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Master's dissertation

**Native/ non-native, does it really matter? Teachers'
and students' perceptions of English language teachers.**

MA in English Linguistics: New Applications and International Communication

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RESUMEN

En la actualidad, la enseñanza del inglés tiene cada vez más importancia debido a la globalización y a que existen más hablantes no nativos que nativos. Pero a la hora de aprender la lengua, ¿a quién acudimos? Este Trabajo Fin de Máster (TFM) investiga las opiniones hacia los profesores nativos o no nativos de la lengua inglesa en un contexto educativo español. El objetivo de este estudio no es únicamente encontrar la diferencia entre opiniones españolas e inglesas respecto al profesor de la lengua inglesa, sino que también aspira a encontrar las ventajas y desventajas de cada tipo de profesor en un país donde el inglés es enseñado como lengua extranjera. Para alcanzar dicho objetivo se han utilizado, en mi primer lugar, métodos cuantitativos (cuestionarios) para observar las diferencias de opiniones en función de las variables nacionalidad, profesión y sexo. A continuación, se han utilizado métodos cualitativos (entrevistas) para ampliar información y encontrar el por qué a las respuestas obtenidas mediante los cuestionarios.

El TFM consta de seis partes. Seguido de la introducción tenemos la segunda parte donde se halla el marco teórico que nos dará las herramientas consideradas a la hora de analizar los datos obtenidos. Comienza con diferentes definiciones de hablantes nativos y no nativos de la lengua inglesa, seguido de una comparación entre profesores nativos y no nativos sobre quién es visto como el profesor idóneo del inglés. A su vez, en esta parte también se presenta la importancia del inglés en el mundo actual. Finalmente, esta sección se cierra presentando al lector algunos estudios previos relacionados con el tema de investigación. En la tercera parte, se establecen las hipótesis de esta investigación y las cuestiones a resolver para verificar dichas hipótesis. En la cuarta parte, se resumen los datos y la metodología utilizados en el análisis, incluyendo a su vez las definiciones de la escala de Likert y del t-test, ya que han sido empleados para la recolección de información y el análisis estadístico de la misma, respectivamente.

A continuación, en la quinta parte, se presenta al lector los resultados obtenidos en el análisis de la información recolectada y los hallazgos importantes. Finalmente, la sexta parte de este TFM concluye con un resumen de los hallazgos y vuelve a las hipótesis iniciales para confirmar o no las mismas. En esta parte final, también se incluyen las limitaciones que ha tenido el estudio actual, las implicaciones prácticas que puede tener y algunas propuestas de posibles futuros estudios.

La metodología y recolección de datos se realizó, primero, con un cuestionario formado por 14 preguntas directas. Fue creado y distribuido online vía Google Forms. Los participantes tenían que elegir un nivel de la escala de Likert comprendido entre totalmente de acuerdo y totalmente en desacuerdo al responder a cada pregunta. Se obtuvieron un total de 184 respuestas que fueron analizados mediante un t-test para obtener el significado estadístico de las mismas. A continuación, se llevaron a cabo 26 entrevistas individuales a estudiantes de universidad y profesores de secundaria y universidad. Dichas entrevistas están formadas por 7 preguntas abiertas relacionadas con el cuestionario.

Los resultados del análisis de la información cuantitativa revelaron que ha habido una cierta diferencia en las respuestas entre diferentes nacionalidades y profesiones, mientras que en la variable de sexo no se mostró diferencias en las respuestas. Así mismo, los resultados obtenidos en el análisis cualitativo mostraron que profesores y estudiantes prefieren una combinación de profesor nativo y no nativo en el proceso de aprendizaje de la lengua, ya que han coincidido en que las desventajas de uno son las ventajas del otro. El profesor nativo se prefiere por su pronunciación y cultura, mientras que, en el caso del no nativo, éste es preferido por su capacidad de enseñar la gramática y porque ha tenido que pasar por el mismo proceso de aprendizaje que el alumno. Sin embargo, profesores y estudiantes mostraron una diferencia en su

preferencia de profesor del inglés, ya que los estudiantes expresaron un claro posicionamiento en la elección de un profesor nativo mientras que los profesores no lo hicieron.

Para futuras investigaciones se recomienda aumentar el contexto del trabajo, es decir, tener en cuenta otras profesiones y/o nacionalidades, ya que de esta manera se podría observar las diferentes opiniones en un rango más amplio. Otra recomendación a tener en cuenta es la realización de las entrevistas en un contexto inglés para contrastar opiniones inglesas y españolas. Por último, se sugiere complementar los datos obtenidos con observaciones en clases durante un cierto periodo de tiempo, para poder examinar cada tipo de profesor en acción y, posteriormente, evaluar los conocimientos de los estudiantes para determinar si un profesor es más efectivo que otro.

Este tipo de estudio ha sido desarrollado para ofrecer tanto a profesores, estudiantes, como a futuros investigadores en el campo de la lingüística, herramientas útiles que les proporcionen diferentes métodos de análisis que pueden ser utilizados para averiguar opiniones hacia los profesores nativos y no nativos de la lengua inglesa.

ABSTRACT

This study investigates students' and teachers' attitudes towards native and non-native English language teachers in a Spanish educational setting. The aim of this study is not only to compare Spanish and English opinions, but also discover the perceived advantages and disadvantages of both types of teacher in a context where English is taught as a foreign language. The data was collected by means of a direct questionnaire, consisting in 14 questions in which participants were asked to rank their opinions on a five-point Likert scale. Furthermore, supplementary individual interviews, consisting in 7 open-ended questions were conducted with both teachers and students. A total of 184 questionnaire responses were obtained and analysed using a t-test, and further complemented with 26 individual interviews that were completed to elicit further information. The results obtained show that students perceive the native teacher to possess advantages over the non-native teacher with regard to pronunciation and culture, but not with regard to the teaching of grammar. The native teacher is therefore seen as necessary for practicing conversation, whereas the non-native is thought as necessary for teaching the written aspects of the language. It was concluded that teachers and students expressed a need for both types of teacher in the language learning process, as they are seen to complement one another.

Keywords: Native English language teacher, non-native English language teacher, Spanish educational settings, EFL, attitudes, Likert scale, t-test.

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1. Introduction

This Master's dissertation sets out to analyse from a sociolinguistic perspective, which attitudes are held towards native and non-native English language teachers, as "from a sociolinguistic perspective, the native/non-native issue is controversial" (Medgyes 1992: 341). For this quantitative and qualitative analysis, first, a direct questionnaire consisting in 14 questions was created and distributed online through Google Forms. The participants had to rate their opinions on Likert scales ranging from strongly agree to strongly disagree when responding. The answers that were obtained were further analysed by doing a t-test in order to observe the statistical significance of the results. Then, a total of 26 individual interviews consisting in seven open-ended questions related to the questionnaire, were done with university students and high school and university teachers in Spain in order to obtain further information.

We hope that this Master's dissertation shall contribute to ongoing research on attitudes towards native and non-native English language teachers in the field of linguistics, by contrasting Spanish and English attitudes and capturing the perceptions of students and teachers in Spanish educational settings. The aim of this paper, therefore, is not only to see if the independent variables of nationality, profession and gender have a causative effect on the dependent variable of attitude, but also to raise awareness on the issue, and discover the advantages and disadvantages of both native and non-native teachers in a context where English is taught as a foreign language.

Before embarking on the analysis, section two shall provide the reader with the theoretical background, which will later be considered when analysing the data. This dissertation is thus structured as follows: section two starts off with the definitions of a native and a non-native English speaker and discusses the native and non-native English

language teacher controversy concerning who is thought to be the ideal teacher of English. Then, a description of the status of English in the world today is provided. Finally, the section closes presenting the reader with some previous studies related to the issue. Section three states the main hypotheses of this investigation and provides the research questions that must be answered to test the validity of these hypotheses. Section four outlines the data and methodology used in the current analysis and includes the definitions of a Likert scale and a t-test, as these have been used for the statistical analysis of the data. Section five then goes on to provide the reader with the results obtained in the analysis and the discussion of the main findings. Finally, this MA dissertation concludes with section six, which provides a summary of the findings and returns to the initial hypotheses to validate or reject them. In this final section, the limitations of the current study are also provided, along with its practical implications and some recommendations for prospective readers and future research.

