SPEAKING UP! ADULT ESL STUDENTS' PERCEPTIONS OF NATIVE AND NON-NATIVE ENGLISH SPEAKING TEACHERS

Julie West Torres, B.A., Initial Certificate in TESL/TEFL

Thesis Prepared for the Degree of

MASTER OF ARTS

UNIVERSITY OF NORTH TEXAS

December 2004

APPROVED:

Jenifer Larson-Hall, Major Professor
Timothy Montler, Committee Member
Patricia Cukor-Avila, Committee Member and Chairperson of Linguistics Division
Brenda Sims, Chairperson of Graduate Studies in English
Sandra L. Terrell, Dean of the Robert B. Toulouse School of Graduate Studies

Torres, Julie West, Speaking up! Adult ESL students' perceptions of native and non-native English speaking teachers. Master of Arts (English as a Second Language), December 2004, 89 pp., 2 tables, 2 figures, references, 38 titles.

Research to date on the native versus non-native English speaker teacher (NEST versus non-NEST) debate has primarily focused on teacher self-perception and performance. A neglected, but essential, viewpoint on this issue comes from English as a second language (ESL) students themselves. This study investigated preferences of adults, specifically immigrant and refugee learners, for NESTs or non-NESTs.

A 34-item, 5-point Likert attitudinal survey was given to 102 students (52 immigrants, 50 refugees) enrolled in ESL programs in a large metropolitan area in Texas. After responding to the survey, 32 students volunteered for group interviews to further explain their preferences.

Results indicated that adult ESL students have a general preference for NESTs over non-NESTs, but have stronger preferences for NESTs in teaching specific skill areas such as pronunciation and writing. There was not a significant difference between immigrants' and refugees' general preferences for NESTs over non-NESTs based on immigration status.

TABLE OF CONTENTS

Page

LIST OF TABLES AND FIGURES

Page

Tables

Figures

INTRODUCTION

Within the past twenty years, scholars and professionals in the field of teaching English to speakers of other languages have debated the concept of the ideal English as a second or foreign language teacher and whether that ideal includes being a native or non-native English-speaker. In fact, even the use or definition of the terms native and non-native speaker has sparked contention among researchers and educators alike (Cook, 1999; Liu, 1999a; Liu, 1999b; Medgyes, 1992; Milambling, 2000; Phillipson, 1992; Rampton, 1990). For teachers of English, the dichotomy has been highly personal, raising issues of power, status, and professional credibility (Braine, 1999; Cook, 1999; Liu, 1999b; Thomas, 1999). But the focus in the discussion has been limited in scope and study and despite the controversy or outcomes of such studies, many researchers continue to use the terms native and non-native, for lack of a more suitable distinction.

As will be discussed, most current research in this area has focused on English language teachers' self-perceptions as native or non-native speakers, teachers' perceptions of their colleagues and their respective "advantages" (McNeill, 1994, p. 7), and teachers' perceptions of their students' perceptions of them in the language classroom (Liu, 1999b; McNeill, 1994; Reves & Medgyes, 1994). Other research has focused on hiring practices and supervisor preferences for native or non-native English speaking teachers (Mahboob, 2003).

It seems, though, that a critical component of the issue is missing: student perceptions of and stated preferences for native or non-native English speaking teachers in the English as a second or foreign language classroom. Of the handful of studies

examining student preferences for native or non-native English speaking teachers, all of the students involved were participating in academic language programs (Filho, 2002; Mahboob, 2003; Lasagabaster & Sierra, 2002; Rubin, 1995). To date, though, I am not aware of any studies that sought non-academic adult English language learners' (ELLs) perceptions of and preferences for native or non-native English speaking teachers in the United States.

This is remarkable in that the number of learners in non-academic programs far exceeds those participating in academic programs, two to one (Kim & Creighton, 1999). In addition, it should be mentioned that the learning objectives of these two student populations are quite different. Whereas most academic language learners often study in intensive or university-run English programs that prepare them for college entrance or graduate study, adult learners in community or continuing education programs typically have more immediate and practical language goals of day-to-day survival and economic self-sufficiency (NCLE: Frequently asked questions in adult ESL literacy, 2001). Also, academic learners in English language programs are typically on student visas, which restrict their time within the country and limit their ability to work beyond their academic duties. On the other hand, adult ELLs are typically in the U.S. with permission, and the intent to stay permanently and have family and work responsibilities that may supercede or interfere with their personal learning goals.

Thus, a primary goal of this study was to draw out opinions and preferences on whether a native or non-native is a better language teacher from a large, previously understudied student population by combining quantitative and qualitative experimental

design and by using statistical analysis to evaluate the findings. As a result, the population being surveyed will bring to light a missing but important viewpoint in the overall conversation about instructor choice in the English as a second or foreign language (ESL or EFL) classroom.

The research questions, modeled on questions posed by previous researchers (Filho, 2002; Lasagabaster & Sierra, 2002), set out to test several theoretical propositions surrounding the native/non-native speaker dichotomy:

1.) Do adult ESL learners show an overall preference for native or non-native English speaking teachers?

2.) Do adult ESL learners show a preference for native or non-native English speaking teachers based on learning in a specific language skill area (i.e., pronunciation, grammar, U.S. culture)?

3.) Do adult ESL learners show a marked preference for native or non-native English speaking teachers based on their (the students') status as immigrants or refugees?

Background

English as a Second Language and English as a Foreign Language Instruction

Second language learning, or as it is more commonly referred to, second language acquisition (SLA), is an active, dynamic process. Specifically, SLA is the process of "learning another language after the native language has been learned…[and] refers to the learning of a nonnative language in the environment in which the language is

spoken" (Gass & Selinker, 2001, p. 5). For example, a Farsi speaker learning ESL could be studying or living in the United Kingdom, Australia or the United States.

Lightbown and Spada (1999) describe the ESL, or second language learning, environment, as a "natural acquisition setting" (p. 93). In such a situation, learners, among other things, are "…surrounded by the language for many hours each day…[and] the learner usually encounters a number of different people who use the target language proficiently" (p. 93). For this reason, SLA may occur in the classroom context and/or outside the classroom because of access to and availability of second language input.

Foreign language learning, on the other hand, "refers to the learning of a nonnative language in the environment of one's native language (e.g., French speakers learning English in France or Spanish speakers learning French in Spain, Argentina or Mexico)" (Gass & Selinker, 2001, p. 5). In addition, foreign language learning usually occurs in the classroom context.

In EFL instructional settings, learners' exposure to the target language is restricted. Gass and Selinker (2001) refer to three primary sources of input for foreign language learners, "(a) teacher, (b) materials, and (c) other learners" (p. 311). Instructors are frequently the only native or proficient English speakers with whom learners come into contact. Furthermore, EFL learners have limited interactional opportunities. When opportunities to practice the language arise, they are usually between ELLs in the classroom and the interaction is often filled with errors.

Depending on the content and performance goals of the country, school or program, instruction can vary. In more traditional instructional settings, "input is

structurally graded, simplified, and sequenced by the teacher and the textbook" (Lightbown & Spada, 1999, p. 94). In communicative instructional settings, "input is simplified and made comprehensible by the use of contextual cues, props, and gestures, rather than through *structural grading*" (Lightbown & Spada, 1999, p. 95). In either case, contact with native or proficient speakers of the language is limited.

Adult ESL Education in the United States

Millions of limited English proficient (LEP) individuals, or those with a "limited ability to speak, read, write and understand the English language" (Kim, Collins, & McArthur, 1997, p. 2), participate in adult and continuing education ESL programs across the United States each year. According to the U.S. Department of Education, ESL is the fastest growing component of federally funded adult education programming (as cited in Kim et al., 1997). In 2000, adult ESL participants accounted for 38% of the overall national adult education enrollment (NCLE: Frequently asked questions in adult ESL literacy, 2001). This should not come as a surprise given that in 2002, the U.S. Census Bureau reported that 32.5 million individuals, or 11.5% of the total U.S. population, were foreign born (Schmidley, 2003) and an even larger number, 18% of the population (including both native and foreign-born), spoke a language other than English in their homes (Shin & Bruno, 2003).

Adult English Language Learners

Adult ELLs, or those age 16 or older and not enrolled in secondary school, fall into two major categories when considering their reasons for coming to the United States: immigrants and refugees. Immigrants are those individuals who, as a result of family or

employment-based sponsorship, choose to come to the United States. Refugees, on the other hand, have been forcibly displaced from their countries of origin because of persecution or a well-founded fear of persecution based on race, religion, ethnicity, political affiliation or association in a particular social group. Refugees cannot return home (Texas Department of Human Services, Office of Immigration and Refugee Affairs, 2002).

Both groups of learners encounter numerous barriers in trying to master the language, culture, and systems of the United States while trying to balance family life and expedite or maintain economic self-sufficiency. Factors such as age, motivation, literacy and educational background in the first language (L1), exposure to English, and even personality ultimately affect an individual's ability to master the language. Collier (1989) suggests that it takes from five to seven years to successfully make the transition from knowing no English to being able to master and perform most communication tasks.

In addition, as in the case with refugees, many adult ELLs have experienced overwhelming personal trauma or stress and been forced to flee their countries of origin because of religious, ethnic or political persecution. This, in turn, may further impact refugees' language learning ability. Isserlis (2000) remarks, "Since language learning demands control, connection, and meaning, adults experiencing effects of past or current trauma are particularly challenged in learning a new language" (p. 2).

Program Design

Thus community-based and adult education ESL curricula are often designed to provide practical, competency-based exposure to the language (U.S. Department of

Health and Human Services, Office of Refugee Resettlement, 1985), to lessen learner anxiety, and to "help language minority adults to develop the English language skills necessary to pursue further education, enter or advance in the job market, or enrich their personal and family lives" (Kim et al., 1997, p. 2). Furthermore, instructional strategies and classroom methodology take into account the unique characteristics of this student population by emphasizing a "learner-centered philosophy" (National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics, 1998) or as Knowles (1980) explains, a respect for and incorporation of the learners' experiences and strengths. Finally, program design for adult ESL learners is equally diverse, ranging from highly structured, such as that of community colleges and universities, to open-entry/open-exit informally structured, like that provided by social service agencies or churches.

Given the large number, the complexity of learning needs, past experiences, and personalities of adult ESL learners and the diversity in programming to best serve this population, it follows that the debate about who makes a better teacher, a native or non-native speaker of English, may have significant implications for adult ESL learners. In the end, will it really matter to these students whether the teacher is a native or non-native English speaker? And if so, "who's worth more?" (Medgyes, 1992, p. 340).

Native Versus Non-Native English Speaking Teachers: The Debate

Native Speakers as Teachers

Linguists and language teaching professionals have varied ideas of what defines a native speaker (NS) or what terms most accurately describe such a person. Lightbown and Spada (1999) give the following definition:

Native speaker: a person who has learned a language from an early age and who has full mastery of the language. Native speakers may differ in terms of vocabulary and stylistic aspects of language use, but they tend to agree on basic grammar of the language (p. 177).

Rampton (1990) offers an alternative idea, explaining that "educationalists…should speak of accomplished users as *expert* rather than as *native* speakers" (p. 98). Others, like Selinker (1972) discuss degrees of nativeness by placing language proficiency on an interlanguage competence continuum from zero to native competence. Cook (1999) explains that ultimately, the "indisputable element in the definition of *native speaker* is that a person is a native speaker of the language learnt first…" (p. 187).

As ESL or EFL teachers, NSs have definite advantages in the classroom. In their international survey of EFL and ESL teachers, Reves and Medgyes (1994) report that native English speaking teachers (NESTs) were "more capable of creating motivation and an 'English' environment in the school…, taught the language rather than about the language, and [applied] more effective and innovative teaching techniques" (p. 361). Native speakers also receive high marks when it comes to teaching in specific skill areas such as pronunciation or culture. Filho (2002), in his study, reports that "a large majority of…students said they would prefer a NS teacher for American culture, communication skills and pronunciation classes" (p. 80).

