NATIVE AND NONNATIVE ENGLISH-SPEAKING

ENGLISH AS A SECOND LANGUAGE TEACHERS:

STUDENT ATTITUDES, TEACHER SELF-PERCEPTIONS,

AND INTENSIVE ENGLISH ADMINISTRATOR BELIEFS AND PRACTICES

A Thesis

Submitted to the Faculty

of

Purdue University

by

Lucie M. Moussu

In Partial Fulfillment of the

Requirements for the Degree

of

Doctor of Philosophy

August 2006

Purdue University

West Lafayette, Indiana

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

GLOSSARY

The following acronyms and terms will be used in this dissertation and need some clarification. While some terms are easily defined, others are more complex and can have several interpretations according to different linguistic or sociolinguistic perspectives.

EFL: *English as a Foreign Language*. English taught in non-English-speaking countries such as Venezuela, France, or China. The distinction between ESL and EFL is not always clear, especially in multilingual countries. Kachru's (1982) model of *inner circle*, *outer circle*, and *expending circle* Englishes would probably place EFL in the *expending circle*.

ESL: *English as a Second Language*. English taught to international students or immigrants in English-speaking countries such as the United States, England, Australia, or Canada. Again, the distinction can be problematic in *outer circle* countries (Kachru) such as India or Kenya.

IEP: *Intensive English Program*. An ESL school where young adults and adults from all over the world study English. Most students in IEPs are on a F-1 (full-time student) visa. IEPs usually offer language programs speakers of all levels of English, from beginners to advanced. These programs can be independent or attached to a community college or university, and often offer college preparation classes.

ITA: *International Teaching Assistants*. International graduate students in North American universities who have teaching assistantships.

NAFSA: *National Association for Foreign Student Affairs*, known today as *NAFSA: Association of International Educators*. This association provides support and resources to directors of international student and scholar offices at universities, as well as IEP directors. Created after NAFSA were such associations as the UCIEP (*consortium of University and College Intensive English Programs)*, the AAIEP *(American Association of Intensive English Programs),* the ACCET (*Accrediting Council for*

Continuing Education & Training)*, and the CEA (*Commission on English Language Program Accreditation*)*. These associations provide accreditation (standards and professional recognition) to IEPs.

NEST: *Native English-Speaking ESL/EFL Teacher*. An ESL/EFL teacher whose first language is English. (This definition seems to be widely accepted today, but has meant, in the past, that the teacher spoke natively the first language of the EFL students, as for example, in Edge's (1988) article).

NNEST: *Non-Native English-Speaking ESL/EFL Teacher*. An ESL/EFL teacher whose first language is not English. In EFL settings, the NNESTs' first language is often that of the EFL students.

NNS: *Non-Native Speaker* (of English, in this case). Someone who has learned a language other than English as a first language, and is learning or has learned English as an additional language.

NS: *Native Speaker* (of English, in this case). Someone whose main or first language is English and who has learned it first as a child. As will be discussed later, these definitions are vague and highly contested, and the distinction between NS and NNS is often problematic.

TESOL: *Teachers of English (or Teaching English) to Speakers of Other Languages* or *Teaching English as a Second or Other Language*. This acronym can describe three things: 1) the international professional organization, created in 1966, of ESL and EFL teachers. TESOL includes different Interest Sections (IS) such as the IEP IS, or the Higher Education IS, as well as different caucuses, such as the Nonnative English Speakers in TESOL caucus; 2) the teaching and research field, sometimes also called TESL; and 3) the educational program and qualification (MA TESOL, for example).

TOEFL: *Test of English as a Foreign Language*. An examination administered by ETS (Educational Testing Services) many foreign students must take before they are admitted to North American universities and colleges. The TOEFL exam is somehow similar to the TOEIC (Test of English for International Communication), the Michigan Educational Assessment Program, or the Cambridge English Examinations.

ABSTRACT

Moussu, Lucie M. Ph.D., Purdue University, August, 2006. Native and Nonnative English-Speaking English as a Second Language Teachers: Student Attitudes, Teacher Self-perceptions, and Intensive English Administrator Beliefs and Practices. Major Professor: Margie Berns.

The number of learners of English as an international means of communication increases hand in hand with the number of nonnative English-speaking teachers (NNESTs) of English as a Second Language (ESL) and the number of Native English-Speaking ESL teachers (NESTs). At the same time, scholars (Kamhi-Stein, 1999; Liu, 1999; Llurda, 2005) have estimated non-native English speakers to account for 40% to 70% of the North-American student teacher population. However, few studies investigated the working conditions of NESTs and NNESTs at Intensive English Programs (IEP) and the different factors that affect their successes and challenges. This research project thus investigates 1040 ESL students' attitudes towards NESTs and NNESTs, the variables (students' first languages, gender, class subject, level, and expected grade, as well as teachers' native languages) that influenced students' responses, and the effects of time on students' attitudes, with questionnaires completed both at the beginning and at the end of the fall 2005 semester. Online questionnaires also solicited 18 NNESTs and 78 NESTs' self-perceptions about proficiency and teaching skills, as well as 21 IEP administrators' beliefs about, and experiences with NNESTs and NESTs. Results showed that overall, students' attitudes were more positive towards NESTs than towards NNESTs, although students taught by NNESTs held a significantly more positive attitude towards NNESTs in general than students taught by NESTs. Positive attitude towards NESTs and NNESTs increased significantly with time and exposure. Results also showed that students and teachers' first languages, among others, strongly influenced students' responses. Additionally, NNESTs were not necessarily seen

as grammar experts but could be esteemed Listening/Speaking teachers. Teachers' responses revealed NNESTs' lack of confidence in their linguistic and teaching skills but also their beliefs that NNESTs' language learning experience was an asset for ESL students. Finally, administrators also recognized NNESTs' strengths as well as their poor self-confidence. While they did not use nativeness as hiring criteria, they emphasized the importance of linguistics preparation and international awareness, as well as teaching experience.

CHAPTER ONE

INTRODUCTION

On October 9, 2004, these two job offers were found in the Chronicle of Higher Education website (italics added):

1) Position: ESL (English as a Second Language) Instructors. Location: Colorado. Semester-long and yearlong ESL teaching positions are available for the spring semester of 2005 […]. *Any college graduate or student (native English speakers only) may apply* (http://chronicle.com/jobs/id.php?id=301227);

2) Position: Assistant Professor, Department of English Language & Literature. Location: United Arab Emirates. Have a Ph.D. in ESP [English for Special Purposes] from a recognized British or American University. Have a minimum of 3 years' full-time experience in teaching ESP […]. *Be a native speaker of English* (http://chronicle.com/jobs/id.php?id=303991).

On October 9, 2004, too, I took a quick look at the first 10 job offers (on a list of 401 offers) on Dave's ESL Café (http://www.eslcafe.com/joblist/), a website growing in size and popularity, offering a wide range of information to ESL and English as a Foreign Language (EFL) teachers and students. That day, seven of the ten first job offers, each seen more than 200 times in two days, specifically stated that the applicants had to be native speakers (NSs) of English. The places where these ESL/EFL teachers were needed were Asia, the Middle East, Europe, South America, and North America.

Finally, on May 13, 2006, the following message was received through an electronic discussion board (identifying names have been removed):

Like it or not, ESL/EFL teachers are, in my opinion, reduced to being customer service/consumer product providers. Therefore those in or entering the field should take a marketing-oriented view of things. A NNS [nonnative speaker of English] teacher may provide every thing a NS [native speaker] teacher does, or

even more. Just as a Toyota Corolla may fulfill, and sometimes exceed, every practical transportational function that a Mercedes Benz provides. But there are some very real differences in the quality of certain features of, as well as some purely perceptual differences between, the two brands, aren't there? And there are market segments willing to pay the premium for the differences embodied in the Benz, while those unwilling/unable to pay are coldly denied access to the premium product.

NS teachers must also strategize. This is a competitive market, it is now a buyer's market, and I for one need to survive and support a family on what I can sell. We must support and expand on the whole Native-Speaker mystique. In fact, from my viewpoint, the ANS (American 'sole superpower' Native Speaker) mystique to be exact. We need to emphasize our perceived superiority and aggressively market it. We are the Rolexes of the English teacher realm, and we have to approach the market this way. We have to price accordingly, maintain pricing standards, and work against the spread and acceptance of cheap knock-offs. (electronic media)

Statement of the Problem

According to Braine (1999a), Liu (1999a), and Graddol (2006), the majority of trained ESL/EFL teachers in the world are nonnative speakers (NNSs) of English. There is consequently a challenge for English-language program administrators, who are facing a shortage of qualified native English-speaking teachers (NESTs) and a growing number of nonnative English-speaking teachers (NNESTs) desperately looking for jobs. However, in spite of the efforts of the TESOL professional organization (Teachers of English to Students of Other Languages) to give equal opportunities to both NESTs and NNESTs (Teachers of English to Speakers of Other Languages, 1992, 2006), it is still often difficult for NNESTs to find jobs, especially in ESL settings (Braine, 1999a; Flynn & Gulikers, 2001; Mahboob, Uhrig, Newman, & Hartford, 2004). Aware of this growing problem, TESOL published *A TESOL Statement on Nonnative Speakers of English and Hiring Practices* (TESOL, 1992), which reads:

Whereas TESOL is an international association concerned with the teaching of English to speakers of other languages and composed of professionals who are both native and nonnative speakers of English, and whereas employment decisions in this profession which are based solely upon the criterion that an individual is or is not a native speaker of English discriminate against well-qualified individuals, […] therefore be it resolved that the Executive Board and the Officers of TESOL shall make every effort to prevent such discrimination in the employment support structures operated by TESOL and its own practices, [and shall work] toward the creation and publication of minimal language proficiency standards that may be applied equally to all ESOL teachers without reference to the nativeness of their English. (p. 23)

Since 1992, however, little has changed. Standard tests for all ESL and EFL teachers have not yet been created, although some schools individual have already started to mandate all their prospective teachers to take a vocabulary, grammar, reading, listening, and composition exam. The question remains, however, of how to assess proficiency levels of both NSs and NNSs with reliable and impartial procedures.

If few studies have been conducted regarding hiring practices in English-speaking countries, no specific studies could be found about practices in non-English-speaking countries. In his book about nonnative ESL/ELF teachers, Braine (1999b) mentions that while discrimination against NNESTs is almost inevitable in English-speaking countries, prejudices against NNESTs are also strong in the EFL context, especially in Asian countries. He then adds that, "ironically, the discrimination is spreading to NSs as well. Some [institutions in Asia] insist on having teachers with British accents at the expense of those with American or Australian accents" (p. 26).

In 1992, Medgyes surveyed English Language Teaching (ELT) specialists at an ELT Journal symposium in London. He asked them whom they would prefer to hire, given the following choices: (a) only native speakers, even if they were not qualified; (b) a qualified nonnative teacher rather than an untrained native speaker; or (c) the NS/NNS issue would not be a selection criterion. Medgyes' results show that about two-thirds of the sixty or so respondents chose answer (b) as their response, one-third chose (c), and no

one chose (a). However, while I was looking for participating Intensive English Programs (IEPs) for this project, I was told several times by program administrators that their policy was to *never* hire NNESTs, a finding supported by Mahboob's (Mahboob, 2003) study.

Mahboob (2003) examined the hiring practices of 118 adult ESL program directors and administrators in the US. He found that the number of NNESTs teaching ESL in the United States is low and disproportionate to the high number of NNS graduate students enrolled in MA TESOL programs. He also found that 59.8% of the program administrators who responded to his survey used the "native speaker" criterion as their major decisive factor in hiring ESL teachers. A reason for this discrimination was that administrators believed only NESTs could be proficient in English and qualified teachers. Ironically, research (Cheung, 2002; Mahboob, 2004; Moussu, 2002) shows that ESL students might not share this point of view.

Amin (2004) and Tang (1997) also talk about racial discrimination against teachers who come from the "periphery," or the *outer circle* (Kachru, 1982). These teachers are often not white Anglo-Saxon and thus do not "look" like native speakers of English, even though they might be. NESTs and NNESTs from India or Singapore often face this racial discrimination when teaching in the US, Canada, or Australia. To these problems, (Kamhi-Stein, 1999, August/September) add a third dimension: "The teacher-student relationship may be negatively affected not only by factors like ethnicity and language status, but also by gender" (p. 150). This shows that despite TESOL's efforts to avoid discrimination, the situation is extremely complex, and there is so far no sign of change.

When asked about discrimination in the workplace, many NNESTs feel that the reason they are not "qualified" to teach is because they did not receive adequate teacher preparation (Arva & Medgyes, 2000; Kamhi-Stein, Lee, & Lee, 1999; Liu, 1999a; Reves & Medgyes, 1994). Many also feel that they are not respected by their students, colleagues, and supervisors (Amin, 1997; Liu, 1999b), especially in ESL settings (Samimy & Brutt-Giffler, 1999).

This polemic is becoming increasingly significant (Braine, 1999a; Canagarajah, 2005; Kamhi-Stein, 2004), for several reasons. Globalization, as well as recurrent

divisions and fusions of cultures and languages result in escalating numbers of English speakers, learners, and teachers (Canagarajah, 2005; Crystal, 2002a; Graddol, 1999, 2006). These English speakers, learners, and teachers, in turn, feel increasing pressure from the job market (Grin & Schwob, 2002; Murray, Wegmuller, & Fayaz, 2001) and educational law makers (Durmuller, 2003; Murray & Dingwall, 1997), and witness a deep alteration of societies and cultures around the world (Crystal, 2002b, 2003b; Kachru, 1986). Because English is now seen as a language that stands for freedom and peace (Crystal, 2002b), as well as success, social mobility, economic security, status, progressivism, and liberalism (Kachru, 1986), parents all over the world are convinced that their children must learn it before any other foreign language, and will spend much time and money to find the best "representatives" of the language, that is, native speakers of a specific variety of English. Similarly, adult students who have been taught in elementary and secondary education systems in their home countries by nonnative speakers of English often invest much time and money into attending IEPs in English-speaking countries for exposure to the "real" English culture and language. According to popular beliefs, these adults are then disappointed at first, if not upset, to learn that their teachers are not native speakers of English or do not *look* like their ideal native speaker of English (Caucasian).

This new and complex status of the English language creates an emerging predicament for all those involved in English teaching and learning: should NNESTs be teaching English? This question is what this research project aims to answer.

Personal Perspective

A strong motivation for this research project is grounded in my personal experience as a native speaker of French and a learner (nonnative speaker) of German, English, and Spanish. I did not come to the United States with the intent of becoming an English teacher. In fact, I taught French for several years before entering the TESOL MA program at Brigham Young University in 1999. BYU's TESOL program requires a high language competency for acceptance into the program, but once accepted, students are never segregated into different camps according to their first languages. All student

teachers are offered positions at the English Language Center ELC), the IEP attached to BYU, first as ESL instructors for evening community students, then as instructors in the full-time ESL program. During their first year as teachers at the ELC, both NESTs and NNESTs have mentors.

I felt very grateful for the way BYU's TESOL program was organized. Talking with student teachers in other TESOL and Applied Linguistics programs in the US or Canada made me realize that IEPs were not always available for student teaching. Even if they were, students were not offered teaching positions, especially if they were nonnative speakers of English. Mahboob (2003), for example, recounts that in his TESOL program at a large Midwestern university, NNSs were allowed to teach while they were PhD students but not as MA students.

As soon as I started student teaching, I began questioning my authority and rights to teach English, not because my students questioned it in front of me (in fact, I was quite successful as a teacher) but because I felt like an imposter. I felt terribly sorry for my ESL students, who paid so much money and sometimes made countless sacrifices to come and learn English in the US in order to have a "real American experience," and who would end up with me as teacher. This feeling on my part was particularly strong when my students were native speakers of French.

Fortunately, one of my TESOL teachers agreed to help me with my accent and intonation, which were not strongly foreign but were my main concern. At the same time, my doubts about my status as ESL teacher provided me with a perfect research topic for my MA thesis. I thus began reading the then scarce literature that existed about NESTs and NNESTs, and decided to ask my students directly for their opinions about me.

In spite my initial fears, I soon realized that my nonnativeness would not be a problem for my ESL students overall. This is probably due to four factors: 1) most non-English speakers can not detect my French accent, 2) I do not look "foreign" in the US, unlike my Asian or South American colleagues, 3) I had already gained an extensive teaching experience before I started teaching ESL, and 4) my personality allows me never to be destabilized by students, colleagues, or administrators' comments or questions. I therefore did not correspond to the image of the mythical, typical NNEST.

While my experience as ESL teacher can only be defined as very successful, my job search, at the end of my MA was, in contrast, very unsuccessful, and I was faced with a wall of rejections on the ground of my nonnativeness, both in the ESL and EFL contexts. This very discouraging experience taught me that more research needed to be done regarding this widely accepted dichotomy between NESTs and NNESTs. The research I had done for my master's thesis had allowed my students to declare clearly that they did have a positive attitude towards me and find me qualified to be their ESL teacher. I now had to ask ESL students on a larger scale for their opinions before I could convince more people that ESL students could have a positive attitude towards NNESTs and even welcome NNESTs. I also wanted to know if other NNESTs felt the same way I did and if NESTs always felt successful on account of their nativeness. Finally, I wanted to ask IEP administrators for the reasons why they did not all give all TESOL students the same opportunity that I had received.

Theoretical Assumptions and Discussion

In order to understand why there is such a controversy about hiring NESTs or NNESTs, it is important to be aware of the numerous and often contradictory definitions given to the terms "native" and "nonnative." In his *Dictionary of Linguistics and Phonetics,* Crystal (2003a) gives a quite simple definition of the native speaker:

> A term used in linguistics to refer to someone for whom a particular language is a first language or mother tongue. The implication is that this native language, having been acquired naturally during childhood, is the one about which a speaker will have the most reliable intuitions, and whose judgments about the way the language is used can therefore be trusted." (p. 308)

Coppieters (1987) and Kramsch (1995), however, explain that "it is not enough to have intuitions about grammaticality and linguistic acceptability and to be able to communicate fluently and with full competence; one must also be recognized as a native speaker by the relevant speech community" (Kramsch, p. 363).

In *The Native Speaker Is Dead!* Paikeday (1985) states that the native speaker "exists only as a figment of the linguist's imagination" (p. 12), but Crystal contradicts

Paikeday by saying that "[in] an ideal native speaker, there is a chronologically based awareness, a continuum from birth to death where there are no gaps" (p. 18). Paikeday, however, rejects this concept since fewer and fewer people actually stay on such continuum. He instead proposes the terms "proficient" or "competent" to replace "native" (p. 48) and concludes by saying that "the 'native speaker' in the linguist's sense of arbiter of grammaticality and acceptability of language… represents an ideal, a convenient fiction, or a shibboleth rather than a reality like Dick or Jane" (p. 85).

Looking at the language proficiency continuum proposed by Crystal, Medgyes (1992) remarks that even the best nonnative speakers of English will never reach "native competence" in spite of all their efforts. They might be able to come quite close to it but will always be "halted by a glass wall" (p. 342), a kind of invisible "plateau" where their language competence will stop improving.

Nayar (1994) is much more detailed in his definition. He explains that the defining features of a native speaker could be "any or all of the following in any combination, with different components assuming prominence according to exigencies and demands of the particular context" (p. 1):

(a) Primacy in order of acquisition

(b) Manner and environment of acquisition

(c) Acculturation by growing up in the speech community

(d) Phonological, linguistic, and communicative competence

(e) Dominance, totals, and comfort of use

(f) Ethnicity

(g) Nationality/domicile

(h) Self-perception of linguistic identity

(i) Other-perception of linguistic membership and eligibility

(j) Monolinguality. (p. 2)

Nayar (1994) adds that the last feature is the only one that guarantees perfect intelligibility, and that very often, some of these features, such as (a), (e), and (j), have primacy over others when deciding who is the "perfect" native speaker.

Although Liu (1999b) proposes a language proficiency continuum quite similar to Crystal's, he touches on the idea of "cultural identity" like Kramsch (1995), and emphasizes the multidimensional complexity of the definition of the native speaker:

- Sequence (is English learned first before other languages?)
- Competence (is English our most competent language as compared to other languages?)
- Culture (what cultures are we most affiliated with?)
- Identity (who do we prefer to be recognized as under different circumstances?)
- Environment (did we grow bilingually or trilingually?)
- Politics (why should we label NNSs and NSs in a dichotomy instead of viewing it on a continuum?). (pp. 163-4)

Then, in a discussion of what he calls "politics," Liu (1999b) goes so far as to say that if native speakers want to be accepted as such, they must look like typical white Anglo-Americans. This argument is corroborated by Amin (1997), who tells of her difficulties in being accepted as "native teachers" because of the color of her skin or the variety of English she speaks.

In his book *The Native Speaker: Myth and Reality*, Davies (2003) discusses the definition of the native speaker from psycholinguistic, linguistic, and sociolinguistic perspectives. He concludes that nonnative speakers of a language *can* become native speakers and master the intuition, grammar, spontaneity, creativity, pragmatic control, and interpreting quality of "born" native speakers. However, those "new" native speakers will never be able to acquire the type of language learned in early childhood, which might be one of the requirements for being a "real" native speaker. In the end, he explains, "we cannot distinguish the non-native speaker from the native speaker except by autobiography" (p. 213). His final definitions of the native speaker are:

1) Native speaker by birth (that is, by early childhood exposure),
2) Native-speaker (or native-speaker-like) by being an exceptional learner,
3) Native speaker through education using the target-language medium (the *lingua franca* case),
4) Native speaker by virtue of being a native user (the post-colonial case), and

5) Native speaker through long residence in the adopted country. (p. 214)

As the above literature shows, it is very difficult to decide who is a native speaker and who is a nonnative speaker. However, since most literature still uses the "native" versus "nonnative" dichotomy, and because of the complexity of this controversial issue, the terms "native" and "nonnative" will still be used in this dissertation. "Nonnative" speakers will be used to define people who, at one point of their life, in addition to speaking a first language, have (consciously) learned an academically accepted form of the English language. It must be noted, however, that no derogatory judgment is intended when using these terms.

Goals of the Research Project and Research Questions

The first goal of this study is to verify and extend previous findings regarding self-perceptions of NESTs and NNESTs (Arva & Medgyes, 2000; Lee, 2000; Liu, 1999b; Reves & Medgyes, 1994; Tang, 1997), administrators' beliefs (Flynn & Gulikers, 2001; Mahboob, 2003), teacher education and preparation (Brady & Gulikers, 2004; Kamhi-Stein, 1999, 2004; Liu, 1999a; Pasternak & Bailey, 2004), and attitudes of the ESL students (Cheung, 2002; Kelch & Santana-Williamson, 2002; Liang, 2002; Mahboob, 2003; Moussu, 2002).

The second goal of this study is to fill in the gaps of previous research. Indeed, several studies were conducted about the teachers' self-perceptions of their strengths and weaknesses as well as the responses they received from their students, but only one researcher (Mahboob, 2003) asked language program administrators for their opinions about NNESTs. However, he used multiple-choice questions on his survey, which did not give the participants the freedom to fully express their beliefs about NNESTs. Similarly, Moussu (2002) seems to be the only researcher who investigated the influence of time and exposure to NNESTs on students' attitudes. Unfortunately, the number of participants in her study was small and her results difficult to generalize. Finally, no study investigated the opinions of the three groups of people involved in language programs together: administrators, teachers, and students.

The third goal of this study is to determine what factors should be taken into consideration when preparing nonnative speakers of English for employment. Finally, the overarching goal of this study is to explore the validity of the assumption that only NESTs are competent ESL teachers. It is not the goal of this study, however, to claim that NESTs are incompetent ESL teachers or that NNESTs are the only competent teachers.

These four goals will be reached by examining, 1) the attitudes of ESL students when taught by native and nonnative ESL teachers; 2) possible changes in student attitudes over time; 3) the opinions of native and nonnative ESL teachers about their teacher preparation, their language proficiency and teaching skills, and the administrative support they receive; and 4) the beliefs and hiring practices of Intensive English Program administrators. The research questions will thus be:

1. What are the initial attitudes of ESL students towards NNESTs and NESTs?
2. What teacher and student variables (such as gender, first language, etc.) influence ESL students' attitudes towards NNESTs and NESTs?
3. How do time and exposure to their ESL teachers influence students' attitudes towards NNESTs and NESTs?
4. How do the self-perceptions and opinions of NESTs and NNESTs regarding their teaching corroborate with, or differ from, the students' attitudes towards their teachers?
5. How do the opinions of language school administrators about NNESTs and NESTs corroborate with, or differ from, the students' attitudes towards their teachers?

It was the original intent of this study to compare teachers and administrators' opinions towards NESTs and NNESTs with those of ESL students. However, the data collected did not allow for such a comparison. The two last research questions will thus be slightly modified as follow, to eliminate the unworkable comparison of teachers and administrators' beliefs with students' attitudes:

4. What are the self-perceptions of NESTs and NNESTs regarding their strengths and weaknesses, and their opinions about nonnative English-speaking ESL teachers in general?

5. What are the Intensive English Program administrators' hiring practices and beliefs about NNESTs and NESTs?

Significance of the Project

As explained above, much research has been conducted in order to demonstrate that the "native speaker" construct is unsound, that discrimination against so-called nonnative speakers solely on the basis of their first language is unethical, and that NNESTs can be successful teachers who are appreciated and valued by their students, their colleagues, and their supervisors. Indeed, as previous research has shown (Cheung, 2002; Mahboob, 2003; Moussu, 2002) and as this study will try to confirm, students do appreciate NNESTs' for their knowledge, preparation, caring attitudes, and experience, and do realize that NNESTs and NESTs complement each other with their strengths and weaknesses (Matsuda & Matsuda, 2001). However, as seen earlier, the situation remains that NNESTs still have difficulties finding teaching positions in ESL or EFL contexts, even when they have spent several years studying for a degree in TESOL (often in an English-speaking country). At the same time, NESTs are often hired even without any other qualification than their being native speakers (Braine, 1999). TESOL has issued an anti-discrimination statement (TESOL, 1992), saying that teachers should not be hired on the basis of their native language, but as seen earlier, a quick search in different online job lists such as Dave's ESL Café or the Chronicle of Higher Education will prove that discrimination based on first language is still very much alive.

Every year, new nonnative TESOL students graduate and look for ESL/EFL jobs; every day, more people want to learn English; and every day, new job adds are posted that clearly discriminate against those teachers. Nonnative speakers of English are unlikely to be more successful at finding ESL/EFL jobs and at feeling valued and respected in the future unless more research is done. It is therefore important to conduct this study and share its results with the academic community in order to give qualified

teachers the opportunity to find employment and ESL/EFL students the opportunity to be taught by qualified teachers.

<u>Summary</u>

In this first chapter, the problem that many non-native English-speaking ESL and EFL teachers are facing today was explained. Then, theoretical assumptions underlying NNESTs' challenges and the difficult definition of "nativeness" and "nonnativeness" were discussed. Finally, the goals of this research project were given, the research questions articulated, and the significance of the project presented.

In the next chapter, the review of literature will discuss research studies done with ESL and EFL students, ESL teachers, and IEP administrator. A discussion of other studies that influenced and shaped the present project, such as research on ITAs, will also be included in Chapter Two. The research methods will then be addressed in Chapter Three. Chapters Four, Five, Six, and Seven will present the data collected and the results of the statistical analyses performed on the data. Finally, a discussion of the results and their implications, as well as the study's limitations will be presented in Chapter Eight.

CHAPTER TWO

REVIEW OF LITERATURE

In chapter One, the difficulties that Non-Native English-speaking ESL/EFL Teachers (NNESTs) face when trying to find work were explained, as well as the theoretical assumptions guiding this project. Chapter Two will now introduce and discuss literature about the educational and professional situation of nonnative English-speaking ESL and EFL teachers. Research studies in the following areas have influenced the nonnative teachers' learning and teaching experiences and have also helped shape the present research:

1. The situation of International Teaching Assistants (ITAs);
2. Teacher education and preparation;
3. The advantages of being a native or a nonnative English-speaking ESL/EFL teacher;
4. NNESTs' self-perceptions of their language and teaching strengths and weaknesses;
5. Intensive English Program (IEP) administrators' beliefs and hiring practices;
6. The opinions of ESL/ELF students about native and nonnative English teachers.

Each one of these areas will now be individually addressed.

International Teaching Assistants

It is important to note the differences NNESTs' ESL/EFL students and ITAs' American, English-speaking students. One point that NNESTs and ITAs have in common is that they are both teaching in a language other than their own, which sometimes creates

linguistic and professional problems. This, in turn, has generated several investigations about their teaching abilities and their relationships with their students.

In the past, several studies have indeed been conducted about issues related to hiring ITAs (see Briggs & Hofer, 1991; Diamond & Gray, 1987; Fox, 1992; Ma, 1993; Rubin & Smith, 1990). Today, however, Ginther (2003) explains that most states and universities have now adopted regulations requiring ITAs to take classes in language, culture, and pedagogy, and have created tests ITAs must pass before they can be certified to teach. It would thus seem that there is no longer a problem in American universities and that there is no urgent need to conduct research about ITAs anymore. In reality, unfortunately, many American students still find ITAs difficult to understand and often think of them as being unable to teach (Finder, 2005; Gravois, 2005). As a result, many states are currently proposing new bills that would restrict who can receive teaching assistantships, and allowing students of ITAs to drop their classes and request a tuition refund if they wish to (Finder, 2005; Gravois, 2005). New studies such as that of Fox (1992), could still be conducted today about ITAs that would provide a better understanding of ITAs' challenges and would also result in a greater understanding of the NNESTs' difficulties.

One of the most significant research projects in this area was conducted by Fox (1992). Fox, and Plakans (1997), who later replicated Fox's study, based their project on previous studies about ITAs from different US universities (see Carrier, Dunham, Hendel, Smith, Smith, Solberg, & Tzenis, 1990; Diamond & Gray, 1987). Those earlier studies found several that variables influenced students' attitudes towards their ITAs, such as the level of the course taught (undergraduate vs. graduate); the level of education of the students being taught by ITAs (freshmen vs. junior); the cultural background of the students (if they came from large cities or smaller communities, if they had traveled abroad, if they had foreign friends, if they spoke a second language); and most importantly, the content of the class being taught. Rubin and Smith (1990), for example, conducted a study with undergraduate students who listened to the same tape-recorded lecture while looking at pictures of teachers of different ethnicities. Their results show that external factors, such as the course content, the students' major (humanities vs. science), the size of the class, and the instructors' ethnicity, had a stronger influence on

students' attitudes and perceptions of "comprehensibility" than the level of accentedness of the instructors. The number of courses students had previously had with ITAs correlated with more positive attitudes and a greater comprehension of the ITAs lectures.

In her study about the attitudes and opinions of 540 undergraduate students, Fox (1992) noticed that other variables also influenced the students' responses. Students from different academic schools responded differently to their ITAs, and students' expected grade point average (GPA) strongly influenced their opinions of their ITAs. Gender and age, however, did not seem to be key variables. Fox also noticed "a significant correlation [$p < .0001$] between the amount of experience undergraduates previously had with ethnic and cultural diversity and their attitudes toward international teaching assistants" (p. 133), which corroborates Rubin and Smith's (1990) results regarding previous exposure to ITAs.

Another important research project with ITAs is that of Ma (1993), whose participants had mixed feelings about their ITAs. On the one hand, ITAs were recognized as an asset to US education for the diversity they brought and their excellent knowledge of the subject they taught. On the other hand, ITAs were still expected to improve their English speaking and comprehension proficiency, as well as their cultural knowledge. One of the most common complaints of the students in this study was about the differences in teaching styles and classroom procedures. Ma's study also confirmed that students who had previously learned a foreign language or had had contacts with their ITAs' culture understood and respected their ITAs a lot more and were more enthusiastic about having ITAs.

The above studies emphasize the importance of student variables that may strongly influence students' attitudes. However, none of these studies investigated teacher variables, such as the native language of the ITAs, their self-perceptions, or their teaching experience. Liu's (2005) study is a first attempt to fill this gap.

In his study of four Chinese ITAs, Liu (2005) concentrated on teachers who taught English Freshman Composition and looked at students' evaluations of these teachers. His study is one step closer to the current research project than the previously discussed studies, in that teaching Math or Chemistry is not the same as teaching English to native English speakers. The challenges expressed by Liu's participants are the

following: their own fears and self-doubts, lack of respect on the part of the freshmen, cultural misunderstandings and expectations, linguistic difficulties, and issues of credibility. Additionally, according to Liu, what was most challenging for the ITAs was "the gap between their understanding about American culture and expectations about American undergraduates, and the expectations of their teachers by American students" (p. 161).

All four ITAs tried to remedy their perceived "weaknesses" by discussing their backgrounds with students, incorporating cultural readings and discussions in assignments, learning to communicate more effectively with students, and working to reduce student prejudices and misconceptions about ITAs. Unfortunately, only half the ITAs' students found their teachers to be well prepared for class, very educated, and trying their best to help students. The other half complained about having learned more about the Chinese culture than about English writing, finding their teachers' speech too ungrammatical, and above all, not understanding their teachers' comments on their papers, lectures, and directions. Liu (2005) comments that such difficulties arose not only because of the lack of experience and exposure to American culture, but also from the "lack of exposure to speakers of other backgrounds" (p. 173) of American students.

The above studies done with ITAs are relevant to the current research about NNESTs because many of the variables that influenced American students' attitudes towards ITAs could potentially influence ESL students' attitudes towards NNESTs. The content of the classes taught by NNESTs (Grammar vs. Pronunciation), for example, seems to be an obvious variable that would have a significant influence on ESL students' responses. The above studies also provide some valuable information about different research designs that have not yet been used with IEP students. Looking at the influence of the teachers' physical appearance on students' attitudes the way Rubin and Smith (1990) did, for example, would certainly provide interesting results in IEPs. This is why several variables and ideas, especially those discussed by Fox (1992), have been introduced into the present research project. At the same time, the experiences lived by Liu's (2005) participating ITAs and their students could be similar to those of NNESTs in IEPs. For this reason, the studies discussed here have been the backbone of this research

project and a lens through which to look at the studies and discussions about NESTs and NNESTs presented in the following section.

Teacher Education

The reason why teacher education is included here is because the education future NESTs and NNESTs receive in TESOL programs (and other similar teacher preparation programs) will have a critical impact on their future students. One could assume that a good teacher education program could "remedy" NNESTs' language difficulties and prepare them to face students' skepticism and language school administrators' distrust. What truly takes place in teacher education programs, however, is not as simple and idyllic, as the following discussion will show.

To find out what kind of education is given to future ESL/EFL teachers, England and Roberts (1989) surveyed foreign students and program administrators in TESOL MA programs in the US. They found that about 40% of all TESOL students were NNSs of English and that most programs had different admission requirements for those NNSs. However, none of these programs offered additional or different training for NNSs, mostly because of lack of research in this field as well as limited financial resources of the schools or departments. Curiously, most program administrators recognized linguistic and cultural differences between NSs and NNSs, yet did not see a need for special adjustments to accommodate NNSs' needs.

Ten years later, Liu (1999a) corroborated that although about 40% of all TESOL students in Northern America, Britain, and Australia (NABA) were international students, these students still received the same training as native speakers of English. Liu also noticed that many studies had been conducted about ITAs in NABA universities, but very little about international TESOL students.

In EFL settings, the situation seems to quite similar. Medgyes (1999) tells about the Center for English Teacher Training in Budapest, Hungary, where most administrators do not see the need for additional instruction for NNSs of English although a majority of the students there are NNSs. Those NNSs, however, constantly ask for additional classes in pronunciation and vocabulary, mostly because of the frustration

they later face when teaching students who might believe that NESTs are automatically better teachers than NNESTs. Berry (1990) supports this argument and hopes for classes that would increase the confidence NNSs have of their language and teaching skills, facilitate language use in the classroom, and present different methodologies for different contexts.

Looking at the problem from a different perspective, Cullen (1994) reflects that in fact, both NSs and NNSs could benefit from being taught course in grammar, pronunciation, vocabulary, and culture. Indeed, according to Cullen, one can better teach something one had to learn consciously. Such courses would help future teachers in the areas of vocabulary building, pronunciation, culture, and general fluency (Lee, 2004; Lin, Wang, Akamatsu, & Riazi, 2005). They would also teach the value of collaboration of native and nonnative English-speaking teachers, show how to take advantage of their respective strengths and weaknesses (de Oliveira & Richardson, 2004; Matsuda & Matsuda, 2004), and sensitize native speakers of English to issues such as culture shock, language learning difficulties, and other sociolinguistic issues (Brady & Gulikers, 2004; Pasternak & Bailey, 2004).

Similarly, Nelson (1992), Llurda (2004), and Eguiguren (2000) believe that NSs need classes that will teach them to stop thinking about English in terms of it being one entity only. Many varieties of Englishes exist in the world, and ESL/EFL teachers need to be prepared to address the needs of students who will need those Englishes for cross-cultural communication (Canagarajah, 2005; Modiano, 2001). As Nelson explains, "native-variety users, particularly those in language teaching, may find themselves having to do something about that, practically and attitudinally" (p. 328). TESOL programs should consequently teach methodology and culture classes that specifically address the learners' needs and background (Llurda, 2004). These classes would also benefit student teachers who intend to teach in other countries of the world and may not necessarily want to learn a monocentric teaching methodology (Eguiguren, 2000).

Finally, Reid (1997) notices that approximately two thirds of the TESOL programs in the US require a supervised teacher training component of every student, yet only one third of TESOL programs offered a course in "culture or intercultural communication, and it was always an elective" (p. 20). As a consequence, both Reid and

Perdreau (1994) maintain that many of the ESL and EFL teachers who are hired in IEPs are unprepared and not ready to become competent teachers.

In more recent years, Llurda's (2005) study of 32 TESOL graduate programs in North America provides some interesting information about the population being prepared for ESL/EFL teaching. In the 32 schools he surveyed, 36% of the teacher trainees were nonnative speakers of English. Of these nonnative speakers, 78% had come to the US to attend a TESOL program and were likely to return to their countries after graduation. Interestingly, although practicum supervisors agreed that their NNS student teachers had higher language awareness than NS, most of them also said that they would recommend NNS to teach primarily low-level classes. Similarly, most practicum supervisors thought their NNSs would feel more comfortable teaching in their own countries rather than in the US, and 16% of the NNS teacher trainees were recognized as having a "problematic accent." In contrast, many practicum supervisors acknowledged that their program was highly competitive and only accepted the "cream of the crop," that some of their NNS students were very bright, and that NNSs brought diversity to the program.

Recognizing the assets NNSs bring to TESOL programs, Kamhi-Stein (2004) emphasizes the idea that TESOL programs tailored to the needs of the NNSs of English would increase the future teachers' motivation and therefore their self-esteem. Such programs would allow NNSs to develop an understanding of their own assets, values, and beliefs, and "promote an improvement of the teacher-trainees competencies" (p. 148). In her articles "Preparing Nonnative Professionals in TESOL" (1999), and "Adapting U.S.-based TESOL Teacher Education to Meet the Needs of Nonnative English Speakers" (2000), Kamhi-Stein summarizes what TESOL programs could do for their students:

1. Provide both NSs and NNSs TESOL students with a mentor and if possible, match a NS with a NNS and vice-versa;

2. Start an electronic bulletin that allows both NSs and NNSs TESOL students to discuss critical issues and share experiences;

3. Encourage collaboration between NSs and NNSs in class as well as out of class;

4. Provide many opportunities for professional growth and help students write and submit articles and present papers at regional, state or international conferences;

5. Allow for in-class discussions about language learning experiences and case discussions with the NSs and NNSs, a process that will let NNSs view themselves as an valuable source of information;

6. Ask the students to reflect about teaching philosophies and about school, country, or program language policies, as well as about their own beliefs as teachers.

These suggestions are appealing because they go farther than previous suggestions of language or pronunciation classes and take into consideration both NNSs and NSs. By doing so, they remove the stigma attached to NNSs and instead urge both groups of future teachers to become more involved into their field and improve their teaching and professional skills.

Once degrees are completed and NSs and NNSs become English teachers, new issues are raised. The next section discusses studies related to in-service native and nonnative speakers of English.

ESL and EFL Teacher's Perspectives

After having discussed teacher education and preparation in the last section, this section first looks at how researchers and scholars perceived NESTs and NNESTs' strengths and weaknesses and then discusses how NNESTs themselves perceive their strengths and weaknesses. When reading this section and talking about language and teaching abilities, however, one has to remember that differences such as the individuality of the teacher, teacher education, the context, the personality of the students, as well as many other factors, must be taken into consideration. Indeed, what is called a disadvantage in one situation can be a critical advantage in another situation, especially when it comes to language teaching.

Advantages and Disadvantages of NESTs and NNESTs

Although the number of nonnative speakers of English is now greater than that of native speakers (Graddol, 1999, 2006), and although the number NNESTs has been larger than that of NESTs for a long time (Canagarajah, 1999; Prodromou, 2003) (in fact,

Canagarajah says that 80% of the English teachers in the world are NNESTs), the issues surrounding NNESTs today did not emerge until relatively recently. Some of the first reflections regarding the differences between native and nonnative speakers came in the eighties (Coppieters, 1987; Kachru, 1982; Kresovich, 1988; Nickel, 1985; Pride, 1981). Edge (1988), for example, wrote a short article to advocate for the importance of giving "real" models (NNESTs) to the EFL students. These "real" models speaks the language of the students natively and have learned to speak English well, as opposed to the "foreign" models (NESTs), who do not share the cultural, social, and emotional experience of the students, (an idea later supported by McKay (2003) and other scholars).

However, is not until the early nineties that Medgyes wrote the first article (1992), and then a book (1994) that thoroughly discussed nonnative speakers of English. A teacher educator and language program director in Hungary and the first scholar to argue that both native and nonnative speakers of English could be successful ESL/EFL teachers, Medgyes states that,

1. The ideal NEST is the one who has achieved a high degree of proficiency in the learners' mother tongue;

2. The ideal NNEST is the one who "has achieved near-native proficiency" in English. (pp. 348-349)

This theory seems reliable in an EFL setting where all the students will speak the same language. In an ESL setting, however, it could hardly be required of all teachers to know all their students' different languages. Generalizations about language learning and good teaching practices can be made, but context will play an important role in defining teachers and students' needs as well. Canagarajah (1999), for example, claims that NESTs will be better teachers in EFL contexts, because of their unique cultural knowledge, whereas NNESTs will be better teachers in ESL context, because of their multicultural experience. Interestingly, this claim is not supported at all by TESOL practicum supervisors, who seem to believe that NNESTs would be better teachers in their own countries (Llurda, 2005).

In his discussion about NNESTs' advantages and disadvantages, Medgyes (1994) provides six positive characteristics of NNESTs. They 1) provide a good learner model to their students, 2) can teach language strategies very effectively, 3) are able to provide

more information about the language to their students, 4) understand the difficulties and needs of the students, 5) are able to anticipate and predict language difficulties, and 6) can (in EFL settings) use the students' native language to their advantage. Medgyes then explains that if the language deficiencies of NNESTs are remedied, NESTs and NNESTs have equal chance to achieve professional success. Consequently, according to Medgyes, "the more proficient in English, the more efficient in the classroom" (p. 347).

This contradicts Giauque (1984), who felt that NNESTs were not the only ones who could become better teachers with better preparation. Giauque explains that even though it is imperative for NNSs to acquire a good knowledge of the language, it is equally essential that NSs gain a good knowledge of contrastive linguistics before being qualified to teach their own language. This argument is supported by Rampton (1990), who asks, "Does 'native speaker' automatically mean one speaks [one's first language] well and has a comprehensive grasp of it?" (p. 98). His answer is simple: being born into a language does not mean that one inherently speaks it well. And as Seidlhofer (1999) poetically adds, "native speakers know the destination, but not the terrain that has to be crossed to get there; they themselves have not traveled the same route" (p. 238).

In comparing expert and novice NESTs and NNESTs in an EFL context, McNeill (2005) noticed that novice NNESTs were very skilled at predicting which words would be easy and difficult to understand for (Mandarin-speaking) EFL students. On the other hand, expert NNESTs, that is, teachers with much teaching training and experience, had a poorer intuition about which words would be easy or problematic for their students. The other surprising finding is that both expert and novice NESTs were quite incapable of making accurate prediction, although expert NESTs were slightly better than novice NESTs. According to McNeill, these results might be due to the fact that the NNESTs in his study spoke the same language as their students. They are consequently better at identifying word correspondence between Mandarin and English, while NESTs might not know which words exist or are different in Mandarin. Linguistic awareness and teaching expertise thus seem to increase the sensitivity to vocabulary difficulties of NESTs but not that of NNESTs. Overall, however, both novice and expert NNESTs were more skilled at identifying learners' potential difficulties than even expert NESTs.

Regarding language awareness, Barratt and Contra's (2000) study shows that NESTs can also easily discourage their students since they are rarely able to make useful comparisons and contrasts with the learners' first language. Additionally, according to Barratt and Contra, NESTs are often unable to empathize with students going through the learning process.

Arva and Medgyes' (2000) results corroborate that of Barratt and Contras' (2000) study. Their study shows that some unique advantages NNESTs have over NESTs are that NNESTs can empathize very well with their students' learning difficulties and understand what it is to be homesick and to experience culture shock (in ESL contexts). In addition, NNESTs are also great at explaining language rules and are usually very committed to their teaching assignments. Finally, and very importantly, NNESTs can be greatly admired by their students because they are successful role models. As Cook (2005) explains, NNESTs "provide models of proficient [second language] users in action in the classroom" (p. 57), and also "examples of people who have become successful [second language] users" (p. 57). That is, NNESTs demonstrate to their students what it is possible to do with a second language and their appreciation for that language and its culture.

In his description of the Swedish context, Modiano (2005), emphasizes the importance of the NNESTs in EFL settings. He explains that in a world where globalization is increasing every day, it is very important to learn an international variety of English, a *lingua franca*, and not one specific variety, such as British English or American English. NNESTs, he explains, will have less loyalty to one variety of rules and accents over another, since they do not "belong" to one variety of English. Instead, they will be more aware of the different Englishes that exist and will be in a better position to encourage diversity. Thanks to NNESTs, Modiano further explains, "students are given an introduction to sociolinguistics where world Englishes, major varieties and their regional accents and dialects, second-language varieties, and pidgins and Creoles are scrutinized. [They] learn more about how English operates in a diverse number of nation states so that they can gain a better understanding of the wide range of English language usage" (p. 40).

To this, Lee (2000) adds a reflection about her own perceived language and teaching strengths as a NNEST:

> I firmly believe that what makes us [NNESTs] good English teachers has nothing to do with our nationality or our accent. Rather, it is the drive, the motivation, and the zeal within us to help our students and make a difference in our teaching that make us better. (p. 19)

Looking at the issue from a different perspective, Matsuda (1997) and Matsuda and Matsuda (2001) explain that rather than comparing competencies or deficiencies, an ideal model for both NESTs and NNESTs would look at all teachers as a "cooperative learning community and consider their development holistically" (Matsuda, 1997, online). Instead of looking at NESTs and NNESTs as two distinct groups, one necessarily better or more qualified to be teachers than the other, Matsuda and Matsuda emphasize cooperation and mutual help between NESTs and NNESTs, since both groups of teachers have specific advantages and weaknesses. Unfortunately, such ideal cooperation is often nonexistent, and curiously, only one (very successful) research project testing this collaborative idea was completed, in 2001, by de Oliveira (a NNEST) and Richardson (a NEST).

For now, as Amin (2004) and Thomas (1999) explain, NNESTs of English will always have to struggle and to work twice as much as NESTs in order to be accepted and respected, especially in ESL settings. Teaching abilities and qualifications are often not sufficient for employment, and NNESTs still often have to "prove" themselves in front of their colleagues and students. In the meantime, NESTs are often hired with little or no teacher education, because of an "automatic extrapolation from competent speaker to competent teacher based on linguistic grounds alone" (Seidlhofer, 1999, p. 236).

As it can be seen above, it is crucial to ask NESTs and NNESTs today about their experiences as English teachers and how they perceive themselves in the field of TESOL. According to the above research, being an ESL/EFL professional is no longer a question of native language or Chomskian *competence*, but a question of education, experience, professionalism, and maybe self-esteem.

Teachers' Self-Perceptions

The above section discussed NNESTs and NESTs' strengths and weaknesses. Another related area is their teachers' self-perception of their teaching skills and challenges.

It seems that for NNS ESL/EFL teachers, one of the most difficult issues is not always language proficiency but rather self-esteem and authority when in front of their students. Several researchers (see Ryan (1998) for example) have shown that teachers' attitudes and beliefs strongly influenced students' behaviors. This section thus first discusses studies that asked NNESTs how they perceived their authority when in front of their students. Then, studies that analyzed which teacher and student variables influenced students' attitudes towards NNESTs are presented.

Both Greis (1984) and Medgyes (1994) express their concern for teachers who, in spite of their extensive education and experience, still feel much anxiety while in front of students or colleagues. For example, Reves and Medgyes (1994) conducted a study that that the perpetual fear of their students' judgment made NNESTs feel constantly self-conscious of their mistakes. According to Reves and Medgyes, this "self-discrimination" often leads to a poorer self-image, which further deteriorates language performance, which, in turn could lead to an even stronger feeling of inferiority. Cullen (2001) adds, "A teacher without the requisite language skills will crucially lack authority and self-confidence in the classroom, and this will affect all aspects of his or her performance" (p. 29).

This point of view may seem extreme, and yet other language teachers, new teachers of all languages, or any teacher with a poor self-esteem, might experience similar feelings. It is interesting to notice, however, that it seems acceptable for NESTs to make some occasional mistakes while teaching, or not to know all the details about the English language (Amin, 2004). In contrast, when NNESTs make the same mistakes or do not know everything about the English language, their teaching abilities and competencies are often immediately questioned (Canagarajah, 1999, 2005). This attitude from the students, NEST colleagues, and often even from the NNESTs themselves, will often lead to the feelings of inadequacy described above (Braine, TESOL Conference, Long Beach, April 1, 2004).

In another study about self-perception, Samimy and Brutt-Giffler (1999) investigated how seventeen nonnative English-speaking TESOL graduate students (M.A. and Ph.D.) perceived themselves as future NNESTs. While all the participants were currently students in a TESOL program, several of them were, or had been, teaching ESL or EFL for a number of years. The respondents were aware of several differences between native and nonnative speakers, but did not necessarily think that "the native English-speaking teachers were superior to their non-native speaking counterpart" (p. 136). They argued that factors such as the age and level of the students, the goals and objectives of the program, and the personality and teaching skills of the teachers made a more significant difference in how successful a teaching/learning experience could become.

These results corroborate Reves and Medgyes' (1994) results, which show that several variables, such as the ESL or EFL setting, the class size, and the education received by the teacher will make a difference in the way teachers feel appreciated and respected by their students. Participants to the Samimy and Brutt-Griffler study also felt that it was sometimes harder for them to feel qualified and appreciated in an ESL context, where their competences are more often questioned (which corroborates Llurda's (2005) results). In contrast, they thought it easier to see themselves as role models "in social, cultural, emotional, or experiential terms" (p. 138) and to be valued and respected as professionals when teaching in their own countries.

An immigrant teacher in Canada, Amin (1997) interviewed five women, nonnative and native speakers of other Englishes (such as Indian English) about their teaching experiences. These five women believed their students thought that only Caucasian teachers could be native speakers of English. They also believed that only Caucasian native speakers of North American English could know "real" and "proper" English. Consequently, those teachers felt constantly judged and compared with native, white, teachers. Gender being another variable discussed by Amin, she quotes Widdowson, who said that "the teacher who is a native speaker is awarded 'authenticity and authority'" (p. 386). She also explains that "the operative word from a gender perspective is 'authority'" (Amin, p. 97), a serious issue for women teachers who have difficulties establishing this authority. Although ESL's referent thus seems to be a white,

Anglo male, a "non-white male, thought not as authentic a teacher as a white male in the students' eyes, would still command the authority that his gender confers upon him" (p. 97).

In the ESL context, a few studies were conducted that revealed interesting, if sometimes contradicting, facts about NESTs and NNESTs. Liu (1999b) investigated the thoughts and perceptions of both ESL faculty members as well as graduate students and ITAs at a large Midwestern university. His results show that the variables perceived by teachers as making a significant difference in their teaching experiences were the level of the students (graduate students respected and admired NNSs more than undergraduates did), the race and accents of the teachers, the course the NNESTs were teaching, as well as the teachers' individual teaching methods. This corroborates the results obtained by Tang's (1997) study, which showed that teachers experienced different reactions from students coming from different countries.

The teachers in Liu's (1999b) study also expressed their difficulties in defining themselves as native or nonnative speakers of English, since their own definitions did not always match that of the students. For example, one of the teachers, who was from Korea, had immigrated to the US while still a child and consequently identified himself as a native speaker of English. His Asian appearance, however, made his students identify him as a NNEST. The Korean teacher felt that his students always looked at him "with a mixture of surprise, skepticism, and disappointment" (p. 171) when he told them that he was a native speaker of English.

Regardless of their nativeness or nonnativeness, all the respondents to Liu's (1999b) study agreed that it is "the teacher's professional training, linguistic and sociolinguistic competence, understanding of the students' needs, continuous encouragement of students' efforts, and the realistic expectation of students' progress that ultimately constitutes a good ESL professional" (p. 174). It seems that NESTs might not believe their NNEST colleagues to be as incompetent as program administrators or the NNESTs themselves may think.

Maum (2003) also asked 80 teachers about their beliefs and experiences as native and nonnative ESL teachers in adult education. Her study showed that NNESTs more than NESTs found the ESL teachers' cultural and linguistics background to be very

important, and also that including cross-cultural issues into the teaching of ESL had much value. Interviews with NESTs and NNESTs also revealed that both groups of teachers see their role as ESL teachers quite differently, based on their perceived strengths and weaknesses and their own language learning experience. Surprisingly, the NESTs in this study were not aware of any discrimination taking place against NNESTs, while NNESTs clearly expressed their frustration towards their isolation and "marginalization in the profession" (p. 162).

In an EFL context, Llurda and Huguet's (2003) results provide some interesting insights into NNESTs' self-perceptions of their strengths and weaknesses. In this study, 101 NNESTs in primary and secondary schools were asked about their perceived language skills. Teachers in primary schools believed that they were very proficient in reading comprehension and knowledge of grammar rules. Secondary teachers, on the other hand, believed that they were very proficient in reading comprehension and listening comprehension. Additionally, secondary teachers perceived their English skills as overall higher than those of primary teachers.

Kamhi-Stein *et al.* (2004) asked 55 K-12 NESTs and 32 K-12 NNESTs about their self-confidence and language needs. They also investigated the teachers' perceptions of prejudice and the support they received at their workplace. The results show that both NESTs and NNESTs were satisfied with their teacher preparation and the support they received from mentors and administrators, but found "informal support network" (p. 93) (such as friends, family, colleagues, etc.) to be more useful and accessible and NNESTs were slightly more negative about the interaction with and support from school administrators. Finally, both NESTs and NNESTs seemed to be satisfied with their job. A positive result found by Kamhi-Stein *et al.* is that both NESTs and NNESTs seemed to be confidant in their language skills. Kamhi-Stein *et al.* explain that this result contradicts previous findings and conclude that the context might have influenced the answers. Another surprising result was that NNESTs did not rate their pronunciation or communication skills very negatively. At the same time, grammar was not ranked as NNESTs' strongest skill, and NNESTs felt more comfortable teaching reading, listening, and even speaking than teaching grammar, again contradicting previous findings and expectations.

In the studies discussed above, it becomes clear that if NESTs and NNESTs perceive their strengths and weaknesses differently, it is not always clear as to how and why, since some of the most recent studies seem to contradict previous ones. This might be explained by the fact that times are changing, or simply that very few studies have been done that compared the responses of NESTs and NNESTs. This is why the present research study intends to ask both native and nonnative ESL teachers for their opinions about their learning and teaching experiences, their perceived strengths and weaknesses, their self-confidence, the support they receive from the administration, and the relationship they have with their NESTs and NNEST peers.

What Is a "Qualified" Teacher?

A question that comes to mind after reading the above discussions is: what is a "qualified" teacher? Is it someone who has all of the above-described qualities? Are some qualities important than others?

In an article called "A qualified nonnative English-speaking teacher is second to none in the field," Astor (2000) explains that "a qualified teacher of English should be a professional in at least three fields of knowledge: pedagogy, methodology, and psycho- and applied linguistics" (p. 18). He adds that being proficient in only one of these areas is not sufficient and that "no amount of fun or good relationship will make it up to the students" if the English teacher lacks competence in an area.

However, according to Astor, (2000) none of these three fields of knowledge comes intuitively to anyone, however. Rather, all these different areas must be learned and practiced. Without proper education, native speakers will not have a good background in applied linguistics or pedagogy. Similarly, nonnative speakers might know grammar but will also need to be educated in methodology and pedagogy, especially if they plan to teach in an ESL environment. For Astor (2000), the native-nonnative dichotomy thus becomes obsolete and is replaced by a "professional-non-professional," or "competent-incompetent" dichotomy, in which NNESTs and NESTs could fall regardless of their first language.

Today, it seems imperative to explore if IEP administrator have the same perspective on "professionalism" when they hire ESL teachers, as well as their thoughts and beliefs about teacher preparations, NESTS and NNESTs' strengths and weaknesses, and hiring practices. Asking IEP directors for their beliefs and attitudes will verify if the above research studies have truly had an impact on current practices, and if nonnativeness is still being use to discriminate against potential ESL teachers.

<div align="center">IEP Administrators' Perspectives</div>

Intensive English Programs (IEPs) might be independent entities, broadly attached to either a university or a commercial enterprise contracted by the institution to provide services. Describing and defining them could be the object of another dissertation. For this project, however, only IEPs that are attached to universities are considered. This section provides a short description of what the IEPs participating in this project are or are not then discusses the few studies that have been conducted about IEP administrators' beliefs and practices.

<div align="center">Background Information about IEPs</div>

The number of IEPs and students attending them grew rapidly after the first IEP was created in 1941, at the University of Michigan (Perdreau, 1994). Today, some programs such as Sequoia[1] are small, with 30 to 50 students. Others, such as Gingko are quite large, with 300 to 400 students. Most programs, however, saw their number of students diminish, often dramatically, after the terrorist attacks of September 11, 2001 and the subsequent increased security measures concerning immigration (personal communication with several IEP administrators, summer 2005).

According to Perdreau (1994), IEPs' roles and status in academia have not yet been defined precisely. The first and obvious role of IEPs is generally to provide language education to ESL students, and to "provide cross-cultural training to people

---

[1] Pseudonyms are used to protect the anonymity of the IEPs.

who may find themselves for four of more years having to live and successfully function in a society which may be quite different from their own" (p. 7). IEPs are thus a kind of bridge between foreign countries and North American universities. Some IEP students are sometimes seen as regular students of the university attached to the IEP and enjoy the same privileges as regular university students, while other IEP students are completely separated from the university and follow their own rules and regulations. This "marginalization" is not rare, unfortunately, and seems to be both philosophical and physical (off campus IEP buildings) (Perdreau). This marginalization can be attributed, according to Kaplan (1997), to "the conditions under which IEPs were established, the development of the field of foreign language teaching, and the emergence of the field of applied linguistics [at the time]" (p. 3).

Another role IEPs play is that of training program, where graduate students in TESOL do their student teaching and conduct research projects (Christopher, 2005). However, not all TESOL students have the opportunity to teach at such IEPs. Many of them will either need to do their student teaching in outside programs (Brady & Gulikers, 2004) or will not be able to do it at all (Reid, 1997). This means that some IEPs distance themselves from university TESOL programs and aim principally at preparing ESL students for the TOEFL and their future academic life (Perdreau, 1994). Similarly, some IEP directors and staff are university faculty in TESOL programs, too, while others hold administrative positions and are not a part of the university's staff and hierarchy (Eskey, 1997; Kaplan, 1997). The common result of these differences between IEP and university faculty is that, 1) ESL instructors are often regarded as having no expertise in what they teach; 2) students as being valuable only for the money they bring to the university; 3) administrators as having no voice in the larger scheme; and 4) the IEPs in general as having no prestige and being second-rate, remedial, institutions (Eskey, 1997; Stoller, 1997).

Other roles of IEPs, according to Perdreau (1994) and Christison and Stoller (1997), are to provide special services, such as placement testing and International Teaching Assistant training, to maintain communication with deans and presidents, and to represent ESL students and their interests to the academic community in general. With regards to larger institutions, such as TESOL, the Department of Education, and other

governmental agencies, some IEPs have been known to provide language training to federal workers and to affect regulations about international education, study abroad programs, immigration, and federal and local budgets. Many IEPs are also involved internationally, and organize linguistic and cultural programs with diverse groups such as federal courts in China, exportation businesses in Japan, agribusinesses in Mexico, or university programs in Germany.

Beliefs and Hiring Practices

Very little research has been conducted with IEP administrators that related directly to the differences between native and nonnative ESL teachers. Several scholars and researchers have noted a strong discrimination against NNESTs in IEPs, but very few have directly asked IEP administrators for their actual hiring practices and beliefs. This is regrettable since it gives a one-sided perspective on the issue and few definite explanations or guidance to change things, if necessary. This lack of extensive research about IEPs may be due to the lack of unity among IEPs, as explained above, or to a tradition of doing research *in* IEPs but not *about* IEPs. In this section, two sides are presented: the beliefs and perspectives of individual administrators, and studies asking large numbers of administrators for their opinions and practices.

Several IEP administrators have written articles or presented at conferences such as NAFSA (Association of International Educators) about the difficult and different relationships that existed between IEPs and TESOL programs. As an IEP administrator herself, Perdreau (1994), for example, believes that the new teachers coming out of TESOL programs are not ready to teach, should come from more diverse backgrounds in order to represent those of the students, and should have learned how to be more flexible, tolerant, and reflective about diversity. Additionally, in a survey of over 100 other IEPs, Perdreau found that only 1% of the total number of ESL teachers employed in those programs were minorities. She explains that such lack of diversity did not prepare the ESL students well for their future academic and professional lives and did not reflect today's world, and that better role models for students were needed.

Flynn and Gulikers (2001) also wrote an article from the IEP administrator's perspective, addressing issues that influence the hiring of ESL teachers and more specifically NNESTs. They explain that excellent writing and oral skills are important, as well as a good understanding of American culture and adequate education in TESOL or Applied Linguistics. Important too is experience, especially in EFL contexts. Second, Flynn and Gulikers (2001) explain that in order to better prepare teachers to teach in IEPs, MA TESOL programs should offer courses in both applied linguistics and curriculum design, require all student teachers to do a practicum, and give them the opportunity to observe and teach in different contexts (K-12, community colleges, IEPs, etc.). All student teachers, but NNESTs in particular, should practice being interviewed by videotaping themselves or having colleagues give them feedback. Student teachers should also be knowledgeable about the IEP they wish to work for and be ready to ask pertinent questions during the interview process. At the same time, good IEP administrators should always provide mentors to new teachers, both NESTs and NNESTs, and NNESTs should seek good role models and partners for collaboration.

These two articles, written by IEP administrators, emphasize teacher preparation and development of linguistic, pedagogical, and cultural skills. They also call attention to the fact that a greater diversity in the teacher population will better represent the diversity of the student body.

IEPs are also working in close relationship with MA TESOL program administrators and directors. Research studies that investigated this relationship and asked larger numbers of IEP directors for their opinions about NESTs and NNESTs include that of Reid (1997) and Mahboob (2003).

After surveying several IEP and TESOL program administrators, Reid (1997) noticed that several IEP administrators had concerns about the ethics of providing ESL teachers who were not qualified to teach to students who were paying much money to learn English. TESOL program administrators explained that the courses they could offer did not always depend on specific choices but rather on the budget of the university, the specializations of the teachers they could hire, and constraints in locations and sizes of the programs. A remarkable conclusion reached by several TESOL program and IEP administrators who participated in that survey was that these two groups of administrators

spoke different languages, had different goals, were "fundamentally different" (p. 26), and could not reach a common ground.

Mahboob's (2003) study is unique in the sense that it asked a large number of IEP administrators for their hiring criteria and the number of NESTs and NNESTs that were working in their programs. Of the 122 administrators who responded, 59.8% considered "native English speaker" to be an important or somewhat important criteria when hiring ESL teachers. Furthermore, a correlation analysis of the hiring criteria with the number of NNESTs who worked in those IEPs indicated that "there is a link between a low number of NNESTs in ESL programs in the United States and administrators' emphasis on 'native English status'" (p. 152): the more importance administrators give to "native English speaker," the smaller the ratio of NNESTs working in those programs will be. Finally, of the 1,425 ESL teachers working in the 122 IEPs that participated in Mahboob's study, only 7.9% were NNESTs.

As can be seen from the above discussion, very few researchers have investigated the different relationships that exist between different IEP administrators, MA TESOL programs, and ESL students. One conclusion that can be drawn is that it seems that few people in those "relationships" (IEP administrators, teacher educators, ESL teachers, etc.) had expectations that matched, and that the teachers that are being prepared in TESOL MA programs might not that which will be later hired to teach ESL. At the same time, as the studies in the following sections will show, the beliefs and practices of IEP administrators might not match the beliefs and needs of ESL students either.

ESL and EFL Students' Perspectives

Many of the articles cited in this chapter discuss attitudes of students, peer ESL teachers, and IEP administrators towards NNESTs. However, very few of these articles actually define what an attitude is. This section first tries to define the term "attitude" (see Chapter Three for the measurement of attitude). A discussion of studies about students' attitudes towards NNESTs and NESTs follows.

Definition of Attitude

In their book *The Psychology of Attitudes,* Eagly and Chaiken (1993) define an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p. 1). In other words, it is a "predisposition to like or dislike [an object], presumably with approach or avoidance consequences" (Krosnick, Judd, & Wittenbrink, 2005, p. 22). More specifically, Wegener and Fabrigar (2003) define it as,

> Relatively enduring and global evaluations [that] can be based on either two distinct types of information: affect and cognition. The affective basis refers to emotions and mood states that a person associates with the attitude object. […] The cognitive basis refers to beliefs about attributes of the attitude object. (p. 145)

In the case of this research study, students are believed to assign emotions to the concept of native and nonnative English-speaking ESL teacher (affect), have specific beliefs about the characteristics of native and nonnative English-speaking ESL teachers (cognition), and subsequently act in a certain way with native and nonnative English-speaking ESL teachers (behavior). IEP administrators and ESL teachers will also hold certain beliefs and have accumulated considerable knowledge through personal, educational, and professional experience (Richardson, 1996). At the same time, all speakers and learners of a language make evaluations about (*i.e.* hold attitudes towards) linguistic superiority or inferiority, aesthetic preferences and differences (phonetics, etc.), and social conventions and connotations. These evaluations are strongly related to personal experiences, linguistic and cultural knowledge of the language, and the status of the language, or language variety (Alford & Strother, 1990; Edwards, 1982).

Albarracin, Johnson, and Zanna (2005) add that these behaviors can be overt or covert and interact with knowledge, memories, and affect, to create attitudes that may not always be stable and constant over time. Indeed, if attitudes are based on or influenced by permanent memories, the expression of the attitude at one moment in time is triggered by a specific event at a particular time. This event will often recall parts of a memory, or the most recently stored memory (Fabrigar, MacDonald, & Wegener, 2005), which may not represent the complete knowledge of an event. For example, if I hear the name "Saint Louis," I will immediately remember the Gateway Arch and the fun time I had while

going to its top (automatic activation phase). My immediate evaluation of Saint Louis will thus be positive. However, if I think about Saint Louis for a longer period of time, I will recall having missed a plane in that airport, having been very sick while visiting my relatives there, and having been shocked by the poverty of certain areas of the city (deliberation phase). My evaluation of Saint Louis will thus change and become more negative. Finally, the response I would write on a survey about Saint Louis would be a final evaluation of Saint Louis based on all the memories and emotions I recalled (response phase). My response would also be based on the choices available on the survey (agree, disagree, not sure, etc.), my interpretation of those choices, and my "translation" of my attitude towards Saint Louis into a response that would fit the survey's response format (Krosnick *et al.*).

The fact that attitudes are memory-based and sometimes temporary is an important factor in this study and explains why "there is no reason to believe that a single person will always report the same attitude toward an object when asked about it on multiple occasions in different contexts" (Krosnick *et al.*, 2005, p. 27). For this reason, students' attitudes will be investigated twice in the present study. At the very beginning of the semester, students might have little stored knowledge or the memories of good and bad experiences with NNESTs and NESTs might not be immediately accessible. At the end of the semester, students will have spent several weeks with a NEST or a NNEST and their additional and old memories will be much more readily accessible and current.

Interestingly, the students, teachers, and IEP administrators who participate in this study might have different motivations for forming and holding attitudes towards NESTs and NNESTs. Researchers (Fabrigar *et al.*, 2005) explain that people create and hold attitudes towards objects in order to "facilitate the management and simplification of information processing by providing a schema with which to integrate existing and new information" (p. 82). That is, people need to categorize memories, emotions, and knowledge in order to make sense of past events and interpret and catalog new information. For this reason, the present study will investigate whether the constructs of "NNEST" and "NEST" are categorized the same way before and after extended exposure to these teachers.

Fabrigar *et al.* (2005) also explain that creating and holding attitudes helps "individuals to achieve desired goals and avoid negative outcomes" (p. 82) such as avoiding being taught by a NNEST if it is believed that it will not help achieve proficiency in English. Finally, attitudes are also created by people to "facilitate the maintenance of relationships with others who are liked" (Fabrigar *et al.*, p. 83) and "convey information about their values and self-concepts" (p. 82). That is, holding attitudes towards objects helps people keep certain standards for themselves and for others about what is acceptable and what is not, which in turn helps individuals achieve their desired goals (such as hiring only the "best" teachers, becoming a reputable IEP, being liked by students, passing the TOEFL, etc.).

With regards to attitudes, the intent of this project is thus to 1) identify which emotions, memories, and characteristics are assigned to the concept of NNESTs; 2) investigate how different those emotions are towards NESTs; 3) analyze how students accumulate new memories, create new memories and beliefs, and consequently change their attitudes over time; and 4) study the underlying beliefs, knowledge, memories, and resulting behaviors of IEP administrators, teachers, and students, which generated the responses given on the attitude questionnaires.

<div style="text-align:center">Research Studies with Students</div>

One of the earliest studies on nonnative English-speaking ESL/EFL teachers and the opinions of their students was a project I conducted (Moussu, 2002) at an IEP in Utah based on the assumption that ESL students would *not* like to be taught by NNESTs at first, but might change their mind with time and exposure to NNESTs. The participants were 94 international students taught by four NNESTs who answered two questionnaires, one at the beginning of the semester and one at the end.

Results showed that the first language of both the NNESTs and the students made a significant difference in how teachers were judged, and that Korean and Chinese students were much more negative in their judgments than Spanish, Portuguese, and even Japanese students. Students also judged NNESTs who sounded and looked "foreign" more harshly than they did NNESTs who had less of a native accent or looked "whiter."