2. Theoretical background

2.1. The native English speaker

It can be said that everyone is a native speaker of at least one language, this being the language that is learnt from birth or at least very early on in a person's life. According to Cook (1999: 187) "Someone who did not learn a language in childhood cannot be a native speaker of the language. Later-learnt languages can never be native languages, by definition."

Medgyes (1994: 10) defines a native speaker of English, as someone who:

1. was born in an English-speaking country; and/or
2. acquired English during childhood in an English speaking family or environment;
3. speaks English as his/her first language;

4. has a native-like command of English;
5. has the capacity to produce fluent, spontaneous discourse in English;
6. uses reliable intuitions to distinguish right and wrong forms in English.

In a similar light, Davies (2003: 210) provides six ways in which the native speaker can be characterised, those being the following:

- (1) The native speaker acquires the L1 of which s/he is a native speaker in childhood.
- (2) The native speaker has intuitions (in terms of acceptability and productiveness) about his/her Grammar 1.
- (3) The native speaker has intuitions about those features of the Grammar 2 which are distinct from his/her Grammar 1.
- (4) The native speaker has a unique capacity to produce fluent spontaneous discourse, which exhibits pauses mainly at clause boundaries (the 'one clause at a time' facility) and which is facilitated by a huge memory stock of complete lexical items (Pawley & Syder, 1983). In production and comprehension the native speaker exhibits a wide range of communicative competence.
- (5) The native speaker has the unique capacity to write creatively (and this includes, of course, literature at all levels from jokes to epics, metaphor to novels).
- (6) The native speaker has a unique capacity to interpret and translate into the L1 of which s/he is a native speaker. Disagreements about an individual's capacity are likely to stem from a dispute about the Standard or (standard) Language.

When reading these two authors' definitions, the reader can observe some commonalities, and therefore, think of the prototypical native speaker of English as a person who has acquired the language in childhood, before puberty; is able to speak the language fluently as it is his/her first language; has intuitions about how the language is used. Even though, it must be noted that the native speaker of English is not the be all and end all, but he/she can also have unreliable intuitions and make judgements that are incorrect. As Davies (2003: 72) says that "native speakers do have advantages as students over non-natives in terms of overall proficiency and in interactive skills" but "native speakership does not in itself guarantee success in studying. If it did native speakers would never fail. But alas! they do" (2003: 72). Therefore, the native speaker of English, perhaps, should not be "relied on to know what the score is, how things are

done, because he/she carries the tradition, is the repository of ‘the language’” (Davies 2004: 433), due to the fact that a language has many aspects that are not innate, but must be learnt. Phillipson (2009: 39-40) also argues that “native speakers are not necessarily a suitable performance model”, because they have not been through the process of learning another language.

Furthermore, Davies (2003: 200-201) mentions that native speakers of English usually feel confident that they shall understand what is being said to them by the other speaker and they also assume that they shall be able to express themselves easily in conversation. He also mentions that whereas normal native speakers do not get frustrated when trying to express their thoughts, adult second language learners do, as they often find it difficult to put into words what they know how to say perfectly in their mother tongue.

2.2. The non-native English speaker

A non-native speaker of English or of any other language can be defined as someone whose first language is not English, but rather has learnt it “as a second (or later) language sometime after being initiated into his/ her native language and who does not display the same automatic fluency in the non-native language as in the native language” (Mesthrie & Bhatt 2008: 36). Non-native speakers often feel insecure and inferior to their native speaker counterparts because they are not as fluent in the language and fear that no matter what they do they will never be able to “achieve ‘proper’ command over the incoming language” (Davies 2004: 440).

Moreover, it is often found that many non-native speakers attempt to pass as native speakers at a particular moment in time, in order to be accepted as one. Passing

for a native speaker is described by Piller (2002: 179) as a “temporary, context-, audience-, and medium-specific performance.” Cook (1999: 191) in turn states that “whether or not one accepts that some L2 users can pass for native speakers, these passers form an extremely small percentage of L2 users.” This shows that only a very small amount of non-native speakers achieve a native-like performance in the language (c.f the explanation of Medgyes’ (1994) interlanguage continuum in the following section of this dissertation). Davies (2004: 437) contends to this, when he says that it is highly unlikely, but not impossible that post-pubertal second language learners can ever become native speakers of the target language.

However, the non-native speaker does have its upside when teaching another language. As Llurda & Huguet (2003: 229) point out “NNSs have gone through the same difficulties and have most likely used the same strategies as their students, which places them in an excellent position to be more empathetic to their learners’ needs and thus successfully teach the language”.

Medgyes (1994: 48), adds to this, by claiming that non-native speaker teachers (NESTs), can:

- provide a good learner model for imitation;
- teach language learning strategies more effectively;
- supply learners with more information about the English language;
- anticipate and prevent language difficulties better;
- be more empathetic to the needs and problems of learners;
- make use of the learner’s mother tongue.

2.3. The native vs. the non-native English language teacher

Medgyes (1994) wrote the first book on the native/ non-native teacher issue, entitled *The Non-Native Teacher*. In this publication Medgyes (1994: 9) affirms that “the native/ non-native division is one of the most complex and elusive areas in applied linguistics”, as many researchers do not believe that such a distinction should exist at all. In 1999, Braine published a book entitled *Non-native Educators in English language*, and over 10 years later he published his most recent book on the issue, entitled *Nonnative Speaker English Teachers* where he stated that “no discussion of World Englishes or the spread of English internationally is now complete without reference to the NNS movement” (2010: 1).

According to Braine (2010: 9) the NS/ NNS distinction is not a simple one, as each term has its positive and negative connotations. He reckons that the term ‘native speaker’ carries the positive connotations as “it denotes a birthright fluency, cultural affinity, and sociolinguistic competence” (2010: 9). Whereas, on the other hand, Braine (2010: 9) states that the term ‘nonnative speaker’ is the one that “carries the burden of the minority, of marginalization and stigmatization, with resulting discrimination in the job market and in professional advancement”.

Phillipson (1992) coined the term “the native speaker fallacy” to refer to the belief that “the ideal teacher of English is the native speaker” (1992: 185). By using this term, he attempted to highlight the unfair treatment of non-native speaker teachers. Canagarajah (1999: 80) explains the ‘native speaker fallacy’ further by saying that “it is based on the view that the language of the native speaker is superior and/or normative irrespective of the diverse contexts of communication”. This unfair treatment can be seen in the workplace, where non-native English teachers often find their job compromised by their native speaker colleagues, as “despite a mass of evidence to the

contrary, the ‘native speaker fallacy’ lives on in the minds of program administrators, parents of students, and the students themselves” (Braine 2010: 84). This is due to the fact that “language professionals often take for granted that the only appropriate models of a language’s use come from its native speakers” (Cook 1999: 185).

Furthermore, Davies (2004: 433) states that “native speaker/ non-native speaker differences are not innate but learnt, and that the learning is so well imprinted that the ‘membership’ it bestows is real and fixed.” Cook (1999: 195) also states that “consciously or unconsciously, people proclaim their membership in particular groups through the language they use.” This usually depends on one’s attitude, as one may feel deeply connected to a certain culture or language different to their native one, and therefore, feel that they form a part of it. Hernández Campoy and Almeida (2005: 94-95) explain that attitudes vary, depending on various factors such as, age, gender, social class, education, and linguistic and cultural contexts, and that a change of attitude is usually a gradual process, which depends on a persons' individual needs and motives.

Mesthrie & Bhatt (2008: 36) observe that “the distinction between a native and a non-native speaker of a language- long taken for granted in Linguistics- is being increasingly called into question in World English research” However, Jenkins (2009: 90) prefers to refer to the native/ non-native speaker issue in her own way, and proposes a different system:

1. for speakers of English who speak no other language, **monolingual English speaker (MES)**.
2. for proficient speakers of English and at least one other language, regardless of the order in which they learned the language, **bilingual English speaker (BES)**.
3. for those who are not bilingual in English but are nevertheless able to speak it at a level of reasonable competence, **non-bilingual English speaker (NBES)**.