Non-Native English Speakers as Teachers

The term non-native speaker, or NNS, is as contentiously debated and mused upon as the term native speaker. Cook (1999) prefers to refer to non-native speakers as

multicompetent language users who are not deficient or failed native speakers, but successful users of a second language (L2). Instructors participating in Liu's (1999b) study of teacher self-perceptions of their own native or non-native speaker status had multiple variations on the NS-NNS concept. Some described a non-native speaker as someone whose mother tongue is not English or who learned the target language "not as the initial language or mother tongue" (p. 92). Other teachers in the study saw language status on a continuum or as a matter of competence in the target language (Liu, 1999b). Liu (1999a) further explains that no matter how a teacher ultimately perceives or defines her- or himself, the students' perceptions of the teacher may be completely different from, or in complete opposition to, the teacher's (as cited in Braine, 1999). Still others, like Medgyes (1992) in his discussion of the modified interlanguage continuum, comment that "non-native speakers can never be as creative and original as those whom they have learnt to copy" (p. 343) especially when compared with their own L1 performance.

Despite this inevitable "handicap" (p. 346), Medgyes claims that NNS are equally likely to be effective and achieve professional success in the classroom. Phillipson (1992) argues that non-native English speaking teachers or non-NESTs:

> may, in fact, be better qualified than native speakers, if they have gone through the complex process of acquiring English as a second or foreign language, have insight into the linguistic and cultural needs of their learners, a detailed awareness of how mother tongue and target language differ and what is difficult for learners, and first-hand experience of using a second or foreign language. (p. 15)

Medgyes (1992) explains that non-NESTs serve as "imitable models of the successful learner of English…[and]…can be more empathetic to the needs and problems of their learners" (p. 346-347). Milambling (1999) agrees; non-native speakers "have had the experience of learning English themselves" (p. 2).

What Makes a Good Teacher?

Being a native or non-native English speaker alone is not qualification enough to be a successful professional in the English language classroom. Thomas (1999) explains, "Although stories of unintelligible foreign teaching assistants abound, the fact remains that there are good teachers and 'not-so-good' [non-NS] teachers, and there are 'not-so-good' teachers among the ranks of NSs of English as well" (as cited in Braine, 1999, p. 6). Medgyes (1992) concedes that English language competence is not the only variable of teaching skill. Professional organizations, such as Teachers of English to Speakers of Other Languages or TESOL (2003), further emphasize the importance of "specialized training…and [demonstrated] teaching competency" (p. 1) in addition to an awareness of research trends and implications for instruction in various linguistic fields of study, cross-cultural communication, and curriculum development (TESOL, 2003). Liu (1999b) agrees that "TESOL professionals should shift [the] focus [from the NS-NNS dichotomy] to the importance of being a TESOL professional and consider whether an individual has received adequate professional training to teach ESOL [English to Speakers of Other Languages]" (p. 101).

Literature Review

Whatever the differences, what becomes apparent in the literature is that no matter the definition or status of being a NEST or non-NEST, both groups bring distinct and beneficial attributes as professionals in the language classroom (Cook, 1999; Medgyes, 2001; Medgyes, 1992; Thomas, 1999). Much of the current research on the NEST/non-NEST issue, however, has focused primarily on the view from ESL and EFL instructors. Of these studies, most have focused on evaluation of teacher performance on a given task (such as vocabulary by McNeill, 1994) or on teachers' self-evaluations or evaluations of their colleagues (Reves & Medgyes, 1994; Liu, 1999b; Maum, 2003).

Research with Teachers

McNeill (1994) examined issues of NESTs' and non-NESTs' "language awareness and their sensitivity to students' language difficulties" (p. 521). McNeill tested four groups of teachers on predicting their learners' vocabulary needs in connection with reading texts. He found that teachers who were native speakers of their students' L1, regardless of teaching experience, had a distinct advantage when it came to identifying their learners' vocabulary needs.

Other studies have focused on teachers' self-perceptions or perceptions of their NEST and non-NEST colleagues. For example, Reves and Medgyes' (1994) international survey of 216 instructors, of which 90 percent were non-NESTs, found that half of the respondents believed that NESTs and non-NESTs were equally successful in the classroom. The study also found, however, that both NESTs and non-NESTs perceived differences in teaching behavior. From the qualitative data, teachers' comments reflect

this finding. "NESTs guaranteed…that English has genuine relevance in the classroom…[and] were more capable of creating motivation and an 'English' environment in the school" (p. 361). On the other hand, non-NESTs were able to "estimate the learner's potential, read their minds and predict their difficulties" (p. 361).

Liu (1999b) also conducted qualitative research on teachers' self-perceptions as native or non-native speakers. The eight professionals interviewed, whom Liu describes as all having L1s other than English, did not agree that being a NEST or non-NEST was necessarily beneficial, but rather stressed the importance of "the teaching environment and the specific learners" (p. 99). However, participants' responses varied greatly in terms of reflecting on their own self-image as NESTs or non-NESTs and the effect they felt being labeled as a NEST or non-NEST had on instruction in the classroom. Liu concludes:

> What difference does being a NNS or an NS of English make in language learning and teaching? …The answer to this question is complex and involves the sequence in which languages are learned, competence in English, cultural affiliation, self-identification, social environment, and political labeling (p. 100).

Maum (2003) found that non-NESTs believed that "the role of the teacher's sociocultural and linguistic experiences and background [were] more important in ESL instruction than NESTs [did]" (p. 105). This implies, she argues, that non-NESTs have a greater awareness and sensitivity to the needs of ESL students. Non-NESTs speak more than one language and have moved to or lived in more than one culture, therefore sharing a similar experience as that of their students (Maum, 2003).

Research with Students

In the past few years, researchers have recognized the importance of examining the NEST/non-NEST issue from the perspective of students. This is significant in that students are, by nature, the consumers of their teachers' product and, as a result, can offer valuable feedback on and insight into the discussion. Of the few studies conducted that have examined students' perceptions of or preferences for NESTs or non-NESTs to date, focus has centered on ELLs in university level or academic programs. Likely, this is because most researchers have convenient access to ESL or EFL learners within the institution at which they are studying or are affiliated.

Filho (2002) conducted qualitative research investigating ESL students' perceptions of non-NESTs at a U.S. university. Sixteen ESL students in an intensive English program were observed in their classrooms, given an open-ended survey, and subsequently interviewed. Filho explains that the students did not report a "hard-and-fast choice" (p. 80) for NESTs, but reported no overall preference for NESTs over non-NESTs. These same subjects did, however, show a preference for NESTs in teaching specific skill areas like pronunciation, American culture, and communication (Filho, 2002).

Lasagabaster and Sierra's 2002 study examined university students' perceptions of native and non-native English speaking teachers in the Basque Autonomous Community of Spain, an EFL setting. Seventy-six undergraduate students completed a Likert scale questionnaire about their preferences for native and non-native speaker teachers at different levels within the educational system in relation to specific language skill areas. The researchers found that "on items asking to choose in general, there was a preference

for [NESTs]" (p. 134). In addition, they also found differences in preference for NESTs or non-NESTs based on specific language skill areas. For example, learners preferred NESTs "in the 'production' skills of speaking, pronunciation, and writing" (p. 136). But, when it came to learning strategies and assessment of grammar "a slightly negative view of [NESTs] emerged…[with] a swing towards [non-NESTs] when it came to the teaching of grammar" (135).

Finally, Mahboob (2003), as part of his study on hiring practices of NESTs and non-NESTs and supervisor preferences, included a research question on learners' perceived differences between NESTs and non-NESTs. Mahboob used qualitative methods. Mahboob collected thirty-two student generated essays from an academic ESL program in the U.S. From the results of those thirty-two participant essays, he concluded that "ESL students in the United States do not have a clear preference for either NESTs or non-NESTs; rather, they feel that teachers with both these language backgrounds have unique attributes" (p. 188).

Results from these studies are limited in applicability, though. Lasagabaster and Sierra's study, though quantitative and conducted with a large number of students, was done in an EFL setting. Both Filho's and Mahboob's studies were conducted in the United States, but with a small number of ESL learners and using qualitative methods alone. All three focused on learners in academic English programs. This limits generalization of the results to the larger U.S. adult ESL population. As a result, implications for adult and continuing education ESL programs, which serve the majority of adult ESL learners in the U.S., are yet to be determined.

Research Purpose and Rationale

Because of the incomplete data in this particular area and because of the researcher's desire to provide practical information to ESL teachers, students, and program administrators in the U.S. about best practices in this area, the purpose of this study was to examine adult immigrant and refugee ESL student perceptions' of NESTs and non-NESTs. The terms NEST and non-NEST have been adopted, from Reves and Medgyes (1994).

The following hypotheses were developed based on the research questions being investigated:

Hypothesis 1: Adult ESL learners will, in general, prefer NESTs.

This hypothesis is based on findings from Lasagabaster and Sierra (2002), but also the researcher's own rationale. Because participants are adult ELLs in the United States where English is the L1, and because of their unique learning needs (survival, economic independence), students will prefer to be taught by native speakers. After all, English is the language of commerce, education, government, and ultimate success for LEP students in the U.S. Comments from students in Milambling's 1999 study support this rationale. The students mentioned noticing "negative attitudes" (p. 6) about non-NESTs as teachers in TESOL, particularly when the setting is in an English speaking country. One student added that some learners "…may express dissatisfaction when a non-native teaches a class because they feel they came here…for the 'real thing,' the native speaking teacher" (Milambling, 1999, p. 6).

Hypothesis 2: Adult ESL learners will show a preference for NESTs or non-NESTs in specific skill areas (i.e., pronunciation, grammar, U.S. culture).

As mentioned previously, Lasagabaster and Sierra (2002) found that learners preferred NESTs, "in the 'production' skills of speaking, pronunciation, and writing" (136). Milambling (1999) also found that learners she interviewed believed that NESTs had better command of "colloquialisms, pragmatics, slang, and pronunciation" (p. 5).

Non-NESTs, on the other hand, had explicit knowledge of subtle distinctions in English syntax and lexicon, "...[often] with the ability to communicate in the students' first language" (Milambling, 1999, p. 5). Filho (2002) concluded that "a large majority of students said they would prefer a NS teacher for American culture, communication skills and pronunciation classes" (p. 80), but perceived non-NESTs as better vocabulary teachers.

Hypothesis 3: Adult ESL learners will not show a marked preference for NESTs or non-NESTs based on their status as immigrants or refugees.

Immigrants, by definition, come to the United States for reasons of employment, education, family reunification or better quality of life (Kim, et al., 1997). Because immigrants often have the support of family or an established linguistic or ethnic community, their adjustment often is made easier and quicker. Refugees, on the other hand, have been forcibly displaced from their countries of origin. They are interviewed abroad, awarded protected status from their country of resettlement and cannot return home. Upon arrival, refugee needs tend to be more immediate (obtaining housing, social security cards, health screenings, etc.), may or may not have a culturally appropriate

support system and education often includes in-depth cultural orientation (Texas Department of Human Services, Office of Immigration and Refugee Affairs, 2002).

Despite the differences between these two groups of learners, I hypothesize, based on my years of teaching and experience working with both populations, that there will be no stronger preference for NESTs or non-NESTs based on the students' reasons for coming to the United States. However, because this aspect of students' personal lives affects many parts of their experience of living in the U.S., I thought it would be a valuable contribution to knowledge of this population to examine whether differences between the groups exist and would be significant.

METHOD

This study was carried out in a large metropolitan area in Texas. Thirty-one percent of the Texas population, or six million individuals, are non-English speaking; Texas ranks third behind California and New Mexico in this category (Shin & Bruno, 2003). From 1983-2001, the Texas refugee population ranked fourth in the nation with an estimated 92,141 individuals (Texas Department of Human Services, Office of Immigration and Refugee Affairs, 2002). In addition, Texas is one of only five states with an English as a second language (ESL) enrollment in state-administered adult education programs of more than 50,000 participants (US Department of Education, Office of Vocational and Adult Education, 2000). Therefore, because of the large, diverse limited English proficient (LEP) population represented in Texas, and particularly in metropolitan areas, the results and outcomes of this study will be generalizable and useful to practitioners in other areas of the country.

Participants

Participants were recruited from and through three adult education ESL programs in a large metropolitan area in Texas. Two programs were community-based, federally funded programs designed to serve adult refugees. The other program was a state-funded adult continuing education ESL program at a local community college.

