



## **Decoding the Myths of the Native and Non-Native English Teachers on the Language Acquisition of Turkish Post-Secondary Students**

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### Abstract

There is a prevalent belief among individuals that the optimal approach to acquiring a second language (L2) is through instruction provided by native English-speaking teachers (NESTs). The objective of this research was to investigate the perspectives of English as a Foreign Language (EFL) students at the post-secondary level regarding the instructional competencies of non-native English-speaking teachers (NNESTs) and native English-speaking teachers (NESTs). The study comprised a sample of 30 Turkish students who were learning English as a foreign language. The sample included 17 female and 13 male participants who were selected from post-secondary students enrolled in ANKU (Ankara University Development Foundation Private Anatolian & Science High School). Participants were required to have a minimum of 27 hours of weekly English language instruction. The participants were selected through the convenience sampling method. The present study utilized semi-structured interviews as the primary data collection instrument, with a total of 30 participants being interviewed. The investigator conducted individual, semi-structured interviews at the English Language Department of Foreign Languages. The data collection process consisted of five interview sessions, each of which lasted for 90 minutes. Thematic analysis (TA) was utilized to examine the interview data. The results of the current investigation indicate that non-native English-speaking teachers (NNESTs) have the potential to offer more effective feedback compared to their native English-speaking counterparts (NESTs). Furthermore, non-Native English-Speaking Teachers (NNESTs) possess superior abilities in instructing writing and grammar compared to Native English-Speaking Teachers (NESTs), and they exhibit a proficient understanding of pedagogical techniques. Conversely, non-native English-speaking teachers (NESTs) exhibited exceptional linguistic aptitude and demonstrated fluency in their use of language. Additionally, non-native English-speaking teachers (NESTs) served as a significant source of inspiration for English language learners, and they exhibited greater efficacy in instructing oral communication and auditory comprehension abilities than non-native English-speaking teachers (NNESTs). The study's implications were presented in the paper's conclusion.

Keywords: NNESTs, NESTs, EFL Students, Perception

## **Introduction**

The increasing number of countries adopting English as their official language has led to a growing demand for English language proficiency worldwide. According to Arvizu (2014), English has emerged as the dominant language in various domains, such as science, education, and technology. As a result, there has been a growing demand for proficient English as a second language (ESL) instructors due to the rising enrollment of English language learners (ELLs) (Elyas & Picard, 2013). Arvizu (2014) reports that a majority of instructors teaching English as a Second Language (ESL) are non-native English speakers, commonly referred to as NNESTs. There is a prevalent belief among individuals that the most effective approach to acquiring a second language (L2) is through instruction provided by teachers who are native English speakers (NESTs). The notion in question has influenced numerous language institutions and universities to incorporate nativeness as a component of the job prerequisites for L2 instructors (Alghofaili & Elyas, 2017).

The attainment of proficiency in EFL/ESL is dependent on various factors such as stress, linguistic aptitude, personality, personal endeavors, immersion in the target language, opportunities for meaningful learning, classroom ambiance, pedagogical resources, and achievable objectives. Koşar (2018) posits that the teacher may be considered an additional factor, albeit potentially less impactful than other elements. The assertion posits that second language acquisition can be achieved through the provision of instruction delivered by an idealized model, typically recognized as a native instructor. Holliday's concept of 'native speakerism' (2006, as cited in Koşar, 2018) is linked to the belief that non-Native English-Speaking Teachers (NESTs) are not as suitable as Native English-Speaking Teachers (NESTs) for providing language instruction due to the latter's superior language proficiency and Western teaching methodology. Thus, non-native English-speaking teachers (NNESTs) face a lower probability of being employed in comparison to native English-speaking teachers (NESTs). According to Barry's (2011) findings, individuals in this group receive lower salaries and are often perceived as being of lower status (Braine, 1999). Language institutes have implemented a form of discrimination between native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs), often without conducting a comparative analysis of the learning outcomes that may result from the instructor's nativity. The concept of the 'Native Speaker Fallacy' suggests that in order to be deemed a competent L2 instructor, an individual must either possess a level of fluency comparable to that of a native speaker or be a native speaker themselves. The approach known as NESTs and NNESTs, originating from Turkey, bears resemblance to the contemporary practice of language institutes promoting their services through the employment of NESTs. These institutes tend to offer higher remuneration to NESTs, as noted by Koşar (2018).