Here Jenkins still, however, uses the term non- in ‘non-bilingual English speaker’, which is said to cause discrimination when used in the term non-native speaker of English.

As mentioned in the previous section of this dissertation, non-native teachers of English are often looked up to by their learners, as they have previously been through the process of learning the language and therefore, know exactly what the learning process entails. Lee (2000) provides the following description of non-native teachers as role models for ESL students:

Because NNS teachers themselves have learned English as a second language (L2) or foreign language, they understand the needs and experience of ESL students better. As L2 or foreign language learners themselves, they have probably spent a great deal of time and effort trying to master the language. How they learned the grammar, how they attempted to expand their vocabulary, and how they overcame the problems they faced during learning are all precious experiences that they can share with students. Their determination to succeed, and the fact that they did succeed, provide an excellent example for ESL students.

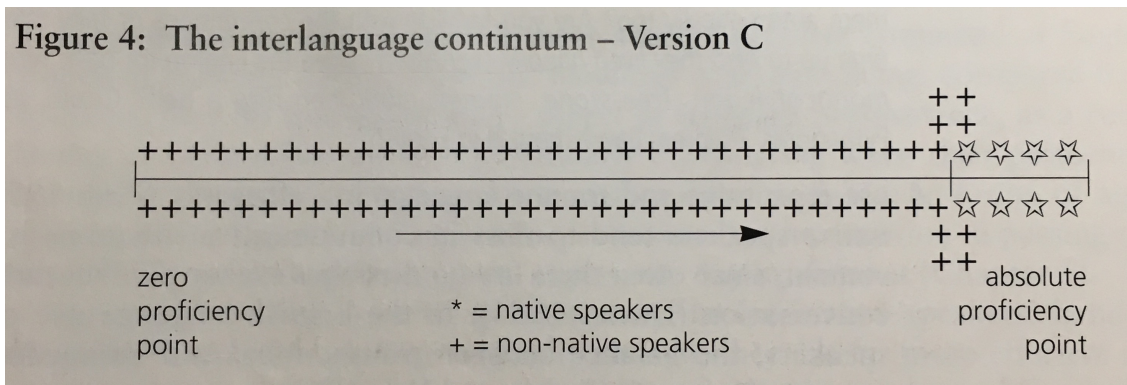
Canagarajah (1999:80) also states that “there is evidence to suggest that the use and awareness of other dialects/languages can help a person facilitate the process of second language acquisition (SLA) much better” as “proficiency in more than one language system develops a deep metalinguistic knowledge and complex language awareness” (1999: 80). So, perhaps “students may prefer the fallible nonnative-speaker teacher who presents a more achievable model” (Cook 1999: 200).

Canagarajah (1999: 79) further highlights that “language learning is a creative cognitive and social process that has its own trajectory not fully dependent on the teacher (much less the teachers accent)”. He goes on to say that non-native teaching professionals often spend time bettering their pronunciation and accent to sound native, rather than concentrating on how to be a successful teacher (Canagarajah, 1999: 84). We must thus not overlook that autonomous learning must take place. In order for the

learner to pick up a language effectively, all the weight of the learning process must not lie solely on the teacher. Medgyes (1994: 18) describes the learning process as a *two-way process* in which both the teacher and the student must adapt to each other and negotiate; and the ideal student as “an active participant assuming partial responsibility for his own progress” (1994: 19). Motivation is undoubtedly a key factor in the language learning process.

The figure below, taken from Medgyes (1994: 13), is the third and final version of what he calls the interlanguage continuum. This interlanguage continuum corresponds to the language learning process in terms of proficiency, in which the learner starts at zero proficiency and moves along the interlanguage continuum until obtaining absolute proficiency. As the reader may observe, there is a certain level on this interlanguage continuum that a non-native speaker cannot reach, given that there is some kind of “a glass wall” (Medgyes 1994: 12) that isolates native speakers from non-native ones, as “it verges on the impossible for a non-native to outperform the native who spent much of the first five or six years of his/her life acquiring L1” (1994: 13). However, we can observe that a very small number of non-natives can indeed obtain this level of proficiency.

Figure 4: The interlanguage continuum – Version C



Braine (2010: 82) stresses that low levels of proficiency or fluency are simply not acceptable for language teachers as they are not just users of the language itself, but they are also its teachers and potential role models for their students. In fairly negative terms Braine (2010: 83) also points out that English teachers know exactly how important language acquisition is in contrast to learning, and therefore, they know that:

In order to acquire a language, they must read widely, speak the language at every opportunity, participate in conversations, and watch TV and movies. They preach this to their students and their children, continually reminding them of the importance of exposure to English. But, many of them rarely buy and read English newspapers or magazines, or read a novel or a non-fiction book for pleasure, or watch an English movie. Simply stated, they do not practice what they preach (2010: 83).

Adding to the above Medgyes (1994: 12) asserts that “there is a general agreement that all *users* of English are simultaneously *learners* of English, granting that native speakers *have acquired* English in comparison with non-native speakers who *are still acquiring*.”

2.4. The ideal teacher of English

It is a well-known fact that a certain preference for the native teacher of English exists. However, it is thought that this could be changing, as students learning English as foreign or a second language are starting to realise that non-native teachers can perhaps provide them with better guidance through the learning process. This is because they often share their students’ first language (L1), and therefore can enable them to grasp the language more efficiently and code-switch between the two languages when necessary. This seems to remove a lot of stress from the language learners, as they do not feel the need to strive towards being a native, but rather they can be themselves whilst acquiring another language. As Cook (1999: 195) stresses “L2 users should be treated as people in their own right, not as deficient native speakers.” Bearing this in

mind, Llurda (2004: 320) rightly states that it is the teachers who “are responsible for presenting the multifaceted reality in which the new language is used and for helping the learners express their own identity through this newly acquired voice.”

In a similar light, Cook (1999: 191) explains that “language teaching is concerned with developing an L2 in a mind that already contains an L1”. Therefore, language teaching concentrates on building the knowledge of the L2 onto the knowledge of the L1 in the mind. According to this author both L1 and L2 are closely linked to one another in the mind of a multicompetent language user (Cook, 1999: 193).

In his 1992 paper, Medgyes concluded that the ideal teacher was neither a native nor a non-native, but rather, a combination of both, as they “complement each other in their strengths and weaknesses” (1992: 349). Medgyes (1992: 349) claimed that:

-the *ideal NEST* is the one who has achieved a high degree of proficiency in the learners’ mother tongue;