The intent of the students to return to their country of origin also made an interesting difference: students who intended to go back to their countries after their ESL studies held a more negative attitude towards NNESTs than students who wanted to stay in the US for a longer period of time. This might indicate a more urgent need for those who would go back to their country to have a more "authentic" and faster exposure to US culture. Finally, time proved to be a key variable as well. While students did not really respond as negatively as expected at the beginning of the semester when asked if they respected and liked their nonnative teachers, they actually responded quite positively at the end of the semester. For instance, to the question, "Would you encourage a friend to take a class with this nonnative English-speaking teacher?" 56% of the students answered "yes" at the beginning of the semester, and 76% answered, "yes" to the same question at the end of the semester.

Mahboob (2003) also conducted a study on student's perceptions. Using questionnaires with open-ended questions, he asked 32 students enrolled in an intensive English program to write about their native and nonnative teachers. The analysis of the responses showed that both NESTs and NNESTs received positive and negative comments. Native speakers were praised for their oral skills, large vocabulary, and cultural knowledge, but criticized for their poor knowledge of grammar, their lack of experience as ESL learners, their difficulties in answering questions, and their teaching methodology. Nonnative speakers were valued for their experiences as ESL learners, and the respondents also recognized their knowledge of grammar and their "stricter methodology," hard work, ability to answer questions, and literacy skills. Unsurprisingly, as in my 2002 study, negative responses about NNESTs included poorer oral skills and lack of knowledge about the "English-speaking" cultures.

Mahboob's study, like mine (2002), showed results that corroborate Arva and Medgyes's (2000) results, but like mine, was limited to one school. Additionally, while Mahboob (2003) did study the differences between students' attitudes towards NNESTs and NESTs, his research design did not allow him to analyze the reasons behind those attitudes.

Kelch and Santana-Williamson (2002) conducted a much more focused research study. They aimed to determine if ESL students could identify a native from a nonnative

accent and if they held a more positive attitude towards teachers with "native" accents. The researchers used audiotape recordings of three native speakers of different varieties of English and three nonnative speakers reading the same script. Fifty-six students identified each reader as NEST or NNEST, and rated them with an attitude questionnaire on issues of "teacher education and training, experience, teacher likeability, teaching expertise, desirability as a teacher empathy for students, and overall teaching ability" (p. 61). The results show that students were able to correctly identify native and nonnative speakers of English only 45% of the time, and that their perception of the teachers' nativeness strongly influenced the attitudes they held towards these teachers. Additionally, teachers who were perceived as native speakers were seen as more likeable, educated, experienced, and overall better teachers, especially for speaking/listening skills. However, students also mentioned the importance of NNESTs as role models, source of motivation, and language learners who understood students' learning difficulties. Kelch and Santana-Williamson add that "learner exposure to and familiarity with any variety of English [lead] to more favorable responses for that accent" (p. 65). This means that the more familiar students were with an accent, the less nonnative they perceived it.

Another study regarding teacher accent was conducted by Liang (2002) at California State University, Los Angeles. Liang investigated the opinions of 20 ESL students towards six ESL teachers, five of whom were nonnative English speakers from different language backgrounds and one of whom was a native speaker. Data was collected through questionnaires asking students for their opinions about their teachers' accents. The results showed that accent did not negatively affect students' attitudes toward their NNESTs. In fact, the students held generally positive attitudes toward the teachers and believed that accent was not as problematic as expected. Additionally, personal and professional features, such as "being interesting," "being prepared," "being qualified," and "being professional," played a central role in students' opinions of their teachers, and students seem to base their opinions more on their teachers' level of professionalism than on the language background of their teachers.

Cheung's (2002) study was done in a quite different environment and seems to be the only such study done in an EFL context. Her objectives were to determine the attitudes and opinions of university students in Hong Kong towards native and nonnative

English-speaking ELF teachers, the strengths and weaknesses of teachers from the perspective of students, and the capability of these teachers to motivate students. Cheung used questionnaires, interviews, classroom observations, and post-classroom interviews to collect her data. The questionnaire was distributed to 420 undergraduates from a variety of majors at seven universities and ten students and twenty-two university English teachers from different universities were interviewed. The results showed that language proficiency and fluency, as well as cultural knowledge, were especially appreciated with native speaking teachers. In the case of NNESTs, their ability to empathize with students, a shared cultural background, and their stricter expectations were seen as strengths. As with previous studies, participants agreed that professional skills (such as knowledge of their subject, preparation, being able to make lessons interesting and fun and to motivate students, etc.) were more essential than language skills.

From these results, it appears that students do not seem to have a strongly negative attitude towards their ESL/EFL nonnative English-speaking teachers in general and recognize that experience and professionalism are more important than native language backgrounds. Most importantly, these studies also show that different contexts and variables could influence students' attitudes towards NESTs and NNESTs.

Conclusion

This chapter has presented and discussed several areas in which research about native and nonnative English-speaking ESL and EFL teachers has been done. These areas include International Teaching Assistants, teacher education, the strengths and weaknesses of native and nonnative English speakers, teachers self-perceptions of their strengths and weaknesses, IEP administrators' hiring practices and beliefs, and ESL and EFL students' attitudes.

Chapter Three will present the methods used in this project and include descriptions of and discussions about the research design, the instruments, the pilot studies, the data collection procedures, the analysis of the data, and the limitations of the design. It will end with a description of the participants.

CHAPTER THREE

METHODOLOGY

The purpose of this study is threefold: to investigate ESL students' attitudes towards NESTs and NNESTs, ESL teachers' self-perceptions about their teaching experience and language skills, and Intensive English Program administrators' hiring practices and beliefs about NNESTs and NESTs.

In Chapter One, the underlying problems that generated this research project were presented. In Chapter Two, literature discussing the advantages of NESTs and NNESTs, their self-perceptions, IEP administrators' beliefs and hiring practices, and ESL students' attitudes was discussed.

This chapter presents and discusses the research design used for this project, the instruments, the procedures and outcomes of the two pilots studies, the data collection procedures, the data analysis, as well as the characteristics of the participating IEPs, administrators, teachers, and students.

Research Design

The methodology chosen for this project is based on three aspects of the project: the type of problem being investigated, the goal of the research project, and the nature of the data. These three different aspects will now be explained in the three next sections.

The problem being investigated is large and multifaceted and involves several variables. The dependant variables are:

1) Student attitudes,

2) Teacher self-perceptions, and

3) Administrator beliefs and practices.

The independent variables, which may or may not influence or relate to the dependant variables, are:

1) Students' first language, gender, class subject (Grammar, Writing, etc.), level of English proficiency, and expected Grade Point Average (GPA);

2) Teachers' first language;

3) Administrators' experience with NESTs and NNESTs.

There are also a number of control variables that might influence the outcome of the study. Examples of such variables are: the location and size of the participating IEPs, willingness of the administrators to help with the project, time and place where participants fill out their questionnaires, first language of the person administering questionnaires to students, and unexpected problems that might occur along the way. While these variables somewhat limit the generalizability and reliability of the findings, they are entirely uncontrollable for a project of this scale.

A multivariate design was chosen to take into consideration such a very large spectrum of naturally occurring and sometimes non-manipulable variables, to explore the relationships between these variables, and to study the interrelationship of many variables at the same time (Hatch & Lazaraton, 1991). Indeed, this research design allows to statistically manipulate variables and see if any independent variable influences the dependant variables more significantly than others (Seliger & Shohamy, 1989).

The goals of this project made it necessary to involve different groups of people: students, native and nonnative ESL teachers, and IEP administrators of as many IEPs as possible. A large number of participants was necessary to make the results statistically significant and generalizable. To compare the responses given by these multiple and large groups of participants, a descriptive, quantitative methodology was needed. Standardized measures and complex statistical analyses could then be used to find the answers to the different questions this project aims at investigating (Hatch & Lazaraton, 1991).

The nature of the data required that close-ended questions be adopted. Indeed, collecting and objectively comparing large numbers of perceptions, attitudes, and beliefs is difficult with interviews or other qualitative designs (Krosnick *et al.*, 2005). According to Brown (2001), "Likert-scale questions are effective for gathering respondents' views, opinions, and attitudes about various language-related issues" (p. 41). Furthermore, using

a questionnaire with specific multiple-choice questions and statements to rate on a Likert scale provided the participants with a single frame of reference in choosing their answers (Schuman & Presser, 1996). Brown (2001) also explains that using this close-response format allows for more uniformity across questions, that respondents are less likely to skip questions because of their length or complexity, and that responses are relatively easy to interpret. Finally, statistical analyses of data from larger populations are usually robust and reliable, and such large groups of participants allow for a more normal distribution of the results.

It is acknowledged that quantifying attitudes and beliefs has its limitations, and that balancing quantitative data with qualitative data would have triangulated this research design better. However, triangulation is still achieved by looking at the opinions of *all* those involved in English teaching and learning (administrators, teachers, and students), as well as by using multiple IEPs to gather data (Freeman, 1998).

The problem being investigated, the goal of the project and the nature of the data thus reveal that the best methodology for this project was to use a quantitative approach, with questionnaires and close-ended questions and multiple-choice or Likert-scale types of questions. These questionnaires will now be described in more details.

Instruments

Both online and paper questionnaires were selected as instruments. A variety of reasons support this selection. A description of the questionnaires, as well as the validity and reliability of these instruments are discussed next.

Rationale for Using Questionnaires

Literature in two fields has informed the decision on the type of instruments that were used for this research study: 1) literature discussing studies done regarding NNESTs and NESTs, and 2) literature describing the measurement of attitudes.

A first reason for choosing questionnaires as instruments was that other research projects were conducted that asked administrators for their practices, teachers for their

self-perceptions, and students for their opinions. To build on these projects, an instrument was chosen that had been tested and validated by experts of this type of research, and would allow for comparisons with previous findings.

Another reason for choosing questionnaires is the potentially limited English proficiency of the participants. Indeed, one of the independent variables is the level of English proficiency of the students. Using a qualitative design such as interviews of students would have limited the study to those participants understanding the questions and speaking English well enough to respond. Questionnaires, in contrast, could be translated so that all students can understand the questions and respond accordingly. Responses to the few close-ended questions answered primarily in students' first languages proved difficult to translate back into English.

In addition, Richard and Lockhart (1994) explain that surveys are a useful tool to gather "information about affective dimensions of teaching and learning, such as beliefs, attitudes, motivations, and preferences" (p. 10). Interviews, a data collection technique also adopted by some scholars in this field (see Maum, 2003), would have nicely complemented the quantitative data, but were too impractical given the number of participants and their geographical locations. The Purdue University Committee on Use of Human Resource Subjects, also known as the Internal Review Board (IRB), also warned against the difficult task of guaranteeing the anonymity of interviewees. Consequently, anonymous questionnaires, translated into the students' languages, were adopted as the primary collection data technique.

Measurements of attitudes are a way to assign values to the expression of attitudes and depend on how those attitudes are being expressed and their context (Krosnick *et al.*, 2005). Different techniques of measurement have been used to determine the attitude of people towards an object, some of which explicit measures (the participant knows that attitude towards an object is being measured), and others implicit (the subject is not told what is really being measured). Implicit measurement techniques include, among others, papillary response, muscle activity, facial movements, modulation of eye blinks, approach and avoidance motor movements, and brain activity (Krosnick *et al.*). While those techniques elicit information that participants might not be willing to share, their results are often inconsistent and weakly correlated with one another and also vary

according to the context (Krosnick *et al.*). Other limitations of implicit measurements of attitudes, in this study in particular, would include the complexity of the materials needed for the study and the sophisticated and invasive measures it requires. These would be highly impractical in a classroom and with large numbers of participants, and would strongly and negatively affect students' anonymity and willingness to participate.

Explicit measurement techniques, on the other hand, include the Semantic Differential Measure, where attitudinal adjectives are presented in pairs (good-bad, strong-weak, or extremely good-extremely bad) at both ends of a line. This line is divided into seven sections and the respondents mark the spot on the line that represents their attitude towards an object (Krosnick *et al.*, 2005). However, precise descriptions of the meaning of each endpoint are needed, and since no labels are provided for the intermediate points, a large number of items must be created and administered to compensate for the vagueness of the measurement. This necessitates a time-consuming preparation of long and repetitive questionnaires (Krosnick *et al.*).

Another explicit measurement technique is the Likert-scale method, which is the one used for this study. This method is different from the Semantic Differential method in that all the points of the scale are labeled (e.g. strongly agree, agree, undecided, disagree, strongly disagree). This means that the respondents will not have to interpret the scale themselves but will rely on more detailed "translations" of the coded answers. While the creation of items is time consuming and the time it takes to respond to all the items is demanding for participants, measuring one attitude with several different items allows for the final results to be quite precise and helpful for the interpretation of the data (Krosnick *et al.*, 2005).

Krosnick *et al.* (2005) also explain that using Likert scales can lead to a high reliability and validity of the measurement of attitudes if careful attention is given to the following two areas: 1) the theoretical assumptions used to create the items and the scale (the respondents must be able to understand the meaning of the items and agree on the definitions of the labels on the scale, the points should not overlap, and there should be a logical continuum from one point to the next); and 2) the number of points available on the rating scale (too many becomes vague, not enough is not precise enough). The development of the Likert scale used for this study is described in a later section.

As explained in Chapter Two, studying attitudes means studying how evaluations of an object are done, how they are created, how they change over time, what influences them, and the kinds of knowledge, memories, and behavior they produce (Albarracin *et al.*, 2005). However, as soon as attitudes are being studied and measured, respondents might lie (Krosnick *et al.*, 2005), not want to talk about a particular issue, or not tell the whole truth, sometimes without even realizing it. For example, it quickly became clear that students of NNESTs did not want to respond to the questionnaire as readily as students of NESTs. This reluctance is less of a problem when questionnaires are anonymous and when reward or punishment is not a possible outcome. However, the context might influence responses (*e.g.* if participants responded at home, or in front of a NNEST or a NEST), and self-deception can also be a source of influence on the participants' answers. Indeed, "not only do people want to maintain favorable images of themselves in the eyes of others, but they also want to have such images in their own eyes as well" (Krosnick *et al.*, p. 51). In this study, IEP administrators might *want* to recognize NNESTs' strengths or even want to believe that they do and consequently respond that they indeed do, yet still hesitate to hire NNESTs in reality. This difference between the given response and the reality is one of the recognized limitations of this project.

The purpose of the questionnaires created for this study is consequently to measure those sometimes unobservable but existing attitudes towards NESTs and NNESTs, and to explore the relative standing of different groups of participants (*e.g.* by first language), as well as the magnitude of the difference between groups of participants.

Constructs

In order to create questions and statements for the different sections of the questionnaires, different teacher and student beliefs were first identified from the literature review. Wegener and Fabrigar (2003) explain that successful measurements of attitudes must be determined by "the domain the measure is intended to assess" (p. 147), that is, the constructs that might influence ESL students' attitudes towards their ESL teachers. Successful measurements also must take into consideration the population whose attitudes will be measured, as well as the context for which the measure will be

created. Taking all these requirements into consideration, two lists of the student and teacher potential issues were created.

In order to be appreciated by their students, native and nonnative English-speaking ESL teachers must:

1. Be good role models,
2. Look typically "American" (that is, Caucasian, even if they are NESTs),
3. Sound typically "American" (have no foreign accent),
4. Use an "American" teaching style (that is, casual and communicative),
5. Be as good as was expected initially (that is, preconceived ideas of what students wanted their teachers to be like were fulfilled),
6. Seem to know everything about American culture,
7. Seem professional and experienced while teaching,
8. Understand students' language learning difficulties (*e.g.* are patient, use examples from other languages),
9. Have experienced other cultures/learned other languages than their own and know what culture shock is,
10. Respect the students' cultures and beliefs (never say "it's just like that"),
11. Be able to respond to all questions asked by the students.

In order to have a positive attitude towards NNESTs, students must:

1. Feel motivated and encouraged by NNESTs' success in learning English,
2. Recognize that it is possible for NNESTs to be "imperfect" speakers of English and still be good teachers,
3. Find that the reality of the classroom matches their general expectations about having a good learning experience,
4. Have had good previous learning experiences with NNESTs in their countries and/or in the US,
5. Be interested in, and have had previous exposure to other cultures/languages and especially the teachers',

6. Believe that someone who has gone though culture shock and the process of learning another language will help them learn a language better than someone who has not,

7. Know that both NESTs and NNESTs sometimes make mistakes, do not always understand students, and may have difficulties responding to students,

8. Be in an environment (IEP) that is very supportive of NNESTs.

These two lists of beliefs, as well as the research questions and a theoretical rationale were sent to a group of scholars and experts in the field of Applied Linguistics, who have themselves studied issues related to NNESTs and ITAs, such as Fox, Braine, Matsuda and Matsuda, Kamhi-Stein, and Mahboob. These experts considered issues of significance, content validity, and clarity of the beliefs. They gave some suggestions, based on their own research and knowledge of the issues, which helped narrow down the focus of the research project and rewrite some of the concepts more precisely.

From these, beliefs, keywords, or constructs were then extracted (Brown, 2001; Purpura, 1998), which would fit all three groups of participants: teachers, students, and administrators. These constructs are the following:

- **Role model**: the ESL teacher is a good model of language learner and/or speaker, which the students wish to emulate;
- **Liking**: the ESL teacher corresponds to the expectations of the students, is liked by the students, and is a successful teacher;
- **Learning difficulties**: the ESL teacher understands the learning difficulties of the students;
- **Accent**: the ESL teacher's accent does not impair comprehension and learning;
- **Grammar**: the ESL teacher's grammar and knowledge of grammar does not harm the learning process;
- **Teacher responses**: ESL teachers are able to understand, respond to, and attend to students' questions and difficulties;
- **Appearance**: the physical appearance of the ESL teachers does not distract or negatively affect students' attitudes about their teachers;
- **Preparedness**: the ESL teacher seems organized and prepared for class.

For every one of these constructs, five statements were written (or borrowed, or adapted from previous studies). Table 1 gives the constructs with examples of corresponding statements that were used in the final version of the questionnaire (as explained later, not all of the above constructs were ultimately used).

Table 1
Attitude scale constructs and examples of corresponding statements

Construct 1: *Role model*: the ESL teacher is a good model of language learner and/or speaker, which the students wish to emulate. **Example**: *My ESL teacher motivates me to do my best to learn English*
Construct 2: *Liking*: the ESL teacher corresponds to the expectations of the students, is liked by the students, and is a successful teacher. **Example**: *I would enjoy taking another class with this ESL teacher*
Construct 3: *Learning difficulties*: the ESL teacher understands the learning difficulties of the students. **Example**: *My ESL teacher explains difficult concepts well*
Construct 4: *Accent*: the ESL teacher's accent does not impair comprehension and learning. **Example**: *I understand my ESL teacher's pronunciation easily*
Construct 5: *Grammar*: the ESL teacher's grammar and knowledge of grammar does not harm the learning process. **Example**: *My ESL teacher knows English grammar very well*
Construct 6: *Appearance*: the physical appearance of the ESL teachers does not distract or negatively affect students' attitudes about their teachers. **Example**: *My English teacher looks like a typical American person*

Wegener and Fabrigar (2003) explain that the content and the wording of questions and statements used in questionnaires is a fundamental step and that careful consideration of the format, the order of questions, and the number of items needs to take place. Additionally, Brown (2001) explains that several aspects of questionnaire writing need to be carefully considered when writing questions: the form of the questions (*e.g.* the length and ambiguity of the questions), the meaning of the questions (*e.g.* double-barreled, embarrassing, and biased questions), and the respondents (*e.g.* level of the language used, relevance of the questions).

Consequently, few statements specifically mentioned either native or nonnative teachers exclusively, in order to avoid influencing the students' responses (Purpura, 1998). At the same time, all statements were written as positive statements. Indeed, the literature (Krosnick et al., 2005) suggests that simply reversing the results of negative

statements before performing statistical analyses of the results does not give the same results than if the statements had been positive. (A possible negative effect of using only positive statement is that students might not read the questionnaire attentively, and rather may simply select the same answer for all statements). Additionally, a very simple wording was used for each question in order to avoid potential problems with the translations.

Regarding the order or the statements, statements were presented together by construct. Studies (Schuman & Presser, 1996; Wegener & Fabrigar, 2003; Weisberg, Krosnick, & Bowen, 1996) indicate that the order in which statements are presented can strongly and sometimes significantly influence the respondents' answers as well as the correlation between answers, either because of the "primacy" effect (earlier options are chosen first), or because of the "recency" effect (later options are chosen first). Additionally, responses can be influenced by which questions come first and which questions were answered before the following ones. In the end, according to Wegener and Fabrigar (2003), a "block presentation [of items by construct, instead of intermingling] is less likely to confuse respondents and can even more effectively communicate the intent of the measure, thereby increasing reliability" (p. 150).

After the statements were written, the chosen constructs were sent again, along with the research questions and the statements, to the same panel of experts as before. This time, the experts considered issues of clarity, length, number of statements, and validity of the constructs and statements, and suggested new questions they thought might be interesting to include in this project, deleted some, and made a few changes. After this process, it became obvious that some constructs and statements were too general, too vague, too complex, or simply too much for one project and the original list of 75 statements was narrowed down to 50. Those statements were organized into the three questionnaires and slightly adapted so that they would fit the different groups of respondents (students, teachers, and administrators), while asking them all about the same topics and issues.

At that point, a list of the languages most spoken by IEP students was found on the Open Door website (Open Doors, 2003), and the 12 most spoken languages were selected for the translation: Chinese, Taiwanese, Korean, Japanese, Spanish, Portuguese,

Turkish, Italian, Thai, German, French, and Arabic. A translation firm was selected, which could translate the student questionnaire into all the above languages, to guarantee that all translations would be of the same quality. Once translated, all questionnaires were back translated and verified by native speakers of every language with experience in the field of Applied Linguistics (to verify the translation of field-specific expressions such as "ESL," for example).

Finally, it had been the original intent to put all questionnaires online. However, differences in computer operating systems, programs, and settings would have made it uncertain that questionnaires in non-orthographic languages (such as Chinese) would appear satisfactorily on all computer screens. It was thus decided to offer the teacher and administrator questionnaires online and to keep the student questionnaire on paper.

Description of the Questionnaires

The student questionnaire is divided into two sections. The first section, consisting of multiple-choice questions and statements that are to be rated on a five-point Likert scale, is about the students' current ESL teachers. The second section asks some multiple choice and short-answer questions about the students' first language, age, gender, reasons to learn English, number of previous NESTs and NNESTs while learning English, intent of the students to return to their countries at the end of their studies, and the students' expected grades.

The teacher questionnaire, the longest and most complex of all three questionnaires, is divided into three sections: 1) demographic information, 2) current teaching/learning experience, and 3), general beliefs about and experiences with native and nonnative English-speaking ESL teachers. The first section asks several short-answer and multiple-choice questions about the background of the teachers, their first language, teacher education, and teaching experience. The second section, in the same format, asks questions about the teachers' experiences at their current workplace. That section also asks teachers to describe their level of English proficiency as well as their perceived teaching strengths and weaknesses on a scale from one to five. The final section asks the teachers about their beliefs and perceptions of ESL teaching with Likert-scale statements.

The administrator questionnaire has four sections. The first section includes background information questions, and the second section, consisting of open-ended questions, is about the students at their particular IEP: numbers, languages they speak, and classes they are offered. The third section is about the ESL instructors at the IEP, with questions quite similar to those about students. This section also includes some statements about native and nonnative ESL teachers at the IEP, rated on a Likert scale, practically similar to the statements found on the teacher questionnaires. The final section of the administrator questionnaire, again with a few open-ended questions and several Likert-scale statements, is about ESL teachers in general, the strengths and weaknesses of NNESTs and NESTs, and teacher preparation.

First Pilot

Once the questionnaires were produced and the necessary permissions granted, a first pilot was conducted in March of 2005, to verify that all the needed issues were covered and also to make sure that the questions made sense to students, teachers, and administrators. The questionnaires were sent to two groups of international students, one group of ESL teachers, and one group of administrators.

Twenty-three international undergraduate college students and 17 international graduate students responded to the student questionnaire (see Appendix B). These numbers represent an approximate response rate of 25% of all undergraduate students and 40% of all graduate students in the participating classes. Twenty of these students were taught by native English-speaking ESL teachers, and 20 by nonnative English-speaking ESL teachers. Seven also agreed to follow-up interviews to give some direct feedback about the layout, the format, and the content of the questions and statements.

All participants were ESL students at the college level and many of them had recently come from IEPs. This first pilot was used to get feedback from respondents who knew that it was a pilot and whose English proficiency and metalanguage awareness were high enough that they could call attention to questions they did not understand, questions that they thought did not belong, or questions that they believed should be included.

At the same time, the teacher questionnaire was distributed to four native and five nonnative English-speaking ESL teachers on the Purdue campus. While few of these teachers were teaching ESL in an IEP at that time, all of them had taught or were teaching ESL college students. These teachers were asked to verify that every statement belonged to its corresponding construct, to answer the questionnaire, and to provide feedback on potential mistakes and problems.

The administrator questionnaire was sent to four college program administrators in the Department of English: the head of the department, the director of the ESL Program, the director of the ESL Composition Program, and the director of the First-Year Composition Program. All four participants had experience hiring and working with NESTs and NNESTs, and two of them had worked in IEPs in the past and provided helpful comments and suggestions about the administrator questionnaire.

Analysis and Revisions

Students' responses were analyzed using the SAS 9.1.3 statistical package for Windows. With the help of a statistical consultant from the Purdue University Statistical Consulting Services, questions that did not seem to be understood by the participants were removed from the questionnaire, reducing the student questionnaire to 41 questions, including 29 Likert-scale statements (see Appendix C). As would have been expected from such a small sample of participants, findings were not significant. However, the responses give by the graduate students clearly differed from those given by undergraduate students, which confirmed that the English proficiency level of the IEP students might affect students' responses significantly. The responses given by students taught by NESTs were also notably different from the responses given by students taught by NNESTs.

Second Pilot

Before and after the second pilot study, the instruments were sent to two experts in attitude testing from the Psychology department. These two experts gave valuable

feedback and made several suggestions about the format of the questionnaires, the constructs, and the way the reliability and validity of the questionnaires should be calculated and verified once the data was collected.

The teacher and administrator questionnaires were not piloted a second time because of the valuable feedback received during the first pilot and also the considerably smaller pool of potential participants. Regarding the student questionnaire, the second pilot needed to match the actual study more closely than the first pilot had, and the search for potential participating IEPs started.

The first step in finding participants for the second pilot and the full scale study was to look at programs that followed the same educational standards and were accredited by an institution recognized by the US Department of Education, such as the Commission on English Language Program Accreditation (http://www.cea-accredit.org). This helped identify programs that were as similar as possible in terms of the length of their semester, the division of levels of proficiency, the types of classes offered to the students, the legal status of the international students (some ESL programs are part-time and do not require the students to have an F-1 visa), and the overall quality of the programs. It seemed vital to find IEPs that were as similar as possible to one another for comparison purposes. For example, some programs worked on the quarter system, while others worked on a semester system. However, because of the comparison of the students' responses over time, it was crucial to choose programs that were of approximately the same length (13-16 weeks). Similarly, some language programs were entirely independent, while others were attached to colleges or universities. Again, for comparison purposes, only programs that were attached to universities were selected.

By looking at the web-pages of the accrediting organizations and their members, two lists were created: one for the pilot in the summer, with 15 different IEPs, and one for the larger, full-scale study in the fall, with 55 different IEPs. A few IEPs were eliminated when no information was found about their directors or because some IEPs were not in sessions, directors at conferences or on sabbaticals, or phone calls not returned. Ultimately, emails requesting participation in the pilot were sent to nine IEP directors, and 43 IEPs were kept for the fall study.

Many IEP directors seemed interested in participating, although some expressed reservations about this kind of research because of the possibility it might generate questions and create problems if the issue was raised. Some administrators who had initially agreed to participate also withdrew when their supervisors refused to approve the project for similar reasons. As one school director put it, "We're not 100% comfortable potentially signaling [sic] out our [NNESTs] to our students since it's an issue we've had to deal with in the past" (electronic communication, July 12, 2005, name withheld).

Another serious problem came from Internal Review Boards (IRBs, or Human Subject Review Boards). Purdue University's IRB approved the research project, but approval from the IRBs of the universities to which the IEPs were attached was also necessary. Filling out these multiple IRB protocols took much time since no two universities have the same requirements and protocols. Because of these and other complications, the number of potential participating IEPs further decreased, and out of the 15 initial IEPs selected for the pilot, only one IEP participated. Additionally, because of the cost of the translation, questionnaires for the second pilot were kept in English, further limiting the number of participants since only students with intermediate and high levels of English proficiency could participate.

Revisions

Because of the IRB delays and the time needed to translate the student questionnaire into 12 different languages, the questionnaire was forwarded to a translation agency in Indianapolis (Indiana, USA) before the results of the second pilot were received. Native speakers of each language then verified the translations and a few additional revisions, such as changing the order of the different sections, were made. The final student questionnaire contained 39 questions, 27 of them about students' ESL teachers, and the rest about the students' background information (see Appendix D).

Data Collection Procedures

During the spring and summer of 2005, I worked with the directors of the IEPs who had accepted to participate in the study and the Human Subject Committees (IRB) of their respective universities. At the end of the summer, director and IRB permissions had been secured for 22 IEPs.

At the end of August, files were sent to 20 of these IEPs and brought directly to the two remaining IEPs. Those files contained:

- An introductory letter,
- Precise directions for the distribution and collection of the questionnaires (see Appendix G),
- The English version of the questionnaire,
- Translations of the questionnaires in 12 languages,
- A number of return envelopes with stamps and address labels, according to the number of students in each IEP.

At the same time, an email was sent to all the participating administrators to give the URLs of the online teacher and administrator questionnaires, along with the usernames and passwords necessary to access those questionnaires, which could be filled out at any time during the semester. By the end of the semester, 96 teacher questionnaires and 21 administrator questionnaires had been filled-out online.

After four weeks, 862 questionnaires had been received from 16 different IEPs (see below for details about participants). Results from one IEP were invalid and that school was dropped out. Other IEP directors had also dropped out of the study at the last minute for different reasons.

Towards the beginning of November, files containing directions, the questionnaires, and return envelopes were sent again to 15 IEPs for the second phase of the data-collection. By the end of January 2006, 643 student questionnaires had been received from 12 IEPs. A detailed description of how the data was analyzed follows.

<u>Analysis of the Data</u>

The participating groups of students, teachers, and administrators are intact (Hatch & Lazaraton, 1991), that is, there was no random selection of participants done at any time of the project, nor was there a control group. There was also no attempt at doing a stratified selection of participants. As explained earlier, the participating IEPs were selected based on accreditation membership. The participating IEP administrators were self-selected (they agreed to participate or not); the participating teachers were also self-selected (the IEP administrators presented the study to them and they agreed to participate or not); and the participating ESL students were the students of teachers who had agreed to participate, but they were also free to respond to the questionnaire or not.

Before any analysis could be performed, responses given on the 804 initial and 643 final student questionnaires were translated and entered in an Excel spreadsheet by two different individuals to increase the reliability of the entries. The discrepancies were checked against the original questionnaires and the correct answers saved for analysis.

Frequencies and percentages were then calculated for each question using the multiple-choice and Likert-scale formats, by schools and overall. The significance level was set at 0.05, and ANOVAs determined how much of the variations within the means could be attributed to different variables (age, gender, etc.). In order to account for the multiple comparison procedures performed on the data, Fisher's LSD (Least Significant method) was applied.

The 643 final questionnaires were then matched against the 804 initial questionnaires based on the demographic information collected (age, first language, place of birth, etc.). Matched questionnaires were given the same ID number. Some gaps occurred, however, since some students changed classes after the end of the semester, dropped out, or chose not to respond to one or the other questionnaire. Consequently, 323 initial questionnaires (40.1%) and 174 final questionnaires (27%) were not matched. A t-test was conducted using both data sets for analysis of the influence of time and exposure on students' attitudes towards their teachers.

<u>Participants</u>

As explained in Chapter Two, all the participants came from Intensive English Programs (IEPs) in the US. This section describes the schools, the administrators, the teachers, and the students who participated in the study, first as a whole, and then by individual schools. However, given the amount of data collected from each school, only general information will be given here. Additional information regarding participants at individual schools can be found in Appendix H.

Intensive English Programs

Teachers and/or administrators from 25 IEPs participated but only 16 of these asked their students to participate as well. These 25 IEPs were located in Arkansas, California, Florida, Georgia, Illinois, Indiana, Maryland, Michigan, Nevada, New Mexico, New York, Pennsylvania, Texas, Utah, and West Virginia.

Classes offered in those IEPs were the usual Grammar, Reading, Writing, Conversation, Speaking, or Oral Communication, and Listening classes, but some programs offered classes such as University Experience, Academic Strategies, and TOEFL Preparation. Most IEPs offered courses at all levels of proficiency (from Beginners to Advanced) but two offered only Intermediate and Advanced courses. The number of actual levels sometimes differed but most programs offered courses at three to five different levels, sometimes combining levels if enrollment was low. Only three IEPs offered more than 5 levels (6, 7, and 10 levels respectively). See Appendix M for an example of these levels as used by Gingko.

The 16 IEPs whose students participated registered between 30 and 300 students during the semester when the study took place, for an approximate total of 1380 students. The average number of students attending those IEPs is thus approximately 86.25, and the average number of students who responded to the initial questionnaire in each IEP is 54.12 for an approximate return rate of initial student questionnaires of 62.75%. With 643 final questionnaires returned from 12 IEPs, the final return rate was 46.59% (counting the four IEPs that did not return the final questionnaire).

Administrator, Teacher, and Student Demographics

While students from 16 IEPs responded to the initial questionnaire, final questionnaires were received from only 12 IEPs. Similarly, several teachers responded from some IEPs while no teachers at all participated at other IEPs. Crabapple is the only IEP whose students participated in both the initial and the final portion of the study but whose teachers did not respond to the teacher questionnaire. Table 2 shows the number of questionnaires filled out by the different groups of participants in the different IEPs.

A total of 376 males (46.7%) and 411 females (51.1%) plus 17 students (2.1%) who did not specify their gender answered the initial questionnaire. A total of 312 males (48.5%) and 317 females (49.3%) plus 14 (2.1%) students who did not specify their gender answered the final questionnaire. The majority of the students held F-1 visa (international student visas),[2].

---

[2] This information was gathered indirectly with question 39.

Table 2

Number of participating students, teachers, and administrators by IEP

IEPs	STUDENTS			TEACHERS			ADMIN
	Initial	Final	Diff.	NSs	NNSs	Total	Total
Gingko	142+1*	95	-48	9	4	13	1
Crabapple	138	120	-18	0	0	0	1
Oak	103	101	-2	6	1	7	1
Hickory	42	45	+3	4	0	4	1
Sequoia	42	43	+1	5	1	6	1
Hackberry	40	29	-11	4	1	5	1
Sycamore	39	37	-2	9	5	14	3
Mulberry	38+1*	46	+ 7	2	1	3	0
Maple	34	49	+15	4	0	4	1
Ironwood	29	31	+2	2	1	3	1
Eucalyptus	22	22	-0	4	0	4	1
Juniper	21	25	+4	2	0	2	1
Linden	46	0	-46	0	0	0	1
Poplar	40	0	- 40	3	1	4	1
Elm	28	0	- 28	5	1	6	0
Alder	60*	0	-60	8	0	8	0
Birch	0	0	-0	5	2	7	1
Hornbeam	0	0	-0	3	0	3	0
Fir	0	0	-0	1	0	1	1
Pine	0	0	-0	1	0	1	1
Ash	0	0	-0	1	0	1	0
Cedar	0	0	-0	0	0	0	1
Cottonwood	0	0	-0	0	0	0	1
Dogwood	0	0	-0	0	0	0	1
TOTAL	**804+62***	**643**	**-223**	**78**	**18**	**96**	**21**

*Unusable

Languages spoken by the students who filled out the initial questionnaire included Korean (30.48%) and Spanish (18.64%). Smaller language groups included languages such as German (1.13%), Vietnamese (0.76%), Italian (0.63%), Russian, Mongolian, Greek, Indonesian, Persian, Azerbaijani, Ukrainian, and Telugu (0.50% each), as well as Amharic, Burmese, Czech, Bambara, Gujarati, Icelandic, Igbo, Tagalog, Tamil, and Uzbek (0.13% each).

Table 3
General information about participating students

Questions	Possible responses	Initial responses	Final responses
Students' first languages:	Korean	242 (30.48%)	173 (27.37%)
	Spanish	148 (18.64%)	92 (14.56%)
	Japanese	112 (14.11%)	101 (15.98%)
	Chinese	107 (13.49%)	94 (14.87%)
	Arabic	48 (6.05%)	59 (9.34%)
	Thai	22 (2.77%)	18 (2.85%)
	French	20 (2.52%)	15 (2.37%)
	Polish	15 (1.89%)	18 (2.85%)
	Portuguese	15 (1.89%)	13 (2.06%)
	Turkish	15 (1.89%)	13 (2.06%)
	Other	40 (5.10%)	49 (7.65%)
	Missing	11	3
Students' teachers:	NESTs	641 (80.93%)	516 (80.24%)
	NNESTs	119 (15.03%)	119 (18.50%)
	Not sure	32 (4.04%)	6 (0.93%)
	Missing	13	2
Subject of students' classes:	Reading/writing	368 (56.10%)	274 (55.47%)
	Grammar	161 (24.54%)	98 (19.84%)
	Listening/Speaking	100 (15.25%)	91 (18.42%)
	Other	27 (4.12%)	31 (6.28%)
Levels of students' classes:	Beginner	167 (21.41%)	118 (18.79%)
	Intermediate	344 (44.10%)	272 (43.31%)
	Advanced	269 (34.49%)	238 (37.90%)
	Missing	25	15
Students' expected grades:	Very high (A)	346 (45.47%)	232 (40.92%)
	High (B)	295 (38.76%)	233 (41.09%)
	Average (C)	101 (13.27%)	84 (14.81%)
	Low (D)	16 (2.10%)	12 (2.12%)
	Fail (F)	3 (0.39%)	6 (1.06%)
	Missing	44	76
Students' intents to leave the USA at the end of their ESL program:	Yes	290 (37.08%)	221 (35.14%)
	No	231 (29.54%)	247 (39.27%)
	Not sure	261 (33.38%)	161 (25.60%)
	Missing	23	14

Students also gave some information about the nativeness or nonnativeness of their ESL teacher, the level and subject of the class in which they were when responding to the questionnaire, and their intent to leave the country or remain in the US after the completion of their ESL program. Table 3 summarizes this information.

Table 4 shows the responses given by students to the following question: *Where is your teacher from?* A total of 77.33% of the students who responded to the initial questionnaire were taught by teachers from the United States, and 5.93% were taught by English-speaking ESL teachers from outside the United States (England and New Zealand). The remaining 16.74% of the students were taught by NNESTs. Because of the need for privacy of the participating teachers, it is impossible to know the total number of teachers whose students participated. As noted earlier, a number of nonnative teachers agreed to participate in the study but few of their students participated. For example, only one student taught by the Egyptian teacher participated. Interesting, too, is the very high number of missing responses and unanswered questions, especially in the last section of the questionnaire (demographic information). Perhaps students taught by NNESTs feared they would be too easily identified, especially if they gave negative evaluations of their teachers on the questionnaire. Ultimately, this very low response rate or even absence of response may be significant, in some respect[3].

The 96 teachers from 19 different IEPs who responded to the online teacher questionnaire (who might or might not be the same as those teaching the participating students) were 18 (18.75%) nonnative speakers of English and 78 (81.25%) native speakers of English. The NESTs came from the USA, Canada, England, Ireland, and New Zealand. The 18 NNESTs came from Argentina, Azerbaijan, Brazil, China, Czechoslovakia, Germany, Iceland, Japan, Korea, the Reunion Island, Russia, Slovakia, and Somalia. Seventy-one (75.53%) teachers were females and 23 (24.47%) were males.

---

[3] For this reason, very small numbers of participants are detailed in the following table and not collapsed under an "other" category.

Table 4
Number of students per teachers of different origins

Teachers' countries	Initial responses (n =741)	Final responses (n =615)
USA	573 (77.33%)	451 (84.93%)
England	33 (4.45%)	21 (3.95%)
Russia	25 (3.37%)	17 (3.71%)
Brazil	18 (2.43%)	17 (3.21%)
Armenia	12 (1.62%)	6 (1.12%)
China	11 (1.48%)	12 (2.25 %)
New Zealand	11 (1.48%)	16 (3.01%)
Greece	9 (1.21%)	8 (1.50%)
Taiwan	9 (1.21%)	12 (2.25%)
Panama	7 (0.94%)	8 (1.50%)
Poland	7 (0.94%)	1 (0.18%)
Australia	6 (0.81%)	5 (0.95%)
Serbia	5 (0.67%)	7 (1.31%)
Peru	4 (0.54%)	1 (0.18%)
Japan	3 (0.40%)	3 (0.56%)
Puerto Rico	3 (0.40%)	2 (0.37%)
Czechoslovakia	2 (0.27%)	3 (0.56%)
Yugoslavia	1 (0.13%)	1 (0.18%)
Egypt	1 (0.13%)	0
Argentina	1 (0.13%)	0
France	0	12 (2.25%)
Germany	0	4 (0.75%)
Ireland	0	3 (0.56%)
Spain	0	3 (0.56%)
Canada	0	1 (0.18%)
Korea	0	1 (0.18%)
Missing	63	28

These teachers all held a diploma. The great majority of the teachers (78.1%) held a Master's degree in TESOL, TESL, Second Language Acquisition, Second Language Education, Applied Linguistics, or Linguistics or in other fields (such as Management, Biology, French, etc.). Some teachers where in the process of working towards an MA (5.2%) or a PhD (2.1%), and a few had a TESOL Teaching Certificate only (3.1%). One teacher (1%) only had a Bachelors' degree, and ten (10.4%) had received a doctorate.

Most teachers (85.26%) had taught ESL or EFL in other schools before teaching at their current IEPs. Working experience at their current IEPs ranged from a few weeks to 27 years. The majority of the teachers, however, had worked there between one and

five years. They taught a large range of skills (Reading, Writing, Listening, Speaking, Grammar, Vocabulary, Culture, Pronunciation, TOEFL Preparation, Idioms, Intercultural Communication, Academic Skills, Business English, English for Specific Purposes) and at all levels (Beginners, Intermediate, and Advanced). Table 5 gives additional information about these teachers.

Table 5
Background info about teachers

Questions	Responses
Gender:	n =94 Male: 23 (24.46%) Female: 71 (75.53%) Missing: 2
Native or Nonnative speaker of English:	n =96 Native: 78 (81.25%) Nonnative: 18 (18.75%)
(To native teachers) Students sometimes think that you are a nonnative speaker of English:	n =78 No: 73 (93.58%) Yes: 5 (6.41%)
(To nonnative teachers) Your students can guess that you are a nonnative speaker of English:	n = 17 No: 5 (29.41%) Yes: 12 (70.58%) Missing: 2
Experience teaching ESL/EFL elsewhere before you coming to this school:	n = 95 No: 14 (14.74%) Yes: 81 (85.26%) Missing: 1
How long have you taught ESL in this school?	n = 96 Range: 1 semester to 27 years

The 21 administrators from 19 IEPs who participated were 19 (90.47%) native speakers, one (4.76%) bilingual speaker (English/Spanish) and one (4.76%) nonnative speaker of English (Arabic/French), eight males (38.09%) and 13 females (61.90%). Seventeen of these 21 administrators had hired at least one NNEST during the fall 2005 semester. Some programs were working with up to nine NNESTs, for an average of 3.05 NNESTs per IEP in those 17 programs (or 2.47 NNESTs per program at all 21 IEPs). Some information about the administrators is included in the following table.

Table 6

Information given by administrators[4]

Questions	Responses
Gender:	Male: 8 (38.1%)
	Female: 13 (61.9%)
Tenure as an administrator of this IEP:	Range: six weeks to 21 years
	Approximate average: 6.5 years
Number of proficiency levels (e.g. beginning, intermediate, etc.) in the IEP:	Range: 2 to 10
	Mode: 5
Number of NESTs in the IEP:	Range: 3 to 39
	Mode: 10
Number of NNESTs in the IEP:	Range: 0 to 9
	Mode: 1
	Missing: 5

Student Demographics by School

This section provides background information regarding the students at each participating IEP. Table 7 gives demographic information about students at each IEP. Since any student might have filled more than one questionnaire, these numbers must therefore be used cautiously. More details can be found in Appendix H.

Table 7

Student demographics according to the initial questionnaires

	Age	Gender	Countries of origin
Crabapple	n = 123	n = 136	n = 135
	Mean: 25.09	Male: 57 (41.91%)	Korea: 66 (48.98%)
	Median: 24.00	Female: 79	Taiwan: 20 (14.81%)
	Mode: 24.00	(58.09%)	Mexico: 12 (8.89%)
	Std Dev: 5.18	Missing: 2	Colombia: 6 (4.44%)
	Max: 50		Japan: 4 (2.96%)
	Min: 17		China: 4 (2.96%)
	Missing: 15		Peru: 3 (2.22%)
			Turkey: 2 (1.48%)
			UAE: 2 (1.48%)
			Venezuela: 2 (1.48%)
			Other: 14 (10.36%)
			Missing: 3

---

[4] Means and standard deviations could not be calculated for this question and the following one, since more than one administrator per school might have answered.

Elm	n = 25 Mean: 26.68 Median: 26.00 Mode: 21.00 Std Dev: 7.32 Max: 50 Min: 18 Missing: 2	n = 27 Male: 9 (33.33%) Female: 18 (66.67%)	n = 26 China: 6 (23.08%) Japan: 2 (7.69%) Korea: 2 (7.69%) Saudi Arabia: 2 (7.69%) Taiwan: 2 (7.69%) Turkey: 2 (7.69%) Other: 10 (38.50%) Missing: 1
Eucalyptus	n = 21 Mean: 24.52 Median: 24.00 Mode: 21.00 Std Dev: 3.60 Max: 32 Min: 20 Missing: 1	n = 22 Male: 11 (50 %) Female: 11 (50%)	n = 22 Korea: 6 (27.27%) Taiwan: 5 (22.73%) Japan: 5 (22.73%) Thailand: 4 (18.18%) Other: 2 (9.10%)
Ginkgo	n = 125 Mean: 24.82 Median: 23.00 Mode: 18.00 Std Dev: 6.55 Max: 50 Min: 17 Missing: 15	n = 136 Male: 74 (54.41%) Female: 62 (45.59%) Missing: 4	n = 138 Mexico: 35 (25.36%) Korea: 34 (24.63%) Japan: 18 (13.04%) Taiwan: 15 (10.87%) Brazil: 8 (5.80%) Colombia: 4 (2.90%) Peru: 4 (2.90%) Chile: 3 (2.17%) France: 2 (1.45%) Mongolia: 2 (1.45%) Paraguay: 2 (1.45%) Thailand: 2 (1.45%) Other: 9 (6.48%) Missing: 2
Hackberry	n = 38 Mean: 26.07 Median: 25.00 Mode: 25.00 Std Dev: 6.68 Max: 48 Min: 18 Missing: 2	n = 39 Male: 20 (51.28 %) Female: 19 (48.72%) Missing: 1	n = 39 Japan: 7 (17.95%) Korea: 5 (12.82%) China: 4 (10.26%) Mexico: 3 (7.96%) Taiwan: 3 (7.96%) Venezuela: 3 (7.96%) Brazil: 2 (5.13%) Colombia: 2 (5.13%) Iran: 2 (5.13%) Vietnam: 2 (5.13%) Other: 6 (15.36%) Missing: 1

Hickory	n = 38 Mean: 25.07 Median: 23.50 Mode: 25.00 Std Dev: 6.79 Max: 47 Min: 18 Missing: 4	n = 41 Male: 22 (53.66%) Female: 19 (46.34%) Missing: 1	n = 41 Korea: 20 (48.78%) Poland: 13 (31.71%) Greece: 2 (4.88%) Other: 6 (14.64%) Missing: 1
Ironwood	n = 29 Mean: 23.13 Median: 22.00 Mode: 18.00 Std Dev: 5.54 Max: 37 Min: 17	n = 29 Male: 14 (48.28%) Female: 15 (51.72%)	n = 29 Korea: 8 (27.59%) Taiwan: 4 (13.79%) China: 3 (10.34%) Japan: 2 (6.90%) Saudi Arabia: 2 (6.90%) Other: 10 (34.50%)
Juniper	n = 19 Mean: 24.47 Median: 23.00 Mode: 23.00 Std Dev: 5.93 Max: 42 Min: 18 Missing: 2	n = 21 Male: 11 (52.38%) Female: 10 (47.62%)	n = 21 Korea: 6 (28.57%) Taiwan: 6 (28.57%) Japan: 3 (14.29%) Saudi Arabia: 3 (14.29%) Other: 3 (14.28%)
Linden	n = 40 Mean: 24.20 Median: 24.50 Mode: 25.00 Std Dev: 4.66 Max: 38 Min: 16 Missing: 6	n = 45 Male: 23 (51.11%) Female: 22 (48.89%) Missing: 1	n =46 Korea: 24 (52.17%) Taiwan: 3 (6.52%) Turkey: 3 (6.52%) Japan: 2 (4.35%) Mali: 2 (4.35%) Mongolia: 2 (4.35%) Other: 10 (21.70%)
Maple	n = 33 Mean: 22.66 Median: 20.00 Mode: 20.00 Std Dev: 5.51 Max: 43 Min: 18 Missing: 1	n = 32 Male: 12 (37.50%) Female: 20 (62.50%) Missing: 2	n = 34 Japan: 18 (52.95%) Korea: 4 (11.76%) Taiwan: 4 (11.76%) Switzerland: 2 (5.88%) Turkey: 2 (5.88%) Other: 4 (9.96%)
Mulberry	n = 31 Mean: 27.06 Median: 27.00 Mode: 28.00 Std Dev: 5.50 Max: 42 Min: 20 Missing: 7	n = 36 Male: 17 (47.22%) Female: 19 (52.78%) Missing: 2	n = 33 Taiwan: 6 (18.18%) China: 5 (15.15%) Korea: 5 (15.15%) Palestine: 4 (12.12%) Thailand: 4 (12.12%) India: 3 (9.09%) Japan: 3 (9.09%) Other: 3 (9.09%) Missing: 5

Oak	n = 96 Mean: 25.67 Median: 23.00 Mode: 18.00 Std Dev: 7.75 Max: 50 Min: 17 Missing: 7	n = 103 Male: 50 (48.54%) Female: 53 (51.46%)	n = 102 Korea: 18 (17.48%) Japan: 17 (16.50%) Saudi Arabia: 11 (10.68%) Colombia: 10 (9.71%) Venezuela: 6 (5.64%) Taiwan: 4 (3.88%) France: 3 (2.91%) Turkey: 3 (2.91%) Brazil: 2 (1.94%) Ecuador: 2 (1.94%) Italy: 2 (1.94%) Mexico: 2 (1.94%) Peru: 2 (1.94%) Thailand: 2 (1.94%) Yemen: 2 (1.94%) Other: 14 (13.58%) Missing: 1
Poplar	n = 37 Mean: 24.18 Median: 23.00 Mode: 20.00 Std Dev: 5.14 Max: 44 Min: 17 Missing: 3	n = 39 Male: 17 (43.59%) Female: 22 (56.41%) Missing: 1	n =40 Korea: 18 (45%) Japan: 10 (25%) Brazil: 2 (5%) China: 2 (5%) Côte d'Ivoire: 2 (5%) Italy: 2 (5%) Other: 4 (10%)
Sequoia	n = 39 Mean: 26.51 Median: 24.0 Mode: 21.00 Std Dev: 7.63 Max: 49 Min: 19 Missing: 3	n = 42 Male: 18 (42.86%) Female: 24 (57.14%)	n = 42 Japan: 15 (35.71%) Korea: 5 (11.90%) Saudi Arabia: 5 (11.90%) Venezuela: 3 (7.14%) Kuwait: 2 (4.76%) Peru: 2 (4.76%) Thailand: 2 (4.76%) Other: 8 (19.04%)
Sycamore	n = 36 Mean: 23 Median: 23.00 Mode: 23.00 Std Dev: 3.23 Max: 29 Min: 17 Missing: 3	n = 39 Male: 21 (53.85%) Female: 18 (46.15%)	n = 39 Korea: 21 (53.85%) Japan: 5 (12.82%) Thailand: 4 (10.26%) Taiwan: 3 (7.69%) Cameroon: 2 (5.13%) Other: 4 (6.24%)

Teacher demographics, according to students' responses are presented in Table 8. As explained above, it is impossible to discern whether the same teacher or different ones taught the 30 students taught by a teacher from the USA at Sycamore, for example. Also impossible to know is if some students have responded more than once. There are also some discrepancies between the responses given about the origins of the teachers and the nativeness or nonnativeness of the teachers. For example at Eucalyptus, 100% of the teachers seem to be from the USA, yet two of them are labeled as NNESTs. Interesting too are the responses given about the nativeness of speakers of other varieties of English, such as British or Australian English (see Maple's responses, for example). Finally, according to the IEP administrators at Hickory, Eucalyptus, Mulberry, and Ironwood, no NNESTs were working at these IEPs at the time the study took place. However, as can be seen in the above table and in later analyses, a few "NNESTs" appeared in some of those schools.

Table 8
Teacher information as given by students in the participating IEPs

	Your teacher is from:	**Your teacher is a Native Speaker (NS), a Nonnative Speaker (NNS), or Not sure?**	**Would you recommend this teacher to a friend?**
Crabapple	USA: 124 (92.54%) Greece: 9 (6.72%) Egypt: 1 (0.75%) Missing: 4	NS: 126 (91.97%) NNS: 10 (7.30%) Not sure: 1 (0.73%) Missing: 1	Yes: 104 (75.91%) No: 11 (8.03%) Not sure: 22 (16.06%)
Elm	England: 10 (37.04%) USA: 10 (37.04%) Poland: 7 (25.93%)	NS: 21 (77.78%) NNS: 6 (22.22%)	Yes: 18 (66.67%) No: 6 (22.22%) Not sure: 3 (11.11%)
Eucalyptus	USA: 22 (100%)	NS: 20 (90.91%) NNS: 2 (9.09%)	Yes: 19 (86.36%) Not sure: 3 (13.64%)

Ginkgo	USA: 75 (60.48%) Armenia: 12 (9.68%) China: 11 (8.87%) New Zealand: 7 (5.65%) Australia: 5 (4.03%) Serbia: 5 (4.03%) Peru: 4 (3.23%) Japan: 2 (1.61%) Slovakia: 2 (1.61%) Yugoslavia: 1 (0.81%) Missing: 16	NS: 90 (65.69%) NNS: 41 (29.93%) Not sure: 6 (4.38%) Missing: 3	Yes: 113 (82.48%) No: 8 (5.84%) Not sure: 16 (11.68%) Missing: 3
Hackberry	USA: 12 (30%) Russia: 11 (27.50%) England: 10 (25%) Brazil: 7 (17.50%)	NS: 23 (57.50%) NNS: 15 (37.50%) Not sure: 2 (5%)	Yes: 28 (71.79%) No: 5 (12.82%) Not sure: 6 (15.38%) Missing: 1
Hickory	USA: 42 (100%)	NS: 42 (100%)	Yes: 33 (78.57%) No: 2 (4.76%) Not sure: 7 (16.67%)
Ironwood	USA: 25 (100%) Missing: 4	NS: 27 (96.43%) NNS: 1 (3.57%) Missing: 1	Yes: 25 (89.29%) No: 1 (3.57%) Not sure: 2 (7.14%) Missing: 1
Juniper	USA: 21 (100%)	NS: 21 (100%)	Yes: 17 (80.95%) No: 1 (4.76%) Not sure: 3 (14.29%)
Linden	USA: 42 (100%) Missing: 4	NS: 46 (100%)	Yes: 39 (84.78%) No: 2 (4.35%) Not sure: 5 (10.87%)
Maple	USA: 21 (80.77%) New Zealand: 4 (15.38%) Australia: 1 (3.85%) Missing: 8	NS: 30 (90.91%) Not sure: 3 (9.09%) Missing: 1	Yes: 24 (72.73%) Not sure: 9 (27.27%) Missing: 1
Mulberry	USA: 34 (100%) Missing: 4	NS: 37 (97.37%) Not sure: 1 (2.63%)	Yes: 36 (97.30%) Not sure: 1 (2.70%) Missing: 1
Oak	USA: 57 (62.64%) England: 11 (12.09%) Russia: 11 (12.09%) Panama: 7 (7.69%) Puerto Rico: 3 (3.30%) Japan: 1 (1.10%) Missing: 12	NS: 70 (67.96%) NNS: 26 (25.24%) Not sure: 7 (6.80%)	Yes: 72 (70.59%) No: 7 (6.86%) Not sure: 23 (22.55%) Missing: 1

Poplar	USA: 28 (84.85%) Russia: 3 (9.09%) England: 2 (6.06%) Missing: 7	NS: 27 (72.97%) Not sure: 10 (27.03%) Missing: 3	Yes: 24 (64.86%) No: 5 (13.51%) Not sure: 8 (21.62%) Missing: 3
Sequoia	USA: 30 (73.17%) Brazil: 11 (26.83%) Missing: 1	NS: 31 (73.81%) NNS: 9 (21.43%) Not sure: 2 (4.76%)	Yes: 32 (76.19%) No: 2 (4.76%) Not sure: 8 (19.05%)
Sycamore	USA: 30 (76.92%) Taiwan: 9 (23.08%)	NS: 30 (76.92%) NNS: 9 (23.08%)	Yes: 33 (84.62%) No: 2 (5.13%) Not sure: 4 (10.26%)

<u>Conclusion</u>

This chapter presented and discussed several aspects of the research methods used for this study. First, it explained how the type, the goal, and the nature of the study shaped the research designed. Second, the instruments were described, along with a rationale for using those. The two pilot studies were also presented, as well as the revisions of the instruments that took place afterwards. Third, the data collection procedures and the analysis of quantitative data were explained. The fourth and final section presented the participating IEPs, administrators, teachers, and students, with some general demographic information given about each group.

The following chapters will answer each of the five research questions that guided this study, and discuss the significance and implications of students, teachers, and administrators' responses.

CHAPTER FOUR

STUDENTS' INITIAL ATTITUDES

As stated in Chapter One, this study looks at the opinions of ESL students, ESL teachers, and Intensive English Program administrators' opinions towards native NESTs and NNESTs. Chapter Two discussed the literature that shaped this study, and Chapter Three presented the methodology and the participants chosen for this study.

Chapter Four and the subsequent ones present the results of the statistical analyses and are organized by research questions. The first research question, "What are the initial attitudes of ESL students towards NNESTs and NESTs?" is addressed in this chapter.

As the data set compiled from this study was quite extensive, a number of decisions were made that would keep the reporting of results manageable in size and scope. Only the most significant results will be discussed here, and not all the statistical details pertaining to the research questions will be presented in these chapters. Information not included here is available in appendices J and K, in future publications, and upon request.

Teacher Appreciation

This section presents students' attitudes held towards NESTs and NNESTs at the beginning of the semester. Since the statements on the student questionnaire were organized by construct (see Chapter Three), the statements discussed here are also organized by construct.

Responses given by the following three groups of students will be compared:
- Students taught by NESTs (students in the "Native" group),
- Students taught by NNESTs (students in the "Nonnative" group), and

- Students who did not know if their teacher was a NEST or a NNEST (students
  in the "Not Sure" group).

The ANOVA analysis performed verified if those different groups responded
significantly differently to the Likert-scale statements. As a reminder, the Likert scale
goes from 1 (strongly disagree) to 5 (strongly agree). Although these Likert-scale
statements are not questions per se, they are referred to by the question number used in
the questionnaire, that is, Q2 is question number 2, Q4 is Likert-scale statement number
4, Q39 is question number 39, etc.

Before the Likert-scale statements, one multiple-choice question was asked:
Would you encourage a friend to take a class with this English teacher? Students'
responses were rather positive (74.36% to 79.19% of "yes" compared to 6.22% to
12.50% of "no"), and there was little difference between responses given by the three
groups of students, as Figure 1 shows[5].
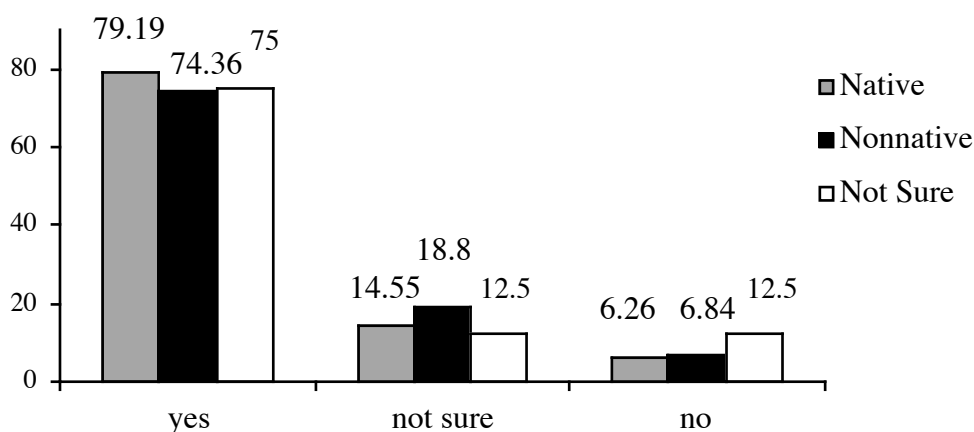
Figure 1. Percent of responses to *Would you encourage a friend to take a class with this
English teacher?* (Q3, N=685)

The first set of Likert-scale statements (Q4 through Q7) asked the students about
their general expectations and appreciation of their teacher. Students taught by different
teachers responded significantly differently to the statement, *My English teacher is a
good English teacher.* However, according to the Duncan test, which tests for

---

[5] See Appendix K for complete details about the frequencies.

significance between multiple groups, responses given by students in the "Native" and those in the "Nonnative groups" did not differ significantly (see Table 9) and students of both NESTs and NNESTs agreed that their teachers were good teachers. The only significant differences were found between the "Native" and the "Not Sure" groups.

Table 9
Mean, median, mode, and standard deviation by teacher group for My English teacher is a good English teacher *at the beginning of the semester (Q4)*

Group	n =	M	Median	Mode	SD
Native	556	4.25	4.00	4.00	0.77
Nonnative	100	4.20	4.00	4.00	0.73
Not Sure	29	3.89	4.00	4.00	0.97

p value: 0.05

Figure 2 shows how each of the three groups responded differently from the others on the Likert scale.
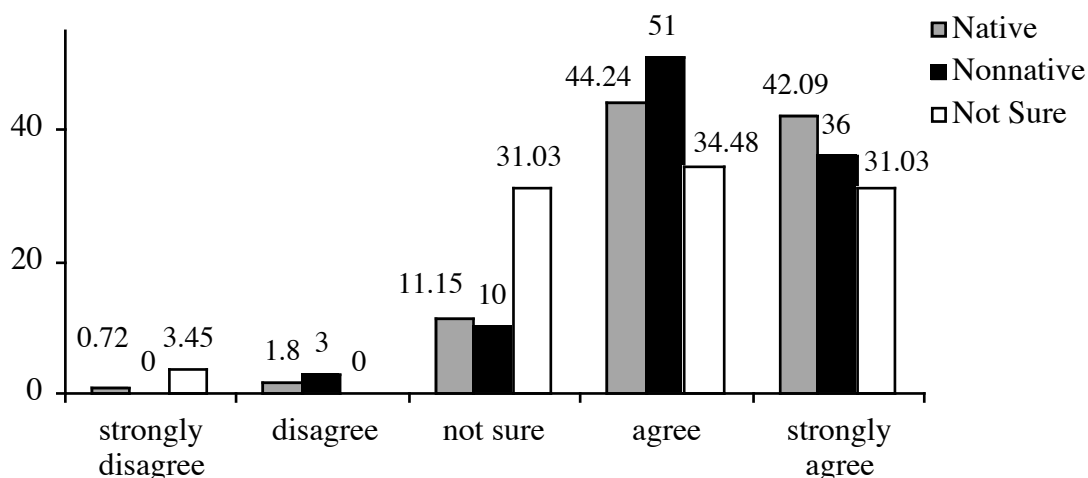
Figure 2. Percent of responses to *My English teacher is a good English teacher* (Q4, N=685).

To the statement *My English teacher is the kind of teacher I expected to have here* (Q7), responses given by the three groups of students slightly differed, with the most significant difference being between the "Native" and the "Nonnative" groups, as can be seen in Table 10.

Table 10
Mean, median, mode, and standard deviation by teacher group for My English teacher is the kind of teacher I expected to have here *at the beginning of the semester (Q7)*

Group	n =	M	Median	Mode	SD
Native	637	3.85	4.00	4.00	0.99
Nonnative	118	3.61	4.00	4.00	1.05
Not Sure	32	3.59	4.00	4.00	1.07

p value: 0.05

The next set of statements asked students about their teachers' abilities to explain things well and to simplify difficult material (Q9 to Q11). Responses given by the three different groups of students were not significantly different. That is, students taught by NESTs and those taught by NNESTs all seemed to think that their teachers explained things well, as can be seen in Figure 3. The other statements relating to this construct showed the same pattern and the ability or inability to explain difficult concepts seemed not be related to the nativeness or the nonnativeness of the teachers.
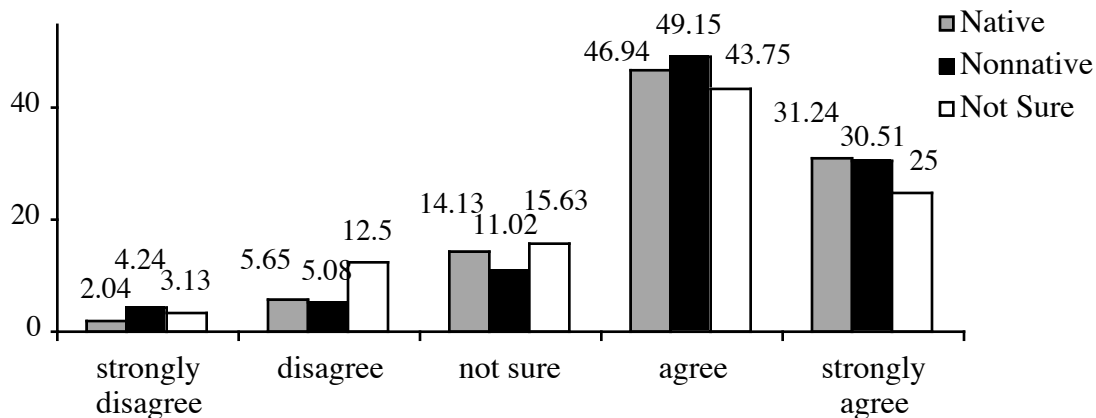
Figure 3. Percent of responses to *My English teacher is able to simplify difficult material so I can understand it* (Q10, N=787).

The next construct concerns the teachers as mentors, motivators, and good examples. To the statement *My English teacher motivates me to do my best to learn English* (Q12), responses given by the three groups of students were not significantly different. Although not significantly different from other answers, responses given by

students in the "Not Sure" group were usually less positive than responses given by students in the other two groups, as Figure 4 shows.
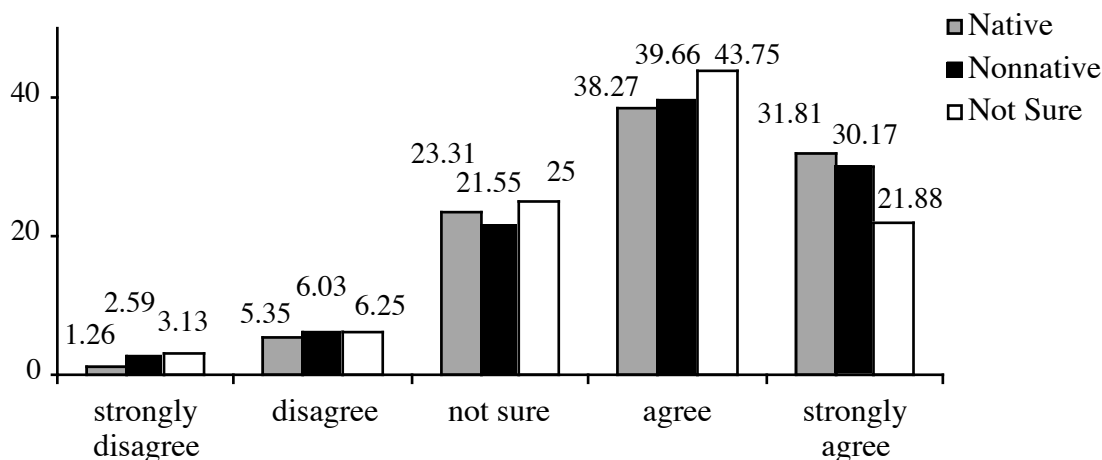
Figure 4. Percent of responses to *My English teacher motivates me to do my best to learn English* (Q12, N=792).

An expected response was that given to *My English teacher is a good example of the ideal English speaker* (Q13). After performing the Duncan test, it appeared that responses given by students in the "Native" group differed significantly from responses given by the two other groups of students, as Table 11 shows.

Table 11
Mean, median, mode, and standard deviation by teacher group for My English teacher is a good example of the ideal English speaker *at the beginning of the semester (Q13)*

Group	n =	M	Median	Mode	SD
Native	632	4.01	4.00	4.00	0.93
Nonnative	115	3.60	4.00	4.00	1.11
Not Sure	32	3.65	3.50	3.00	1.03

p value: <.0001

Physical Appearance

Q14 and Q15 asked students about the physical appearance of their teachers and responses were quite intriguing. The assumption was that these two statements would receive similar answers, since a "typical American person" could logically be a "native

speaker of English." However, it seemed that "a typical American person" was not automatically a "native speaker of English," since responses to these two statements were quite different. Additionally, in the margins next to the statement *My English teacher looks like a typical American person* (Q14), several students wrote comments such as "What is that?" or "???!" or "What do you mean by that?" No such comments were made next to the statement *My English teacher looks like a native speaker of English* (Q15).

To the statement *My English teacher looks like a native speaker of English* (Q14), students of different groups did not respond significantly differently, as Table 12 shows.

