Native or Non-Native Teacher in English Language Education: Students' and Teachers' Perspective (A Study for Private Lower-Secondary School in Turkey)

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ABSTRACT

This study aims to investigate the preferences and views of teachers' and students' towards non-native and native speaker teachers in English language education. The study was carried out in a lower-secondary private school in Turkey with a total of 109 students varying from year 5 to 7 and 5 non-native speaker teachers. The participants are chosen on a volunteer basis. Data was collected by using both qualitative and quantitative methods including a 5 graded Likert scale and 3 interview questions. The information gathered from the study shows that majority of the teachers have the opinion that native speaker teachers fulfill the learners' needs but further research on a broader scale is needed to advance the research while most of the students prefer non-native speaker teachers in some of the criteria which are presented to them.

Keywords: EFL in Turkey, ELT, Learner Preferences, Native vs. Non-native Teachers, Teachers' Perspectives

1. Introduction

Throughout the world, the language learners are coping with the difficulties of learning second or a foreign language as they do not have access to the native speakers of the target language and they cannot be exposed to that target culture. Most of the opinions on foreign language learning are based on the thoughts such as that a foreign language only can be acquired in the target country until a specific age and a native command of that target language is impossible for foreign language learners. For that reason, in recent years, there is a high demand for native teachers to take place in foreign language education.

In Turkey, this demand also shows itself in English language teaching in Turkish educational system. Mainly the private schools are supplementing this demand of native speaker teachers in their language classes. On the other hand, the state schools in Turkey cannot still achieve the essential number of native teachers. However, it is still a dilemma about whether native teachers are an essential element of foreign language teaching and non-native teachers possess the capacity to teach the foreign language as effectively as the native speaker teachers do. Accordingly, in recent researches, it can be seen that both native and non-native speaker teachers are almost equally

beneficial in the English language education. Accordingly, as for Brown (2013), studies involving ELT should be focused on the teachers' ability to instruct the language in multi-cultural contexts. To solve out this dilemma, this study aims to find out the distinction between the necessity of native speaker teachers and the perspectives of learners and teachers towards the selection of native and non-native teachers.

In the previous studies, it is observed that the data is collected either only through the difference of the performance between native and non-native speaker teachers or learner performance. In this study, it is aimed to find out both the preferences and perspectives of non-native speaker teachers on foreign language teaching and learners in lower-secondary years. The reason why an interview is carried out to non-native speaker teachers in a private school is that there are some certain qualifications for native speaker teachers to possess such as; a certificate of teaching, achieve high marks of necessary examinations which are required from the Ministry of Education. For this reason, the headmasters of state schools are not allowed to hire native speaker teachers. On the other hand, the procedure for hiring teachers is different in private schools. Thus, native speaker teachers prefer teaching in private schools. Another reason why the interview questions are only applied to non-native speaker teachers is that, they face much more difficulty in teaching a foreign language as they do not possess the cultural knowledge of the target language and their insecurity in their teaching. To find out non-native teachers' opinions on this subject can be considered as a guide for pre-service teachers' general perspectives on foreign language teaching.

Most of the previous studies deal with adult learners or pre-service teachers and are conducted in state universities in Turkey. To fill the lack of necessary numbers of research related to this context, this study aims to choose years 5, 6 and 7 as its participants. In addition, even though the education system covers year 8 learners as lower-secondary, the target school did not give permission to conduct the survey to year 8 learners because of the fact that these learners are going to take high school entrance exam in June, 2020.

2. Literature Review

To learn English from a native speaker or non-native speaker teacher has been an issue which is dealt by many researchers throughout the world. As for the ideas of these academics, their opinions differ from one another. According to Medgyes (1992), non-native speaker teachers possess insecurity in themselves as they think themselves that they are not able to teach English to fulfill the needs of the students at the highest point.

Their attitudes in terms of teaching and the implementation of the lesson is considered as aggressive and pessimistic due to their insecurity. Medgyes also says that the destiny of non-native speaker teachers is to regret having chosen this career since these teachers are also the learners of that language and their capacity to learn it at the fullest range is obviously limited while teaching the language is much more limited. He states that trying to gain a native command of English is a bit pathetic and mission impossible for these teachers.