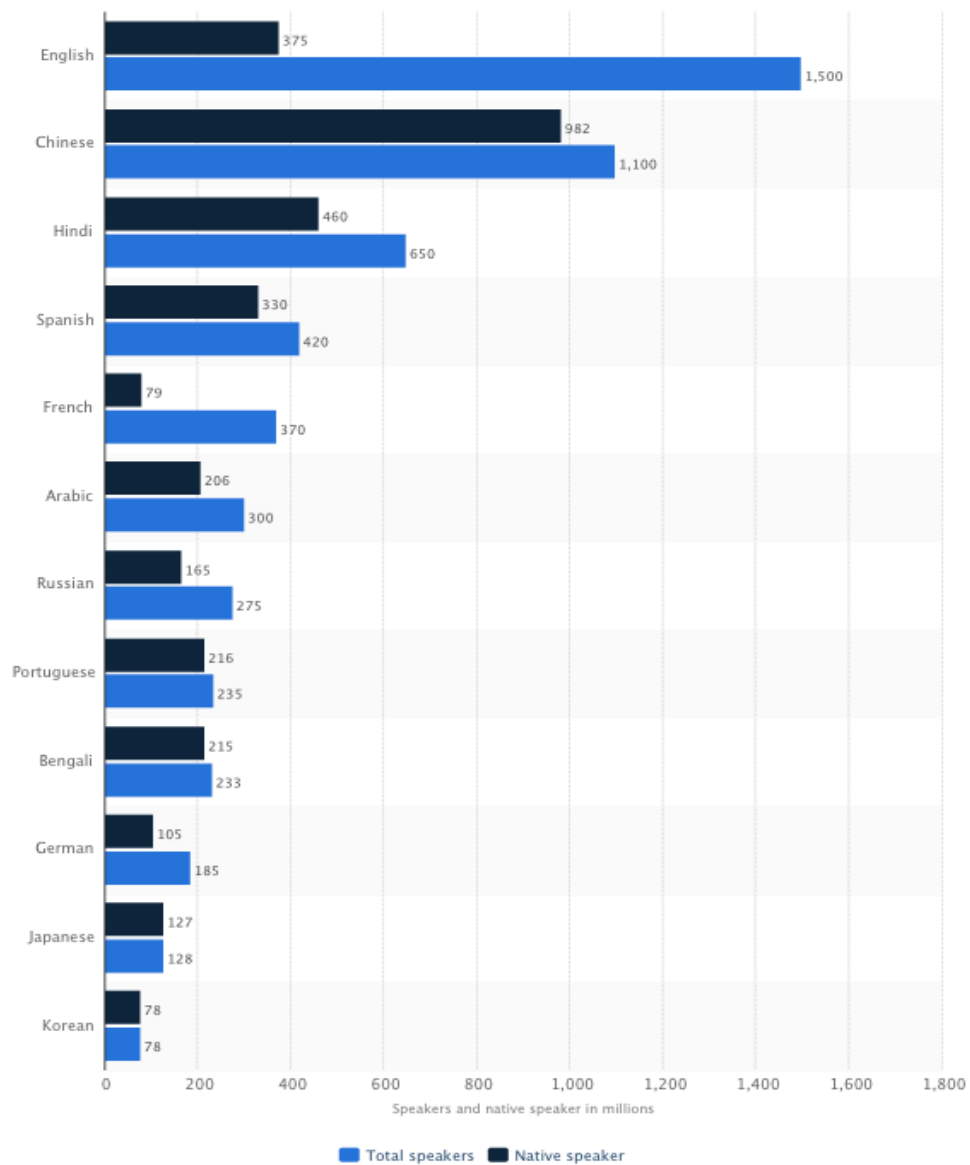
-the *ideal non-NEST* is one who has achieved near-native proficiency in English.

Summing up we may now draw conclusions that “a good language teacher is neither native nor non-native, but that one that is professionally prepared to perform the demanding task of educating others” (Villalobos Ulate, 2011: 56).

2.5. English in the world today

The global expansion of English is something that has been widely discussed over the years (Crystal 2003, Graddol 2006, Mesthrie & Bhatt 2008, Jenkins 2009). This is due to the fact that English is currently the most widely spoken language in the world, and that non-native speakers of English have outnumbered the native speakers of the language. This can be observed in the graph below, which shows that there are 1500

million speakers of English in the world today and that only 375 million speakers of those 1500 million are native speakers.



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Retrieved from: <https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>.

In their book, entitled *World Englishes: The Study of New Linguistic Varieties*, Mesthrie & Bhatt (2008: 3) point out that the terms that are most often used when speaking of the varieties of English are ‘New Englishes’ or ‘World Englishes’. They say that “it has become customary to use the plural form ‘Englishes’ to stress the diversity to

be found in the language today, and to stress that English no longer has one single base of authority, prestige and normativity.” Jenkins’ (2009) also wrote a book entitled *World Englishes*, which was intended to be a resource book for students interested in the issue. As one may very well know, with so many speakers of English in the world, come many varieties of English, which are all of course, used for different purposes. Some of these varieties are relevant for the current study and will now be described in detail: English as an International Language (EIL), English as a Lingua Franca (ELF), English as a Foreign Language (EFL), English as a Second Language (ESL) and English as a Native Language (ENL).

English as an International Language (EIL) refers to the English spoken between non-natives or between natives and non-natives. Llurda (2004: 316) says that “EIL is becoming established as the appropriate term to refer to most of the current uses of English worldwide, especially in those situations involving non-native speakers interacting in English both with native speakers and other non-native speakers”. On the other hand, Mesthrie & Bhatt (2008: 11) classify EIL as “the use of English between speakers from different countries who do not have English as a mother tongue.” In addition, McKay (2000: 11) states that “a recognition that English is an international language highlights the fact that, as more and more individuals learn English, the language belongs to not one culture but, rather, provides the basis for promoting cross-cultural understanding in an increasingly global village.”

Turning to **English as a Lingua Franca (ELF)**, Seidlhofer (2001: 133) claims that it is the most extensively used English worldwide among non-native speakers of English. What is more, whereas in EIL communication, the native speaker may be included, “NSEs are indeed excluded from ELF communication since they cannot be considered as ‘foreign language’ speakers of English” (Jenkins 2011: 283). Since, ELF

refers to “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option” (Seidlhofer 2011:7). Just like in EIL, “within ELF, intelligibility is of primary importance, rather than native-like accuracy” (Graddol, 2006: 87). Jenkins (2011: 284) adds to this statement, by saying that:

From an ELF perspective, then, once NNSEs are no longer learners of English, they are not the ‘failed native speakers’ of EFL, but – more often – highly skilled communicators who make use of their multilingual resources in ways not available to monolingual NSEs, and who are found to prioritize successful communication over narrow notions of ‘correctness’ in ways that NSEs, with their stronger attachment to their native English, may find more challenging.

This is similar to Cook (1999: 185), who recommends in his article “that L2 users be viewed at multicompetent language users rather than deficient native speakers”. Code-switching is a distinctive process of these a multicompetent users of the language, as monolingual native speakers cannot code-switch, due to the fact that they do not have any other language to switch into (Cook 1999: 193).

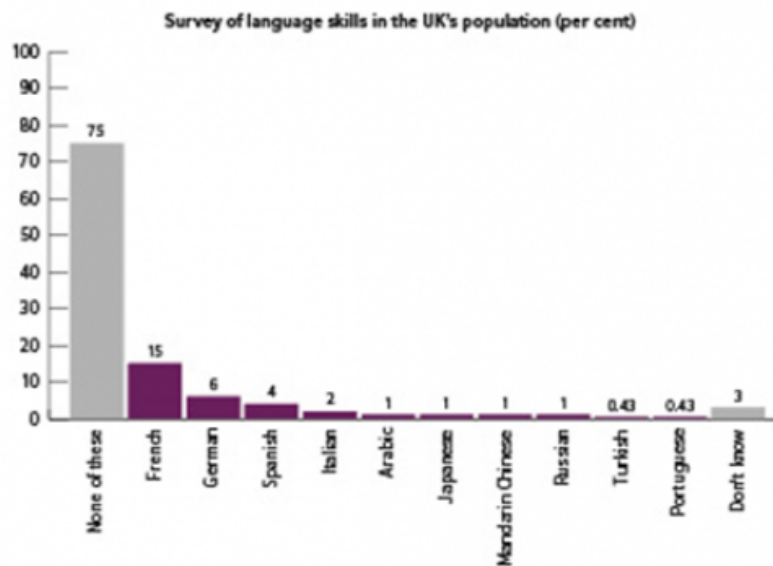
Therefore, it can be said that ELF is “a multilingual activity involving speakers who have come together from a range of different geographical regions” (Jenkins 1999: 285); and as Jenkins (2003: 87) later explains, while the native/non-native speaker distinction may be relevant for EFL and any other second language learnt primarily for communicative uses with the native speakers of that language “it does not hold good for ELF, which is used mainly among L2 speakers of English, often with no L1 English speaker present at all” (Jenkins 2003: 87).

Furthermore, **English as a Foreign Language** (EFL) refers to the English learnt by those who wish to communicate with native speakers of the language, outside of their country; as English is not used in their own countries, but rather, “English plays a role for mainly *inter*-national rather than *intra*-national purposes” (Mesthrie & Bhatt,

2008: 5). **English as a Second Language** (ESL) is similar to ELF; only in ESL countries, English is learnt to communicate within that particular country, for example, “countries which were once colonised by the British” (2003: 14) like India and Nigeria.

