



UNIVERSIDAD DE JAÉN
Centro de Estudios de Postgrado

Trabajo Fin de Máster

**NESTs and NNESTs: Is there are place
for both in private educational
organisations?**

Alumno/a: Fitzell, Rebecca

Tutor/a: Diego Rascón Moreno

Dpto: Filología Inglesa

Junio, 2015

Table of Contents

	<i>Page</i>
1. Introduction	3
2. Justification of academic and personal interest	4
3. Statement of purpose and objectives	6
4. Theoretical background	6
4.1 Characterising a native English-speaking teacher (NEST)	7
4.2 Characterising a non-native English-speaking teacher (NNEST)	8
4.3 The NEST – NNEST debate	9
5. Methodology	13
5.1 Participants	14
5.1.1 Student participants	14
5.1.2 Parent participants	15
5.1.3 Director of Studies participants	17
5.1.4 Native English-speaking teacher participants	19
5.1.5 Non-native English-speaking teacher participants	20
5.2 Instruments	21
5.3 Procedure	22
6. Study: Data collection and analysis	23
6.1 Students' opinions	24
6.2 Parents' opinions	26
6.3 Director of Studies' opinions	28
6.4 Native English-speaking teachers' opinions	31
6.5 Non-native English-speaking teachers' opinions	34
7. Conclusion	37
8. References	39
9. Appendices	42
9.1 Kachru's Three Circles of English	42
9.2 Students' questionnaire	43
9.3 Parents' questionnaire	46
9.4 Director of Studies' questionnaire	48
9.5 Native English-speaking teacher's questionnaire	51
9.6 Non-native English-speaking teacher questionnaire	55

1. Introduction

Language skills, especially English language skills, are in great demand today. No longer simply an enhancer of the *Curriculum Vitae* in today's global business and professional economy, proficiency in English is unquestionably an indispensable marketing tool. Whatever the field, be it marketing, science, technology, law, or education, candidates lacking English skills can find themselves at a serious disadvantage when competing with English-speaking competitors. It is a language which is developing alongside the enhancements in our regular lives and as it does so, people need to adapt to these changes. It is said that Darwin (1859) claimed that it is not the strongest or the most intelligent who will survive, but those who can best manage change. When we apply this to English language teaching, it is obvious that with constant updates and new teaching / learning techniques, the teacher and the learner need to continuously adapt their approaches. Fishman (1982: 18) highlighted that “the sun never sets on the English language.” Fishman said this over two decades ago and it appears that English will continue to dominate many aspects of globalisation for several more decades until, or if, another language takes its place.

“English is no longer the privilege of native speakers.” (Graddol, 1997; Medgyes, 2001: 429) It is not a language which is only spoken by an elite group of people or a high class society, but it is used by more and more people every day, thus there is a larger amount of learners and the demand for English classes have increased dramatically. When we take Andalusia into consideration, and also our little paradise of Jaén, we must remember that it has quite a low level of English proficiency in comparison to its other Spanish regional counterparts. In this sense, Spain is presently being restricted by its lack of English command in connection to its other European friends, especially in the northern and western states. As Truchot (2002: 8) highlights “in Western Europe the teaching of English has become the general rule, and all pupils now learn English.” Truchot (2002: 9) also emphasizes that “users of English will probably be more highly prized than those using the national language as they will be considered better adapted to the globalisation context.” Graddol (1999: 160) thinks that “outside of the UK and the Irish Republic, English is traditionally regarded as a foreign, rather than second, language in Europe. This view may be out of date. Europe is rapidly integrating and reinventing itself as a multilingual area in which English plays an increasingly important role as a second language.”

At the moment, there is an enormous appeal to acquire a B1 level, according to the Common European Framework of Reference for Languages, due to Spanish universities

claiming it as a stipulation in order for students to achieve their primary degree. Because of this, many students have turned to private educational institutions, known as *academias*, for English language classes which specialise in the preparation of these B1 exams, amongst other levels and various examinations such as TOEFL, IELTS and EOI level tests, which are offered by Cambridge University, Trinity College London, *Escuela Oficial de Idiomas* and in the case of Jaén, at the *Centro de Estudios Avanzados en Lenguas Modernas de la Universidad de Jaén*. Students often feel pressured and stressed to gain these titles, and frequently demand results in a very short period of time.

When we consider private language schools, we have to admit that the teaching staff usually comes from various walks of life which I will highlight later on in this study. Having such a variety of teachers can enhance a student's learning experience and can encourage diversity and acceptance to other cultures and social backgrounds. Some teachers may be native Spanish-speakers who have studied English all their lives and have spent some time residing in an English speaking country, or some may be native English-speakers who have grown up in a natural English-speaking environment. The discussion lies here. The questions are: what actually makes a good language teacher? Can a native Spanish-speaker, i.e. a non-native English teacher (NNEST) become a successful English language instructor, even though the language which they wish to teach is not their mother tongue? Can a native English-speaking teacher (NEST), who may not have any or few qualifications in teaching their language, be an outstanding English language teacher? What assumptions are made about each respective teacher? Phillipson (1992: 185) found a certain amount of illusions regarding the notion of NESTs, especially the famous belief that "the ideal teacher of English is a native speaker" and that NNESTs are almost incompetent. Can this NEST fallacy be justified? In this study, I hope to find out.

Although I have already briefly outlined what a NEST and a NNEST are, I would like to make it clear that I do not use these terms lightly, nor do I wish to discriminate against any individual or group of individuals. I acknowledge that some people may find these phrases derogatory or offensive and I wish to highlight the fact that I am only using these words to make a slight difference between these parties until my hypothesis and research have been finalized.

2. Justification of academic and personal interest of the topic

This topic is something, which I believe, needs to be addressed and which I feel quite passionate about. I am a native English speaker from Ireland who has been working in a

private English language school in Jaén for the past five years. Previous to this, I had the idea of becoming a Spanish teacher in my country, but I wanted to come to Spain in order to get higher language proficiency while gaining valuable teaching experience. When applying for an employment position, I noticed many job advertisements disclosing that a requirement was being a native English-speaker. Luckily, I secured a job in Jaén city as I had the stipulated qualifications, experience and nativeness. On arrival, I was very surprised to hear that it was a norm in this area of Spain - that only native English-speakers are the English language instructors in private schools. At first, I considered this as a good opportunity for Spanish people to hear 'real English' and to get to know native speakers, but at the time, I did not realise the problems it was causing for recently graduated Spanish students from the University of Jaén or other colleges.

It was not until my second year in the school, when a Spanish friend of mine, who graduated from the University of Jaén with a degree in English Philology, found it impossible to acquire a job position. She had a very good command of English, had sat a Cambridge Proficiency Exam, had spent two months of every summer in an English-speaking country to improve her pronunciation and fluency and spent every second day meeting some of the native English-speakers who lived in the city. She sent approximately twenty-five copies of her Curriculum Vitae to English language schools and *Centros de Formación* in the city centre and surrounding villages and towns. She did not get one response. She was unsure if the schools even received her CV, so she decided to call them and ask. Although not explicitly mentioned by some schools, the majority conveyed that they were only looking for native English-speakers.

I felt embarrassed. She had spent all her life striving to be an English teacher, but to be declined at her own front door, while many native English-speakers with hardly any, or no qualifications or experiences, were being offered jobs. The reason I felt ashamed was because that although I had some experience teaching, and a basic TEFL course completed, my merits were nothing compared to hers and I also knew many teachers who were employed solely on the basis of being native-English speakers.

Over the years, this topic became more and more apparent to me, as for example, when offering private classes during the summer months, interested prospective students would ask me if I was native, and if I could not have fit them into my timetable I suggested my friend, who the majority of them declined. Most of them knew, simply by her name, that she was Spanish.

I began reading about the topic a few years ago, and my interest continued to grow and has led me to write this paper about the issue. I feel that in previous years, from reading and hearing about stories from friends and researchers, it has become a serious problem which needs to be dealt with sooner rather than later. We promote equal rights between men and women in Europe and in the majority of the rest of the world; therefore I am rather perplexed as to why this cannot be with regard to Spanish / English teachers in a European context.

3. Statement of purpose and objectives

The purposes of this project are:

1. to research the specific characteristics of both the NESTs and NNESTs,
2. to investigate any expectations and prejudices faced by native-English speaking teachers and non-native English speaking teachers in private educational organisations, with special reference to those which are located in the city of Jaén.
3. to inspect if one may be preferred over the other as an English-language instructor.
4. to finalize all information collected and refer to secondary references in order to come to a conclusion about the general opinion and preference in relation to these two types of teachers and also provide recommendations for the future.

My hypothesis is that certain groups of people, which I will highlight later through outlining my research method and its participants, consider and perceive NESTs and NNESTs differently. Through the research carried out, I hope to find out what these distinctions are and if there is a trend with the way these groups of people consider NESTs and NNESTs.

4. Theoretical background

The debate between NESTs and NNESTs has been hotly discussed for some time, being faced with many difficulties as some teachers do not like being put into such a spectrum and people generally do not wish to speak about it. This topic covers a variety of issues and controversies including discrimination and in some cases, even prejudice. Teachers all have one goal in life: to teach. But depending on their heritage and background, some even may be turned away from certain employment opportunities due to the fact that they are not native speakers in the particular language they wish to teach. This idea of 'Only natives need apply' can be seen on many employment websites and nothing is being done about this unfairness.

To add to this, every day NNESTs have to try to achieve an extremely high level in the English language as well as try to overcome this notion of inferiority which they may feel in contrast to NESTs.

Many people have previously researched this topic, including the advantages and disadvantages faced by NESTs and NNESTs, and the benefits and drawbacks of employing the respective parties. Some well-known researchers include Medgyes, Braine and Llorca, all of whom I will talk about further on in this project.

4.1 Characterising a native English-speaking teacher (NEST)

Many people have tried to define exactly what a native English-speaking teacher is. First, let us define a native speaker. Bloomfield (1933: 43) outlined that a native speaker is a person whose first language which he learns to speak is his native language and that he is a native speaker of this language. Having said that, a NEST can be considered a teacher who teaches his / her mother tongue, L1 or first language.

But the question lies in what actually certifies somebody as a native speaker. Medgyes (2001: 430) claimed that perhaps the answer can be in the person's place of birth, namely, a native English-speaker is a person who was born in an English-speaking country. But this can cause debate as many people are born in English-speaking countries, but within a year or two, they are moved to, raised and educated in a different country where the first language of that particular place may not be English. This is the case of a friend of mine, who was born in England to German parents, who moved to Berlin when she was six months old, and who was raised and educated completely in German. She only began learning English when she was eight years old. In this situation, we can clearly see that your birthright does not necessarily mean that you are a native-speaker of this area's language.

