NATIVE-ENGLISH-SPEAKING TEACHERS' SELF-PERCEPTIONS AND EXPERIENCES IN AN EFL CONTEXT: PERSPECTIVES FROM TURKEY

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DECLARATION OF ORIGINALITY

I, Sevgi Yaman, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
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ABSTRACT

Native-English-Speaking Teachers' Self-Perceptions and Experiences in an EFL Context: Perspectives From Turkey

The purpose of this study is to investigate the self-perceptions of native-English-speaking teachers (NESTs) and their experiences in an English as a foreign language (EFL) context. Eight NESTs participated in the study, which attempted to explore NESTs' teaching experiences in a different cultural context. The data were obtained from interviews and classroom observations. Major findings of the study are: (1) Being a NEST in an EFL class has many advantages including high proficiency in English and knowledge of the native culture, (2) Equal working conditions for all teachers and a professional work environment are important components to shape NESTs' experiences positively, (3) NESTs disagree with the idea of the superiority of the NS and believe professionalism and experience matter more than nativeness, (4) NESTs use Turkish as a pedagogical tool in the class mainly to establish a good rapport with students, (5) Although their overall experience in the class is positive, they experience some challenges such as exam-oriented system and students' lack of autonomy, and (6) A well-established, organized and professional working environment facilitate NESTs' adjustment and positively influence their overall experience.

ÖZET

Anadili İngilizce olan İngilizce öğretmenlerinin kendilerini algılama biçimleri ve İngilizcenin yabancı dil olarak öğretildiği ortamdaki deneyimleri: Türkiye'den bir bakış açısı

Bu çalışmanın amacı, anadili İngilizce olan İngilizce öğretmenlerinin kendilerini algılama biçimlerini ve İngilizcenin yabancı dil olarak öğretildiği bir ortamdaki deneyimlerini incelemektir. Anadili İngilizce olan sekiz İngilizce öğretmeninin katıldığı bu çalışmada, bu öğretmenlerin farklı bir kültürel ortamdaki öğretmenlik deneyimlerinin anlaşılmasına çalışılmıştır. Veriler, görüşmelerden ve sınıf içi gözlemlerden elde edilmiştir. Bu çalışmadan çıkan başlıca bulgular şunlardır: (1) İngilizcenin yabancı dil olarak öğretildiği bir sınıfta, ana dili İngilizce olan bir İngilizce öğretmeni olmanın, ileri düzeyde İngilizce seviyesi ve hedef kültürle ilgili bilgiye sahip olmak gibi birçok avantajı vardır, (2) Tüm öğretmenler için eşit çalışma koşulları ve profesyonel bir çalışma ortamı, bu öğretmenlerin deneyimlerini olumlu yönde şekillendiren önemli unsurlardır, (3) Bu öğretmenler, ana dili İngilizce olanların üstünlüğü fikrine katılmamaktadırlar ve profesyonellik ve tecrübenin anadili konuşmaktan daha önemli olduğuna inanmaktadırlar, (4) Bu öğretmenler, Türkçeyi öğrencilerle iyi bir ilişki kurmak için sınıfta pedagojik bir araç olarak kullanmaktadırlar, (5) Her ne kadar sınıftaki genel deneyimleri olumlu olsa da, sınav odaklı sistem ve öğrencilerin özerklik eksikliği gibi bazı zorluklarla karşılaşmaktadırlar, (6) İyi yapılanmış, organize ve profesyonel bir çalışma ortamı, bu öğretmenlerin uyumunu kolaylaştırmakta ve genel deneyimlerini olumlu yönde etkilemektedir.

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TABLE OF CONTENTS

ABBREVIATIONS

CELTA	Certificate in Teaching English to Speakers of Other Languages
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
L1	First Language
L2	Second Language
NS	Native Speaker
NNS	Nonnative Speaker
NES	Native-English-speaking
NNES	Nonnative-English-speaking
NEST	Native-English-speaking Teacher
NNEST	Nonnative-English-speaking Teacher
TESOL	Teaching English to Speakers of Other Languages

CHAPTER 1

INTRODUCTION

1.1 Presentation

In this chapter, first, the central research problem is introduced. Second, the significance and purpose of the study is presented. Then, the research questions are articulated. Finally, the organization of the thesis is described.

1.2 Statement of the problem

English has a universal recognition as global language in the modern world and is by far the most commonly studied foreign language in the world. The British Council reports that English has official or special status in at least seventy countries worldwide. Based on information provided by the British Council Learning, the number of people who are speaking English as a foreign language is more than the number of people speaking it as a native or as a second language. The increasing number of English learners has boosted the worldwide demand for qualified English teachers. English teachers include both speakers who have English as their first language (native speakers) and speakers who have learned it as a second or additional language (nonnative speakers). As in many other countries, English is becoming increasingly popular in Turkey which is located at the intersection of Asia and Europe.

The global spread of English has affected English language teaching profession in many ways including the need for qualified teachers. In addition to the local, nonnative-English-speaking teachers (NNESTs), increasing numbers of NESTs are employed in every part of the world. NNESTs' self-perceptions and experiences

in ESL or EFL contexts have been widely studied during the last 20 years (Kim, 2017). However, although the number of NESTs is continuously growing, relatively little is known about their self-perceptions and experiences in an EFL context.

This study therefore aims to investigate NESTs' self-perceptions and teaching experiences in the Turkish context.

1.3 Significance and purpose of the study

Many people from English-speaking countries go to foreign countries to work as English language teachers as a result of the spread of English as the global language. However, while the number of NESTs in contexts where English is taught as a second/foreign language is continuously growing, little is known about these NESTs' self-perceptions and teaching experiences in a different cultural context. A review of the literature shows that there is limited research on these teachers' teaching-abroad experiences and their self-perceptions. The research available on self-perceptions mainly use questionnaires for data collection. Although questionnaires provide valuable data, interviews and observations may help to give a more complete picture of self-perceptions and experiences. The current study attempts to address this gap in the literature by investigating eight NESTs' self-perceptions and experiences in an EFL contexts through in-depth interviews and classroom observations.

In order to understand the experiences of NESTs from their own points of view, this study adopts a qualitative research design. A qualitative design allows a study to illustrate the "essence of research participant's experience" (Merriam, 1998, p. 16). As stated by Williams (1996) teachers develop their theories of teaching through interconnected processes involving their prior expectations of teaching stemming from their life experience and influences stemming from the context in

which they teach. Therefore, this study asks the NESTs to express their perceptions of being NESTs and reflect on their own teaching experiences. In addition to this, they are also asked to interpret their experiences in terms of the context they live in.

1.4 Personal perspective

My personal experience as an NS Turkish teacher in Australia inspired me for this research study. After my graduation from the university in 2008, I had a chance to live and work in Australia for two years. During my stay there, I taught Turkish to Australian housewives who were married to Turks and to businesspeople who were planning a business trip to Turkey. When I started teaching Turkish for the first time in my life, I was not sure what my role as a Turkish teacher should be and what my students expected from me as an NS of Turkish. As an inexperienced teacher, I was concerned about my teaching practices. Also, as an NS of Turkish I had mixed feelings. I felt responsible for representing my culture and my country well because it was the first time for my students to encounter an NS of Turkish teacher in their lives. Although I had such concerns, most of the time, being an NS of Turkish in class made things easier for me. I felt self-confident in terms of my language proficiency. Although I was functioning in a completely different country and educational system, being an NS of the language, I taught and being a graduate of English language teaching department helped me feel self-efficient and self-confident.

In spite of my initial fears, student evaluations of my teaching performance were positive and overall, I had a very productive, fruitful teaching experience. When I look back and reflect on my overall experience as a Turkish NS teacher, I

have always wondered if other NESTs feel the same way I did, how they perceived themselves as an NS and what they experienced in a foreign language context.

1.5 Research questions

This study will be guided by the following questions:

1) What are the self-perceptions of eight NESTs teaching in an EFL context?
2) What are their teaching experiences in the EFL class?

1.6 Organization of the thesis

This thesis consists of five chapters. Chapter 1 outlines the main features and purposes of the study in general and presents the research questions in relation to the aims of the study. Chapter 2 reviews literature to give information about earlier studies which provided the bases for the current research. Chapter 3 introduces the methodology of the study and presents the research design as well as the research context, participants, data collection and analysis of the study. Chapter 4 outlines findings in accordance with the research questions and discusses them in line with the relevant literature. Chapter 5 concludes the thesis with implications and limitations of this study as well as suggestions for further research.

CHAPTER 2

LITERATURE REVIEW

2.1 Presentation

This study aims to investigate the self-perceptions of NESTs and their experiences in an EFL context, namely Turkey. The existing literature on NESTs in ELT will be reviewed. The review of the literature will cover English language teaching in Turkey, native and nonnative dichotomy in ELT, research on NESTs and NNESTs in ELT, and research on NESTs teaching abroad.

2.2 English language teaching in Turkey

English has become the most commonly used and indeed dominant language for international business, technology, science and academia. Learning English has become a requirement for millions of individuals because of this irresistible demand. They hope that learning English will help them on their way towards a better life, a better job and a better education.

The situation is the same in Turkey because of the strategic and geopolitical status of the country. Turkey is located in an area of 779,452 sq. km which serves as a bridge connecting the east to the west. This makes it important for Turkish people to learn English to keep up with developments in many areas where English is the most widely used language. Therefore, millions of children, young people, students and professionals are studying to learn English. The official language and the language of education in Turkey is Turkish. English is the only most commonly taught foreign language at all levels of education while German, French and Spanish are also offered as elective languages in some schools besides English. Starting from

pre-school through university education or even several years after graduation, students spend so much time, effort and money in order to learn English. With English's overwhelming impact, it is evident that English learners will only increase in amount.

Educational policies support the teaching of English to ensure that every educated Turkish citizen has at least "a working knowledge of English" (Karakaş, 2013, p. 163). English is taught both in private and state schools. In state schools, students start to take English classes at the age of 8-9 (2nd grade). Yet, in private schools, teaching of English usually starts from kindergarten and continues through k-12. In some private schools some subject areas are also taught in English. At the high school level, the hours of English instruction per week differ considerably from one school to another, for there are a great many types of high schools in Turkey ranging from general high schools to vocational high schools. "Vocational schools give particular importance and time to vocational English classes in their curricula while high schools aim to teach students a basic knowledge of English" (Karakaş, 2013, p. 167).

At the tertiary level, English is again the most commonly taught foreign language and also is provided as the medium of instruction (EMI) in some state and in many private universities. In universities where medium of instruction is Turkish, the English language is incorporated into the curriculum as a compulsory subject, and students are required to take two-hour English classes per week. It is generally offered to first-year students in order to "promote students' knowledge of general English and equip them with the necessary skills to read and understand English publications in their subject area" (Kırkgöz, 2007, p. 219). At EMI universities, on the other hand, one-year intensive English classes are offered to students who do not

have the required level of English proficiency. They are called preparatory (foundation) schools in which students are mainly taught specific language skills especially academic English. After students successfully complete their preparatory year, they can start taking classes in their respective departments.

The history of EMI in Turkey dates back to the founding of Robert College (now Boğaziçi University) in 1863. Sarıgül (2018) indicates that EMI has been widely adopted around Turkey since the establishment of the Middle East Technical University (METU) in 1956. The foundation of these two EMI state universities, namely METU and Boğaziçi University has led to the creation of EMI model (Alptekin & Tatar, 2011). This was followed by the establishment of Turkey's first foundation university, Bilkent University, in 1984. Since then, there has been a growing number of universities offering courses with EMI across the nation. However, there is still some "controversy regarding the need, quality and success of English language education offered at these institutions" (Sarıgül, 2018, p. 290). The British Council and the Economic Policy Research Foundation (TEPAV) conducted large-scale research at 38 universities in 15 cities in Turkey in 2013. The results of the study point out that while universities are increasing in number, the quality of education of most of them is still not high enough, despite some improvements based on Turkey's University Ranking by Academic Performance (URAP), and English "is a major factor affecting the quality of higher education …" (West et al. 2015, p.14). Although the English proficiency levels of EMI academics generally meet international standards, it is difficult for some universities to find enough scholars with adequate levels of English to fulfill current demands.

Although there are many EMI universities in Turkey, EMI has always been a controversial topic; while some support EMI, others are against it. The adoption of

English as the medium of instruction and offering one-year intensive English to students is not seen as necessary by everyone. (Demircan, 2006; Selvi, 2007). Those who are against the idea consider it a threat to the progress of Turkish. Some Turkish academics prefer Turkish as the medium of instruction rather than English because they believe that "the level of acquisition of subject knowledge decreases when students are taught in English" (Kılıçkaya, as cited in Karakaş, 2013, p. 168). On the other hand, those who support EMI proclaim that the knowledge of the world lingua franca is a significant quality to have for each Turkish citizen in the twenty-first century, and it not only strengthens "the students' mental and linguistic capabilities but also improves their cross-cultural, intellectual and language skills" (Alptekin, as cited in Karakaş, 2016, p. 40). Despite all those controversial discussions, both students and parents favor English-medium secondary and higher education because of its instrumental benefits (Tarhan, 2003).

When it comes to the employment of English language teachers in Turkey, most of the English teachers at state and many private institutions in Turkey are Turkish NNESTs. "A typical NNEST in Turkey is Turkish and has at least a BA degree in ELT, linguistics, or English/American literature fields and works in public schools at different levels such as elementary, secondary and higher education" (Aslan & Thompson, 2016, p. 6). According to the statistics of Turkish Higher Education Council 2019 report (Yükseköğretim Kurulu [YÖK], 2019), the total number of instructors working at preparatory schools of universities in Turkey is 5862, some of which are NESTs and non-Turkish NNESTs. In addition to the teachers at preparatory schools, there are many NESTs working as English teachers in Turkey at primary and secondary level schools (Tatar, 2019). According to Tatar's (2019) study in Istanbul private schools, almost one third of English language

teachers are NESTs, predominantly from inner circle countries. The need for hiring NESTs has increased among higher education institutions "since their role in the development of ELT in Turkey is undeniable" (Sarıgül 2018, p. 290). Thus, the need for NESTs has increased especially at English Preparatory Schools which aim to prepare students for their English-medium undergraduate studies.

2.3 Native and nonnative dichotomy in ELT

The definition of NS is a controversial topic in ELT. Many different definitions of an NS have been offered by the scholars with different foci (Cook, 1999; Davies, 1991; Kachru & Nelson, 1996; Kramsch, 1997; Medgyes, 2001; Stern, 1983). Davies (1991) claims that the first recorded use of NS was: "The first language a human being learns to speak is his native language; he is a native speaker of this language" (Bloomfield, 1933, p. 43). In other words, an individual is an NS of the L1 learned in childhood, called the 'bio-developmental definition' by Davies (1991). Changing their native language is not possible for NSs in this sense. Cook (1999) defines 'native speaker' of a language as someone who learned to speak that language before any other in childhood. Stern (1983) claims that NSs have "(a) a subconscious knowledge of rules, (b) an intuitive grasp of meanings, (c) the ability to communicate within social settings, (d) a range of language skills, and (e) creativity of language use" (p.27). Medgyes (2001) defines it as "someone who speaks a language as his or her mother tongue, first language, or L1" (p. 417). Kachru and Nelson (1996) define the term "native speaker" as "someone who learnt English in a natural setting as a first language during childhood" (p. 78). Another definition proposed by Kramsch (1997) include non-developmental characteristics such as the subconscious knowledge of language. An NS is "someone who has an intuitive sense of what is

grammatical and ungrammatical in the language" and has "social behavior and cultural knowledge" (Kramsch, 1997, p. 362). Furthermore, "the skill of communicating within any setting, constructing fluent and spontaneous speech, and differentiating between their speech and the standard form of the language can be regarded as other non-developmental features of an NS" (Davies, 2003, p. 117).

These characteristics and definitions highlight the difficulty of labeling someone as an NS or NNS of a language. In addition, some of these features are not always constant or reliable. However, the unquestionable element in the definition of NS is that a person is "a native speaker of the language that is learned first". The other features are used to describe how well the language is used by a person. An individual cannot be an NS of a language if they did not learn the language in childhood. "Later-learnt languages can never be native languages" (Cook, 1999, p. 187).

