REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT

A MULTIFACETED APPROACH TO CHALLENGES FACED BY NNESTS: A COMPARATIVE CASE STUDY OF A PRIVATE AND A STATE SECONDARY SCHOOL IN TURKEY

Zülal ÖLMEZ İSTANBULLU

MASTER OF ARTS

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ABSTRACT

A MULTIFACETED APPROACH TO CHALLENGES FACED BY NNESTS: A COMPARATIVE CASE STUDY OF A PRIVATE AND A STATE SECONDARY SCHOOL IN TURKEY

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Master of Arts, English Language Teaching
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As English has become a global language, dichotomy of NESTs (Native English speaking Teachers) and NNESTs (Non-native English speaking Teachers) has become a controversial issue. Although previous studies focused on strengths and weaknesses of two groups, few studies have focused on challenges of being a NNEST and how NNESTs overcome those challenges. Therefore, this mixed-method comparative case study does not only investigate the causes and outcomes of the difficulties encountered by NNESTs, but it also highlights how contextual and individual factors influence the way those challenges are experienced and handled. Sample of the study consists of 10 NNESTs from two highly reputed secondary schools in Hatay; one state school and one private school. The quantitative data were gathered by use of a close-ended questionnaire administered to participants at the spring term of 2018-2019 academic year. Classroom observations and semi-structured interviews were conducted with each participant in order to obtain qualitative data which was also obtained from the open-ended questions included in the questionnaire. Quantitative findings were analyzed by use of SPSS version 22 while thematic analysis was used to analyze qualitative data. The findings indicated that both group of NNESTs mostly experienced student-related challenges. However, teacher-related challenges and institution-related challenges were found higher in state school part. When compared with state school teachers; private school teachers were found much more effective in dealing with the challenges they face, which was associated with contextual differences between two schools as well as individual differences among the participants. The study has important suggestions as to how the NNESTs working in Turkey can be empowered based on the findings obtained.

Keywords: NEST, NNEST, challenges, contextual factors

ÖZET

ANADİLİ İNGİLİZCE OLMAYAN İNGİLİZCE ÖĞRETMENLERİNİN KARŞILAŞTIKLARI ZORLUKLARA İLİŞKİN ÇOK YÖNLÜ BİR YAKLAŞIM: TÜRKİYE'DE BİR ÖZEL VE BİR DEVLET ORTAOKULU ÜZERİNE KARŞILAŞTIRMALI BIR DURUM ÇALIŞMASI

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İngilizce küresel bir dil haline geldiğinden beri, anadili İngilizce olan İngilizce öğretmeni ve anadili İngilizce olmayan İngilizce öğretmeni ikilemi tartışmalı bir konu haline gelmiştir. Her ne kadar önceki çalışmalar iki grubun da güçlü ve zayıf yönlerine odaklanmış olsa da, az sayıda çalışma anadili İngilizce olmayan İngilizce öğretmeni olmanın zorluklarına ve İngilizce öğretmenlerinin bu zorlukların üstesinden nasıl geldiğine odaklanmıştır. Bu nedenle, bu karma yöntemli karşılaştırmalı örnek olay incelemesi sadece anadili İngilizce olmayan İngilizce öğretmenlerinin karşılaştığı zorlukların nedenlerini ve sonuçlarını araştırmakla kalmamış, aynı zamanda bağlamsal ve bireysel faktörlerin bu zorlukların yaşanma ve ele alınma şeklini nasıl etkilediğini incelemiştir. Çalışmanın örneklemini Hatay'da bir özel okul bir devlet okulu olmak üzere çok tanınmış iki ortaokulda çalışan 10 İngilizce öğretmeni oluşturmaktadır. Nicel veriler, 2018-2019 akademik yılı bahar döneminde katılımcılara uygulanan bir anket aracılığı ile toplanmıştır. Ardından, nitel veriler, ankette bulunan açık uçlu sorular ile her katılımcı ile gerçekleştirilen sınıf gözlemleri ve yarı yapılandırılmış görüşmeler aracılığı toplanmıştır. Nicel bulgular SPSS 22 versiyonu kullanılarak analiz edilirken, nitel verileri analiz etmek için tematik analiz kullanılmıştır. Bulgular, her iki okulda görev yapan öğretmen grubunun da en çok öğrenci kaynaklı zorluklarla karşılaştığını göstermiştir. Öğretmen kaynaklı zorluklar ve kurum kaynaklı sorunlara bakıldığında devlet okulunda görev yapan öğretmenlerin daha çok problem yaşadığı saptanmıştır. Devlet okulu öğretmenleriyle karşılaştırıldığında; özel okul öğretmenlerinin karşılaştıkları zorluklarla daha etkili bir biçimde başa çıktıkları ortaya çıkmıştır. İki grup arasında ortaya çıkan

farklılıkların bağlamsal faktörler ve bireysel farklılıklar ile ilişkili olduğu sonucuna varılmıştır. Çalışmadan elde edilen bulgulara dayanılarak, Türkiye'de görev yapan İngilizce öğretmenlerinin nasıl güçlendirilebileceği konusunda önemli öneriler sunulmuştur.

Anahtar kelimeler: Anadili İngilizce olan İngilizce öğretmeni, anadili İngilizce olmayan İngilizce öğretmeni, zorluklar, bağlamsal faktörler

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ABBREVIATIONS

ELF	**:**	English as a lingua franca
ELT	**:**	English language teaching
NS	**:**	Native speaker
NNS	**:**	Non-native speaker
NEST	**:**	Native English speaker teacher
NNEST	**:**	Non-native English speaker teacher

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CHAPTER I

INTRODUCTION

1.1 .Problem

With the increase in the number of English speaking people around the world, the status of English has undergone an enormous change. English is not a language that we learn to communicate just with native speakers of English anymore. As Rajagopalan (2004) points out we used to think that we learn English in EFL classes "*to be able to order a beer in London, or get in to taxi in New York*" (p.114). However, he says, it is not the case anymore: if you are unable to communicate with a waiter with a Greek accent, then you are deficient.

In fact the number of people speaking English is increasing continuously which is presented by Kachru (1985) with three circles: "*the inner circle*" (including the countries where English is spoken as the primary language, such as the USA, the UK, Canada, New Zealand, Australia), "*the outer circle*" (including countries where English is used as second language, official language or language of education like Nigeria, Zambia, Singapore, India etc.), and "*the expanding circle*" (where English is spoken as a foreign language like China, Greece, Korea, Israel, Japan, Suudi Arabia, Nepal, Taiwan, Zimbabwe etc.) (p.12). As he states, the number of people in the expanding circle is increasing at a high speed which implies a different dimension of English. The way and the reasons why English used in those countries is related to the international status of English.

In line with Kachru (1985) and Rajagopalan (2004), the international status of English is also emphasized by Crystal (2003) who highlights the number of English speakers around the world and how fast it grows. He states that the people speaking English as a second language or foreign language outnumber the people who speak English as their first language. Furthermore, he indicates that use of English language has been increasing so broadly that the number of people in the outer or expanding circle is growing faster than that of inner circle.

Seidlhofer (2005) comments on English as a lingua franca stating that it is a more proper term referring to communication that takes place among people who have different first languages. That point of view, gives authority to non-native speakers in terms of owning and adapting English.

Along with the emphasis on international status of English and English as a lingua franca, many scholars have been closely concerned with the pedagogical implications of the issue. For example, Canagarajah (2014) suggests that we should adopt different teaching approaches suitable for the users of English. Now that, users of English are mostly multilingual speakers from different backgrounds, with different language learning experiences and proficiencies, Canagarajah suggests focusing on "*context and interaction specific communicative practices to help them achieve intelligibility*" (p.769) rather than teaching specific norms.

As a consequence of the changing role of English and its pedagogical implications, the previous debate about native speaker norms and native speaker model changed direction and the question of whether the native English speaking teachers are better than non-native English speaking teachers became more controversial. The countries that supported native speaker norms began to pay more attention to NESTs, and offer them more facilities than NNESTs (Solhi & Rahimi, 2013). Similarly, in Turkish EFL context, with the NESTs being hired in private schools and universities, discrimination between NESTs and NNESTs caused many NNEST candidates to lose self-confidence and feel disadvantaged because of being non-native (Tatar and Yıldız, 2010). However, research on strengths and weaknesses of both NNESTs and NESTs shows that both NESTs and NNESTs have their own strengths and weaknesses, and no one is better or more efficient than another (Canagarajah, 1999; Medgyes, 1992; Cook, 1999). What is more, the research suggests that it is even better and most efficient if the both groups work collaboratively. Each group can learn from another and overcome their weaknesses with the help of the other (Reves and Medgyes, 1994; Luo, 2010)

Still, a significant gap remains in the literature, as the most of the studies dealt with NEST-NNEST dichotomy comparing the two in terms of their strengths and weaknesses, undervaluing the reasons that counted for the problems faced by NNEST, and how they could be dealt with. What is more, although recent studies indicated the strong influence contextual factors have on language teaching and learning (Canagarajah, 2014; Burri, 2017), previous studies on NNESTs did not focus much on the characteristics of the teaching context that may affect and shape the difficulties NNESTs face. As, in Turkey, private schools and state schools usually constitute two different educational context that differ from each other in terms of the facilities they offer for their teachers and students, this comparative study hopes to contribute to the literature by focusing on how the status of being NNEST and the outcomes that status brings about are being dealt

with by two different groups of Turkish NNESTs working in two separate schools; one state secondary school and one private secondary school. The findings will not only shed light on if and how different challenges the contextual factors may bring about for NNESTs, but will also come up with suggestions as to how the NNESTs working in Turkey can be empowered considering the contextual factors.

1.2. Purpose of the Study

The main purpose of this study is to explore student-related, teacher-related and institutional related factors that may have influence on the challenges experienced by non-native English language teachers (NNESTs) teaching at secondary level EFL settings under two categories namely, private secondary schools and state secondary schools. Also, the study aims to extract teachers' detailed descriptions of the sources and outcomes of the reported challenges and of the coping strategies used to overcome the challenges stated.

In line with the purpose of the study, the researcher will investigate experiences of Turkish NNESTs working at secondary schools in Turkish EFL contexts. Two groups of teachers will be included in the study, former teaching at a state school and latter teaching at a private school. The researcher will try to answer how challenges faced and coping strategies applied by both groups are affected or shaped by distinct aspects of teaching context. Thus, the study will provide a multidimensional look into the circumstances that may have influence on challenges experienced by NNESTs in Turkish EFL context.

The study will try to answer the following research questions:

1. What are the challenges experienced by NNESTs teaching in Turkish EFL context?
2. To what factors do Turkish NNESTs relate the reasons of the challenges they face in EFL classrooms?
3. What are the coping strategies used by NNESTs teaching in Turkish EFL context to overcome the challenges they face in EFL classrooms?
4. What are the differences, if any, between Turkish NNESTs teaching in state secondary schools and Turkish NNESTs teaching in private secondary schools in terms of

a) Causes of the challenges experienced?
b) Coping strategies they use to overcome challenges?

1.3. Significance of the Study

The NEST and NNESTs issue and the non-native status of English teachers have been keenly debated recently. Majority of the studies on NEST-NNEST issues focused on the differences between the two groups in terms of linguistic competences (Lipovsky and Mahboob, 2010), experience (Williams, 2002), pedagogical factors (Llurda & Huguet, 2003), teaching styles (Mahboob & Griffin, 2006), personal qualities (Nemtchinova, 2010), knowledge of target language (Tatar&Yıldız, 2010) and so on. As the literature review reveals, the literature on the issue is focused on the dichotomy of NEST-NNESTs and little emphasis has been put on the challenges facing NNESTs in EFL context. What is more, the research on NNESTs is mostly concerned with teacher-related issues such as the difficulty in establishing credibility, lack of knowledge in the target culture, low command of the target language and lack of self-confidence (Kemaloğlu-Er, 2017; Çakır and Demir, 2013; Moussu, 2006; Medgyes,1994). Thus, what is missing in the literature is a multi-dimensional approach that will provide in-depth investigation into the causes of the difficulties encountered by NNESTs with emphasis on local contexts. Thus, the current study hopes to fill the gap by conducting a comparative case research examining how different characteristics of teaching context in which NNESTs are teaching; such as the profile of the learners, stakeholders and institution as well as their own backgrounds as NNESTs influence the concerns of NNESTs in Turkish EFL context.

Furthermore, the literature on NEST-NNEST issues have been insufficient in that the findings were mostly based on assumptions and perceptions of teachers, students, host teachers or other stakeholders. Besides, the tools used to collect data were limited to questionnaires or interviews and not much research provided in-depth analysis of classroom practices of teachers. Therefore, the current study will contribute to the literature by triangulation of questionnaires, interviews and classroom observations, verifying the findings of the previous research.

In sum, the current study adopts a multidimensional approach by examining the similarities and differences between NNESTs from two different contexts, namely private secondary schools and state secondary schools, in order to present a deeper understanding

of how different parameters unique to teaching context, may count for problems experienced by NNESTs and coping strategies applied by them.

Based on teachers' accounts (obtained by use of questionnaires, semi-structured interviews and researcher journal kept during classroom observations), the present study aims to guide NNESTs on how to handle the problems they face in their classroom. The study will also inform stakeholders and decision-makers who want to help eliminate the challenges of NNESTs in order to improve the quality of education.

1.4. Limitations of the Study

The first limitation of the study is that the scope of the current study is limited to one state secondary school and one private secondary school. Therefore, the findings of the current study cannot be generalized to all English teachers working at secondary state schools. However, it can pave the way for further studies on challenges of NNESTs and can contribute to literature a lot together with other research findings.

Also, this study explored how challenges faced by NNESTs and coping strategies applied by them were affected or shaped by some factors related to students, teachers or the institutions. However, due to the time constraint the researcher could not observe how the experiences of NNESTs have changed over time. Further longitudinal studies can be carried out to highlight how teachers' experiences and attitudes change over a length of time.

Besides, the answers of teachers to close ended and open-ended questions may not reflect their actual opinions as they are informed about what the researcher is looking for. Similarly, the data obtained by classroom observations may not reflect the real classroom practices because the teachers and students may have been affected by the presence of an observer in the class. Fortunately, use of multiple data collection methods enabled to verify the findings and enhance the validity of the research.

1.5. Definition of Terms

English as an International Language: The use of English in international communication rather than any specific English variety (Sharifian, 2009)

English as a Lingua Franca: The use of English as the medium of communication among people who do not share the same first language (Seidlhofer, 2005).

English Language Teaching: An umbrella term based on the field of English teaching to speakers having a different mother tongue (Smith, 2004).

Non-native Speaker: the speaker of any language as a second or foreign language (Cook, 1999)

Native Speaker: A person who has learnt a language in childhood (Cook, 1999).

Non-native English Speaking Teacher: English language teachers who are not native speakers of English.

Native English Speaking Teacher: English language teachers who are native speakers of English.

CHAPTER II

LITERATURE REVIEW

Within the framework of the study, which adopts a social constructivist approach, this chapter will discuss how the dichotomy of NEST and NNEST was socially constructed by the idealization of native speakerism and assumptions attributed to NNESTs in parallel with native speaker idealization. The chapter will also focus on the NNEST movement as well as other movements such as English as a Lingua Franca, English as an International Language, English as a global language and World Englishes which contributed to the deconstruction of the NEST-NNEST dichotomy. Strengths and weaknesses of NNESTs, in terms of their teaching behaviours, will be discussed based on a number of researches dedicated to challenge the bias against NNESTs. An analysis of recent research on the perceptions of students towards NEST and NNEST as well as NESTs and NNESTs' own perceptions will also be presented. Besides, challenges facing NNESTs in educational settings will be highlighted based on the existing literature on the challenges experienced by NNEST.

2.1. NEST – NNEST Dichotomy

2.1. 1. Privilege of Native Speaker

According to Kato (n.d.), the background of native speaker idealization dates back to Chomsky's (1965) cognitivist theory. According to him, the reason behind non-native speaking teachers' lack of self-confidence has its roots in Chomsky's distinction between competence and performance which considered native speakers as the perfect models and judges of their language. Chomsky's claims were later supported by the terms *interlanguage* and *fossilization* put forward by Selinker (1969). In line with Kato (n.d), Mahboob (2010) also states that Selinker's terms possess ideological meanings that favour native speakers over non-native speakers. According to Mahboob (2010), Chomsky's and Selinker's arguments were reinforced by Ellis' (1994) description of language learner according to native speaker norms and Long's (1981) emphasis on native speakers as the ideal models.

Several other definitions have contributed to the privileged status of native speakers. For example, Stern (1983) points out two parameters to differentiate between

native language and non-native language. Those parameters are the way the individual acquire the language and the language proficiency level the individual achieve. He uses the term "*native language*" referring to the language acquired by people in infancy or early-childhood mostly through interaction within the family while he prefers the term "*non-native language*" to point to the language learnt later for example through a school course or a special study. Therefore, the individuals will have lower command of their non-native language when compared with their native language. Based on Stern's view, native speakers of a language are those who have acquired the language in infancy or early-childhood and have high proficiency in that language. On the other hand, non-native speakers of a language are those who have acquired the language later in life and have less familiarity with that language.

Similarly, Davies (2013) defines a "*native speaker*" as an individual who "*have early acquired the language*" (p. 23). Davies (2013) puts forward some additional characteristics that native speakers of a language should have regarding the language competencies. According to him, native speakers should have intuition regarding the idiolectal syntax of the language they speak as their native language. Native speakers should also intuitively recognize the grammar properties which differ from the idiolectal syntax of their native language. In view of Davies (2013), native speakers should also have some intrinsic competencies such as communicative competency, writing competency and the ability to interpret and translate into their native language. Native speaker definition brought forward by Davies (2013) and the native speaker competencies he suggests, just like Stern's definition, imply that achieving a native speaker status is an unattainable goal for an adult non-native speaker.

Cook (1999) asserts that the individuals are the native speakers of the languages they learnt first, acknowledging the notion that it is impossible to become a native speaker of a language which was not learnt in childhood. However, he refuses to acknowledge the characteristics put forward by Davies (2013) as distinctive features among native speakers and non-native speakers. He claims that a native speaker may not inherently possess all of the characteristics proposed by Davies (2013) and Stern (1983). Also, those characteristics may also be possessed by many non-native speakers disregarding their language proficiency level (Cook, 1999).

Kramsch (1997) criticizes the earlier definitions which regarded native speakers as the people who were born to a community in which that language was used as native language. She also disagrees with the notion that native speakers hold an intuition

regarding the grammar of that language which is not possessed by non-native user of the same language. According to Kramsch (1997), native speakership cannot be simply defined by birth privilege. Neither can it be explained by having intuition or competence of fluent communication. The privilege of native speaker, according to Kramsch (1997) is made up by the community which differentiates between native speaker and non-native speaker showing favouritism to native speaker. Therefore, neither an intuition about grammatical and linguistic aspects of a language nor inherent communicative competence alone makes a person native speaker; one has to be accepted as native speaker by the community in which the language is being used.

Graddol (1999) asserts that the importance and privilege of the native speaker has been declining due to the ongoing increase in the number of English speakers. With the changes in the world, the status of English has gone through a significant change (Graddol, 1997). The need to communicate among people around the world has increased and the English has begun to be used for various purposes (Graddol, 1997). As the number of non-native English speakers increasing globally, the proportion of native speakers has been continuously decreasing which implies a significant shift in the use and status of English around the world (Graddol, 1999). In the same vein, Crystal (2003) asserts that a language would probably develop slightly different in a setting where native speakers outnumber the non-native ones from that of an environment where non-natives are higher in number. According to him, the status of language depends on the social and cultural aspects of the environment in which the language is being used. Thus, he informs the readers about the complex situation English language has in the present due to which he suggests we should not make sharp distinction between the native speakers and non-native speakers.

2.1.2. Communicative Language Teaching (CLT) Approach

Spada (n.d.) claims that various definitions and interpretations have been put forward to describe communicative language teaching (CLT) since it was first introduced in the 1970s. In spite of its ongoing popularity and acceptance around the world for over 30 years, the definition of the term CLT still remains vague and incoherent (Burns, 2008). As stated by Burns (2008), assumptions and assertations found in the literature about CLT are so broad that they do not provide a clear description of practical strategies on how to

implement the approach. Following characteristics of CLT were proposed by Brown (2000):

- The purpose of teaching is improving communicative skills rather than focusing solely on linguistics or grammar.
- Meaningful, functional and authentic use of language is encouraged by teachers and teaching techniques are designed accordingly.
- Accuracy and fluency, together, form the principles of CLT. However, fluency is sometimes more important than accuracy, because it helps to engage learners in meaningful use of language.
- Spontaneous, productive and receptive use of language is the ultimate goal of teaching in CLT classrooms.

Privilege of NEST over NNEST dates back to the adoptation of communicative approach which replaced grammar-translation and audio-lingual methods in 1970s (Kramsch, 1997). With the spread of the method, the communicative competence started to gain importance much more than ever, which brought prestige to native speakers they did not have before then (Kramsch, 1997). Thus, it can be concluded that Communicative Language Teaching brought up challenging responsibilities and roles for non-native English language teachers. They were even held responsible for the failure of the method at times. For example, Medgyes (1986) stated that NNESTs were not successful in adopting communicative approach because of their "*language deficiencies*" (p.112). According to him CLT puts a heavy linguistic burden on teachers which was much more overwhelming for NNEST because they were too busy with coping with their language deficiencies to spare enough time for their students' needs. This point of view has placed NNESTs in an inferior situation compared to their NEST counterparts just because they are not native speakers, ignoring the contributions the NNESTs' linguistic backgrounds can bring to the classrooms.

Burns (2008) rejects the idea by focusing on the origin of CLT approach. In view of him, what Medgyes ignored was that, the approach was not applicable for local contexts as the basis for CLT was formed by European centred concepts, overlooking the contextual factors operating in educational settings. Burns (2008) suggests that it is necessary to identify the dynamics of learning settings to be able to fully understand how

effective teaching and learning can take place. Thus teachers should consider characteristics of learning environment such as students' needs for effective learning environment rather than conforming to single approach.

Mahboob (2010) confirms Burns' (2008) claims about the challenge of CLT application in language classes emphasizing that the approach was suitable for ESL context where the learners were supposed to speak English like native speakers and the teachers were also expected to be native themselves. Thus, he suggests that the problem behind the application of CLT cannot be ascribed to NNESTs' deficient use of the language. Because, the approach is not appropriate for EFL context in which the teachers of English are mostly non-native.

2.1.3. Dichotomy of NEST-NNEST

Review of literature on NEST-NNEST dichotomy shows that the relationship between NEST and NNEST has been interpreted in different ways (Llurda, 2009; Kumaravadivelu, 2016; Cakcak, 2018). Llurda (2009) associates NEST-NNEST relationship with "*Stockholme Syndrome*", the term which was used by Nils Bejerot after a bank robbery in Stockholm. It was observed that, the people held hostage during the robbery which lasted 6 days were emotionally attached to their captors after they were rescued. Upon this event Nils Bejerot coined the term to define "*a victim's psychological identification with their captor*" (p. 1). The term was later explained as "*a humane defensive mechanism of a person who somehow needs to perform an emotional attachment to the nearest powerful figure*" (Llurda, 2009, p.1) including the person-to-person cases in which spouses, children, people from different religious cults or people living in concentration camps are abused, or exposed to violence by someone else. Llurda (2009) claims that NNESTs are facing physical and emotional abuse similar to the victims of the robbery took place in Stockholm emphasizing how they surrender themselves to the NS norms bound implementations in the ELT field which value NEST over NNESTs. She adds that, not only do NNESTs adapt to the "*formulations, proposals, and attitudes that relegate them to mere spectators*" (p.2) but they also become the practitioners of NS norms.

Kumaravadivelu (2016), on the other hand, reflects on Gramsci's (1971) work on hegemony and subalternity to explain the relation between NEST- NNESTs. According to his characterization, NNESTs constitute a subaltern community dominated by

hegemony of NESTs. He states that, marginalization is the main aspect through which the subordination process operates. Thus, he suggests that the dominated group should try to challenge their subordinate status by fighting the factors that marginalize them. What is needed for a start is to raise awareness among the marginalized group and a collective result-oriented action instead of an "*intellectual elaboration*". Among the actions Kumaravadivelu (2016) suggests to be taken by subaltern community in order to challenge the hegemony of dominant power, the most urgent one is to resist biased terminologies imposed by dominant power. He claims that, NNESTs are somehow responsible for their own marginalization because they yielded the use of the term "*non-native speaker, with all its negative connotations*" (p.77).

