

**Students' views on native and non-native English speaking teachers at two international schools in Astana**

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### **Abstract**

Although it is exceedingly difficult to determine the number of English teachers in the world, no one would argue that the majority of them are non-native speakers of English. In spite of this, non-native English speaking teachers (NNESTs) are generally treated as inferior in terms of English teaching when compared to native English speaking teachers (NESTs). Highlighting the negative implications of the native speaker-as-the-ideal-model for language teaching, many scholars have tried to dismantle the belief that NESTs make better teachers of English. Nevertheless, the perceived superiority of NESTs continues to persist in the English language field (ELT), and particularly in Kazakhstan where international and Nazarbayev Intellectual Schools are hiring international teachers to implement trilingual policy and teach the core subjects in English. However, we have little or no understanding of how students, the main stakeholders in the education system, view the learning process with native and non-native speakers of English.

With this aim, this thesis explored the perspectives of secondary school students on NESTs and NNESTs through identifying perceived challenges and benefits to students in English language learning with both group of teachers. Individual, semi-structured interviews with fifteen secondary school students from two international schools were analyzed using case study design. Despite empirical evidence that there has been a positive shift in the views of students about NNESTs, the findings revealed that there is still a prevalent view in Kazakhstan that NESTs make better teachers of English with more than half of the students explicitly stating their preferences for NESTs.

This study may help students to get a better understanding about their English language learning experiences through self-reflection. It may also contribute to the ELT

field by raising the awareness of NESTs and NNESTs about their perceived strengths and weaknesses, and thus help both groups of educators become better teachers.

### Абстракт

#### **Взгляды студентов на преподавателей-носителей английского языка и преподавателей-не носителей английского языка в международных школах города Астаны**

Несмотря на то, что чрезвычайно сложно определить количество учителей английского языка в мире, мало кто станет спорить, что подавляющее большинство из них являются не носителями английского языка. Несмотря на это, преподаватели-не носители английского языка воспринимаются менее значимыми с точки зрения преподавания английского языка по сравнению со своими коллегами, то есть, преподавателями-носителями английского языка. Подчеркивая негативные последствия позиционирования носителя языка как идеала для обучения второму / иностранному языку, многие ученые пытались разрушить убеждение, что преподаватели-носители английского языка лучше учат английский. Тем не менее, предполагаемое превосходство учителей-носителей языка продолжает существовать в области преподавания английского языка, и особенно в Казахстане, где международные и Назарбаев интеллектуальные школы нанимают международных учителей для реализации трехязычной политики и обучения основных предметов на английском языке. Но мы мало или даже совсем не понимаем, как учащиеся, основные заинтересованные стороны в системе образования, рассматривают процесс обучения с носителями и не носителями английского языка.

С этой целью в этом тезисе были рассмотрены перспективы учащихся средних школ о преподавателях-носителях и не носителях английского языка путем выявления проблем и преимуществ в обучении английскому языку с обеими группами учителей, по мнению студентов. Индивидуальные, полуструктурированные интервью с пятнадцатью учениками из двух международных

средних школ были проанализированы с помощью тематического исследования.

Несмотря на эмпирические данные о том, что был положительный сдвиг в мнениях студентов о преподавателях-не носителях английского языка, результаты данного исследования показали, что в Казахстане по-прежнему преобладает мнение о том, что преподаватели-носители языка являются лучшими учителями английского языка, так как более чем половина студентов открыто заявили о своих предпочтениях касательно преподавателей-носителей английского языка.

Данное исследование может помочь учащимся лучше понять их опыт изучения английского языка посредством самоанализа. Это исследование может также внести вклад в область преподавания английского языка, повысив осведомленность преподавателей-носителей английского языка и преподавателей-не носителей английского языка об их сильных и слабых сторонах, и, таким образом, помочь обеим группам педагогов стать учителями лучше, чем они есть.

### **Аңдатпа**

## **Астанадағы үштілді мектептердегі оқушылардың Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдеріне деген көзқарастары**

Әлемдегі ағылшын тілі мұғалімдерінің нақты санын анықтау қиынға соққанымен, олардың басым көпшілігіне ағылшын тілі ана тілі болып келмейтініне күмән жоқ. Осыған қарамастан, ағылшын тілі ана тілі болып келмейтін оқытушыларды олардың әріптестеріне қарағанда ағылшын тілін үйрету саласында анағұрлым төменірек деп есептейді. Ағылшын тілі ана тілі болып келетін мұғалімдерді екінші/шет тілдерін оқытуда асып түседі деген сенімнің теріс салдарын атап өте отырып, көптеген ғалымдар ағылшын тілі ана тілі болып келетін оқытушылар мұғалімдер ретінде мықтырақ деген пікірді бұзуға тырысты. Алайда, ағылшын тілі ана тілі болып келетін оқытушылардың болжамды артықшылығы ағылшын тілін оқыту саласында әлі де өз орнын тауып келе жатыр, әсіресе, Қазақстанда. Біздің халықаралық және Назарбаев Зияткерлік мектептеріміз үштілділік білім беру саясатын іске асыру мақсатында шет елден мұғалімдерді шақыруда. Бірақ, біз білім беру жүйесіндегі негізгі мүдделі тараптардың бірі, яғни оқушылардың осы екі топ мұғалімдерімен оқу үрдісін қалай қарастыратындығы жайлы аз білеміз.

Осы мақсатпен, бұл тезис студенттердің талқыланып отырған екі топ оқытушылар туралы пікірлерін қарастырып, олардың аталмыш мұғалімдермен оқу барысында тап болатын мәселелер мен артықшылықтарды анықтауды көздеді. Екі халықаралық орта мектептің он бес оқушыларынан жеке-жеке, жартылай құрылымдалған сұхбаттар алынып, талдау жасалынды. Эмпирикалық зерттеулердің нәтижесі бойынша, оқушылардың ағылшын тілі ана тілі болып келмейтін

мұғалімдер жайлы көзқарастарында оңтайлы өзгерістердің болуына қарамастан, бұл зерттеу жұмысы орта мектеп оқушылары Қазақстанда әлі күнге дейін ағылшын тілі ана тілі болып келетін оқытушыларды ағылшын тілінен үздік мұғалімдер деп санайтынын көрсетті. Зерттеуге қатысқан оқушылардың жартысынан көбі ағылшын тілі ана тілі болып келетін мұғалімдерді артық көретінін ашық білдірді.

Бұл зерттеу жұмысы студенттерге өздерінің ағылшын тілін үйрену тәжірибесін тереңірек түсінуге көмектесуі әбден мүмкін. Сонымен қатар, бұл зерттеу ағылшын тілін оқыту саласына үлесін қоса отырып, аталмыш екі топ мұғалімдері оқушылардың олар жайлы анықтаған күшті және әлсіз жақтарын ескере отырып, үздік оқытушылар болуына ықпал етуі мүмкін.

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## Chapter 1: Introduction

### Background of the study

The English language teaching (ELT) field has traditionally adhered to the prevalent notion that native speakers of English represent the best teacher of a language (Brutt-Griffler & Samimy, 1999, 2001), despite the fact that non-native English speaking teachers (NNESTs) are estimated to outnumber their counterparts by three to one (Crystal, 2003). In spite of this significant data, NNESTs were undeservedly positioned as secondary to native English speaking teachers (NESTs) in regards to their knowledge and teaching qualifications (Braine, 2005). Ironically enough, however, “the worst culprits to popularize and/or legitimize” the belief that native speaker is the target model for language teaching might be the ones who can be negatively affected by it – that is to say, non-native speakers of the language themselves (Canagarajah, 1999, p. 83).

Emphasizing a wide range of complex matters that this dichotomy may bring into the profession, many scholars have challenged the assumption of the native speaker as the ideal teacher as well as questioning the appropriateness of using the polarizing terms of NESTs and NNESTs (Brutt-Griffler & Samimy, 1999; Canagarajah, 1999; Celik, 2006; Farrell, 2015; Phillipson, 1992). As such, some efforts have been made to remedy this imbalance by suggesting less contentious terms such as “international English professional” (Brutt-Griffler & Samimy, 1999), “Periphery speakers of English” (Canagarajah, 1999), and Paikeday’s “highly proficient speaker” (as cited in Meara, 1986, p. 958). Still the field cannot agree on whether to adopt any of these alternative terms (Selvi, 2011).

More recent work by researchers in the field has begun to argue that it is time to engage in discussions of critical qualifications and credentials related to the effective

language teaching rather than concerning ourselves with the question: “Who makes a better teacher: native or non-native language speaker?” (Celik, 2006; Farrell, 2015).

Recently, with the recognition of English as an international language, this dichotomy approach to language teachers has spawned a series of debates and studies on the differences between NESTs and NNESTs, with topics ranging from the perceptions of various stakeholders to the research papers that critique the very division between native and non-native English teachers.

### **Statement of the Problem**

Over the past several decades, issues concerning the relationship between NESTs and NNESTs have been subject to intense examination. Though a number of studies were carried out throughout the world focusing on the dichotomy between NEST and NNESTs by investigating students', English language teachers' and administrators' perceptions on NES and NNEST teachers, to the best of my knowledge, there are no studies done in Kazakhstani context.

This topic becomes urgent as international and Nazarbayev Intellectual Schools (NIS) are hiring international teachers to implement trilingual policy and teach the core subjects in English. From the latest NIS Annual Report (2015), 92 international teachers were employed for a new academic year and 208 in-service international teachers prolonged their employment for 2015-2016 year. The fair share of these international teachers are English language teachers, who team-teach with local teachers. However, we have little or no understanding how, the main stakeholders of the education system, students view the learning process with native-speakers of English and whether these international teachers are more effective than local teachers. Thus, it necessitates the study on students' perceptions on their learning experience with both NESTs and NNESTs.

**Purpose of the Study**

The purpose of this study is to explore the perspectives of secondary school students on NESTs and NNESTs. More specifically, the study aims to identify how students view their English language learning experiences with NESTs and NNESTs.

**Research Questions**

The study asks: What are secondary school students' experiences of English language learning with NESTs and NNESTs? In line with the study aim, the following research sub-questions were formulated:

1. What challenges and benefits do secondary school students identify about learning English from NESTs and NNESTs?
2. What are secondary school students' perceptions on strengths and weaknesses of NESTs and NNESTs?

**Significance of the Study**

Students are expected to get a better understanding about their English language learning experiences through self-reflection. It is hoped that this study will help raise their awareness about NESTs and NNESTs conflict and might be a catalyst for a positive change in the minds of students about NESTs and NNESTs.

The study may also contribute to the field of ELT by raising the awareness of NESTs and NNESTs about their perceived strengths and weaknesses based on the views of secondary school students, and thus help both groups of educators become better teachers.

**Outline of the Study**

The following section outlines the structure of this and the remaining chapters of this dissertation which contains six main chapters. It starts with the Introduction which provides the background of the study followed by the statement of the problem, purpose, research questions posed in this study, and highlights the significance of the study. Chapter

2 presents the definitions of the key concept followed by the theoretical framework that underpins this study, and then provides a general overview of the studies into NESTs and NNESTS. In Chapter 3, a methodological overview is given, including the research design chosen for the study, methods of data collection and analysis, setting, sampling strategies adopted for the study, as well as the instrument employed for gathering the data.

Additionally, there is information on ethical considerations maintained throughout the study and possible limitations of the study. The next chapter presents the findings of the study, which is followed by the discussion, interpretation and implication of the study results in relation to the relevant literature and theoretical framework. In the final chapter, main themes salient throughout the discussion are identified and future directions for research on NESTs and NNESTS are given.

## Chapter 2: Literature Review

### Introduction

The purpose of this study was to explore English language learning experiences of secondary school students with NESTs and NNESTs and respond to the following overarching and sub-questions:

What are secondary school students' experiences of English language learning with NESTs and NNESTs?

- What challenges and benefits do secondary school students identify about learning English from NESTs and NNESTs?
- What are secondary school students' perceptions on strengths and weaknesses of NESTs and NNESTs?

This chapter examines scholarly literature on NESTs and NNESTs, which begins by an attempt to understand the notion of the native speaker. This is followed by the discussion of the native and non-native English speaker conflict in the ELT field. The next section of this chapter reviews the most recent empirical literature into English as a second language (ESL) and English as a foreign language (EFL) students' perceptions about NESTs and NNESTs by describing the objectives, methodologies, and findings of studies pertinent to the research topic. The chapter concludes with a discussion of the theoretical framework adapted for this study.

It should be noted that the following review is as comprehensive as resources and research literature made it possible. In the light of this, it is equally important to point out that the existing literature has predominantly focused on tertiary level and language courses' students (Chun, 2014; Madrid & Canado, 2004; Moussu, 2006; Moussu & Braine, 2006; Lasagabaster & Sierra, 2002; Ling & Braine, 2007; Walkinshaw & Duong, 2012; Walkinshaw & Oanh, 2014) with scarce research that engages secondary school students'

perspectives on NESTs and NNESTS (Sung, 2014), which in its turn substantiates the need for the present study. The study addresses this perceived paucity of information about secondary school students' views on NESTs and NNESTS and therefore, may significantly contribute to the ELT field. In spite of this, it can certainly be expected that studies on this topic with secondary school students will flourish in the next few years.

### **Who is a native speaker?**

In order to explore secondary school students' views on NESTs and NNESTS, it is first necessary to examine the concept of a native speaker, to which I turn next.

The definition of a native speaker is not as trivial and straightforward as it may first appear. This section attempts to show the complexities involved in defining a "native speaker" and demonstrate the inappropriateness of such a term. Although this study mainly focused on students' perceptions and feelings towards their NESTs and NNESTS, the term native speaker needs a clear, multifaceted definition.

There have been numerous efforts to define the concept of a native speaker, but it only seems self-explanatory until it is explored (Ellis, as cited in Lee, 2005). One of the oft-cited definitions, according to Canagarajah (1999), is given by Chomsky, who promotes the superior position of NESTs by describing them as authorities on the language who come from a completely homogenous speech community. However, Canagarajah (1999) asserts that Chomskyan notion of a native speaker is "spurious" as it fails to reflect the complex linguistic diversity of postcolonial age that we live in today (p. 79). In a similar vein, Davies (2004) states that Chomsky's standpoint does not take into account contextual factors, and examines the concept only from a linguistic perspective. Taking this argument one step further, Brutt-Griffler and Samimy (1999) claim that the notion of a native speaker is socially constructed, where variables such as national origin and accent play a critical role in classifying language users as either native or non-native speakers.

Some of the recent efforts to define the term have tended to portray native speakers as the ones who were raised in English speaking communities with English as their first language (Farrell, 2015). Along similar lines, Viafara Gonzalez (2016) states that an individual may be granted nativeness if, for instance, he/she is born in the West and possess specific ethnic and racial characteristics associated with the Western world. These definitions indicate that a speaker should represent a Western culture (the culture which is associated with the ideals of the English language and of English language teaching) to be granted native speaker credentials (Viafara Gonzalez, 2016).

Despite the many definitions given above, many scholars point out the theoretical incongruity of the concept, especially in regards to the English language (Canagarajah, 1999; Medgyes, 2001; Moussu & Llurda, 2008). As Brutt-Griffler and Samimy (2001) emphasizes, with English becoming an increasingly international language, the division of its speakers into native and nonnative is no longer appropriate. Interestingly, the ELT field still sticks firmly to this distinction primarily because of its convenient practical use (Davies, 2004).

An example of the theoretical inconsistency of the term “native speaker” might be binational children who have two parents with differing languages, and as a result, often become bilingual. The situation with binational children may get further complicated if the family lives permanently in other country where children acquire the country language (language in the native area) as their first language. Drawing on this, Lee (2005) raises the question whether a native speaker should then be monolingual as it guarantees that he/she cannot be a native speaker of any other languages. However, he claims that this assumption does not coincide with the reality, where the vast majority of native speakers have in their linguistic repertoire other languages besides their own. In view of this, Canagarajah (1999)

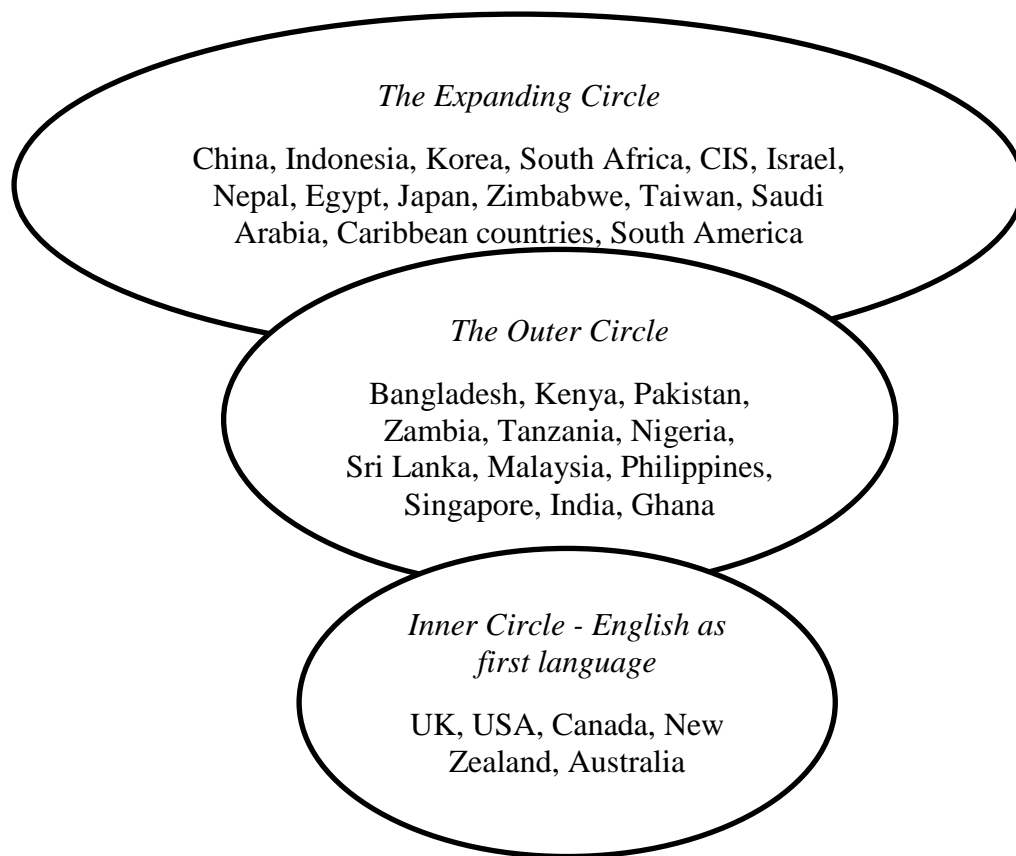
argues that some individuals might be native speakers of several languages simultaneously, to whom we can refer as balanced bilinguals.