To support this idea of his, he claims that there are two reasons which make language learning an impossible mission for non-native speaker teachers: lack of time and fossilization. To avoid fossilization, the essential thing to accomplish for non-native speaker teachers is to live in the target

culture for a long time. Nevertheless, these teachers suffer from the lack of time and do not afford to live in English speaking countries.

Due to those reasons, Medyges thinks that non-native speaker teachers have lack of cultural context of the target language as they have not exposed to the daily life in the target culture and natural interaction between the speakers of English. He also mentions that different cultures view the world in different perspectives in terms of life and this phenomenon as well affects the languages and their speakers. Although Medyges claims that learning and teaching English for non-native speakers are tough and reaching the level of native speaker teachers can be seen as impossible, he also provides some positive features of non-native speaker teachers. According to him, a non-native speaker teacher can predict and prevent the possible problems of their students as they have been climbing up the same cliffs with their learners.

Secondly, they can teach language learning strategies and implement her own methodology pretty better than native speaker teachers because they also have used these strategies in their own learning and know the most effective strategies for the application. They can also become the best role model for their learners as the most ideal and successful learners to be. They can provide more information to their students since they criticize and gather only the things that they can use in the language.

Besides, he emphasizes that, no matter how the mother tongue is considered as an illegal element to be used in the foreign language classroom setting, it sometimes gives help to both learners and non-native speaker teachers in teaching. Medyges also states that non- native speaker teacher can understand her students' feelings and perceptions towards learning a foreign language and direct her manners and attitudes according to these perceptions.

In academic world, there are also other researchers who support native speaker teachers in the foreign language teaching. Samimy and Brutt-Griffler (1999) are two of these scholars and they think that native teachers can be more effective in some occasions in a classroom setting. These teachers can reflect their culture and language better than non-native speaker teachers and learners can absorb much more knowledge than they can do in contrast to non-native speaker teachers.

As for Lasagabaster and Sierra (2005), they also support native speaker teachers in foreign language teaching as learners consider their native speaker teachers trustworthy and reliable due to their perfect knowledge of English. For that reason, these learners can adapt themselves to the classroom environment and enjoy learning a foreign language much more than the learners who have a non-native speaker teacher in their classroom.

In recent years, native speaker teachers have found their place in the Turkish educational system too, as widely as Non-Native Turkish speaker teachers, particularly in private schools. With this concept, the idea that there is a difference between native and non-native speaker teachers has aroused within the mind sets of Turkish researchers in terms of students' and teachers' perceptions.

No matter how some researchers have applied their studies in the Turkish educational setting, their implementation can be considered as limited in terms of school, year, age and gender variables. To achieve that, new researchers should broaden their research space and apply their studies beyond the limitations to achieve the accurate, necessary and valid information upon the subject.

3. Research Questions

This study aims to answer these three questions:

a. *Is there any significant difference between the preferences of learners towards native and non-native teachers according to their grade level and gender?*

In foreign language teaching, the classroom dynamics can differ from one classroom to other. As a result of these dynamics, there are numerous elements which effect foreign language learning. It can be stated that one of these dynamics consists of learners' preferences and point of views toward their choice between native and non-native teachers. To broaden the ideas, the learners' perspectives, aspirations and preferences towards the lessons and teachers also should be take into account with different variables. Considering that issue, this study investigates different perspectives and aspirations of learners in terms of their grade level and gender.

b. *How do these preferences differ in terms of learner needs, the style of teaching and communication inside and outside of the classroom?*

The preferences of foreign language learners towards native and non-native speaker teachers cover different contexts which should be elaborated in detail, such as learner needs, the style of teaching and communication inside and outside of the classroom. As just one context does not reveal the essential information which is needed to enlighten the learners' views on the subject, different contexts can broaden the learners' ideas and provide much more reliable information.

c. *What are the opinions of non-native teachers towards being non-native or native teacher in terms of the advantages/disadvantages, the implementation of the lesson and the fulfillment of learner needs?*

No matter how important the learners' needs and preferences towards native and non-native teachers are and the main consideration of this study, teachers' point of views towards being a native or non-native speaker teacher is also an important issue in terms of foreign language learning, which should be taken into consideration carefully.

