still</u> an English Language teacher is/are					
a. the positive interaction between me and my students	1	2	3	4	5
b. the friendly atmosphere I share with my colleagues	1	2	3	4	5
c. flexible work hours	1	2	3	4	5
d. manageable workload	1	2	3	4	5
e. the positive attitudes of the administrators	1	2	3	4	5
f. good pay	1	2	3	4	5
g. other (please specify) _____.					

Comments: -----

2. The reason(s) at present why I might <u>consider leaving</u> the field of ELT is/are	SD	D	U	A	SA
a. lack of positive interaction between me and my students	1	2	3	4	5
b. lack of communication and cooperation among colleagues	1	2	3	4	5
c. strict work hours	1	2	3	4	5
d. excessive workload	1	2	3	4	5
e. the negative attitudes of the administrators	1	2	3	4	5
f. inadequate pay	1	2	3	4	5
g. other (please specify) _____.					

Comments: -----

3. If I were to move and teach in another place, the most likely reason(s) would be	SD	D	U	A	SA
a. better institutional facilities	1	2	3	4	5
b. more institutional support for professional growth	1	2	3	4	5
c. students of a higher level	1	2	3	4	5
d. more satisfactory living conditions	1	2	3	4	5
e. better social conditions	1	2	3	4	5
f. family matters	1	2	3	4	5
g. other (please specify) _____.					

Comments: -----

4. The most important factor(s) in the employment of EFL teachers should be

	SD	D	U	A	SA
a. teaching qualifications	1	2	3	4	5
b. teaching experience	1	2	3	4	5
c. language proficiency	1	2	3	4	5
d. being a native English speaker	1	2	3	4	5
g. other (please specify) _____ .					

Comments: -----

PART D: Below are two identical questions: one on native English speaking teachers (NESTs) and the other on non-native English speaking teachers (non-NESTs). Please read each statement, then circle the number that most closely corresponds to your opinion.

I) I think that NESTs...	SD	D	U	A	SA
1. generally have a better command of English than non-NESTs.	1	2	3	4	5
2. have more job opportunities than non-NESTs.	1	2	3	4	5
3. can be more understanding of the needs of their learners than non-NESTs.	1	2	3	4	5
4. have more limitations regarding the knowledge of grammar than non-NESTs.	1	2	3	4	5
5. are better role models for their students than non-NESTs.	1	2	3	4	5
6. can teach productive skills (writing and speaking) better than non-NESTs.	1	2	3	4	5
7. make better English teachers than non-NESTs.	1	2	3	4	5

II) I think that non-NESTs...	SD	D	U	A	SA
1. generally have a better command of English than NESTs.	1	2	3	4	5
2. have more job opportunities than NESTs.	1	2	3	4	5
3. can be more understanding of the needs of their learners than NESTs	1	2	3	4	5
4. have more limitations regarding the knowledge of grammar than NESTs.	1	2	3	4	5
5. are better role models for their students than NESTs.	1	2	3	4	5
6. can teach productive skills (writing and speaking) better than NESTs.	1	2	3	4	5
7. make better English teachers than NESTs.	1	2	3	4	5

Other comments: (Please feel free to write in Turkish)

Thank you in advance for your help.

Dear colleague,

I will be conducting follow-up interviews relating to the questionnaires. If you are willing to take part in them, please enter below your name and contact information:

Name: -----

E-mail address: -----

Telephone number: -----

Thank you in advance,

Ebru Ezberci

ebruezberci@bilgi.edu.tr

APPENDIX B
INTERVIEW QUESTIONS

1. What are the main reasons why you are an English Language teacher?
2. If you considered leaving the field of ELT, what would the reasons be?
3. What do you think are the most important qualification(s) in the employment of EFL teachers?
4. If you were to compare native English speaking teachers (NESTs) and non-native English speaking teachers (non-NESTs), what are the strengths and weaknesses that you can think of?
5. As a NEST/non-NEST how do you feel in terms of your own strengths and weaknesses?

APPENDIX C
INFORMED CONSENT FORM

Dear Interviewee,

You have been asked to participate in a study which is intended to investigate native and non-native English speaking teachers' perceptions of English language teaching (ELT) as a career.

In order to achieve the goals of the study, first you answered a questionnaire, which investigated your perceptions of ELT as a career. This interview will be the second phase of the study. You are going to be interviewed in order for the researcher to have deeper insights of your perceptions.

