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Korean University Students' Perceptions about Native and Non-native English Speaking Teachers in TEE Courses

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This study investigated Korean university students' perceptions of NESTs (Native English Speaking Teachers) and NNESTs (Non-native English Speaking Teachers) in TEE (Teaching English through English) courses to examine strengths and weaknesses of NESTs and NNESTs. 100 university students who had an experience in taking TEE courses with both NESTs and NNESTs answered the questionnaire in which they were asked to answer questions of general area, language skills, affective areas, and teaching behaviors. 20 students out of them were also interviewed to consolidate the data. The results revealed that except for speaking ability, students did not express a strong preference for NESTs and they did have a preference in learning some specific skills. In terms of affective areas, students had a preference for NNESTs. In addition, there were differences in teaching behaviors of NESTs and NNESTs. These findings have valuable implications for NNESTs to improve their speaking proficiency: analyzing and participating in discourses, and monitoring teaching practice through videotaping.

[TEE/NESTs/NNESTs/students' perceptions]

I. INTRODUCTION

English has become the primary language of international communication. Kachru (2006) analyzed English use in the world by using the idea of three concentric circles of the language (i.e., inner circle: as high as 380 million, outer circle: from 150 to 300 million, and expanding circle: from 100 million to 1 billion). The number of people in outer (i.e., ESL contexts) and expanding circles (i.e., EFL contexts) has been rising steadily and nowadays, English plays an important role as a communication tool in many

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fields of activity, such as business and banking, industry and commerce, transportation, tourism, sports, international diplomacy, advertising, and so on.

Similarly, the Korean government realized the importance of communicative competence in English education to adjust to globalization and the spread of information and technology. Since the traditional approach of teaching English has been criticized for putting too much emphasis on grammar, reading, and writing, the Korean government has set the acquisition of good oral skill as one of the primary goals of English education. Thus, the Korean Ministry of Education (MOE) has focused on the importance of communicative competence in English education since 1995. For instance, the tenets of Communicative Language Teaching Method (CLT) were adopted in the 6th National Curriculum and recently TEE has been implemented in all levels of education from primary to higher education.

A number of research studies show that TEE is currently perceived by teachers as a trend in English education in Korea (Choi, 2007; Kim, 1998; Kim 2008). Thus, it appears that a number of schools and universities try to offer TEE courses. Many of them are offered by NESTs and some by NNESTs. In fact, although the number of NNESTs remains limited, the influx of NESTs has been hired to work at all levels of English education. There are some reasons for this. First, nonnative speakers cannot reach native like proficiency (Cook, 1999; Davis, 1991; Doughty & Long, 2003). Second, NNESTs in Korea experienced serious perceptual difficulties in speaking English as a medium of instruction, which eventually limited their pedagogical choices (Butler, 2004; Kim, 2002).

In Korea, the government spent a lot of money to recruit and employ NESTs to improve English education but it is difficult to hire qualified ones. To develop English education, the government needs to make efforts to train NNESTs by enhancing their language proficiency and teaching skills. In the field of Teaching English to Speakers of Other Languages (TESOL), issues related to NESTs and NNESTs were first discussed by Medgyes (1992, 1994) and many research studies done in this field were based on teachers' self-perceptions and students' perceptions about NNESTs mainly in ESL contexts. In Korea, similar studies have been conducted since the introduction of TEE but many of them were related to teachers' and students' perceptions of TEE itself not NNESTs (Im & Jeon, 2009; Kim, 2002; Kim, 2008; Moon, 2004; Park, 2005). In fact, much less is known about students' perceptions of NNESTs in EFL contexts.

Thus, the study investigated students' perceptions about NESTs and NNESTs in some areas (i.e., general area, language skills, affective areas, and teaching behaviors) to provide implications in teacher training processes. This is significant in that students are the customers of their teachers' product and thus can offer valuable feedback. Therefore, the following four questions were addressed in this study:

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1. What are Korean university students' general perceptions about NESTs and NNESTs in TEE courses?
2. Who do Korean university students prefer as English teachers in learning specific skills of English?
3. Who do Korean university students prefer as English teachers considering affective areas?
4. What are teaching behaviors of NESTs and NNESTs?