4. Settings

This study is conducted in a private lower-secondary school in Bostancı, İstanbul, Turkey, 2019. The school puts emphasis on foreign language education. English lessons are separated as skills lessons and main courses in which they only cover grammar rules. The skills lessons are eight hours in a week for year 5 students, four hours for year 6 and two hours for year 7. On the other hand, main courses are eleven hours a week for the years 5, 6 and 7 have six hours of main course. This study is a qualitative research study which deals with the perceptions of students' and teachers towards native and non-native teachers in English language education.

5. Participants

Table 1.1. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	55	50,5	50,5	50,5
	female	54	49,5	49,5	100,0
	Total	109	100,0	100,0	

Table 1.2. Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5th grade	38	34,9	34,9	34,9
	6th grade	32	29,4	29,4	64,2
	7th grade	39	35,8	35,8	100,0
	Total	109	100,0	100,0	

109 learners participated in this study. The data is collected from two sections of year 5, two sections of year 6 and two sections of year 7. There are 37 learner participants in year 5, 33 learner participants in year 6 and 33 learner participants in year 7. The age ranges from 11 to 13. 55 of the learner participants are male and 54 of them are female. The learners are native speakers of Turkish language.

5 non-native teachers participated in this study. The teacher participants are native speakers of Turkish language. They graduated from teacher education programs in different Turkish universities. The participant selection was not purposeful rather random.

6. Data Collection Instruments

The study consists of both qualitative and quantitative data. A 5 graded Likert scale questionnaire (See Appendix) was used to gather quantitative data to measure learners' perceptions towards native and non-native teachers in English language education.

1= strongly disagree

2= disagree

3= undecided

4= agree

5= strongly agree

The questionnaire is designed with the aid of the sample questionnaires in the articles of Bryan Meadows & Yumika Muramatsu "Native Speaker or Non-Native Speaker Teacher?: A Report of Student Preferences in Four Different Foreign Language Classrooms" and of Bora Demir "Undergraduate FL Learners' Perceptions of Native and Non-Native Language Instructors".

The questionnaire consists of 10 items which try to collect the data of students' perceptions towards native and non-native teachers. As for the qualitative data instrument, an interview is applied to the non-native teachers and consists of 3 questions which highlight the teacher views towards being a non-native teacher in foreign language teaching.

7. Data Collection Procedure

The researchers distribute the questionnaires to the learners at the beginning of the lesson. They give the essential information which the students should complete in the questionnaires and set the time limit for the students. During the day, the researchers communicate with the non-native English speaker teachers of the target school and hand out the interviews to them by asking to complete the questions in their spare time.

8. Data Analysis Procedure

The qualitative and quantitative data are analyzed with the help of IBM's Statistical Package for Social Sciences (SPSS) 17.0. With SPSS, the reliability and correlation between the items are reflected into descriptive statistics and frequency tables. SPSS also designs bar charts which explain the differences between the perceptions of the learners towards the native and non-native teachers in detail according to the data acquired by the questionnaires.

9. Results of Quantitative Data

Table 2.1. The overall responses of the learners to the Questionnaire.

Statistics

		It does not matter whether my foreing language teacher is native speaker or not.	A native speaker teacher makes me more interested in learning.	My native speaker teacher is able to maintain order and dicipline in the classroom.	I can communicate more easily with my non-native teacher outside of classroom.	My non-native teacher understands me more.	My native speaker teacher praises the students and treats them respectfully.	My non-native teacher tolaretes mistakes more.	I participate more in my non-native teacher's class.	I like my non-native spaker teacher's style of teaching more.	I prefer a native spekaer as my foreign language teacher.
N	Valid	109	109	109	109	109	109	109	109	109	109
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		2,7982	3,1651	3,2844	2,4587	2,2385	2,7431	2,6972	2,4771	2,4220	2,9725
Median		3,0000	3,0000	3,0000	2,0000	2,0000	3,0000	3,0000	2,0000	2,0000	3,0000
Mode		3,00	5,00	3,00	1,00	1,00	3,00	1,00[a]	1,00	1,00	3,00
Std. Deviation		1,43230	1,53064	1,33397	1,41769	1,43952	1,30102	1,34374	1,33747	1,38306	1,37746
Variance		2,051	2,343	1,779	2,010	2,072	1,693	1,806	1,789	1,913	1,897
Minimum		1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
Maximum		5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00