Table 12
Mean, median, mode, and standard deviation by teacher group for My English teacher looks like a native speaker of English *at the beginning of the semester (Q14)*

Group	n =	M	Median	Mode	SD
Native	631	3.94	5.00	5.00	1.49
Nonnative	118	3.70	4.00	5.00	1.20
Not Sure	32	3.68	4.00	4.00	1.02

p value: 0.17

However, when looking at Figure 5, it seems that students did find the physical appearance of their teacher to be strikingly different. It appears that NNESTs can "look" like native speakers of English and NESTs can look like nonnative speakers.
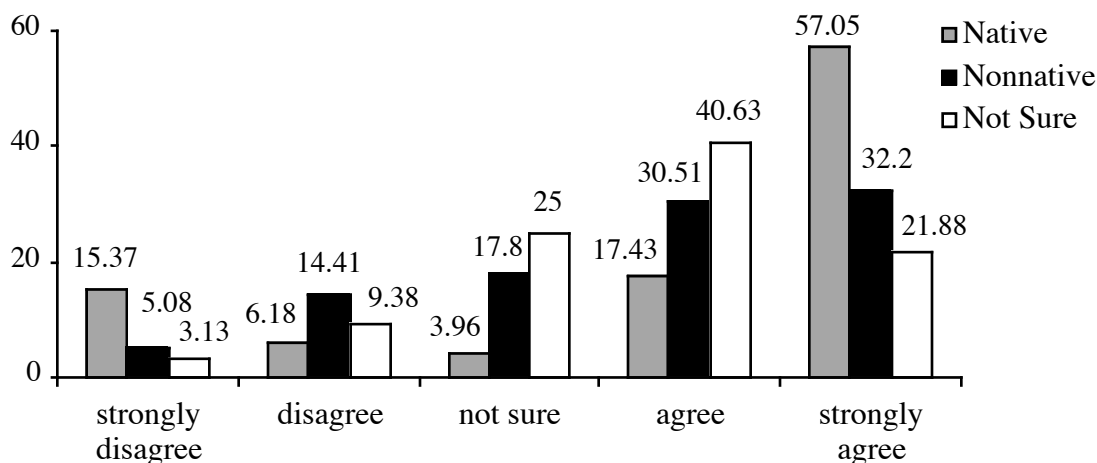
Figure 5. Percent of responses to *My English teacher looks like a native speaker of English* (Q14, N=781).

In contrast, responses to *My English teacher looks like a typical American person* (Q15) were significantly different according to the three different groups of students, as can be seen in Table 13, with the three groups having responded very differently from one another.

Table 13
Mean, median, mode, and standard deviation by teacher group for My English teacher looks like a typical American person *at the beginning of the semester (Q15)*

Group	n =	M	Median	Mode	SD
Native	635	4.11	4.00	5.00	1.03
Nonnative	116	2.90	3.00	2.00	1.36
Not Sure	32	3.71	4.00	3.00	0.99

p value: <.0001

When the Duncan test was performed, responses to this particular statement were the only ones where all three groups respond significantly differently from one another, with Least Squares Means (p values between each two groups) ranging from <.0001 to 0.04 for each comparison. Additionally, responses given by students in the "Not Sure" group raise several questions (see Figure 6).
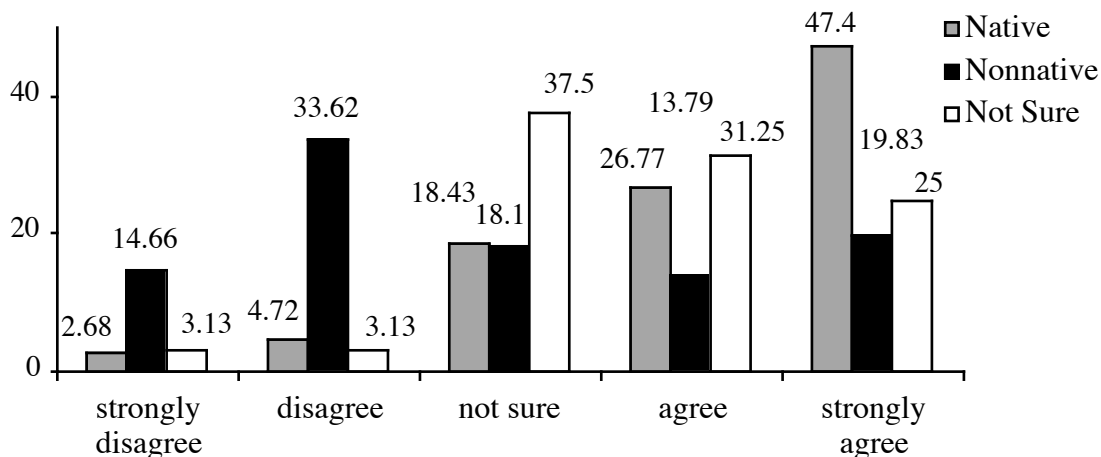
Figure 6. Percent of responses to *My English teacher looks like a typical American person* (Q15, N=783).

Do these responses mean that a teacher "looked" typically American to the students only if students *knew* that he or she was a native speaker of English? Did

preconceptions about the definition of "native" or "nonnative speaker" influence students' interpretation of their teachers' appearance? In other words, did students in the "Native" group say that their teachers "looked" like typical American persons because they believed that they were native speakers of English? Or did these students determine that their teachers were NESTs because they looked like native speakers of English? Responses to other research questions (see next chapters) may provide a few clues into these questions.

Grammar

Another construct used in this study is about the grammar use and knowledge of the teachers (Q16 to Q19). Overall, responses to the statements in this construct show the most positive attitudes of all responses. Responses given by the students in different groups to *My English teacher knows the English grammar very well* (Q16) (see Table 14), varied significantly, with the most notable difference being between the "Not Sure" group and the others groups according to the Duncan test. Again, the responses given by students in the "Not Sure" group bring up the issues of preconception and objectivity: why did the students seem to need to know whether their teacher was a NNEST or a NEST before they could evaluate their knowledge of the English grammar?

Table 14
Mean, median, mode, and standard deviation by teacher group for My English teacher knows the English grammar very well *at the beginning of the semester (Q16)*

Group	n =	M	Median	Mode	SD
Native	638	4.31	5.00	5.00	0.82
Nonnative	118	4.20	4.00	5.00	0.92
Not Sure	32	3.90	4.00	4.00	0.96

p value: <.0001

Students in the "Native," "Nonnative," and "Not Sure" groups also responded significantly differently to the statement *My English teacher rarely makes grammar mistakes when he/she writes* (Q17) as can be seen in Table 15.

Table 15
Mean, median, mode, and standard deviation by teacher group for My English teacher rarely makes grammar mistakes when he/she writes *at the beginning of the semester (Q17)*

Group	n =	M	Median	Mode	SD
Native	635	4.00	4.00	5.00	1.15
Nonnative	118	3.83	4.00	4.00	1.09
Not Sure	32	3.59	4.00	4.00	1.10

p value: 0.05

Finally, the three groups of students also responded significantly differently to *My English teacher rarely makes grammar mistakes when he/she speaks* (Q18), as can be seen in Table 16. As could be expected, students taught by NNESTs were less sure about their teachers' grammar than students taught by NESTs. However, students in the "Not Sure" group were even less sure about their teachers' grammar, as if they needed to know if their teachers were NESTs or NNESTs before they could make up their mind.

Table 16
Mean, median, mode, and standard deviation by teacher group for My English teacher rarely makes grammar mistakes when he/she speaks *at the beginning of the semester (Q18)*

Group	n =	M	Median	Mode	SD
Native	633	4.02	4.00	5.00	1.15
Nonnative	114	3.77	4.00	4.00	1.11
Not Sure	32	3.59	4.00	4.00	1.01

p value: 0.01

Pronunciation

The next construct in the questionnaire asked students about the pronunciation and accent of their teachers (Q20 to Q22). There is a fascinating difference between the responses given to Q20 (*I understand what my English teacher is saying without a problem*) and 22 (*I understand my English teacher's pronunciation easily*). Although these two statements could be regarded as paraphrases of each other, responses were quite different. To the statement *I understand what my English teacher is saying without a problem* (Q20), students' responses across the three groups were not significantly

different, which means that all three groups of students understood their teachers equally well, or equally poorly, as Table 17 shows.

Table 17
Mean, median, mode, and standard deviation by teacher group for I understand what my English teacher is saying without a problem *at the beginning of the semester (Q20)*

Group	n =	M	Median	Mode	SD
Native	639	3.93	4.00	4.00	1.01
Nonnative	115	3.77	4.00	4.00	1.10
Not Sure	32	3.62	4.00	4.00	1.09

p value: 0.09

Yet, to the statement *I understand my English teacher's pronunciation easily* (Q22), responses given by the students in the "Native" group did differ significantly from responses given by students in the other groups, and overall, responses were more positive than those given to Q20, as shown in Table 18.

Table 18
Mean, median, mode, and standard deviation by teacher group for I understand my English teacher's pronunciation easily *at the beginning of the semester (Q22)*

Group	n =	M	Median	Mode	SD
Native	636	4.24	4.00	5.00	0.87
Nonnative	116	3.85	4.00	4.00	1.15
Not Sure	32	3.90	4.00	4.00	1.17

p value: <.0001

Finally, to the statement *The English pronunciation of my English teacher is good* (Q21), the Duncan test revealed that only responses given by students in the "Native" group significantly differed from the other responses (see Table 19 and Figure 7).

Table 19
Mean, median, mode, and standard deviation by teacher group for The English pronunciation of my English teacher is good *at the beginning of the semester (Q21)*

Group	n =	M	Median	Mode	SD
Native	637	4.48	5.00	5.00	0.75
Nonnative	116	3.85	4.00	4.00	1.07
Not Sure	32	3.96	4.00	4.00	0.99

p value: <.0001
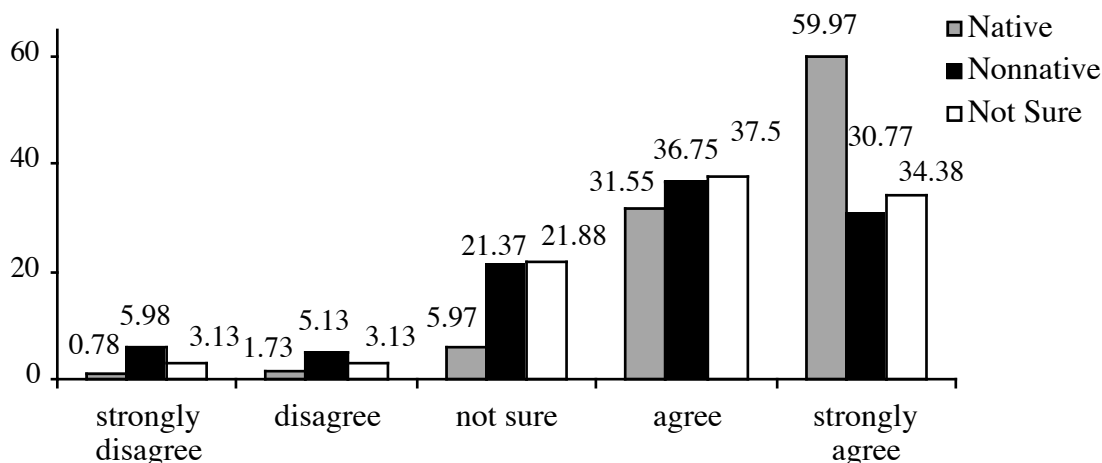
Figure 7. Percent of responses to *The English pronunciation of my English teacher is good* (Q21 N=786).

Final Statements

The last four Likert-scale statements on the questionnaire did not specifically ask questions about individual teachers but rather about NNESTs and NESTs in general.

To the first statement, *English teachers should all speak with a perfect American accent* (Q23), students in the three groups did not respond significantly differently, as Figure 8 shows. However, students in the "Native" group did not strongly agree much.
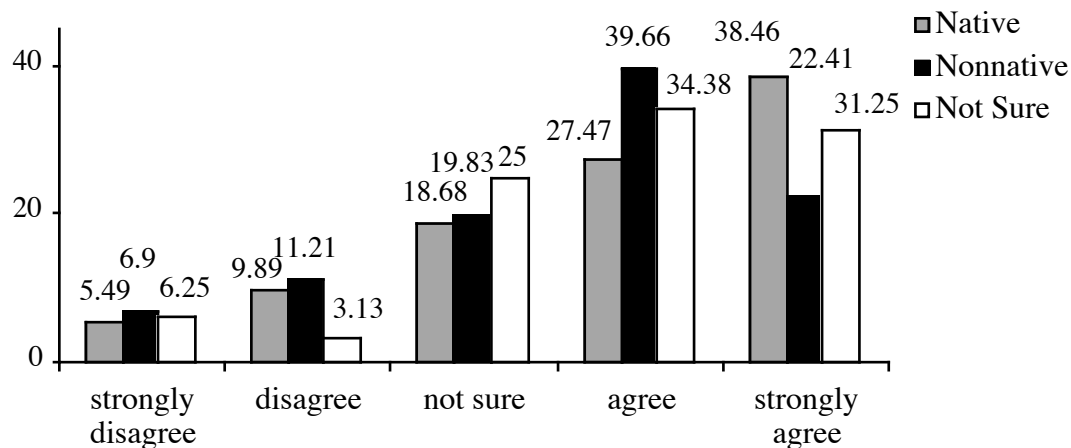
Figure 8. Percent of responses to *English teachers should all speak with a perfect American accent* (Q23, N=785).

Students were strongly divided, in contrast, when responding to the statement that *NATIVE English speakers make the best English teachers* (Q24), as can be seen in Table 20 and in Figure 9.

Table 20
Mean, median, mode, and standard deviation by teacher group for NATIVE English speakers make the best English teachers *at the beginning of the semester (Q24)*

Group	n =	M	Median	Mode	SD
Native	630	3.56	4.00	3.00	1.17
Nonnative	117	3.23	3.00	3.00	1.25
Not Sure	30	3.70	4.00	5.00	1.17

p value: 0.01

For the first time, students in the "Not Sure" agreed more strongly than any other group. Additionally, students in the "Native" group did *not* respond more positively than students in the "Nonnative" group, as could have been expected, and according to the Duncan test, responses given by students in the "Nonnative" group did not differ significantly from responses given by students in the "Native" group. This shows that at the beginning of the semester, already, students taught by NNESTs did not have strongly negative opinions about NNESTs and their foreign accents.
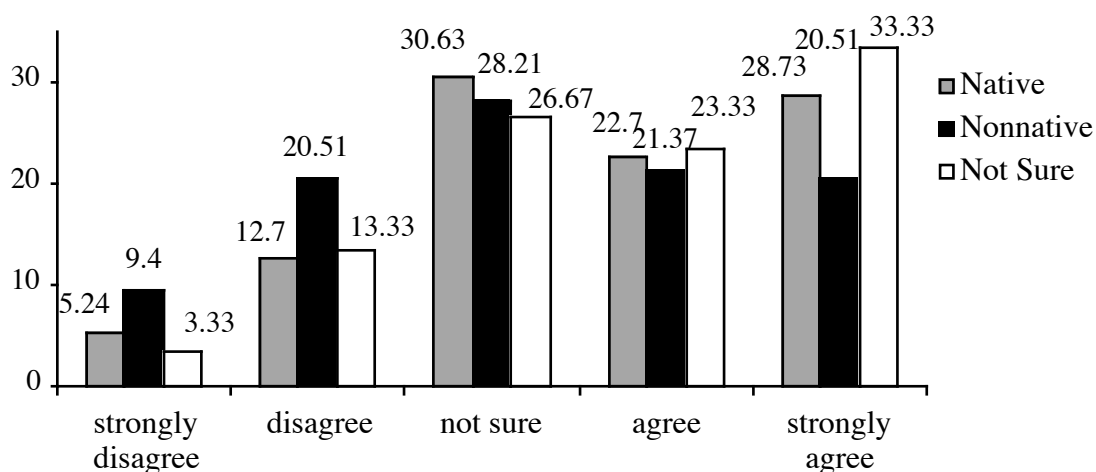
Figure 9. Percent of responses to *NATIVE English speakers make the best English teachers* (Q24, N=777).

Responses given to *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher* (Q25), were the most negative responses of all statements. This is also the statement that drew the largest number of *not sure* responses as shown in Figure 10.
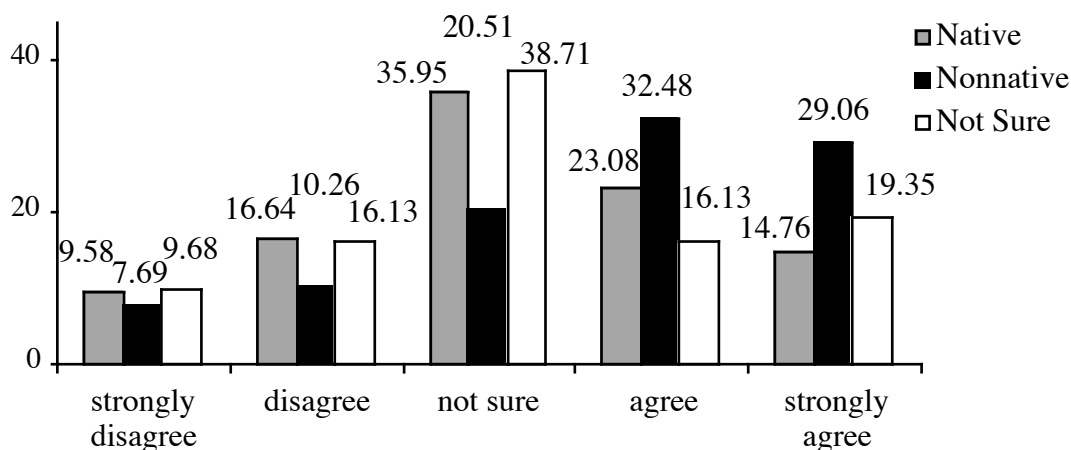
Figure 10. Percent of responses to *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher* (Q25, N=785).

Another distinctiveness of the responses given to Q25 is that it was the only one to which students in the "Nonnative" group responded significantly more positively than the two other groups, and where students in the "Native" group responded the most negatively. Students taught by native speakers of English thus seemed to believe that only native speakers could be good teachers, while students taught by nonnative speakers seemed to realize, even early in the semester, that nonnative teachers could be good teachers, as Table 21 shows.

Table 21
Mean, median, mode, and standard deviation by teacher group for I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *at the beginning of the semester (Q25)*

Group	n =	M	Median	Mode	SD
Native	637	3.16	3.00	3.00	1.15
Nonnative	117	3.64	4.00	4.00	1.21
Not Sure	31	3.19	3.00	3.00	1.22
p value: 0.0002					

Final, students' responses to the final Likert-scale statement on the questionnaire, *I don't care where my teacher is from, as long as he/she is a good teacher for me* (Q26), did not differ significantly as can be seen in Table 22. Once more, however, responses were quite positive overall although students in the "Native" group responded more negatively than both other groups. This is also the only statement to which students in the "Not Sure" group agreed more strongly than any other group.

Table 22
Mean, median, mode, and standard deviation by teacher group for I don't care where my teacher is from, as long as he/she is a good teacher for me *at the beginning of the semester (Q26)*

Group	n =	M	Median	Mode	SD
Native	636	3.97	4.00	5.00	1.20
Nonnative	117	4.16	4.00	4.00	0.97
Not Sure	31	4.25	5.00	5.00	1.15

p value: 0.16

Conclusion

Overall, the results for this first research question, "What is the initial attitude of ESL students towards NNESTs and NESTs?" covered by survey items Q4 to Q26 indicate that students' attitudes towards their native and nonnative English-speaking ESL at the beginning of the semester are not as negative as previous research suggested. As many as 74.36% of the students in the "Nonnative" group said that they would encourage a friend to take a class with their NNESTs, and 79.19% of the students taught by NESTs would. Similarly, 87% of students taught by NNESTs agreed or strongly agreed that their teacher was a good teacher, and 86.33% of the students taught by NESTs did.

Additionally, students taught by NNESTs seemed to have a more positive attitude towards NNESTs overall than students taught by NESTs. It could be that with exposure to NNESTs, ESL students reevaluate previous beliefs assigned to the "nonnative teacher" concept and start to accumulate new and positive knowledge about NNESTs (see Chapter Two for more about attitude changes). This finding has weighty implications for the hiring of NNESTs at IEPs in the United States: the less exposure to NNESTs students have, the more prejudiced they could be towards NNESTs.

Regarding NNESTs and NESTs' grammar knowledge, responses given to Q15, Q16, and Q17 illustrate a notable reality: teachers with a "good," intuitive knowledge of English grammar are not necessarily those who can explain it the best. Students seemed to realize that NNESTs might be able to explain grammar quite well but might not be able to speak and/or write error-free English. To *My English teacher knows the English grammar very well* (Q16), the average response of students taught by NNESTs is 4.20 on the Likert scale. To *My English teacher rarely makes grammar mistakes when he/she writes* (Q17), the average is 3.83. To *My English teacher rarely makes grammar mistakes when he/she speaks* (Q18), the average is 3.77. These numbers also point to the fact that for NNESTs, it is often easier to write than to speak without making mistakes. This distinction between competence and performance will be observed in further analyses.

Responses to the last Likert-scale items, especially to Q25, *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher,* once again demonstrate that students taught by NNESTs seemed to be more accepting of them than students taught by NESTs. Only 37.84% of the students taught by NESTs agreed or strongly agreed with this statement, while as many as 61.54% of the students taught by NNESTs did. Similarly, the mean for the responses to Q26, *I don't care where my teacher is from, as long as he/she is a good teacher for me* was only 3.97 for students taught by NESTs and 4.16 for those taught by NNESTs.

Unanticipated were the uncertainties of the "Not Sure" students with respect to whether their teachers were native or nonnative speakers of English. As can be seen in particular with responses to Q15, *My English teacher looks like a typical American person*, these students were more unsure in their responses than students in the two other groups. It is as if they needed to know if their teachers were NESTs or NNESTs before feeling qualified to judge them positively or negatively, even to the point of being unable to decide if they "looked" and "sounded" foreign or not. These responses highlight some important aspects of the research that have not been discussed by previous literature.

In the following chapter, different variables such as students' age and first languages are examined, to investigate their influence (or lack thereof) on students' attitudes towards their teachers.

CHAPTER FIVE

INFLUENCE OF VARIABLES

Chapter Four presented the findings on ESL students' attitudes towards their NESTs and NNESTs at the beginning of the semester. This chapter looks at variables that influenced students' attitudes.

The following student variables are examined in this section: first language, gender, classes subject (Grammar, Reading, etc.), level of English proficiency (Beginners, Intermediate, or Advanced), and expected grades. The native language of students' teachers is also used as a variable.

As in the previous section, students were divided into three groups: those taught by NESTs (the "Native" group), those taught by NNESTs (the "Nonnative" group), and those who did not know whether their teacher was a NEST or a NNEST (the "Not Sure" group). More information about the results presented here can be found in Appendix L.

Students' First Language

Students' first language is one of the variables that influenced their responses the most. Responses to practically every Likert-scale statement were influenced by students' first language, although caution must be used when drawing conclusions since some language groups are much smaller than others. For example, by looking at patterns, it seems that the Japanese students in the "Not Sure" group consistently held very negative attitudes. However, one can see that only two students belonged to that group, which is hardly comparable to the 88 Japanese students in the "Native" group.

The following tables are organized in a way that allows comparisons between students' first languages but also within teacher groups (that is, all students in the "Not Sure" group, for example). Additionally, only languages that (usually) have more than 10

students in at least one of the three teacher groups will be presented. The "Other" group represents language groups with fewer than five respondents.

One statement with significantly different responses given by different language and teacher groups was Q7: *My English teacher is the kind of teacher I expected to have here*. Responses given by the Portuguese, Spanish, Turkish, and French students in the "Native" and "Nonnative" groups were much more positive than those given by the Japanese and Korean students in the same groups, as shown in Table 23.

Table 23
Mean and standard deviation of students' responses to My English teacher is the kind of teacher I expected to have here *by first language (Q7)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	8	**3.97**	1.07	6	**3.50**	0.83	**3.50**	4	1.00
Chinese	83	**3.50**	1.11	5	**3.46**	1.24	**4.00**	3	1.00
French	15	**4.13**	0.63	2	**4.50**	0.70	**4.00**	2	0.00
Japanese	88	**3.63**	1.07	22	**3.72**	0.76	**2.50**	2	0.70
Korean	200	**3.77**	0.98	31	**3.32**	1.16	**2.71**	7	1.11
Polish	15	**4.13**	0.83	.	.	.	.	.	.
Port.	10	**4.40**	0.69	2	**5.00**	0.00	**4.33**	3	0.57
Spanish	112	**4.16**	0.84	27	**3.88**	0.93	**4.00**	8	1.06
Thai	20	**4.10**	0.85	1	**4.00**	.	**3.00**	1	.
Turkish	12	**4.25**	0.96	1	**4.00**	.	**4.00**	1	.
Other	23	**4.08**	0.66	4	**2.75**	1.50	.	.	.
Total	586			101			31		

p value: 0.0001

Responses to Q8, *My English teacher is an ideal teacher for me*, and Q9, *My English teacher explains difficult concepts well,* showed similar patterns of responses, with Thai and Chinese students being also overall less positive towards both their NESTs and NNESTs.

As for their teachers being good role models, the students were strongly divided by language and teacher groups. To the statement *My English teacher is a good example of the ideal English speaker* (Q13), the Japanese, Korean, and Thai students disagreed the most, while the Portuguese, French and Spanish students agreed the most in the "Native" group. It is interesting to note that for most of the items, students in the "Not Sure" group

disagreed the most (with evaluations as low as 2.00 and rarely higher than 4.00), often even more than students in the "Nonnative" group. This result raises some interesting questions about students' perceptions of what a "native" or a "nonnative" teacher is.

Students' responses to Q14 and Q15 diverged surprisingly depending on their first language and their teacher group. Answers to *My English teacher looks like a native speaker of English* (Q14) by students in the "Native" group were very positive. Oddly, however, Koreans students in the "Native" group responded with a very low evaluation (mean: 2.52) (see Table 24).

Responses given by Korean students in the "Native" group were also surprisingly different. Their answer to Q14, *My English teacher looks like a native speaker of English* averaged 2.52. Their answer to Q15, *My English teacher looks like a typical American person* averaged 4.14. This difference was also noted in the analysis of students' responses in the previous chapter. For the second time, it raises the issue of whether a "native speaker of English" is a "typical American person" or vice-versa. It seems that it is not necessarily the case.

Table 24
Mean and standard deviation of students' responses to My English teacher looks like a native speaker of English *by first language (Q14)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	36	**4.66**	0.75	6	**4.00**	1.26	4	**3.75**	1.89
Chinese	83	**4.36**	0.97	15	**3.73**	1.33	3	**4.33**	0.57
French	15	**4.73**	0.75	2	**3.50**	2.12	2	**4.00**	0.00
Japanese	87	**4.80**	0.42	22	**4.00**	1.23	2	**3.50**	2.12
Korean	201	**2.52**	1.70	31	**3.41**	1.28	7	**3.00**	0.57
Polish	15	**4.20**	0.86	.	.	.	.	.	.
Port.	10	**4.80**	0.63	2	**4.50**	0.70	3	**3.66**	0.57
Spanish	108	**4.69**	0.64	28	**3.71**	1.04	8	**4.00**	1.69
Thai	20	**4.80**	0.41	1	**5.00**	.	1	**3.00**	.
Turkish	12	**4.58**	1.16	1	**4.00**	.	1	**4.00**	.
Other	24	**4.62**	0.57	3	**2.66**	1.15	.	.	.
Total	611			111			31		

p value: <.0001

As with the previous items, responses given to the next Likert-scale statements in the questionnaire comprised in the "grammar" construct showed that students responded significantly differently according to their teacher group, with responses following the above patterns. Overall, students taught by both NNESTs and NESTs agreed or strongly agreed that their teacher explained grammar rules very clearly. Several students taught by NNESTs even agreed slightly more than students taught by NESTs. As previously, Korean students disagreed more than other students, as shown in Table 25.

Table 25
Mean and standard deviation of students' responses to My English teacher explains grammar rules very clearly *by first language (Q19)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	37	**3.86**	1.03	6	**3.44**	0.81	4	**4.00**	1.41
Chinese	83	**3.84**	0.95	14	**4.14**	1.09	3	**4.00**	1.00
French	15	**4.20**	0.56	2	**4.50**	0.70	2	**4.50**	0.70
Japanese	88	**3.32**	1.09	22	**4.04**	0.84	2	**2.50**	0.70
Korean	201	**3.90**	0.89	30	**3.70**	0.95	7	**3.71**	.48
Polish	14	**4.42**	0.64	.	.	.	.	.	.
Port.	10	**4.60**	0.69	2	**5.00**	0.00	3	**4.00**	0.00
Spanish	112	**4.26**	0.99	28	**4.03**	0.96	8	**3.75**	1.38
Thai	19	**4.10**	0.65	1	**4.00**	.	1	**2.00**	.
Turkish	11	**3.90**	0.93	1	**5.00**	.	1	**4.00**	.
Other	24	**4.12**	0.61	3	**3.00**	1.00	.	.	.
Total	614			109			31		

p value: <.0001

Like responses about physical appearance, responses regarding the teachers' accents and pronunciation were surprising. When asked if they understood what their English teacher was saying (Q20), Japanese, Korean, Chinese, and Thai students responded very negatively, with means as low as 3.39, even in the "Native" group. Students taught by NNESTs, on the other hand, did not systematically understand their teachers any less than students taught by NESTs. In fact, as can be seen in Table 26, the lowest mean from the "Nonnative" group was 3.51, and some of the highest means can be found in the "Nonnative" group.

Table 26

Mean and standard deviation of students' responses to I understand what my English teacher is saying without a problem *by first language (Q20)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**4.07**	1.02	6	**4.33**	1.21	4	**3.25**	1.50
Chinese	83	**3.90**	1.04	15	**3.86**	1.18	3	**4.00**	1.73
French	17	**3.76**	0.75	2	**4.50**	0.70	2	**4.00**	0.00
Japanese	87	**3.39**	1.17	22	**3.54**	1.01	2	**2.00**	1.41
Korean	200	**3.75**	1.01	29	**3.51**	1.12	7	**3.42**	0.53
Polish	15	**4.46**	0.51	.	.	.	.	.	.
Port.	10	**4.30**	0.67	2	**5.00**	0.00	3	**3.33**	1.15
Spanish	112	**4.44**	0.76	28	**3.85**	1.14	8	**4.37**	0.74
Thai	20	**3.85**	0.74	1	**4.00**	.	1	**2.00**	.
Turkish	12	**4.50**	0.52	1	**5.00**	.	1	**4.00**	.
Other	24	**4.37**	0.64	2	**3.00**	1.41	.	.	.
Total	618			108			31		

p value: <.0001

In contrast, responses to *The English pronunciation of my English teacher is good* (Q21), were surprisingly positive in some cases and expectedly negative in others.

Table 27

Mean and standard deviation of students' responses to The English pronunciation of my English teacher is good *by first language (Q21)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**4.57**	0.82	6	**4.66**	0.51	4	**3.75**	1.89
Chinese	83	**4.28**	0.95	15	**3.86**	1.12	3	**4.33**	1.15
French	17	**4.41**	0.61	2	**4.50**	0.70	2	**4.50**	0.70
Japanese	88	**4.31**	0.95	22	**3.81**	0.95	2	**2.50**	0.70
Korean	199	**4.38**	0.70	30	**3.22**	1.20	7	**3.57**	0.53
Polish	14	**4.57**	0.51	.	.	.	.	.	.
Port.	10	**4.90**	0.31	2	**5.00**	0.00	3	**4.00**	0.00
Spanish	112	**4.80**	0.42	28	**4.10**	0.99	8	**4.50**	0.75
Thai	20	**4.45**	0.82	1	**4.00**	.	1	**3.00**	.
Turkish	12	**4.75**	0.45	1	**5.00**	.	1	**4.00**	.
Other	23	**4.52**	0.51	3	**2.33**	1.52	.	.	.
Total	616			110			31		

p value: <.0001

These results might show that students were able to distinguish between their own level of English proficiency and understanding of English and the pronunciation of their teachers. For example, Arabic students in the "Nonnative" group responded that they did not always understand what their teachers were saying (mean: 4.33) but acknowledged that their teachers' pronunciation was very good (mean: 4.66).

The next statement, *English teachers should all speak with a perfect American accent* (Q23), is not a negative statement per say. However, responses given by students with a positive attitude towards NNESTs should have been lower than previous responses' means. In reality, some means were indeed low but not as low as could have been expected given the positive attitude towards NNESTs revealed in earlier responses. For example, responses given by Japanese students were much lower than could have been expected given their previous poor attitude towards their teachers, as shown in Table 28. Responses to this item raise a question about the reliability of students' responses. Indeed, it might demonstrate that some students simply filled out the "bubbles" without reading the items carefully and without realizing that "negative" statements were inserted among positive ones, a concern addressed in Chapter Three.

Table 28
Mean and standard deviation of students' responses to English teachers should all speak with a perfect American accent *by first language (Q23)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**4.02**	1.34	6	**4.00**	0.89	4	**4.00**	0.81
Chinese	83	**3.97**	1.01	15	**3.66**	1.39	3	**3.33**	0.57
French	16	**3.87**	1.14	2	**4.00**	1.41	2	**4.00**	1.41
Japanese	87	**2.88**	1.30	22	**3.13**	1.16	2	**3.50**	0.70
Korean	200	**4.06**	0.99	30	**3.76**	0.89	7	**4.00**	0.81
Polish	15	**3.86**	1.18	.	.	.	.	.	.
Port.	10	**4.30**	0.67	2	**3.50**	2.12	3	**3.33**	1.52
Spanish	111	**3.86**	1.21	27	**3.96**	1.05	8	**4.00**	1.30
Thai	20	**4.35**	1.08	1	**4.00**	.	1	**5.00**	.
Turkish	12	**4.08**	1.24	1	**4.00**	.	1	**1.00**	.
Other	24	**3.87**	1.29	3	**2.00**	1.00	.	.	.
Total	616			109			31		

p value: <.0001

Responses given to the next statement, *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher* (Q25), are shown in Table 29. The lowest responses come from Korean students, as expected, but Portuguese and Spanish students in the "Native" group, who previously showed a positive attitude towards their teachers, seemed quite unsure about this statement (mean for Portuguese students in the "Native" group: 3.00; mean for Spanish students in the "Native" group: 3.48). Overall, however, responses given by students in the "Nonnative" group were significantly more positive than those given by students in the "Native" group.

Table 29
Mean and standard deviation of students' responses to I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *by first language (Q25)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**2.55**	1.30	6	**3.50**	1.22	4	**2.75**	1.70
Chinese	83	**3.06**	1.02	15	**3.53**	1.30	3	**3.33**	1.52
French	16	**3.00**	1.26	2	**4.50**	0.70	2	**4.50**	0.70
Japanese	87	**3.73**	1.08	22	**3.81**	1.33	2	**3.00**	0.00
Korean	200	**2.85**	1.06	33	**3.23**	1.13	7	**2.85**	1.34
Polish	15	**3.46**	1.12	.	.	.	.	.	.
Port.	10	**3.00**	1.33	2	**5.00**	0.00	3	**3.33**	1.15
Spanish	111	**3.48**	1.16	28	**4.00**	1.18	8	**3.37**	1.30
Thai	20	**3.45**	0.82	1	**4.00**	.	1	**3.00**	.
Turkish	12	**3.33**	1.15	1	**3.00**	.	1	**3.00**	.
Other	24	**3.33**	1.20	3	**2.33**	1.52	.	.	.
Total	606			113			31		

p value: <.0001

The other statements not discussed here were also significantly different according to different language and teacher groups, and followed the above patterns. Students' gender is the next variable that influenced students' responses.

<u>Gender</u>

Although students' genders had some influence some of students' responses, this variable is one of the least influential. One of the statements that divided males and females

is Q15: *My English teacher looks like a typical American person*. Reactions to this statement show that males in the "Native" group responded more positively than females in the same group. In the "Nonnative" group, males (mean: 2.90) and females (mean: 2.91) did not respond very differently from one another, as can be seen in Table 30.

Tables 30
Mean and standard deviation of students' responses to My English teacher looks like a typical American person *by gender (Q15)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	299	**4.19**	0.97	53	**2.90**	1.30	14	**3.71**	1.20
Female	328	**4.03**	1.08	62	**2.91**	1.42	16	**3.68**	0.79
Total	627			115			30		

p value: <.0001

Responses given by males and females to Q16, *My English teacher knows the English grammar very well* differed more than responses to other statements (see Table 31). Responses given by all males in every group were higher than responses given by all females. Males in the "Nonnative" group also responded more positively than males and females in the "Native" group.

Tables 31
Mean and standard deviation of students' responses to My English teacher knows the English grammar very well *by gender (Q16)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	301	**4.34**	0.81	54	**4.42**	0.66	14	**4.07**	1.07
Female	328	**4.28**	0.83	62	**4.00**	1.07	16	**3.75**	0.85
Total	629			116			30		

p value: 0.0035

Responses given by all students regarding teachers' pronunciation are surprisingly similar, except those given by females in the "Nonnative" group and students in the "Not Sure" group as can be seen in Table 32. This indicates that students taught by NNESTs did not experience more difficulties understanding their teachers than students taught by

NESTs, although students also said that NNESTs' pronunciation was not as good as that of NESTs (see responses to Q21).

Tables 32
Mean and standard deviation of students' responses to I understand what my English teacher is saying without a problem *by gender (Q20)*

	Native			Nonnative			Not Sure		
Gender	*N =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	300	**3.94**	0.97	53	**3.90**	1.06	14	**3.71**	0.99
Female	330	**3.93**	1.05	60	**3.63**	1.15	16	**3.56**	1.26
Total	630			113			30		

p value: 0.2335

Responses to Q25, *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher*, show, but not very strongly, that males in the "Native" group responded differently from males and females in the "Nonnative" group. Responses given by males in the "Nonnative" group were also higher than responses given by males (mean: 3.13) and females (mean: 3.20) in the "Native" group.

Tables 33
Mean and standard deviation of students' responses to I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *by gender (Q25)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	299	**3.13**	1.15	54	**3.77**	1.09	14	**3.14**	1.46
Female	329	**3.20**	1.16	61	**3.50**	1.32	16	**3.25**	1.06
Total	628			115			30		

p value: 0.0040

There is not enough evidence to support that gender is a variable significantly influencing students' responses one way or another. Males' responses could be slightly more positive than females', and males might be more accepting of NNESTs in general. This cannot be confirmed, however, even by looking at the influence of gender on the overall responses all of students together without dividing the groups by teachers. Previous research that investigated the role of gender on ESL students' attitudes towards nonnative speakers of English (Fox, 1992; Moussu, 2002), were also inconclusive.

Class Subject

Previous studies (e.g. Arva & Medgyes, 2000) seemed to indicate that ESL and EFL students accepted NNESTs more readily if they taught grammar than if they taught other subjects. This section discusses responses given by students in the three teacher groups ("Native," "Nonnative," and "Not Sure") by class subject, such as Grammar, Reading and Writing (R/W), and Listening and Speaking (L/S). Results given to the Listening and Speaking classes were combined, since many IEPs treated these two subject in one class. Reading and Writing were also combined for the same reason. Classes in the "other" group are subjects such as culture, test preparation, etc.

The hypothesis that NNESTs would be accepted positively if they taught grammar seemed to be verified (mean: 4.32) with Q4, *My English teacher is a good English teacher*. Grammar also seemed to be the preferred subject of students in the two other groups, in this case. However, while NESTs are usually the preferred teachers of L/S because of their "good" accents, students in the "Nonnative" group also seemed to strongly agree that their nonnative L/S teachers were good teachers (mean: 4.66). As seen in previous cases, responses given by students in the "Not Sure" group were lower than responses given by students in the other groups, although with so few students in every class, it is difficult to make legitimate comparisons.

Responses to Q5, *I would enjoy taking another class with this English teacher*, differed significantly and showed the same surprising response patterns as responses to Q4. Once again, responses given by L/S students in the "Nonnative" group (mean: 4.37) were significantly higher than those given by students in the "Native" group (mean: 3.83), as shown in Table 34.

Table 34
Mean and standard deviation of students' responses to I would enjoy taking another class
with this English teache*r by class subject (Q5)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	120	**4.21**	0.79	32	**3.84**	1.05	6	**4.33**	0.81
L/S	85	**3.83**	1.05	8	**4.37**	1.06	4	**3.25**	0.50
R/W	308	**3.91**	1.01	47	**3.57**	1.11	4	**3.00**	1.82
Other	14	**4.07**	0.99	8	**3.62**	1.30	3	**4.33**	0.57
Total	527			95			17		

p value: 0.0064

Results given to the statement *My English teacher looks like a typical American person* (Q15) are intriguing. While it could be expected that NNESTs teaching all classes would look "foreign," it seems that those teaching the L/S classes looked significantly more "like typical Americans" than NNESTs in the Grammar and R/W classes. Students of all groups in the "other" classes also disagreed more than other students that their teachers looked like "typical Americans," as can be seen in Table 35.

Table 35
Mean and standard deviation of students' responses My English teacher looks like a
typical American person *by class subject (Q15)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	112	**4.13**	0.99	32	**3.12**	1.31	6	**4.33**	0.81
L/S	86	**4.23**	1.03	9	**4.11**	1.26	4	**3.50**	0.57
R/W	309	**4.11**	1.02	44	**2.56**	1.30	4	**4.25**	0.95
Other	16	**2.87**	1.25	8	**2.50**	1.30	3	**2.33**	1.15
Total	523			93			17		

p value: <.0001

The trend seems to continue. While overall, students in the "Native" group were more positive about their teachers' knowledge of the English grammar, students in L/S classes taught by NNESTs had a more positive attitude towards their teachers than students taught by NESTs. Furthermore, contrary to what previous studies have suggested, responses about NNESTs teaching Grammar were *not* significantly higher than responses about NNESTs teaching other courses. Another trend shows that students

in the "Not Sure" group were often more unsure about their teachers' qualifications. Similarly, responses given by students in "other" classes (culture, test preparation, etc.) were often lower than all other responses, even in the "Native" group.

Table 36
Mean and standard deviation of students' responses to My English teacher knows the English grammar very well *by class subject (Q16)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	121	**4.63**	0.59	32	**4.34**	0.93	6	**4.50**	0.54
L/S	86	**4.23**	0.89	9	**4.33**	0.86	4	**3.50**	0.57
R/W	311	**4.25**	0.85	49	**4.20**	0.97	4	**4.00**	1.15
Other	16	**3.62**	0.95	8	**3.75**	0.70	3	**3.66**	0.57
Total	534			98			17		

p value: <.0001

Table 37 shows responses to *My English teacher explains grammar rules very clearly* (Q19). Both NESTs and NNESTs teaching R/W classes received lower means than teachers teaching any other subject, and L/S NNESTs received more positive evaluations than L/S NESTs. In contrast, both NESTs and NNESTs teaching Grammar received more positive evaluations than other teachers, although it is difficult to compare groups of such different sizes.

Table 37
Mean and standard deviation of students' responses to My English teacher explains grammar rules very clearly *by class subject (Q19)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	119	**4.31**	0.68	32	**4.18**	0.73	6	**4.16**	0.75
L/S	85	**3.78**	0.93	9	**4.11**	0.78	4	**3.50**	0.57
R/W	312	**3.80**	0.97	48	**3.85**	1.03	4	**3.25**	2.06
Other	15	**3.53**	0.91	8	**3.25**	1.16	3	**4.33**	0.57
Total	531			97			17		

p value: <.0001

Statements in the pronunciation construct were also significantly affected by students' class subjects. Responses given by students in the "Native" group to *The*

English pronunciation of my English teacher is good (Q21), for example (see Table 38), were significantly different than responses given by grammar students in the "Nonnative" group. Again, responses given by L/S students taught by NNESTs were significantly higher than responses given by Grammar students taught by NNESTs, and also higher than responses given by L/S students taught by NESTs. Other statements in the pronunciation construct followed similar patterns.

Table 38
Mean and standard deviation of students' responses to The English pronunciation of my English teacher is good *by class subject (Q21)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	121	**4.69**	0.56	32	**3.84**	0.98	6	**4.33**	0.81
L/S	85	**4.49**	0.68	9	**4.66**	0.50	4	**3.25**	0.50
R/W	310	**4.41**	0.84	48	**3.45**	1.30	4	**4.50**	1.00
Other	16	**4.50**	0.63	8	**3.75**	1.03	3	**4.33**	0.57
Total	532			97			17		

p value: <.0001

Q23, *English teachers should all speak with a perfect American accent*, is a key statement for this study since NNESTs were most often disapproved of because their foreign accent. As expected, students taught by NESTs and NNESTs agreed that their teachers should have a "perfect American accent," as can be seen in Table 39.

Table 39
Mean and standard deviation of students' responses to English teachers should all speak with a perfect American accent *by class subject (Q23)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	120	**4.12**	0.99	32	**3.68**	1.02	6	**3.50**	1.04
L/S	86	**3.76**	1.11	9	**4.33**	0.70	4	**3.75**	0.95
R/W	312	**3.75**	1.28	48	**3.41**	1.21	4	**5.00**	0.00
Other	15	**2.86**	1.12	7	**3.85**	1.46	3	**3.00**	2.00
Total	533			96			17		

p value: 0.0010

Finally, Q25, *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher*, was the only statement where *all* responses

given by students in the "Nonnative" group were higher than the other responses. This could indicate that students taught by NNESTs realized that NNESTs could be good teachers, while students in the "Native" and "Not Sure" groups did not believe so.

Table 40
Mean and standard deviation of students' responses to I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *by class subject (Q25)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	120	**3.13**	1.11	32	**3.62**	1.21	6	**3.66**	0.81
L/S	86	**3.45**	1.08	9	**4.33**	0.86	4	**3.00**	1.41
R/W	311	**3.16**	1.15	48	**3.35**	1.21	4	**3.50**	1.00
Other	16	**3.31**	1.40	8	**3.75**	1.28	3	**2.66**	2.08
Total	533			97			17		

p value: 0.0364

The subject taught by NESTs and NNESTs seemed to have a strong influence on students' attitudes towards their teachers. The hypothesis that students would have a preference for NEST L/S teachers, however, was not supported, and the hypothesis that ESL students did not like to have L/S NNESTs was not verified either. In fact, in many cases, students taught by NNESTs liked their L/S teacher significantly more than students taught by NESTs. Similarly, previous beliefs that students in the "Nonnative" group would prefer their Grammar classes were also unverified.

These results must be used with caution because the number of students in every group varied considerably. Likewise, the proportion of students in each group and class also fluctuated significantly, which made the comparisons even more complex. While approximately 22% of the students taught by NESTs were in Grammar classes, as many as 30% of the students taught by NNESTs were. Similarly, only 2% of the students taught by NESTs were in the "Other" category, while almost 8% of the students taught by NNESTs were, and 15% of the students taught by NESTs were in a L/S class, but only 7% of the students taught by NNESTs were. At least two conclusions could be drawn from these differences in numbers for the four subject areas: either few NNESTs teaching L/S chose to participate in this study for one reason or another, or proportionally fewer

NNESTs were teaching L/S classes while more of them were teaching Grammar or test preparation classes.

The next variable analyzed is the English proficiency of the students, as defined by the class level they had been assigned (Beginners, Intermediate, or Advanced).

<div align="center">Level</div>

It was hypothesized that the proficiency level of the ESL students would strongly influence their attitudes towards NESTs and NNESTs. Possibly students at higher proficiency levels in English would want teachers with "better" (more "authentic") accents and extensive knowledge of North American culture. However, this variable did not influence many responses.

Comparisons can be made more easily with this variable than with the others, since the number of students in every teacher group is more balanced and proportional. Caution must be used, however, with the number of students in the Intermediate level. Most IEPs were organized into more than three levels[6] and when there was an even number of levels, students seemed to hesitate between the choices given on the questionnaire. Also, when the initial and final questionnaires were compared, it was noticed that some students placed themselves in the "Beginners" level at the beginning of the semester and the "Intermediate" level at the end, for example. They might have given their own evaluation of their proficiency rather than their official placement level.

Responses given by students in the Intermediate groups to Q7, *My English teacher is the kind of teacher I expected to have here* were significantly lower ("Native" mean: 3.73; "Nonnative" mean: 3.50; "Not Sure" mean: 3.46) than responses given by students in the Advanced and Beginners groups. This pattern remained unchanged with responses to several other statements, such as Q13, *My English teacher is a good example of the ideal English speaker* (see Table 41). Advanced students in all three teacher groups gave the most positive responses repeatedly, and students in the Intermediate levels

---

[6] As an example, a description of the levels used by Oak is provided in appendix QQQ. Other IEPs use similar descriptions and levels with variations in the number of levels.

usually gave the least positive responses. In addition, there was typically little or no significant difference between responses given by students taught by NNESTs and those taught by NESTs.

Table 41
Mean and standard deviation of students' responses to My English teacher is a good example of the ideal English speaker *by class level (Q13)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	116	**3.93**	0.83	34	**3.64**	0.98	13	**3.69**	1.09
Intermediate	267	**3.97**	0.95	52	**3.48**	1.26	13	**3.38**	0.96
Advanced	235	**4.08**	0.93	27	**3.70**	0.99	3	**4.33**	1.15
Total	618			113			29		

p value: 0.0007

When asked if their teachers looked like a "typical American" (Q15), students in the "Native" group agreed, except for Advanced students, and for the first time, responses given by Advanced students were less positive than those given by students of lower English proficiency levels. In the "Nonnative" group, Intermediate students disagreed very strongly, even more so than any other group, as Table 42 shows.

Table 42
Mean and standard deviation of students' responses to My English teacher looks like a typical American person *by class level (Q15)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginner	117	**4.22**	0.98	34	**3.05**	1.25	13	**3.61**	0.86
Intermediate	271	**4.29**	0.94	52	**2.63**	1.31	13	**3.69**	1.10
Advanced	233	**3.83**	1.11	28	**3.17**	1.51	3	**4.33**	1.15
Total	621			114			29		

p value: <.0001

Students' levels of proficiency influenced only one statement in the "grammar" construct. Responses to Q16, *My English teacher knows the English grammar very well* showed that Advanced students in the "Native" and the "Nonnative" groups agreed that their teacher knew grammar very well, as Table 43 shows. Advanced students in the "Nonnative" group agreed even more than students at all levels in the "Native" group.

Table 43
Mean and standard deviation of students' responses to My English teacher knows the English grammar very well *by class level (Q16)*

Level	Native			Nonnative			Not Sure		
	n =	M	SD	n =	M	SD	n =	M	SD
Beginner	117	**4.23**	0.85	35	**4.11**	0.93	13	**3.69**	1.03
Intermediate	270	**4.30**	0.85	53	**4.11**	0.99	13	**3.92**	0.86
Advanced	236	**4.38**	0.76	28	**4.46**	0.74	3	**5.00**	0.00
Total	623			116			29		

p value: 0.0101

In the case of responses to Q20, *I understand what my English teacher is saying without a problem*, Beginners and Intermediate students in the "Nonnative" group did *not* respond significantly more negatively than students in the "Native" group, as could have been expected. As for Advanced students taught by NNESTs, they seemed to understand their teacher significantly better (mean: 4.28) than Advanced students taught by NESTs (mean: 4.16), as can be seen in the Table 44.

By comparing responses to Q20 and Q21, students seemed to understand NNESTs well, even if their pronunciation might not be "good." It also seemed that Advanced students were more able to distinguish between their teachers' "accent" and their own level of "comprehension" of the language.

Table 44
Mean and standard deviation of students' responses to I understand what my English teacher is saying without a problem *by class level (Q20)*

Level	Native			Nonnative			Not Sure		
	n =	M	SD	n =	M	SD	n =	M	SD
Beginner	117	**3.62**	1.07	35	**3.57**	1.11	13	**3.38**	1.12
Intermediate	272	**3.87**	1.03	50	**3.62**	1.15	13	**3.69**	1.25
Advanced	235	**4.16**	0.92	28	**4.28**	0.89	3	**4.33**	0.57
Total	624			113			29		

p value: <.0001

Other statements influenced by students' levels of proficiency in English are, for example, Q24, *NATIVE English speakers make the best English teachers*. No group strongly agreed, and students in the "Nonnative" group, Advanced students in particular (means: 2.96), disagreed more to this statement than students in any other groups, as can

be seen in Table 45. This corroborates previous findings in this study indicating that students taught by NNESTs had a more positive attitude towards NNESTs in general than students taught by NESTs. This pattern was also found in responses to Q25, *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher*, where Beginner students in the "Nonnative" group, for example, agreed significantly more strongly to the statement (mean: 3.65) than Beginner students in the "Native" group (mean: 2.99).

Table 45
Mean and standard deviation of students' responses to NATIVE English speakers make the best English teachers *by class level (Q24)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginner	115	**2.68**	1.07	35	**3.14**	1.26	12	**3.58**	1.16
Intermediate	269	**3.57**	1.25	52	**3.46**	1.29	13	**4.00**	0.91
Advanced	232	**3.48**	1.15	28	**2.96**	1.10	3	**3.00**	2.00
Total	616			115			28		

p value: 0.0521

Overall, the results discussed above indicate that students' level of English proficiency influenced students' attitudes towards their NESTs and NNESTs, although students of higher levels of English proficiency seemed more satisfied with their NNESTs than lower level students, contradicting anticipated answers.

Expected Grade

Students' expected grades was the most influential variable of all those discussed in this study. Responses to every single one of the 22 Likert-scale statements were at least somehow influenced by this variable, and responses to 19 of these statements were strongly influenced by it. Additionally, while the number of students in each teacher group ("Native," "Nonnative," and "Not Sure") was different, comparisons could easily be done since the proportions of students in each group were practically identical.

Because the student questionnaire was first administered at the beginning of the semester, it is difficult to know if students expected a certain grade because they liked their teacher or not, or if they liked their teachers because they expected a certain grade. Whatever the case, it can easily be observed that the attitudes of students who expected higher grades were significantly more positive than those of students who expected lower grades.

In general, students taught by both NESTs and NNESTs and expecting an A (very high) had a very positive attitude towards their teachers, while those expecting a D (low) or an E (fail) had a very negative attitude. Differences in students' attitudes were often the strongest in the "Nonnative" group while differences between attitudes of students taught by NESTs and those taught by NNESTs were often weak. Variations in the responses given by students in the "Not Sure" groups were usually not significant although they followed the general pattern. At the same time, students' responses in this group were often slightly lower than responses given by students in the other groups, which confirms previous discussions about students' need to know if teachers are NESTs or NNESTs before evaluating them. Responses to Q5, *I would enjoy taking another class with this English teacher*, for example, show these patterns, as can be seen in Table 46.

Table 46
Mean and standard deviation of students' responses to I would enjoy taking another class with this English teacher *by expected grades (Q5)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	275	**4.08**	0.99	50	**4.20**	0.95	11	**3.72**	1.27
B	233	**3.96**	0.91	41	**3.61**	1.04	14	**3.57**	0.85
C	79	**3.66**	1.07	12	**3.75**	1.36	6	**3.67**	0.81
D	10	**3.40**	0.69	5	**2.60**	1.14	.	.	.
E	3	**3.67**	1.53	.	.	.	.	.	.
Total	600			108			31		

p value: 0.0002

As could be expected, students in the "Native" group believed more strongly that their teachers looked like native speakers of English and typical American people,

although variations in the responses given by these students seemed less influenced by the grades they expected than responses in other constructs, as shown in Table 47.

Table 47
Mean and standard deviation of students' responses to My English teacher looks like a native speaker of English *by expected grades (Q14)*

Grade	Native n =	M	SD	Nonnative n =	M	SD	Not Sure n =	M	SD
A	277	**4.35**	1.21	50	**3.86**	1.01	11	**3.81**	1.16
B	233	**3.55**	1.66	41	**3.75**	1.34	14	**3.86**	0.77
C	79	**3.60**	1.61	14	**3.64**	1.27	6	**3.33**	1.21
D	10	**4.30**	1.34	6	**2.00**	1.09	.	.	.
E	3	**5.00**	0.00	.	.	.	.	.	.
Total	602			111			31		

p value: <.0001

While the "Native" group is larger (which explains why there were students expecting every possible grade in this group and not in the other, small groups), proportions of students expecting each grade were practically the same in the "Native" and in the "Nonnative" groups. The belief that NNESTs are stricter than NESTs and give lower grades, as described in the literature about NNESTs (e.g. Mahboob, 2003) could be wrong in this case, since proportionally, as many students expected high grades in the "Nonnative" group as in the "Native" group, as shown in Table 48.

Table 48
Mean and standard deviation of students' responses to My English teacher explains grammar rules very clearly *by expected grades (Q19)*

Grade	Native n =	M	SD	Nonnative n =	M	SD	Not Sure n =	M	SD
A	276	**4.08**	0.87	49	**4.14**	0.87	11	**3.72**	1.27
B	234	**3.93**	0.90	40	**3.97**	0.97	13	**3.61**	0.77
C	79	**3.52**	1.02	14	**3.78**	1.12	6	**3.83**	1.17
D	10	**3.40**	1.17	6	**3.00**	0.63	.	.	.
E	3	**2.67**	0.58	.	.	.	.	.	.
Total	602			109			30		

p value: <.0001

The three statements in the pronunciation construct were strongly influenced by students' expected grades. Responses to *I understand what my English teacher is saying without a problem* (Q20), which can be seen in Table 49, show that students in the "Native" group understood better what their teachers were saying than students in the "Nonnative" group. At the same time, students in the "Nonnative" group who expected an A understood their NNESTs significantly better than students who expected a lower grade. Responses to the other two statements in this construct followed similar patterns.

Table 49
Mean and standard deviation of students' responses to I understand what my English teacher is saying without a problem *by expected grades (Q20)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	281	**4.24**	0.88	50	**3.92**	1.14	11	**3.81**	1.07
B	236	**3.87**	0.91	39	**3.82**	1.02	14	**3.43**	1.28
C	79	**3.34**	1.18	14	**3.50**	1.34	6	**3.67**	0.82
D	10	**3.10**	1.37	5	**2.80**	1.09	.	.	.
E	3	**2.67**	1.15	.	.	.	.	.	.
Total	609			108			31		

p value: <.0001

Responses to *NATIVE English speakers make the best English teachers* (Q24) were very low in the "Nonnative" group, as shown in Table 50. The perfect reverse pattern found in the "Native" group confirms previous findings that students who were exposed to NNESTs had a more positive attitude towards them than students who were taught by NESTs. Similarly, unhappy students in the "Native" group might start realizing that a teacher's nativeness does not necessarily correlate with his or her teaching skills. Responses to Q25, *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher*, follow the same pattern but in reverse, with students in the "Nonnative" group and expecting an A agreeing significantly more strongly (means: 3.96) than students expecting a D (mean: 2.33).

Table 50
Mean and standard deviation of students' responses to NATIVE English speakers make the best English teachers *by expected grades (Q24)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	276	**3.52**	1.18	50	**2.90**	1.28	10	**3.00**	1.15
B	233	**3.56**	1.21	40	**3.60**	1.21	13	**4.08**	1.04
C	78	**3.68**	1.17	14	**3.14**	1.17	6	**4.00**	1.26
D	10	**4.10**	1.19	6	**3.67**	1.21	.	.	.
E	3	**4.33**	1.15	.	.	.	.	.	.
Total	600			110			29		

p value: 0.0067

The final Likert-scale item, *I don't care where my teacher is from, as long as he/she is a good teacher for me* (Q26), was only marginally influenced by students' grades, but it was one of the rare times this statement was at all influenced by one of the variables studied here. Patterns similar to those described above can be seen here too.

Table 51
Mean and standard deviation of students' responses to I don't care where my teacher is from, as long as he/she is a good teacher for me *by expected grades (Q26)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	279	**3.99**	1.24	50	**4.36**	1.14	11	**4.09**	1.57
B	235	**3.89**	1.16	40	**4.22**	0.99	13	**4.23**	0.93
C	79	**4.21**	1.12	14	**3.78**	1.71	6	**4.50**	0.84
D	10	**4.30**	1.06	6	**3.00**	1.67	.	.	.
E	3	**5.00**	0.00	.	.	.	.	.	.
Total	606			110			30		

p value: 0.0589

Students' expected grades thus seemed to be a significant influence on students' attitudes towards their teachers, both native and nonnative. However, as explained above, it is difficult to know if attitudes were negative because students did not like their teachers and thus believed they would receive bad grades, or if students thought they would receive bad grades and consequently did not like their teachers.

Attitudes towards teachers of different origins and first languages are presented in the next section.

Teachers' First Language

Teachers' first language was used as a variable for two reasons. First, it was hypothesized that students' attitudes towards their teachers would be different depending on their teachers' origins. Similarly, attitudes towards NESTs from Australia and NESTs from the USA could possibly significantly be different on account of students' familiarity with the teachers' accents or the different degrees of prestige attached to different Englishes (Kachru, 1992).

The second reason why teachers' first languages were used as a variable was to investigate students' perception of what a "native speaker" was. As responses showed, students did not label all teachers coming from the US as native speakers of English. Alternatively, a teacher from Brazil might not have been labeled as a nonnative speaker of English. For privacy reasons, it is impossible to know how these inconsistencies originated (that is, if it was because of the teachers' appearance, bilingualism, accent, or something else). However, it is important to realize that these inconsistencies exist and that an ESL student's definition of the "native speaker" might be different from a linguist's definition.

Teachers' languages were kept as individual groups if there were nine or more respondents in at least one of the three teacher groups ("Native," Nonnative," and "Not Sure"). Language groups with fewer participants were clustered in the "Other" category. Teachers speaking different varieties of Spanish (from Central and South America and from Spain) were grouped into the "Spanish" category. Finally, teachers speaking a North American variety of English (United States and Canada) were clustered into the "*American*" category, and teachers speaking other varieties of English (England, New Zealand, Australia, and Ireland) were clustered into the "*English*" category.

Strong caution must be used when interpreting the following tables since the number of participants in each cell varies considerably, from 1 (in the "Not Sure" Chinese group) to 553 (in the "Native" *American* group).

The first difference that can be observed is that between teachers speaking *American* and those speaking *English* in the "Native" group. Responses to Q5 (see Table 52), for example, show that there was a significant difference between the responses

given about speakers of North American varieties of English and responses about speakers of other varieties of English.

Table 52
Mean and standard deviation of students' responses to I would enjoy taking another class with this English teacher *by teachers' first languages (Q5)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	547	**4.00**	0.95	4	**4.25**	0.50	12	**3.33**	1.07
Armenian	.	.	.	12	**4.33**	0.65	.	.	.
Chinese	.	.	.	9	**2.33**	0.86	1	**3.00**	.
English	50	**3.62**	1.22	3	**4.33**	1.15	2	**4.00**	0.00
Port.	2	**4.50**	0.71	15	**4.13**	0.74	.	.	.
Russian	1	**3.00**	.	19	**4.15**	0.89	5	**4.40**	0.54
Spanish	1	**4.00**	.	14	**3.85**	1.29	4	**3.75**	0.12
Taiwan.	.	.	.	8	**2.87**	0.83	.	.	.
Other	5	**3.80**	1.30	25	**3.88**	1.16	1	**3.00**	.
Total	607			109			25		

p value: <.0001

Responses given about speakers of *English* to all the other Likert-scale statements were consistently lower than responses given to speakers of *American* except in three cases (Q14, Q25, and Q26). This could show a preference for North American varieties of English and students' expectations to find speakers of American English in a US Intensive English Program. It could also show students' difficulties at understanding unfamiliar accents, or it could be the result of different teaching approaches or a more foreign appearance. This last reason was suggested by results to Q15, *My English teacher looks like a typical American person*, where responses about *American* "Native" speakers averaged 4.22, and responses about *English* "Native" speakers averaged 2.96.

A second striking outcome of this analysis is responses given to speakers of Chinese in the "Nonnative" group. Responses to Q5, as shown in Table 52 above, for example, seems to indicate a strong dissatisfaction felt by students taught by Chinese, and to some extent, Taiwanese, teachers. In this case, students in the "Nonnative" group (mean: 2.33) taught by Chinese speakers disagreed significantly more than students in any other group. This pattern can be found in responses to most Likert-scale statements.

Responses to several statements and Q16 in particular (see Table 53) show that students did not systematically evaluate NNESTs less positively than they evaluated NESTs. On the contrary, students' responses seemed to vary according to factors other than nativeness or nonnativeness, such as the teachers' country of origin.

Table 53
Mean and standard deviation of students' responses to My English teacher knows the English grammar very well *by teachers' first languages (Q16)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	551	**4.35**	0.82	4	**4.25**	0.95	12	**3.75**	0.86
Armenian	.	.	.	11	**4.27**	0.78	.	.	.
Chinese	.	.	.	10	**3.30**	1.49	1	**5.00**	.
English	52	**3.90**	0.77	3	**4.33**	0.57	2	**4.50**	0.70
Port.	2	**4.50**	0.70	16	**4.18**	0.98	.	.	.
Russian	1	**5.00**	.	19	**4.47**	0.77	5	**4.40**	0.54
Spanish	2	**4.50**	0.70	15	**4.13**	0.83	4	**3.25**	1.70
Taiwan.	.	.	.	9	**4.22**	0.66	.	.	.
Other	5	**4.60**	0.54	25	**4.52**	0.71	1	**3.00**	.
Total	613			112			25		

p value: 0.0004

As with previously studied variables, responses given by students in the "Not Sure" group were often lower than responses given by students in other groups. Although it is difficult to compare groups of such different sizes, the pattern suggests that students were unsure of how to evaluate teachers whose first language or origin they could not clearly identify, as can be seen in Table 54. A fascinating question that can be asked by looking at the responses given by students in the "Not Sure" group is: how can five students know that their teacher was from Russia, for example, and still wonder if that teacher was a native or a nonnative speaker of English? Similarly, what makes 12 students write that their teacher was from the United States but say that they were undecided about those 12 teachers' native language?

Table 54

Mean and standard deviation of students' responses to I understand my English teacher's pronunciation easily *by teachers' first languages (Q22)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	550	**4.28**	0.85	4	**4.75**	0.50	12	**3.75**	1.35
Armenian	.	.	.	10	**4.10**	0.73	.	.	.
Chinese	.	.	.	10	**2.90**	0.99	1	**4.00**	.
English	52	**3.88**	1.07	3	**4.33**	0.57	2	**4.00**	0.00
Port.	2	**4.50**	0.70	15	**3.73**	1.22	.	.	.
Russian	1	**4.00**	.	19	**4.52**	0.69	5	**4.20**	0.44
Spanish	2	**4.00**	1.41	15	**3.80**	1.26	4	**3.75**	1.82
Taiwan.	.	.	.	9	**3.77**	0.97	.	.	.
Other	4	**4.50**	0.57	25	**3.64**	1.11	1	**2.00**	.
Total	612			110			25		

p value: <.0001

Responses to Q22, *I understand my English teacher's pronunciation easily*, (see Table 54 above) also show that students' understanding of their teachers' pronunciation was in fact a question of language or country of origin and not simply of nativeness. For example, if NESTs were as perfect as some would like to think (IEP administrators whose policy it is to hire only native speakers, for instance), why did responses given about teachers speaking *American* to Q22 only average 4.28 and not more? And why did some students understand their Russian teacher's pronunciation better than students of the *American*-speaking teachers did?

It was noted earlier that students taught by NNESTs were more likely to recognize that NNESTs can be "good" teachers than students taught by NESTs. Responses to Q25 and Q26 show that the pattern subsists but with some exceptions, such as responses given about the Spanish "Native" teachers (mean: 2.50) and the Chinese "Nonnative" teachers (mean: 2.50), as can be seen in Table 55.

Table 55
Mean and standard deviation of students' responses to I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *by teachers' first languages (Q25)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	550	**3.16**	1.14	4	**4.25**	0.95	12	**3.16**	0.93
Armenian	.	.	.	11	**3.18**	1.25	.	.	.
Chinese	.	.	.	10	**2.50**	1.35	1	**5.00**	.
English	52	**3.36**	1.06	3	**4.00**	1.00	2	**3.50**	0.70
Port.	2	**3.00**	1.41	15	**3.46**	1.30	.	.	.
Russian	1	**5.00**	.	19	**4.15**	1.16	4	**4.00**	0.81
Spanish	2	**2.50**	2.12	15	**3.73**	1.33	4	**2.50**	1.73
Taiwan.	.	.	.	9	**3.22**	0.66	.	.	.
Other	5	**4.40**	0.54	25	**3.84**	0.98	1	**2.00**	.
Total	612			111			25		

p value: 0.0002

The above analysis of students' attitudes towards teachers of different languages shows that grouping all NNESTs into one category does not take into account the many facets of their teaching skills and personalities. Student variables (first language, expected grades, etc.) strongly influenced their attitude towards their teachers, but teacher variables also affected students' attitudes towards their teachers. For example, students did not seem to have a positive attitude towards native speakers of other varieties of Englishes as much as they appreciated native speakers of North American varieties, and while students seemed to be strongly pleased about their Russian teachers, their attitudes towards their Chinese teachers was very negative.

Conclusion

As discussed in this chapter, different variables influenced students' responses to different statements in the questionnaire. Students' first languages strongly influenced students' attitudes towards NESTs and NNESTs. On one hand, Asian students, from Korea in particular, were overall more negative towards NNESTs than towards NESTs, although these Asian students also had a more negative attitude towards NESTs than students in other language groups. On the other hand, the attitude of Spanish, French, and

Portuguese students regarding their NNESTs and NNESTs in general were often more positive. Students in the "Not Sure" group usually followed these patterns.

Students' gender did not really seem to influence answers, but class subject did, and with surprising results. Indeed, students did not seem to be more satisfied with NNESTs teaching Grammar and NESTs teaching Listening/Speaking, as previous literature suggested. In contrast, many L/S students taught by NNESTs showed a positive attitude, sometimes even more so than those taught by NESTs, which is probably one of the most noteworthy results of this study.

Students' levels of proficiency in English also influenced their responses, although not as clearly as expected, with students at higher levels reporting a more positive attitude towards NNESTs than those at lower levels. Students' expected grade, in contrast, was the one variable that most strongly predicted students' attitudes towards both NESTs and NNESTs. In this case, responses given by students in the "Native" and the "Nonnative" groups were rarely significantly different. In fact, it is easier to predict students' attitudes towards their teachers by looking at their expected grades than by looking at the nativeness or nonnativeness of their teachers.

Teachers' native languages also strongly influenced students' attitudes towards their teachers. Analysis of this variable showed that being a native speaker of English did not automatically ensure students' approval. Likewise, attitudes towards NNESTs were significantly different depending on teachers' countries of origin. Analysis of the impact of this variable also showed that the definition of the "native speaker" according to ESL students might differ from other definitions (such as those discussed by Davies (1991)).

A general conclusion that can be drawn from these results is that ESL students' attitudes towards NNESTs are not unavoidably negative but can be strongly influenced by the first language of the students, their expected grades, their level of English proficiency, and their teachers' country of origin, among others.

The next chapter will discuss the influence of time and exposure to NESTs and NNESTs on students' responses.