In addition, Rampton (1990: 97) tried to highlight that there are at least five important factors which must be taken into consideration to be treated as a native speaker. He outlines that a person cannot deliberate themselves as so, if they are missing one of these fields.

- A particular language is inherited, either through genetic endowment or through birth into the social group stereotypically associated with it.
- Inheriting a language means being able to speak it well.
- People either are or are not native/mother-tongue speakers.
- Being a native speaker involves the comprehensive grasp of a language.
- Just as people are usually citizens of one country, people are native speakers of one mother tongue.

In relation to the previous paragraph, things can get further complicated when we consider mixed-nationality marriages and the argument of if there are true English-speaking countries. All of these variables can cause difficulties in understanding NESTs, so Kachru (1985) devised some sort of border which can distinguish between English- and non-English speaking countries. His circles of English (Appendix 9.1) illustrate three circles with respective countries within, depending on the country's language acquisition, accent, ability and need to learn other languages, amongst other factors. In the Inner Circle, we can see countries where English is the official primary language who have little enthusiasm for foreign language learning as they already have English. The members of the Outer Circle have been exposed to English greatly in their past and some are or were considered colonies of the Inner Circle countries. In these countries, English is generally termed as the country's second language and is frequently used in daily life for different aspect of communication. The final circle is the Expanding Circle in which all the countries learn or use English as a foreign language and generally accept it as an international language. There is a large amount of these countries in contrast to the other two circles, which shows that the appeal for English learning and speaking is on the rise. Of course, every day this three-circle model is open to some adjustment as the use of English in various countries is constantly changing and advancing. With that being said, the ability to name yourself as a NEST is in itself, quite difficult as many factors must be taken into account.

4.2 Characterising a non-native English-speaking teacher (NNEST)

With what has been said in the previous paragraph, we can assume that NNESTs are the opposite. This is a teacher who speaks English as a foreign or second language. These teachers have usually been learning English for a long period of time, perhaps even spending some time living in a particular English-speaking country in order to improve their command of the language. Braine (1999: xiii) highlights that, in the present day, a large number of English speakers can be considered non-natives and a corresponding amount of NNESTs are teaching worldwide. These NNESTs and their circumstances are exclusive to each country depending on their first language background, level of education and training, teaching method, aspirations and career prospects, and the statues of English in those countries.

In relation to private schools in Andalusia, it must be remembered that the majority of NNESTs are Spanish nationals who have finished their tertiary education and are looking for employment. Usually NNESTs have completed studies in subjects such as Primary or Secondary teaching or English linguistics or philology. After university, they have the option to

sit *Oposiciones* which are state examinations for teachers, which upon successful completion and grades can give them the opportunity to work in public schools. These exams are quite difficult and a lot rides on getting good marks. Some NNESTs may get fruitful positions; others may not, which may make them contemplate the option of working in a private school.

In the past, many researchers have noted that NNESTs face more problems in the hiring process than NESTs. Medgyes (2001: 431) highlighted that in many cases they believed there were unequal job opportunities with many highly qualified and experienced NNESTs applying for job but being rejected in favour of NESTs who had little or no comparable credentials. Medgyes (2001: 432) also highlighted that private language schools often advertise that they only employ NESTs because they believe that they are better for public relations, they improve business and it is what their patrons need and want. This type of discriminatory hiring process can restrict many favourable opportunities for NNESTs which is a serious problem nowadays when in the 21st century, segregation is not acceptable. Thomas (1999: 5) outlined that sometimes NNESTs feel that they have to establish their credibility as teachers of ESOL before they can proceed to be taken seriously as professionals and also (1999: 7) that their place within the TESOL world is not clearly defined and that sometimes their presence is ignored. She further explained that NNESTs may be part of a much larger picture of, maybe, unconscious exclusion.

4.3 *The NEST – NNEST debate*

Many researchers have been debating this issue for many years and quite a lot of them have come up with their own hypotheses, ideas and beliefs on the subject. One scholar claimed that “the native speaker should become the standard foreign language teacher within the countries of the European Community. They know best what is important in the language teaching of tomorrow: the active and creative language use in everyday communication” (Freudenstein, 1991, cited from Phillipson 1992: 24). Another thought that “where best, after all, to get the latest ideas on this than in the leading English speaking-countries!” (Quirk, 1990: 103)

Probably, the most renowned research undertaken in this controversial debate has to be that of Medgyes, who seems to be the first person to bring this problematic topic to the public. He, himself, is a non-native English-speaking teacher, being from Hungary, and in his life he has incorporated his own personal experiences as an English teacher with his research to highlight his opinions in the comparisons and contrasts between NESTs and NNESTs. Medgyes has published several books and articles on this debatable topic including *The Non-*

Native Teacher (1994), *Native or Non-Native: Who's worth more?* (1992) and *When the teacher is a non-native speaker* (2001). He (1990) cited from Freudenstein (1990: 343) believes that:

Non-native speakers are ill at ease with using English accurately and appropriately, and their fluency does not come up to native levels, either. Their handicap is even more conspicuous when their English-language performance is compared to their mother-tongue performance. Few of us would deny that we are far more capable in our first language, implying, among other things, that we are capable of reaching our communicative goals more directly and with less effort.

Medgyes (1992: 345) put forward several hypotheses about the difference between NESTs and NNESTs, firstly NESTS and non-NESTS differ in terms of their language competence and teaching practice, secondly, they differ in their teaching practice due to the discrepancy in language competence and finally, both types of teacher can be comparably good teachers in their own methods and manners. He (1992: 343) also noticed that every day, non-native teachers strive to be natives but the fact of the matter is that they cannot.

The main reason why non-natives cannot turn into natives lies in the fact that they are, by their very nature, norm-dependent. Their use of English is but an imitation of some form of native use. Just as epigons never become genuine artists, non-native speakers can never be as creative and original as those whom they have learnt to copy.

He also looked into the matter of the employment process with regard to NESTs and NNESTs by posing a question to a group of ELT specialists about which teacher they would select giving different circumstances. The results were quite fascinating.

'Suppose you were the principal of a commercial ELT school in Britain. Who would you employ?' a. I would employ only native speakers, even if they were not qualified EFL teachers. b. I would prefer to employ native-speaking EFL teachers, but if hard pressed I would choose a qualified non-native rather than a native without EFL qualifications. c. The native/non-native issue would not be a selection criterion (provided the non-native-speaking EFL teacher was a highly proficient speaker of English). Subsequently, I took a straw poll, which showed that about two thirds of the sixty or so respondents chose (b), one third chose (c), but nobody voted for (a). (Medgyes, 1992: 343)

A further scholar, Mahboob (2004: 11) shared this assumption, which was found in his research, that a majority of UK and US employers in the ELT area considered nativeness as an important requisite in the hiring process in their educational institutions.

Another reputable researcher has to be Braine, a native of Sri Lanka who (1999: 21) felt somewhat demoralized by his new identity as a NNEST in his new job as a teaching assistant in the English department of an American University. Braine (1999: 22) looked into the hiring

discrimination faced by NNESTs in the Middle East and believed that teachers from the UK, who often only had very few qualifications and hardly any experience, were paid twice the salary of highly qualified and experienced English teachers from the Indian subcontinent, and enjoyed housing and other benefits unheard of by the latter. He, himself, was the victim of such employment discrimination when he applied for a tutoring position at the university in the United States where he was doing his Masters. He explained that (1999: 22) his application was turned down almost immediately and that some NEST classmates who had no teaching experience were employed. He further mentioned that although it was not explicitly stated in the job advertisement, the hidden message was clear, that NNESTs need not apply. He (1999: 23) further explains that:

The playing field will not be level for NNESTs. They will have to struggle twice as hard to achieve what often comes as a birthright to their NEST counterparts: recognition of their teaching ability and respect for their scholarship. Often, teaching ability alone will not suffice for employment or career advancement. They must grow as professionals, taking active roles and assuming leadership in teacher organizations, initiating research (even on a small scale), sharing their ideas through publications, and learning to network with NESTS colleagues.

Additionally, Rampton (1990: 99) criticised the use of the word 'native' when referring to the distinguished teachers. He preferred using the word 'expert' as this what a speaker of a high proficiency should be called, whether they are from the language's country or not. He noted that they are accomplished users of English and thus role models to the case. In this sense he thought that instead of using the idea of a person's nativeness, the language expertise of the the person should be considered first as it is something which must be learnt, practised and mastered. He (1990: 99) highlighted about using this notion of expertise, that:

It is fairer to both learners and teacher. Firstly, if the native-speaker competence is used to set targets and define proficiency, the learner is left playing a game in which the goal-posts are being perpetually moved by people they cannot often challenge [...].In addition, the notion of expert shifts the emphasis from 'who you are' to 'what you know', and this has to be a more just basis for the recruitment of teachers.

This belief of 'what you know' and not 'who you are', as Rampton so eloquently put it, is the idea of what we need to follow in this debate. Many people, like him, agree that you cannot be a superb language teacher based on the fact that you are from the country where the language is spoken, but rather more of your knowledge, qualifications and experience of the language and its use.

Furthermore, Phillipson argued why native-speakers seem to be better qualified teachers than non-native speakers. He questions the factors which may give natives an advantage above their counterparts. He outlines that a NEST may be better suited as it “is presumably felt to be the case because of greater facility in demonstrating fluent, idiomatically appropriate language, in appreciating the cultural connotations of the language, and in assessing whether a given language form is acceptably correct or not.” (Phillipson, 1992: 26) He continued debating this issue with asking what exactly an ideal language teacher needs to have in order to be successful. Phillipson (1992: 27) maintained that:

The ideal teacher has near-native-speaker proficiency in the foreign language, and comes from the same linguistic and cultural background as the learners. It is arguable, as a general principle, that non-native teachers may, in fact, be better qualified than native speakers, if they have gone through the complex process of acquiring English as a second or foreign language, have insight in the linguistic and cultural needs of their learners, a detailed awareness of how mother tongue and target language differ and what is difficult for learners, and first-hand experience of using a second or foreign language.

He (1992: 28) also concluded from his research that if the teacher is not an ideal non-native candidate like he previously outlined, that the native English-speaking teacher should have some important stipulations, such as experience in learning a second language, in order to be a lucrative option as the teaching instructor.

It would seem to be a minimal requirement of teachers of English as a second or foreign language that they should have proven experience of and success in learning and using a second/foreign language themselves, and that they should have profound familiarity with the language and culture of the learners they are responsible for.

In her research, Pacek (2005: 244) investigated the perceptions of foreign student of their non-native lecturer in their British university. She questioned the generalizations that some people made about native English-speaking teachers.