Other cases where the term's inappropriateness can be observed are in countries such as Singapore, India or Nigeria where English is a non-standard/non-native variety. In this case, as Moussu and Llorca (2008) assume, a child would be a native speaker of a "non-native variety" (p. 318). Earlier, Medgyes (2001) also speculated on this issue and argued that it is difficult to identify what country can be considered as English-speaking countries, referring to the problem as "fuzziness of geographical entities" (p. 430). In order to draw a line between English- and non-English-speaking countries, Kachru developed the Three-circle model to group the varieties of English in the world (as cited in Moussu & Llorca, 2008). The *Inner Circle* involve countries where English is the first language such as the USA, the UK, Canada, Australia and New Zealand. The *Outer Circle* includes countries affected by the spread of English at some point in history, mainly, it consists of former colonies of the UK or the USA, such as above-mentioned Singapore, India, and others. The *Expanding Circle* refers to countries where English is recognized as the most useful tool of international communication.

However, Medgyes (2001) argues that the countries represented in each circle have the high level of internal mobility and variation within itself. Therefore, it does not resolve the problem of defining the term "native speaker". In addition, the organization of the spread of English speaking countries in terms of these three circles can also be reminiscent of stereotypes which promote the fallacy of the native speaker.

To conclude, many scholars show the difficulty of defining the term "native speaker" and argue that it does not always adequately reflect the real level of command of a language by a given speaker. Thus, an attempt to define the native speakership often results in vague descriptions of the term (Boecher, 2005). Moreover, the term, as Moussu

and Llurda (2008) argues, can even be inappropriate and therefore, should be dealt with extreme caution.



*Figure 1.* Kachru's three concentric circles

*Source:* compiled by the author from Moussu and Llurda's (2008) article

Acknowledging the problematic nature of these terms, the present paper adopts the terms "native speaker" and "non-native speaker" only because of the primary focus of the research, and the convenience of the terms. However, the use of these terms is by no means intended to discriminate one of the either.

### **NEST and NNEST Conflict in English Language Teaching**

The conflict between NEST and NNEST has been amply discussed, and has been variously termed in the field of ELT (e.g., the native/non-native schism, the native and non-native dichotomy and the native/non-native distinction). These terms show a binary classification of the language users based on their 'nativeness' (Brutt-Griffler & Samimy,

2001). However, Davies (2004) believes that the whole idea of the native speaker in a language is a 'myth' which does not possess any linguistic and/or pedagogical validity. In a similar vein, Moussu and Llorca (2008) claim that a dichotomy approach to NEST and NNEST seems to be inappropriate linguistically, but the reality shows that it still permeates the ELT field. Indeed, despite the fact that it was critiqued by scholars for its far-reaching negative implications (Canagarajah, 1999; Celik, 2006; Farrell, 2015), the notion of the ideal teacher being a native speaker still remains as the unspoken assumption of the ELT field (Phillipson, 1992).

Phillipson (1992) argues that the above-mentioned tenet might be of great importance to English-speaking countries according to the Center/Periphery dichotomy he formulated. According to this distinction, the Center consists of countries where English is a native language, whilst to the Periphery belong countries where English is taught and learned as a second or foreign language. He assumes that the Center benefit from the so-called "native speaker fallacy" phenomena (the term explained as a common belief that the ideal teacher of English is a native speaking teacher) as it empowers the individuals, organizations and many language institutes in English-speaking Centre countries while those in Periphery countries become dependent ideologically, structurally on the Centre with an economical aftermath.

Drawing attention to the political and economic consequences of the native speaker fallacy, Canagarajah (1999) also contends that the Center might have ulterior motives to support the dominant position of the native speaker in the ESL/EFL teaching jobs by maintaining ownership over the English language. According to him, this potentially disempowering fallacy helps the Center to preserve the teaching jobs in the Periphery for native speakers whose professional license might be only their identity as native speakers. Boecher (2005) points out yet another implicit dominance of advanced West communities

in the ESL enterprise as the development of teaching materials. These teaching aids, as Canagarajah (1999) states, reproduce the language discourses and cultural norms of the Center, thus benefitting Center's publishing houses. Phillipson (1992) goes even further to say that the Center "prevented the flourishing of local pedagogical initiative" which could rely on the local linguistic context (p. 199).

Pushing this inquiry further and relying on race theory, Ruecker (2011) claims that the social, legal and recruitment discourses attribute certain privileges to native speakers as much as whiteness has been granted certain advantages in the United States. Describing native speakers as a club, he states that the so-called club members do not want to include outsiders as they fear that "there may be material loss for the privileged" ones (p. 412).

The perception of native speakers as ideal teachers has further led many NNEST to feel disadvantaged in terms of job opportunities and complain about discriminatory workplace practices (Medgyes, 2001). Medgyes (2001) points out that highly qualified NNESTs' applications are often get rejected, giving preference to NESTs who might be less qualified than their counterparts, especially in English-speaking countries. This view is not unanimous, however, as Young and Walsh (2010), in a qualitative study of 26 NNEST from Europe, Africa, East and Southeast Asia, and West, found that none of the participants experienced any displeasure or threat to their professional identities by being a NNESTs and teaching the language that is not their native. In a similar way, Medgyes (2001) challenges this view by saying that in the two core ELT countries, the United Kingdom and the United States, many actions have already been taken to address the problem of discrimination towards NNESTs in the form of policy documents.

The arguments against a fairly irrelevant labelling of teachers as belonging to one group of speakers or the other have also been criticized in a significant body of the literature in recent decades. Moussu and Llorca (2008), drawing on the previous literature,

suggest two valid objections that demonstrates the inappropriateness of the dichotomy approach to NEST/NNEST.

Firstly, every person is a native speaker of a certain language, and therefore no speaker should be divided as native or non-native in relation to the English language. They support this view by stating that this criticism only shows the dominant role of the English language over other languages in the 21<sup>st</sup> century.

Secondly, English has come to be an indigenized language in most of the Outer Circle countries, where people speak a non-standard variety of English. Nonetheless, Moussu and Lurda (2008) argue that people should not refuse to consider them as native speakers solely on the basis of this; likewise Australians, whose English neither American nor British, are not dismissed as non- native speakers of the English language.

Interestingly, in a mixed-method study done by Jin (2005) on Chinese students' views about English as an international language, students held a positive attitude toward "World Englishes", which can be defined as all or any varieties of English spoken around the world. Contrary to this, in their study of NNESTS' beliefs about appropriate target models of English, Young and Walsh's (2010) found that teachers themselves do not necessarily understand or find useful the numerous varieties of English.

Guo and Beckett (2007) consider another facet of the native speaker construct, that of the racialized aspect. They claim that the problem is that people tend to associate White people with the native speaker and the non-native speaker is usually equated to non-White. Taking into account that English is not the language only of White people of British origin due to colonialism, neocolonialism, capitalism, migration, and the fact that people from all races can be native speakers of English, Kubota and Lin (2006) believe that it is crucial to address racialized aspect of native/non-native issues along with linguistic aspects. This is particularly important as the influence of race has been confirmed by Rivers and Ross's

(2013) research. In their experimental design study, which explored the implicit influence of race on Japanese students' desirability ratings of potential non-Japanese EFL teachers concluded that participants (80 non-English-major students) conflated the NESTs with Whiteness. The findings indicate that White heritage teachers were the most desirable compared to Asian and Black teachers among students when the explicit characteristics such as age, a place of origin, command of English language, Japanese language proficiency, and teaching experience were controlled and standardized across all three race conditions.

Still, despite all previous arguments against categorization of teachers as NEST or NNEST and the fact that there has been little evidence to support the dichotomy approach to those teachers, the belief that native speakers are ideal English language teachers continues to pervade in the ELT field (Walkinshaw & Duong, 2012; Sung, 2014). Therefore, Farrell (2015) argues that we should move on from the dichotomy approach and instead engage in discussions of important skills related to effective teaching, as this distinction "only separates rather than unifies our profession" (p. 79). However, perhaps paradoxically, researchers and teachers must first acknowledge and use the term in order to argue that it is not legitimate (Moussu & Llorca, 2008).

### **Students views on NESTs and NNESTs**

Research on students' perceptions of NESTs and NNESTs is a fairly recent phenomenon. This may be due to the fact that it has been politically incorrect to study and discuss such a sensitive issue openly as the heated emotions may ensue. However, over the past decades, the ELT field has seen a growing body of research into NESTs and NNESTs, contributing to the field by drawing attention to NNESTs and giving them a voice in the profession.

A review of the literature shows that there have been three main strands of studies into NESTs and NNESTs so far. One involves studies which have sought to destroy the myth of the native speaker being an ideal teacher and the superiority attributed to it with respect to the non-native English-speaking teachers and a second strand in the literature includes the studies on the self-perceptions of NNESTs and perceptions of administrators. The final strand includes studies that have investigated ESL and EFL students' beliefs and attitudes toward NESTs and NNESTs in various settings, to which I turn next.

One of the first studies on non-native English speaking ESL/EFL teachers and the opinions of their students was Moussu's (2006) doctoral thesis. His research explored students' initial expectations and motivation when taught by NNESTs and how variables such as time and exposure to NNESTs might influence their perceptions of NNESTs. The two questionnaires showed that students' attitudes toward NNESTs were positive at the beginning of the semester, and became even more positive by the end. Later, Moussu (2006) tried to challenge her previous findings and repeated her study regarding NESTs and NNESTs, but the data gathered only confirmed previous results. Particularly, Moussu and Braine (2006) conducted a quantitative research on ESL students' attitudes toward NNESTs at the English language Center (ELC) in one of the major university in the USA. Results support the findings of Moussu (2006) in that, students' positive attitudes towards the NNEST increased over time. Again, as in her initial study, Korean and Chinese students held the most negative attitudes towards their NNESTs.

Another empirical study addressing the NEST/NNEST issue is Lasagabaster and Sierra's (2002) research on undergraduate students' perceptions and preferences of NESTs and NNESTs. Using a 5-point Likert-scale questionnaire, they asked 76 students about the pros and cons of NESTs and NNESTs in relation to language skills, grammar, vocabulary, pronunciation, learning strategies, culture and civilization, attitudes and assessment. The

results revealed that, although students preferred NESTs more, a stronger preference was for a combination of NESTs and NNESTS which tended to increase as academic level of students rose. This finding was in line with Madrid and Canado (2004), the results of whom also indicated an increase in preference for native teachers as students pass on to the higher educational levels, although the study showed that students valued both types of teachers. The case similar to this, when students did not display a clear preference for either native or nonnative teacher was also reported in Chun's (2014) examination of Korean university students' beliefs regarding NESTs and Korean English teachers (KETs). The study was aimed to find out about perceived strengths and weaknesses of those types of teachers. The results were drawn from 125 participants, out of which 44 (35.2 %) were male and 81 (64.8%) were women. The students generally held the opinion that the characteristics related to NESTs and KETs are different in various ways, and each of them has their own weaknesses and strengths. Not favoring one type of teacher over another, the results of this study challenged the conventional belief that NESTs are perceived as a default model to emulate (Phillipson, 1992). Along the same lines, Ling and Braine's (2007) study demonstrated that Korean university students portrayed NNESTS as effective teachers as NESTs, thus revealing a favorable attitude towards NNESTS.

In a similar vein, Walkinshaw and Duong (2012) investigated the relative value attributed by Vietnamese EFL undergraduate students to native- and non-native speakerness compared with seven skills desirable in an English language teacher: teaching experience, good qualifications, friendly personality, enthusiasm for teaching, the ability to conduct interesting and informative classes, understanding of students' culture and advanced English proficiency. The analysis of the data showed that students ascribed greater value to the above-mentioned characteristics rather than to native-speakerness. The

only item which was not rated more highly than native-speakerness was linguistic fluency (the term defined as advanced communicative competence in English).

Later, Walkinshaw and Oanh (2014) surveyed the same Vietnamese sample group with the new sample group of Japanese respondents (N=50) to enhance the reliability of the study. However, there was a gender imbalance in the two sample groups. If the first sample comprised 38 female and 12 male Vietnamese learners of English, the second one consisted of 50 female Japanese learners of English at a university in Japan, which restricts the robustness of the findings. However, the main difference of this study from the previous one was that researchers sought to explore the students' perceived advantages and disadvantages about learning English from NEST as well as NNEST whereas the initial study compared the value of native-speakerness to other desirable qualities that may characterize a competent English language teacher. The results indicated that the notion of ideal teacher being a native speaker was contested and there was a positive move away from perceiving NESTs as the gold standard of oral and written language to valuing multilingual competence of NNESTs.

So far, there has been a plethora of empirical research that has examined the attitudes, beliefs and opinions of students at tertiary level with little relevant empirical studies that have looked into secondary school students' perspectives. This lack of extensive research may be explained by the inability of secondary schools to employ NESTs along with NNESTs which may require tremendous budget. As asserted by Medgyes (2001), the idea of having both types of English teachers in schools is "wishful thinking" for many countries around the world (p. 439).

One of the few studies that have explored secondary school students' perspectives on NESTs and NNESTs is the study by Sung (2014) who sought to understand the various strengths and weaknesses attributed to those teachers via in-depth semi-structured

interviews. The qualitative data indicated that the main strengths of NESTs were perceived to be the attractive teaching styles they perform, an accurate English pronunciation and the knowledge of western culture whereas their weaknesses were concerned with incompetence in teaching grammatical rules and the difficulty to develop a close relationship with students due to cultural differences. In contrast, NNESTs were viewed as being good at teaching grammar and using the students' L1 for explanation purposes while the weaknesses attached to them were their conventional teaching styles which heavily relied on textbooks and "a non-standard pronunciation" (p. 41). As Chun (2014) highlights, these traits of NESTs and NNESTs are complementary to a great extent, therefore, to maximize the effectiveness of language teaching, team teaching practices are recommended. Chun's (2014) findings in relation to the strengths of NESTs are consistent with Rao's (2010) study where Chinese university students also appreciated the pronunciation, western cultural awareness and teaching methods of their NESTs. However, students in Rao's (2010) study also highlighted several weaknesses of NESTs that served as an obstacle to their effective English language learning such as the unfamiliarity of NESTs with local cultural and educational norms, and unawareness of students' mother tongue. In this regard, NNESTs might have an advantage over their counterparts, as they are certainly expected to possess these valuable qualities.

In a much more focused study, Butler (2007) examined 312 young Korean students (Grade 6) attitudes towards the Korean-accented and American-accented English speakers. As suggested by the results, American-accented English was the preferred variety by students which was evident in the desire of students to have American-accented English teacher. However, it should be noted that the nonnative accented English did not affect the intelligibility of students.

All in all, these empirical findings imply that there has been a positive move away from the entrenched stereotype that native speakers are ideal teachers of English. This overview also suggests that students do not appear to have a strong negative view of NNESTs in both the ESL and EFL context. However, there is a dearth of research conducted in the context of Central Asia exploring secondary school students' perceptions of NESTs and NNESTs, thus it necessitates further research and, all the literature reviewed provides foundation to base further studies on.

### **Theoretical Framework**

The Language Teacher Framework developed by Walkinshaw and Duong (2012) was adapted for this study to provide a grounding base for the methods and analysis of data. The original framework includes five desirable qualities in an English language teacher: professional characteristics, personal characteristics, pedagogical characteristics, cultural characteristics and linguistic characteristics. The framework was based on Brown's (2001) list of desirable competencies of good language teacher and other prominent author's in education literature. This framework served as an analytical framework for the study that informed students' perspectives on NESTs and NNESTs.

The original discussion of desirable attributes of language teachers offered by Brown (2001) was not used for this study, primarily because it was not clear whether these good language-teaching characteristics mentioned in the list came from the research studies or literature review. The items in his list of desirable characteristics adherent to an English language teacher were not cited which otherwise could have shown their underpinnings.

Although the framework was originally designed for post-secondary school students, its adaptation with secondary school students didn't present any challenges.

## **Conclusion**

This chapter attempted to critically review and synthesize the literature drawn from multiple sources related to the issues of NESTs and NNESTS as well as ESL/EFL students' attitudes towards them. Having analyzed the literature on this topic, it can be concluded that there is not yet a clear-cut, fixed definition of a native speaker due to its problematic nature. Nevertheless, it should be noted that the term is widely used in the research.

Serious efforts have been made in the extant literature to critique the theoretical incongruity of the terms "native speaker" and "non-native speaker". Many scholars also have pointed out the negative implications of the dichotomy approach to those speakers in the ELT field starting from the marginalization of NNESTS up to the empowerment of predominantly English speaking countries.

Based on the analysis of empirical research into ESL/EFL students' perceptions of NESTs and NNESTS, it is clear that emphasis has clearly been on the students of higher educational levels and language courses with the scant research on secondary school students. These findings, nonetheless, indicate that students do not generally hold the negative attitude towards NNESTS, valuing both types of teachers for their own set of perceived strengths and weaknesses.

To sum up, the analysis of the literature helped to summarize and evaluate the state of knowledge that exists on the issues pertinent to NESTs and NNESTS. It also provided an opportunity to identify the key concept of the study and the research gap, creating the foundation for the present study. Thus, it showed that the perspectives of secondary school students have not yet been considered carefully yet. The next Methodology chapter will explore methodological decisions of this study.