On the contrary, the stereotype of NS and NNS has been challenged by many scholars for decades. Davies (2003), for instance, stated that there are six characteristics of the NS: "1) childhood acquisition of the language, 2) intuition about acceptability and productivity in language use, 3) intuition about group language grammar, 4) a wide range of communicative competence, 5) creative use of the language and 6) the capacity to interpret and translate into their L1" (p. 210). He argued that except for the time of language acquisition, the other five characteristics can also be shared by some NNSs. In his pioneering work Phillipson (1992) claimed that the spread of English and the significance attributed to native norms is a form of "linguistic imperialism" (p. 50). He argued that features attributed to NSs, such as "the greater facility in demonstrating fluent, idiomatically appropriate language, in appreciating the cultural connotation of the language, and in being the final arbiter of

the acceptability of any given samples of language" (p. 194), can all be improved with teacher training. He concluded that the idea of the superiority of NS serves the interest of the core English-speaking countries including the USA, the UK and maintains the dominance of those countries in ELT. Similar criticisms have been expressed by Holliday (2006) in terms of "native-speakerism", which he defines as "a pervasive ideology within ELT, characterized by the belief that 'native-speaker' teachers represent a 'Western culture' from which spring the ideals of the English language and English language teaching methodology" (p. 385).

Many scholars (e.g. Canagarajah, 1999; Kachru, 1994; McKay, 2002) agree that the concept of NS originated from Chomsky's (1965) notion of an ideal speaker-listener in a homogeneous community. According to this paradigm, an NS is "the only source of reliable linguistic information", and "the second language learner's ultimate goal is to achieve the intrinsic competence of the idealized native speaker" (Chomsky, 1965, p. 24). This paradigm has resulted in the widespread myth that the NS is the ultimate authority on standard language use. Such implication has resulted in privileging of NSs (Jacobson, 2009). Although English is used in various new contexts, there is still a strong tendency to see NSs as the only power to use the English language appropriately (Foley, 2007).

Several scholars have come up with suggestions as a reaction to the idealization of the NS and attempted to propose alternative terms to replace NS/NNS. The English language proficiency means an ability to communicate in a culturally heterogeneous society in today's world. Cook (1999) stressed the significance of L2 users' image empowerment. He argued that "L2 users should be treated as people in their own right, not as deficient native speakers" (p. 195). The term "multi-competence" was coined by Cook (1991) and it defines the overall language

knowledge of an individual in more than one language. According to Cook, viewing "L2 learners as multicompetent language users rather than failed native speakers will help to diminish the native speaker authority in ELT" (p. 204). Rampton (1990), in his article proposes using "expert speaker instead in order to include all successful users of a language" (p. 390). Although the idealization of the NS has been openly questioned (Cook, 1991, 1999; Kramsch, 1997), and even defined as a "fallacy" (Phillipson, 1992), it still has an important influence on the field of ELT worldwide. Although "the construct is outdated or inapplicable from an academic perspective" (p. 179), the fact is that the proficiency in the target language possessed by an NS is seen as an indication of superior teaching skills in that language (Hacon, 2018).

Many scholars argue that "the dichotomy of native versus nonnative is power driven and political rather than linguistic" (Brutt-Griffler & Samimy, 1999; Canagarajah, 1999; Kachru & Nelson, 1996). For example, Davies (1991) argues that "the distinction NS-NNS, like all majority-minority relations, is at the bottom one of confidence and identity" (p. 166-167). Canagarajah (1999) supports this opinion and indicates that the NS fallacy generates a worldwide demand for NESTs from core English-speaking countries and thus helps NSs of English to dominate in the ELT profession. Moreover, he expresses that the concept of NS should be eliminated in a modern world since a lot of people are NSs of more than one language.

Because of the restrictive nature of this dichotomy, some researchers have proposed that a continuum should be used instead of a dichotomy (Brutt-Griffler & Samimy, 2001; Liu, 1999). Liu (1999) suggests that "the focus must be shifted away from the NS and NNS dichotomy to the importance of being professional and the professional training of teachers" (p. 101). Pasternak and Bailey (2004) argue that

this dichotomy is simplistic and irrelevant since being NS or NNS does not necessarily mean being proficient. In addition, it is crucial for teachers to have sufficient training to teach the language regardless of their mother tongue. Phillipson (1992) believes that teachers are made rather than born irrespective of whether they are native or nonnative. Similarly, Llurda (2004) suggests that "native-speaker dominance will be eliminated when nonnative speakers gain awareness of their status as self-sufficient rightful speakers of EIL rather than seeing themselves as more or less successful speakers of a native variety of English" (p. 320).

In order to avoid confusion and give a clarification on the concept, this research adopts the definition of an NS as someone who learnt English as their first language, still speaks it, and is typically from inner circle countries, i.e. ''the traditional bases of English – the regions where it is the primary language'' (Kachru, 1986, p. 12) which are Canada, America, The United Kingdom, Australia or New Zealand. Braine (2010), in simplest terms, defines an "NS of a language as someone who speaks the language as his/her first language and, accordingly, an NNS is someone who speaks that language as a second or foreign language" (p.13).

2.4 Research on NESTs and NNESTs in ELT

Up to now, considerable body of literature on NESTs and NNESTs in ELT has accumulated (Clark & Paran, 2007; Mahboob, 2010; Medgyes, 1994; Moussu & Llurda, 2008). These studies usually focus on four main themes: (1) self-perceptions and experiences, (2) how others view NESTs and NNESTs, (3) beliefs and practices of NESTs and NNESTs, and (4) NESTs' identity.

2.4.1 Self-perceptions and experiences of NESTs and NNESTs

Several scholars have explored NESTs and NNESTs, student-teachers and teacher educators for their opinions and self-perceptions of their strengths and weaknesses.

Perhaps, the first empirical study of self-perceptions of NNESTs is Reves and Medgyes' study (1994). They surveyed 216 NNESTs from 10 different countries (Brazil, Czechoslovakia, Hungary, Israel, Mexico, Nigeria, Russia, Sweden, Yugoslavia, and Zimbabwe). The study also looked whether differences in teaching practice are related to the teachers' language proficiency level and in what ways the perceived differences affect the NNESTs' self-perceptions and teaching attitudes. The findings indicated some perceived differences between NESTs and NNESTs. For example, while the NESTs were perceived to use more natural language in their teaching, NNESTs showed more empathy towards their students with whom they shared a common first language and had a better ability to read the minds of their students and predict their difficulties. Also, NNESTs paid more attention to accuracy. The researchers suggested that NNESTs should be made aware of their advantages as language teachers in order to enhance their self-perceptions.

In another study, Kamhi-Stein, Aagard, Ching, Paik and Sasser (2004) asked 55 NESTs and 32 NNESTs about their self-confidence in speaking and teaching English. Although both NESTs and NNESTs reported to be confident in their language skills, NNESTs' responses were slightly less positive than NESTs'. Furthermore, the results of the study showed that "NNESTs had more positive self-perceptions about their instructional abilities" (p. 83).

Tajeddin and Adeh (2016) in their study sought NESTs' and NNESTs' perceptions about their status and the advantages and disadvantages of being a NEST or NNEST. They collected the data by means of a questionnaire and a semi-

structured interview. The participants of the study were 200 NESTs and NNESTs from the UK and the US, i.e. the inner circle, and Turkey and Iran, the expanding circle. A great number of NNESTs believed that NESTs have better knowledge of pronunciation, better speaking ability, a better knowledge of authentic and real life use of English, whereas NESTs agreed less with these statements and thought that being a proficient teacher does not rely solely on being an English NS. As a result, it was revealed that both groups of teachers agree that NESTs and NNESTs have their own strengths and can be good teachers in their own terms regardless of being a native or nonnative.

Another study by Inbar-Lourie (2005) investigated the differences between self and perceived identities of EFL teachers. The research participants were 102 mostly female EFL teachers who were teaching in primary, junior and high schools in Israel. Fifty-four of the participants (53%) ascribed themselves as NNES, and 48 (47%) as NES. For data collection, self-report questionnaire with open-ended questions were given. In terms of perceived identity, the teachers were asked to state whether they believe others, (NES, NNES and their students) perceive them as NES or NNES. The results of the study indicate that pronunciation plays a crucial role in determining native identity. The racial issue (being white or not) was also observed to influence the way students perceive their teachers' identities. Familiarity with the target language culture may also influence the perceived identity of language teachers. Only teachers born in the US or UK were regarded as native teachers.

Another research study on NESTs' perceptions was conducted by Samimy (2008). A case study approach was used to describe a white American female English teacher's perspective of a native speaker's world. Data collection methods were reflective journals, final project, and online interviews with the instructor. The

research described Olivia's struggle with her identity as a NEST in relation to the society of the NNESTs. The findings of the study indicated that Olivia departed from the native speaker myth through classroom readings and discussions. Olivia became "a role model by supporting the rights of NNSs and promoting collaboration between NNESTs and NESTs" (p. 129).

Another line of research focused on particularly NNESTs' self-perceptions. In Turkey, Bayyurt (2006) interviewed 12 Turkish NNESTs about their beliefs regarding the teaching of culture in the EFL classroom. The findings of the study showed that NNESTs were aware that EFL students regarded them as good language learning models and guides. Furthermore, the results also revealed that the teachers believe that being an NNEST is an advantage when "cultural and linguistic issues in the English language classroom" (p. 233) are taken into account.

Another study by Doğançay-Aktuna (2008) investigated self-perceptions of 21 NNS English language teacher educators in Turkey. The survey questions consisted of the "participants' language skills, professional issues, and their perceived status as NNS within the ELT" (p. 65). Less than 50% of the teacher educators stated that they do not have any problems with the language use. Fifty percent of the participants stated that there is a general preference of NSs for English teaching positions in Turkey while 43% of the teachers did not regard their NNS status as a disadvantage. The major advantages of NNESTs were listed as "professional training and familiarity with the local teaching context" (p. 78).

In another study, Samimy and Brutt-Griffler (1999) explored the self-perceptions of seventeen NNEST TESOL graduate students. Participants of the study emphasized that "it was sometimes harder for them to feel qualified and appreciated in an ESL context" (p. 138). However, they thought that "it is easier to see

themselves as role models in social, cultural, emotional, or experiential terms" (p. 138) when teaching in their own countries.

In Japan, Butler (2007) investigated Japanese elementary school teachers' attitudes towards the privileged status of NESTs and their self-evaluations of their English proficiency. The participants of the study were 112 elementary school teachers, and they were asked to complete a detailed questionnaire. The results of the study showed that approximately 60% of the teachers believed that NESTs were the best ESL/EFL teachers. Additionally, the teachers think that they have stronger reading skills than writing and oral including fluency, grammar, and vocabulary skills. Surprisingly, "the teachers who believed they had the lowest English proficiency also strongly believed that English was best taught by NESTs" (p. 24).

In the Spanish context, Llurda and Huguet (2003) carried out a survey with 101 NNESTs in primary and secondary schools about their perceived language skills, pedagogical skills, and their views on issues related to the NS–NNS teacher debate. Primary school teachers do not feel secure about their own language skills, and strongly support the myth of the NS as the ideal teacher. Secondary school teachers, however, perceive their English skills as higher than primary teachers.

Petrić (2009) conducted semi-structured interviews with four English language teachers from non-English speaking countries (Poland, Bulgaria, Russia and Macedonia) working in Hungary. The results of the study indicated that "cultural background, self-representation in the classroom, teachers' awareness of their country's image in the host country" (p. 140) and students' L1 play a significant role in the perceptions of the teachers.

Although research on NSs' experiences in other countries and cultures usually focus on native English speakers, there are a few studies exploring the

experiences of NSs of other languages. One such study was conducted by Mutlu and Ortaçtepe (2016). The researchers investigated the identity (re)construction of five Turkish teachers of English who went to the USA on a prestigious scholarship for one year to teach their native language, which is Turkish. They collected data through a personal data questionnaire, ongoing controlled journals along with follow-up questions, and interviews. The findings revealed that the participants in this study had "high(er) self-efficacy but low(er) self-image when teaching English compared to Turkish" (p. 554). Moreover, it was revealed that they had multiple identities interacting with each other, which were being a native and a nonnative, or a language teacher and a language user.

As far as the Turkish context is concerned, experiences of NESTs is an underresearched area with few rare exceptions (Atamtürk, Atamtürk & Dimililer, 2018; Skliar, 2014). As a case in point, a recent study in Turkey about the perceptions of both NESTs and NNESTs was carried out by Skliar (2014). She collected data from teachers and students of English through questionnaires and semi-structured interviews. The study aimed to investigate teachers' self-perceptions of being NEST versus NNEST and the advantages and disadvantages of being a NEST versus NNEST. The study also looked into the students' perspectives about NESTs and NNESTs, their attitudes towards their current English teachers and their observations about their English teachers' teaching style and language use. Analysis of data from teachers showed that there are both similarities and differences in NESTs and NNESTs' self-perceptions and attitudes. Analysis of student responses demonstrated that their teacher's being a NES or NNES is just one of the factors that contribute to the attitudes of students towards their teacher.

2.4.2 Others' views on NESTs and NNESTs

Scholars have also sought different stakeholders' views on NESTs and NNESTs, particularly views of students and program administrators. Lasagabaster and Sierra (2005) conducted a questionnaire with 76 undergraduate students (16 males and 60 females) in Spain. They investigated their preferences for NESTs and NNESTs at primary, secondary and university levels. They concluded that the students preferred NESTs in areas such as "pronunciation, culture, listening and speaking" (p. 132) while NNESTs are preferred for their grammatical competence. Another study to elicit students' perceptions of NESTs and NNESTs was conducted by Walkinshaw and Hoang Oanh (2012). The participants consisted of two groups with a total number of 100 learners of English. The first group of participants included 38 female and 12 male Vietnamese learners of English (VLEs) at two universities in Vietnam. The second group comprised 50 female Japanese learners of English (JLEs) at a university in Japan. They found that students placed more value on qualities such as "friendliness, enthusiasm, qualifications (in teaching and competence of the teacher), experience, transferring L1 local culture, establishing rapport with the students, and communicating effectively" (p. 4) than nativeness of teachers.

Ma (2012) carried out a study to explore the advantages and disadvantages of having NESTs and NNESTs from the perspective of language learners. She conducted semi-structured group interviews to elicit the perceptions of 30 secondary students studying in three different schools in Hong Kong and concluded that both NESTs and NNESTs had some advantages and disadvantages. According to the participant students, NESTs' good level of proficiency and their ability as a facilitator of students' learning were their major strengths whereas "NNESTs were favored for their proficiency in students' L1, their good rapport and communication

with the students" (p. 296). Students felt more comfortable in NNESTs' class and had more tension in NESTs' classes. Overall findings showed that both groups of the teachers contributed to learning in different ways.

Moussu (2006) sought ESL students and program administrators' attitudes towards NESTs and NNESTs, and self-perceptions of their English-language proficiency and teaching skills in her doctoral dissertation. The participants of the study consisted of 1040 students, 18 NNESTs and 78 NESTs, and 21 intensive English program administrators. Data were collected via questionnaires. The findings showed that students had more positive attitudes towards NESTs than towards NNESTs. Analysis of teacher questionnaires illustrated that "NNESTs have lack of confidence in their English proficiency and teaching skills" (p. x). Also, it was reported that "their foreign accents and limited knowledge of American culture" (p. 84) were regarded as their perceived disadvantages, while foreign language learning experience was stated as the major advantage of NNESTs. The program administrators in the study claimed that rather than using nativeness as hiring criteria, they consider "linguistic preparation, teaching experience and international awareness" (p. 171) while employing teachers. In a follow up study, Moussu (2010) looked into how ESL learners view NESTs and NNESTs over a period of time. The participants in the study were students and administrators from 22 intensive English programs in the United States. The data were collected through questionnaires at the beginning and at the end of the semester. The results of the study indicated that students' attitudes towards NESTs and NNESTs were considerably affected by the nativeness of the teacher. However, other variables including students' first languages, class subjects (grammar, reading, etc.), and expected grades, and

teachers' countries of origin are found to play an important role in their attitudes towards NESTs or NNESTs.