In addition to Llurda (2009) and Kumaravadivelu (2016), Cakcak (2018) also puts emphasis on NNESTs' own role in their marginalization and subordination in her interpretation of NEST-NNEST dichotomy. Cakcak's (2018) understanding of NEST-NNEST relationship is based on Freire's (2005) interpretation of the relationship between "*the oppressor and the oppressed*". According to Freire (2005), oppressors impose some implicit prescriptions on the oppressed and the oppressed follows the prescribed behaviour. The oppressed, according to Freire, are aware that they cannot have authentic existence unless they are freed. However, they are afraid of gaining their freedom, because they have already internalized the consciousness of oppressor and they are afraid that they cannot handle the risks behind the struggle for freedom. Cakcak (2018) asserts that a similar relationship exists between NESTs and NNESTs. Based on Freire's (2005) theory, she characterizes NNESTs as divided beings who are "*both themselves and the consciousness of the native speaker they internalized*" (p.193). According to her, this situation of dilemma forces the NNESTs to comply with the native speaker norms even if they may prefer to use their own ways. She also associates the case of NNESTs "*worshipping native speaker norms*" with her (2005) claim that the oppressed builds attachment towards the oppressor in time. Besides, she explains the reason why NESTs do not challenge native speaker norms based on Freire's (2005) claim that oppressed are afraid of freedom because of the autonomy and responsibility freedom will bring about.

Although the exact number of NESTs and NNESTs cannot be figured out, the number of NNESTs has been increasing rapidly in parallel with the increase in the number of people learning English. Canagarajah (1999) emphasized how big number of NNESTs exist worldwide, stating that the number of NNESTs around the world constitute 80% of ESL/EFL teachers in total. In his study on hiring practices of instructions, Mahboob

(2005) also states that most of the English teachers around the world are non-native, because the number of native speakers of English who choose to be English teachers is limited. Çakır and Demir (2013) also stated that non-native English teachers over count the native English teachers. Despite the high number of NNESTs compared with NESTs, there is a growing discrimination against NNESTs indicated in the literature. For example, in his study about hiring practices of directors and administrators in the U.S., Mahboob (2003) found that 59.8 % of the participants preferred to hire NESTs just because they think that the NESTs are more proficient and qualified than NNESTs. Kirkpatrick (2007) also draws attention to the discriminative hiring practices stating that there are many institutions in the world in which native speaker status is regarded as a distinguishing criterion for hiring English teachers. He adds that those institutions state clearly in their advertisements that they do not ask for any teaching qualifications, which leads to employment of many unqualified teachers.

The dichotomy of NEST and NNEST has become visible in Turkey, as well. The number of NESTs working in EFL contexts together with their NNESTs colleagues in Turkey has been increasing in recent years in parallel with the growing number of private universities and schools (Üstünoğlu, 2007). Tatar and Yıldız (2010) also make emphasis on the discrimination between NNEST and NNEST in Turkey. In their study they indicate that the employers in Turkey try to hire native-speaker, in order to make more students enrol in their institutions with the assumption that native speakers are more qualified. They also state that NESTs are offered facilities that are not offered for NNESTs. Thus, in most cases unqualified NESTs are hired even without necessary educational backgrounds.

2.2. Deconstruction of NEST – NNEST Dichotomy

2.2.1. Current Status of English and its Implications for NNESTs

According to Holliday (2014), native speakerism is a constructed ideology that imposes the idea that the best English Teacher models are native speakers. Yet, the ideology has been being questioned and deconstructed in accordance with the spread of English worldwide. Many researchers introduced some new concepts in order to describe the current status of English Language and its pedagogical implications, contributing to the deconstruction of native speaker privilege in ELT settings. Among them the concepts

such as “English as a Global English”, “English as an International Language”, “English as a Lingua Franca” and “World Englishes” will be discussed below.

Crystal (2003) emphasizes the global status of English noting that a language becomes global if it is assigned a special role in every country. He further explains that the process of having a special role may occur in two ways. First, a language can be used by other countries as a second language. In other words, it can be recognized as the official language of a country to be used in some fields such as education, law or media as a means of communication, which oblige the people of the country to learn that language in order to keep up with their life in their society. Second, a country may give priority to a language in its educational system as a foreign language, although it is not recognized as an official language. In other words, it becomes a language the children will most likely learn when they start school. According to him, both of the roles mentioned above are possessed by English language, given that it has been recognized as an official language in over 70 countries and acknowledged as a foreign language in over 100 countries. Statistics provided by Crystal (2003) indicated that English had already been the most widely used language in the world, with about a quarter of the world’s population using it as an official language or as a foreign language. Thus, he describes English as a global language, which has a crucial implication for English teaching by diminishing the disadvantage problem for non-native speakers and privilege of native speakers. According to him (2003) “*a real and powerful bilingualism, indistinguishable from that found in any speaker who has encountered the language since birth*” can be achieved if the children are provided a continuous and well-resourced global language education early in their life.

Seidlhofer (2005) used the term English as a Lingua Franca (ELF) to highlight the global status of English language. She defined the term as a means of communication in English among people, whose first languages are different from each other, a definition which describes ELF as a component of English as an International Language (EIL) or World Englishes all of which are used interchangeably, with slight differences among them, to define the current use of English worldwide. She added that it was improper and offensive to use the term non-native speakers for those who speak English as a foreign or second language. Similarly, Holliday (2005) stated that use of the terms “native” and “non-native” was judgemental in that it ascribed power to NESTs just because English was their native language, which led to the perceptions that NNESTs lacked something. Based on that, Seidlhofer (2005) suggested alternative terms that would not imply

negative connotation of each other. She suggests the term "Monolingual Speakers of English (MSE)" (p.10) to call people who speak English as their first language and have no fluency in any other language, "*Bilingual Speakers of English (BSE)*" (p.10) for people who speak English as their first language and have fluency in an additional language. Under the category of "*Bilingual Speakers of English (BSE)*" Jenkins (1996, p.10) also includes the people who speak fluent English as their second language. Also, she proposes the term "*Non-Bilingual Speaker of English (NBSE)"* (p.11) referring to those who uses English as their second language but are not fluent in English.

Mahboob (2010) acknowledges the role of those concepts in supporting the research and scholarship on NNESTs, helping empower the non-native users of English language. According to him, World Englishes movement contributes to the NNEST movement in many ways. First, World Englishes movement is well aware of Language variations emerged with the spread of English all around the world and rejects the idea that there is only one standard English variety. In line with the first statement, World Englishes challenges the idea that all of the English teachers who are users of a standard English variety are effective English teachers. In fact, research conducted on the concepts of World Englishes, English as a global language and English as a lingua franca raised awareness of the significance of linguistic, instructional, and intercultural competence on being an effective English language teacher, rejecting the view that criticizes English teachers' effectiveness based on their native or non-native status (Sun, 2014).

Last but not the least, World Englishes highlight the importance of contextual factors in the choice of teaching approach which is a highly important aspect, because it challenges the false notion about the ineffectiveness of NNESTs in implementation of communicative approach. According to this view, the reason why communicative approach is not preferred by NNESTs is not their lack of competence to apply the method but it is because they prefer approaches and methods that will meet the needs of the specific setting in which the learning or teaching is being carried out. Seidlhofer (1999) also supports the idea by rejecting the transfer of the methods and approaches developed in inner circle countries to expanding circles, because of the different conditions belonging to each language teaching setting.

Canagarajah (2014) confirms how the changing role of English has affected the way English should be taught. He suggests that pedagogical practices adopted in language teaching should be updated in line with the changes in the status of the language in the contexts it is being used. Mckay (2002) was another scholar who acknowledged teaching

practises and choice of teaching materials should be determined depending on the characteristics of English as an international language. According to her, teaching or learning a foreign language requires a different approach than teaching or learning an international language. Considered as an international language, English teaching process must not be designed according to the same basis as the process of foreign language teaching operates. In the same line, Llurda (2004) focuses on what the current status of English as an international language implies for English language teaching. He claims that the roles of NNESTs and their contribution to English language teaching field have been increasingly appreciated thanks to the recent research on EIL.

To sum; ELF, English as a global language, WE and EIL all has the power to change the assumptions about the NNESTs as they all emphasize that English has been increasingly used among non-native speakers which destructs the place of native speaker norms in English language teaching.

2.2.2. Empowering NNESTs – NNEST Movement

With the spread in use of English across the world and attention given to the world Englishes and English varieties, research into the status of NNESTs has been conducted more often and the discriminatory practises against NNESTs in the ELT context around the world were not only addressed by individual scholars but also confronted by some institutional foundations. As Braine (2010) points out NNEST movement should definitely be referenced if one seeks to address World Englishes or spread of English. The NNEST movement is "*a legitimate area of research*" with a growing number of research on NNEST issues including journals, newsletter articles, master thesis and PhD dissertations (Selvi&Yazan,2011). According to Rudolph, Selvi and Yazan (2015) NNEST movement is not only an organizational association, but also a professional initiation confronting the discrimination against NNESTs and asking for equity between NESTs and NNESTs. In view of Mahboob (2010), NNEST movement paved the way for challenging the NEST privilege which positioned the NNESTs inferior to NEST. Kamhi-Stein (2016) refers to the annual TESOL International Convention hold in 1996 in Chicago, Illinois, United States as the day until when the voices of NNESTs have not been heard in the field of TESOL as a group. On that day, he adds, the idea of initiating NNEST movement aroused upon the colloquium organized by George Brain with the participation of NNEST professionals sharing their experiences. The proposal was put

forward for the organization of an NNEST Caucus which was founded in 1998 (Rudolph et al, 2015), and was later in 2008 turned into NNEST Interest Section (Mahboob, 2010). The NNEST Interest Section has reached 1000 members in 2015 (Kamhi-Stein, 2016).

The NNEST Caucus aims to:

- produce a fair atmosphere for each TESOL member wherever they are from or whichever native language they possess
- organize meetings and arrange conferences to gather non-native TESOL members
- inspire researchers to conduct studies on NNESTs' role in English teaching contexts
- support NNS TESOL members and encourage them to hold leading positions in TESOL (Braine, 1999).

NNEST Interest Section is not only interested in how NNESTs are perceived but it also focuses on their professional development in local ELT settings (Brady, n.d.). Kamhi-Stein (2016) defines the movement as a social movement which aims to highlight the challenges encountered by NNEST professionals. However, he states the caucus welcomed both native and non-native members so as to create collaboration between the groups instead of identifying them as two separate groups. According to him, the goals set by the movement were aimed to make the NNEST professionals visible in the field of TESOL and to provide legitimacy for them as well as to challenge the idea of native speakers as the ideal English teachers. Likewise, Mahboob (2010) states that two of the goals are aimed to promote the status and position of the NNEST, while the other two were related to advocacy. Selvi (2014) also challenges the misconception that NNEST movement is just for NNESTs. He claims that the movement is all-inclusive in nature (Selvi, 2014) aiming at challenging the "*discourse of binary opposition between NESTs and NNESTs*" and to found a "*discourse of NEST and NEST collaboration"* (Selvi, 2010).

Although it was with the emergence of NNEST movement that NNEST professionals became more visible in TESOL field, the movement was also supported and furthered by some local organizations like CATESOL NNLEI (California Teachers of English to Speakers of Other Languages Non-native Language Educators' Issues Interest Group), WATESOL NNEST Caucus (Washington Area Teachers of English to Speakers

of Other Languages Non-native English Speaking Teachers Caucus) (Rudolph et al, 2015, p.30) and TESOL Kuwait NNEST Special Interest Group (TESOL Kuwait NNEST SIG) as well as two statements passed by TESOL International Association; "*TESOL Statement on Non-native Speakers of English and Hiring Practices*" in 1992 and "*Position Statement against Discrimination of Nonnative Speakers of English in the Field of TESOL*" in 2006 (Selvi, 2011, p.188) and an official newsletter for NNESTs (http://newsmanager.commpartners.com/tesolnnest/issues/2018-03-19/email.html).

Catesol NNLEI, a NNEST Interest Group founded in California, has its own special website icin which the goals of the group are stated as follows:

- to deal with topics regarding the preparation and improvement of non-native in-service and pre-service English teachers in California and Nevada
- promote research regarding the condition of non-native in-service and pre-service English teachers in California and Nevada
- encourage NNESTs to engage in local and nation-wide meetings. (https://nnlei.wordpress.com/)

Likewise, WATESOL NNEST Caucus which was established in Washington area identifies its goals on the website specially designed for that group which are given below:

- to crate an educational advocacy for NNESTs in regional TESOL society and other societies.
- to provide a place where NNESTs can discuss things about hiring procedures.
- to make WATESOL widely known as an innovative and inclusive association, addressing associates' demands. (https://sites.google.com/site/watesolnnestcaucus/Aboutus).

Another local Interest group, TESOL Kuwait NNEST Special Interest Group was founded in Kuwait by Rana Khan with similar purposes such as enabling an inclusive atmosphere for NNESTs wherever they are from or whichever native language they possess; encouraging and supporting improvement and training of NNESTs, promoting

research on NNEST issues; and raise awareness among NNESTs to improve themselves for academic and professional purposes. (https://tesolkuwait.net/NNEST)

Functioning as parts of NNEST Caucus, all the above NNEST entities that struggle to promote NNEST-NEST collaboration, draw attention to the unfair treatment of non-native professionals, raise awareness about concerns and challenges of NNESTs and support research into status of NNESTs in TESOL field.

In addition, NNEST newsletter serves to help reach the goals set by NNEST Caucus by providing resources for NNEST related issues and addressing the interactions between NNEST issues and other interest sections. The audiences of the newsletter includes all teachers, administrators, researchers, graduate students -regardless of their native language, geographic and institutional context- who are concerned with the professional status of NNES in the field of TESOL. The main purposes of the newsletter are given below:

- encouraging a broader insight into NNESTs' status in TESOL.
- inspiring TESOL associates to address and discuss NNESTs issues
- supply resources for the associates of NNEST IS and TESOL (http://newsmanager.commpartners.com/tesolnnest/issues/2018-03-19/6.html).

The NNEST newsletter is devoted to contributing to the missions of NNEST Caucus. Thus the newsletter encourages all those who are eager to contribute to the area to share their experiences, visions and knowledge about NNEST issues.

Recent efforts to contribute to the NNEST movement have come from online campaigns, facebook groups and blogs. TEFL Equity Advocates and Academy is an online campaign founded in 2014 by Marek Kizkzowiak who is a non-native English speaking teacher himself with the aim of providing NNESTs with the similar opportunities that NEST has. On the website of the campaign which can be reached through http://teflequityadvocates.com/ both free lessons and paid lessons and webinars are offered which are aimed at helping NNEST overcome native speakerism bias and develop self-confidence as NNESTs.

Drive for Quality Education of English (DQEE) Blog (http://d9e2.blogspot.com/), TEFL Equity Advocates and Academy Blog (https://teflequityadvocates.com/the-blog/), NNEST of the Month Blog (https://nnestofthemonth.wordpress.com/) and CATESOL

NNLEI Blog (https://nnlei.wordpress.com/blog/) are some NNEST related blogs in which both NEST and NNESTs are welcomed to collaborate and share their knowledge and experiences about NNEST related issues.

Besides, Equity Advocates-Working toward Professional Equity in TESOL (https://www.facebook.com/groups/equityadvocates/?fref=ts), NNEST (https://www.facebook.com/groups/nnest/), WATESOL NNEST Caucus (https://www.facebook.com/groups/WATESOLNNESTCaucus/), Budapest nNEST (https://www.facebook.com/groups/Budapest.nNEST/) and TEFL Equity Advocates & Academy (https://www.facebook.com/teflequity) are some official facebook groups that invite NESTs and NNESTs to collaborate and share their knowledge and experience. The common purpose of these groups is to raise awareness about the discrimination against NNESTs and provide professional support for them.

Although NNESTs professionals were provided by a great amount of support thanks to NNEST movement in terms of making their voice heard and becoming more visible in the field, the discriminative hiring practices have not come to an end around the world (Kamhi-Stein, 2016). Selvi (2009) invites the individuals to exert a collective effort for a non-discriminatory future in ELT profession. As a matter of fact, a growing body of research has been dedicated to the empowerment of NNESTs since the emergence of NNEST movement, which will be discussed in the next chapter.

2.2.3. Research on Strengths and Weaknesses of NNESTs

The term "*native speaker fallacy*" was put forward by Phillipson (1992) to reject the idea that NESTs are more qualified than NNESTs and thus English can be better taught by the native speakers. A hot debate has aroused based on this term. A wide range of studies have been carried out since then, in order to challenge the assumptions about the teaching behaviours of NNESTs, raise awareness about the contributions NNEST can provide for English language teaching field, address some potential challenges facing NNESTs and offer solutions as to how the challenges can be overcome.

The challenge for the rights of NNESTs was supported by many scholars who rejected the "*clear cut division between native and non-native speakers*" (Llurda, 2009, p.4) and encouraged the research on NNESTs. For example, Canagarajah (1999), Medgyes (1992) and Cook (1999), emphasized the strengths of both NNESTs and NESTs and argued that NNESTs should not be regarded inferior to NESTs just because they are

better at communicative skills. As Maum (2002) claims, the intrinsic knowledge possessed by NESTs does not make them better than NNESTs, because NNESTs can as well obtain that knowledge by means of training. Instead of valuing one over the other Medgyes (2001) indicates the importance of the collaboration between the two groups and suggests that the biggest advantage would be taken if the two groups were included together in teaching. Medgyes (1994) also refers to NNESTs and NESTs as "*two different species*" in order to underline the differences between them, and to state the possibility that both can have their own strengths and weaknesses. Reves and Medgyes (1994) states that NNESTs may have language deficiencies which they can better overcome if they work together with NESTs. The advantages of collaboration between NESTs and NNETSs can also be seen in the confession made by Liu (2001) who states that he shares his struggles as a non-native assistant professor at a university with his students and the students appreciate him when he tells them that he needs to consult his native colleagues in some situations. By sharing his own language learning experiences, he becomes a good example for his students. In the same vein Cook (1999) states that NNESTs can help students lower their language learning anxieties by presenting "*a more achievable model*" (p.200).

One of the earliest studies which helped overcome many assumptions and bias against NNESTs was conducted by Medgyes (1992). He introduced many other aspects other than language competence that make a good language teacher, criticizing the thought that NNESTs do not make good language teachers due to their deficit language competence. According to him; factors such as experience, age, gender aptitude, charisma, motivation and training are crucial variables that determine the teachers' success of teaching. Medgyes (1992) summarizes the advantages which can be possessed just by NNESTs as follows:

- They can serve as good language learner models for their students.
- They can make use of effective strategies while teaching, because they have already developed strategies for themselves while learning the language.
- They can provide their students with rich knowledge into how the language works, because they gained a deep understanding of the language as they were once the learners of the same language.

- They can anticipate the challenges that their learners may face, because they experienced the same difficulties in their own learning process.
- They feel empathy with their students for their students' needs, because they experience similar higher level challenges as they are still the learners of the language.
- They can take the advantage of the ability to speak the learners' mother tongue, which is an important resource in language teaching.

Medgyes (1992) does not favour one group over another. Instead he emphasizes both groups are equal in terms of chances to become efficient language teachers. However the routes to be taken to achieve success in teaching are different for each group. In order to become ideal language teachers he suggests an intense familiarity with their learners' mother tongue with respect to NESTs, while he recommends NNESTs to improve their target language proficiency. According to Medgyes (1992), an ideal school environment should include a balanced number of NESTs and NNESTs which will give both groups the opportunity to complement one another.

Seidlhofer (1999) points to one particular characteristics non-native teachers and their students have in common. They share the same first language (L_1), which means the teachers have previously taken the journey their students are taking currently. Seidlhofer (1999) argues that knowledge of L_1 is a crucial resource for the language teachers despite the earlier assumption which regarded non-native teachers inferior to native teachers just because English is not their native language. To put in a nutshell, she states that "*native speakers know the destination, but not the terrain that has to be crossed to get there: they themselves have not travelled the same route*" (p.238). She (1999) calls NNESTs "double agents" (p. 235) due to their familiarity with both native language of the learners and target language being taught, which makes language teachers proficient facilitators negotiating between the languages and cultures. Macaro (2005) also highlights that being able to code switch between the target language and students' own language is a valuable asset which is possessed only by NNESTs. That's why he prefers using the terms monolingual teacher and bilingual teacher instead of NEST and NNEST.

Matsuda and Matsuda (2001) are also among the scholars who suggested collaboration of NEST and NNEST for teacher development. In their research, they examined the impact of journal sharing among two NESTs and two NNESTs on their

professional growth. They concluded that collaboration among native and non-native teachers highly contributed to teachers' development.

Maum (2002) emphasizes that the role of NNESTs in English teaching profession has been misjudged by their students and native colleagues. Thus he focuses on the advantages they can bring to ELT classrooms and some challenges they face as ESL teachers. The biggest advantage of NNESTs, according to Maum (2002) is that NNESTs who share the same first language with their students have undergone the same language learning process just like their students and thus they are conscious of the differences and similarities between the first language and target language. In parallel with Seidlhofer, Maum (2002) acknowledges that knowledge of the students' native language and experience of learning the same language under the same conditions help the language teacher foresee the difficulties students may have while learning. Touching upon the unequal treatment of NNEST in profession, Maum (2002) attributes the reason of the discriminative hiring practices to NNESTs' non-native accents and the difficulty they have in establishing credibility. The author calls for innovative curricula to be developed and followed in language teacher training programs, and cooperation among English teachers regardless of their native language to help NNESTs overcome the challenges they may face when they enter their teaching profession and regard themselves in equal positions as their native counterparts.

2.3. Research on Perceptions into NEST and NNEST

2.3.1. Students' Perceptions of NEST and NNEST

Selvi (2014) challenges the misconception that language learners would rather being taught by NESTs than NNESTs. He further claims that this fallacy is used by those who are in charge of hiring language teachers to justify their tendency to employ NESTs. In fact, a wide range of studies were conducted to investigate how language learners' perceive the teaching behaviours of NESTs and NNESTs and which ones they favour most. According to Mahboob (2005) findings of the research conducted on perceptions of students contradict with the literature indicating that NESTs are preferred more than NNETSs. In the same vein, Cook (2000) states that nativeness is not the unique factor determining the students' preference of NESTs or NNESTs, it is just one of the many aspects that has influence on students' opinions about NESTs and NNESTs. Based on his

study, he claims that students' preferences are not simply based on the teachers' native or non-native status; they depend on many other factors.

Upon Cook's (2000) claim, many other scholars examined students' preferences of NEST or NNESTs and the factors determining their preferences. For example, Walkinshaw and Duong (2012) conducted a research on 50 Vietnamese English learners in order to reveal how much nativeness affects their preference of native or non-native teachers compared to other qualities such as teacher's years of teaching, qualifications, affection, passion, knowledge of students' culture, teaching quality and advanced communicative competence in English. Native-speaker status of teachers was less important than all the qualities except advanced level communicative competence in English. Native-speakerness was found to be more important to the students than English competence because native-speaker pronunciation was the ideal model for them. The researchers concluded that being a native speaker of English is not as important as it is assumed in being labelled as an effective teacher, which stands against the perception of native speakers as ideal English language teachers.

Cortazzi and Jin (1996) investigated Chinese University students' understandings of a good English language teacher. The participant students were asked to state what they expect from a good teacher via an open ended question. 67 per cent of the respondents stated that good teachers should be knowledgeable about their subject, followed by 25 per cent expecting that teachers should be patient. Other characteristics, teachers were expected to have, were humour, friendliness, understanding, helpfulness and kindliness. Teachers were also expected to be able to serve as a good example for students, teach students about life, arouse students' interests and use appropriate teaching methods. Findings revealed that nativeness was not among the expectations stated by the participants.

With a sample of 143 undergraduates in two Thai universities, Mullock (2010) investigated students' views on the qualities of a good English teacher. From the perspective of the participants, clear and fluent use of English was found to be the most frequently mentioned quality. The second most frequently mentioned quality was found to be rich knowledge of English language and culture followed by the ability to motivate students by use of different technologies. The third quality mentioned by respondents was related to students-teacher relationships such as mutual understanding, empathy and respect to the local culture. There weren't many explicit preference reflected for either NESTs or NNESTs. Respondents found NNESTs as good language teachers as long as

they were proficient in English. Some of the respondents stated explicit preference for NNESTs who had spent time in an inner circle country before.

Similar results were achieved by Yılmaz and Özkan (2016) who investigated 95 Turkish prep-school students' preference for NEST or NNEST. The number of participants opting for NESTs, preferring NNESTs and stating no preference was almost the same. NESTs were preferred for their familiarity with target culture while NNESTs were preferred for their effort to learn about other cultures and share their experiences with students.

