

College Students' Perception of Teaching Behaviors and Skills of Native English-Speaking Teachers*

Jaeguk Cha

Kosin University

Cha, Jaeguk. (2013). College students' perception of teaching behaviors and skills of native English-speaking teachers. *Modern English Education*, 14(2), 165-187.

The current study attempts to investigate the students' perception of teaching behaviors and skills of native English speaking teachers at a college level and, therefore, to seek a new way to better education of college English by recruiting qualified NESTs. Focus of the investigation is put on NESTs' teaching methods, techniques of teaching four skills, giving fun and confidence, using materials, challenging beliefs, native English speaking teacher's nationality most favored by students, comparison of attitudes toward students between native and non-native speaking teachers, and students' preference to native and non-native speaking teachers. To answer these questions, a definition of native/non-native teacher is made by referring to previous research, and then viewpoints of English learners around the world are presented on the pros and cons of native teachers. A survey was carried out to get answer to the research questions through a questionnaire which was distributed to students belonging to the classes offered by native speaking professors. A total of 575 freshmen at a university who participated in the present research show satisfaction with their native professors' instruction and techniques, and positive views on their teaching of specific skills such as speaking, listening and culture of English speaking countries. Comparing natives to non-natives, students chose natives for their further English learning. Among English speaking countries, participants most favored teachers from USA and then in the sequence of UK, Canada, Australia, New Zealand.

[native English speaking teacher/college English/favored nationality/
/ /]

* This study was supported by the Research Fund of Kosin University in 2012.

I. INTRODUCTION

There have been beliefs prevailing among people in Korea that native English speaking teachers (NESTs) are better in the teaching of communicative English and the understanding of English culture than non-native English speaking teachers (NNESTs) (J. Eum, 2007; Y. Y. Hong & Y. S. Jung, 2012; S. Kim, 2006; H. J. Lee, 2009). Accordingly, it is not difficult to witness NESTs teaching at all the levels of educational institutions (primary, secondary, and tertiary including private language institutes) in Korea. As of 2011, according to the 'university information announcement' recorded on the internet-homepages of 213 universities in Korea, 4,409 NESTs are employed to teach English, among which a certain university employs 200 NESTs and seven universities employ more than 100 NESTs. This brief statistic shows that Korean schools increasingly strive to invite native English teachers and professors for the enhancement of their students' English proficiency.

The definition of NESTs and NNESTs leads us to ask whose teaching is more effective and helpful to improve Korean students' English competence. Especially students' perception of the teaching behaviors of NESTs and NNESTs at this point of time will give insight and discernment for the future direction of English education of university levels in a Korean context where English is one of the core subjects and a number of foreign professors are more increasingly employed.

The employment of NESTs, however, requires a much larger financial burden (accommodation, high salary and cars in some cases, etc) upon the schools in comparison to NNESTs. At the cost of this situation, NESTs are increasingly enjoying popularity among Korean educational institutions, which sometimes causes problems derived from unqualified NESTs who do not hold certificates or higher degrees in TESOL/TEFL/or other pedagogical areas.

Who is, then, an appropriate and qualified NEST and who is not? Paikeday (1985) and Edge (1988) maintain that the term, 'NEST' is determined by the accident of birth and growing up, and defined as someone gifted with special and often infallible grammatical insights. Fukumura (1993), however, states that there are many native speakers who are unable to explain their grammatical insights systematically. Therefore choosing a NEST on the basis of a birth is inappropriate.

Similarly, according to Medgyes (2000), everybody who lives in an English-using country cannot necessarily become a native speaker of English. There are two perspectives (the linguistic perspective and the educational perspective) playing a role in the definition of a native speaker of English. A native speaker of English is defined as someone who speaks English as his/her native language or mother tongue, and who belongs to the so called 'The Inner Circle' divided by Kachru (1985) where English is the primary language,

and who are educated through medium of English from primary to tertiary educational levels. Medgyes includes in the definition of a native speaker birth, education, the environment in which the individual is exposed to English, and so forth. In this study, NESTs are meant by those who were born, raised and educated at the higher educational institutions in the Inner Circle countries and who thus can command and teach English as a second/foreign language.

On the contrary, NNESTs are defined by Medgyes (2000) as follows: (1) For whom English is a second or foreign language; (2) Who works in an EFL environment; (3) Whose students are monolingual groups of learners; and (4) Who speaks the same native language as his/her students.

As Madrid and Canado (2004) point out in quoting the study of Moussu (2000), although a lot of studies have been conducted into the matter of NESTs and NNESTs, few have focused on students' perception. So it would be intriguing to find out college students' perception of NESTs' teaching in comparison with that of NNESTs, which might be used as an important referential resource for employing NESTs at the Korean tertiary schools. This study, hence, aims to examine the students' perception of NESTs' teaching behaviors i.e. teaching methods, techniques of teaching four skills, giving fun and confidence, using a variety of materials, challenging beliefs and nationality most favored by students. It will also investigate whether there are any differences in attitudes towards students and in efficiency between NESTs and NNESTs. The criteria of choosing these categories were based on the ideas obtained from previous research (Medgyes, 2000).

College students' perceptions are to be analyzed and compared across six colleges of the target university (Liberal Arts, Natural Science, Art/Music, Theology, Education, and Nursing), because vision for their future career and needs for English learning could be diverse according to students' majors. Students from Nursing College are supposed to become nurses in Korea or in foreign countries, i.e., as R.N. (registered nurse) in America (in this case they might attach a great importance to learning English and contacting with native English speaking professors); students from Theology College are supposed to become pastors/ministers in Korea or missionaries in overseas countries; students from Education College are supposed to become teachers at secondary schools; and students from Art/Music College are supposed to become musicians and artists.