### **Chapter 3: Methodology**

#### **Introduction**

This qualitative study sought to understand secondary school students' perspectives on NESTs and NNESTS, as well as to identify the perceived challenges and benefits in learning English language with those groups of teachers. The study was also designed to explore perceived strengths and weaknesses of NESTs and NNESTS. The research involved interviewing international school students who have had experiences in learning English from both NESTs and NNESTS.

The previous chapter on literature review gave a brief overview of NESTs and NNESTS dichotomy in ELT and covered some empirical research on students' views about those groups of teachers. In this chapter, the discussion centers on the methodological decisions made in regards to this study. Specifically, it aims to describe and justify research design used for the present study the data collection instruments and procedures, the data analysis, as well as the sampling strategy adopted for the research as being the most appropriate to this inquiry. The chapter will conclude by reflecting on ethical considerations maintained in this study. The limitations of the study are also discussed at the end of the chapter.

#### **Research design**

This short-term study explored secondary school students' understanding of native and non-native English speaking teachers and their learning experiences with both groups of teachers. It utilized case study design to obtain a rich picture and gain valuable insights from secondary school students concerning their English language learning experiences.

The rationale for using qualitative approach and case study design in particular resulted from several reasons. First of all, as Rossman and Rallis (2012) have noticed, there are “. . . few truths [that] constitute universal knowledge. Rather, there are multiple

perspectives about the world” (p. 36). Thus, by exploring the perspectives of secondary school students who have had English language learning experiences with NESTs and NNESTS, it was possible to gather “multiple perspectives” that helped further our understanding of students’ English language learning experiences.

Every person attaches his/her own meaning to certain events, people, objects and situations and as Cohen, Manion, and Morrison (2011) noted, they all “have meaning conferred upon them rather than possessing their own intrinsic meaning” (p. 220). As such, the present study helped to describe how secondary school students interpret their English language learning with NESTs and NNESTS, and the “meaning they attribute to their experiences” (Merriam & Tisdell, 2016, p. 15). In this particular study, the focus was on the meaning they have constructed about their English language learning experiences.

A qualitative research methodology is also warranted when the nature of the research requires exploration of a central phenomenon (Creswell, 2014). As mentioned above, this study aimed to explore secondary school students’ *English language learning experiences* with *NESTS* and *NNESTS*. These two components were the central phenomenon of this study that required exploration and understanding.

Yin (2014) claims that the type of research question posed can be a clue to one’s choice of a research method with some questions favoring one method over another. He states that “what”, “how” and “why” questions can be a justifiable rationale to undertake a qualitative exploratory study. Therefore, the research question addressed in this study such as “What are secondary school students’ experiences of English language learning with NESTs and NNESTS?” was well-suited and most appropriate to qualitative approach.

The study will employ case study design as it enables the investigator “to preserve the *multiple realities*, the different and even contradictory views of what is happening” (Stake, 1995, p. 12). Therefore, it was crucial to take the accounts of research participants

(for this matter, secondary school students), especially because their social realities and experiences can be interpreted by them differently, even contradictory. As Thomas (2011) asserts case studies not only allow the researcher to study a phenomenon or the case in-depth and within real situations, but also to see the case in its completeness by considering it from multiple perspectives. A large number of students' views, therefore, helped to look at the issue from various angles and illuminate students' experiences as English language learners with NESTs and NNESTS.

Several authors have attempted to categorize the kinds of case studies (Thomas, 2011). For instance, Stake (1995) made a distinction between a single case study (which is further divided into the intrinsic and the instrumental types of case study) and a collective (or sometimes referred as multiple) case study, which is a form of the instrumental case study. This qualitative study adopted collective case study design as it selected two cases (two international schools) jointly to show different perspectives on the issue. As in an instrumental case study, the focus in this study was on the phenomenon itself, that is, students' English language learning experiences with NESTs and NNESTS rather than on the cases (two international schools). However, as this study contained more than a single case, it used the multiple (or collective) case design. The need to use multiple case design arose out of the fact that it is considered to be an effective technique to enhance the external validity or the transferability of the findings (Merriam & Tisdell, 2016). In addition, it derived from Yin's (2016) piece of advice that one should always opt for multiple-case design as it increases the chances of doing a successful case study.

Thomas (2011) has further classified the forms of multiple case studies looking at the actual process of doing a case study. He identified two forms of multiple case studies: parallel and sequential, where in the former the cases are studied simultaneously and in the latter the cases are studied sequentially, one after the other. This study can be regarded as

an example of a parallel case study as the two cases had been studied in parallel. To be more specific, the study was carried out at two international schools during the same period, 4-15 December, 2017.

### **Research Sites and Participants of the Study**

Sampling strategy in case study design is distinguishable from that of other qualitative approaches in that the sample selection occurs twice, that is, at two levels: first, the researcher selects the case(-s) which is followed by the choice of individuals, events, situations and documents within the case(-s) (Merriam & Tisdell, 2016). In this study, the cases or the units of analysis were two international schools, within which 15 individuals (7 respondents from school X and 8 respondents from school Y) were chosen and then interviewed.

A sample within the case was not randomly selected. It was obtained both from convenience sampling and purposive (sometimes referred as purposeful) sampling before the data were gathered. First, I selected the participants on the basis of their availability and willingness to participate in the study (Creswell, 2014). Then, purposive sampling was utilized as I tried to include the cases which possessed certain characteristics to meet the needs and purpose of the study (Creswell, 2014). In particular, maximum variation sampling was used as a form of purposive sampling since the first criterion for selection of cases was "to maximize what we can learn" (Stake, 1995, p. 4). Therefore, multiple perspectives from two international school students were gathered to get a rich picture about their English language learning experiences with NESTs and NNESTs. Thus, the participants involved with this study differed in schools and grade levels.

The study was conducted at two international schools in Astana, further referred as X and Y school. These two sites have been chosen because of the feasibility and access to the participants. In addition, these schools have high-qualified, experienced international

teachers in their team of educators, including native- and non-native English speaking teachers. It is important to note that although both schools were international, school Y had a large number of international students whereas its student body was still predominantly from Kazakhstan. Thus, during school visits, it was observed that school Y had diverse mix of students compared to school X, where the vast majority of students were local. Apart from it, school X is state-funded, selecting their prospective pupils using their own entrance exam whereas school Y is a private school with its mandatory annual tuition fees.

The students who participated in this study had had a privilege to be taught by and enjoy learning from both NESTs and NNESTs. So, the criteria for recruiting participants were: 1) 2 years of study in an international school; 2) have no less than 1-year experience of learning English with NESTs and NNESTs. Provided they meet these criteria, it was hoped that they could be active capable agents who could exercise their agencies in sharing their experiences, attitudes, emotions and concerns about NESTs and NNESTs.

The focal population of this study was two groups of students at international schools in Astana aged 13-15 (see Table 1 for details of participants). As illustrated in Table 1, there were a total of fifteen participants involved in this study: 5 males (33%) and 10 females (67%). Table 1 also shows that students differed greatly in the years of learning English with NESTs, with some of them having only one-year experience of learning English with native speakers whereas other studied with NESTs for their whole formal education in school.

Table 1

*Characteristics of the participants involved in the semi-structured interviews*

Interview number	Gender	School	Age	Grade	Years of studying English	Years of studying English with NEST
1	Female	School X	14	8	6	2

2	Female	School X	13	8	8	1
3	Female	School X	14	9	4	3
4	Male	School X	14	9	9	1
5	Female	School Y	14	9	10	10
6	Female	School Y	15	9	8	7
7	Female	School X	13	8	3	1
8	Male	School Y	14	9	10	9
9	Female	School Y	15	9	9	8
10	Male	School Y	15	9	9	4
11	Female	School Y	14	9	10	6
12	Female	School Y	15	10	10	7
13	Male	School Y	15	10	9-10	9-10
14	Female	School X	15	10	5	3
15	Male	School X	15	9	9	2

### Data Collection Tools

The instrument for data collection was face-to-face, semi-structured individual interviews which helped to yield the data that might be more complex and deeper than simple responses to surveys or questionnaires about students' views on NESTs and NNESTS (Appendix B).

One of the greatest merits of interviews is that it acknowledges that data is created between humans, through social interactions (Cohen, Manion, & Morrison, 2007). It helps to get an in-depth understanding of various social and educational issues "through understanding the experience of the individuals whose lives reflect those issues" (Seidman,

2013, p. 13). As such, I was interested in understanding the lived experiences of secondary school students and the meaning they make of their experiences.

In a similar vein, Cohen et al. (2007) claims that interview is a fruitful method for data collection, “enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard” (p. 349). Thus, interviews helped me gather useful information not only expressed verbally, but non-verbally by secondary school students about their learning experiences with NESTs and NNESTs. For instance, as some interviews were conducted during an hour-long lunch break, one of the participants began to glance at her watch by the end of interview, which suggested to me that she was in a hurry, and therefore she would want the interview to be finished as early as possible. Therefore, once I realized that I went through all the questions that I intended to cover with my interview schedule/protocol, I immediately closed the interview (Thomas, 2011). Non-verbal communication also helped me to show the participants that I was trustworthy and I was interested in listening to their unique stories and experiences by maintaining good eye-contact and nodding.

This study used semi-structured interview as it provides a researcher with a capacity to respond to the new ideas of respondents immediately (Merriam & Tisdell, 2016). As such, it allowed me to follow other topical trajectories that came up during the interview whereas still having my developed questions covered. In addition, it provided me with an opportunity to introduce new themes if it was not done by a participant (Newby, 2010).

Each participant was interviewed individually. One-on-one interviews, according to Eder and Fingerson, are greatly valued by adolescents (which my participants are) rather than focus group interviews, as there were cases when individual interview data differed significantly from that of obtained through focus group interviews when interviewing the

same people about the same topic (as cited in Cohen et al., 2007). Therefore, a semi-structured interview guide approach with open-ended questions and pre-established topics, issues, and carefully created probes was used in order for participants to “feel secure to talk freely” (Cohen et al., 2007. p. 361). The interview questions were constructed and organized around the Language Teacher Characteristic framework and included questions in regards to the linguistic, pedagogical, professional, cultural and professional characteristics of NESTs and NNESTs (Walkinshaw & Duong, 2012).

### **Data Collection Procedures**

Before conducting the study itself, I completed the CITI training program to be cognizant of ethical issues that may arise while conducting research studies that involve human subjects. Next, I submitted my Ethics Review application and gathered NUGSE Ethics committee approval (Creswell, 2013). By obtaining the approval from the institutional review board, I ensured that I followed all the necessary steps in coping with ethical concerns in educational research and, therefore can move ahead with data collection (Cohen et al., 2011). At this early stage, I contacted the gatekeepers who could assist me in my endeavor. The gatekeeper is a person who plays a key role in ensuring that the researcher accesses the potential research sites and participants (Creswell, 2014). In this study, the gatekeepers were two school principals of my research sites.

Once I got the permission of school principles to do research, I distributed my advertisement letter throughout two schools to recruit participants. All the information regarding my study was revealed to my participants: I disclosed the purpose of the research, indicated that the participation in the study is voluntary, and described extensively potential benefits and risks to participants. All of these were stated on written informed consent forms that I developed for prospective participants, their parents and schoolteachers (Appendix A). This informed consent, as Howe and Moses assert, “is a

cornerstone of ethical behavior, as it respects the right of individuals to exert control over their lives and to take decisions for themselves” (as cited in Cohen et al., 2011, p. 77). The informed consent also included ethical concerns such as participants’ rights to anonymity, confidentiality, withdrawal and re-joining the study, and permission to tape-record them. Most importantly, I ensured that the participants understand research implications and all procedures involved within it, and signed the consent mindlessly.

As my study involved human subjects who have not attained the legal age of 18 for consent, and thus considered to be sensitive population, I sought to obtain consent form from their parents (Creswell, 2013). Also, I sought to gather the permission from homeroom teachers informing them that his/her class would be interviewed, but didn’t provide names of the students. This means that the informed consent forms were tailored to suit each group of participants (i.e., parents, teachers, as well as children). Prior to interviewing, all participants signed consent forms.

The time and place of interviews were negotiated beforehand, so that it didn’t intervene with participants’ classes. After assuring the interested parties that my study would cause the least disruption to the activities in the school, I conducted 15 individual interviews which varied in length from 20 to 45 minutes each. This wide variation can be explained by the fact that some of the participants had a high level of English proficiency and knowledge about the matter under the study that they spoke with confidence and up to the point.

Interviews took place in schools where my participants studied as requested by their school principals for appropriate safety precautions. All interviews were conducted in English as preferred by the participants. These interviews were then audio-taped and documented as accurately as possible. To ensure I have interpreted everything accurately, I

did member checking by allowing the participants to read my notes at the end of each interview and to correct the interpretive errors that could occur (Creswell, 2014).

### **Data Analysis Methods**

The data analysis was carried out simultaneously with data collection as suggested by Merriam and Tisdell (2016) not to feel overwhelmed when the time comes to process a voluminous pile of data. Therefore, I did some preliminary jottings during data collection by documenting my thoughts and musings for future reference (Saldana, 2013). To manage all gathered information, I organized them into separate computer files. After all data were labeled, I transcribed all audiotapes into text data by hand (Creswell, 2014). All transcripts had a hard copy and a computer file backup for data safety purposes (Merriam & Tisdell, 2016).

So far, strategies for analyzing qualitative research still have not been well defined and as Yin (2016) argues it “does not follow any cookbook” (p. 185). However, there are certain common practices that a researcher needs to follow to analyze qualitative data such as open coding and use of constant comparative method (explained as a method of interpretive inquiry) (Thomas, 2011). Therefore, to interpret the obtained data, I first engaged in open coding, where the data was divided for its major categories of information (Creswell, 2013). A code here can be succinctly defined as “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldana, 2013, p. 3). Whereas open coding means that as a researcher you are open to any emerging unit of data that you may find helpful in answering your research questions (Merriam & Tisdell, 2016). So, by moving back and forth between and within transcripts, I tried to make sense out of the data and pre-coded it by circling and highlighting the extracts from participants' interviews (Saldana, 2013). Once, I was able to assign codes to every unit of data, I started to look for patterns

in coded data, that is, the codes that repeatedly appeared in the data analysis (Saldana, 2013). The coding, then, adopted the method of constant comparison, where the data was reviewed multiple times, comparing each word and phrase with all of the other words and phrases (Thomas, 2011). It then helped me to create categories and subcategories that were responsive to my research questions (Merriam & Tisdell, 2016). To create these categories, coded data that possessed similar characteristics were grouped into “families”, as Saldana (2013) would put it (p. 9).

For instance, Beckett and Stiefvater (2009), in their qualitative study of graduate students' perceptions about non-native English-speaking teachers (NNESTs) in the USA, also created categories and subcategories through open coding. A recurring theme in the responses of all participants was the NNEST's accent. They then divided it into subcategories such as NNEST accent in classroom speech and in discipline-specific vocabulary.

Overall, fourteen significant categories were identified through the process of data analysis, which will be discussed in-depth in the next chapter.

### **Ethical Considerations**

Orb, Eisenhauer, and Wynaden (2000) assert that ethical dilemmas arise when doing any kind of research and explain ethics as “doing good and avoiding harm” (p. 93). According to them, the need to protect rights of research participants in any given research study is imperative. To reduce any psychological risk or harm in this study, I applied all appropriate ethical principles at each stage of my research, keeping in mind that ethical issues “defy easy solutions” (Glesne, 2011, p. 181). In particular, this study was driven by ethic of care which emphasizes a caring relationship between a researcher and a participant, and connects ethical codes with the concrete context (Rossman & Rallis, 2012).

The study involved minors (14-16 year olds), but there was only minimal psychological risk to the research participants, as it only used interviews. Foreseeable risks included potential psychological discomfort, fear of retribution, and emotional distress.

Some minor psychological discomfort could occur during the interview when they would be sharing their English learning experiences with NESTs and NNESTS. To eliminate this risk and avoid power imbalance, I aimed to build an easy rapport and an effective dynamic relationship with the participants. I also avoided leading questions and withheld sharing own personal impressions about my English language learning experiences with NESTs and NNESTS (Creswell, 2013).

Students could also experience fear of retribution while sharing their views on their perceived strengths and weaknesses of NESTs and NNESTS or voicing their concerns about both groups of teachers. They might have thought that teachers could retaliate against their negative feedback. However, there were multiple reminders that teachers and administrations would not know that the participating students were involved in the study. To further emphasize this point, I conducted interviews during the out-of-class time, in a place convenient and familiar to them. I provided a transparent explanation that their involvement in the study was voluntary and they could withdraw at any time without giving any reasons, and finally that it would not affect their grades in any way.

Another perceived risk was emotional distress if students could find interview questions to be sensitive. However, I designed interview in such a way that there are no questions that could possibly create emotional distress. In addition, I monitored students' behavior during the interview and if they displayed any sign of psychological stress such as showing signs of nervousness or anxiety, etc., I could stop the interview until the subjects were ready to continue. As a further measure, I could reformulate questions or skip some of them.

However, all of it was not necessary. Neither one of the participants I had interviewed showed such signs. Therefore, no interview was suspended.

To ensure confidentiality and anonymity of participants' identity, no identifiable data was collected. The names of schools were not disclosed. In order to provide anonymity and assure that any information coming from the participants will not enable others to identify those individuals, their real names were replaced by participant numbers (e.g., Participant1, Participant2). I made sure that numbers were used throughout the whole research process. Apart from it, advertisement letters were used to recruit participants anonymously (Appendix C). The audio-records, electronic documents, consent forms and notes are stored securely on my laptop with password protection to which I only have access and the laptop itself is kept in a safe place. The signed consent forms are stored in separate sealed envelopes and will be disposed after 2 years of storage. Access to data was only provided to me and my supervisor.