It was important to the researcher to control for some variables before beginning the study. So, individuals or classes in which students were illiterate in their first language or English were excluded from participation. In the case of the refugee learners, excluded were those students who scored below a level two on the Basic English Skills Test

(BEST), an exam designed and developed by the Center for Applied Linguistics (1994), with funding through the U.S. Department of Health and Human Service's Office of Refugee Resettlement, to evaluate oral English proficiency in adult ESL learners. At the community college, only classes listed as level two or higher in the schedule of course listings were considered. This was done in order to avoid the sense of discomfort that illiterate or low-level students, with little familiarity in responding to surveys, might feel in being asked to participate and to keep the cost of translation and interpretation down (as no external funding was provided for the project). Furthermore, no classes taught by the researcher or anyone related to the researcher were visited, in order to lessen potential issues of bias students might feel toward a teacher/researcher.

One hundred-two adult ESL learners participated in this study; 50 participants were refugees and 52 were immigrants. Of the 102 participants, 53 were male, or 52%, and 49 were female, or 48%. Participants ranged in age from 17 to 76 years of age (mean, 36.8 years; median, 34 years). Refugee participants were generally older (mean, 42.7 years; median, 40.5 years; range 21 to 76 years) than immigrants (mean, 31.2 years; median, 31 years; range 17 to 51 years).

Based on world region, 45% of participants were from Latin America or a Spanish-speaking Caribbean nation, 23% were from East Asia, 19% were from Africa, 9% from Europe, and 4% from the Middle East or Central Asia. A specific breakdown of participants by country of origin is presented in Table 1. The students' language backgrounds reflected similar proportions (see Table 2).

Table 1

Adult ESL Survey Participants by Country of Origin

Country of Origin	Count
Mexico	31
Vietnam	13
Cuba	8
Korea	6
Democratic Republic of the Congo	5
Sudan	5
Somalia	3
U.S.A.	3
Afghanistan	2
Bosnia	2
Brazil	2
Burma	2
Germany	2
Liberia	2
Burundi	1
Cambodia	1
Croatia	1
El Salvador	1

(*table continues*)

Table 1 (*continued*)

Country of Origin	Count
Ethiopia	1
Honduras	1
Iran	1
Iraq	1
Italy	1
Kosovo	1
Nicaragua	1
Pakistan	1
Poland	1
Rwanda	1
Sierra Leon	1
Yugoslavia	1

Note. N = 102.

Table 2

Adult ESL Survey Participants by First Language

L1	Count
Spanish	44
Vietnamese	13
Korean	7
Serbo-Croatian	4
Arabic	3
Somali	3
Burmese	2
Dari	2
Dinka	2
French	2
German	2
Portuguese	2
Albanian	1
Amharic	1
Assyrian	1
Cambodian	1
English	1
Farsi	1

(*table continues*)

Table 2 (*continued*)

L1	Count
Italian	1
Kinyarwanda	1
Kirundi	1
Kiswahili	1
Kur	1
Lingala	1
Polish	1
Punjabi	1
Susu	1
Swahili	1

Note. N = 102; L1 = first language.

Educational background was divided into the following categories: no school (1), 1-6 years (2), 7-12 years (3), 13-16 years (4), and more than 16 years (5). Participants reported an average category of 3.61, which means that the majority had more than 12 years of school. In addition, participants had studied an average of 2.13 years of English and had studied with approximately four different teachers of English in their educational careers. Sixty-three percent of students reported having studied English with a non-NEST previously.

Of the 102 total participants, 32 volunteered for the follow-up interviews. Of those, 15 were immigrants and 17 were refugees. In addition, 41% were Hispanic, 22% Asian, 22% African, 13% European, and 2% Middle Eastern-Central Asian. Compared to the overall demographic make-up from the survey, the percentages for the interviews were comparable.

Apparatus

A 34-item, 5-point Likert attitudinal survey (Appendix A) was developed to solicit participant feedback and demographic data according to guidelines set forth in Dornyei (2003) to insure instrument reliability and validity. Items were short and simply phrased, with no negative constructions. Demographic data was not requested until the final page so that participants would be encouraged to respond to the survey, without first being drilled on personal information. A 12-point font was used and the survey was laid out in an evenly-spaced landscape format to facilitate participation of older adult learners or those with poor vision. In addition, the survey was printed in a booklet format on colored paper for aesthetic purposes.

A preliminary panel of NESTs and non-NESTs currently teaching in the refugee and community college programs supplied initial input for survey content, advising on pertinent demographic information and instructional preference items that should be included. Items were also taken and adapted from Lasagabaster and Sierra's (2002) and Filho's (2002) studies. After reviewing the teachers' suggestions and the items from the other studies, the researcher reviewed the survey again and threw out ambiguous or unclear statements or items that were especially tangential to the research questions.

In order to reduce response bias, the researcher was certain to include several "lie" questions (Dornyei, 2003, p. 92). These included item 5, "English is my first language," item 8, "My English is perfect," and item 19, "Learning English is easy." I also made sure that questions were phrased so that respondents would have to answer with balanced yes or no responses. As Dornyei (2003) explains, "we have a tendency to give consistent answers regardless of the question…If an attitude scale is organized such that positive attitudes are always indicated by 'yes' answers, its results are likely to become unbalanced" (p. 92).

Finally, two low-intermediate level adult ESL learners, a 27-year-old Kurdish male and 50-year-old Sudanese female, pilot-tested the English language version of the survey, giving feedback on confusing items and wording. From this information, I was able to modify and re-work the survey design into its final format.

At this point and in addition to the finalized version in English, the surveys were translated into the three most commonly spoken languages of prospective participants: Spanish, Vietnamese and Arabic (Appendices B-D). Translations were done, free-of-

charge, by three professionally trained and certified translators from a well-respected local interpreter and translator agency that had worked with the researcher previously.

Questions that were used in the follow-up interview, in which a third of the learners participated, were also taken and adapted from Filho's (2002) study, reviewed with the two adult ESL learners, and subsequently modified with their suggestions (Appendix E). For the interviews, the researcher strategically placed two tape recorders at different locations in the room, to insure that feedback from all participants could be heard and to provide back up in case of mechanical failure; one recorder was a regular radio-cassette recorder and the other, a small micro-recorder used for meetings and lectures. The researcher also kept detailed notes of participants' comments in a small notebook and on the list of interview questions.

Design

The community college and refugee-focused ESL programs were selected because of their well-established reputations for successfully addressing and meeting the needs of LEP adult populations in this large metropolitan area. The total size of and current student enrollment in these three programs, over 2,000 participants per year, allowed for a large, ethnically diverse, participant sample group with more than enough students to allow for complete, voluntary participation and for greater reliability and validity in evaluating research results. In addition, all three programs actively employed and recruited native and non-native English speakers as teachers. Combined, the two refugee ESL programs employed a larger number of non-NESTs than the community college;

many of these non-NESTs were former refugees themselves who shared similar backgrounds of the students.

In terms of research design, a combined quantitative-qualitative approach was selected. Lasagabaster and Sierra (2002) explain that for future research into student preferences for NESTs or non-NESTs, "the hybrid use of quantitative and qualitative approaches can increase validity, and give…more insights" (p. 136). Therefore, the qualitative data from the interviews would add support and explanation for results from the quantitative data collected from the Likert-scale survey.

Survey items related to the research hypotheses, but also included general items about students' study habits and self-evaluation of English proficiency. For demographic items, and in order to address the hypothesis that there is no difference in preference for NESTs or non-NESTs among refugee and immigrant students, participants were asked to report whether or not they held refugee status (yes or no). In general, questions about an individual's immigration status could inhibit or prevent that person's participation in surveys or research. But because refugees' status qualifies them for free participation in ESL classes and other federally funded programs, they are accustomed to responding to such questions about immigration status. The item, in this format, allowed the researcher to assign participants to refugee or immigrant categories. In addition, demographic data, including age, gender, ethnicity, first language (L1), educational background, years of English study, and study with NESTs and non-NESTs, were collected to account for possible intervening variables.

Before the final survey translations were submitted, translators clarified unclear terms and phrasing with me, by phone and e-mail. As a result, translated surveys contained culturally appropriate terminology and allowed for full participation from students uncomfortable responding in English. The researcher was also present during the survey to respond to participants' questions and concerns.

Through taped group interviews, I was able to examine, in-depth, students' perceptions of what identifies a teacher as, and their preferences for, NESTs or non-NESTs. As a female NEST and the interviewer, however, I was aware of the potential for confusion and bias in students' responses to the questions based on their perceptions of me. Stereotypes of teachers' assumed native or non-nativeness, by students and colleagues alike, have been based on teacher race, ethnicity, accent, and fluency and are not uncommonly cited in the literature (Thomas, 1999; Rubin, 1995; Liu, 1999a).

Overall, the interviews served primarily as qualitative support to the quantitative data collected on the survey. Students' comments and ideas would offer support to, explanation of or might expose trends in whatever results came from the survey analysis.

Procedure

First, I approached the three program supervisors, explaining the scope and purpose of the study. After receiving their written permission to proceed with the study (Appendix F), I then provided supervisors with copies of the approved informed consent form (Appendix G), research survey, and interview questions. After this, I sent a letter and e-mail to individual teachers (Appendix H) to inform them of the research purpose

and procedures and with the proposed date of my class visit so they could let their students know, in advance, what to expect.

Participants completed surveys during class time. I visited a total of five classes, morning and evening, within the refugee ESL programs at four different sites in three different cities. At the community college, I visited six classes, both morning and evening at one campus within the community college district. I also was accompanied by a male non-NEST volunteer who assisted in the distribution and collection of surveys so as to lessen any possible bias participants might feel toward the female NEST/researcher.

No incentives to participate were offered other than explaining the benefits of participation as related to outcomes in the participants' respective ESL programs. No participants declined to participate in or withdrew from the study.

I asked teachers to leave the room while students completed the surveys and then distributed surveys to the participants. Most participants chose to respond in English, but for those who felt more comfortable responding in their L1, translated surveys were distributed as needed. The researcher read through the instructions and the first question out loud to each group, explaining the 5 Likert responses and the direction of responding to each question (horizontally). The survey took participants approximately 20 minutes to complete.

Once participants completed the survey, they were invited to share their opinions in depth in an interview and by writing their names and telephone numbers on the last page of the survey. As participants submitted their complete surveys, I checked the last

page to see if the participant had indicated a willingness to be interviewed, and, if so, discussed meeting options with the student.

As it turned out, students interested in the follow-up interviews were available to meet either just before or after class with their classmates. This was not my original intent in terms of interview structure, but group interviews seemed a much more time-efficient technique than scheduling separate individual interviews. In addition, the group atmosphere provided opportunities for participants to listen and respond to each other's comments. The interviews took approximately 40 to 45 minutes, depending on the group size.

To insure appropriate interviewing techniques, I employed procedures suggested by Hayes (2000) such as using non-committal agreement, avoiding non-verbal signals and reflecting or re-stating participants' views. The interviews were semi-structured in that the questions had been pre-determined, but were both open- and close-ended. The interviews were tape-recorded using multiple recording devices, but I also took extensive notes from each groups' interview. I later reviewed my notes to identify common themes and reviewed the tapes to provide specific student quotes to supplement the discussion.

RESULTS

For post-study analysis, survey items were broken out and grouped according to research question topic area and hypothesis. For example, for hypothesis 1 (H1), adult ESL learners will, in general, prefer native English speaking teachers (NESTs), 13 items from the survey were grouped together that solicited general preferences from participants. Once items were grouped, each item was assigned a positive or negative symbol. This was done to make sure results were all calculated in the same direction. For example, item 2 states: "I prefer to be taught by native English speaking teachers." Whereas item 7 states: "A non-native English speaking teacher is a good example of how to learn English." A favorable response for a NEST in item 2 is not the same as a favorable response for a non-NEST in item 7. As a result, data was adjusted so that all answers were in the same direction.

General Preferences

To calculate results for H1, I calculated the mean scores on the 13 items related to general preference for NESTs on the survey. Total mean score on these items was 3.35 (.39). A one-sample *t* test, where the null hypothesis was that the population mean is 3, was conducted to determine whether the score of 3.35 was significantly different than the null score of 3 (no preference for either NESTs or non-NESTs). Results were significant at the $p < .001$ level [$t(101) = 9.19$, $p = .000$). In other words, the null hypothesis was rejected; participants showed a statistically significant general preference for NESTs over non-NESTs. This result supported my original hypothesis.