Another study that investigated others' views on NESTs and NNESTs was carried out by Atamtürk, Atamtürk and Dimililer (2018). They investigated the perceptions and the preferences of the upper secondary school students, teachers, parents and administrators of the NESTs and NNESTs by means of both qualitative and quantitative data collection methods. The participants of the study were 185 upper secondary school students, 18 English teachers, 86 parents and two administrators of a private and a state school in Turkish Cypriot context. The findings of the study indicated that the participants "stressed the importance of personality, good teaching skills, and efficiency" (p. 7) rather than a blind preference for NESTs.

These studies confirm that students do not necessarily prefer NESTs over NNESTs in the long run. Instead their preferences are shaped by many other variables such as professionalism, attitude, efficiency of the teacher, etc.

2.4.3 Beliefs and practices of NESTs and NNESTs

A considerable amount of research on the beliefs and teaching practices of NESTs and NNESTs have been conducted. The findings of these studies have revealed that both NESTs and NNESTs have differences in their teaching practices, however, these differences do not imply any superiority of one group over another.

Medgyes (1994), one of the first researchers to study this issue claimed that "NESTs use real English in a more confident fashion, have a more flexible approach and are more innovative" (p. 87). In his pioneering study he also argued that "NESTs pay more attention to language in use, oral skills, fluency, meaning and colloquial

English in addition to presenting the language in context using a variety of materials" (p. 94).

Arva and Medgyes (2000) carried out a research on the teaching behaviors of NESTs and NNESTs at secondary grammar schools in Hungary. In their study they explored the general differences between NESTs and NNESTs as reported by the interview respondents, and teachers ' perceptions of their instructional practices through video-recorded classes. Although all NESTs in the study had a university degree or a teaching certificate, they were poorly qualified as EFL teachers with teaching experience varying from 1 to 2.5 years. On the other hand, NNESTs were all qualified and experienced (at least 2.5 years). The findings of the study showed that the NESTs' main advantage is their competence in English. On the contrary, NESTs' poor grammatical knowledge and their lack of students' L1, which is Hungarian, were found to be a difficulty. Furthermore, "NESTs were criticized for their informal relations with students, not using a course book, being reluctant to give homework and grades" (p. 363).

In her doctoral dissertation, Maum (2003) asked 80 primary and secondary school teachers about their beliefs and experiences as native and nonnative ESL teachers in adult education. She collected data through a survey which was conducted with forty NESTs and forty NNESTs who teach ESL in adult education programs in twenty U.S. states. Furthermore, interviews were conducted with seven NNESTs and four NESTs. The findings of the study showed that NNESTs, more than NESTs, found the ESL teachers' cultural background and training in linguistics to be very important. Interestingly, the NESTs in this study did not know that any discrimination exists against NNESTs, while NNESTs clearly declared their disappointment with their isolation and "marginalization in the profession" (p. viii).

Strengths and weaknesses of NESTs and NNESTs have also been investigated in relation to discrimination in employment and job advertisements. McKay (2003) conducted a survey to gather information about Chilean teachers' opinions about the strengths and weaknesses of NESTs and NNESTs. The teachers described themselves as bilingual teachers of English and were aware of their strengths including knowledge of the local culture, local language and local education system. However, "their limited opportunity for education and professional development" (p. 145) were listed as their weaknesses. More than half of the Chilean teachers in the study also expressed that they would employ Chilean teachers, if they were an institution's manager, because of Chilean teachers' socio-cultural awareness and better grammatical knowledge. On the other hand, the teachers who stated that they would hire NESTs believed that "NESTs were more prestigious, more attractive and had a better pronunciation" (p. 144). When asked about the greatest strengths of NESTs, they mentioned "accurate pronunciation, fluency, and knowledge of their own culture whereas NESTs' unfamiliarity with the Chilean context and culture and lack of fluency in Spanish" (p. 145) were listed as the weaknesses.

In Turkish context, Coşkun (2013) investigated the Turkish EFL teachers' beliefs of the administration's plan to hire 40,000 NESTs from the inner circle countries to teach English in Turkey. The majority of participants rejected to this project, and their biggest concern was "employment discrimination and the fear of losing their jobs" (p. 8). The respondents also expressed that conflicts would happen as "they may feel less dominant and lose their classroom authority because NS become more powerful" (p. 14). Another research study in the Turkish context was conducted by Önalan (2018) through questionnaire to investigate the beliefs of 75 NNESTs on grammar instruction. The results of the study indicated that in terms of

indirect grammar teaching "teachers with higher English proficiency levels and higher degrees (master's/doctorate) had stronger beliefs" (p. 14). However, they used more direct grammar teaching as the ages and level of their students increased.

According to the results of the above-mentioned studies, NNESTs tend to have higher levels of language awareness, whereas NESTs tend to feel more comfortable using the language spontaneously and making references to their home cultures.

2.4.4 Native-English-speaking teachers' identity

In its simplest terms, identity is described as "our understanding of who we are and who we think other people are" (Danielewicz, 2001, p. 10). Recent studies of teachers and teaching emphasized the importance of understanding teachers and teaching with respect to the construction of teacher identities (Beauchamp & Thomas, 2009). It is discovered that teachers' beliefs, and therefore their professional identities affect their teaching practice (Borg, 2003). Therefore, the construct has attracted the attention of a great number of researchers who conduct studies on teacher identities focusing on the significance and controversy of NESTs/NNESTs (Beijaard, Meijer, & Verloop. 2004; Canh, 2013; Duff & Uchida, 1997; Kim, 2017; Simon-Maeda, 2004).

However, it is hard to identify the notion of identity in a clear-cut way (Borg, 2003). In their review of research on teachers' professional identities, Beijaard, Meijer and Verloop (2004) emphasize that the notion was used in more general literature as well as in the field of learning and teacher education with different meanings and definitions. Although teachers' professional identity has become the primary interest of general education researchers, it has only recently appeared as a

separate study area in second language teacher education. (Beijaard, Meijer & Verloop, 2004). In their investigation of literature about teacher professional identity from 1998–2000, four features of professional identity are listed. "1) Identity is an ongoing process, and therefore, identity is dynamic and a constantly-evolving phenomenon rather than being stable. 2) It involves both a person and a context: within a context, teachers learn professional characteristics that are adopted by individuals in unique ways. 3) Within a teacher's professional identity are sub-identities, which must be balanced to avoid conflict across them. 4) Professional identity comprises the notion of agency which means the active participation of the teacher in professional development" (p. 122). Even if a clear definition of identity does not exist, there is still general acceptance of its multi-faceted and dynamic nature. Identity construct is seen as "complex, constantly changing, and interactive" (p. 170) by researchers (Ghanem, 2015).

Researchers have also explored how NESTs build and develop their professional identities in an EFL context (Canh, 2013; Duff & Uchida, 1997; Kim, 2017; Simon-Maeda, 2004).

To begin with, Duff and Uchida (1997) carried out an ethnographic study to investigate how teachers deal with institutional and curricular expectations regarding teaching of their (North American) culture in their EFL classrooms at a private language school in Japan. In the research context of the study, teachers were required to incorporate "the cultures of English-speaking countries" to create an "entertaining and mind-broadening class environment" (p. 469). The results of the research showed that various conflicts emerge while negotiating their professional identities in order to fulfill their professional responsibilities.

Another study was conducted by Simon-Maeda (2004) to investigate how six female NESTs working in higher education in Japan constructed their professional identities as educators. The data were collected through life history narratives of the participants via interviews. Findings of the study revealed that NESTs felt that the Japanese administrators and faculty assume any native English speaker could teach English. This view restricted some of them from developing a sense of professionalism, which can be reflected in comments such as "I have felt like a second-class citizen", "we are only there to be parrots, walking tape recorders" (p. 420).

Canh (2013) conducted a case study at a Vietnamese university about the professional identity construction of five NESTs. Data were collected through semi-structured face-to-face interviews. The findings of the study revealed that NESTs' non-participation into the local community found to be the major obstacle of the identity re-construction.

A recent study about the identity construction of NESTs was carried out by Kim (2017) at a Korean University, using the community of practice framework. The study investigated how NESTs negotiate conflicting identities and construct their teacher identities in the Korean university context. Four male teachers (three American and one Canadian) were interviewed in 2015 and 2016. The findings showed the NESTs constructed multiple identities of "an English educator, a collaborative volunteer, a non-tenured instructor, and a cultural and linguistic outsider" (p. 3).

The studies discussed above explored how their participants constructed professional identities as English teachers and highlighted aspects of conflicts and tensions that the NESTs had during their teaching practice. However, the data were

collected through self-reports of the participants through interviews rather than on observation of participants' teaching in action. Two recent dissertations have included observational data and examined NESTs' identities from different angles.

The first is Ahn's (2013) investigation of how good language teacher (GLT) identity was constructed in an English immersion program in South Korea. Four NESTs' interview data and in classroom practices of two of the participants were analyzed. Her findings revealed that "being a native language user is equal to being a capable language teacher, leaving teaching qualifications as secondary considerations" (p. xiii).

Second study is Stanley's (2013) critical ethnographic research of Western English teachers at one university in Shanghai. Field notes, interviews and class observations were utilized as data collection methods and data were collected from nine teachers. Her findings revealed that participants had several tensions between one's "personally appropriated identity" and "the relational identity" (p. 174) that was ascribed to them.

In summary, the reviewed studies on identities of NESTs have illustrated that teachers' identities are shaped by not only the wider social contexts in which they teach but also the local contexts of their workplaces. Their previous personal experiences have also impact on the way they see themselves as language teachers. Another crucial finding which emerges from several studies is that the native/nonnative dichotomy and native speaker ideal negatively affects their teacher identity construction.

2.5 Research on NESTs teaching abroad

There are thousands of "NESTs working in institutions in inner, outer and expanding circle countries, in every type of educational institution from nurseries to universities" (Karakaş, 2016, p. 7). In many English schools in non-English speaking nations (such as Korea, Iran, Hong Kong, Taiwan and Turkey), these educators have become a prevalent face, thus playing a crucial role in many students' English training. Some of those countries have designed official programs in order to improve their foreign language teaching policy via employment of the NESTs. "The JET (Japan Exchange and Teaching) program in Japan, the EPIK (English Program in Korea) program in Korea, and the NET (Native-speaking English Teacher) Scheme in Hong Kong, and Improve English Teaching Cooperation Program" (Coşkun, 2013, p. 5) in Taiwan are examples of projects to enhance the teaching of English language by employing NESTs. As far as the Turkish context is concerned, no official program as such exists in Turkey.

In contrast to the NESTs' frequent presence in the ELT landscape, there is little research on these teachers' experiences teaching abroad when compared to the NNESTs (e.g. Cai & Hall, 2016; Gingerich, 2004; Kan Chu & Morrison, 2011; Kim, 2011; Li, 1999; Liao, 2010; McKenna & Richardson, 2002; Mulridge, 2009; Shi, 2017; Sim, 2014; Trent, 2012; Weawong & Singhasiri, 2009; Yun & Kim 2014).

A study which focuses on the British teachers' motivations to move abroad seeking employment was conducted by McKenna and Richardson (2002). They interviewed 30 British academics working in universities in New Zealand, Singapore, Turkey and the United Arab Emirates. Their data were grouped using four metaphors: the explorer, who looks for new experiences and adventure; the mercenary, for whom financial gain is very important; the architect, who is interested

in career development; and the refugee, who looks for a new start or wants to escape a negative personal situation in his/her hometown.

A similar study to investigate the motivations of the NESTs to work in China was carried out by Cai and Hall (2016). The data were collected through in-depth semi-structured interviews from 20 non-Chinese academic staff working in international branch campuses in China. The study explored the expectations of the NESTs and what motivated them to work abroad. The authors emphasized the importance of "staff induction and ongoing collective professional development" (p. 207) to understand the academics' initial expectations and motivations.

Mulridge (2009) gathered data from 51 participants via survey to investigate the reasons of NESTs teaching in Kuwait. The findings of the study suggested that they were dissatisfied with their situation at home; therefore, they wanted to see different parts of the world and to earn a comfortable living. The findings also revealed that they were not interested in career development or improving their abilities. Working in Kuwait attracted their attention because of the opportunities for travel and adventure.

In addition to the studies investigating the motivations to work abroad, the challenges encountered by NESTs in a foreign language context has been the focus of some studies. For example, Sim (2014) conducted a case study in Korea to investigate the constraints of NESTs teaching in a different culture. The research participants for the study were two NESTs who were teaching at a local private elementary school in Korea. Interviews and focus groups were used as data collection methods in the study. The findings of the study showed that contextual factors such as mentors, school structure, support system of the institutional context

and the cooperating teacher play a crucial role in the development of teaching perspectives of NESTs.

Another study was also carried out in Korea by Yun and Kim (2014). While investigating cultural awareness of NESTs working in kindergartens, researchers inferred that discipline related to classroom management was the major issue of NESTs. The main reasons of the discipline problems that NESTs encounter were listed as not being able to communicate with the kids because of the language barrier, not being able to motivate the kids with Korean cultural stuff and not having organized programs.

Another study conducted by Kan Chu and Morrison (2011) emphasized the problems that NESTs encountered while teaching in Hong Kong. In order to understand the significance and scope of cross-cultural adjustment in NESTs in Hong Kong, a small-scale qualitative investigation was conducted with nine NESTs. Data were collected through semi-structured interviews which were conducted as one-to-one and lasted from 60 to 180 minutes each. The overall aim was to understand their experiences, perceptions and responses with respect to cross-cultural adjustments in Hong Kong. The findings of the study revealed that "flexibility is a key that underlines the cross-cultural experiences of all the NESTs" (p. 497). The researchers suggested cross-cultural adjustment training programs as a solution.

A similar study in the context of Hong Kong was carried out by Trent (2012). It was a qualitative study which explored "the discursive positioning of NESTs in schools" (p. 104). The participants were eight NESTs who were employed in primary and secondary schools. The researcher conducted in-depth interviews with each participant to understand how the teachers discursively positioned themselves, and how they believed they were positioned by others within their schools. The findings

of the study demonstrated that NESTs perceive difficulties from some local English teachers and school managers in their self-positioning as professional language teachers. They reported to be positioned as "not being real teachers" (p. 115) by stakeholders.

Juhasz (2011) conducted a qualitative study to explore how NESTs self-perceptions and experiences teaching in a foreign language classroom. Eighteen NESTs participated in the study in which data were collected via questionnaires and semi-structured interviews. The results showed that the NESTs' inability to use the students' mother tongue can be a disadvantage in "certain vocabulary-building tasks"; however, it is very beneficial in "fluency-developing tasks" (p. 86). It was also found that thanks to a closer cooperation between NESTs and NNESTs, teaching would be much easier.

Kim (2011) investigated NS teachers' beliefs about learning and teaching English in a Korean university setting. The researcher interviewed eight NESTs who were teaching at the same university to collect her data. The findings of the study demonstrated that the teachers believed that students' active participation was influential in successful second language learning. It was also shown that the teachers' beliefs were closely connected to their previous learning experiences. The researcher concluded that it is important for the teachers to be aware of students' learning experiences and the fact that without giving up teachers' own beliefs, they need to negotiate within the given teaching context.

Weawong and Singhasiri (2009) carried out a questionnaire with 34 NESTs working at a private language school in Bangkok, Thailand to investigate their beliefs about difficulties in teaching English. According to the results of the study, the participants believed that teaching English to Thai learners tended to be easy

although there were some difficulties that the participants encountered which can be listed as “certain characteristics of Thai learners, the Thai educational system, teaching techniques, classroom management, school management and cultural differences” (p. 37).

Gingerich (2004) conducted a case study to explore how three NESTs construct their pedagogical knowledge of teaching English in an international setting in Lithuania. Gingerich’s conceptualization of knowledge base of EFL teachers emphasizes the need for teachers to understand the multiple contexts including the classroom, the school, and the larger society (pedagogical context knowledge). It was concluded that “both pedagogical content knowledge and pedagogical context knowledge” (p. 239) play a crucial role in NESTs’ experiences of learning to teach English in an international setting.