The term "native speaker" is frequently utilized in language research investigations. The term "native speaker" is often left unexplained and undefined in

academic discourse, likely due to its widespread use and the assumption that it carries inherent meaning. When attempts are made to define and operationalize the term, circular definitions and implicit assumptions may be present (Cheng et al., 2021). According to Benmamoun et al. (2013), an individual is considered a native speaker if they have undergone "typical first language acquisition" (p. 130) and exhibit a "native" accent. The aforementioned definition assumes the existence of both typical and atypical methods of acquiring knowledge and employs the concept of "nativeness" to represent a standard. However, it ultimately falls short in its ability to fully explicate the meaning of the term "native speaker." Similarly, the term Non-NATIVE SPEAKER encompasses a heterogeneous group of individuals while strongly suggesting a shared and unilingual upbringing. According to Dewaele's (2018b) perspective, the term Non-NATIVE SPEAKER is deemed "inherently strange" since it characterizes an individual based on what they are not (p. 236). Upon closer examination of the literature and through comparative analysis of definitions across various studies, it becomes apparent that the term "NATIVE SPEAKER" is employed with greater ambiguity than initially presumed (Cheng et al., 2021). The concept of the native speaker in linguistics is based on the proficiency attained through an idealized upbringing, resulting in an individual who embodies the characteristics of an ideal speaker-listener. This individual possesses complete mastery of the language and is therefore able to provide authoritative assessments of the appropriateness of various grammatical dimensions (Chomsky, 1957, 1965, as cited in Cheng et al., 2021). Chomsky's (1965) characterization of a NATIVE SPEAKER implies that the speaker's language acquisition history should be essentially monolingual, and this assumption has been adopted as a fundamental premise in subsequent research (e.g., Thráinsson, 2012; Benmamoun et al., 2013).

According to Medgyes' (1992) perspective, Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs) are considered distinct categories. According to Medgyes, there are differences between Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs) in terms of their proficiency and teaching practices. C) The majority of variations in teaching methodologies can be attributed to differences in proficiency levels. D) Each of the parties possesses the potential to be effective educators in their own right. According to Medgyes (1999, p. 37), non-native English-speaking teachers (NNESTs) are characterized by a less reliable command of the second language and a relatively limited understanding of the cultures of English-speaking countries. According to Coulmas (1981), NNESTs may encounter challenges in the domains of natural accent and language proficiency. According to Koşar (2018), Liang (2003) argues that non-native English-speaking teachers (NNESTs) may face difficulties in dealing with cultural aspects of the second language (L2).

Shobeiry et al. (2023) reported that learners perceived NNESTs in New Zealand and NESTs in Iran to be efficacious in facilitating the development of a multilingual

identity among students. This study characterizes the phenomenon of how context exerts a cross-sectional influence on language students' perceptions of teachers with respect to the development of L2 identity in students. Haque and Sharmin (2022) conducted a study to explore the notion that instructors who are proficient in English as their first language are more effective in facilitating the development of reading, listening, and speaking abilities. Conversely, individuals who are not native speakers of the English language possess exceptional aptitude as instructors of grammar, reading, and writing. Wang and Fang (2021) have reported that stakeholders do not perceive a substantial distinction between the two groups of English instructors, despite the deeply rooted native-speakerism in the field of English Language Teaching (ELT) that favors Native English-Speaking Teachers (NESTs) as the ideal English educators while Non-Native English-Speaking Teachers (NNESTs) are often marginalized. Alqahtani (2022) conducted a study that examined the criteria used for hiring "native speakers" in relation to their place of birth and the official status of English in a given country. The study found that while these criteria were considered the main defining factors by recruiters, non-native English-speaking teachers (NESTs) did not share the same perspective. NESTs believed that the concept of the "native speaker" was viewed in an overly simplistic and reductive manner, which was rooted in native-speakerism.