II. LITERATURE REVIEW

The qualifications of NESTs and NNESTs have been a heated topic of discussion in the field of TESOL. One of the first to explore NNEST issue was Medgyes (1994) who advanced three hypotheses: NESTs and NNESTs differ in terms of language proficiency and teaching practice, most of the differences could be attributed to the discrepancy of language proficiency, and both NESTs and NNESTs could be equally good teachers on their own terms. Mainly, the debate on NESTs and NNESTs has primarily focused on teachers' perceptions and their performance, and it neglects important issues, students' perceptions about NESTs and NNESTs. In what follows, research studies done in the areas of NNESTs' self-perceptions and students' perceptions will be discussed.

1. NNESTs' Self-Perceptions

There have been many research studies focusing on teacher's self-perceptions and their perceptions of NEST and NNEST colleagues (Liu, 1999a, 1999b; Maum, 2003; Reves & Medgyes, 1994). Reves and Medgyes (1994) conducted an international survey of 216 instructors, of which 90 % were NNESTs and found out that the majority of the respondents thought that both NESTs and NNESTs were equally effective and successful in the classroom. However, both of them expressed that there were differences in teaching behavior. For instance, NESTs were more capable of creating motivation and an English environment in the school. On the other hand, NNESTs were good at estimating students' potential, reading their minds, and predicting their difficulties.

Liu (1999a) interviewed eight NNESTs and found out that being a native or non-native was not necessarily beneficial but all of them stressed the importance of the teaching environment and the specific learners. However, their responses greatly varied in terms of reflecting on their self image as NNESTs. Therefore, he suggested that the

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differences in between NESTs and NNESTs came from various factors, such as how languages are learned, English competence, cultural affiliation, self identification, social environment, and political labeling.

In a similar way, Maum (2003) focused on NNESTs and found out merits of being NNESTs because NNESTs had a greater awareness and sensitivity to the needs of ESL students. In fact, NNESTs speak more than one language and have moved to or lived in more than one culture, therefore sharing a similar experience as that of their students. She pinpointed that what's important in teaching ESL students was teachers' sociocultural and linguistic experiences. In sum, we can see that NNESTs have advantages in sharing students' L1 and knowing their needs and challenges.

2. Students' Perceptions about NNESTs

While understanding NNESTs' self perceptions is important, what could be even more critical in EFL context is students' attitudes towards NNESTs. Liang (2002) investigated 20 ESL students' attitudes toward six ESL teachers' accents and the features of these teachers' speech that contributed to the students' preference for teachers. Five of them were NNESTs with different language backgrounds and the remaining one is a NEST. The results revealed that although students expressed that accents and pronunciation in the ESL teachers' speech was important, these factors did not affect their attitudes toward NNESTs and students generally had a positive attitude toward NNESTs. In addition, it was found out that other factors played an important role in students' preference for teachers, such as being interesting, being prepared, being qualified, and being professional.

Mahboob (2004) also conducted a research study to examine university ESL students' perceptions about NNESTs' using the novel and insightful discourse technique. In this study, 32 ESL students enrolled in an intensive English program were asked to comment on the following three areas: linguistic factors (i.e., oral skills, literacy skills, grammar, vocabulary, culture), teaching styles (i.e., ability to answer questions, teaching methodology), and personal factors (i.e., experiences as an ESL student, affect, hard work). In general, both NESTs and NNESTs received negative comments. In case of NNESTs, their experience as ESL learners received the most number of positive comments followed by grammar, affect, oral skills, methodology, hard work, vocabulary, an ability to answer questions, and literacy skills. Also, NNESTs received negative comments on culture and oral skills.

In a similar vein, Moussou and Braine (2006) investigated how university ESL students' perceptions about NNESTs had been changed over the 14 week semester by

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administering two questionnaires, one in the beginning of the semester and the other in the end of the semester, and conducting interviews. The results revealed that they had positive attitudes towards NNESTs in the beginning of the semester and toward the end, their attitudes towards NNESTs became markedly more positive.