a. Multiple modes exist. The smallest value is shown

The findings of the study are obtained through data analysis tools mentioned in the previous section. The statements are designed in a mixed flow at the first place. However, in order to enhance the validity and reliability of the questionnaire it is divided into four sub-categories according to relevance between the statements. The four sub-categories are: Learners' preferences towards native and non-native speaker teachers, teachers' acts in the classroom setting, motivational drive of the learners, communication between learners and teachers outside of the classroom.

Learners' preferences towards native and non-native speaker teachers

Table 2.2. and Table 2.3. aim to gather information about learner preference upon native and non-native teachers.

Table 2.2. It does not matter whether my foreign language teacher is a native speaker or not.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	26,6	26,6	26,6
	Agree	17	15,6	15,6	42,2
	No Idea	30	27,5	27,5	69,7
	Disagree	13	11,9	11,9	81,7
	Strongly Disagree	20	18,3	18,3	100,0
	Total	109	100,0	100,0	

As can be seen from the Table 2.2., 26,6% of the learners strongly claim that it does not matter whether their teachers are native or non-native. 15,6% of the learners claim that they have some inclination to believe in this difference.

Table 2.3. I prefer a native speaker as my foreign language teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	25	22,9	22,9	22,9
	Agree	9	8,3	8,3	31,2
	No Idea	39	35,8	35,8	67,0
	Disagree	16	14,7	14,7	81,7
	Strongly Disagree	20	18,3	18,3	100,0
	Total	109	100,0	100,0	

As for the Table 2.3., 22,9% of the learners prefer native speaker as their foreign language teacher. The percentage of learners who agrees with the statement is 8,3 which is the lowest score among all other options. 35,8% of the learners, the majority, do not display any idea on this statement.

These findings show that majority of the learners do not have any ideas on whether or not they prefer a native or non-native speaker teacher as their foreign language teacher. On the other hand the percentage of learners who prefer native teachers slightly differs from learners who prefer non-native teachers as their foreign language teacher.

Teachers' acts in the classroom setting

Table 2.4., Table 2.5., Table 2.6. and Table 2.7. aim to gather information about learners' preference upon native and non-native teachers' style of teaching in the classroom setting.

Table 2.4. My native speaker teacher is able to maintain order and discipline in the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	14,7	14,7	14,7
	Agree	12	11,0	11,0	25,7
	No Idea	31	28,4	28,4	54,1
	Disagree	25	22,9	22,9	77,1
	Strongly Disagree	25	22,9	22,9	100,0
	Total	109	100,0	100,0	

Table 2.5. My native speaker teacher praises the students and treats them respectfully.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	26	23,9	23,9	23,9
	Agree	18	16,5	16,5	40,4
	No Idea	36	33,0	33,0	73,4
	Disagree	16	14,7	14,7	88,1
	Strongly Disagree	13	11,9	11,9	100,0
	Total	109	100,0	100,0	

As can be seen from the Table 2.4. and Table 2.5. majority of the learners were neutral towards their native speaker teachers' ability to maintain order and discipline in the classroom and his/her praises and threats to learners. Even though Table 2.4. shows us that the majority of the learners are neutral 50 of the 109 participants claim that their native speaker teacher is not able to maintain order and discipline in the classroom. The case for Table 2.5. is the same with Table 2.4. except the fact that 42 of 109 participants agree with the statement that their native teacher praises them and treats them respectfully.