The majority of research has been carried out in contexts where English is utilized as a first language, such as in Canada. Limited research has been conducted in English as a Foreign Language (EFL) settings, as noted by Al-Nawrasy (2013). In light of the increasing importance of English language education for university students, there is a growing preference for Native English-Speaking Teachers (NESTs) as a means of enhancing communication skills (Alseweed & Daif-Allah, 2012). The literature review has centered on theoretical findings pertaining to the distinction between native speakers (NS) and non-native speakers (NNS), with the assumption that these findings could have implications for the practice of teaching a second language (L2). However, it is also plausible that research may be necessary to address practical concerns. The current research focus pertains to the socio-political constraints surrounding the employment and non-employment of non-native English-speaking teachers (NNESTs). Several academic studies published in various journals advocate for equal employment opportunities, regardless of the perceived superiority of Native English-Speaking Teachers (NNESTs). Upon conducting a thorough review of the relevant literature, the researcher of the current study has found no prior research conducted within the Turkish EFL context that delves into the perceptions of post-secondary EFL students regarding the teaching competencies of both non-native English-speaking teachers (NNESTs) and native English-speaking teachers (NESTs). Thus, the objective of this research was to address the aforementioned deficiency in the existing body of literature. Thus, the present investigation aimed to address the subsequent research inquiry: What are the attitudes of Turkish English as a Foreign

Language (EFL) tertiary students regarding the competencies of Non-Native English Speaking Teachers (NNESTs) and Native English Speaking Teachers (NESTs)?

### **Literature Review**

Benke and Medgyes (2005) conducted a study to explore learners' perceptions towards NESTs and NNESTs. The findings of the study suggest that the students perceived native English-speaking teachers (NESTs) as authentic exemplars to emulate, particularly in the domain of oral proficiency instruction. Conversely, non-native English-speaking teachers (NNESTs) were perceived to excel in the instruction of grammatical structures. Lasagabaster and Sierra (2002) conducted a study to examine the perceptions of university English students towards Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs). This was achieved through the administration of a questionnaire to 76 participants. The results of the study suggest that students exhibited a preference for receiving instruction from native English-speaking teachers (NESTs) as opposed to non-native English-speaking teachers (NNESTs) when it came to developing their pronunciation, speaking skills, and familiarity with the culture of the second language (L2). Conversely, a majority of the students expressed a preference for instruction from both native and non-native English-speaking teachers due to their awareness of the advantages of having non-native English-speaking teachers. Canado and Madrid (2004) discovered that Spanish students learning English as a foreign language were able to distinguish between the pedagogical behaviors of native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs). As their academic proficiency increased, the students expressed a preference for being taught by NESTs. Similarly, Diaz's (2015) research revealed that participants expressed a preference for receiving speaking classes from Native English-Speaking Teachers (NESTs), while they preferred Non-Native English-Speaking Teachers (NNESTs) for instruction in grammar, vocabulary, and second language (L2) culture.

An additional significant finding is that mature learners exhibit a greater propensity to hold both non-native English-speaking teachers (NNESTs) and native English-speaking teachers (NESTs) in high regard. Guerra (2009) conducted a comprehensive study involving 247 Portuguese EFL students, which is aligned with similar research in the field. The results of the study indicated a preference among the participants for native English-speaking teachers (NESTs) as a means of acquiring proficiency in pronunciation and familiarity with the culture of the second language (L2). The advantages of non-native English-speaking teachers (NNESTs) were cited as their ability to utilize their first language. Additionally, the study participants noted that non-native English-speaking teachers (NNESTs) may be more appropriate for teaching beginner-level students, whereas native English-speaking teachers (NESTs) may be better suited for instructing advanced-

level learners. Guerra (2017) conducted a study aimed at examining the perspectives of university students regarding Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs). The findings of the study indicate that the learners perceived Native English-Speaking Teachers (NESTs) as possessing superior language proficiency and cultural awareness, as well as greater competence in implementing instructional materials and being more effective in teaching English. Conversely, the participants viewed non-native English-speaking teachers (NNESTs) as more dedicated instructors who possess a better understanding of students' needs. Furthermore, the participants expressed equal levels of admiration for both native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) when it came to determining the most effective teaching approach. Alghofaili and Elyas (2017) conducted a study to investigate the impact of native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) on the English language proficiency of students. The findings suggest that the acquisition process was not significantly affected by the nativeness and background of the instructors. According to the results, the qualification of instructors is determined by their level of experience and competence.