When I grouped together three items that explicitly asked for preference for NESTs, items 2 "I prefer to be taught by native English speaking teachers," 17 "It is best to study English with a native English speaking teacher," and 31 "I prefer native English speaking teachers," the results revealed a more interesting trend. Total mean score for a specific preference for NESTs was 4.04 (.86), indicating that when asked for an explicit preference, participants showed an even stronger bent toward NESTs.

To follow up on this question, I decided to test for intervening variables in relation to students' prior experience studying with non-NESTs. I wanted to know whether the fact that participants had studied with a non-NEST previously would have an impact on their general or specific preference for NESTs. Lasagabaster and Sierra (2002) investigated this question and found that the statistical difference (p <.01) among their sub-groups of respondents showed that "those with experience of [or who had been taught by NESTs] expressed a stronger general preference [M = 3.84] for [NESTs] over [non-NESTs] than those without such experience [M = 3.33], though in both cases their ratings favored [NESTs]" (p. 134).

I conducted a one-way between groups analysis of variance to explore the effect of students' prior study with non-NESTs and general preference for NESTs. Subjects were divided into two groups; those who had studied with a non-NEST previously and those who had not. There was no statistically significant difference at the $p < .05$ level in preferences between the two groups [$F(1, 96) = .03$, $p = .86$]. The same test was conducted for specific preferences for NESTs and prior study with non-NESTs and the

results were similar, no statistically significant differences between the two groups were found [F (1, 96) = .46, p = .49].

In addition, I wanted to investigate whether participants would have a preference for both NESTs and non-NESTs. In their study, Lasagabaster and Sierra (2002) found that participants, though showing a slight preference for NESTs (M = 3.68), showed a stronger preference for both (M = 4.00) NESTs and non-NESTs. However, they explain:

> In any event, where the respondents have recorded a preference for 'both' [NESTs and non-NESTs], there is certainly more than one way of understanding their responses. They need not mean both [NESTs and non-NESTs] at the same time, in the same classroom, collaborating on the same lesson. This 'both' finding has featured in a number of studies now, and clearly warrants some more tightly focused investigation in a future study (Lasagabaster & Sierra, 2002, p. 135).

In this study, I attempted to tease out the possible meanings of "both" in two questions. The first item, number 32, stated: "If I take more than one ESL class, I prefer to have native *and* non-native English speaking teachers," for example a NEST for a pronunciation class and a non-NEST for a grammar class. Here participants showed a slightly higher preference for both NESTs and non-NESTs as teachers (M = 3.43, SD = 1.13) than on the items requesting participants' general preference for NESTs over non-NESTs, but the preferences for both were not nearly as high as those from the specific preference items. In the second item, number 33, participants were given the following statement: "Non-native and native English speaking teachers should teach classes

together." Here, participants were explicitly asked about their preferences for NESTs and non-NESTs as team teachers. The mean score on this item was 3.26 (1.13).

Again, I conducted a one-sample *t* test, where the null hypothesis was that the population mean is 3, to determine whether the mean scores of 3.43 on item 32 and 3.26 on item 33 were significantly different from the null score of 3. For item 32, results were significant at the $p<.001$ level [$t\,(101) = 3.83$, $p = .000$). For item 33, the results were significant at the $p<.05$ level [$t\,(101) = 2.36$, $p = .02$).

Finally, from the group interviews, of the participants who responded to the question for specific preference for NEST or non-NEST, respondents were slightly in favor of NESTs, representing about 38% of all interviewees. But almost one-third explained that they preferred taking classes with both NESTs and non-NESTs. H.A. from Mexico explained that being a native or non-native speaker is not what is important in the classroom, but the character of the teacher. L.R., also from Mexico, agreed, "If the teacher is passionate, you know you can learn."

Preferences in Specific Skill Areas

For hypothesis 2 (H2), adult ESL learners will show a preference for NESTs or non-NESTs in specific skill areas, I again calculated mean scores on survey items relating to each of the seven skill areas being examined: U.S. culture, grammar, listening, pronunciation, reading, speaking, and writing. Results, as illustrated in Figure 1, showed that participants had stronger preferences for NESTs in certain skill areas, like pronunciation and writing, whereas in other areas, they showed a more moderate preference for NESTs. Here, my hypothesis was again upheld.

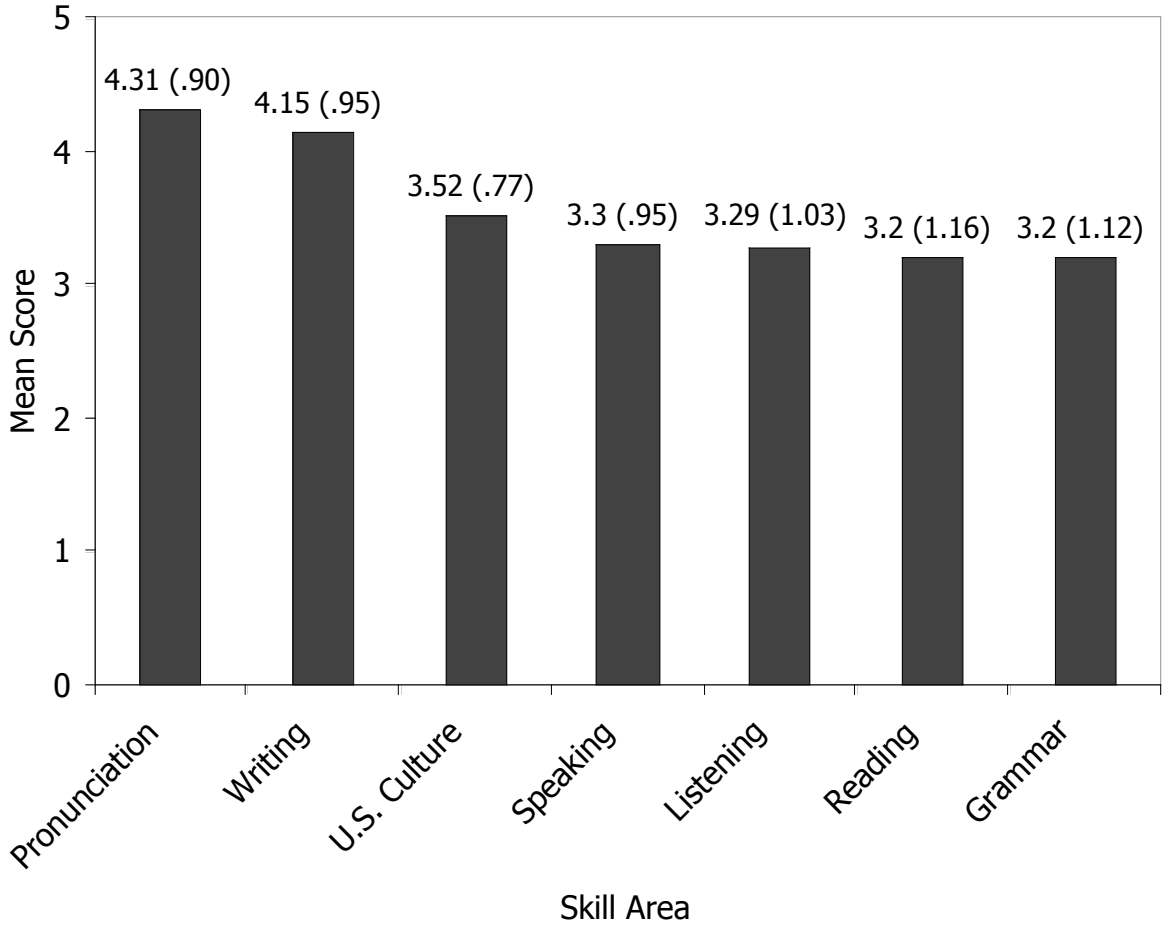

Figure 1. Adult ESL students' preferences for NESTs based on specific skill area.

Interview data supported these results. Interviewees expressed a strong preference for NESTs in the production skills of pronunciation and writing and a moderate preference for NESTs in the teaching of U.S. culture. S.M. from Yugoslavia stated that with a NEST, "You can hear the pronunciation…and can learn English better." D.C. from Cuba agreed and added that NESTs "explain the culture better." On the other hand, J.D. from Korea, Y.C. from Cuba, and A.K. from Bosnia all thought non-NESTs were better at teaching grammar. As L.P., also from Korea, pointed out, many times non-NESTs, if they

are from the same background as the students, "can give explanations in the students' language."

Students were also asked for their preferences for NESTs or non-NESTs based on the students' level of English, advanced learners versus beginners. Here the participants showed a preference for NESTs in teaching advanced English language learners (ELLs) (M = 3.4, SD = 1.25) versus teaching beginning ELLs (M = 3.01, SD = 1.06). In interviews, students explained these preferences. A.Z., from Kosovo, believed that non-NESTs were better with beginning students, given the assumption that the non-NEST is of the same first language (L1) background as the students. "It's easier for them [non-NESTs] to explain things," he argued. In addition, he gave the example that his friends, also from Kosovo, left their English class taught by a NEST because they could not ask the teacher questions and got frustrated. T.N. and D.N. from Vietnam both agreed that for the first six months or at the beginning, a non-NEST, "bilingual" teacher is better.

Preferences Based on Participants' Status

Hypothesis 3 (H3) stated that adult ESL learners will not show a marked preference for NESTs or non-NESTs based on their status as immigrants or refugees. To test this, I conducted a one-way between groups ANOVA to explore participants' general preference for NESTs. Subjects were divided into two groups according to their immigration status, immigrant or refugee, based on their responses on the demographic portion of the survey. There was not a statistically significant difference at the $p < .05$ level in preferences between the two groups [F (1, 100) = .002, p = .96]. Therefore, the

null hypothesis, which was that there would be no difference between the two groups, cannot be rejected.

However, I again wanted to test the same groups on the grouped specific preference items, item 2 "I prefer to be taught by native English speaking teachers," 17 "It is best to study English with a native English speaking teacher," and 31 "I prefer native English speaking teachers." This time a remarkable difference emerged. There was a statistically significant difference in preferences between the immigrants and refugees at the $p < .05$ level, [$F(1, 100) = 4.6$, $p = .034$]. Refugees had a stronger preference, for NESTs over immigrants on specific preference items. The difference, according to Cohen's (1988) classification system, was medium to small (Figure 2). The effect size, calculated using eta squared ($\_^2$) was .04. Small is classified as .01, medium as .06, and large as .14 (as cited in Pallant, 2001).

When I analyzed the differences between refugees' and immigrants' preferences for NESTs based on the learners' level of English, I found that there was not a significant difference between the two groups' preferences at either level. For item 20, "Native English speaking teachers are better teaching advanced students," I conducted a one-way between groups ANOVA to explore the effect of participants' status (immigrant or refugee) and preference for NESTs in teaching advanced ELLs. There was not a statistically significant difference at the $p < .05$ level in preferences between the two groups [$F(1, 100) = .02$, $p = .88$]. The same test was conducted for preferences for NESTs in teaching beginning ELLs, item 24, and the results were similar. No statistically significant differences between the two groups were found [$F(1, 100) = 2.57$, $p = .11$].

On the other hand, interview data offered support to the finding of a difference between the two student populations' specific preferences for NESTs. Fifty-three percent of the refugees interviewed (*n* = 15) preferred NESTs. When looking more closely at the interview data, an interesting contrast was noted in preference for NESTs versus non-NESTs between more advanced refugee students and those at the low-intermediate level. The majority of refugee interviewees from an advanced pronunciation class, 8 of 12 interviewed (66%), preferred native speakers, but 4 of the 5 (80%) refugees interviewed from a high-beginner class leaned more toward non-NESTs.

Additionally, refugees and immigrants being interviewed were also asked to respond to the following (item 15): "Do you think it's better for refugees and asylees learning English to have teachers from their same culture and/or language background? If so, why? If not, why not?" J.P., a refugee from Sudan and a student in the advanced class, offered the following comment about non-NESTs and beginner students, "At the beginning, the [non-NEST from the refugee's culture] can explain what he's teaching about." L.H. from Cambodia agreed that non-NESTs can give a better explanation and translation at the beginning. On the other hand, F.M. from Angola explained that, at higher levels, "the purpose is to be integrated; a refugee teacher does not have good English."