There has been a growing realization that native speakers (NSs) do not always have accurate insights to all the aspects of English: they need access to English-English dictionaries, thesauri, encyclopedias of English and computer corpora in order to make reasonable generalizations about how English is used. Secondly, there is the view that NSs imported into an educational system to teach English often do not adapt sufficiently well to the host educational environment for pedagogic reasons, including teaching methods and materials. Thirdly, NSs often do not fit into the host country educational system for cultural reasons, such as differences in ‘classroom culture’, attitudes and beliefs concerning teacher/student roles, or criteria for a ‘good’ teacher.

Another familiar researcher is that of Llurda (2014) who believes that non-native speakers of English currently outnumber native speakers. He (2014: 107) states that “native speakerism has contributed to the impression that native teachers are better suited to teach a language and additionally that students prefer them over non-native teachers.” He continued by stating that (2014: 108) on many occasions, non-native teachers appears to have some relative strengths over natives, and especially over those who are monolingual and monocultural who have a lack of linguistic and cultural experience and therefore, may find it difficult to teach these aspects to their students.

Cook (2005: 56) believes that students are:

much more likely to become like the non-native teachers who are using a second language efficiently for a particular purpose. The only asset of the native speaker teacher is precisely that they are native speakers: if this is now immaterial to the goals of language teaching, then it is no longer an asset.

Cook (2005: 57) also highlighted from her research that there were many pros and cons of native and non-native speaking teachers and some of her results included the opinions that non-native teachers provide models of exceptional target language action in the classroom, they present success stories of language learning and they often have more credentials in training and experience. Their only hinderance appears to be their lack of fluency.

Kramsch (1997: 359) claimed that non-native speakers have the advantage of bilingualism because throughout their learning experience, with the need of switching back and forth from their mother tongue to the target language, it enhanced their understanding of the demands involved with a language learning situation.

There are many more scholars who have felt the burden of being a NNEST. Li (1999: 43) also conveyed that as a non-native speaker of English who teaches English in an English-speaking environment to ESL and native students alike, her cultural and linguistic identity is questionable, and so it her professional credibility. As she is from China, she felt that she (1999: 53) could not claim authority over the language.

5. Methodology

The data, in the form of questionnaires, which highlighted quantitative research, was collected from twelve private English language schools in the city of Jaén. I contacted a total of twenty schools via email to formally ask them about their interest in participating in my research project. Twelve of these schools responded positively; with the remaining number either

explaining that they could not take part due to time restrictions before the Easter holidays or that they did not wish to participate in such a controversial topic. Through this correspondence by electronic mail, I was able to establish how many questionnaires I needed to have for a particular school, along with a date and time to meet with the Director of Studies to give him / her my questionnaires. The informants were 269 individuals varying in background depending on their assigned groups which I will explain in the next section entitled participants.

5.1 Participants

In this study, I wanted to gain information from a variety of people who are in contact with private educational institutions on a daily basis. These five groups were titled:

1. Students
2. Parents of younger students
3. Director of Studies
4. Native English-speaking teachers
5. Non-native English-speaking teachers

By conducting the study over these five groups, I was able to acquire a much better view of beliefs and opinions from a wider scope of people.

5.1.1 Student participants

As illustrated by Table 5.1.1, the participants in the Student Questionnaire vary in age, levels and types of teachers. The highest percentage of participants, 41%, were aged over twenty-six, 29% were aged between twenty and twenty-five, the smallest number of 8% were aged between seventeen and nineteen and 22% were aged below sixteen. There was a much larger number of female participants than males. It is also worth noting that the students had a variety of levels varying from A1 to B2 on the Common European Framework of Reference for Languages. It highlighted that a large quantity of students had a basic knowledge of English, with level A2 and that most of them were preparing for a B1 examination, either held by Cambridge or Trinity, with only 26 participants not doing exam preparation. It accentuates that there is a high demand for this pre-intermediate level of English and that there is a severe lack of higher level English in Jaén capital. This table also shows us what awareness the students have of their teacher's nationality, with 51.5% acknowledging that their teacher was a NEST,

while 48% have a NNEST and only 0.05% not knowing where their teacher was from. This may show us the students' consciousness about the topic related to NESTs and NNESTs.

Table 5.1.1. Student participants

Total	200						
Gender	Male	76 / 200	38%				
	Female	124 / 200	62%				
Age group	<16	22%					
	17-19	8%					
	20-25	29%					
	26<	41%					
Levels		A1	A2	B1	B2	C1	C2
	<16	2	38	1	4	-	-
	17-19	-	15	2	-	-	-
	20-25	-	44	12	1	-	-
	26<	3	33	41	4	-	-
	Total:	5	130	56	9	-	-
		2.5%	65%	28%	4.6%	-	-
Teachers		NEST	NNEST	<i>Don't know</i>			
	<16	28	17	-			
	17-19	8	9	-			
	20-25	29	28	-			
	26<	38	42	1			
	Total:	103	96	1			
		51.5%	48%	0.05%			

5.1.2 *Parent participants*

In the study, a quantity of thirty-two parents took part. These participants were the parents of children aged 14 and under who were in class groups with lower level abilities, for instance, levels A1 and A2. From these participants, 43.7% said that they had only one child attending a private school, meanwhile 50% said that they had two children attending English classes. A smaller percentage of 6.3% conveyed that they had three children enrolled in the academies. The most populated age group was that of 10-14 year olds, in which 55.8% were registered in an institution. This may show us that there is a higher demand for English at this age which may represent a need for a good proficiency with their corresponding class groups in primary or secondary school.

In the findings, I was very surprised to see that 65.5% of the parents questioned expressed that their child / children were participating in the Bilingual Programme in their public school. The reason I find this interesting is because this program promotes Content and Language Integrated Learning (CLIL) in which the learners are required to have some solid basis of the English language in order to study normal school subjects, for instance, Maths, Geography, History and Science. Each week, a particular amount of classroom time is spent dedicated to teaching these subjects through English, thus the program and the teachers participating in it are deemed to be bilingual. CLIL is a very innovative feature in a school but Graddol (2007: 86) outlines that it also changes the working relationship within schools, and requires a cultural change of a kind which is often difficult to bring about within education institutions. The English teachers must work closely with subject teachers to ensure that language development is appropriately catered for and this implies making sufficient non-contact time available for planning and review. I find it intriguing that although the young learners are exposed to a larger amount of English on a daily basis in their public school, due to this program, that their parents still feel the need to send them to a private school for extra English classes. Is the English which they learn and use in the Bilingual Program not substantial?

Another important factor is that only 31.2% of parents suggested that their children were doing preparation for an official English examination. This can show us that at these particular ages, level testing is not a priority for parents and is only something which would be considered in the future, perhaps to gain entry to university. This could also highlight that lower levels, for example A1 or A2 are not preferred levels to be examined and that many parents would prefer

to wait to test B1 levels and up, which are the basic proficiency level certificates a person should have to gain access and to hold a tertiary education degree.

Table 5.1.2. Parent participants

Total	32	
Percentage of children attending private schools	1	43.7%
	2	50%
	3	6.3%
	4	0%
Children Age Group	6-10	23.2%
	10-14	55.8%
	14-16	13.9%
	16-18	7.1%
Percentage of children in the Bilingual Programme	YES	65.6%
	NO	34.4%
Percentage of children preparing an official English exam	YES	31.2%
	NO	68.8%

5.1.3 Director of Studies participants

When posing the topic of my research project to various Director of Studies of different academies in Jaén city, I have to confess that I found it extremely difficult to find individuals to participate. They were quite closed about the subject and did not want to participate for fear that my results might draw bad publicity to their schools. Obviously, I assured the participants that neither the schools nor their Director of Studies would be mentioned by name and that the

results would be pooled together to give a general percentage of opinions from assorted private institutions.

With that issue put to rest, a total of ten Director of Studies decided to participate, others decided not to, but gave me permission to speak to their students and teachers, which I appreciated greatly. From these ten directors, 80% were native English-speakers and only 20% were non-native. This may show us that many native speakers who have come to live in Spain, may choose to set up this type of enterprise. Many of the Director of Studies highlighted that they, themselves, had previously been English language instructors in other schools and then decided to establish their own businesses.

As illustrated by Table 5.1.3, we can see that the size of the staff varied depending on the particular school. 30% of the private schools only employed one teacher, whereas another 30% of the private institutions employed five or more teachers. This can then be broken down further into the amount of NESTs and NNESTs. 30% of the participants chose not to reveal how many NESTs they employ, but 30% said they employ one NEST, 20% conveyed they hire two and 20% highlighted the fact that they have five or more NESTs working in their school.

When we compare this to the employment of NNESTs, 30% decided not to disclose the amount employed in their institution, 40% said they enlist only one NNEST, a further 20% employ two and the remaining 10% said they had more than five NNESTs in their school.

When we measure these percentages, highlighted in Table 5.1.3, to the numbers of each respective type of teacher, it is hard to notice a drastic difference, which can show us that some previous trends of the preference of hiring NESTs over NNESTs is changing. These are the current standings in ten academies according to their directors, but we are not sure if these are by choice or by need. In the results, we can see more information provided by the directors about their beliefs and opinions on having NESTs and NNESTs employed in their academies.

Table 5.1.3 - Director of Studies participants

Total	10		
Nativeness	Native	8	80%
	Non-native	2	20%
Number of teachers employed	1 teacher	3	30%
	2 teachers	2	20%

	3 teachers	1	10%
	4 teachers	1	10%
	5+ teachers	3	30%
Number of NESTs employed	1 NEST	3	30%
	2 NESTs	2	20%
	3 NESTs	0	0%
	4 NESTs	0	0%
	5+ NESTs	2	20%
	N/A	3	30%
Number of NNESTs employed	1 NNEST	4	40%
	2 NNESTs	2	20%
	3 NNESTs	0	0%
	4 NNESTs	0	0%
	5+ NNESTs	1	10%
	N/A	3	30%

5.1.4 Native English-speaking teacher participants

A total of seventeen NESTs participated in my study. The majority of the participants are from Great Britain with very few from Ireland, Australia, South Africa and the United States of America. This may highlight that either Spain is a popular place to teach for Britons, or that employers prefer to employ British-English-speaking teachers. One could suppose that because of its location and cost of living, Spain can be seen as a cost-effective place to live and to teach for those NESTs who come from the British Isles. On the other hand, Spanish learners may appreciate British-English as there is a wide range of employment possibilities in Great Britain and with inexpensive flights and no requirement of a visa to travel or to work, many Spaniards may favour the British Isles instead of English-speaking countries farther afield.