CHAPTER SIX

INFLUENCE OF TIME

The two previous chapters looked first at ESL students' attitudes towards their NESTs and NNESTs at the beginning of the semester, and second at the different student variables that possibly influenced these initial answers. This chapter's goal is to investigate how time and exposure to their teachers modified (or not) students' attitudes towards their teachers.

To study the influence of time on students' attitudes towards their teachers, results of the initial and final questionnaires were compared with a t-test. The most significant results of this t-test are discussed here, and additional information about the t-test results and students' answers on the final questionnaire can be found in Appendices N, P, and Q.

Comparisons of how students responded at the beginning of the semester can be found in earlier chapters. Because of the complexity of the tables it would require, responses given at the beginning and the end of the semester by students in the "Native," the "Nonnative," and the "Not Sure" groups are not compared into one figure except for the Figure 11 and two Figures 21 and 22 at the end of the chapter. In the other cases, figures and tables compare responses of students taught by NESTs at the beginning of the semester with the same students' responses at the end of the semester. The same will be done with the responses given by students taught by NNESTs.

Figures show the distribution of students' responses at the beginning and the end of the semester. However, these figures do not show how the overall means of students' responses differed by teacher group. Alternatively, means, standard deviations, modes, and medians allow for a detailed understanding of how attitudes at the end of the semester differed from initial attitudes.

Overall Patterns

Before responses to Likert-scale statements are investigated, responses to the multiple-choice question Q3 can provide a general overview of students' attitudes at the beginning and the end of the semester. Q3 asked students if they would recommend their teacher to a friend. Figure 20, which compares responses given by students in both the "Native" and the "Nonnative" groups at the beginning and the end of the semester, shows that more students in the "Native" group responded *no* at the end of the semester than at the beginning of the semester. In contrast, fewer students in the "Nonnative" group responded *no* at the end of the semester than at the beginning. The order is reversed with the *yes* responses, with more students in the NNESTs group saying yes at the end of the semester than at the beginning (see Figure 11)[7].
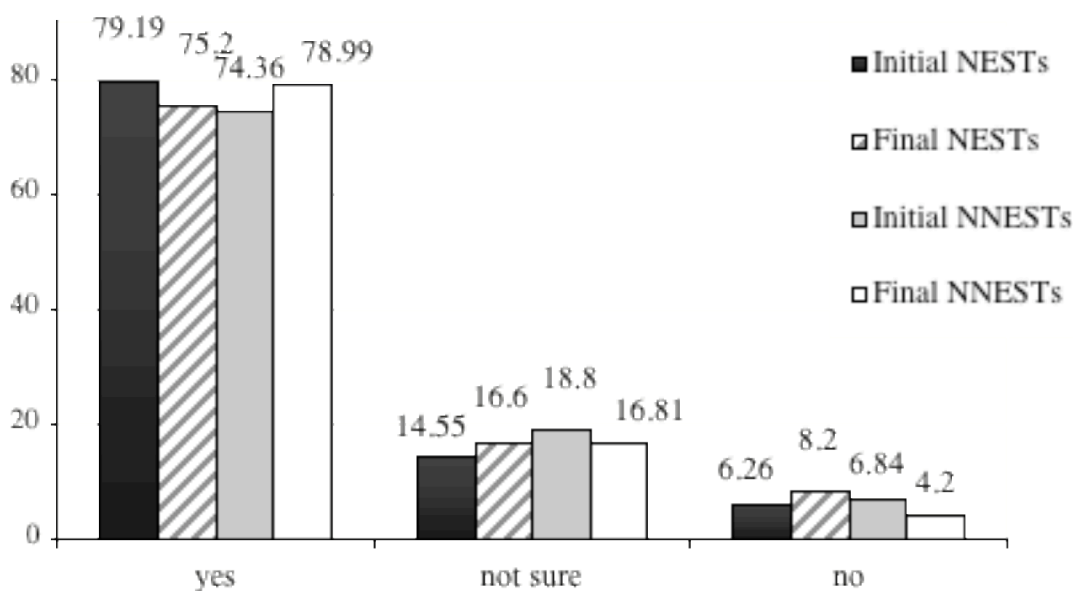
Figure 11. Percent of initial and final responses given by **students in the "Native" and "Nonnative" groups** to *Would you encourage a friend to take a class with THIS English-speaking teacher?* (Q3).

Responses given by students in the "Not Sure" group (see Figure 12) are shown here too since there were many more *not sure* responses in this student group at the end

[7] See Appendix P for complete details on the frequencies.

of the semester than with any other student groups, although by the end of the semester, students most likely had a better idea whether their teachers were native or nonnative speakers of English. Negative responses were lower than with any other group as well. What happened during the semester that made the students so unsure?
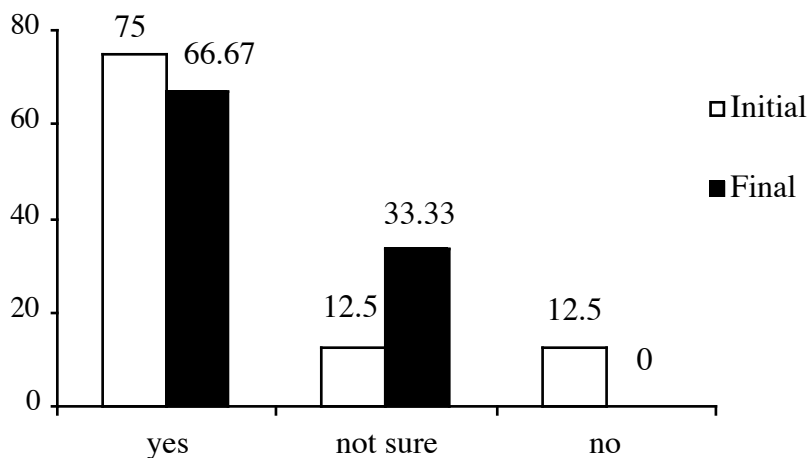
Figure 12. Percent of initial and final responses given by students in the "**Not Sure"** group to *Would you encourage a friend to take a class with THIS English-speaking teacher?* (Q3, p value: 0.7125).

Responses to the subsequent Likert-scale statements almost all follow the same patterns: responses given by students in the "Native" and the "Nonnative" groups are usually more positive at the end of the semester. The changes taking place in the "Nonnative" group, however, are often significantly greater than those taking place in the other groups of students.

Teacher Appreciation

The first construct addressed in the student questionnaire was about students' overall attitudes towards their teachers. Table 9 shows that at the beginning of the semester, students taught by NESTs believed that their teachers were quite good and students taught by NNESTs did so too, but slightly less.

Table 9[8]
Mean, median, mode, and standard deviation by teacher group for My English teacher is a good English teacher *at the beginning of the semester (Q4)*

Group	n =	M	Median	Mode	SD
Native	556	4.25	4.00	4.00	0.77
Nonnative	100	4.20	4.00	4.00	0.73
Not Sure	29	3.89	4.00	4.00	0.97

p value: 0.05

In contrast, Table 56 shows that at the end of the semester, students in the "Native" group agreed significantly less than at the beginning of the semester to the same statement (mean: 4.03), while students in the "Nonnative" group agreed significantly more (mean: 4.36) that their teachers were good English teachers.

Table 56
Mean, median, mode, and standard deviation by teacher group for My English teacher is a good English teacher *at the end of the semester (Q4)*

Group	n =	M	Median	Mode	SD
Native	470	4.03	5.00	5.00	0.89
Nonnative	112	4.36	4.50	5.00	0.73
Not Sure	6	4.00	4.00	4.00	1.09

p value: 0.53

While responses to Q4 changed significantly over time, responses to Q8, *My English teacher is an ideal teacher for me*, did not change much at all. At the beginning of the semester, students in both the "Native" and the "Nonnative" groups did not seem to agree strongly to the statement, with students in the "Nonnative" group agreeing slightly less (mean: 3.60) than students in the "Native" group (mean: 3.72). Surprisingly, at the end of the semester, the attitudes of students in the "Native" group had virtually not changed (mean: 3.78) while those of students in the "Nonnative" group had become significantly more positive (mean: 3.78), exactly the same response as responses in the "Native" group, as can be seen in Tables 57 and 58. Responses to other statements in this construct are strikingly similar, with students in the "Nonnative" group appreciating their teacher as much as students in the "Native" group by the end of the semester.

---

[8] Some of these tables were already presented in Chapter Four, which explains why their numbers are not chronological.

Table 57
Mean, median, mode, and standard deviation by teacher group for My English teacher is an ideal teacher for me *at the beginning of the semester (Q8)*

Group	n =	M	Median	Mode	SD
Native	633	3.72	4.00	4.00	1.03
Nonnative	116	3.60	4.00	3.00	1.11
Not Sure	31	3.35	3.00	3.00	1.27

p value: 0.09

Table 58
Mean, median, mode, and standard deviation by teacher group for My English teacher is an ideal teacher for me *at the end of the semester (Q8)*

Group	n =	M	Median	Mode	SD
Native	515	3.78	4.00	5.00	1.13
Nonnative	119	3.78	4.00	5.00	1.15
Not Sure	5	3.40	3.00	3.00	0.54

p value: 0.75

Role Model and Physical Appearance

Responses given by students in both the "Native" and the "Nonnative" groups to Q13, *My English teacher is a good example of the ideal English speaker,* show a significant change of attitudes from both student groups (see Figures 13 and 14).
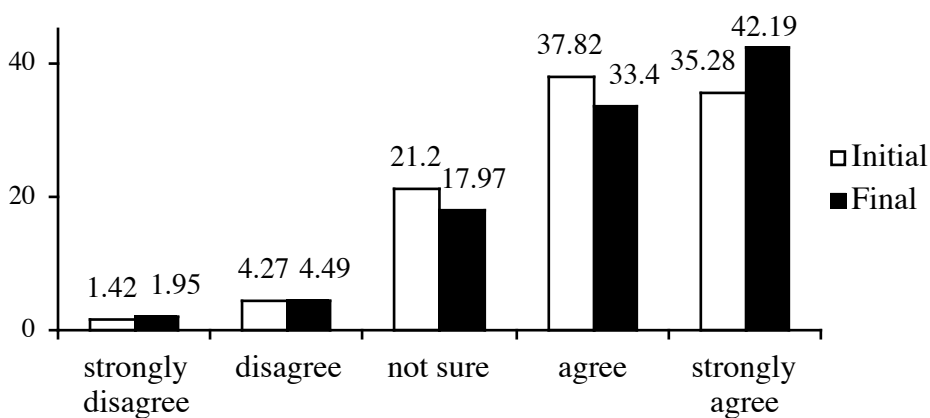
Figure 13. Percent of initial and final responses given by **students in the "Native" group** to *My English teacher is a good example of the ideal English speaker* (Q13, p value: 0.0761).
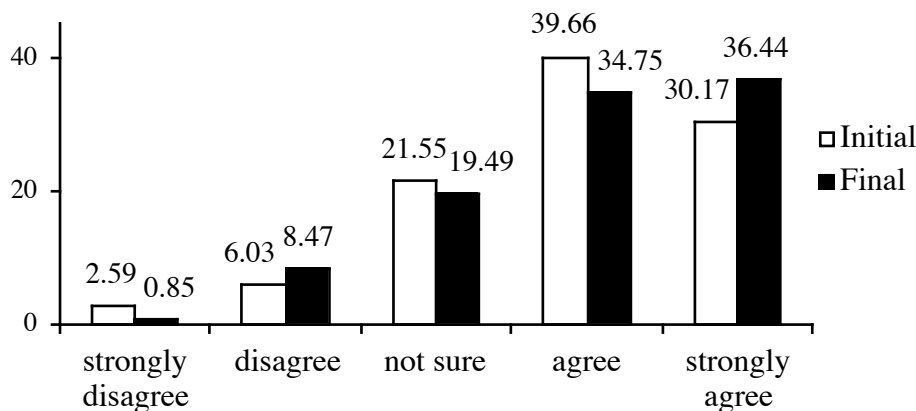
Figure 14. Percent of initial and final responses given by **students in the "Nonnative" group** to *My English teacher is a good example of the ideal English speaker* (Q13, p value: 0.0056).

Regarding their teachers looking like native speakers of English (Q14), the attitudes of students in the "Native" group changed from a mean of 3.94 to a mean of 4.15. Responses from students in the "Nonnative" group went from a mean of 3.70 to a mean of 3.94. Some significant changes also took place with responses to *My English teacher looks like a typical American person* (Q15), as can be seen in Tables 13 and 59, as if the teachers' appearances had become less foreign to all students with time.

Table 13
Mean, median, mode, and standard deviation by teacher group for My English teacher looks like a typical American person *at the beginning of the semester (Q15)*

Group	n =	M	Median	Mode	SD
Native	635	4.11	4.00	5.00	1.03
Nonnative	116	2.90	3.00	2.00	1.36
Not Sure	32	3.71	4.00	3.00	0.99

p value: <.0001

Table 59
Mean, median, mode, and standard deviation by teacher group for My English teacher looks like a typical American person *at the end of the semester (Q15)*

Group	n =	M	Median	Mode	SD
Native	512	4.22	5.00	5.00	1.03
Nonnative	118	3.10	3.00	3.00	1.30
Not Sure	6	3.50	4.00	4.00	0.83

p value: <.0001

<u>Grammar</u>

Another construct addressed in the student questionnaire related to the teachers'
grammar knowledge and teaching. Responses to Q16, *My English teacher knows the*
English grammar very well, were quite positive at the beginning of the semester and
showed very little change over time. This time, however, students taught by NNESTs
ended up agreeing slightly more to the statement than students taught by NESTs, as can
be seen in Tables 14 and 60. It is the statement that showed the least variations in
responses given at the end of the semester, and the only time responses in the "Native"
group did not change at all over time.

Table 14
Mean, median, mode, and standard deviation by teacher group for My English teacher
knows the English grammar very well *at the beginning of the semester (Q16)*

Group	n =	M	Median	Mode	SD
Native	638	4.31	5.00	5.00	0.82
Nonnative	118	4.20	4.00	5.00	0.92
Not Sure	32	3.90	4.00	4.00	0.96

p value: <0.0001

Table 60
Mean, median, mode, and standard deviation by teacher group for My English teacher
knows the English grammar very well *at the end of the semester (Q16)*

Group	n =	M	Median	Mode	SD
Native	512	4.31	5.00	5.00	0.89
Nonnative	118	4.33	5.00	5.00	0.87
Not Sure	6	4.33	4.50	5.00	0.81

p value: 0.97

Responses to Q17, *My English teacher rarely makes grammar mistakes when*
he/she writes, differed significantly at the beginning and at the end of the semester, both
in the "Native" and in the "Nonnative" groups. While the change of attitudes of students
in the "Native" group was relatively small (with 44.57% of them strongly agreeing at the
beginning of the semester and 48.26% at the end), students in the "Nonnative" group
agreed significantly more at the end of the semester (47.06%) than at the beginning
(29.66%) (see Figure 15).
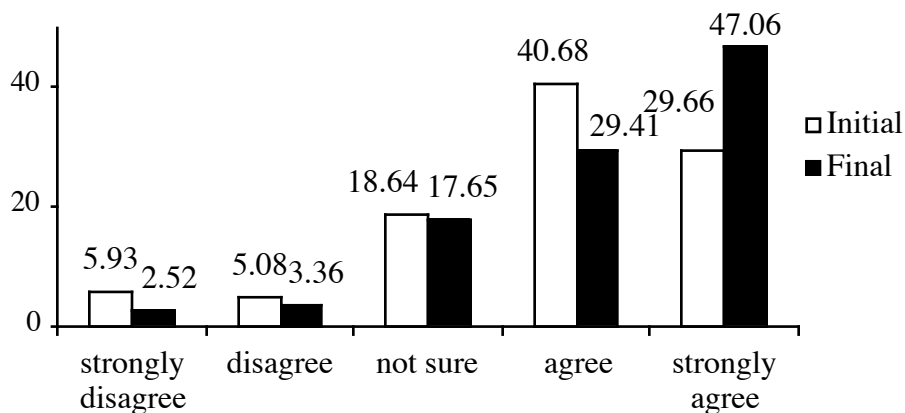
Figure 15. Percent of initial and final responses given by **students in the "Nonnative" group** to *My English teacher rarely makes grammar mistakes when he/she <u>writes</u>* (Q17, p value: 0.0296).

Another grammar statement was Q19, *My English teacher explains grammar rules very clearly*. Table 61 illustrates how responses given at the beginning of the semester by students taught by NESTs and NNESTs were not significantly different, although students in the "Nonnative" group responded slightly more positively about their teachers' explanations (mean: 3.98) than students in the "Native" group (mean: 3.92).

Table 61
Mean, median, mode, and standard deviation by teacher group for My English teacher explains grammar rules very clearly *at the beginning of the semester (Q19)*

Group	n =	M	Median	Mode	SD
Native	632	3.92	4.00	4.00	0.92
Nonnative	116	3.98	4.00	4.00	0.94
Not Sure	31	3.74	4.00	4.00	1.03

p value: 0.44

At the end of the semester, as shown in Table 62, attitudes had changed (significantly, for the "Nonnative" group) and students in the "Nonnative" group still believed more strongly (mean: 4.19) than students in the "Native" group (mean: 4.00) that their teachers explained grammar well.

Table 62
Mean, median, mode, and standard deviation by teacher group for My English teacher explains grammar rules very clearly *at the end of the semester (Q19)*

Group	n =	M	Median	Mode	SD
Native	510	4.00	4.00	5.00	1.00
Nonnative	118	4.19	4.00	5.00	0.90
Not Sure	6	3.83	4.00	4.00	0.75

p value: 0.13

Pronunciation

A positive change also took place with students' understanding of their teachers. At the beginning of the semester, as can be seen in Table 18, students in the "Native" group agreed and strongly agreed that they understood their teachers' pronunciation easily (Q22). Students in the "Nonnative" group were significantly more unsure.

Table 18
Mean, median, mode, and standard deviation by teacher group for I understand my English teacher's pronunciation easily *at the beginning of the semester (Q22)*

Group	n =	M	Median	Mode	SD
Native	636	4.24	4.00	5.00	0.87
Nonnative	116	3.85	4.00	4.00	1.15
Not Sure	32	3.90	4.00	4.00	1.17

p value: <.0001

At the end of the semester, students in the "Native" group understood their teachers' pronunciation better than before. Students in the "Nonnative" group understood their teachers significantly better, too, although still not as well as students in the "Native" group, as Table 63 shows.

Table 63
Mean, median, mode, and standard deviation by teacher group for I understand my English teacher's pronunciation easily *at the end of the semester (Q22)*

Group	n =	M	Median	Mode	SD
Native	514	4.38	5.00	5.00	0.88
Nonnative	118	4.16	4.00	5.00	1.02
Not Sure	6	3.66	3.50	3.00	0.81

p value: 0.01

Figure 16 shows an almost 15% increase in *strongly agree* responses at the end of the semester with students taught by NNESTs.
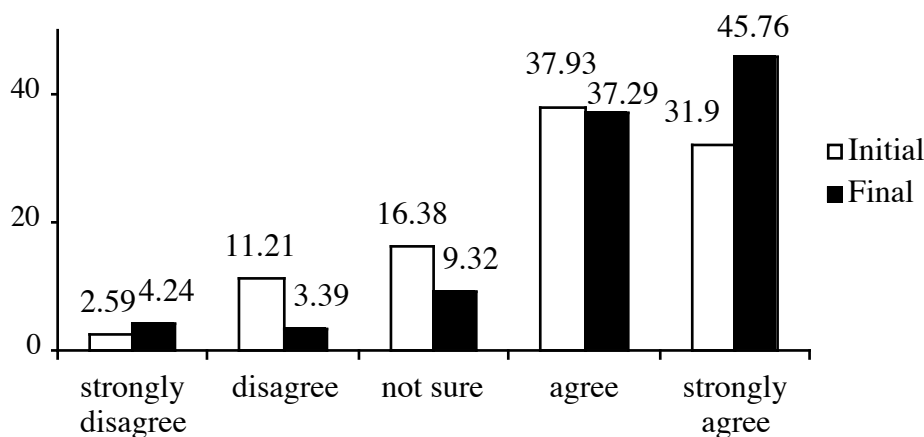
Figure 16. Percent of initial and final responses given by **students taught by NNESTs** to *I understand my English teacher's pronunciation easily* (Q22, p value: 0.0124).

Responses to Q20, *I understand what my English teacher is saying without a problem*, also showed a significant and positive change in students' answers. At the beginning of the semester, students in the "Nonnative" group understood their teachers significantly less (mean: 3.77) than students in the "Native" group (mean: 3.93). (It is surprising to note that students in the "Native" group did not seem to understand their teachers very well even though they were NESTs).

Table 17
Mean, median, mode, and standard deviation by teacher group for I understand what my English teacher is saying without a problem *at the beginning of the semester (Q20)*

Group	n =	M	Median	Mode	SD
Native	639	3.93	4.00	4.00	1.01
Nonnative	115	3.77	4.00	4.00	1.10
Not Sure	32	3.62	4.00	4.00	1.09

p value: 0.09

At the end of the semester, students in the "Nonnative" group understood their teacher as well as students in the "Native" group, as Table 64 shows.

Table 64
Mean, median, mode, and standard deviation by teacher group for I understand what my
English teacher is saying without a problem *at the end of the semester (Q20)*

Group	n =	M	Median	Mode	SD
Native	515	4.14	4.00	5.00	0.94
Nonnative	119	4.13	4.00	5.00	0.92
Not Sure	6	3.83	4.00	4.00	0.75

p value: 0.71

Figures 17 and 18 show attitude changes over time to the last statement about

pronunciation Q23, *English teachers should all speak with a perfect American accent.*
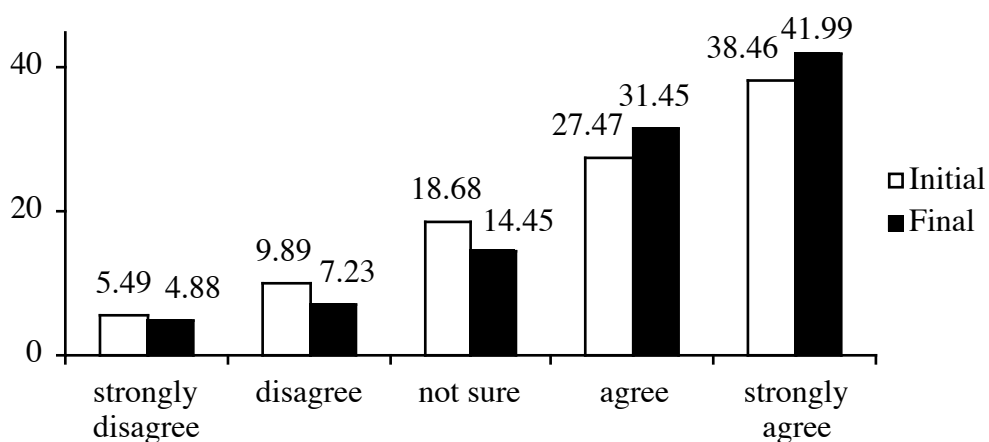
Figure 17. Percent of initial and final responses given by **students taught by NESTs** to
English teachers should all speak with a perfect American accent (Q23, p value: 0.0046).
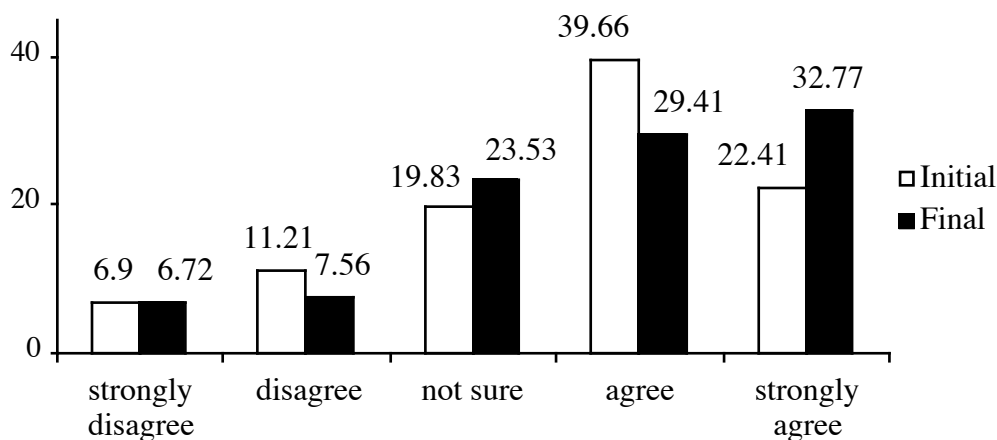
Figure 18. Percent of initial and final responses given by **students taught by NNESTs** to
English teachers should all speak with a perfect American accent (Q23, p value: 0.6495).

While students taught by NESTs barely changed their minds with time and exposure to their teachers and strongly agreed to the statement at the end of the semester, students taught by NNESTs changed their minds during the semester but still agreed less than students taught by NESTs to this statement.

Final Statements

Responses given to the last three Likert-scale statements on the student questionnaire illustrate once again the overall pattern that students taught by NNESTs have a more positive attitude towards NNESTs in general than students taught by NESTs. At the beginning of the semester, students taught by NESTs somehow agreed (mean: 3.56) that *NATIVE English speakers make the best English teachers* (Q24), while students taught by NNESTs were significantly more unsure as Table 16 shows.

Table 16
Mean, median, mode, and standard deviation by teacher group for NATIVE English speakers make the best English teachers *at the beginning of the semester (Q24)*

Group	n =	M	Median	Mode	SD
Native	630	3.56	4.00	3.00	1.17
Nonnative	117	3.23	3.00	3.00	1.25
Not Sure	30	3.70	4.00	5.00	1.17

p value: 0.01

At the end of the semester, students taught by NESTs agreed significantly more than at the beginning, while students taught by NNESTs agreed significantly less.

Table 65
Mean, median, mode, and standard deviation by teacher group for NATIVE English speakers make the best English teachers *at the end of the semester (Q24)*

Group	n =	M	Median	Mode	SD
Native	513	3.66	4.00	5.00	1.18
Nonnative	117	3.04	3.00	3.00	1.28
Not Sure	6	4.16	4.50	5.00	1.16

p value: <.0001

Responses to Q25, *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher,* showed an unusual distribution. It is the only time in the "Native" group that the median and the mode are 3.0 (*not sure*). Responses are slightly more positive at the end of the semester but by far not as positive as responses given by students taught by NNESTs. At the end of the semester, only 17.86% of the students taught by NESTs strongly agreed, while as many as 42.02% of the students taught by NNESTs strongly agreed, as Figures 19 and 20 show.
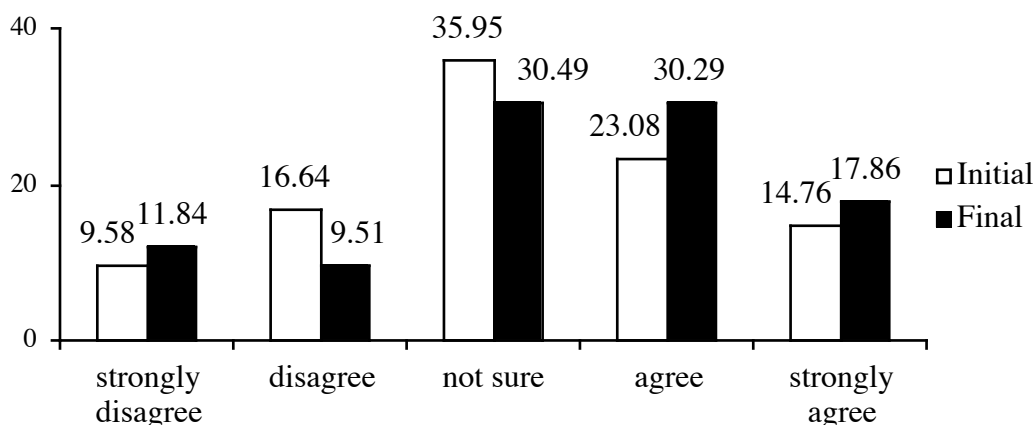
Figure 19. Percent of initial and final responses given by **students taught by NESTs** to *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher* (Q25, p value: 0.0057).
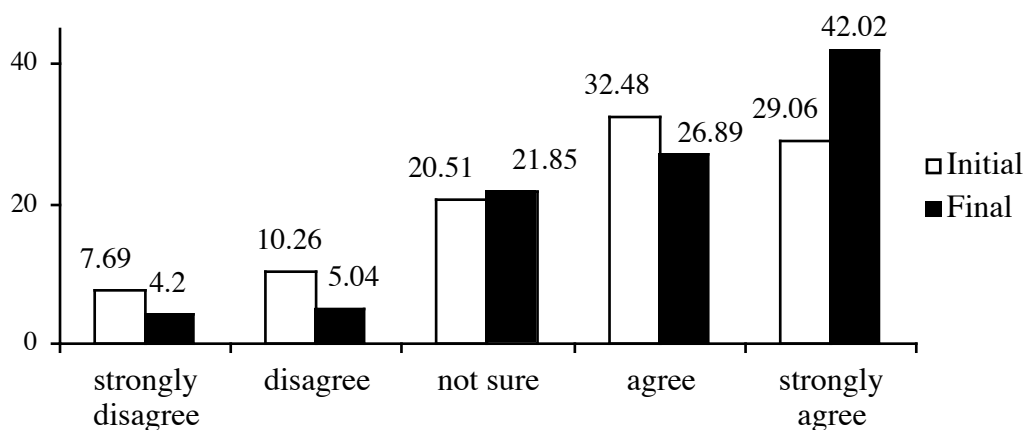
Figure 20. Percent of initial and final responses given by **students taught by NNESTs** to *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher* (Q25, p value: 0.0027).

Since the influence of time on students' attitudes towards their teachers needs to be understood well, a figure was created that compares the responses of students taught by NESTs and those taught by NNESTs at the beginning and the end of the semester to Q25. On Figure 21, the *strongly agree* responses are strikingly different not only between students in the "Native" and those in the "Nonnative" groups, but also at the beginning and the end of the semester.
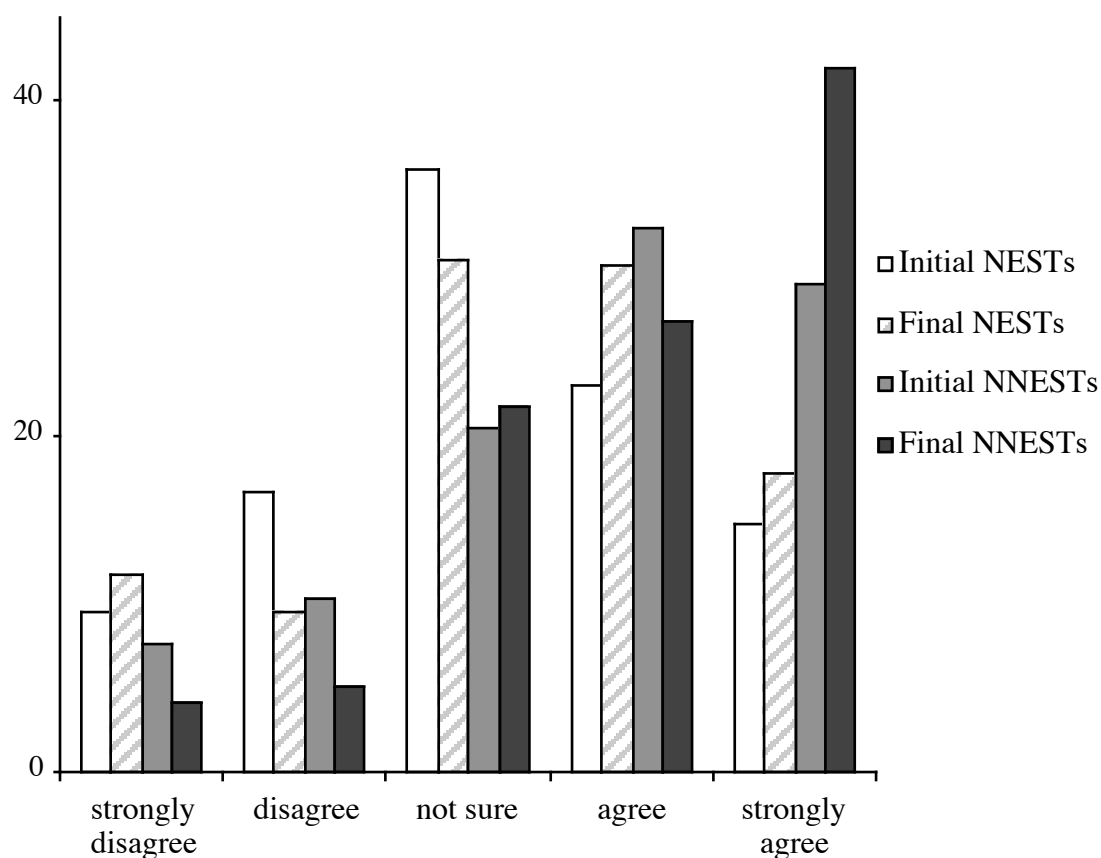
Figure 21. Percent of initial and final responses given by **students taught by NEST AND NNESTs** to *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher* (Q25).

Responses to Q26, *I don't care where my teacher is from, as long as he/she is a good teacher for me*, also show key differences between earlier and later responses given by students in the "Native" and "Nonnative" groups. While responses given by students taught by NESTs were quite similar at the beginning and at the end of the semester,

responses given by students taught by NNESTs were the most positive responses of all responses ever given by students in the "Nonnative" group. Only 46.99% of students taught by NESTs agreed that they did not care where their teacher came from, while 56.41% of students taught by NNESTs did at the beginning of the semester. By the end of the semester, responses of students taught by NNESTs had increased to 70.59%. As with Q25, a figure was created (see Figure 22) to allow for an easier comparison of responses given by students in the "Native" and the "Nonnative" groups.
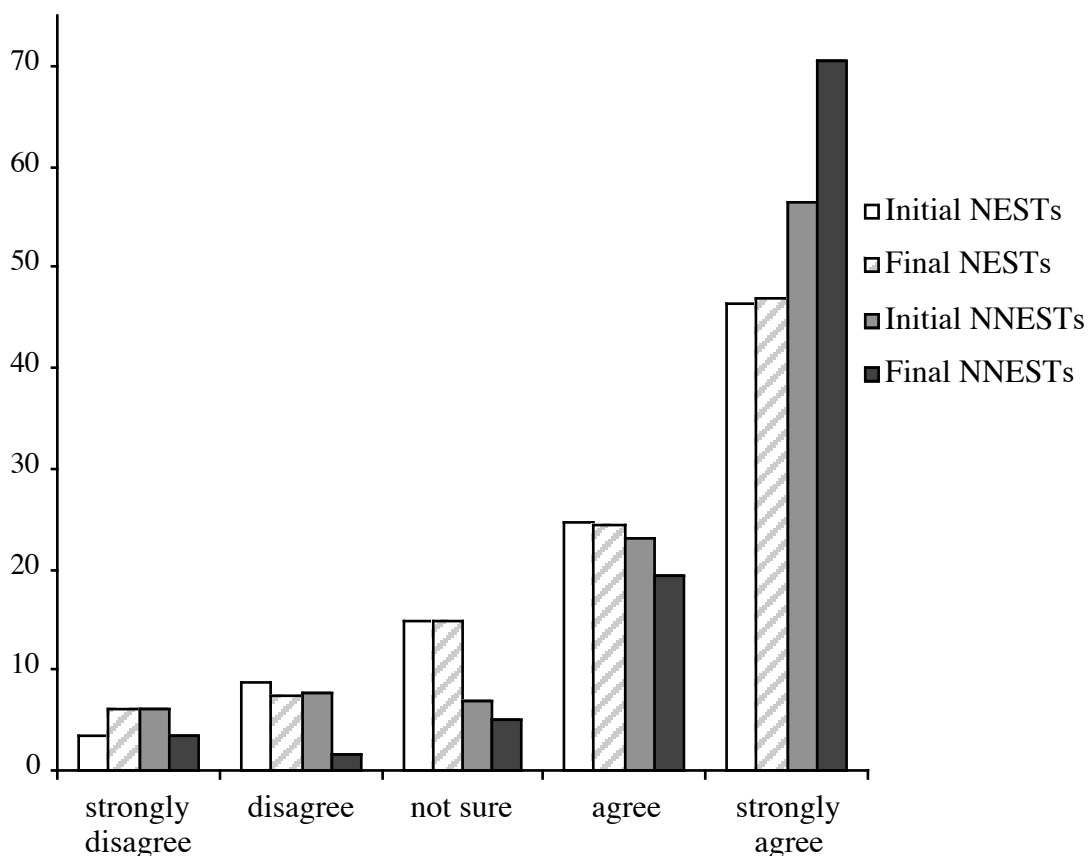
Figure 22. Percent of initial and final responses given by **students taught by NESTs AND NESTs** to *I don't care where my teacher is from, as long as he/she is a good teacher for me* (Q26).

Tables 22 and 66 also show the significant difference between responses given at beginning and the end of the semester by students in the different group. The exceptionally positive average answers to Q26 at the end of the semester, by students in

the "Nonnative" group, is noteworthy. Few statements were given such high evaluations by this group of students.

Table 22
Mean, median, mode, and standard deviation by teacher group for I don't care where my teacher is from, as long as he/she is a good teacher for me *at the beginning of the semester (Q26)*

Group	n =	M	Median	Mode	SD
Native	636	3.97	4.00	5.00	1.20
Nonnative	117	4.16	4.00	4.00	0.97
Not Sure	31	4.25	5.00	5.00	1.15

p value: 0.16

Table 66
Means, medians, modes, and standard deviations by teacher group for I don't care where my teacher is from, as long as he/she is a good teacher for me *(Q26, N=640)*

Group	N =	Mean	Median	Mode	Std dev
Native	515	3.98	4.00	5.00	1.21
Nonnative	119	4.52	5.00	5.00	0.92
Not Sure	6	4.00	4.00	3.00	0.89

p value: <.0001

Conclusion

The responses discussed above show that time can have a significant influence on students' attitudes towards their teachers. Overall, changes regarding NNESTs were more significant and generally more positive in the "Nonnative" group of students than in the "Native" group.

Students' attitude towards both NESTs and NNESTs became generally more positive with time, although students in the "Native" group did not agree at the end of the semester (mean: 4.03) as much as at the beginning of the semester (mean: 4.25) that their teacher was a good English teacher. Reasons for this negative change are unknown.

Interestingly, teachers' appearance seemed to become less "foreign" with time and differences at the beginning and the end of the semester regarding students' understanding of their teachers' "accent" were also striking: only 31.9% of the students taught by NNESTs strongly agreed that they understood their teachers' pronunciation at

the beginning of the semester, but as many as 45.76 of them strongly agreed at the end of the semester. Additionally, only 32.77% of the students taught by NNESTs strongly agreed, at the end of the semester, that all ESL teachers should speak with a "perfect American accent." Students' attitudes towards the grammar knowledge of their teachers showed little change over time, although students did seem to believe that both NESTs and NNESTs made fewer mistakes when they spoke and wrote at the end of the semester than at the beginning.

One of the most significant changes could be observed with Q25. While only 29.06% of the students taught by NNESTs strongly agreed that they could learn English just as well from a NNEST as from a NESTs, 42.02% of them strongly agreed that they could do so at the end of the semester. In contrast, only 14.76% of the students taught by NESTs strongly agreed to this statement at the beginning of the semester and 17.86% did at the end. This once again confirms what was uncovered in previous chapters: students who already have NNESTs realize that NNESTs can be good teachers, and time and exposure to these NNESTs only confirms this appreciation.

Finally, another very significant and noteworthy result is the difference between students taught by NESTs and those taught by NNESTs when asked, at the end, if they cared about where their teacher came from. To the statement *I don't care where my teacher is from, as long as he/she is a good teacher for me*, 46.99% of the students taught by NESTs strongly agreed while as many as 70.59% of the students taught by NNESTs strongly agreed and 19.33% agreed.

The next chapter investigates ESL teachers' self-perceptions of their strengths and weaknesses as well as IEP administrators' beliefs and practices.

CHAPTER SEVEN

TEACHERS AND ADMINISTRATORS' RESPONSES

Previous chapters looked at ESL students' initial attitude towards their NESTs and NNESTs, at the different variables that influenced these attitudes, and finally at the changes of attitudes that occurred during one semester with exposure to NESTs and NNESTs. Looking now at the teachers and administrators' perspectives, this chapter presents ESL NESTs and NNESTs' self-perceptions of their strengths and weaknesses, as well as IEP administrators' hiring practices and beliefs about NESTs and NNESTs.

As a reminder, 96 ESL teachers responded to the online teacher questionnaire. Eighteen of these participants identified themselves as NNESTs, one did not respond to the question, four spoke English as an additional language but identified themselves as native speakers of English, and five identified themselves as native speakers of two languages. These self-descriptions underline the inadequacy of the native/nonnative dichotomy. They also raise questions about the students' understanding of (non-) nativeness and how they decided that their teacher was a native or a nonnative speaker of English. Five of the 78 NESTs teachers said that their students sometimes mistook them as NNESTs because of their accent or physical appearance, and five of the 18 NNESTs said that they were sometimes thought to be NESTs for similar reasons. One of these five NNESTs chose not to tell his or her students that she/he was a NNEST.

The 96 participating ESL teachers were 23 males and 71 females (2 responses about gender were missing), came from 19 different IEPs, and the great majority of them had or was in the process of obtaining a Master's degree in TESOL, Applied Linguistics, or other similar language education degree.

The 21 administrators from 19 IEPs who participated were 19 (90.47%) native speakers, one (4.76%) bilingual speaker (English/Spanish) and one (4.76%) nonnative speaker of English (Arabic/French), eight males (38.09%) and 13 females (61.90%).

Discrimination and Responses to Discrimination

After demographic questions, the next section on the teacher questionnaire asked participants about their experience at their current IEP. The first question asked teachers if students in their IEP sometimes made discriminatory comments against NNESTs. Out of 93 respondents, 34 (36.56%) of them said yes and 59 (63.44%) said no. Among those who responded yes, there were seven NNESTs. The other 11 NNESTs responded no, which shows that these 11 NNESTs did not directly experience discrimination from students or other teachers, although one NNEST adds, "I have never heard any negative comments. However, I do hear [from other] teachers [that some students] don't particularly like me." As can be seen in Figure 23, NESTs and NNESTs did not have the same experiences, but the differences are not as sticking as could be expected from the review of literature.
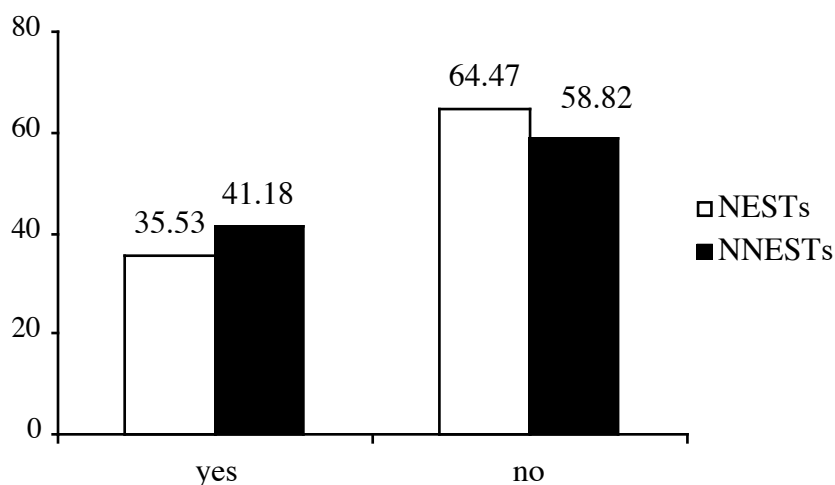
Figure 23. Percent of responses by NESTs and NNESTs to the question *Do students in this IEP sometimes make discriminatory comments about NNS instructors?* (N = 93).

When asked how they responded or would respond to discriminatory comments, several ESL teachers explained that they tell students about NNESTs' strengths (grammar knowledge, etc.), that there are different accents even in the United States, and that it is very important to be accustomed to different accents in today's multicultural world. As one teacher explained,

I ask students how they plan to use English in the future. Inevitably, they will use it in a context whereby they will come across many types of users of English, not just native speakers. I stress that being exposed to a variety of accents and uses of English, from a professional and trained teacher, will benefit them in the short and long run.

Other teachers said that they did not try to convince students that NNESTs could be good teachers because they believed that "no words can convince them that they are in good hands." Others tried to "evaluate the reason behind the comments" or advised the students "to speak to the teacher directly." Some teachers acknowledged that "there are many different dialects of English that [students] must get used to," that "[NNESTs'] experience adds a lot to the class that [NESTs] cannot add because [they've] never been through the experience of learning English," and that "[students] are lucky to have such a good role model."

IEP administrators seemed to be slightly more aware than teachers of ongoing discrimination by ESL students against NNESTs. This is unsurprising, as many students will not want to confront NNESTs directly but will complain about them to school administrators. When asked how they responded to discrimination, responses included comments such as, "we engage students and teachers in conversations about specific issues and a larger conversation about English internationally and in the university." Other administrators explained to their students that, "English is spoken in many different rhythms and with somewhat different pronunciation and that as citizens of the world people need to listen and adjust to speaking differences."

Another administrator explained that, "there are many 'Englishes' in the world. No one, including native speakers, is always correct all of the time," and yet another one responded, "We hire instructors based on their preparation to teach not on whether they speak English as their native language. If students express concerns I tell them that the NNEST is an excellent role model for them and they should try to learn to speak, read, etc. as well as the nonnative teacher." A different perspective came from one administrator who explained that if his/her students' complained about NNESTs, "[he/she] would explore the students' comments and feelings with them to determine

whether the students are projecting their own frustrations and insecurities onto a teacher, which is the most likely scenario."

The most comprehensive response to students' complaints was given by Maple's IEP administrator:

> I have responded in several ways. 1) I point out that the NNEST is a good example of how proficient someone can get in another language (to the point of being able to teach the language); 2) I also explain that this instructor is well equipped to help student with strategies to learn the language because s/he has gone through the same process as the current student; 3) Finally, I ask the student if they would rather I hire someone off the streets just because they are native speakers or if they would rather have a professional who knows what s/he is doing? That usually causes the student to pause and realize that he isn't being very fair.

While most NESTs would stand up for their NNEST colleagues when hearing discriminatory comments from students, one NEST responded, "I think it is a subject worthy of discussion. Would you like to learn to play the violin from someone who didn't play it well? Volleyball? Dancing?" Few NESTs seemed to have such feelings towards NNESTs. Similarly, while the great majority of NNESTs felt that they could talk to mentors or IEP administrators if they encountered discrimination, one NNEST disagreed and explained that, "No, not really. If I want to keep my job, I've been taught to avoid any negative confrontation with any individual in an administrative position."

When asked if their overall experience as an instructor at their current IEP was positive, four teachers (4.17%) strongly disagreed. Only one of these four teachers was a NNEST. The other teachers were quite satisfied with their experience. At the same time, IEP administrators agreed (70.58%) but not very strongly (see Figure 24), that their teachers' experiences at their IEP seemed to be positive in general.
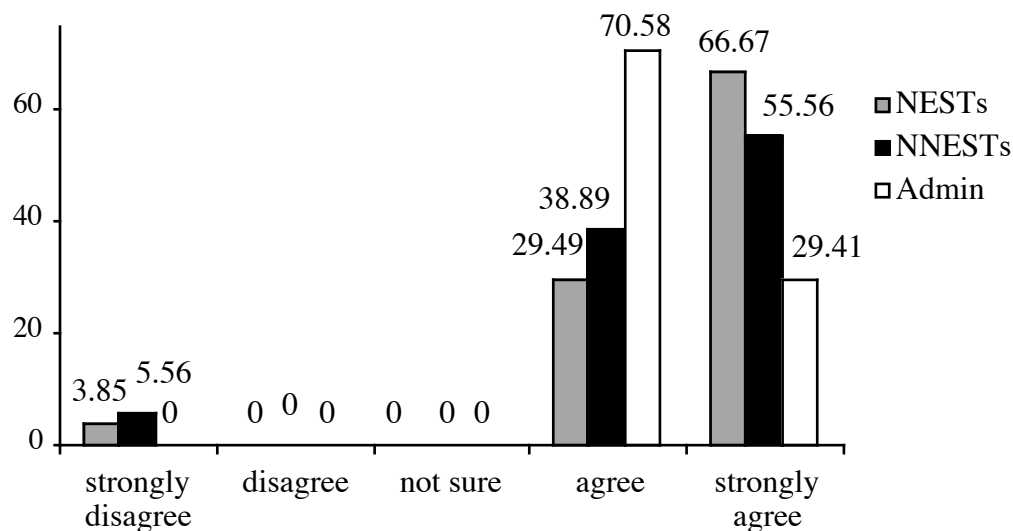
Figure 24. Percent of responses by NESTs, NNESTs, and IEP administrators about *their [teachers'] positive experience working at their IEP* (N = 96 teachers, 21 administrators).

NESTs and NNESTs' teaching experiences thus seem to be positive overall, even if some discrimination exists. It was unclear, however, if this discrimination was uniquely geared towards NNESTs or if it was the normal result of differences in teaching styles, personalities, etc.

Another concern was the fear of talking to the administration felt by one NNEST, which could reveal a need for more open communication channels. Assigning mentors to all new teachers during their first teaching semester might allow teachers who encounter difficulties because of their nonnativeness or for other reasons to discuss openly with their mentors, without having to talk to intimidating administrators higher up.

The next section on the teacher questionnaire asked about the teachers' perceived strengths and weaknesses in different areas.

Teachers' Self-Perceptions

NESTs and NNESTs were asked two kinds of questions about their professional and linguistic skills. First, they were asked to describe their level of proficiency in English in different areas on a Likert scale ranging from very low to very high. While tables with means and standard deviations would have given some indication about

teachers' self-assessments, these numbers would not have shown where the differences could occur.

When looking at the following figures, it is crucial to remember that there were only 18 NNESTs for 78 NESTs. The following figures (25-32) show the areas where NESTs and NNESTs responded differently to questions in this section.
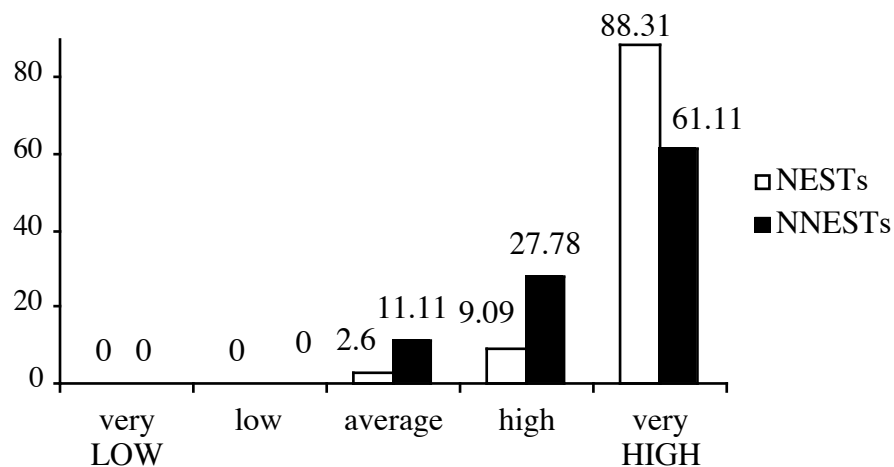
Figure 25. Percent of responses by NESTs and NNESTs about their *Reading Comprehension* (N = 93).
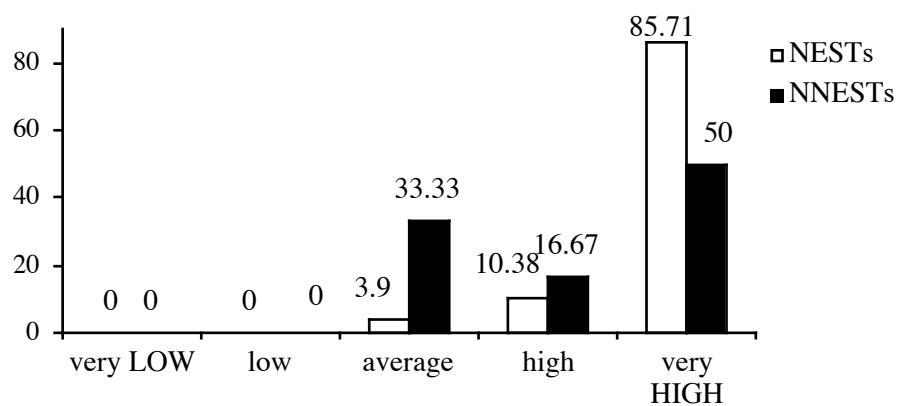
Figure 26. Percent of responses by NESTs and NNESTs about their *Writing/Composition* skills (N = 95).
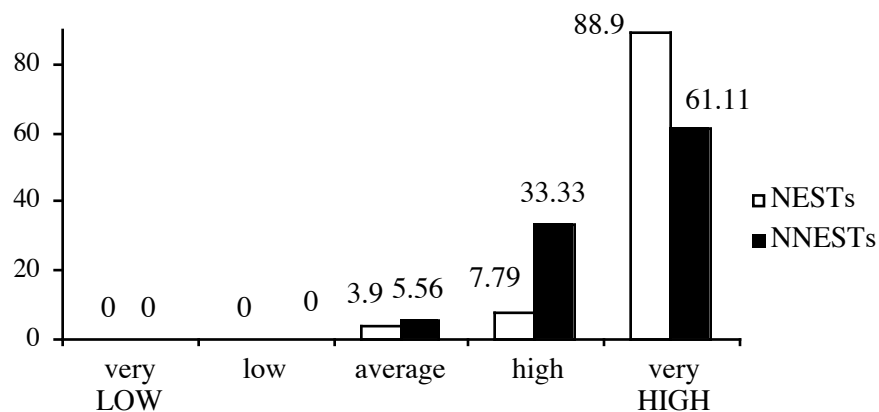
Figure 27. Percent of responses by NESTs and NNESTs about their *Listening comprehension* (N = 95).
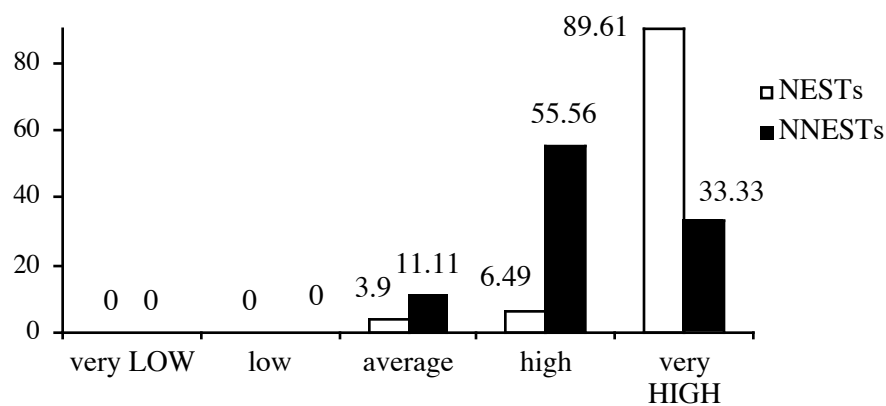
Figure 28. Percent of responses by NESTs and NNESTs about their *Speaking/oral communication* (N = 95).
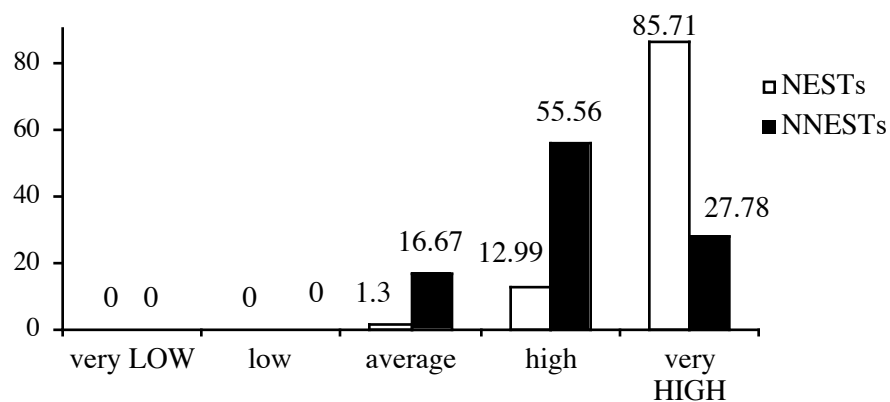
Figure 29. Percent of responses by NESTs and NNESTs about their *Grammar accuracy in use* (N = 93).
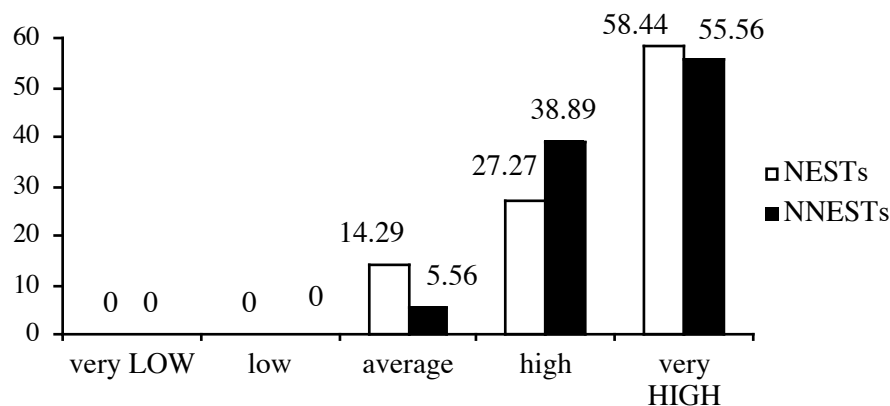
Figure 30. Percent of responses by NESTs and NNESTs about their *Knowledge of grammar rules* (N = 94).
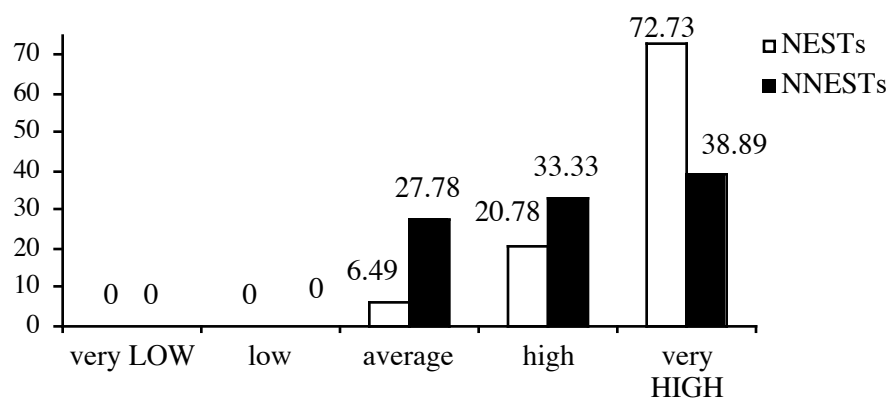
Figure 31. Percent of responses by NESTs and NNESTs about their *Breadth of vocabulary* (N = 94).
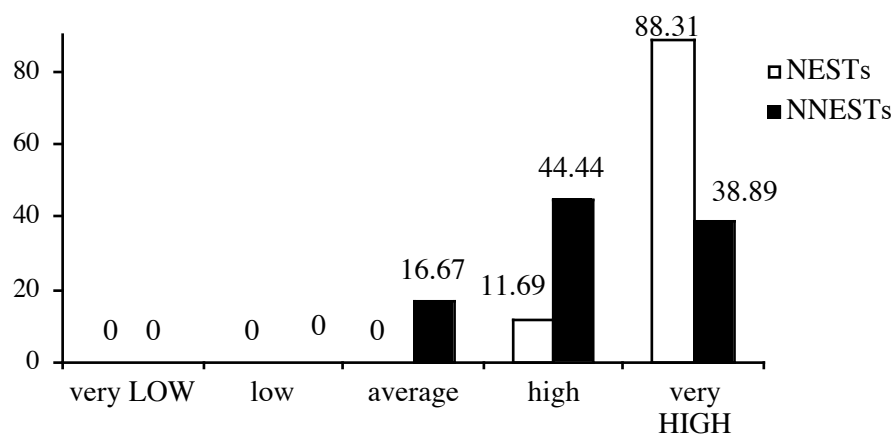
Figure 32. Percent of responses by NESTs and NNESTs about their *Pronunciation* skills (N = 95).

As can be seen in the above tables, NESTs and NNESTs were not at all similar in their self-evaluations. Overall, NNESTs were more insecure, especially in the areas of oral communication, vocabulary, writing/composition, and grammar accuracy in use. Alternatively, they felt overall than NESTs about their knowledge of grammar rules (see Figure 30). In contrast, NESTs were very unsure about their knowledge of grammar rules and their breadth of vocabulary. One NEST (teaching at an IEP that had not hired NNESTs that semester) added, "Since I'm native speaker of English, I skipped the sections [in the questionnaire] asking about competence in English."

These results reflect that indeed, NNESTs *are* a lot more insecure than NESTs about their English proficiency and knowledge (see Reves & Medgyes, 1994, for example). They do not reveal, however, if NNESTs' level of proficiency in different areas is, in reality, lower than that of NESTs.

The next questions asked teachers about their level of comfort when teaching different skills. The initial thought was that NESTs would feel very comfortable in their use of grammar, for example, but possibly less comfortable teaching Grammar. The following figures (33-42) present the responses of NESTs and NNESTs. The abbreviations used in the figures are: VU: Very Uncomfortable; U: Uncomfortable; A: Average; C: Comfortable; and VC: Very Comfortable.
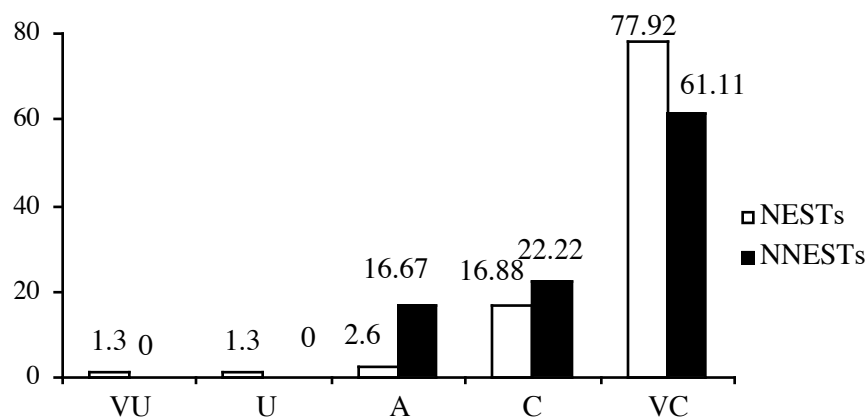
Figure 33. Percent of responses by NESTs and NNESTs about their comfort teaching *Reading* (N = 95).
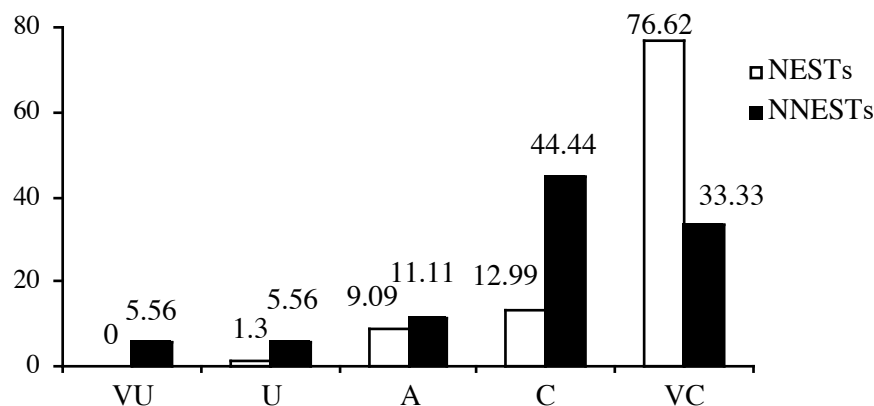
Figure 34. Percent of responses by NESTs and NNESTs about their comfort teaching *Writing/Composition* (N = 95).
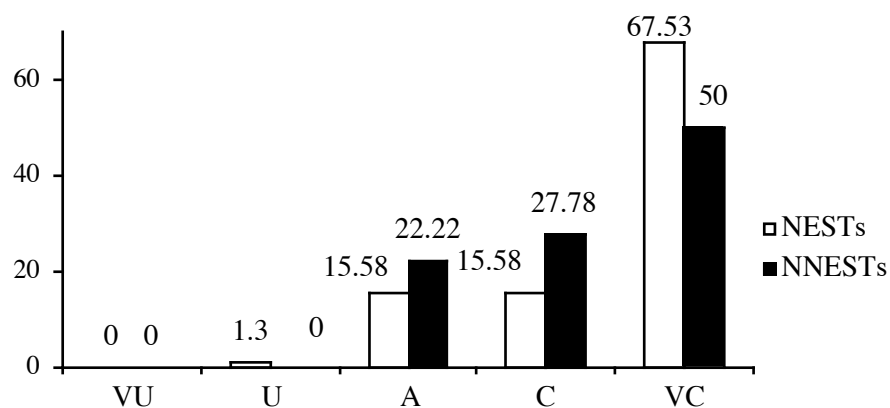
Figure 35. Percent of responses by NESTs and NNESTs about their comfort teaching *Listening* (N = 94).
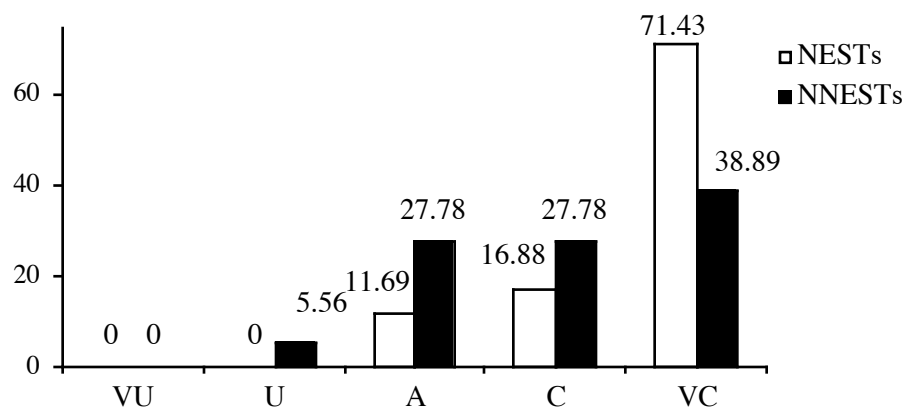
Figure 36. Percent of responses by NESTs and NNESTs about their comfort teaching *Speaking/Oral communication* (N = 95).
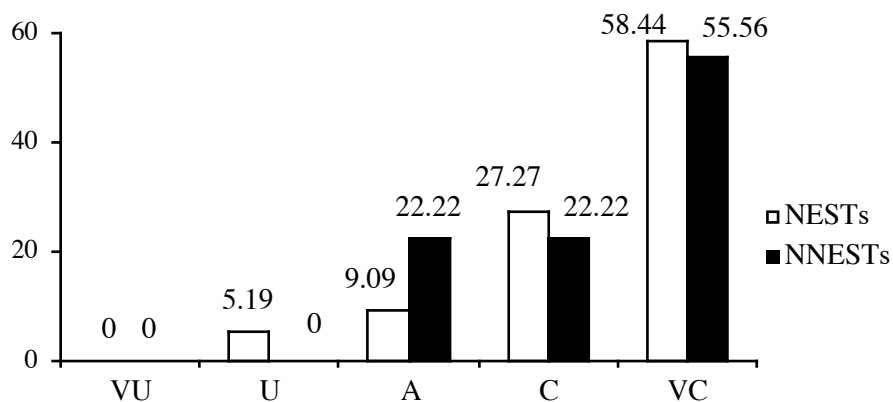
Figure 37. Percent of responses by NESTs and NNESTs about their comfort teaching *Grammar* (N = 95).
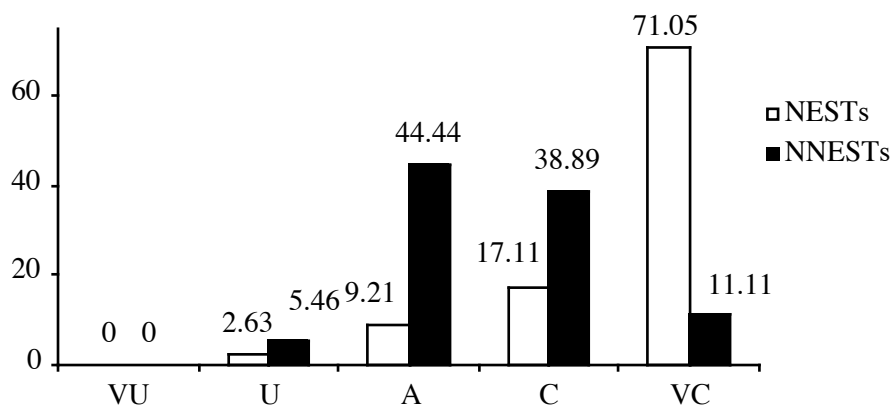
Figure 38. Percent of responses by NESTs and NNESTs about their comfort teaching *Culture* (N = 95).
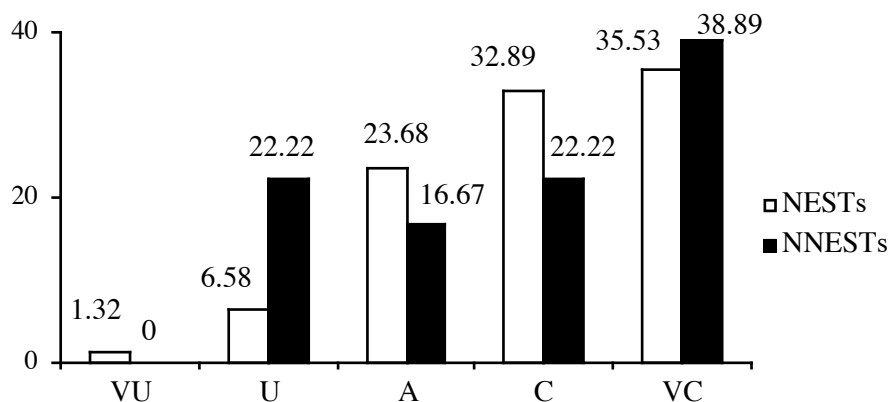
Figure 39. Percent of responses by NESTs and NNESTs about their comfort teaching *Test Preparation* (N = 93).
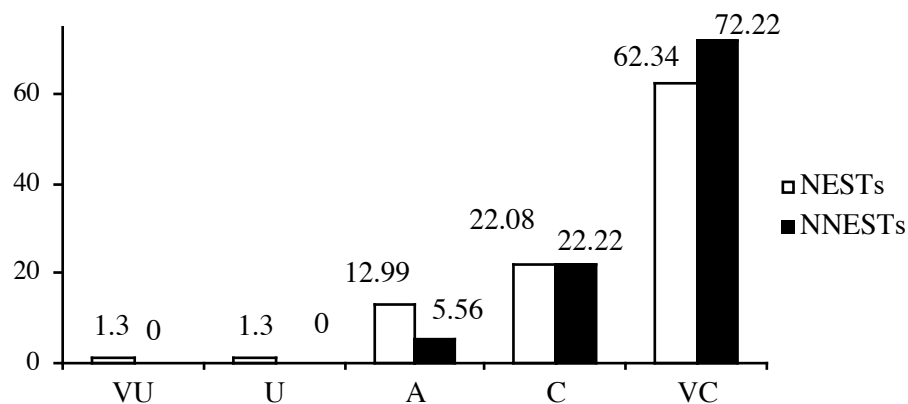
Figure 40. Percent of responses by NESTs and NNESTs about their comfort teaching *lower-level classes* (N = 95).
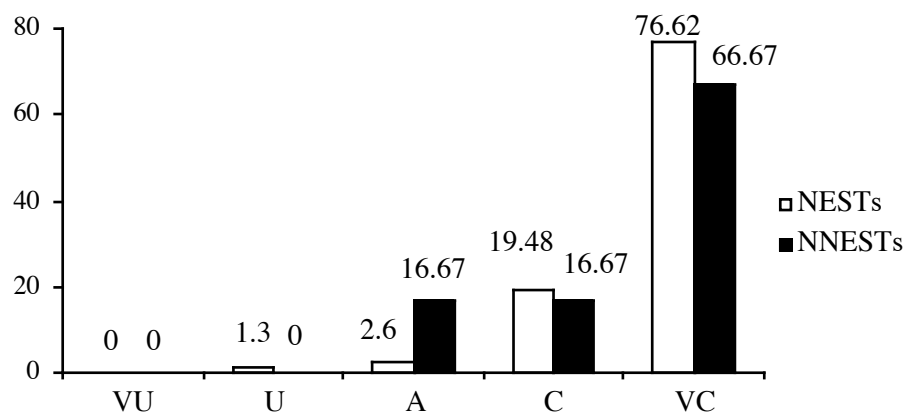
Figure 41. Percent of responses by NESTs and NNESTs about their comfort teaching *intermediate-level classes* (N = 94).
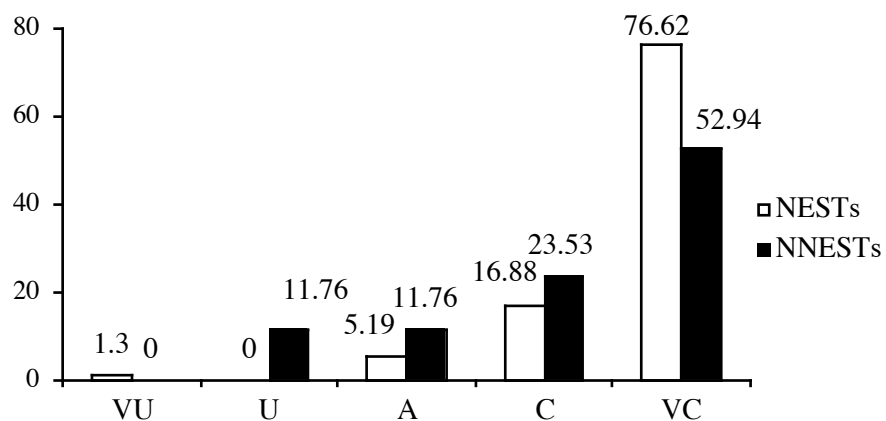
Figure 42. Percent of responses by NESTs and NNESTs about their comfort teaching *higher-level classes* (N = 95).