A group of researchers, on the other hand, indicated that the students' preferences changed in time as they spend more time with NNESTs (Moussu, 2006; Cheung, 2002; Pacek 2005). According to Pacek (2005), prejudice against NNESTs is overcome when the students experience being taught by a qualified, effective English teacher. The findings of the study conducted on British university students revealed that the students were much more worried about being taught by a NNEST at the beginning than at the end of the course. More specifically, while 35 per cent of the participants were discontent with their NNEST teacher at the beginning, the percentage of those who expressed dissatisfaction with their NNEST was only 2 percent at the end of the course. Similarly, Cheung (2002) conducted a study with 420 student participants from seven different universities in Hong Kong. Among the participants all of which have taken a course taught by NNESTs at least once, the third-year students reflected more positive attitudes towards NNESTs than first-year or second-year students. In the same vein, through questionnaires administered twice, one at the beginning and one at the end of the semester, Moussu (2006) examined the influence of time on ESL students' opinions about NESTs and NNESTs. It was found that students' attitudes towards NNESTs were more positive at the end of the semester, revealing that students develop more positive attitudes towards NNESTs over time.

Awareness of international status of English was also found to be related with students' attitudes towards NNESTs. Jin (2005) conducted a research project about Chinese students' attitudes towards EIL related issues and whether they would prefer a Chinese or native-speaker English teacher. Students' attitudes towards international status of English and World Englishes were found to be significantly related to their preferences for Chinese teachers. In other words, those who expressed positive views on EIL tend to prefer Chinese teachers over native teachers of English.

Other studies, examined perceptions of students regarding teaching behaviours of NESTs and NNESTs rather than presenting a clear cut preference over NESTs or NNESTs. For example, Yi and Jian (2009) found that the amount of input and feedback given to students were higher in NNESTs' classrooms while the amount of uptakes were higher NESTs' classrooms. Also, teacher talk was found dominant both in NESTs' and NNESTs' classrooms. Again in both classrooms, teachers addressed questions and provided feedbacks more than the number of response provided and uptakes received by students. Besides, neither NESTs nor NNESTs asked efficient questions; NESTs tended to direct procedural questions while NNESTs tended to ask convergent questions.

In Turkish EFL context, Çakır and Demir (2013) explored students' opinions about NESTs and NNESTs. 96 Turkish students attending preparation classes at Basic English Department in one of the universities in Ankara were included in the study and their attitudes towards their NNES and NES instructors were found out. According to the results of the study, NES instructors differed from NNES instructors in many ways. While NES instructors were found more efficient in teaching pronunciation, listening and speaking, NNES were indicated to be more efficient in grammar instruction. Besides, the results showed that NES instructors were better than NNES when the presentation of culture was concerned. It was also made clear that students felt more motivated with NNES teachers. However, students found NNESTs better in building communication with them. In sum, the results of the research showed strengths and weaknesses of both groups. Thus, the study suggests that Turkish NNESTs should be given the chance to travel to countries where they could learn the culture of the language they teach, which will help them present cultural elements more efficiently.

Another research regarding opinions of students about NESTs and NNESTs in Turkey was conducted by Kemaloğlu-Er (2017). Through 30-item questionnaires and focus group interviews, university students were asked to assess both groups according to some factors such as their teaching techniques, classroom management and communication skills, and their personal characteristics. The differences between NESTs and NNESTs, regarding their teaching styles and classroom management skills, were not found significant. However, NESTs were found to be better at building communication skills and the participant students found NNESTs more enjoyable.

By use of attitude scale, interviews and classroom observations; Meşincigiller and Akcan (2015) examined attitudes of private secondary school students towards their native and non-native teachers..They found that the students were aware of the different

strengths and weaknesses each group held and they did not have a specific preference to be taught by either one. Instead, they were happy to be taught by both groups. They specifically preferred NESTs for vocabulary teaching and NNESTs for grammar teaching.

2.3.2. NNESTs' Perceived Strengths and Weaknesses

Assumptions and false notions with regard to NNESTs affect their self-perception negatively. Self-perceptions of the NNESTs as English speakers are quite important, because they influence their self-efficacy which ultimately determines their choices of teaching practices, methods and techniques which in turn influence students' learning outcomes (Kamhi-Stein, 2013). Thus, investigating teachers' self-perceptions is just as important as examining students' attitudes towards them. Accordingly, a number of researches have been carried out to identify NNESTs' perceived strengths and weakness.

Medgyes (1994) implemented a survey research in order to explore the differences between native and non-native teachers' teaching behaviours from their own perspectives. The participants were composed of 325 teachers who came from 11 countries. Among them, 86% were non-natives while the rest 14% were natives. For use of English; the results revealed that NESTs spoke better English than NNESTs, and they used English more confidently than NNESTs. It was also found that NESTs used real language while NNESTs used bookish language. The groups also differed in terms of their attitudes towards teaching the language. For example, NNESTs were more insightful than NESTs. Also, NESTs focused on fluency, meaning, and language in use, oral skills and colloquial registers while NNESTs focused more on accuracy, form, grammar rules, printed word and formal registers. NESTs taught the items in context, while NNESTs taught them in isolation. NESTs preferred free activities and used various materials while NNESTs preferred controlled activities and used a single textbook. NESTs were more tolerant to errors than NNESTs, who punished or corrected the errors. NNESTs assigned more homework and set more tests than NETSs. Moreover, NNESTs used more L_1 and resorted to more translation. In terms of attitude to teaching culture; NESTs were found to supply more cultural information.

In the same vein, Moussu (2006) examined characteristics of NNESTs from their own and NESTs' perspectives by use of two open-ended questions. The findings of the study revealed that NNESTs were better at understanding students' needs and language

learning experience. They stated that they presented their own learning experiences to their students and they claimed that they liked learning from their students. It was found that NNESTs were good role models for students and they were good at explaining grammar rules. On the other hand, they were found weak in terms of pronunciation, accent, knowledge of idioms, nuances of the language and culture. Moreover, it was found that NNESTs focused too much on grammar, and they lacked self-confidence.

Brutt-Griffler and Samimy (1999) examined the views of international students enrolled at either MA or PhD in TESOL in North America towards themselves as NNESTs experienced in EFL contexts. A 10-week seminar aimed at raising awareness regarding NNESTs issues was offered for the first time and the nineteen students enrolled in the seminar came from different countries such as Korea, Japan, Turkey, Surinam, China, Togo, Burkinafaso, and Russia. Reporting on the fields notes they took during the seminar and interviews as well as journals kept by the participants, the researchers revealed some strengths and weaknesses of NNEST. It was found that NNESTs showed tendency to rely on textbooks more than NESTs do. Besides, NNESTs made use of learners' first languages while giving instructions. Some advantages of NNESTs were found such as their familiarity with students' backgrounds and sensitivity to students' needs. It was also reported that NNESTs were good at understanding the psychological factors influencing the process of learning.

The importance of the research on teachers' own perceptions was also acknowledged by Long (2003) who suggested that teaching behaviors of NNESTs should be thoroughly investigated with regard to individual and contextual differences instead of making generalization about them. A deep understanding of the nature and reasons of NNESTs' teaching behaviours should be searched for in order to help them improve their teaching practices. In her own study Long (2003) investigated effective NNESTs' own perceptions about their teaching behaviours with the aim of revealing whether their behaviours conform to the negative stereotypes attributed to NNESTs. As the results suggested, the participants' teaching behaviours did not conform to stereotypical teaching behaviours NNESTs were reported to have by previous research which implied that it is not appropriate to use dichotomous terms while describing NESTs and NNESTs.

One more recent study on perceptions of NNESTs' about their role as English teachers was conducted by Tajeddin and Adeh (2016), involving 200 NNESTs from inner (U.S. and U.K.) and expanding circle (Turkey and Iran) countries. The findings of the study revealed several strengths and weaknesses related to NNESTs. Regarding the

advantages, NNESTs considered themselves as good role models for students. They also regarded themselves to be more efficient than NESTs in explaining grammar rules and empathizing with students. As regard to their disadvantages, NNESTs consider themselves less knowledgeable than NESTs about culture of the target language. Besides, NNESTs felt anxious about their use of English especially in pronunciation, fluency and use of daily language.

Self-perceptions of NNESTs were also found related with their knowledge and awareness of globalized English. In her qualitative case study, Özkan (2017) found that pre-service English teachers' perceptions regarding their non-native status have significantly changed after taking a course named "Globalization in ELT" in which they received intensive training on Global English. Although, most of the participants valued nativeness and thought that NESTs were superior to NNESTs due to their native status there was a significant decrease in the number of participants who supported the superiority of nativeness after the training. What is more, they felt encouraged and confident enough to fight misconceptions attributed to NNESTs.

2.4. Challenges Facing NNESTs

Demir (2017) carried out a qualitative case study with the aim of identifying what kind of difficulties native and non-native instructors working in a university in Turkey encountered. The researcher used interviews and hand-written accounts based on a template for challenges in ELT. The template included 25 challenges classified under three categories: student-related, teacher-related and institutional-related issues. Some of the challenges included are as follows:

1. Student-related Challenge: Attitudinal Problems, learners' lack of motivation and autonomy, unwillingness to speak English, frequent use of L_1
2. Teacher-related Challenges: Teachers' potential burn out, lack of teaching experience, classroom management skills, pedagogical knowledge
3. Institutional-related Challenges: Issues regarding technological support and teaching resources, big class size, curricular problems, assessment procedures, heavy workload, lack of organization, communication and collaboration within the institution

Apart from the challenges stated above, the template also included a part asking whether the participants experienced other challenges, their causes and how they coped with them. The participants were also asked to state a specific problem that they experienced and the strategies they used to overcome the problem. The interviews were also conducted with relation to the responses of the participants in the templates to enlighten participants' comments. For NNESTs the challenges encountered were: learner motivation, mother tongue use, unwilling to speak English, big class size, problems regarding curriculum and assessment procedures, heavy workload, and lack of collaboration within the institution.

Tatar and Yıldız (2010) implemented a research in 3 private primary and secondary schools which yielded important findings as to concerns and strengths of NNESTs in Turkish EFL context. They collected the data through interviews and focus group interviews with in-service English teachers and teacher candidate journals. Teacher candidates kept journals to write their thoughts about the concerns and strengths of Turkish teachers of English based on their observations. The findings of the study showed that Turkish teachers of English experienced many challenges due to being non-native speaker of the language they taught. For example, they stated that they had difficulties in establishing credibility and gaining students' trust and respect because NESTs are more valued and promoted in the schools. Inadequate language skills and inadequate knowledge of target culture were also found among the problems of NNESTs. In the interviews it was found that the teachers had such problems because they had not been to an English-speaking country or they did not have any cross-cultural experiences due to economic factors. Besides, many advantages of being NNESTs were found in the study such as knowledge of $L_{1,}$ familiarity with students' own culture, their insights as a language teacher, their classroom management skills and their role as a good model.

Korkmazgil and Seferoğlu (2013) carried out a research the purpose of which was to reveal perceived needs and challenges of NNESTs working in Turkish state schools. A survey was conducted on 98 NNESTs teaching students from 4^{th} graders to 12^{th} graders. The challenges reported by the participants were (1) use of insufficient or irrelevant course books, (2) not being given the authority to use different course books (3) not being given the authority to adapt the course book in use, (4) students' lack of motivation, (5) crowded classrooms, (6) lack of sufficient time, (7) top down syllabus which all the teachers in Turkey have to follow, (8) insufficient technological materials and (9) not having the opportunity to practice English outside the classroom. The researchers suggest

that NNESTs in Turkey should be given the opportunity to travel or study abroad in order to improve their language skills and intercultural competence. Besides, it was concluded that NNESTs in Turkey should be informed about online ELT communities that will contribute to their professional development.

With the aim to identify how non-native teachers of various languages construct their professional identities and contribute their self-empowerment, Ka Hye (2014) conducted interviews with eight experienced teachers teaching a language other than their native language such as English, German, Japanese, and Spanish. With use of open-ended questions, the study elaborated on the participant teachers' reflections on their opinions and experiences in order to reveal individual and contextual factors shaping their professional identities. Students' prejudices about non-native teachers were reported to be an important problem faced by the participants. The participants stated that they felt disempowered due to their students' bias against them. It was concluded that challenges faced by non-native language teachers are context oriented. In other words, the nature of the challenges the language teachers face due to their non-native status depends on the context in which the teaching is taking place. Among the contextual factors shaping non-native teachers' professional identities teaching approaches and methods, administrative issues, student-teacher relationship and use of a fixed syllabus are found. Besides, an understanding of socio-cultural characteristics of the teaching context is found to be crucial for non-native language teachers.

Administrating questionnaires and semi-structured interviews on 20 NNESTs working in different high schools locate in Fiji, Narayan (2017) investigated the challenges facing teachers of English and their perceived roles as NNESTs. Questionnaires were filled by all the participants, 15 of whom participated in semi-structured interviews. The findings of the study highlighted many important challenges stated by the participants. Besides, some solutions were recommended on how to address the challenges in order to improve the conditions of NNESTs and promote effective teaching and learning. Results of the study indicated that teachers found the textbooks irrelevant and inadequate to teach four skills of language. Besides, lack of technological materials was one of the major problems reported by the participant teachers. Furthermore, crowded classrooms were also stated as a significant factor hindering desired learning outcomes. The study concludes that NNESTs issues should be handled in a collaborative manner in cooperation with teachers themselves, the Ministry of Education and the universities.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is intended to present a general overview of the research methodology with special emphasis on the key components of the study. First, the purpose of the study will be stated and the research questions the study seeks to answer will be introduced. Then, interpretivist/constructivist approach adopted by this study will be presented as well as the rationale for choosing that paradigm. Next, the research design of the study will be explained with respect to the reasons for conducting a comparative case study with use of a mixed method design. Further to this, information will be provided as to the context of the study and the profile of the participants with reference to sampling strategy used. The chapter will also provide explanation for data collection process presenting the tools used to gather the data as well as a description of the pilot study conducted. Besides, the chapter will inform the reader about procedures undertaken while analyzing and interpreting the data. Finally, trustworthiness and ethical considerations will be discussed in this chapter.

3.1. Research Questions

The purpose of this study is to explore student-related, teacher-related and institutional factors that may have influence on the challenges experienced by non-native English language teachers (NNESTs) teaching at secondary level EFL settings under two categories namely, private secondary schools and state secondary schools. Also, the study aims to extract teachers' detailed descriptions of the sources and outcomes of the reported challenges and of the coping strategies used to overcome the challenges stated.

In line with the purpose, the researcher will try to find answers to following research questions:

1. What are the challenges experienced by NNESTs teaching in Turkish EFL context?
2. To what factors do Turkish NNESTs relate the reasons of the challenges they face in EFL classrooms?
3. What are the coping strategies used by NNESTs teaching in Turkish EFL context to overcome the challenges they face in EFL classrooms?

4. What are the differences, if any, between Turkish NNESTs teaching in state secondary schools and Turkish NNESTs teaching in private secondary schools in terms of
    a) causes of the challenges experienced?
    b) coping strategies they use to overcome challenges?

3.2. Research Paradigm

The term "paradigm" was initially proposed by Thomas Kuhn (1962) to mean "universally recognized scientific achievements that for a time provide model problems and solutions to a community of practitioners" (p. VIII). According to Kuhn (1962), a paradigm should not be considered successful for solving problems, instead it is successful when it promises hope for further research. Likewise, Schwandt (2001) used the term referring to "commitments, beliefs, values, methods, outlooks and so forth shared across a discipline" (Schwandt, 2001, p. 183-4)

Guba and Lincoln (1994) used the term "worldview" to describe a paradigm as opinions or thoughts of an individual about the meaning of the world and his/her role as an individual in that world, and the relationship he/she assumes between her/him and the world or its parts. According to them, assumptions held as to the nature of the knowledge, how the knowledge can be acquired and the purpose of the inquiry, which are all interconnected; determine the research paradigm to be adopted by the researcher. Research paradigm guides the study in terms of the formulation of research questions, the choice of methodological approaches to be adopted and the procedures to assess trustworthiness of the research (Plack, 2005).

Therefore, the research paradigm that guided the current study is the "interpretivist/constructivist" one (Schwandt, 1998), also called "the social constructivist worldview" by Creswell (2009) which proposes that the knowledge is accessible "in the form of multiple, intangible mental constructions, socially and experientially based, local and specific in nature (although elements are often shared among many individuals and even across cultures), and dependent for their form and content on the individual persons or groups holding the constructions" (Guba&Lincoln, 1994). In this approach, there is no shared reality, but multiple realities, as every individual constructs his/her own reality, thus the truth is dependent on the individuals' interpretations of their experiences such as their personal, social, cultural and historical backgrounds and interactions with others

(Chilisa & Kawulich, 2012). In line with what the adopted paradigm suggests about the nature of the knowledge, Creswell (2009) suggests that the researcher depends on the perspectives of the individuals who experience the situation that is investigated and focuses on the specific contexts in which they live or work.

The current study is best suited within constructivist/interpretivist paradigm as the researcher aims to understand what meanings the NNESTs attribute to the challenges they experience. The researcher is aware of how the background of the individuals and their interaction with others shape their interpretation, (Creswell, 2009, p. 8) thus, by reaching as many participants as possible with different backgrounds, the researcher tries to base the findings of the study as much as possible on the participants' views as to the nature of the challenges faced and coping strategies used to overcome those challenges.

3.3. Research Design

Research designs are a set of decisions that should be taken throughout the research conducted ranging from decisions on which strategies to use to decisions on the data collection, analysis and interpretation procedures (Creswell, 2009). According to Vaus (2001) the purpose of the research design is to provide appropriate data that will yield precise answers for the research questions formulated. Thus, the choice of a research design will depend highly on the research problem in question and the questions addressing the research problem. The most frequently used types of research designs are quantitative, qualitative and mixed method research design (Creswell, 2009)

As Willig (2013) states, no one among those designs is the right one or the wrong one. But, any of them can be "more appropriate or less appropriate" depending on the data you need to answer the research questions leading the study (p.104). For this reason, the present study made use of mixed method research design which will be discussed in the next section together with the reasons why the researcher considered this design appropriate for the study.

3.3.1. Mixed Method Design

Mixed method research, which is defined as a research approach and used when answering the research questions, requires "real-life contextual understandings", "multi-level perspectives" and "cultural influences" (NIH Office of Behavioral and Social Sciences, p.4). In this type of design, both quantitative and qualitative data is gathered;

the former assesses “the magnitude and frequency of constructs” while the latter “explores the meaning and understanding of constructs” (NIH Office of Behavioral and Social Sciences, p.4). Creswell (2009) illustrates 6 general mixed method strategies, which are sequential explanatory, sequential explorator, sequential transformative, concurrent triangulation, concurrent embedded and concurrent transformative strategies.

Concurrent triangulation strategy refers both to integration of quantitative and qualitative data gathered concurrently in one phase of the study and to the comparison of those two sets of data to find out the similarities and differences. (Creswell, 2009). The use of concurrent mixed method enables the researcher to “more accurately define the relationships among variables of interest” (Castro, Kellison, Boyd and Kopak; 2010). Unlike sequential designs, in concurrent design, the researcher collects the qualitative and the quantitative data in a single phase and either data may be prior to another, in practice (Castro et al. 2010), although the ideal is equal weight (Creswell, 2009). First, the analysis of the datasets is conducted separately, second the results obtained from each dataset are compared, and finally the datasets are interpreted in relation to one another in order to find out whether they support or contradict each other (Creswell, 2012)

The current comparative case study made use of concurrent triangulation method in order to triangulate the data and reinforce the findings of the research. Quantitative data and qualitative data were considered almost equally important. All the data gathered were analyzed separately and interpreted in relation to one another.

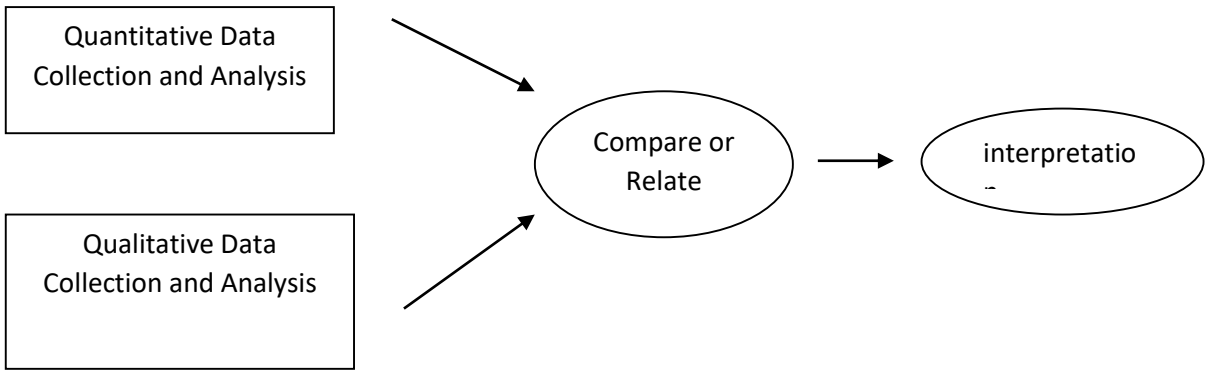


Figure 1. The mixed method design that will be applied in this study.
Source: Creswell, 2012, p.541

3.3.2. Rationale for Adopting Mixed Methods Research Design

In order to identify whether the mixed methods research design is appropriate for a study, the researcher should first clarify the rationale behind the necessity of using mixed methods research design. The reason behind using mixed research and the advantages the method contributes to the research have been discussed by many scholars. In general terms, mixed method research is suggested if the researcher wants to get the advantages of both qualitative and quantitative research approaches by combining elements of both approaches in order to get more detailed and meaningful understanding of the phenomenon he/she is investigating (Johnson, Onwuegbuzie and Turner; 2007). According to Creswell (2009), by use of mixed research method, the researcher can enhance the meaning and perspectives obtained by one method by another one and confirm the findings by use of different measures.

Greene, Caracelli and Graham (1989) proposed five reasons of why mixed method design should be conducted. They are; triangulation, complementarity, development, initiation and expansion. This study adopts mixed methods design for the purpose of complementarity and triangulation. Complementarity refers to use of different methods in order to uncover different aspects of the same phenomenon (Greene et al., 1989). Likewise, Schiazza (2013) explains that the advantage of using mixed-method is “the better and more complete understanding of the social phenomenon under study as compared to what might have been produced by either method alone” (p.9). In the current study, interviews and classroom observations were applied in order to support and enhance the findings obtained through questionnaires.

Use of mixed methods also enabled the researcher to strengthen the validity of the findings. Multiple sources were used to triangulate the including questionnaires, semi-structured interviews and classroom observations. As Greene et al. (1989) state, when we use mixed methods the results of each "converge or corroborate one another" which enhances the validity of the study.

3.3.3. Mixed Method Comparative Case Study

Case study as Yin (2014) reports has been a common technique used in various fields especially in psychology, sociology, education, political science and nursing. Case study provides an extensive and "in-depth" description of a phenomenon in its own real life context in a specific time period (Hancock & Algozzine, 2006). Instead of making generalizations about a population, the aim of the case studies is to gain an in-depth insight into the characteristics, dimensions and consequences of a particular case or several cases and the ways in which these cases are influenced by the context (Goodrick, 2014). The case or cases investigated can be multiples such as "an individual, a program, event, activity, process, or one or more individuals" (Creswell, 2009, p. 13). In case studies, a wide range of data collection methods can be used to gain multiple sources of evidence which allows drawing casual relationships within or among cases (Hakim, 2000).

Stake (2003) puts forward three types of case studies, namely intrinsic case study, instrumental case study, and multiple case studies. Intrinsic case study refers to an investigation of a single case for a better understanding of the phenomenon related to this particular case without the purpose to make generalization to other cases. However, in the instrumental case study, the case does not constitute the primary interest; it rather plays a supportive role to make generalizations to similar contexts. Stake (2003) names it collective case study when the researcher aims to study several cases jointly in order to investigate a phenomenon. He adds, the researcher should choose cases that have the potential to "lead to better understanding perhaps better theorizing about a still larger collection of cases" (p. 138).