The education of the NESTs varies incredibly, with primary degrees in Psychology, Electrical Engineering, Business & Marketing, Art History and quite a few in Spanish studies. Only 58.8% of the participants have a basic TEFL (Teaching English as a Foreign Language)

certificate while a fewer number, 29.4%, have a CELTA (Certificate in Teaching English to Speakers of Other Languages) and even fewer, 11.8%, have a Masters in Education. None of the participants have completed a DELTA (Diploma in Teaching English to Speakers of Other Languages). It is also worth noting that nearly all of them, 94.1%, can speak their students' language, Spanish, to a certain extent but all participants stated that English is used as the primary language of instruction in class.

Table 5.1.4 - Native English-speaking teacher participants

Total NESTs	17		
Country of Origin	Great Britain	12	70.6%
	Republic of Ireland	2	11.7%
	United States of America	1	5.9%
	Australia	1	5.9%
	South Africa	1	5.9%
Qualifications	TEFL	10	58.8%
	CELTA	5	29.4%
	DELTA	0	0%
	MA Education	2	11.8%

5.1.5 Non-native English-speaking teacher participants

I have to admit that it was more difficult to find NNESTs to participate in my study because very few of them work in private schools. I was lucky to find ten participants. From this number, eight are Spanish, one is Portuguese and one is Dutch. Again, like their NESTs counterparts, their primary degrees differ greatly. Their courses include Environmental Sciences, Culinary Arts, Law, Business and Political Science. Four participants have completed a degree in English Philology while one person did Translation and Interpretation. When we consider the English teaching certificates, 33.3% have done a TEFL course, only 22.2% have completed a

CELTA course and none have acquired a DELTA nor a Masters in Education. The majority of this group of participants are native Spanish-speakers, thus they can communicate with their students in their mother tongue, meanwhile the other two both have a high proficiency in the Spanish language. All participants stressed, like their native counterparts, that English is the main language implemented in the class.

Table 5.1.5 - Non-native English-speaking participants

Total NNESTs	10		
Country of Origin	Spain	8	80%
	Portugal	1	10%
	Holland	1	10%
Qualifications	TEFL	3	30%
	CELTA	2	20%
	DELTA	0	0%
	MA Education	0	0%

5.2 Instruments

The materials which I used to conduct this research were in the form of questionnaires. I found them to be the most useful source of gathering information due to my time restrictions and the constraints given to me by particular private schools. I found them a better form of quantitative data collection as the participants could take the questionnaires home, if they wished and do them privately and anonymously. This would not have been the case if I had conducted interviews, for instance, which would be more time-consuming and the participants may not have offered as many answers honestly as I would know how each individual answered. The vast majority of my target groups completed my questionnaires which I greatly appreciated as I did not expect many people to get involved. I was slightly surprised at how many people were eager to take part.

As I had five different groups of participants, I designed five distinct questionnaires which had various questions. I had a variety of options for answering them, namely yes / no questions, multiple-choice questions, open questions and I also used the Likert scale with a range of 1 to 5 to show participants' opinions on different statements which have sometimes been previously brought up in different teaching forums. I believe that each of my questionnaires were well-structured and reader-friendly, making the task of completing the questionnaires easy for the participants. I also believe that I was as subjective as I could have possibly been, making sure that there was a balance between the different questions posed. The questionnaires were offered in either English or Spanish, depending on the demand of the participant.

5.3 *Procedure*

There was a different procedure applied to the questionnaires depending on each group and each school. For instance, I suggested that perhaps it could be used in-class as an activity in which students practice filling out a questionnaire in English, to make it more communicative and practical for the students. In these situations, the teacher requested that the questionnaires obviously be in English so the students could practice the language. It was used as a pair-work activity in which each person would interview their partner and complete the questionnaire for them. In this sense, some classes turned it into a speaking activity and debated the topic later, in which the teachers gave me more feedback.

In other situations, some directors or teachers did not have the time to complete the questionnaires due to exams or other in-class deadlines, thus the students were given the questionnaire as a homework task. It must be noted that I designed a student questionnaire in English and also in Spanish, the reason being that some students might find this topic difficult to understand and if they had a low level of English, the Spanish version may have been more appropriate. Because of this, when initially contacting the schools via email, I asked which groups would be interested in taking part, what their level was and also if there was a need for the questionnaire to be in Spanish. Knowing that there was this option made many participants feel more relaxed about completing it.

With regard to the parents' questionnaires, I had to devise these entirely in Spanish as most of the parents of younger students do not understand English. I put each questionnaire into an envelope and gave five to each school, in hope that they would come across some parents who would be interested in participating. I made forty-five questionnaires in total for this

group and received thirty-two, which I think is a great response. These questionnaires obviously had to be given to parents to take home and complete in their free-time if they wished to do so, as I did not want to oblige them to stay for a period of time after dropping off or collecting their children from the private schools.

The Director of Studies questionnaires, along with all the other types of questionnaires, were handed straight to the director and he / she could designate them to his / her employees as he / she wished. I acknowledge that, in their line of work, directors are very busy individuals and I stressed that I would have been grateful for their participation, but if they did not have the time to complete this study, it was fine. Luckily, there were some people who did find the time to do the questionnaire in their free-time.

The native English-speaking teacher questionnaires and the non-native English-speaking teacher questionnaires were administered by the director in either the teachers' room or during a teachers' meeting when they were briefed about the project. Again, like before, I did not expect a huge amount of teachers to participate because of work commitments, but thankfully several did.

When each teacher and his / her class group had completed the questionnaires, they were immediately placed into a large envelope, sealed and signed by the teacher on the seal line so they could not be tampered with. The teachers then passed their envelopes to their Directors who could then give them to me upon collection.

In general, I was very happy with the response I got from these five groups of people. It must be duly noted that I gave each private school a sufficient amount of time to administer, complete and collect the questionnaires, which was normally two working weeks. If there was any delay, which there was only one, the Director of Studies e-mailed me to convey that they needed more time and to come to the school on a different day at a specific time to collect the questionnaires and speak about how it went.

6. Study: Data collection and analysis

In this section, I will include a brief summary and some tables of the results which I found most interesting, the trends that appeared and some surprising information which was given by the informants of my research. The results are organized into separate, more detailed passages in order to distinguish the outcomes from each group more effectively.

6.1 Students' opinions

Two hundred questionnaires were collected, analysed and the results are recorded in the following table. To highlight the high percentages of trends, I have put the numbers in **bold** so we can clearly see what is the general opinion of the majority of student participants. Generally speaking, the views were quite mixed with only a select number of statements having the bulk of votes.

At the start of the statements examination, the first thing that can be observed is that 39% of the polled students preferred having a NEST as their English teacher, backed up by 27% agreeing that NESTs make better English teachers. A portion of 29% disagreed that it did not matter if their teacher was a NEST or NNEST.

As we continue to examine the skills in the English language, we can observe which abilities they believe are taught better by each respective type of teacher. 46% strongly agreed that learning pronunciation was a benefit of having a NEST, while 35% agreed with learning better speaking and 28.5% agreed with learning better listening from a NEST. 30.5% disagreed that one can not learn better grammar from a NEST, and also 28% disagreed that they could not learn better writing skills from a NEST. Thus, we can consider, that they accept to learn the skills of grammar and writing more effectively and efficiently with NNESTs. With regards to reading skills, the responses were quite balanced and only 26% strongly agreeing that they would learn better reading skills with a NEST.

The following three questions (q. 10, 11, 12) refer to the use of English and Spanish in the classroom. Only 5.5% strongly agreed that they would like Spanish-speaking teachers so they could clarify their doubts in Spanish. With that being said, 33.5% disagree to having a Spanish-speaker as they believe there is no need to communicate in Spanish during an English class. Quite a high percentage of 59.5% strongly agree to only using English in the classroom and this can be reinforced by the 29.5% of disagreeing, along with the 27% strongly disagreeing public to the use of Spanish in the classroom.

The next questions deal with the topic of which levels the groups of teachers should instruct. 30.5% of the informants do not know if a NNEST is better for teaching low levels, whereas 12.5% strongly agree and 12% strongly disagree with this statement. The majority of the participants, 33.5% strongly agree that NESTs are better language instructors for higher levels. In general 34% agree that the strong aspect of having a NEST is that they teach better speaking and conversation abilities. These beliefs may be considered as with a higher level of English, a higher command of intricate vocabulary and idioms are required, something which

NNESTs may find somewhat challenging and an aspect which may come more naturally to NESTs.

If given the option, only 33% of the total would like to have a mix of classes with both types of teacher but 40.5% believe that if a NNEST has the sufficient qualifications and experience in an English-speaking country, they are the equivalent of a NEST. A greater number, 37% concur that they could learn more about cultural issues from a NEST.

31.5% believe that they would have no difficulties with having a NEST as their English language teacher and quite a balanced view if offered in the opinion of who is the better teacher, with 35% saying that they do not know who the best option is.

Table 6.1 - Overall responses from students about questions posed about NESTs and NNESTs. Students had to choose on a scale of 1-5. This Likert scale was used as follows:

1 (strongly agree) 2 (agree) 3 (don't know) 4 (disagree) 5 (strongly disagree)

	Statement	1	2	3	4	5
1	In general I prefer having a NEST as my English teacher	39%	24%	19%	11.5%	6.5%
2	I think that a NEST can make a better teacher than a NNEST	17%	27%	24%	23%	9%
3	It does not matter if my teacher is a NEST or NNEST	11%	27%	24%	29%	9%
4	I can learn better pronunciation from a NEST	46%	24%	13%	11%	6%
5	I can learn better speaking from a NEST	33%	35%	15%	12%	5%
6	I can learn better listening from a NEST	24%	28.5%	26%	16%	5.5%
7	I can learn better grammar from a NEST	14.5%	19%	28%	30.5%	8%
8	I can learn better writing from a NEST	17.5%	22%	24%	28%	8.5%
9	I can learn better reading from a NEST	26%	22.5%	21.5%	22.5%	7.5%

10	I would prefer a Spanish-speaking teacher because I can ask questions in Spanish	5.5%	24.5%	13%	33.5%	23.5%
11	I think that English should be used in the classroom	59.5%	27%	4.5%	3%	6%
12	I think that Spanish should be used in the classroom	5.5%	18.5%	19.5%	29.5%	27%
13	A NNEST is a better teacher for lower levels	12.5%	20.5%	30.5%	24.5%	12%
14	A NEST is a better teacher for higher levels	33.5%	19%	22%	15%	10.5%
15	NESTs teach better speaking and conversation abilities	30.5%	34%	20.5%	9%	6%
16	If I could choose, I would prefer to have both a NEST and a NNEST	33%	24.5%	23%	10.5%	9%
17	I think that if a NNEST is qualified and has lived in an English-speaking country, they are equal to a NEST	17%	40.5%	25%	12%	5.5%
18	I can learn more about the culture of English-speaking countries from a NEST	30%	37%	16%	8.5%	8.5%
19	I would have no difficulties learning English with a NEST	15.5%	31.5%	30%	18.5%	4.5%
20	NESTs are, in general, better language teachers than NNESTs	11%	24.5%	35%	15.5%	14%

6.2 Parents' opinions

When analysing the results from the parents' questionnaires, there was a strong influence by NESTs. 96.9% of parents believe that having a NEST as their child's teacher was an extremely important factor. This may be interpreted that, as they are sending their child to a private school, a service which you have to pay extra for, that they may expect the teacher to be a NEST as they want their child to improve certain aspects of the English language that perhaps a NEST can only offer, for example, fluency or pronunciation. This high percentage can be supported by the 90.6% who said they explicitly prefer their child having a NEST. A further 75%

believe that their child can learn more from a NEST with only 9.4% claiming that it is not true in their case. A small percentage of 15.6% said that it depended on the education and experience of the teacher.