In the interviews with immigrants, 53% of the total number (*n* =15) preferred both NESTs and non-NESTs, 33% preferred NESTs, 6% preferred non-NESTs and the remainder did not give a preference. Comments reflected the general preference for NESTs and non-NESTs. M.H. and A.G. from Mexico described the ideal ESL teacher not as

a native or non-native speaker of English, but someone who "doesn't let us speak Spanish, gives us tests and homework, and speaks slowly."

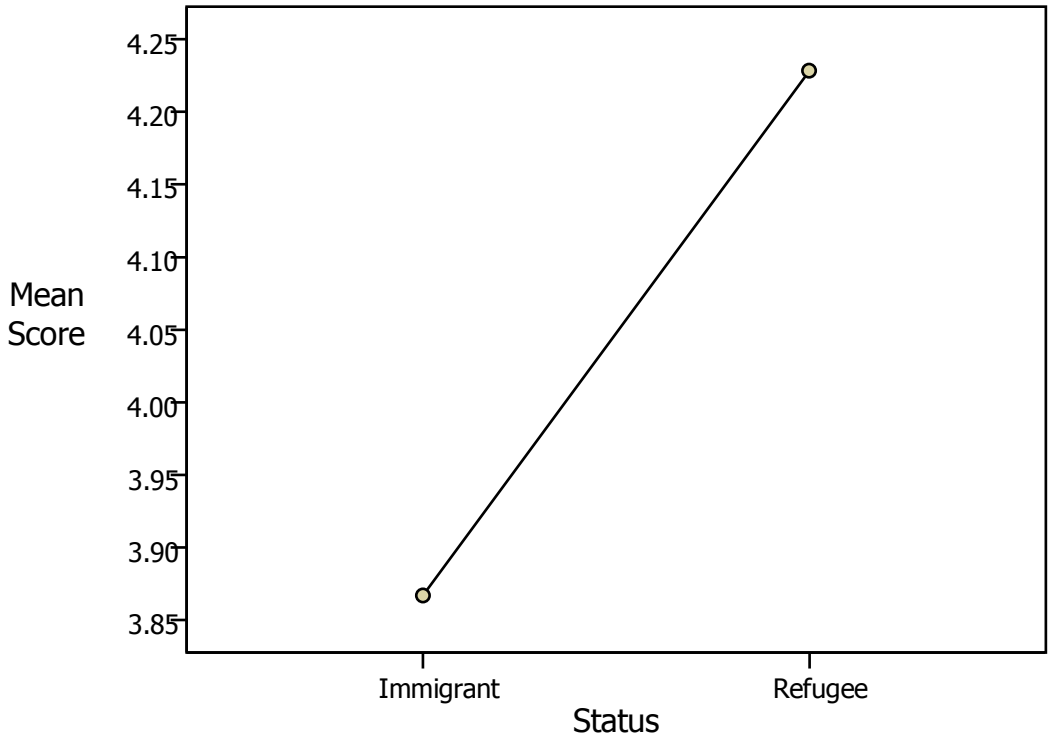

Figure 2. Specific preference for NESTs based on participants' status.

DISCUSSION

The results of this study supported all three of the original hypotheses presented. I believe the study's size (N = 102) and design, which was to collect qualitative interview data alongside quantitative data from close-ended items on the survey, allowed for a remarkable and greater depth of insight into students' views and preferences for native or non-native English speaking English as a second language (ESL) teachers in the U.S. In addition, because the study sought to investigate the opinions and preferences of a significant, previously unstudied population, I believe that the results suggest more comprehensive considerations when taking into account teacher choice and preference for ESL students. As a result, there may be implications for adult ESL program supervisors, and teachers alike, to consider in relation to teacher recruitment, professional and in-service training, and classroom assignment or placement.

Research Problem Analysis

For the first hypothesis (H1), the balance of qualitative and quantitative data was useful. On general items that requested a preference for NESTs or non-NESTs, participants showed a slight preference for NESTs, but when asked to make an explicit choice, participants showed a strong preference for NESTs. Interview data from the students enabled a better understanding of why, perhaps, such differences emerged between the two sets of questions. Overall, these findings, that English language learners (ELLs) prefer NESTs, reflect those found in Lasagabaster and Sierra's (2002) large survey with university students in an English as a foreign language (EFL) setting, but stand in contrast with the qualitative results from Filho's (2002) and Mahboob's (2003) studies

with a small number of participants. On the other hand, Lasagabaster and Sierra (2002) found that there was an even "stronger preference for both [NESTs] and [non-NESTs]" (p. 135). This study did not find this to be true on two survey items related to this question. And even in interviews, the largest percentage of participants, almost 40%, preferred NESTs.

I believe that the explanation for the two results (general and specific preference) in H1, considering findings from this study and findings from prior research with students, lies in the students' survey and interview responses for teacher preferences in hypothesis 2 (H2), which asked for students preferences for NESTs or non-NESTs in specific skill areas. Students' general or specific preference for NESTs may have been related to their preferences for NESTs or non-NESTs in specific skill areas.

For H2, students clearly showed a preference for NESTs in specific skill areas, such as pronunciation, writing and U.S. culture, while not showing a strong preference either way for NESTs or non-NESTs in other skill areas. Students commented greatly about these preferences and prior research reflects such opinions, as well.

Most of Filho's respondents' comments about their preferences for NESTs or non-NESTs go back and forth based on the specific skill area being taught. Filho remarks "It is clear [that the students' preferences change] in accordance with the subject areas…[being] studied" (p. 60). Reves and Medgyes (1994) found similar self-perceptions in teachers about their own competency for instruction in specific skill areas. While grammar was "the non-NESTs' favorite field of teaching" (p. 362), the teaching areas of vocabulary, idioms, and pronunciation were the most difficult for non-NESTs. Liu (1999a)

also found in his interviews with non-NEST teachers that when those teachers asked their students for teacher preferences, the students commented that both NESTs and non-NESTs had advantages and disadvantages. One student commented that non-NESTs had a better knowledge of grammar, but did not "have proper pronunciation as compared to their native speaking counterparts" (p. 168) which was to her, a disadvantage.

In my opinion, the results for hypothesis 3 (H3) also can be explained by H2 along with the support of interview data that refugees provided. For H3, when general preference items were aggregated, adult immigrant and refugee students did not show a strong overall preference for NESTs over non-NESTs based on their status, but when explicitly asked for a specific preference an interesting trend emerged—refugees favored NESTs more strongly than immigrants. The explanation I offer has to do with the level of the refugee students being interviewed, the majority being more advanced ELLs, and their comments about preferences for NESTs or non-NESTs based on students' language level.

Only Lasagabaster and Sierra (2002) investigated students' preferences for NESTs or non-NESTs at different stages (primary, secondary, and higher education) of learning. They comment that "there seems to be a stronger preference for [NESTs] as one goes higher up through the educational system" (p. 135). However, since no prior studies investigated differences for NESTs or non-NESTs based on the students' language level or their reasons for coming to or studying in the U.S. (immigration status), I had to analyze the results for this hypothesis and the follow-up analysis on specific preferences from the two questionnaire items related to preference and students' language learning

level and the students' own reflections in the interviews. Though the survey item analysis did not show a significant difference in preference between immigrants and refugees for NESTs to teach advanced versus beginning learners, the interview data showed something different. Again and again, refugees commented about how important it was to have "a teacher who understands my culture and American culture" at the beginning, as I.G. from Ethiopia remarked. At higher levels, 66% of the refugee students interviewed showed a clear preference for NESTs. For immigrants, on the other hand, as M.S. from Mexico remarked, "It doesn't matter [whether the teacher is a NEST or non-NEST]; [immigrants] need to come and learn."

It is possible that refugee students' specific preferences were motivated by other factors such as their personal motivation to learn English. This in turn, could be the result of refugees' desires to "get back to normal" as quickly as possible by learning English the most efficient way they understand, with a native speaker, after leaving countries and lives in the midst of turmoil and stress. However, because I did not expect to find a significant difference in preferences between immigrant and refugee learners, I did not prepare sufficient supplementary questions to probe students' ideas beyond the survey. More qualitative work with refugees on this specific issue might prove insightful.

Limitations of the Study

Though a large number of adult ESL students participated in this study, it was impossible to guarantee complete, random sampling of opinions due to the researcher's financial restrictions. Therefore, students at the lowest levels of language learning and those students in other adult ESL programs with which the researcher was not affiliated

were excluded from or not approached for participation in the study. In addition, the researcher acknowledges that often participants responding to a survey or interview may not be completely truthful. Marshall and Rossman (1999) explain, "In using questionnaires, researchers rely totally on the honesty and accuracy of participants' responses" (p. 129). Participants' responses on both the survey and in interviews also may have been colored as a result of culturally held views of pleasing or not disagreeing with authority figures, like a researcher-teacher. Finally, the researcher is also aware that her own status as a NEST, despite the assistance of the non-NEST volunteer, might have an effect on student responses on both the survey and the questionnaire.

Implications and Suggestions for Application

This study, the questions asked and the results found, should serve as a notice to adult ESL program supervisors and teachers and to researchers on the NEST versus non-NEST debate as well. Regardless of how justifiable or politically correct it is or is not to refer to a teacher as a native or non-native speaker, what the political, professional or personal implications of labeling teachers as one or the other may have on teachers' credibility and status in the classroom, or even how labels could affect hiring practices, students clearly have valid teacher preferences which cannot be dismissed because of a terminology debate among scholars and professionals.

Right or wrong, students have perceptions of what and who best helps them learn English; these perceptions are beginning to show patterns across learning contexts. EFL and ESL, academic and non-academic ELLs do show a preference for NESTs, especially in teaching specific skills such as pronunciation and writing. As Lasagabaster and Sierra

(2002) explain, "Our students seem not be particularly engaged with these issues [of the native speaker fallacy, multicompetence in language teaching, the term native competence, etc.]. In general terms, they clearly prefer [NESTs] in most areas" (p. 136).

Program Administrators

As a result, adult ESL program administrators (those who best know their programs and the students participating in them) would do well to consider not only a teacher's qualifications, experience, and professional handling of the classroom, as Liu (1999b) remarks, but also students' preferences for NESTs or non-NESTs when recruiting teachers, suggesting and implementing training, and making teacher-class placements.

Because "the background, skills and training of adult ESL teachers vary widely…and [because] the majority of teaching jobs in adult ESL programs are part time without contracts or benefits" (National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics, 1998, p. 8), supervisors should carefully plan teacher recruitment. Targeting professional organizations, graduate ESL/EFL or linguistics programs, and/or by implementing a mentoring plan to recruit and train less experienced or qualified teachers who possess other strong qualities to achieve success in the classroom all are ways in which supervisors can become more engaged in meeting the needs of their students and insuring the success of their teachers.

Additionally, supervisors must provide opportunities for teachers to interact with and learn from each other. NESTs and non-NESTs should be able to get to know each other on a professional and personal level outside the classroom and in an environment where joint learning and sharing is taking place. This could happen at a program

sponsored in-service, professional conference or even in an informal staff meeting. Medgyes (1992) explains: "Given a favourable mix [of NESTs and non-NESTs], various forms of collaboration are possible both in and outside the classroom—using each other as language consultants, for example, or teaching in tandem" (p. 349).

Finally, supervisors should take care when making teacher assignments. Matching a teacher's skills, qualifications, and experience with the students' needs and expectations and the programs goals are all considerations.

Teachers

In addition to program supervisors, adult ESL NESTs and non-NESTs should take heed. First, neither should be discouraged to apply for an ESL or EFL teaching position. If anything, adult ESL learners in this study have opened the door to a further question: Are NESTs or non-NESTs better suited for teaching certain kinds of students (refugees versus immigrants or children versus adults) at varying levels of instruction or does this depend on program design and focus (non-academic versus academic)?

In terms of training, both NESTs and non-NESTs should continually improve their linguistic skills. NESTs without intense grammatical training in English should take the time to understand more about the language they are teaching whether by self-study or through formal pedagogical grammar classes. Also, NESTs who do not already know a second language should become second language (L2) learners, to begin to experience some of what their students are experiencing. Medgyes (1992) argues that:

> All NESTs should take great pains to learn foreign languages, and those working in a monolingual setting should try to learn the vernacular of the host country. At the

same time, they should strive to improve their knowledge of the grammar of the English language. (p. 348)

Non-NESTs, too, should continue to develop their L1 skills and English proficiency, especially in the areas of phonology, vocabulary, and writing. Milambling (2000) explains that "multicompetence [in language] should…be a goal for all language teachers, whether or not their mother tongue is a world language, as English is" (p. 326).