Your participation in the interview will bring valuable contribution to the findings of the study. Any information received will be kept confidential and your name will not be revealed. This study involves no risk to you.

I would like to thank you once again for your participation and cooperation.

Ebru Ezberci

MA TEFL Program

Bilkent University

I have read and understood the information given above. I hereby agree to my participation in the study.

Name: _____

Signature: _____

Date: _____

APPENDIX D
SAMPLE TRANSCRIPTION

R: How are you?

I: Good. How are you?

R: Good. Thank you for doing the questionnaire in the first place. Shall we start? OK, the first q goes: What are the main reasons why you are an English language teacher?

I: hmm. One of the main reasons of being a teacher.. English language specifically?

R: Yes. I mean you could start from why you are a teacher.

I: erm... I'm a teacher because I enjoy imparting knowledge and I also..It's always a learning process for me, so I feel like I'm learning things all the time from my students as well as from the environment that I teach in, but the language especially because I enjoy the structure, I enjoy looking at the cultural aspects that are connected to the languages well. I like the cross-cultural rhetoric that goes between languages and the way people think...especially writing, that's my specialty which I got my master's...teaching writing. So for me to analyze and see how people develop ideas through writing differently culturally, especially the cross-cultural rhetoric part is more interesting for me. I enjoy seeing students communicate, trying to communicate, their voice and their ideas through writing especially and it's really difficult.

R: yeah

I: That's why I think one of the most difficult skills for students to learn in another language is writing.

R: yeah

I: and so, because that's the most challenging for me, that's the one I chose. [*chuckles*]

R: a little sadistic.

I: uh-huh. Yeah sadistic. OK.

R: Would you say the reasons why you became a teacher and why you are still a teacher are sort of parallel?

I: Uhm, no. I mean. Originally, the reasons I became a teacher were because of the hours, the vacations, and, and... my personality. I...I...I didn't want to work in an office. I wanted more autonomy for myself. I like working with other people to develop something, to... teach. I just, I...enjoy teaching. That's my passion. I didn't really realize it until I started doing it and ..just... I never go to work and say...usually, most of the time, I would say 90 percent of the time, I don't say 'uh, I gotta work today'. Maybe I say it, but when I'm...I'm in the classroom, it all disappears.

R: hmm.

I: So, it's a love I've got. I mean, I was a high-school teacher originally and I was teaching native students English and literature and writing, and...I moved overseas to Japan, and I entered the EFL environment then. And, I had no real idea, I mean I had had training enough, but I was planning doing high-school teaching in an international school, but I ended up working in this language school and I really enjoyed it, so I came back and got my master's. And then I went back to Japan and have been in the field ever since.

R: yeah?

I: yeah.

R: cool. Thank you, and if you ever considered leaving ELT, what would the reasons be?

I: uhm... That's an interesting question, I just turned 40 and so I've been having a mid-life crisis lately.

R: [laughs]

I: and I think I've been thinking of changing careers.

R: yeah?

I: I mean, part of the reasons I'm thinking of changing careers is that the field of ELT, all teachers who teach EFL, ESL, whatever it is, are treated as second class teachers.

R: hmm.

I: and the pay reflects that.

R: yeah.

I: and the universities, the departments where the universities are always look on that, the language program as separate or you know, some kind of entity that's here, not even either belonging to the university, or... and I'm talking about in the States...or that it doesn't really belong to the university. They don't see the real purpose, it's kind of extra curricular thing. Now, overseas it's an integral part of the university like Bilgi and the university I worked at in Japan as well. That's a central theme or it should be, because when the students go on for later study. [clears throat]. Excuse me, for overseas environments... The question is what?

R: [whispering] If you considered leaving, why?

I: Overseas environments? I'm off-topic. The reasons I would leave is that...that the teachers aren't respected and I think the pay is low, the working conditions are tough uhm, and I also feel that it's a new field, it's a field where people have a lot of insecurity. Either insecurity about how English should be taught, there's so many methodology, there's so many juxtapositions and it doesn't seem like everybody ever agrees and that's a tough thing and after a while, it drains you I think. You know...because, what we're doing basically is...is making up rules about something that we have no idea how it comes about anyway.

R: yeah.