Table 6.2 - Parents' opinions about NESTs and NNESTs

Question	YES	NO	DEPENDS	N/A
Is having a NEST an important factor in a private school?	96.9%	3.1%	-	-
Would you prefer your child to have a NEST as their English teacher in the academy?	90.6%	0%	-	9.4%
Do you think your child can learn more from a NEST?	75%	9.4%	15.6%	-

Parents were also asked more openly about what are the benefits of having a NEST teaching their children, which included many areas of English, for instance:

- NESTs generally do not speak Spanish, therefore the children must speak English.
- NESTs can teach more about the culture and customs of English-speaking countries.
- NESTs have real English accents.
- They have better pronunciation, intonation and conversation skills.
- They have an enormous range of vocabulary and colloquial expressions.

This question was also posed about NNESTs and what they could offer their students that a NEST could not. The answers were quite varied and mixed:

- They have better knowledge of the structures of the Spanish language.
- They can explain the activities to be done in Spanish.
- They are more adapted to the Spanish education system.
- They have a better knowledge of intricate English grammar.
- They can offer more clarity.
- They can put themselves in the same position as the students.

Very few of the parents added any further comments to the matter, but one gave a fairly detailed account of their belief:

“Yo creo que un profesor nativo, no solo es buen profesor si es native (sic), además ha de enseñar y saber transmitir al alumno. También hay profesores no nativos que han estudiado y vivido en el extranjero y también son buenos profesores. En cualquier caso lo más importante es transmitir y motivar al alumno para que este se interese en aprender el idioma.”

6.3 Director of Studies' opinions

When we compare the details offered by the directors about the number of each type of teacher they employ against the information below, we can see some interesting information. Firstly, 70% of the directors conveyed that they believe that the proportion of NESTs and NNESTs is equal in their school, and only 40% of them actively advertise what type of teacher they employ in their school.

50% said that they do not conform with the fallacy of only NESTs need apply while 30% said they would only request an application from NESTs and 20% refused to disclose this information. 60% believe that the laboral security is balanced between the respective sorts of teachers but with regards to development and training opportunities, 40% agreed that they are equal in their schools, whereas 20% said this was untrue and 40% declined to answer.

When they considered prospective students coming to inquire about classes, 40% said that these possible students ask about the nationality of the teacher, while 40% said this was not the case. A further 20% did not comment on the matter. Although 40% said that this made them feel that it could change the first impression of the school, some 10% objected to the idea and the remaining 50% did not submit details. And finally 40% claimed that having a NEST or NNEST could be the deciding factor of a student when choosing a particular school, while 40% disagreed and the last 20% did not voice their belief.

Table 6.3.1 - Overall responses from Director of Studies about the issue of NESTs and NNESTs.

Question	YES	NO	N/A
Do you consider the ratio between NESTs and NNESTs in your school as balanced?	70%	20%	10%
Do you actively promote which type of teacher you employ?	40%	30%	30%

When you advertise a job position, would you generally request that only NESTs apply?	30%	50%	20%
Do you consider the job security of NESTs and NNESTs as equal?	60%	30%	10%
Are training and development opportunities comparable to both types of teachers?	40%	20%	40%
When prospective students come to your school asking for information, do they generally ask questions about the teacher being a NEST or a NNEST?	40%	40%	20%
Do you feel that this can change their first impression of your organisation?	40%	10%	50%
Do you believe that it can be the main factor in which they decide to join your school or not?	40%	40%	20%
Would you prefer to have a NEST, rather than a NNEST, working in your school?	80%	20%	0%

	NEST with no qualifications	NNEST with qualifications	N/A
Which would you prefer to hire?	10%	70%	20%

In the questionnaires, I also asked four open questions about what they thought were the strengths and weaknesses of each kind of teacher. Regarding NESTs, the Directors of Studies believed that some of their strong points were as follows:

- pronunciation, intonation, accent and dialect.
- knowledge of vocabulary.
- colloquialisms.
- fluency and natural conversation.

On the other hand, their weak points included:

- low level or no Spanish thus they cannot do grammatical comparisons between English and Spanish to help the students in class.
- ability to explain the differences in pronunciation.

When asked about the strengths of NNESTs, directors offered the following details:

- most have a high or native level of Spanish thus they can do grammatical comparison in class.
- can relate and empathize more with students needs and difficulties.

On the contrary, they have many more weaknesses than strengths according to their employers:

- difficulty with exact, correct pronunciation.
- usually have a Spanish accent or dialect.
- lack of vocabulary.
- difficulty in keeping up-to-date with changes and advances in language and vocabulary.
- using the L1 in the classroom for explaining language and vocabulary.

When asked in general about their preference of having a NEST or a NNEST as an employee, a staggering 80% said they would prefer to have a NEST over a NNEST working in their school. This can highlight that, in the section about the Director of Studies participants, the number of NESTs and NNESTs they have hired in their school may in fact be out of lack of availability. Perhaps these schools employed NNESTs because they did not have many options and needed a teacher urgently. In any case, I hope this was not the situation and that they were giving NNESTs an equal opportunity, but because of this figure of 80%, it is difficult not to consider that they were choosing the second best because of their restriction. Furthermore, the majority of directors maintained that NESTs are appropriate for higher levels and NNESTs are better for lower levels because of the above strengths and weaknesses.

But another piece of information reassures me. When asked to imagine that they had to fill a position at their school and they had to choose between two candidates, namely (a) a NEST with no qualifications or (b) a NNEST with qualifications, 70% said they would prefer the NNEST with qualifications, whereas only 10% said they would prefer a NEST with none and the leftover 20% chose not to respond. This gives hope to the university students studying English teaching as it opens up another door of possibilities to them.

Many Directors of Studies graciously offered more comments about this subject which can be very helpful in understanding what they believe. Some of the comments were quite mixed with varying opinions. Here are some of the comments highlighted; the participants wished to remain anonymous.

“It is wrong to say that a NEST is always better than a NNEST. It depends on the person and the teaching situation.”

“At present it is difficult to find a job as an English teacher since NESTs are mostly required. It’s a bit unfair because NNESTs (many of us) are perfectly trained to the teaching of the English language. The ideal could be a mixture of both.”

“Public demand is for native teachers. Only substitution or assistant teachers might be NNESTs. Our ideal teacher is a NEST who is able to understand and speak Spanish.”

6.4 Native English-speaking teachers’ opinions

In Table 6.4.1, we can see the general beliefs of NESTs regarding their current job circumstances. It is quite interesting to see that 64.7% of NESTs believe that they have more job security than NNESTs. With the proportion highlighted, we can assume that perhaps the NESTs do not feel threatened about the possibility of a NNEST taking their job. We can also consider that in the hiring process in a school, NESTs may feel that they have an advantage over NNESTs as they are native speakers in the language they wish to teach.

In the other four questions highlighted in the table below, most of the participants answered no with quite a high number between 70% and 76.5% of the total. They do not believe that there is a difference between themselves and NNESTs in regards to training opportunities, salary, respect and who is the best teacher.

Table 6.4.1 - NESTs’ opinions on the topics of job security, training opportunities, salary, respect and who makes a better language teacher.

	Question	YES	NO
19	Do you believe that you have more job security than a NNEST?	64.7%	35.3%
20	Do you believe that you have more training opportunities than a NNEST?	23.5%	76.5%
21	Do you believe that you have a better salary than a NNEST?	29.4%	70.6%

22	Do you believe that you have more respect from students than a NNEST?	29.4%	70.6%
23	Do you believe that NESTs make better language teachers than NNESTs?	23.5%	76.5%

In the next table, we can see twelve statements regarding some of the assumptions people make in general about NESTs and NNESTs. The students had to use the Likert scale to show how strong their agreement or disagreement was. In the following table, we can see these percentages, of which, like in the student questionnaire, I have put the highest proportion in **bold**, to highlight which was the most dominant opinion.

47% agree that NESTs teach pronunciation more effectively and a further 58.8% agree that they can also teach speaking skills better. These results may be considered obvious as they are the strongest skills a native-speaker has in their lives. Before a child learns to read or write, they learn how to speak and listen, therefore their pronunciation and speaking skills are always going to be superior because they grew up and were exposed to a constant environment of this.

The majority of 58.8% do not know if they consider themselves to be stronger language teachers and an added 41.2% disagree that they are more qualified teachers purely based on the fact that they are teaching their mother tongue. This shows that they have a lot of respect for those who are better qualified in teaching a foreign language. 29.4% agree, 29.4% do not know and 29.4% disagree that NESTs demonstrate the ideal image of what a language learner needs to achieve. With these very mixed reactions, it is impossible to think about a trend here as nobody really knows.

A large percentage of 47% concur that NNESTs do not have the perfect model of pronunciation and that NESTs would have the upper-hand in that aspect. But 35.3% admit that they do not know if NNESTs can teach grammar more efficiently and 52.9% do not know if NNESTs know more about the English language than NESTs do. These trends are quite different to what students, parents and directors say as they believe that these aspects are the strongest points of NNESTs.

41.2% of the NESTs participants agree that NNESTs are success stories of English learning. This is because these teachers have studied English all their lives and have battled many challenges in order to be where there are now. NESTs can appreciate this fact because if the tables were turned and they were Spanish teachers, I am sure that the NNESTs would return the recognition.

41.2% disagree that NNESTs can relate more to the needs and difficulties of students. We must consider that sometimes NESTs are, in fact, language students in their own right, by learning Spanish for example. Therefore, they can also empathise with their students, although perhaps in a slightly different fashion in the sense that the language they are learning are not the same, but they are all still general language learners.