Also, all teachers, as with all professionals, should seek out continuing education and in-service training on issues related to pedagogy, best practices, and classroom management; in addition, teachers should advocate for employer-paid training and continuing education. As explained in the Teachers of English to Speakers of Other Languages (TESOL) position statement on teacher quality in the field of teaching English to speakers of other languages, "ESL and EFL educators…require ongoing professional development, and should receive both the resources and support for continued professional growth and achievement" (2003).

Finally, teachers should be open to evaluation in terms of classroom placement. Whether from supervisors, students or in the form of self-evaluation, NESTs and non-NESTs need to know about their classroom performance, be willing to accept guidance or criticism, and make the necessary adjustments to insure that students are receiving the best possible instruction available to them. After all, if the students are not happy with the instruction they are receiving, as in the case with A.Z.'s Kosovar friends, they will vote with their feet and walk right out the door.

Further Research

Clearly some trends are beginning to emerge from research investigating ELLs' perceptions of and preferences for native or non-native English speaking teachers. However, there is certainly room for further study. For example, this study raised interesting questions about different kinds of learners within language programs (i.e., immigrants and refugees, beginners and advanced learners, children versus adults) and their teacher preferences. In addition, it would be helpful to examine the NEST versus non-NEST debate from the perspective of adult ESL instructors, including instructors in more informal church-sponsored programs or programs with limited funding. To date, only Maum (2003) has conducted a study with teachers in programs like the programs I investigated here. Finally, it would be good to investigate outcomes from programs that implement mentoring or team-teaching approaches using NESTs and non-NESTs, via student and teacher feedback, enrollment trends or student retention rates.

Conclusion

Though current research on the native versus non-native English speaking teacher debate clearly shows that there are positive attributes inherent in both groups of professionals, that there are problems with the labels native and non-native speaker, and that native language status alone is not the mark of a qualified teacher, this study has revealed that students, regardless of the issues aforementioned, maintain their own preferences for language teachers. In this study, 102 refugee and immigrant students participating in adult ESL programs in a large metropolitan area in Texas indicated that they generally preferred native English speaking ESL teachers. They also strongly

preferred native speakers in teaching production skills such as pronunciation and writing. Finally, there was not a marked difference in preference for NESTs over non-NESTs between immigrant or refugee learners, though when asked for an explicit preference, refugees showed a stronger preference for NESTs. It is hoped that this study and the subsequent results will bring insight into and support to the data already available on the issue of teacher preference in the English language classroom.

APPENDIX A

SURVEY - ENGLISH

Student Perceptions of Native and Non-native English Speaking ESL Teachers

Directions: Below are some statements about native and non-native English speaking ESL teachers. Please circle your response to each statement. There are no correct or incorrect answers. Please be as honest as possible. Your opinions and ideas are very important.

Circle your response to the following statements.

1.) I use English everyday.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
2.) I prefer to be taught by native English speaking teachers.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
3.) Non-native English speaking teachers understand my questions better than native English speaking teachers.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
4.) I feel more comfortable with a teacher who learned English the same way I am learning English.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
5.) English is my first (native) language.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
6.) I prefer to study writing with a native English speaking teacher.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
7.) A non-native English speaking teacher is a good example of how to learn English.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

Circle your response to the following statements.

8.) My English is perfect.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
9.) I prefer to study pronunciation with a native English speaking teacher.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
10.) I prefer to study grammar with a non-native English speaking teacher.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
11.) I prefer to study reading with a non-native English speaking teacher.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
12.) I only use English in my ESL class.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
13.) I prefer to learn American culture and customs from a non-native English speaking teacher.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
14.) I prefer to learn speaking and conversation from a non-native English speaking teacher.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
15.) Non-native English speaking teachers are more patient than native English speaking teachers.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
16.) Native English speaking teachers understand more about American culture.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

Circle your response to the following statements.

17.) It is best to study English with a native English speaking teacher.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
18.) I prefer to learn English from a non-native English speaking teacher who speaks my language.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
19.) Learning English is easy.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
20.) Native English speaking teachers are better teaching advanced ESL students.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
21.) I prefer to learn English from a native English speaking teacher who speaks my language, too.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
22.) My English has improved by taking classes with non-native English speaking teachers.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
23.) I would speak more fluently with a non-native English speaking teacher.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
24.) Non-native English speaking teachers are better teaching beginner ESL students.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
25.) I have had bad ESL classes with native English speaking teachers.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

Circle your response to the following statements.

26.) I would have more positive attitudes towards learning English if I had a native English speaking teacher.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
27.) If I had a non-native English speaking teacher, I might ask questions to challenge her or his English ability.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
28.) I would learn more about the United States with a non-native English speaking teacher.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
29.) I use English at home.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
30.) My listening ability in English would be better with a non-native English speaking teacher.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
31.) I prefer native English speaking ESL teachers.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
32.) If I take more than one ESL class, I prefer to have native *and* non-native English speaking teachers.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
33.) Non-native and native English speaking teachers should teach classes together.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
34.) Non-native English speaking teachers are more sensitive to my personal problems.	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

Please complete the following information.

Gender: Male Female Age: _____ Country of birth: _____

First (native) Language: _____ Are you a refugee or asylee? YES NO

Total educational background (circle one): No school 1-6 years 7-12 years 13-16 years more than 16 years

If graduated from university, what degree? _____
(Degree, specialization)

How many years have you studied English? _____

How many different teachers of English have you had? 1 2 3 4 more than 5

Have you ever had a non-native speaker of English as an ESL teacher? YES NO

What were your English teachers' nationalities (list ALL)? _____
(i.e., Mexican, Vietnamese, American, Somalian, etc.)

_____

.....

IT'S YOUR TURN TO SPEAK UP!

The researcher is very interested in how ESL learners view their teachers. Your feedback is very important and may help improve the quality of ESL teaching for adult immigrants and refugees in Texas! If you are willing to be interviewed by the researcher about your opinions on this survey, please write your name and telephone number below.

Remember, all information obtained on this survey and in the interview is confidential.

YES, I'd like to talk about my opinions on this topic! _____
NAME ***TELEPHONE NUMBER***

THANK YOU FOR YOUR TIME!

APPENDIX B

SURVEY - SPANISH

Percepciones De Estudiantes Sobre Maestros de ESL, Nativos y No Nativos de Habla Inglesa

Instrucciones: A continuación hay unas declaraciones a cerca de los maestros de ingles como segundo idioma (ESL) que son nativos y no-nativos. Por favor, haga un círculo en la declaración que usted desea. Ninguna contestación es incorrecta ni correcta. Por favor sea lo mas honesto posible. Sus ideas y opiniones son importantes.

Haga un círculo a su respuesta de las siguientes declaraciones.

1.) Yo utilizo el inglés todos los días.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
2.) Prefiero ser enseñado por un maestro que habla inglés como idioma nativo.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
3.) Los maestros de inglés que no son nativos entienden mis preguntas mejor que aquellos maestros que son nativos de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
4.) Yo me siento mas cómodo con un maestro que aprendió inglés de la misma manera que yo estoy aprendiendo inglés.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
5.) Inglés es mi primer idioma (idioma nativo).	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
6.) Yo prefiero estudiar escritura con un maestro que es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
7.) Un maestro que no es nativo de habla inglesa es un buen ejemplo de como aprender inglés.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo

Haga un círculo a sus respuestas de las siguientes declaraciones.

8.) Mi inglés es perfecto.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
9.) Yo prefiero estudiar pronunciación con un maestro que es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
10.) Yo prefiero estudiar gramática con un maestro que es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
11.) Yo prefiero estudiar lectura con un maestro que no es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
12.) Yo solo uso el inglés en mi clase de ESL.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
13.) Yo prefiero aprender la cultura y costumbres americanas de un maestro que no es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
14.) Yo prefiero aprender habla y conversación de un maestro que no es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
15.) Maestros que no son nativos de habla inglesa son más pacientes que los maestros nativos.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
16.) Maestros que son nativos de habla inglesa entienden más acerca de la cultura americana.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo

Haga un círculo a sus respuestas de las siguientes declaraciones.

17.) Lo mejor es estudiar inglés con un maestro que es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
18.) Yo prefiero aprender inglés de un maestro que no es nativo de habla inglesa y habla mi idioma.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
19.) Aprender inglés es fácil.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
20.) Maestros nativos de habla inglesa son mejores enseñando a estudiantes de ESL en nivel avanzado.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
21.) Yo prefiero aprender inglés de un maestro que es nativo de habla inglesa y también habla mi idioma.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
22.) Mi inglés ha mejorado tomando clases con un maestro que no es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
23.) Yo pudiese hablar con mas fluidez con un maestro que no es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
24.) Maestros que no son nativos de habla inglesa son mejores para enseñar estudiantes principiantes.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
25.) Yo he tenido malas clases de ESL con un maestro que es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo

Haga un círculo a sus respuestas de las siguientes declaraciones.

26.) Yo tendría una actitud más positiva para aprender inglés, si tuviera un maestro que es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
27.) Si tuviera un maestro que no es nativo de habla inglesa, yo le haría preguntas para retar su habilidad en el inglés.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
28.) Yo aprendería mas acerca de los Estados Unidos con un maestro que no es nativo.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
29.) Yo utilizo el inglés en mi casa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
30.) Mi habilidad de escuchar inglés seria mejor con un maestro que no es nativo de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
31.) Yo prefiero maestros de ingles ESL que sean nativos de habla inglesa.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
32.) Si yo tomara mas de una clase de inglés ESL, preferiría tener maestros nativos y no nativos.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
33.) Maestros nativos y no nativos de habla inglesa deberían enseñar clases juntos.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo
34.) Maestros de inglés ESL que no son nativos de habla inglesa, son mas sensibles a mis problemas.	Muy de Acuerdo	De Acuerdo	Ni de Acuerdo Ni Desacuerdo	En Desacuerdo	Muy en Desacuerdo

Por favor complete la siguiente información.

Sexo: Masculino Femenino Edad: _____ País de Nacimiento: _____

Primer idioma (nativo): _____ ¿Es usted refugiado o asilado? SI NO

Antecedente total de educación (Circule uno): No escuela 1-6 años 7-12 años 13-16 años más de 16 años

Si es graduado de universidad, ¿Cuál es su grado? _____
(Grado, especialización)

¿Cuantos años ha estudiado inglés? _____

¿Cuantos maestros diferentes de inglés ha tenido usted? 1 2 3 4 mas de 5

¿Ha tenido alguna vez usted un maestro de inglés que no es nativo de habla inglesa? YES NO

¿Cuál era la nacionalidad de sus maestros (nómbrelos todos)? _____
(Ejemplo: mexicano, vietnamita, americano, somalí, etc.)

_____

.....

¡ES SU TURNO DE HABLAR EN VOZ ALTA!

El investigador esta muy interesado en como aquellos que aprenden inglés ven a sus maestros. Su opinión es muy importante y podría mejorar la enseñanza de ingles ESL de inmigrantes adultos en Texas. Si usted esta dispuesto a ser entrevistado por el investigador acerca de sus opiniones en esta encuesta, por favor escriba su nombre y teléfono abajo.

Recuerde, toda la información obtenida en esta encuesta, y entrevista, es confidencial.

¡SI, me gustaría hablar acerca de mis opiniones de este tema! _____
NOMBRE TELEFONO

¡GRACIAS POR SU TIEMPO!

APPENDIX C

SURVEY - VIETNAMESE

Nhận Thức của Học Viên về Giáo Viên Dạy Anh Văn Người Bản Xứ và Không Bản Xứ

Lời chỉ dẫn: Dưới đây là một số câu về đề tài Giáo Viên dạy Anh Văn là người bản xứ và không phải người bản xứ. Xin vòng tròn câu trả lời của quý vị cho mỗi câu. Không có câu trả lời đúng hoặc sai. Xin hết sức thành thực. Quan điểm và ý kiến của quý vị rất là quan trọng.