A first finding is that NNESTs overall did not feel as comfortable teaching as NESTs and felt especially uncomfortable teaching Speaking, Culture, and Writing/Composition. The first two subjects are not surprising, and reluctance to teach Writing/Composition is understandable since they did not evaluate their writing skills very high. NNESTs also felt uncomfortable teaching Reading and Listening. Both NESTs and NNESTs were uncomfortable teaching Test Preparation courses.

Finally, NNESTs felt quite comfortable teaching Grammar and courses of lower and intermediate levels. In fact, NNESTs seemed even more comfortable than NESTs teaching classes of lower levels. This last result needs to be compared to the analysis of students' responses: students at higher levels of proficiency seemed to have a more positive attitude towards NNESTs than students at lower levels. The reasons for this paradox are unknown, although part of the response might lie in the definition of "comfort" and how it relates to NNESTs' self-esteem (which, as was noted earlier, can be problematically low) as opposed to their actual teaching qualities.

NNESTs' Strengths

Following the multiple-choice questions discussed above, two open-ended questions were asked to both native and nonnative English-speaking teachers. The first was, "What do you think are the most valuable qualities of NNESTs in general, if any?"

The most frequent responses given by NNESTs about their own perceived strengths were 1) their understanding of students' situation and needs (80.5%)[9], and 2) their language learning experience (77.7%). As one NNEST explained, "[we] have an ability to relate to the students in a way that a NEST does not. [We] can help students with difficulties and be a role model." Other comments by NNESTs included "[we] are very concerned about accuracy in using the language and knowing the reasons English is the way it is," and, "[we] look at culture from an outside perspective, so they can point

---

[9] These percentages were calculated by adding up the number of different strengths and weaknesses mentioned by NNESTs, categorizing the responses by themes, and calculating the frequency of responses belonging to the "grammar knowledge" or "cultural knowledge" categories, for example.

out things that [NESTs] may not notice." Another strength mentioned by NNESTs about their own teaching was their "desire to continue to learn and to demonstrate their own learning to students" as well as their desire to learn from students (44.5%).

NESTs recognized NNESTs' language learning experience (48.7%), their ability to be "good role models for students" (30.7%), and their "ability to understand and explain grammar rules" (19.2%). One NEST admired "NNESTs' ability to deal with criticism about being [NNESTs]," while many recognized qualities such as "[NNESTs'] resilience, hopefulness, strength, cultural wealth and resources" (41%). Similarly, several NESTs acknowledged NNESTs' dedication to teaching, their effort, their "enthusiasm," as well as their "kindness" and "patience" towards ESL students (43.5%); no NNEST mentioned these. Finally, very few NNESTs but 83.3% of the NESTs recognized the "additional cultural insights [NNESTs provide] for the English language learner."

Administrators more readily recognized NNESTs' pedagogical skills (24%) with comments such as, "they have learned English and their experience can assist them in lesson plans and learning strategies" and praised NNESTs for their "[knowledge on] how to use multiple techniques," and "curricular flexibility," as well as their "strong collegiality," "dedication," "creativity in the classroom" and "high standards (expectations) for students (academic and proficiency)" (14.5%). As one administrator explained, NNESTs' strengths include:

> Love of languages and cultures, ability to create a comfortable atmosphere in
> class to promote learning and cooperation among the students, and ability to reach
> students with different learning styles.

Administrators also recognized NNESTs as being "terrific role-models" (9.5%) and as having and "understanding experience of students in living/adapting to another culture and operating in another language" (24%).

These strengths are similar to those described by Arva and Medgyes (2000). However, participants in Arva and Medgyes' study also mentioned that NNESTs were often more strict and demanding than NESTs. While NNESTs' dedication was often recognized by the participating NESTs, only one administrator mentioned the "high standards (expectations) for students" as being a strength. Another strength recognized in

previous studies was NNESTs' ability to predict students' difficulties (see Medgyes, 1994, for example). However, his intuitive skill was only mentioned twice in this study.

A positive response to this question was NESTs' frequent admiration of NNESTs. While they might doubt NNESTs' language proficiency of knowledge of "American" culture (as discussed next), they recognized the multicultural awareness and understanding of students' challenges and needs that NNESTs brought to the classroom.

NNESTs' Weaknesses

The second open-ended question was, "What do you think are the most serious weaknesses of NNESTs in general, if any?" NNESTs' self-perceptions of their weaknesses included their "foreign accent" and "pronunciation" (39%), their "insufficient knowledge of idioms, nuances of the language, and culture, resulting in inability to recognize cultural references" (33.5%), their "lack of confidence" (27.7%), and poor knowledge of the English language (27.7%). As one NNEST explained, "[we] don't have the same feel for the language." Interestingly, one NNEST responded "grammar," which clearly contradicts the literature and the many NESTs and administrators who recognized NNESTs' grammar knowledge as a strength. As another NNEST explained, however, "even though I know English language rules better than the NSs, I just don't feel confident because that's not my first language." Finally, one NNEST did not appreciate the question and responded, "No one is perfect and no on has it all. If they are qualified ESL teachers, they are qualified ESL teachers. Period. What do you mean by 'most serious weaknesses'?"

When asked about NNESTs' weaknesses, NESTs overwhelmingly noted strong foreign accents and "bad" pronunciation (47.5%) although, as one teacher pointed out, "our students have more difficulty understanding our British-accented instructors than our NNESTs." Other responses included as lack of American cultural knowledge (28.2%) as well as "poor" self-confidence (15.3%). Some NESTs also mentioned "a lack of familiarity with things NESTs learn as children," and "syntactic errors that may be fossilized in some [NNESTs. These] instructors will be models for the English language

learners, causing confusion." Others explained that NNESTs "sometimes [are] not being able to emotionally stand up to students who are unhappy that they do not have a NEST," and that NNESTs may feel "that they are not good enough because English is not their first language. They are not respected enough as educators and they tend to respond by feeling less confident." Another weakness mentioned twice was the different teaching methods, with NNESTs having "allegiance to outmoded methodologies" and preferring "to teach using the methods with which they were taught, which might not be the most current or accepted in the US." More negative responses included,

> Students in an IEP pay a large amount of money to come to the US to learn
> English. Most places in the world have opportunities where a person can learn
> English; however, the reason many students come to the US is to have instruction
> from a native speaker. A NNS of English in an IEP MUST have near native
> fluency. I would be very upset if I went to England, for example, to study
> Shakespear [sic.] or English History only to have a professor from the U.S. there
> for a semester abroad teaching experience.

A few NESTs went as far as saying that NNESTs "teach incorrect information" and have a serious "lack of awareness of students," but comments such as these were rare. Cited among these responses was also that "all teachers make mistakes," can be too critical or unkind, can lack patience, or can have difficulties "simplifying their speech for lower level students," although several NESTs noted that NNESTs were more harshly criticized by their ESL students for these perceived weaknesses, whereas these weaknesses were more readily accepted as "normal" for NESTs.

Administrators identified three major weaknesses in NNESTs: foreign accent (38%), "over-dependence on didactic presentation of grammar" or "focusing too much on grammar" (33.3%), and lack of self-confidence (28.5%). One administrator also mentioned "the lack of experience with the culture of the classroom." Several administrators, however, did not find any major weaknesses that were particular to NNESTs. As one administrator explained,

> In general, the most serious weakness would be a degree of difficulty with
> pronunciation that leads to stress on the part of the students. Most often, the

students are less and less aware of the teacher's accent over time. If the students are confident in the teacher's knowledge, organization, and classroom management skills, the students are more forgiving about pronunciation. I have found that the [NNESTs] who receive complaints are more likely to be inexperienced; the complaint, then, is more an experience issue than a [NNEST] issue.

Another administrator concluded by saying that "In my opinion, [NNESTs' strongest weakness is] not believing that they have the right to teach English... Their own perception of themselves is flawed."

Very few of NNESTs' strengths and weaknesses identified in this study by ESL teachers and IEP administrators were unexpected. They mostly corroborated findings of previous studies. While these previous studies were conducted ten years ago or more, the results of the present study lead to the conclusion that very little has changed. NNESTs are still perceived by others through the same lens and still perceive themselves as having the same strengths and weaknesses as they did ten years ago. It seems to be the case that little is being done in teacher preparation programs to boost NNESTs' self-confidence, help them with cultural issues, and encourage their collaboration with NESTs, as some recent literature suggested could be beneficial (see Matsuda & Matsuda (2001), or de Oliveira & Richardson, (2004)).

<u>Instruction Aimed at NNESTs or About NNESTs</u>

The teacher questionnaire also addressed teacher education. One question asked, "During your training as an ESL instructor (if any), did you take part in any discussions or take any classes aimed specifically at future non-native English-speaking instructors? Please explain." Fifty-one teachers (53.6%) answered negatively and 28 teachers (29.4%) did not respond at all to this question, which in a way answers (negatively) the question. Only 17 teachers (17.7%) responded "yes," "maybe," or "it has been a while but I think so." A few teachers mentioned discussions about the "importance of impressions students and school administrators have about [NESTs]; specifically a preference for 'blond, blue

eyed' speakers of English even if less qualified" and "grammar review for NESTs and speech assessment for NNESTs." One NNEST took a class where "it was explained to us that the teacher was the model for his/her student and should therefore be highly proficient in the language. Accent was not really an issue." Two NESTs wrote, "we often discussed students' perceptions of [NNESTs] in classes" and, "we talked about the benefits and disadvantages of [NNESTs] teaching English."

One comment that was mentioned approximately ten times was that some or many "members of the class were nonnative English speakers," which allowed this type of discussion to take place. One NEST, for example, explains that,

> I took ESL Phonetics in which the majority of class members were nonnative speakers of English. We did practice teaching activities on each other in peer groups, particularly in pronunciation areas NNESTs have difficulty with.

Similarly, a few NESTs also mentioned "several discussions about the value of NNS instructors outside of the classroom." Except for a few other responses such as "no such courses were offered," and "no, all students enrolled were native speakers," these were all the answers given by the 96 teachers who responded to the teacher questionnaire.

Preparation for Teaching Assignments

Another question asked teachers: "Do you feel like your MA TESOL program (or other training program, if any) is preparing or did prepare you well for your teaching assignments? Please explain." Responses varied widely, but most teachers agreed that they had been prepared well for their teaching assignments. Many teachers felt that their "MA TESOL program prepared [them] well because it focused on practical teaching and not theory only," and that it "prepared [them] well for forming the theories behind what [they] choose to do in class." On the other hand, many teachers complained that it was "hard to see how to incorporate all [the] theory into the actual practice," or that "there's only so much a program can do. The best preparation is the actual experience." One NNEST also said, "It didn't necessarily prepare me specifically as a NNS teacher, but practical as well as theoretical aspects of teaching a language have been helpful for my

current teaching assignments," while another NNEST commented, "It gave me insights of the American teaching style."

A recurrent comment from both NESTs and NNESTs was that "experience is still clearly the best teacher." Yet, there were also negative responses, such as, "[Our] program did not provide extensive practical training. There was no practicum or student teaching required." This corroborates Mahboob's (2003) observations about the lack of practical training available to many NNESTs. As one student added, "In this program, only PhD students are allowed to become NNS ESL instructors."

When IEP administrators were asked: "How should/could MA TESOL programs (or other instructor preparation programs) prepare future ESL instructors to become excellent instructors?" their most common response was surprisingly consistent with teachers' responses: "Give lots of practice-teaching and teaching opportunities" and "a lot of opportunities to observe other teachers." If experience is what makes a teacher a "good" teacher and NNESTs are prevented from acquiring such experience, how can they ever become good teachers?

Other responses from administrators included, "Prepare the teachers to understand culture and to compensate with visuals if pronunciation is a problem," by providing "sessions on classroom culture," and "extensive reflection on the profession." Administrators also advised teacher educators to help future ESL teachers "by providing a variety of learning opportunities (observations in the IEP, course work, etc.), and by getting the teachers to develop their own philosophy for teaching," "[exposing them] to a solid foundation in the structure of the English knowledge, teaching methodology, issues in language pedagogy and policy and theory (e.g. re World Englishes, critical pedagogy)," "[increasing their] knowledge of language acquisition, pragmatics, sociolinguistics, content-based instruction," "mentoring or partnering [them] with native-speakers," giving "accent reduction class," "[encouraging] professionalism," as well as "[teaching] pronunciation and classroom management and expectations of non native speakers from a variety of cultures, teach awareness of non-verbal communication."

Two final comments seemed particularly important for the teacher education of NNESTs, given responses discussed earlier. The first comments was, "Prepare NNS

mentally for the attitudes that their students may have towards them. Share with them strategies for gaining the confidence of their students." The second comment was,

> The most important training involves the exposure to resources; new teachers need to know where they will be able to find answers in the future. Teacher training should also include the process of community building. Teachers should feel free to ask questions, to share their knowledge, and to cultivate their own teaching style. All members of the team should be aware of the needs of the whole and aware of the benefits of their individual contributions.

These responses can be summarized into two main areas: a need for a more solid and extensive practical training for both NESTs and NNESTs on the one hand, and a need for focused discussions on the topic of NESTs and NNESTs' strengths and weaknesses, challenges and successes, needs and achievements, on the other hand.

Overall ESL Teachers and IEP Administrators' Attitudes

Another section of the teacher and administrator surveys asked the respondents about their general beliefs about ESL teachers. They responded on six Likert-scale statements referred to as S1 (statement 1) through S6[10].

To S1, *NNESTs are often perceived by their students as good role models*, no teacher or administrator strongly disagreed and only two teachers disagreed. As can be seen in Figure 43 below[11], NNESTs agreed more readily to this statement than NESTs and administrators. This statement proved to be unintentionally problematic, however, since NESTs could be good English *speaking* role models while NNESTs could be seen as good English *learning* role models, and caution is advised in interpreting the results.

---

[10] Teacher and administrators surveys were offered online, which allowed some questions to be asked only to certain groups of teachers. For this reason, each question did not correspond to a single question number.

[11] P values and standard deviations could not be calculated since the answers came from different questionnaires. The figures shown here are the result of frequencies calculated for the answers given by NESTs, NNESTs, and administrators.
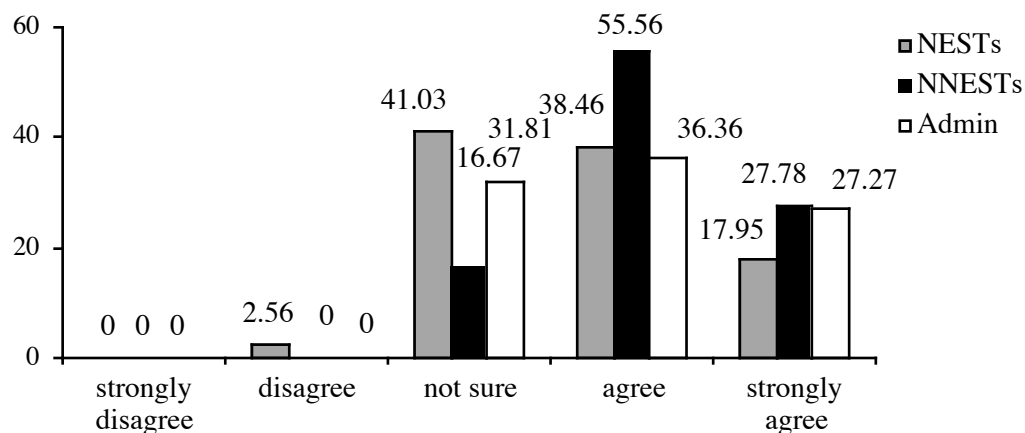
Figure 43. Percent of responses by NESTs, NNESTs, and administrators to *NNS ESL instructors are often perceived by their students as good role models* (S1, N = 96 teachers, 21 administrators).

Responses to S2, *Most ESL students think their instructors should have a native-like accent* show that the majority of teachers and administrators agreed or strongly agreed that students believed teachers should have a native-like accent (see Figure 44). Only a few NESTs strongly disagreed and NNESTs agreed slightly more strongly to this statement than NESTs and administrators.
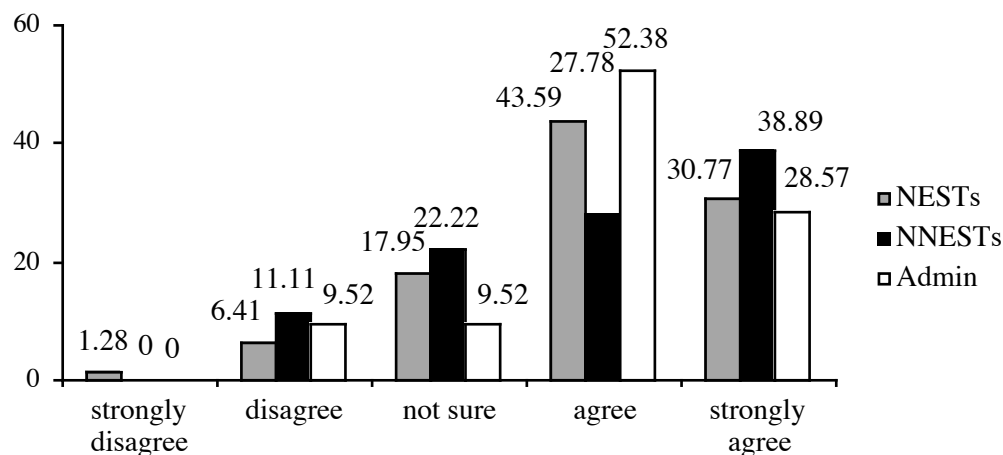
Figure 44. Percent of responses by NESTs, NNESTs, and administrators to *Most ESL students think their instructors should have a native-like accent* (S2, N = 96 teachers, 21 administrators).

S3, *NNS ESL instructors can help students cope with cultural adjustments to the U.S. better than NS ESL instructors,* was asked because previous studies (see Arva &

Medgyes, 2000, for example), mentioned that NNESTs can help students cope well with culture shock and adjustment to their new environment.
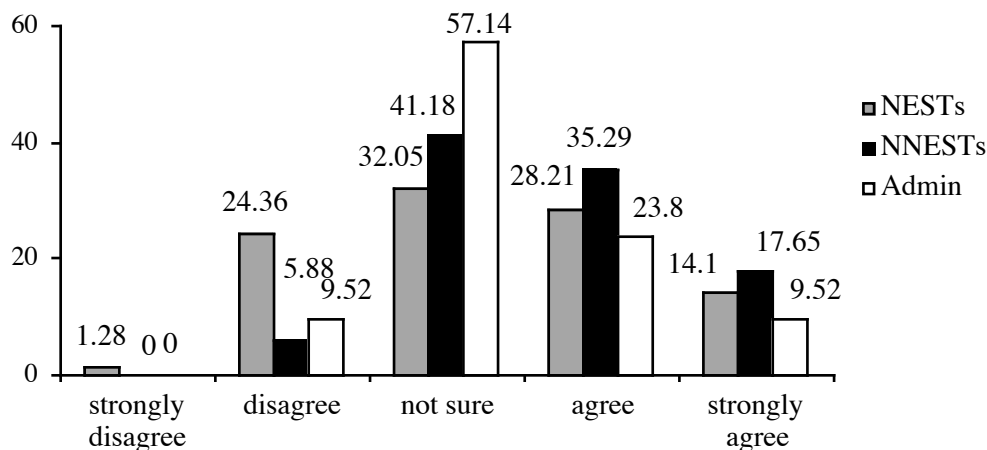
Figure 45. Percent of responses by NESTs, NNESTs, and administrators to *NNS ESL instructors can help students cope with cultural adjustments to the U.S. better than NS ESL instructors* (S3, N = 95 teachers, 21 administrators).

The lack of agreement seen in Figure 45 might be caused by the two meanings of the statement that were not apparent before the study started. On one hand, (this was the intended meaning), NNESTs have had to adjust to the new culture and environment like their students and might thus understand their needs and culture shock better than NESTs. On the other hand, NESTs are often praised by students for their knowledge of the "American culture," and consequently can help students learn about and adjust to their new environment faster. The two interpretations of this statement are contradictory. To S4, *Overall, NNESTs can teach English just as well as NESTs*, administrators strongly agreed while NNESTs agreed but less strongly, which, once again, shows NNESTs' lack of confidence. No one disagreed or strongly disagreed, but several NESTs were unsure. However, since the administrators who participated in this study were self-selected, their responses might not be representative of all IEP administrators' attitudes.
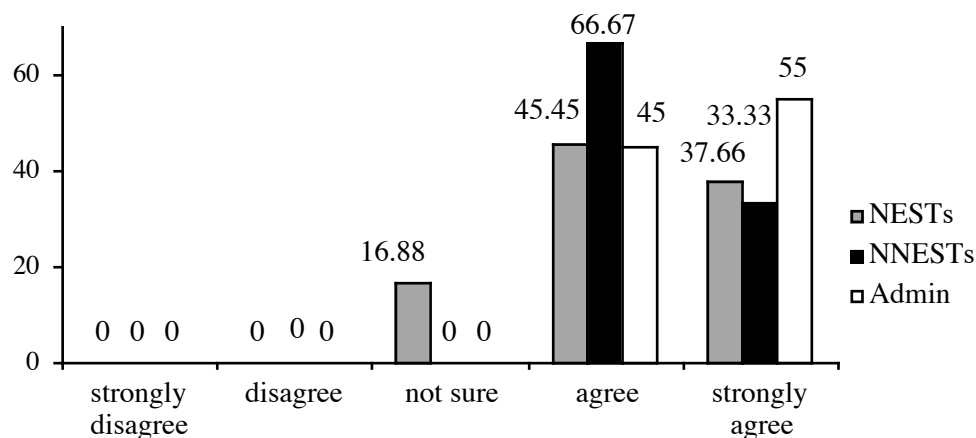
Figure 46. Percent of responses by NESTs, NNESTs, and administrators to *Overall, NNS can teach English just as well as NS* (S4, N = 95 teachers, 20 administrators).

Figure 47 shows teachers and administrators' responses to the statement, *NNESTs often have difficulties responding to students' questions* (S5). As with S1 and S2, this statement shows an ambiguity that was not anticipated. Is it asking about NNESTs' difficulties responding because they do not know the answers, or because their "poor" linguistic skills would not allow them to understand the question or respond adequately? In either case, most NESTs, NNESTs, and administrators disagreed or strongly disagreed.
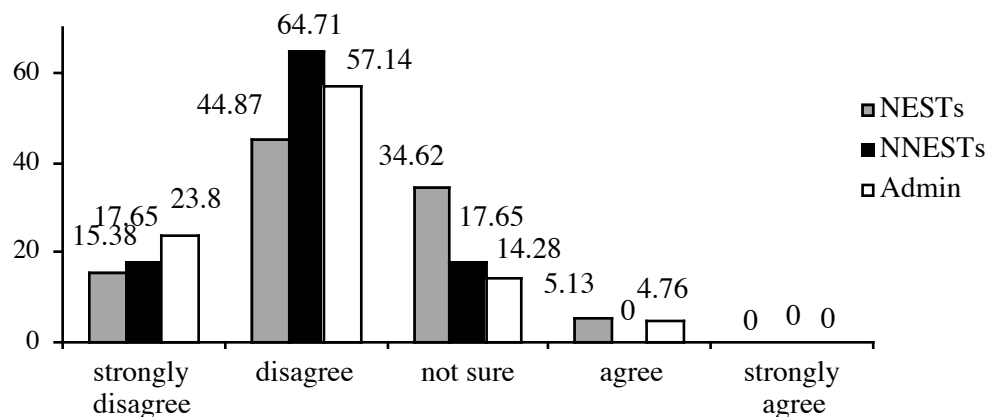
Figure 47. Percent of responses by NESTs, NNESTs, and administrators to *NNESTs often have difficulties responding to students' questions* (S5, N = 95 teachers, 21 administrators).

The last of the six statements was S6, *ESL instructors who speak more than one language understand ESL students' learning difficulties better than instructors who speak*

only one language. Unfortunately, these responses do not provide the reasons behind them and do not explain why, for example, 5.12% of the NNESTs disagreed or strongly disagreed to this last statement.
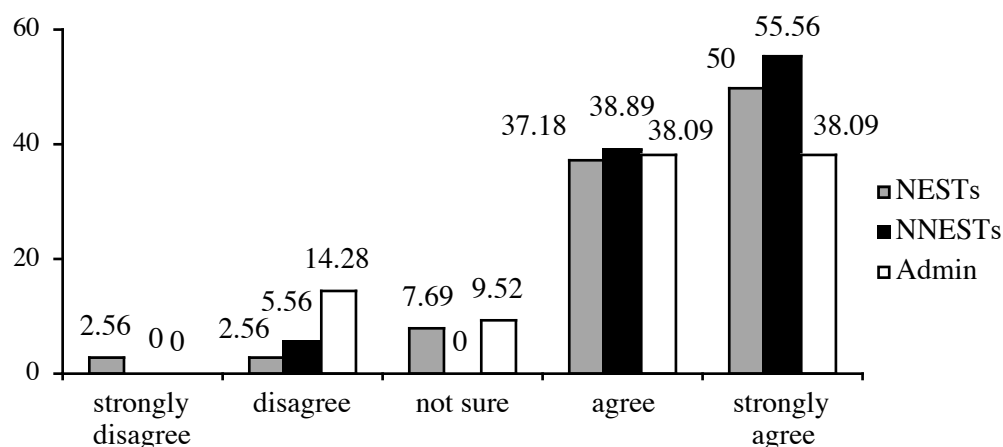
Figure 48. Percent of responses by NESTs, NNESTs, and administrators to *ESL instructors who speak more than one language understand ESL students' learning difficulties better than instructors who speak only one language* (S6, N = 96 teachers, 21 administrators).

As several administrators and teachers noted, many of these statements are leading, confusing, and over generalizing. As one administrator explained,

When I [respond] 'not sure' [to some of these statements] it is because it depends, there are so many variables related to a teacher's ability to communicate, empathize, support, plan, evaluate own teaching... Being a NS or NNS is just one aspect of being a successful teacher.

Another administrator said,

[These last few questions] are a bit loaded. It really is much more complicated and has to do with teacher competency rather than teacher origins. Part of that competency is how well the language has been mastered (NS or NNS). Being multi- lingual helps (but only if you have thought about how language works). There are many multilinguals who have not been particularly reflective but due to circumstances have 'picked up' several languages. [The question regarding] difficulties answering questions applies to inexperienced NS teachers as well...and

yes highly experienced NNS instructors are (or can be) more competent that fresh NS MATESOL folks (absolutely).

The reason behind these questions, however, was not so much to form definitive opinions about teachers and administrators' beliefs but rather to study how different these beliefs might be. Administrators, NESTs, and NNESTs must work together. If they hold entirely different understandings about their skills, their place in the program, and the impact they can have on ESL students, misunderstandings and dissatisfaction will arise and resources brought by each of the constituents will not be used to the fullest.

IEP Administrators' Beliefs and Practices

Administrators were first question asked about their criteria for hiring ESL instructors (both NESTs and NNESTs) in their IEP. Responses included, in decreasing order of frequency[12]:

- Past teaching experience (from two to five years): 95.2%
- Master's Degree (or be graduate students enrolled in the TESOL Certificate or MA program) in one of these fields: ESL/education, TESL, intercultural communication, English, Linguistics, and Applied Linguistics: 81%
- Ability to work effectively with international students, experience oversees, ("must have lived abroad"), learning other languages ("at least one language other than English"): 28.5%
- A personal interview "is an absolute must, during which I evaluate how the person presents himself/herself, how the person communicates in English in this situation, and how well the person may fit into our program": 23.8%
- Native-like fluency in English (if NNESTs) or "native quality English level": 19%
- Good references and letters of recommendation: 9.5%

---

[12] The total of these percentages does not add to 100% since one administrator might have given more than one response.

- "The particular content areas of expertise/experience (Writing, Reading etc.)": 4.7%
- "Mission fit (personality, enthusiasm, dedication)": 4.7%
- "Where that teaching experience was--and the teaching situation--Does the person have any experience dealing with multiple languages and cultures in a single classroom, an ESL situation?": 4.7%
- "A commitment to teach at any level and any subject area": 4.7%.

Once again, the importance of experience is brought up and a logical follow-up question for future studies could be: when could the students acquire this experience, if not during their teacher training? The fact that nearly all administrators required their teachers to have attended at least some formal courses in linguistics or TESOL is probably unique to the ESL context (see Seidlhofer, 1999, for example) and it is doubtful that such requirements would be found in language programs not attached to North American universities and TESOL programs. The EFL context, for example, is famous for its "backpack teachers" who are hired without any formal teacher education and only because of their nativeness in English.

Administrators were also asked: "If you hire NNS (or have hired NNS in the past), do you assign them to specific teaching situations (class subject, size, structure, etc.) during their first year on the job? Please explain." Thirteen administrators (62%) responded that NNESTs were assigned to teach the same classes as NESTs, although one administrator added, "The only restriction is that [all] new hires do not teach in our highest level during their first semester." Many also responded that it "depends on their qualifications and what vacancies we have," or that,

> All teachers (NS and NNS) are given assignments that match their specific needs and preferences. Not all teachers, whether NS or NNS are effective throughout the whole range of levels. Some, but not all NS are effective at the highest levels (TOEFL 600+), where composition is stressed. Some, but not all NNS are effective at that same level."

Another common response was "We work with each of them to decide which class they will teach each semester. We use their input as the greatest factor in assigning

them a class." Only one administrator talked about assigning specific classes to NNESTs by explaining that, "the [NNESTs they] have hired have taught lower level classes," and only one added "We will assign a mentor teacher to them to help them adjust during the first year."

It is very encouraging that many NNESTs receive the same treatment as NESTs. However, allowing NNESTs to choose the class they feel most comfortable teaching during their first semester might help them gain additional teaching experience and confidence before they are asked to teach more challenging classes.

Another item on the administrator questionnaire was: *If you don't have any NNS ESL instructor working at your school right now, do you think you will hire one in the near future, if the opportunity comes up?* Five administrators responded. On a scale from "definitely yes" to "definitely not," two answered "definitely yes," two "cautiously yes," and one "maybe." No one responded "definitely not."

Many IEP administrators were obviously aware of NNESTs' challenges but also of their strengths and the assets they bring to an ESL classroom. While hiring practices seem to vary from program to program (and very likely from country to country), formal teacher education and previous teaching experience for both NESTs and NNESTs seemed to be recognized as valuable in the specific context studied here.

Final Thoughts

The final question asked both teachers and administrator: *"Is there anything else you would like to add?"* As explained earlier, some teachers and administrators complained that the questionnaires were too vague and making too many generalizations. And, as one teacher said,

> Many of [the questions on the questionnaire] are hard to answer because you've made them forced choices. I feel comfortable teaching reading, for example, but I don't like to!

Many respondents also recognized the importance of this study. One NEST said,

I hope you are capturing data from [English language learners] as I find their perspective on this subject fascinating. I do my part to 'educate' my students as to the value of having NNS instructors, especially in the context of an [IEP]. Good luck with your project!

Another NEST simply added, "We love our NNS instructors" while one NNEST wrote, "glad to be [NNEST] (an opportunity I might not have had elsewhere), but I often wonder what the native teachers and students really think."

The issue of the different English-teaching contexts, as discussed by Llurda (2005), was raised in this study too with this comment by a NEST: "I think there is a clear difference between non-native teachers of ESL (they are usually very strong teachers) and non-native teachers of EFL (who are usually not very strong, in my experience, particularly if they have not lived in a country where the target language is spoken)." A new insight was given by this NEST:

Often a teacher who comes from the same country as a student can offer the school insights to his/her culture and help alleviate cultural gaps. The only problem I've seen is when a teacher is anxious to practice a language he/she is learning and initiates conversations in the student's native language. This sometimes hinders the student's progress, and often other students find it a little unfair because the teacher seems more attentive to that student. However, I have never found this to be true with my NNS colleagues. I have only observed this with teachers studying a foreign language.

Another comment made by a NEST about context could open the door for many new studies in the EFL context:

When I taught [English] in China Town here in [the town where I live], the beginning students wanted Chinese teachers because they couldn't ask me questions!

Finally, this NEST mentioned the K-12 context and mainstream classes by saying,

It's hard to generalize about NNS instructors, just as it is with NS. The NNS instructors at the ALP are very fluent and strong in English, with accents that don't interfere with understanding. However, I also teach K-12 ESL, and some of

the mainstream classroom teachers are NNS and do not seem to have been well-screened for the job; they make grammatical mistakes in their teaching, don't use certain words correctly, or even aren't familiar enough with the sound system of the alphabet and combinations of letters. I don't think this is appropriate for any teacher from any language background, English or not.

Some teachers and administrators also explained what they thought should be done in the future in IEPs and teacher education programs, as can be seen with these two next comments:

Students wish to be taught by native speakers, even if the non-native speaker is as good in English as the native speaker. The perception needs to be changed for students to respond well.

I believe that NNS are just as good, and in some cases better, than NS when it comes to teaching English. However, I believe that the reality is that students don't feel this way. Especially students who are only coming to America to study English. These students will really be unhappy if they don't get a native English speaker. I think it's a shame, but it's true. If we want the situation to change, we need to have more information out there about the advantages of NNS.

The comment that best summarized the issue of NESTs and NNESTs came from an administrator:

The problem is political in nature. Who should teach English is the question, not the accent a person has. It is a question of power in the workplace, and one of perception.

Conclusion

This chapter presented and discussed responses given by ESL teachers and IEP administrators. NNESTs demonstrated low self-perceptions of their skills and strengths, especially in the area of Reading, Test Preparation, Culture, and Oral Communication, as well as higher-level courses. Additionally, NNESTs were very comfortable teaching

Grammar and Test Preparation classes as well as lower-level courses. In contrast, NNESTs, NESTs, and administrators recognized NNESTs as being valuable role models for their students and understanding students' language-learning difficulties better than NESTs. Yet, many also saw foreign accents and lack of American cultural knowledge as a weakness typical of NNESTs.

Although most teachers seemed satisfied with the teacher education they had received, few teachers remembered having taken classes specifically aimed at NNESTs or about NNEST issues. When asked how future teachers could be better prepared for their teaching assignments, practical training and teaching experience were the most common answers. Other suggestions included a better cultural preparation (for NNESTs) and an increased knowledge of sociolinguistics, language acquisition, and multicultural issues for NESTs. IEP administrators also mentioned preparing NNESTs to respond to students' probable questions and criticisms and allowing all student teachers to discuss NNEST-related issues.

When asked about their hiring practices, IEP administrators mentioned teaching experience as the most important factor in their hiring decisions, followed by a degree in an Education or Linguistics-related field. Also noted was previous international experience (e.g. foreign language learning or time spent abroad) for NESTs, and native-like language skills for NNESTs. Finally, some teachers and administrators acknowledged the political and economical realities of the English-teaching market.

The following chapter will summarize the findings discussed in this and previous chapters, make recommendations for future studies, address the implications of these findings for teacher education and the TESOL field, and discuss the limitations of this study.

CHAPTER EIGHT

DISCUSSION AND CONCLUSION

This research study was aimed at understanding better the attitudes, perceptions, and expectations of ESL students, native and nonnative ESL teachers, and Intensive English Program administrators. Previous chapters presented the responses collected through questionnaires administered at 24 IEPs around the United States during the fall semester of 2005. This chapter will now summarize and discuss these results (by research questions) and their implications for Teacher Education, IEP administration, and the overarching field of Applied Linguistics. Finally, some recommendations will also be proposed before the delimitations and limitations of the study are presented.

Students' Initial Attitudes

This study's first research question was, "What are the initial attitudes of ESL students towards NNESTs and NESTs?" Responses to this question as answered by students in the different teacher groups ("Native," Nonnative," and "Not Sure,") at the beginning of the semester overall corroborated previous findings (see Moussu, 2002, for example). They also highlighted some new and previously unstudied elements.

In general, students' attitudes towards NESTs (with means ranging from 3.16 to 4.48) were more positive than their attitudes towards NNEST (with means ranging from 2.90 to 4.20) (see Chapter Four and Appendix J for more details). However, students' attitudes towards NNESTs were generally positive too (which corroborates Moussu, 2002) and often not significantly different from answers given by students taught by NESTs. Notable exceptions when responses given by students in the "Nonnative" group were significantly lower than responses given by students in the "Native" group included Q13 (*My English teacher is a good example of the ideal English speaker*), Q15 (*My*

English teacher looks like a typical American person), Q18 (*My English teacher rarely makes grammar mistakes when he/she speaks*), and Q21 (*The English pronunciation of my English teacher is good*).

Alternatively, responses of students in the "Nonnative" group were sometimes more positive than responses of students in the "Native" group, such as with Q19 (*My English teacher explains grammar rules very clearly*), Q25 (*I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher*), and Q26 (*I don't care where my teacher is from, as long as he/she is a good teacher for me*).

Responses to the last two statements also illustrate a recurring and central finding: students taught by NNESTs seemed to have a significantly more positive attitude towards NNESTs in general than students taught by NESTs. This finding corroborates with Fox's (1992) conclusion that students who have been exposed to international cultures and languages and who have foreign friends and teachers, will recognize and value NNESTs' strengths significantly more than students who never had any international exposure.

The analysis of responses also provided some new insights into the definition of the "nonnative speaker" and the preconceptions attached to this definition. Indeed, results showed that in many cases (Q4, Q8, Q15, and Q25, in particular), students in the "Not Sure" group seemed to have difficulties deciding what attitude they should have towards their teachers. Unlike responses from students in other groups, responses from students in the "Not Sure" group were often neither strongly negative nor strongly positive, and showed a hesitant distribution of responses never observed in previous studies. It was as if not knowing if their teachers were NESTs or NNESTs did not allow students to decide whether they liked their teachers or if their teachers had a strong accent or foreign appearance. The fact that students must know if a teacher is a NEST or a NNEST before forming a "verdict" about the teacher is reminiscent of a study done by Rubin and Smith (1990). Rubin and Smith noticed that, when students listened to the same tape-recorded lecture while looking at pictures of teachers of different ethnicities, external factors such as the course content, the size of the class, and the instructors' ethnicity (on the pictures), influenced their understanding and evaluation of the lecture more than the actual teacher' accent or lack thereof. However, although Kelch and Santana-Williamson's (2002) study

demonstrated that students were capable of correctly identifying NESTs and NNESTs only 45% of the time (using an audiotape recording), no study further investigated the influence of quantifiable and explicit preconceptions about NESTs and NNESTs on the formation of attitudes towards these teachers.

Several conclusions can be drawn from these initial findings. First, not all ESL students hold negative attitudes towards NNESTs. In fact, except in a few cases, the positive responses given by students in the "Nonnative" group bear a strong resemblance to the positive responses given by students in the "Native" group. Second, students taught by NNESTs seemed less prejudiced against NNESTs in general than students not taught by NNESTs, which confirms Fox (1992), Rubin and Smith (1990), and Ma's (1993) findings with college students and ITAs. Third, negative attitudes towards teachers did not necessarily show a relationship with nonnativeness. Indeed, students in the "Native" group did not always hold positive attitudes towards their NESTs either. As discussed in the next section, several variables other than the teachers' (non-) nativeness influenced students' attitudes towards NESTs and NNESTs.

Influence of Variables

This study's second research question asked: "What teacher and student variables (such as gender, first language, etc.) influence ESL students' attitudes towards NNESTs and NESTs?" The six variables whose influence on students' attitudes was studied were: students' first languages, gender, classes (Grammar, Reading, etc.), levels of proficiency, and expected grades, as well as teachers' countries of origin.

Students' first languages had a significant influence on their attitudes towards NESTs and NNESTs as it did in previous studies (see for example Moussu, 2002; Tang, 1997). Overall, Korean, Japanese, Thai, and Chinese students were significantly less positive about NNESTs but also about NESTs than students speaking other languages. For example, responses given by Koreans in the "Nonnative" and "Native" group to Q14, *My English teacher looks like a native speaker of English*, were significantly lower than responses given by students in other language groups. In contrast, responses given by

Portuguese, French, Spanish, Arabic, and Turkish students were often very positive about both NESTs and NNESTs. In fact, responses given by these students in the "Nonnative" group were sometimes more positive than responses from these students in the "Native" group. For example, to the statement *The English pronunciation of my English teacher is good* (Q21), Arabic students taught by NNESTs agreed more strongly than Arabic students taught by NESTs.

Students' gender was a variable that did not influence students' attitudes much (as with Fox, 1992; Moussu, 2002). However, while responses given by both males and females in the "Nonnative" group were generally less positive than responses given by males and females in the "Native" group, males in both the "Native" and the "Nonnative" groups showed an overall more positive attitude towards their teachers than females.

Class subject strongly influenced students answers, which corroborates with Liu's (1999b) findings about the influence of the different courses taught by NNESTs. In general, students in the "Native" group seemed to prefer their Grammar class significantly over their other classes. The assumption that students in the "Nonnative" group would prefer their Grammar teacher more than their other teachers was not confirmed by these results, which is similar to Kamhi-Stein, Aagard, Ching, Paik, and Sasser's (2004) findings about NNESTs not being ranked as the best experts in grammar. Responses given in the "Other" classes were generally given the lowest means by all three groups of students.

One unexpected finding was that students taught by NNESTs did not reveal a strongly negative attitude towards their Listening/Speaking teachers as could have been expected. Previous studies (see for example Cheung, 2002; Mahboob, 2004) showed a clear preference for native English-speaking Listening/Speaking teachers. Yet, Liang's (2002) results showed that NNESTs' accents did not negatively affect students' attitudes towards their NNEST and Kamhi-Stein, Aagard, Ching, Paik, and Sasser (2004) found that NNESTs enjoyed teaching Listening/Speaking courses. In the case of this study, students taught by NNESTs not only appreciated their Listening/Speaking teachers but also seemed to care for them sometimes more than students taught by NESTs. Responses to Q5 (*I would enjoy taking another class with this English teacher*), for example,

illustrated this surprising pattern, with Listening/Speaking students in the "Nonnative" group agreeing significantly more than students in the "Native group. Likewise, responses to Q21 (*The English pronunciation of my English teacher is good*), which was particularly relevant to a Listening/Speaking class, followed a similar pattern, with students in the "Nonnative" group agreeing again significantly more than students in the "Native" group.

Analysis of the influence of the students' levels of English proficiency on their responses provided other unexpected results (see Appendix M for an example of a description of different levels), although this variable did not prove to be very influential overall. Students at the Advanced levels usually gave the most positive responses, and students at the Intermediate level often gave the lowest and most negative responses. This pattern remained the same between groups, with responses given by students at all levels in the "Nonnative" group being a littler lower than those given by students in the "Native" level (except for a few exceptions). Similarly, in the "Nonnative" group, students at the Intermediate level responded significantly less positively than students at the Beginners level and those at the Advanced level. The same pattern can be observed with responses given by students in the "Not Sure" group. Students of high levels of proficiency thus seemed to have a more positive attitude towards NNESTs than students at lower levels. This might be explained by the fact that a student of high level of proficiency in English might have had more teachers than students who are just starting to learn English and consequently a higher likelihood of having been exposed to NNESTs in previous classes. However, these results can not be confirmed since no previous study directly investigated the influence of students' levels of proficiency on their attitudes (although Fox (1992) and Liu (1999b) for example, noted a difference in the responses given by undergraduate and graduate students, freshmen or juniors, about their ITAs).

Students' expected grades was a variable that strongly influenced students' attitudes towards their teachers, which confirms Fox' (1992) findings about college students' attitudes towards ITAs. The higher the expected grade was, the more positive the attitudes of the students towards their teachers were, in all groups. In this case, however, responses given by students in the "Nonnative" group and expecting an A ere

most of the time very similar to or even higher than responses given by students in the "Native" group and expecting an A too. Some notable exceptions were responses to statement about appearance (Q15), as well as statement Q25 (*NATIVE English speakers make the best English teachers*), where responses given by students in the "Native" group were reversed. The same reverse range of question appeared in responses given by students in the "Native" group to Q26 (*I don't care where my teacher is from, as long as he/she is a good teacher for me*).

Teachers' first languages is another variable that strongly affected students' responses, which corroborates Moussu's (2002) findings. A surprising finding was that teachers labeled as NESTS were not all from countries where the majority language is English (Kachru's (1982) *inner circle*). Similarly, not all teachers coming from foreign countries (such as Russia) (Kachru's (1982) *expanding circle*) were labeled as NNESTs. The reasons for these surprising categorizations are unclear, but might have to do with the teachers' appearance or accent (as discussed by Amin (1997)), as well as the way teachers presented themselves to their students at the beginning of the semester (see Liu, 1999b for more about teachers and students' different perceptions of "nonnativeness"). Indeed, as discussed in Chapters Three and Seven, five of the 78 teachers who responded to the teacher questionnaire noted that they were often considered as NNESTs because of their appearance or accent, and five of the 18 participating NNESTs said that students sometimes believed they were NESTs for the same reasons. The analysis of this variable's effects on students' attitudes showed that not all NNESTs and all NESTs are the same. On the one hand, teachers of certain origins (such as Russia, Spanish-speaking countries, and the United States) were consistently appreciated by their students. On the other hand, teachers of other origins (such as China, Taiwan, and countries where other varieties of Englishes are spoken) seemed to receive more negative responses.

As Samimy and Brutt-Giffler (1999) and Reves and Medgyes (1994) (among others) previously noted and this study confirmed, students' attitudes towards NESTs and NNESTs are not simply a matter of nativeness but involve several other factors. For example, students taught by NESTs and expecting lower grades did not respond positively about their teachers in spite of their nativeness. Similarly, students taught by

NNESTs and expecting high grades showed positive attitudes towards their NNESTs in spite of their nonnativeness. As the next section will discuss, time also influenced students' attitudes towards NESTs and NNESTs.

Influence of Time

The third research question was, "How do time and exposure to their ESL teachers influence students' attitudes towards NNESTs and NESTs?" As seen earlier, students' initial attitudes towards NNESTs and NESTs were not overwhelmingly negative or positive but were strongly influenced by different variables such as students or teachers' first languages. Another variable that significantly influenced students' attitudes towards their NESTs and NNESTs was time, which confirmed findings of the only other study investigating the effects of time (Moussu, 2002) .

The changes in attitudes towards NNESTs that took place during the semester were in general more significant than the changes in attitudes towards NESTs. That is, students taught by NESTs held an overall positive attitude towards their NESTs at the beginning of the semester, and time and exposure to these NESTs did not change these attitudes much. In contrast, students' attitudes towards NNESTs changed very much overtime. Responses to the two last Likert-scale statements reflected particularly well this strong influence of time on students' attitudes towards NNESTs. Responses to *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher* (Q25) show that at the beginning of the semester, 14.76% of the students taught by NESTs strongly agreed, which had increased to 17.86% by the end of the semester, an increase of 3.1%; at the same time, 29.06% of the students taught by NNESTs strongly agreed to the same statement (Q25) at the beginning of the semester, and by the end of the semester, this number had increase to 42.02% (an increase of 12.96%).

This important strengthening of students' positive attitudes towards their NNESTs shows that the initial hesitations students might feel about NNESTs' qualifications at the beginning of the semester (see Chapter Four) do not increase with time.

Teachers' Self-Perceptions

The fourth research question was, "What are the self-perceptions of NESTs and NNESTs regarding their strengths and weaknesses, and their opinions about nonnative English-speaking ESL teachers?"

Regarding their self-perceptions of strengths and weaknesses, NESTs seemed clearly more confident in their skills than NNESTs. For example, 85.71% of the NESTs saw their grammar accuracy in use as *very high*, while only 27.78% of the NNESTs did. NESTs, however, did not feel very confident regarding their knowledge of grammar and their breadth of vocabulary. Such differences in self-perceptions were also noted by Maum (2003), and Llurda and Huguet (2003), although the contexts and responses in these studies varied.

Closely related to the question of self-perceptions of their strengths was the question of teachers' confidence in teaching different class subjects. Once again, NESTs were comfortable teaching all subjects except Grammar and Test Preparation courses. NNESTs, in contrast, felt less confident in almost every subjects (Culture and Writing in particular) but felt quite comfortable teaching Reading, Grammar, and Listening.

Regarding the levels that teachers preferred to teach, NESTs seemed to have a preference for higher and intermediate-level courses, while NNESTs seemed more comfortable with lower and intermediate-level classes. These results corroborate with Llurda's (2005) study, in which teacher educators recommended that NNESTs teach primarily lower-level classes.

Another topic addressed in the teacher questionnaire was teachers' perceptions of NNESTs' strengths and weaknesses. NNESTs believed that they shared the language-learning experience with students and consequently could understand students' difficulties and needs well. NESTs believed that NNESTs were good role models for the students and were generally good grammar teachers. NESTs also recognized NNESTs' additional cultural wealth.

Regarding weaknesses, NNESTs acknowledged their foreign accents, lack of self-esteem (which corroborates with Reves and Medgyes' (1994) findings), and limited knowledge of American culture (which corroborates Mahboob's (2004) and Cheung

(2002) findings). NESTs also mentioned foreign accents and lack of self-confidence as NNESTs' main weaknesses, as well as their insufficient knowledge of American culture and subtleties about the English language. Several NESTs recognized, as did Amin (2004) and Canagarajah (1999), that some of NNESTs' weaknesses were also experienced by some NESTs and, in particular, new teachers.

When asked if they believed that NNESTs could teach English as well as NESTs, 37.66% of the NESTs strongly agreed (while as many as 16.88% of them were not sure), and curiously, only 33.33% of the NNESTs strongly agreed (while 66.67% of them agreed). NNESTs' low self-esteem was evident in every answer they gave.

IEP Administrator's Beliefs and Practices

This study's final research question was, "What are the Intensive English Program administrators' hiring practices and beliefs about NNESTs and NESTs?" Overall, administrators' comments strongly correlated with teachers' observations about NNESTs' strengths and weaknesses. They first recognized NNESTs' pedagogical skills, high standards, and expectations. They also acknowledged NNESTs as being good role models and as having a good understanding of students' challenges. In contrast, administrators also mentioned foreign accent as being NNESTs' principal weakness. Finally, administrators identified NNESTs' over-emphasis on grammar and low self-esteem as hindering their teaching performances. In spite of these recognized weaknesses, 55% of the administrators strongly agreed (and the other 45% agreed) that overall, NNESTS could teach English just as well as NESTs.

With regards to hiring practices, results given by the 21 participating administrators did not compare well with Mahboob's (2003) findings, probably because of the different number of participants and research methods (Mahboob used a multiple-choice format while this study used open-ended questions). In this study, administrators responded that they relied more on past teaching experience (Mahboob's participants also noted experience as a significant hiring criteria), diplomas, and international experience (travels, foreign language learning, etc.), than on the language skills of applicants. Unlike

Mahboob's respondents, no administrator in this study noted nativeness, ethnicity, citizenship, or accent as hiring criteria. The criteria used by participating IEP administrators in this study match quite well the criteria recommended by Flynn and Gulikers (2001).

When asked about how they responded (or would respond) to students' complaints about NNESTs, administrators explained that they tried to talk to the disgruntled students about NNESTs' qualifications (professionalism) and valuable language-learning experiences. Many also mentioned that they discussed World Englishes issues with their students. No administrator responded that he or she would allow the unhappy students to change teachers.

Finally, several administrators (and teachers) acknowledged that the hiring (or not) of NNESTs was often a political and economic issue. This strongly corroborates with Reid (1997) and Mahboob's (2004) findings.

Implications and Future Studies

In 1992, Phillipson discussed the concepts of "linguistic imperialism" and "native speaker fallacy," that is, the belief that "the ideal teacher is a native speaker" (p. 185). Responding to this fallacy, Medgyes (1994) discussed the notion that nonnative speakers of a language, in spite of their potential linguistic barriers, have certain qualities that native speakers of English do not possess. Canagarajah (1999) also explained how the notion of "Native Speaker" as established by Chomsky (1986) had become obsolete in a modern world where people are often native speakers of more than one language or more than one variety of a language, and where linguistics boundaries are no longer clear.

Building on these beliefs, Braine (1999a) and Kamhi-Stein (2004) added that both NESTs and NNESTs were necessary and even indispensable in contexts where they could collaborate and use their skills and competencies to the fullest. Finally, in 2005, Canagarajah re-examined the distinction between native and nonnative speakers and concluded that it simply did not apply anymore, not only because of the definition of the words but also because of globalization and the intense mix of cultures currently taking

place in the postmodern world. Globalization does not mean that all speakers of English will speak the same variety, preferably an *inner circle* variety (Kachru, 1982), but that speakers of multiple varieties of English will have to communicate and negotiate more often and better than before. English, Canagarajah and several other scholars explained (see Higgins (2003) for example), is thus no longer owned and dominated by the old *inner circle* colonial powers, but by a multitude of speakers from diverse cultures who need to learn to communicate and negotiate effectively.

A confirmation of Canagarajah's beliefs can be observed in the responses given by students in this study when analyzed by variables (gender, first languages, etc.). Responses grouped by teachers' first languages, for example, showed that students' classifications of native and nonnative speakers might not necessarily correspond to the teachers' own classification of their (non-) nativeness or even to linguists' classifications. Similarly, students' responses did not corroborate with the common preconception that NNESTs are the best Grammar teachers and NESTs are the best Speaking/Pronunciation teachers. Judging teachers' pedagogical and linguistic skills on a construct that can no longer be unmistakably defined thus seems unwise and, in light of this study's results, unfounded. English-teaching proficiency must be seen as a "plural system" that abandons the notion of native versus nonnative speakers and adopts instead the distinction between, for example, "novice and expert" teachers (Canagarajah, 2005, p. xxvii). That is, a "good teacher" can no longer be a NEST or a NNEST but can *only* be an educated person who masters a combination of linguistics, pedagogical, and methodological skills (Astor, 2000) matching a given context at a given time and for a given purpose.

This change of perspective is slowly becoming visible through, for example, TESOL's March 2006 Resolution on Discrimination (see Appendix R), and the creation of "Centers for English Language Training" in South-East Asian countries to respond to local needs with local tools, as proposed at the ASEAN conference in December 2005 (Graddol, 2006).

At the same time, studies need to be conducted that investigate the preconceptions and realities about ESL and EFL teachers that started to emerge through responses given

by students in the "Not Sure" group. A better understanding of students' expectations (a NESTs and only a NEST will inevitably give me an A, will know grammar very well, will have a perfect American accent, will look typically American, etc.) will enable a better preparation of future ESL and EFL teachers. Also, the variables (strengths and weaknesses) that make a teacher a "good" teacher need to be researched, in order to characterize the field of ESL and EFL teaching in terms of teaching skills, language proficiency, and educational contexts.

Another type of studies that should be conducted in the future is studies about NESTs and NNESTs' (high or) low self-perceptions. Studies that compare teachers' self-perceptions of their skills (in grammar, for example), quantitative measures of teachers' skills, and students' perceptions of these skills, could validate (or invalidate) the notion that reality, perceptions, and self-perceptions often differ greatly (as was noted in Chapters Five and Seven). Such results could be used in Teacher Education programs and help focus on a more adequate preparation of future teachers.

Studies concerning the different contexts in which English is taught are also crucial for the field. It is unlikely that students' attitudes towards NESTs and NNESTs in an EFL setting would be similar to those of students in an ESL context. Similarly, little research was conduced in the K-12 context (see Maum, 2003, for example) and at the community college/university level (see Liu, 2005, for example).

Finally, studies that would take segments of this study (such as students' attitude towards physical appearance or the definition of nativeness) and investigate the issues on a larger scale are strongly recommended. Indeed, this study touched on several points but results can not be confirmed, refuted, or supported, either because no similar studies were previously done or because of the small number of respondents in certain groups (the "Not Sure" or "Turkish" groups, for example).

<div align="center">Recommendations</div>

Taking into consideration the changes in perception discussed above, several recommendations can be made regarding Teacher Education programs and Intensive

English Programs, among others. It is acknowledged that these recommendations might not fit all contexts at all times. However, they can provide ideas for discussions and modifications at all levels and contexts of the English-teaching profession.

Teacher Education Programs

- World Englishes/sociolinguistics/NNEST issues may be addressed, either as a separate class or as a module in every class (teaching grammar, curriculum design, etc.), or as a specific workshop (see Eguiguren, 2000; Llurda, 2004, for example). Successful NNESTs and NESTs and other experts could be invited to present and discuss these issues with the students.

- Early collaboration on projects could be encouraged, to allow NNESTs and NESTs to discover and use their respective strengths. Matsuda and Matsuda (2004) and Mahboob (2003) list successful suggestions for such collaboration. A two-way mentoring system could also be created, that allows students of different first languages to work together in pairs or small groups for class projects throughout the program.

- Supplemental help needs to be offered to NNESTs who desire it (pronunciation, writing, etc.). However, this help should not be required except if both NESTs and NNESTs must take these courses (for example Grammar). Indeed, this can be a sensitive issue since some students will not want to "lose face" by asking for help. If help is offered to all students and on a regular basis, with appropriate and careful feedback from teacher educators, such help can become invaluable.

- Since experience seems to be a crucial factor in the hiring of ESL teachers, all student teachers should be encouraged to gain as much teaching experience as possible while in the TESOL program, if not in teaching English, at least in teaching their own language or other courses.

- Practice teaching in small groups at first, then to the whole class, and if possible, at an IEP or in the community (K-12, private schools, community colleges, ESL community courses, etc.) will prove helpful for all student teachers. An example

of such teaching practice was a Culture class taught at Brigham Young University several years ago, where all students were given a textbook and asked to teach (instead of the regular teacher) for at least three class periods during the semester. This provided the student teachers with experience in organizing lessons, finding effective teaching materials, getting feedback from the other students and the teacher, and practicing teaching in a non-threatening environment.

- No teachers must be prevented from doing teacher training if it is available in the program. All student teachers have paid to get a teacher education, and experience is the one thing that will help them the most (see Chapter Seven, as well as Flynn and Gulikers' (2001) article for more on that).

- Different sources of support may enhance student teachers' learning experience, such as contacts with successful NNEST alumni, books and articles (such as those used in this dissertation's literature review), attendance to linguistics and education conferences, membership to the NNEST caucus in TESOL, etc.

- Classroom research and other projects should be encouraged (for example about differences between teachers' self-perceptions and students' perceptions of teachers' strengths and weaknesses), as well as professional presentations and publications, etc. See Kamhi-Stein (2000) for more ideas on this topic.

- Professional development in individual areas (technology, professional writing, ESP, etc.) must be encouraged since it will allow every teacher to become an "expert" in a specific area (and to be consequently more "marketable"). This is also very valuable for NESTs who might also have difficulties finding jobs, especially full-time jobs (see Graddol, 2006).

- Many NESTs have benefited from learning *and* teaching a second language (see Sauro (2006) for example). This could be a requirement for all teachers and would enable a better understanding by NESTs of NNESTs' second-language learning and teaching experiences.

- Differences in ESL and EFL teaching as related to both NESTs and NNESTs must imperatively be addressed, since many NNESTs will go back to their countries and NESTs may also find teaching positions abroad. For example,

teachers could think about how their teaching philosophies would differ in different contexts. Braine (2005) and Canagarajah (2005), among others, are excellent sources of information about the EFL context.

Intensive English Programs

- Some IEP students are part-time ESL students at the IEP and part-time students at the university. Allowing full-time IEP students to attend (or at least visit) regular university classes taught by International TAs at the university (science classes are often taught by ITAs, for example) can help them realize that they will encounter teachers of several different origins and accents in the "real world" too and that NNESTs teaching at the IEP can help them prepare better for this.

- All communication (Listening/speaking) courses (taught by both NESTs and NNESTs) could start with an introductory lesson (or different modules throughout the semester) with real-life examples on the types of Englishes students will encounter either in the US (see above) or elsewhere in the world. Topics of potential discussions include (see Crystal (2003b) and Matstuda (2003), for other examples and ideas):

    a. The historical developments of English as a global language,

    b. Today's world economy (e.g. out-sourcing, Bill Gates pleading for laxer immigration regulations because the majority of engineers working for him are foreigners),

    c. Brain-drain (ESL students in IEPs are themselves a good example of the brain-drain phenomenon),

    d. The politics of immigration (e.g. Canada's search of educated immigrants and professional experts in certain domains),

    e. The political and educational influence of English (such as Switzerland's switch in the primacy of English learning over national languages),

    f. The spread of English through the Internet and the media (MTV, movies, music, advertising, etc.),

g. The different varieties of "native" Englishes (in England, New Zealand, African countries, Ireland, etc.),

h. The propagation of local varieties of English (in Hong Kong and Singapore, for example).

- Clear hiring criteria will enhance the ESL teachers and students' experience at the IEP. Such criteria must be based on the language proficiency and knowledge of both NESTs and NNESTs (that is, nativeness does not guarantee linguistic expertise (Rampton, 1990)), teaching abilities, the origins and international experiences of the student population (Perdreau, 1994), our modern world's diverse cultures, as well as TESOL's new Position statement against discrimination (see Appendix R).

- A support system for new teachers can be created that includes:

    a. Mentoring of both NESTs and NNESTs during their first semester (peer observations and weekly meetings to address personal and professional issues, etc.)

    b. Allowing NNESTs to teach the class they feel most comfortable teaching during their first semester,

    c. Encouraging collaboration of NESTs and NNESTs (see de Oliveira & Richardson, 2004, for example),

    d. Offering a workshop once every semester for teachers and students about World Englishes issues (see above for ideas), and how to successfully maneuver in a globalized world (at work, in the classroom, etc.).

<div align="center">Delimitations and Limitations</div>

First, concerns regarding the study's focus and research design are discussed in this section. Second, technical limitations are presented, such as problems with the translations and distribution of questionnaires.

Delimitations

One of the intents of this study was to use a large pool of participants to reduce the number of limitations that usually occur with small pools of participants. Unfortunately, the number of problems increased with the number of participants.

The number of participants allowed results to become statistically significant, but was unfortunately not representative of all IEP administrators, ESL teachers, and ESL students in the US. Indeed, Perdreau (1994) explained that there are approximately 500 IEPs in the US. However, given the difficulties encountered with different Human Subject Committees and IEP directors, given financial and logistic considerations, and given the complexity and scope of the study, it would have been quite a challenge to draw on and manage a larger pool of participants.

Another weakness of this study lays in the recruitment of participants. The chosen IEPs followed the same educational standards and were accredited by an institution recognized by the US Department of Education, such as the Commission on English Language Program Accreditation (http://www.cea-accredit.org). Such accreditation websites were used to find potential participants but the lack of information provided on certain IEP websites (directors' names, email addresses, etc.), the lack of response, and negative responses from certain IEPs eliminated many from the list of possible participants. The 24 IEPs whose administrators, teachers, and students participated one way or another were consequently not representative of all US IEPs.

The voluntary nature of the survey is another limitation: IEP administrators agreed (or not) to participate and filled out (or not) the online administrator questionnaire, then passed (or not) the information along to their teachers who agreed (or not) to fill out the online teacher questionnaire and to let (or not) their students participate. Students also had the choice of filling out their questionnaire or not. As a consequence, the participating IEPs, administrators, teachers, and students do not represent a randomly selected sample of participants. In a follow-up study, it could be interesting to randomly select fewer participants from the original pool of people who agree to participate and work with a ratio of participants per school and an equal number of native and nonnative English-speaking ESL teachers to make the comparisons of their responses more reliable.

The study's lack of strong triangulation can be problematic too. As explained in Chapter Three, triangulation was somehow achieved through the different groups of participants and the many different schools that participated. However, interviews with selected participating administrators, teachers, and students could have strengthened the results and allowed for a larger picture to be offered in the result section.

Using a mostly multiple-choice survey limited the respondents' choices and did not allow them to fully express their thoughts and opinions. It seemed that the administrators in particular suffered from this limitation. In future studies, it could be more beneficial to interview each participating administrator individually and let them explain the details of the issues. This would provide some particularly valuable information, since very few studies have been done that included IEP administrators, and the questions asked in this survey were based on previous research mostly based on teacher and student perceptions.

A final drawback of this study is its focus on IEPs attached to large universities in the US. The literature shows that results given by ESL students about their native and nonnative ESL teachers in different settings, such as K-12 (see Maum, 2003, for example) or community colleges and even more so in EFL contexts could have been quite different. The results of this study may thus not be generalized to all ESL students, teachers, and program administrators.

Technical Limitations

While much attention was given to the preparation, wording, translation, and distribution of the questionnaire, participants encountered several problems while they responded to the surveys, or later by the researcher. Such problems included the following:

- The study's most important technical limitation is the fact that it was impossible to know if a student had responded more than once to the initial and/or final questionnaires. This was not such a problem with smaller schools, where the person distributing the questionnaires could have done so at the same time for all classes. But

in larger schools, were the questionnaires might have been distributed at different times during the day, several students might have filled out different questionnaires about different (or even the same) teachers. Even if it had been humanly possibly to check every single questionnaire against all the others, it was quickly noticed, when matching the initial and final questionnaires, that several students had changed parts of their personal information. For example, they would write their birth date as 4/12/1987 the first time, and 8/12/1987 the second time (or 4/8/1973 the first time and 8/4/1973 the second time), or slightly change their birthplace (once giving the name of a large city, such as Seoul, and the second time giving the more specific name of a part of that city, such as Kongnam-gu). Some students went as far as to change their birth year. This would have made looking for questionnaires filled out by similar students a serious challenge. This limitation has severe consequences: first, the averages calculated on demographic information (gender, countries of origin, etc.) are approximate, since two responses from the same student have been treated as two responses from two different students. Second, the matching of initial and final questionnaires, although very carefully done, is also approximate, since there is a risk that the female student born in Soul on the 4th of December, 1987 and attending an intermediate grammar class with a Russian teacher at Oak might not be the same as the female student born in Seoul on the 8th of December, 1987 and attending an intermediate grammar class with a Russian teacher at Oak.

- The student questionnaire was translated into "Chinese" and "Taiwanese" to accommodate students coming from mainland China and Taiwan. However, the language spoken by most people in Taiwan is not called Taiwanese, and Taiwanese is the name of an indigenous language spoken by few speakers. These wrong labels confused several students who complained that they could not understand the "Taiwanese" questionnaire.

- Directions given in several translations did not include "choose only one answer" in the direction for Q38 (*what is your most important reason for learning English?*). Consequently, these responses were unusable.

- A pattern of answers was noticed: when the Likert-scale statements were all on one page (such as on the English questionnaire), students tended to fill out 5, 5, 5, without paying attention to the question. Only when the Likert-scale questions were divided into two pages did the students respond a different answer for each question (mostly on the second page). Consequently, responses given by students in the three different groups ("Native," "Nonnative," and "Not Sure,") to earlier questions were less often significantly different from one another than responses to later questions.

- Similarly, when only two or three statements were written at the bottom of one page (for example on the Spanish questionnaire), students tended to skip these first questions, which explains why fewer students responded to the first three Likert-scale statements.

- The length of the semester was not exactly the same at all IEPs. That is, some students responded to the final questionnaire after only 13 weeks while others did after 15 weeks, for example. This might have affected students' attitudes towards their teachers.

- Another problem related to the different IEPs was the distribution and collection of the questionnaires to all students. Most IEPs distributed and collected the questionnaires in class, but a few distributed them in class and collected them whenever the students wanted to bring them to a secretary or the IEP director. Consequently, some students were not sure which teacher they should write about and responded to Q1 (*What country is your teacher from?*) for example, "the US, Germany, and Peru." These questionnaires had to be discarded.