47% are not sure if NNESTs are more suitable for teaching lower levels, but 35.3% agree that this is a strong possibility. Also, 35.3% believe that they are more appropriate teachers for instructing higher levels, which may be considered given the fact that at higher level, for example in advanced and proficiency, a much greater demand is put on vocabulary and idioms, something which a NNEST may find difficult to learn and teach.

Table 6.4.2 - Overall responses from NESTs about topic in which they had to choose on a scale of 1-5. This Likert scale was used as follows:

1 (strongly agree) 2 (agree) 3 (don't know) 4 (disagree) 5 (strongly disagree)

	Statement	1	2	3	4	5
24	NESTs can teach pronunciation better.	41.2%	47%	5.9%	5.9%	0%
25	NESTs can teach speaking better.	23.5%	58.8%	11.8%	5.9%	0%
26	NESTs are stronger language teachers	17.7%	0%	58.8%	23.5%	0%
27	NESTs are more qualified teachers as they are teaching their own language.	11.8%	17.6%	17.6%	41.2%	11.8%
28	NESTs demonstrate the ideal image of what a language learner needs to achieve.	11.8%	29.4%	29.4%	29.4%	0%
29	NNESTs generally do not have perfect pronunciation.	5.9%	47%	29.4%	11.8%	5.9%
30	NNESTs can explain grammar more effectively	5.9%	23.5%	35.3%	29.4%	5.9%

31	NNESTs know more about the English language.	0%	17.7%	52.9%	23.5%	5.9%
32	NNESTs are models of successful English language learning.	17.6%	41.2%	23.5%	11.8%	5.9%
33	NNESTs can relate more to the needs and difficulties of students.	0%	23.5%	29.4%	41.2%	5.9%
34	NNESTs should teach lower levels.	5.9%	35.3%	47%	5.9%	5.9%
35	NESTs should teach higher levels.	11.8%	35.3%	29.3%	5.9%	17.7%

6.5 Non-native English-speaking teachers' opinions

In Table 6.5.1, we can see the reactions from the NNESTs in relation to their current job situations. When we compare it with the results from the NESTs, it is easy to see a stark contrast in notions. For example, 88.9% of NNESTs do not believe that they have less job security than their teaching comrades. This is quite fascinating as over half of NESTs believe that had an advantage over NESTs with job security. This can show us that NNESTs are, in fact, quite confident, positive and self-assured in their current position of employment, which may be aided a lot by the support of the teaching staff and director in their school.

When we compare the next four questions with the outcomes of NESTs, it is incredible to see that NNESTs have given an even higher percentage stating that they do not believe there is a distinction with having less training opportunities, an inferior salary, less respect from students, nor the idea that a NEST is a better language teacher.

Table 6.5.1 - NNESTs' opinions on the topics of job security, training opportunities, salary, respect and who makes a better language teacher.

	Question	YES	NO
17	Do you believe that you have less job security than a NNEST?	11.1%	88.9%
18	Do you believe that you have less training opportunities than a NNEST?	11.1%	88.9%

19	Do you believe that you have an inferior salary than a NNEST?	11.1%	88.9%
20	Do you believe that you have less respect from students than a NNEST?	0%	100%
21	Do you believe that NESTs make better language teachers than NNESTs?	0%	100%

In the following table, we can notice NNESTs' reactions to twelve statements which can arise in this subject. Because the sample was not that large, the majority of the results were quite equalized with only a few with dramatic differences in opinions. With the ability of teaching pronunciation, the belief was mixed, with both 30% agreeing that this is true and 30% disagreeing. Only 20% strongly agreed with this statement. 40% of the participants disagreed that NESTs can teach better speaking skills. These results can reflect NNESTs' ideas on their capabilities towards teaching communication and that they believe that they do not have difficulties in this aspect.

50% disagree and a further 30% strongly disagree with the statement that NESTs are stronger language teachers and this can highlight that the NESTs feel secure and confident in their right to being a language teacher. Again, this belief is backed up by the 50% disagreements and the 30% strong disagreements about NESTs being more qualified language teachers as they are teaching their own language. This is a common generalisation about NESTs but it not necessarily the truth. If you ask any native speaker, who is not a teacher, to differentiate between grammar structures, or the reason something is the way it is in English, the chances are that this individual will not be able to answer correctly. Thus, many of the participants suggested that it depends on their knowledge of and experience with the language. This can be supported by the 40% who disagree and the extra 30% who strongly disagree with the idea that NESTs are the ideal image of what a language learner needs to gain.

40% of the individuals agreed that NNESTs do not demonstrate flawless pronunciation, but we must ask ourselves, what really is perfect pronunciation? Some people conclude that it is in the manner of British Received Pronunciation (RP) which is supported in certain areas of the United Kingdom, whereas some may consider General American (GA) which can appear in the Mid-Western states of the United States of America. Many individuals debate these categories, highlighting that there are many more types of acceptable pronunciation.

It is difficult not to admit that NNESTs strong point is definitely their command of grammar and 20% strongly agree while 40% agree that they can explain grammar more adequately than a NEST. This may come from the Grammar-Translation teaching method, which was the norm of learning a language between the 17th and 19th centuries. All of the teachers would have learnt English through this standard and therefore would have an extremely strong footing in English grammar. Consequently, they can use what they have learned in the past to give their students a firm grasp of grammatical terms, forms and rules.

Although 50% of NNESTs are not sure if they know more about the English language, 30% strongly agree and 50% agree that they success stories for English language learning. This can be sustained by the 80% who believe that they can empathize more with the needs and difficulties of their students as they also have been through the progress of learning all the aspects of the language, having met and conquered their difficulties and have become successful English language instructors.

40% strongly disagree that NNESTs should only teach lower levels and 40% strongly disagree that NESTs should only teach higher levels. This demonstrates their determination in having equality in regards to levels of group and shows their belief that they can also do things that NESTs can do, and vice versa.

Table 6.5.2 - Overall responses from NNESTs about topic in which they had to choose on a scale of 1-5. This Likert scale was used as follows:

1 (strongly agree) 2 (agree) 3 (don't know) 4 (disagree) 5 (strongly disagree)

	Statement	1	2	3	4	5
22	NESTs can teach pronunciation better.	20%	30%	10%	30%	10%
23	NESTs can teach speaking better.	20%	40%	0%	30%	10%
24	NESTs are stronger language teachers.	0%	0%	20%	50%	30%
25	NESTs are more qualified teachers as they are teaching their own language.	0%	0%	20%	50%	30%
26	NESTs demonstrate the ideal image of what a language learner needs to achieve.	0%	10%	20%	40%	30%

27	NNESTs generally do not have perfect pronunciation.	10%	40%	20%	30%	0%
28	NNESTs can explain grammar more effectively.	20%	40%	10%	10%	20%
29	NNESTs know more about the English language.	10%	10%	50%	10%	20%
30	NNESTs are models of successful English language learning.	30%	50%	10%	0%	10%
31	NNESTs can relate more to the needs and difficulties of students.	10%	80%	10%	0%	0%
32	NNESTs should teach lower levels.	0%	20%	10%	30%	40%
33	NESTs should teach higher levels.	0%	10%	20%	30%	40%

7. Conclusion

We must look back to the objectives, highlighted at the beginning of this paper, in order to come up with an engaging conclusion, to assess the current situation and also to make some further recommendations.

Objective 1 researched the specific characteristics of both NESTs and NNESTs. First, let us remind ourselves about the definitions of each group outlined in the opening paragraphs. The public and well-known scholars identify NESTs as foreign national teachers whose primary language is English, which in this case, is the target language. Whereas, NNESTs are classified as those who do not obtain English as their primary language, but who also want to teach it as a target language.

Objective 2 investigated any expectations and prejudices faced by NESTs and NNESTs in the workplace. Many people expect that NESTs are more skillful in language areas such as vocabulary, pronunciation and speaking, whereas NNESTs are more accomplished in grammar and reading aspects.

Objective 3 inspected if one type of teacher was preferred over the other and when all the results of the questionnaires, and the further comments, are taken into consideration, it is obvious that a particular trend is emerging. But overall, the general consensus is that students

and the parents of young students prefer having a NEST as the English teacher in a private school and find that this is an important factor when deciding on a particular school. These people, along with the directors of the participating schools have highlighted that people prefer NESTs because of their high level of expertise in pronunciation, intonation, accent and dialect, something which students from the province of Jaén find extremely difficult to acquire. These aspects of English are the core elements needed to gain a high proficiency in the skill of speaking which leads to great fluency and natural conversation abilities. Another reason why NESTs appear to be favoured is due to their high command of vocabulary and colloquialisms, something which a NEST will find easier to retain.

On the other hand, the NNESTs have the advantage of knowing their students' mother tongue and can relate and empathize more with the needs and difficulties of their students. But are these factors enough? In this respect, the expectations and prejudices outlined in Objective 2 are confirmed.

The interesting point is that the NESTs and NNESTs who participated in this study agreed that NESTs are more capable of teaching successful pronunciation and speaking skills and that NNESTs generally do not have perfect pronunciation expertise which is needed of them. A further fascinating fact is that neither of them claim to be better educators than the other which can illustrate that neither group feel that this should be questioned.

Having said that, it would appear that the general issue with the lack of NNESTs being employed in private schools is their 'believed' inadequacy in pronunciation and speaking capacities. I use the word 'believed' because this notion that all NNESTs have a shortfall in these skills could be completely incorrect and it sincerely depends on the person in question.

And finally, to conclude, I would recommend, and I profoundly hope, that in the future more private language schools would be willing to give NNESTs an opportunity to work with them as it will prove both fruitful for the NNESTs, NESTs and the entire staff, as a culturally diverse team of educators can bring a wide variety of teaching approaches and ideas to the organisation. By doing so, teachers can learn from each other and share concepts and materials, assist each other in times of need and all of this promotes teamwork, honesty, diversity, cultural acceptance and equality.