Additionally, the findings indicated that educators' familiarity with the primary language of their students has a beneficial effect on the acquisition of a second language, while unfamiliar accents may impede learning as a result of being unintelligible. Furthermore, the impact of teachers' personality exercises on classroom communication is noteworthy. Non-native English-speaking teachers (NNESTs) were found to possess advantages over native English-speaking teachers (NESTs) in terms of their learners' first language proficiency and potential learning obstacles that learners may encounter. Additionally, NNESTs were generally perceived to exhibit superior communication skills. Similarly, Rao (2010) conducted a study aimed at investigating the perspectives of Chinese English as a Foreign Language (EFL) learners regarding Native English-Speaking Teachers (NESTs). The results of the study indicated that the students perceived the Native English-Speaking Teachers (NESTs) to possess strengths in terms of language authenticity, cultural awareness, and innovative pedagogical perspectives. However, the students also identified certain areas where NESTs could improve their competencies, such as addressing cultural unfamiliarity, being more sensitive to learners' language issues, and accommodating learners' diverse learning styles. Levis, Sonsaat, Link, and Barriuso (2016) conducted a study to investigate the perspectives of EFL and ESL learners regarding the pedagogical approaches of NESTs and NNESTs, as well as their effectiveness in teaching pronunciation. According to the results, the participants held the belief that both native and non-native teachers could be effective educators, indicating that being a native speaker did not necessarily equate to being a competent instructor. NESTs were found to be the preferred choice for speaking skills among both ESL and EFL learners. Tajeddin et al. (2019) conducted a study to investigate the perspectives of 10 Native English-Speaking

Teachers (NESTs) and 10 Non-Native English-Speaking Teachers (NNESTs) regarding their roles in teaching English in English as an International Language (EIL) settings, as well as their perceptions of EIL.

The findings suggest that certain aspects of teachers' perceptions regarding their professional responsibilities underwent transformation subsequent to the conduct of panel discussions. Non-Native English-Speaking Teachers (NNESTs) exhibited reduced self-confidence in their capacity to teach English as an International Language (EIL) and emphasized the perceived superiority of Native English-Speaking Teachers (NESTs). However, following panel discussions, they were able to identify the advantages they possess in comparison to native English-speaking teachers (NESTs). The evaluation of non-native English-speaking teachers regarding the phenomenon of native speakerism was found to have decreased subsequent to the conduct of panel discussions. The research study conducted by Koşar (2018) examined the viewpoints of Turkish university-level English as a Foreign Language (EFL) learners with regard to Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs). A questionnaire was administered to investigate the perspectives of the learners. The findings indicate that the students exhibited a preference for a combination of native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs), based on their perceived strengths in specific teaching domains. The conventional belief was that Native English-Speaking Teachers (NESTs) were more suitable for instructing oral proficiency and second language (L2) culture, whereas Non-Native English-Speaking Teachers (NNESTs) were deemed more effective in teaching grammar, reading, and writing. The results of the study indicate that learners perceive the teaching experience and qualifications of instructors as significant factors in the effective instruction of the English language. Akinmulegun and Kunt (2022) employed the theoretical framework of native-speakerism to examine the process of identity construction among non-native English-speaking teachers (NNESTs) and aspiring educators. A qualitative approach was employed to elicit the perspectives and lived experiences of the participants, utilizing a narrative-based methodology. The participants of the study were comprised of Turkish Cypriots, among whom were two EFL teachers, two EFL undergraduate students, one MA student, and two EFL doctoral (Ph.D.) students. The participants' identities were analyzed through the utilization of three key concepts: self-efficacy, teaching and learning beliefs, and self-image. The findings indicate that the self-efficacy and self-image of the participants regarding English teaching were favorable and elevated. The participants acknowledged their areas of improvement, which served as a driving force for them to allocate more resources toward self-development. Larasati et al. (2022) conducted a study on high school students' perspectives regarding NSETS and NNSETS. The study involved 241 participants and revealed that 96% of the students favored NNSETS as a means of incorporating their first language when learning English. Zurrahmi and Triastuti (2022) conducted a pertinent study in the Indonesian

context, wherein they investigated the viewpoint of 380 university students towards NNSETS. The findings indicate that the students held the perception that the NNSETS exhibited a higher level of proficiency in terms of sociopragmatic skills and comprehension of L2 learning needs.