It is, hence, assumed that to investigate divergence of opinions according to colleges is a plausible way to draw answers to the following research questions:

- 1) Are the lectures offered by NESTs helpful for the improvement of students' four skills (listening, speaking, reading and writing), grammar and culture acquisition?

- 2) Are college students satisfied with overall English lessons taught by NESTs? Which college is most satisfied and which one least? Which gender is more satisfied, male or female?
- 3) Are instructions given by NESTs clear enough for students to understand? And are their textbooks suitable for conversational English? Which college agrees most and which one least?
- 4) Do NESTs use a variety of teaching aids to give fun, confidence and challenge which influence on the formation of Christian belief and worldview? Which college agrees most and which one least?
- 5) How are the attitudes of NESTs toward their students compared to those of NNESTs? By whom will students choose to learn English in the next semester, NESTs or NNESTs?
- 6) Who are the most favored NESTs among those from Australia, Canada, New Zealand, Philippines, U.K. and U.S.A.?
Those research questions originally emerged from the literature review as delineated below.

II. LITERATURE REVIEW

1. Differences between NESTs vs. NNESTs

One of the important characteristics of NNESTs is that they usually feel unsafe using English they have to teach (Merino, 1997). This kind of attitude is derived from the fact that NNESTs have a very limited knowledge of and competence in the English language, being still on the language learning continuum as an Inter-language learner. The Inter-language Continuum was designed by Selinker (1972) as a way to explain the development of L2 learners who are somewhere along the continuum (See Figure 1).

Edge argues logically that all users of English including NNESTs are naturally continuum learners of English. By virtue of speaking a more or less advanced degree of inter-language, they can be placed on the inter-language continuum at any stage of their learning process (Edge, 1988).

Medgyes (1992) maintains that a person who was born and raised in an English-speaking country would be likely to be a more accomplished user of English, and claims that non-native speakers can never reach a native speaker's competence (100% in Figure 1).

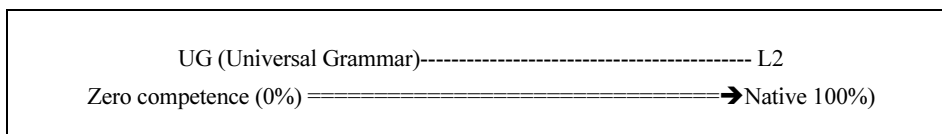


FIGURE 1 Inter-language Continuum

As shown in Figure 2, “non-native speakers constantly move along the continuum as long as they learn-to-use/use-to-learn English. A select few come quite close to native competence (cf. the nebulous *near-native speaker*), but sooner or later they are halted by a glass wall” (Medgyes, 1992, p. 342). The reason why non-natives cannot reach natives’ competence is because they are norm-dependent and therefore imitative of grammatical forms, and that non-native speakers cannot easily use English accurately and appropriately, and their fluency does not closely reach native levels.

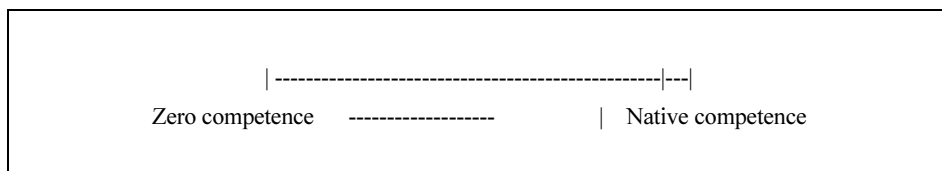


FIGURE 2 A Modified Version of the Inter-language Continuum

Concerning English ability of native speakers and non-native speakers, other researchers presented opinions drawn from their empirical studies. Greenbaum (cited from Kachru, 1985) stated that non-native speakers can achieve to the degree of native-like proficiency in English as an additional language even though they belong to the outer circle or expanding circle (cited from Merino, 1997).

2. Preferences to NESTs vs. NNESTs

Medgyes (2000) carried out a survey to seek answers to 26 questions in the four categories (use of English, general attitude, attitude to teaching the language, attitude to teaching culture), and found out 82 percent of the participants gave answers to the characteristics of NESTs as follows: NESTs speak better English, use real language, use English more confidently, adopt a more flexible approach, are more innovative, are less empathetic, attend to perceived needs, have far-fetched expectation, are more casual, are less committed, are less insightful. NESTs focus on fluency, meaning, language in use, oral skills, and colloquial registers. NESTs teach items in context, prefer free activities, favor group work/pair work, use a variety of materials, tolerate errors, give fewer tests, use

no/less L1, resort to no/less translation, assign less homework and supply more cultural information.

Madrid and Canado (2004) performed a survey with a sample of 459 students and 35 teachers from all educational levels (from primary to university levels). They concluded that NESTs are those (1) who teach the FL (communicative English in this case) with greater ease, (2) who are difficult to understand in the early grades, (3) who are not taken seriously, (4) who are preferred to the NNESTs in the higher grades, and (5) who can obtain better outcomes in oral communication. Madrid and Canado also found that it is important to give English lessons through English and a NEST can do so more easily, and that as students progress to the higher grades, their preference for the NEST also increases. NNESTs are, according to Madrid and Canado, those (1) who are better at explaining grammar, (2) who are better understood when they speak the FL, and (3) who are preferred at lower levels.