According to Stake (2003), comparison of the cases by exploring several intrinsic cases in which the phenomenon exists, can contribute to the "valuable and trustworthy knowledge" (p. 149). Goodrick (2014) supports the idea by emphasizing how comparative case studies contribute more to the generalization of the knowledge about

casual questions. Comparative case studies involve several cases which share similar characteristics. In those studies, similarities and differences between or among cases are analyzed.(Goodrick, 2014). Comparative case studies value the contextual information and "focus on how things process, and how different factors such as circumstances, place or time influence the process. (Bartlett & Varvus, 2017) Comparative case studies also aim to "disrupt dichotomies, static categories, and taken-for-granted notions of what is going on" (Bartlett & Varvus, 2017, p.10).

Based on the purpose of the study, mixed method comparative case study served as the most appropriate design for the current study. The challenges facing Turkish NNESTs were explored in two distinct contexts, namely state secondary school and private secondary school by use of both quantitative and qualitative techniques. Use of a mixed method comparative case study design allowed me to understand and explain how distinct features of private schools and state schools influenced the experiences of Turkish NNESTs and gain more generalizable data as to how and why the characteristics and dimensions of each context cause challenges for NNESTs. The study is intrinsic in nature as it does not aim to build theory but instead provides in-depth understanding of the nature, causes and consequences of the challenges experienced by NNESTs.

3.4. Selecting Participants

Sampling or selecting of the participants refer to "the principles and procedures used to identify, choose and gain access to relevant data sources from which the data will be generated" (Mason, 2002, p.120). It is of great importance that the sampling be "consistent with the assumptions inherent in the use of the method whether it is a qualitative or quantitative one" (Palinkas, Horwitz, Green, Wisdom, Duan and Hoagwood; 2015, p. 2). As for case studies, Goodrick (2014) suggests that the researcher should choose cases consistent with the purpose of the research. Thus, in case studies, selection of the cases should enable gathering in-depth, detailed information about the phenomenon under investigation. "The larger the number of cases examined, the less depth can be achieved when describing the patterns within and across cases" (Goodrick, 2014, p.4). Besides, in line with the nature of case studies, Mason (2002) suggests that it is crucial to choose cases that allow generalization to wider contexts or populations.

Based on the design of the study and the questions the study seeks to answer, the present comparative case study follows the procedures of homogenous case sampling,

one of the purposeful sampling techniques. Homogeneous case sampling is the strategy of "picking a small homogeneous sample that involves people of similar backgrounds and experiences" (Patton, 1990, p.173). It is a common technique in selecting schools within districts that "reduces variation across school, simplifies data analyses" (Teddlie and Yu, 2007, p. 95). Selection of homogenous cases also enables "to compare and contrast, to identify similarities and differences in the phenomenon of interest" (Palinkas et al., p.3). Babaheidari, Pareto, Spante and Svensson (2013) also suggest use of homogenous sampling in order to minimize the variations between the cases and simplify the analysis.

Based on the principles of homogenous case sampling procedures, the sample of the current study included 10 volunteer teachers working in two selected schools; one state secondary school and one private secondary school in Antakya district of Hatay for following reasons:

1. both schools are located in the city centre of Antakya district of Hatay sharing similar socio-economic levels
2. both have the reputation for being good schools on account of students' discipline and outcomes in national exams
3. the teachers in both schools have been willing and available to contribute to the study

3.5. Research Setting and Participants

In this section, detailed information about the research sites and the profile of the participants will be given.

3.5.1. Research Site

The profile of the schools chosen for the study will be explained below; School A representing the state secondary school and School B representing the private secondary school.

3.5.1.1. School A

School A is a state school located in the city centre of Antakya district of Hatay. There are 2847 students studying at this school, and 20 English teachers five of whom volunteered in the present study. Normally, secondary schools in Turkey provide 3 hours

of English for 5th and 6th graders, and 4 hours of English for 7th and 8th graders based on the English Language Curriculum designed by the Ministry of National Education. However School A has been a pilot school following a foreign language oriented English language curriculum for 2 years. Based on the foreign language oriented curriculum, 11 hours of English per week is provided for 5th graders. However 6th, 7th and 8th graders have the same number of English courses as the other secondary schools following the standard curriculum. They receive an additional elective English course for two hours a week. In Turkey, course books are published by Ministry of National Education and distributed to schools at the beginning of each academic year. Following foreign language oriented curriculum, teachers of school A are allowed to choose their own books for 5th graders. However they are supposed to use books provided by MoNE for 6th, 7th and 8th grades which will be further discussed in data analysis. Students attend a high school entrance exam at the end of the 8th grade and they can select the high school they want to enrol by use of the marks they get from that exam. If they do not get the required mark to enrol the high school they choose, they are placed to appropriate high schools based on their residence. School A is one of the most well-known schools in Antakya in terms of the outcomes students receive from high school entrance exam.

3.5.1.2. School B

School B is one of the most prestigious private schools in city centre of Antakya district of Hatay especially known for quality of English language teaching. It is divided into four sections; pre-school, primary school, secondary school and high school. The number of the English teachers instructing in secondary school section is 5 all of whom are NNESTs. However they do not instruct only on secondary level. Some of them have lessons at the other sections, as well. There are also other English teachers, both NESTs and NNESTs teaching at other sections, but not teaching at secondary section. There are 95 students studying in secondary school section of School B. Each grade is divided into 2 sections namely, Class A and Class B, based on their English levels determined by the exams they receive at the beginning of each academic year. Those who have higher level of English are placed in A classes. Being school B, school B is allowed to use additional course books along with the ones distributed by MoNe. They offer 15 hours to 5th grades, 8 hours to 6th grades, 8 hours to 7th grades and 6 hours to 8th grades. For 5th, 6th and 7th graders, respectively 4, 2 and 1 hours are used to cover the MoNe book, while Cambridge

publishing books are followed in the hours left. For 8th graders, the book provided by MoNE is covered in the first semester of the academic term without any additional book, because the students should pass high school entrance exam in which they are asked 10 English questions related to the content included in the 8th grade MoNE book. Thus, the teacher covers all of the content in the first semester and gives them lots of tests in the second semester in order to prepare them for the exam. Just like School A, school B is one of the most well-known schools for their success in high school entrance exams.

3.5.2. Participants

Participants of the study consisted of 10 NNESTs; five working in School A, and five working in School B. Participants working in school A will be named as Participant 1 (P1), Participant 2 (P2), Participant 3 (P3), Participant 4 (P4), and Participant 5 (P5) while participants working in school B will be named as Participant 6 (P6), Participant 7 (P7), Participant 8 (P8), Participant 9 (P9) and Participant 10 (P10). Detailed information about the participants is given below:

P1: P1 is a 35 years old female teacher with 10 years' experience of teaching English. She has been teaching in School A for 3 years. In the academic year of 2018-2019 she taught 7th and 8th graders. She holds a Bachelor's degree in English language teaching.

P2: P2 is a 38 years old female teacher who has been teaching English for approximately 12 years. She has a Bachelor's degree in English language teaching. She started to work in School A at the beginning of the previous academic year at the end of which she went on a maternity leave. By the time the researcher met her, at the beginning of the second semester of 2018-2019 academic year, she had just restarted teaching. She taught only 7th graders.

P3: P3 is a female teacher teaching English for 6 years. She had worked in a school B before and she has been teaching 5th, 6th, and 7th graders in School A for 2 years. She also had experience of teaching in primary school prior to starting teaching in School B. She is 29 years old and holds a Bachelor's degree in English language teaching. She attended an Erasmus Project while she was studying in university and had the chance to study in Poland for one academic year.

P4: Another female participant is P4 who is 35 years old and has been teaching English for 10 years. She has been teaching in School A for 4 years. She is teaching 5th, 6th and 7th graders. She holds a Bachelor's degree in English language teaching.

P5: P5 is the only male teacher in School A who has been willing to participate in the study. He is 40 years old and has been teaching English for 18 years. He has experiences of teaching in different levels both in private and state schools. He holds a Bachelor's degree in English language teaching.

P6: P6 is a female teacher working in School B for 5 years without any previous experience. She has been teaching 5th, 6th, 7th and 8th graders. The classes she teaches are all A groups which are higher level classes. She is 28 years old and has a Bachelor's degree in English language and literature as well as a Master's degree in Italy.

P7: P7 is another female teacher teaching in School B. She had taught in here for a year 5 years ago after which she went abroad. She restarted to teach at the same school after coming back to Turkey. Therefore, she has two and a half year teaching experience in total. She is 30 years old and has a Bachelor's degree in English language teaching. She has been teaching only 8th graders in secondary section of the school. She has also been teaching in high school section.

P8: P8 is the only male teacher working in secondary section of School B. He is 30 years old and has 5 years of experience in teaching. He has been teaching in School B since the beginning of the current academic year. He has been teaching not only in secondary section but also in high school section. For the secondary school section he has been teaching 5th and 7th graders. The classes P8 teaches are all B groups which are lower groups.

P9: P9 is a 29 years old female teacher working in School B for 6 years with no previous experience. She teaches all grades in secondary school section. She teaches in primary school section, as well. She has a Bachelor's degree in English language teaching.

P10: P10 is a 31 years old female teacher with 8 years of experience in teaching. She has been teaching 5th and 6th graders in School B since the beginning of the academic year. She also has some classes in primary school section. She holds a Bachelor's degree in English language teaching.

3.6. Data Collection Tools

The data for this study was gathered through questionnaires, semi-structured interviews and classroom observations. Goodrick (2014) suggests incorporation of both qualitative and quantitative data in order to generate better meaning from the cases. In the following step, the content of the data collection tools used in the study will be presented.

3.6.1. Questionnaire

One of the most popular instruments used frequently to gather data is questionnaires. A questionnaire includes a list of questions or statements to which the respondents are asked to react by writing their answers or choosing among given answers (Brown, 1997). The reasons behind the frequent use of questionnaires could be attributed to the advantages they provide. As Mathers, Fox and Hunn (2007) suggest, questionnaires are very convenient if the researcher aims to collect data from a large population. Another advantage of the questionnaires is proposed by Munn and Drever (1990) emphasizing that the researchers can use their time efficiently and can enable the respondent provide information anonymously.

Despite the advantages, use of questionnaires requires some cautions in order to guarantee the reliability of the data. For example, the questions and/or statements included in a questionnaire should be clear and understandable as the researcher will not be available to explain their meanings (Kumar, 2011). Saymeou and Lamprianoul (2008) suggest researchers to pilot their questionnaires so that they make sure that they are easy to be understood by the respondents. They also suggest conducting a detailed review of the existing literature relevant to the issue that will be investigated and find out if any other researcher made use of a questionnaire that is appropriate for the use of the current researcher. In this case, the researcher can use the available questionnaire as long as he/she gets the required permission from the owner of the instrument (Saymeou and Lamprianoul, 2008).

Boynton and Greenhalgh (2004) suggest two types of items that may be included in the questionnaires: open-ended items and close-ended items. In close ended designs, the potential answers that can be given by the respondents are restricted by the researcher while open ended design allows for more creative expressions of opinions (Boynton and Greenhalgh ,2004). Use of close ended designs is practical because it facilitates gathering information in a short span of time. However open-ended designs require more time, skills, effort and resources in the analysis part (Boynton and Greenhalgh, 2004).

In order to take the best advantage of the options, a questionnaire was conducted composed of both close-ended and open-ended items. The close-ended items were adapted from Demir's (2017) study, concerning the challenges experienced by the NNESTs. Close-ended statements were structured in 5 Likert scale format in order to reveal how often the participants encounter the given challenges. Thus, choices provided

for each statement were frequency revealing ones suggested by Vagias (2006): “Never”, “Rarely”, “Sometimes”, “Often”, “Always”. Each close-ended statement fell into one of three categories: student-related challenges, teacher related challenges, institutional challenges. Three open-ended items were formulated based on the related literature within the scope of the study. The first question asked the participants to note the challenges they most frequently encountered. The second one requested the explanation of the reasons that the participants thought to result in the problems and difficulties experienced by them. The last open-ended item requested the participants to elaborate on the solutions or coping strategies used by them to overcome the challenges mentioned. The questionnaire was subjected to a pilot study and edited accordingly in order to ensure validity and reliability of data. The final Cronbach’s alpha score of the questionnaire was found 0.901.

Apart from the close-ended and open-ended items (constituting Part 2), the questionnaire also included a beginning part to give some information about the instrument and also another part (Part 1) in order to gather background information of the participants. The beginning part reminded the participants that the involvement in the study was on voluntary basis and they could withdraw from the study at any time; for any reason. The participants were also reminded that the confidentiality and anonymity were ensured and the data obtained would only be used for scientific purposes. In this beginning part, the participants are also informed about the purpose of the questionnaire and how long it would approximately take to fill in the questionnaire. The contact information of the researcher was also given in the beginning part. Part 1, on the other hand, involved multiple choice questions about the participants’ background information such as gender, age, mother tongue, teaching experience, degree and the type of the current institution they are teaching at.

3.6.2. Classroom Observation

An observation is a qualitative data collection tool in which the behaviours and activities of the participants are observed by the researcher at the research site by taking field notes (Creswell, 2009). Observations have been popular data collection instruments for over a century mostly in ethnographic research (Kawulich, 2005). Use of observation in the data collection process enables direct observation of participants’ practices in the natural settings where they are occurring (Cohen et al., 2007). According to Patton (1999), comparing observational data with interview data; as a type of triangulation, enhances the quality and credibility of qualitative data.

Therefore, observational data was used in the current study in order to confirm the statements declared by the participants in the interview process and extract information that the participants might have been shy or reluctant to share in the interviews (Morgan, Pullon, Macdonald, McKinlay and Gray; 2017) In the process of observation, the researcher's role is "observer as participant", who can participate in the group activities in order to collect more comprehensible data, although he/she is not a member of the group (Kawulich, 2005). In this type of observation, the study group is aware that they are being observed.

Marshall and Rossman (2006) suggest that field notes taken during the observations can be unstructured, semi-structured by use of checklist or unstructured describing the event or behaviours in a holistic approach. In structured observations the researcher prearranges some questions and knows what he/she should inquire in advance (Cohen et al., 2007). Compared to structured observations, semi-structured ones are more flexible; the researcher has some issues in mind to be elaborated and gathers data to elaborate on the issues. (Cohen et al., 2007). In semi-structured observations, the researcher may use checklists in order to facilitate gathering relevant data (Marshall & Rossman, 2006). Unstructured observations, on the other hand, are the ones in which the researcher have no predetermined questions or issues, thus she/he has to observe all the behaviours and practices taking place at the research site. She/he can later decide on how to use the data (Cohen et al., 2007).

In the present study, the observational data collected was a semi-structured one. Once the questionnaires were received by the researcher, each teacher was observed once, in an appropriate time considering their weekly schedule. The researcher kept a researcher journal during the observation in order to take detailed field notes describing the challenges observed to face the teacher participants, their reactions and solutions they apply to overcome the challenges and any classroom practise of the teachers or students related to the main issues determined before the implementation.

3.6.3. Semi-structured Interviews

Interviews have been a popular data collection tool widely used in social science research (Willis, 2006; Brigg, 1986). The reasons why the interviews have been widely used are multiple. According to Willis (2006), interviews are favoured due to the broad knowledge they produce. Besides, Tracy (2013) states several advantages of interviews.

According to her, interviews encourage the participants to share their ideas, practices and reasons behind their ideas and practices (Tracy, 2013). She also values interviews because they can provide knowledge together with explanations and rationale which is hard to be achieved or assessed through observation. Interviews are also preferred due to its ability to enhance and enlarge upon the existing data gathered by means of a different tool (Tracy, 2013). Interviews can also be used as an additional data collection tool especially after observations, so that the researcher can address observations and ask questions in order to make the participants clarify, verify or expand some issues left unclear during the observations (Tracy, 2013).

Interviews are frequently used in three forms which are structured, semi-structured and unstructured interviews. Structured interviews involve pre-developed questions that are asked to each participant without any alteration in the wording or sequence of the questions (Fontana et al, 1994). Unstructured interviews, on the other hand, are those which involve "flexible questions and probes or maybe even just a list of bullet points" (Tracy, 2013; p. 139). In this type of interviews, the interviewees can take the control of the interview directing the discussion to any direction they want (Willis, 2006). The last type of interview, the semi-structured one can be considered in between structured and unstructured one. It contains questions more flexible than the ones in structured interviews but less flexible than the ones in the un-structured ones. Using semi-structured interviews, the researcher can both make sure the important issues are explored and allow the participants to share their own opinions and reflections (Willis, 2006).

According to Willis (2006), the nature of the research should be considered while trying to decide which type of interview to use. For the present study, use of semi-structured interview was seen as most appropriate for two reasons. First, semi-structured interviews allowed me to obtain in-depth data from the participants about the nature and causes of the challenges they face as NNESTs and the coping strategies they used to overcome the challenges experienced which contributed to the quantitative data obtained by questionnaires. Second, use of less flexible questions enabled me to encourage the participants to share their reflections and views on their practices that are left unclear in the observation process.

3.7. Data Collection Process

3.7.1. Pilot Study

A pilot study refers to application of a small-scale version of a full scale research in order to test a data collection tool prior to the main research process (van Teijlingen&Hundley, 2002). The term is also used interchangeably with "feasibility study" when applied with an aim to guide the design of the large-scale research (Thabane et al, 2010) and decide whether the issue or area aimed to be explored is worth implementing a large-scale investigation (Kumar, 2011).

For the present study the researcher piloted the questionnaire and the interview in order to check whether they are comprehensible enough and make the necessary revisions in order to make sure that each statement and question is clear enough not to cause any ambiguities. The questionnaire was piloted with six NNESTs, and the two NNESTs participated in piloting of interview questions. The feedback obtained through the pilot study gave valuable insight to the researcher in terms of omitting or editing some statements from the questionnaire, adding open-ended questions into the questionnaire and revising some of the interview questions.

3.7.2. Main Data Collection

After checking and revising the data collection instruments based on the feedback gained through pilot study, the researcher initiated the main data collection process. The first visit to the research sites was in March, 2019. The researcher connected the NNESTs in selected schools face to face in their schools and informed them about the research. The teachers were informed about the purpose of the research, confidentiality and ethical issues and they were also told that the participation in the research was based on voluntariness. They were also provided with the consent form in order to allow them learn more about the details of the research. Those, who agreed to participate in the research, were kindly requested to sign in the consent form. Next, the questionnaires were delivered to volunteer teachers as hard copies and they were kindly asked to turn them back the next week when the researcher would make the second visit to the schools.

In the second visit, at the end of March, 2019 the researcher collected the questionnaires and asked each of them to indicate the time that would be convenient to conduct the classroom observations and following interviews. Based on the assigned dates, classroom observations were conducted with all the participants throughout April.

Each participant was observed once in the class she/he preferred to be observed. The observation lasted for two hours of teaching, equalling to 80 minutes. The researcher tried to observe the class unobtrusively and used a research journal in order to take detailed notes describing the challenges observed to face the teacher participants, their reactions and solutions they apply to overcome the challenges and any classroom practise of the teachers or students related to the main concerns of the research.

After each observation, the researcher held semi-structured interviews with each participant. They were allowed to decide the language of the interview and encouraged to choose the language they would feel most comfortable with. All of the participants preferred to hold the interview in Turkish so that they would be able to express their ideas more clearly. Although the researcher had some pre-determined questions to ask the participants, the flow of the interview was directed depending upon the answers and opinions shared by the interviewees. The researcher made some instant revisions on the questions or she added some follow-up questions at the time of the interview in order to induce more detailed knowledge about the interviewees' experiences and opinions. It took about 15 minutes to conduct each interview. The researcher recorded the interviews with the consent of the interviewee so that she didn't need to take notes during the interviews. Thus, both the interviewer and the interviewee could concentrate on the interviews much better as the note-taking process could have made the concentration much more difficult.

3.8. Data Analysis Procedures

As it is a mixed method study, the quantitative data and the qualitative data were analyzed separately. Thus, the procedure followed in the analysis process is given under two subheadings.

3.8.1. Quantitative Data Analysis

Analysis of the quantitative data obtained through likert type statements in the questionnaires was carried out by use of Statistical Package for Social Sciences (SPSS) edition 22. SPSS is a common data analysis tool especially used in the field of social and behavioural sciences enabling the manipulation, analysis and presentation of data (Landau & Everit, 2004). Larson-Hall (2009) indicates that SPPS is not only popular in social sciences but also extensively acknowledged in the field of language teaching. By

use of SPSS; descriptive statistics, frequency analysis and t-test values were used to analyze the quantitative data which was presented in tables and figures.

3.8.2. Qualitative Data Analysis

Creswell (2012) asserts that the researcher needs to comprehend and figure out the text and images for analysis of qualitative data in order to find answers to her/his research questions. He suggests six steps to be taken for analysis and interpretation of the qualitative data, which include preparation and organization of the data, exploring and coding the data base, description of the findings and forming themes, representing and reporting the findings, interpretation of the meaning of the findings, validation of the accuracy of the findings. Creswell (2012) also asserts that the researcher does not need to follow those steps in sequence.

In the current study the qualitative data obtained through the open-ended questions in the questionnaire, semi-structured face-to-face interview questions and research journal kept during classroom observation were analyzed mainly by use of thematic analysis following the six steps suggested by Creswell (2012). First, the answers given to open-ended questions in the questionnaire were typed on the computer, and the interviews were transcribed by the researcher. Member-checking was applied and colleague support was received in the process of data transcription. Both were read many times so that the researcher could become well informed about the data and get prepared to form codes and themes. Data obtained from the classroom observations were not typed on the computer. Therefore, the researcher read the research journal several times and categorized the data under the specified themes.

In order to guarantee the validity and accuracy of the findings, the researcher kindly requested the participants to check the transcriptions and indicate if they wanted any change, add or remove anything. Also, intercoder reliability was achieved with the collaboration of the thesis advisor. Intercoder reliability can be defined as an agreement between two or more independent coders, which enhances the objectivity and validity of the data interpretation. The intercoder agreement was achieved.

3.9. Trustworthiness of the Study

The current study made use of a mixed-method comparative case study design following the principles of both quantitative approach and qualitative approach.

According to (2006) the literature on the trustworthiness issue has not reached at a consensus on whether the qualitative research and quantitative research should be judged according to the same criteria or different criteria. Thus, the researcher found most appropriate to discuss trustworthiness of this research separately. First, the terms reliability and validity will be explained for the quantitative part of the study and then the terms credibility, confirmability, dependability and transferability will be explained for the qualitative part along with the representation of the ways how the researcher managed to meet these criteria in order to establish trustworthiness.

According to Heale and Twycross (2015), validity is "the extent to which a concept is accurately measured in a quantitative study" while they define reliability as "the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions" (p.66).

With the aim of assuring the reliability of the data, internal consistency was calculated and the Cronbach' Alpha score indicated that the consistency among the items were acceptable. The questionnaire was piloted in order to ensure the validity criterion, and feedback was obtained regarding intelligibility of the items. The researcher omitted or changed the items that were not comprehensible. Based on the feedback, the researcher used comprehensible instructions and made sure that they were simple enough for the participants to be understood clearly.

Lincoln and Guba (1985) define credibility as the degree the findings represents the truth; transferability as the assurance that the findings can be applied in different contexts, dependability as confidence that the findings are dependable and repeatable, confirmability as the degree of objectivity of the findings and whether they are shaped by the actual opinions of the respondents or researcher bias.

In order to meet the criteria suggested by Lincoln and Guba (1985), several measures have been undertaken. Data collection process was scheduled according to participants' appropriate time so that they were able to provide in-depth data about their experiences and knowledge. Also, the researcher's frequent visit to the research site made the participants feel more comfortable in expressing themselves. Also, the researcher made use of direct quotations of the participants and member-checking as suggested by Lincoln and Guba (1985) in order to enhance the credibility of the data. In order to ensure transferability, detailed descriptions were provided regarding research context, the participants and the procedures so that the reader can become familiar with the context and decide on the transferability of the results to their own context (Guba & Licoln, 1989).

Use of mixed method enhanced the dependability by triangulating various methods at different times with the same participants. It allowed to compare and contrast the data obtained by means of different tools. Lastly, member-checking and inter-coder reliability helped eliminate the potential research bias, increasing the confirmability of the research.

3.10. Ethical Issues

The researcher may face several ethical challenges in any phase of the research such as anonymity, confidentiality, informed consent and researchers' potential impact on the participants (Sanjari, Bahramnezhad, Fomani, Shoghi and Cheraghi; 2014). Jenn (2006) also states that the researcher should get the approval of the institution if the study includes people. According to Mackey and Gass (2005), the researcher also needs to guarantee that the participants are well informed about the details of the research such as the purpose, process, possible risks and benefits of the research.

Ethical issues were kept in mind in every phase of the current study and the researcher took several precautions in order to overcome ethical challenges. Prior to the application of the research, the researcher received the approval of the university's ethics committee to carry out the study. Upon the approval of the university to conduct the study, necessary permissions were obtained from Hatay Provincial Directorate for National Education to conduct the research in proposed sites.