- The Arabic translator failed to mention that the order of the pages should be reversed in the Arabic questionnaire. As a consequence, many Arabic-speaking students did not read the directions or did not fully respond to the questions.

- Q37, *Do you intend to leave the United States after you finish your studies in this school?* confused several students. Some believed that "this school" referred to the "this university," while others understood it as "this IEP" and responded *no* even if they intended to go back to their country after the completion of their studies in the United States. Responses to this question were thus not analyzed.

- There were some mistakes in the translations, some more serious than others. For example, the Korean consent form warned students against serious "risks," (such as the kinds of risks encountered in a nuclear war).

<div align="center">Conclusion</div>

This chapter outlined the main responses given by ESL students, NESTs and NNESTs, and IEP administrators to the survey questionnaires used to investigate the participants' attitudes towards NESTs and NNESTs. It also discussed whether these responses corroborated with previous findings and what future studies should be conducted to verify or refute current findings. Implications of the findings were also presented, as well as recommendations for Teacher Education programs and Intensive English programs. Finally, limitations regarding technical difficulties as well as the overall scope of the study were described.

This dissertation tried to corroborate or challenge previous findings regarding NESTs and NNESTs, and to present a clearer picture of today's IEPs. It also tried to demonstrate the discrepancies that exist between the ESL students, ESL teachers, and IEP administrators' attitudes and beliefs about NESTs and NNESTs. It is hoped that these findings will prove useful to all those involved in the English learning and teaching field.

REFERENCES

LIST OF REFERENCES

Albarracin, D., Johnson, B. T., & Zanna, M. P. (2005). Attitudes: Introduction and scope. In D. Albarracin, B. T. Johnson & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 3-20). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Alford, R. L., & Strother, J. B. (1990). Attitudes of native and nonnative speakers toward selected regional accents of U.S. English. *TESOL Quarterly, 24*(3), 479-495.

Amin, N. (1997). Race and the identity of the nonnative ESL teacher. *TESOL Quarterly, 31*, 580-583.

Amin, N. (2004). Nativism, the native speaker construct, and minority immigrant women teachers of English as a Second Language. In L. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 61-90). Ann Arbor: University of Michigan Press.

Arva, V., & Medgyes, P. (2000). Native and non-native teachers in the classroom. *System, 28*, 355-372.

Astor, A. (2000). A qualified nonnative English-speaking teacher is second to none in the field. *TESOL Matters, 10*(2), 18-19.

Barratt, L., & Contra, E. (2000). Native English-speaking teachers in cultures other than their own. *TESOL Journal, 9*(3), 19-23.

Berry, R. (1990). The role of language improvement in teacher training: Killing two birds with one stone. *System, 18*(1), 97-105.

Brady, B., & Gulikers, G. (2004). Enhancing the MA in TESOL practicum course for nonnative English-speaking student teachers. In L. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 206-229). Ann Arbor: Michigan University Press.

Braine, G. (1999a). *Nonnative educators in English language teaching*. Mahwah, NJ: Lawrence Erlbaum.

Braine, G. (1999b). N\NNS and invisible barriers in ELT. *TESOL Matters, 2*(2), 14.

Braine, G. (Ed.). (2005). *Teaching English to the world. History, curriculum, and practice*. Mahwah, NJ: Laurence Erlbaum Associates.

Briggs, S., & Hofer, B. (1991). Undergraduate perceptions of ITA effectiveness. In J. Nyquist, R. D. Abbott, D. H. Wulff & J. Sprague (Eds.), *Preparing the professionate of tomorrow to teach* (pp. 435-445). Dubuque, IA: Kendall-Hunt.

Brown, J. D. (2001). *Using surveys in language programs*. New York: Cambridge University Press.

Canagarajah, A. S. (1999). Interrogating the "native speaker fallacy": Non-linguistic roots, non-pedagogical results. In G. Braine (Ed.), *Nonnative educators in English language teaching* (pp. 77-92). Mahwah, NJ: Erlbaum.

Canagarajah, A. S. (Ed.). (2005). *Reclaiming the local in language policy and practice*. Mahwah, NJ: Erlbaum.

Carrier, C., Dunham, T., Hendel, D., Smith, K., Smith, J., Solberg, J., & Tzenis, C. (1990). *Evaluation of the teaching effectiveness of international teaching assistants who participated in the teaching assistant English program.* (Report of the Office of the Vice President for Academic Affairs). St. Paul: University of Minnesota.

Cheung, Y. L. (2002). *The attitude of university students in Hong Kong towards native and nonnative teachers of English.* Unpublished Master's thesis, The Chinese University of Hong Kong, Hong Kong.

Chomsky, N. (1986). *Knowledge of language*. New York: Praeger.

Christison, M. A., & Stoller, F. L. (Eds.). (1997). *A handbook for Language Program administrators*. Burlingame, CA: Alta Book Center Publishers.

Christopher, V. (Ed.). (2005). *Directory of Teacher Education Programs in TESOL in the United States and Canada*. Alexandria, VA: Teacher of English to Speakers of Other Languages, Inc.

Cook, V. (2005). Basing teaching on the L2 user. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges, and contributions to the profession* (pp. 47-61): Springer.

Coppieters, R. (1987). Competence difference between native and near-native speakers. *Language, 63*, 544-573.

Crystal, D. (2002a). *English as a global language* (2nd ed.). Cambridge: CUP.

Crystal, D. (2002b). English in the New World. *Babylonia, 1*.

Crystal, D. (2003a). *A dictionary of linguistics and phonetics*. Oxford, England: Blackwell Publishing.

Crystal, D. (2003b). *English as a global language* (2nd ed.). Cambridge: CUP.

Cullen, R. (1994). Incorporating a language improvement component in teacher training programmes. *ELT Journal, 84*(2), 162-172.

Cullen, R. (2001). The use of lesson transcripts for developing teachers' classroom language. *System, 29*(1), 27-43.

Davies, A. (1991). *The native speaker in applied linguistics*. Edinburgh: Edinburgh UP.

Davies, A. (2003). *The native speaker: Myth and reality*. Clevedon, England: Multilingual Matters.

de Oliveira, L., & Richardson, S. (2001). Collaboration between native and nonnative English-speaking educators. *CATESOL Journal, 13*(1), 123-134.

de Oliveira, L., & Richardson, S. (2004). Collaboration between native and nonnative English-speaking educators. In L. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 294-306). Ann Arbor: University of Michigan Press.

Diamond, R., & Gray, P. (1987). *National study of teaching assistants*. Syracuse, NY: Syracuse University, Center for Instructional Development.

Durmuller, U. (2003). *The internationalization of English and its effects on the ESL/EL2 curriculum*, from http://www.kl.unibe.ch/kl/llbs1/Englisch/internationalisation.htm

Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Orlando, FL: Harcourt Brace Jovanovich.

Edge, J. (1988). Natives, speakers, and models. *Japan Association of Language Teachers Journal, 9*(2), 153-157.

Edwards, J. (1982). Language attitudes and their implications among English speakers. *Attitudes towards language variation; Social and applied contexts*, 20-33.

Eguiguren, A. (2000). Expanding TESOL programs to include a World Englishes perspective. *Australian Language Matters, 8*(3), 3-4.

England, L., & Roberts, C. (1989). *A survey of foreign students and MA-TESOL programs*. Paper presented at the Teachers of English to Speakers of Other Languages Conference, San Antonio, TX. (ERIC Document Reproduction Service No. 306 754).

Eskey, D. E. (1997). The IEP as a nontraditional entity. In M. A. Christison & F. L. Stoller (Eds.), *A handbook for Language Program administrators* (pp. 21-30). Burlingame, CA: Alta Book Center Publishers.

Fabrigar, L. R., MacDonald, T. K., & Wegener, D. T. (2005). The structure of attitudes. In D. Albarracin, B. T. Johnson & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 79-124). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.,.

Finder, A. (2005). *Unclear on American campus: What the foreign teacher said*. Retrieved June 24, 2005, from http://nytimes.com

Flynn, K., & Gulikers, G. (2001). Issues in hiring nonnative English-speaking professionals to teach English as a Second Language. *CATESOL Journal, 13*(1), 151-161.

Fox, W. (1992). *Functions and effects of International Teaching Assistants at a major research institution*. Unpublished dissertation, Purdue University, West Lafayette, IN.

Freeman, D. (1998). *Doing teacher research. From inquiry to understanding*. Boston, MA: Heinle & Heinle.

Giauque, G. (1984). *Purism versus pragmatism in foreign language teaching and acquisition*.Unpublished manuscript, University of Northern Arizona. (ERIC Document Reproduction Service No. 247 747).

Ginther, A. (2003). International Teaching Assistants testing: Policies and methods. In D. Douglas (Ed.), *English language teaching in U.S. colleges and universities* (pp. 57-84). Washington, D.C.: NAFSA: Association of International Educators.

Graddol, D. (1999). The decline of the native speaker. In D. Graddol & U. Meinhof (Eds.), *English in a changing world [AILA REVIEW 13]*. United Kingdom: Oxford University Press.

Graddol, D. (2006). *English next*, from http://www.britishcouncil.de/pdf/english-next-2006.pdf

Gravois, J. (2005). *Teach Impediment: When the student can't understand the instructor, who is to blame?* Retrieved April 8, 2005, 2005, from http://chronicle.com/free/v51/i31/31a01001.htm

Greis, N. (1984). Toward a better preparation of the nonnative ESOL teacher. In *On TESOL '84: Selected papers from the 18th Annual Convention of Teachers of English to Speakers of Other Languages* (pp. 317-324). Washington, DC: TESOL.

Grin, F., & Schwob, I. (2002). Bilingual education and linguistic governance: The Swiss Experience. *Intercultural Education, 13*(4), 409-426.

Hatch, E., & Lazaraton, A. (1991). *The research manual. Design and statistics for Applied Linguistics*. Boston, MA: Heinle & Heinle.

Higgins, C. (2003). "Ownership" of English in the Outer Circle: An alternative to the NS-NNS dichotomy. *TESOL Quarterly, 37*(4), 615-644.

Kachru, B. (1982). Models for non-native Englishes. In B. Kachru (Ed.), *The other tongue: English across cultures* (pp. 31-57). Chicago: University of Illinois Press.

Kachru, B. (1986). *The alchemy of English. The spread, functions and models of non-native Englishes*. Oxford: Pergamon Press Ltd.

Kachru, B. (Ed.). (1992). *The other tongue: English across cultures* (2nd ed.). Chicago: University of Illinois Press.

Kamhi-Stein, L. (1999). Preparing the non-native professionals in TESOL: Implications for teacher education programs. In G. Braine (Ed.), *Nonnative educators in English language teaching* (pp. 145-158). Mahwah, NJ: Erlbaum.

Kamhi-Stein, L. (2000). Adapting U.S.-based TESOL teacher education to meet the needs of nonnative English speakers. *TESOL Journal, 9*(3), 10-14.

Kamhi-Stein, L. (Ed.). (2004). *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals*. Ann Arbor: University of Michigan Press.

Kamhi-Stein, L., Aagard, A., Ching, A., Paik, M.-S. A., & Sasser, L. (2004). Teaching in kindergarten through grade 12 programs: Perceptions of native and nonnative English-speaking practitioners. In L. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 81-99). Ann Arbor: University of Michigan Press.

Kamhi-Stein, L., Lee, E., & Lee, C. (1999). How TESOL programs can enhance the preparation of nonnative English speakers. *TESOL Matters, 9*, 4.

Kamhi-Stein, L., Lee, E. & Lee, C. (1999, August/September). How TESOL programs can enhance the preparation of nonnative English speakers. *TESOL Matters, 9*, 4.

Kaplan, R. B. (1997). An IEP is a many-splendored thing. In M. A. Christison & F. L. Stoller (Eds.), *A handbook for Language Program administrators* (pp. 3-19). Burlingame, CA: Alta Book Center Publishers.

Kelch, K., & Santana-Williamson, E. (2002). ESL students' attitudes toward native- and nonnative-speaking instructors' accents. *CATESOL Journal, 14*(1), 57-72.

Kramsch, C. (1995). *The privilege of the non-native speaker*. Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages, Long Beach, CA.

Kresovich, B. M. (1988). Error gravity: Perceptions of native-speaking and non-native speaking faculty in EFL. *(ERIC Document Reproduction Service No. 311 732)*.

Krosnick, J. A., Judd, C. M., & Wittenbrink, B. (2005). The measurement of attitudes. In D. Albarracin, B. T. Johnson & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 21-78). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Lee, I. (2000). Can a nonnative English speaker be a good English teacher? *TESOL Matters, 10*(1), 19.

Lee, I. (2004). Preparing nonnative English speakers for EFL teaching in Hong Kong. In L. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 230-250). Ann Arbor: University of Michigan Press.

Liang, K. (2002). *English as a Second Language (ESL) students' attitudes towards nonnative English-speaking teachers' accentedness*. Unpublished M.A. thesis, California State University, Los Angeles.

Lin, A., Wang, W., Akamatsu, N., & Riazi, M. (2005). International TESOL professionals and teaching English for glocalized communication (TEGLOM). In A. S. Canagarajah (Ed.), *Reclaiming the local in language policy and practice* (pp. 197-224). Mahwah, NJ: Erlbaum.

Liu, D. (1999a). Training non-native TESOL students: Challenges for TESOL teacher education in the West. In G. Braine (Ed.), *Nonnative educators in English language teaching* (pp. 197-210). Mahwah, NJ: Erlbaum.

Liu, J. (1999b). From their own perspectives: The impact of non-native ESL professionals on their students. In G. Braine (Ed.), *Nonnative educators in English language teaching* (pp. 159-176). Mahwah, NJ: Erlbaum.

Liu, J. (2005). Chinese graduate teaching assistants teaching freshman composition to native English-speaking students. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges, and contributions to the profession* (pp. 155-177): Springer.

Llurda, E. (2004). Non-native-speaker teachers and English as an International Language. *International Journal of Applied Linguistics, 14*(3), 314-323.

Llurda, E. (2005). Non-native TESOL students as seen by practicum supervisors. In E. Llurda (Ed.), *Non-native language teachers. Perceptions, challenges, and contributions to the profession* (pp. 131-154): Springer.

Llurda, E., & Huguet, A. (2003). Self-awareness in NNS EFL primary and secondary school teachers. *Language Awareness, 13*, 220-235.

Ma, R. (1993). *Communication differences between native and non-native instructors as perceived by U.S. students*. Paper presented at the Annual Meeting of the Speech Communication Association, Miami Beach, FL. (ERIC Document Reproduction Service No. 367 011).

Mahboob, A. (2003). *Status of nonnative English-speaking teachers in the United States*. Unpublished Ph.D. Dissertation, Indiana University, Bloomington, IN.

Mahboob, A. (2004). Native or nonnative: What do students enrolled in an Intensive English Program think? In L. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 100-120). Ann Arbor: University of Michigan Press.

Mahboob, A., Uhrig, K., Newman, K. L., & Hartford, B. S. (2004). Children of lesser English: Status of nonnative English speakers as college-level English as a Second Language teachers in the United States. In L. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 100-120). Ann Arbor: The University of Michigan Press.

Matsuda, A. (2003). Incorporating World Englishes in Teaching English as an International Language. *TESOL Quarterly, 37*(4), 719-729.

Matsuda, A., & Matsuda, P. K. (2004). Autonomy and collaboration in teacher education: Journal sharing among native and nonnative English-speaking teachers. In L. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 176-189). Ann Arbor: University of Michigan Press.

Matsuda, P. K. (1997). *You can have your cake and eat it, too*, August 2001, from http://omni.cc.purdue.edu/~pmatsuda/writings/ns-nns.html

Matsuda, P. K., & Matsuda, A. (2001). Autonomy and collaboration in teacher education: Journal sharing among native and nonnative English-speaking teachers. *CATESOL Journal, 13*(1), 109-121.

Maum, R. (2003). *A Comparison of native and nonnative English-speaking teachers' beliefs about teaching English as a Second Language to adult English language learners*. Unpublished Dissertation, University of Louisville, Louisville, KY.

Mc Neill, A. (2005). Non-native speaker teachers and awareness of lexical difficulty in pedagogical texts. In E. Llurda (Ed.), (pp. 107-128): Springer.

McKay, S. L. (2003). Towards an appropriate EIL pedagogy. *International Journal of Applied Linguistics, 13*(1), 1-22.

Medgyes, P. (1992). Native or non-native: Who's worth more? *ESL Journal, 46*(4), 340-349.

Medgyes, P. (1994). *The non-native teacher*. London: Macmillan publisher.

Medgyes, P. (1999). Language training: A neglected area in teacher education. In G. Braine (Ed.), *Nonnative educators in English language teaching*. Mahwah, NJ: Erlbaum.

Modiano, M. (2001). Ideology and the ELT practitioner. *International Journal of Applied Linguistics, 11*(2), 159-173.

Modiano, M. (2005). Cultural studies, foreign language teaching and learning practices, and the NNS practitioner. In E. Llurda (Ed.), *Non-native language teachers: Perceptions, challenges, and contributions to the profession* (pp. 25-43): Springer.

Moussu, L. (2002). *English as a Second Language students' reactions to nonnative English-speaking teachers*. Unpublished Master's thesis, Brigham Young University, Provo, UT.

Murray, H., & Dingwall, S. (1997). English for scientific communication at Swiss universities: God helps those who help themselves. *Babylonia, 4*, 54-59.

Murray, H., Wegmuller, U., & Fayaz, A. K. (2001). *L'anglais en Suisse*. Bern, Switzerland: Office fédéral de l'éducation et de la science.

Nayar, P. B. (1994). Whose English is it? *TESL-EJ, 1*(1).

Nelson, C. (1992). Intelligibility and world Englishes in the classroom. *World Englishes, 14*(2), 273-279.

Nickel, G. (1985). How 'native' can (or should) a non-native speaker be? *ITL, Review of Applied Linguistics*(67-68), 141-160.

Open Doors. (2003). *Region and places of origin of IEP students, 2003*. Retrieved May 8, 2005, from http://opendoors.iienetwork.org/?p=49963

Paikeday, T. (1985). *The native speaker is dead!* Toronto: Paikeday Publishing Inc.

Pasternak, M., & Bailey, K. M. (2004). Preparing nonnative and native English-speaking teachers: Issues of professionalism and proficiency. In L. Kamhi-Stein (Ed.), *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals* (pp. 155-175). Ann Arbor: University of Michigan Press.

Perdreau, C. (1994). Roles, responsibilities, and priorities of the Intensive English Programs. *Journal of Intensive English Studies, 8*, 1-25.

Phillipson, R. (1992). *Linguistic imperialism.* Oxford: Oxford University Press.

Plakans, B. (1997). Undergraduates' experiences with and attitudes toward international assistants. *TESOL Quarterly, 31*(1), 95-119.

Pride, J. (1981). Native competence and the bilingual/multilingual speaker. *English World-Wide, 2*(2), 141-153.

Prodromou, K. (2003). In search of the successful users of English; How a corpus of non-native speaker language could impact on EFL teaching. *Modern English Teacher, 12*(2), 5-14.

Purpura, J. (1998). The development and construct validation of an instrument designed to investigate the selected cognitive background characteristics of test takers. In A. J. Kunnan (Ed.), *Validation in language assessment* (pp. 11-130). Mahwah, NY: Lawrence Erlbaum.

Rampton, M. B. H. (1990). Displacing the 'native speaker': Expertise, affiliation, and inheritance. *ELT Journal, 44*(2), 97-101.

Reid, J. (1997). Fostering common ground: The strategic relationship between the IEP and the MATESOL program in US Higher Education. *Journal of Intensive English Studies, 11*, 19-39.

Reves, T., & Medgyes, P. (1994). The non-native English speaking EFL/ESL teacher's self image: An international survey. *System, 22*(3), 353-357.

Richards, J., & Lockhart, C. (1994). *Reflective teaching in second language classrooms.* New York: Cambridge University Press.

Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. *Handbook of research on teacher education; A project of the Association of Teacher Educators*, 102-119.

Rubin, D., & Smith, K. (1990). Effect of accent, ethnicity, and lecture topic on undergraduates' perceptions of nonnative English-speaking teaching assistants. *International Journal of Intercultural Relations, 14*, 337-353.

Rubin, D., & Smith, K. (1990). Effect of accent, ethnicity, and lecture topic on undergraduates' perceptions of nonnative English-speaking teaching assistants. *International Journal of Intercultural Relations, 14*, 337-353.

Ryan, P. M. (1998). Cultural knowledge and foreign language teachers; A case study of a native speaker o English and a native speaker of Spanish. *Language, culture, and curriculum, 11*(2), 135-153.

Samimy, K., & Brutt-Giffler, J. (1999). To be a native or non-native speaker: Perceptions of "non-native" students in a graduates TESOL program. In G. Braine (Ed.), *Non-native educators in English language teaching*. (pp. 127-144). Mahwah, NJ: Erlbaum.

Samimy, K., & Brutt-Giffler, J. (1999). To be a native or non-native speaker: Perceptions of "non-native" students in a graduate TESOL program. In G. Braine (Ed.), *Nonnative educators in English language teaching* (pp. 127-144). Mahwah, NJ: Erlbaum.

Sauro, S. (2006). A native speaker of English goes nonnative. *Essential Teacher, Compleat Links (online)*(06/04/06).

Schuman, H., & Presser, S. (1996). *Question & answers in attitude surveys*. London: SAGE Publication.

Seidlhofer, B. (1999). Double standards: Teacher education in the expanding circle. *World Englishes, 18*(2), 233-245.

Seliger, H. W., & Shohamy, E. (Eds.). (1989). *Second language research methods*. Oxford: Oxford University Press.

Stoller, F. L. (1997). The catalyst for change and innovation. In M. A. Christison & F. L. Stoller (Eds.), *A handbook for Language Program administrators* (pp. 33-48). Burlingame, CA: Alta Book Center Publishers.

Tang, C. (1997). On the power and status of non-native ESL teachers. *TESOL Quarterly, 31*, 577-580.

Teachers of English to Speakers of Other Languages, Inc. (1992). A TESOL statement of non-native speakers of English and hiring practices. *TESOL Quarterly, 2*(4), 23.

Teachers of English to Speakers of Other Languages, Inc. (2006). *Position statement against discrimination of nonnative speakers of English in the field of TESOL*, from http://www.tesol.org

Thomas, J. (1999). Voices from the periphery. Non-native teachers and issues of credibility. In G. Braine (Ed.), *Nonnative educators in English language teaching* (pp. 5-13). Mahwah, NJ: Erlbaum.

Wegener, D. T., & Fabrigar, L. R. (2003). Constructing and evaluating quantitative measures for social psychological research. In C. Sansone, C. C. Morf & A. T. Panter (Eds.), *The SAGE handbook of methods in social psychology* (pp. 145-172). Thousand Oaks: SAGE Publications.

Weisberg, H., Krosnick, J., & Bowen, B. (1996). *An introduction to survey research, polling, and data analysis*. London: SAGE Publication.

APPENDICES

Appendix A
Flowchart of the Research Questions
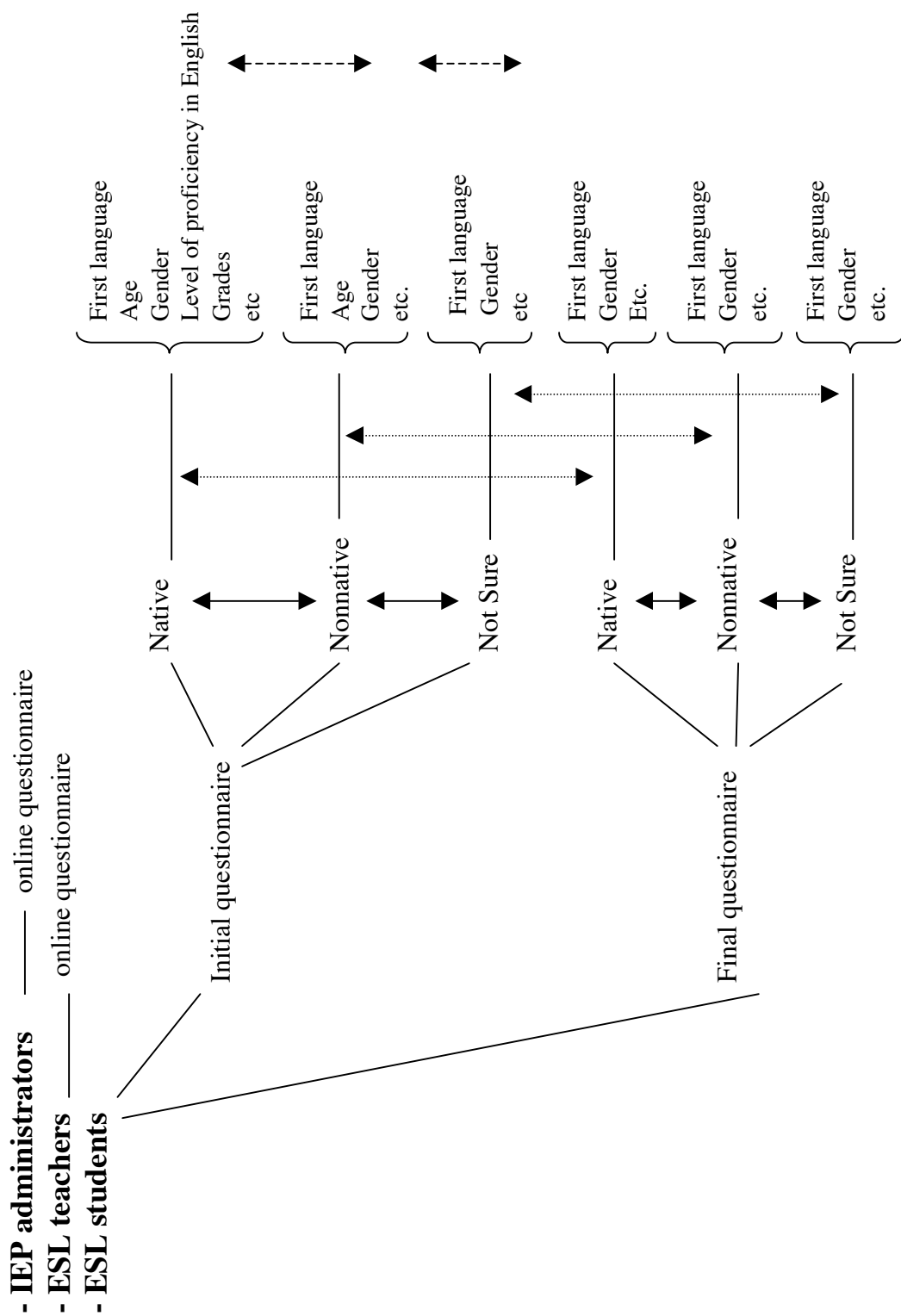
Appendix B
First Pilot Student Questionnaire

1. Date: _____
2. Number given by researcher: _____
3. What class is this? (grammar, reading, etc.)_____
4. What level are you in? _____
5. Country of origin: _____
6. First Language(s): _____
7. Age: _____
8. Gender: (a) male   (b) female
9. Have you learned languages other than English?   (a) yes   (b) no
10. NOT counting your current teacher, how many NONNATIVE English-speaking teachers have you had while learning English?
    (a) my current teacher is the first one   (e) three
    (b) none   (f) more than three
    (c) one   (g) I only had nonnative teachers
    (d) two
11. What do you think NATIVE English-speaking teachers teach **best**? (circle all that apply)
    (a) reading   (i) test preparation classes (TOEFL, etc.)
    (b) grammar
    (c) listening   (j) college preparation classes
    (d) writing/composition   (k) business English
    (e) speaking/oral communication   (l) English for beginners
    (f) pronunciation   (m) English intermediate learners
    (g) culture   (n) English for advanced learners
    (h) vocabulary   (o) nothing
12. What do you think NONNATIVE English-speaking teachers teach **best**? (circle all that apply)
    (a) reading   (i) test preparation classes (TOEFL, etc.)
    (b) grammar
    (c) listening   (j) college preparation classes
    (d) writing/composition   (k) business English
    (e) speaking/oral communication   (l) English for beginners
    (f) pronunciation   (m) English intermediate learners
    (g) culture   (n) English for advanced learners
    (h) vocabulary   (o) Nothing
13. Where is your teacher from? _____
14. Your current teacher is:
    (a) a NATIVE speaker of English   b) a NONNATIVE speaker of English   c) not sure
15. If your teacher is NOT from the U.S., have you visited the country of your teacher?
          (a) yes   (b) no   (c) not sure
16. If your teacher is a NONNATIVE speaker of English, do you speak the NATIVE language of your teacher?
          (a) no, not at all
          (b) yes, but only a little
          (c) yes, quite well
          (d) yes, natively
          (e) my teacher is a NATIVE speaker of English
17. Would you encourage a friend to take a class with this current teacher?
          (a) yes   (b) no   (c) not sure yet

18. Do you plan to go back to your country after you finish your studies in the U.S.?
        (a) yes   (b) no   (c) not sure yet
19. Why are you learning English?
    (a) to go to an English-speaking school or university
    (b) to get a better job in my country
    (c) because I want to live in this country
    (d) because I know English is very important in today's society
    (e) because I like the English language and culture very much
    (f) for other reasons

Please answer the following questions about teachers IN GENERAL **by** CIRCLING **the numbers that correspond to your feelings:**
1: <u>AGREE</u> strongly,   *2: agree,*   *3: not sure,*   *4: disagree,*   *5: <u>DISAGREE</u> strongly*

20. **1 2 3 4 5** In the future, I hope to travel and/or live abroad.
21. **1 2 3 4 5** I think ESL teachers should all speak with a perfect American accent.
22. **1 2 3 4 5** ESL teachers who speak more many languages can understand my learning difficulties better than teachers who speak only English.
23. **1 2 3 4 5** I don't care where my teacher is from as long as he/she is a good teacher for me. /It is more important that my teacher be a good teacher than he/she be a native speaker of English.
24. **1 2 3 4 5** To learn American English well, I need to have a teacher who knows about American culture.
25. **1 2 3 4 5** I can learn English better with a teacher who speaks my first language.
26. **1 2 3 4 5** NONNATIVE English-speaking teachers motivate me to do my best to learn English.
27. **1 2 3 4 5** Having a class with a NONNATIVE English-speaking teacher is an opportunity to broaden my understanding of another culture.
28. **1 2 3 4 5** I prefer NATIVE English-speaking teachers.
29. **1 2 3 4 5** NONNATIVE English speaking teachers have difficulties understanding and responding to students' questions.
30. **1 2 3 4 5** Only NATIVE English speakers know about American culture well.
31. **1 2 3 4 5** I am concerned about the differences between NATIVE and NONNATIVE teachers.
32. **1 2 3 4 5** NONNATIVE English-speaking teachers can help me adjust to the new American culture better than NATIVE speakers.
33. **1 2 3 4 5** I understand easily what my teacher is saying
34. **1 2 3 4 5** My teacher looks like a typical American person.
35. **1 2 3 4 5** My English teacher knows English grammar very well.
36. **1 2 3 4 5** My teacher's explanations and directions are clear in general
37. **1 2 3 4 5** If I could choose a different teacher today, I would do it.
38. **1 2 3 4 5** My teacher is usually well prepared for class
39. Overall, I like my English teacher this semester: (a) true   (b) false
40. The overall grade I expect to receive in this class is:
       (a) **very high** (A+, A, or A-)   (b) **high** (B+, B, or B-)
       (c) **average** (C+, C, or C-)   (d) **low** (D+ D, or D-)

THANK YOU VERY MUCH FOR YOUR HELP!

Appendix C
Second Pilot Student Questionnaire

I. Background information. Please answer the following questions about yourself.
1. Country of origin: _____
2. City where you were born: _____
3. First language(s): _____
4. Gender: (a) male   (b) female
5. What school are you in right now? _____
6. What is the subject of this class? (grammar, reading, etc.) _____
7. What is the level of your ESL course?
            (a) beginner   (b) intermediate   (c) advanced
8. **Including your current teacher**,
      a) how many NATIVE ESL teachers have you had while learning English **in the U.S.**? _____
      b) how many NONNATIVE ESL teachers have you had while learning English **in the U.S.**? _____
9. Your most important reason for learning English is:
      (a) to go to an English-speaking school or IEP
      (b) to get a better job in my country
      (c) to live in the U.S.
      (d) because English is very important in today's society
      (e) because you like the English language and culture very much
      (f) because you are a U.S. citizen or immigrant
      (g) for fun and personal pleasure
      (h) for other reasons (please explain): _____
10. The overall grade you expect to receive in this class is:
            (a) **very high** (A+, A, or A-)   (b) **high** (B+, B, or B-)
            (c) **average** (C+, C, or C-)   (d) **low** (D+ D, or D-)
            (e) **fail** (F)
II. YOUR teacher. Please answer the following questions about your teacher in *this class*.
11. What country is your ESL teacher from? _____
12. Your ESL teacher is:
      (a) a NATIVE speaker of English
      (b) a NONNATIVE speaker of English
      (c) not sure

Please answer the following questions about **YOUR ESL teachers IN THIS CLASS** by **FILLING OUT** the numbers that correspond to your feelings, according to the following scale:

1: strongly DISAGREE   2: disagree   3: not sure   4: agree   5: strongly AGREE

| This is an example | ① | ② | ③ | ④ | ● |

	strongly **DISAGREE**	Disagree	Not sure	Agree	strongly **AGREE**
13. My ESL teacher seems to be a good teacher	①	②	③	④	⑤
14. My ESL teacher doesn't look like a native speaker of English	①	②	③	④	⑤
15. My ESL teacher explains difficult concepts well	①	②	③	④	⑤
16. My ESL teacher isn't well organized	①	②	③	④	⑤
17. My ESL teacher knows English grammar very well	①	②	③	④	⑤
18. I want to be able to speak English like my ESL teacher	①	②	③	④	⑤
19. I don't understand what my ESL teacher is saying	①	②	③	④	⑤
20. If I could choose a different ESL teacher today I would	①	②	③	④	⑤
21. My ESL teacher looks like a typical American person	①	②	③	④	⑤
22. The English pronunciation of my ESL teacher is good	①	②	③	④	⑤
23. My ESL teacher makes a lot of grammar mistakes	①	②	③	④	⑤
24. My ESL teacher is a positive role model to me	①	②	③	④	⑤
25. My ESL teacher is able to simplify difficult materials so everyone can understand it	①	②	③	④	⑤
26. My ESL teacher looks very much like a foreigner	①	②	③	④	⑤
27. My ESL teacher comes to class with a clear plan for the lessons	①	②	③	④	⑤
28. I like my ESL teacher	①	②	③	④	⑤
29. I understand easily my ESL teacher's pronunciation	①	②	③	④	⑤

III. Other ESL teachers. Please answer the following questions by **FILLING OUT the circled numbers** that correspond to your feelings, according to the following scale:

*1: strongly **DISAGREE** 2: agree   3: not sure   4: disagree   5: strongly **AGREE***

	strongly **DISAGREE**	Disagree	Not sure	Agree	strongly **AGREE**
30. ESL teachers should all speak without a foreign accent	①	②	③	④	⑤
31. NATIVE ESL teachers never make grammar mistakes	①	②	③	④	⑤

	strongly **DISAGREE**	Disagree	Not sure	Agree	strongly **AGREE**
32. It's OK to speak English with a foreign accent	①	②	③	④	⑤
33. NATIVE teachers don't always know how to answer students' questions	①	②	③	④	⑤
34. NATIVE ESL teachers sometimes make grammar mistakes	①	②	③	④	⑤
35. NONNATIVE teachers should only be allowed to teach English in their own countries	①	②	③	④	⑤
36. I don't care where my teacher is from as long as he/she is a good teacher	①	②	③	④	⑤
37. NONNATIVE ESL teachers always make grammar mistakes	①	②	③	④	⑤
38. Only NATIVE ESL teachers should be allowed to teach English in the United States	①	②	③	④	⑤
39. It's OK for ESL teachers to speak English with a foreign accent	①	②	③	④	⑤
40. NATIVE ESL teachers are better role models than NONNATIVE teachers	①	②	③	④	⑤
41. My learning experiences with NONNATIVE teachers have been good so far	①	②	③	④	⑤

THANK YOU VERY MUCH FOR YOUR HELP!

Appendix D
Student Questionnaire[13]

- **NATIVE ENGLISH TEACHERS** are teachers whose **first (native)** language is English.
- **NONNATIVE ENGLISH TEACHERS** are teachers who learned English in addition to their first language.

I. YOUR ENGLISH TEACHER. Please answer the following questions about your teacher in *this class*.

      1. What country is your English teacher from? _____

      2. Your English teacher is (please put an X in the space corresponding to your answer):

            i. ____ a NATIVE speaker of English

            ii. ____ a NONNATIVE speaker of English

            iii. ____ not sure

      3. Would you encourage a friend to take a class with THIS English teacher?

          (a) ____ yes   (b) ____ no   (c) _____ not sure

Please answer the following questions about **YOUR ENGLISH TEACHER AND THIS CLASS** by FILLING IN the numbers that correspond to your feelings, according to the following scale:

1: strongly ***DISAGREE*** *2*: *disagree*   *3*: *not sure*   *4*: *agree*   *5*: *strongly* ***AGREE***

This is an example	①	②	③	●	⑤

	strongly **DISAGREE**	Disagree	Not sure	Agree	strongly **AGREE**
4. My English teacher is a good English teacher	①	②	③	④	⑤
5. I would enjoy taking another class with this English teacher	①	②	③	④	⑤
6. I am learning a lot of English with this teacher	①	②	③	④	⑤
7. My English teacher is the kind of teacher I expected to have here	①	②	③	④	⑤
8. My English teacher is an ideal teacher for me	①	②	③	④	⑤
9. My English teacher explains difficult concepts well	①	②	③	④	⑤
10. My English teacher is able to simplify difficult material so I can understand it	①	②	③	④	⑤
11. My English teacher teaches in a manner that helps me learn	①	②	③	④	⑤

---

[13] The English version of the student questionnaire is provided here. Translations are available upon request.

	strongly **DISAGREE**	Disagree	Not sure	Agree	strongly **AGREE**
12. My English teacher motivates me to do my best to learn English	①	②	③	④	⑤
13. My English teacher is a good example of the ideal English speaker	①	②	③	④	⑤
14. My English teacher looks like a native speaker of English	①	②	③	④	⑤
15. My English teacher looks like a typical American person	①	②	③	④	⑤
16. My English teacher knows the English grammar very well	①	②	③	④	⑤
17. My English teacher rarely makes grammar mistakes when he/she writes	①	②	③	④	⑤
18. My English teacher rarely makes grammar mistakes when he/she speaks	①	②	③	④	⑤
19. My English teacher explains grammar rules very clearly	①	②	③	④	⑤
20. I understand what my English teacher is saying without a problem	①	②	③	④	⑤
21. The English pronunciation of my English teacher is good	①	②	③	④	⑤
22. I understand my English teacher's pronunciation easily	①	②	③	④	⑤
23. English teachers should all speak with a perfect American accent	①	②	③	④	⑤
24. NATIVE English speakers make the best English teachers	①	②	③	④	⑤
25. I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher	①	②	③	④	⑤
26. I don't care where my teacher is from, as long as he/she is a good teacher for me	①	②	③	④	⑤

27. What do you think makes a "good" English teacher? Please explain in the lines below. _____

II. BACKGROUND INFORMATION. Please answer the following questions about yourself.

28. Name of country from where you came: _____

29. Name of city/town/village where you were born: _____

30. Birth date (day/month/year): _____/_____/_____

31. First language(s): _____

32. Gender: (a) _____ male   (b) _____ female

33. Name of school/ IEP where you are studying right now: _____

34. Subject of this class (grammar, reading, etc.): _____

35. Level of this English course (please choose one option):
      (a) _____ beginner   (b) _____ intermediate   (c) _____ advanced

36. Including your current teacher,
         - how many NATIVE English teachers have you had while learning English in the U.S.? _____

    - how many NONNATIVE English teachers have you had while
      learning English <u>in the U.S.</u>?_____
  37. Do you intend to leave the United States after you finish your studies in this school?
       (a) ____ yes   (b) ____ no   (c) ____ not sure
  38. Your <u>most important</u> reason for learning English is (choose **<u>ONLY ONE</u>** answer):
  ____ to go to an English-speaking school or IEP
  ____ to get a better job in your country
  ____ to live in the U.S.
  ____ because English is very important in today's society
  ____ because you like the English language and culture very much
  ____ because you are a U.S. citizen or immigrant
  ____ for fun and personal pleasure
  ____ for other reasons (please explain): _____
  39. The overall grade you expect to receive in this class is:
  ____ very high (A+, A, or A-) (90%-100%)
  ____ high (B+, B, or B-) (80%-89%)
  ____ average (C+, C, or C-) (70%-79%)
  ____ low (D+ D, or D-) (60%-69%)
  ____ fail (E or F) (below 60%)

THANK YOU VERY MUCH FOR YOUR HELP!

Appendix E
Teacher Questionnaire[14]

NS are Native Speakers of English   **NNS** are Non-Native Speakers of English
I: Background information. Please answer the following questions about yourself.
1. In what country were you born?
2. What is/are your *first* language(s)?
3. Are you a   a) _____ Male b) _____ Female ?
4. If you have lived most of your life *outside of the U.S.*, at what age did you come to the US to live/study/work here (not counting prior visits?
5. Do you consider yourself a:
    a. _____ Native speaker of English?
    b. _____ Nonnative speaker of English?
6. What diploma(s) or degree(s) do you hold, if any?
7. If you consider yourself a native speaker of English, do your students sometimes think that you are a nonnative speaker or English (because of your physical appearance or accent, for example)?   a) ____ Yes   b) _____ No
8. If you consider yourself a nonnative speaker of English, can your students guess that you are a nonnative speaker of English?   a) ____Yes   b) ____No
9. If you consider yourself a nonnative speaker of English, do you tell your students that you are a nonnative English speaker?   a) ____ Yes   b) _____ No
10. In what school do you teach right now?
11. Did you teach ESL/EFL *before you came to this school*? a) __Yes   b) __ No
12. If so, how long have you taught ESL/EFL *before you came to this school?*_____
13. How long have you been teaching ESL *in this school*? _____
14. What classes have you taught *in this school* (grammar, reading, etc.)? _____
During your training as an ESL instructor (if any), did you take part in any *discussions* or take any *classes* aimed specifically at future **NNS** instructors? Please explain.
15. Do you feel like your MA TESOL program (or other training program, if any) is preparing or did prepare you well for your teaching assignments? Please explain.

II. Your experience in this Intensive English Program:
16. Do students in this IEP make discriminatory comments about **NNS** instructors or other instructors?   a) ____ Yes   b) _____ No
17. If so, how do you respond to such comments?
18. Do you feel that you are being discriminated against in any way by students or colleagues?   a) ____ Yes   b) _____ No
19. Do you feel comfortable talking about issues of discrimination with your mentor or the IEP administrators? Please explain.
20. My experience as an ESL instructor in this school has been positive so far.
    1) _____strongly **disagree**
    2) _____disagree
    3) _____ not sure
    4) _____ agree
    5) _____ strongly **agree**

---

[14] This questionnaire was available online. Its online format was thus slightly different but the questions were the same.

21. Collaboration between native and nonnative ESL instructors is strongly encouraged in this school. a) _____Yes   b) _____ No   c) _____ Not applicable

On a scale from 1 to 5, 5 being excellent and 1 being very low, how would you describe your level of proficiency in English the following areas? (please circle the number corresponding to your answers):

22. Reading comprehension_____*(very low)*   *1 2 3 4 5*   *(very high)*
23. Writing/Composition _____ *1 2 3 4 5*
24. Listening comprehension_____ *1 2 3 4 5*
25. Speaking/ Oral communication___*(very low)*   *1 2 3 4 5*   *(very high)*
26. Grammar accuracy in use _____ *1 2 3 4 5*
27. Knowledge of grammar rules_____ *1 2 3 4 5*
28. Breadth of vocabulary _____ *1 2 3 4 5*
29. Pronunciation _____*(very low)*   *1 2 3 4 5*   *(very high)*

On a scale from 1 to 5, **5 being very comfortable and 1 being very uncomfortable**, how comfortable are you teaching the following skills? (please circle the number corresponding to your answers):

30. Reading_____*(very uncomfortable)*   *1 2 3 4 5*   *(very comfortable)*
31. Writing/Composition _____ *1 2 3 4 5*
32. Listening_____ *1 2 3 4 5*
33. Speaking /Pronunciation_____ *1 2 3 4 5*
34. Grammar_____ *1 2 3 4 5*
35. Culture _____*(very uncomfortable)*   *1 2 3 4 5*   *(very comfortable*
36. Test preparation (TOEFL, GRE, etc.)_____ *1 2 3 4 5*
37. ESL Computer skills_____ *1 2 3 4 5*
38. Low (basic) levels_____ *1 2 3 4 5*
39. Intermediate levels _____ *1 2 3 4 5*
40. Advanced levels _____*(very uncomfortable)*   *1 2 3 4 5*   *(very comfortable)*

III. General beliefs about ESL teaching:

41. In your opinion, what makes an ESL instructor a "good" ESL instructor?
42. What do you think are the *most valuable qualities* of **NNS** ESL instructors, if any?
43. What do you think are the *most serious weaknesses* of **NNS** ESL instructors, if any?

Multiple choice questions: Please answer the following questions by circling one of the options:

> *1= strongly DISAGREE   2=disagree   3=not sure   4= agree   5= strongly AGREE*

44. **NNS** ESL instructors are often perceived by their students as good
    role models. _____*1 2 3 4 5*
45. Most ESL students think their instructors should have a native-like
    accent. _____*1 2 3 4 5*
46. **NNS** ESL instructors can help students cope with cultural adjustments to the
    U.S. better than **NS** ESL instructors. _____*1 2 3 4 5*
47. Overall, **NNS** can teach English just as well as **NS.** _____*1 2 3 4 5*
48. **NNS** often have difficulties responding to students' questions._____*1 2 3 4 5*
49. ESL instructors who speak more than one language understand ESL students'
    learning difficulties better than instructors who speak only
    one language._____*1 2 3 4 5*
50. Is there anything you would like to add?

Appendix F
Administrator Questionnaire[15]

NS are Native Speakers of English   **NNS** are Non-Native Speakers of English

I: Background information. Please answer the following questions about yourself.
1. What is/are your *first* language(s)?
2. Do you consider yourself a
    a. Native speaker of English?
    b. Nonnative speaker of English?
3. Are you a male or female?
4. In what school do you work right now?
5. How long have you been an administrator in *this* IEP?

II. Students in your Intensive English Program.
6. How many students do you have in your IEP that are males?
7. How many students do you have in your IEP that are females?
8. Which countries are represented among your students? Which countries have the highest representation?
9. How many proficiency levels (e.g. beginning, intermediate, etc.) are there in your IEP?
10. What classes do you offer to your students (grammar, reading, etc.) ?

III: ESL instructors in your Intensive English Program. Pease respond to the following questions with as much details as possible.
11. How many instructors do you have in your IEP that are **native** speakers of English?
12. How many instructors do you have in your IEP that are **nonnative** speakers of English?
13. What criteria do you use for hiring ESL instructors in your IEP?
14. If you don't have any NNS ESL instructor working at your school right now, do you think you will hire one in the near future, if the opportunity comes up? (Please circle one answer):
    a. Definitely Yes
    b. Cautiously Yes
    c. Maybe
    d. Probably Not
    e. Definitely Not
15. What criteria do you use for hiring ESL instructors in you IEP? Please be as specific as possible.
16. If you hire, or have hired NNS in the past, do you assign them to specific teaching situations (class subject, size, structure, etc.) during their first year on the job? Please explain:
17. What role (if any) do you play in helping your ESL teachers (and NNS in particular, if applicable) develop as professionals?
18. **NNS** ESL instructors or any ESL instructor ever indicated to you that they feel they are being discriminated against by students or colleagues? If not, skip the next question. a) Yes   b) No
19. If so, please explain what happened and how you respond to these concerns.

---

[15] This questionnaire was available online. Its online format was slightly different but the questions were the same.

20. If not, how would you respond to students who make discriminatory comments about **NNS** or **NS** ESL instructors?

Multiple choice questions: *Please answer the following questions by circling one of the options.* *Please skip questions that do not apply to your program*.

| *1= strongly DISAGREE 2=disagree 3=not sure   4= agree   5= strongly AGREE* |

21. The teaching experience of **NNS** ESL instructors in this IEP seems to be rather positive in general (skip if N/A) *1 2 3 4 5*
22. We strongly encourage and facilitate collaboration between **NS** and **NNS** ESL instructors in this IEP. *1 2 3 4 5*
23. *1 2 3 4 5* Students in our Intensive English Program often seem disappointed if they see that their ESL instructor is a nonnative speaker of English. *1 2 3 4 5*

IV. ESL instructors in general. Pease respond to the following questions with as much details as possible.

24. In your opinion, what makes an ESL instructor a "good" ESL instructor?
25. In your opinion, what are the *most valuable qualities* of **NNS** ESL instructors, if any?
26. In your opinion, what are the *most serious weaknesses* of **NNS** ESL instructors, if any?
27. How should/could MA TESOL programs (or other instructor preparation programs) prepare future ESL instructors to become excellent instructors?

Multiple choice questions: *Please answer the following questions by circling one of the options:*

| *1= disagree strongly, 2=disagree, 3=undecided, 4= agree, 5= agree strongly* |

28. **NNS** ESL instructors are often perceived by their students as good role models. *1 2 3 4 5*
29. Most ESL students think their ESL instructors should have a native-like accent. *1 2 3 4 5*
30. **NNS** ESL instructors can help students cope with cultural adjustments to the U.S. better than **NS** ESL instructors. *1 2 3 4 5*
31. Overall, **NNS** can teach English just as well as **NS**. *1 2 3 4 5*
32. **NNS** often have difficulties responding to students' questions. *1 2 3 4 5*
33. ESL instructors who speak more than one language understand ESL students' learning difficulties better than ESL instructors who speak only one language. *1 2 3 4 5*
34. Is there anything else you would like to add?

THANK YOU VERY MUCH FOR YOUR RESPONSES!

Appendix G
Directions for the Distribution and Collection of the Student Questionnaires

1) *If your students receive and fill out the questionnaires in class*:
- It is VERY IMPORTANT that the students receive the questionnaires IN CLASS and not outside of class!
- Take enough questionnaires for every student in the class and a LARGE ENVELOPE.
- Enter the classroom about 15 minutes before the end of class, ASK THE TEACHER TO LEAVE THE CLASSROOM, and quickly introduce the research this way:
    o This is part of the same study as the one earlier in the semester. You can find more information about it on the first page of the questionnaire.
    o You can participate if you want but you don't have to. You will NOT be penalized if you do not want to participate! Your decision will NOT affect your grades!
    o Your teachers will NOT see your answers!
    o You are asked to answer some questions about your English teacher IN THIS CLASS.
    o PLEASE FILL OUT THE PERSONAL INFO SECTION FOR MATCHING PURPOSES (the researcher will NOT keep the info but needs it twice!).
    o Please fill out the questionnaires RIGHT NOW, if you decide to participate, and place them in this large envelope when you are done
- When the envelopes are full, SEAL THEM IN FRONT OF THE STUDENTS and send them directly to me.

2) *If you students receive the questionnaires at the end of class and fill them out OUTSIDE OF CLASS:*
- It is VERY IMPORTANT that the students receive the questionnaires IN CLASS and not outside of class!
- Take enough questionnaires for every student in the class,
- Enter the classroom five minutes before the end of class, ASK THE TEACHER TO LEAVE THE CLASSROOM, and quickly introduce the research this way:
    o This is part of the same study as the one earlier in the semester. You can find more information about it on the first page of the questionnaire.
    o You can participate if you want but you don't have to. You will NOT be penalized if you do not wan to participate! Your decision will NOT affect your grade!
    o Your teachers will NOT see your answers!
    o You are asked to answer some questions about your English teacher IN THIS CLASS.
    o PLEASE FILL OUT THE PERSONAL INFO SECTION FOR MATCHING PURPOSES (the researcher will NOT keep the info but needs it twice!).
    o Please fill out the questionnaires and return them to the secretary/the director/whoever is in charge.
- Have someone ready to collect the student questionnaires and place them, about 15 at a time, in big envelopes.
- When the envelopes are full, please send them to me.

THANK YOU!

Appendix H

Individual School Data According to Responses to the Initial Questionnaire

IEP	Age	Gender	Countries
Crabapple	n = 123 M: 25.09 Median: 24.00 Mode: 24.00 SD: 5.18 Skewness: 1.86 Kurtosis: 5.56 Variance: 26.84 Range: 33.00 Max: 50 Min: 17 Missing: 15	n = 136 Male: 57 (41.91%) Female: 79 (58.09%) Missing: 2	n = 135 Korea: 66 (48.98%) Taiwan: 20 (14.81%) Mexico: 12 (8.89%) Colombia: 6 (4.44%) Japan: 4 (2.96%) China: 4 (2.96%) Peru: 3 (2.22%) Turkey: 2 (1.48%) UAE: 2 (1.48%) Venezuela: 2 (1.48%) Argentina: 1 (0.74%) Bahrain: 1 (0.74%) Brazil: 1 (0.74%) Chile: 1 (0.74%) Ecuador: 1 (0.74%) El Salvador: 1 (0.74%) France: 1 (0.74%) Germany: 1 (0.74%) Panama: 1 (0.74%) Puerto Rico: 1 (0.74%) Switzerland: 1 (0.74%) Thailand: 1 (0.74%) Ukraine: 1 (0.74%) Vietnam: 1 (0.74%) Missing: 3
Elm	n = 25 M: 26.68 Median: 26.00 Mode: 21.00 SD: 7.32 Skewness: 1.53 Kurtosis: 3.03 Variance: 53.72 Range: 32.00 Max: 50 Min: 18 Missing: 2	n = 27 Male: 9 (33.33%) Female: 18 (66.67%)	n = 26 China: 6 (23.08%) Japan: 2 (7.69%) Korea: 2 (7.69%) Saudi Arabia: 2 (7.69%) Taiwan: 2 (7.69%) Turkey: 2 (7.69%) Azerbaijan: 1 (3.85%) Haiti: 1 (2.56%) Kuwait: 1 (2.56%) Mexico: 1 (2.56%) Nigeria: 1 (2.56%) Palestine: 1 (2.56%) Peru: 1 (2.56%) Russia: 1 (2.56%) Venezuela: 1 (2.56%) Vietnam: 1 (2.56%) Missing: 1

Eucalyptus	n = 21 M: 24.52 Median: 24.00 Mode: 21.00 SD: 3.60 Skewness: 0.77 Kurtosis: -0.15 Variance: 12.96 Range: 12.00 Max: 32 Min: 20 Missing: 1	n = 22 Male: 11 (50 %) Female: 11 (50%)	n = 22 Korea: 6 (27.27%) Taiwan: 5 (22.73%) Japan: 5 (22.73%) Thailand: 4 (18.18%) Singapore: 1 (4.55%) Indonesia: 1 (4.55%)
Ginkgo	n = 125 M: 24.82 Median: 23.00 Mode: 18.00 SD: 6.55 Skewness: 1.47 Kurtosis: 2.68 Variance: 42.92 Range: 33.00 Max: 50 Min: 17 Missing: 15	n = 136 Male: 74 (54.41%) Female: 62 (45.59%) Missing: 4	n = 138 Mexico: 35 (25.36%) Korea: 34 (24.63%) Japan: 18 (13.04%) Taiwan: 15 (10.87%) Brazil: 8 (5.80%) Colombia: 4 (2.90%) Peru: 4 (2.90%) Chile: 3 (2.17%) France: 2 (1.45%) Mongolia: 2 (1.45%) Paraguay: 2 (1.45%) Thailand: 2 (1.45%) Argentina: 1 (0.72%) Bolivia: 1 (0.72%) China: 1 (0.72%) Germany: 1 (0.72%) Hong Kong: 1 (0.72%) Italy: 1 (0.72%) Russia: 1 (0.72%) Spain: 1 (0.72%) Venezuela: 1 (0.72%) Missing: 2
Hackberry	n = 38 M: 26.07 Median: 25.00 Mode: 25.00 SD: 6.68 Skewness: 1.83 Kurtosis: 4.09 Variance: 44.66 Range: 30.00 Max: 48 Min: 18 Missing: 2	n = 39 Male: 20 (51.28 %) Female: 19 (48.72%) Missing: 1	n = 39 Japan: 7 (17.95%) Korea: 5 (12.82%) China: 4 (10.26%) Mexico: 3 (7.96%) Taiwan: 3 (7.96%) Venezuela: 3 (7.96%) Brazil: 2 (5.13%) Colombia: 2 (5.13%) Iran: 2 (5.13%) Vietnam: 2 (5.13%) Germany: 1 (2.56%) Palestine: 1 (2.56%)

			Peru: 1 (2.56%)
			Poland: 1 (2.56%)
			Saudi Arabia: 1 (2.56%)
			Switzerland: 1 (2.56%)
			Missing: 1
Hickory	n = 38 M: 25.07 Median: 23.50 Mode: 25.00 SD: 6.79 Skewness: 1.96 Kurtosis: 4.28 Variance: 46.12 Range: 29.00 Max: 47 Min: 18 Missing: 4	n = 41 Male: 22 (53.66%) Female: 19 (46.34%) Missing: 1	n = 41 Korea: 20 (48.78%) Poland: 13 (31.71%) Greece: 2 (4.88%) Cameroon: 1 (2.44%) Congo: 1 (2.44%) Hong Kong: 1 (2.44%) Japan: 1 (2.44%) Sri Lanka: 1 (2.44%) Turkey: 1 (2.44%) Missing: 1
Ironwood	n = 29 M: 23.13 Median: 22.00 Mode: 18.00 SD: 5.54 Skewness: 1.20 Kurtosis: 0.66 Variance: 30.76 Range: 20.00 Max: 37 Min: 17	n = 29 Male: 14 (48.28%) Female: 15 (51.72%)	n = 29 Korea: 8 (27.59%) Taiwan: 4 (13.79%) China: 3 (10.34%) Japan: 2 (6.90%) Saudi Arabia: 2 (6.90%) Costa Rica: 1 (3.45%) Honduras: 1 (3.45%) Indonesia: 1 (3.45%) Kazakhstan: 1 (3.45%) Mexico: 1 (3.45%) Poland: 1 (3.45%) Spain: 1 (3.45%) Uzbekistan: 1 (3.45%) Venezuela: 1 (3.45%) Vietnam: 1 (3.45%)
Juniper	n = 19 M: 24.47 Median: 23.00 Mode: 23.00 SD: 5.93 Skewness: 1.69 Kurtosis: 3.47 Variance: 35.26 Range: 24.00 Max: 42 Min: 18 Missing: 2	n = 21 Male: 11 (52.38%) Female: 10 (47.62%)	n = 21 Korea: 6 (28.57%) Taiwan: 6 (28.57%) Japan: 3 (14.29%) Saudi Arabia: 3 (14.29%) Azerbaijan: 1 (4.76%) Myanmar: 1 (4.76%) Thailand: 1 (4.76%)

Linden	n = 40	n = 45	n =46
	M: 24.20	Male: 23	Korea: 24 (52.17%)
	Median: 24.50	(51.11%)	Taiwan: 3 (6.52%)
	Mode: 25.00	Female: 22	Turkey: 3 (6.52%)
	SD: 4.66	(48.89%)	Japan: 2 (4.35%)
	Skewness: 0.72	Missing: 1	Mali: 2 (4.35%)
	Kurtosis: 0.91		Mongolia: 2 (4.35%)
	Variance: 31.75		China: 1 (2.17%)
	Range: 22.00		Colombia: 1 (2.17%)
			France: 1 (2.17%)
	Max: 38		Mexico: 1 (2.17%)
	Min: 16		Panama: 1 (2.17%)
	Missing: 6		Peru: 1 (2.17%)
			Puerto Rico: 1 (2.17%)
			Saudi Arabia: 1 (2.17%)
			Thailand: 1 (2.17%)
			Venezuela: 1 (2.17%)
Maple	n = 33	n = 32	n = 34
	M: 22.66	Male: 12	Japan: 18 (52.95%)
	Median: 20.00	(37.50%)	Korea: 4 (11.76%)
	Mode: 20.00	Female: 20	Taiwan: 4 (11.76%)
	SD: 5.51	(62.50%)	Switzerland: 2 (5.88%)
	Skewness: 2.30	Missing: 2	Turkey: 2 (5.88%)
	Kurtosis: 5.57		Chile: 1 (2.49%)
	Variance: 30.41		Mexico: 1 (2.49%)
	Range: 25.00		Nicaragua: 1 (2.49%)
			Thailand: 1 (2.49%
	Max: 43		
	Min: 18		
	Missing: 1		
Mulberry	n = 31	n = 36	n = 33
	M: 27.06	Male: 17	Taiwan: 6 (18.18%)
	Median: 27.00	(47.22%)	China: 5 (15.15%)
	Mode: 28.00	Female: 19	Korea: 5 (15.15%)
	SD: 5.50	(52.78%)	Palestine: 4 (12.12%)
	Skewness: 1.28	Missing: 2	Thailand: 4 (12.12%)
	Kurtosis: 1.94		India: 3 (9.09%)
	Variance: 30.32		Japan: 3 (9.09%)
	Range: 22.00		Chile: 1 (3.03%)
			Colombia: 1 (3.03%)
	Max: 42		Ecuador: 1 (3.03%)
	Min: 20		Missing: 5
	Missing: 7		
Oak	n = 96	n = 103	n = 102
	M: 25.67	Male: 50	Korea: 18 (17.48%)
	Median: 23.00	(48.54%)	Japan: 17 (16.50%)
	Mode: 18.00	Female: 53	Saudi Arabia: 11
	SD: 7.75	(51.46%)	(10.68%)
	Skewness: 1.15		Colombia: 10 (9.71%)

	Kurtosis: 0.69 Variance: 60.19 Range: 33.00 Max: 50 Min: 17 Missing: 7		Venezuela: 6 (5.64%) Taiwan: 4 (3.88%) France: 3 (2.91%) Turkey: 3 (2.91%) Brazil: 2 (1.94%) Ecuador: 2 (1.94%) Italy: 2 (1.94%) Mexico: 2 (1.94%) Peru: 2 (1.94%) Thailand: 2 (1.94%) Yemen: 2 (1.94%) Benin: 1 (0.97%) Bolivia: 1 (0.97%) Chile: 1 (0.97%) Czech Republic: 1 (0.97%) Djibouti: 1 (0.97%) Haiti: 1 (0.97%) Ivory Coast: 1 (0.97%) Kuwait: 1 (0.97%) Panama: 1 (0.97%) Philippines: 1 (0.97%) Qatar: 1 (0.97%) Spain: 1 (0.97%) Ukraine: 1 (0.97%) Vietnam: 1 (0.97%) Missing: 1
Poplar	n = 37 M: 24.18 Median: 23.00 Mode: 20.00 SD: 5.14 Skewness: 1.68 Kurtosis: 4.95 Variance: 26.43 Range: 27.00 Max: 44 Min: 17 Missing: 3	n = 39 Male: 17 (43.59%) Female: 22 (56.41%) Missing: 1	n =40 Korea: 18 (45%) Japan: 10 (25%) Brazil: 2 (5%) China: 2 (5%) Côte d'Ivoire: 2 (5%) Italy: 2 (5%) Germany: 1 (2.5%) Taiwan: 1 (2.5%) Thailand: 1 (2.5%) Turkey: 1 (2.5%)
Sequoia	n = 39 M: 26.51 Median: 24.00 Mode: 21.00 SD: 7.63 Skewness: 1.40 Kurtosis: 1.33 Variance: 58.88 Range: 30.00	n = 42 Male: 18 (42.86%) Female: 24 (57.14%)	n = 42 Japan: 15 (35.71%) Korea: 5 (11.90%) Saudi Arabia: 5 (11.90%) Venezuela: 3 (7.14%) Kuwait: 2 (4.76%) Peru: 2 (4.76%) Thailand: 2 (4.76%) Colombia: 1 (2.38%)

	Max: 49 Min: 19 Missing: 3		Spain: 1 (2.38%) Ethiopia: 1 (2.38%) Germany: 1 (2.38%) Iceland: 1 (2.38%) Puerto Rico: 1 (2.38%) Syria: 1 (2.38%) Taiwan: 1 (2.38%)
Sycamore	n = 36 M: 23 Median: 23.00 Mode: 23.00 SD: 3.23 Skewness: -0.20 Kurtosis: -0.42 Variance: 10.45 Range: 12.00 Max: 29 Min: 17 Missing: 3	n = 39 Male: 21 (53.85%) Female: 18 (46.15%)	n = 39 Korea: 21 (53.85%) Japan: 5 (12.82%) Thailand: 4 (10.26%) Taiwan: 3 (7.69%) Cameroon: 2 (5.13%) France: 1 (2.56%) Russia: 1 (2.56%) Turkey: 1 (2.56%) Venezuela: 1 (2.56%)

Appendix J
Students' Attitudes Towards Their Teachers at the Beginning of the Semester:
Mean, Median, Mode, and Standard Deviation by Teacher Group and by Likert-scale
Statement

Table 67
Mean, median, mode, and standard deviation by teacher group for I would enjoy taking another
class with this English teacher *at the beginning of the semester (Q5)*

Group	n =	M	Median	Mode	SD
Native	631	3.96	4.00	4.00	0.97
Nonnative	114	3.84	4.00	5.00	1.08
Not Sure	32	3.68	4.00	4.00	0.99

p value: 0.18

Table 68
Mean, median, mode, and standard deviation by teacher group for I am learning a lot of English
with this teacher *at the beginning of the semester (Q6)*

Group	n =	M	Median	Mode	SD
Native	630	4.05	4.00	4.00	0.85
Nonnative	118	3.99	4.00	4.00	0.93
Not Sure	32	3.78	4.00	4.00	0.94

p value: 0.17

Table 69
Mean, median, mode, and standard deviation by teacher group for My English teacher explains
difficult concepts well *at the beginning of the semester (Q9)*

Group	n =	M	Median	Mode	SD
Native	636	4.01	4.00	4.00	0.91
Nonnative	115	3.97	4.00	4.00	0.99
Not Sure	31	3.70	4.00	4.00	1.00

p value: 0.20

Table 70
Mean, median, mode, and standard deviation by teacher group for My English teacher is able to
simplify difficult material so I can understand it *at the beginning of the semester (Q10)*

Group	n =	M	Median	Mode	SD
Native	637	3.99	4.00	4.00	0.92
Nonnative	118	3.96	4.00	4.00	1.00
Not Sure	32	3.75	4.00	4.00	1.07

p value: 0.34

Table 71
Mean, median, mode, and standard deviation by teacher group for My English teacher teaches in a manner that helps me learn *at the beginning of the semester (Q11)*

Group	n =	M	Median	Mode	SD
Native	637	4.07	4.00	4.00	0.86
Nonnative	118	3.98	4.00	4.00	0.97
Not Sure	32	3.87	4.00	4.00	0.95

p value: 0.30

Table 72
Mean, median, mode, and standard deviation by teacher group for My English teacher motivates me to do my best to learn English *at the beginning of the semester (Q12)*

Group	n =	M	Median	Mode	SD
Native	635	3.94	4.00	4.00	0.93
Nonnative	116	3.88	4.00	4.00	0.99
Not Sure	32	3.75	4.00	4.00	0.98

p value: 0.48

Table 73
Mean, median, mode, and standard deviation by teacher group for My English teacher explains grammar rules very clearly *at the beginning of the semester (Q19)*

Group	n =	M	Median	Mode	SD
Native	632	3.92	4.00	4.00	0.92
Nonnative	116	3.98	4.00	4.00	0.94
Not Sure	31	3.74	4.00	4.00	1.03

p value: 0.44

Table 74
Mean, median, mode, and standard deviation by teacher group for English teachers should all speak with a perfect American accent *at the beginning of the semester (Q23)*

Group	n =	M	Median	Mode	SD
Native	637	3.83	4.00	5.00	1.19
Nonnative	116	3.59	4.00	4.00	1.15
Not Sure	32	3.81	4.00	4.00	1.11

p value: 0.13

Appendix K

Students' Attitudes Towards Their Teachers at the Beginning of the Semester:
frequency and Percents

<u>Responses in the "Native" Group</u>

Table 75
Frequency and percent of students' responses to My English teacher is: a) a native speaker of
English, b) a nonnative speaker of English, or c) I am not sure *in the "Native" group (Q3)*

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
a	506	79.19	506	79.19
b	40	6.26	546	85.45
c	93	14.55	639	100.00

Frequency Missing = 2

Table 76
Frequency and percent of students' initial responses to My English teacher is a good English
teacher *in the "Native" group (Q4)*

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	0.72	4	0.72
2	10	1.80	14	2.52
3	62	11.15	76	13.67
4	246	44.24	322	57.91
5	234	42.09	556	100.00

Frequency Missing = 85

Table 77
Frequency and percent of students' initial responses to I would enjoy taking another class with
this English teacher *in the "Native" group (Q5)*

Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	13	2.06	13	2.06
2	37	5.86	50	7.92
3	125	19.81	175	27.73
4	243	38.51	418	66.24
5	213	33.76	631	100.00

Frequency Missing = 10

Table 78

Frequency and percent of students' initial responses to I am learning a lot of English with this teacher *in the "Native" group (Q6)*

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	8	1.27	8	1.27
2	20	3.17	28	4.44
3	105	16.67	133	21.11
4	291	46.19	424	67.30
5	206	32.70	630	100.00

Frequency Missing = 11

Table 79

Frequency and percent of students' initial responses to My English teacher is the kind of teacher I expected to have here *in the "Native" group (Q7)*

Q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	9	1.41	9	1.41
2	51	8.01	60	9.42
3	159	24.96	219	34.38
4	222	34.85	441	69.23
5	196	30.77	637	100.00

Frequency Missing = 4

Table 80

Frequency and percent of students' initial responses to My English teacher is an ideal teacher for me *in the "Native" group (Q8)*

Q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	15	2.37	15	2.37
2	64	10.11	79	12.48
3	164	25.91	243	38.39
4	225	35.55	468	73.93
5	165	26.07	633	100.00

Frequency Missing = 8

Table 81

Frequency and percent of students' initial responses to My English teacher explains difficult concepts well *in the "Native" group (Q9)*

Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	11	1.73	11	1.73
2	34	5.35	45	7.08
3	94	14.78	139	21.86
4	295	46.38	434	68.24
5	202	31.76	636	100.00

Frequency Missing = 5

Table 82
Frequency and percent of students' initial responses to My English teacher is able to simplify difficult material so I can understand it *in the "Native" group (Q10)*

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	13	2.04	13	2.04
2	36	5.65	49	7.69
3	90	14.13	139	21.82
4	299	46.94	438	68.76
5	199	31.24	637	100.00