Medgyes (1992) used a straw poll among ELT specialists to demonstrate that two-thirds of the respondents said they would prefer to employ native-speaking EFL teachers, but if hard pressed they would choose a qualified non-native rather than a native without EFL qualifications. Medgyes, however, reached other conclusions: whether he/she is a native or non-native speaker of English is not the barometer of an effective teaching of English; the ideal NEST is the one who commands a high degree of proficiency in the learners' mother tongue; and the ideal NNEST is the one who commands a high degree of proficiency in English. He also concluded that a good balance of NESTs and NNESTs makes an ideal school, because they can complement each other in their pros and cons.

This means that most likely in EFL environments, English conversation classes are mainly offered by NESTs while classes that prepare for official examinations, such as TOEFL, TEPS, TOEIC, Cambridge Test, IELTS are assigned to non-native teacher. The reason for that kind of division might be derived from the assumptions that NNESTs have better understanding of the English grammar, and that NESTs have a better command of colloquial English than NNESTs.

Phillipson (1996), therefore, states that (English) teachers are made rather than born, whether they are natives or non-natives. Thus, either a native or a non-native speaker can be a specialist in teaching English, if one reaches a high level of English proficiency and knows how to teach in order to provide effective teaching and learning to students. This argument is predicted by the UNESCO monograph (1953) stating that a teacher is not adequately qualified to teach a language merely because it is his/her mother tongue. Thus, natives and non-natives hold an equal chance at achieving professional success as asserted by Medgyes (1992). He further shows that there are some good ways to judge teachers: to view English teachers in the perspective of their professionalism in teaching, to evaluate students' progress in learning, and students' perception of their teachers.

Roh (2006) performed a survey for 238 students at the context of a Korean university to find out native speaking (NS) teachers' effectiveness in students' English ability and their teaching techniques and methods. He found that students were most benefited by NS teachers for listening ability followed by speaking, reading, and writing, and that students' English proficiency had improved through NS teachers' lectures.

The British Council and the BBC (2011) hosted a forum on their website¹ under the topic: 'Are native English speakers always better teachers?' added by more specific question, 'Do you think it is true that native speaking teachers are better than non-natives?' Thirty participants expressed their own opinions on the benefits of native speaker teachers and non-native speaking teachers. Seven of them are quoted below:

Personally, I think that native English speakers might be better always, because they have learnt another foreign language and has gone through the language learning process. Native English speakers might be better for teaching high levels but I think it is important that beginners start learning the language with non-native speaker who speak their own language because they will feel more comfortable, encouraged and secure. (yad1988).

I've spent years working with native and non-native teachers, in Inner, Outer and Expanding circle countries, listening to students' feedback about their teachers. The conclusion that I've reached is that a skilled, competent and empathetic teacher who enjoys their job will be popular with students and staff alike, regardless of where they are from. Likewise, a teacher who does not listen to students, understand their needs and provide interesting, fun lessons which challenge and guide the students will be unpopular and, more often than not, will not enjoy their job - again, regardless of their nationality. (nickcherkas).

Native speakers understand the meaning of every practical lexical item which comes up in class. But not all native speaking teachers possess the skill and ability, which comes through training and experience, to explain the lexical items, dealing with meaning, form and pronunciation. (nickcherkas).

Of course training and experience are not the only keys to be an excellent teacher - personalities count a great deal as well. (nickcherkas).

¹ Retrieved November 30, 2012, from <http://www.teachingenglish.org.uk/forum-topic/are-native-english-speakers-always-better-teachers?page=2>

In my opinion, I think that both non-native and native English teachers can be good teachers. It will always depend on how well they manage the students and how they give the classes. I think that for beginners a non-native teacher is suitable since he or she knows better their 1st language and that is a good advantage. For more advanced levels a native teacher is the best since he or she has a good command of the English language. (leo1907).

I do agree that many non-native speakers have the experience of learning the language they are teaching so can be more empathetic with their students: they frequently have a better grasp of grammar/syntax for purposes of explanation. However, they will not always be able to speak the target language as well as a native speaker might ("might" being the operative word!) for the obvious and already-cited cultural and linguistic reasons. (pollybee).

The key is teacher quality, regardless of where you come from. This I agree with fully. There are plenty of atrocious native speaker teachers out there. Having the language skills is one thing, but if you are no good at passing them on to others, then your ability is pointless. (Jonny G).

Currently most native speaker English and TEFL teachers tend not to have third-level teaching degrees and are often simply students or back-packers that find temporary jobs teaching English in established language schools in order to finance their travels. Therefore, ideally, any given language course should involve both a native as well as a non-native teacher in order to get the best of both worlds, rules and grammar, as well as fluent and accurate communication skills. (gabezmaail)

As shown at the above-mentioned forum co-hosted by the two institutions, the British Council and the BBC on their website, learners acquiring English at different socio-cultural contexts have different perception of and preference for native English speaking teachers vs. non-native counterparts. There seems to be no holistic and definite answer to the issue of who is better teacher between NESTs and NNESTs, which means different feedback could result in depending upon differing linguistic, cultural or social contexts.

III. METHODS

1. Design

Through the current study, learners' overall perception of teaching behaviors and skills of NESTs is to be found out to get an insight and discernment and eventually to seek a way to an innovation of 'general English' subject at a Korean university located in Busan Metropolitan City. More specifically, as stated in the introduction section, it aims to investigate how students acknowledge the teaching behaviors and skills of their native

English speaking professors: teaching methods; techniques of teaching speaking, listening, reading, writing, grammar and culture; giving fun and confidence; using various materials; challenges to a students' Christian faith and worldview, native professors' attitudes towards students compared to those of non-native English professors, and nationality most favored by students.