Once all the permissions were obtained, all the NNESTs were visited in the research site and they were all informed about the nature, purpose and flow of the research. It was explained that the participation in the study was voluntary and they could withdraw from the study at any time if they did not want to carry on with the study. They were also ensured that all of the information gathered for the research would be confidential and would not be used except for scientific purposes. It was also clarified that numbers would be used instead of their names so that their confidentiality and anonymity will be ensured. Potential risks and benefits of the study are also shared with the participants.

The researcher handed each teacher a consent form in which all the above mentioned issues were explained clearly. Upon reminding that the participation was based on voluntary basis, the researcher kindly asked them to read the information included in the form carefully and sign in the consent form if they agree to participate in the study.

As the first step of collecting data, the questionnaires were delivered to volunteer teachers who signed the consent form and they were kindly requested to fill in within a week so that the researcher could collect them in her second visit to the research site the other week. All the participants were told that there were no right answers for any statement so that they could feel free to state what they really think without being under the influence of the researcher. Contact information of the researcher was included in the questionnaire and the participants were told that they could feel free to connect the researcher for any inquiry.

Before each classroom observation, the researcher informed the class about the study and tried to make them feel relaxed. The interviews were also held in appropriate places preferred by the participants so that they could feel comfortable. All in all, the researcher tried to build rapport with the participants with frequent visits to the research site and create an interactive environment which encouraged them to express themselves frankly and contribute to the study to the best of their knowledge all through the study.

CHAPTER IV

FINDINGS

In this chapter, analysis of the qualitative and quantitative data will be presented subsequently. Quantitative data obtained through the questionnaire will be represented under three headings (1) Student Related Challenges faced by NNESTs (2) Teacher Related Challenges faced by NNESTs and (3) Institution Related Challenges faced by NNESTs. For the analysis of the quantitative data SPSS edition 22 was used and the data will be interpreted below through tables presenting the percentages, frequencies, means and standard deviations of the answers given to each item in the questionnaire. Independent-Samples T test values were also calculated in order to compare the results achieved from school B teachers and school A teachers which will also be presented through tables.

For the analysis of qualitative data, data obtained from open-ended questions included in the questionnaire will be analyzed under sub-headings regarding commonly faced problems, underlying factors contributing to these problems and strategies used by the participants to overcome the problems they face. After that, interview data will be analyzed under some themes and categories with relation to causes and consequences of student related, institution related, and teacher related challenges facing teachers. Finally, data obtained through classroom observations will be presented and discussed on the basis of the previous data results.

4.1. Quantitative Findings

Quantitative data regarding challenges facing NNESTs were gathered through a questionnaire which included three separate parts each of which were designed to extract how often NNESTs face challenges with respective regard to their students, themselves and the institutions they are working in. Thus, the quantitative data will be presented below with special emphasis on each category. The mean scores calculated for School A and school B teachers for each category will also be compared in order to reveal whether there is a relationship between the type of institution and the nature of challenges faced by NNESTs.

4.1.1. Student Related Challenges faced by NNESTs

Table 1 shows the descriptive and frequency analysis of the items related to student related challenges faced by NNESTs. Compared to other categories of challenges namely, institution related challenges and teacher related challenges, this category holds the highest mean score (m=3,04).

Table 1.

Student Related Challenges facing NNESTs

m=3,04	Never		Rarely		Sometimes		Often		Always		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
My students are not interested in learning English.	0	0	0	0	8	80	2	20	0	0	3.2	0.42
My students are not motivated to speak English.	0	0	0	0	1	10	9	90	0	0	3.9	0.31
My students do not actively participate in learning activities.	0	0	4	40	6	60	0	0	0	0	2.6	0.51
My students are biased against English.	1	10	0	0	6	60	2	20	1	10	3.2	1.03
My students overuse their L1 during the lessons.	0	0	2	20	2	20	5	50	1	10	3.5	0.97
My students often neglect to do their assignments.	1	10	1	10	6	60	2	20	0	0	2.9	0.87
My students engage themselves in irrelevant activities during the lessons.	0	0	2	20	7	70	1	10	0	0	2.9	0.56
My students show disruptive behavior during the lessons.	0	0	3	30	5	50	2	20	0	0	2.9	0.73
My students try to interrupt the class.	0	0	3	30	5	50	2	20	0	0	2.9	0.73
My students make a lot of noise in the class.	0	0	3	30	5	50	2	20	0	0	2.9	0.73
My students do not have opportunity to use English outside of the classroom.	0	0	1	10	4	40	2	20	3	30	3.7	1.05
My students do not come prepared for the lessons.	0	0	4	40	2	20	4	40	0	0	3.0	0.94
My students get bored during the lessons.	0	0	5	50	5	50	0	0	0	0	2.5	0.52
My students do not value being able to speak another language.	1	10	0	0	8	80	1	10	0	0	2.9	0.73
My students' language learning background is inadequate.	1	10	2	20	5	50	2	20	0	0	2.8	0.91
My students are unable to learn autonomously.	1	10	2	20	4	40	3	30	0	0	2.9	0.99

As the statistics reveal, the biggest problem perceived by the teachers is students' lack of motivation (m=3,9). Most of the participants (n=9) stated that their students are often unmotivated to speak English. Following this, lack of opportunity for students to speak English outside of the classroom comes up as the second significant problem stated by the participants (m=3,7). Students' overuse of their mother tongue (m=3,5), lack of interest towards learning English (m=3,2) and bias against English (m=3,2) are also among the most frequently encountered student related problems as can be inferred from the table. It can be concluded from the frequency analysis that all of the participants are somehow uncomfortable with the fact that their students use their mother tongue quite often in the classroom and that they are not enthusiastic about learning English. Likewise, all but one participant stated their students were biased against English.

Problems regarding students' in-class and out-of-class responsibilities also appear to be commonly experienced difficulties among teachers. According to the participants (n=9), their students neglected doing their assignments. With regard to how often the students came unprepared to the courses, nearly half of the participants (n=4) stated that they sometimes came unprepared for the course, while 40 per cent (n=4) asserted that their students rarely came unprepared. When asked about if their students exhibit bad behaviours, none of the participants chose "rarely" or "always" options. That means, though not always, every participant underwent unpleasant experiences in their classrooms one way or another. For example, for the item "my students engage themselves in irrelevant activities during the lessons", only two participants answered "rarely", while seven responded "sometimes" and the remaining participant replied "often". In parallel with this, most of the participants (n=7) stated that their students sometimes or often showed disruptive behaviours, made noise and tried to interrupt the class. However, students rarely showed those kinds of behaviour in view of 3 participants.

Another attitudinal problem stated by the participants with respect to students was about how much they value speaking a language other than their mother tongue. According to many participants (n=9), students did not value being able to speak another language. Also, low participation was found to be another problem encountered in classrooms (m=2,6) and it was also stated by 5 participants (50%) that students got bored during the lessons.

According to the results, students' language learning background was sometimes found inadequate by the participants (m=2,6). In addition, many participants (n=7) stated that lack of autonomous learning was a problem among students.

Table 2 shows the mean scores of the items regarding student-related challenges with respect to each institution, namely school A and school B.

Table 2.

Mean Scores of Student-Related Challenges for each Institution

Student-Related Challenges	N	Mean	Standard Deviation	Sig. (2-tailed)
School A	5	3.1625	0.33249	0,237
School B	5	2.9250	0.58363	

As can be inferred from Table 2, the mean score of school A teachers (n=5) regarding the challenges associated with students is 3,1625 while it is 2,9250 on the school B teachers part. In other words, student-related challenges were found higher in school A than the school B. Independent Samples T-test value was calculated in order to find out whether the relationship between student-related challenges and the type of institution is significant. Significance value was found to be 0,237. (p>0,05). Analysis of independent samples t-test value revealed that whether the institution was state or private had almost no effect on the magnitude of student-related challenges faced by NNESTs. T-test values were also calculated to find out whether scores of any item differ significantly according to the type of institution. However there was not found a significant difference between scores of school A teachers and school B teachers for any item.

4.1.2. Institution Related Challenges

Table 3 shows the descriptive and frequency analysis of the items related to institution related challenges encountered by NNESTs. This category has the second highest mean score after student related category (m=2,375).

Table 3.

m=2,375	Never		Rarely		Sometimes		Often		Always		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
*My classes are overcrowded.	1	10	2	20	1	10	1	10	5	50	3.7	1.56
*The textbooks in use are inadequate in covering course contents.	1	10	4	40	1	10	4	40	0	0	2.80	1.13
The textbooks are not suitable for students' level.	1	10	3	30	3	30	3	30	0	0	2.80	1.03
The syllabus is so intense that it hinders my teaching practices.	2	20	4	40	2	20	2	20	0	0	2.40	1.07
*I have got heavy workload	1	10	0	0	5	50	1	10	3	30	3.50	1.26
Technological equipment is inadequate in classes.	3	30	1	10	3	30	2	20	1	10	2.70	1.41
*The number of course hours per week is not sufficient.	3	30	3	30	2	20	0	0	2	20	2.50	1.50
My adminstrator judges me about the quality of my work.	5	50	3	30	2	20	0	0	0	0	1.70	0.82
My colleagues judges me about the quality of my work.	7	70	2	20	1	1	0	0	0	0	1.40	0.69
We do not exchange teaching materials among colleagues.	1	10	6	60	1	10	2	20	0	0	2.40	0.96
We do not have a collaborative environment among colleagues.	2	20	5	50	2	20	1	10	0	0	2.20	0.91
When I have a problem in my classrooms, my administrator does not support me.	4	40	4	40	1	10	1	10	0	0	1.90	0.99
My administrator does not infrom me about the in-service training programs (such as seminars, workshops etc.).	5	50	1	10	3	30	1	10	0	0	2.00	1.15
My administrator does not encourage me to take part in in-service training programs.	3	30	3	30	3	30	0	0	1	10	2.30	1.25
My administrator does not support my professional development (such as providing off-days so that the teachers can attend graduate programs, or other training programs)	3	30	6	60	0	0	0	0	1	10	2,0	1,15

My administrator does not encourage me to take part in projects such as Erasmus projects, Tübitak projects, etc)	5	50	3	30	2	20	0	0	0	0	1.70	0.82

Institution Related Challenges facing NNESTs

* indicates that there is a significant difference between the mean scores of two institutions.

A brief look at the Table 3 indicates that challenges associated with physical characteristics of the institutions such as materials, technological equipments and class size are more often encountered than the challenges associated with social interactions among the teachers and administrators.

Among the items associated with physical conditions of the institutions, class size (m=3.7), and teachers' workload (3.50) were the most frequently stated problems. For the first item stating "my classes are overcrowded" half of the participants (n=5) chose the "always" option. Only one participant stated never experiencing such problem. The remaining 4 participants chose rarely (n=2) sometimes (n=1) and often (n=1) options. To conclude, every participant except one has overcrowded classes which they perceive as an important problem. Concerning the item "I have got heavy workload" similar results were found. Only one participant replied "never" while the other 9 participants stated their workload was always heavy (n=3), often heavy (n=1) and sometimes heavy (n=5).

The results indicated that the participants were reasonably content with the technological equipments they were provided (m=2,70). 3 participants (30%) indicated that technological equipments were never inadequate and 1 participant (10%) stated that they were rarely inadequate. Only 1 participant (10%) stated they were always inadequate and there were 2 (20%) participants responding "often" option.

As to sufficiency of course hours provided per week, 2 participants (20%) asserted that course hours were always insufficient while 3 of them (30%) claimed course hours were never insufficient. The mean score of this item was found 2,50.

Items about the course books' relevance to students' level and course content, and intensity of the syllabus shad average means (respectively m=2,80; m=,2,80; m=2,40). 4 participants (40%) indicated that textbooks fell short in covering the course contents. Likewise 3 participants responded that textbooks were unsuitable for the levels of students. For the item regarding the syllabus, 2 participants (20%) stated that syllabus was often intense while 2 participants stated it was never intense. The remaining participants stated it was rarely (n=4) intense or sometimes (n=2) intense.

When it comes to issues associated with teachers' interactions with each other and administrators, the mean scores of the items are relatively low. It can be interpreted that the teachers were fairly content with their workplace environment. For example, the results showed that most of the participants (n=7) were never judged by their colleagues and half of them (n=5) were never judged by their administrators. The remaining participants were rarely judged by their administrators or colleagues.

According to the results, most of the participants (n=7) rarely or never experienced any challenge such as lack of cooperation or collaboration among colleagues. It can also be concluded that, most of the teachers (n=8) were quite pleased with their administrators' support in case of a problem faced in their classrooms.

As to issues concerning administrators' support to help teachers to improve themselves, results show that participant never or rarely experience such problems. Only 3 participants stated that their administrators sometimes do not inform and encourage them to participate in in-service training programs. Besides, only 1 participant indicated that he/she did not receive support from administrators for her/his professional development.

Table 4 shows the mean scores of the items regarding institution-related challenges with respect to each institution, namely school A and school B.

Table 4.

Mean Scores of Institution-Related Challenges for each Institution

Institution-Related Challenges	N	Mean	Standard Deviation	Sig.
School A	5	2.6375	0.62874	0.155
School B	5	2.1125	0.40601	

As can be inferred from Table 4, the mean score of school A teachers (n=5) regarding the challenges associated with institution is 2,6375 while it is 2,1125 on the school B teachers part. It is possible to conclude that institution-related challenges were encountered more frequently in school A than the school B. Independent Samples T-test value was calculated in order to find out whether the type of institution was a significant determinant of institution-related challenges faced by NNESTs. Significance value was found to be 0,155. ($p>0,05$). Analysis of independent samples t-test value revealed that whether the institution was state or private was not a significant determinant of institution-related challenges facing NNESTs.

However some items numbered 1, 2, 5, and 7 were scored significantly different among school B teachers and school A teachers. Table 5 shows the mean scores of those items for each institution and the results of the t-test analysis which shows that the scores are significantly different from each other.

Table 5.

Presentation of the Items, Mean Scores of which Depend on the Institution

Items	Type of the Institution	N	Mean	Standard Deviation	Sig. (2-tailed)
My classes are overcrowded.	School A	5	4.80	0.447	0.014
	School B	5	2.60	1.51	
The textbooks in use are inadequate in covering course contents.	School A	5	3.60	0.894	0.014
	School B	5	2.00	0.707	
I have got heavy workload.	School A	5	4.40	0.89	0.013
	School B	5	2.60	0.89	
The number of course hours per week is not sufficient.	School A	5	3.60	1.34	0.009
	School B	5	1.40	0.54	

The frequency of encountering the problems presented in Table 5 is significantly higher in school A than the school B. For example, the problem of overcrowded classes is encountered in school A significantly more than school B (p=0,014; <0,05). Similarly, there is a significant difference between how much the state and private school find the course books inadequate (p=0,014; <0,005). In the same way, teachers in school A have significantly heavier workload than those in school B (p=0,013; <0,005). Finally, the number of course hours is perceived as a problem in school A significantly more than it is in school B (p=0,009; <0,005)

4.1.3. Teacher Related Challenges

Table 6 shows the descriptive and frequency analysis of the items related to teacher related challenges faced by NNESTs. Compared to other categories of challenges namely, institution related challenges and student related challenges, this category holds the lowest mean score (m=1,71).

Table 6.

Teacher Related Challenges facing NNESTs

m=1,71	Never		Rarely		Sometimes		Often		Always		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
I do not think I have enough teaching practice.	5	50	4	40	0	0	1	10	0	0	1.70	0.94
I have difficulty in adopting teaching methods that fit my students' needs.	3	30	5	50	2	20	0	0	0	0	1.90	0.73
I have difficulty in developing credibility	2	20	5	50	3	30	0	0	0	0	2.10	0.73
I have difficulty in understanding students' linguistic problems.	4	40	3	30	3	30	0	0	0	0	1.90	0.87
I often suffer from teacher burnout	4	40	4	40	2	20	0	0	0	0	1.80	0.78
I do not have enough pedagogical knowledge.	9	90	1	10	0	0	0	0	0	0	1.10	0.31
I am not experienced enough to be an effective English teacher	9	90	1	10	0	0	0	0	0	0	1.10	0.31
I don't have opportunity to use English outside the classroom.	4	40	4	40	1	10	1	10	0	0	1.90	0.99
I have difficulty in using conversational English in the classrooms.	4	40	4	40	2	20	0	0	0	0	1.80	0.78
I do not feel efficient in teaching the culture of the target language.	4	40	4	40	1	10	1	10	0	0	1.90	0.87
I do not feel efficient in teaching cultures of other countries.	4	40	3	30	3	30	0	0	0	0	1.90	0.87
Being a Non-native English Speaking Teacher, I feel in-secure regarding my target language proficiency.	3	30	6	60	0	0	0	0	1	10	2.0	1.15
Being a Non-native English Speaking Teacher, I have difficulty in gaining students' trust.	4	40	5	50	1	1	0	0	0	0	1.70	0.67
I am not able to use ICT materials effectively.	7	70	3	30	0	0	0	0	0	0	1.30	0.48
I am not able to establish good rapport with my students.	4	40	5	50	1	10	0	0	0	0	1.70	0.67
I have difficulty in managing the class.	4	40	5	50	1	10	0	0	0	0	1.70	0.67

As can be seen in Table 6 almost all of the items in this category were responded either “never”, “rarely”, or “sometimes”. Even for the item “I have difficulty in developing credibility”, which was rated as the most frequently encountered problem in this category (m=2,10), none of the participants rated “often” or “always” options. According to results, 2 participants (20%) never had difficulty in developing credibility, while 5 participant rarely and 3 participants sometimes experienced the problem. In parallel with the difficulty in developing credibility, the item regarding the difficulty in gaining students’ trust had similar values with minimal differences (m=1,70).The results reveal that 4 participants never had difficulty in gaining students’ trust, while 5 participants rarely and remaining 1 participant sometimes had the difficulty in gaining students’ trust.

It is possible to deduce that problems associated with pedagogical background and teaching experience were almost never faced by the participants (m=1,10 for each) Only 1 participant rarely experienced such problems, the other 9 never experienced those problems, though. Although the item “I am not experienced enough to be an effective teacher” was rated low, the item “I do not think I have enough teaching experience” was rated relatively high (m=1,70). It can be commented that teaching experience was not perceived as an indicator of being an effective teacher. The participants did not have much difficulty to use ICT materials, either (m=1,30). Only 3 participants stated that they rarely had difficulty in using ICT materials effectively.

According to the table, it does not seem that teachers experience many problems regarding teaching methods they use (m=2,10). Results show that only 2 participants (20%) sometimes have difficulty in adopting teaching methods suitable for students’ needs. 5 of them (50%) rarely and 3 of them (30%) never experienced any problem regarding their use of teaching method that will answer students’ needs.

It is also evident from the results that teachers perceive themselves fairly good at understanding students’ linguistic problems (m=1,90) and establishing rapport with them (1,70). Responses given to those items reveal that those problems were never experienced by 4 participants (40%). 3 participants (30%) sometimes had difficulty in understanding students’ linguistic problems while another 3 (30%) rarely did. When it comes to developing rapport with students, 1 (10%) participant sometimes and 5 participants rarely had difficulty.

It can also be inferred from the results that classroom management was not perceived as a problem by nearly half of the participants (n=4). The other 6 participants rarely or sometimes had problems concerning classroom management.

It can also be concluded that participants in the present study feel confident in their professions as NNESTs. To clarify, nearly half of the participants (n=4) stated that they never had difficulty in using conversational English in the classroom and that they felt efficient in teaching other cultures. Those items were sometimes or rarely considered as problems by the other 6 (60%) participants. With respect to target language proficiency, only 1 (10%) participant felt in-secure concerning his/her proficiency in English. 6 participants rarely felt worried about their English, and 3 participants felt totally confident about their English proficiency.

When asked about how often they feel burnout at their job, 4 participants responded “never”, while the other 6 replied rarely or sometimes. Finally, though not being perceived as a big problem (m=1,90) 4 participants rarely, 1 participant sometimes and another one participant often lacked the opportunity to use English outside the classroom while the remaining 4 participant always had the chance to practise their English outside the classrooms.

Table 7 shows the total mean scores of teacher-related challenges category with respect to each institution, namely school A and school B.

Table 7.

Mean Scores of Teacher-Related Challenges for each Institution

Institution-Related Challenges	N	Mean	Standard Deviation	Sig. (2-tailed)
School A	5	1.7875	0.27993	0.137
School B	5	1.6500	0.17185	

When Table 7 is interpreted, it is possible to comment that the total teacher-related challenges category mean score of school A teachers (m=1,7875) is higher than that of school B (1,65). Apparently, institution-related challenges were encountered in both schools almost in the same levels. Independent Samples T-test value was calculated in order to find out whether the difference between the schools regarding the mean scores obtained in teacher-related challenges category was significant. As might be expected, the difference was found insignificant (p=0,137; >0,05). To sum, teacher-related challenges experienced by NNESTs did not differ depending on the school type. T-test

values were also calculated to find out whether scores of any item in this category differed depending on the type of school. However, a significant difference was not found between school A teachers and school B teachers for any item.

4.1.4. Correlations between Categories

Correlation between mean scores obtained from student related challenges category, teacher related challenges category and institution related challenges category were calculated. The results are given in Table 8.

Table 8.

Correlations between Student Related Challenges, Teacher Related Challenges and Institution Related Challenges

		Institution-Related Challenges	Student-Related Challenges	Teacher-Related Challenges
Institution-Related Challenges	Pearson Correlation (r)	1	.502	.400
	Sig. (2-tailed)		.139	.253
	N	10	10	10
Student-Related Challenges	Pearson Correlation (r)	.502	1	.706
	Sig. (2-tailed)	.139		.22
	N	10	10	10
Teacher-Related Challenges	Pearson Correlation (r)	.400	.706*	1
	Sig. (2-tailed)	.253	.022	
	N	10	10	10

* Correlation is significant at the 0.05 level (2-tailed).

As shown in Table 8, institution-related challenges were not found correlated to either teacher-related challenges or student-related challenges. However, a strong positive correlation was found between student-related challenges and teacher-related challenges ($r=.706$, $p<.05$). In other words, the teacher-related challenges emerge in direct proportion to student-related challenges.

4.2. Qualitative Findings

Qualitative data into challenges faced by NNESTs were gathered through open-ended questions included in the questionnaire, interviews administered to each participant and classroom observations held in the classrooms of the participants. Open-ended data results, interview results and classroom observation results will be analyzed respectively.

4.2.1. Open-Ended Data Analysis

There were 3 open-ended questions addressed to the participants in the questionnaire. Participants were asked about the problems they most frequently encounter in their teaching practices and their opinions about the reasons why such problems occur and finally what kind of solutions they apply in order to overcome these experiences. Results of the open-ended data will be analyzed under three subheadings; problems faced by NNESTs, causes of the problems according to NNESTs' views and strategies adopted by NNESTs to cope with their problems.

4.2.1.1. Problems faced by NNESTs

In order to comment on the problems faced by NNESTs, the responses given to the first question asking "what are the most common problems you face in your teaching experiences?" were analyzed. As a result of detailed analysis, the researcher came up with 10 themes representing the answers given. The themes are illustrated in Table 9.

Table 9.

The most common problems faced by the participants according to open-ended data

The most common problems faced by the participants	- Crowded classes - Students' lack of self-confidence to speak English - Lack of motivation among the students to learn English - Lack of interest among students against English classes - Earlier learning experiences - Insufficient technological tools. - Intense workload - Limited number of course hours - Lack of time to spend for self-improving activities - Students' misbehaviours during lessons

The summary of the responses coming from the participants regarding their most frequently encountered problems yielded similar results to the ones obtained from the

quantitative data. The participants stated that most of the problems emerged from students-related issues such as lack of motivation, interest and self-confidence as well as misbehaviours that students display during lessons. It is also remarkable that many problems arise due to institutional issues. P1 expressed that they have too much work to do and thus they cannot spare time for their self-development. It was also reported by P3 that technological equipments were insufficient and students were not provided with adequate number of course hours. Students' earlier learning experiences were also perceived as a problem. P4 stated having problems due to students' previous grammar-based instruction experiences. She told that students were used to the traditional method and did not show willingness and motivation to participate in communication-based activities. When compared with the results obtained from quantitative data, it is not surprising that participants did not report having experienced any teacher-related challenges. It can be concluded that qualitative data gathered from open-ended questions are coherent with quantitative data

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4.2.1.2. Causes of the Problems According to NNESTs' Views

In order to reflect on the causes of the problems NNESTs face, second question requested the participants to state their thoughts about the underlying reasons causing the problems they stated in the first questions. Their answers were analyzed and summarized by use of themes, as shown in Table 10.