### **Limitations of the Study**

The methodology of this study should be viewed in the light of several limitations. First of all, the findings of this study might not be generalizable to other educational and geographic contexts as it is the common weakness inherent to qualitative case study design. Furthermore, qualitative case study research is often considered to be labor intensive and time-consuming. However, this concern arises only when case study design is confused with ethnography, which indeed requires a long time to be spent in the field (Yin, 2014). Nonetheless, it would be beneficial to see the use of other data collection tools, such as classroom observations and surveys for the exploration of the similar issues concerning NESTs and NNESTS. In addition, there was a slight gender imbalance in the sample. An equal number of females and males might have revealed more different or

similar data. Finally, the responses of the participants could have been influenced by social desirability bias (Krosnick, Judd, & Wittenbrink, 2005).

## **Chapter 4: Findings**

### **Introduction**

The chapter introduces the major findings based upon the qualitative data. The present study explored secondary school views on NESTs and NNESTs at two international schools through semi-structured interviews. To access their perspectives, following central research question has been asked: What are secondary school students' experiences of English language learning with NESTs and NNESTs? Case study method was used in this effort to analyze the data from seven respondents in school X and eight respondents in school Y.

In this chapter, a selection of extracts are presented and examined from the interviews that are paramount in illustrating how secondary school students perceive their English language learning experiences with NESTs and NNESTS, as well as the perceived strengths and weaknesses of those teachers. The findings are presented in regards to the research sub-questions that guided this study. To this end, the chapter is organized in the following way. The first part of the chapter provides a response to the sub-question 1 and adds to our understanding about challenges and benefits students experienced in English language learning with NESTs and NNESTs. The second part aligns with the sub-question 2 and presents data focusing on the strengths and weaknesses of NESTs and NNESTs as perceived by the students. The chapter will conclude by discussing some interesting findings that emerged from the data, which could inform the views of participants. It should be noted that the findings covered in relation to NESTs is presented first, which is followed by the themes covered in relation to NNESTs.

In the interview data, the participants placed a more prominent role to NESTs as it may be evidenced by the larger themes that emerged from the data analysis. Out of total 14

categories, 9 were devoted to NESTs as the respondents provided a lot of insights particularly about this group of teachers.

To allow “the interview breathe and speak for itself” (Seidman, 2013, p. 120), data in the form of meaningful chunks from transcripts were included in this chapter in support of the findings of the present study. The extracts were not corrected for any grammatical and/or punctuation mistakes.

### **Secondary school students' challenges in learning English with NESTs**

The findings revealed that secondary school students encountered different challenges in their English language learning experiences with NESTs and NNESTs. Thus, the first part of this section will present the findings on students' various challenges with NESTs, which is divided into following subheadings: cultural mismatch, difficulties in understanding NESTs' speech, embarrassment of one's poor English proficiency and expectations of NESTs.

#### **Cultural mismatch.**

The study indicates that most of the participants have experienced cultural mismatches with their NESTs as some of them were not familiar with the local contextual realities and cultural norms. This section will discuss the cases when there were incompatibilities between the child's culture and NEST's culture.

Extracts 1 (a-b) are drawn from the interviews with two respondents in school X and Y, and show a mismatch that arose as a result of diverse food habits of children and their NESTs. Consuming horse meat, traditional Kazakh ethnic dish, was a source of cultural gap that children encountered.

#### *Extract 1 (a): 'Cultural Mismatch: Food habits'*

- Researcher (R):           What do you think these teachers, native English speaking teachers could do better in their English teaching?
- Participant (P):           Sometimes native speakers don't accept that we are Kazakh people. So, they can add their point of view. It is not bad. But it is just like that we shouldn't eat horses or something like that.

They can add this.

Participant 13 confirmed this finding, suggesting that NESTs should demonstrate cultural congruence or a respect for children's cultural backgrounds:

*Extract 1 (b): 'Cultural Mismatch: Food habits'*

(P): Sometimes they should understand our cultures. I think so. It is a little bit funny when they come and they hear about our culture like eating the horse (smiling). For them it is not normal. or about some traditions, they should understand it, to feel it. [...]. They think it is really strange. But when you come to a country, you should really study about it. Because I think it will be like not respectful when you come and like: 'What is it? What are you doing?'

Extracts 1 (a-b) highlight the lack of knowledge of NESTs about their students' local culture and might suggest that NEST may sometimes be insensitive to their students' cultural traditions. This unawareness of NESTs about students' cultural backgrounds may further create situations in which children have difficulty in explaining Kazakh traditional expressions as it shall be shown in extract 1 (c) below:

*Extract 1 (c): 'Cultural Mismatch: As a cause for miscommunication'*

P: It is very difficult to describe, to, um, express our traditions to native teachers. It is very difficult because they don't understand it.

R: Do you have any specific examples of it?

P: For example, Mr. Y [NEST], it is very difficult to speak with him. Because when I say about our tradition, for example, like '*koz tisin, koz tidi*'. He just don't understand it. And it is very difficult to describe it. And he just sits like: 'I don't understand this, let's talk about other topics'.

Similar to Extracts 1 (a-b), extract 1 (c) above underscores the unfamiliarity of NESTs with local cultural context and suggests that it could cause cross-cultural miscommunication and misunderstanding between the students and a teacher. However, cultural differences can go even far and manifest itself along racial lines as Participant 1 from school X responded in this way, when asked about the disadvantages of learning English with NESTs:

*Extract 1 (d): 'Cultural Mismatch: A racial aspect'*

- P: And also, sometimes we face with misunderstandings like, um, they don't understand some jokes, our jokes. [...]. It is like, for us it is okay to be, like, to have a black skin. So, we are not racists or how to say it?
- R: Racists?
- P: Yeah! Sometimes we have jokes like: 'Oh, look at this black person' (smiling). And they [NEST] are like: 'What are you talking about?' And that's a problem. We don't, um, this person whom we call black, he doesn't say anything. He feels himself very good.
- R: Is it your groupmate?
- P: Yeah, classmate.
- R: Okay, and is he ethnically...? Kazakh, Russian or...?
- P: Kazakh (interrupting). But he has another color of his skin. So, teachers can sometimes, they can't understand our jokes. And they are like: 'Just go out of the room and think about your words'. Because we have such a rule called, um, how to say it. Sorry, I forget it.
- R: No, it is okay (smiling).
- P: Деликатность? [Delikatnost'] (Participant code-switched to Russian language)
- R: Delicacy? Being polite?
- P: Yeah, about being polite. If you just say bad words, administration can give you punishment. So, sometimes they give punishments.
- R: For this kind of jokes?
- P: Yeah.

The fact that the NEST comes from a completely different historical and cultural background where referring to a person as 'black' is not acceptable explains the ostensibly adverse reaction of NEST to the students' joke. In this response, the participant nevertheless showed her awareness of this sensitive issue for NEST and asserted that the joke doesn't imply any racial discrimination.

The extracts above suggest that the lack of understanding of students' culture may create an environment where the chances of miscommunication and misunderstanding increase significantly. However, based on the interview with Participant 5 from school Y, students also 'don't accept other people's culture'. The following extract may be

considered as an instance of gender discrimination that happened during the English class with NEST:

*Extract 1 (e): 'Cultural Mismatch: A gender discrimination'*

- P: Well, we had a subject last year in English class and it was about why women don't go to space. And due to research, women, um, they have, their impact is lessen them and the reason why women weren't sent in space was just because that was her name, she said: "Why do you think, why do you think women weren't sent to space?". And one of the, one of the guys, I clearly remember, he said: "It's because women belong in the kitchen and they shouldn't go to space. They belong with the kids and kitchen". And that stirred up some drama, I guess. And our teacher tried to tell him that that's wrong, but. That's one of the major issues in our school.
- R: Interesting. And your teacher who asked about why women weren't sent to the space, was she a native speaker?
- P: She was a native, yeah, she was from Australia.
- R: And she was really concerned with the answer of this guy?
- P: She was concerned. I mean this is not just a one-time thing. You know, the, how Hilary and Trump thing last year and our English teacher asked: 'Why do you think Trump won the vote and why Hilary lost it?' And one guy said: 'because Hilary is a woman and she can't be a president because she is weak because she is a woman.'

This situation reinforces the idea that there are many cultural mismatches that appear in diverse school setting where both the students and a teacher are exposed heavily to each other's cultural differences. It can be concluded that the extracts above undergird the importance of recognizing cultural variations in the classroom.

#### **Difficulties in understanding NESTs' speech.**

The results also suggest that students may not understand the speech of NESTs, especially at the beginning of their teaching/learning experience. As the Respondent 10 from school Y mentioned:

*Extract 2 (a): 'Difficulties in understanding NESTs' speech'*

- P: Sometimes you can't understand them when you start to like, er, when they start to teaching you. You need some time to adapt to their way of speaking.

Many students also reported having difficulties in understanding NESTs due to their fast speech and the usage of complex words. The extracts, presented below, supported this point, and are taken from Participant 2 from school X and Participant 11 from school Y respectively:

*Extract 2 (b-c): 'Difficulties in understanding NESTs' speech: Speaking with fast pace and complex words'*

- P: Sometimes it is very difficult. Because they have their accent. Another idioms, words that I cannot understand.
- P: Well, most like native speakers like they talk fast. Sometimes like it's best to talk slow because there are some native speakers who talk very fast and you don't always get what they are saying.

As Participant 11 noted above, NESTs sometimes need to slow their speech down, thus making it possible for the students to understand them.

#### **Embarrassment of one's poor English proficiency.**

Based on the responses of participants, the students with a low level of English proficiency may choose to sit silent in English classes even if they have questions for their NESTs. Participant 4 from school X highlighted this issue, explaining that this situation might not occur with NNEST as students can address him/her in their first or second language (Kazakh and Russian languages are concerned):

*Extract 2 (d): 'Embarrassment of one's poor English proficiency: As a cause for students' inhibition and anxiety'*

- P: If it is native speaker, sometimes students with not so good English are just sitting silent. If they do not understand or understand, they are just sitting silent. Because they are scared to ask the questions, if they will make mistakes or say something wrong. If it will be non-native speaker, they [students] will ask the questions on the A language or B language, it will be easier for them.

As noted above, fearful that they will be seen as incompetent in English, some students refrain from participating in class discussions. Participant 7 also shared this view, describing students as "closed" whenever the lesson is taught by a NEST.

Students, who are not proficient in English, also feel timidity and anxiety when talking to NEST and prefer to remain quiet in English classes because they are afraid of making mistakes, which in their perceptions, may upset the teacher. It is clearly evidenced by the Participant 7 from school X and Participant 6 from school Y below:

*Extract 2 (e-f): 'Embarrassment of one's poor English proficiency': As a cause for students' inhibition and anxiety'*

P: I am so shy when they say, when they want to talk with me and I have problems. And I thought that if I will have a mistake, they will, um, say that my English is not good.

P: Some students face problems like I'm afraid like that the teacher is going to be cross with me because I got this wrong. That's not true! (smiling).

These two extracts demonstrate that students are afraid of being wrong, thinking that a teacher may consider their level of English "not good". This might be related to the level of English of NESTs, which can be considered very high in relation to the students.

However, Participant 3 argued that students' inability to refer to NESTs in their first or second language is a benefit, as students may become adept at explaining things in English language.

### **Expectations of NESTs.**

Students also discussed the challenges related to the high expectations of NESTs about their abilities. For instance, Participant 6 from school Y shared that NESTs "expect more of us than we are capable of doing". Participant 1 also supported this view, lamenting that NESTs do not recognize students' struggles:

*Extract 3: 'Expectations of NESTs'*

P: There are some kind of teachers that can't wait. They are like: 'You should work faster because you are [school name] student, you should think faster, you should receive information very fast. So, I won't wait you, if you have questions, come after lessons'.

As noted above, high expectations of NESTs may pose challenges to students because they have to reschedule their plans and make an appointment with their teacher for clarification. This has also been emphasized and explained by Participant 10 from school Y, who noted that NESTs have high expectations as “they don’t realize that we are not native speakers”.

### **Secondary school students’ challenges in learning English with NNESTs**

Participants also identified challenges in learning English language with their NNESTs, however, they were relatively fewer than those connected with NESTs. The second part of this section will report on these challenges, which are NNESTs’ overreliance on course books and occasional mistakes.

#### **Overreliance on course books.**

Participants reported that NNESTs design their lesson plans around the course book which makes English classes serious and boring, to the extent that “it is difficult to try not to fall asleep in their lessons” as Participant 6 acknowledged. Concerns about the excessive dependence of NNESTs on books were also reflected in the interview of Participant 9:

*Extract 4: ‘Overreliance on course books’*

P: We had a non-native English teacher in eighth grade or so in English. And really, I really didn’t get very pleased with it. Because the lessons had the same theme every day. We use the book. We only go through the topics from the book each lesson, one page by page. We didn’t really use pen or anything, but when we have native speakers, they really have the concept of the book, but they don’t go on each point in the book. They do it as it comes from themselves. But non-native speakers, they just open the book and go on point by point. They just read it to us.

Owing to the challenge identified above, students stated that NNESTs mostly focus on grammar and reading, “the very basics” as Participant 6 put it, which is not conducive to developing their speaking skills. NESTs, on the contrary, have been described as being very flexible in structuring their lesson plans. As Participant 12 confirmed, in classes with NESTs: “You start from the grammar and this grammar can change to any topic like

school, your parents, everything". According to this student, NESTs give them more than just course book content and become enthusiastic to new themes that may emerge during the English lesson, even if it is not subject-related.

### **Occasional mistakes.**

Half of the participants claimed that they have repeatedly noticed how NNESTs do mistakes in their speech in English classes, mostly in terms of oral grammar and pronunciation. Interestingly (or unfortunately), as the interviewees noted, they start to make the same mistakes later, thinking that it is correct. For instance, Participant 1 has spelled out the implications of NNESTs' occasional mistakes on students:

*Extract 5: 'Occasional mistakes'*

P: They [NNESTs] do mistakes in grammar and pronunciation. So, we, um, I think it is bad, because when we will be in X program, when we will study X program we will have difficulties with English language and it will be because our teacher didn't say so, that is a mistake.

Referring to the X program, which is the program that gives students an international qualification to be able to enter the higher education, Participant 1 explained how NNESTs may fail to recognize the mistakes done by their students and how it may cause problems with English language in their future studies. This particular issue also resonated with the Participant 11 who told about how she made the same mistakes on the exam because of her teacher's ignorance of these mistakes during the class activities.

### **Secondary school students' benefits in learning English with NESTs**

Participants revealed two major benefits in learning English with NESTs: first, an exposure to their exemplary pronunciation model and second, their ability to deliver interesting classes.

### **NESTs as exemplary pronunciation models.**

A frequently mentioned advantage of learning with NESTs was pronunciation practice. Almost all students believed that only NESTs can teach them pronunciation whereas their counterparts may make one's accent "more Russian-like, not American" (Participant 15, school X). For instance, Participant 6 from school Y explained:

*Extract 6: 'NESTs as exemplary pronunciation models'*

P: With native English speakers, you have like a different, you can develop a different accent like a more native language-like. Like if you are Russian, that your first language is Russian and you speak with a Russian accent, not many can understand you. And if you speak English with an English accent like or American accent or New Zealand accent, most people will understand what you are trying to say, if you speak in English to them.

According to the participants, NESTs were the only ones who were eligible to teach pronunciation. Participant 10 alluded to the same idea, commenting that NESTs "can teach specific things that others can't like the accent and the way they pronounce something".

However, Participant 15, who identified English teachers from India and Asia as NESTs, revealed rather negative stance towards their pronunciation, claiming that: "Their speech is dirty and I don't like their accent". What is most striking, and perhaps a bit controversial, is that this student mentioned the theme of pronunciation earlier in the interview confirming other participants' views that NESTs allow students to practice and improve their English accent.

### **Delivering interesting classes.**

The majority of participants praised the ability of NESTs to deliver interesting classes, pointing out their creative approach to teaching English language. Participant 2 from school X cited an example of creative method of greeting their teacher:

*Extract 7: 'Delivering interesting classes'*

P: For example, our lessons start with attendance. For example, we should say with the voice of minions: 'I'm here!'. Or we should say like Santa Clause, and it is very interesting.

According to the respondents, NESTs also use a variety of visual aids such as presentations, videos and illustrations to make their lessons engaging for students and to facilitate the language teaching. As a result, as Participant 9 from school Y emphasized, “students look forward to the lessons [with NESTs] rather than being sad about it”.

### **Secondary school students' benefits in learning English with NNESTs**

The respondents also identified several benefits in regards to the English language learning with NNESTs, which is further organized in the following way: the ability to use students' L1, L2, cultural similarities and anticipating students' language difficulties.

#### **The ability to use students' L1, L2.**

The linguistic competence of NNESTs in students' L1 and L2 (Kazakh and Russian languages are concerned) is the primary benefit that the vast majority of respondents stressed. For example, Participant 4 described NNESTs as “universal teachers”, explaining further that “if native speakers is only on English, non-native English speakers try to explain on all languages like Russian, Kazakh, English”. Similarly, Participant 1 also agreed that this shared competence in students' L1, L2 is the main advantage of NNESTs over NESTs, commenting:

*Extract 8 (a): 'The ability to use students' L1, L2'*

P: If you don't understand something in English, they are, like, they [NNEST] can explain you in Kazakh or in Russian, but this native English teacher cannot do it. He just give material and explain it, like: 'I cannot explain you if you don't understand definition'.

It must be added, however, that 2 participants out of 15 had mixed feelings regarding the usage of Kazakh and Russian languages in English classes. The extracts below underline this rather controversial issue of using mother tongue (or sometimes second language of students) during English classes:

*Extract 8 (b-c): 'The ability to use students' L1, L2'*

- P: Sometimes when they [NNESTs], um, talk on the other languages except of English, it is bad. But sometimes it is, they [NNESTs] are trying to give you knowledge, teach you something. It is very appreciated.
- P: Strength is when they [NNESTs], um, with them, we, for example, one years ago, we talked with Ms. Z [NNEST] and she is very kind. And for example, when I didn't know some words, she can translate it. But I think that's not good because we should try to remember these words.