Shi (2017) sought the roles of two NESTs as writing instructors in Chinese universities from the perspectives of themselves, their students, colleagues, and administrators. Findings of the study showed that “both teachers worked hard to teach the English academic writing style they were familiar with” (p. 1). The Chinese professors believed that the NESTs were disadvantaged over the local Chinese teachers since they do not know students’ needs for “a combination of systematic knowledge learning and interactive classroom teaching” (p. 1). The findings of the study showed that the local and the NESTs were “otherized” (p. 12), so it was suggested that in order to discuss better practice and prevent stereotyping, both sides should exchange opinions.

Liao (2010) investigated the NESTs’ cross-cultural adjustment in Taiwan. Questionnaires and interviews were used as data collection methods. The findings of the study illustrated that job satisfaction, age and previous cross-cultural experience

affect their intention to stay in Taiwan. Also, cross-cultural training for NESTs could improve their living conditions in Taiwan.

Li (1999) conducted a case study about the cross-cultural perceptions of the place of NESTs' teaching English to English language majors in Chinese tertiary institutions. The participants of the study were NESTs, Chinese university students, teachers, and administrators. The study aimed to identify the potential sources of the problems faced by NESTs in China. It was revealed that "the transfer of the pedagogical expertise from one culture to another without the local cultural values, expectations, history, and educational philosophies lead to learner and teacher-learner conflicts" (p. 11) because teaching and learning are context-specific.

A review of the literature shows that there is limited research on NESTs' teaching-abroad experiences and their self-perceptions. The research available on self-perceptions mainly use questionnaires for data collection. Although questionnaires provide valuable data, interviews and observations may help give a fuller picture of self-perceptions and experiences. The current study attempts to address this gap in the literature by investigating eight NESTs' self-perceptions and experiences in an EFL contexts through in-depth interviews and classroom observations. Also, to the best of researcher's knowledge, no studies have been conducted on the experiences and self-perceptions of NESTs' teaching English in Turkish context.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The study takes a qualitative approach in order to explore eight NESTs' self-perceptions and their experiences as a NEST in an EFL context, namely Turkey. This chapter presents the participants, instruments, procedures, data collection, and data analysis.

The study addressed the following research questions:

1) What are the self-perceptions of eight NESTs teaching in an EFL context?
2) What are their teaching experiences in the EFL class?

3.2 Participants

The participants for this study are eight NESTs who are currently teaching at a preparatory school in a prestigious state university, in Ankara, Turkey. Participants were selected based on the Snowball Sampling strategy (Creswell, 2013). That is, the participants that the researcher could reach recommended or recruited other potential participants for the study. I had personal contact with three of the participants who helped me to reach the rest of the participants in the study. Out of ten NESTs at the Department of Basic English (DBE), eight of them accepted to participate in the study. The participants were informed that the information they provided would be used exclusively for research purposes and that participation to the study was entirely voluntary. All participants agreed to take part in the study. The data for this study were collected between January 2019 and April 2019. Before interviewing the participants, I asked them to complete a questionnaire to obtain basic details

concerning their demographics and academic background. All participants agreed to be observed while teaching after they gave the interviews.

George

George comes from Ohio, the United States. He is in his mid-30s. He is quite well-educated and well-traveled. He obtained his master's degree from Kent State University in Ohio in education.

In Ohio, George had taught English to Turkish housewives in Turkish American Association for a year, which enabled him to become familiar with Turkish culture. After teaching in Ohio for a year, he decided to move abroad to teach English. In 2014, due to his familiarity with Turkish culture, he decided to continue his career in Turkey.

In Ankara, he started working as an English instructor at a state university where he taught beginner and intermediate level learners for two years. Because of the location of the university, he wanted to change his institution and applied for the job at this university. He has been working at this university for three years.

Lily

Lily comes from Sydney, Australia. She is in her mid-30s. She is an Australian taekwondo coach and a former international competitor. Lily was the first Australian taekwondo to win a World Cup title in 2006. After meeting her Turkish husband in a Taekwondo event, she decided to pursue a master's degree in ELT. Having a bachelor's degree in psychology, she completed her master's degree in TESOL in Australia. She applied for the position at this university, and she got accepted. She has been working at this university as an English instructor since 2013.

Jacob

Jacob is from the USA. He is in his mid-40s. He likes cycling and travelling. He completed his undergraduate studies in social sciences. After receiving his CELTA, he decided to work abroad as an English teacher. He moved to Japan where he stayed for 12 years teaching English. He moved to Turkey afterwards and taught at a middle school. He, then, applied for the position at this university and has been working there since 2015.

Charlie

Charlie, aged 40, is an American English language teacher working at this university since 2013. He is a humorous person. He likes telling stories. He was teaching English to international students at ESL Center in Kent State University when he met his Turkish wife. His first teaching experience in Turkey was private tutoring to doctors. After an interview with the head of the department and his demo lesson, he became part of the teaching staff.

Harry

Harry is in his 60s. He comes from England. He holds an undergraduate degree in Management. He originally did not have any plans of coming to Turkey but decided to stay after he was offered a job as a new graduate in a language school in İzmir, where he was visiting his sister. As he did not have training in teaching EFL, he went back to England to get his TESOL certificate after working in Turkey for a period of time. When he came back, he was planning to stay here for only a year. However, except for the two years he left for Saudi Arabia to teach English, he has been working in Turkey since 1990. First, he worked in a state university in İzmir, and has been working at this university since 2004.

William

William is from the USA and 66 years old. He holds a master's degree in ELT. He used to be an editor and a writer. After completing his postgraduate studies in ELT, he decided to apply for the English teaching positions abroad. "I know I wanted to work abroad, so I attended that year's English teachers' convention in Vancouver in Canada, so I attended it only with intention of finding a job overseas." (interview, February 15,2019). His first experience was in a preparatory school of a state university in Black Sea Region in Turkey. There, he was recruited to gather information about the prep school of this university to improve their English teaching program. During his visit in this university, he was offered a position as an English teacher by the head of the department in 1994. Since then, he has been working at this department of the university. He has no plans of retiring or going back to his country.

Joshua

Joshua's father is English, and his mother is Italian. He identifies himself as being 'more English than Italian' (interview, February 16, 2019). While teaching ESL to international students in Italy, he met his Turkish wife. They decided to move to Turkey and live there. He was asked to complete his CELTA to be able to work at preparatory school of this university. After completing his CELTA in Italy, he applied for the position and got the job. Since 2015, he has been working as an English teacher at this institution.

Edward

Edward met his Turkish wife in the USA while doing his postgraduate degree in humanitarian studies. They decided to get married and live in Turkey because his wife is a professor at this university. He had two-year experience of teaching English

in Uzbekistan. Therefore, he wanted to do the same job in Turkey. He received his TESOL certificate to be accepted for the position at this university. After completing all the requirements of the department including demo lessons, he was hired in 2010. He has been working in this institution for nine years. He is in his 40s and has two sons.

Table 1 presents a summary of the basic information about the participants.

Table 1. Participants' Basic Details

	Age	Nationality	Qualifications	Time of teaching at this university	Previous teaching experience
George	37	American	MA in Education	3 years	the USA
Lily	36	Australian	MA (TESOL)	6 years	Australia
Jacob	46	American	CELTA	4 years	Japan
Charlie	40	American	CELTA	6 years	the USA
Harry	64	English	TESOL	15 years	Saudi Arabia
William	66	American	MA (ELT)	25 years	Turkey
Joshua	36	English	CELTA	4 years	Italy
Edward	42	American	TESOL	9 years	Uzbekistan

3.3 Instruments

For this study, interviews and in-class observations were used as data collection instruments. Some questions in interviews were adapted from Kim's (2017) study. The aim in the interviews was to gain a deeper understanding of the perceptions of the respondents. After the class observations, the post-observation interview questions would help interpret the issues emerged during the observations more clearly.

3.3.1 Interviews

Interviews constitute a major source of data to investigate participants' self-perceptions and experiences in this study. Interviewing, despite certain problems of ambiguity in spoken language and despite the fact that the researcher's presence during interviews inevitably influences participants' stories (Chase, 2005), is regarded as "one of the most common and powerful ways in which we try to

understand human beings" (Fontana & Frey, 2003, p. 65). Furthermore, interview allows researchers to study "phenomena that are not directly observable" (Mackey & Gass, 2005, p. 173), just like participants' varied personal and professional lives and sense making of their English teaching experiences prior to this study.

During data collection in this study, I conducted interviews with each participant in English. They were conducted during four-month period, from January to April. Table 2 below shows the summary of data sources for the study.

Table 2. Summary of Data Sources

Source of data	Length	Data collection period
Background Questionnaire	5 mins	January
Interview I	30-40 mins	February
Interview II	30-40 mins	March
Class Observation I	50 mins	March-April
Post-observation Interview I	6-8 mins	March-April
Class Observation II	50 mins	March-April
Post-observation Interview II	6-8 mins	March-April

I originally planned to complete all the interviews with the participants at the beginning of the semester and then to continue with the observations but adjusted this plan due to difficulty in scheduling. The questions used in the interview were designed in a way that would provide additional data parallel with the research questions. The participants were assured that their identities would be kept confidential and were asked to sign a consent form (See Appendix A).

I gave the participants a background survey questionnaire (see Appendix B) before the first interview. The questionnaire included questions about their educational background, nationality, and teaching hours. In the first interview (see Appendix C), I asked each participant to elaborate on their stories of coming to Turkey and being a NEST in their institution. In the subsequent interview (see Appendix D), I asked questions about their teaching experiences at their current university. Though I had a list of questions, I let the participants talk about their

stories as much as possible and redirected them only when their stories were not relevant to the research.

While interviewing, I tried to maintain a position as a colleague who was familiar with the program at DBE. Each interview took 30–40 minutes, and it was recorded with the participant's permission. I transcribed the interview data myself and asked one of my colleagues to double check the accuracy of the data.

3.3.2 Classroom observations and post-observation interviews

In addition to the interviews, I also conducted non-participating classroom observations of each participating teacher to collect data in terms of their perceptions and experiences as being native speaker teachers through everyday interactions in classrooms. According to Mackey and Gass (2005), observation allows me to immerse in the research setting, to systematically observe dimensions of that setting, actions, events, interactions, relationships within it, and to achieve a deeper and more comprehensive understanding of the respondents and their contexts. In this study, class observations were conducted twice during the spring semester of 2018-2019. The sessions for observations were negotiated in advance between each participant and me to establish a pre-arranged schedule.

I sat in the corner of the classroom as a non-participating observer, taking notes on the class activities for later discussion in post-observation interviews. A non-participating instead of participating observation approach was chosen due to a concern for interfering with the regular processing of the class (Creswell, 2009, p.223). Although Adler and Adler (1994) stated that qualitative observations, especially non-participant ones, were fundamentally naturalistic in essence and that it was assumed researcher neither manipulated nor interfered with their participants, I

was aware that my observation might restrict naturalistic behavior to an extent. During initial contact with participants, I made it clear to them that the purpose of the observations was not to evaluate teaching performance. I was mostly a silent, non-participant observer during the lessons and was never directly involved in the teachers' class activities.

When observing lessons of the participants, I arrived in the classroom ten minutes before the class time and sat at the back of the classroom. Field notes were made in a journal notebook. Following Hobbs and Kubanyiova's (2008) suggestion, I noted down mainly key incidents in class and immediately expanded the notes by writing more elaboration that I thought worth documenting during breaks or after each class session. The field notes included descriptive notes (Creswell, 2009) of the physical layout of the classrooms, the general flow of the lessons, the procedures followed, and activities carried out by teachers, their movements and manners while teaching.

Due to the limited capacity of human attention, observations are inevitably selective with preference given to the researcher's primary interest; otherwise, the amount of visual and audio data accessible on site will overwhelm the researcher (Wolcott, 1992). In this study, I chose to concentrate on observing the participating teachers since the research aimed at exploring participating teachers' experiences and self-perceptions.

Right after the class, brief interviews (see Appendix E) were conducted with each participating teacher after each observed lesson. These interviews were informal and lasted around 6-8 minutes each. I talked briefly with the teacher about their feelings about the class, trying to elicit participant's perceptions and insights in relatively relaxed and spontaneous ways. Later, I moved to specific questions about

the particular lesson that I had just observed, such as ‘You gave examples from the political figures in your country. One of the Turkish students wanted to talk about the ones in Turkey. Why didn’t you let the student talk about Turkish politics in your class?’

3.4 Research setting

The study took place at a prestigious university located in Ankara, Turkey, in the Spring semester of 2018-2019 academic year. All eight NESTs that participated in this study teach English at the DBE, which is affiliated with the School of Foreign Languages at this university.

Ankara City State University currently has about 27.000 students. Undergraduate and graduate students from many countries attend this university for a semester or a whole year as “Special Student” or “Exchange Student”. Currently, the university conducts student exchange programs with many international universities.

Ankara City State University has 41 undergraduate programs in five faculties. In addition, there are five Graduate Schools with 105 Masters and 70 PhD programs and a "School of Foreign Languages" that contains the Department of Basic English. Moreover, 15 undergraduate programs and five graduate programs are offered in connection with Ankara City State University on another campus, which functions as a private university affiliated with Ankara City State University. The medium of instruction is English at the university.

The academic year in Ankara City State University is divided into two semesters. The first semester of the academic year generally begins on the last week of September and ends in the middle of January. The second semester begins in the middle of February and ends in mid-June. There is also a summer school with regular

courses and an International Summer School with special interest courses for international students.

DBE functions as the English Preparatory School of the university, which aims to provide the students whose level of English is below the required proficiency level with basic language skills so that they can pursue their undergraduate studies at Ankara City State University without major difficulty. This education is carried out in over 100 classrooms in 6 buildings by around 220 instructors. In the Spring semester of 2018-2019 academic year when this study was carried out, there were 4096 students and 224 instructors at DBE. The total number of instructors working at this university can be seen in Table 3.

Table 3. Profile of Instructors at Ankara City State University

Nationality of instructors	Female	Male	Total number
Turkish	194	18	212
British	1	3	4
American	-	5	5
Australian	1	-	1
Russian	1	-	1
Malaysian	1	-	1

For the first semester, students of the DBE are placed in different proficiency level groups based on their Placement Exam score. In the second semester, students are placed based on their first semester grade averages. Students attending the DBE for the second year are generally placed in the Repeat Group and complete their academic year in this group. Students are qualified to start their undergraduate departments as long as they get the minimum score of 59.5 from the proficiency exam that is held every June. Unless they can get the required score, they can take another proficiency exam at the end of summer school in August. Finally, if they still are not qualified, they take the proficiency exam for the final time in September with the newcomer students. If they are still not qualified, they are required to attend the

DBE for another year. Table 4 presents information about student groups and daily class hours.

Table 4. Student Groups and Daily Class Hours

First Semester			Second Semester	
Groups	Daily Class Hours		Groups	Daily Class Hours
Upper-Intermediate	3	→	Advanced	3
Intermediate	4	→	Upper-Intermediate	3
Pre-Intermediate	4	→	Intermediate	4
Elementary	5	→	Lower-Intermediate	5
Beginner	6	→	Pre-Intermediate	6
Repeat	3	→	Repeat	3

The recruitment procedures for the NESTs at Ankara City State University is straightforward. First of all, the candidates send their applications via e-mail and the applications are reviewed by the recruitment committee. Applicants are expected to hold a B.A. or a higher degree in an ELT-related field. Those who hold a B.A. degree in another field should have an internationally recognized teaching certificate such as CELTA. The candidates found to be eligible by the recruitment committee are interviewed either face-to-face or via a media tool. Then, they take the written institutional proficiency test for teachers. Those who pass the test are invited to present a demo lesson. After the presentation, the final decision about the candidate is made. The university sends the documents of the teacher to the Council of Higher Education for approval. After the approval is granted, the teacher is asked to sign a contract with the university.

In hiring of the local teachers, similar requirements apply. In the assignment of classes, seniority and student evaluation play an important role. Both the NESTs and the NNESTs teach different levels and different skills based on seniority. At the end of each semester students evaluate the performance of their instructors, which is used as a basis for the administration to assign the teachers to the levels they want for the following semester.

The teacher training program at DBE, in which all newly recruited teachers, native or local are required to attend, has two components. The first component is called induction. Induction program functions as an orientation to the institution. If the teachers are recruited prior to the fall semester, the induction takes place in summer. Teachers undergo the induction training in the semester break if they are hired before the spring semester. The induction training is given by the trainers of the Teacher Education Unit of DBE. It spans two weeks and has six class hours, three in the morning and three in the afternoon. During this period, there are no classes.