Filho (2002) also conducted a survey to examine university ESL students' perceptions about NNESTs. 16 ESL students were observed in the classroom and asked to answer an open-ended survey and subsequently interviewed. It is found out that they reported no overall preference for NESTs over NNESTs. However, they expressed that they preferred to learn English with NESTs in specific areas, such as pronunciation, culture, and communication.

It is noticeable that the aforementioned studies were mainly conducted in ESL contexts and there is lack of similar research in EFL contexts. In fact, there are many research studies done in similar topics in Korea but many of them are concerned with teachers' and/or students' perceptions about TEE itself (Kim, 2002; Kim, 2008; Moon, 2004; Park, 2005). Thus, it is suggested that more studies be done in understanding how students perceive NNESTs in EFL contexts.

III. METHODS

1. Setting and Participants

This study was conducted at T university in Seoul, Korea. From the spring semester 2008, this university started an "English track" in which several electives (i.e., listening, speaking, reading, and writing) are offered in only English by NESTs and NNESTs. NESTs are from USA, UK, Australia, New Zealand and many of them have TESOL certificates or MA degrees in language related courses, while NNESTs are all Koreans with US Ph.D or Ed.D degrees in English education, and English language and literature. Their age ranges from 30 to 64.

57 male and 43 female students who have taken English track courses with both NESTs and NNESTs were invited to take part in the questionnaire. Many of them took English track courses in their first year and their majors were diverse (i.e., English language and literature, mathematics education, geography education, home economics education, politics, economics, business, international business, engineering, education, police administration, etc.). Their age ranged from 19 to 23.

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2. Data Collection and Data Analysis Procedures

1) Questionnaire

To recruit participants of this study, the researcher emailed English track students and those who had taken English track courses with both NESTs and NNESTs were included on a voluntary basis. The questionnaire was sent out to the participants via email and they were asked to fill in the questionnaire and then replied (See, Appendix A).

The questionnaire was composed of 34 items. To answer the research questions, the four categories were used, such as general area (i.e., students' general perceptions about NESTs and NNESTs), areas of skills (i.e., their preference to learn in each skill of English), affective areas (i.e., support, comfort, risk-taking, motivation, self-confidence), and teaching behaviors (i.e., NESTs' and NNESTs' teaching behaviors in class). In addition, a Korean version of the questionnaire was used to facilitate the process.

2) Interviews

Semi-structured interview was conducted with 20 students who expressed their willingness to be interviewed (See, Appendix B). During interviewing, the researcher was flexible and allowed the participants to control the flow of information but at the same time, she kept the overall focus on the research problems being investigated. These types of questions enabled the participants to talk about what they did and to build their own emic categories for their stories. Questions in semi-structured interviews were mainly related to merits and demerits of taking courses with NESTs and NNESTs. All interviews were conducted at an empty room at T university, and each lasted approximately 35 minutes. During the interviews, she took interview notes.

3) Data Analysis Procedure

Participants' answers on the questionnaire were tallied. To analyze students' responses from the interviews, the researcher read the interview notes several times to look for words, phrases, or events that seemed to stand out and created categories and subcategories. Second, she looked for relationships among categories that might suggest generalizations. For instance, she compared each category to make sense of the meaning of the data and did creative thinking in order to articulate underlying concepts about what particular patterns emerged. Then, she interpreted the findings inductively, synthesized the information, and drew inferences (McMillan, 2000).

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IV. RESULTS AND DISCUSSION

1. Students' General Perceptions about NESTs and NNESTs

Table 1 below shows the results of students' general preference for NESTs and/or NNESTs. Questions from 1 to 3 generally ask speaking ability of NESTs and NNESTs. More than 50 students expressed that NESTs were better in speaking and they used more authentic language in class. Similarly, 45 students expressed that NESTs spoke English with confidence compared to NNESTs. As Arva and Medgyes (2000) found out, it was shown that NESTs were stronger at teaching colloquial and spontaneous expressions.