Participant 3 raised yet another issue about the usage of students' mother tongue in English classes. The student expressed her concerns about the accuracy of the translation as she had experienced it in the past while she was studying in primary grades: "they [NNESTs] can, um, translate that words not appropriate or use them not appropriate as my teacher [NNESTs] from first grades". She, then, also spoke of her teacher from first grades, noting that she could even use translator google in classes to provide translation of English words for students.

#### **Anticipating students' language difficulties.**

The findings suggest that NNESTs can better anticipate students' linguistic problems as they have themselves gone through English language learning process. Participants believe that NNESTs better understand the struggles that students might have in English language because it is not their first language as well. Cognizant of potential trouble spots for students, NNESTs can easily recognize students that are struggling to learn a new language element and help learners by making them participate in the discussion. The following extract from Participant 4 may exemplify this:

#### *Extract 9: 'Anticipating students' language difficulties'*

- P: Non-native speakers sometimes do not ask from them [active students], they ask from the students that do not understand. That way they, um, trying to help them, for that type of students that do not understand. To share with their ideas, what they need to improve in the future. That way, I think that those students that were closed are starting to be active, too.

Later in the interview, this student added that NESTs do not usually pay attention to those “closed” students as they are simply not able to identify them. On the contrary, NNESTs are aware of those language pitfalls and therefore, their first-hand experience may help students overcome those difficulties.

### **Strengths of NESTs as perceived by students**

Since the study aimed to explore perceptions of students on strengths of NESTs and NNESTs, this part of the chapter will present the findings on strengths of NESTs. Students have identified following strengths of NESTs: friendly personality and linguistic knowledge.

#### **Friendly personality.**

The findings indicate that students value a friendly personality of their NESTs. More than half of the participants highlighted that NESTs are capable of developing positive and friendly relationship with them. For instance, Participant 2 claimed that students can easily communicate with their NESTs and it is nowhere “like when Presidents and deputies are talking with each other. It is like student talks with students, or friends with friends”. Similarly, in a discussion of what makes NESTs different from NNESTs, Participant 1 distinguished the affectionate nature of NESTs in comparison to their counterparts:

*Extract 10 (a): ‘Friendly personality’*

P: Their [NESTs] mentality is different from ours. That is why, for example, our non-native speakers, teachers of English cannot just hug us [as NESTs do]. But others [NESTs] are like: ‘Oh, you are welcome, if you have problems, just come here and say to me, I am your friend.

In describing a friendly personality of NESTs, Participant 1 positions hugging as a way of showing fondness that seems to be inappropriate for their NNESTs. Consistent with this response, Participant 5 also pointed out the difference between NESTs and NNESTs:

*Extract 10 (b): 'Friendly personality'*

- P: Because, you know, in Kazakhstan, the teachers, they [NNESTs] put themselves higher than the students. And here, if there are native speakers, they don't really have those standards. They consider you their friend.

These extracts so far show how a certain teacher personality trait as being friendly is valued by students. In general, students perceived NESTs as being “very fun” and “very energetic” (Participant 6). Participant 15 from school X also drew special attention to differences in individual features between NESTs and NNESTs, describing NESTs as being tolerant:

*Extract 10 (c): 'Friendly personality: the tolerant personality'*

- P: If you will compare the response of our teachers and the teacher from America about LGBT community. Our teachers, they, like they hate LGBT and they think like no, you shouldn't do that. But the teachers from America, they are like more tolerant and they think it is okay.

It may be interesting to indicate that these desirable qualities of NESTs can be an obstacle to effective English language learning, as illustrated in the extract below:

*Extract 10 (d): 'Friendly personality: When strength can be a weakness'*

- P: Sometimes we are like: 'Oh, this teacher is also kind and friendly', and we just talk, stop studying his [NESTs'] subject (smiling), and we have problems with this subject.

In her answer, Participant 1 above explains how students might take advantage of their NESTs' kindness and friendliness, and consequently, stop learning English language. However, in general, friendly personality of NESTs was perceived as conducive to the creation of positive, productive learning environment.

**Linguistic knowledge.**

The main strength attributed to NESTs was their superior English language proficiency, especially a wide range of knowledge of vocabulary that they possess. All participants unanimously agreed that only NESTs can teach students specific terms, slangs,

idiomatic expressions and colloquial language because “their [NESTs'] vocabulary is more expanded than the non-native speakers, so we can learn more words from them”

(Participant 9). Students believed that NESTs have a more expanded vocabulary than their counterparts, as evidenced in the words of Participant 5 on the advantages of learning English with NESTs:

*Extract 11: 'Linguistic knowledge'*

P: There are phrases in English which, they [NNESTs] don't teach you those, you just have to grasp them as, um, just phrases which a non-native speaker would not know because they didn't talk to other native speakers.

The assumption that the student above makes about “phrases which a non-native speaker wouldn't know” because NNESTs do not usually talk to NESTs reinforces the reasoning behind students' views that only NESTs can teach those kind of vocabulary. According to Participant 3, an extensive vocabulary of NESTs can be explained by the fact that “it is their [NESTs] language, so, they know it better than English teachers [NNESTs]”.

### **Strengths of NNESTs as perceived by students**

Participants revealed that NNESTs, owing to their various cultural affinities with students, provided the type of classroom where they felt safe, comfortable and free to express themselves. It was the one and only strength attributed to NNESTs, to which I turn next.

#### **Cultural similarities.**

Due to their similar cultural background, students ascribed a greater value to NNESTs, explaining that “they understand our mentality because they are Kazakhs or Russians” (Participant 14). These cultural similarities, on the accounts of participants, lead to an increased and effective communication as it enables NNESTs provide culture-related

examples. A striking instance of how shared cultural schemas can enhance communication between NNESTs and students was given by Participant 1:

*Extract 12: 'Cultural similarities'*

P: When, we, for example, learned about communism. They just, um, our teacher said, non-native English teacher said that: 'In communism, we have no *Agashkas*, like *Make*, *Bake* and etc'. It was really funny (smiling).

Before this example, Participant 1 stated that the concept of communism was not clear after the explanation of NEST, as he was trying to explain this term giving examples from his culture and using advanced vocabulary. However, NNEST made the term "communism" clear relying on cultural background information about her students and using a bit of humor.

Apart from it, students felt more comfortable with NNESTs due to their various cultural affinities which allowed them to behave freely in classes. To be more specific, NNESTs made students feel relaxed in addressing and asking questions from them. For instance, Participant 7, stressing the kindness of NNESTs, told about how she could speak quite freely with NNEST even though she was very shy:

*Extract 12 (a): 'Cultural similarities: high level of comfort'*

P: I can speak with her [NNEST] freely. Free because she can explain what my mistakes are and how I should improve but I know that teachers from another countries can explain it, too. But I think for me, I will feel more comfortable when teacher from Kazakhstan will explain me about my mistakes.

However, Participant 8 shared his observation about how students acted up, most of the time disruptively, because they felt comfortable when NNEST was in the classroom:

*Extract 12 (b): 'Cultural similarities: high level of comfort'*

P: Well, generally, if there is a native English speaker, the class is more, um, how do I say this, they are not as naughty because I don't know why, but every time there is a local teacher [NNEST], it seems if the class sort of like plays up.

Furthermore, this participant stated that it was the typical behavior of his classmates whenever NNESTs would be in the class. However, students becoming “naughty” during the English classes may also signal how comfortable they felt with NNESTs in the classroom.

### **Weaknesses of NESTs and NNESTs as perceived by students**

Participants revealed one weakness for NESTs as being lazy and another one for NNESTs as having a bad accent, which will be discussed further.

#### **Laziness of NESTs.**

A small number of those interviewed indicated that sometimes NESTs may not prepare for the lessons adequately, which lead students to view them as “lazy”. Participant 8’s revelation about his NEST in the past echoed this deficit view of NESTs:

#### *Extract 13: ‘Laziness of NESTs’*

- P: They [NESTs] don’t tend to, um, how it is called, challenge students as much. They just give out the work and then they just don’t really do anything else.
- R: Was that your experience?
- P: Um, I’ve had that experience last year.
- R: Can you tell me about it?
- P: So, sometimes if people finish the work, they [NESTs] didn’t really have any other work assigned. So, you really just didn’t do anything. You just sat down and did nothing.

This participant commented further that most of the time students, who finished the given assignments by NESTs, waited till their other classmates finished to proceed further or waited till the end of the lesson, as NESTs didn’t have anything else to be done. The reason behind this “laziness”, in the perceptions of participants, could be due to the fact that they teach their first language as a second or even foreign language to students. Therefore, NESTs might not always organize their classes properly.

#### **Bad accent of NNESTs.**

The findings suggest that NNESTs are perceived by students as having a “bad” or a “strong” accent. As it was in the case of NESTs, students may also face difficulty in understanding NNESTs’ speech because of their accent (Participant 6, school Y). For example, Participant 13 claimed that the pronunciation of NNEST “is bad and sometimes they [NNESTs] pronounce something a bit differently or incorrect”. Participant 2 also expressed a similar position:

*Extract 14: ‘Bad accent of NNESTs’*

- P: Sometimes, there, um, some accents that are really worse and you just don’t want to listen your teacher. That’s all.  
 R: Have you come across these kinds of accents in this school?  
 P: Yes. There was one teacher. She is from Kazakhstan. And she has got very interesting and specific accent. So, it was very hard for me to listen her.

As mentioned earlier in this chapter, students felt that they would better learn English pronunciation from NESTs, especially if the accent of NNESTs were unintelligible.

### **Interesting findings**

This section includes a strand of participants’ commentaries that were not foreseen when embarking on this study. Although it was not the primary focus of this study, one of the main questions in the interview protocol was the understandings of the students about native English speakers. In other words, participants were asked to identify how they would define the term “native speaker”. The definition varied across participants, however, there were several agreements on who can be referred as a native speaker of English. Some of the characteristics ascribed to a native speaker were: 1) to be from or to be born in a foreign country; 2) to have English language as a first or a second language; 3) to think in English and choose English over other languages (e.g., if one has the same book in two different languages, he/she would choose the English version).

Nevertheless, what was most striking in participants' responses was the list of countries mentioned as the places where native English speakers should come from. The majority of the students from Y school believed that native English speakers should come from countries where English language has a strong position, referring to countries commonly known as English-speaking countries such as United Kingdom, the USA, New Zealand, Australia and Canada. However, several students from X school considered people from countries such as France, Germany, Columbia, the Philippines and India to be native English speakers. It was interesting to see how the participants from school Y were quick to name the inner circle countries as English-speaking countries whereas participants from school X considered people from outer circles (e.g., post-colonial nation of India) as native speakers of English. These differences in the perceptions of students might be explained by the type of school they attend. School X is state-funded school which culls all of their prospective students based on an entrance examination, whereas school Y is a private school with its mandatory annual tuition fees. Assuming that parents of students from school Y have the means to pay for private schooling, it might be suggested that they come from a higher socio-economic status, which allowed them to study abroad. As a matter of fact, during interviews, students from school Y had often relied on their prior language learning experiences in English-speaking countries when sharing their views on NESTs and NNESTS. Thus, it might be suggested that the native speakers of English they encountered in the past were predominantly from inner circle countries which affected their perception of the term "native speaker". Certainly, participants attributed other characteristics to native English speakers and therefore, these findings do not suggest that one should come from a particular place to be considered a native speaker of a language.

Despite empirical evidence that there has been a positive shift in the views of students about NNESTS, suggesting that students no longer view native speakers as ideal

teachers, the present findings also revealed that there is still a prevalent view in Kazakhstan that NESTs make better teachers of English. The findings demonstrated that just over half of the students (8 out of 15) explicitly state their preferences for NESTs, claiming that NESTs are “more professional” (Participant 10), “more educated” (Participant 11), “more experts in English than our teachers [NNESTs]” (Participant 1). Two participants even went that far to conclude that NNESTs will never be the same with NESTs, regardless of how hard they might try (Participant 9; Participant 15). In particular, students have privileged English language proficiency of NESTs because they believed that “their English is just generally better” (Participant 5).

### **Conclusion**

The analysis has shown that secondary school students can be sources of rich experiences as they were able to share various benefits received and challenges faced while learning English language with NESTs and NNESTs. The findings also helped to understand what were some of the perceived strengths and weaknesses of both groups of teachers. The given findings from the research will be discussed in the next chapter and where applicable, will connect the literature and theoretical framework to it.

## **Chapter 5: Discussion**

### **Introduction**

This study utilized qualitative methods to explore the English language learning experiences of 15 secondary school students with NESTs and NNESTS attending two international schools. A semi-structured interview protocol was used to examine the following research question that guided this study:

What are secondary school students' experiences of English language learning with NESTs and NNESTS?

In Chapter 4 of this dissertation, findings of the qualitative data about secondary school students' views on NESTs and NNESTS were presented and analyzed. In this chapter, the findings from prior research are incorporated to establish whether the results of this study are consistent with the previous research. Along with this, findings are discussed in relation to the items in the Language Teacher Characteristic framework (Walkinshaw & Duong, 2012). Recommendations are also presented throughout the chapter.

This chapter is structured in a similar way to the findings chapter, which was organized around the larger categories that emerged from the data analysis. The sections in this chapter are in line with research sub-questions posed in the study.

### **Secondary school students' challenges in learning English with NESTs**

The findings indicated that students encountered cultural mismatch when the beliefs, values and various cultural norms of NESTs were in conflict with the local context. Canagarajah (1999) speculated on this issue of cultural gaps between students and NESTs, stating that it could be explained by the excessive emphasis on the linguistic proficiency of the native teacher which exempts them from developing an adequate cross-cultural competency. Phillipson (1992) also articulated on the challenge of cultural differences and argued that teacher preparation programs are ineffective in providing education in

sociology and cultural studies. In a similar vein, Celik (2006), pointing out the insensitivity of NESTs to students' culture, claimed that the unfamiliarity of NESTs with the local context might make students feel that their identities are jeopardized, which certainly does not contribute to a positive language learning environment. This unfamiliarity of NESTs with students' cultural background has also been reported in the findings of previous research as a common disadvantage of learning from a NEST (Chun, 2014; Medgyes, 2001; Rao, 2010; Sung, 2014; Walkinshaw & Duong, 2012; Walkinshaw & Oanh, 2014). However, a finding which has not been mentioned in earlier studies, and thus categorized as unexpected, was that this cultural mismatch may manifest itself along racial lines, when the student's joke was misinterpreted by her NEST as racially-charged one. Specifically, a NEST asked the student to leave the classroom and think about how referring to a person as black is inappropriate. Nevertheless, according to the student, she didn't mean to offend anyone and the classmate whom she addressed as black was not offended, too. As the student further explained, it is common in our culture to have a black skin and to be called black whereas in the culture of her NEST, this kind of joke implies racial discrimination. This cultural gap created a tension between the student and a teacher, highlighting the importance of recognizing cultural variables within schools. It is, therefore, essential for teachers to seek ways of teaching and discussing differences in schools by "engaging in a critical pedagogy through multicultural and antiracist lenses", which should go beyond simply incorporating cultural activities to classroom practices (Ajodhia-Andrews, 2013, p. 44). However, this does not only relate to teachers, as students might also be unaware of the cultural differences within schools, as reported in this study. To address this challenge, students should also engage in transformational learning process by exploring and discussing diverse worldviews from multiple perspectives (Ajodhia-Andrews, 2013). Placing this discussion within the theoretical framework, this finding reinforces the

importance of being familiar with the students' local culture and falls under the category of cultural characteristics in the Language Teacher Characteristic Framework. Thus, it could be stated that the knowledge of students' cultural background can be considered as one of the good qualities of successful language teachers as it can help to prevent problems related to cross-cultural misunderstandings.

Another challenge frequently mentioned by students was the difficulties they faced with the comprehension of NESTs' speech. Drawing on the previous research, Butler (2007) presents several factors that may affect the listener's intelligibility of speech such as pronunciation, grammar and listener's awareness of a specific accent, the topic and/or a particular speaker. However, she notifies that these findings were drawn from native speakers, and therefore, it might not be applicable to nonnative listeners' ability to understand various types of foreign-accented speech. However, the present study suggests that this lack of intelligibility may be caused by factors such as the fast speech of NESTs and the usage of advanced words. The findings also indicated that the difficulties in students' listening comprehension are highly likely to occur at the beginning of their English language learning/teaching experience. This finding correlates with that of Madrid and Canado (2004) in that NESTs were also perceived to be difficult to comprehend in the early grades. This finding might also be supported by Chun's (2014) study on Korean EFL students, where NESTs were perceived to be more appropriate for advanced-level students than to students at the beginning stage of their learning as students with an elementary level of English may not properly understand the speech of NESTs. Moreover, as Moussu and Llurda (2008) argues, a great deal of NESTs might be far less intelligible in international contexts than well-trained, educated NNESTS, especially if NESTs "speak fairly local or substandard varieties of the language, and whose language is hardly intelligible for speakers of other varieties of English" (p. 318). Discussing this finding

from a theoretical point of view, it may fall under the category of linguistic characteristics (defined as fluency in speaking and understanding English) and suggests that the linguistic proficiency of language teachers should be developed in such a way that it is intelligible to a wide variety of learners, including non-native ones. In addition, it could be recommended that language teachers constantly ask questions of students to gauge their comprehension.

It was also found out that the students with a poor level of English proficiency feel anxiety and choose to remain quiet in NEST-fronted classrooms. This pattern could be explained by the findings of Pae (2016) which reported that Korean university students feel significantly higher levels of English language anxiety with NESTs than with NNESTs. Interestingly, this finding contradicts to Sung's (2014) study where participants reported more willingness to speak without getting anxious in NEST-fronted classrooms, as their teachers were able to provide a nice, relaxed teaching atmosphere. It is suggested that teachers are patient in working with students at lower levels of English, valuing their abilities (Brown, 2001). Situating this finding within the theoretical framework, it might be applied to the professional characteristic of language educators which is explained as teaching qualifications relevant to EFL context. Perhaps, if NESTs had had some teaching experience in the EFL context and understood what it is like to learn a foreign language, they would have been able to understand the struggles of students with a low level of English proficiency. Thus, they would be able to be sensitive to students of lesser ability by showing warmth and inviting them to participate in class activities without feeling language anxiety (Brown, 2001).