### **Method**

The present study involved a sample of 30 high-school students from Turkey, consisting of 17 female and 13 male participants. The participants in this study were selected from the post-secondary student population of ANKU (Ankara University Development Foundation Anatolian & Science Private School). The convenience sampling strategy was utilized by the researcher in order to pick the participants. All of the children had a high level of proficiency in Turkish, which served as their primary medium of communication. The research population comprised persons within the age range of 16 to 18 years. The selection of participants for the study was contingent upon two criteria:

1. All of them had been exposed to more than a year of English language instruction offered by both NESTs and NNESTs.
2. They were at intermediate level of proficiency based on their educational record.

The present study utilized semi-structured interviews as the data collection tool, with a total of 30 participants. Each student was individually interviewed. The researcher devised a series of 10 open-ended questions to be used in the interview. The validity of the content of the interview, which relates to its credibility, was determined by a panel of four specialists in the field of TEFL, all of whom possess PhD degrees. A preliminary examination was undertaken to improve the reliability of the interview questions regarding the instrument's dependability prior to initiating the main study. This involved conducting interviews with five participants. Following that, the participants engaged in interview sessions.

Thematic analysis (TA) was utilized to identify relevant themes and categories in the interview data analysis. The application of Braun and Clarke's (2006) thematic analysis approach was pursued with the objective of achieving that goal. The process comprises six sequential steps, which are outlined below.

- a. Data Familiarization,
- b. Generating initial codes,
- c. Identification of themes,
- d. Checking themes,
- e. Labeling themes,



f. Developing the report.

The process of coding the data was carried out by three individuals who hold Ph.D. degrees in Teaching English as a Foreign Language (TEFL) and possess a comprehensive understanding of qualitative data analysis. Subsequently, an analysis of inter-rater agreement was conducted to assess the dependability (reliability) of the data coding, as outlined by Ary et al. (2014). The findings revealed a high degree of similarity among the codes and themes identified by the three raters, with no significant differences observed between their respective identifications. The process of analyzing the data was completed, during which no new code was observed within the data.

### **Results**

Following the classification and analysis of the collected data, a number of distinct themes about the perspectives of Turkish students of English as a foreign language on Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs) were uncovered. These perspectives pertain to teachers of English who are not native speakers of the language.

#### ***NNESTs can offer more suitable feedback***

The majority of the participants held the belief that non-native English-speaking teachers (NNESTs) are capable of providing superior and more appropriate feedback compared to native English-speaking teachers (NESTs). Furthermore, the respondents articulated their potential to exhibit greater sensitivity towards learners' learning difficulties and enhance their ability to anticipate language education obstacles. Additionally, it was asserted that non-native English-speaking teachers (NNESTs) serve as exemplary educational role models for their students. In this context, Mahir Ege ALTAN remarked.

Non-Native English-Speaking Teachers (NNESTs) possess a unique advantage in anticipating the learning difficulties and challenges of English language learners due to their own experiences in acquiring the language. As a result, they are able to fully comprehend the issues and concerns faced by these learners. They exhibit a heightened level of sensitivity towards our mistakes and errors and are capable of providing prompt and appropriate feedback.

The individual asserted that NNESTs possess a heightened ability to comprehend the difficulties and apprehensions of their pupils in comparison to NESTs, owing to the comparable route undertaken by both groups in acquiring their second language (L2). Nina highlighted that non-native English-speaking teachers (NNESTs) have the potential to

offer feedback in both the first language (L1) and second language (L2), which can facilitate the identification of errors in a prompt manner. According to her perspective, possessing a common first language with non-native English-speaking teachers (NNESTs) could serve as an advantage in offering feedback to students.

### ***NNESTs being better in teaching writing and grammar***

Several participants noted that non-native English-speaking teachers (NNESTs) may be more effective in teaching writing and grammar than native English speaking teachers (NESTs) due to their comprehensive understanding of English grammar and rules. According to their assertion, non-native English-speaking teachers (NNESTs) possess the ability to expound upon various grammatical concepts by furnishing comprehensible examples. Additionally, they are capable of recognizing their writing requirements and fulfilling them in an optimal manner. One of the foremost students in this regard, Nehir EYICI, stated that...

NNESTs could present the English grammar through the tangible methods and appropriate examples. The grammatical concepts were readily comprehensible, and we were able to effectively incorporate them into our written work and illustrative instances. Non-native English-Speaking Teachers (NESTs) provided instruction on grammar, but failed to offer comprehensive explanations and adequate examples.