Frequency Missing = 4

Table 83
Frequency and percent of students' initial responses to My English teacher teaches in a manner that helps me learn *in the "Native" group (Q11)*

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	6	0.94	6	0.94
2	23	3.61	29	4.55
3	109	17.11	138	21.66
4	279	43.80	417	65.46
5	220	34.54	637	100.00

Frequency Missing = 4

Table 84
Frequency and percent of students' initial responses to My English teacher motivates me to do my best to learn English *in the "Native" group (Q12)*

Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	8	1.26	8	1.26
2	34	5.35	42	6.61
3	148	23.31	190	29.92
4	243	38.27	433	68.19
5	202	31.81	635	100.00

Frequency Missing = 6

Table 85
Frequency and percent of students' initial responses to My English teacher is a good example of the ideal English speaker *in the "Native" group (Q13)*

Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	9	1.42	9	1.42
2	27	4.27	36	5.70
3	134	21.20	170	26.90
4	239	37.82	409	64.72
5	223	35.28	632	100.00

Frequency Missing = 9

Table 86

Frequency and percent of students' initial responses to My English teacher looks like a native speaker of English *in the "Native" group (Q14)*

Q14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	97	15.37	97	15.37
2	39	6.18	136	21.55
3	25	3.96	161	25.52
4	110	17.43	271	42.95
5	360	57.05	631	100.00

Frequency Missing = 10

Table 87

Frequency and percent of students' initial responses to My English teacher looks like a typical American person *in the "Native" group (Q15)*

Q15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	17	2.68	17	2.68
2	30	4.72	47	7.40
3	117	18.43	164	25.83
4	170	26.77	334	52.60
5	301	47.40	635	100.00

Frequency Missing = 6

Table 88

Frequency and percent of students' initial responses to My English teacher knows the English grammar very well *in the "Native" group (Q16)*

Q16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	0.31	2	0.31
2	13	2.04	15	2.35
3	94	14.73	109	17.08
4	200	31.35	309	48.43
5	329	51.57	638	100.00

Frequency Missing = 3

Table 89

Frequency and percent of students' initial responses to My English teacher rarely makes grammar mistakes when he/she writes *in the "Native" group (Q17)*

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	33	5.20	33	5.20
2	44	6.93	77	12.13
3	92	14.49	169	26.61
4	183	28.82	352	55.43
5	283	44.57	635	100.00

Frequency Missing = 6

Table 90

Frequency and percent of students' initial responses to My English teacher rarely makes grammar mistakes when he/she speaks *in the "Native" group (Q18)*

Q18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	33	5.21	33	5.21
2	41	6.48	74	11.69
3	91	14.38	165	26.07
4	178	28.12	343	54.19
5	290	45.81	633	100.00

Frequency Missing = 8

Table 91

Frequency and percent of students' initial responses to My English teacher explains grammar rules very clearly *in the "Native" group (Q19)*

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	6	0.95	6	0.95
2	42	6.65	48	7.59
3	135	21.36	183	28.96
4	260	41.14	443	70.09
5	189	29.91	632	100.00

Frequency Missing = 9

Table 92

Frequency and percent of students' initial responses to I understand what my English teacher is saying without a problem *in the "Native" group (Q20)*

Q20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	9	1.41	9	1.41
2	62	9.70	71	11.11
3	111	17.37	182	28.48
4	235	36.78	417	65.26
5	222	34.74	639	100.00

Frequency Missing = 2

Table 93

Frequency and percent of students' initial responses to The English pronunciation of my English teacher is good *in the "Native" group (Q21)*

Q21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	0.78	5	0.78
2	11	1.73	16	2.51
3	38	5.97	54	8.48
4	201	31.55	255	40.03
5	382	59.97	637	100.00

Frequency Missing = 4

Table 94

Frequency and percent of students' initial responses to I understand my English teacher's pronunciation easily *in the "Native" group (Q22)*

Q22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	6	0.94	6	0.94
2	28	4.40	34	5.35
3	64	10.06	98	15.41
4	242	38.05	340	53.46
5	296	46.54	636	100.00

Frequency Missing = 5

Table 95

Frequency and percent of students' initial responses to English teachers should all speak with a perfect American accent *in the "Native" group (Q23)*

Q23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	35	5.49	35	5.49
2	63	9.89	98	15.38
3	119	18.68	217	34.07
4	175	27.47	392	61.54
5	245	38.46	637	100.00

Frequency Missing = 4

Table 96

Frequency and percent of students' initial responses to NATIVE English speakers make the best English teachers *in the "Native" group (Q24)*

Q24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	33	5.24	33	5.24
2	80	12.70	113	17.94
3	193	30.63	306	48.57
4	143	22.70	449	71.27
5	181	28.73	630	100.00

Frequency Missing = 11

Table 97

Frequency and percent of students' initial responses to I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *in the "Native" group (Q25)*

Q25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	61	9.58	61	9.58
2	106	16.64	167	26.22
3	229	35.95	396	62.17
4	147	23.08	543	85.24
5	94	14.76	637	100.00

Frequency Missing = 4

Table 98

Frequency and percent of students' initial responses to I don't care where my teacher is from, as long as he/she is a good teacher for me *in the "Native" group (Q26)*

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	34	5.35	34	5.35
2	56	8.81	90	14.15
3	94	14.78	184	28.93
4	157	24.69	341	53.62
5	295	46.38	636	100.00

Frequency Missing = 5

Responses in the "Nonnative" Group

Table 99

Frequency and percent students' initial responses to My English teacher is: a) a native speaker of English, b) a nonnative speaker of English, or c) I am not sure *in the "Nonnative" group (Q3)*

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
a	87	74.36	87	74.36
b	8	6.84	95	81.20
c	22	18.80	117	100.00

Frequency Missing = 2

Table 100

Frequency and percent of students' initial responses to My English teacher is a good English teacher *in the "Nonnative" group (Q4)*

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	3	3.00	3	3.00
3	10	10.00	13	13.00
4	51	51.00	64	64.00
5	36	36.00	100	100.00

Frequency Missing = 19

Table 101

Frequency and percent deviation of students' initial responses to I would enjoy taking another class with this English teacher *in the "Nonnative" group (Q5)*

Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	4.39	5	4.39
2	5	4.39	10	8.77
3	32	28.07	42	36.84
4	33	28.95	75	65.79
5	39	34.21	114	100.00

Frequency Missing = 5

Table 102

Frequency and percent of students' initial responses to I am learning a lot of English with this teacher *in the "Nonnative" group (Q6)*

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	1.69	2	1.69
2	4	3.39	6	5.08
3	28	23.73	34	28.81
4	43	36.44	77	65.25
5	41	34.75	118	100.00

Frequency Missing = 1

Table 103

Frequency and percent of students' initial responses to My English teacher is the kind of teacher I expected to have here *in the "Nonnative" group (Q7)*

Q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	5.93	7	5.93
2	8	6.78	15	12.71
3	30	25.42	45	38.14
4	51	43.22	96	81.36
5	22	18.64	118	100.00

Frequency Missing = 1

Table 104

Frequency and percent of students' initial responses to My English teacher is an ideal teacher for me *in the "Nonnative" group (Q8)*

Q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	6	5.17	6	5.17
2	10	8.62	16	13.79
3	37	31.90	53	45.69
4	34	29.31	87	75.00
5	29	25.00	116	100.00

Frequency Missing = 3

Table 105

Frequency and percent of students' initial responses to My English teacher explains difficult concepts well *in the "Nonnative" group (Q9)*

Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	3.48	4	3.48
2	5	4.35	9	7.83
3	19	16.52	28	24.35
4	49	42.61	77	66.96
5	38	33.04	115	100.00

Frequency Missing = 4

Table 106

Frequency and percent of students' initial responses to My English teacher is able to simplify difficult material so I can understand it *in the "Nonnative" group (Q10)*

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	4.24	5	4.24
2	6	5.08	11	9.32
3	13	11.02	24	20.34
4	58	49.15	82	69.49
5	36	30.51	118	100.00

Frequency Missing = 1

Table 107

Frequency and percent of students' initial responses to My English teacher teaches in a manner that helps me learn *in the "Nonnative" group (Q11)*

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	4.24	5	4.24
2	3	2.54	8	6.78
3	18	15.25	26	22.03
4	55	46.61	81	68.64
5	37	31.36	118	100.00

Frequency Missing = 1

Table 108

Frequency and percent of students' initial responses to My English teacher motivates me to do my best to learn English *in the "Nonnative" group (Q12)*

Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	2.59	3	2.59
2	7	6.03	10	8.62
3	25	21.55	35	30.17
4	46	39.66	81	69.83
5	35	30.17	116	100.00

Frequency Missing = 3

Table 109

Frequency and percent of students' initial responses to My English teacher is a good example of the ideal English speaker *in the "Nonnative" group (Q13)*

Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	8	6.96	8	6.96
2	9	7.83	17	14.78
3	28	24.35	45	39.13
4	46	40.00	91	79.13
5	24	20.87	115	100.00

Frequency Missing = 4

Table 110
Frequency and percent of students' initial responses to My English teacher looks like a native speaker of English *in the "Nonnative" group (Q14)*

Q14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	6	5.08	6	5.08
2	17	14.41	23	19.49
3	21	17.80	44	37.29
4	36	30.51	80	67.80
5	38	32.20	118	100.00

Frequency Missing = 1

Table 111
Frequency and percent of students' initial responses to My English teacher looks like a typical American person *in the "Nonnative" group (Q15)*

Q15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	17	14.66	17	14.66
2	39	33.62	56	48.28
3	21	18.10	77	66.38
4	16	13.79	93	80.17
5	23	19.83	116	100.00

Frequency Missing = 3

Table 112
Frequency and percent of students' initial responses to My English teacher knows the English grammar very well *in the "Nonnative" group (Q16)*

Q16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	1.69	2	1.69
2	2	1.69	4	3.39
3	22	18.64	26	22.03
4	36	30.51	62	52.54
5	56	47.46	118	100.00

Frequency Missing = 1

Table 113
Frequency and percent of students' initial responses to My English teacher rarely makes grammar mistakes when he/she writes *in the "Nonnative" group (Q17)*

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	5.93	7	5.93
2	6	5.08	13	11.02
3	22	18.64	35	29.66
4	48	40.68	83	70.34
5	35	29.66	118	100.00

Frequency Missing = 1

Table 114
Frequency and percent of students' initial responses to My English teacher rarely makes grammar mistakes when he/she <u>speaks</u> *in the "Nonnative" group (Q18)*

Q18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	6.14	7	6.14
2	6	5.26	13	11.40
3	26	22.81	39	34.21
4	42	36.84	81	71.05
5	33	28.95	114	100.00

Frequency Missing = 5

Table 115
Frequency and percent of students' initial responses to My English teacher explains grammar rules very clearly *in the "Nonnative" group (Q19)*

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	2.59	3	2.59
2	4	3.45	7	6.03
3	22	18.97	29	25.00
4	50	43.10	79	68.10
5	37	31.90	116	100.00

Frequency Missing = 3

Table 116
Frequency and percent of students' initial responses to I understand what my English teacher is saying without a problem *in the "Nonnative" group (Q20)*

Q20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	3.48	4	3.48
2	14	12.17	18	15.65
3	20	17.39	38	33.04
4	43	37.39	81	70.43
5	34	29.57	115	100.00

Frequency Missing = 4

Table 117
Frequency and percent of students' initial responses to The English pronunciation of my English teacher is good *in the "Nonnative" group (Q21)*

Q21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	5.98	7	5.98
2	6	5.13	13	11.11
3	25	21.37	38	32.48
4	43	36.75	81	69.23
5	36	30.77	117	100.00

Frequency Missing = 2

Table 118

Frequency and percent of students' initial responses to I understand my English teacher's pronunciation easily *in the "Nonnative" group (Q22)*

Q22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	2.59	3	2.59
2	13	11.21	16	13.79
3	19	16.38	35	30.17
4	44	37.93	79	68.10
5	37	31.90	116	100.00

Frequency Missing = 3

Table 119

Frequency and percent of students' initial responses to English teachers should all speak with a perfect American accent *in the "Nonnative" group (Q23)*

Q23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	8	6.90	8	6.90
2	13	11.21	21	18.10
3	23	19.83	44	37.93
4	46	39.66	90	77.59
5	26	22.41	116	100.00

Frequency Missing = 3

Table 120

Frequency and percent of students' initial responses to NATIVE English speakers make the best English teachers *in the "Nonnative" group (Q24)*

Q24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	11	9.40	11	9.40
2	24	20.51	35	29.91
3	33	28.21	68	58.12
4	25	21.37	93	79.49
5	24	20.51	117	100.00

Frequency Missing = 2

Table 121

Frequency and percent of students' initial responses to I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *in the "Nonnative" group (Q25)*

Q25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	9	7.69	9	7.69
2	12	10.26	21	17.95
3	24	20.51	45	38.46
4	38	32.48	83	70.94
5	34	29.06	117	100.00

Frequency Missing = 2

Table 122
Frequency and percent of students' initial responses to I don't care where my teacher is from, as long as he/she is a good teacher for me *in the "Nonnative" group (Q26)*

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	5.98	7	5.98
2	9	7.69	16	13.68
3	8	6.84	24	20.51
4	27	23.08	51	43.59
5	66	56.41	117	100.00

Frequency Missing = 2

Responses in the "Not Sure" Group

Table 123
Frequency and percent of students' initial responses to My English teacher is: a) a native speaker of English, b) a nonnative speaker of English, or c) I am not sure *in the "Not Sure" group (Q3)*

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
a	24	75.00	24	75.00
b	4	12.50	28	87.50
c	4	12.50	32	100.00

Table 124
Frequency and percent of students' initial responses to My English teacher is a good English teacher *in the "Not Sure" group (Q4)*

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.45	1	3.45
3	9	31.03	10	34.48
4	10	34.48	20	68.97
5	9	31.03	29	100.00

Frequency Missing = 3

Table 125
Frequency and percent of students' initial responses to I would enjoy taking another class with this English teacher *in the "Not Sure" group (Q5)*

Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	2	6.25	3	9.38
3	10	31.25	13	40.63
4	12	37.50	25	78.13
5	7	21.88	32	100.00

Table 126
Frequency and percent of students' initial responses to I am learning a lot of English with this
teacher *in the "Not Sure" group (Q6)*

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	2	6.25	3	9.38
3	6	18.75	9	28.13
4	17	53.13	26	81.25
5	6	18.75	32	100.00

Table 127
Frequency and percent of students' initial responses to My English teacher is the kind of teacher
I expected to have here *in the "Not Sure" group (Q7)*

Q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	4	12.50	5	15.63
3	9	28.13	14	43.75
4	11	34.38	25	78.13
5	7	21.88	32	100.00

Table 128
Frequency and percent of students' initial responses to My English teacher is an ideal teacher for
me *in the "Not Sure" group (Q8)*

Q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	9.68	3	9.68
2	4	12.90	7	22.58
3	11	35.48	18	58.06
4	5	16.13	23	74.19
5	8	25.81	31	100.00

Frequency Missing = 1

Table 129
Frequency and percent of students' initial responses to My English teacher explains difficult
concepts well *in the "Not Sure" group (Q9)*

Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.23	1	3.23
2	3	9.68	4	12.90
3	6	19.35	10	32.26
4	15	48.39	25	80.65
5	6	19.35	31	100.00

Frequency Missing = 1

Table 130

Frequency and percent of students' initial responses to My English teacher is able to simplify difficult material so I can understand it *in the "Not Sure" group (Q10)*

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	4	12.50	5	15.63
3	5	15.63	10	31.25
4	14	43.75	24	75.00
5	8	25.00	32	100.00

Table 131

Frequency and percent of students' initial responses to My English teacher teaches in a manner that helps me learn *in the "Not Sure" group (Q11)*

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	2	6.25	3	9.38
3	5	15.63	8	25.00
4	16	50.00	24	75.00
5	8	25.00	32	100.00

Table 132

Frequency and percent of students' initial responses to My English teacher motivates me to do my best to learn English *in the "Not Sure" group (Q12)*

Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	2	6.25	3	9.38
3	8	25.00	11	34.38
4	14	43.75	25	78.13
5	7	21.88	32	100.00

Table 133

Frequency and percent of students' initial responses to My English teacher is a good example of the ideal English speaker *in the "Not Sure" group (Q13)*

Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	4	12.50	4	12.50
3	12	37.50	16	50.00
4	7	21.88	23	71.88
5	9	28.13	32	100.00

Table 134
Frequency and percent of students' initial responses to My English teacher looks like a native speaker of English *in the "Not Sure" group (Q14)*

Q14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	3	9.38	4	12.50
3	8	25.00	12	37.50
4	13	40.63	25	78.13
5	7	21.88	32	100.00

Table 135
Frequency and percent of students' initial responses to My English teacher looks like a typical American person *in the "Not Sure" group (Q15)*

Q15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	1	3.13	2	6.25
3	12	37.50	14	43.75
4	10	31.25	24	75.00
5	8	25.00	32	100.00

Table 136
Frequency and percent of students' initial responses to My English teacher knows the English grammar very well *in the "Not Sure" group (Q16)*

Q16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	1	3.13	2	6.25
3	7	21.88	9	28.13
4	14	43.75	23	71.88
5	9	28.13	32	100.00

Table 137
Frequency and percent of students' initial responses to My English teacher rarely makes grammar mistakes when he/she writes *in the "Not Sure" group (Q17)*

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	6.25	2	6.25
2	2	6.25	4	12.50
3	10	31.25	14	43.75
4	11	34.38	25	78.13
5	7	21.88	32	100.00

Table 138
Frequency and percent of students' initial responses to My English teacher rarely makes grammar mistakes when he/she <u>speaks</u> *in the "Not Sure" group (Q18)*

Q18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	4	12.50	5	15.63
3	7	21.88	12	37.50
4	15	46.88	27	84.38
5	5	15.63	32	100.00

Table 139
Frequency and percent of students' initial responses to My English teacher explains grammar rules very clearly *in the "Not Sure" group (Q19)*

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.23	1	3.23
2	3	9.68	4	12.90
3	6	19.35	10	32.26
4	14	45.16	24	77.42
5	7	22.58	31	100.00

Frequency Missing = 1

Table 140
Frequency and percent of students' initial responses to I understand what my English teacher is saying without a problem *in the "Not Sure" group (Q20)*

Q20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	5	15.63	6	18.75
3	6	18.75	12	37.50
4	13	40.63	25	78.13
5	7	21.88	32	100.00

Table 141
Frequency and percent of students' initial responses to The English pronunciation of my English teacher is good *in the "Not Sure" group (Q21)*

Q21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.13	1	3.13
2	1	3.13	2	6.25
3	7	21.88	9	28.13
4	12	37.50	21	65.63
5	11	34.38	32	100.00

Table 142
Frequency and percent of students' initial responses to I understand my English teacher's pronunciation easily *in the "Not Sure" group (Q22)*

Q22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	6.25	2	6.25
2	3	9.38	5	15.63
3	2	6.25	7	21.88
4	14	43.75	21	65.63
5	11	34.38	32	100.00

Table 143
Frequency and percent of students' initial responses to English teachers should all speak with a perfect American accent *in the "Not Sure" group (Q23)*

Q23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	6.25	2	6.25
2	1	3.13	3	9.38
3	8	25.00	11	34.38
4	11	34.38	22	68.75
5	10	31.25	32	100.00

Table 144
Frequency and percent of students' initial responses to NATIVE English speakers make the best English teachers *in the "Not Sure" group (Q24)*

Q24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	3.33	1	3.33
2	4	13.33	5	16.67
3	8	26.67	13	43.33
4	7	23.33	20	66.67
5	10	33.33	30	100.00

Frequency Missing = 2

Table 145
Frequency and percent of students' initial responses to I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *in the "Not Sure" group (Q25)*

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	9.68	3	9.68
2	5	16.13	8	25.81
3	12	38.71	20	64.52
4	5	16.13	25	80.65
5	6	19.35	31	100.00

Frequency Missing = 1

Table 146

Frequency and percent of students' initial responses to I don't care where my teacher is from, as long as he/she is a good teacher for me *in the "Not Sure" group (Q26)*

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	6.45	2	6.45
3	5	16.13	7	22.58
4	5	16.13	12	38.71
5	19	61.29	31	100.00

Frequency Missing = 1

Appendix L
Variables Influencing Students' Initial Answers

Students' First Language

Table 147
Mean numbers and standard deviation of students' responses to My English teacher is a good
English teacher *by first language (Q4)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	37	**4.24**	0.92	6	**4.16**	0.75	4	**3.25**	1.70
Chinese	82	**4.21**	0.91	15	**4.46**	0.51	3	**4.66**	0.57
French	13	**4.53**	0.51	2	**4.50**	0.70	1	**4.00**	.
Japanese	76	**4.15**	0.78	18	**4.33**	0.68	2	**3.44**	0.00
Korean	200	**4.15**	0.75	31	**4.03**	0.83	7	**3.57**	0.78
Polish	15	**4.46**	0.63	.	**.**	.	.	**.**	.
Port.	8	**4.75**	0.70	1	**5.00**	.	3	**4.33**	0.57
Spanish	52	**4.48**	0.69	15	**4.20**	0.56	6	**4.16**	0.98
Thai	19	**4.47**	0.61	1	**4.00**	.	1	**4.00**	.
Turkish	12	**4.16**	0.83	1	**4.00**	.	1	**4.00**	.
Other	21	**4.42**	0.59	3	**3.33**	1.15	.	**.**	.
Total	531			93			28		

p value: 0.1040

Table 148
Mean and standard deviation of students' responses to I would enjoy taking another class with
this English teacher *by first language (Q5)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	37	**3.96**	1.13	6	**3.33**	1.37	4	**3.50**	1.29
Chinese	82	**3.87**	1.03	14	**3.86**	1.17	3	**4.33**	1.15
French	16	**4.18**	0.98	1	**5.00**	.	2	**3.50**	0.71
Japanese	88	**3.64**	1.11	21	**3.81**	0.93	2	**3.00**	0.00
Korean	200	**3.92**	0.89	30	**3.53**	1.14	7	**3.43**	0.53
Polish	15	**4.27**	0.79	.	**.**	.	.	**.**	.
Port.	8	**4.50**	0.76	2	**5.00**	0.00	3	**4.33**	0.58
Spanish	112	**4.16**	0.94	28	**4.04**	1.14	8	**3.88**	1.36
Thai	19	**4.21**	0.92	1	**5.00**	.	1	**2.00**	.
Turkish	12	**4.08**	0.90	1	**5.00**	.	1	**4.00**	.
Other	21	**4.28**	0.78	3	**3.67**	0.58	.	**.**	.
Total	610			107			34		

p value: 0.0893

Table 149
Mean and standard deviation of students' responses to I am learning a lot of English with this
teacher *by first language (Q6)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	36	**4.25**	0.97	6	**4.00**	1.09	4	**3.75**	1.26
Chinese	82	**3.85**	10.8	15	**4.00**	1.00	3	**3.67**	0.58
French	17	**4.41**	0.62	2	**4.50**	0.71	2	**4.50**	0.71
Japanese	87	**3.82**	1.01	22	**4.14**	0.94	2	**2.50**	0.71
Korean	199	**4.04**	0.74	31	**3.74**	1.00	7	**3.57**	0.53
Polish	14	**4.28**	0.73	.	**.**	.	.	**.**	.
Port.	10	**4.30**	0.67	2	**5.00**	0.00	3	**4.33**	0.58
Spanish	112	**4.25**	0.73	28	**4.07**	0.86	8	**4.00**	1.31
Thai	19	**4.11**	0.74	1	**4.00**	.	1	**3.00**	.
Turkish	12	**3.83**	0.83	1	**5.00**	.	1	**4.00**	.
Other	21	**4.38**	0.67	3	**3.33**	1.15	.	**.**	.
Total	609			111			31		

p value: 0.0274

Table 150
Mean and standard deviation of students' responses to My English teacher is an ideal teacher for
me *by first language (Q8)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**4.13**	1.09	5	**3.20**	1.09	4	**3.00**	1.63
Chinese	82	**3.48**	1.20	14	**3.50**	1.09	3	**4.33**	1.15
French	15	**4.00**	0.84	2	**4.50**	0.70	2	**3.50**	0.70
Japanese	88	**3.48**	1.15	22	**3.36**	1.09	2	**2.50**	0.70
Korean	200	**3.61**	1.00	31	**3.48**	1.09	7	**2.57**	0.97
Polish	15	**3.86**	0.74	.	**.**	.	.	**.**	.
Port.	10	**4.40**	0.69	2	**5.00**	0.00	2	**4.50**	0.70
Spanish	110	**3.97**	0.88	28	**4.07**	0.89	8	**3.87**	1.45
Thai	19	**3.73**	0.80	1	**3.00**	.	1	**2.00**	.
Turkish	12	**3.91**	0.90	1	**5.00**	.	1	**3.00**	.
Other	23	**4.21**	0.73	3	**1.66**	1.15	.	**.**	.
Total	612			109			30		

p value: <.0001

Table 151
Mean and standard deviation of students' responses to My English teacher explains difficult concepts well *by first language (Q9)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**3.97**	1.19	6	**4.00**	1.26	4	**4.00**	.81
Chinese	83	**3.85**	1.04	15	**4.06**	1.09	3	**4.33**	0.57
French	17	**4.35**	0.49	2	**4.50**	0.70	2	**3.50**	0.70
Japanese	88	**3.60**	1.04	21	**3.71**	1.05	2	**2.00**	1.41
Korean	199	**3.94**	0.84	31	**4.03**	0.94	7	**3.14**	0.89
Polish	14	**4.42**	0.51	.	.	.	.	.	.
Port.	10	**4.70**	0.67	2	**5.00**	0.00	3	**4.00**	1.00
Spanish	111	**4.36**	0.67	26	**4.07**	0.84	7	**4.28**	0.48
Thai	20	**3.90**	0.71	1	**4.00**	.	1	**2.00**	.
Turkish	12	**4.16**	1.02	1	**4.00**	.	1	**4.00**	.
Other	23	**4.13**	0.75	3	**3.00**	1.73	.	.	.
Total									

p value: <.0001

Table 152
Mean and standard deviation of students' responses My English teacher is able to simplify difficult material so I can understand it *by first language (Q10)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**3.97**	1.15	6	**4.33**	0.81	4	**4.00**	1.14
Chinese	83	**3.80**	1.14	15	**3.73**	1.22	3	**4.33**	0.57
French	15	**4.20**	0.56	2	**4.50**	0.70	2	**4.50**	0.70
Japanese	87	**3.50**	1.03	22	**3.77**	1.02	2	**3.00**	1.41
Korean	201	**3.98**	0.82	31	**4.00**	0.85	7	**3.00**	1.00
Polish	15	**4.26**	0.59	.	.	.	.	.	.
Port.	10	**4.30**	1.05	2	**5.00**	0.00	3	**4.33**	0.57
Spanish	112	**4.39**	0.64	28	**4.03**	0.96	8	**3.87**	0.99
Thai	20	**4.00**	0.72	1	**5.00**	.	1	**2.00**	.
Turkish	12	**4.16**	1.02	1	**5.00**	.	1	**4.00**	.
Other	23	**4.00**	0.79	3	**2.66**	1.52	.	.	.
Total	616			111			31		

p value: 0.0001

Table 153

Mean and standard deviation of students' responses to My English teacher teachers in a manner that helps me learn *by first language (Q11)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**4.23**	0.94	6	**4.33**	0.81	4	**3.50**	1.73
Chinese	83	**3.89**	1.03	15	**3.80**	1.26	3	**4.33**	0.57
French	16	**4.25**	0.57	2	**4.50**	0.70	2	**4.00**	1.41
Japanese	88	**3.53**	1.06	22	**4.00**	0.95	2	**2.50**	0.70
Korean	199	**4.10**	0.75	31	**4.06**	0.77	7	**3.71**	0.48
Polish	15	**4.20**	0.56	.	**.**	.	.	**.**	.
Port.	10	**4.60**	0.69	2	**5.00**	0.00	3	**4.66**	0.57
Spanish	112	**4.31**	0.65	28	**3.92**	0.93	8	**4.00**	1.06
Thai	19	**4.21**	0.63	1	**5.00**	.	1	**4.00**	.
Turkish	12	**4.16**	0.83	1	**5.00**	.	1	**4.00**	.
Other	24	**4.29**	0.55	3	**2.33**	1.52	.	**.**	.
Total	616			111			31		

p value: <.0001

Table 154

Mean and standard deviation of students' responses to My English teacher motivates me to do my best to learn English *by first language (Q12)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	37	**4.03**	1.14	6	**4.00**	1.26	4	**4.00**	0.82
Chinese	82	**3.74**	1.02	15	**4.20**	0.68	3	**3.67**	1.53
French	16	**4.38**	0.50	2	**4.50**	0.71	2	**4.50**	0.71
Japanese	88	**3.69**	1.04	22	**4.05**	0.84	2	**2.50**	0.71
Korean	201	**3.80**	0.87	31	**3.65**	0.98	7	**3.57**	0.53
Polish	15	**4.00**	0.76	.	**.**	.	.	**.**	.
Port.	10	**4.80**	0.42	2	**5.00**	0.00	3	**4.33**	0.58
Spanish	110	**4.25**	0.87	27	**3.89**	1.05	8	**3.88**	1.36
Thai	20	**3.95**	0.89	1	**4.00**	.	1	**3.00**	.
Turkish	12	**4.17**	0.83	1	**5.00**	.	1	**3.00**	.
Other	23	**4.26**	0.62	3	**2.33**	1.53	.	**.**	.
Total	614			110			31		

p value: 0.0006

Table 155
Mean and standard deviation of students' responses to My English teacher is a good example of the ideal English speaker *by first language (Q13)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**4.26**	1.05	6	**3.66**	1.50	4	**3.75**	1.25
Chinese	82	**4.03**	0.97	15	**3.46**	1.35	3	**3.66**	1.15
French	17	**4.35**	0.60	2	**4.50**	0.70	2	**4.00**	1.41
Japanese	88	**3.70**	1.04	22	**3.40**	1.05	2	**2.50**	0.70
Korean	199	**3.80**	0.89	30	**3.40**	0.96	7	**3.00**	.057
Polish	15	**4.13**	0.63	.	.	.	.	.	.
Port.	10	**4.70**	0.67	2	**5.00**	0.00	3	**4.33**	0.57
Spanish	107	**4.28**	0.83	26	**3.88**	0.99	8	**4.37**	0.91
Thai	20	**3.95**	0.94	1	**4.00**	.	1	**2.00**	.
Turkish	12	**4.33**	0.88	1	**5.00**	.	1	**3.00**	.
Other	23	**4.30**	0.47	3	**2.33**	1.52	.	.	.
Total	611			108			31		

p value: <.0001

Table 156
Mean and standard deviation of students' responses to My English teacher looks like a typical American person *by first language (Q15)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**4.52**	0.86	6	**4.16**	1.16	4	**4.00**	1.41
Chinese	83	**3.87**	1.23	15	**3.40**	1.45	3	**4.00**	1.00
French	17	**4.17**	0.88	2	**3.50**	2.12	2	**4.00**	1.41
Japanese	88	**3.78**	1.13	22	**2.45**	1.22	2	**3.50**	0.70
Korean	199	**4.14**	0.99	31	**2.48**	1.17	7	**3.42**	0.53
Polish	15	**3.80**	1.14	.	.	.	.	.	.
Port.	10	**4.80**	0.42	1	**5.00**	.	3	**3.33**	0.57
Spanish	110	**4.27**	0.95	27	**3.07**	1.41	8	**4.12**	1.35
Thai	20	**4.35**	0.74	1	**5.00**	.	1	**3.00**	.
Turkish	12	**4.41**	0.66	1	**4.00**	.	1	**3.00**	.
Other	24	**4.16**	0.96	3	**2.00**	0.00	.	.	.
Total	616			109			31		

p value: <.0001

Table 157
Mean and standard deviation of students' responses to My English teacher knows the English grammar very well *by first language (Q16)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**4.37**	0.94	6	**4.83**	0.41	4	**3.50**	1.91
Chinese	83	**4.16**	0.92	15	**3.87**	1.19	3	**4.00**	1.00
French	16	**4.44**	0.63	2	**4.50**	0.71	2	**5.00**	0.00
Japanese	88	**4.03**	0.89	2	**4.09**	0.87	2	**3.00**	1.41
Korean	200	**4.25**	0.82	31	**4.19**	0.95	7	**3.71**	0.49
Polish	15	**4.53**	0.83	.	**.**	.	.	**.**	.
Port.	10	**4.60**	0.70	2	**5.00**	0.00	3	**3.67**	0.58
Spanish	111	**4.53**	0.71	28	**4.21**	0.83	8	**4.25**	0.71
Thai	20	**4.50**	0.61	1	**4.00**	.	1	**3.00**	.
Turkish	12	**4.42**	0.67	1	**5.00**	.	1	**4.00**	.
Other	24	**4.71**	0.46	3	**3.33**	1.53	.	**.**	.
Total	617			91			31		

p value: 0.0008

Table 158
Mean and standard deviation of students' responses to My English teacher rarely makes grammar mistakes when he/she writes *by first language (Q17)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	37	**4.08**	1.19	6	**3.67**	1.63	4	**4.00**	2.00
Chinese	83	**4.06**	0.98	15	**3.80**	1.08	3	**4.00**	1.00
French	16	**4.37**	0.72	2	**4.50**	0.71	2	**4.50**	0.70
Japanese	88	**3.98**	1.14	22	**3.41**	1.14	2	**2.50**	0.70
Korean	200	**3.91**	1.17	31	**3.77**	1.17	7	**3.85**	0.69
Polish	14	**3.21**	1.58	.	**.**	.	.	**.**	.
Port.	9	**4.56**	0.72	2	**5.00**	0.00	3	**3.00**	0.00
Spanish	112	**4.19**	1.05	28	**4.12**	0.91	8	**3.37**	1.30
Thai	20	**4.75**	0.44	1	**3.00**	.	1	**3.00**	.
Turkish	12	**3.50**	1.73	1	**4.00**	.	1	**4.00**	.
Other	24	**3.20**	1.47	3	**3.67**	1.52	.	**.**	.
Total	615			111			31		

p value: 0.0072

Table 159
Mean and standard deviation of students' responses to My English teacher rarely makes grammar
mistakes when he/she <u>speaks</u> *by first language (Q18)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**4.08**	1.23	6	**3.33**	1.63	4	**4.00**	1.41
Chinese	82	**4.08**	0.96	14	**3.71**	1.32	3	**4.00**	1.00
French	16	**4.50**	0.63	2	**4.50**	0.70	2	**4.50**	0.70
Japanese	87	**4.03**	1.08	22	**3.45**	1.18	2	**3.00**	1.41
Korean	200	**3.90**	1.17	30	**3.73**	1.04	7	**3.42**	0.78
Polish	14	**3.28**	1.59	.	.	.	.	.	.
Port.	10	**4.40**	0.84	2	**5.00**	0.00	3	**3.67**	0.58
Spanish	110	**4.25**	1.05	27	**4.11**	0.97	8	**3.37**	1.30
Thai	20	**4.65**	0.49	1	**3.00**	.	1	**3.00**	.
Turkish	12	**3.50**	1.78	1	**4.00**	.	1	**4.00**	.
Other	24	**3.21**	1.53	3	**3.67**	1.15	.	.	.
Total	613			108			31		

p value: 0.0050

Table 160
Mean and standard deviation of students' responses to I understand my English teacher's
pronunciation easily *by first language (Q22)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	37	**4.35**	0.82	6	**4.66**	0.51	4	**3.75**	1.89
Chinese	83	**4.21**	0.98	15	**3.86**	0.99	3	**4.00**	1.73
French	17	**3.94**	0.65	2	**4.50**	0.70	2	**4.00**	0.00
Japanese	88	**3.80**	1.05	22	**3.90**	0.86	2	**1.50**	0.70
Korean	199	**4.21**	0.84	30	**3.50**	1.13	7	**3.71**	0.48
Polish	15	**4.46**	0.51	.	.	.	.	.	.
Port.	9	**4.44**	0.52	2	**5.00**	0.00	3	**4.00**	0.00
Spanish	112	**4.57**	0.58	28	**3.92**	1.08	8	**4.75**	0.46
Thai	20	**4.45**	0.68	1	**5.00**	.	1	**2.00**	.
Turkish	12	**4.58**	0.51	1	**5.00**	.	1	**4.00**	.
Other	23	**4.21**	1.04	3	**2.33**	1.52	.	.	.
Total	615			110			31		

p value: <.0001

Table 161
Mean and standard deviation of students' responses to NATIVE English speakers make the best
English teachers *by first language (Q24)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**3.92**	1.21	6	**4.00**	1.09	4	**4.00**	1.41
Chinese	83	**3.46**	1.21	15	**3.53**	1.24	3	**3.33**	1.52
French	15	**3.13**	1.35	2	**4.00**	1.41	2	**4.50**	0.70
Japanese	88	**3.84**	1.27	22	**3.00**	1.15	2	**4.00**	1.41
Korean	197	**3.47**	1.13	30	**3.16**	1.14	7	**4.14**	1.21
Polish	15	**3.80**	1.21	.	**.**	.	.	**.**	.
Port.	9	**3.78**	1.39	2	**2.00**	1.41	3	**3.50**	0.70
Spanish	109	**3.38**	1.13	28	**3.03**	1.40	8	**3.12**	1.25
Thai	20	**3.75**	0.97	1	**3.00**	.	1	**4.00**	.
Turkish	11	**3.45**	1.57	1	**5.00**	.	1	**3.00**	.
Other	24	**3.75**	0.89	3	**3.67**	1.53	.	**.**	.
Total	609			110			31		

p value: 0.2247

Table 162
Mean and standard deviation of students' responses to I don't care where my teacher is from, as
long as he/she is a good teacher for me *by first language (Q26)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Arabic	38	**3.86**	1.41	6	**4.50**	0.54	4	**4.00**	2.00
Chinese	83	**3.81**	1.27	15	**3.87**	1.50	3	**4.67**	0.57
French	16	**3.62**	1.40	2	**5.00**	0.00	2	**4.50**	0.70
Japanese	88	**4.34**	1.07	22	**4.27**	1.38	2	**4.00**	1.41
Korean	200	**3.76**	1.18	30	**3.87**	1.22	7	**3.86**	0.89
Polish	14	**4.21**	0.97	.	**.**	.	.	**.**	.
Port.	10	**4.20**	1.03	2	**5.00**	0.00	3	**4.67**	0.57
Spanish	111	**4.12**	1.19	28	**4.32**	1.05	8	**4.25**	1.48
Thai	20	**4.15**	1.08	1	**5.00**	.	1	**5.00**	.
Turkish	12	**4.00**	1.27	1	**5.00**	.	1	**5.00**	.
Other	23	**4.13**	1.25	3	**3.00**	1.73	.	**.**	.
Total	615			110			31		

p value: 0.3179

Tables 163
Mean and standard deviation of students' responses to My English teacher is a good English teacher *by gender (Q4)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	263	**4.22**	0.80	46	**4.26**	0.68	12	**3.83**	1.19
Female	284	**4.21**	0.76	52	**4.13**	0.79	15	**3.93**	0.79
Total	547			98			27		

p value: 0.2169

Tables 164
Mean and standard deviation of students' responses to I would enjoy taking another class with this English teacher *by gender (Q5)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	299	**3.98**	0.98	52	**3.96**	1.04	14	**3.78**	0.97
Female	323	**3.94**	0.97	60	**3.72**	1.12	16	**3.62**	1.09
Total	622			112			30		

p value: 0.3584

Tables 165
Mean and standard deviation of students' responses to I am learning a lot of English with this teacher *by gender (Q6)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	298	**4.11**	0.84	54	**4.13**	0.80	14	**3.92**	0.83
Female	323	**4.00**	0.86	62	**3.85**	1.04	16	**3.81**	0.83
Total	621			116			30		

p value: 0.1863

Tables 166
Mean and standard deviation of students' responses to My English teacher is the kind of teacher I expected to have here *by gender (Q7)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	299	**3.95**	0.96	53	**3.68**	0.99	14	**3.57**	0.94
Female	329	**3.77**	1.01	63	**3.54**	1.10	16	**3.56**	1.21
Total	621			116			30		

p value: 0.0221

Tables 167
Mean and standard deviation of students' responses to My English teacher is the kind of teacher I expected to have here *by gender (Q8)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	296	**3.80**	0.99	53	**3.72**	0.97	14	**3.43**	1.28
Female	328	**3.66**	1.06	61	**3.47**	1.21	15	**3.40**	1.24
Total	624			114			29		

p value: 0.1418

Tables 168
Mean and standard deviation of students' responses to My English teacher explains difficult concepts well *by gender (Q9)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	298	**4.03**	0.92	54	**4.18**	0.87	14	**3.86**	0.77
Female	329	**3.98**	0.90	59	**3.76**	1.07	15	**3.40**	1.12
Total	627			113			29		

p value: 0.0254

Tables 169
Mean and standard deviation of students' responses to My English teacher is able to simplify difficult material so I can understand it *by gender (Q10)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	300	**4.03**	0.91	54	**4.13**	0.87	14	**3.64**	1.08
Female	328	**3.97**	0.93	62	**3.80**	1.09	16	**3.87**	1.02
Total	628			116			30		

p value: 0.2859

Tables 170
Mean and standard deviation of students' responses to My English teacher teaches in a manner that helps me learn *by gender (Q11)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	300	**4.14**	0.84	54	**4.18**	0.72	14	**3.86**	1.03
Female	328	**4.00**	0.87	62	**3.79**	1.13	16	**3.94**	0.99
Total	628			116			30		

p value: 0.0483

Tables 171
Mean and standard deviation of students' responses to My English teacher motivates me to do my best to learn English *by gender (Q12)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	300	**3.96**	0.92	52	**4.00**	0.93	14	**3.93**	0.61
Female	326	**3.92**	0.95	62	**3.77**	1.05	16	**3.75**	1.06
Total	626			114			30		

p value: 0.7053

Tables 172
Mean and standard deviation of students' responses to My English teacher is a good example of the ideal English speaker *by gender (Q13)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	297	**4.03**	0.93	53	**3.77**	1.04	14	**3.57**	1.08
Female	326	**3.97**	0.92	60	**3.41**	1.15	16	**3.62**	1.02
Total	623			113			30		

p value: <.0001

Tables 173
Mean and standard deviation of students' responses to My English teacher looks like a native speaker of English *by gender (Q14)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	296	**3.90**	1.52	54	**3.83**	1.11	14	**3.43**	1.22
Female	326	**3.99**	1.46	62	**3.58**	1.30	16	**3.81**	0.83
Total	622			116			30		

p value: 0.3059

Tables 174
Mean and standard deviation of students' responses to My English teacher rarely makes grammar mistakes when he/she writes *by gender (Q17)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	299	**3.93**	1.20	54	**3.83**	1.14	14	**3.64**	1.44
Female	327	**4.07**	1.10	62	**3.82**	1.07	16	**3.62**	0.80
Total	626			116			30		

p value: 0.1885

Tables 175
Mean and standard deviation of students' responses to My English teacher rarely makes grammar mistakes when he/she speaks *by gender (Q18)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	300	**3.96**	1.20	53	**3.69**	1.12	14	**3.50**	1.34
Female	324	**4.09**	1.09	59	**3.83**	1.13	16	**3.75**	0.68
Total	624			112			30		

p value: 0.0577

Tables 176
Mean and standard deviation of students' responses to My English teacher explains grammar rules very clearly *by gender (Q19)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	297	**3.96**	0.91	54	**4.09**	0.87	14	**4.00**	0.78
Female	327	**3.89**	0.94	60	**3.87**	0.99	16	**3.56**	1.20
Total	624			114			30		

p value: 0.3944

Tables 177
Mean and standard deviation of students' responses to The English pronunciation of my English teacher is good *by gender (Q21)*

	Native			Nonnative			Not Sure		
Gender	*N =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	298	**4.49**	0.69	54	**3.90**	1.06	14	**3.85**	1.09
Female	330	**4.46**	0.80	61	**3.70**	1.15	16	**4.06**	0.92
Total	628			115			30		

p value: <.0001

Tables 178
Mean and standard deviation of students' responses to I understand my English teacher's pronunciation easily *by gender (Q22)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	298	**4.21**	0.85	54	**3.94**	0.94	14	**3.92**	1.07
Female	329	**4.26**	0.90	61	**3.75**	1.13	16	**3.75**	1.29
Total	627			115			30		

p value: 0.0002

Tables 179
Mean and standard deviation of students' responses to English teachers should all speak with a perfect American accent *by gender (Q23)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	301	**3.79**	1.19	54	**3.64**	1.07	14	**3.71**	0.99
Female	328	**3.86**	1.19	60	**3.56**	1.24	16	**3.81**	1.27
Total	629			114			30		

p value: 0.5521

Tables 180
Mean and standard deviation of students' responses to NATIVE English speakers make the best English teachers *by gender (Q24)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	295	**3.54**	1.17	54	**3.33**	1.21	14	**3.71**	1.07
Female	326	**3.59**	1.19	61	**3.21**	1.25	15	**3.80**	1.26
Total	621			114			29		

p value: 0.1738

Tables 181
Mean and standard deviation of students' responses to I don't care where my teacher is from, as long as he/she is a good teacher for me *by gender (Q26)*

	Native			Nonnative			Not Sure		
Gender	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Male	299	**4.04**	1.20	54	**4.22**	1.13	14	**3.93**	1.49
Female	328	**3.93**	1.20	61	**4.09**	1.30	16	**4.50**	0.73
Total	627			115			30		

p value: 0.2658

Class Subject

Table 182
Mean and standard deviation of students' responses to My English teacher is a good English teacher *by class subject (Q4)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	102	**4.46**	0.55	25	**4.32**	0.69	4	**4.50**	1.00
L/S	69	**4.17**	0.85	6	**4.66**	0.51	4	**3.50**	0.57
R/W	277	**4.21**	0.83	47	**4.02**	0.79	4	**3.75**	0.95
Other	11	**4.18**	0.60	6	**4.16**	0.75	3	**4.33**	0.57
Total	459			84			15		

p value: 0.0390

Table 183
Mean and standard deviation of students' responses to I am learning a lot of English with this teacher *by class subject (Q6)*

| | Native | | | Nonnative | | | Not Sure | | |
Subject	n =	M	SD	n =	M	SD	n =	M	SD
Grammar	120	**4.23**	0.67	33	**4.00**	0.97	6	**4.33**	0.82
L/S	86	**4.03**	0.87	9	**4.44**	0.53	4	**3.75**	0.50
R/W	307	**4.03**	0.91	48	**3.98**	1.02	4	**4.00**	0.82
Other	15	**4.06**	0.79	8	**3.25**	0.88	3	**3.67**	0.58
Total	528			98			17		

p value: 0.1326

Table 184
Mean and standard deviation of students' responses My English teacher is the kind of teacher I expected to have here *by class subject (Q7)*

| | Native | | | Nonnative | | | Not Sure | | |
Subject	n =	M	SD	n =	M	SD	n =	M	SD
Grammar	121	**4.13**	0.80	32	**3.84**	0.95	6	**3.83**	0.75
L/S	87	**3.87**	1.02	9	**3.77**	1.09	4	**3.00**	0.81
R/W	310	**3.75**	1.04	49	**3.42**	1.08	4	**3.25**	1.25
Other	15	**3.60**	1.18	8	**3.37**	1.30	3	**4.33**	0.57
Total	533			98			17		

p value: 0.0041

Table 185
Mean and standard deviation of students' responses to My English teacher is an ideal teacher for me *by class subject (Q8)*

| | Native | | | Nonnative | | | Not Sure | | |
Subject	n =	M	SD	n =	M	SD	n =	M	SD
Grammar	120	**3.95**	0.77	32	**3.78**	1.07	6	**4.17**	0.98
L/S	86	**3.64**	1.03	9	**4.22**	0.83	4	**2.50**	0.58
R/W	308	**3.67**	1.13	49	**3.31**	1.17	4	**3.25**	1.26
Other	15	**3.87**	0.99	8	**3.50**	1.19	3	**4.00**	1.00
Total	529			98			17		

p value: 0.0091

Table 186
Mean and standard deviation of students' responses to My English teacher explains difficult concepts well *by class subject (Q9)*

| | Native | | | Nonnative | | | Not Sure | | |
Subject	n =	M	SD	n =	M	SD	n =	M	SD
Grammar	121	**4.26**	0.71	31	**3.93**	0.99	6	**4.00**	0.63
L/S	85	**4.00**	0.89	9	**4.33**	0.70	4	**2.75**	0.96
R/W	310	**3.95**	0.96	47	**3.87**	1.07	3	**3.00**	1.00
Other	16	**3.94**	0.68	8	**3.25**	1.03	3	**4.33**	0.58
Total	532			95			16		

p value: 0.0018

Table 187
Mean and standard deviation of students' responses to My English teacher is able to simplify difficult material so I can understand it *by class subject (Q10)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	121	**4.20**	0.73	32	**4.21**	0.90	6	**4.33**	0.52
L/S	87	**3.95**	0.91	9	**4.33**	0.50	4	**2.75**	1.25
R/W	310	**3.94**	1.01	49	**3.75**	1.07	4	**3.75**	1.50
Other	15	**3.80**	0.77	8	**3.50**	1.19	3	**4.33**	0.58
Total	533			98			17		

p value: 0.0108

Table 188
Mean and standard deviation of students' responses to My English teacher teaches in a manner that helps me learn *by class subject (Q11)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	120	**4.21**	0.73	32	**4.09**	0.82	6	**4.33**	0.82
L/S	87	**4.07**	0.97	3	**4.11**	0.78	4	**3.75**	0.50
R/W	311	**4.04**	0.99	49	**3.96**	1.11	4	**3.75**	1.26
Other	16	**4.00**	0.82	8	**3.50**	0.92	3	**4.67**	0.58
Total	534			92			17		

p value: 0.4970

Table 189
Mean and standard deviation of students' responses to My English teacher motivates me to do my best to learn English teacher *by class subject (Q12)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	119	**4.11**	0.79	32	**3.90**	0.93	6	**4.17**	0.75
L/S	87	**3.85**	0.97	9	**4.33**	0.70	4	**3.25**	0.96
R/W	311	**3.90**	0.95	48	**3.85**	1.09	4	**3.75**	0.96
Other	15	**3.87**	0.99	7	**2.86**	0.69	3	**4.33**	0.58
Total	532			96			17		

p value: 0.0457

Table 190
Mean and standard deviation of students' responses to My English teacher is a good example of the ideal English speaker *by class subject (Q13)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	118	**4.22**	0.77	32	**3.71**	1.08	6	**4.16**	0.98
L/S	87	**3.95**	0.96	9	**4.11**	0.92	4	**2.75**	0.50
R/W	308	**3.96**	1.00	47	**3.27**	1.13	4	**4.00**	1.41
Other	16	**4.06**	0.68	7	**3.57**	0.97	3	**3.66**	1.15
Total	529			95			17		

p value: <.0001

Table 191
Mean and standard deviation of students' responses to My English teacher looks like a native speaker of English *by class subject (Q14)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	119	**4.17**	1.34	32	**3.56**	1.29	6	**4.17**	0.75
L/S	84	**4.27**	1.35	9	**4.00**	1.12	4	**3.25**	0.50
R/W	308	**3.78**	1.58	49	**3.57**	1.20	4	**4.25**	0.96
Other	16	**3.87**	1.36	8	**3.75**	1.16	3	**3.67**	0.58
Total	527			98			17		

p value: 0.0980

Table 192
Mean and standard deviation of students' responses to My English teacher rarely makes grammar mistakes when he/she writes *by class subject (Q17)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	121	**4.09**	1.26	32	**3.81**	1.17	6	**3.83**	0.75
L/S	87	**3.86**	1.14	9	**4.00**	0.86	4	**3.75**	0.96
R/W	310	**4.00**	1.14	49	**3.88**	1.07	4	**4.25**	0.96
Other	15	**3.67**	0.72	8	**3.62**	0.74	3	**3.00**	1.00
Total	533			98			17		

p value: 0.7435

Table 193
Mean and standard deviation of students' responses to My English teacher rarely makes grammar mistakes when he/she speaks *by class subject (Q18)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	120	**4.04**	1.28	32	**3.84**	1.22	6	**4.17**	0.41
L/S	86	**4.05**	1.11	9	**4.33**	0.50	4	**3.50**	0.58
R/W	309	**4.00**	1.14	46	**3.67**	1.07	4	**4.00**	0.82
Other	16	**3.75**	1.00	7	**3.57**	0.78	3	**3.00**	1.00
Total	531			94			17		

p value: 0.5401

Table 194
Mean and standard deviation of students' responses to I understand what my English teacher is saying without a problem *by class subject (Q20)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	121	**4.13**	0.78	31	**3.90**	0.90	6	**3.83**	1.47
L/S	86	**4.05**	0.93	9	**3.88**	0.78	4	**2.75**	0.50
R/W	311	**3.84**	1.09	47	**3.68**	1.19	4	**4.00**	1.41
Other	16	**4.37**	0.50	8	**3.12**	1.45	3	**4.66**	0.57
Total	534			95			17		

p value: 0.0062

Table 195
Mean and standard deviation of students' responses to I understand my English teacher's pronunciation easily *by class subject (Q22)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	120	**4.40**	0.76	32	**4.03**	0.89	6	**3.66**	1.36
L/S	85	**4.32**	0.87	9	**4.66**	0.50	4	**3.25**	0.95
R/W	312	**4.17**	0.93	48	**3.52**	1.18	4	**4.25**	1.50
Other	16	**4.31**	0.70	8	**3.37**	1.30	3	**4.66**	0.57
Total	533			97			17		

p value: <.0001

Table 196
Mean and standard deviation of students' responses to NATIVE English speakers make the best English teachers *by class subject (Q24)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	120	**3.58**	1.09	32	**3.06**	1.01	5	**3.80**	0.83
L/S	85	**3.48**	1.23	9	**3.33**	1.73	4	**4.25**	1.50
R/W	309	**3.59**	1.23	48	**3.25**	1.22	4	**3.25**	1.70
Other	15	**3.00**	1.06	8	**3.75**	1.48	3	**4.00**	1.00
Total	529			97			16		

p value: 0.2118

Table 197
Mean and standard deviation of students' responses to I don't care where my teacher is from, as long as he/she is a good teacher for me *by class subject (Q26)*

	Native			Nonnative			Not Sure		
Subject	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Grammar	120	**3.91**	1.23	32	**3.97**	1.35	6	**4.50**	0.84
L/S	86	**4.09**	1.17	9	**4.67**	0.71	4	**4.00**	0.82
R/W	310	**3.92**	1.25	48	**4.17**	1.15	4	**5.00**	0.00
Other	16	**3.87**	1.20	8	**4.12**	1.35	3	**3.67**	2.31
Total	532			97			17		

p value: 0.5321

<u>Class Level (English Proficiency)</u>

Table 198
Mean and standard deviation of students' responses to My English teacher is a good English teacher *by class level (Q4)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	102	**4.19**	0.79	27	**4.15**	0.72	13	**4.00**	1.15
Intermediate	226	**4.23**	0.74	48	**4.25**	0.78	10	**3.80**	0.79
Advanced	213	**4.30**	0.80	24	**4.17**	0.70	3	**4.00**	1.00
Total	541			99			26		

p value: 0.5592

Table 199
Mean and standard deviation of students' responses to I would enjoy taking another class with this English teacher *by class level (Q5)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	115	**3.95**	0.95	32	**3.72**	1.22	13	**3.85**	1.14
Intermediate	268	**3.89**	0.97	53	**3.77**	1.10	13	**3.78**	0.59
Advanced	233	**4.04**	0.98	27	**4.07**	0.87	3	**3.00**	2.00
Total	616			112			29		

p value: 0.2948

Table 200
Mean and standard deviation of students' responses to I am learning a lot of English with this teacher *by class level (Q6)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	116	**4.11**	0.81	35	**3.83**	0.98	13	**3.85**	0.89
Intermediate	267	**4.01**	0.86	53	**3.94**	0.95	13	**3.85**	0.80
Advanced	232	**4.08**	0.87	28	**4.25**	0.84	3	**4.33**	0.58
Total	615			116			29		

p value: 0.4582

Table 201
Mean and standard deviation of students' responses to My English teacher is the kind of teacher I expected to have here *by class level (Q7)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	116	**3.81**	0.99	35	**3.65**	0.96	13	**3.84**	0.98
Intermediate	272	**3.73**	0.99	54	**3.50**	1.16	13	**3.46**	0.87
Advanced	234	**3.99**	0.98	27	**3.77**	0.97	3	**3.66**	1.52
Total	622			116			29		

p value: 0.0287

Table 202

Mean and standard deviation of students' responses to My English teacher is an ideal teacher for me *by class level (Q8)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	115	**3.72**	1.02	35	**3.74**	0.98	12	**3.67**	1.43
Intermediate	270	**3.69**	1.02	53	**3.43**	1.18	13	**3.30**	0.95
Advanced	233	**3.76**	1.05	26	**3.73**	1.15	3	**3.67**	1.15
Total	618			114			28		

p value: 0.6409

Table 203

Mean and standard deviation of students' responses My English teacher explains difficult concepts well *by class level (Q9)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	116	**3.95**	0.95	34	**3.82**	1.11	13	**4.00**	0.91
Intermediate	270	**3.98**	0.89	51	**4.00**	1.04	13	**3.30**	1.03
Advanced	235	**4.05**	0.92	28	**4.10**	0.78	2	**3.50**	0.70
Total	621			113			28		

p value: 0.2449

Table 204

Mean and standard deviation of students' responses to My English teacher is able to simplify difficult material so I can understand it *by class level (Q10)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	117	**4.01**	1.02	35	**3.97**	0.95	13	**3.85**	1.07
Intermediate	271	**3.96**	0.88	53	**3.81**	1.09	13	**3.69**	1.11
Advanced	234	**4.02**	0.95	28	**4.25**	0.88	3	**4.00**	1.00
Total	622			116			29		

p value: 0.6404

Table 205

Mean and standard deviation of students' responses to My English teacher teaches in a manner that helps me learn *by class level (Q11)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	117	**4.13**	0.82	35	**3.91**	0.92	13	**4.15**	1.07
Intermediate	270	**4.02**	0.85	53	**3.88**	1.06	13	**3.84**	0.80
Advanced	235	**4.10**	0.88	28	**4.25**	0.88	3	**3.33**	1.53
Total	622			116			29		

p value: 0.3464

Table 206
Mean and standard deviation of students' responses to My English teacher teaches in a manner that helps me learn *by class level (Q12)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	118	**3.91**	0.89	35	**3.97**	0.78	13	**3.92**	0.95
Intermediate	271	**3.93**	0.93	52	**3.71**	1.17	13	**3.77**	0.83
Advanced	231	**3.97**	0.95	27	**4.07**	0.83	3	**4.00**	1.00
Total	620			114			29		

p value: 0.8140

Table 207
Mean and standard deviation of students' responses to My English teacher looks like a native speaker of English *by class level (Q14)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginner	116	**3.24**	1.70	35	**3.71**	1.17	13	**3.38**	1.19
Intermediate	268	**3.95**	1.57	53	**3.60**	1.30	13	**3.69**	0.85
Advanced	233	**4.32**	1.09	28	**3.82**	1.09	3	**4.66**	0.57
Total	617			116			29		

p value: <.0001

Table 208
Mean and standard deviation of students' responses to My English teacher rarely makes grammar mistakes when he/she writes *by class level (Q17)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	117	**3.84**	1.16	35	**3.83**	0.95	13	**3.31**	1.31
Intermediate	270	**3.99**	1.17	53	**3.77**	1.14	13	**3.69**	0.95
Advanced	233	**4.11**	1.12	28	**3.89**	1.23	3	**4.67**	0.57
Total	620			116			29		

p value: 0.0866

Table 209
Mean and standard deviation of students' responses to My English teacher rarely makes grammar mistakes when he/she speaks *by class level (Q18)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	116	**3.85**	1.13	35	**3.80**	1.10	13	**3.31**	1.18
Intermediate	269	**4.00**	1.18	49	**3.61**	1.06	13	**3.69**	0.85
Advanced	234	**4.14**	1.11	28	**3.96**	1.23	3	**4.67**	0.58
Total	619			112			29		

p value: 0.0196

Table 210
Mean and standard deviation of students' responses to My English teacher explains grammar rules very clearly *by class level (Q19)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	118	**3.96**	0.89	35	**3.82**	1.07	13	**3.85**	0.98
Intermediate	270	**3.91**	0.96	52	**3.96**	0.95	13	**3.84**	0.89
Advanced	230	**3.93**	0.88	27	**4.19**	0.73	3	**3.33**	2.08
Total	618			114			29		

p value: 0.8442

Table 211
Mean and standard deviation of students' responses to The English pronunciation of my English teacher is good *by class level (Q21)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginner	116	**4.42**	0.67	35	**3.88**	1.05	13	**3.76**	1.16
Intermediate	271	**4.47**	0.76	52	**3.57**	1.27	13	**4.00**	0.91
Advanced	235	**4.50**	0.78	28	**4.14**	0.80	3	**4.66**	0.57
Total	622			115			29		

p value: <.0001

Table 212
Mean and standard deviation of students' responses to I understand my English teacher's pronunciation easily *by class level (Q22)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginner	117	**4.05**	0.87	35	**3.85**	1.03	13	**3.61**	1.32
Intermediate	270	**4.22**	0.91	52	**3.59**	1.17	13	**3.84**	1.14
Advanced	235	**4.37**	0.82	28	**4.32**	0.77	3	**4.66**	0.57
Total	622			115			29		

p value: <.0001

Table 213
Mean and standard deviation of students' responses to English teachers should all speak with a perfect American accent *by class level (Q23)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	117	**4.01**	1.08	35	**3.82**	0.95	13	**3.69**	0.85
Intermediate	271	**3.77**	1.25	51	**3.56**	1.18	13	**3.46**	1.33
Advanced	235	**3.79**	1.20	28	**3.40**	1.31	3	**5.00**	0.00
Total	623			114			29		

p value: 0.1015

Table 214

Mean and standard deviation of students' responses to I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *by class level (Q25)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginner	116	**2.99**	1.15	35	**3.65**	1.23	13	**3.15**	1.14
Intermediate	271	**3.23**	1.19	52	**3.67**	1.26	13	**3.15**	1.21
Advanced	235	**3.20**	1.11	28	**3.53**	1.17	3	**4.33**	1.15
Total	262			115			29		

p value: 0.0061

Table 215

Mean and standard deviation of students' responses to I don't care where my teacher is from, as long as he/she is a good teacher for me *by class level (Q26)*

	Native			Nonnative			Not Sure		
Level	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
Beginners	116	**3.88**	1.28	35	**4.14**	1.30	13	**4.30**	1.18
Intermediate	270	**4.07**	1.16	52	**4.07**	1.16	13	**4.07**	1.25
Advanced	235	**3.92**	1.19	28	**4.32**	1.21	3	**5.00**	0.00
Total	621			115			29		

p value: 0.3610

Students' Expected Grades

Table 216

Mean and standard deviation of students' responses to My English teacher is a good English teacher *by expected grades (Q4)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	233	**4.34**	0.82	40	**4.27**	0.75	10	**3.80**	1.22
B	216	**4.24**	0.74	38	**4.21**	0.81	12	**4.08**	0.79
C	74	**4.08**	0.73	11	**4.27**	0.64	6	**3.50**	0.83
D	9	**3.88**	0.60	5	**3.60**	0.54	.	.	.
E	3	**4.00**	1.00	.	.	.	.	.	.
Total	535			94			28		

p value: 0.0332

Table 217

Mean and standard deviation of students' responses to I am learning a lot of English with this teacher *by expected grades (Q6)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	276	**4.16**	0.86	51	**4.19**	0.94	11	**3.72**	1.27
B	231	**1.05**	0.79	41	**3.85**	0.98	14	**3.86**	0.53
C	79	**3.84**	0.85	14	**3.78**	0.97	6	**3.50**	1.04
D	10	**3.90**	0.99	5	**3.40**	0.55	.	.	.
E	3	**3.67**	1.52	.	.	.	.	.	.
Total	599			111			31		

p value: 0.0234

Table 218

Mean and standard deviation of students' responses to My English teacher is the kind of teacher I expected to have here *by expected grades (Q7)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	281	**4.05**	0.96	50	**3.68**	1.11	11	**3.90**	0.94
B	234	**3.75**	0.97	41	**3.68**	1.03	14	**3.50**	1.01
C	79	**3.54**	1.02	14	**3.57**	1.08	6	**3.00**	1.26
D	10	**3.10**	0.87	6	**3.00**	1.09	.	.	.
E	3	**3.33**	1.52	.	.	.	.	.	.
Total	607			111			31		

p value: <.0001

Table 219

Mean and standard deviation of students' responses to My English teacher is an ideal teacher for me *by expected grades (Q8)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	279	**3.86**	0.99	48	**3.85**	1.11	10	**3.40**	1.50
B	233	**3.70**	1.02	41	**3.56**	1.09	14	**3.28**	1.20
C	78	**3.44**	1.10	14	**3.42**	1.22	6	**3.16**	1.16
D	10	**2.90**	0.99	6	**2.50**	0.83	.	.	.
E	3	**3.66**	1.52	.	.	.	.	.	.
Total	603			109			30		

p value: 0.0008

Table 220
Mean and standard deviation of students' responses to My English teacher explains difficult concepts well *by expected grades (Q9)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	280	**4.15**	0.91	48	**4.08**	0.92	10	**4.20**	0.63
B	233	**4.03**	0.83	41	**4.00**	0.92	14	**3.50**	0.85
C	79	**3.58**	0.97	14	**4.07**	1.27	6	**3.17**	1.47
D	10	**3.40**	1.17	5	**2.40**	0.89	.	.	.
E	3	**2.67**	0.58	.	.	.	.	.	.
Total	605			110			30		

p value: <.0001

Table 221
Mean and standard deviation of students' responses to My English teacher is able to simplify difficult material so I can understand it *by expected grades (Q10)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	281	**4.18**	0.86	50	**4.08**	1.00	11	**3.90**	1.13
B	234	**4.00**	0.58	41	**4.12**	0.84	14	**3.71**	0.72
C	79	**3.51**	1.06	14	**3.78**	1.12	6	**3.33**	1.63
D	9	**3.22**	1.09	6	**2.50**	1.22	.	.	.
E	3	**2.33**	1.15	.	.	.	.	.	.
Total	606			111			31		

p value: <.0001

Table 222
Mean and standard deviation of students' responses to My English teacher teaches in a manner that helps me learn teacher *by expected grades (Q11)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	280	**4.26**	0.82	50	**4.12**	0.96	11	**3.90**	1.37
B	235	**4.07**	0.76	41	**4.14**	0.85	14	**3.86**	0.53
C	79	**3.66**	0.98	14	**3.78**	0.97	6	**3.67**	1.03
D	10	**3.20**	0.92	6	**2.50**	1.22	.	.	.
E	3	**2.00**	1.00	.	.	.	.	.	.
Total	607			111			31		

p value: <.0001

Table 223
Mean and standard deviation of students' responses to My English teacher motivates me to do my best to learn English *by expected grades (Q12)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	279	**4.09**	0.91	49	**4.02**	0.92	11	**3.81**	1.25
B	233	**3.91**	0.91	40	**3.90**	1.03	14	**3.71**	0.73
C	79	**3.62**	0.99	14	**3.93**	0.82	6	**3.50**	1.05
D	10	**3.40**	0.97	6	**2.67**	1.37	.	.	.
E	3	**3.33**	1.53	.	.	.	.	.	.
Total	604			109			31		

p value: 0.0003

Table 224
Mean and standard deviation of students' responses to My English teacher is a good example of the ideal English speaker *by expected grades (Q13)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	278	**4.16**	0.88	49	**3.81**	0.99	11	**4.00**	1.09
B	233	**3.93**	0.94	39	**3.58**	1.14	14	**3.42**	0.85
C	79	**3.78**	0.92	14	**3.57**	1.08	6	**3.33**	1.21
D	9	**3.22**	0.93	6	**1.83**	0.98	.	.	.
E	3	**4.00**	1.73	.	.	.	.	.	.
Total	602			108			31		

p value: <.0001

Table 225
Mean and standard deviation of students' responses to My English teacher looks like a typical American person by expected grades (Q15)

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	277	**4.09**	1.05	48	**3.10**	1.44	11	**3.54**	1.36
B	236	**4.19**	0.98	41	**2.90**	1.42	14	**3.71**	0.82
C	79	**3.98**	1.04	14	**2.28**	0.82	6	**4.00**	0.63
D	10	**4.10**	1.10	6	**2.83**	1.47	.	.	.
E	3	**3.66**	2.30	.	.	.	.	.	.
Total	605			109			31		

p value: <.0001

Table 226
Mean and standard deviation of students' responses to My English teacher knows the English grammar very well *by expected grades (Q16)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	281	**4.43**	0.78	50	**4.28**	0.88	11	**3.81**	1.16
B	234	**4.31**	0.79	41	**4.24**	0.96	14	**4.14**	0.77
C	79	**4.00**	0.91	14	**3.92**	0.91	6	**3.50**	1.04
D	10	**4.00**	1.05	6	**3.66**	1.21	.	.	.
E	3	**3.66**	1.15	.	.	.	.	.	.
Total	607			113			31		

p value: 0.0002

Table 227
Mean and standard deviation of students' responses to My English teacher rarely makes grammar mistakes when he/she <u>writes</u> *by expected grades (Q17)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	277	**4.13**	1.12	50	**3.82**	1.17	11	**3.27**	1.10
B	235	**3.93**	1.15	41	**3.92**	1.08	14	**4.00**	0.78
C	79	**4.02**	1.17	14	**3.71**	1.07	6	**3.67**	1.21
D	10	**3.30**	1.49	6	**3.50**	0.84	.	.	.
E	3	**2.67**	0.58	.	.	.	.	.	.
Total	604			113			31		

p value: 0.0429

Table 228
Mean and standard deviation of students' responses to My English teacher rarely makes grammar mistakes when he/she <u>speaks</u> *by expected grades (Q18)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	277	**4.17**	1.16	49	**3.84**	1.23	11	**3.54**	0.93
B	234	**3.93**	1.12	39	**3.77**	1.01	14	**4.00**	0.68
C	78	**4.06**	1.11	14	**3.71**	1.07	6	**3.17**	1.17
D	10	**3.10**	1.52	6	**3.50**	0.84	.	.	.
E	3	**3.00**	0.00	.	.	.	.	.	.
Total	604			108			31		

p value: 0.0073

Table 229
Mean and standard deviation of students' responses to The English pronunciation of my English teacher is good *by expected grades (Q21)*

	Native			Nonnative			Not Sure		
Grade	n =	M	SD	n =	M	SD	n =	M	SD
A	279	**4.58**	0.76	50	**3.86**	1.18	11	**4.00**	1.18
B	236	**4.41**	0.73	40	**3.97**	1.07	14	**4.00**	0.78
C	79	**4.37**	0.82	14	**3.78**	0.80	6	**3.67**	1.21
D	10	**4.50**	0.71	6	**2.33**	1.21	.	.	.
E	3	**4.00**	1.00	.	.	.	.	.	.
Total	607			110			31		

p value: <.0001

Table 230
Mean and standard deviation of students' responses to I understand my English teacher's pronunciation easily *by expected grades (Q22)*

	Native			Nonnative			Not Sure		
Grade	n =	M	SD	n =	M	SD	n =	M	SD
A	280	**4.41**	0.85	50	**3.94**	1.07	11	**4.18**	1.17
B	234	**4.26**	0.73	40	**3.97**	1.03	14	**3.64**	1.21
C	79	**3.76**	1.09	14	**4.00**	0.78	6	**3.83**	1.17
D	10	**4.10**	1.10	6	**2.33**	1.21	.	.	.
E	3	**3.33**	1.53	.	.	.	.	.	.
Total	606			110			31		

p value: <.0001

Table 231
Mean and standard deviation of students' responses to English teachers should all speak with a perfect American accent *by expected grades (Q23)*

	Native			Nonnative			Not Sure		
Grade	n =	M	SD	n =	M	SD	n =	M	SD
A	282	**3.94**	1.18	49	**3.69**	1.21	11	**3.18**	1.47
B	234	**3.87**	1.11	40	**3.77**	1.02	14	**4.28**	0.73
C	79	**3.33**	1.37	14	**3.14**	1.20	6	**3.83**	0.75
D	10	**3.60**	1.35	6	**2.67**	1.63	.	.	.
E	3	**2.67**	2.08	.	.	.	.	.	.
Total	608			109			31		

p value: 0.0002

Table 232
Mean and standard deviation of students' responses to I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *by expected grades (Q25)*

	Native			Nonnative			Not Sure		
Grade	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
A	280	**3.27**	1.15	50	**3.96**	1.07	11	**3.27**	1.27
B	235	**3.03**	1.17	40	**3.55**	1.19	13	**2.92**	1.26
C	79	**3.29**	1.11	14	**3.43**	1.50	6	**3.67**	1.21
D	10	**3.50**	0.85	6	**2.33**	1.50	.	.	.
E	3	**3.67**	1.15	.	.	.	.	.	.
Total	607			110			30		

p value: 0.0002

Teachers' First Language

Table 233
Mean and standard deviation of students' responses to My English teacher is a good English teacher *by teachers' first languages (Q4)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	482	**4.29**	0.75	4	**4.75**	0.50	11	**3.72**	0.78
Armenian	.	.	.	9	**4.55**	0.52	.	.	.
Chinese	.	.	.	9	**3.66**	0.70	1	**4.00**	.
English	43	**3.95**	0.99	2	**4.50**	0.70	1	**4.00**	.
Port.[16]	2	**4.00**	0.00	13	**4.15**	0.80	.	.	.
Russian	.	.	.	17	**4.41**	0.71	4	**4.75**	0.50
Spanish	1	**4.00**	.	11	**4.27**	0.64	4	**3.50**	1.73
Taiwan.[17]	.	.	.	9	**4.00**	0.50	.	.	.
Other	4	**4.50**	0.57	21	**4.19**	0.81	1	**4.00**	.
Total	532			95			22		

p value: 0.05

---

[16] Portuguese.