TABLE 1

Students' Preferences in General Area (N=100)

Questions/Number of Students	NESTs	NNESTs	Both	None
1.Better in speaking	55	7	38	0
2.The use of real English	65	10	25	0
3.Confident in speaking	45	22	33	0
4.A Good example	37	33	30	0
5.Successful in teaching	35	33	32	0
6.Better for advanced level	43	32	25	0
7.Better for beginning level	35	34	31	0
8.General preference	53	22	25	0
9.Preference in taking more than one course	39	38	23	0

Question 4 is about a good example of how to learn English. Unlike the results of previous questions, they thought that both NESTs and NNESTs were good examples of how to learn English. Although NESTs were slightly more than NNESTs in the results of question 5, students expressed that both were successful in teaching English.

Questions 6 and 7 are about students' perceptions of who is appropriate for which level. 43 students expressed that NESTS were more appropriate for teaching advanced levels but when it came to teaching beginning level, they thought that both NESTs and NNESTs were equally qualified. Questions 8 and 9 are about students' preferences in taking English courses. They generally expressed that they were in favor of taking

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courses with NESTs but when they had a chance to take more than one course, they expressed a preference for both NESTs and NNESTs.

It is noticeable that from students' perspectives, NESTs were more comfortable using English with confidence during class and they also thought that NESTs used more real life language. However, students equally valued NESTs and NNESTs as successful teachers. Although students generally wanted to take courses with NESTs, they also wanted to take courses with NNESTs when they had to take more than one course. In sum, except for speaking ability, students did not express a strong preference for NESTs.

2. Students' Preference in Language Skills

Questions from 10 to 18 in Table 2 show students' preferences for NESTs and/or NNESTs in learning English language skills. Question 10 is about students' preference in learning pronunciation and the majority of the students (85 students) reported that they wanted to learn English pronunciation with NESTs. However, when it came to learning English grammar, 51 students expressed that they were in favor of learning grammar with NNESTs. In the area of vocabulary, they did not express a strong preference (i.e., 30 and 27 students respectively) but again in listening, they preferred to learn with NESTs (73 students). Like pronunciation, students also stated a NEST preference in speaking (78 students).

TABLE 2

Students' Preferences in Language Skills (N=100)

Questions/Number of Students	NESTs	NNESTs	Both	None
10.Pronunciation	85	5	10	0
11. Grammar	29	51	20	0
12.Vocabulary	30	27	43	0
13. Listening	73	16	11	0
14. Speaking	78	10	12	0
15. Reading	33	31	36	0
16. Writing	28	38	34	0
17.Test-taking strategies	15	75	10	0
18.Learning Cultures	77	13	10	0

In reading, students equally wanted to learn with NESTs and NNESTs (i.e., 33 and 31 students respectively). However, in writing, they preferred NNESTs (38 students) to NESTs. The majority of the students (75 students) expressed that they wanted to learn test-taking strategies (i.e., how to get a high score on a standardized test, etc.) with

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NNESTs. However, like the results of Filho's (2002) study, students wanted to explore cultures and customs of English speaking countries with NESTs (77 students).

In sum, it is noticeable that students do have a preference for NESTs or NNESTs in some specific skills. For instance, students preferred to learn with NESTs in the areas of pronunciation, listening, speaking, and cultures and customs of English speaking countries, which corroborate the results of research studies done in the past (Filho, 2002; Mahboob, 2004). However, students thought that it was advantageous to learn grammar, writing, and test-taking strategies with NNESTs. In the areas of vocabulary and reading, they equally wanted to take courses with NESTs and NNESTs.

3. Students' Preferences in Affective Areas

Table 3 shows students' preference in affective areas. Question 19 is about who is more supportive in their learning process and students thought that NNESTs (40 students) were more supportive than NESTs and again they felt more comfortable with NNESTs (38 students). However, when students were asked to answer who encouraged more risk-taking during class (i.e., eliciting student talk, encouraging participation, etc.), they reported that NESTs more encouraged them to take a risk during class. Although there was a slight difference, students expressed that they felt more motivated and confident with NNESTs. Thus, we can see that students have a preference for NNESTs considering affective areas.