Moreover, **English as a Native Language** (ENL) is said to be “the language of those born and raised in one of the countries where English is historically the first language to be spoken” (Jenkins 2003: 14). But, in a globalised world, it is equally important for native English to learn other foreign languages, as “the slogan ‘English is not enough’ applies as strongly to native speakers of English as for those who speak it as a second language” (Graddol 2006: 118). This is because “monolingual NESTS may come to be viewed as potentially constrained by their lack of second language learning experience” (Walkinshaw & Oanh 2014: 8). Gough (2016) in her recent article for the British Council speaks about foreign language learning in English schools and stresses how important it is to understand other languages and cultures. Gough (2016) believes that “an open mind and international outlook have never been more important for the UK’s place in the world.” With this article, one may appreciate how important it is for native English speakers to learn other languages as it is thought that “as the world becomes increasingly connected, it is no longer enough to rely on English alone” (Gough 2016).

Gough (2016) also presents us with a graph which shows that three quarters (75%) of the UK’s population are unable to hold a conversation in any other language (see the graph below). We can see that Spanish is in fourth place, with a mere 4% of the English population being able to use the Spanish language.



On a final note, Ballard (2013: 48) urges ESL and EFL teachers to raise their students' awareness of the varieties of English spoken across the globe. She mentions that "this is because non-native English such as EIL and EFL, are becoming stabilized languages and are used frequently in educational, political, and economic contexts" (Ballard 2013: 48). Graddol (2006: 120) also points out that "where English once brought competitive advantage, learners are now punished for failure." As nowadays, English is seen as a 'must have' and is "strongly influencing the lives of children and young adults to face a world where economy, educational reforms, politics, culture and societies at large are shaped by their knowledge (or lack of knowledge) of English" (Moussu & Llorca 2008: 331).

2.7. Previous studies related to the topic

Medgyes (1994: 25) claims that native English speaking teachers and non-native English speaking teachers are "two different species." This is perhaps due to the fact that native and non-native English speaking teachers, each have their own teaching qualities and can serve different purposes in the language learning process. Often, more advanced language learners who are looking at practicing their speaking and listening

skills and want to learn more about the English culture prefer the native teacher. Conversely, the non-native teacher is preferred by learners who are trying to grasp the grammar of the language, as he/she can help with its transmission by relating it to the grammar in L1 of the learners, or by providing tips from when he/she was learning the language.

Since Medgyes' (1994) book, the NEST/non-NEST debate has become a hot topic, with an increase in the types of studies related to the issue. Several of these numerous studies related to the matter shall now be presented to the reader, so that he/she may observe the importance of this ongoing discussion.

One of the first studies to be carried out on the issue was Árvai and Medgyes (2000). This study was set in Hungarian secondary schools, where five native teachers were compared with five non-native teachers. In their study, they interviewed each of the teachers individually and then analysed video-recordings of a lesson taught by each of the ten teachers. The study was aimed to analyse differences in the teaching behaviour of the two types of teachers and compare their self-reported behaviour from the interviews, with their actual behaviour in the classroom. It was found that each teacher behaved in a different manner in the classroom but that both are equally good teachers on different dimensions.

Later on, Timmis (2002) distributed questionnaires to both teachers and students alike in over 45 countries, in order to observe their attitudes towards conforming to native-speaker norms. It was found that students' views differed from the expectations of teachers, and that teachers seemed to be distancing themselves from the native-speaker norms faster than students were.

Then, Llurda and Huguet (2003) looked at EFL at primary and secondary in Spain. Their study consisted in a distribution of a questionnaire with five-point Likert scales and closed questions to 101 teachers in primary and secondary education, which asked them about their self-perceptions as non-native speakers of English. Attention was given to three main aspects, these being their language proficiency, teaching views, and the NS-NNS debate. All in all, secondary school teachers thought their language proficiency was higher than the primary school teachers'. Furthermore, they tended to be more critical towards the NS-NNS debate, showing a more positive attitude to NNS teachers than primary school teachers, who still showed a certain tendency towards the native speaker teacher as a model in language teaching.

Apart from the studies above, several authors in different countries have investigated students' attitudes towards their native and non-native language teachers, and in what follows these studies shall be presented to the reader.

Hertel and Sunderman's (2009) study took place in a U.S. university, in which they examined students' attitudes towards their native and non-native Spanish language instructors. Questionnaire's implementing the Likert scale were distributed to 292 undergraduate students taking Spanish courses, in order to elicit attitudes. Results indicated that students see their native speaker teachers as having advantages over their non-native teachers, as they see them as models of pronunciation and cultural providers, but on the other hand, they prefer their non-native teachers to teach them grammar or vocabulary.

Moussu (2010) also conducted a similar study to Hertel and Sunderman's in the U.S., but instead of looking at attitudes towards native and non-native Spanish language instructors, she looked at students' attitudes towards native and non-native ESL teachers.

She compared the attitudes of students in 22 intensive English programmes towards their native and non-native teachers, at the beginning and at the end of a semester. It was found that students' attitudes towards their teachers changed over the course of the semester and remained positive towards both types of teacher. This study is similar to a previous study Moussu did with Braine (2006) in which university students from a university in Utah in the U.S had to complete questionnaires with Likert scales at the beginning and the end of a semester, with their opinions on non-native English language teachers. The most important finding of the previous study was that students reacted positively to NNESTs over time.

Lasagabaster and Sierra's (2005) study of 76 English learners at a university in Spain showed that the undergraduate students, when completing questionnaires on their views about native and non-native speaker teachers, had a general preference for native teachers in the areas of pronunciation, speaking and listening, or for a combination of native and non-native teachers, especially in grammar lessons. A study similar to that of Lasagabaster and Sierra's was Benke and Medgyes' (2005) study, which threw light on the differences in teaching behaviour between native and non-native speaker teachers in Hungary, as perceived by the learners. It was found that each type of teacher has his/her own advantages and disadvantages and that "an overwhelming majority of the respondents argued that in an ideal situation both NS and NNS teachers should be able to teach them, stressing that they would be ill-prepared to dispense with the services of either group" (2005: 208). Recent studies, which also signalled the students' preference for a combination of both types of teacher, were Walkinshaw and Oanh's (2014) in Vietnam and Japan, and Gurkan and Yuksel's (2012) in Turkey.

A very recent study by Ballard (2013) was carried out on students' attitudes towards the accentedness of their native and non-native English teachers. The goal of

the investigation was to examine the students' familiarity with specific accents by listening to a few native and a couple of non-native speakers and rating them on a Likert scale. Results showed that non-native speakers found it harder to identify a speakers' accent, and that the familiarity with a particular accent influenced the rating of that particular speaker. The study states that in order for students to become familiar with particular accents, they should be exposed to a variety of different accents in the classroom. The study, however, did show positive attitudes towards non-native language teachers and showed that accentedness did not influence the acceptability of the teacher.

3. Hypotheses and research questions

Bearing in mind the aforementioned previous studies, in this study the following hypotheses are stated:

H1. Nationality (English/ Spanish), profession (teacher/student) and gender (male/female) will have an effect on the attitudes towards the native or the non-native teacher of English.

H2. Native teachers of English shall be preferred for teaching certain aspects of the language such as conversation and pronunciation, whereas non-native teachers of English shall be preferred for teaching the grammatical aspects of the language.

H3. Teachers and students will differ in their preference of English language teacher.

H4. The implementation of qualitative methods (interviews) will bring in new clarifying dimensions not revealed previously in the quantitative data (questionnaires).

In order to test the validity of these four hypotheses, the following research questions are to be investigated:

RQ1. Do nationality, profession and gender have an effect on the attitudes towards the native or non-native teacher of English?

RQ2. Do students and teachers differ in their perceptions of advantages and disadvantages of having a native/non-native English language teacher?

RQ3. Do students show an explicit preference towards the native teacher, that teachers do not?

RQ4. Does the qualitative data (interviews) yield results that differ significantly from the data obtained in quantitative methods (questionnaires)?