Table 2.6. My non-native teacher tolerates mistakes more.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	24,8	24,8	24,8
	Agree	24	22,0	22,0	46,8
	No Idea	27	24,8	24,8	71,6
	Disagree	17	15,6	15,6	87,2
	Strongly Disagree	14	12,8	12,8	100,0
	Total	109	100,0	100,0	

When we look at the Table 2.6. it can be seen that percentages of learners who claim that they agree and learners who do not show an idea are the same. However, 27 of the 109 participants claim that they do not possess an idea and 41 of 109 participants, majority, claim that their non-native teacher tolerates mistakes more.

Table 2.7. I like my non-native speaker teacher's style of teaching more.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	38	34,9	34,9	34,9
	Agree	26	23,9	23,9	58,7
	No Idea	19	17,4	17,4	76,1
	Disagree	13	11,9	11,9	88,1
	Strongly Disagree	13	11,9	11,9	100,0
	Total	109	100,0	100,0	

Motivational drive of the learners

Table 2.8. and Table 2.9. aim to gather information about learners' interest level and participation frequency according to native and non-native teachers.

Table 2.8. A native speaker teacher makes me more interested in learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	21,1	21,1	21,1
	Agree	20	18,3	18,3	39,4
	No Idea	12	11,0	11,0	50,5
	Disagree	24	22,0	22,0	72,5
	Strongly Disagree	30	27,5	27,5	100,0
	Total	109	100,0	100,0	

According to table 2.8. 54 of 109 participant disagrees with the statement which means learners do not feel interested in learning in their native speaker teachers lesson.

Table 2.9. I participate more in my non-native teacher's class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	34	31,2	31,2	31,2
	Agree	24	22,0	22,0	53,2
	No Idea	30	27,5	27,5	80,7
	Disagree	7	6,4	6,4	87,2
	Strongly Disagree	14	12,8	12,8	100,0
	Total	109	100,0	100,0	

As for the Table 2.9. it can be seen that there is an obvious difference between the numbers of participants who agrees and disagrees with the statement. Thus it is apparent that learners prefer to participate in their non-native speaker teachers' lesson more.

Communication between learners and teachers outside of the classroom

Table 2.10. and Table 2.11. aim to gather information about learners' native and non-native teachers in the case of communication.

Table 2.10. I can communicate more easily with my non-native teacher outside of the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	40	36,7	36,7	36,7
	Agree	20	18,3	18,3	55,0
	No Idea	22	20,2	20,2	75,2
	Disagree	13	11,9	11,9	87,2
	Strongly Disagree	14	12,8	12,8	100,0
	Total	109	100,0	100,0	

Table 2.11. My non-native teacher understands me more.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	49	45,0	45,0	45,0
	Agree	23	21,1	21,1	66,1
	No Idea	14	12,8	12,8	78,9
	Disagree	8	7,3	7,3	86,2
	Strongly Disagree	15	13,8	13,8	100,0
	Total	109	100,0	100,0	

It can be seen from the both table 2.10 and 2.11 that more than half of the learners prefer to communicate with their non-native teacher outside of the classroom situation. It is shown that learners feel their non-native teacher understands them more and it is easier to communicate with their non-native teacher.

Reliability Statistics

Table 2.12. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,614	,610	10

As can be seen from the table of Reliability Statistics, our survey is reliable however, the results were lower than what is predicted. The reason for this arises from the readiness of participants. They were in their usual lesson time and they did not know about the survey in advance. Another reason arises from that participants did not get what is expected from them because of the mixed layout of the questionnaire. Moreover, they have not done any survey in a Likert-scale format before because they are young teenage learners.

5.3. Results of Qualitative Data

The qualitative data results are collected by three interview questions which are directed to five Non-Native speaker English language teachers.

The interview questions aim to gather information about teachers' perspectives on Non-native and Native speaker teachers. These questions are:

a. What are the strengths and weaknesses of Native/Non-Native teachers from your perspective?

b. Do you think both Native and Non-native teacher should teach the same class for the same students, why/why not?

c. Is there a significant difference between native or non-native teachers' style of teaching and fulfillment of learners' needs. If so, what is the difference; if not, why?

The subcategories of the interview questions are strengths and weaknesses of the Non-native and Native speaker teachers, facilitating the same lesson interchangeably, fulfillment of learners' needs and teachers' style of teaching.