The induction training consists of sessions in which the trainer discusses how to prepare a lesson plan to teach four skills in English. The trainer also gives demo lessons in which she is the teacher herself, and the teachers act as students. After the trainer's demo lessons, newly recruited teachers prepare lesson plans in each level outside the class in groups of two or three and execute those lessons in peer teaching sessions. The trainer and other teachers give feedback to the presenter. Both the trainer's and teachers' demo lessons are taken from the textbooks used at DBE.

Finally, the trainer talks about the syllabus of different levels and introduces different textbooks used at DBE. The teachers analyze the textbooks in pairs and groups and adapt some sample materials and exercises from different textbooks that are used at the school.

Once the semester begins and the newly recruited teachers are assigned classes, the second part of the teacher training program starts, which lasts for two semesters. There is a three-hour teacher training session a week after their regular teaching hours. In the sessions, they discuss issues related to the teaching of the four skills and talk about the issues that they face in their classes such as classroom management, student-teacher interaction, etc. Additionally, newly recruited teachers

do peer teaching based on a lesson plan they prepare. Other newly recruited teachers and the trainer give feedback to the teacher about the lesson. Besides, the trainer visits the teachers regularly in their own classes and observe them in pre-arranged teaching practices. Each teacher has to be observed in each skill. Next, the teacher carries out an action plan to improve his/her lessons based on the feedback s/he gets from the trainer, applies the plan in his/her class, and writes a reflection report. At the end of the teacher training, each teacher is observed for the final time by a senior teacher from the administration in a lesson. They are assigned with a skill from a textbook that is used at DBE and prepare a lesson plan. The teacher has to submit the lesson plan to the observer two days before the observation. If the teacher passes the final observation, it means s/he is officially recruited, and the contract will be renewed. However, if s/he fails, the teacher is given another chance and is observed for the final time. According to the result of this final observation, his/her contract is renewed or not.

3.5 Data collection

In order to provide an in-depth understandings of the participants' self-perceptions and their experiences, this study employs a case study approach to qualitative analysis. This study is an exploratory qualitative case study in nature. Marshall and Rossman (1999) state, "exploratory research seeks to investigate little understood phenomena [and] to identify or discover important categories of meaning" (p. 33). According to Creswell (2013), case study is an exploration of a "bounded system" over time and tries to explain it "in depth and detail, in context, and holistically", through detailed and in-depth data collection. Since this study aims to "retain the holistic and meaningful characteristics of real-life events" without "control over …

actual behavioral events" (Yin, 1994, p. 3), the case study appears to be the best research design choice. Yin (1994) emphasizes that the case study's "unique strength is its ability to deal with a full variety of evidence which could be documents or interviews" (p. 8). The explored case in this study is NESTs' self-perceptions and their experiences at this specific higher education institution in Turkey. In this sense, the study is a single instrumental case study because the purpose of this case study is to provide insights into the experiences and self-perceptions of NESTs (Creswell, 2013). The case plays a supportive role in helping to understand the issue (Stake, 1983).

Several data collection methods were applied in this study. With the help of various sources, data triangulation has been ensured for validity to have a clearer picture of the phenomenon (Sim, 2014). Especially for this study, interviews and observations were utilized. These different data sources provided a rich variety of descriptions that enhanced the understanding of NESTs' self-perceptions and their teaching experiences.

University Ethics Committee approval was received before the data were collected from participants. Participants were informed about the purposes, process and content of the research beforehand, and their informed consent were received in written form. In addition, the names and other personal information about the participants were kept confidential through masking, and pseudonyms were used instead. The participants were informed about this as well. The participants were free to leave the study any time they wanted without giving any reasons.

Data for this study were collected during four-month period, from January to April via interviews and classroom observations. All the interviews were recorded and transcribed verbatim for analysis. The interviews were pre-arranged and

conducted at a time and place convenient for the participants. I planned the interviews to take half an hour with an expectation that they may take less or more.

The interviews were face-to-face semi-structured interviews conducted individually with each participant. I conducted Background Questionnaire before the interviews to get familiar with the participants, to collect some demographic information about the teachers and their background, and to build rapport. During the first round of the interviews with the teachers, I planned to ask the NESTs to describe their experiences in Turkish culture and reflect on their teaching practices in that specific culture. The second interviews focused on the relationship with their students, colleagues, and administrators, and their values and beliefs, and how they contribute to their practice at present. The first and the second round of the interviews were open-ended in-depth interviews which aimed to gather more in-depth data about the participants' individual stories and experiences about teaching English as a foreign language in the Turkish context. I used an interview guide including some questions and topics to be discussed. However, there were some discussions outside the interview guide at times, when I felt that there was an issue that needed to be discussed further. Some interview questions included in the interview guide were adapted from Kim's (2017) study. Other questions were developed to present an overview of NEST experiences at this specific context and coincide with Borg's (2003) "examples that show that early cognition, contextual factors and classroom experience all have effects on teacher cognition and belief" (p. 82). Finally, I conducted the last set of interviews right after the class observations. This reflective follow-up interview provided an opportunity for teachers to make clarifications about their teaching during observations. I asked questions about the class I observed to clarify the instances that I witnessed during their teaching.

I was present in the school one half-day each week for a period of one month in February and March and two to three hours once each week in April. In January, I conducted the background questionnaires. Between February and March, the first and second rounds of the interviews were conducted. In March and April, right after the class observations post-observation interviews were conducted.

The interviews with teachers were audiotaped with a digital recorder. I also took brief notes to be able to recall the general content of the conversation. In addition to this, field notes were taken to document the nature of the school in which the teachers work, the classroom environment the teacher has established and the general overall observations of the school site. The audiotapes were fully transcribed to have the complete analysis of the conversation with the teachers.

Each participant's classes were observed twice. During the observations, I took field notes. Based on these notes, after each observation, a post observation interview was carried out to clarify the issues which turned up during the observed class.

3.6 Data analysis

In order to analyze the qualitative data gathered from the interviews and the observations, the qualitative data analysis strategies were employed. The data were analyzed to answer the general question of "What does it mean to be a NEST in an EFL context? According to Bryman (2006), "the most fundamental characteristic of qualitative research is its expressed commitment to viewing events, actions, norms, values, etc. from the perspective of the people being studied" (p. 61). This study tried to hear stories from the participants' perspectives; therefore, the research was placed in the experiences of the research participants. In the present study, the data analyzed

include the transcribed interviews and class observations. In order to provide a detailed description of how NESTs have their teaching experiences in Turkey, I tried to analyze and include data from the interviews and field notes taken during class observations.

First, the interview data were transcribed verbatim. While this type of transcription was time-consuming, it offered a practical technique for negotiating the link between data collection and data analysis (Merriam, 1998). I read the transcripts several times before breaking it into parts and tried to get a sense of the data as a whole. While doing that, I wrote memos in the margins. These memos were usually short phrases, ideas or my conclusions about the participants' responses.

The actual data analysis and the coding of the data were done based on Saldana's (2009) two cycles of coding. During the initial coding, Saldana's (2009) 'First Cycle Coding' principles were applied. Specifically, 'Descriptive Coding' method was used so that a detailed inventory of the interview content could be reached. The codes were used to summarize and condense data; not simply to reduce them (Saldana, 2009). After this process, a code list was generated for each interview. Then, the 'Second Cycle Coding' methods were used in order to categorize the coded data to reach categories and themes. I tried to find the patterns and themes that "emerged" from the data without having any pre-fixed codes or categories. After these two cycles of coding, some issues emerged, and the connections between these issues were found and analyzed to form the themes. These themes reflected not only the commonalities but also the differences between the individual participants (Saldana, 2009). Peer debriefing was performed with one doctoral student who had experience coding interview information after the initial analysis. When I came up with the codes based on the data, I asked the coder to code

the data herself. Disputable codes and categories were marked for recoding. Then, the codes were checked and verified. The exact inter-coder reliability was not calculated since the data were coded manually without using a computer-assisted qualitative analysis program. Initial disagreements were resolved through discussion, and I reinterpreted the data based on these discussions. Discrepant items were reconsidered to determine whether existing codes need to be revised or new codes need to be created as contradictory aspects of emerging interpretations (Strauss & Corbin, 1998).

After the formation of these emerging encompassing themes, I was engaged in interpretative process and thematic analysis in line with the existing literature and the research questions of the study. While doing that, both inductive and deductive reasoning principles were applied in order to make an in-depth analysis of the data. The purpose of the data analysis was not to generalize results beyond the case, but to describe the case in detail.

While case studies integrate specific cultural context and use the complete range of information to add synthetic remarks, the researchers know that these instances are ' partial and situated ' (Marshall & Rossman, 1999). Thus, I tried to report teacher narratives in which participants' words are represented without any commentary.

3.7 Researcher's role

In this study, my role as a researcher was to understand, describe, and interpret the participants' perceptions and experiences in an EFL setting. Therefore, during the data collection procedure, I developed a friendly atmosphere by meeting the

participants in their workplace according to the comfort of the respondents and creating sincerity throughout the entire process.

3.8 Ethical considerations

Two ethical principles were used to protect the participants in this research. First, the participants were assured that all the recordings and their identities would be kept confidential. At the first meeting with the participants, consent forms were taken for their volunteer participation in this study. Second, pseudonyms were used in order to ensure anonymity principle in the study.

3.9 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 "Findings and Discussion", the data analysis results are presented.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

This study aimed to explore the self-perceptions of NESTs and their experiences in an EFL context, specifically at Ankara City State University in Ankara. The aim of this chapter is to present a detailed and comprehensive description of the findings derived from the study. The layout of this chapter was designed in accordance with the research questions of the study. First, the findings with regard to NESTs' self-perceptions and their experiences in an EFL context are presented with examples from the interviews and class observations. Second, the chapter presents a discussion of the findings.

4.2 Findings

The data offers some interesting clues into the realities of NESTs in Turkey. All the participants had substantial prior overseas teaching experience, sometimes in several other countries, including EFL contexts. In addition to the international experience, they also spent a varying period in Turkey and at Ankara City State University. All the participants in the study plan to stay in the country at the same institution.

After the data analysis, two encompassing themes emerged from the data: (1) self-perceptions of NESTs, (2) their experiences in the EFL classroom. There were some codes that were inevitably overlapping under some categories and themes, and some codes that did not belong to a specific category. However, each of them still had their own focused perspectives related to the issue investigated.

4.2.1 Self-perceptions

This section is composed of three sub-sections regarding the self-perceptions of the participants: (1) being a NEST in the EFL class, (2) relationship with NNESTs, (3) the NESTs' perceptions about how others see them as NESTs.

4.2.1.1 Being a NEST in the EFL class

The participants of the study reflected on their role in the class and what being a NEST in an EFL class meant in various aspects.

To begin with, being a NEST in the foreign language class brings a very important language advantage. The most common theme that emerged from the participants' responses was their proficiency in English language. Being a NEST was perceived as advantageous in terms of providing authentic language to students. Participants thought that authentic language use included knowledge of details on grammar, natural pronunciation, and intuitive knowledge of the language:

> Joshua: Some collocations may be very challenging for non-native teachers, some phrasal verbs very challenging, some grammar regularities can be very challenging but that's just because they come through us innately and not for them. (See Appendix F, excerpt 1)

As it is pointed out in excerpt 1, Joshua observes a difference between the way NESTs and NNESTs learned English language. He states that NESTs learn the language intrinsically rather than learning it explicitly as NNESTs do. Therefore, he thinks that NESTs are able to effectively use collocations, know grammar irregularities, and have authentic pronunciation, which can be regarded as a challenge for many NNESTs who studied the language explicitly rather than acquiring it.

> Lily: I think our pronunciation is a lot better in English, so in Turkey we can provide students with more realistic version of English, which is good. (See Appendix F, excerpt 2)

As reflected in excerpt 2, Lily thinks that NESTs are in an advantageous position because of their "natural pronunciation". Also, she believes that students have the opportunity to be exposed to natural pronunciation in an EFL context via NESTs and that students gain from contact with NESTs.

As the participants were discussing the language advantage of NESTs, they noted that NESTs are not challenged by their students when they do not know the meaning of a vocabulary item or a specific grammar structure.

> Harry: If it is an obscure piece of vocabulary or really old piece of grammar you can be shocked by it. But nobody minds when you say you don't know. (See Appendix F, excerpt 3)

As pointed out in excerpt 3, being a NEST continues to be an advantage in case of unknown words. In cases of an unknown language item, the participants feel comfortable about the fact that they may not know the meaning or use of a specific language item.

However, the language advantage could be a disadvantage in certain cases since the NESTs' use of language might be perceived as an unattainable goal by their students:

> Joshua: Students may think 'His English is so good my English is never going to be that good' they may not relate to the teacher because my English is naturally like this and I have no idea what process they have to go through to learn. (See Appendix F, excerpt 4)

Also, as in excerpt 4 pointed out participants are aware that they do not go through the experience of learning English as a foreign language like their students do. This is seen as a disadvantage for the NESTs in terms of predicting the difficulties that their students face in the language learning process.

> Harry: but when it comes to be in class, it is a huge advantage especially when teaching in advanced, we dig the real details, the real fine points of the language rather than the broad I am, you are, he is, they know that stuff. (See Appendix F, excerpt 5)

As reflected in excerpt 5, being a NEST helps the participants to teach language from a more holistic point of view. While teaching more advanced levels, the NESTs feel self-confident in using the language, especially while teaching pragmatics and more conversational language.

Another advantage in the EFL class was that being a foreigner and being from a different culture is interesting to students. For example,

> George: Students are much more willing to speaking with you so there is the engagement factor. I am the first American they have ever met so that's just interesting for them. So, students feel like 'Wow, I can use this language or something'. The ability to teach the cultural aspects of language such as idioms, metaphors. (See Appendix F, excerpt 6)

As it is reflected in excerpt 6, NESTs' being familiar with and part of the culture of the language they teach in class is another advantage. Participants' cultural competence was again used as a pedagogical tool through which they add variety to their lessons and present interesting topics for discussion:

> Edward: I can share my culture with them. Things they don't know. Good things and bad things about the US. I always tell them the US is not always great and give them bad examples. And most of them want to learn. That's an advantage because it makes it a little more exciting. They used to have Turkish teachers even though the teachers are great at preparatory school. It gives something extra; they can learn something culturally, linguistically also something new. (See Appendix F, excerpt 7)

> Charlie: I see myself as the representative of America, the representative of my culture and all the native speakers in the world. (See Appendix F, excerpt 8)

As pointed out in excerpts 7 and 8, these teachers see their knowledge of the culture as a pedagogical advantage. This knowledge is part of their NEST identity and makes them different from NNESTs and also serves as a pedagogical tool through which they teach the language. The teaching of culture and NESTs' being a member

of the target culture results in students' being more eager to participate in their classes.

Another aspect of being a NEST in class was related to the ability to be more flexible in teaching. The NESTs in the study perceive that being a foreigner and cultural outsider enables them to be more flexible in class.

> Harry: I think the big advantage is that not having the fear going off the road, closing the books 'guys enough present perfect tense here' and we start to talk about the books, films something strange has happened. It is the freedom being a native speaker. (See Appendix F, excerpt 9)

Excerpt 9 reveals that being a NEST, being from another culture and country, they believe is an advantage in the sense that they can get more creative and work to "get students out of the box". Especially with the help of the language advantage, they can be freer and more flexible in their teaching.

> Charlie: I am excepted for some of the rules I am allowed to be more informal in my classroom students still respect me because I am American. Students are like *bizden degil* (he is not one of us) so I can be a lot more flexible in the classroom than the Turkish teachers during hot debates. And it is wonderful. (See Appendix F, excerpt 10)

As it is pointed out in excerpt 10, this flexibility enables the NESTs to open controversial topics in class, and they use it as a strategy to trigger the willingness of their students to speak up. They emphasize that NESTs are granted the freedom to talk about controversial topics in class without being judged by their students.

To conclude the self-perceptions of NESTs, they see themselves as good language models for their students and the language advantage brings flexibility in teaching. Also, their being a NEST gives them a freedom to open controversial topics in their classes. They seem to be content with these perceptions.