2. Subjects

The participants of the present research consisted of 575 freshmen studying English offered by native English speaking professors at a university. The university is located in Busan Metropolitan City, with 6 colleges (Liberal Arts, Natural Science, Art/Music, Theology, Education, and Nursing; Medical College is not included here, because they have their own curriculum running differently from the other colleges). All the freshmen were enrolled in a compulsory two-credit subject entitled 'Global English Conversation (GEC)' which belongs to general education course, and are taught by native English speaking professors who are from English speaking countries (USA, Canada, Australia, New Zealand, UK and the Philippines). GEC subjects are offered to 6 colleges (17 departments) of the university for two hours for 15 weeks during one semester.

An outline of GEC taught at the 2nd semester of 2012 is given below in Figure 3 by citing from a syllabus written by a NEST (Prof. E. Schnabel) at the target university.

OBJECTIVES: "This is a required general English subject available to any student. It is designed for students with low intermediate level English ability who wishes to improve their English conversation skills of speaking and listening. Although speaking and listening are the main focus, reading and writing skills will also be practiced. Students taking this course will want to spend time practicing the language being learned both within and outside of class. They should have a strong desire to work with and support other students with their language learning."

METHODS OF LECTURE: "This class will meet twice a week for one hour at a time. Students will improve their English skills through a variety of listening, speaking, reading, and writing activities. Individual, pair, small group, and class activities will also provide students with opportunities to practice. Regular review, assignments and quizzes will help students monitor their progress. Every effort is made to discuss the issues raised in class from a Christian worldview perspective."

ASSESSMENT: "Attendance = 25% Homework = 15% Assignments = 20% Midterm = 20% (interview with professor) Final = 20% (interview with professor)."

TEXTBOOK: "New English Upgrade 2. Steven Gershon, Chris Mares. (Macmillan Language House, Tokyo: 2008)."

FIGURE 3 A Syllabus Written by Prof. E. Schnabel

Most of the participants speak the Korean language as their mother tongue and all of them have learnt English as a compulsory subject for about 10 years from their elementary schools through secondary schools. Their levels of English proficiency ranged from beginning to intermediate (only a few might reach the advanced) as publicly announced on the internet-homepage of Kosin University in 2013. Not many of them have the experiences of travelling English speaking countries, i.e. America, Britain, Canada, Australia and New Zealand before they enter the university.

The participants also learn a college general English subject entitled 'Global English' (GE) taught by Korean professors (NNESTs) for two hours per week at the same semester at the same university. The objective of GE is to motivate students to study listening, speaking, reading, writing, grammar and vocabulary through the basic form of TOEIC (Textbook: 'Basics in Structure for TOEIC' Nam, 2008) and to improve students' practical English proficiency, so that they may have more interest in and familiarity to English and may be helped with learning their major subjects and getting jobs after graduation.

3. Instrument and Procedure

The procedure for collecting data related to the current research depends mostly upon accessibility to subjects. In other words, methods of collecting data are thought to be more or less efficient according to whether the researcher has direct or indirect access to a learner's place of work or department of study. In this respect, the main instrument for collecting information for the present research is a questionnaire which can be easily distributed to the participants (freshmen learning English by NESTs and NNESTs) according to departments and colleges.

Regarding the content of the questionnaire, as a preface or introduction, two items seeking information about respondents' identity are given on the upper part of the questionnaire. These seek information about respondents' majors. As a main body, instruction on how to complete the questionnaire is provided before 20 questions are answered. In an effort to identify students' perception of their NESTs' teaching behavior at the course of GEC (Global English Conversation), 20 items were made using a five-point Likert scale, ranging from 'Strongly Agree' to 'Strongly Disagree'. A high score in the scale indicates high levels of students' satisfaction with their native English professors' lectures both in general and specific sense.

The content validity of the questionnaire was verified through a pilot study in order to do systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured. The first draft of the questionnaire was read by two of the researcher's colleagues who teach in the same department, and was piloted by a group of seventeen students from seventeen different departments of the

university to select items and to elaborate the sentences and expressions put in the questionnaire. With the comments and advices given by colleagues and feedback given by the students, the sentences of the twenty questions in the questionnaire were edited and revised in order to avoid any bias. The questionnaire designed through these correcting procedures consisted of twenty questions within six categories as shown in the Table 1: Basic Data, General Satisfaction on GEC, Clarity of lectures, Teaching skills, Attitudes, Comparison between NEST & NNEST, and most favored Nationality of NESTs.

TABLE 1
Framework of the Questionnaire

Category	Items
Basic Data	Colleges / Gender
General Satisfaction on GEC	1. Fun 2. Satisfaction 3. Interesting 4. Helpful
Clarity	5. Clarity of lectures 6. Materials 7. Length
Teaching Skills	8. Listening 9. Speaking 10. Reading 11. Writing, 12. Grammar 13. Understanding Culture
Attitudes	14. Giving Confidence 15. Utilizing Aids 18. Giving Challenge 19. Wish to learn
Comparison: NEST vs. NNEST	16. Kindness 17. Efficacy
Nationality most favored	20. Australia, Canada, New Zealand, Philippines, UK, USA, Others

Prior to the questionnaire being distributed to all the classes of GEC, e-mails and phone-calls were sent to the native speaking professors in charge in order to get their permission and cooperation. All of the foreign professors willingly allowed the research to be carried out with the full recognition of the need to enhance college's teaching of English. The questionnaires were administered to 575 students taking GEC courses through the researcher and his assistants who received a short training and instruction course on how to manage the survey.

4. Data Analysis

Data sources (students' questionnaire) for the present research was analyzed on the basis of several categories: 1) overall viewpoints on GEC; 2) general satisfaction with GEC; 3) clarity of lecture; 4) teaching skills; 5) attitudes; 6) using a variety of teaching aids to give fun, confidence and challenge; 7) comparison between NEST & NNEST; 8) most favored nationality which were the dependent variables; 9) six colleges of the university and gender were used as fixed factors. For data analysis, statistic packages such as SPSS (Windows

version 18.0), one-way ANOVA, and post hoc or multiple comparison were tested using Duncan's multiple-range test with alpha 0.05. Since Cronbach's alpha value is 0.945, the internal consistency (reliability coefficient) between items is very high.