Vòng tròn câu trả lời của quý vị cho những câu sau đây.

1.) Tôi dùng tiếng Anh hằng ngày.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
2.) Tôi thích được giáo viên người bản xứ dạy Anh Văn hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
3.) Giáo viên không phải người bản xứ hiểu rõ những câu hỏi của tôi hơn giáo viên người bản xứ.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
4.) Tôi thấy thoải mái hơn với một giáo viên đã phải học Anh Văn giống kiểu tôi phải học.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
5.) Anh Ngữ là tiếng mẹ đẻ (bản xứ) của tôi.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
6.) Tôi thích được học viết với một giáo viên người bản xứ hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
7.) Một giáo viên không phải người bản xứ là một gương sáng tốt về cách học Anh Văn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý

Vòng tròn câu trả lời của quý vị cho những câu sau đây.

8.) Tiếng Anh của tôi thiệt hoàn hảo.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
9.) Tôi thích được học phát âm với một giáo viên người bản xứ hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
10.) Tôi thích được học văn phạm với một giáo viên không phải người bản xứ hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
11.) Tôi thích được học đọc với một giáo viên không phải người bản xứ hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
12.) Tôi chỉ dùng tiếng Anh trong lớp Anh Văn của tôi.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
13.) Tôi thích được học văn hóa và phong tục tập quán Mỹ từ giáo viên không phải người bản xứ hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
14.) Tôi thích được học nói và đàm thoại từ giáo viên không phải người bản xứ hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
15.) Giáo viên không phải người bản xứ thì kiên nhẫn hơn giáo viên người bản xứ.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
16.) Giáo viên người bản xứ thông hiểu về văn hóa Mỹ nhiều hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý

Xin vòng tròn câu trả lời của quý vị cho những câu sau đây.

17.) Tốt nhất là được học Anh Văn với một giáo viên người bản xứ.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
18.) Tôi thích học tiếng Anh từ một giáo viên không phải người bản xứ mà nói tiếng mẹ đẻ của tôi hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
19.) Học tiếng Anh rất dễ.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
20.) Giáo viên người bản xứ dạy cho những học viên Anh Văn cao cấp thì tốt hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
21.) Tôi thích được học Anh Văn từ một giáo viên người bản xứ mà cũng nói tiếng mẹ đẻ của tôi hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
22.) Tiếng Anh của tôi được tiến triển khi lấy lớp với giáo viên không phải người bản xứ.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
23.) Tôi sẽ nói lưu loát hơn với một giáo viên không phải người bản xứ.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
24.) Giáo viên không phải người bản xứ dạy cho học viên lớp vỡ lòng thì tốt hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
25.) Tôi đã học qua những lớp Anh Văn rất tệ với giáo viên người bản xứ.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý

Xin vòng tròn câu trả lời của quý vị cho những câu sau đây.

26.) Tôi sẽ có thái độ tích cực hơn về việc học Anh Văn nếu tôi có một giáo viên là người bản xứ.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
27.) Nếu tôi có một giáo viên không phải người bản xứ, tôi có thể hỏi những câu hỏi để thách đố khả năng Anh Ngữ của cô hoặc thày đó.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
28.) Tôi sẽ học hỏi nhiều hơn về nước Mỹ với một giáo viên không phải người bản xứ.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
29.) Tôi dùng tiếng Anh tại nhà.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
30.) Khả năng nghe tiếng Anh của tôi sẽ khá hơn với một giáo viên người không phải bản xứ.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
31.) Tôi thích giáo viên người bản xứ dạy Anh Văn hơn.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
32.) Nếu tôi lấy nhiều hơn một lớp Anh Văn tôi thích học với giáo viên người bản xứ và không phải bản xứ.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
33.) Giáo viên không phải bản xứ và bản xứ nên dạy chung lớp với nhau.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý
34.) Giáo viên không phải bản xứ thì nhậy cảm hơn đến những vấn đề cá nhân của tôi.	Hoàn Toàn Đồng Ý	Đồng Ý	Không có Ý Kiến	Không Đồng Ý	Hoàn Toàn Không Đồng Ý

Xin hoàn thành những dữ liệu sau đây.

Phái tính: Nam Nữ Tuổi: _____ Quốc gia nơi sinh ra: _____

Tiếng mẹ đẻ (bản xứ): _____ Bạn là người tỵ nạn hay đào tỵ? PHẢI KHÔNG

Tổng số học vấn (Xin vòng tròn một số): Không đi học 1-6 năm 7-12 năm 13-16 năm hơn 16 năm

Nếu có bằng đại học, bằng gì? _____
(Bằng cấp, chuyên môn)

Bạn học Anh Văn bao nhiêu năm rồi? _____

Bạn có bao nhiêu giáo viên dạy Anh Văn khác nhau rồi? 1 2 3 4 hơn 5

Bạn có bao giờ học Anh Văn với một giáo viên không phải người bản xứ chưa? CÓ KHÔNG

Giáo viên dạy Anh Văn của bạn là người nước nào (ghi xuống MỌI NGƯỜI)? _____
(thí dụ: Mễ Tây Cơ, Viet Nam, Hoa Kỳ, Somalian, etc.)

_____

.....

TỚI PHIÊN QUÝ VỊ LÊN TIẾNG!

Nghiên cứu viên rất quan tâm đến cách các học viên Anh Văn nhận định về giáo viên của họ. Sự phản hồi của bạn rất là quan trọng và có thể giúp cải tiến chất lượng cách dạy Anh Văn cho những di dân và tỵ nạn lớn tuổi ở Texas! Nếu bạn có ý muốn được phỏng vấn bởi nghiên cứu viên về quan điểm của bạn cho cuộc nghiên cứu này, xin viết tên và số điện thoại của bạn ở dưới.

Xin nhớ, tất cả mọi dữ kiện nhận được trong cuộc nghiên cứu này và cuộc phỏng vấn sẽ được giữ kín.

CÓ, tôi muốn được nói lên quan điểm của tôi về vấn đề này! _____
TÊN ***SỐ ĐIỆN THOẠI***

XIN CÁM ƠN THỜI GIỜ QUÝ BÁU CỦA QUÝ VỊ!

APPENDIX D

SURVEY - ARABIC

فهم طلبة إي إس إل للمدرّسين من الوافدين النّاطقين بالإنجليزيّة ومتحدثي الإنجليزيّة الأصليّين

التعليمات:يوجد ادناه عبارات عن المدرّسين من الوافدين النّاطقين بالإنجليزيّة ومتحدثي الإنجليزيّة الأصليّين. ضع دائرة واحدة لابداء رأيك في كل عباره. لا توجد عباره صحيحة او عباره خاطئة. من فضلك اجب بصراحة بقدر الامكان. آرائك و أفكارك مهمة جداً.

.....

ضع دائرة واحدة تعبر فيها عن رأيك في العبارات التالية:

1) أستخدم اللغة الأنكليزية كل يوم.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
2)أفضل أن يُدرسني مدرس من متحدثي الإنجليزيّة الأصليّين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
3) يفهم المدرس من غير متحدثي الإنجليزيّة الأصليّين سؤالي بشكل افضل من متحدثي الإنجليزيّة الأصليّين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
4)أشعر براحة اكبر مع مدرس تعلم الإنجليزيّة مثلما أتعلمها أنا اللآن.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
5)اللغة الإنجليزيّة هي لغتي الاولى(الاصلية).	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
6) أفضل أن أدرس الكتابة مع مدرس من متحدثي الإنجليزيّة الأصليّين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
7) المدرس من غير متحدثي الإنجليزيّة الأصليّين مثال جيد على كيفية تعلم الإنجليزيّة.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
8)لغتي الإنجليزيّة متكاملة (ممتازة).	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة

ضع دائرة واحدة تعبر فيها عن رأيك في العبارات التالية:

9) أفضل أن أدرس اللفظ مع مدرس من متحدثي الإنجليزيّة الأصليّين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
10) أفضل أن أدرس القواعد مع مدرس من غير متحدثي الإنجليزيّة الأصليّين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
11) أفضل أن أدرس القراءة مع مدرس من غير متحدثي الإنجليزيّة الأصليّين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
12)استخدم الإنجليزيّة في حصص إي أس أل (تعلم الإنكليزية) فقط.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
13) أفضل أن اتعلم عن الثقافة والتقاليدالامريكية مع مدرس من غير متحدثي الإنجليزيّة الأصليّين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
14) أفضل أن اتعلم المحادثة مع مدرس من غير متحدثي الإنجليزيّة الأصليين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
15) أفضل أن اتعلم التكلم مع مدرس من غير متحدثي الإنكليزية الأصليين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
16) المدرس من متحدثي الإنجليزيّة الأصليّين يفهم الثقافة الأمريكيةأكثر.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة

ضع دائرة واحدة تعبر فيها عن رأيك في العبارات التالية:

17) الأفضل دراسة الإنجليزيّة مع مدرس من متحدثي الإنجليزيّة الأصليّين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
18) أفضل أن اتعلم الإنجليزيّة من مدرس من غيرمتحدثي اللإنكليزية الأصليين والذي يتحدث لغتي.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
19) تعلم الإنجليزيّة سهلٌ.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
20)المدرسين من غير متحدثي الإنجليزيّة افضل لتدريس طلاب إي أس أل في المستويات المتقدمة.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
21) أفضل أن اتعلم الإنجليزيّة من مدرس من متحدثي الإنجليزيّة الأصليّين و الذي يتحدث لغتي ايضاً.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
22) لقد تحسنت لغتي الإنجليزيّة بالحصص التي حضرتها مع مدرس من غير متحدثي الإنجليزيّة الأصليّين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
23)أتكلم بطلاقة اكبر مع مدرس من غير متحدثيالإنجليزيّة الأصليين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة

ضع دائرة واحدة تعبر فيها عن رأيك في العبارات التالية:

24) المدرس من غير متحدثي الإنجليزيّة الأصليّين افضل لتدريس طلاب إي أس أل المبتدئين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
25)كانت لي تجربة سيئة في حصص إي أس أل مع مدرس من غير متحدثي الإنجليزيّة.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
26)يكون موقفي من تعلم الإنجليزيّة ايجابي اكثر اذا كان مع مدرس من متحدثي الإنجليزيّة الأصليين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
27)أذاكان المدرس من غير متحدثي الإنجليزيّةالأصليين قد أقوم بسؤاله اسئلة للتحدي لأختبار معرفته في اللغة الإنجليزية.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
28) أتعلم أكثر عن الولايات المتحدة من مدرس من غير متحدثي الإنجليزيّةالأصليين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
29)أستخدم الإنجليزيّة في البيت.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
30)قدرتي علىالأستماع تصبح أفضل مع مدرس من غير متحدثي الإنجليزيّة الأصليين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
31)أفضل مدرس إي أس أل من متحدثي الإنجليزيّة الأصليين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة

ضع دائرة واحدة تعبر فيها عن رأيك في العبارات التالية:

32)أذا كانت لدي أكثر من حصة إي أس أل واحدة فإني أفضل واحدة مع مدرس من متحدثي الإنجليزيّة الأصليين وأخرى مع من غير متحدثي الإنجليزية الأصليين.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
33) يجب أن يدرس المدرس من متحدثي الإنجليزيّة الأصليّين والمدرس من غيرمتحدثي الإنجليزيّة الأصليين معاً.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة
34) مدرسي الإنجليزيّة من غير متحدثي الإنجليزيّة الأصليّين يحسون أكثر أحساس بمشاكلي الشخصية.	اتفق بشدة	اتفق	لا اتفق ولااختلف	اختلف	اختلف بشدة

من فضلك أكمل المعلومات التالية:

الجنس: ذكر أنثى العمر:_____ بلدالولادة:_____

اللغة الأم(الأولى):_____ هل أنت لاجئ أو ضحيّة اتجار غير مشروع؟ نعم لا

التحصيل العلمي(أختار واحد):

بلا تحصيل العلمي 1-6 سنوات 7-12 سنوات 13-16 سنة أكثر من 16

أذا حصلت على درجة جامعية ما هي:_____

(الشهادة و التخصص)

كم سنة درست اللغة الإنجليزية :_____

كم عدد مدرسي اللغة الإنجليزية الذين درسوك: 1 2 3 4 أكثر من 5

هل سبق و أن درسك اللغة الإنجليزية مدرس من غير متحدثي الإنجليزيّة الأصليّين؟ نعم لا

ما هي جنسية مدرسي اللغة الإنجليزية الذين درسوك (أذكرهم جميعا):_____

(مثال: مكسيك ,فيتنامي,أمريكي , صومالي...الخ)

_____

.....