Strengths and Weaknesses of NN and N Speaker Teachers

The majority of the teachers who participated in the interview claim that native speaker teachers are superiors in speaking skill in lessons, they are able to make learners speak in the target language, which is English in this case. However, learners force to use their mother tongue, Turkish, in lessons with their Non-native speaker teacher. It can be inferred from one of the teacher's interview response which is "When learners know that Non-native teacher speaks their language, they try to speak their mother tongue." On the other hand, four of the teachers believe that learners mostly feel more confident in communicating with Non-native speaker teachers outside of the lesson which make Native speaker teacher unapproachable and having hard time to build a relationship with learners.

As the example for this result, one teacher says "Native teacher may have problems with the culture and the education system of Turkey. That is why it is sometimes hard for them to understand the learners." Also, one of the teacher's says "...but they (Native) would have more difficulties when building good rapport with the learners."

Additionally, two of the teachers mentioned that the classroom management is an issue with Native speaker teachers. The reason why classroom management is an issue with Native speaker teachers can be inferred with responses of the participated teachers "When native teachers cannot control the learners, they cannot maintain good lessons and cannot provide enough information." and "Non-native teachers are stronger in terms of classroom management."

Lastly, one teacher says that "...in order to teach grammar, non-native speaker teacher is more efficient because of the fact that learners should know the Turkish meanings of vocabulary and should be able to compare the structures of Turkish and English."

Facilitating the Same Lesson Interchangeably

In this school, the English lessons are divided into two as Skills lessons and Main Course. The skills lessons are provided by the Native speaker teacher and main course is covered with the Non-native speaker teacher. Moreover, four of the teachers claim that both Non-native and Native speaker teachers should facilitate the same lesson interchangeably as it is conducted in the school. Thus, they believe that both teachers complete each other in this way. One of the teachers also mentioned that N teachers are beneficial for teaching pronunciation by saying ''I think both Native and Non-native teacher should teach the same classroom as native teachers are better at pronunciation.''

On the other hand, majority of the teacher put emphasis on time management issues. Due to the fact that teaching grammar takes the greater time of the lesson hour they believe that the work load of the teachers will decrease if the Native speaker teachers lead the English language skills lessons and it leaves more effective time for both teachers. One of the teachers support this claim by saying ''Because teaching vocabulary and grammar takes most of your classes and you hardly can find time to practice speaking activities.''

Fulfillment of Learners' Needs and Teachers' Style of Teaching.

There are three points of view to this interview question. Two of the teachers believe that there is not a significant difference of teaching styles and fulfillment of learner needs. However, two of the teachers believe that the expectation of learner needs depends on teachers' and schools' approaches towards curricula.

One of the teachers states that: ''I do not think there is an obvious difference in terms of teaching styles but learners expect the Turkish teachers to explain the grammatical structures in a deeper way.'' Another teacher defends the idea by saying ''The best of teaching is combination of both.''

Only one of the teachers argues that there is a significant difference between Native and Non-native speaker teachers' style of teaching. The teacher states "Because of the fact that Native speaker teachers facilitates English language skills lessons while Non-native speaker teachers cover grammar lessons and the syllabus must be different from each other. Thus, it is not possible to teach in the same style."

6. Conclusion and Discussion

6.1. Conclusion

The aim of this study is to find out the perspectives of lower-secondary learners and non- native teachers towards native speaker teachers in English language education. The findings show that learners prefer non-native speaker teachers as their foreign language teacher for many aspects which are: Learners' preferences towards native and non-native speaker teachers, teachers' acts in the classroom setting, motivational drive of the learners, communication between learners and teachers outside of the classroom.

It can be seen that learners do not find native speaker teachers' style of teaching interesting they prefer their non-native speaker teachers' style of teaching for the reason that they can communicate better with their non-native speaker teachers inside and outside of the classroom. As the learners get

used to learning in their mother-tongue, they comprehend more effectively when they learn the target language by evoking and making comparisons between the target language and their mother-tongue. Due to the fact that the native speaker teachers cannot fulfill this need of learners, non-native speaker teachers are more preferred. Aside from the implementation of the lesson, in the affective base of learning, the learners feel themselves more confident and secure while they communicate with their non-native speaker teachers as there is a cultural match between the learners and the teachers.