Another interesting finding in regards to the students' challenges in learning English with NESTs was that they were perceived to have high expectations of their students, thereby providing support to the findings of Medgyes (2001). Medgyes (2001) contends that this situation might not occur with NNESTs because they are well-

acquainted with the local learning/teaching context, and therefore, “are in a position to set realistic aims for students” (p. 438). Indeed, students in the given study expressed their concerns that NESTs do not recognize their struggles and treat them as native speakers of English, asking for more than they are capable of. Discussing it from a theoretical perspective, this finding also falls under the category of professional characteristics, which emphasizes the importance of having teaching experience relevant to EFL context for language teachers. Thus, if NESTs had been familiar with the foreign language teaching/learning context, they would have been able to set age-appropriate and context-relevant expectations for their students.

### **Secondary school students' challenges in learning English with NNESTS**

It was revealed that NNESTS tended to overuse the course books by structuring their lessons around them. A possible rationale to explain why NNESTS rely very much on course books might be that these teaching materials provide them the sense of security (Medgyes, 2001). Medgyes (2001) explains that NNESTS' classes might revolve around the course books because they are concerned with their linguistic difficulties, and therefore, hesitant to diverge from the course book content. Another possible reason for NNESTS' choice to use course books as their main resource could be a lack of confidence, as suggested by Celik (2006). In fact, he claims that NNESTS rarely make use of the computer or other similar technological devices to foster students' language learning, preferring to focus on teaching grammar explicitly. However, as students in this study acknowledged, the constant use of course books in English lessons might make them get bored. In a similar way, participants in Ling and Braine's (2007) study also indicated the shortcoming of NNESTS as their overreliance on textbooks. This finding also lends support to Sung's (2014) study in that the teaching materials of NNESTS were not perceived positively by students in his sample, too. As such, it is recommended for NNESTS to use

other alternative materials to create a positive learning environment that will keep students stimulated. Looking at this issue from a theoretical account, it falls under the category of pedagogical characteristics, which emphasize the importance of delivering interesting, informative classes. It might be suggested that NNESTs focus more on designing effective lesson plans and incorporating various materials into their teaching approach to make it more attractive to students.

Another interesting point of discussion pertains to the finding about the perceived challenge in learning English with NNESTs which included occasional grammar mistakes in their speech. This corresponds to the finding of Sung (2014) where students also noted inaccurate grammar of their NNESTs in their spoken English. However, this study revealed that it could have an adverse effect on students' speech as they might begin to make the same mistakes as their NNESTs later. What is more striking here is that NNESTs did not address students' mistakes, perhaps, as they were simply not able to detect them. In this sense, this finding is somewhat different from Ling and Braine's (2007) study where students, on the contrary, lamented that NNESTs over-correct them, thus making them feel stressed. It also contradicts to Medgyes' (2001) statement that NNESTs "are notorious for penalizing errors, grammatical errors in particular, probably because they regard English primarily as a school subject to be mastered" (p. 438). However, it is always better to develop strategies that prevent errors from happening in the first place than dealing with error correction later (Medgyes, 2001). This finding only supports the importance of linguistic characteristics from the Language Teacher Characteristics framework, which states that good language teachers should have advanced communicative competence in the language they teach.

**Secondary school students' benefits in learning English with NESTs**

The most common perceived benefit in learning English with NESTs was an exposure to their pronunciation whereas their classes were positioned as the only places where students could practice English pronunciation. This finding seemed to indicate the presence of native speaker fallacy (Phillipson, 1992), as students believed that the pronunciation is best taught by NESTs which reinforced the belief that NESTs serve better as an exemplary linguistic model. According to Canagarajah (1999), this fallacy should be contested because “if it is one’s accent and pronunciation that qualify one to be a teacher, then the sense of professionalism developed in ESL is flimsy” (p. 84). Thus, the superiority of NESTs in terms of pronunciation may excuse them from developing other equally significant pedagogical skills pertinent to their professional practice (Canagarajah, 1999). This issue is also true for other contexts: the perceived advantage of NESTs as the teaching of pronunciation have also been found in earlier research (Sung, 2014; Walkinshaw & Duong, 2012; Walkinshaw & Oanh, 2014;). This finding might be attributed to linguistic characteristics from the Language Teacher Characteristic framework, as fluency in speaking English presupposes intelligible pronunciation, which from the viewpoints of students, NESTs have. Nevertheless, it could be argued that the key thing in pronunciation is not just to provide a good model to students but also to know the mechanics of pronunciation, which a NNEST could know better than a NEST as they have learnt it more explicitly.

Another frequent benefit in learning English with NESTs based on interviews with students was their ability to deliver interesting classes. Through their various examples, students illustrated the creative approach of NESTs to English teaching which was not limited to a great variety of activities they employ, but also included the integration of visual aids. This finding resembles the previous studies into NESTs and NNESTS, where

students highly appreciated teaching styles of NESTs (Chun, 2014; Sung, 2014;). It is also consistent with the pedagogical characteristics from the Language Teacher Characteristic framework, which highlights the ability of teachers to deliver interesting and informative classes.

### **Secondary school students' benefits in learning English with NNESTS**

Data analysis suggested that students viewed the ability of NNESTS to resort to students' L1, L2 as a primary benefit in learning English with them. Though, this strength of NNESTS as the usage of students' mother tongue(-s) was at a time one of the controversial issues in ELT field, however, since the 1990s, it was proven to be a powerful teaching tool (Medgyes, 2001). In fact, earlier, positioning the first language of NNESTS as a valuable resource, Canagarajah (1999) asserted that NNEST can build on their multilingual competence and develop a deep metalinguistic awareness to maximize their teaching effectiveness. Thus, it may help NNESTS address "student concerns regarding language maintenance, identity conflict, and cultural clash" and contribute to the effective integration of English into their extant language repertoires (Canagarajah, 1999, p. 80). However, Boecher (2005) argues that it may only take place provided the classroom is monolingual. In this study, however, students could share their L1 and L2 with their non-native teachers. As such, students involved in this study were bi-/multilingual speakers, competent in two languages simultaneously as well as their NNESTS. In this regard, this finding is somewhat different from Sung's (2014) study whose participants shared only L1 with their NNESTS. A possible reason for such a discrepancy might be due to the fact that Kazakhstan is largely a bilingual society, with Kazakh being a state language and Russian being an official language of the country. Therefore, it should be noted that this finding would only apply to NNESTS in Kazakhstan who can speak Kazakh and Russian languages. This finding is categorized as an unexpected one as it was not predicted by the

theoretical framework used in this study. A possible reason for this may be due to the fact that the usage of mother tongue during English classes was seen as a problem rather than a valuable resource in enhancing students' language learning in the past. In fact, the use of code-switching in English classes is still a hotly debated topic (Sali, 2014).

NNESTs were also perceived to better anticipate students' linguistic difficulties as they have themselves gone through the process of mastering the English language. According to Medgyes (2001), NNESTs have this intrinsic sixth sense or anticipatory devices that help them predict and prevent students' language difficulties. He also contends that the knowledge of local language and students' cultural background may supply information to NNESTs about possible problematic language elements for their students. In addition, Boecher (2005) claims that NNESTs can make the most of their capacity to identify potential trouble spots for students by developing effective curricula and lesson outlines. This is in line with what Celik (2006) reported in his observations about Turkish non-native teachers of English, who could easily create remedies into their syllabi and lesson plans to prevent areas of potential difficulty to students. Students in Sung's (2014) study also reported how NNESTs could relate to their language learning needs by showing empathy to their problems and suggesting the most appropriate learning strategies. This finding might be in line with the professional characteristics from the Language Teacher Characteristic Framework, which underlines the importance of teaching experience of language educators. This teaching experience in turn might help them understand students' linguistic needs more effectively.

### **Strengths of NESTs as perceived by students**

The study revealed that the perceived strength of NESTs was concerned with their friendly personality which helped them to build positive, respectful teacher-student relationships. A point to note here is that students compared NNESTs unfavorably with

NESTs in this regard, stating that the former one is more serious and formal. This finding, therefore, supports Medgyes' (2001) assertion that NNESTs tend to be stricter and more demanding than their NEST counterparts owing to their familiarity with the local context, which may explicitly focus on language examinations. Another possible explanation for this finding could be NESTs' casual attitudes in class, which was reported in Chun's (2014) study where Korean college students described NESTs as casual. Within the Language Teacher Characteristic Framework, this finding falls under the category of personal characteristics, which stresses the importance of being friendly and flexible for language teachers. However, this strength of NESTs seems to be under-reported in the literature. In this sense, it is essential that the personal strengths of NESTs are acknowledged more frequently in research.

The results of the present study also showed that NESTs were perceived to be superior in terms of English language proficiency, especially in relation to their vocabulary skills. In particular, students noted their ability to teach idiomatically appropriate language, colloquial expressions and slangs more effectively than NNESTs. This finding was corroborated by Sung's (2014) study in the Korean EFL context, where students considered NESTs' strong competence in English vocabulary as their unique sociocultural strength. The finding also reflects the linguistic characteristics of good language teachers from the Language Teacher Characteristic Framework. However, one of the issues that emerges from this finding is that the perceived superiority of NESTs in terms of linguistic ability might make NNESTs feel insecure, as this strength is "the major argument in favor of NESTs" (Boecher, 2005, p. 70). This statement can be further supported by Medgyes' (2001) survey which revealed that vocabulary along with the appropriate use of English are the biggest challenges for NNESTs.

**Strengths of NNESTs as perceived by students**

Turning to the students' perceptions on NNESTs, the data analysis indicated that the only perceived NNESTs' strength include their shared cultural schemas with students, which further leads to an easy and effective communication. For instance, participants shared how NNESTs use culture-related examples in the elucidation of complex concepts. Walkinshaw and Oanh (2014) support this finding stating that students who share similar cultures with their teacher "can judge more easily how to frame requests or opinions, what topic restrictions exist, and when to take or relinquish the floor" (p. 6). In fact, students in this study also felt comfortable in addressing NNESTs and asking questions from them in class. Thus, this finding supports the Language Teacher Characteristic Framework in that it also highlights the importance of being familiar with the students' culture for effective language teachers. In addition, the knowledge of students' background information might also help NNESTs to act in agreement with the cultural expectations of the parents and schools (Celik, 2006). However, this statement of Celik (2006) cannot be confirmed as the parents and schools were not involved in this study. Nevertheless, the present study could support the idea of Medgyes (2001) who claimed that NNESTs' shared cultural backgrounds with students helps them to strengthen their teaching performance as they are better equipped to foresee and prevent the challenges that might arise out of cross-cultural difficulties (Medgyes, 2001). As such, students in this study didn't report any challenges related to cross-cultural misunderstandings/conflict with their NNESTs.

**Weaknesses of NESTs and NNESTs as perceived by students**

Surprisingly, NESTs were perceived to be lazy as students reported that sometimes they were not thoroughly prepared for the lessons. This was an interesting finding because students perceived NESTs positively in terms of their teaching methods, as reported earlier in this chapter. In this regard, this finding is consistent with the study of Chun (2014),

which revealed that NESTs were perceived to be unprepared for classes due to their casual attitudes. This is despite the fact that students in his study previously agreed that NESTs use a greater variety of teaching strategies than their NNEST counterparts. This finding also reinforces the importance of language teacher's ability to deliver informative classes and falls under the category of pedagogical characteristics from the theoretical framework. Thus, it might be suggested that language teachers have a well-prepared, informed approach to their teaching.

With regard to the weaknesses of NNESTs, the majority commented that they would rather prefer NESTs to teach English pronunciation as NNESTs were perceived to speak with an inaccurate pronunciation. This finding supports an earlier study of Sung (2014), where NNESTs' primary linguistic weakness was concerned with their non-standard pronunciation, from the students' viewpoints. The present finding also seems to be consistent with Chun's (2014) study which found that some students (22% of the whole sample) believed that their Korean English teacher might influence their linguistic abilities negatively. In a similar vein, one student involved in this study expressed the view that NNESTs may make his accent more-Russian like, not the American one, which he would like to attain. In this respect, this finding might have negative implications for NNESTs to whom the area of pronunciation is particularly problematic. For instance, students' deficit views of NNESTs' pronunciation might make them feel compelled to conform to the native standards (Boecher, 2005). According to Canagarajah (1999), they may feel pressured to spend enormous amount of time, putting much effort into the attainment of native-like pronunciation while being obsessed with the only question of how they can lose their accent instead of asking themselves 'How can I be a successful teacher?' (p. 84). In this sense, this finding falls under the category of linguistic characteristics from the Language Teacher Characteristic Framework that emphasizes the importance of being

fluent in English for language educators. Thus, language teachers who would like to be successful in the ELT profession should try to develop advanced competence in speaking English, which include, but not limited to cultivating a broadly intelligible accent.

However, it is suggested that the sense of professionalism and expertise in the ELT field is not narrowly defined in terms of one's pronunciation, which only reinforces the native speaker fallacy (Canagarajah, 1999). As such, linguistic status of teachers should not be over-emphasized at the expense of neglecting other equally important credentials related to the ELT field (Brutt-Griffler & Samimy, 1999).

### **Conclusion**

It can be concluded that the perceived challenges and benefits in learning English with NESTs and NNESTs, as well as their perceived strengths and weaknesses are largely complementary (Sung, 2014). Therefore, various forms of collaboration and team teaching practices are recommended to maximize the effectiveness of English language teaching (Celik, 2006; Medgyes, 2001; Sung, 2014).

## **Chapter 6: Conclusion**

### **Introduction**

This study sought to understand the language learning experiences of secondary schools at two international schools in Astana via semi-structured interviews. To achieve this purpose and answer the overarching research question, the following sub-questions were addressed:

What challenges and benefits do secondary school students identify about learning English from NESTs and NNESTS?

What are secondary school students' perceptions on strengths and weaknesses of NESTs and NNESTS?

The previous chapter discussed the findings from the empirical analysis in relation to the prior research and Language Teacher Characteristic framework used in the given study. In this chapter, the conclusions are drawn from the main findings, recommendations are given to various stakeholders and implications for further research are discussed.

### **Revisiting Research Questions**

**What challenges and benefits do secondary school students identify about learning English from NESTs and NNESTS?**

First of all, the study revealed that the challenges encountered in learning English with NESTs include cultural mismatch, difficulties in understanding their speech, students' embarrassment of their English proficiency and the high expectations set by NESTs. However, a point to highlight is that perceived cultural differences with NESTs may not only affect the teacher-student relationship as evident from participants' interviews, but it might also create significant barriers to effective language learning as it was the common source of misunderstandings for students and teachers as well. Therefore, it is essential to raise critical cross-culture awareness of all educational stakeholders in order to enable

individuals to be sensitive to each other's cultures and reduce misunderstandings. This is particularly important as the chances of miscommunication may also increase in diverse school settings. As such, educational stakeholders should seek ways of fostering a healthy environment for diversity within schools (Ajodhia-Andrews, 2013). This is, therefore, important for NESTs who are planning or teaching overseas to be familiar with the host culture.

On the other hand, the factors that may inhibit NNESTs from delivering their English language teaching effectively were their overreliance on course books and occasional mistakes in oral English. Therefore, it is recommended for NNESTs to reconsider their teaching delivery and teaching approach in general to make it more attractive for students. They might also put an effort to improve their pronunciation and grammatical accuracy in spoken English.

By contrast, NESTs were perceived by the students to be competent in the teaching of pronunciation and delivering interesting classes. Thus, NESTs could collaborate with NNESTs so that their skills are exploited profitably, complimenting each other well.

Participants also recognized various benefits in learning English with NNESTs such as anticipating students' language difficulties and the ability to use students' L1, L2. However, while the former one of these findings was consistent with the previous literature on the strengths of NNESTs, the latter one might be regarded as a context-specific one. This is due to the fact that prior research highlighted NNESTs' competence only in the students' first language whereas NNESTs in this study were perceived to be able to switch into the students' first and second languages as well.

**What are secondary school students' perceptions on strengths and weaknesses of NESTs and NNESTs?**

The results of the study showed that the strengths of NESTs as perceived by the students include friendly personality and their superior linguistic knowledge, especially with respect to their wide-ranging vocabulary. The study also revealed the strength of NNESTs as cultural similarities, which was mentioned in earlier studies.

With regard to the weaknesses of NESTs and NNESTs, the study found that NESTs were perceived to be lazy and unprepared for their lessons whereas NNESTs were perceived to have a strong accent.

It is notable that the topics selected for discussion in relation to the strengths and weaknesses of those types of teachers seemed to be different, not complementary as it was the case with the benefits and challenges in learning English with them.

In contrast to earlier findings which challenged the belief that native speakers make ideal teachers, the majority of participants in the present study confirmed the overarching assumption behind the native speaker fallacy as 8 out of 15 students favored NESTs over NNESTs. It appears that there is a need to raise students' awareness about the NESTs/NNESTs dichotomy in the ELT field and engage them in critical discussions of discourses that marginalizes NNESTs as secondary to NESTs.

Through addressing these research questions, this study hoped to contribute to the ELT field by providing suggestions to help both NESTs and NNESTs improve their teaching practices and effectiveness by reflecting on the strengths and weaknesses as identified by the students. It seems that by attending various professional development trainings NESTs and NNESTs could meet the needs and expectations of their students.

### **Recommendations for further research**

Taking into account the limitations of the current study, several recommendations for further research could be suggested. First, as team teaching was advised to maximize the effectiveness of English language teaching, future research might explore the ways in

which team teaching could be implemented effectively in real classroom contexts. Second, replication studies on a larger scale across the country are needed to conform these findings as the sample size in this study was quite small ( $n=20$ ). Therefore, any generalizations beyond the sample must be made with caution, especially in regards to other language learning settings. Third, as the study utilized only one research instrument, further enquiry is needed to be conducted using methodological triangulation to increase the reliability and validity of the data gained. Finally, this study exclusively focused on students' views, therefore, the scope of the future research could be expanded to explore the perspectives of NESTs and NNESTS as well as the school administration.