IV. FINDINGS

Students' perceptions of NNESTs were examined in terms of the categories listed in the 'Data analysis section'. First of all, as shown through diagram in Figure 4, overall viewpoints on native English speaking professors' teaching and GEC (items 1-19 in the questionnaire) were analyzed to get frequency measurement, through which positive result was obtained. The majority (62%) of participants answered they are satisfied with their English native professors' lectures, and teaching techniques and skills; the minority (11%) answered negatively; another minority (27%) gave neutral response.

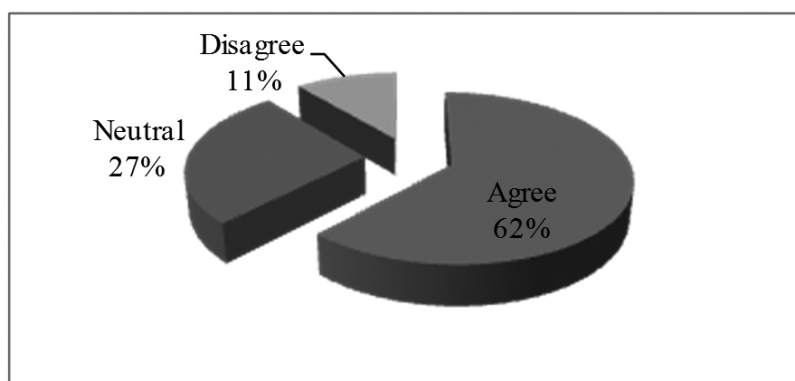


FIGURE 4 Overall Views on NEST Teaching & GEC

Figure 5 shows that 66% of students agree or strongly agree that native professors' lectures help them improve their listening skill. This measurement is the highest among the four English skills. However, Figure 6 presents that students do not get much benefit for their writing ability through native professors' teaching (only 47% agrees or strongly agrees). This result is not very much surprising, because the main focus of GEC subjects is put on teaching colloquial aspects of English, not on teaching writing skill. This sort of phenomena occurs in the case of speaking, reading and grammar skills as well. To speaking skill, 64% agrees or strongly agrees, whereas to reading and grammar, only 55% and 53% agrees or strongly agrees. In reading, writing, and grammar skills, not a few respondents gave neutral answer ('not sure'), which implies a nebulous feedback which holds a slightly negative inclination. With this in consideration, 38% of the neutral

responses to the item, 'The lectures offered by an English-native speaking professor are helpful for the improvement of my English writing ability' might belong to a negative side. 35% of the neutral responses to the item, 'The lectures offered by an English-native speaking professor are helpful for the improvement of my English grammar ability' might also belong to a negative side.

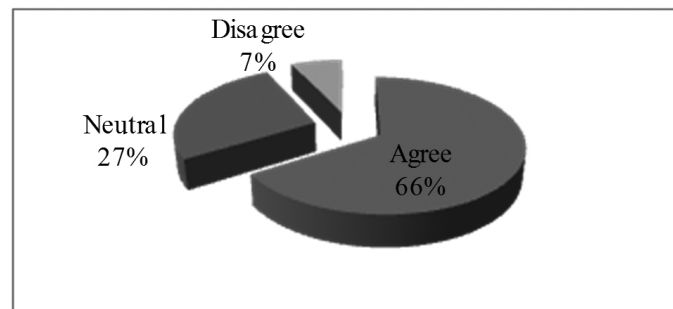


FIGURE 5 Listening Skill

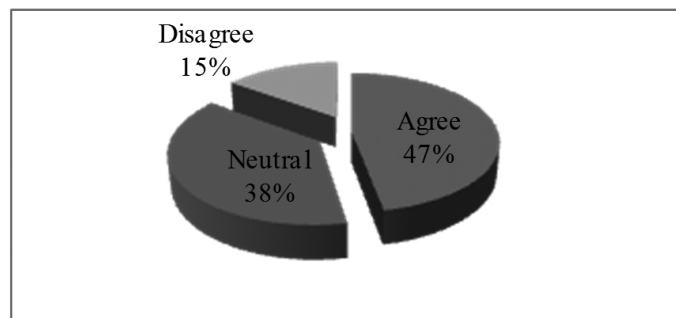


FIGURE 6 Writing Skill

Since the same letters in the grouping column of Duncan's multiple-range test in Table 2 have the same mean, Colleges of Education and Nursing belonging to 'A' group in the Table 2 show highest mean scores of respectively 2.56 and 2.50, which are followed by Liberal Arts, Natural Science, Theology and Art/Music Colleges belonging to 'B' group. The main reason for this result is originated from the background that students of Education and Nursing Colleges mark higher scores in SAT for admission to the university compared to those of other colleges. As officially announced at the website² of the subject university, rankings of SAT scores for matriculation are in the sequence of (1) Nursing, (2) Theology, (3) Education, (4) Liberal Arts, (5) Natural Science, and (6) Art/Music. Nursing

² <http://web.kosin.ac.kr>

and Education students seem to be more highly motivated to learn English and to contact with native English speaking professors to accomplish their goals as nurses and teachers. Students of Art College are least satisfied with foreign professors' teaching in general.