On the other hand, non-native teachers believe that both native and non-native speaker teachers are needed interchangeably in foreign language classes. Non-native teachers claim that native speaker teachers are more beneficial in teaching speaking skill. While non-native speaker teachers are dealing with grammar and lexis courses, they are more effective and skillful in teaching the target language because they have attained almost the same education in Turkish system. Accordingly, non-native speaker teachers can respond to their learners in more tolerance and show more sympathy to their learners. The reason why non-native speaker teachers claim native speaker teachers are more beneficial in teaching speaking skill is that native speaker teachers can provide a proper exposure to the phonology of the target language.

Although non-native speaker teachers state the idea of proper exposure to phonology, this is not the case in Turkey because in schools, native speaker teachers are not native but foreign English language speakers from other countries in the outer circle from the Kachru Circles. Nevertheless, as Brown (2013) states, English is the language of communication and "foreign" is no longer a suitable classification for lingua franca.

What is more important is that the learners can comprehend and acquire the target language, make use of the language, be able to express their feelings and opinions in the target language. If these components in language learning are achieved, native-like command of language is not essential. Pronunciation itself should not be neglected. However, perfect pronunciation should not be the most crucial component of foreign language learning. Correspondingly, by taking it into consideration that a teacher might have a lack of capacity, knowledge, potential and confidence in language teaching, there should not be a strict distinction between native and non-native speaker teachers.

As a general conclusion of this study, there is a mismatch between the perspectives of learners and the teachers. Results show that learners prefer non-native speaker teacher as a foreign language teacher extensively. On the contrary, non-native speaker teachers support the idea that native and non-native speaker teachers should facilitate the lesson interchangeably. There should be further researches which aim to find the reason behind the mismatch situation between the learners and the teachers.

To the best of our knowledge, a similar study can be applied in a school with native speaker teachers who obtain the certificate of ELT since this study only includes the foreign English language teachers who do not possess the education of teaching English as non-native teachers are supposed to get in Turkish educational system. Considering all of these, the further studies can be broadened into gathering information about the perspectives of learners towards native speaker teachers who possess ELT education and the difference between native and non-native teachers in consideration of this context.

6.2. Discussion

In this research, the main focus is on the perception and preferences of learner and teachers towards native and non-native speaker teachers in terms of communication, preference and teaching styles. According to the findings of this research, learners' perception and preferences are highly positive towards non-native English foreign language teachers in terms of the teaching styles.

The similar findings in respect to the teacher roles in-class are also found out in a study carried out by Demir (2011). Both research findings show that foreign language learners in Turkey have positive tendency towards non-native speaker teachers. Demir (2011) additionally claims that this might be due to the non-native speaker teachers' more emphatic attitudes towards learners, since they are already aware of the difficulties of learning a foreign language.

Moreover, the parallel results in a study carried out by Gürkan and Yüksel (2012) can be seen in terms of learners' tendency towards non-native speaker teacher. Gürkan and Yüksel (2012) claims the reason why is that non-native speaker teachers perceived to be more sensitive to the students, use mother tongue more and help develop language competence of the students especially in grammar.

A similar conclusion can clearly be seen in an article carried out by Çelik (2006) according to necessity of both native and non-native speaker teachers. The conclusion of this study claims that there should not be clear cut distinction between native and non-native speaker teachers which is also similarly stated in the Çelik's (2006) article that unlike what many people believe the ideal ESL/EFL teacher is not necessarily a native speaker neither in the context of Turkey, nor anywhere else. The study and the Çelik's article are also very similar in terms of viewpoints towards the English language teachers. This study believes that a teacher might have a lack of capacity, knowledge, potential and confidence in language teaching. Çelik (2006) says that none of the study identifying the qualities of a credible teacher talks about 'being a native speaker'. For that reason, qualifications such as ESL/EFL pedagogy, a profound understanding of the English language, comprehension of the second/foreign language acquisition process, and enthusiasm and thriving practice of teaching English should be the basic criteria to evaluate the effectiveness of a language teacher.

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