4. Data and methodology

4.1. Respondents

In the present study there are two groups of respondents. The first group corresponds to those who completed an online questionnaire and the second group to those who took part in individual interviews. The first group of respondents was comprised of a total of 213 participants who took part in the questionnaire. These respondents were further reduced to 184, after cleaning up the data set and excluding those participants who had marked nationality as “other”, or whose profession was neither teacher nor student, as these were not relevant for the present analysis. The age factor shall not be taken into consideration either, as the majority of respondents were found in the age range of 20-50. Of the 184 responses obtained, there were a total of 24 English and a total of 160 Spanish responses; of these 55 were male and a 129 were female. There were 46

responses from teachers as opposed to 138 from students. In the sample under observation, the majority of respondents were thus Spanish, and this is probably due to the fact that the study was conducted in Spain. There were also more female responses than males' and more students took part in the research than teachers. In order to see all of the 184 respondents and their answers please refer to the table provided in the appendix.

Moreover, the second group of respondents corresponds to a further 26 individuals who took part in face to face interviews. These were conducted so as to build on the responses of the questionnaires and expand the data set. Of these 26 interviewees, 13 were a mixture of high school teachers and university professors and the other 13 were a mixture of undergraduate and postgraduate university students. Therefore, it can be noted that in this sample there were equal numbers of each type of participant.

4.2. Data collection instruments

The data collection instrument used in the questionnaires of this study is a Likert scale. A Likert scale is a common response rating that is used in questionnaires and surveys, in which respondents are supposed to rank their opinion on a particular question on a scale of e.g. 1 to 5. Allen and Seaman (2007: 64) say that "surveys are consistently used to measure quality", so perhaps the most efficient way of going about them is providing the participant with a set of options that can later be measured. Allen and Seaman (2007: 64) further state that "Likert scales were developed in 1932 as the familiar five-point bipolar response that most people are familiar with today." Below we can see some examples of these response categories of Likert scales, also taken from Allen and Seaman (2007: 64):

TABLE 1 Likert Scale Response Categories

Scale	1	2	3	4	5
	Never	Seldom	Sometimes	Often	Always
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Most Important	Important	Neutral	Unimportant	Not important at all

The data collection instrument explained above was used in the present study as opposed to the semantic differential scale, which typically makes use of a 7-point bipolar scale consisting in adjectives and their corresponding antonyms (e.g. good-bad, friendly-unfriendly). Whereas the prototypical Likert scale measures on a scale of 1 to 5 attitudes towards a particular statement provided, the semantic differential scale, rates a persons' attitude, whether positive or negative, "towards something by getting them to rate it according to a series of bi-polar scales" (Sammons 2005). Sammons (2005) in his online definition, provides the following examples of semantic differential scales:

Kind	+3	+2	+1	0	-1	-2	-3	Unkind
Helpful	+3	+2	+1	0	-1	-2	-3	Unhelpful
Patient	+3	+2	+1	0	-1	-2	-3	Impatient
Calm	+3	+2	+1	0	-1	-2	-3	Angry
Friendly	+3	+2	+1	0	-1	-2	-3	Threatening

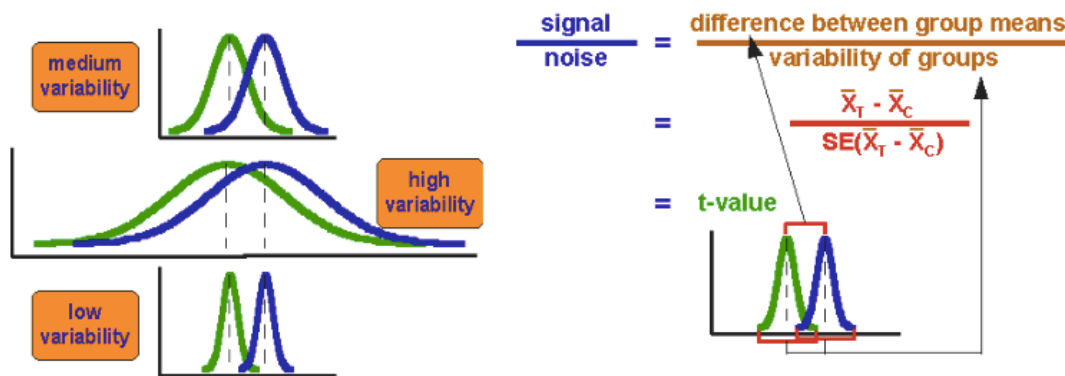
In order to examine the attitudes towards native and non-native English language teachers in this study, first a direct online questionnaire was conducted using Google forms. The questionnaire, consisting of 14 closed-ended questions, was designed using a mixture of questions that supported the native (7 questions) or the non-native (7 questions) language teacher. The questionnaire made use of a Likert scale, as explained above, in order for the participants to respond efficiently to each question. The five response categories were: strongly agree, agree, uncertain, disagree and

strongly disagree, giving the participants the chance to mark uncertain if they did not feel strongly inclined to agree or disagree when answering a particular question. It must also be mentioned that the official UCM logo was placed at the top of the questionnaire, in order to give it credibility (see appendix).

Secondly, individual interviews were conducted in order to obtain supplementary information as to why certain responses were given in the questionnaires. The interview (see appendix), consisting in 7 open-ended questions, was elaborated on the basis of the questions answered in the questionnaire, so as to observe participants' opinions in more detail and elicit further explanations.

4.3. Procedure

Before explaining the procedure followed in the data analysis of the questionnaires, it is important that the reader is familiarised with the term t-test. A t-test is a test that “assesses whether the means of two groups are statistically different from each other” (Trochim 2006). It is, therefore, used to obtain the means of two groups. Below, on the left hand side, the reader is presented with the three resulting graphs, taken from Trochim's (2006) online definition of a t-test. These three graphs show the difference between two groups in terms of their means. The first graph shows a moderate variability between scores, the second, a high variability and the third, a low variability. The t-test is the test which calculates the differences in the graphs shown below on the left, by using the formula shown on the right hand side, also taken from Trochim's (2006) online database, in order to obtain the t-value.



The procedure followed in the data analysis was the following; the questionnaire, which as previously mentioned was conducted online, was completed from May to October 2016. In order to study the data, t-tests, as explained above, were run using the online calculator <http://www.socscistatistics.com/tests/studentttest/>. The five response categories were marked on a scale 1-5 in order to do the t-tests, 1 corresponding to strongly disagree and 5 corresponding to strongly agree. First a t-test was run for each question by looking at the difference between English and Spanish attitudes. Second, a t-test was run for each question again, but this time in order to observe the difference between teachers' and students' responses. A third and final t-test was then run in order to see if there were any apparent differences between male and female responses. The t-value (the difference between the two groups under analysis), the mean (the average), the standard deviation (the differences in the answers among the participants of each group) and the p-value (the significance of the results at <0.05), were all calculated and put into three separate tables and further explained for the independent variables of nationality, profession and gender. Before doing this t-test, bar charts were created for each of the 14 questions in order to look at the general answers and see if at first glance they were the expected results. The most significant bar charts shall be presented to the reader at the beginning of the analysis section.

On the other hand, the individual interviews were conducted during the month of September 2016, via Skype or face to face. Each of these interviews took around 20-30 minutes to complete, in which the researcher took an extensive amount of notes for each question (see all interviews in appendix section). The answers obtained were later analysed and discussed by observing the recurring patterns in the interviews.

5. Results and discussion

5.1. The questionnaires

Before embarking on the analysis of the three independent variables of nationality (English and Spanish), profession (teacher and student) and gender (male and female), a more general overview of the 184 responses to the questionnaire shall now be presented to the reader. This general overview of the questions shows the most significant results that were found at first glance, along with their respective bar charts.

Starting with question 2 (The best English accent is that of the native speaker), it appears that most of the respondents have come to the agreement that the best English accent is that of a native speaker, as we can observe that 22% strongly agree and 42% agree. This question, when further complemented with question 3 (The best teacher of English is a non-native speaker), shows a certain consistency in responses; as in this question, although the majority have replied that they are uncertain (44%) as to whether the best teacher of English would be a non-native speaker, there is a certain tendency towards disagreement, as 32% disagree and 11% strongly disagree. These two questions, therefore, at first glance show that the respondents seem to be leaning towards the native speaker (see figures below).