She believed that NNESTs could teach English grammar better than NESTs by means of providing clear and enough explanations and exemplifications. According to Tuana Su SOYHAN, NNESTs (non-native English-speaking teachers) are well-suited for teaching writing skills due to their familiarity with the primary weaknesses and needs of learners. Nevertheless, NESTs provided instruction on writing skills in a general manner, without taking into account our specific requirements. Consequently, he asserted that non-native English-speaking teachers (NNESTs) were the optimal choice for instructing writing abilities.

### ***NNESTs regarded as knowledgeable and expert in language teaching methodologies***

A significant number of the respondents asserted that non-native English-speaking teachers (NNESTs) possessed a proficient grasp of pedagogical techniques, enabling them to impart language skills using diverse methods that were tailored to the requirements and goals of the courses. The authors observed that the utilization of NNESTs for the presentation of language items was grounded in scientific methodologies and pedagogical approaches for language instruction. According to Esin OZER's statement,

It is evident that non-native English-speaking teachers possessed ample

knowledge of language teaching methodologies to effectively deliver new instructional materials in the classroom. The educators had a comprehensive strategy for instruction and made diligent efforts to adhere to the pedagogical approach grounded in established teaching methodologies. Conversely, Non-Native English-Speaking Teachers (NESTs) did not place reliance on pedagogical approaches, instead opting to instruct utilizing their own idiosyncratic methods, which were predominantly intuitive in nature.

She perceived that non-native English-speaking teachers (NNESTs) tend to instruct second language (L2) language items utilizing established language teaching methods, whereas native English-speaking teachers (NESTs) rely on their intuition and do not adhere to any particular language teaching methods or approaches. In this regard, Bulent Deniz Akbostanci Ustundag made a remark.

NNESTs typically follow a structured curriculum and adhere to a specific teaching methodology, whereas Native English-Speaking Teachers (NESTs) tend to adopt a more flexible approach, drawing on their own language background and experience to inform their instruction.

He implied that non-native English-speaking teachers (NNESTs) exhibit a preference for implementing language teaching methodologies, whereas native English-speaking teachers (NESTs) tend to rely on their intuitive teaching methods.

#### *NESTs regarded as fluent and proficient language users*

All participants held the belief that Non-Native English-Speaking Teachers (NESTs) possessed exceptional language proficiency and demonstrated fluency in their use of the language. Given that the primary language of NESTs is English, they possess the necessary and requisite level of proficiency in said language. Therefore, they were mostly fluent and proficient users of English language. According to the participants, non-native English-speaking teachers (NESTs) did not encounter any difficulties in their oral communication and language proficiency within the classroom setting. Ahmad stated that Non-Native English-Speaking Teachers (NESTs) serve as exemplary models for our speaking skills. Their oral proficiency and fluency were very well in which we could feel that we were watching a movie in the class". As a consequence, he perceived that NESTs' language proficiency can be helpful for their oral skills. Defne TAMYAMAN pointed out,

The language proficiency of NESTs was identified as a primary advantage over NNESTs. The individuals exhibited proficiency in utilizing the English language both in written and oral communication, while employing appropriate lexicon and idiomatic expressions to effectively convey their intended messages. Therefore, it is feasible to obtain the linguistic elements effortlessly.

She believed that the inherent linguistic aptitude of Native English-Speaking Teachers (NESTs) could serve as an optimal resource for learners' language attainment, given that NESTs possess the ability to utilize language components in an organic manner.

***NESTs considered as an external motivator for language learners***

The majority of those who participated in the current investigation asserted that Native English-Speaking Teachers (NESTs) served as their primary impetus and muse for acquiring proficiency in the English language. Being taught by NESTs could be motivating to learners who are interested in learning the English language due to NESTs' accent and language proficiency. Zehra HADIMOGLU made a statement regarding this matter.,

NESTs may serve as a source of inspiration to learners owing to their impeccable pronunciation. They were so friendly and helped us to learn language without stress. This factor was very helpful and motivating during language learning process. The instructors promoted uninhibited speech without disrupting the learners' oral production. Nevertheless, non-native English-speaking teachers (NNESTs) predominantly interjected to rectify the students' mistakes.

She perceived that NESTs were helpful to enhance their motivation in the language learning process, and their friendly manners could be a significant motivator for them. According to Ege GULTEKIN, the prospect of receiving instruction from Native English-Speaking Teachers (NESTs) is highly intriguing as it affords learners the opportunity to acquire knowledge pertaining to the target language, including its associated culture, which can serve as a source of motivation. The individual posited that acquiring fresh insights regarding L2 from Native English-Speaking Teachers (NESTs) could potentially foster motivation for language learning.