4.2.1.2 Relationship with NNESTs

The participants of the study in general seem to have established a good professional relationship with their local colleagues. This positive atmosphere is realized by professionalism, cooperation, and equal working conditions.

First, NESTs in the study do not perceive themselves different from NNESTs in the professional sense. The responses of the participants indicate that they respect locals' expertise in English language teaching, and they think that both group of teachers have different contributions to make to their students:

> Harry: I have immense respect anyone who teaches this language who isn't a native speaker. I am so impressed. (See Appendix F, excerpt 11)

> Charlie: I don't think in terms of information across we are different to the Turkish teachers, but we have certain bits of information or stories to tell, things to pass on. There are Turkish colleagues don't have but then again there are still some things they wouldn't get from us but from their Turkish teachers, cultural things, references to things. (See Appendix F, excerpt 12)

> Joshua: It doesn't matter if you are a native you are a teacher that's your job you should prepare your lesson make sure that it is effective and efficient. I think nonnative tend to do it more. The NNESTs tend to be more organized; they tend to have more efficient lessons. (See Appendix F, excerpt 13)

Excerpts 11, 12, and 13 point out that the NESTs are aware of the fact that both NESTs and NNESTs have their own strengths and professionalism matters more than being an NS or NNS. Therefore, students can benefit from these two groups of teachers equally. The participants emphasize that the NNESTs not only are part of the local culture and are familiar with students' previous learning experiences but also, they are well-prepared for their lessons and exceptionally qualified. As for NESTs, their knowledge of the culture can be attracting for their students.

Second, the NESTs and the NNESTs in the institution have established a positive dialogue and cooperation. This professional relationship was observable in

the teacher's lounge where teachers work together, share ideas and prepare for classes. Through such cooperation the participants feel welcomed and part of the local culture and seem to adjust to this specific EFL context with as few challenges as possible.

> Joshua: I mean I am so happy with most of my colleagues as a native again they refer to me for help sometimes which I am honored by (…) Apart from that the personal level fantastic. (See Appendix F, excerpt 14)

Excerpt 14 points out the existence of positive dialogue and cooperation between the NESTs and the NNESTs.

Third aspect is related to the working conditions, which is perceived as equal for both group of teachers from NESTs' perspective.

> Joshua: I think we have equal rights to Turks or Turks have equal rights to the natives which I think is very positive. They shouldn't make me feel particularly different from others. (See Appendix F, excerpt 15)

As it is pointed out in excerpt 15 that the participants did not perceive any differences between the NESTs' and NNESTs' working conditions at this specific university.

However, one point that was raised was that because of being a NEST, sometimes the participants were asked to do extra work such as proofreading, making audio recordings without being paid. Although they did not consider this an important challenge, they sometimes did not have enough time for this extra work due to the heavy workload.

To conclude, the participants acknowledge and respect the local teachers' expertise and strongly disagree with the idea that NESTs are experts of the language. This acknowledgement combined with equal working conditions helps create a good relationship between NESTs and locals.

4.2.1.3 The NESTs' perceptions about how others see them as NESTs

When participants in this study were asked how they think they are perceived by their students and colleagues, the most common theme that they emphasized was the perception of being seen as experts of English. All participants emphasized that they are perceived as (by their students and by other colleagues) experts of English language in and out of class. They think due to the language advantage they are respected and/or admired by their students and their colleagues.

> Charlie: You get totally undeserved celebrity status. Everybody thinks that 'you are God' and I am not. I am just a dude, I teach, and I earn money for doing it. Students want to come to my class because I am a native speaker. (See Appendix F, excerpt 16)

> William: People refer to you and they assume you know more English than they do so they are very differential, and they are like 'what do you think of this?' (See Appendix F, excerpt 17)

> Harry: Particularly in Turkey, we are treated so well. They come look on us 'the fountain of knowledge' there are things we don't know sadly sometimes we have to admit that. (See Appendix F, excerpt 18)

Interestingly, as can be seen in excerpts 16, 17, and 18 they seem to be uncomfortable with such prestigious status. The role of language expert that is ascribed to them by others and expressed by the metaphors of "God" or "Fountain of knowledge" seems to cause a certain level of discomfort, even anxiety.

Related to the same idea, some participants particularly commented on the native/nonnative distinction and the native speaker myth. They show a resistance to adopting it, instead they embrace a professional view about this distinction. Rather than blindly adopting the native/nonnative distinction, they seem to have developed an awareness of their strengths and weaknesses as well as those of local Turkish teachers of English.

> Lily: I don't try to see myself as a different instructor. I don't really identify myself different from everyone else. Because we are all the instructors at the end of the day just being a native doesn't mean that my English is better than wow. I think my English is better to an extent, but that doesn't mean that I am a better teacher than anybody else here. (See Appendix F, excerpt 19)

> Joshua: I mean this is actually quite sad because there is this kind of myth of the native speaker. People seem to think that native speakers are innately better teachers which I project I think the only real advantage can be we have more accurate pronunciation and accent and basically that's it. (See Appendix F, excerpt 20)

> Jacob: I think as a native the only thing that comes to my mind is helping other teachers, they may find a bit of more challenging just because of they are being nonnative but apart from that I don't see any role. (See Appendix F, excerpt 21)

Excerpts 19, 20, and 21 reveal that the participants of this study disagree with the superiority of the NS in ELT. Furthermore, they are strongly against the 'native speaker fallacy' and believe that being an NS does not guarantee being a 'better teacher'. The participants are not only against the native and nonnative dichotomy but also, they see it as a myth of NS.

A similar idea is shared by another participant. He does not feel qualified because he is an NS, but he feels qualified because of his professional qualities.

> Joshua: I feel qualified because of being a native, and if you say qualified in the sense of having certificates, I feel officially qualified because I did the CELTA. If I hadn't done the CELTA, I would still feel qualified because of my experience, because of my being a teacher for 12 years or so. But not at all connected to be a native. (See Appendix F, excerpt 22)

Excerpt 22 points out that the NESTs do not see being an NS as a superiority and that they believe that being an effective teacher is not restricted to nativeness. Instead, professional training and teaching experience play a crucial role in a teacher's effectiveness.

Although some participants may feel uncomfortable with being perceived as language experts as NSs, being an NS in class can sometimes be an advantage in establishing a good rapport with students:

> Charlie: Students want to take my classes more than Turkish people's classes. Students also interact with me they closer to me than they get closer to Turkish teachers. (See Appendix F, excerpt 23)

> Joshua: Students seem to pay more attention to the native speaker because they are like 'Oh my God this person's English is so good'. (See Appendix F, excerpt 24)

> Jacob: Well. I think Turkish teachers can say things in Turkish that affect the ss differently Turkish ss are afraid to do certain things in front of Turkish teachers because there is a cultural understanding there. Whereas with native teacher or foreign teacher they feel that there is a room there a space for them to be freer or act differently. (See Appendix F, excerpt 25)

In excerpts 23, 24, and 25, in addition to being perceived by others as experts in English language, the participants think that being a NEST enables them to build a good rapport with their students since students seem to be more eager to participate in their classes.

Overall, the NESTs perceived that they were seen as experts of English language by others. However, they do not simply idealize NS and object to this perception. The fact that they are seen as foreigners and cultural outsiders by their students has been an advantage in the sense that they can use this as a pedagogical tool.

4.2.2 Experiences in the EFL classroom

Based on data from the interviews and classroom observations, the following emerged as the most common patterns in the participants' teaching experiences: (1)

views on the use of Turkish and English in class, (2) student profile and educational system, (3) professional teaching environment.

4.2.2.1 Views on the use of Turkish and English in class

The participants had a general preference for using mainly English in the classroom, both because of the institutional policy and also as a personal preference. They aimed to expose learners to as much English as possible. Learners' L1, Turkish, was used in class occasionally. The reasons for the use of Turkish was various and the amount of Turkish used depended on the teacher's proficiency in Turkish and to the learners' specific level.

One of the reasons stated by the participants for using students' native language is humor. In cases where some participants used L1 in class, it was mainly for humor, to attract attention, or to manage the class.

> Joshua: I use Turkish for fun, if the class is bored and I say a word '*bacanak* (brother-in-law)' they just start laughing and they wake up and I use it specifically to sometimes when the lesson is completely is in English you lose some students if you just use one Turkish word and then you say a Turkish word they understand that and they just come back to life. But it is mainly for a kind of functional reason. (See Appendix F, excerpt 26)

As it is seen in excerpt 26, the NESTs offered several examples about how both they and their students benefited from using Turkish in the classroom.

In line with the interview responses, I observed in the classroom that Turkish is used commonly for humor in his classes. For example in one class, while pre-intermediate students were working on a reading text about pollution, one student had difficulty in getting the meaning of 'flow' in the following sentence: 'When polluted water is not treated and it is let out to flow into seas and lakes, all the toxic substances go into the seas and lakes'.

Student 1: What does ‘flow’ mean in Turkish, Sir?

Student 2: ‘*akmak*’ (in Turkish)

Joshua: *Evet, ‘akmak’ mesela İngilizcem akıyor.* (Yes, ‘flow’ for example my English flows)

Students: *Evet hocam, sizinki akıyor da bizimki duruyor.* (Yes, sir. Yours flows, but ours stops.

Joshua: Don’t worry guys, yours will *akmak* someday in the future. (Everyone laughs at him.)

(field notes, March 27, 2019)

Another reason to use Turkish was for comprehension check.

> Charlie: If it is beginner classes, after I check the understanding of the vocabulary. If it is specifically important for the task ahead, I check their understanding Turkish. I don’t say the word in Turkish. I ask what the word in Turkish is, and one student says, and I say that’s the right one, so I do use that kind of stuff if it is only for pedagogical reasons. Let’s imagine one student didn’t understand something and I know his partner understands it and I say it is ok you can speak Turkish. Collocations or grammar. *Demli çay* (buried tea) for collocation literally it is buried tea, but strong tea is *güçlü çay* (strong tea) that doesn’t make sense so that’s collocation. I use the Turkish in the way non-language concepts. Use the concept rather than use the language itself. (See Appendix F, excerpt 27)

Excerpt 27 reveals that the NESTs also use Turkish in their classes to check students’ comprehension. Rather than providing the Turkish definition of the word, they ask for the Turkish definition to their students to check their comprehension. While teaching collocations, they prefer to use Turkish to check the clarification of the concept.

In one of Jacob’s classes students were reading a text about animals. He noticed that students were bored with the reading and he switched to Turkish to add humor.

> Jacob: How do whales communicate?
>
> (Students were silent, and they didn’t want to answer his question.)
>
> Jacob: *Sinyaller gönderiyor, yavrum, yazıyor orada.* (They send signals, it’s written there.)
> (Students start laughing and became more interested in the class.)
>
> (field notes, March 25, 2019)

Another instance of using Turkish was observed in Edward's lesson, '*Dialect, Türkçe'de şive demek, değil mi*? (Dialect means 'şive' in Turkish, isn't it?). (field notes, March 26, 2019)

Another purpose of using Turkish in class was to make comparisons between English and Turkish. As Charlie pointed out in the interview, he made comparisons between Turkish and English in his classes to teach abstract concepts and words:

> In English we have 'recession, depression, crisis, contraction'. However, in Turkish, you have only one word for all of them which is '*kriz* (crisis)'. (field notes, April 3, 2019)

In one of Charlie's classes, one of his students mispronounced a word. He replied back '*Ama biz öyle demiyoruz.*' (But we don't say it like that.). (field notes, 10th April 2019) In the same class, students were working on a writing task and Charlie asked them some questions about the text they were reading before they started writing. No one answered his questions. He asked: 'Do we have any gypsy people at this university?' No one answered him. He repeated the same question in Turkish, '*'Bu üniversitede çingene var mı*?' Everyone in the class raised their heads, and they answered his question. (field notes, April 10, 2019).

A few of the participants with low proficiency in Turkish also believed that use of Turkish sometimes is helpful, especially to communicate better with beginner level students:

> Edward: When I am teaching at lower levels. The language does sometimes cause a problem especially I started with the beginner group last semester you know some of them barely have English skills at all. So, I don't speak any Turkish in the class my Turkish isn't that great I cannot explain. So, it was difficult to communicate something sometimes I have to teach a particular vocabulary word, grammar I can't explain I think some of the other teachers use the little Turkish they could be sometimes. (See Appendix F, excerpt 28)

> Lily: The language barrier obviously. Especially because I am teaching beginners at the moment. They do want a little bit of Turkish. They really want to feel the connections and they want a little bit of Turkish. That's a

> challenge because my Turkish isn't perfect, and I don't want to obviously speak Turkish. Sometimes I have to that's one of the biggest challenges I guess I have. (See Appendix F, excerpt 29)

Excerpts 28 and 29 point out that some NESTs in the study prefer to use Turkish in their beginner level classes.

> Jacob: They didn't give beginner classes to native speakers which I think it is a big mistake because number one the literature says you don't need Turkish you can just learn English through English which is possible (…) if you follow communicative methodology there is no particular challenge. (See Appendix F, excerpt 30)

However, as it is pointed out in excerpt 30, regarding the use of Turkish with beginner level learners, there were conflicting views:

The NESTs in this study differ from others in that not only they are familiar with the local language and culture but also, they are integrated in the culture since they have local spouses and have been living and teaching in this context for several years. Proficiency in the local language influences the instructional practices of NESTs and using students' native language in class is used as an instructional strategy by them.

4.2.2.2 Student profile and educational system

Another category that emerged from the participants' responses regarding their experiences in an EFL classroom is related to student profile and the educational system in Turkey.

First of all, all participants of the study found the students they taught to be both intellectual and intelligent.

> Harry: I find a highly respected job in a highly respected institution with these incredible young people whose minds are ready to explore and play around with them and I get paid for it. (See Appendix F, excerpt 31)

> Joshua: The student profile is amazing because it is obviously that the top students in the country. So that's something really positive. Generally, I am really happy here and I think it is the best job in the world. Seriously the best job in the world. (See Appendix F, excerpt 32)

As it is reflected in excerpts 31 and 32, the NESTs not only enjoyed teaching these students but also this student profile was one the main motivations for them to stay in the country and plan a long-term career at the same institution.

Participants experienced some challenges as well. For example, one of the elements that characterized the participants' classroom experiences was students' approach to learning English. One of the key issues was students' not being autonomous, and independent learners.

> Edward: Some of my students are passive, but I try to get them involved. Participation is a big part of my class. I mean I am always speaking; they are speaking. We do things together. My class is student-focused their roles are very important. Everything is for them; we do everything for them. However, they do not take the responsibility of their own learning. (See Appendix F, excerpt 33)

> Harry: It is getting kids to understand that 'I am not here to feed this to you' and I am not going to. If I recommend a book to you, I am not going to come around to see if you read it or not it's yours to read it or not. If the teacher says read this and they go and do it. That's the real problem with the system it is not opening their minds up. (See Appendix F, excerpt 34)

> Joshua: Definitely not naturally, the students tend to think that teachers there to give them stuff and then they take this and going to use it in the exam, so it is a more a kind of consumeristic view of learning. I try to make them as independent as possible which is hard but not naturally definitely not. (See Appendix F, excerpt 35)

Excerpts 33, 34, and 35 reveal that the participants feel that students are learning not for the sake of learning but for the exams. Participants also state that as teachers, they are expected to provide knowledge rather than guide students. However, they resist to this expectation of 'spoon-feeding' and challenge students and encourage them to be more active in their learning.

During the observations, several instances where the teachers struggled to have the students take responsibility. For example, in William's class, out of 20 students only four brought their writing homework. William got disappointed and said 'If you don't bring me your homework, how can I help you? It is your responsibility to bring your homework; I am not going to chase after you.' (field notes, March 29, 2019)

Third aspect was related to the reasons of the students' approach towards learning. While making comments about students' attitudes to learning English, participants also shared their views as to the reasons underlying those attitudes rather than simply complaining about the students.