I: I mean, I'm sure you know babies aren't taught articles. [chuckles]

R: No, no...[chuckles]

I: So basically and, and... it's a... it's a tough job. The pay's not good...and...

R: So, for better pay and...

I: better pay, better working conditions and more respect.

R: cool. Thank you...and what do you think are the most important qualifications in the employment of EFL teachers? Like, what should be important?

I: on paper? Or in... not necessarily on paper, right?

R: no, no. Like, if you were to employ a teacher, if you were the director of a place, what do you think would be more important?

I: One, the number one thing is an interest in the students and a passion for teaching. I mean, I would want to see some kind of connection that a teacher has between the students and if that teacher can impart knowledge, and I'm not talking about being friends with the students but there's some connection that the student has. Every teacher has a different style. All teachers, we are all individuals, we all have different styles. So, we need to make sure those styles are matching with the students. And I think that there's no one style, everybody has their own way, but as long as that knowledge is being transferred and there's a respect there, and the students feel good, that's a good quality. I think the passion for teaching is the number one thing for me. I would wanna make sure that this teacher has a desire for teaching, and he's not doing it for the pay or he's not doing it because he doesn't have anything else to do. That's the number one. The number two I think you know is that they have a knowledge, some special knowledge of some area or some interest that they find interesting or a specialty that they have. For example, mine is writing, somebody else's is content teaching business, which is another passion of mine as well. So, some area that they find interest in, that they think may contribute to the program, or contribute to ideas of developing something new. I want new ideas, I want teachers to be creative, I like teachers who don't just tow the line, but come up with plans or classes, courses or new ways to implement the whole program. Creativity. Yeah, those are basically... Were you looking for...?

R: nothing.

I: language ability? Because I mean really, go ahead, I'll let you.

R: If you were to rank these. Apart from these two, would language proficiency be number three?

I: Not necessarily, no. it depends on what they are teaching. If they are gonna be teaching pronunciation, I would want a native speaker or somebody whose pronunciation is very clear. If they're teaching a basic level class, their proficiency could be lower as long as they have that passion, as long as they are a teacher, as long as they know the tools and methods to teach. That proficiency for me is depending on their level. If they have a high proficiency, yeah, I think they would go up in the level of teaching, higher than students. Do you understand?

R: huh-huh. Yeah

I: But I mean, there's teachers at Bilgi whose English isn't perfect, but I'm sure that they're not teaching foundation year. You know what I mean? So, that's not the most important thing. Their proficiency would have to match what they're teaching. It would have to be above what they are teaching.

R: If you were to compare native English speaking teachers and non-native English speaking teachers, what are the strengths and weaknesses that you can think of?

I: Again, that depends on the culture, the Japanese teachers, I mean for example in Japan, some of them knew grammar way better than I did. Do you know what I mean? And just because their culture emphasizes that and they know that and they need to take care. I don't know how Turkey, how much you guys study English at high school. So, some of the teachers here might have a better knowledge of grammar than I do, so I think it's cultural, and what's your background is. I think one weakness I know for sure

and that's gonna be pronunciation, I mean that's just the way that it has to be. And I think that that's the main weakness but the other thing is cultural biases or cultural blind spots in the ... [*talking to himself, trying to remember a word.*] I was just talking about this yesterday now I can't remember the word. It's the education system, the way of the learning process, the way that students learn. For example, in Japan and in Turkey, I feel that the way that they're taught is memorize, regurgitate. And you know produce this. Whereas, we teach and we say, learn this, transfer this knowledge to another area with your own opinion, your own thoughts or your own thinking. That, sometimes is difficult, because if you are trying to foster a western style, I quote that, that's a quote, western style learning process, and the teachers don't come from that background, it's gonna be difficult to produce that in a school. I think that, that's something that's happening here, and I think that something that's happening here where we wanna try to teach critical thinking skills to our students, we wanna try to create a development of writing, yet they're tested in the traditional manner... So I kind of see it... Here's what we want students to do, yet evaluation and assessment is done this way, the old way. So, it's an interesting mix because it's a new program and maybe it will merge.

R: And you think that, this is probably because of the cultural difference?

I: Yeah, definitely. Because that's the testing system here. It was the same in Japan. Does that make sense?

R: Yeah

I: ok

R: So, it's more like, teachers come from a background where they memorized, and they used to make students memorize but now they're trying to make students analyze but in the end they still want the memorized product?