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## Appendices

### Appendix A

#### INFORMED CONSENT FORM

##### (English version for participants)

Students' views on native and non-native English language teachers at trilingual schools in Astana

**DESCRIPTION:** My name is Akmaral Yerkinbekova and I am a master student of Graduate School of Education. You are invited to participate in **a research study** on students' views and feelings towards their native English speaking teachers and non-native English speaking teachers. You will be asked to participate in one-to-one interview. Interviews will take place in a place convenient for you. The time and place of interviews will be negotiated beforehand. These interviews will be audio-taped and documented as accurately as possible. Tape-recording will take place only with your permission. To ensure I have interpreted everything accurately, I will do member checking by allowing you to read my notes at the end of each interview and to correct the interpretive errors that may occur. The audio-tapes will be destroyed after completion of the research study.

**TIME INVOLVEMENT:** Your participation will take approximately 45 minutes.

**RISKS AND BENEFITS:** The risks associated with this study are minimal, except for some potential psychological discomfort, fear of retribution, and emotional distress. Some minor psychological discomfort may occur during the interview when you will be sharing your own English learning experiences with NESTs and NNESTs. However, I will aim to build an easy rapport and an effective dynamic relationship with you from the beginning of the data collection. You may also experience fear of retribution while sharing your views on strengths and weaknesses of NESTs and NNESTs or voicing some concerns about both groups of teachers. You may think that teachers will retaliate against your negative feedback. However, teachers and administrations will not know that you are involved in the study. To further emphasize this point, I will conduct interviews during the out-of-class time, in a place convenient and familiar to you. Another perceived risk can be emotional distress if you find interview questions to be sensitive. However, I have designed interview in such a way that there are no questions that will create emotional distress. In addition, I will monitor your behaviour and if you display any sign of psychological stress such as showing signs of nervousness or anxiety, etc., I will pause the interview until you are ready to continue. As a further measure, I will reformulate questions or skip some of them, if it is deemed necessary. If it does not help and you still feel some discomfort, the interview will be suspended.

The benefits which may reasonably be expected to result from this study are that you will get a better understanding about your English language learning experiences. Also, it is hoped that this study will help raise your awareness about NESTs and NNESTs conflict and might be a catalyst for a positive change in your perceptions about NESTs and NNESTs. Your decision whether or not to participate in this study will not affect your grades in school.

**PARTICIPANT'S RIGHTS:** If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

**CONTACT INFORMATION:**

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact my Master's Thesis Supervisor, Professor of Multilingual Education at Nazarbayev University Graduate School of Education, Xose Rosales: [xose.rosales@nu.edu.kz](mailto:xose.rosales@nu.edu.kz), +77172706439

**Independent Contact:** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**The extra copy of this signed and dated consent form is for you to keep.**

**According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).**

**PARENTAL INFORMED CONSENT FORM  
FOR RESEARCH INVOLVING CHILDREN**

**(English version for parents)**

Students' views on native and non-native English language teachers at trilingual schools in Astana

**DESCRIPTION:** My name is Akmaral Yerkinbekova and I am a master student of Graduate School of Education. Your child is invited to participate in a research study on students' views and feelings towards their native English speaking teachers and non-native English speaking teachers. Your child will be asked to participate in one-to-one interview. Interviews will take place in a place convenient for your children. The time and place of interviews will be negotiated beforehand with your child. These interviews will be audio-taped as accurately as possible. Tape-recording will take place only with the permission of the child. To ensure I have interpreted everything accurately, I will do member checking by allowing your child to read my notes at the end of each interview and to correct the interpretive errors that may occur. The audio-tapes will be destroyed after completion of the research study.

**RISKS AND BENEFITS:** The risks associated with this study are minimal, except for some potential psychological discomfort, fear of retribution, and emotional distress. Some minor psychological discomfort may occur during the interview when your child will be sharing his/her English learning experiences with NESTs and NNESTS. However, I will aim to build an easy rapport and an effective dynamic relationship with your child from the beginning of the data collection. Your child may also experience fear of retribution while sharing his/her views on strengths and weaknesses of NESTs and NNESTS or voicing some concerns about both groups of teachers. Your child may think that teachers will retaliate against his/her negative feedback. However, teachers and administrations will not know that your child is involved in the study. To further emphasize this point, I will conduct interviews during the out-of-class time, in a place convenient and familiar to your child. Another perceived risk can be emotional distress if your child finds interview questions to be sensitive. However, I have designed interview in such a way that there are no questions that will create emotional distress. In addition, I will monitor your child's behavior and if your child display any sign of psychological stress such as showing signs of nervousness or anxiety, etc., I will pause the interview until your child is ready to continue. As a further measure, I will reformulate questions or skip some of them, if it is deemed necessary. If it does not help and your child still feels some discomfort, the interview will be suspended. The benefits which may reasonably be expected to result from this study are that your child will get a better understanding about his/her English language learning experiences. It is hoped that this study will help raise his/her awareness about NESTs and NNESTS conflict and might be a catalyst for a positive change in his/her perceptions about NESTs and NNESTS. Your decision whether or not to allow your child to participate in this study will not affect your child's grades or participation in school.

**TIME INVOLVEMENT:** Your child's participation in this study will take approximately 45 minutes.

**SUBJECT'S RIGHTS:** If you have read this form and have decided to allow your child/student to participate in this study, please understand your child's participation is

voluntary and your child has the right to withdraw his/her consent or discontinue participation at any time without penalty or loss of benefits to which he/she is otherwise entitled. Your child has the right to refuse to answer particular questions. Your child's individual privacy will be maintained in all published and written data resulting from the study.

**CONTACT INFORMATION:**

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, you should ask my Master's thesis Supervisor, Professor of Multilingual Education at Nazarbayev University Graduate School of Education, Xose Rosales: xose.rosales@nu.edu.kz , +77172706439

***Independent Contact:*** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse\_researchcommittee@nu.edu.kz

I (we) have read the information above and hereby consent to have my (our) child participate in this study by signing below.

---

Signature(s) of Parent(s) or Guardian

Date

**The extra copy of this signed and dated consent form is for you to keep.**

**TEACHER INFORMED CONSENT FORM  
FOR RESEARCH INVOLVING CHILDREN****(English version for homeroom teachers)**

Students' views on native and non-native English language teachers at trilingual schools in Astana

**DESCRIPTION:** My name is Akmaral Yerkinbekova and I am a master student of Graduate School of Education. Your student is invited to participate in a research study on students' views and feelings towards their native English speaking teachers and non-native English speaking teachers. Please note that the study will not be reporting on individual teachers. Your student will be asked to participate in one-to-one interview. Interviews will take place in a place convenient for your student. The time and place of interviews will be negotiated beforehand with your student. These interviews will be audio-taped as accurately as possible. Tape-recording will take place only with the permission of your student. To ensure I have interpreted everything accurately, I will do member checking by allowing your student to read my notes at the end of each interview and to correct the interpretive errors that may occur. The audio-tapes will be destroyed after completion of the research study.

**RISKS AND BENEFITS:** The risks associated with this study are minimal, except for some potential psychological discomfort, fear of retribution, and emotional distress. Some minor psychological discomfort may occur during the interview when your student will be sharing his/her English learning experiences with NESTs and NNESTS. However, I will aim to build an easy rapport and an effective dynamic relationship with your student from the beginning of the data collection. Your student may also experience fear of retribution while sharing his/her views on strengths and weaknesses of NESTs and NNESTS or voicing some concerns about both groups of teachers. Your student may think that teachers will retaliate against his/her negative feedback. However, teachers and administrations will not know that your student is involved in the study. To further emphasize this point, I will conduct interviews during the out-of-class time, in a place convenient and familiar to your student. Another perceived risk can be emotional distress if your student finds interview questions to be sensitive. However, I have designed interview in such a way that there are no questions that will create emotional distress. In addition, I will monitor your student's behavior and if your student display any sign of psychological stress such as showing signs of nervousness or anxiety, etc., I will pause the interview until your student is ready to continue. As a further measure, I will reformulate questions or skip some of them, if it is deemed necessary. If it does not help and your student still feels some discomfort, the interview will be suspended. The benefits which may reasonably be expected to result from this study are that your student will get a better understanding about his/her English language learning experiences. It is hoped that this study will help raise his/her awareness about NESTs and NNESTS conflict and might be a catalyst for a positive change in his/her perceptions about NESTs and NNESTS. Your decision as to whether or not allow your student to participate in this study should not affect your student's grades or participation in school.

**TIME INVOLVEMENT:** Your student's participation in this study will take approximately 45 minutes.

**SUBJECT'S RIGHTS:** If you have read this form and have decided to allow your student to participate in this study, please understand your student's participation is voluntary and your student has the right to withdraw his/her consent or discontinue participation at any time without penalty or loss of benefits to which he/she is otherwise entitled. Your student has the right to refuse to answer particular questions. Your student's individual privacy will be maintained in all published and written data resulting from the study.

**CONTACT INFORMATION:**

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, you should ask my Master's thesis Supervisor, Professor of Multilingual Education at Nazarbayev University Graduate School of Education, Xose Rosales: xose.rosales@nu.edu.kz , +77172706439

***Independent Contact:*** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse\_researchcommittee@nu.edu.kz

I (we) have read the information above and hereby consent to have my (our) child participate in this study by signing below.

---

\_\_\_\_\_  
Signature(s) of Teacher

Date

**The extra copy of this signed and dated consent form is for you to keep.**

**ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ****(Russian version for participants)**

Взгляды студентов на преподавателей-носителей английского языка и преподавателей-не носителей английского языка в трёхязычных школах города Астаны

**ОПИСАНИЕ:** Меня зовут Акмарал Еркинбекова, я магистрант Высшей Школы Образования Назарбаев Университета. Вы приглашены принять участие в исследовании по опыту обучения учеников английскому языку с преподавателями-носителями английского языка и преподавателями-не носителями английского языка. Вам будет предложено принять участие в индивидуальном интервью. Время и место проведения интервью будет согласовано с вами заблаговременно и будет проходить в удобном для вас месте. Ваше интервью будет записано на аудио и задокументировано с максимальной точностью. Интервью будет записано на аудио только с вашего разрешения. Во избежание ошибок в толковании ваших точек зрения, вам представится шанс сверить мои заметки и исправить возможные ошибки, которые могли быть допущены. Аудиозапись будет уничтожена сразу же после завершения исследования.

**ВРЕМЯ УЧАСТИЯ:** Ваше участие потребует около 45 минут.

**РИСКИ И ПРЕИМУЩЕСТВА:** Риски, связанные с исследованием: минимальные, за исключением возможного психологического дискомфорта, опасение негативной реакции преподавателя, и эмоциональное переживание во время интервью. Незначительный психологический дискомфорт может возникнуть в ходе интервью, когда вы будете делиться своим опытом обучения английского языка с преподавателями-носителями английского языка и преподавателями-не носителями английского языка. Однако, я буду стремиться достичь взаимопонимания с вами и построить эффективные, динамичные отношения с самого начала сбора данных. Вы также можете опасаться возмездия со стороны учителей, когда будете делиться своим мнением о сильных и слабых сторонах преподавателя-носителя английского языка и преподавателя-не носителя английского языка или когда будете выражать свою обеспокоенность по поводу этих двух групп преподавателей. Вы можете думать, что преподаватели могут предпринять ответные меры против вас, если вы дадите отрицательный отзыв. Однако, заверяю вас, что преподаватели и школьная администрация не будут знать, что вы вовлечены в данное исследование. Подчеркивая этот момент, хочу упомянуть, что интервью будет проводиться внеклассное время, и в удобном и знакомом вам месте. Еще одним возможным риском может быть эмоциональный стресс, в случае, если вам покажется, что вопросы на интервью являются чувствительными для вас. Однако, интервью было разработано таким образом, что в нем отсутствуют вопросы, которые могут создать эмоциональные переживания. Кроме того, я буду следить за вашим поведением, и если будут любые признаки психологического стресса, такие как признаки нервозности или тревоги, интервью будет приостановлено до того, пока вы не будете готовы продолжить. В качестве дальнейшей меры, я переформулирую вопросы или пропущу некоторые из них при необходимости. Если это не поможет, и вы все еще будете испытывать некоторый дискомфорт, интервью будет приостановлено.

В качестве ожидаемых преимуществ в результате исследования можно рассматривать: глубокое понимание своего опыта изучения английского языка с обеими группами преподавателей, повышения уровня информированности про конфликт между преподавателем-носителем английского языка и преподавателем-не носителем английского языка. Ожидается, что участие в данном исследовании может быть катализатором позитивных изменений в ваших представлениях о преподавателях-носителях английского языка и преподавателях-не носителях английского языка. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на ваши оценки в школе.

**ПРАВА УЧАСТНИКОВ:** Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является **добровольным** и что у Вас есть право **отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который Вам предоставляли**. В качестве альтернативы можно не участвовать в исследовании. Также Вы имеете право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

#### **КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с научным руководителем данной студенческой работы, используя следующие данные: Профессор Высшей Школы Образования Назарбаев Университета, Шоце Росалес: [xose.rosales@nu.edu.kz](mailto:xose.rosales@nu.edu.kz) , +77172706439

**Независимые контакты:** Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

**ФОРМА РОДИТЕЛЬСКОГО ИНФОРМИРОВАННОГО СОГЛАСИЯ****(Russian version for parents)**

Взгляды студентов на преподавателей-носителей английского языка и преподавателей-не носителей английского языка в трёхязычных школах города Астаны

**ОПИСАНИЕ:** Меня зовут Акмарал Еркинбекова, я магистрант Высшей Школы Образования Назарбаев Университета. Я хочу пригласить вашего ребенка принять участие в исследовании по опыту обучения учеников английскому языку с преподавателями-носителями английского языка и преподавателями-не носителями английского языка. Вашему ребенку будет предложено принять участие в индивидуальном интервью. Время и место проведения интервью будет согласовано с вашим ребенком заблаговременно и будет проходить в удобном для него/нее месте. Интервью вашего ребенка будет записано на аудио и задокументировано с максимальной точностью. Интервью будет записано на аудио только с разрешения вашего ребенка. Во избежание ошибок в толковании точек зрения вашего ребенка, ему/ей представится шанс сверить мои заметки и исправить возможные ошибки, которые могли быть допущены. Аудиозапись будет уничтожена сразу же после завершения исследования.

**ВРЕМЯ УЧАСТИЯ:** Участие потребует около 45 минут.

**РИСКИ И ПРЕИМУЩЕСТВА:** Риски, связанные с исследованием: минимальные, за исключением возможного психологического дискомфорта, опасение негативной реакции преподавателя, и эмоциональное переживание во время интервью. Незначительный психологический дискомфорт может возникнуть в ходе интервью, когда ваш ребенок будет делиться своим опытом обучения английского языка с преподавателями-носителями английского языка и преподавателями-не носителями английского языка. Однако, я буду стремиться достичь взаимопонимания с ним/ней и построить эффективные, динамичные отношения с самого начала сбора данных. Ваш ребенок также может опасаться негативной реакции со стороны учителей, когда будет делиться своим мнением о сильных и слабых сторонах преподавателя-носителя английского языка и преподавателя-не носителя английского языка или когда будет выражать свою обеспокоенность по поводу этих двух групп преподавателей. Ваш ребенок может думать, что преподаватели могут предпринять ответные меры против него/нее, если он/она даст отрицательный отзыв. Однако, заверяю вас, что преподаватели и школьная администрация не будут знать, что ваш ребенок вовлечен в данное исследование. Подчеркивая этот момент, хочу упомянуть, что интервью будет проводиться внеклассное время, и в удобном и знакомом для вашего ребенка месте. Еще одним возможным риском может быть эмоциональный стресс, в случае, если вашему ребенку покажется, что вопросы на интервью являются чувствительными. Однако, интервью было разработано таким образом, что в нем отсутствуют вопросы, которые могут создать эмоциональные переживания. Кроме того, я буду следить за поведением вашего ребенка, и если будут любые признаки психологического стресса, такие как признаки нервозности или тревоги и т.д., интервью будет приостановлено до того, пока ваш ребенок не будет готов продолжить. В качестве дальнейшей меры, я переформулирую вопросы или пропущу некоторые из них при необходимости. Если это не поможет, и ваш

ребенок все еще будет испытывать некоторый дискомфорт, интервью будет приостановлено.

В качестве ожидаемых преимуществ в результате исследования можно рассматривать: глубокое понимание опыта изучения английского языка с обеими группами преподавателей, повышения уровня информированности про конфликт между преподавателем-носителем английского языка и преподавателем-не носителем английского языка. Ожидается, что участие в данном исследовании может быть катализатором позитивных изменений в представлениях вашего ребенка о преподавателях-носителях английского языка и преподавателях-не носителях английского языка. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на оценки вашего ребенка в школе.

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#### **КОНТАКТНАЯ ИНФОРМАЦИЯ:**

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- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что мой ребенок вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я даю согласие на участие моего ребенка в исследовании по собственной воле.

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

**ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ ДЛЯ УЧИТЕЛЯ****(Russian version for homeroom teachers)**

Взгляды студентов на преподавателей-носителей английского языка и преподавателей-не носителей английского языка в трёхязычных школах города Астаны

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приостановлено до того, пока ваш ученик/ученица не будет готов (-а) продолжать интервью. В качестве дальнейшей меры, я переформулирую вопросы или пропущу некоторые из них при необходимости. Если это не поможет, и ваш (-а) ученик/ученица все еще будет испытывать некоторый дискомфорт, интервью будет приостановлено.

В качестве ожидаемых преимуществ в результате исследования можно рассматривать: глубокое понимание опыта изучения английского языка с обеими группами преподавателей, повышения уровня информированности про конфликт между преподавателем-носителем английского языка и преподавателем-не носителем английского языка. Ожидается, что участие в данном исследовании может быть катализатором позитивных изменений в представлениях вашего (-ей) ученика/ученицы о преподавателях-носителях английского языка и преподавателях-не носителях английского языка. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на оценки вашего ребенка в школе.