8. References

- BLOOMFIELD, L. 1933. *Language*. New York: Henry Holt.
- BRAINE, G. 1999. (Ed.), *Non-native educators in English language teaching*. Mahwah, NJ: Erlbaum.
- COOK, V. 2005. Basing Teaching on the L2 User. In LLURDA, E. 2005. (Ed.) *Non-native language teachers: Perceptions, Challenges and Contributions to the Profession*. pp. 47-61. Springer Science and Business Media, Inc.
- DARWIN, C. R. 1859. *On the origin of species by means of natural selection, or the preservation of favoured races in the struggle for life*. London: John Murray.
- FISHMAN, J. 1982. The sociology of English as an additional language. In KACHRU, B.B. 1982. (Ed.), *The other tongue: English across cultures*. Oxford: Pergamon Press
- FREUDENSTEIN, R. 1991. "Europe after 1992. Chances and problems for the less commonly taught languages". *FIPLV World News 55/21: 1-3*. In PHILLIPSON, R. 1992. *ELT: The native speaker's burden*. In HEDGE, T. & WHITNEY, N. (Eds.), *Power, pedagogy & practice*. pp. 23-30. Oxford: Oxford University Press
- GRADDOL, D. 1997. *The future of English? A guide to forecasting the popularity of the English language in the 21st century*. London: British Council
- GRADDOL, D. 1999. The decline of the native speaker. In ANDERMAN, G. & ROGERS, M. 2003. (Eds.), *Translation Today: Trends and Perspectives*. pp. 152-167 Clevedon : Multilingual Matters
- GRADDOL, D. 2007. *English Next*. London: British Council
- KACHRU, B.B. 1985. Standards, codification, and sociolinguistic realism: The English language in the outer circle. In QUIRK, R. and WIDDOWSON, H, (Eds.) *English in the*

World: Teaching and Learning the language and the literature. Cambridge: Cambridge University Press

- KRAMSCH, C. 1997. "The privilege of the non-native speaker". *PMLA*, 112 (3): 359 - 369.
- LI, X. 1999. *Writing From the Vantage Point of an Outsider / Insider*. In BRAINE, G. (Ed.), *Non-native educators in English language teaching*. pp. 43-56. Mahwah, NJ: Erlbaum.
- LLURDA, E. 2005. (Ed.) *Non-native language teachers: Perceptions, Challenges and Contributions to the Profession*. Springer Science and Business Media, Inc.
- LLURDA, E. 2014. *Non-teachers and Advocacy*. In BIGELOW, M & ENNSER-KANANEN, J. (Eds.) *The Routledge Handbook of Educational Linguistics*. pp. 105-116. New York: Routledge.
- MAHBOOB, A. 2004: *Native or Non-Native: What do the students think?* In KAMHI-STEIN, L.D (Ed.) *Learning and Teaching from Experience*. Michigan: University of Michigan Press.
- MEDGYES, P. 1990. 'Error and Communicative Approach.' In FREUDENSTEIN (Ed.) 1990. *Error in Foreign Languages*. FIPLV-Eurocentres.
- MEDGYES, P. 1992. "Native or non-native: Who's worth more?" *English Language Teaching Journal*, 46(4): 340-349.
- MEDGYES, P. 1994. *The non-native teacher*. Houndsmills: Macmillan.
- MEDGYES, P. 2001. *When the teacher is a non-native speaker*. In CELCE-MURCIA, M. (Ed.), *Teaching English as a second or foreign language* (3rd ed.). London: Thomson Learning.

- PACEK, D. 2005. 'Personality not nationality': Foreign Students' Perceptions of a non-native speaker lecturer of English at a British University. In LLURDA, E. (Ed.) *Non-native language teachers: Perceptions, Challenges and Contributions to the Profession*. pp. 242 – 261. Springer Science and Business Media, Inc.
- PHILLIPSON, R. 1992. ELT: The native speaker's burden. In HEDGE, T. & WHITNEY, N. (Eds.), *Power, pedagogy & practice*. pp. 23-30. Oxford: Oxford University Press
- QUIRK, R. 1990. 'Language varieties and standard language'. *English Today* 21, 6/1: 3-10
- RAMPTON, M.B.H. 1990. 'Displacing the "native-speaker": expertise, affiliation, and inheritance'. *ELT Journal* 44/2: 97-101
- THOMAS, J. 1999. Voices from the periphery: Non-native teachers and issues of credibility. In BRAINE, G. (Ed.), *Non-native educators in English language teaching*. pp.5-13. Mahwah, NJ: Erlbaum
- TRUCHOT, C. 2002. "Key Aspects of the Use of English in Europe". Marc Bloch University: Strasbourg

9. Appendices

Appendix 9.1 Kachru's (1985) three-circle-model.

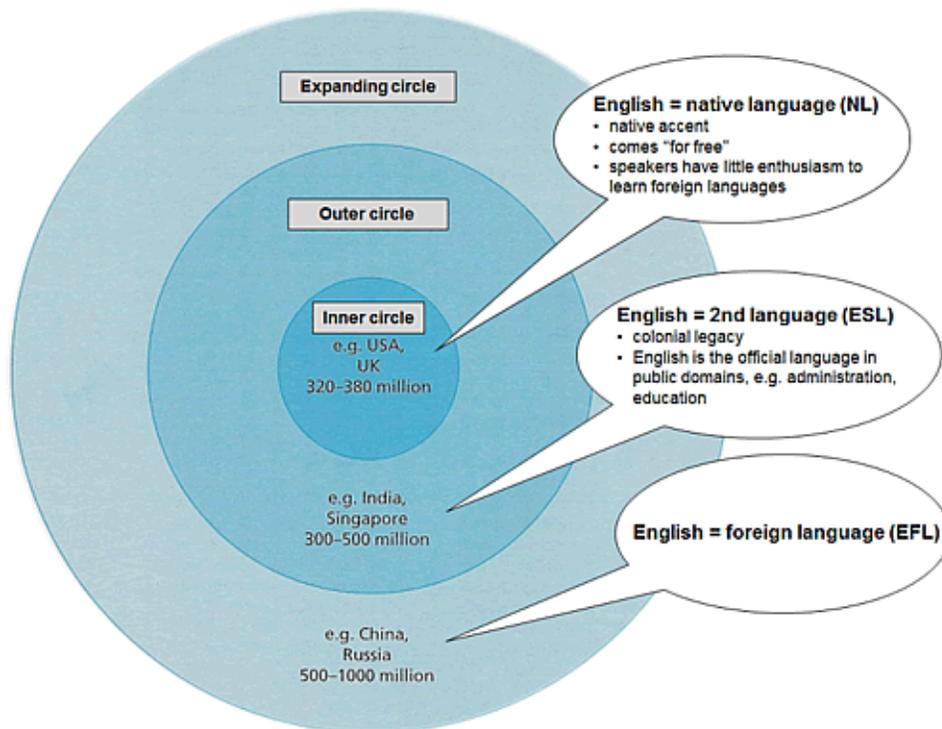


Figure adapted from Crystal, D. (1999), *The Cambridge Encyclopedia of the English Language*. Cambridge: CUP, p.107.

Image taken from: <http://www.fb10.uni-bremen.de/anglistik/linguistik/lehrausbildung.aspx>

Accessed 30 / 03 / 2015 19:01

8. Please rate the following aspects of English from the most difficult (1) to the least difficult (7):

reading	___	grammar	___
writing	___	vocabulary	___
listening	___	pronunciation	___
speaking	___		

9. Have you ever been to an English-speaking country? YES ___ NO ___
 If yes, for how long? _____

10. Is your English teacher a: NEST ___ NNEST ___ Don't know ___

11. What country is your English teacher from? _____

Here are some statements about the topic of NESTs and NNESTs. Please be as honest as possible. These questions are NOT about your current English teacher, they are about your general opinion on the topic. Circle the number which you agree or disagree with.

1. I strongly agree
2. I agree
3. I don't know
4. I disagree
5. I strongly disagree

1	In general I prefer having a NEST as my English teacher.	1	2	3	4	5
2	I think that a NEST can make a better teacher than a NNEST.	1	2	3	4	5
3	It does not matter if my teacher is a NEST or NNEST.	1	2	3	4	5
4	I can learn better pronunciation from a NEST.	1	2	3	4	5
5	I can learn better speaking from a NEST.	1	2	3	4	5
6	I can learn better listening from a NEST.	1	2	3	4	5
7	I can learn better grammar from a NEST.	1	2	3	4	5
8	I can learn better writing from a NEST.	1	2	3	4	5
9	I can learn better reading from a NEST.	1	2	3	4	5
10	I would prefer a Spanish-speaking teacher because I can ask questions in Spanish.	1	2	3	4	5
11	I think that English should be used in the classroom.	1	2	3	4	5

12	I think Spanish should be used in the classroom.	1	2	3	4	5
13	A NNEST is a better teacher for lower levels.	1	2	3	4	5
14	A NEST is a better teacher for advanced levels.	1	2	3	4	5
15	NESTs teach better speaking and conversation abilities.	1	2	3	4	5
16	If I could choose, I would prefer to have both a NEST and a NNEST.	1	2	3	4	5
17	I think that if a NNEST is qualified and has lived in an English-speaking country, they are equal to a NEST.	1	2	3	4	5
18	I can learn more about the culture of English-speaking countries from a NEST.	1	2	3	4	5
19	I would have no difficulties learning English with a NEST.	1	2	3	4	5
20	NESTs are, in general, better language teachers than NNESTs.	1	2	3	4	5

Thank you for taking the time to complete this questionnaire. If you have any further questions or information to provide, please do not hesitate to contact me.

Appendix 9.3 Parents' Questionnaire

Encuesta de los padres de alumnos

Por favor responda las siguientes preguntas con sinceridad sobre sus opiniones y creencias acerca del tema de profesores diferentes en la academia donde su(s) hijo(s) asiste(n) a las clases de inglés.

Por favor, recuerde que la información que proporcione en esta encuesta será utilizada en el Proyecto Final de la señorita Rebecca Fitzell de manera anónima.

1. ¿Cuántos de sus hijos van a una academia?

1 2 3 4

2. ¿Qué edad tienen los niños?

6-10 10-14 14-16 16-18

3. ¿Por qué usted manda sus hijos a una academia?

4. ¿Están participando en el Programa Bilingüe en la escuela pública?

SI _____ NO _____

5. ¿Están preparando cualquier examen oficial de inglés?

SI _____ NO _____

6. ¿Por qué usted eligió esta academia en particular?

7. Al considerar las academias, tener un profesor nativo de inglés es un factor importante?

SI _____ NO _____

8. ¿Usted sabe si el profesor de su hijo en la academia es un hablante nativo de inglés o un hablante no nativo?

SI _____ NO _____

9. ¿De dónde es el profesor?

10. ¿Usted prefiere un profesor nativo de inglés o un profesor no nativo? ¿Por qué?

11. ¿En qué idioma se instruyen las clases de su hijo?

Inglés _____ español _____ una mezcla de los dos _____

12. ¿Usted cree que su hijo aprendería más inglés de un profesor nativo o no nativo?