TABLE 3

Students' Preferences in Affective Areas (N=100)

Questions/Number of Students	NESTs	NNESTs	Both	None
19.Supportive	30	40	28	2
20.Comfortable	30	38	29	3
21.Risk-taking	37	30	33	0
22.Motivation	23	25	50	2
23.Self-confidence	36	40	22	2

4. Teaching Behaviors of NESTs and NNESTs

Questions from 24 to 36 in Table 4 are about teaching behaviors of NESTs and NNESTs. Students felt that both NESTs and NNESTs were equally enthusiastic in teaching during class (33 and 32 students respectively). In a sense, questions from 25 to 28 are related because they are concerned with teachers' behaviors in dealing with

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speaking skill. The results of these questions revealed that NESTs more focused on students' fluency, speaking, and colloquial registers and gave students more chances to speak during class. Questions from 29 to 30 are about classroom activities (i.e., role plays, games, etc.) and materials (i.e., audio visual aids, etc.) used by teachers and students felt that both NESTs and NNESTs equally used interesting and various classroom activities and materials. In questions 31 and 32 asking how to deal with students' errors, they felt that NESTs were more tolerant of their errors (35 students), while they thought that both gave them insightful feedback. Also many of the students thought that NESTs provide them with more cultural information (68 students), whereas they learned more learning strategies (i.e., summarizing, scanning, skimming, etc.) with NNESTs (56 students).

TABLE 4

Students' Preferences in Teaching Behaviors (N=100)

Questions/Number of Students	NESTs	NNESTs	Both	None
24.Enthusiastic	33	32	33	2
25.Fluency	51	35	14	0
26.Speaking	57	33	10	0
27.Colloquial registers	53	33	14	0
28.Chances to speak	34	30	34	2
29.Interesting activities	33	31	33	3
30.Interesting materials	32	31	33	4
31.Tolerance of errors	35	25	33	7
32.Feedback	30	31	23	16
33.Cultural information	68	27	5	0
34.Learning strategies	24	56	20	0

In sum, there were differences in teaching behaviors of NESTs and NNESTs. Although both NESTs and NNESTs had similarities, such as being enthusiastic, using meaningful and various activities and materials, and providing meaningful feedback, NESTs were more concerned with teaching speaking, more tolerant of students' errors and better at providing cultural information.

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5. Findings from the Interviews

The data from the interviews with 20 students were analyzed by the following categories: Strengths and weaknesses of NESTs and NNESTs.

1) Strengths of NESTs

In general, students valued speaking abilities of NESTs, such as speaking English with proper rhythm, pitch, and stress, delivering natural flow of speech, using authentic language and so on.

> I think they use English very naturally without any problems.
>
> When I am listening to my professor, I can feel rhythm.
>
> I guess they use more real language. I mean things used in a real life situation like things we can see on TV.

As presented above, many students expressed that one of NESTs' strengths was using more natural and authentic English during class with proper suprasegmental factors, such as stress, rhythm, and pitch.

In addition, students reported that when NESTs explained things, they used a lot of information related to cultures of English speaking countries and what they did in their countries. In fact, students showed that they enjoyed NESTs' class because they learned English with informative cultures of English speaking countries.

> She always used what she did in Australia...I learned how people do in English speaking countries let alone English.
>
> In explaining Thanksgiving, he talked about how he celebrated Thanksgiving in Chicago...To me it was very informative.
>
> It's like hearing a story and very fun.

2) Weaknesses of NESTs

One of NESTs' weaknesses is their less empathetic behavior. Many students expressed that NESTs had little understanding about them. As shown below, students

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felt that NESTs were less empathetic because of their unfamiliarity with students' linguistic, cultural, and personal backgrounds.

> They are nice but...you know...we are different...they just do not understand us.

> Sometimes I fell like there is a miscommunication in between me and my professor.

3) Strengths of NNESTs

From students' perspectives, NNESTs' in-depth knowledge of the English language and their ability to use Korean were conspicuous strengths. In fact, students felt that using Korean could be helpful in students' learning processes because they could clear up ambiguity in learning English by talking to their NNESTs in Korean. In addition, since both of them had a similar English language learning experience, NNESTs fully understood where students struggled in their learning processes.

> I can make things clear with her in Korean before or after class.

> I guess they have a lot of knowledge in the English language.

> Since we both use Korean, she understands my problems very well in English.