***NESTs being better in teaching speaking and listening skills***

Most of the participants mentioned that NESTs were more successful than NNESTs regarding teaching speaking and listening skills. The individuals held the belief that their aptitude for oral communication and comprehension could serve as an asset for non-native English-speaking teachers (NESTs) in effectively teaching speaking and listening skills. According to Yunusemre YILDRIM, an adept speaker, it was observed that,

The acquisition of L2 is commonly believed to be reliant on the development of speaking and listening skills, which are considered fundamental. Native English-Speaking Teachers (NESTs) are believed to possess inherent abilities in both of these skills. Consequently, the utilization of Native English-Speaking Teachers (NESTs) in these courses may serve as a crucial factor in achieving proficiency

in both spoken and auditory aspects of the English language. The production of materials in a standardized form of English can be highly advantageous for individuals who are learning the language.

He maintained that NESTs could be the best teachers to teach speaking and listening skills due to their innate English language proficiency as their first language. Furthermore, the learners perceive them as proficient users of the English language in its standard form. Bahar KAYHA has noted that Native English-Speaking Teachers (NESTs) possess superior English language abilities that enable them to effectively teach speaking skills. Conversely, Non-Native English-Speaking Teachers (NNESTs) may not be as successful in teaching oral skills as NESTs due to their non-native status. She hypothesized that one's native language proficiency could play a significant role in the instruction of oral communication abilities.

### **Discussion And Conclusion**

According to the findings of the current research, native English-speaking teachers (NESTs) are not the only ones who have the ability to offer feedback; non-native English-speaking teachers (NNESTs) also have the capacity to do so in a manner that is not only effective but also appropriate. In addition, it is conceivable that non-native English-speaking teachers (NNESTs) may demonstrate greater proficiency in teaching writing and grammar in comparison to their native English-speaking counterparts (NESTs) due to their extensive knowledge of English grammar and regulations, as well as their proficiency in pedagogical strategies. This is because NNESTs are likely to be more familiar with the structure of the English language. In contrast, non-native English-speaking teachers (also known as NESTs) had extraordinary linguistic competence and demonstrated fluency in their language proficiency. They were referred to as NESTs. In addition, Native English-speaking teachers, often known as NESTs, played a significant role in encouraging and inspiring students learning English as a second language. When compared to Non-Native English-Speaking Teachers (NNESTs), they have also demonstrated a higher level of efficacy in the teaching of speaking and listening abilities.

The results of this study are consistent with Al-Nawrasy's (2013) findings, which indicate that native English-speaking teachers (NESTs) demonstrate superior proficiency in instructing speaking abilities. Furthermore, the outcomes align with the research conducted by Alseweed and Daif-Allah (2012), which suggests that non-native English-speaking teachers (NNESTs) are perceived to be more effective instructors in the domains of grammar and writing due to their expertise in language rules and grammar, whereas native English-speaking teachers (NESTs) are deemed more proficient in teaching listening and speaking competencies. According to Mahboob's (2004) research, non-native English-speaking teachers (NNESTs) exhibit greater proficiency in teaching reading, writing,