I: Right. Right.

R: cool, ok. The final question, as a native English speaking teacher, how do you feel in terms of your own strengths or weaknesses?

I: hmmm. I think my strengths... as a... because I'm native? Is that your question?

R: Well, somehow related to you being a native.

I: I wanna help you with your thesis, I mean I wanna give you information that you can use. [*chuckling*]. Well, again pronunciation, and I...I think writing. Those are the strengths as being a native speaker that I have, and my vocabulary is much larger, I've been speaking the English language all my life, so my accent is native... that's about it. As far as teaching, strategies, or being a teacher, like I said before the only difference I see in that is the message that, are you using that quote "western style", or the eastern. When I sat eastern just because Japan, China...in Asia they usually do that kind of thing. I hate to stereotype, but that's the easier terminology for me to use, Western, Eastern. So, that sometimes can be a difficulty. Now, it's a weakness for me if I'm in an environment where I'm given the opposite and I feel that here a little bit, just because... I've had it in Japan and it's Ok but I wanna know which one we're doing. You know what I mean? I wanna know. Is it feasible?, is that goal attainable for the students? Is it worth it? I think it's good to have both. I think a combination of both is always needed. Maybe we're trying to do that here, yet [*inaudible*]

R: With a smaller gap maybe?

I: yeah. So, my weakness is, me not knowing, if I'm teaching in a foreign environment, that is a weakness for me to be teaching in a style that's different which I have to learn. If we're talking about foreign environments, another weakness is me not knowing the culture of course and the students coming from that culture. The first month here has been really tough, because you know, I don't know the culture, I don't know their learning styles. Now, I'm getting pretty good at it, but I'm still way off because I'm new. But at least I know it was hard for me to enter the culture, and start teaching like that. But as far as skills, pronunciation, writing and vocabulary, I think those are my strengths and my weaknesses are probably, I hate to say this, but grammar. I mean I'm good at grammar but some of my colleagues and usually it's so funny, because it's not the native speakers. Most of time when I find someone, you know like the God of grammar is a non-native speaker. But I think that's a strength that they have and I think that's just because the teaching styles when they learn....grammar, grammar. You have to learn it and that's the way... I don't know what the reason is but that's what I've found. No more questions?

R: no. Do you have any?

I: So do you have an idea about your thesis? Or are you gonna wait till you finish your research? I mean of course you have an idea. Is there something that you want to prove?

R: No, I don't have a thesis hypothesis. It'll be a surprise.

I: good, good.

R: and you're my first interviewee, so I don't really know.

I: If you wanna contact me again for follow-up or if you have more questions or...or...anything feel free. OK?

R: Sure, thank you.

I: You're welcome.

APPENDIX E

FACTOR ANALYSES

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

PART B

	Component
	1
B1	,709
B2	-,766
B3	,787
B4	,709
B5	,743
B6	,692
B7	-,475

1 component extracted.

PART C 1

	Component	
	1	2
C1A		,591
C1B	,542	,434
C1C	,828	
C1D	,774	
C1E	,614	,470
C1F		,681

Rotation converged in 3 iterations.

PART C 2

	Component
	1
C2A	,780
C2B	,848
C2C	,751
C2D	,822
C2E	,831
C2F	,449

1 component extracted.

PART C 3

	Component	
	1	2
C3A	,899	
C3B	,882	
C3C	,617	
C3D	,478	,719
C3E	,409	,778
C3F		,785

Rotation converged in 3 iterations.

PART D I & D II

	Component				
	1	2	3	4	5
DI1	,427			-,754	
DI2					,836
DI3	,772				
DI4			-,855		
DI5	,740				
DI6	,597			,358	
DI7	,755				
DII1		,306		,779	
DII2					-,838
DII3		,712			
DII4			,828		
DII5		,753			
DII6		,722			
DII7		,666		,345	

Rotation converged in 6 iterations.

PART D I

	Component	
	1	2
DI1	,415	,580
DI2		,724
DI3	,768	
DI4		,720
DI5	,732	
DI6	,625	
DI7	,801	

Rotation converged in 3 iterations.

PART D II

	Component	
	1	2
DII1	,335	,658
DII2		,648
DII3	,788	
DII4		,667
DII5	,785	
DII6	,655	
DII7	,678	

Rotation converged in 3 iterations.