4) Weaknesses of NNESTs

Many students expressed that NNESTs had limited use of English, were weak in pronunciation, and were more concerned with accuracy. The data below shows that NNESTs were weak in natural flow of speech because they spoke English with a strong accent and they mainly used bookish lexical items that were rarely found in natural speech. Also, NNESTs were accuracy-oriented in teaching English.

> Well...I guess their pronunciation is very choppy and it is different...They use things from books.

> She speaks English with southern Korean dialect...very slow...tensed.

> They use big words like things people don't use...I guess I need something natural.

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They are kind of preoccupied with accuracy...like they want me to use perfect English.

In sum, NESTs were strong in speaking and good at supplying more cultures of English speaking countries but they were less empathetic. In case of NNESTs, they were knowledgeable in the English language and their use of Korean played a facilitative role in students' learning processes. However, NNESTs were weak in using natural flow of speech and tended to overcorrect students' work.

V. CONCLUSION AND IMPLICATIONS

The overall results of this study revealed that except speaking ability, students did not express a strong preference for NESTs and they did have a preference in learning some specific skills. For instance, students preferred to learn with NESTs in the areas of pronunciation, listening, speaking, and cultures and customs of English speaking countries but with NNESTs in the areas of grammar, writing, and test-taking strategies. However, they equally wanted to take courses with NESTs and NNESTs in the areas of vocabulary and reading. Considering affective areas, students had a preference for NNESTs. In addition, there were differences in teaching behaviors of NESTs and NNESTs. Although both were enthusiastic, used meaningful and various classroom activities and materials, and provided meaningful feedback, NESTs were more concerned with teaching speaking, more tolerant of students' errors and supplied more cultural information. In terms of merits and demerits of NESTs and NNESTs, NESTs were strong in speaking and good at supplying more cultures of English speaking countries but they were less empathetic. In case of NNESTs, they showed in-depth knowledge in the English language and sharing the same L1 was supportive in students' learning processes but they used bookish English and seemed to correct students' errors frequently.

As the results revealed, there were no big differences between NESTs and NNESTs in English language awareness and pedagogical skills but there existed a difference between NESTs and NNESTs considering language proficiency, especially for speaking skill. To minimize a gap between NESTs and NNESTs in speaking skills, the following implications are suggested for NNESTs who have an interest in TEE. NNESTs should engage in autonomous learning (Medgyes, 1994). Autonomous learning is non-stop and self-generated. Especially, it is meaningful in compensating their weaknesses, speaking skills. Examples in autonomous learning include analyzing and participating in discourses. NNESTs should look for a discourse or debate from TV programs or movies

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and while watching it, they should pay attention to how to take turns, and how to initiate, change, and terminate topics, and how to interrupt, and so on. In addition, they should also participate in real discourses and it can be done with collaboration of their colleagues (Choi, Joh, & Lee, 2008). For instance, they can make a group and continually hold a regular meeting where they can actually refine their English speaking skills through participating in tasks needed in English classroom. In fact, this self-directed practice with collaboration is conducive to NNESTs' self confidence in speaking English. Lastly, NNESTs can videotape their classes and let native experts analyze them. Later on, both NESTS and native experts have a conference where they can discuss NNESTs' weaknesses and strengths in teaching English in English. It is hoped that teachers interested in TEE will refine their speaking skills through practicing those suggested above.

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APPENDIX A

Questionnaire

Directions: This questionnaire is about native and non-native English speaking teachers teaching general English courses. Please be as honest as possible and highlight your answer to each question. After filling out the questionnaire, please reply to me with the completed questionnaire.

I. General Area

1. Who do you think speaks better English?
NESTs NNESTs Both Neither NESTs nor NNESTs
2. Who do you think uses real language?
NESTs NNESTs Both Neither NESTs nor NNESTs
3. Who do you think uses English more confidently?
NESTs NNESTs Both Neither NESTs nor NNESTs
4. Who do you think is a good example of how to learn English?
NESTs NNESTs Both Neither NESTs nor NNESTs
5. Who do you think is more successful in teaching English?
NESTs NNESTs Both Neither NESTs nor NNESTs
6. Who do you think is better in teaching advanced ESL students?
NESTs NNESTs Both Neither NESTs nor NNESTs
7. Who do you think is better in teaching beginning ESL students?
NESTs NNESTs Both Neither NESTs nor NNESTs
8. With whom do you want to study English?
NESTs NNESTs Both Neither NESTs nor NNESTs
9. If you take more than one English course, who do you prefer to have?
NESTs NNESTs Both Neither NESTs nor NNESTs