> Lily: They are memorizing it to pass the test not to learn a concept or anything. I don't know if I really support that kind of learning, but we have sort of enforced to do that at the university because their aim is to pass the test the proficiency, so you want to see them they are successful. And that's what they are used to and that's what they are waiting for. (See Appendix F, excerpt 36)

> Joshua: What I feel is that Turkey is a very competitive country from educational point of view. You feel the students have been trained to act very automatically in the sense that they are really task-oriented so they expect you to come to class and give them the way through which they can pass the exam. (See Appendix F, excerpt 37)

> Charlie: The students are supposed to be active learners and take responsibility. But they are not, it is like we have to spoon feed them to teach them the skills to be able to do. I guess maybe they haven't learned that already they need some basis and some foundation, and I am that. I have to teach them skills first and before I actually teach them the language. (See Appendix F, excerpt 38)

It is understood from excerpts 36, 37, and 38 that the participants attributed the behavior of their students to the education system in Turkey and they are aware of the challenges the exam-oriented system brings to class based on their years of experience in the Turkish educational system at the tertiary level. In response to

students' desire for high grades, participants find themselves trying to encourage their students to assume a more active role in learning.

> Lily: Time schedule limits the activities. There is specific time, things need to be done in and specific time to that they have to learn something in and that limits my actual ability to teach them English... They are not making long-term memories, so they actually have to go home and learn it themselves at home. That's a bit limiting because we have a certain time to get the certain things done. And they only have one year maximum two years to pass. If they can't pass, they are out. That's the only thing. (See Appendix F, excerpt 39)

Excerpt 39 reveals that the participants are not only aware of the challenges of the exam-oriented system but also, they struggle with time restrictions in the organization of the curriculum. Due to the heavy content load in limited time, not only the teachers but also the students feel under pressure.

Confirming these views, Lily, during observations, rushed the students through the activities to catch up with the schedule. In one of her classes, while showing the quiz papers to the students, she asked them to check their mistakes with their partners and said 'Guys, I don't have enough time for your questions during the class time, if you have any questions, I can answer them during the break time.' (field notes, 19th April 2019)

> Lily: The differences teaching here and Australia we do not specifically focus on grammar structures and everything. But here it is a lot more grammar focused. I had to relearn myself how to teach grammar and different ways of that. In Australia it is more like understanding texts and understanding situations. (See Appendix F, excerpt 40)

> Joshua: Even though some coordinators in the school seem to consider the grammar less important you still feel there is a lot of focus on grammar in the program which is sad considering that for years, years and years literature has been saying the opposite and it still hasn't really changed. (See Appendix F, excerpt 41)

Excerpts 40 and 41 reveal that the participants also find grammar-oriented teaching approach limiting. The NESTs think that this specific context is mainly based on grammar teaching which contradicts with their previous teaching experiences.

These comments show that although NESTs are content with the student profile, they are also challenged by the exam-oriented system and the lack of autonomy of the students. However, they adapt to the system in which they teach by developing some strategies.

4.2.2.3 Professional teaching environment

All the NESTs in the study made positive comments about the institutional culture by specifying the welcoming atmosphere, the flexible system, organizational structure, reasonable working hours, and ready-made classroom materials.

> William: When I first came here to teach, I think the first positive thing was the organization. The fact in DBE they give you all the material they organize all the syllabus which is fantastic. That really makes my life easier. (See Appendix F, excerpt 42)

> Joshua: What I find in DBE which is amazing there is a very interesting balance between a fixed syllabus we need to follow but at the same time they leave you the methodology like you can choose how to actually give the input which I think it is a fantastic balance and I think if I had been working in the UK I would be much more stressed out, I would have less free time and in the end I would be more of a standardized teacher which can be something positive but at the same time doesn't allow you to have a flavor, to add a bit of your flavor to the lesson which is something that I love. So, think I would find it no opted for it. (See Appendix F, excerpt 43)

> Edward: I work 20 hours a week, four months of holiday a year. That's just heaven. (See Appendix F, excerpt 44)

> Joshua: In Turkey from professional point of view I mean heaven. This is fantastic, I am working for a state school, student profile is fantastic. (See Appendix F, excerpt 45)

Excerpts 42, 43, 44 and 45 point out that working in an organized institution enables the NESTs to follow a standardized curriculum without being restricted and still being able to use their personal way of teaching. The participants feel they have freedom to add their 'flavor' to their teaching. They expressed how comfortable they feel due to working in such a kind of institution which provides all the classroom

materials for them. This professional environment helps the NESTs ease their life in this specific EFL context. Working in a professional environment makes them feel comfortable in their teaching and positively influences their experiences as an NS. The NESTs have maximum teaching load of 20 hours per week, which they can arrange according to their own schedule. Having reasonable working hours and teaching load was perceived to be an important element in creating a professional environment. This seems to have a role on some participants' decision to plan a long-term career at their current institution.

> Harry: I love this campus; I live in the campus. Listen to the bird out there. This is like a heaven. (See Appendix F, excerpt 46)

As it is pointed out in excerpt 46 that the physical environment in the campus adds to the relaxing atmosphere of the institution.

Overall, the particular teaching environment participants of the study function in seemed to play an important role in shaping their perceptions of their teaching experiences. Because both the NESTs and the NNESTs function in a professional environment, the essential teaching practices of the NESTs and the NNESTs seem to be similar. The institutional organization helps the NESTs and the NNESTs to be standard in their teaching while at the same time gives them enough freedom to be creative in their teaching and add 'flavor' to their instructional practices. The participants feel satisfied and happy to be teaching in this specific EFL context.

4.3 Discussion

This qualitative study aimed to provide an in-depth analysis of self-perceptions of NESTs and their experiences at a Turkish state university. This study focuses on NESTs because although increasing numbers of NESTs are being hired in EFL

contexts, their voices are not being heard often. The findings are categorized under two main themes: (1) self-perceptions of NESTs, (2) experiences in the EFL class. The key findings of the study can be summarized as follows:

- Being a NEST in an EFL class has many advantages including high proficiency in English and knowledge of the culture.
- Equal working conditions for all teachers and a professional work environment are important components to shape NESTs' experiences positively.
- NESTs disagree with the idea of the superiority of the NS and believe professionalism and experience matter more than nativeness.
- NESTs use Turkish as a pedagogical tool in the class mainly to establish a good rapport with students.
- Although their overall experience in the class is positive, they experience some challenges such as exam-oriented system and students' lack of autonomy.
- A well-established, organized and professional working environment facilitate NESTs' adjustment and positively influence their overall experience.

The findings of this study were consistent with the findings of some previous studies that investigated NESTs' self-perceptions and their experiences (Alghamdi, 2014; Almutairi, 2008; Alsafi, 2010; Ekmekçi & İnal, 1994; Ghanem, 2015; Juhasz, 2011; Skliar, 2014).

The first research question of this study aimed to investigate NESTs' self-perceptions in an EFL context. In general, data obtained from the interviews revealed that NESTs perceive being a NEST as advantageous, their proficiency in the

language being a major advantage in class. This finding corroborates with Juhasz's (2011) study, in which right pronunciation and possessing wide range of expressions were found to be the perceived strong points of NESTs. Similar findings were also reported by Tajeddin and Adeh (2016) as participants cited perfect pronunciation, being aware of everything naturally and proficiency in grammar irregularities. The language advantage was found to give flexibility in teaching and create more interesting lessons.

With regard to the students' and colleagues' perceptions of NESTs, all of the respondents perceived that they are respected and admired by others. They used the metaphors of 'God' and 'Fountain of knowledge' to describe the language expert role attributed to them by colleagues and students. In a similar study. Similarly, Mutlu and Ortaçtepe (2016) found that being an NS of the language one teaches raises self-confidence of NESTs since their knowledge of native language is deemed unquestionable by others. However, this study also found that participants did not see being an NS a superiority over others, but simply advantageous in terms of being able to provide cultural knowledge for students.

NESTs in this study expressed that being a NEST is advantageous in many ways, which contradicts with the findings of another study conducted by Skliar (2014) with the NESTs in Turkey. In this study Skliar found that the privileged status of NESTs could be a disadvantage in their career. In her study Skliar (2014) found that the perceived privileged position of NESTs can discourage their professional development and educator effectiveness as they see their position secure. However, the same privileged status and their overall positive experience caused the NESTs in this study to continue working in Turkey, which contradicts with Skliar's findings.

Regarding NESTs' teaching experiences in the class, use of Turkish for various reasons, including humor stood out. The findings of this study are similar to Campa and Nassaji's (2009) who found that "making personal comments and jokes in L1 creates a comfortable atmosphere for the students in class" (p. 755). Unfamiliarity with students' language and culture was found to be one of the disadvantages of NESTs (Skliar, 2014), which was a view shared by two of the participants with low proficiency in Turkish. However, participants who were highly familiar with the local language and culture in this study did not report to experience this disadvantage.

In many studies, disruptive student behavior and classroom management pose problems for NESTs. However, in this study participants did not report encountering challenges regarding classroom management. None of the participants mentioned misbehaviors in class. On the contrary, they seem to have developed a positive relationship with their students and have positive attitudes towards the student profile. This may be due to the highly competent and task-oriented student profile, which was a view shared by all participants of the study.

The participants perceived differences between students' approach to learning here and in their home culture. They specifically emphasized the lack of autonomy of the students in language learning and the difficulties of the exam-oriented system. Other researchers (Alghamdi, 2014; Almutairi, 2008; Alsafi, 2010) also found similar results in relation to the differences in students' approach to learning. For example, in Alghamdi's (2014) study, most of the NESTs reported that "Saudi students were not accustomed to university teaching that promoted higher-level thinking and self-directed learning and study" (p. 212). Ekmekçi and İnal's study (1994) also showed the disparity between NESTs' pedagogies and Turkish students'

habitual learning models. The researchers recognized the inconsistency between the teaching techniques of NS trainers and the expectations of Turkish trainees, resulting in misunderstanding between foreign trainers and local trainees and the consequent absence of involvement of trainees in the learning process.

The findings of the study showed that the professional working environment and the well-organized structure in the institution makes an important difference in the way NESTs experience a new country and culture. The same finding has also been reported by other researchers who have argued that school culture constitutes a powerful context for teachers' lives (Grossman & Stodolsky, 1995). In a recent study by Canh (2013) in the Vietnam context, the NESTs did not feel part of the community due to a lack of collaboration between NESTs and locals. It is noteworthy that all participants of this study emphasized that NESTs and local teachers are treated equally and that they feel as a part of the community. According to the researchers of school community, "The need for community is universal. A sense of belonging, of continuity, of being connected to others and to ideas and values that make our lives meaningful and significant – these needs are shared by all of us" (Sergiovanni, 1994, p. xiii). In this study, all participants have a sense of belonging and they see themselves as permanent in Turkey.

CHAPTER 5

CONCLUSION

5.1 Presentation

This chapter summarizes the main findings of the study in accordance with the research questions. Then, it presents the conclusions of the study, offers implications for teaching, provides recommendations for future research, and finally discusses the limitations of the study.

5.2 Summary of the findings

This study attempted to explore the self-perceptions of NESTs and their experiences in an EFL context. In order to do so, eight NESTs were interviewed, and two classroom observations were conducted with each participant. The thematic categories revealed several themes that serve as the findings of the analysis. These findings are presented as they relate to the following research questions of the study.

1) What are the self-perceptions of eight NESTs teaching in an EFL context?
2) What are their teaching experiences in the EFL class?

NESTs' self-perceptions include the issues related to what it means to be a NEST in the EFL class and can be categorized under three themes: (1) being a NEST in the EFL class, (2) relationship with NNESTs, (3) NESTs' perceptions about how others see them as NESTs.

As for the findings of the second research question, the participants were observed in their classrooms in addition to the interviews. Three themes emerged: (1) views on the use of Turkish and English in class, (2) student profile and educational

system, challenges exams lack of autonomy, system, (3) professional teaching environment.

The key findings of the study can be summarized as follows:

- Being a NEST in an EFL class has many advantages including high proficiency in English and knowledge of the culture.
- Equal working conditions for all teachers and a professional work environment are important components to shape NESTs' experiences positively.
- NESTs disagree with the idea of the superiority of the NS and believe professionalism and experience matter more than nativeness.
- NESTs use Turkish as a pedagogical tool in the class mainly to establish a good rapport with students.
- Although their overall experience in the class is positive, they experience some challenges such as exam-oriented system and students' lack of autonomy.
- A well-established, organized and professional working environment facilitate NESTs' adjustment and positively influence their overall experience.

5.3 Conclusions

First of all, the study findings showed that the participants of this study overall had positive experiences in Turkey. At the center of the positive experiences was the institution they currently worked at. The student profile, the well- structured organization in the school, professionalism, equal treatment of all teachers were the major components of this positive experience. Therefore, it can be concluded that

creating a positive and organized working atmosphere for NESTs teaching in a new culture and country facilitates their adjustment and increases their overall satisfaction. The professionalism and positive working environment not only help them adjust well but also play an important role in their decision to continue working at the same institution.

Another conclusion that can be drawn from the study is that although use of L1 in class was not a common practice, NESTs found the occasional use of Turkish in class effective in establishing a good relationship with their students and attracting their attention.

Native speaker fallacy and nativespeakerism are ideologies that have important (and mostly negative) implications in ELT. NESTs in this study do not agree with the idea that NSs are inherently better teachers and emphasize the importance of preparation, professionalism, experience and training rather than nativeness. However they believe that their high proficiency in English and knowledge of the culture are important advantages and they use these for the benefit of their students such as raising cultural awareness and encouraging them to speak up. Therefore in hiring teachers or evaluating their effectiveness, more professional qualities should be emphasized and encouraged rather than their nativeness.

5.4 Implications of the study

This study attempted to investigate NESTs' self-perceptions and their experiences in an EFL context. Although the findings of this study were based on a small number of participants and cannot be generalized, some of the findings may be of use for similar EFL contexts. The findings of this study bear some implications for teacher training. When NESTs start living in a foreign language context, they may feel like

they “return to the mental state of an infant” (Hofstede, Hofstede & Minkov, 2010, p.384) since they need to learn everything from the beginning. They may even suffer from “distress, helplessness and of hostility toward the new environment” (ibid., p. 385). The participants in this study seem to be very well-adjusted into the culture and the country, especially with the help of the orientation program they were in when they first came to the institution to teach. Therefore, teacher training or induction programs may be designed according to the needs of these NESTs before they start teaching in a foreign language context in order to prevent the abovementioned negative feelings.

Second, the findings of the study revealed that use of the local language in class helps teachers establish a good rapport with their students. Although the socialization of the teachers in daily life was not a focus of this study, knowledge of the local language not only helped them adjust to the country and their new life but also facilitated their adjustment to the school and the teaching context. Thus, NESTs teaching in a new country should be encouraged to learn the local language. NESTs’ efforts to learn the local language should be supported by their institutions or by the local organizations.

Several studies in the literature documented the self-perceptions of NESTs and NNESTs and their perceptions of each other. In order to create a positive work environment where both NESTs and NNESTs are valued and respected by each other, the opportunities for cooperation should be increased by school administrations. Such cooperation not only contributes to a positive work environment but also helps both group of teachers to acknowledge and value each other’s strengths.

5.5 Recommendations for future research

First, future studies can possibly recruit a wider variety of participants, including non-local nonnative teachers who may be teaching in Turkey or other EFL countries. This group of teachers are an important component of the expatriate teachers but have not been the focus of research studies so far. Another group of English language teachers that have been underresearched are native-English-speaking faculty members, and teacher educators in state and private universities. There is also a lack of studies on NESTs teaching at primary and secondary schools.

Future research can focus on the teaching environment in which NESTs and NNESTs work together to explore how they interact, what kind of professional relationship they establish and what factors have the potential to facilitate their cooperation. In what ways the experiences of teachers teaching in EFL vs ESL contexts are similar to or different from each other could also be interesting. Through these potential studies, the perceptions and experiences of English teachers in various educational and sociocultural contexts can be made visible and accessible. To understand these experiences better, longitudinal studies that include both self-reported and observational data should be designed.

It may also be worthwhile to include the perspectives of local teachers and administrators, who are important actors in shaping teachers' perceptions of themselves. It would also be valuable to include perspectives of students, who constitute a major part of the learning and teaching process, because how students view their teachers is essential in shaping the classroom.

One final suggestion for future studies is related to gender. In this study there was only one female participant out of a total of eight NESTs. Future studies with a more balanced gender representation might be helpful.