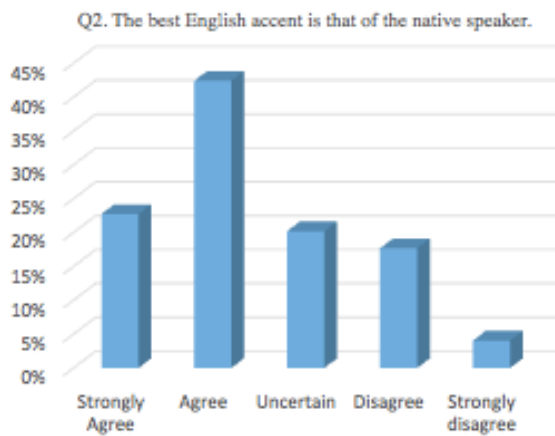


Figure 1. General answers to Q2



Figure 2. General answers to Q3

In question 5 (Nowadays, English is used to communicate internationally, not just with native speakers, so the native teacher is no longer essential), participants were presented with the same case scenario as above in question 3, only this time they were asked if in today's climate the native teachers were no longer essential. It seems that respondents are divided between agree (30%) and disagree (28%) with many who were uncertain (22%), showing that there is a split opinion on who would be the best teacher of English nowadays (see figure below).

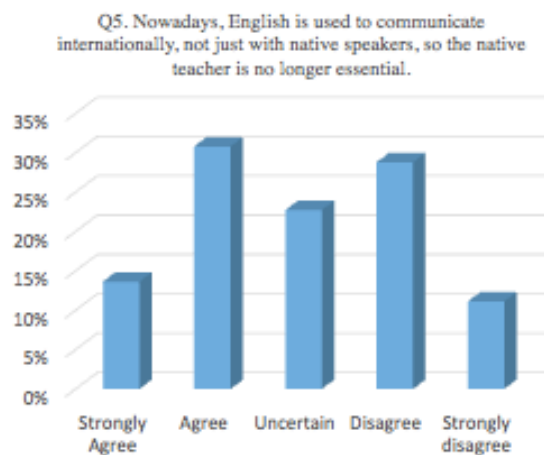


Figure 3. General answers to Q5

Moving on to questions 6 and 7 (figures shown below), we can see that they show a similar amount of agreement on behalf of the respondents, namely 45% in question 6 and 42% in question 7. Bearing in mind that question 6 (Non-native teachers are more aware of their students' learning needs, as they have been through the process of learning a second language (L2) themselves) supports the non-native teacher and question 7 (Native teachers possess more language cues, therefore enabling them to communicate with their students more effectively) supports the native teacher, it can be noted that in these two questions, the respondents seem to be divided between one type of teacher and another. This is probably because participants feel that an English teacher should not only possess more language cues, but should also have been through the process of learning another language before becoming a language teacher.

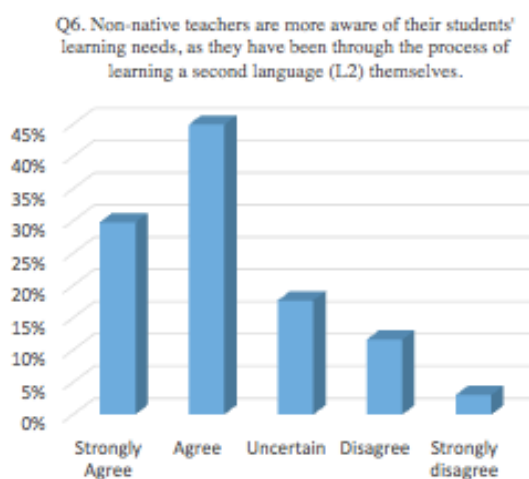


Figure 4. General answers to Q6

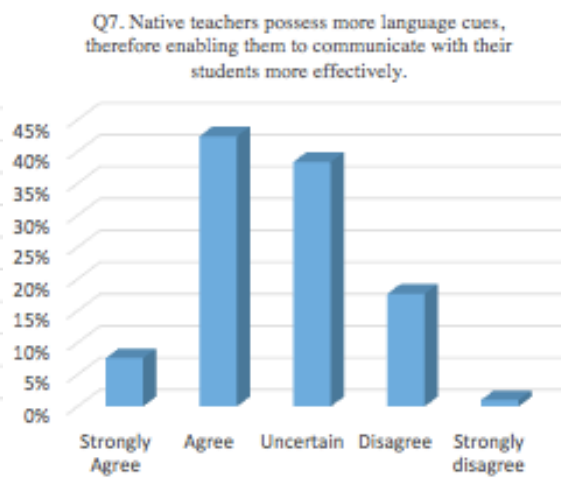


Figure 5. General answers to Q7

It must be highlighted here that questions 8 (When having obtained a high proficiency in English, one can become a native speaker of English) and 10 (Only native speakers should teach English, due to their pronunciation and grammatical

correctness), are two of the questions that stand out the most when looking at the general answers, as they are questions in which most of the participants seem to show considerable disagreement (see both figures below). It seems that 44% of the participants in this study disagree with the fact that one can become a native speaker of English when having obtained a high level of proficiency in the language (Q8). Moreover, 42% of the respondents disagree, and a further 45% strongly disagree with the fact that only native speakers should teach the English language, due to their pronunciation and grammatical correctness (Q10).

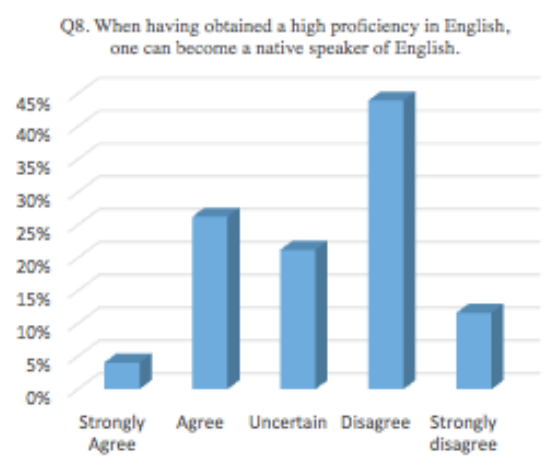


Figure 6. General answers to Q8

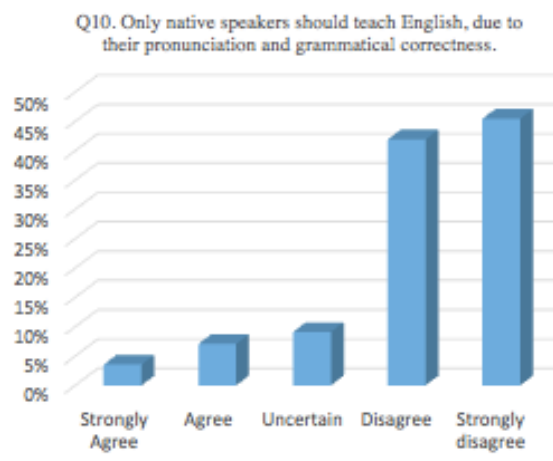


Figure 7. General answers to Q10

Finally, when coming to question 13 (Having language teaching experience is more important than being a native or a non-native teacher), we can see below that almost all respondents agreed that it was more important to have teaching experience than to be a native or non-native teacher. A total of 34% of respondents strongly agreed and a total of 48% agreed, showing, therefore, that teaching experience should be one of the key elements of a language teaching professional.

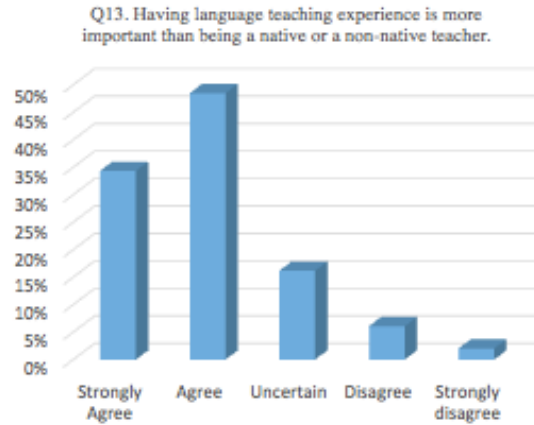


Figure 8. General answers to Q13

After doing an overall recount of the general answers to the 14 questions, which as previously mentioned consist in 7 questions that support the native teacher and 7 questions that support the non-native one, a clear division between the two kinds of teacher was found; as from the 7 questions that supported the native teacher 6 were agreed upon, and from the 7 non-native questions 6 were also agreed upon, leaving 2 questions in which the respondents tend to be divided between agreement and disagreement. This reveals that the respondents do not seem to tend towards either type of teacher.