TABLE 2
Overall View on NESTs' Teaching Behaviors (Items 1-19)

Colleges	N	Mean	SD	Duncan Grouping	F	<i>p</i>
Liberal Arts	235	2.21	0.63	B	4.783	0.000
Natural Science	102	2.21	0.68	B		
Art/Music	43	2.10	0.76	B		
Theology	73	2.21	0.78	B		
Education	52	2.56	0.64	A		
Nursing	70	2.50	0.62	A		
Sub total	575	2.27	0.68			

* $p < 0.05$

As Shown in Table 3, male and female students seem to be generally satisfied with their native English professors' teaching and GEC course. To be compared by gender, male students are more satisfied than female students, since it is likely that male students need to seek future jobs or study abroad which leads them to feel heavy burden for learning colloquial English. This result does not coincide in the study done in the context of Turkey by Varol and Yilmaz (2010) who found out that the female learners seemed to benefit from the opportunities of learning English more than the male learners, and that the female learners also seemed to be more intrinsically motivated to learn English than the male learners. This dissonance is likely to be derived from disparity of cultural context between Korea and Turkey.

TABLE 3
Students' Satisfaction with GEC

Items	Male	SD	Female	SD	t	<i>p</i>
I enjoyed lectures	4.37	0.807	4.09	0.808	3.663	0.000
GEC is satisfactory	4.1	0.899	3.85	0.813	3.208	0.001
GEC is interesting	4.1	0.893	3.79	0.858	3.719	0.000
GEC is helpful	3.93	0.995	3.77	0.893	1.791	0.074

* $p < 0.05$

As far as the category 'Students' General Satisfaction with GEC' is concerned, the mean scores of Colleges of Theology (4.09), Natural Science (4.08), Liberal Arts (4.04), Art/Music (4.04) in group 'A' presented in Table 4 show higher than Nursing and Education Colleges. Ironically, this result contrasted with that of 'General View on the Native English Professor's Teaching Behaviors (Items 1-19)' in Table 2. Low scored students at SAT seem to enjoy foreign professors' lectures and to think it helpful for the improvement of their English learning. It is assumed that the teaching level (low intermediate level English) might be relatively equivalent to that of low scored students.

TABLE 4
Students' General Satisfaction with GEC (Items 1 - 4)

Colleges	N	mean	SD	Duncan grouping	F	<i>p</i>
Liberal Arts	235	4.05	0.68	A	7.180	0.000
Natural Science	102	4.08	0.69	A		
Art/Music	43	4.04	0.89	A		
Theology	73	4.09	0.77	A		
Education	52	3.51	0.77	B		
Nursing	70	3.73	0.72	B		
Sub total	575	3.97	0.74			

* $p < .05$

It was investigated, put in Table 5, that students of Education College were the last to understand lectures taught by foreign professors. They thought that foreign professors could not deliver their instructions very clearly, even though they are fairly superior students. The NEST in charge of this group may have some problems in delivering his/her speech or less qualified and trained than those in charge of other colleges.

TABLE 5
Clarity of Lectures (Item 5)

College	N	Mean	SD	Duncan grouping	F	<i>p</i>
Liberal Arts	235	3.73	0.97	A	2.443	0.033
Natural Science	102	3.83	1.03	A		
Art/Music	43	3.76	1.06	A		
Theology	73	3.68	1.04	A		
Education	52	3.27	0.99	B		
Nursing	70	3.64	0.93	A		
Sub total	575	3.69	1.00			

**p*<.05

Mean scores were acquired by the students in sequence of Art, Theology, Natural Science, Liberal Arts, Nursing and Education, which is consistent with Duncan's multiple-range test in which Art and Theology get highest scores as can be seen in Table 6. The students of those colleges thought that the lectures offered by an English-native speaking professor are helpful for the improvement of English listening ability; the lectures offered by an English-native speaking professor are helpful for the improvement of English speaking ability; the lectures offered by an English-native speaking professor are helpful for the improvement of English reading ability; the lectures offered by an English-native speaking professor are helpful for the improvement of English writing ability; the lectures offered by an English-native speaking professor are helpful for the improvement of English grammar ability; the lectures offered by an English-native speaking professor are very effective in understanding both the target culture and language.

TABLE 6
Teaching Skills (Items 8-13)

College	N	mean	SD	Duncan grouping	F	<i>p</i>
Liberal Arts	235	3.61	0.71	A,B	3.017	0.011
Natural Science	102	3.63	0.81	A,B		
Art/Music	43	3.76	0.80	A		
Theology	73	3.63	0.83	A,B		
Education	52	3.27	0.74	C		
Nursing	70	3.42	0.68	B,C		
Sub total	575	3.57	0.76			

**p*<.05

As seen in Table 7, only Art students gave the highest scores to the foreign professors' attitudes towards their lecture preparation, giving confidence and challenge to learn English. The Nursing students give the lowest. Their view was that foreign professors used in their classes various educational instruments such as Power Point, OHP, photos, handout prints, each for the students' comprehension. The reason that Art students gave the highest scores on this item seems that they are accustomed to visual and acoustic materials, whereas the Nursing students are not or less.

TABLE 7
Attitude (Using Aids, Giving Confidence & Challenge) (Items 14, 15, 18)

Colleges	N	mean	SD	Duncan grouping	F	<i>p</i>
Liberal Arts	235	3.66	0.76	B	6.598	0.000
Natural Science	102	3.66	0.77	B		
Art/Music	43	3.95	0.82	A		
Theology	73	3.65	0.94	B		
Education	52	3.67	0.68	B		
Nursing	70	3.15	0.83	C		
Sub total	575	3.62	0.81			

**p*<.05

The answers are shown in Table 8 to questions; 'Are English-native professors are kinder and more generous than Korean professors? And do students prefer NESTs to NNESTs?' Most students thought that the English-native speaking professor was more generous to the students than a Korean professor of English. They want to learn English from English-native speaking professors in the next semester/next classes rather than Korean professors of English. This result is consistent to that of H. J. Lee (2001) who carried out a research for 2,500 students at a university located in Choongnam Province about ten years ago. Students have an ability to compare because they take English lecture course (entitled 'Global English') taught by Korean professors running a parallel course at the same semester.