grammar, and language-learning skills owing to their cultural background and metalinguistic ability. This finding is consistent with the results of the current study. Furthermore, according to Walkinshaw and Oanh's (2014) research, non-native English-speaking teachers (NNESTs) possess a greater ability to elucidate intricate grammatical and lexical principles compared to their native English-speaking teacher (NEST) counterparts. The utilization of colloquial language by Native English-Speaking Teachers (NESTs) facilitates the acquisition of language among learners and motivates them to engage in language learning, as observed by Alseweed and Daif-Allah (2012). This observation is consistent with the results of the current study. Furthermore, as per Ma and Ping's (2012) findings, learners may exhibit a dearth of motivation when it comes to conversing in English with their non-native English-speaking teachers. Furthermore, the results align with Diaz's (2015) study, which revealed that learners exhibited a preference for receiving instruction in speaking skills from Native English-Speaking Teachers (NESTs), while they preferred to receive instruction in grammar, vocabulary, strategies, and culture from Non-Native English-Speaking Teachers (NNESTs). Similarly, Guerra's (2009) research revealed that learners exhibited a preference for native English-speaking teachers (NESTs) when it came to acquiring knowledge on pronunciation and native culture. Conversely, it was asserted that the strengths of non-native English-speaking teachers (NNESTs) lie in their ability to provide explanations in their native language, Portuguese. These findings serve to support the outcomes of the current investigation. Guerra (2017) found that learners perceived NESTs as possessing superior linguistic proficiency and cultural awareness, as well as greater competence in applying classroom materials and confidence in using English. On the other hand, students viewed NNETs as more dedicated to teaching and more attuned to learners' needs, which is consistent with the results of the current study. Additionally, the outcomes are consistent with the research conducted by Levis et al. (2016), which investigated the perceptions of both English as a Second Language (ESL) and English as a Foreign Language (EFL) learners regarding the superiority of Native English-Speaking Teachers (NESTs) in teaching speaking and pronunciation. Furthermore, the outcomes of the current investigation are consistent with Koşar's (2018) research, which demonstrated that Native English-Speaking Teachers (NESTs) were perceived as appropriate instructors for teaching speaking, pronunciation, and target culture, whereas Non-Native English-Speaking Teachers (NNESTs) were deemed suitable for teaching grammar, reading, and writing.

According to de Dios Martínez Agudo and Robinson's (2014) research, the effectiveness of teachers in motivating students and providing them with opportunities to enhance their skills is more crucial than their native language proficiency. Lipovsky and Mahboob (2010) conducted a study that revealed that learners do not exhibit a preference for either native English-speaking teachers (NESTs) or non-native English-speaking teachers (NNESTs). Instead, learners tend to prefer a collaborative approach involving both NESTs and NNESTs in their English language acquisition. Furthermore, a study conducted

by Walkinshaw and Oanh (2012) utilizing a questionnaire revealed that there are factors that hold greater significance than the instructors' nativeness. These factors include experience, personality, qualifications, cultural awareness of learners, and teaching styles. Numerous studies have indicated that a student's perceptions of their instructors may be influenced by various factors such as their background, gender, preferences, and prior experiences (Beckett & Stiefvater, 2009).

The objective of the current research was to examine the attitudes of high school students in Turkey towards native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) in their academic settings. The findings indicated that non-native English-speaking teachers (NNESTs) were capable of delivering superior and more appropriate feedback compared to native English-speaking teachers (NESTs). Furthermore, non-Native English-Speaking Teachers (NNESTs) may possess superior abilities in instructing writing and grammar in comparison to Native English-Speaking Teachers (NESTs) as a result of their comprehensive understanding of English grammar and rules as well as their extensive knowledge of pedagogical methodologies. Conversely, non-native English-speaking teachers (NESTs) demonstrated exceptional linguistic competence and exhibited fluency in their use of the English language. In addition, non-native English-speaking teachers (NESTs) served as a significant motivator and source of inspiration for English language learners. Moreover, they exhibited greater efficacy in instructing students in the domains of speaking and listening. Regarding the results, it is noteworthy that both non-native English-speaking teachers (NNESTs) and native English-speaking teachers (NESTs) exhibit both advantages and disadvantages in terms of learners' perceptions. Turkish post-secondary students studying English as a Foreign Language (EFL) expressed a preference for being instructed by both types of teachers in order to benefit from their respective strengths. Furthermore, given the complexity of second language acquisition, possessing native proficiency does not necessarily ensure optimal performance in English as a foreign or second language classrooms. Additionally, it is imperative that the hiring of an English language instructor not be based solely on their native status.

The conclusions of the study have certain implications for pedagogy. One implication that can be drawn from the study is that Turkish students studying English as a foreign language did not exhibit a clear preference for either native English-speaking teachers (NESTs) or non-native English-speaking teachers (NNESTs). Furthermore, they demonstrated appreciation for both types of teachers and their respective strengths. Another implication of the study is regarding the English language teachers' employment, in which the managers of English language institutions and higher education establishments do not just regard nativeness as a sign of a perfect English teacher; other factors, such as cultural familiarity, should be considered. Furthermore, it was observed by learners that certain non-native English-speaking teachers possess commendable attributes,

such as offering superior and more appropriate feedback. This observation suggests that Turkish learners are not succumbing to the Native Speaker Fallacy as described by Philipson (1992).

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