[17] Taiwanese. Taiwanese was not collapsed with Chinese because students obviously identified one teacher as being specifically Taiwanese and not Chinese, and because the numbers were large enough to keep as individual groups.

Table 234
Mean and standard deviation of students' responses to I am learning a lot of English with this teacher *by teachers' first languages (Q6)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	545	**4.10**	0.81	4	**4.50**	0.57	12	**3.66**	0.77
Armenian	.	.	.	12	**3.91**	0.66	.	.	.
Chinese	.	.	.	10	**3.00**	1.33	1	**4.00**	.
English	51	**3.74**	1.09	3	**4.33**	0.57	2	**4.50**	0.70
Port.	2	**3.00**	0.00	15	**4.06**	0.88	.	.	.
Russian	1	**5.00**	.	19	**4.47**	0.84	5	**4.40**	0.54
Spanish	1	**4.00**	.	15	**3.80**	1.01	4	**3.75**	1.25
Taiwan.	.	.	.	9	**3.55**	0.72	.	.	.
Other	5	**4.40**	0.89	25	**4.28**	0.79	1	**4.00**	.
Total	606			112			25		

p value: 0.001

Table 235
Mean and standard deviation of students' responses to My English teacher is the kind of teacher I expected to have here *by teachers' first languages (Q7)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	552	**3.89**	0.95	4	**4.25**	0.95	12	**3.25**	1.05
Armenian	.	.	.	12	**3.75**	0.75	.	.	.
Chinese	.	.	.	10	**2.80**	1.13	1	**4.00**	.
English	50	**3.62**	1.22	3	**4.33**	0.57	2	**4.00**	0.00
Port.	2	**3.50**	0.70	16	**3.43**	1.09	.	.	.
Russian	1	**5.00**	.	19	**4.15**	0.83	5	**4.40**	0.54
Spanish	2	**4.00**	1.41	15	**3.73**	0.22	4	**4.00**	0.81
Taiwan.	.	.	.	9	**3.77**	0.66	.	.	.
Other	5	**4.00**	1.00	24	**3.41**	1.05	1	**4.00**	.
Total	612			112			25		

p value: 0.02

Table 236
Mean and standard deviation of students' responses to My English teacher is an ideal teacher for me *by teachers' first languages (Q8)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	549	**3.77**	0.99	4	**4.50**	0.57	12	**3.25**	1.05
Armenian	.	**.**	.	11	**3.63**	0.92	.	**.**	.
Chinese	.	**.**	.	10	**3.00**	1.41	1	**3.00**	.
English	50	**3.46**	1.31	3	**4.33**	0.57	2	**3.50**	0.70
Port.	2	**4.50**	0.70	15	**3.13**	1.30	.	**.**	.
Russian	.	**.**	.	19	**4.10**	0.87	4	**4.25**	0.95
Spanish	2	**3.50**	0.70	15	**3.66**	1.23	4	**3.25**	1.70
Taiwan.	.	**.**	.	9	**3.66**	0.86	.	**.**	.
Other	5	**3.80**	1.30	25	**3.52**	1.08	1	**3.00**	.
Total	608			111			24		

p value: 0.09

Table 237
Mean and standard deviation of students' responses to My English teacher explains difficult concepts well *by teachers' first languages (Q9)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	550	**4.07**	0.85	4	**4.50**	0.57	12	**3.16**	1.19
Armenian	.	**.**	.	11	**4.27**	0.46	.	**.**	.
Chinese	.	**.**	.	10	**3.00**	1.49	1	**3.00**	.
English	51	**3.68**	1.08	3	**4.33**	0.57	2	**4.00**	0.00
Port.	2	**2.50**	0.70	16	**4.00**	1.03	.	**.**	.
Russian	1	**4.00**	.	18	**4.50**	0.61	5	**4.20**	0.83
Spanish	2	**2.50**	2.12	14	**3.98**	1.20	4	**4.25**	0.50
Taiwan.	.	**.**	.	9	**3.55**	0.88	.	**.**	.
Other	5	**4.60**	0.54	24	**3.95**	0.85	1	**4.00**	.
Total	611			109			25		

p value: <.0001

Table 238
Mean and standard deviation of students' responses to My English teacher is able to simplify difficult material so I can understand it *by teachers' first languages (Q10)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	552	**4.03**	0.91	4	**4.50**	0.57	12	**3.41**	1.24
Armenian	.	.	.	11	**4.09**	0.70	.	.	.
Chinese	.	.	.	10	**3.00**	1.24	1	**4.00**	.
English	50	**3.70**	1.03	3	**4.00**	1.00	2	**4.50**	0.70
Port.	2	**3.50**	0.70	16	**3.87**	1.25	.	.	.
Russian	1	**5.00**	.	19	**4.47**	0.61	5	**4.40**	0.54
Spanish	2	**4.50**	0.70	15	**4.00**	1.06	4	**3.70**	1.25
Taiwan.	.	.	.	9	**4.00**	0.50	.	.	.
Other	5	**4.20**	0.83	25	**4.08**	0.86	1	**4.00**	.
Total	612			112			25		

p value: 0.03

Table 239
Mean and standard deviation of students' responses to My English teacher teaches in a manner that helps me learn *by teachers' first languages (Q11)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	550	**4.12**	0.81	4	**4.25**	0.50	12	**3.58**	0.90
Armenian	.	.	.	11	**4.09**	0.53	.	.	.
Chinese	.	.	.	10	**3.00**	1.33	1	**3.00**	.
English	52	**3.75**	1.35	3	**4.33**	0.57	2	**4.50**	0.70
Port.	2	**3.50**	0.70	16	**3.75**	1.18	.	.	.
Russian	1	**5.00**	.	19	**4.68**	0.47	5	**4.40**	0.54
Spanish	2	**4.50**	0.70	15	**3.86**	0.99	4	**3.75**	1.89
Taiwan.	.	.	.	9	**4.11**	0.60	.	.	.
Other	5	**3.80**	1.09	25	**4.08**	0.86	1	**4.00**	.
Total	612			112			25		

p value: 0.0006

Table 240
Mean and standard deviation of students' responses to My English teacher motivates me to do my best to learn English *by teachers' first languages (Q12)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	550	**3.98**	0.90	4	**4.50**	0.57	12	**3.66**	0.88
Armenian	.	**.**	.	11	**4.18**	0.40	.	**.**	.
Chinese	.	**.**	.	10	**3.60**	1.17	1	**4.00**	.
English	50	**3.66**	1.15	2	**3.50**	0.70	2	**4.00**	1.41
Port.	2	**3.50**	0.70	16	**3.68**	1.13	.	**.**	.
Russian	1	**4.00**	.	19	**4.21**	0.91	5	**4.20**	0.44
Spanish	2	**4.50**	0.70	14	**3.57**	1.15	4	**4.00**	0.81
Taiwan.	.	**.**	.	9	**3.66**	0.86	.	**.**	.
Other	5	**4.00**	1.00	25	**4.04**	1.05	1	**2.00**	.
Total	610			110			25		

p value: 0.30

Table 241
Mean and standard deviation of students' responses to My English teacher is a good example of the ideal English speaker *by teachers' first languages (Q13)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	545	**4.06**	0.91	4	**4.50**	0.57	12	**3.41**	1.08
Armenian	.	**.**	.	11	**4.00**	0.63	.	**.**	.
Chinese	.	**.**	.	10	**2.50**	1.26	1	**3.00**	.
English	52	**3.63**	1.02	3	**3.66**	0.57	2	**4.00**	1.41
Port.	2	**4.00**	0.00	16	**3.37**	1.20	.	**.**	.
Russian	1	**3.00**	.	18	**4.05**	0.80	5	**4.00**	0.70
Spanish	2	**4.50**	0.70	14	**3.85**	1.23	4	**3.75**	1.50
Taiwan.	.	**.**	.	9	**3.55**	0.72	.	**.**	.
Other	5	**3.60**	1.34	25	**3.60**	1.08	1	**3.00**	.
Total	607			110			25		

p value: <.00001

Table 242
Mean and standard deviation of students' responses to My English teacher looks like a native speaker of English *by first language (Q14)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	545	**3.96**	1.50	4	**4.75**	0.50	12	**3.66**	1.07
Armenian	.	.	.	11	**4.18**	0.98	.	.	.
Chinese	.	.	.	10	**2.70**	1.49	1	**4.00**	.
English	51	**4.09**	1.28	3	**4.00**	0.00	2	**4.00**	0.00
Port.	2	**4.50**	0.70	16	**3.50**	1.46	.	.	.
Russian	1	**5.00**	.	19	**4.21**	1.08	5	**3.60**	0.54
Spanish	2	**4.50**	0.70	15	**3.80**	1.08	4	**3.25**	1.70
Taiwan.	.	.	.	9	**3.55**	0.88	.	.	.
Other	5	**4.00**	1.22	25	**3.60**	1.11	1	**4.00**	.
Total	606			112			25		

p value: 0.64

Table 243
Mean and standard deviation of students' responses to My English teacher looks like a typical American person *by teachers' first languages (Q15)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	549	**4.22**	0.94	4	**4.75**	0.50	12	**3.91**	0.66
Armenian	.	.	.	11	**2.45**	0.68	.	.	.
Chinese	.	.	.	10	**2.20**	1.39	1	**3.00**	.
English	51	**2.96**	1.23	3	**2.66**	1.15	2	**4.00**	1.41
Port.	2	**2.00**	0.00	16	**2.93**	1.61	.	.	.
Russian	1	**3.00**	.	19	**3.00**	1.49	5	**3.60**	0.89
Spanish	2	**3.50**	0.70	13	**2.92**	1.49	4	**2.75**	1.70
Taiwan.	.	.	.	9	**2.88**	0.60	.	.	.
Other	5	**4.20**	1.30	25	**3.20**	1.41	1	**4.00**	.
Total	520			110			25		

p value: <.00001

Table 244
Mean and standard deviation of students' responses to My English teacher rarely makes grammar mistakes when he/she <u>writes</u> *by teachers' first languages (Q17)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	550	**4.02**	1.16	4	**3.75**	0.95	12	**3.78**	1.24
Armenian	.	**.**	.	11	**3.54**	1.03	.	**.**	.
Chinese	.	**.**	.	10	**3.70**	0.82	1	**5.00**	.
English	50	**3.82**	1.02	3	**4.00**	1.00	2	**4.00**	0.00
Port.	2	**5.00**	0.00	16	**3.68**	1.49	.	**.**	.
Russian	1	**1.00**	.	19	**4.36**	0.59	5	**3.40**	0.54
Spanish	2	**5.00**	0.00	15	**4.06**	0.96	4	**2.75**	1.70
Taiwan.	.	**.**	.	9	**2.88**	1.26	.	**.**	.
Other	5	**4.40**	0.89	25	**4.04**	1.01	1	**3.00**	.
Total	610			112			25		

p value: 0.01

Table 245
Mean and standard deviation of students' responses to My English teacher rarely makes grammar mistakes when he/she <u>speaks</u> *by first language (Q18)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	547	**4.04**	1.15	4	**4.25**	0.50	12	**3.41**	1.24
Armenian	.	**.**	.	11	**3.45**	1.03	.	**.**	.
Chinese	.	**.**	.	10	**3.20**	10.3	1	**5.00**	.
English	51	**3.96**	1.11	3	**4.00**	1.00	2	**4.00**	0.00
Port.	2	**5.00**	0.00	15	**3.60**	1.45	.	**.**	.
Russian	1	**1.00**	.	18	**4.33**	0.68	5	**3.80**	0.44
Spanish	2	**5.00**	0.00	13	**3.76**	1.09	4	**3.00**	1.41
Taiwan.	.	**.**	.	9	**3.11**	1.16	.	**.**	.
Other	5	**4.20**	0.83	25	**4.16**	0.98	1	**3.00**	.
Total	608			108			25		

p value: 0.01

Table 246
Mean and standard deviation of students' responses to My English teacher explains grammar rules very clearly *by teachers' first languages (Q19)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	548	**3.97**	0.89	4	**4.25**	0.95	12	**3.33**	1.23
Armenian	.	**.**	.	11	**4.27**	0.64	.	**.**	.
Chinese	.	**.**	.	10	**2.90**	1.26	1	**4.00**	.
English	49	**3.40**	1.11	3	**3.66**	1.15	2	**4.50**	0.70
Port.	2	**3.00**	1.41	15	**3.93**	0.79	.	**.**	.
Russian	1	**4.00**	.	19	**4.47**	0.69	4	**4.25**	0.50
Spanish	2	**4.50**	0.70	15	**3.80**	1.20	4	**3.75**	1.25
Taiwan.	.	**.**	.	9	**3.88**	0.60	.	**.**	.
Other	5	**4.20**	0.83	25	**4.16**	0.74	1	**3.00**	.
Total	607			111			24		

p value: 0.0002

Table 247
Mean and standard deviation of students' responses to I understand what my English teacher is saying without a problem *by teachers' first languages (Q20)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	553	**3.98**	0.97	4	**4.00**	0.81	12	**3.33**	1.23
Armenian	.	**.**	.	11	**3.81**	0.98	.	**.**	.
Chinese	.	**.**	.	10	**3.00**	1.15	1	**4.00**	.
English	51	**3.66**	1.24	3	**4.66**	0.57	2	**4.00**	0.00
Port.	2	**2.50**	2.12	14	**4.00**	0.87	.	**.**	.
Russian	1	**4.00**	.	19	**4.42**	0.69	5	**3.80**	1.09
Spanish	2	**4.00**	0.00	15	**3.60**	1.45	4	**3.75**	1.25
Taiwan.	.	**.**	.	8	**3.25**	0.88	.	**.**	.
Other	5	**4.00**	1.00	25	**3.84**	1.10	1	**2.00**	.
Total	614			109			25		

p value: 0.014

72

Table 248
Mean and standard deviation of students' responses to The English pronunciation of my English teacher is good *by teachers' first languages (Q21)*

| | Native | | | Nonnative | | | Not Sure | | |
Language	n =	M	SD	n =	M	SD	n =	M	SD
American	550	**4.53**	0.69	4	**4.75**	0.50	15	**3.91**	0.99
Armenian	.	.	.	11	**4.00**	0.63	.	.	.
Chinese	.	.	.	10	**2.70**	1.25	1	**4.00**	.
English	52	**4.05**	1.10	3	**4.33**	0.57	2	**4.50**	0.70
Port.	2	**3.50**	0.70	15	**3.53**	1.12	.	.	.
Russian	1	**5.00**	.	19	**4.57**	0.69	5	**4.40**	0.54
Spanish	2	**3.50**	0.70	15	**4.13**	0.91	4	**3.50**	1.73
Taiwan.	.	.	.	9	**4.00**	0.50	.	.	.
Other	5	**4.20**	0.83	25	**3.40**	1.32	1	**3.00**	.
Total	612			111			28		

p value: <.0001

Table 249
Mean and standard deviation of students' responses to English teachers should all speak with a perfect American accent *by teachers' first languages (Q23)*

| | Native | | | Nonnative | | | Not Sure | | |
Language	n =	M	SD	n =	M	SD	n =	M	SD
American	551	**3.91**	1.17	4	**4.15**	0.50	12	**4.16**	0.71
Armenian	.	.	.	11	**3.36**	1.12	.	.	.
Chinese	.	.	.	10	**3.10**	1.59	1	**5.00**	.
English	51	**3.01**	1.24	3	**3.33**	2.08	2	**2.00**	1.41
Port.	2	**4.00**	1.41	15	**2.80**	1.08	.	.	.
Russian	1	**3.00**	.	19	**3.89**	0.80	5	**3.60**	1.34
Spanish	2	**2.50**	0.70	15	**4.06**	1.09	4	**3.25**	1.70
Taiwan.	.	.	.	9	**3.88**	0.78	.	.	.
Other	5	**3.60**	1.34	25	**3.64**	3.03	1	**3.00**	.
Total	612			111			25		

p value: <.0001

Table 250
Mean and standard deviation of students' responses to NATIVE English speakers make the best English teachers *by teachers' first languages (Q24)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	545	**3.59**	1.17	4	**4.00**	0.81	12	**4.00**	1.20
Armenian	.	.	.	11	**2.90**	1.37	.	.	.
Chinese	.	.	.	10	**3.60**	1.17	1	**5.00**	.
English	51	**3.39**	1.20	3	**3.00**	1.00	2	**3.50**	0.70
Port.	2	**3.50**	0.70	15	**2.73**	1.09	.	.	.
Russian	1	**3.00**	.	19	**3.26**	1.14	3	**3.33**	0.57
Spanish	2	**2.50**	0.70	15	**3.53**	1.68	4	**3.50**	1.29
Taiwan.	.	.	.	9	**3.44**	0.72	.	.	.
Other	5	**4.20**	1.78	25	**3.08**	1.15	1	**2.00**	.
Total	606			111			24		

p value: 0.158

Table 251
Mean and standard deviation of students' responses to I don't care where my teacher is from, as long as he/she is a good teacher for me *by teachers' first languages (Q26)*

	Native			Nonnative			Not Sure		
Language	*n =*	*M*	*SD*	*n =*	*M*	*SD*	*n =*	*M*	*SD*
American	550	**3.97**	1.20	4	**3.75**	1.89	12	**4.50**	0.79
Armenian	.	.	.	11	**3.81**	1.32	.	.	.
Chinese	.	.	.	10	**3.10**	2.02	1	**5.00**	.
English	51	**4.07**	1.16	3	**4.66**	0.57	2	**4.50**	0.70
Port.	2	**3.50**	2.12	15	**4.20**	1.37	.	.	.
Russian	1	**5.00**	.	19	**4.63**	0.59	4	**4.25**	0.95
Spanish	2	**5.00**	0.00	15	**4.20**	1.08	4	**3.00**	2.30
Taiwan.	.	.	.	9	**3.66**	1.00	.	.	.
Other	5	**4.40**	0.89	25	**4.44**	0.91	1	**4.00**	.
Total									

p value: 0.1493

Appendix M
Descriptions of Students' Levels at Gingko

<u>Level 0—Beginners</u>

- Unable to communicate in English regardless of the listener.

Level 1
- Able to operate only in a very limited capacity within predictable areas of elementary need
- Can express basic formulas and expressions
- Able to ask and answer simple questions with incomplete structure (one or two-word responses)
- Almost every utterance contains fractured syntax or other grammatical errors
- Interference in articulation, stress, and intonation
- Frequent misunderstandings due to limited vocabulary and skill in grammar and pronunciation

Level 2—Beginners
- Able to satisfy basic survival needs and minimum courtesy requirements
- Can ask and answer simple questions concerning very familiar topics
- Can initiate and respond to simple statements
- Can give narration in simple present and past tenses, but with many errors and uncertainty
- Can maintain very simple face-to-face conversations
- Able to formulate some questions with limited constructions and much inaccuracy
- Vocabulary inadequate to express anything but the most elementary needs
- Misunderstandings due to mispronunciation, but with repetition, can generally be understood by patient native speakers

Level 3—Intermediate
- Able to satisfy some survival needs and some social demands
- Some evidence of grammatical constructions such as subject-verb agreement
- Vocabulary permits discussion of topics beyond basic survival such as personal history and leisure time
- Able to formulate DO questions, but with a some errors
- Able to use simple present, past, and future tenses with only a few errors

Level 4—Intermediate
- Able to satisfy most survival needs and social demands
- Developing flexibility in a range of circumstances beyond immediate survival needs
- Spontaneity in language production but fluency is uneven
- Can initiate and sustain a general conversation
- Able to use simple past, present, and future tenses with very few errors
- Shows limited knowledge of perfect tenses, but with frequent errors
- Can use most question forms including some modals
- Pronunciation comprehensible to native speakers who are used to dealing with foreigners

Level 5—Advanced
- Able to handle most social situations including introductions
- Able to carry on a casual conversation about current events, work, family, and autobiographical information
- Has a speaking vocabulary sufficient to handle most questions
- Can use simple tenses with accuracy
- Can use perfect tenses with limited accuracy
- Pronunciation understandable to most native speakers, but occasional repetition may be necessary
- Can Use modals in questions, statements, and in giving responses with limited accuracy

Level 6—Advanced
- Can handle most social situations with confidence
- Can handle some formal situations with confidence
- Can describe an event in the past or give details about future events or plans
- Able to support an opinion and begin to discuss abstract concepts
- Can handle quite sophisticated constructions, but still makes minor errors that do not inhibit communication
- Can be understood by any English speaker
- Can use conditionals with limited accuracy

Appendix N

Students' Attitudes Towards Their Teachers at the End of the Semester: Mean, Median,
Mode, and Standard Deviation by Teacher Group and by Likert-Scale Statement

Table 252
Mean, median, mode, and standard deviation by teacher group for I would enjoy taking another
class with this English teacher *at the end of the semester (Q5)*

Group	n =	M	Median	Mode	SD
Native	504	3.93	4.00	5.00	1.15
Nonnative	119	4.05	4.00	5.00	1.05
Not Sure	6	3.66	3.50	3.00	1.21

p value: 0.47

Table 253
Mean, median, mode, and standard deviation by teacher group for I am learning a lot of English
with this teacher *at the end of the semester (Q6)*

Group	n =	M	Median	Mode	SD
Native	505	4.10	4.00	5.00	1.01
Nonnative	119	4.24	4.00	5.00	0.81
Not Sure	6	4.16	4.00	4.00	0.75

p value: 0.35

Table 254
Mean, median, mode, and standard deviation by teacher group for My English teacher is the kind
of teacher I expected to have here *at the end of the semester (Q7)*

Group	n =	M	Median	Mode	SD
Native	513	3.88	4.00	5.00	1.34
Nonnative	119	3.87	4.00	5.00	1.82
Not Sure	6	3.50	3.50	3.00	1.04

p value: 0.70

Table 255
Mean, median, mode, and standard deviation by teacher group for My English teacher explains
difficult concepts well *at the end of the semester (Q9)*

Group	n =	M	Median	Mode	SD
Native	513	4.06	4.00	4.00	0.95
Nonnative	118	4.00	4.00	5.00	1.01
Not Sure	6	3.83	4.00	4.00	1.16

p value: 0.73

Table 256

Mean, median, mode, and standard deviation by teacher group for My English teacher is able to simplify difficult material so I can understand it *at the end of the semester (Q10)*

Group	n =	M	Median	Mode	SD
Native	514	4.05	4.00	4.00	0.93
Nonnative	119	4.19	4.00	5.00	0.93
Not Sure	6	3.66	3.50	3.00	0.81

p value: 0.19

Table 257

Mean, median, mode, and standard deviation by teacher group for My English teacher teaches in a manner that helps me learn *at the end of the semester (Q11)*

Group	n =	M	Median	Mode	SD
Native	514	4.08	4.00	5.00	0.97
Nonnative	119	4.15	4.00	5.00	0.93
Not Sure	6	3.83	4.00	4.00	0.75

p value: 0.59

Table 258

Mean, median, mode, and standard deviation by teacher group for My English teacher motivates me to do my best to learn English *at the end of the semester (Q12)*

Group	n =	M	Median	Mode	SD
Native	514	3.99	4.00	5.00	1.03
Nonnative	116	4.00	4.00	5.00	1.02
Not Sure	6	3.83	4.00	4.00	0.75

p value: 0.92

Table 259

Mean, median, mode, and standard deviation by teacher group for My English teacher is a good example of the ideal English speaker *at the end of the semester (Q13)*

Group	n =	M	Median	Mode	SD
Native	512	4.09	4.00	5.00	0.97
Nonnative	118	3.97	4.00	5.00	0.99
Not Sure	6	3.66	4.00	4.00	0.51

p value: 0.29

Table 260

Mean, median, mode, and standard deviation by teacher group for My English teacher looks like a native speaker of English *at the end of the semester (Q14)*

Group	n =	M	Median	Mode	SD
Native	515	4.15	5.00	5.00	1.36
Nonnative	119	3.94	4.00	4.00	1.12
Not Sure	6	4.16	4.00	4.00	0.75

p value: 0.27

Table 261
Mean, median, mode, and standard deviation by teacher group for My English teacher rarely makes grammar mistakes when he/she writes *at the end of the semester (Q17)*

Group	n =	M	Median	Mode	SD
Native	516	4.12	4.00	5.00	1.11
Nonnative	119	4.15	4.00	5.00	0.99
Not Sure	6	4.16	4.50	5.00	0.98

p value: 0.96

Table 262
Mean, median, mode, and standard deviation by teacher group for My English teacher rarely makes grammar mistakes when he/she speaks *at the end of the semester (Q18)*

Group	n =	M	Median	Mode	SD
Native	515	4.19	5.00	5.00	1.13
Nonnative	119	4.08	4.00	5.00	1.03
Not Sure	6	4.33	4.50	5.00	0.81

p value: 0.58

Table 263
Mean, median, mode, and standard deviation by teacher group for The English pronunciation of my English teacher is good *at the end of the semester (Q21)*

Group	n =	M	Median	Mode	SD
Native	513	4.55	5.00	5.00	0.74
Nonnative	118	4.04	4.00	5.00	1.08
Not Sure	6	4.16	4.00	4.00	0.75

p value: <.0001

Table 264
Mean, median, mode, and standard deviation by teacher group for English teachers should all speak with a perfect American accent *at the end of the semester (Q23)*

Group	n =	M	Median	Mode	SD
Native	512	3.98	4.00	5.00	1.13
Nonnative	119	3.73	4.00	5.00	1.08
Not Sure	6	3.50	4.00	4.00	1.37

p value: 0.07

Table 265
Mean, median, mode, and standard deviation by teacher group for I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *at the end of the semester (Q25)*

Group	n =	M	Median	Mode	SD
Native	515	3.32	3.00	3.00	1.21
Nonnative	119	3.97	4.00	5.00	1.10
Not Sure	6	3.66	3.50	3.00	0.81

p value: <.0001

Appendix P
Students' Attitudes Towards Their Teachers at the End of the Semester:
Frequency and Percents

<u>Responses in the "Native" Group</u>

Table 266
Frequency and percent of students' final responses to My English teacher is: a) a native speaker
of English, b) a nonnative speaker of English, or c) I am not sure *in the "Native" group (Q3)*

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
a	385	75.20	385	75.20
b	42	8.20	427	83.40
c	85	16.60	512	100.00

Frequency Missing = 4

Table 267
Frequency and percent of students' final responses to My English teacher is a good English
teacher *in the "Native" group (Q4)*

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	8	1.70	8	1.70
2	13	2.77	21	4.47
3	51	10.85	72	15.32
4	154	32.77	226	48.09
5	244	51.91	470	100.00

Frequency Missing = 46

Table 268
Frequency and percent of students' final responses to I would enjoy taking another class with this
English teacher *in the "Native" group (Q5)*

Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	27	5.36	27	5.36
2	33	6.55	60	11.90
3	92	18.25	152	30.16
4	144	28.57	296	58.73
5	208	41.27	504	100.00

Frequency Missing = 12

Table 269

Frequency and percent of students' final responses to I am learning a lot of English with this teacher *in the "Native" group (Q6)*

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	16	3.17	16	3.17
2	24	4.75	40	7.92
3	67	13.27	107	21.19
4	184	36.44	291	57.62
5	214	42.38	505	100.00

Frequency Missing = 11

Table 270

Frequency and percent of students' final responses to My English teacher is the kind of teacher I expected to have here *in the "Native" group (Q7)*

Q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	23	4.48	23	4.48
2	39	7.60	62	12.09
3	106	20.66	168	32.75
4	149	29.04	317	61.79
5	196	38.21	513	100.00

Frequency Missing = 3

Table 271

Frequency and percent of students' final responses to My English teacher is an ideal teacher for me *in the "Native" group (Q8)*

Q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	23	4.47	23	4.47
2	49	9.51	72	13.98
3	111	21.55	183	35.53
4	165	32.04	348	67.57
5	167	32.43	515	100.00

Frequency Missing = 1

Table 272

Frequency and percent of students' final responses to My English teacher explains difficult concepts well *in the "Native" group (Q9)*

Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	10	1.95	10	1.95
2	29	5.65	39	7.60
3	74	14.42	113	22.03
4	207	40.35	320	62.38
5	193	37.62	513	100.00

Frequency Missing = 3

Table 273

Frequency and percent of students' final responses to My English teacher is able to simplify difficult material so I can understand it *in the "Native" group (Q10)*

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	10	1.95	10	1.95
2	19	3.70	29	5.64
3	94	18.29	123	23.93
4	201	39.11	324	63.04
5	190	36.96	514	100.00

Frequency Missing = 2

Table 274

Frequency and percent of students' final responses to My English teacher teaches in a manner that helps me learn *in the "Native" group (Q11)*

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	14	2.72	14	2.72
2	20	3.89	34	6.61
3	81	15.76	115	22.37
4	193	37.55	308	59.92
5	206	40.08	514	100.00

Frequency Missing = 2

Table 275

Frequency and percent of students' final responses to My English teacher motivates me to do my best to learn English *in the "Native" group (Q12)*

Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	16	3.11	16	3.11
2	23	4.47	39	7.59
3	112	21.79	151	29.38
4	161	31.32	312	60.70
5	202	39.30	514	100.00

Frequency Missing = 2

Table 276

Frequency and percent of students' final responses to My English teacher is a good example of the ideal English speaker *in the "Native" group (Q13)*

Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	10	1.95	10	1.95
2	23	4.49	33	6.45
3	92	17.97	125	24.41
4	171	33.40	296	57.81
5	216	42.19	512	100.00

Frequency Missing = 4

Table 277

Frequency and percent of students' final responses to My English teacher looks like a native speaker of English *in the "Native" group (Q14)*

Q14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	63	12.23	63	12.23
2	13	2.52	76	14.76
3	26	5.05	102	19.81
4	92	17.86	194	37.67
5	321	62.33	515	100.00

Frequency Missing = 1

Table 278

Frequency and percent of students' final responses to My English teacher looks like a typical American person *in the "Native" group (Q15)*

Q15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	14	2.73	14	2.73
2	20	3.91	34	6.64
3	86	16.80	120	23.44
4	110	21.48	230	44.92
5	282	55.08	512	100.00

Frequency Missing = 4

Table 279

Frequency and percent of students' final responses to My English teacher knows the English grammar very well *in the "Native" group (Q16)*

Q16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	1.37	7	1.37
2	17	3.32	24	4.69
3	55	10.74	79	15.43
4	160	31.25	239	46.68
5	273	53.32	512	100.00

Frequency Missing = 4

Table 280

Frequency and percent of students' final responses to My English teacher rarely makes grammar mistakes when he/she writes *in the "Native" group (Q17)*

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	25	4.84	25	4.84
2	31	6.01	56	10.85
3	48	9.30	104	20.16
4	163	31.59	267	51.74
5	249	48.26	516	100.00

Table 281

Frequency and percent of students' final responses to My English teacher rarely makes grammar mistakes when he/she <u>speaks</u> *in the "Native" group (Q18)*

Q18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	29	5.63	29	5.63
2	22	4.27	51	9.90
3	52	10.10	103	20.00
4	129	25.05	232	45.05
5	283	54.95	515	100.00

Frequency Missing = 1

Table 282

Frequency and percent of students' final responses to My English teacher explains grammar rules very clearly *in the "Native" group (Q19)*

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	1.37	7	1.37
2	37	7.25	44	8.63
3	103	20.20	147	28.82
4	165	32.35	312	61.18
5	198	38.82	510	100.00

Frequency Missing = 6

Table 283

Frequency and percent of students' final responses to I understand what my English teacher is saying without a problem *in the "Native" group (Q20)*

Q20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	13	2.52	13	2.52
2	18	3.50	31	6.02
3	66	12.82	97	18.83
4	200	38.83	297	57.67
5	218	42.33	515	100.00

Frequency Missing = 1

Table 284

Frequency and percent of students' final responses to The English pronunciation of my English teacher is good *in the "Native" group (Q21)*

Q21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	0.78	4	0.78
2	8	1.56	12	2.34
3	29	5.65	41	7.99
4	128	24.95	169	32.94
5	344	67.06	513	100.00

Frequency Missing = 3

Table 285
Frequency and percent of students' final responses to I understand my English teacher's
pronunciation easily *in the "Native" group (Q22)*

Q22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	10	1.95	10	1.95
2	12	2.33	22	4.28
3	43	8.37	65	12.65
4	155	30.16	220	42.80
5	294	57.20	514	100.00

Frequency Missing = 2

Table 286
Frequency and percent of students' final responses to English teachers should all speak with a
perfect American accent *in the "Native" group (Q23)*

Q23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	25	4.88	25	4.88
2	37	7.23	62	12.11
3	74	14.45	136	26.56
4	161	31.45	297	58.01
5	215	41.99	512	100.00

Frequency Missing = 4

Table 287
Frequency and percent of students' final responses to NATIVE English speakers make the best
English teachers *in the "Native" group (Q24)*

Q24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	34	6.63	34	6.63
2	40	7.80	74	14.42
3	152	29.63	226	44.05
4	126	24.56	352	68.62
5	161	31.38	513	100.00

Frequency Missing = 3

Table 288
Frequency and percent of students' final responses to I can learn English just as well from a
NONNATIVE English teacher as from a NATIVE English teacher *in the "Native" group (Q25)*

Q25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	61	11.84	61	11.84
2	49	9.51	110	21.36
3	157	30.49	267	51.84
4	156	30.29	423	82.14
5	92	17.86	515	100.00

Frequency Missing = 1

Table 289

Frequency and percent of students' final responses to I don't care where my teacher is from, as long as he/she is a good teacher for me *in the "Native" group (Q26)*

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	32	6.21	32	6.21
2	38	7.38	70	13.59
3	77	14.95	147	28.54
4	126	24.47	273	53.01
5	242	46.99	515	100.00

Frequency Missing = 1

Responses in the "Nonnative" Group

Table 290

Frequency and percent of students' final responses to My English teacher is: a) a native speaker of English, b) a nonnative speaker of English, or c) I am not sure *in the "Nonnative" group (Q3)*

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
a	94	78.99	94	78.99
b	5	4.20	99	83.19
c	20	16.81	119	100.00

Table 291

Frequency and percent of students' final responses to My English teacher is a good English teacher *in the "Nonnative" group (Q4)*

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	2	1.79	2	1.79
3	11	9.82	13	11.61
4	43	38.39	56	50.00
5	56	50.00	112	100.00

Frequency Missing = 7

Table 292

Frequency and percent of students' final responses to I would enjoy taking another class with this English teacher *in the "Nonnative" group (Q5)*

Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	3.36	4	3.36
2	5	4.20	9	7.56
3	23	19.33	32	26.89
4	35	29.41	67	56.30
5	52	43.70	119	100.00

Table 293

Frequency and percent of students' final responses to I am learning a lot of English with this teacher *in the "Nonnative" group (Q6)*

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	4	3.36	4	3.36
3	16	13.45	20	16.81
4	46	38.66	66	55.46
5	53	44.54	119	100.00

Table 294

Frequency and percent of students' final responses to My English teacher is the kind of teacher I expected to have here *in the "Nonnative" group (Q7)*

Q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	5.88	7	5.88
2	10	8.40	17	14.29
3	19	15.97	36	30.25
4	38	31.93	74	62.18
5	45	37.82	119	100.00

Table 295

Frequency and percent of students' final responses to My English teacher is an ideal teacher for me *in the "Nonnative" group (Q8)*

Q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	4.20	5	4.20
2	11	9.24	16	13.45
3	31	26.05	47	39.50
4	30	25.21	77	64.71
5	42	35.29	119	100.00

Table 296

Frequency and percent of students' final responses to My English teacher explains difficult concepts well *in the "Nonnative" group (Q9)*

Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	3.39	4	3.39
2	5	4.24	9	7.63
3	15	12.71	24	20.34
4	44	37.29	68	57.63
5	50	42.37	118	100.00

Frequency Missing = 1

Table 297

Frequency and percent of students' final responses to My English teacher is able to simplify difficult material so I can understand it *in the "Nonnative" group (Q10)*

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	1.68	2	1.68
2	5	4.20	7	5.88
3	15	12.61	22	18.49
4	43	36.13	65	54.62
5	54	45.38	119	100.00

Table 298

Frequency and percent of students' final responses to My English teacher teaches in a manner that helps me learn *in the "Nonnative" group (Q11)*

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	0.84	1	0.84
2	7	5.88	8	6.72
3	17	14.29	25	21.01
4	41	34.45	66	55.46
5	53	44.54	119	100.00

Table 299

Frequency and percent of students' final responses to My English teacher motivates me to do my best to learn English *in the "Nonnative" group (Q12)*

Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	1.72	2	1.72
2	8	6.90	10	8.62
3	25	21.55	35	30.17
4	34	29.31	69	59.48
5	47	40.52	116	100.00

Frequency Missing = 3

Table 300

Frequency and percent of students' final responses to My English teacher is a good example of the ideal English speaker *in the "Nonnative" group (Q13)*

Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	0.85	1	0.85
2	10	8.47	11	9.32
3	23	19.49	34	28.81
4	41	34.75	75	63.56
5	43	36.44	118	100.00

Frequency Missing = 1

Table 301

Frequency and percent of students' final responses to My English teacher looks like a native speaker of English *in the "Nonnative" group (Q14)*

Q14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	7	5.88	7	5.88
2	6	5.04	13	10.92
3	18	15.13	31	26.05
4	44	36.97	75	63.03
5	44	36.97	119	100.00

Table 302

Frequency and percent of students' final responses to My English teacher looks like a typical American person *in the "Nonnative" group (Q15)*

Q15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	18	15.25	18	15.25
2	20	16.95	38	32.20
3	33	27.97	71	60.17
4	26	22.03	97	82.20
5	21	17.80	118	100.00

Frequency Missing = 1

Table 303

Frequency and percent of students' final responses to My English teacher knows the English grammar very well *in the "Nonnative" group (Q16)*

Q16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	1.69	2	1.69
2	3	2.54	5	4.24
3	11	9.32	16	13.56
4	39	33.05	55	46.61
5	63	53.39	118	100.00

Frequency Missing = 1

Table 304

Frequency and percent of students' final responses to My English teacher rarely makes grammar mistakes when he/she writes *in the "Nonnative" group (Q17)*

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	3	2.52	3	2.52
2	4	3.36	7	5.88
3	21	17.65	28	23.53
4	35	29.41	63	52.94
5	56	47.06	119	100.00

Table 305

Frequency and percent of students' final responses to My English teacher rarely makes grammar mistakes when he/she <u>speaks</u> *in the "Nonnative" group (Q18)*

Q18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	3.36	4	3.36
2	5	4.20	9	7.56
3	20	16.81	29	24.37
4	38	31.93	67	56.30
5	52	43.70	119	100.00

Table 306

Frequency and percent of students' final responses to My English teacher explains grammar rules very clearly *in the "Nonnative" group (Q19)*

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	1.69	2	1.69
2	3	2.54	5	4.24
3	18	15.25	23	19.49
4	42	35.59	65	55.08
5	53	44.92	118	100.00

Frequency Missing = 1

Table 307

Frequency and percent of students' final responses to I understand what my English teacher is saying without a problem *in the "Nonnative" group (Q20)*

Q20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2	1.68	2	1.68
2	5	4.20	7	5.88
3	17	14.29	24	20.17
4	46	38.66	70	58.82
5	49	41.18	119	100.00

Table 308

Frequency and percent of students' final responses to The English pronunciation of my English teacher is good *in the "Nonnative" group (Q21)*

Q21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	6	5.08	6	5.08
2	5	4.24	11	9.32
3	15	12.71	26	22.03
4	44	37.29	70	59.32
5	48	40.68	118	100.00

Frequency Missing = 1

Table 309
Frequency and percent of students' final responses to I understand my English teacher's pronunciation easily *in the "Nonnative" group (Q22)*

Q22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	4.24	5	4.24
2	4	3.39	9	7.63
3	11	9.32	20	16.95
4	44	37.29	64	54.24
5	54	45.76	118	100.00

Frequency Missing = 1

Table 310
Frequency and percent of students' final responses to English teachers should all speak with a perfect American accent *in the "Nonnative" group (Q23)*

Q23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	8	6.72	8	6.72
2	9	7.56	17	14.29
3	28	23.53	45	37.82
4	35	29.41	80	67.23
5	39	32.77	119	100.00

Table 311
Frequency and percent of students' final responses to NATIVE English speakers make the best English teachers *in the "Nonnative" group (Q24)*

Q24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	17	14.53	17	14.53
2	21	17.95	38	32.48
3	40	34.19	78	66.67
4	18	15.38	96	82.05
5	21	17.95	117	100.00

Frequency Missing = 2

Table 312
Frequency and percent of students' final responses to I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *in the "Nonnative" group (Q25)*

Q25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	5	4.20	5	4.20
2	6	5.04	11	9.24
3	26	21.85	37	31.09
4	32	26.89	69	57.98
5	50	42.02	119	100.00

Table 313
Frequency and percent of students' final responses to I don't care where my teacher is from, as long as he/she is a good teacher for me *in the "Nonnative" group (Q26)*

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	4	3.36	4	3.36
2	2	1.68	6	5.04
3	6	5.04	12	10.08
4	23	19.33	35	29.41
5	84	70.59	119	100.00

Responses in the "Not Sure" Group

Table 314
Frequency and percent of students' final responses to My English teacher is: a) a native speaker of English, b) a nonnative speaker of English, or c) I am not sure *in the "Not Sure" group (Q3)*

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
a	4	66.67	4	66.67
c	2	33.33	6	100.00

Table 315
Frequency and percent of students' final responses to My English teacher is a good English teacher *in the "Not Sure" group (Q4)*

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	1	16.67	1	16.67
4	3	50.00	4	66.67
5	2	33.33	6	100.00

Table 316
Frequency and percent of students' final responses to I would enjoy taking another class with this English teacher *in the "Not Sure" group (Q5)*

Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	1	16.67	1	16.67
3	2	33.33	3	50.00
4	1	16.67	4	66.67
5	2	33.33	6	100.00

Table 317
Frequency and percent of students' final responses to I am learning a lot of English with this teacher *in the "Not Sure" group (Q6)*

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	1	16.67	1	16.67
4	3	50.00	4	66.67
5	2	33.33	6	100.00

Table 318
Frequency and percent of students' final responses to My English teacher is the kind of teacher I expected to have here *in the "Not Sure" group (Q7)*

Q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	1	16.67	1	16.67
3	2	33.33	3	50.00
4	2	33.33	5	83.33
5	1	16.67	6	100.00

Table 319
Frequency and percent of students' final responses to My English teacher is an ideal teacher for me *in the "Not Sure" group (Q8)*

Q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	3	60.00	3	60.00
4	2	40.00	5	100.00

Frequency Missing = 1

Table 320
Frequency and percent of students' final responses to My English teacher explains difficult concepts well *in the "Not Sure" group (Q9)*

Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	1	16.67	1	16.67
3	1	16.67	2	33.33
4	2	33.33	4	66.67
5	2	33.33	6	100.00

Table 321
Frequency and percent of students' final responses to My English teacher is able to simplify difficult material so I can understand it *in the "Not Sure" group (Q10)*

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	3	50.00	3	50.00
4	2	33.33	5	83.33
5	1	16.67	6	100.00

Table 322
Frequency and percent of students' final responses to My English teacher teaches in a manner that helps me learn *in the "Not Sure" group (Q11)*

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	2	33.33	2	33.33
4	3	50.00	5	83.33
5	1	16.67	6	100.00

Table 323
Frequency and percent of students' final responses to My English teacher motivates me to do my best to learn English *in the "Not Sure" group (Q12)*

Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	2	33.33	2	33.33
4	3	50.00	5	83.33
5	1	16.67	6	100.00

Table 324
Frequency and percent of students' final responses to My English teacher is a good example of the ideal English speaker *in the "Not Sure" group (Q13)*

Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	2	33.33	2	33.33
4	4	66.67	6	100.00

Table 325
Frequency and percent of students' final responses to My English teacher looks like a native speaker of English *in the "Not Sure" group (Q14)*

Q14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	1	16.67	1	16.67
4	3	50.00	4	66.67
5	2	33.33	6	100.00

Table 326
Frequency and percent of students' final responses to My English teacher looks like a typical American person *in the "Not Sure" group (Q15)*

Q15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	1	16.67	1	16.67
3	1	16.67	2	33.33
4	4	66.67	6	100.00

Table 327
Frequency and percent of students' final responses to My English teacher knows the English grammar very well *in the "Not Sure" group (Q16)*

Q16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	1	16.67	1	16.67
4	2	33.33	3	50.00
5	3	50.00	6	100.00

Table 328
Frequency and percent of students' final responses to My English teacher rarely makes grammar mistakes when he/she <u>writes</u> *in the "Not Sure" group (Q17)*

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	2	33.33	2	33.33
4	1	16.67	3	50.00
5	3	50.00	6	100.00

Table 329
Frequency and percent of students' final responses to My English teacher rarely makes grammar mistakes when he/she <u>speaks</u> *in the "Not Sure" group (Q18)*

Q18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	1	16.67	1	16.67
4	2	33.33	3	50.00
5	3	50.00	6	100.00

Table 330
Frequency and percent of students' final responses to My English teacher explains grammar rules very clearly *in the "Not Sure" group (Q19)*

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	2	33.33	2	33.33
4	3	50.00	5	83.33
5	1	16.67	6	100.00

Table 331
Frequency and percent of students' final responses to I understand what my English teacher is saying without a problem *in the "Not Sure" group (Q20)*

Q20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	2	33.33	2	33.33
4	3	50.00	5	83.33
5	1	16.67	6	100.00

Table 332
Frequency and percent of students' final responses to The English pronunciation of my English teacher is good *in the "Not Sure" group (Q21)*

Q21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	1	16.67	1	16.67
4	3	50.00	4	66.67
5	2	33.33	6	100.00

Table 333
Frequency and percent of students' final responses to I understand my English teacher's pronunciation easily *in the "Not Sure" group (Q22)*

Q22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	3	50.00	3	50.00
4	2	33.33	5	83.33
5	1	16.67	6	100.00

Table 334
Frequency and percent of students' final responses to English teachers should all speak with a perfect American accent *in the "Not Sure" group (Q23)*

Q23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1	16.67	1	16.67
3	1	16.67	2	33.33
4	3	50.00	5	83.33
5	1	16.67	6	100.00

Table 335
Frequency and percent of students' final responses to NATIVE English speakers make the best English teachers *in the "Not Sure" group (Q24)*

Q24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2	1	16.67	1	16.67
4	2	33.33	3	50.00
5	3	50.00	6	100.00

Table 336
Frequency and percent of students' final responses to I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher *in the "Not Sure" group (Q25)*

Q25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	3	50.00	3	50.00
4	2	33.33	5	83.33
5	1	16.67	6	100.00

Table 337

Frequency and percent of students' final responses to I don't care where my teacher is from, as long as he/she is a good teacher for me *in the "Not Sure" group (Q26)*

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	2	33.33	2	33.33
4	2	33.33	4	66.67
5	2	33.33	6	100.00

Appendix Q
T-Test Results by Teacher Group

<u>"Native" Group</u>

Table 338
Differences in means and standard deviations between students' initial and final answers

Difference	N	Mean	Lower CL Mean	Upper CL Mean	SD	Lower CL SD	Upper CL SD	Std Err
F4 - L4[18]	322	-0.118	-0.019	0.0808	0.8416	0.9067	0.9827	0.0505
F5 - L5	365	-0.127	-0.011	0.105	1.0503	1.1265	1.2148	0.059
F6 - L6	367	-0.18	-0.071	0.0386	0.9944	1.0663	1.1496	0.0557
F7 - L7	374	-0.156	-0.043	0.0703	1.0377	1.1121	1.1981	0.0575
F8 - L8	374	-0.187	-0.072	0.043	1.0575	1.1333	1.2209	0.0586
F9 - L9	373	-0.189	-0.08	0.028	0.9933	1.0646	1.147	0.0551
F10 - L10	376	-0.21	-0.101	0.0075	0.9996	1.071	1.1536	0.0552
F11 - L11	374	-0.158	-0.053	0.0506	0.9553	1.0238	1.1029	0.0529
F12 - L12	374	-0.201	-0.091	0.0196	1.0145	1.0872	1.1713	0.0562
F13 - L13	372	-0.204	-0.097	0.0102	0.979	1.0493	1.1307	0.0544
F14 - L14	371	-0.163	-0.065	0.0341	0.9027	0.9676	1.0428	0.0502
F15 - L15	370	-0.233	-0.111	0.0111	1.112	1.1922	1.2849	0.062
F16 - L16	374	-0.133	-0.032	0.0689	0.9263	0.9928	1.0695	0.0513
F17 - L17	375	-0.323	-0.189	-0.056	1.2241	1.3118	1.413	0.0677
F18 - L18	374	-0.358	-0.227	-0.096	1.2027	1.2889	1.3886	0.0666
F19 - L19	369	-0.257	-0.157	-0.057	0.9133	0.9792	1.0555	0.051
F20 - L20	378	-0.375	-0.272	-0.17	0.9457	1.0131	1.091	0.0521
F21 - L21	373	-0.2	-0.118	-0.036	0.7507	0.8046	0.8669	0.0417
F22 - L22	377	-0.288	-0.188	-0.088	0.9204	0.9861	1.062	0.0508
F23 - L23	375	-0.311	-0.184	-0.057	1.1664	1.2499	1.3464	0.0645
F24 - L24	370	-0.179	-0.046	0.087	1.2132	1.3006	1.4018	0.0676
F25 - L25	378	-0.312	-0.183	-0.053	1.1916	1.2766	1.3747	0.0657
F26 - L26	377	-0.164	-0.024	0.1167	1.2959	1.3884	1.4953	0.0715

---

[18] [18] F4 is item 4 on the "First" questionnaire; L4 is item 4 on the "Last" questionnaire.

Table 339

T-test of students' initial and final answers

-*Difference*	*DF*	*t Value*	*Pr > |t|*
F4 - L4	321	-0.37	0.7125
F5 - L5	364	-0.19	0.8527
F6 - L6	366	-1.27	0.2039
F7 - L7	373	-0.74	0.4574
F8 - L8	373	-1.23	0.2187
F9 - L9	372	-1.46	0.1454
F10 - L10	375	-1.83	0.0681
F11 - L11	373	-1.01	0.3131
F12 - L12	373	-1.62	0.1067
F13 - L13	371	-1.78	0.0761
F14 - L14	370	-1.29	0.1987
F15 - L15	369	-1.79	0.0746
F16 - L16	373	-0.63	0.5323
F17 - L17	374	-2.80	0.0055
F18 - L18	373	-3.41	0.0007
F19 - L19	368	-3.08	0.0022
F20 - L20	377	-5.23	<.0001
F21 - L21	372	-2.83	0.0049
F22 - L22	376	-3.71	0.0002
F23 - L23	374	-2.85	0.0046
F24 - L24	369	-0.68	0.4972
F25 - L25	377	-2.78	0.0057
F26 - L26	376	-0.33	0.7387

"Nonnative" Group

Table 340
Differences in means and standard deviations between students' initial and final answers

----

Difference	N	Mean	Lower CL Mean	Upper CL Mean	SD	Lower CL SD	Upper CL SD	Std Err
F4 - L4	69	-0.244	-0.072	0.099	0.6113	0.7137	0.8576	0.0859
F5 - L5	82	-0.476	-0.22	0.0366	1.0105	1.1656	1.3775	0.1287
F6 - L6	83	-0.457	-0.253	-0.049	0.8112	0.935	1.1037	0.1026
F7 - L7	84	-0.402	-0.143	0.1162	1.0366	1.1938	1.4077	0.1303
F8 - L8	83	-0.344	-0.096	0.151	0.9828	1.1328	1.3373	0.1243
F9 - L9	81	-0.297	-0.062	0.1737	0.9222	1.0647	1.2597	0.1183
F10 - L10	84	-0.385	-0.119	0.1471	1.0648	1.2263	1.446	0.1338
F11 - L11	84	-0.306	-0.06	0.1865	0.9845	1.1338	1.337	0.1237
F12 - L12	84	-0.308	-0.036	0.2368	1.0904	1.2558	1.4808	0.137
F13 - L13	82	-0.601	-0.354	-0.106	0.9763	1.1263	1.331	0.1244
F14 - L14	84	-0.547	-0.25	0.0473	1.1894	1.3699	1.6153	0.1495
F15 - L15	84	-0.298	0	0.2975	1.1904	1.371	1.6166	0.1496
F16 - L16	83	-0.29	-0.084	0.1209	0.8153	0.9397	1.1093	0.1031
F17 - L17	83	-0.526	-0.277	-0.028	0.9893	1.1403	1.3461	0.1252
F18 - L18	81	-0.451	-0.198	0.0556	0.9916	1.1448	1.3544	0.1272
F19 - L19	83	-0.383	-0.181	0.0214	0.8033	0.9258	1.0929	0.1016
F20 - L20	82	-0.683	-0.451	-0.219	0.9153	1.0559	1.2478	0.1166
F21 - L21	82	-0.354	-0.11	0.1344	0.9633	1.1112	1.3132	0.1227
F22 - L22	81	-0.527	-0.296	-0.066	0.9027	1.0422	1.233	0.1158
F23 - L23	83	-0.323	-0.06	0.2025	1.0438	1.2031	1.4203	0.1321
F24 - L24	81	-0.007	0.284	0.5749	1.1396	1.3156	1.5565	0.1462
F25 - L25	83	-0.791	-0.482	-0.172	1.2297	1.4173	1.6731	0.1556
F26 - L26	83	-0.609	-0.325	-0.042	1.1264	1.2983	1.5326	0.1425

Table 341
T-test of students' initial and final answers

Difference	DF	t Value	Pr > |t|
F4 - L4	68	-0.84	0.4020
F5 - L5	81	-1.71	0.0920
F6 - L6	82	-2.47	0.0158
F7 - L7	83	-1.10	0.2759
F8 - L8	82	-0.78	0.4405
F9 - L9	80	-0.52	0.6033
F10 - L10	83	-0.89	0.3762
F11 - L11	83	-0.48	0.6317
F12 - L12	83	-0.26	0.7950
F13 - L13	81	-2.84	0.0056
F14 - L14	83	-1.67	0.0982
F15 - L15	83	0.00	1.0000
F16 - L16	82	-0.82	0.4159
F17 - L17	82	-2.21	0.0296
F18 - L18	80	-1.55	0.1244
F19 - L19	82	-1.78	0.0791
F20 - L20	81	-3.87	0.0002
F21 - L21	81	-0.89	0.3737
F22 - L22	80	-2.56	0.0124
F23 - L23	82	-0.46	0.6495
F24 - L24	80	1.94	0.0556
F25 - L25	82	-3.10	0.0027
F26 - L26	82	-2.28	0.0250

"Not Sure" Group

Table 342
Differences in means and standard deviations between students' initial and final answers

----

Difference	N	Lower CL Mean	Upper CL Mean	Mean	SD	Lower CL SD	Upper CL SD	Std Err
F4 - L4	4	-2.762	0.25	3.2621	1.0723	1.893	7.058	0.9465
F5 - L5	4	-3.547	-0.5	2.547	1.0847	1.9149	7.1396	0.9574
F6 - L6	4	-3.256	-0.5	2.2561	0.9812	1.7321	6.458	0.866
F7 - L7	4	-3.03	0.25	3.5304	1.1678	2.0616	7.6866	1.0308
F8 - L8	3	-4.968	0	4.9683	1.0413	2	12.569	1.1547
F9 - L9	4	-4.228	-0.25	3.7281	1.4162	2.5	9.3214	1.25
F10 - L10	4	-2.25	0	2.2503	0.8011	1.4142	5.273	0.7071
F11 - L11	4	-2.554	-0.5	1.5543	0.7313	1.291	4.8135	0.6455
F12 - L12	3	-2.101	-0.667	0.7676	0.3006	0.5774	3.6285	0.3333
F13 - L13	4	-2.25	0	2.2503	0.8011	1.4142	5.273	0.7071
F14 - L14	4	-2.091	-0.5	1.0912	0.5665	1	3.7285	0.5
F15 - L15	4	-0.773	0.75	2.2735	0.5424	0.9574	3.5698	0.4787
F16 - L16	4	-2.25	0	2.2503	0.8011	1.4142	5.273	0.7071
F17 - L17	4	-2.968	-0.25	2.4675	0.9675	1.7078	6.3677	0.8539
F18 - L18	3	-2.768	-1.333	0.1009	0.3006	0.5774	3.6285	0.3333
F19 - L19	4	-2.637	-0.25	2.1368	0.8497	1.5	5.5928	0.75
F20 - L20	4	-2.554	-0.5	1.5543	0.7313	1.291	4.8135	0.6455
F21 - L21	4	-2.25	0	2.2503	0.8011	1.4142	5.273	0.7071
F22 - L22	4	-1.752	0.25	2.2522	0.7128	1.2583	4.6917	0.6292
F23 - L23	4	-1.554	0.5	2.5543	0.7313	1.291	4.8135	0.6455
F24 - L24	4	-0.546	0.25	1.0456	0.2832	0.5	1.8643	0.25
F25 - L25	4	-2.25	0	2.2503	0.8011	1.4142	5.273	0.7071
F26 - L26	4	-2.256	0.5	3.2561	0.9812	1.7321	6.458	0.866

Table 343

T-test of students' initial and final answers

Difference	DF	t Value	Pr > |t|
F4 - L4	3	0.26	0.8088
F5 - L5	3	-0.52	0.6376
F6 - L6	3	-0.58	0.6042
F7 - L7	3	0.24	0.8240
F8 - L8	2	0.00	1.0000
F9 - L9	3	-0.20	0.8543
F10 - L10	3	0.00	1.0000
F11 - L11	3	-0.77	0.4950
F12 - L12	2	-2.00	0.1835
F13 - L13	3	0.00	1.0000
F14 - L14	3	-1.00	0.3910
F15 - L15	3	1.57	0.2152
F16 - L16	3	0.00	1.0000
F17 - L17	3	-0.29	0.7888
F18 - L18	2	-4.00	0.0572
F19 - L19	3	-0.33	0.7608
F20 - L20	3	-0.77	0.4950
F21 - L21	3	0.00	1.0000
F22 - L22	3	0.40	0.7177
F23 - L23	3	0.77	0.4950
F24 - L24	3	1.00	0.3910
F25 - L25	3	0.00	1.0000
F26 - L26	3	0.58	0.6042

Appendix R
Position Statement Against Discrimination of
Nonnative Speakers of English in the Field of TESOL

For decades there has been a long-standing fallacy in the field of English language teaching that native English speakers are the preferred teachers because they are perceived to speak "unaccented" English, understand and use idiomatic expressions fluently, and completely navigate the culture of at least one English-dominant society, and thus will make better English as a Second Language (ESL) of English as a Foreign Language (EFL) teachers than nonnative English speakers. As a result, nonnative English-speaking educators have found themselves often implicitly, and sometimes explicitly, discriminated against in hiring practices or in receiving working assignments in the field of teaching ESL or EFL.

However, as English language learners, nonnative English-speaking educators bring a uniquely valuable perspective to the ESL/EFL classroom, and so can closely identify with the cross-cultural and language learning experience that their students are experiencing. Research has shown that students do not have a clear preference for either native English-speaking educators or nonnative English-speaking educators, demonstrating that, in general, students do not buy into the "native speaker fallacy."

In many cases the nonnative English-speaking educator may also be an immigrant to an English-language-dominant country, and thus had to master both a second language and a second culture. These personal experiences may be similar to those of their students, and thus the nonnative English-speaking educator can serve as a powerful role model for students.

The distinction between native and nonnative speakers of English presents an oversimplified, either/or classification system that does not actually describe the range of possibilities in a world wither English has become a global language. More important, however, the use of the labels "native speaker" and "nonnative speaker" in hiring criteria is misleading, as this labeling minimizes the formal education, linguistic expertise, teaching experience, and professional preparation of teachers. All educators should be evaluated within the same criteria. Nonnative English-speaking educators should not be singled out because of their native language.

TESOL strongly opposes discrimination against nonnative English speakers in the field of English language teaching. Rather, English language proficiency, teaching experience, and professionalism should be assesses along on a continuum of professional preparation. All English language educators should be proficient in English regardless of their native languages, but English language proficiency should be viewed as only one criterion in evaluating a teacher's professionalism. Teaching skills, teaching experience, and professional preparation should be given as much weight as language proficiency.

Approved by the Board of Directors, March 2006.

VITA

VITA

EDUCATION

- **2002 – 2006**, Ph.D. in English, Purdue University, West Lafayette, IN

    o Primary Area: English as a Second Language

    o Secondary Area: Higher Education Administration

- **1999 – 2002**, M.A. TESOL, Brigham Young University, Provo, UT

- **1996 – 1999**, B.A., English and Design, Brigham Young University

TEACHING EXPERIENCE

- **2002 – 2006**, Teaching Assistant, English Department, Purdue University, West Lafayette, IN

- **1999 – 2002**, English as a Second Language instructor, English Language Center, Brigham Young University, Provo, UT

- **1996 – 1999**, Teaching Assistant, French Department, Brigham Young University, Provo, UT

PUBLICATIONS

- Moussu, L. (2006). [Review of the edited book *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals,* by Lia D. Kamhi-Stein]. *TESOL Quarterly, 40*(2).

- Moussu, L. & Braine, G. (2006, April). The attitudes of ESL students towards nonnative English teachers. *TESL Reporter, 39*(1), 33-47.

- Moussu, L. (2005, fall). In love and war: Nonnative English-speaking Composition teachers and university ESL students. *INTESOL Journal, 2*(1), 49-54.

- Moussu, L. (2005, October). RESEARCH or research? A letter from the Chair. *NNEST Newsletter, 7*(2).

- Moussu, L. (2003, Fall). Course Description—English 106I, *tesolin' 22*(3), 1, 3, 8.

- Moussu, L. (2002) *English as a Second Language Students' Reactions to Nonnative English-speaking Teachers,* Master's Thesis, Brigham Young University, Provo, UT (ERIC Document Reproduction Service No. ED 468 879)

AWARDS AND GRANTS

- Purdue University Research Foundation, *Graduate Student Summer Grant*: 2005, 2006

- The International Foundation for English Language Education (TIRF), *Doctoral Dissertation Grant*: 2005

- NAFSA Region VI, *Newcomers Travel Grant:* 2005

- Purdue University, *Graduate Student Award for Outstanding Teaching*: 2005

- Purdue University, *Graduate School E-portfolio Contest, Honorary Award*: 2005

- Purdue University, *Exemplary Teaching Portfolio, Certificate of Recognition*: 2004, 2005

- Purdue University*, Information and Computer Literacy Integration Program, Library Fellowship Award:* 2004

- Purdue University, *Woodman Excellence in Teaching Award:* 2004

- Purdue University, *Walter J. Johnson Award for Paper in ESL*: 2004.

CONFERENCE PAPERS

- *"Second Language Writing Curriculum Design: A Case Study,"* (with Tony Silva, Brita Banitz, Tom Glass, Robert Nelson, Elizabeth Patton, and Yufeng Zhang), CCCC Convention (Conference on College Composition and Communication), Chicago, IL, March 25, 2006.

- Board Sponsored Colloquium (co-organizer; with Ebru Ezberci, Antoinette Gagne, Ofra Inbar, Lia Kamhi-Stein, Ahmar Mahboob, and Bill Snyder): *"Exploring NNESTs' Language Proficiency."* TESOL Conference, Tampa, FL, March 17, 2006.

- All Caucus Colloquium (with Karen Asenavage, Jose Castillo, Eleanor Pease, Rosemary Schmid, Marinus Stephan, and Tomas Wallis): *"Caucus Strategies for Leading TESOL Internationally,"* TESOL Conference, Tampa, FL, March 17, 2006.

- Leadership forum (with Luciana de Oliveira, Lia Kamhi-Stein, Rosie Maum, Alyse Breitbach, Wen-Chi Lu, and Shao-Wei Wang): *"New Leaders' Forum,"* TESOL Conference, Tampa, FL, March 16, 2006.

- *"From International Students to Successful Scholars,"* (organizer; with Seran Aktuna, Soohyang Kim, Enric Llurda, and Gloria Park), TESOL Conference, Tampa, FL, March 15, 2006.

- Guest speaker (with Jeanne Lee, Edelmira Nickels, and Karl E. Uhrig), *"The Graduate Student Experience: Challenges and Achievements,"* INTESOL Conference (Indiana TESOL), Indianapolis, IN, October 21, 2005.

- *"World Englishes and (Socio)Linguistic Innovations,"* (with Margie Berns, Dilbarhon Hasanova, Noke-on Glass, Thomas Glass, and Robert Nelson), AILA Conference (14th World Congress of Applied Linguistics), Madison, WI, July 29, 2005.

- *"The 'Native Speaker' in TESOL: Discrimination or Necessity*?*"* IAWE Conference (International Association for World Englishes), Purdue University, Lafayette, IN, July 22, 2005.

- Board Sponsored Colloquium (with Elza Major, Tünde Csepelyi, Luciana de Oliveira, and Lia Kamhi-Stein): *"NNES Teachers as Mentors and Cultural Mediators,"* CATESOL Conference (California TESOL), Long Beach, CA, March 4, 2005.

- *"Nonnative English-speaking Teachers and Student Feedback on a Blog,"* INTESOL Conference (Indiana TESOL), Indianapolis, IN, November 6, 2004.

- *"Sociolinguistic Profile of English in Switzerland,"* IAWE Conference, Syracuse University, Syracuse, NY, July 15, 2004.

- Featured Colloquium (with Paul Matsuda, Karen Johnson, Catherine Walter, George Braine, and Lía Kamhi-Stein*): "Addressing Nonnative English-Speaking Teachers' and Teacher Educators' Needs,"* TESOL Conference, Long Beach, CA, April 1, 2004.

- *"A Study of the Relationship between Nonnative English-speaking ESL/EFL Teacher and Students' Reactions to Non-nativeness,"* TESOL Ph.D. Forum, Long Beach, CA, March 31, 2004.

- "*Empowering NNES MATESOL Students in Career Development,"* (with Fabiana Sacchi, Silvia Pessoa, Alejandra Reyes-Cejudo), TESOL Conference, Baltimore, MD, March 2003

- "*ESL Students' Reactions to Nonnative Teachers*," TESOL Graduate Forum, Salt Lake City, UT, April 2002

- *"Nonnative English-speaking ESL Teachers: Reactions of Their Students,"* I-TESOL Conference (Intermountain TESOL), Ogden, UT, October 2001.

SERVICE

- *Chair*, Nonnative English Speakers in TESOL (NNEST) Caucus, 2005-2006

- *Web-manager* and *local committee member*, International Association of World Englishes (IAWE) 2005 conference, Purdue University, West Lafayette, IN

- *Book reviewer*, Composition textbooks by Bedford/St. Martin's (Pearson Education), 2005

- *Proposal reader*, Intensive English Program Interest Section, TESOL 2005 conference, San Antonio, TX

- *Materials developer* (evaluation forms for teachers and administrators), Purdue Village ESOL Program, West Lafayette, IN, 2003

- *Web-manager*, NNEST Caucus (TESOL), 2002-2006

- *Volunteer ESL teacher*, West Lafayette Middle and High School, 2002

- *Volunteer ESL teacher*, Meridian Middle and High School, Provo, UT, 2000

SKILLS

- *Languages:* French, English, Spanish, German, (Italian, Dutch, Finnish).

- *Computers:* Macromedia Suite, EndNote, Excel, HTML, CSS.

PROFESSIONAL MEMBERSHIPS

- Teachers of English to Speakers of Other Languages (TESOL)

- NAFSA: Association of International Educators (NAFSA)

- International Association for World Englishes (AIWE)

- American Association for Applied Linguistics (AAAL)

- Indiana TESOL (INTESOL)