Table 10.

The Reasons of the Challenges According to Open-Ended Data

The most common reasons of the problems faced by the participants	- Unawareness among students regarding the necessity to learn English. - Unawareness among students about the role of English in different fields. - Limited exposure to English - Students' perception of English as a lesson, not as a language. - Students' bias against English - Crowded classes - Insufficient course books - Familial problems faced by students' families - Educational system (high-stakes exams) - Inefficient syllabus design - Lack of support from parents

Among the reasons stated by the participants, student-related and institutional factors such as crowded classrooms, course books, syllabus, and students' bias appear

once again. Apart from those factors, the role of parents was emphasized in this category. P2 reflected that they needed parents' involvement in order to solve the problems, but they did not receive enough support. Besides, she stated that familial problems and economic problems faced by the families decrease children's motivation.

The fact that students have difficulty in understanding the status of English as a language appears as another reason causing problems in teaching. P1, P3 and P8 noted that their students perceived English as a lesson that they have to pass, instead of a language that they will need in all aspects of their life. P8 stated that students were not aware that they would need English and they thought it was useless. P3 associated this problem with the fact that students were not exposed to the language outside the school.

Educational system was put forward as a crucial factor by many participants. P5 explained that they were supposed to use a determined syllabus which was not suitable for the students' level. P2 also stated that her students usually got bored during lessons and stalked to each other because the syllabus was too intense and boring to attract their attention. P4 stated that the books provided by the government were not sufficient and they were not allowed to use extra books. P7 also emphasized the destructive effect of high stakes exams that directly affect students' motivation to learn English. She stated that both students and teachers were enthusiastic about English and it was the very reason why they send their children to private schools. However, she added, all enthusiasm disappear once they get to the 8th grade. Because, they have to pass high school entrance exam and they do not care about speaking English.

It is remarkable that, some themes appeared both in the "most common problems faced by the participants" category and "the most common reasons of the problems faced by the participants" category. Some problems were indicated by some participants as the reasons of another problems stated by other participants. This situation implies a casual relationship among the problems encountered in teaching English. In other words, whether it is student, teacher or institution related, all of the factors are interconnected to each other and a positive change in a category will result in an important development in other categories.

4.2.1.3. Strategies Adopted by NNESTs to Cope with Their Problems

Another open-ended question was addressed for the aim to find out the strategies applied by the teachers against the problems they experience. In this last open-ended

question, teachers were requested to express the strategies they apply to cope with the problems. Their answers were summarized, in Table 11, around 7 themes.

Table 11.

Coping Strategies Used By the Participants According to Open-Ended Data

Coping strategies used by the participants	- adopting different teaching methods - use of different materials - use of videos to attract students' attention - use of games in order to activate latent learning - applying speaking exams - encourage students to speak and eliminate their bias - create enjoyable learning environment

Responses given to this open-ended question reveal that participants are quite sensitive to the problems occurring in teaching process and they apply several techniques to solve them. It can be inferred that the strategies teachers apply are directly linked to the causes of the problems. For example, the fact that students get bored was linked to the course books and syllabus. In order to eliminate the boring teaching environment caused by intense content of course books and syllabus, teachers used different materials and teaching methods that would interest their students. P2 explained that she made use of word games in order to make students learn vocabularies. She stated that some of her students would never be interested in learning vocabularies otherwise. P10 also specified that she always came prepared to her classes with various visual materials in order to attract her students' attention and she made up several games using her materials so that her students would be willing to participate. Besides, P2 reported that she made her students watch videos related to the topic being covered so that the students could easily concentrate on the lesson.

Among the reasons why students are not interested in speaking language, it was emphasized by the teachers that students did not consider English as a language and they were only interested in getting high marks from the exams. P4 stated that she included speaking activities in her exams so that the students would have to give importance to speaking English. She explained that this technique worked well with the students.

4.2.2. Interview Results

Interview results will be presented below around the themes found by use of thematic analysis. The themes will be categorized under three headings: student related, institution related, and teacher related challenges facing teachers. Teachers' accounts will be reported regarding the causes of the challenges found through the analysis and also the strategies they apply to get through each challenge.

The school A teachers and school B teachers reported to experience different as well as similar problems. Their results will be given all together with emphasis on the differences in the way they perceive and handle the challenges.

4.2.2.1. Student Related Challenges

4.2.2.1.1. Students' attitudes towards English

With parallel to quantitative findings results, attitudinal problems were stated by the participants as the most important problem experienced and the reason causing many other problems. Both groups of teachers stated that they frequently encountered uninterested and unmotivated students. However, the way the problems arise and the strategies applied to handle those types of problems differed significantly on the parts of two groups of teachers. In the view of school A teachers, lack of motivation and interest among students often resulted from bias against English, lack of exposure to English, previous English learning experiences, and students' not being aware of the importance of English. For the school B, on the other hand, the levels of the books used, exam-oriented system and lack of responsibility were the factors attributed to attitudinal problems. While school A teachers seemed hopeless and offered limited solutions, school B teachers enthusiastically explained the strategies they used to motivate their students.

Teachers working in school A related students' attitudinal problems mostly to the fact that students were biased against English and they didn't value being able to speak English. P1 stated that her students were uninterested in her lessons because they were not aware of what advantages English could bring them in the future. She added that they regarded English as a useless course less important than Turkish, Maths or Science which were always regarded as the most crucial ones. Thus, her students preferred spending their time for other lessons rather than investing in English. She emphasized that there was no way to gain students' interest without breaking down the general bias regarding the importance levels of the lessons. She said: *"In our education system, the main lessons*

are always Turkish, Maths and Science. English, Music, Art... Those are often of secondary importance.

P3 highlighted lack of English-speaking environment as barriers to students' motivation. She explained that students had difficulty in understanding that they were learning a language because they were not exposed to English in any aspect of their life. She verbalized: "*Children are not exposed to English outside the classroom; that is why they regard English as a lesson, not English.* She also criticized the way the education system leads students to temporary learning: "*...and as the education system requires, they recite, use in exams and then leave it somewhere. That is why they do not learn English".*

P4 indicated that some of her students were biased against English due to their previous English learning experiences. She further explained that, those who were taught grammar based English before, did not believe in themselves that they could speak English because they ended up with nothing at the end of each year.

When asked about the strategies they use to motivate their students, the researcher did not receive promising responses from school A teachers. P1 verbalized: "*We don't have a suitable environment to teach English. No environment, no material... We flog a dead horse."* P4 reported that she tried hard to make her students love English. In order to overcome their prejudice, she tried to make them believe that they could success by teaching simple pieces. She added: *"The attitude of teacher is very important in this respect. Once the students get the feeling that they can succeed they start to put more effort".* P5 was also hopeless and stated it was hard to raise awareness among students as to the importance of English. He said: *"No matter how much we tell them, they will not even believe that English is a language as long as they are not exposed to real usage of English".* P5 explained that he motivated his students extrinsically by threatening them to fail the course, as no other way motivated them intrinsically up to then. P2 stated that she often had to make use of a lot of videos because her students, who were already uninterested in learning, found the books very boring.

When it comes to school B teachers, more promising results were achieved. All the teachers in that group expressed that nearly all the students in A section were totally motivated, interested and autonomous learners while they had unmotivated students in B section classes. P10 indicated that the students were unmotivated because of the course books. He explained: *"We have two books. A book sent by the government. They are demotivating, but we have to use them. The other book, Cambridge book... some students*

cannot follow it. They are not suitable for their ages and English levels, either". P9 agreed that the levels of the books were an important barrier discouraging the students, explaining *"Our books are so intense. Actually they are great for those students who have interest and motivation. But in B sections where students lack necessary background knowledge it becomes a burden for teachers. Still, we try to find ways".*

P7 made special emphasis on the decreasing motivation when the students come to grade 8. She shared that her students lost interest in speaking English and focused only on text books in order to get into the high schools they want. She added that she still tried to engage them in speaking activities as much as she could.

Comparing the A section class with B class section, P9 came up with another reason behind students' lack of motivation which is not specific to English. She put forward that those who are in A section are more responsible than those in B section. According to her, responsible students were interested and successful in any subject, not just English.

When asked about the techniques they used to overcome students' attitudinal problems, school B teachers came up with many solutions. They appeared more enthusiastic about producing ways to engage their students.

P7 shared her experiences on how she encouraged a student who used to be very shy and unwilling to participate in the classroom activities. She verbalized:

> *I had a student who rejected participating all the time. She was very shy. I tried to motivate her. I gave her responsibilities. She carried out all the responsibilities I gave her. Now, she is very good. She always raises her hand to take part in the activities, and her grades are all good, too. I mean ... Yes... we have such students, but we engaged them by giving responsibilities.*

P10 also emphasized how it was important to give responsibilities when a student showed reluctance to participate. According to her, responsibilities were perceived by students as a sign of priority and the students who were given responsibilities felt themselves important. She said: *"I give them responsibilities.. just as simple as writing naughty students. She/he gets the thought that "the teacher chose me". You can't imagine how powerful it is. They unavoidably want to be a part of what we are doing".* P10 also mentioned that she always included games in her classes so that her students loved being in her classes. Keeping students' attitudes positive were always priority for her. She believed that the students learned most effectively when they enjoyed the lessons.

P9 stated that it was highly important to explore the areas that students are interested in. She claimed: "*Teaching English is teaching life. We can touch their lives; find the way to grasp their attention".* She further explained that she gave special homework for each of her students, according to their interests. This way, she could establish a bond between the students and the lesson.

4.2.2.1.2. Overuse of Turkish

Use of Turkish language during classes was reported both as a problem disrupting the flow of the lessons and a strategy used to ease students' following the lesson. School A teachers reported that Turkish was overused mostly in 6th 7th and 8th graders. For, school B teachers it was a problem encountered only in B section. They reported using a little Turkish in A sections just for specific purposes and the students in A sections never insisted on speaking Turkish.

School A teachers mostly felt uncomfortable for the fact that they were not perceived by students as real users of English and consequently they had difficulty in creating credibility. They told that they tried to encourage their students to speak English, but they did not succeed totally because their use of English always remained artificial; students were not intrinsically motivated to speak English. P5 reported:

> *Students need English language environment to use and speak English. We use English in classes as much as we do. But from a point, it seems like playing house. Because they all know we are not English. They say "why do we speak English". I mean they do not feel in the mood and it gets harder for us, too."*

They were well aware of the advantages of sharing the same first language as the students and they usually used it to their advantage. For example, P1 asserted that being able to understand students' language is good because it makes it easy to understand students' problems and empathize with them. In view of her, it was also good for students because they felt comfortable by the fact that they may use Turkish. Other participants also stated that they used Turkish in classes, because the students understood better when the teaching is carried out in Turkish. However, they also asserted that their knowledge of Turkish was misused by those students who are unmotivated to speak English. They insisted on speaking Turkish and also demanded their teachers speak Turkish. P4 explained that she did not feel comfortable without translating into Turkish stating: *"We cannot speak English continuously. You tell them something and they say "we don't*

understand". Then, you have to translate". P3 explained: *"If you were a native teacher, the students would have to use English. But in this case you are the one who has to use Turkish".* She added 5th graders were much more willing to use English and they used limited Turkish. When asked about the reason of the gap between 5th graders and others she said:

> *They have English 11 hours a week because they are pilot classes. So I can spare more time to engage them in speaking activities. At the beginning they were reluctant, but then they got used to it. They loved speaking English. But when they get into 6th grade the hours decrease and they lose their motivation. We are uncomfortable with this situation.*

When asked about their suggestions as to how students' use of English can be improved, school A teachers suggested that Ministry of National Education should develop programs or projects for English teachers and learners that will enable students to use English in real English speaking environments. They claimed that it was hard for them to create English speaking environment in present satiation but they should at least be provided with facilities and supported in other ways. For example they suggested that classroom size should be limited to 20-25 students, weekly class hours should be extended and language laboratories should be founded so that they could at least have more time and space to deal with students and encourage them to use English.

For the school B teachers, as mentioned above, use of Turkish was not a big problem. According to teachers' views, A sections were quite motivated to use English and they used Turkish as much as they were allowed by their teachers. In contrast to school A, use of Turkish was not misused by the students in school B and teachers in school B took the best advantage of using Turkish in their classes. When asked in what occasions they used Turkish they answered that they made use of Turkish when explaining a new grammar topic. They also explained that they provided translation of some words and phrases when they introduced them for the first time, so that they could make sure that everyone understood it. P6 reported: *"It is a big advantage to be able to speak the same language. For example, when I have to lecture a new grammar topic, I should make sure that they know it in their own language; otherwise they cannot get it."*

For B sections, school B teachers reported having several students reluctant to speak English. When asked why they were reluctant, they told it was because of their background. P6 explained:

> *When a new student is enrolled in the school, she/he is automatically placed in B section because of her/his level. If her/his language background is not good, she/he falls behind the class and cannot follow the lessons. Our syllabus is really intense. It is hard to motivate such students.*

Another reason was reported to be the course books used. They explained that the books included much grammar content that is beyond the students' level, which made it even harder to use English and motivate students to respond in English.

When they were asked what kind of strategies they used to eliminate overuse of Turkish and motivate their students to speak English they shared the techniques they used. P10 reported that she never spoke Turkish however much the students insist. Instead of explaining something in Turkish, she wrote the Turkish explanation on the board and continued speaking English. She verbalized:

> *Once you speak Turkish, they want you to speak more. It was hard at the beginning. But what did I do? I never spoke Turkish but I wrote it when they did not understand something. For example, when they don't understand a word, I explain it in English. If they still do not understand I write its Turkish meaning on the board. It really works well.*

P7 mentioned that she made use of games which encouraged the students to speak English. P8 asserted that he designed discussion platforms about current issues that would interest the students. That way the students willingly spoke English and used the phrases they learnt. He verbalized: *What is not reflected in social life is easily forgotten".*

4.2.2.1.3. Lack of autonomy and responsibility

Some of the participants stated that some of the problems they were facing were not unique to English classes. According to them, non-autonomous learners who do not hold the responsibility of their learning were the reason of most of the problems and this situation was not encountered only in English classes. Both schools stated having such kind of students. For example, P2 from the school A claimed that responsible students are those who are good at every lesson, not just in English. She verbalized:

> *It depends on the student. If the student knows how to learn and is interested in learning, everything develops spontaneously. You can see, if she/he is good at Turkish, Maths or Science he/she is good at English, too. But, if he/she is not good at other lessons, it is not possible to make him/her good in English.*

The same problem was stated by school B teachers, as well. P9 also put forward that her students' success wasn't merely associated with English but it was highly due to their sense of responsibility. In the same vein, P10 stated that some of her students learned autonomously, while some others needed continuous feedback.

Both institutions associated students' lack of responsibility autonomy with economic status of parents, but in different ways. According to P2, parents with low-income were not interested in their children's learning process, because they did not have time or knowledge about how to help them. P9, on the other hand, claimed that parents with high-income did not care about what is going on at school because they did not feel responsible for their children's learning process. She verbalized: *"They think everything is our job. They give the money and disappear."*

When asked how they dealt with those kinds of students, P2 answered: *"I know it is not a good technique under normal circumstances. But, I give them lists of vocabularies before each unit, and I want them to memorize them. Otherwise they would not even open their books".* P10 reported that she tried not to reinforce students' irresponsibility. She verbalized: *"I mentor them; I mean I help them but not much. I want them to do things on their own."*

Participants reported other problems associated with lack of responsibility such as students' neglecting their assignments, coming unprepared for lesson, not studying for their exams. P10, who taught B sections in school B, asserted that his students did not have any worries about the exams. He added that they did not even pay attention when he made some review of the subjects before the exam. When asked about his opinion regarding the reason of students' indifference to lesson, he responded that it was their economic status. He uttered:

> *This is a private school. Some students see it as a power. In fact, they are strong in terms of their economic status. This is not about English, this is about life and it affects all lessons, not just English. Those students do not have worries about life. Their phones cost three times a minimum wage. Actually, this is a crucial topic that should be discussed in education. It is not possible to expect success from those who do not care about their future. They evade responsibilities.*

P6 explained that she never experienced such problems in A sections. However, according to her, it was a common problem encountered in B sections. She told that she did not have a fixed solution but she tried different techniques. Talking to students face

to face, cooperation with parents, counselling service and administrators were among the things she tried to make her students discharge their responsibilities.

P9 made special emphasis on parent-teacher collaboration when students' responsibilities were concerned. She explained that parent-teacher collaboration was important in each step taken in the teaching process, but they needed parents even more in B sections. She verbalized:

> *I do not mean parents of A section students are all interested. For example, students in A sections made excellent presentations. I shared them all via whatsapp. Some parents did not even reply." They somehow manage themselves but B sections cannot be improved without parents.*

P9 added that she had to deal with many perfunctory assignments in B sections. She told that she immediately texted the parents but the parents' answer was "My son/daughter did her/his homework". P9 expressed that she involuntarily threatened her students not to allow them to go out for lunch break. This way she made her students revise their assignments and do it properly for the next time.

The issue of perfunctory homework was also put forward by school A teachers. P2 explained that her students copied the answers of the exercises from the internet. Because of that, she added that, she preferred not to give homework but do the exercises together. Also, the classes were so crowded that this technique saved her time which she would spend on giving feedback to each student.

4.2.2.1.4. Lack of opportunity to use English outside the Classroom

As stated above, teachers working in school A related students' attitudinal problems to their limited exposure to English. They reported that students did not have opportunities to use English outside the classroom. According to their statements there were very few students travelling abroad and most of the students never met anyone speaking English in their life. P1 stated that she co-taught once with a visiting native speaker teacher at the beginning of the foreign language oriented programme. According to her observations, students showed great interest in the lesson and they tried to speak to their visiting teacher out of the class. P1 expressed her gratitude to visiting teacher and she said it was really amazing to see how the students were willing to speak English. P5 also stated how useful it would have been if they had really put it into practice. P2 asserted that if the students had the opportunity to use English in their life they would understand

why they were learning it. Based on her previous teaching experience with NESTs, P3 claimed that students would naturally tend to speak English if they had native teachers.

Students in school B were luckier in this sense, not just because they had NESTS, but also because of the effort put by their NNESTs. According to school A teachers' views, having NESTs greatly encouraged students in terms of using English both during lessons and outside the class such as canteens, playgrounds etc. P8 uttered: *"We have Mr. Chilton. He is really student-friendly. He likes spending time with students; he always messes with them".* He also added that they had an English room where all the English teachers came together during the breaks and the students were always welcome to join them, discuss things and practise their English.

Apart from the advantages of having NESTs, students in school B were also advantageous; because, their NNESTs also contributed to their English improvement by organizing several English events each year. P10 expressed that it was a privilege of studying at a private school, stating:

> *We have a lot of events. English nights, musicals, theatres... We have to organize this sort of things for two purposes. First, it is a good way to ensure parent involvement in the school. Second, we show the parents how well their children speak English. You know, they want to see that they get their money's worth. (laughing).*

In addition to the events organized collaboratively, teachers in school B also made individual efforts to motivate their students use English outside the classrooms. They encouraged them to watch movies, play games and text messages in English. P8 expressed how he was surprised when a student came up with an English word that was unfamiliar to him. He said that they learned from movies and computer games. P7 also stated that she was texting her students in English and her students were responding in English. She also shared that some of her students found English friends from the internet in order to practice their English.

In view of school B teachers, another advantage of the students was that nearly all of the parents were economically in good condition and they easily afforded travelling abroad. In contrast to school A students, school B teachers regularly travelled abroad and had the chance to experience English speaking environments.

4.2.2.2. Teacher Related Challenges

Quantitative results indicated that teachers did not experience many teacher related challenges. However interview results showed that there are some crucial problems encountered especially by state school teachers. Below, they will be discussed.

4.2.2.2.1. Target Language Proficiency

All the teachers both in school A and school B confirmed the importance of improving their English and keeping it alive. School A teachers especially reported that they were worried about their target language because they did not have the chance to practice their English. P4 claimed that she felt far more competent in English when she was a novice teacher. She added that her knowledge of English deteriorated in years. P2 also reported having the same problem stating that she was not even sure if she could really communicate with a native speaker. P3, on the other hand, put forward that she felt quite efficient in teaching grammar, but she had some practical problems due to not being able to use English in daily life. When asked about what could be done about this issue, P4 explained that she studied for Foreign Language Exams, revised vocabulary and grammar. Others suggested that NESTs should be employed in state schools so that they could use English in their daily lives. She added that, Erasmus experience contributed to her English proficiency a lot and teachers should have experiences in English spoken environments in order to improve their English. P1 and P2 reported that they would really like to have such experiences, but they were unable to travel abroad because they had to take care of their babies.

While school B teachers seemed proud of their English proficiency, their effort to improve their English was remarkably evident. P10 attributed her English proficiency to work and travel experiences she had while she was a student and her visits to English spoken countries. Similarly, P6 shared her experiences of studying master programme abroad and she explained she still kept in touch with her foreign friends. She verbalized:

> *Of course I had the chance to improve my English during my university education. But what carried me through the best was my master education abroad. And now I have a lot of foreign friends. I often keep in touch with them.*

In the same vein, P8 highlighted how his Erasmus experience contributed to his language proficiency. P6 also stated that she often watched English movies in order to

further improve her English. P9, on the other hand, emphasized the significance of in-service training programs and expressed: "*training programmes organized abroad are the most beneficial ones".* She also made special emphasis on her efforts to travel abroad at least once a year. She added that her travels helped her a lot in terms of teaching cultures of different countries.

Apart from their individual attempts, school B teachers made use of English in their daily lives because they spend time with their native speaker colleagues. P7, who had previously lived abroad, in a country where English was widely spoken expressed:

> *We use English in our daily lives thanks to Mr. Chilton. We always stay in touch. He really helps me a lot. I am really happy to have such a colleague. We plan everything together. We decide together. He is really a nice person in every aspect. He is our biggest chance. He helps us not to forget English. If it were not for him, I would not have any chance to speak English here, in Turkey.*

P9 reported how lucky she felt to have a native colleague, stating that it was a big advantage to have a native speaker in an English teacher's working environment. She verbalized: *"However far you go in English, there is always some way to go. It is great chance; it is his native language. To exchange ideas about English teaching with its native speaker, it is amazing"*

4.2.2.2.2. Classroom Management

Interviews also revealed that negative attitudes of students also led to low participation and misbehaviours during the classes, which resulted in difficulties regarding classroom management both in school A and school B. For teachers in School B, students were generally well-behaved but still classroom management problems occurred in B section classes because some of students in those classes had difficulty in understanding English and they got unmotivated towards the lesson, which led them to disturb the class. According to the views of teachers in school A, on the other hand, there were many problematic students causing troubles. Besides, overcrowded classes and teachers' lack of authority on students accounted for their failure to deal with classroom management problems.

P8, from school B, pointed out how a difficult task classroom management was, especially in foreign language classes, stating:

> *There is that fact that classroom management is always a hard task. It does not matter whether you are experienced or not. And it is especially hard when you try to manage the class in a different language that is unfamiliar to them. Some do not understand you. What will they do when they do not understand what is going on in the class? They will inevitably engage in different things, talk to their friends and sabotage your lesson.*

P2, from school A, put forward that teachers were not given any authority to solve discipline problems in their own ways. She expressed that they were given responsibilities, but not the authority. She verbalized:

> *I think it is all about educational system. The system does not back us up. It was not like that when we were students. We used to respect our teachers. Teachers were everything for us. What is now? Students do not care anything. They are about to fail, but who cares? You cannot even reprimand them for their bad behaviours because they can respond you mockingly.*

P4 also stated how hard it was to deal with 46 children in a classroom. She added that the last hour was the hardest one and it was really impossible to make them quite, not to mention how to engage them in lesson.

When asked about how they could handle discipline problems, teachers in school A reported that they had to ignore misbehaviours of some problematic students, because they were threatened by their parents to report them to relevant authorities, when they tried to do something about those students. Another reason why they ignored students showing misbehaviour was to at least keep the respect they got from those well-behaved students. P2 verbalized:

> *There are few students who still respect teachers. But when they see that disrespectful students can get away with what they do, they say "I can do what I want, then". So, I usually ignore problematic students in order not to get in trouble.*

In school B part, several techniques were addressed to solve discipline problems. Among them, building rapport with students; collaboration with other teachers and counselling service and establishing consistent rules can be mentioned. P6 claimed that teachers should be consistent in their behaviours so that they could manage the class. She added that bad behaviours should never be reinforced. P7 asserted that she tried to establish a good relationship between her and her students so that she could prevent discipline problems. As to P9, collaboration among colleagues was of great importance. She verbalized: "every student has an idol teacher. "*When I am unable to cope with a*

problem I have with a student, I request help from her/his idol teacher. Sometimes it is enough, just to mention idol teacher's name."