II. Areas of Skills

10. With whom do you prefer to learn pronunciation?
NESTs NNESTs Both Neither NESTs nor NNESTs
11. With whom do you prefer to learn grammar?
NESTs NNESTs Both Neither NESTs nor NNESTs
12. With whom do you prefer to learn vocabulary?
NESTs NNESTs Both Neither NESTs nor NNESTs
13. With whom do you prefer to learn listening skill?
NESTs NNESTs Both Neither NESTs nor NNESTs
14. With whom do you prefer to learn speaking skill?
NESTs NNESTs Both Neither NESTs nor NNESTs

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15. With whom do you prefer to learn reading skill?
NESTs NNESTs Both Neither NESTs nor NNESTs
16. With whom do you prefer to learn writing skill?
NESTs NNESTs Both Neither NESTs nor NNESTs
17. With whom do you prefer to learn test-taking strategies? (i.e., how to get a high score on a standardized test like TOEFL)
NESTs NNESTs Both Neither NESTs nor NNESTs
18. With whom do you prefer to learn cultures & customs of English speaking countries?
NESTs NNESTs Both Neither NESTs nor NNESTs

III. Affective Areas

19. Who do you think is more supportive to you in class?
NESTs NNESTs Both Neither NESTs nor NNESTs
20. Who do you think provides more comfortable classroom environment?
NESTs NNESTs Both Neither NESTs nor NNESTs
21. Who do you think encourages you to take more risks in class?
NESTs NNESTs Both Neither NESTs nor NNESTs
22. Who do you think motivates you to study more?
NESTs NNESTs Both Neither NESTs nor NNESTs
23. Who do you think gives you more self-confidence?
NESTs NNESTs Both Neither NESTs nor NNESTs

IV. Teaching Behaviors

24. Who do you think is more enthusiastic about teaching?
NESTs NNESTs Both Neither NESTs nor NNESTs
25. Who do you think more focuses on fluency?
NESTs NNESTs Both Neither NEST nor NNESTs
26. Who do you think more focuses on oral skills?
NESTs NNESTs Both Neither NESTs nor NNESTs
27. Who do you think more focuses on colloquial registers?
NESTs NNESTs Both Neither NESTs nor NNESTs
28. Who do you think gives you more chances to speak during class?
NESTs NNESTs Both Neither NESTs nor NNESTs
29. Who do you think uses a variety of classroom activities? (i.e., interesting, fun, and goal-related activities, such as games, role plays, group or pair work, etc.)
NESTs NNESTs Both Neither NESTs nor NNESTs
30. Who do you think uses a variety of classroom materials? (i.e., interesting, fun, and goal-related materials, such as computer-related materials, movie & video clips, etc.)
NESTs NNESTs Both Neither NESTs nor NNESTs

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31. Who do you think more tolerates your errors?
NESTs NNESTs Both Neither NESTs nor NNESTs
32. Who do you think gives you more meaningful/helpful feedback?
NESTs NNESTs Both Neither NESTs nor NNESTs
33. Who do you think supplies more cultural information?
NESTs NNESTs Both Neither NESTs nor NNESTs
34. Who do you think introduces more learning strategies? (i.e., getting a main idea, getting specific information, semantic mapping, brainstorming, summarizing, etc.)
NESTs NNESTs Both Neither NESTs nor NNESTs

Thanks for Your Time & Effort!

APPENDIX B

Semi-structured Interview Questions

1. How was your experience with NESTs in general English courses?
2. How was your experience with NNESTs in general English courses?
3. What are advantages of taking English courses with NESTs?
4. What are disadvantages of taking English courses with NESTs?
5. What are advantages of taking English courses with NNESTs?
6. What are disadvantages of taking English courses with NNESTs?

Examples in: English
Applicable Languages: English
Applicable Levels: College

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