أنه دورك لتتكلم!

الباحث مهتم جداً في معرفة رأي طلاب إي أس أل(اللغة الإنجليزية كلغة ثانية) في معلميهم. رأيك مهم جداً والبعض منها ممكن أن يحسن نوعية تدريس إي أس أل للبالغين من المهاجرين و اللاجئين في تكساس.
أذا كنت ترغب باجراء مقابلة مع الباحث حول آرائك المطروحة في هذا الأستفتاء فالرجاء أن تترك أسمك و رقم هاتفك في اسفل الصفحة.
تذكر أن كل المعلومات المعطاة في الأستفتاء و اللقاء سرية.

نعم أني أرغب في التحدث حول آرائي في هذا الموضوع _____

الأسم **رقم الهاتف**

نشكرك على وقتك

APPENDIX E

INTERVIEW QUESTIONS

Student Perceptions of Native and Non-native English Speaking ESL Teachers

Interview Questions

1.) Are you a refugee or asylee?

2.) How many years of school have you had?

If completed university, what degree/specialization?

3.) How long have you studied English?

4.) Have you been taught by non-native English speaking ESL teachers in your country?

5.) Have you been taught by non-native English speaking ESL teachers here in the US?

6.) Describe a native English speaking ESL teacher (what does s/he look like, how does s/he dress, speak, etc.?).

7.) Are non-native English speaking teachers good examples of how to learn English? If so, why?

8.) Are there any specific ESL classes (i.e., grammar, pronunciation, reading) you might take in which you would prefer to be taught by a non-native English speaking teacher? If so, which ones? Please explain.

9.) Do you prefer being taught by native or non-native English speaking teachers? Why?

10.) Describe a good English teacher.

11.) Are native English speaking teachers more patient, less patient, or the same as non-native English speaking teachers?

12.) Describe a bad English teacher.

13.) Tell me about the best English teacher you have ever had.

14.) If you had (or have had) a non-native English speaking teacher, have you ever asked questions to challenge or test her or his English ability? Why?

15.) Do you think it's better for refugees and asylees learning English to have teachers from their same culture and/or language background? If so, why? If not, why not?

APPENDIX F

LETTER OF APPROVAL FROM SUPERVISORS

Dear Sir or Madam:

This letter serves to approve the study *Speaking up! Adult ESL students' perceptions of native and non-native English speaking teachers* to be conducted this summer by Mrs. Julie Torres, a MA in Linguistics student at the University of North Texas, with adult English as a Second Language (ESL) students in _____ *Name of Agency/School* _____'s ESL classes.

Sincerely,

Name, Title, etc.

APPENDIX G

INFORMED CONSENT

University of North Texas
Institutional Review Board
Research Consent Form

Subject Name _____ **Date** _____

Title of Study
Speaking up! Adult ESL students' perceptions of native and non-native English speaking teachers

Start Date of Study
06/1/2004

End Date of Study
05/31/2005

Principal Investigator Julie Torres
Co-Investigator(s) Jenifer Larson-Hall

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the proposed procedures. It describes the procedures, benefits, risks, and discomforts of the study. It also describes your right to withdraw from the study at any time.

Purpose of the Study
The purpose of this study is to examine adult English as a Second Language (ESL) students' perceptions of native and non-native English speaking ESL teachers.

Description of the Study and Procedures to be Used
You will be asked to complete a short questionnaire about your opinions. The questionnaire will take about 45 minutes. At the end of the questionnaire, you will be asked if you would like to volunteer for an interview about your opinions. If you volunteer for the interview, it will be scheduled for a separate time and place convenient to you. The interview will take about 30 minutes and will be tape-recorded.

Description of the Foreseeable Risks
There are no foreseeable risks to the participants.

Benefits to the Subjects or Others
The results of the questionnaire and interviews will be of interest to ESL students, teachers, and program supervisors.

University of North Texas
Institutional Review Board
Research Consent Form (continued)

Procedures for Maintaining Confidentiality of Research Records
For research purposes, names will be solicited in order to contact individuals interested in participating in voluntary interviews. If you choose to participate in such an interview, your name will be held in confidence by the researcher and will not be shared with anyone else. Initials will be used in the research findings, but the link between name and initials will be held confidential and will only be known by the researcher.

Review for the Protection of Participants
This project has been reviewed and approved by the UNT Institutional Review Board (940) 565-3940.

Research Subject's Rights
I have read or have had read to me all of the above. **Mrs. Julie Torres** has explained the study to me and answered all of my questions. I have been told the risks and/or discomforts as well as the possible benefits of the study.

I understand that I do not have to take part in this study and my refusal to participate or my decision to withdraw will involve no penalty or loss of rights or benefits.

In case problems or questions arise, I have been told I can contact **Mrs. Julie Torres**, principal investigator, at **xxxxxxxxx** or e-mail her at **xxxxxx** or **Dr. Jenifer Larson-Hall**, Assistant Professor of Linguistics, Department of English, University of North Texas, at **xxxxxxxxx** or e-mail her at **xxxxxxxxxxxx**.

I understand my rights as a research participant and I voluntarily consent to participate in this study. I understand what this study is about, how the study is conducted, and why it is being performed. I have been told I will receive a signed copy of this consent form.

Signature of Subject _____ Date _____

For the Investigator or Designee
I certify that I have reviewed the contents of this form with the subject signing above. I have explained the known benefits and risks of the research. It is my opinion that the subject understood the explanation.

Signature of Principal Investigator _____ Date _____

Research Consent Form

APPENDIX H

LETTER TO TEACHERS

Dear Teacher,

I am writing to ask for your assistance as I'm finishing my thesis for my MA in ESL at the University of North Texas this fall.

My thesis is titled "Speaking up! Adult ESL students' perceptions of native and non-native English speaking teachers." I will be doing surveys and follow-up interviews with adult ESL students (immigrants and refugees) about their perceptions of their native or non-native English speaking ESL teachers. I would like to visit your class and invite your students to take part in this study.

The study involves (1) a research consent form that I will go over with your students and will need them to sign and (2) an informal questionnaire about student opinions on this topic. If students wish to talk further about their opinions, they are invited to give me their phone number and name at the bottom of the questionnaire. Both documents have been translated into Spanish, Vietnamese, and Arabic should your students prefer to respond in their L1. It should not take more than an hour to do this.

I would like to come to your _____ class at _____ on _____.

Your supervisor, _____, is aware of this project and has approved it and has allowed me to contact you about it.

If you would please prep your students by letting them know that I will be coming and that I want everyone to participate. My goal is to get at least 50 immigrants and 50 refugees to respond to the questionnaire with at least 30 for the follow-up interviews.

If you have any questions, please let me know.

Otherwise, I will see you on _____.

Thanks so much for your help!

Sincerely yours,

Julie Torres

References

Braine, G. (Ed.). (1999). *Non-native educators in English language teaching*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Center for Applied Linguistics (1994). *Basic English skills test*. Kansas City, MO: Refugee Materials Center.

Cohen, J. (1998). *Statistical power analysis for the behavioral sciences*. In J. Pallant SPSS survival manual. (2001). Philadelphia: Open University Press.

Collier, V. (1989). How long? A synthesis of research on academic achievement in a second language. *TESOL Quarterly, 23*, (3), 509-31.

Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly, 33* (2), 185-209.

Dornyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Filho, E. R. (2002). Students' perceptions of nonnative ESL teachers (Masters thesis, West Virginia University, 2002).

Gass, S. & Selinker L. (2001). *Second language acquisition: An introductory course*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Hayes, N. (2000). *Doing psychological research*. Philadelphia: Open University Press.

Isserlis, J. (2000). Trauma and the adult English language learner. *ERIC Digest, EDO-LE-00-02*, 1-4.

Kim, K., Collins, M., & McArthur, E. (1997). Participation of adults in English as a second language classes: 1994-1995. *Statistics in brief*. Washington, DC: Office of Educational Research and Development.

Kim, K. & Creighton, S. (1999). Participation in adult education in the United States: 1998-1999. *Statistics in brief*. Washington, DC: Office of Educational Research and Improvement.

Knowles, M.S. (1980). *The modern practice of adult education*. (Rev. ed.). Chicago: Association Press/Follett.

Lasagabaster, D. & Sierra, J.M. (2002). University students' perceptions of native and non-native speaker teachers of English. *Language Awareness, 11* (2), 132-142.

Lightbown, P. & Spada, N. (1999). *How languages are learned*. Oxford: Oxford University Press.

Liu, J. (1999a). The impact of non-native ESL professionals. In G. Braine (ed.), *Non-native educators in English language teaching* (pp. 159-176). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Liu, J. (1999b). Nonnative-English-speaking professionals in TESOL. *TESOL Quarterly, 33* (1), 85-102.

Mahboob, A. (2003). Status of nonnative English speakers as ESL teachers in the United States. *Dissertation Abstracts International*. (UMI No. 3094117).

Marshall, C. & Rossman, G. (1999). *Designing qualitative research* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Maum, R. (2003). A comparison of native- and nonnative-English-speaking teachers' beliefs about teaching English as a second language to adult English language learners. *Dissertation Abstracts International*. (UMI No. 3089511).

McNeill, A. (1994). Some characteristics of native and non-native speaker teachers of English. In N. Bird (eds.), *Language and learning*. Papers presented at the Annual International Language in Education Conference, Hong Kong.

Medgyes, P. (1992). Native or non-native: Who's worth more? *ELT Journal, 46* (4), 340-349.

Milambling, J. (1999). *Native and non-native speakers: The view from teacher education*. Paper presented at the Annual Meeting of the Midwest Modern Languages Association, Cedar Falls, IA.

Milambling, J. (2000). Comments on Vivian Cook's "Going beyond the native speaker in language teaching": How nonnative speakers as teachers fit into the equation. *TESOL Quarterly, 34* (2), 324-332.

NCLE: Frequently asked questions in adult ESL literacy. (2001, October 10). Retrieved January 5, 2004, from http://www.cal.org/ncle/FAQS.HTM

National Clearinghouse for ESL Literacy Education at the Center for Applied Linguistics. (1998). Research agenda for adult ESL. Washington, DC: Author.

Phillipson, R. (1992). ELT: The native speaker's burden. *ELT Journal, 46* (1), 13-18.

Rampton, M.B.H. (1990). Displacing the 'native speaker': Expertise, affiliation and inheritance. *ELT Journal, 44* (2), 97-101.

Reves, T. & Medgyes, P. (1994). The non-native English speaking EFL/ESL teacher's self-image: An international survey. *System, 22* (3), 353-367.

Rubin, D. (1995, May). *Effects of language and race on undergraduates' perceptions of international instructors: Further studies of language and attitude in higher education*. Paper presented at the Annual Meeting of the International Communication Association, Albuquerque, NM.

Schmidley, D. (2003). The foreign born population in the United States: March 2002. *Current Population Reports, P20-539*. Washington, DC: US Census Bureau.

Selinker, L. (1972). Interlanguage. *IRAL, 10*, 219-31.

Shin, H. & Bruno, R. (2003). Language use and English-speaking ability: 2000. *Current Population Reports, C2KBR-29*. Washington, DC: US Census Bureau.

TESOL position statement on teacher quality in the field of teaching English to speakers of other languages. (2003, June). Retrieved April 13, 2004, from http://www.tesol.org/assoc/statements/2003-06-tq.html

Texas Department of Human Services, Office of Immigration and Refugee Affairs. (2002). New Americans in Texas: An overview of immigrants and refugees. Austin, TX: Author.

Thomas, J. (1999). Voices from the periphery: Non-native teachers and issues of credibility. In G. Braine (ed.), *Non-native educators in English language teaching* (pp. 5-13). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

U.S. Department of Education. (2000). State-administered adult education program 1998-1999 ESL enrollment. Washington, DC: Author.

U.S. Department of Health and Human Services, Office of Refugee Resettlement. (1985). Mainstream English language training project (MELT) resource package. Washington, DC: Author.