**ПРАВА УЧАСТНИКОВ:** Если Вы прочитали данную форму и решили разрешить вашему (-ей) ученику/ученице принять участие в данном исследовании, Вы должны понимать, что участие вашего (-ей) ученика/ученицы является **добровольным** и что у него/нее есть право **отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который ему/ей предоставляли.** В качестве альтернативы можно не участвовать в исследовании. Также ваш (-а) ученик/ученица имеет право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

#### **КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с научным руководителем данной студенческой работы, используя следующие данные: Профессор Высшей Школы Образования Назарбаев Университета, Шосе Росалес: [xose.rosales@nu.edu.kz](mailto:xose.rosales@nu.edu.kz) , +77172706439

**Независимые контакты:** Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что мой (-я) ученик/ученица вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;

- С полным осознанием всего вышеизложенного я даю согласие на участие моего (-ей) ученика/ученицы в исследовании по собственной воле.

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_

**ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ****(Kazakh version for participants)**

Астанадағы үштілді мектептердегі оқушылардың Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдеріне деген көзқарастары

**СИПАТТАМА:** Менің атым Ақмарал Еркінбекова, мен Назарбаев Университетінің Жоғары Білім беру мектебінің студентімін. Сізді Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдеріне деген көзқарасыңызды білуге бағытталған зерттеу жұмысына қатысуға шақырылып отырсыз. Сізге жеке сұхбатқа қатысу ұсынылады. Сұхбаттың уақыты мен орны сізбен алдын-ала келісіледі және сіз үшін қолайлы жерде өтеді. Сіздің сұхбатыңыз аудио таспаға жазылады және барынша дәлдікпен құжатталынады. Интервью таспаға тек сіздің рұқсатыңызбен жазылады. Сіздің көзқарасыңызды интерпретациялаған кезде қателіктерден аулақ болу үшін сізге менің жазбаларымды оқып, тексеріп, жасалған қателіктер болса, оны түзетуге мүмкіндік беріледі. Аудио жазба зерттеу аяқталғаннан кейін дереу жойылады.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің қатысуыңыз шамамен 45 минут уақыт алады.

**ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:**

Зерттеу жұмысына қатысудың қауіптері: психологиялық ыңғайсыздық, мұғалімнің жағымсыз реакциясынан қорқу және сұхбаттасу барысындағы эмоциональдық стресс. Сіз өзіңіздің ағылшын тілін үйрену тәжірибеңізбен бөлісіп жатқаныңызда, шамалы психологиялық ыңғайсыздық туындауы мүмкін. Дегенмен, мен деректерді жинаудың басынан бастап сізбен өзара түсіністікке қол жеткізуге және жылы, динамикалық қарым-қатынас орнатуға тырысамын. Сіз Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдерінің әлсіз және мықты тұстары жайлы пікіріңізбен бөліссеңіз немесе осы екі топ мұғалімдер жайлы алаңдаушылық білдірсеңіз, мұғалімдердің жағымсыз реакциясынан қорқуыңыз мүмкін. Егер де мұғалімдер жайлы жағымсыз пікір білдірсем, олар маған қарсы әрекет жасайды деп ойлауыңыз мүмкін. Алайда, мұғалімдер мен мектеп әкімшілігі сіздің берілген зерттеуге қатысқаныңыз не қатыспағыныңыз туралы білмейтін болады. Оған қоса, сұхбат сабақтан тыс уақытта және сізге ыңғайлы, таныс жерде өткізілетінін атап өткім келеді. Кейбір сұрақтар сізге сезімтал болып көрінсе, эмоциональдық стресс пайда болуының ықтималдығы бар екенін айта кету керек. Дегенмен, сұхбаттағы сұрақтар эмоциялық құбылыстарды тудырмайтындай етіп жасалған. Сонымен қатар, мен сіздің ым-ишараңызды қадағалап отырамын. Егер қандай да бір психологиялық стресстің белгілері болса, мысалы, күйгеліктік немесе алаңдаушылық белгілері және т.б., сұхбат сіз жалғастыруға дайын болғанға дейін тоқтатылады. Қосымша шара ретінде, сұрақтарды өзгертіп, қайта құрастырамын немесе кейбір сұрақтарды тіпті өткізіп жіберемін. Егер бұл да көмектеспей, сіз әлі де ыңғайсыздық сезініп жатсаңыз, сұхбат тоқталынады.

Зерттеу жұмысына қатысуыңыздың келесідей артықшылықтары болуы мүмкін: сіз осы екі топ мұғалімдерімен өзіңіздің ағылшын тілін үйрену тәжірибеңізді терең түсінесіз, Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдер арасындағы қайшылық жайлы біліміңізді арттырасыз. Зерттеу

жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз Сіздің мектептегі бағаларыңызға еш әсерін тигізбейді.

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз **ерікті** түрде екенін хабарлаймыз. Сонымен қатар, **қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар.** Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

**БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіп мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы берілген студенттік жұмыстың жетекшісімен хабарласуыңызға болады: Назарбаев Университетінің Жоғары Білім беру мектебінің Профессоры, Шосе Росалес, [xose.rosales@nu.edu.kz](mailto:xose.rosales@nu.edu.kz), +77172706439

**ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта: [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_

## АТА-АНАҒА АРНАЛҒАН ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

(Kazakh version for parents)

Астанадағы үштілді мектептердегі оқушылардың Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдеріне деген көзқарастары

**СИПАТТАМА:** Менің атым Ақмарал Еркінбекова, мен Назарбаев Университетінің Жоғары Білім беру мектебінің студентімін. Мен сіздің балаңызды Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдеріне деген көзқарасын білуге бағытталған зерттеу жұмысына қатысуға шақырғым келіп отыр. Сіздің балаңызға жеке сұхбатқа қатысу ұсынылады. Сұхбаттың уақыты мен орны сіздің балаңызбен алдын-ала келісіледі және ол үшін қолайлы жерде өтеді. Сіздің балаңыздың сұхбаты аудио таспаға жазылады және барынша дәлдікпен құжатталынады. Интервью таспаға тек сіздің балаңыздың рұқсатымен жазылады. Сіздің балаңыздың көзқарасын интерпретациялаған кезде қателіктерден аулақ болу үшін, балаңызға менің жазбаларымды оқып, тексеріп, жасалған қателіктер болса, оны түзетуге мүмкіндік беріледі. Аудио жазба зерттеу аяқталғаннан кейін дереу жойылады.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің балаңыздың зерттеуге қатысуы шамамен 45 минут уақыт алады.

### ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптері: психологиялық ыңғайсыздық, мұғалімнің жағымсыз реакциясынан қорқу және сұхбаттасу барысындағы эмоциональдық стресс. Сіздің балаңыз өзінің ағылшын тілін үйрену тәжірибесімен бөлісіп жатқанында, шамалы психологиялық ыңғайсыздық сезінуі мүмкін. Дегенмен, мен деректерді жинаудың басынан бастап сіздің балаңызбен өзара түсіністікке қол жеткізуге және жылы, динамикалық қарым-қатынас орнатуға тырысамын. Сіздің балаңыз Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдерінің әлсіз және мықты тұстары жайлы пікірімен бөліскенде немесе осы екі топ мұғалімдерге байланысты алаңдаушылық білдіргенде, мұғалімдердің жағымсыз реакциясынан қорқуы мүмкін. Егер де мұғалімдер жайлы жағымсыз пікір білдірсем, олар маған қарсы әрекет жасайды деп ойлауы мүмкін. Алайда, мұғалімдер мен мектеп әкімшілігі сіздің балаңыздың берілген зерттеуге қатысқанын не қатыспағанын білмейтін болады. Оған қоса, сұхбат сабақтан тыс уақытта және сіздің балаңызға ыңғайлы, таныс жерде өткізілетінін атап өткім келеді. Кейбір сұрақтар балаңызға сезімтал болып көрінсе, эмоциональдық стресс пайда болуының ықтималдығы бар екенін айта кету керек. Дегенмен, сұхбаттағы сұрақтар эмоциялық құбылыстарды тудырмайтындай етіп жасалған. Сонымен қатар, мен сіздің балаңыздың ым-ишарасын қадағалап отырамын. Егер қандай да бір психологиялық стресстің белгілері болса, мысалы, күйгеліктік немесе алаңдаушылық белгілері және т.б., сұхбат балаңыз жалғастыруға дайын болғанға дейін тоқтатылады. Қосымша шара ретінде, сұрақтарды өзгертіп, қайта құрастырамын немесе кейбір сұрақтарды тіпті өткізіп жіберемін. Егер бұл да көмектеспей, ал балаңыз әлі де ыңғайсыздық сезініп жатса, сұхбат тоқталынады.

Зерттеу жұмысына қатысудың келесідей артықшылықтары болуы мүмкін: сіздің балаңыз осы екі топ мұғалімдермен өзінің ағылшын тілін үйрену тәжірибесін терең түсінеді, Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдер арасындағы қайшылық жайлы білімін арттырады. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз сіздің балаңыздың мектептегі бағаларына еш әсерін тигізбейді.

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Егер Сіз берілген формамен танысып, зерттеу жұмысына балаңызды қатыстыруға шешім қабылдасаңыз, Сіздің балаңыздың қатысуы **ерікті** түрде екенін хабарлаймыз. Сонымен қатар, **қалаған уақытта айыппұл төлемей және балаңыздың әлеуметтік жеңілдіктеріне еш кесірін тигізбей зерттеу жұмысына балаңызды қатыстыру туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына балаңызды мүлдем қатыстырмауыңа да толық құқығыңыз бар.** Сондай-ақ, балаңыз қандай да бір сұрақтарға жауап бермеуіне де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

#### **БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы берілген студенттік жұмыстың жетекшісімен хабарласуыңызға болады: Назарбаев Университетінің Жоғары Білім беру мектебінің Профессоры, Шосе Росалес, [xose.rosales@nu.edu.kz](mailto:xose.rosales@nu.edu.kz), +77172706439

**ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта: [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Зерттеу жұмысына балаңызды қатыстыруға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз баламды зерттеу жұмысына қатыстырудан бас тартуға мүмкіндік бар екенін түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына баламды қатыстыруға өз келісімімді беремін.

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_

## МҰҒАЛІМГЕ АРНАЛҒАН ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

(Kazakh version for homeroom teachers)

Астанадағы үштілді мектептердегі оқушылардың Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдеріне деген көзқарастары

**СИПАТТАМА:** Менің атым Ақмарал Еркінбекова, мен Назарбаев Университетінің Жоғары Білім беру мектебінің студентімін. Мен сіздің оқушыңызды Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдеріне деген көзқарасын білуге бағытталған зерттеу жұмысына қатысуға шақырғым келіп отыр. Сіздің оқушыңызға жеке сұхбатқа қатысу ұсынылады. Сұхбаттың уақыты мен орны сіздің оқушыңызбен алдын-ала келісіледі және ол үшін қолайлы жерде өтеді. Сіздің оқушыңыздың сұхбаты аудио таспаға жазылады және барынша дәлдікпен құжатталынады. Интервью таспаға тек сіздің оқушыңыздың рұқсатымен жазылады. Сіздің оқушыңыздың көзқарасын интерпретациялаған кезде қателіктерден аулақ болу үшін, оқушыңызға менің жазбаларымды оқып, тексеріп, жасалған қателіктер болса, оны түзетуге мүмкіндік беріледі. Аудио жазба зерттеу аяқталғаннан кейін дереу жойылады.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің оқушыңыздың зерттеуге қатысуы шамамен 45 минут уақыт алады.

### ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Зерттеу жұмысына қатысудың қауіптері: психологиялық ыңғайсыздық, мұғалімнің жағымсыз реакциясынан қорқу және сұхбаттасу барысындағы эмоциональдық стресс. Сіздің оқушыңыз өзінің ағылшын тілін үйрену тәжірибесімен бөлісіп жатқанында, шамалы психологиялық ыңғайсыздық сезінуі мүмкін. Дегенмен, мен деректерді жинаудың басынан бастап сіздің оқушыңызбен өзара түсіністікке қол жеткізуге және жылы, динамикалық қарым-қатынас орнатуға тырысамын. Сіздің оқушыңыз Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдерінің әлсіз және мықты тұстары жайлы пікірімен бөліскенде немесе осы екі топ мұғалімдерге байланысты аландаушылық білдіргенде, мұғалімдердің жағымсыз реакциясынан қорқуы мүмкін. Егер де мұғалімдер жайлы жағымсыз пікір білдірсем, олар маған қарсы әрекет жасайды деп ойлауы мүмкін. Алайда, мұғалімдер мен мектеп әкімшілігі сіздің оқушыңыздың берілген зерттеуге қатысқанын не қатыспағанын білмейтін болады. Оған қоса, сұхбат сабақтан тыс уақытта және сіздің оқушыңызға ыңғайлы, таныс жерде өткізілетінін атап өткім келеді. Кейбір сұрақтар оқушыңызға сезімтал болып көрінсе, эмоциональдық стресс пайда болуының ықтималдығы бар екенін айта кету керек. Дегенмен, сұхбаттағы сұрақтар эмоциялық құбылыстарды тудырмайтындай етіп жасалған. Сонымен қатар, мен сіздің оқушыңыздың ым-ишарасын қадағалап отырамын. Егер қандай да бір психологиялық стресстің белгілері болса, мысалы, күйгеліктік немесе аландаушылық белгілері және т.б., сұхбат оқушыңыз жалғастыруға дайын болғанға дейін тоқтатылады. Қосымша шара ретінде, сұрақтарды өзгертіп, қайта құрастырамын немесе кейбір сұрақтарды тіпті өткізіп жіберемін. Егер бұл да көмектеспей, ал оқушыңыз әлі де ыңғайсыздық сезініп жатса, сұхбат тоқталынады.

Зерттеу жұмысына қатысудың келесідей артықшылықтары болуы мүмкін: сіздің оқушыңыз осы екі топ мұғалімдермен өзінің ағылшын тілін үйрену тәжірибесін терең түсінеді, Қазақстандағы ағылшын тілі мұғалімдері мен шет елден келген ағылшын тілі мұғалімдер арасындағы қайшылық жайлы білімін арттырады. Зерттеу жұмысына қатысуға келісім беруіңіз немесе бас тартуыңыз сіздің оқушыңыздың мектептегі бағаларына еш әсерін тигізбеуі керек.

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Егер Сіз берілген формамен танысып, зерттеу жұмысына оқушыңызды қатыстыруға шешім қабылдасаңыз, Сіздің оқушыңыздың қатысуы **ерікті** түрде екенін хабарлаймыз. Сонымен қатар, **қалаған уақытта айыппұл төлемей және оқушыңыздың әлеуметтік жеңілдіктеріне еш кесірін тигізбей зерттеу жұмысына оқушыңызды қатыстыру туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар.** Зерттеу жұмысына **оқушыңызды мүлдем қатыстырмауызға да толық құқығыңыз бар.** Сондай-ақ, оқушыңыз қандай да бір сұрақтарға жауап бермеуіне де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін.

### **БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қаупі мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы берілген студенттік жұмыстың жетекшісімен хабарласуыңызға болады: Назарбаев Университетінің Жоғары Білім беру мектебінің Профессоры, Шосе Росалес, [xose.rosales@nu.edu.kz](mailto:xose.rosales@nu.edu.kz), +77172706439

**ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта: [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Зерттеу жұмысына оқушыңызды қатыстыруға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз оқушымы зерттеу жұмысына қатыстырудан бас тартуға мүмкіндік бар екенін түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына оқушымы қатыстыруға өз келісімімді беремін.

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_

## **Appendix B**

### **Interview protocol**

Project: Students' views on native and non-native English speaking teachers at two international schools in Astana

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee: Student

#### **Interview questions:**

1. What grade are you in?
2. How long have you been studying English?
3. Have you had an experience of learning English from a native-speaker teacher?
4. How long have you been studying English with native English speaking teachers?  
Probe: When, where and how did you feel about it?
5. What are your understandings of a "native speaker"?
6. In your opinion, are there any advantages of learning English with a native-speaker teacher? (What do you think NES teachers do especially well in the EFL/ESL teaching? What do you think NES teachers could do better in EFL/ESL teaching?)  
Probe: If so, could you please tell me what are they? Could you say something more about that?
7. Are there any disadvantages of learning English with a native-speaker teacher? (What do you think NES teachers do especially well in the EFL/ESL teaching? What do you think NES teachers could do better in EFL/ESL teaching?)  
Probe: If so, could you please tell me what are they? Do you have further examples of that?
8. Are there any advantages of learning English with a non-native- speaker

Teacher (What do you think NES teachers do especially well in the EFL/ESL teaching?)

What do you think NES teachers could do better in EFL/ESL teaching?)

Probe: If so, could you please tell me what are they?

9. Are there any disadvantages of learning English with a non-native- speaker teacher? (What do you think NES teachers do especially well in the EFL/ESL teaching?)

What do you think NES teachers could do better in EFL/ESL teaching?)

Probe: If so, could you please tell me what are they?

10. Are there any further comments that you would like to make on this topic?

*Note.* This interview protocol has been adapted from the course of EDUC 600 Research Methods. The list of questions was expanded further in line with ethical regulations and standards during the semi-structured interviews.

## **Appendix C**

### **Recruitment Letter**

Research participants needed!

Nazarbayev University, Graduate School of Education

If you have studied at an international school for two years and have had a privilege to be taught by and enjoy learning English language with native-English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs) for no less than one year, you are the **RIGHT PERSON** to take part in the study about NESTs and NNESTs and share your own views!

You are invited to participate in the research which aims to explore **STUDENTS'** views on the learning process with native and non-native speakers of English. **YOUR** perceptions and feelings are important as **YOU** as a **STUDENT** is the main stakeholder actively experiencing education from both groups of teachers. Participation in the interview will take approximately 45 minutes. The time and place of the interview **YOU** assign. If you would like to participate in this study and add your contribution to the development of knowledge of research on NESTs and NNESTs in Kazakhstan, you are more than welcome to contact the researcher!

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