5.6 Limitations of the study

This case study was limited to seven male and one female NESTs working at a well-established state university in Ankara, Turkey. Therefore, the findings cannot necessarily be generalized to other NESTs or to other contexts where English is spoken as a foreign language. Also, the data were collected through a four-month period.

APPENDIX A

PARTICIPANT INFORMATION AND CONSENT FORM

Research Support Institution: Boğaziçi University

Name of the research: Native English-Speaking Teachers' Perceptions and Experiences in an EFL Context: Perspectives from Turkey

Project Manager: Sibel Tatar

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Name of the Researcher: Sevgi Yaman

E-mail: sevgi.sanliturk10@gmail.com

Phone: 0539 385 80 62

Dear Instructor,

Sevgi Yaman, a student at the Graduate School, Boğaziçi University, İstanbul, Foreign Language Education Department is conducting a research for her Master Thesis entitled "Native English-Speaking Teachers' Self-Perceptions and Experiences in an EFL Context: Perspectives from Turkey". The purpose of this study is to investigate the experiences and perceptions of Native English-Speaking Teachers in an EFL Context.

If you agree to participate in this research, an interview consisting of semi-structured questions about your English teaching experiences in Turkey will be carried out. This interview consisting of two or three stages will be carried out at the beginning, in the middle and at the end of the semester, respectively. In these interviews, with your consent, your voice will be recorded by the researcher using a voice recorder for further data analysis.

Secondly, a course observation will be made by the researcher once or twice during the semester. The aim of this course observation will be to gather information about the formation of the teacher's professional identity.

Finally, in order to share the information obtained from the lesson observations and to get more detailed information, the post-observation interviews will be held for a maximum of 15 minutes.

This research is carried out for a scientific purpose and the confidentiality of the participant information is taken as a basis. The data obtained in this research can be used in scientific presentations or publications without specifying the identity of the participants.

Participation in this survey is entirely voluntary. The study does not include questions that may cause personal discomfort in general. However, you have the right to take your consent at any stage of the study without giving any reason. In this study, we would like to emphasize that all your personal information will be kept confidential and pseudonyms will be used instead of your real names. If you would like to receive additional information about the research project, please contact Sevgi Yaman (e-mail: sevgi.sanliturk10@gmail.com, 0539 385 80 62) or Assist. Prof. Sibel Tatar (e-mail: sibel.tatar@boun.edu.tr). In addition, you may also contact the Board of Ethics of Human Research Ethics (INAREK) or INAREK / SBB Ethics Sub-Committee.

If you agree to participate in this research project, please sign this form and hand it in to the researcher.

I, (participant's name) ....., I have read the text above and completely understood the scope and purpose of the study, and the responsibilities that I have as a volunteer. I had the opportunity to ask questions about the study. I understand that I can leave this project whenever I want to and without having to state any reason and if I leave it, I will not encounter any negativity.

Under these circumstances, I agree to participate in the research without any pressure or coercion.

I do not want to receive / have received an instance of the form (in this case the researcher stores this copy).

Participant’s Name-Surname:.....

Signature:.....

Address (Phone):.....

Date (day/month/year):...../...../.....

Researcher’s Name-Surname:.....

Signature:.....

Date (day/month/year):...../...../.....

APPENDIX B

BACKGROUND INFORMATION SURVEY

Name: _____

Surname:_____ Email address: _____

Phone: _____ Signature: _____

Please complete the following background questionnaire.

1. Gender _____ Male _____ Female

2. How long have you been teaching English in Turkey? _____

3. What is your nationality? _____

4. Is English your native language? _____ Yes _____ No

5. What was your undergraduate major?_____

6. What is your latest completed educational degree?

_____Bachelors _____ Masters _____ Doctorate

7. Do you have any English teaching certificates such as CELTA, TESOL, DELTA,etc?

_____

8. How many hours per week do you teach? _____

9. Which level(s) are you currently teaching?

_____Beginner

_____ Elementary

_____ Pre-intermediate

_____ Intermediate

_____ Upper-Intermediate

_____ Advanced

_____ Repeat

10. How many students are there in the classes you teach? _____

APPENDIX C

INTERVIEW I QUESTIONS

1) *How did you come to Turkey and start teaching?
2) *What was your first teaching experience like in Turkey?
3) *How did you start teaching at the current university?
4) *How is teaching at this university different from your previous teaching?
5) What are the challenges that you face while teaching in Turkey?
6) How would you describe the learning environment in Turkey?
7) What are differences and similarities between your culture and Turkish culture in terms of teaching?
8) What are the advantages of being a Native speaker of English in Turkey?
9) What are the disadvantages of being a Native speaker of English in Turkey?
10) How would you describe the roles of students in Turkey?
11) Do you receive any different treatment as a foreigner in your institution? (In terms of salary, accommodation facilities, Christmas holiday, flight tickets, etc.)
12) If you had been teaching in your own country how different would it be?
13) How do you perceive yourself in Turkey? Permanent or temporary?

* These questions were adapted from Kim's (2017) study.

APPENDIX D

INTERVIEW II QUESTIONS

1) Do you notice any differences between native and nonnative teachers of English?
2) *What is your typical lesson like? What do you emphasize most in your class?
3) *How have your teaching practices changed over time?
4) *When do you feel satisfied/frustrated/confident?
5) *What do you think your role as a native English speaker instructor?
6) *Do you feel that you are a qualified teacher?
7) *What do you want to change about the present situation so that it will be more in line with your pedagogical ideas?
8) *How do you feel about your relationship with your colleagues?
9) *What institutional policies limit/widen the scope of your activities at the university?
10) *Do you have a social network outside the university? Any Turkish friends or colleagues that you are close to?
11) *Where do you think you will be in the next 10 years? What is your long-term goal?

* These questions were adapted from Kim's (2017) study.

APPENDIX E

POST-OBSERVATION INTERVIEW QUESTIONS

The following interview questions were just sample of the ones the researcher asked during post-observation interviews. In order to share the information obtained from the lesson observations and to get more detailed information these questions which emerged during the lessons were asked.

1) Do you feel comfortable to talk about politics in Turkey in your classes?
2) What are the Turkish culture specific issues you refrain from talking in your classes?
3) Why do you call the students with their hometown names?
4) Why do you emphasize most vocabulary items in your teaching?
5) How do you feel while you are talking about your own culture in classes?

APPENDIX F

LIST OF EXCERPTS

Excerpt 1: Some collocations may be very challenging for non-native teachers, some phrasal verbs very challenging, some grammar regularities can be very challenging but that's just because they come through us innately and not for them.

Excerpt 2: I think our pronunciation is a lot better in English, so in Turkey we can provide students with more realistic version of English, which is good.

Excerpt 3: If it is an obscure piece of vocabulary or really old piece of grammar you can be shocked by it. But nobody minds when you say you don't know.

Excerpt 4: Students may think 'His English is so good my English is never going to be that good' they may not relate to the teacher because my English is naturally like this and I have no idea what process they have to go through to learn.

Excerpt 5: but when it comes to be in class, it is a huge advantage especially when teaching in advanced, we dig the real details, the real fine points of the language rather than the broad I am, you are, he is, they know that stuff.

Excerpt 6: Students are much more willing to speaking with you so there is the engagement factor. I am the first American they have ever met so that's just interesting for them. So, students feel like 'Wow I can use this language or something'. The ability to teach the cultural aspects of language such as idioms, metaphors.

Excerpt 7: I can share my culture with them. Things they don't know. Good things and bad things about the US. I always tell them the US is not always great and give them bad examples. And most of them want to learn. That's an advantage because it makes it a little more exciting. They used to have Turkish teachers even though the teachers are great at preparatory school. It gives something extra; they can learn something culturally, linguistically also something new.

Excerpt 8: I see myself as the representative of America, the representative of my culture and all the native speakers in the world.

Excerpt 9: I think the big advantage is that not having the fear going off the road, closing the books 'guys enough present perfect tense here' and we start to talk about

the books, films something strange has happened. It is the freedom being a native speaker.

Excerpt 10: I am excepted for some of the rules I am allowed to be more informal in my classroom students still respect me because I am American. Students are like *bizden degil* (he is not one of us) so I can be a lot more flexible in the classroom than the Turkish teachers during hot debates. And it is wonderful.

Excerpt 11: I have immense respect anyone who teaches this language who isn't a native speaker. I am so impressed.

Excerpt 12: I don't think in terms of information across we are different to the Turkish teachers, but we have certain bits of information or stories to tell, things to pass on. There are Turkish colleagues don't have but then again there are still some things they wouldn't get from us but from their Turkish teachers, cultural things, references to things.

Excerpt 13: It doesn't matter if you are a native you are a teacher that's your job you should prepare your lesson make sure that it is effective and efficient. I think nonnative tend to do it more. The NNESTs tend to be more organized; they tend to have more efficient lessons.

Excerpt 14: I mean I am so happy with most of my colleagues as a native again they refer to me for help sometimes which I am honored by …Apart from that the personal level fantastic.

Excerpt 15: I think we have equal rights to Turks or Turks have equal rights to the natives which I think is very positive. They shouldn't make me feel particularly different from others.

Excerpt 16: You get totally undeserved celebrity status. Everybody thinks that 'you are God' and I am not. I am just a dude, I teach, and I earn money for doing it. Students want to come to my class because I am a native speaker.

Excerpt 17 : people refer to you and they assume you know more English than they do so they are very differential, and they are like 'what do you think of this?'

Excerpt 18: Particularly in Turkey, we are treated so well. They come look on us 'the fountain of knowledge' there are things we don't know sadly sometimes we have to admit that.

Excerpt 19: I don't try to see myself as a different instructor. I don't really identify myself different from everyone else. Because we are all the instructors at the end of the day just being a native doesn't mean that my English is better than wow. I think my English is better to an extent, but that doesn't mean that I am a better teacher than anybody else here.

Excerpt 20: I mean this is actually quite sad because there is this kind of myth of the native speaker. People seem to think that native speakers are innately better teachers which I project I think the only real advantage can be we have more accurate pronunciation and accent and basically that's it.

Excerpt 21: I think as a native the only thing that comes to my mind is helping other teachers, they may find a bit of more challenging just because of they are being nonnative but apart from that I don't see any role.

Excerpt 22: I feel qualified because of being a native, and if you say qualified in the sense of having certificates, I feel officially qualified because I did the CELTA. If I hadn't done the CELTA, I would still feel qualified because of my experience, because of my being a teacher for 12 years or so. But not at all connected to be a native.

Excerpt 23: Students want to take my classes more than Turkish people's classes. Students also interact with me they closer to me than they get closer to Turkish teachers.

Excerpt 24: Students seem to pay more attention to the native speaker because they are like 'Oh my God this person's English is so good'.

Excerpt 25: Well. I think Turkish teachers can say things in Turkish that affect the ss differently Turkish ss are afraid to do certain things in front of Turkish teachers because there is a cultural understanding there. Whereas with native teacher or foreign teacher they feel that there is a room there a space for them to be freer or act differently.

Excerpt 26: I use Turkish for fun, if the class is bored and I say a word '*bacanak* (brother-in-law)' they just start laughing and they wake up and I use it specifically to sometimes when the lesson is completely is in English you lose some students if you just use one Turkish word and then you say a Turkish word they understand that and they just come back to life. But it is mainly for a kind of functional reason.

Excerpt 27: If it is beginner classes, after I check the understanding of the vocabulary. If it is specifically important for the task ahead, I check their

understanding Turkish. I don't say the word in Turkish. I ask what the word in Turkish is, and one student says, and I say that's the right one, so I do use that kind of stuff if it is only for pedagogical reasons. Let's imagine one student didn't understand something and I know his partner understands it and I say it is ok you can speak Turkish. Collocations or grammar. *Demli çay* (buried tea) for collocation literally it is buried tea, but strong tea is *güçlü çay* (strong tea) that doesn't make sense so that's collocation. I use the Turkish in the way non-language concepts. Use the concept rather than use the language itself.

Excerpt 28: When I am teaching at lower levels. The language does sometimes cause a problem especially I started with the beginner group last semester you know some of them barely have English skills at all. So, I don't speak any Turkish in the class my Turkish isn't that great I cannot explain. So, it was difficult to communicate something sometimes I have to teach a particular vocabulary word, grammar I can't explain I think some of the other teachers use the little Turkish they could be sometimes.

Excerpt 29: The language barrier obviously. Especially because I am teaching beginners at the moment. They do want a little bit of Turkish. They really want to feel the connections and they want a little bit of Turkish. That's a challenge because my Turkish isn't perfect, and I don't want to obviously speak Turkish. Sometimes I have to that's one of the biggest challenges I guess I have.

Excerpt 30: They didn't give beginner classes to native speakers which I think it is a big mistake because number one the literature says you don't need Turkish you can just learn English through English which is possible (…) if you follow communicative methodology there is no particular challenge.

Excerpt 31: I find a highly respected job in a highly respected institution with these incredible young people whose minds are ready to explore and play around with them and I get paid for it.

Excerpt 32: The student profile is amazing because it is obviously that the top students in the country. So that's something really positive. Generally, I am really happy here and I think it is the best job in the world. Seriously the best job in the world.

Excerpt 33: Some of my students are passive, but I try to get them involved. Participation is a big part of my class. I mean I am always speaking; they are speaking. We do things together. My class is student-focused their roles are very important. Everything is for them; we do everything for them. However, they do not take the responsibility of their own learning.

Excerpt 34: It is getting kids to understand that ‘I am not here to feed this to you’ and I am not going to. If I recommend a book to you, I am not going to come around to see if you read it or not it’s yours to read it or not. If the teacher says read this and they go and do it. That’s the real problem with the system it is not opening their minds up.

Excerpt 35: Definitely not naturally, the students tend to think that teachers there to give them stuff and then they take this and going to use it in the exam, so it is a more a kind of consumeristic view of learning. I try to make them as independent as possible which is hard but not naturally definitely not.

Excerpt 36: They are memorizing it to pass the test not to learn a concept or anything. I don’t know if I really support that kind of learning, but we have sort of enforced to do that at the university because their aim is to pass the test the proficiency, so you want to see them they are successful. And that’s what they are used to and that’s what they are waiting for.

Excerpt 37: What I feel is that Turkey is a very competitive country from educational point of view. You feel the students have been trained to act very automatically in the sense that they are really task-oriented so they expect you to come to class and give them the way through which they can pass the exam.

Excerpt 38: The students are supposed to be active learners and take responsibility. But they are not, it is like we have to spoon feed them to teach them the skills to be able to do. I guess maybe they haven’t learned that already they need some basis and some foundation, and I am that. I have to teach them skills first and before I actually teach them the language.

Excerpt 39: Time schedule limits the activities. There is specific time, things need to be done in and specific time to that they have to learn something in and that limits my actual ability to teach them English... They are not making long-term memories, so they actually have to go home and learn it themselves at home. That’s a bit limiting because we have a certain time to get the certain things done. And they only have one year maximum two years to pass. If they can’t pass, they are out. That’s the only thing.

Excerpt 40: The differences teaching here and Australia we do not specifically focus on grammar structures and everything. But here it is a lot more grammar focused. I had to relearn myself how to teach grammar and different ways of that. In Australia it is more like understanding texts and understanding situations.

Excerpt 41: Even though some coordinators in the school seem to consider the grammar less important you still feel there is a lot of focus on grammar in the

program which is sad considering that for years, years and years literature has been saying the opposite and it still hasn't really changed.

Excerpt 42: When I first came here to teach, I think the first positive thing was the organization. The fact in DBE they give you all the material they organize all the syllabus which is fantastic. That really makes my life easier.

Excerpt 43: What I find in DBE which is amazing there is a very interesting balance between a fixed syllabus we need to follow but at the same time they leave you the methodology like you can choose how to actually give the input which I think it is a fantastic balance and I think if I had been working in the UK I would be much more stressed out, I would have less free time and in the end I would be more of a standardized teacher which can be something positive but at the same time doesn't allow you to have a flavor, to add a bit of your flavor to the lesson which is something that I love. So, think I would find it no opted for it.

Excerpt 44: I work 20 hours a week, four months of holiday a year. That's just heaven.

Excerpt 45: In Turkey from professional point of view I mean heaven. This is fantastic, I am working for a state school, student profile is fantastic.

Excerpt 46: I love this campus; I live in the campus. Listen to the bird out there. This is like a heaven.

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