Students of four colleges showed very high mean scores, thus belonging to the group 'A' whereas Nursing and Education students belong to group 'B'. Since Nursing and Education students, as mentioned before, are higher scored at SAT, than their counterparts, they thought NEST's lectures and textbooks were too easy for them to study in depth and breadth. They might prefer reading and writing comprehension courses rather than speaking and listening colloquial courses.

TABLE 8
Comparison between NEST vs. NNEST (Items 16, 17, 19)

Colleges	N	mean	SD	Duncan grouping	F	<i>p</i>
Liberal Arts	235	3.99	0.68	A	4.886	0.000
Natural Science	102	3.93	0.72	A		
Art/Music	43	4.05	0.81	A		
Theology	73	3.88	0.87	A		
Education	52	3.61	0.69	B		
Nursing	70	3.60	0.74	B		
Sub total	575	3.89	0.74			

**p*<.05

As a final item, a question was asked “Who is your most favorite English professor, among those who come from (1) Australia (2) Canada (3) New Zealand (4) Philippines (5) UK (6) USA (7) Others _____?” As you can see in Table 9, the most favored foreign nationality of foreign professors was USA (52.3%), and then in order of UK (20.5%), Australia (9.8%), Canada (9.8%), New Zealand (4.6%), and Philippines (0.7%). This result was derived from the fact that students had been taught American English during their primary and secondary schools, and from the tendency of many Korean people seeking jobs and study opportunity in USA.

TABLE 9
Nationality Most Favored by Students

Nationality	Frequency	Percentage
Australia	56	9.8
Canada	56	9.8
New Zealand	26	4.6
Philippines	4	0.7
UK	117	20.5
USA	298	52.3
Others	13	2.3
Total	570	100

V. CONCLUSION

The present study's major concern was to unravel how students perceive the teaching behaviors and skills of native English speaking teachers (NESTs) at a Korean university located in a metropolitan city. In the process of globalization in the context of Korean educational institutions, increasing numbers of native English speaking professors were employed to enhance the proficiency level of Korean students but without appropriate evaluation of their qualifications as suitable NESTs. This study seeks to discover students' perceptions of lectures offered by foreign professors and seeks a way to improve college English education leading to recruiting more qualified NESTs.

To ascertain these goals, the present study poses six research questions: (1) Whether or not NESTs help to improve students' four skills, grammar, and the acquisition of culture; (2) whether or not students are satisfied with overall English lessons taught by NESTs, and which gender, male or female, is more satisfied; (3) whether or not students understand NESTs' lectures clearly, and whether their textbooks and materials are suitable; (4) whether or not NESTs use a variety of teaching aids to give fun, confidence and challenge; (5) how NESTs' attitudes toward their students compare to those of NNESTs, and whether students choose NESTs over NNESTs when learning English in the following semester; (6) and which nationality of NESTs students favor most for their English learning.

First, when instructed by NESTs, students improved the most with regard to learning English skills, speaking and listening ability, and culture understanding, but improved the least with regard to reading, writing and grammar skills.

Second, about 62% of participants in this research agreed or strongly agreed that having a native English speaking professor was enjoyable, interesting and satisfactory. The majority answered that they were satisfied with their English native professors' lectures, teaching techniques, and skills. The minority answered negatively. Students from the Colleges of Education and Nursing showed the highest satisfaction with their NESTs' overall teaching behaviors. Students from the Colleges of Theology and Natural Science were very much satisfied with their GEC course overall.

Female learners seemed to benefit from the opportunities of learning English more than the male learners, and female learners also seemed to be more intrinsically motivated to learn English than the male learners.

Third, students did not clearly understand lectures given by foreign professors. In particular, students from the Education College were not able to clearly understand lectures taught by foreign professors. This implies that students are not accustomed to lectures given by native English speakers, or that their levels of comprehension are not high enough to understand NESTs' lessons. To handle this sort of class more competently, native English professors who have EFL training, techniques and experience are needed.

Most of the students think that the books and materials which are currently being used by NESTs are not adequate to teach conversational English to Korean students. Students from Art and Theology Colleges, however, showed positive reaction to books and materials used, expanding lecture time, and learning the four skills.

Fourth, art students believe that native English speaking professors help give them gain confidence and provide sufficient challenge to learn English when they use various teaching aids and materials, whereas Nursing students do not think so.

Fifth, most students with the exception of Education and Nursing feel that foreign professors show a more generous and kind attitude to students than do Korean professors, therefore they prefer NESTs to NNESTs for their further English education.

Sixth, among professors from various English speaking countries, students prefer professors from America followed by those from the UK. This seems to indicate that professors from these two countries either are more competent and qualified than their counterparts, or that the socio/cultural influences of America and UK are more favorably exerted upon Korean students.

Although the current study has some limitations, it also provides insight and direction for further study. Through this study, some suggestions could be made for the enhancement of English education in a Korean university context: 1) English lessons should be offered in a comfortable and enjoyable environment; 2) textbooks and material for English conversation should be carefully chosen to be suitable to the learners' levels; 3) a way to implement whole language teaching methods for conversation classes should be sought; 4) NESTs should realize that they need further instruction themselves and that they should use a lot of teaching aids; 5) universities or schools recruiting native English speaking instructors should carefully consider which teachers they choose. Employers should give first priority to native English speaking teachers who hold TESOL certificates or higher degrees (MA, PhD) and who possess a good teaching aptitude.