4.2.2.2.3. Teacher Burnout-Limited teaching practice in the current institution

Although most of the participants were experienced teachers, from 5 years to 18 years some teachers were new in their current institutions and reported experiencing burnout due to being unfamiliar to their teaching environment.

P8 reported that he felt exhausted not just because all of his classes are B sections but also because he taught both in secondary school level and high school level. He verbalized: *I teach both secondary school students and high school students. They are two different worlds. How can a teacher be efficient in this situation?"* He claimed that he wouldn't have confirmed that schedule if it wasn't his first year at the institution. He also put emphasis on the private status of the institution claiming that it was better not to object to anything before figuring out the best way to do it, uttering: *"You are in a private school, not state. You should be careful with the words you choose while talking. So, you should spend enough time to observe how things are going on. Then you can express your wishes properly".*

Similar problems were experienced by P2 in school A as she was new in the school. She explained that she took a maternity leave just after she began teaching at the school and she had to confirm all the decisions taken upon her return, because she had no idea about the students, teachers or administrators. She claimed that her colleagues left her the worst classes just because she did not object. Now that she was familiar with the institution, just like P8, she was planning to express her dissatisfaction about the situation at the beginning of the next year.

4.2.2.3. Institution Related Challenges

4.2.2.3.1. Overcrowded classes

All of the teachers in school A agreed that the number of the students in the classes is too high to create proper teaching environment. It was regarded as a big problem especially for English classes; because, it prevented application of communication based language teaching. According to them, the ideal language class should be 25 at most, which was nearly half of the actual size of the class. P4 highlighted that it was the underlying reason why they had discipline problems; because, they had difficulty in

controlling approximately 50 students in a class. P1 regarded classroom size as a barrier to be able to focus individually on each student, especially with those who are unmotivated or underachievers.

Teachers in school B did not mention any challenges regarding class size. Instead, they expressed that they felt content with their classes' size. P7 explained that it was a big privilege to have such a class size that enables the teacher to give individual feedback for each student.

4.2.2.3.2. Problems Regarding Physical Conditions and Teaching Materials

Regarding physical conditions all the teachers both in school A and school B confirmed that they were well equipped with technological devices. P6, in school B, purposed that visual material was necessary in a language class to attract students' interests and engage every student in the activities. She verbalized: *"I reflect the book on the board and make the students do the exercises on the board. They can take their time, we wait. In this way they can progress in their own speed and learn from each other's errors. It is a big advantage"*. As to P4, in school A, smart boards were good in that they helped compensate for the insufficient content of the books. She verbalized: *"Activities in the books are not efficient. We need extra sources. Fortunately, we have smart boards. I use some web sit*es *such as okulistik, eba. We are lucky to have technological devices*". Other teachers in school A also confirmed that their books were insufficient, and that students found them boring. P2 suggested that the book should be edited according to students' interest and needs. She added that she tried to make her students buy a source book but she could not use it in the classroom both because it was not legal to do and because there were students who could not afford to buy the books. Therefore, those who bought the source books used them individually at their homes and consulted their teachers if they needed any help.

Teachers in school B also had some problems regarding their books but from a different point of view. First, they all affirmed that standard books (books suggested by MoNE) are not sufficient but they all used them for a common purpose. The reason why they used them was that their students would be assessed according to the content in these books in national high school entrance exam. P7, who was responsible for 8^{th} graders, especially expressed her regret to be obliged to use standard books. She verbalized:

"MoNE books are not suitable for private school. We finished the book last semester. Now we use extra sources."

Different from school A, It was legal for school B to use extra books as well as MoNE books and they were using Cambridge publishing books which they all thought were quite efficient in terms of skill based contents and interesting activities. However, use of these books resulted in a different kind of problem due to B sections' levels. All the teachers in school B agreed that the levels of books were not suitable for some of the students in B sections. They reported that students' proficiency levels were not the same in B sections and those whose proficiency levels were lower than the average lost their interest because they could not fully participate in the activities.

Another challenge found in both schools was absence of a language classroom. All the teachers expressed that it was necessary to have a language classroom for language teaching. P8 underlined how a classroom designed and equipped with visual and audial materials dedicated to English language could attract students' interest and make them feel in English spoken environment. He put it into words:

> *Imagine a room... students come in and see English words everywhere, hear English songs or videos, people speaking English...You know what? You get in the class and you see some Maths problems on the board. You clean the board and write 'Simple Present Tense'. It is really artificial. It is already impossible to create a natural English spoken environment in this country. At least, such a laboratory... just like a science lab... You know, students get excited when they see a microscope or when they do an experiment in the labs. I do not know whether it can be put into practice in every school. But, I know they have it in some schools. Why not try?*

4.2.2.3.3. Problems Regarding Work Load

Teachers in both schools reported having responsibilities at school other than teaching. None of the teachers in school A complained about the number of hours they taught, as they were paid accordingly, but they felt overloaded by other procedural responsibilities. Each teacher was held responsible for a class, and expected to carry out the procedures necessary for the students in related class, such as leading social activities, holding meetings with parents and other teachers teaching this class, preparing documents regarding the activities and meetings. They added that applying and assessing the exams were also challenging tasks because they had so many students. They suggested that they should not be held responsible for procedural tasks because it took so much time to carry

out those tasks that they found it difficult to spare time for lesson preparation and material design.

All the teachers in school B agreed that they had a tiring teaching programme including supplementary courses for exam preparations. They prepared their students not only for national exams held by MoNE but also for international exams held by Cambridge University. Therefore, teachers in school B gave many additional courses in order to help their students prepare for those exams. P7 and P8 explained that they felt extra tired because they taught both in secondary school section and high school section. They expressed that they had difficulty in adapting both sections at the same time as they had to approach students in each section differently. They conveyed that they needed more time to get prepared for lessons compared to their colleagues who taught only in secondary school section. Different from school A, teachers in school B had to prepare students for events such as English nights, English theatres and English exhibitions which were held many times each academic year. What is more, they had to spend extra time for those preparations. When asked about their opinions on what should be done to diminish their workload, they proposed that it was their job to do their best for students' advantage. Thus, the only solution for them was to be organized. They stated that the dates of the events were discussed and scheduled right at the beginning of the academic term which enabled them to organize themselves accordingly.

4.2.2.3.4. Lack of Collaboration among Colleagues

Lack of collaboration has been stated to be experienced in school A, whereas teachers in school B reported that they had a good communication among them and they were always ready to help each other. Teachers in school A, explained that they hardly ever came together to discuss things regarding students, learning or teaching. P2 asserted that it could be because of their population at school. There were 20 English teachers at school A and P5 claimed that he hasn't met some of them yet. P2 added that she did not even have simple interactions such as saying hello or good morning with some of English teachers. P1 expresses her sadness about lack of organization among the colleagues by stating: *"Everybody is striving for self-improvement, but individually. They do not try to learn from each other".*

School B, on the other hand, reported that there was a good relationship between English teachers. They stated that they were really interested in each other's knowledge

and experience. P10 claimed that, all English teachers at school B, regardless of which section they teach in, were continuously in touch with each other and they always shared their teaching experiences and learnt from each other. P9 added that they not only shared their teaching experiences but they also benefited from each other's life experiences. She verbalized:

> *"No matter how much I am experienced in my field; there are always things to learn. For example, when we return after holiday breaks we tell each other our experiences; where we went, what we did, what we learnt. Not just about teaching. We share everything".*

Making emphasis on the importance of organization between teachers, P10 added that it would not be possible to organize so many events throughout the year if there were not such a strong bond among the teachers.

4.2.2.3.5. Issues Regarding Administrative Support

To start with school A, one of the participants claimed that she did not receive support from her administrators. She stressed that she could not handle discipline problems in the classrooms due to lack of support from her administrators. She put forward that discipline should be guaranteed by the administrators because teachers were not given any authority to solve discipline problems in their own ways. She expressed that administrators gave them the responsibility, but not the authority. Besides, she explained that she always hesitated to share the discipline problems she had with the administrators because she did not receive their support, but their criticism instead. She verbalized:

> *I think administrators have much to do regarding the discipline problems because we do not have any authority on students. Many responsibilities but no authority. How can we gain students' respect? When you mention your problems in the meetings they say "if you cannot handle, just quit".*

Regarding administrators' support in terms of teachers' professional development, teachers in school A agreed that administrators did not care much about that. P1 claimed that administrators were continuously informing them about trainings, seminars or Erasmus projects but they never encouraged or insisted on their participation in those projects.

Teachers in school B, on the other hand, were in the opinion that their administrators were really supportive in terms of their needs regarding teaching as well as their self-improvement. However, they had some problems due to being in a private school. For example, P6 reported that she was always supported when she demanded to attend seminars, trainings or projects but one-day programmes were always most welcome. She verbalized: *"I have been here for 5 years, attended many trainings but they were mostly one day programmes. Administrators do not want you to be absent for many days, otherwise they should pay for the substitute teacher".* P9 added that, they were especially lucky to be working in an institution having agreement with Cambridge University. Thanks to this, they had the chance to attend international trainings in addition to the trainings they attended in Turkey.

4.2.3. Observational Data Analysis

Researcher kept a journal during her observations and read the journal several times in order to be able to provide a comprehensive analysis of the data. Below, data obtained through observations in school A and school B will be analyzed respectively.

4.2.3.1. NNESTs in School A

There were found some common problems in participants' classroom practices in school A such as disadvantageous classrooms and students' misbehaviours in line with questionnaire data and interview data. However, contrary to quantitative data, it was observed that most of the participants in school A had difficulty in making use of English effectively in the classrooms. Also, all the participants in school A frequently consulted to translation in order to make themselves clear and they applied various strategies to prevent students' misbehaviours such as making use of visual materials, giving minus to misbehaving student, threatening, scolding, making eye contact or ignoring them. Besides, the observed lessons in school A were mostly grammar and vocabulary instruction oriented.

P1, for example, was observed while teaching natural forces to 8th graders. The activities she was doing were mostly based on vocabulary teaching such as vocabulary puzzles and pictures-words match. She made them translate each word to make sure they understood their meanings. She frequently asked *"What is it in Turkish?", "Can you say the meaning of the word?"*etc. She tried really hard to make students use English, but

they insisted on answering mostly in Turkish. She gave all the instructions in English. From total of 42 students only 8 students were involved in the activities, at first. In order to make more students engage in the lesson, P1 started to translate every sentence and told them they can use Turkish as well, after which 8 or 9 students started to raise hands and take part in activities. As to the remaining 25 students, most of them were indifferent to the lesson and engaged in irrelevant activities while some of the students were speaking to each other loudly enough to interrupt the flow of the lesson. The noise was reduced when the teacher started a video in the smart board. P1 verbally warned those who continued interrupting the lesson, louder each time. She also tried to come closer to those who still did not quiet down and tried to make eye contact with them warning them by use of gestures. However, her moves were restricted; because the class was not large enough to enable her easily walk around the class. It was congested with three lines of desks each of which lied along the whole length of classroom, with little space to wander.

P2, as she stated in her interview, had difficulty in making students speak English and spent much of her time to prevent discipline problems. She tried to make her 7th grade students use English in speaking activity, but she did not use it herself in other parts of the lesson. The greeting and simple instructions such as *"open the door", come here"* etc. were said in English. When she spoke English and tried to make her students speak English in speaking activities, approximately 10 students out of 40 understood and responded in English. P2 made Turkish explanations for the rest. Another problem for P2 was that she had many students trying to interrupt the lesson by several behaviours such as talking to their friends, walking around the class without permission, complaining about things and each other. Some of students did not show interruptive behaviours, but they were silently dealing with irrelevant things. For example, one of the students was trying to cut his friends' hair by his scissors. As a way to engage her students in the class, P2 explained that she would give plus to those participating in the lesson, after which a few more students started to raise their hands. P2, also changed some of the students' seats in order to separate those who were talking to each other. P2 repeated her warnings again and again for those who continued interrupting. After several kind warnings, she ignored them and continued her lesson as if they were not in the class despite their noise.

P3, who was observed teaching present continuous tense to 5th graders was the only participant in school A found successful in making use of English in the class. It was consistent with interview results, because all the participants in school A agreed that they did not have many difficulties in 5th graders due to the high number of English hours

given. It was observed that 5th graders were much more interested in learning and using English. Greetings, instructions, homework checking and feedback for homework, were all given in English and students readily responded in English. P3 used gestures when she received any signal from students implying that they did not understand an issue. Using Turkish was the last technique she used and the amount of Turkish used was minimal just to make sure none of the students fell behind. Besides, P3 made use of peer learning technique when Turkish was required asking a student to explain the thing to her/his friend in Turkish. Students used English even when they asked whether they can explain something in Turkish. P3 encouraged them to explain anything in English even if they requested to do it in Turkish. If she failed to understand what the students meant, she allowed them to explain in Turkish, then. The students did not insist on speaking Turkish, they were happy to use English instead. They were so interested in using English that they even talked to each other in English while their teacher was checking homework. Although she was supposed to introduce a new grammar topic, P3 made a speaking oriented instruction. She reflected interesting images on the smart board and encouraged the students to make sentences by asking them what the people in the pictures were doing. All the students were keenly participating in the activity. There wasn't any discipline problem observed in this class although it had 42 students, which again was in line with interview data as most of the participants stated that students showed misbehaviour especially if they were uninterested in English.

P4 was observed teaching 6th graders and the class included 46 students. Greeting was made in English, and the students replied all the same as if they were performing a chorus. It seemed artificial and automatic. Throughout the class, P4 used only some simple instructions in English such as *"turn back, turn on the lights, do not speak"* apart from which she never used English. The students were not observed to utter any English words, either. They did not even used any English in learning or teaching process, because P4 made her students watch a video about use of *should* and *should not* instead of delivering the lesson herself. What is more, they were not asked to make any comment or ask any questions when the video finished. Instead, they were asked to fill in the blanks reflected on the smart board with *should* or *should not* right after the video. Students went to the board one by one and tried to choose the right option. The machine automatically warned the students when they chose the wrong option so that they could easily find out the right option. Thus, P4 did not have to correct them. Besides, she did not make any explanations for those who chose the wrong options. It seemed like robotic movements:

student goes to the board, clicks the answer, teacher nods and student goes back to her/his desk; with no feedback, comment, or explanation. Subsequent activities were carried out in the same way. Therefore, it might be concluded that students in P3' class were not encouraged to communicate either in English or Turkish. The only focus was on grammar. In addition, although very little misbehaviour was observed in this class, it was observed that P4 did not have good rapport with students. She stood still in front of the class and did not walk around or monitor the students. She kept discipline by scolding and threatening. For example, when one of the students rejected going to the board P4 said *"do not count on your exam score",* and she threatened another misbehaving student by saying *"What if your parents hear that?".* She also kept one of the students responsible for putting minus for those speaking without permission. Students seemed really worried about getting minus, which is why they kept quiet according to researcher's observation.

P5 was observed teaching 6th graders including 40 students. The topic was "Saving the Planets". P5 focused on important vocabularies and grammar topics such as how to make sentences with *should* and *should not* and how to use *imperatives*. The vocabularies and grammar topics were strengthened by activities reflected on the smart board such as picture-word matches and fill in the blank activities. Every new word was introduced along with its synonyms and collocations. It was observed that P5 had a really good rapport with his students. There was a congenial atmosphere and P5 had a great sense of humour which made all the students enjoy the lesson. Even those who seemed reluctant to take part in the activities were easily attracted to the lesson by their teachers' humorous talk. Also, his feedback to wrong answers was also funny in terms of reducing students' anxiety, so all the students raised their hands without hesitation. He walked around the class all the time and sometimes sat on empty desks in order to come closer to students and encourage them to participate by his gestures. Even though P5 was really good at both classroom management and teaching vocabulary and grammar, he almost never used English except while reading exercise on the board neither did students. All the instructions, conversations, greetings etc. were in Turkish.

4.2.3.2. NNESTs in School B

Observations in school B, yielded both similar and different results from those of school A. Similar to school A, each teacher prioritized vocabulary and grammar teaching. However, contrary to school A, lessons in school B was totally conducted in English.

Teachers in school B used English as a tool of communication between them and the students even when they taught them vocabulary or grammar. They used a little Turkish in order to prevent some misunderstandings, but students went on speaking English all the time with few exceptions. The communication was not an artificial one, a natural one instead. There was not observed any discipline problems, except in one class in which teachers used verbal warnings. Another significant difference observed in school B was about physical conditions of the classrooms. The classrooms were large and roomy and the most crowded class involved 15 students.

P6, for example, was observed teaching 6th graders, an A section class. There was a natural English speaking environment. All the instructions and conversations were carried out in English. Students seemed quite motivated to use English; never requesting to use Turkish. As school B teachers reported in their interviews, the activities included in the books covered intense grammar topics so P6 made use of Turkish while introducing a grammar rule for the first time. For example, she gave some examples in Turkish in order to make them understand the passive voice and then she explained it in English and gave English examples. P6 also requested the students to tell the Turkish meanings of the words when new vocabularies emerged. For example: "*What does 'collect' mean in Turkish?"* and the students answered: "*it means 'toplamak'".* Students never tried to use Turkish without their teacher's request. There were 13 students in the classroom which was well organized with U shaped desk, enabling teacher and students to keep eye contact with each other. Learning activities, which were mostly based on vocabulary and grammar, were carried out on the smart board. P6 could use her time to deal with every one of the students individually, giving each one enough time to reflect on their answers. Any discipline problems were not observed, but a tension occurred when a student explained that she could not do her homework. P6 scolded the student telling: *"You did not have time! Do not come here again without doing your homework".*

P7 was not observed teaching because she explained that she only taught 8th graders and they were solving pilot tests since the beginning of the second term. She kindly expressed that she did not want her students to be disturbed while solving tests.

P8 was observed teaching a B section 7th grade class of 15 students. In contrast with other classes observed, this class included some misbehaving and uninterested students. The topic instructed was "planet" and the instruction was mainly based on vocabulary teaching. New vocabularies were introduced to students through a listening activity, after which P8 made students explain the meaning of every word in English by

asking: *"what is brick?"* or *"how can we use it?"*. In another activity, in which students were supposed to match the same words with their definitions, P8 wanted the students to translate each definition into Turkish. It seemed to the researcher that it was P8's strategy in order for preventing underachiever students fall behind the class as he explained in his interview that he had many underachiever students who did not understand English and thus were unable to follow the lesson. Because the students were mixed in terms of their English proficiency levels, some were reluctant to participate and they were seeking opportunities to disrupt the flow of the lesson for which they received kind verbal warnings. For example, during a listening activity a student showed an exaggerated response to something and laughed loudly enough to disturb his teacher and friends. P8 kindly warned *"if you do not listen, you cannot catch the answers".* P8 ignored some of the misbehaviours such as giggling, making eyes at each other and exchanging suggestive looks. He tried to encourage those unwilling to take part in the activities by urging: "*Can you do this exercise, you cannot, why?".* To sum, despite his struggle to encourage his students to use English he could not make them all speak English.

P9 was observed teaching a B section 6th grade class consisting of 9 students. Being a B section class, the students were not able to use accurate English just like those in P8's class. However, students in this class were observed to be quite self-confident and interested in speaking English as much as they were able to. It was thanks to strategies used by P9 that those who seemed uninterested started to participate upon their teachers' encouragements. Although it was a reading activity, P9 allocated much time to make her students talk and share their opinions about the reading text. For example, she asked them to look at the pictures and predict what the text was about. She made each student read two sentences from the reading text, which was a story, after which she asked questions about the characters in the story. In order to enhance students' participation she repeated her questions, simplifying them each time. For example: *"Why was William late for school? William was late because...?".* She also encouraged those who were unwilling to speak by directing personal questions followed by questions regarding the text. For example:

Teacher: Does William like coming school?
Student: No answer
Teacher: Do you like coming school?
Student: Yes.
Teacher: Does William like coming school?

Student: No.

She also walked continuously around the class and came especially closer to those who seemed to need help. She spent time beside those students and helped them follow the lesson. It was also remarkable that P9 corrected her students' errors implicitly in order not to discourage them. For example:

Student: I friend help.
Teacher: Hmm. Your friend helped you.
Teacher: Yes.

P10 was observed teaching a B section 5th graders class which consisted of 13 students. It was an entertaining lesson and all the students were observed to be enjoying the class. Although it was a B section class, the teacher never used Turkish, even a single word and the students tried to respond everything in English as far as their proficiency levels allowed. The English used in the class did not seem artificial, but it was really acknowledged by the students as the only tool to communicate in their English classes. No misbehaviours were observed and almost all the students eagerly participated in the learning activities except two who were only listening until P10 encouraged them to participate. It was evident that high level of participation was due to P10's investments on her children through hard work and empathy such as coming prepared to her classes with various self-prepared materials, the ability to find out the ways that would attract students' attention and use of several other strategies to make her students love English. Multiple learning activities that would appeal to different types of learners were used for one single topic "illnesses". Different kinds of games like dart-like games – shooting the picture that illustrates the illness heard-, memory games, karaokes and role plays were played enjoyably. P10 made every student participate in the activities sometimes with verbal warnings like "*The same person, always, where are you? Different hands, please! I want to see different hands*!" or sometimes through posing questions directly to those who are not participating. Some of the students naturally switched to Turkish especially when they were fully concentrated on the games for which P10 had a funny strategy. When a student spoke Turkish she said *"Now, you have four red cards, do not forget to bring chocolate for the next class".* Each student got a red card for each time they used Turkish and when they received four red cards they were expected to buy chocolate for the class. In case of any misunderstandings due to use of English, P10 preferred to write

Turkish explanations on the board or make students translate the phrases instead of explaining things in Turkish. For example:

Teacher: What is the matter with you?
Student: I have a sore-throat.
Teacher: Do you take medicine?
Student: ??
Teacher (to all): what is medicine?
All the students: İlaç.
Teacher: Yes.

CHAPTER V

DISCUSSION

The aim of the study was to identify the challenges faced by two groups of NNESTs working in a state school and a private school. It was also aimed to examine the factors leading to these challenges and determine the strategies used by two groups to overcome those difficulties. In this chapter, the findings of the study will be discussed in relation to previous studies. Both quantitative data and qualitative data will be combined together and will be reviewed in terms of their similarities and differences from the results achieved by previous research. This part will be divided into three parts: Student Related Challenges, Teacher Related Challenges and Institution Related Challenges.

5.1. Student Related Challenges

Among the problems directed to the NNESTs working in the two institutions through questionnaires, student-related ones were ranked the highest. Interview results also comply with the quantitative data as students related problems were most frequently addressed ones by the participants. In terms of student related challenges, observations yielded rich data parallel with other types of data. Parallel with previous studies (Yazan, 2016; Demir, 2017) it was found that students' negative attitudes towards English were important challenges for NNESTs. Both private school NNESTs and state school NNESTs stated that they had unmotivated students who were uninterested in engaging in learning activities and rejected to participate especially in speaking activities. When asked about the reasons of students' negative attitudes towards English, state school NNESTs stated their students were biased against English and they did not believe in their ability to speak English. They added that students did not value English as a language, because they did not have any chance to see any real English spoken environment, having limited hours of formal instructions just like any other courses at school. Gomez and Perez (2015) also found that students develop unfavourable attitudes towards English when they perceive it as a subject to be learned at school.

Attitudinal challenges were found much less in private school part as they had enough teaching hours and their students had opportunities to experience English spoken environments due to their economic conditions. However, private school teachers stated that they had some newcomer students holding negative attitudes towards English as their

English proficiency level fell behind the class. This is in line with Altıner's study, (2018) in which the researcher found a relationship between students' proficiency levels and their willingness to participate in speaking activities. It was found that those newcomers did not have motivation to participate in learning activities because of their previous learning experiences which totally differed from the new one. Sawir (2005) acknowledges that students who come to a new learning environment can face learning difficulties and may feel insecure to participate in learning activities.

It was found that attitudinal problems led to frequent use of L1, hindering students' use of English and resulted in misbehaviours as uninterested students tried to find other things to be engaged in. Both groups of NNESTs in the present study consulted to translation method especially while introducing grammar topics and vocabularies in order to prevent those unfavourable outcomes. Secondary school English teachers in Kafa's (2013) study also reported using Grammar Translation Method in order to explain grammar topics. In addition, English instructors in Işıklar's (2014) doctoral thesis put forward many advantages of using L1 such as increasing comprehensible input, ensuring participation and maintaining the discipline.