13. En su opinión, ¿qué puede ofrecer un hablante nativo que un no nativo no puede?

14. En su opinión, ¿qué puede ofrecer un hablante no nativo que un nativo no puede?

15. ¿Tiene usted algún comentario más sobre este tema?

Me gustaría darle las gracias por completar esta encuesta. Si tiene cualquier pregunta o información adicional, por favor no dude en ponerse en contacto conmigo.

Director of Studies - Questionnaire

Please answer the following questions honestly about your opinions and beliefs on the topic of different teachers in your educational organisation. Before beginning, please note the terms used in this questionnaire, Native English-speaking teachers (NEST) are teachers whose native language is English and who have been exposed to an English-speaking environment for the majority of their lives. A Non-native English-speaking teacher (NNEST) is a teacher whose native language is not English, but who have learnt English in addition to their first language.

Please remember that the information you give in this questionnaire will be data used in the Final Project of Miss Rebecca Fitzell and all participants and their organisations will remain unnamed and anonymous.

1. Are you, the Director of Studies, a native English-speaker or a non-native English speaker?
NATIVE ____ NON-NATIVE ____

2. How many years have you worked in your current position?
1 2 3 4 5+

3. Before this position, were you an English language teacher?
YES ____ NO ____
If YES, for how many years?
1 2 3 4 5+

4. How many teachers are currently employed in your organisation?
1 2 3 4 5+

5. How many of these teachers are native English-speaking teacher (NESTs)?
0 1 2 3 4 5+

6. How many of these teachers are non-native English-speaking teachers? (NNESTs)?
0 1 2 3 4 5+

7. Do you consider the ratio between NESTs and NNESTs in your school as balanced?
YES ____ NO ____

8. Do you actively promote which type of teacher you employ?
YES ____ NO ____

9. Which do you prefer in general, NESTs or NNESTs?
NESTs ____ NNESTs ____

10. When you advertise a job position, would you generally request that only NESTs apply?
YES ____ NO ____

11. Do you consider the job security of NESTs and NNESTs as equal?
YES ____ NO ____

12. Are training and development opportunities comparable to both types of teachers?
YES ____ NO ____

Can you comment more on this topic please?

13. In your opinion, what are the strengths of a NEST?

14. And what are the strengths of a NNEST?

15. On the other hand, what are the weaknesses of a NEST?

16. And what are the weaknesses of a NNEST?

17. Imagine you have the following candidates to fill a position at your school. Which would you choose?
Please tick.

- a NEST with no qualifications _____
- a NNEST with qualifications _____

18. Do you believe that a NEST would be a more appropriate teacher for a specific level of students?
YES ____ NO ____

If yes, which levels and why?

19. Do you believe that a NNEST would be a more appropriate teacher for a different level to that which you stated in Question 18?

YES ____ NO ____

If yes, which levels and why?

20. When prospective students come to your school asking for information, do they generally ask questions about the teacher being a NEST or a NNEST?

YES ____ NO ____

If yes, do you feel that this can change their first impression of your organisation?

YES ____ NO ____

Do you believe that it can be the main factor in which they decide to join your school or not?

YES ____ NO ____

21. Please leave any other comments you may feel are relevant about this topic in this area.

Thank you for taking the time to complete this questionnaire. If you have any further questions or information to provide, please do not hesitate to contact me via e-mail: rebecca.fitzell@hotmail.com

Native English-Speaking Teacher - Questionnaire

Please answer the following questions honestly about your opinions and beliefs on the topic of different teachers in your educational organisation. Before beginning, please note the terms used in this questionnaire, native English-speaking teachers (NEST) are teachers whose native language is English and who have been exposed to an English-speaking environment for the majority of their lives. A non-native English-speaking teacher (NNEST) is a teacher whose native language is not English, but who have learnt English in addition to their first language.

Please remember that the information you give in this questionnaire will be data used anonymously in the Final Project of Miss Rebecca Fitzell.

1. Where are you from?

2. What is your primary undergraduate degree?

3. Do you possess any of these English-language teaching qualifications? Please tick.

TEFL	_____
CELTA	_____
DELTA	_____
MA in Education	_____

4. How many teaching hours do you have per week? Please circle

5- 10 15 20 25 30 35+

5. Approximately how many students attend your school?

50- 100 150 200 250 300 350+

6. What age groups do you teach?

3-6 6-10 10-14 14-18 18-24 24+

7. What levels do you teach according to the CEFR of languages?

A1 A2 B1 B2 C1 C2

8. On average how many students are in a class group?

10- 15 20+

9. Are any of your groups preparing official English examinations?

YES _____ NO _____

10. If YES, what examinations are they preparing?

11. How long have you been teaching English? (in years)

1- 2 3 4 5+

12. What were your reasons for deciding to teach English in a foreign country?

13. What foreign countries have you taught in?

14. Can you speak the first language of your students?

YES _____ NO _____

If you answered YES to the above question, what is your level of their language?

A1 A2 B1 B2 C1 C2

15. Would you primarily use English as the language of instruction in your classes?

YES _____ NO _____

16. Does this depend on the age of the students?

YES _____ NO _____

17. Does this depend on the level of the students?

YES _____ NO _____

Can you briefly justify your answer

In which situations would you use your students' native language in class?

18. Are any NNESTs employed in your school?

YES _____ NO _____

If YES, do you feel that there is any difference in the treatment between the two types of teachers?

YES ____ NO ____

If YES, can you explain in what way?

19. Do you believe that you have more job security than a NNEST? YES ____ NO ____

20. Do you believe that you have more training opportunities than a NNEST? YES ____ NO ____

21. Do you believe that you have a better salary than a NNEST? YES ____ NO ____

22. Do you believe that you have more respect from students than a NNEST? YES ____ NO ____

23. Do you believe that NESTs make better language teachers than NNESTs? YES ____ NO ____

Why? _____

Here are some statements about the topic of NESTs and NNESTs. Please be as honest as possible. These questions are about your general opinion on the topic. Circle the number which you agree or disagree with.

1. I strongly agree
2. I agree
3. I don't know
4. I disagree
5. I strongly disagree

24	NESTs can teach pronunciation better.	1	2	3	4	5
25	NESTs can teach speaking better.	1	2	3	4	5
26	NESTs are stronger language teachers.	1	2	3	4	5
27	NESTs are more qualified teachers as they are teaching their own language.	1	2	3	4	5
28	NESTs demonstrate the ideal image of what a language learner needs to achieve.	1	2	3	4	5

29	NNESTs generally do not have perfect pronunciation.	1	2	3	4	5
30	NNESTs can explain grammar more effectively.	1	2	3	4	5
31	NNESTs know more about the English language.	1	2	3	4	5
32	NNESTs are models of successful English language learning.	1	2	3	4	5
33	NNESTs can relate more to the needs and difficulties of students.	1	2	3	4	5
34	NNESTs should teach lower levels.	1	2	3	4	5
35	NNESTs should teach higher levels.	1	2	3	4	5

Thank you for taking the time to complete this questionnaire. If you have any further questions or information to provide, please do not hesitate to contact me via e-mail: rebecca.fitzell@hotmail.com

Non-Native English-Speaking Teacher - Questionnaire

Please answer the following questions honestly about your opinions and beliefs on the topic of different teachers in your educational organisation. Before beginning, please note the terms used in this questionnaire, native English-speaking teachers (NEST) are teachers whose native language is English and who have been exposed to an English-speaking environment for the majority of their lives. A non-native English-speaking teacher (NNEST) is a teacher whose native language is not English, but who have learnt English in addition to their first language.

Please remember that the information you give in this questionnaire will be data used anonymously in the Final Project of Miss Rebecca Fitzell.

1. Where are you from? _____

2. What is your primary undergraduate degree?

3. Do you possess any of these English-language teaching qualifications? Please tick.

TEFL _____

CELTA _____

DELTA _____

MA in Education _____

4. How many teaching hours do you have per week?

5- 10 15 20 25 30 35+

5. Approximately how many students attend your school?

50- 100 150 200 250 300 350+

6. What age groups do you teach?

3-6 6-10 10-14 14-18 18-24 24+

7. What levels do you teach according to the CEFR of languages?

A1 A2 B1 B2 C1 C2

8. On average how many students are in a class group?

10- 15 20<-+

9. Are any of your groups preparing official English examinations?

YES _____ NO _____

If YES, what examinations are they preparing?

10. How long have you been teaching English? (in years)

1- 2 3 4 5+

11. Can you speak the first language of your students? YES _____ NO _____

If you answered YES to the above question, what is your level of their language?

A1 A2 B1 B2 C1 C2 Native speaker

12. Would you primarily use English as the language of instruction in your classes?

YES _____ NO _____

13. Does this depend on the age of the students? YES _____ NO _____

14. Does this depend on the level of the students? YES _____ NO _____

Can you briefly justify your answer?

In which situations would you use your students' native language in class?

15. Are any other NNESTs employed in your school? YES _____ NO _____

16. If YES, do you feel that there is any difference in the treatment between the two types of teachers?

YES _____ NO _____

If YES, can you explain in what way?

17. Do you believe that you have less job security than a NEST? YES _____ NO _____

18. Do you believe that you have less training opportunities than a NEST? YES _____ NO _____

19. Do you believe that you have an inferior salary than a NEST? YES ___ NO ___

20. Do you believe that you have less respect from students than a NEST? YES ___ NO ___

21. Do you believe that NESTs make better language teachers than NNESTs? YES ___ NO ___

Why? _____

Here are some statements about the topic of NESTs and NNESTs. Please be as honest as possible. These questions are about your general opinion on the topic. Circle the number which you agree or disagree with.

1. I strongly agree
2. I agree
3. I don't know
4. I disagree
5. I strongly disagree

22	NESTs can teach pronunciation better.	1	2	3	4	5
23	NESTs can teach speaking better.	1	2	3	4	5
24	NESTs are stronger language teachers.	1	2	3	4	5
25	NESTs are more qualified teachers as they are teaching their own language.	1	2	3	4	5
26	NESTs demonstrate the ideal image of what a language learner needs to achieve.	1	2	3	4	5
27	NNESTs generally do not have perfect pronunciation.	1	2	3	4	5
28	NNESTs can explain grammar more effectively.	1	2	3	4	5
29	NNESTs know more about the English language.	1	2	3	4	5
30	NNESTs are models of successful English language learning.	1	2	3	4	5
31	NNESTs can relate more to the needs and difficulties of students.	1	2	3	4	5

32	NNESTs should teach lower levels.	1	2	3	4	5
33	NESTs should teach higher levels.	1	2	3	4	5

Thank you for taking the time to complete this questionnaire. If you have any further questions or information to provide, please do not hesitate to contact me via e-mail: rebecca.fitzell@hotmail.com