REFERENCES

- British Council, & BBC. (2011). Retrieved November 30, 2012, from the World Wide Web:<http://www.teachingEnglish.uk/forum-topic/are-native-englishspeakersalways-better-teachers? page =2>.
- Edge, J. (1988). Natives, speakers and models. *JALT Journal*, 9, 153-157.
- Eum, Joohee. (2007). *A study of native speaking teachers' influence on middle school students' English learning*. Unpublished master's thesis, Inha University, Incheon.
- Fukumura, A. (1993). Qualifications of language teachers and English as an international language. *TESL Reporter*, 26(1), 29-34.

- Gershon, S., & Mares, C. (2008). *New English upgrade 2*. Tokyo: Macmillan Language House.
- Hong, Yoon-Young., & Jung, Yang-Soo. (2012). A comparative study on the perceptions of middle school students and parents of middle school students toward non-native and native English teachers. *The Journal of Studies of Language* 28(3), 599-623.
- Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures* (pp.11-30). Cambridge: Cambridge University Press.
- Kim, Soohee. (2006). *A study of native speaking teachers' influence on students' language anxiety, attempt to adventure, and study motivation*. Unpublished master's thesis, Dongkook University, Seoul.
- Kosin University. (2013). Retrieved February 28, 2013, from the World Wide Web: <http://web.kosin.ac.kr>.
- Lee, Hwaja. (2001). The role of native English-speaking teachers in the Korean EFL education system. *The Study of English Education*, 6(2), 33-67.
- Madrid, D., & Canado, L. P. (2004). Teacher and student preferences of native and nonnative foreign language teachers. *Porta Linguarum* 2, junio, 125-138.
- Medgyes, P. (1992). *Native or non-native: Who's worth more?* Retrieved July 15, 2012, from the World Wide Web: <http://netfiles.uiuc.edu/hbishop/www/Medgyes.pdf>.
- Medgyes, P. (2000). *When the teacher is not a non-native Speaker*. Retrieved July 15, 2012, from the World Wide Web: <http://teachingpronunciation.pbworks.com>.
- Merino, I. G. (1997). Native English-speaking teachers versus non-native English-speaking teachers. *Revista Alicantina de Estudios Ingleses*, 10, 69-79.
- Moussu, L. (2000). Native versus nonnative speakers of English: Students' reactions. Retrieved July 20, 2012, from <http://www.moussu.net/courses/portpolio/540.pdf>.
- Nam, Jiyoung. (2008). *Basics in structure for TOEIC I*. Seoul: Brain House.
- Paikeday, T. M. (1985). *The Native speaker is dead*. Toronto: Paikeday Publishing Inc.
- Phillipson, R. (1996). *ELT: The native speaker's burden? Power, pedagogy and practice*. Oxford: Oxford University Press.
- Roh, Seungbin. (2006). A Research on methods for English native-speakers' teaching in Korean EFL classes. *English Language & Literature Teaching*, 12(3), 51-78.
- Selinker, L. (1972). Interlanguage. *RAL*, 10, 219-31.
- UNESCO. (1953). Monographs on fundamental education – VIII. *The use of vernacular languages in education*. Paris: UNESCO.
- Varol, B., & Yilmaz, S. (2010). Similarities and differences between female and male learners: Inside and outside class autonomous language learning activities. *Procedia Social and Behavioral Sciences* 3, 237-244.

APPENDIX

Questionnaire on English Native Speaking professors

Department () Gender (male/female)

1. I enjoyed having an English-native speaking professor.
2. I think Global English Conversation class was generally satisfactory.
3. I think Global English Conversation class was generally interesting.
4. I think Global English Conversation class was generally helpful for my English learning..
5. I think all instructions given by the English-native speaking professor were clear enough for me to understand.
6. I think the books and materials were suitable to teach English conversation to Korean students.
7. I want the length of time for Global English Conversation classes should be offered more (i.e., from 2 hours per week to three or more.)
8. The lectures offered by an English-native speaking professor are helpful for the improvement of my English listening ability.
9. The lectures offered by an English-native speaking professor are helpful for the improvement of my English speaking ability.
10. The lectures offered by an English-native speaking professor are helpful for the improvement of my English reading ability.
11. The lectures offered by an English-native speaking professor are helpful for the improvement of my English writing ability.
12. The lectures offered by an English-native speaking professor are helpful for the improvement of my English grammar ability.
13. The lectures offered by an English-native speaking professor are very effective in understanding both the target culture and language.
14. The lectures offered by an English-native speaking professor gave me confidence in English learning.
15. The professor used in his/her classes various educational instruments such as Power Point, OHP, photos, hand-out prints, etc for the students' comprehension.
16. The English-native speaking professor was kinder to the students than a Korean professor of English.
17. The English-native speaking professor was more generous to the students than a Korean professor of English.
18. The English-native speaking professor who has taught me this semester gave me a lot of challenge in the viewpoint of Christian faith and worldview.
19. I want to learn English from an English-native speaking professor in the next semester/classes rather than a Korean professor of English.
20. I prefer my English professor who comes from the following country.

Examples in: English

Applicable Languages: English

Applicable Levels: Tertiary

Jaeguk Cha
Department of Intercultural Studies
Kosin University
194 Wach-ro, Yeongdo-gu, Busan, 606-701 Korea
Tel: (051) 990-2304 / C.P.: 010-9306-0807
Email: jgcha@kosin.ac.kr

Received 8 March 2013

Revised 29 April 2013

Accepted 18 May 2013