Another problem mentioned by the participants was students' lack of autonomous learning. They reported that students did not take the responsibility for their learning. Fei (2002) asserts that students should get more responsibility for their own learning as the language teaching classrooms started to be more communication-oriented and learner-centered. Participants reported that they tried to motivate their non-autonomous students through punishment or rewards yet they were well aware that it was not as effective as intrinsic motivation. Ersöz (2004) emphasizes the significance of intrinsic motivation suggesting that teachers should try to control the context rather than the students. In other words, teachers should create favourable learning context which will boost students' intrinsic motivation.

5.2. Teacher-Related Challenges

Among teacher–related issues proposed in the questionnaire, none of the items received a considerably high score. Participants did not mention any teacher-related problem in their responses to open-ended questions, either. In-depth analysis of the interviews indicated that participant NNESTs felt worried about their English proficiency which is in line with the findings of Medgyes (1992;1994), and Moussu (2006). Machida

(2016) and Shintani (2016) also put forward that NNESTs felt anxious and insecure about teaching young learners.

However, observational data revealed that participant NNESTs working in the private school had almost native skills like English command. Teachers in state school stated that they felt more unconfident in time as they did not have opportunity to use English after they were graduated from the university. Participants of Korkmazgil and Seferoğlu's (2013) study also stated that they did not have chance to practice their English and some of their participants asserted that they had never been abroad and never had the chance to talk to a native speaker. In line with those findings, state school teachers in the present study expressed that they did not have any chance to make frequent travels abroad due to familial responsibilities. They took English exams in order to maintain their English proficiency levels. Private school teachers, on the other hand, reflected that they made frequent visits to different countries and had many foreign friends whom they often met. Reves and Medgyes (1994) suggested that NNESTs who had the privilege to travel to countries in which English was spoken or contact native speakers were more advantageous compared to their "less fortunate colleagues" in terms of acquiring more authentic communicative skills and wide ranging vocabulary size. Gan (2013) emphasizes how important English competence was for English teachers stating that it does not only influence their teaching performance but also the relationship they build with their students.

Similar to studies conducted by Moussu (2006) Çakır and Demir (2013) and Tajeddin and Adeh (2016); it was found that participant NNESTs were good at teaching grammar. Observational data revealed that both groups of NNESTs were using L1 to take advantage for example by doing translations, in line with Medgyes's (1992) finding that highlighted how use of learners' mother tongue facilitated teaching process. However it was observed that L1 was overused in the classrooms of state school teachers who tended to use it more than private school teachers did. Teachers in state schools explained that it was a real challenge to make use of English in the classrooms because the classrooms were very crowded, English hours were limited and the national exams the students were supposed to take required grammar and vocabulary knowledge rather than communicative competence. Mutlu and Kaşlıoğlu (2015) also found that crowded classes and assessment procedures prevented the implementation of communicative language teaching. On the other hand, private school teachers in Mutlu and Kaşlıoğlu's (2015) study asserted that their students' English level and the teaching sources they were

provided with enabled use of English as a communication tool. This finding is in line with the current study as participant NNESTs in private school stated that they felt luckier than state school teachers because they had more teaching hours and they were provided with sufficient teaching materials.

The findings of the current study differed from that of Tatar and Yıldız's (2010) study which revealed that NNESTs were good at classroom management. In the current study, both groups stated that they had misbehaving students who lead to discipline problems in the classroom. In contrast to Daloğlu's (2002) study, participant NNESTs in the present study did not refer to their lack of experience as a leading factor to discipline problems. Instead, the reason of having difficulty in classroom management was attributed to class size, and students' lack of interest in English, similar findings with Cabaroğlu and Altınel's (2010) study. It was also mentioned by the participants that classroom management was itself a challenge for all teachers, but it was harder for English teachers because they were required to manage the class in a language which they were already expected to teach. Reves and Medgyes (1994) acknowledge that language-teaching is a complex profession in which the teachers are overwhelmed with many heavy responsibilities as the language is both the content to be instructed and means of instruction at the same time. Verbal warning, both by verbs and gestures, scolding, threatening and ignoring misbehaving students were reported to be used as strategies by participant NNESTs in order to cope with discipline problems, which were also found to be used commonly in Sadık's (2008) study.

Tatar and Yıldız (2010) also found that gaining students' trust was an important challenge for NNESTs which both complied and contradicted with the findings of the present study. Although both groups indicated that it was hard to create a real English speaking environment as long as the students knew they were Turkish, the researcher observed only state school teachers suffered from this. Similarly, Yi and Jian's (2009) findings complied with the data gathered from state school teachers. Similar to what they found, the interaction between students and teachers included mostly teacher talk in state school case, although in the private school teachers made students speak more than themselves.

In line with Çakır and Demir's (2013) findings, participant NNESTs were observed to be good at building rapport with students. They were also found good at understanding their students' needs and sympathizing with their learning experiences.

5.3. Institution-Related Challenges

Institution-related challenges were ranked the higher among state school NNESTs while it was ranked relatively low among private school NNESTs. Qualitative data also revealed similar findings. Private school NNESTs asserted that they did not have many problems regarding their institution while state school NNESTs attributed most of their problems to the physical and social conditions of their institution such as overcrowded classrooms, insufficient teaching hours, insufficient books and lack of authority to use different books, heavy workload, lack of collaboration among colleagues and lack of support from administrators. It was also confirmed through observations that private school had many advantages over state school in terms of the physical conditions such as class size, teaching materials and social environment such as administrative support to empower the teachers, harmony among colleagues and support from their NEST colleagues. Common problems stated by both groups were the national exams and lack of language classrooms.

As for state school teachers, the findings were similar to what Korkmazgil and Seferoğlu (2013) found in their research conducted in state schools in Turkey. Their participants expressed that they found the books insufficient and they were not allowed to use any other books. However, Korkmazgil and Seferoğlu's (2013) and Narayan's (2017) findings contradict with the present study in that both state school and private school teachers did not have problems regarding technological support. All of their classes were equipped with sufficient technological tools.

For state school part, class size, heavy work load and collaboration lack among colleagues were also found important factors hindering good quality education, according to participants' views. Narayan (2017), Oktay (2014), and Demir (2017) also found in their studies, that those factors influenced teachers' teaching badly. In his study Demir (2017) found that crowded classes hinder performing speaking based activities and lead to physically unfavorable learning environment because teachers cannot care about individual problems and cannot apply strategies special to each learner. Findings of Abrar's (2016) study on two primary school teachers in Kuala Tungkal also revealed that classes which included more students than their capacities lead to unproductive learning atmosphere. Teachers in state school also mentioned that they had a heavy work load which hindered their professional and personal development as they could not spare time to attend any trainings or seminars. Medgyes (1992) confirmed that NNESTs could not

improve their language or methodology knowledge due to the heavy work load imposed on them.

The findings of the present study contradicted those of Yıldız and Tatar's (2010) and Ka Hye's (2014) in which private school teachers felt empowered due to the existence of NESTs. They found that NESTs were compared to NNESTs and they were undervalued just because being non-native. In contrast with their findings participant teachers in private school reported that they felt extremely happy to have the chance to work with a NEST and they added that they felt empowered due to the both linguistic and moral support they received from their NEST colleague. Participant teachers in state school also expressed that they would love to have NESTs in their institution. This is in line with Matsuda and Matsuda's (2001) study, in which they found that NESTs and NNESTs supported each other by sharing ideas, information and also providing moral support. In the same line, Yong-Jik and Hyoung-Sook (2005) found that collaboration among NESTs and NNESTs did not only enable teachers provide students different forms of the language but also helped strengthen their strengths while minimizing their weaknesses.

On the contrary, lack of collaboration was found among state school teachers as they expressed that they did not even know each other not to mention absence of any communication or support between them. The reason why state school teachers were unable to collaborate was found to be the excessive number of English teachers in the institution which made it hard for them to come together frequently. Taşdemir and Yıldırım (2017) also found that being crowded as colleagues was a challenge for collaboration among EFL instructors in Turkey.

As to administrators' support for teachers' professional development, different results were achieved for both groups. State school teachers stated that they were not encouraged by their administrators for any training programs or seminars while private school teachers expressed that they were continuously encouraged and supported to attend several programs that would contribute their professional development both in Turkey and abroad. However, it could also be attributed to their personal dispositions as private school teachers seemed more concerned about improving themselves both personally and professionally. Similarly, Babanoğlu and Yardımcı (2017) found that EFL teachers working in private schools were more interested in their professional development than those working in state schools.

Lack of an appropriate language learning environment was a common problem encountered in both schools. Both groups of teachers stated that language learning requires a different learning environment in which students could be provided with good quality of input. They added that, a language classroom could at least compensate for the lack of real English-spoken environment. Özşevik (2010) also puts forward that input rich environments facilitate the implementation of communication based language teaching.

CHAPTER VI

CONCLUSION

In this last chapter of the study, the study will be summarized with emphasis on important points. Implications of the study will also be presented and recommendations will be discussed for future studies based on the limitations of the current study.

6.1. Conclusion of the Study

This study aimed at investigating the challenges faced by two groups of NNESTs; one working in state secondary school and the other one working in private secondary school. It was also aimed at examining the causes and consequences of the challenges encountered in those two institutions and how the participants dealt with them. Last but not the least; the study examined the role of contextual factors in shaping the experiences of NNESTs by comparing the data gathered from both groups of participants.

The study was guided by "interpretivist/constructivist" research paradigm depending on the views of the participant English teachers who experience challenges in teaching English as NNESTs focusing on the specific contexts they were working in. Mixed method comparative case study design was followed and NNESTs in two distinct institutions were compared based on both quantitative and qualitative data. 5 NNESTs from each institution voluntarily participated in the study. Quantitative data were collected through items in the questionnaire which demanded the participants to state how often they encountered the challenges described by each item. The quantitative data were analyzed by use of SPPS version 22. Qualitative data were gathered through open-ended items included in the questionnaire, interviews with each participant and classroom observations which were analyzed by use of thematic analysis. Necessary criteria, such as reliability, validity, credibility, confirmability, dependability and transferability were assured in order to establish trustworthiness of both quantitative and qualitative data.

Findings of the study indicated that teachers working in both institutions mostly faced student-related challenges, such as students' bias against English, lack of motivation to participate in speaking activities, overuse of L1, lack of autonomy and misbehaviours. As to teacher related challenges, feeling insecure about their English proficiency level, difficulty in implementing communication based teaching and classroom management might be shown. Although similar student and teacher related

problems were reported by each group of teachers, in depth analysis of the qualitative data revealed that those challenges were encountered much more in state school than private school. Besides, those challenges in private schools were handled quite easily while they seemed chronic in state school context, which could be attributed to different characteristics of their teaching contexts which is clearly seen through the differences between the results obtained by each group regarding institution-based challenges. Contextual factors due to which private school NNESTs were found relatively in better situation compared to state school NNESTs could be listed as follows: collaborative teaching environment existing in the institution together with their NEST colleague, the support they receive from their administrator with regard to their professional development such as attending teacher training courses, English spoken activities such as shows, theatres etc. organized in the institution to expose the students to English language, desirable class sizes that enables them to focus on each student individually, the authority to choose the course books relevant to students' needs, economic status of their students' families which provides the students the chance to travel abroad and experience real English spoken environments. Some individual factors might also count for the difference between the two groups such as private school NNESTs' individual efforts to make frequent visits abroad so as to practice their English and possession of knowledge and energy to implement different strategies to motivate their students.

To conclude, it is highly important to determine individual and contextual factors which might empower NNESTs, instead of focusing on NEST-NNEST dichotomy. Although NNESTs do not feel as confident as NESTs in terms of their language proficiency, they could at least be as qualified as NESTs if the necessary conditions were provided. As Reves and Medgyes (1994) puts forward, NNESTs already have difficulties due to their deficiencies in English and their situation will go worse if they are exposed to disadvantaged working conditions. Maum (2002) also emphasizes that speaking English as their native language do not make people qualified teachers. According to her, intrinsic knowledge possessed by NESTs could also be acquired by NNESTs.

6.2. Implications of the Study

This master thesis focused on challenges faced by NNESTs working in different secondary school contexts as well as their potential causes and outcomes. The most significant finding was that challenges found to be experienced by NNESTs in this study

did not conformed to typical ones asserted by previous studies (Medgyes, 1994; Brutt-Griffler and Samimy, 1999; Moussu, 2006; Tajeddin & Adeh, 2016). Instead they were found to be associated with the contextual characteristics of the teaching context as well as individual features of the teachers themselves (Long, 2003; Ma, 2012; Ka Hye, 2014). This finding has crucial implications for NNESTs and NNEST educators. As Bax (2003) puts forward, *"good teachers pay attention to context; good training courses pay attention to context".* English teacher training programs should prepare NNESTs for any learning context and enhance their awareness of learner variables which play a crucial role in effective language teaching. They should be equipped with knowledge of several teaching techniques they would adopt for any context and learner type they might encounter.

Findings of the study also revealed that administrative support has a large impact on NNESTs empowerment. It is recommended that administrators should ensure that they do their best to support NNESTs' professional development. They can provide weekly off days for them so that they could attend seminars, training courses or post graduate programs in order to improve themselves.

English teachers should also be supported and encouraged to travel to English spoken countries in order to improve themselves as NNESTs or they should at least be informed about and encouraged to subscribe in online communities in order to collaborate with other NNESTs by sharing and exchanging their experiences. NESTs might also be hired in state schools so that NNESTs could have the advantage of using authentic English in their daily lives, which could also contribute to motivate students.

The study has some important implications for MoNE, as well. English teachers should have a say regarding the choice of course books. They should decide on which kind of book best suits their own learners. At least, text book writers should bear in mind teachers' needs and remarks while designing the books.

Another major finding of the study was lack of authentic language input for both institutions. MoNE should provide the schools with effective language classrooms equipped with authentic materials. According to Bahrani and Sim (2013), authentic materials such as videos or audios enable teachers to expose their students to language similar to that of native speakers.

MoNE should also reconsider national assessment system and weekly hours dedicated for English teaching. Assessment system should be revised in a way that students should be concerned with use of English instead of grammar knowledge. Also,

more hours of English courses should be assigned for students so that they could have enough exposure to English.

Last but not the least, parents should encourage their children to use English by exposing them to English spoken environments as far as their economic conditions allow. If not, they could at least collaborate with their children's English teachers and do their best to motivate their children.

All in all, for challenges of NNESTs to be solved, not only NNESTs themselves but also other stakeholders such as MoNE, universities, school administrators, text book writers and parents should collaborate and do their share.

6.3. Suggestions for Future Studies

As a comparative case study, the sample of the current research is limited to 5 NNESTs from a state secondary school and 5 NNESTs from a private secondary school. Further studies might be carried out with larger samples of teachers not only from secondary schools but also from other levels in order to examine what kind of challenges NNESTs face in terms of different contexts in Turkey.

Another limitation of this master's study is that the researcher could not observe how experiences of NNESTs changed over time. Further longitudinal studies can be carried out to observe how teachers' handled problems over a length of time. Besides, future studies might investigate not only teachers' views but also other stakeholders' perceptions as to their awareness regarding how they could contribute to solve the problems faced by NNESTs and improve the quality of English teaching.

Although all the challenges spotted in this study are not directly associated with teachers' non-native status, comparison between two different contexts indicated that NNESTs could become more confident in dealing with the challenges they mentioned if their status were empowered. Therefore, further studies should focus on the strengths of NNESTs and further steps to be taken to strengthen them, instead of differentiating between NESTs and NNESTs.

Lack of exposure to real English spoken environments was reported as the major factor leading to the most of the difficulties mentioned in this study. Therefore, experimental studies could be implemented in order to investigate how frequent exposure to English spoken environments could contribute to NNEST empowerment.

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APPENDICES

Appendix 1. Participation Consent Form

Researcher: Zülal ÖLMEZ İSTANBULLU

Academic Institution: Çukurova University

Sayın Katılımcımız

Katılacağınız bu çalışma, *Anadili İngilizce Olmayan İngilizce Öğretmenlerinin Karşılaştıkları Zorluklara İlişkin Çok Yönlü Bir Yaklaşım:Türkiye'de Bir Özel ve Bir Devlet Ortaokulu Üzerine Karşılaştırmalı Bir Durum Çalışması*" adıyla, *Zülal ÖLMEZ İSTANBULLU* tarafından *Mart 2019-Temmuz 2019* tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: *Özel Ortaokullarda ve Devlet Ortaokullarında görev yapan anadili İngilizce olmayan İngilizce Öğretmenlerinin karşılaştıkları zorlukları, bu zorluklara yol açan çeşitli faktörleri ve öğretmenlerin bu zorlukların üstesinden gelmek için kullandıkları stratejileri incelemek.*

Araştırmanın Nedeni: Tez çalışması

Araştırmanın Yapılacağı Yer(ler): Özel Ortaokul ve Resmi Ortaokul

Araştırma Uygulaması: Anket, Görüşme ve Gözlem

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul/kurum yönetiminin izni ile gerçekleşmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz.

Saygılarımızla,

Araştırmacı : Zülal ÖLMEZ İSTANBULLU

İletişim Bilgileri : zulal.olmez@gmail.com

5317916111

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

…./…../……

İsim-Soyisim İmza:

Katılımcı Adı-Soyadı :

Telefon Numarası :

Appendix 2. Questionnaire for NNESTs

A Multifaceted Approach to Challenges Faced by NNESTs:
A Comparative Case Study of a Private and a State
Secondary School in Turkey

Researcher: Zülal ÖLMEZ İSTANBULLU
Academic Institution: Çukurova University

First of all, I would like to thank you for your participation.

This questionnaire aims to reveal the challenges facing Turkish Non-native English Speaking Teachers (NNESTs) teaching at secondary level schools. The questionnaire will take 5-10 minutes to fill out. Participation is totally based on principle of voluntariness. All the data provided from questionnaires will be kept strictly confidential and only used for scientific purposes. It is important to give honest and sincere responses so that the results of this study can be more reliable. If you have any question about the study and/or your participation, you can contact me with this email address zulal.olmez@gmail.com. You may also contact me to require a copy of the findings.

Part 1: Background Information

1. Gender:
   a) Male b) Female

2. Age:
   a) 20-30 b) 31-40 c) 41-50 d) Over 50

3. Years of teaching English:
   a) 2 years or below b) 3-4 years c) 5-7 years d) 8 years and more

4. The schools you are teaching at is
   a) A state school b)A school B

5. What type of degree do you have?
   a) Bachelor's b) Master's c) Ph.D.

6. What is the undergraduate department you have graduated from?

a) English Language Teaching
b) English Language and Literature
c) Translation and Interpreting Studies
d) Linguistics
e) Other_____

Part 2: Student-Related Challenges facing Turkish NNESTs in Turkish EFL context

Below are some potential student-related challenges which Non-native English Speaking Teachers may encounter in their classrooms. Please indicate how often you experience each situation by marking the appropriate option in the line preceding each item.

STUDENT-RELATED CHALLENGES	Never	Rarely	Sometimes	Often	Always
1. My students are not interested in learning English.					
2. My students are not motivated to speak English.					
3. My students do not actively participate in learning activities.					
4. My students are biased against English.					
5. My students overuse their L1 during the lessons.					
6. My students often neglect to do their assignments					
7. My students engage themselves in irrelevant activities during the lessons.					
8. My students show disruptive behavior during the lessons.					
9. My students try to interrupt the class.					
10. My students make a lot of noise in the class.					
11. My students do not have opportunity to use English outside of the classroom.					
12. My students do not come prepared for the lessons.					
13. My students get bored during the lessons.					
14. My students do not value being able to speak another language.					
15. My students' language learning background is inadequate.					
16. My students are unable to learn autonomously.					

Part 3: Institution-Related Challenges facing Turkish NNESTs in Turkish EFL context

Below are some potential institution-related challenges which Non-native English Speaking Teachers may encounter in their teaching environment. Please indicate how often you experience each situation by marking the appropriate option in the line preceding each item.

INSTITUTION-RELATED CHALLENGES	Never	Rarely	Sometimes	Often	Always
1. My classes are overcrowded.					
2. The textbooks in use are inadequate in covering course contents.					
3. The textbooks are not suitable for students' level.					
4. The syllabus is so intense that it hinders my teaching practices.					
5. I have got heavy workload					
6. Technological equipment is inadequate in classes.					
7. The number of course hours per week is not sufficient.					
8. My adminstrator judges me about the quality of my work.					
9. My colleagues judges me about the quality of my work.					
10. We do not exchange teaching materials among colleagues.					
11. We do not have a collaborative environment among colleagues.					
12. When I have a problem in my classrooms, my administrator does not support me.					
13. My administrator does not infrom me about the in-service training programs (such as seminars, workshops etc.).					
14. My administrator does not encourage me to take part in in-service training programs.					
15. My administrator does not support my professional development (such as providing off-days so that the teachers can attend graduate programs, or other training programs)					
16. My administrator does not encourage me to take part in projects such as Erasmus projects, Tübitak projects, etc)					

Part 4: Teacher-Related Challenges facing Turkish NNESTs in Turkish EFL context

Below are some potential challenges which Non-native English Speaking Teachers may encounter in their teaching. Please indicate how often you experience each situation by marking the appropriate option in the line preceding each item.

TEACHER-RELATED CHALLENGES	Never	Rarely	Sometimes	Often	Always
1. I do not think I have enough teaching practice.					
2. I have difficulty in adopting teaching methods that fit my students' needs.					
3. I have difficulty in developing credibility					
4. I have difficulty in understanding students' linguistic problems.					
5. I often suffer from teacher burnout					
6. I do not have enough pedagogical knowledge.					
7. I am not experienced enough to be an effective English teacher					
8. I don't have opportunity to use English outside the classroom.					
9. I have difficulty in using conversational English in the classroom.					
10. I do not feel efficient in teaching the culture of the target language.					
11. I do not feel efficient in teaching cultures of other countries.					
12. Being a Non-native English Speaking Teacher, I feel in-secure regarding my target language proficiency.					
13. Being a Non-native English Speaking Teacher, I have difficulty in gaining students' trust.					
14. I am not able to use ICT materials effectively.					
15. I am not able to establish good rapport with my students.					
16. I have difficulty managing the class.					

Part 5: Open-ended Questions

This part of the questionnaire includes open-ended questions in order to gain in-depth insight into your opinions about the causes of the problems you encounter as Non-native English Speaking Teachers and the strategies you apply to overcome them. Please try to give detailed answers for each question.

a)What are the challenges you most frequently encounter in your teaching experiences?

b) In your opinion, what are the reasons for encountering such challenges?

c) What are your reactions or strategies against these problems?

Appendix 3. Interview Questions

1. How long have you been teaching English?
2. At what levels do you offer courses? Can you tell us about the materials you use?
3. What do you think are the most serious weaknesses of non-native English teachers, if any?
4. - Do you have native colleagues or have you worked with natives before?
    - If yes, how does it feel working with native English speaking teachers?
    - If no, would you prefer working with native English speaking teachers, why or why not?
5. Being a non-native English speaking teacher and teaching English as a foreign language, are you content with your teaching performance?
6. As a non-native speaker teacher of the target language, what do you think your strengths and weaknesses are?
7. As a non-native English speaking teacher what kind of challenges do you face in the classrooms?
8. Do you face problems concerning the school context in general, such as colleagues, administrators, studentsparents etc? If yes, could you please explain them?
9. What do you think are some of the reasons behind these challenges?
10. What are some of the ways in which you believe the above mentioned challenges could be addressed?
11. What are your solutions or strategies to handle such problems?
12. Have you received any courses in your university education about the problems and solutions you may encounter as a non-native English teacher?

CURRICULUM VITAE

Adı Soyadı: Zülal ÖLMEZ İSTANBULLU

Doğum Tarihi: 03.09.1990

Derece	Alan	Üniversite	Yıl
Lisans	İngiliz Dili ve Edebiyatı	Boğaziçi Üniversitesi	2013
Y. Lisans	İngiliz Dili Eğitimi	Çukurova Üniversitesi	2019

Yüksek Lisans Tez Başlığı: A multifaceted approach to challenges faced by NNESTs: A comparative case study of a private and a state secondary school in Turkey

Danışman: Prof. Dr. Yonca Özkan

Görevler:

Görev Unvanı	Görev Yeri	Yıl
Araştırma Görevlisi	Okan Üniversitesi, İSTANBUL	Eylül, 2013 – Eylül, 2015
İngilizce Öğretmeni	MEB, Hatay	Eylül 2015 -