5.1.1. Nationality

In the following table (table 1), the reader is presented with the figures obtained from the t-tests that were run for nationality, so as to see if any important differences exist between English (E) and Spanish (S), when responding to each question. In order to do so, the t-values for each question have been calculated, as explained in the method section, along with the mean (M_1 corresponds to the means of the English participants and M_2 corresponds to the means of the Spanish ones), the standard deviation (SD_1 corresponds to the English and SD_2 to the Spanish), and finally the p-value. All of these

calculations will be useful when analysing the statistical difference between the two groups of respondents (English and Spanish). In order to do the t-tests, the five response categories were substituted, as previously mentioned, with the numbers 1 to 5, 5 corresponding to strongly agree and 1 corresponding to strongly disagree.

The table has been divided into two sections. The first includes the questions that support the non-native teacher, and the second includes the questions that support the native teacher. When looking at the first set of questions, we find that there are two questions that show the two groups of participants to be statistically different from each other when responding. These are questions 13 and 14, marked in red for the reader to observe more clearly. Moreover, in the second set of questions we find another two questions that show the two groups to be statistically different when responding, those being questions 9 and 12, which are also marked in red. The rest of the questions in table 1 do not appear to be statistically significant, as there is not much difference between the responses of both nationalities.

	T-value	M₁ (E)	M₂ (S)	SD₁ (E)	SD₂ (S)	P-value (<0.05)
NN Qs						
Q1	-1.32	3.04	3.34	0.74	1.09	.09422
Q3	-0.20	2.54	2.58	0.78	0.77	.418699
Q5	-0.70	2.92	3.1	1.12	1.49	.243117
Q6	-1.15	3.71	3.95	0.82	0.94	.126405
Q8	0.49	2.71	2.59	0.82	1.16	.31061
Q13	-2.67	3.75	4.2	0.72	0.58	.004166
Q14	-2.45	2.62	3.09	0.77	0.76	.007648
N Qs						
Q2	-1.51	3.33	3.69	1.71	1.06	.065815
Q4	1.26	3.71	3.43	0.56	1.08	.104963
Q7	-0.39	3.29	3.36	0.48	0.72	.348862
Q9	3.15	2.88	2.17	0.98	1.06	.000958
Q10	1.32	1.88	1.63	0.64	0.72	.094545
Q11	0.20	3.29	3.34	1.87	1.42	.422535
Q12	1.87	2.88	2.46	0.98	1.05	.031495

Table 1. T-test results for the independent variable nationality

Starting with the two statistically significant questions from the first set, we can see that question 13 (Having language teaching experience is more important than being a native or a non-native teacher) has a t-value of -2.67, showing that there is a clear difference between the responses of the two groups, which can be appreciated in figure 9 below. As the reader can observe, the English vary between uncertain and agree leaning more towards agree, with a mean (M_1) of 3.75. Conversely, the Spanish vary between agree and strongly agree with a mean (M_2) of 4.2. This shows, that while both groups think that having teaching experience is more important than being a native or a non-native teacher, the Spanish agree more strongly with this statement than the English. When looking at the standard deviation (SD), it does not appear to reveal any differences among the respondents of each group. Finally, when observing the p-value, we can see that the result is significant at <0.05 showing that there is a 95% probability that this was not by chance.

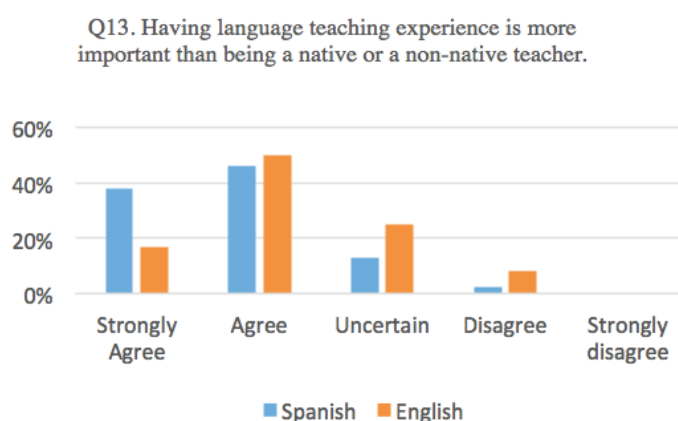


Figure 9. Spanish and English answers to Q13

When looking at question 14 (Native teachers tend to promote nativeness rather than intelligibility (making oneself understood)), a t-value of -2.45 shows that there is a significant difference between the responses of the two nationalities (see figure 10 below). One may observe that the English responses vary between uncertain and

disagree with a mean (M_1) of 2.62, whereas the Spanish responses are mainly uncertain with a mean of 3.09. The results show that the English do not believe that they promote nativeness, whereas the Spanish are uncertain as to whether natives do. The standard deviation (SD) points out that the respondents of each group answered similarly among themselves. Furthermore, we can see that the p-value is significant at <0.05 , therefore there is a 95% probability that this was not by chance.

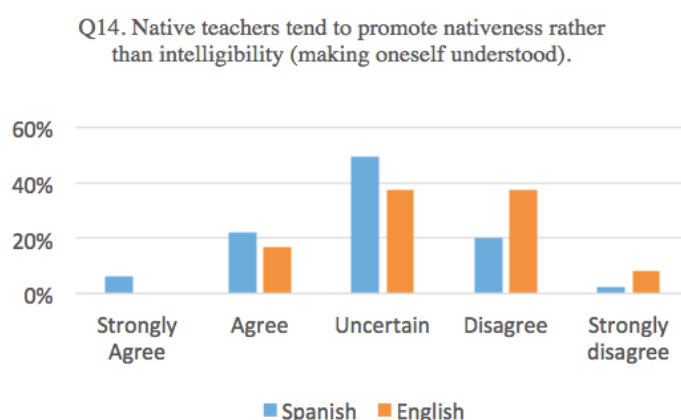


Figure 10. Spanish and English answers to Q14

Turning to the two statistically significant questions from the second set of questions, which are those supporting the native teacher, we can see that when looking at question 9 (A non-native teacher would be inadequate for the job, as knowledge of the rules of English does not guarantee the ability to use the language itself), its t-value of 3.15 and p-value at .000958 show that there are important differences ($p < 0.05$) between the responses of the two groups. This is due to the fact that, whereas the Spanish seem to disagree with a mean (M_2) of 2.17, that a non-native would be inadequate for the job of teaching English, the English seem more uncertain as to whether the non-native teacher would be adequate for the job, with a mean of 2.88. Here, we can see that in terms of standard deviation (SD), there is variety of responses in each group (see figure 11 below).

Q9. A non-native teacher would be inadequate for the job, as knowledge of the rules of English does not guarantee the ability to use the language itself.

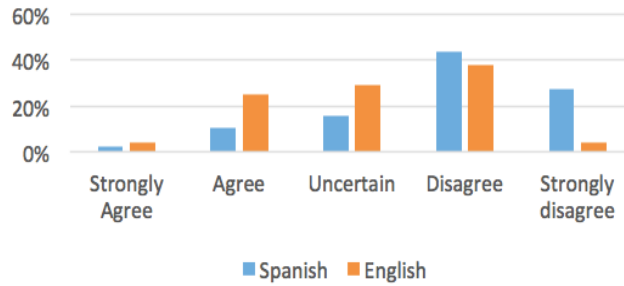


Figure 11. Spanish and English answers to Q9

Moving on to question 12 (Non-native teachers are less confident when using the language than native teachers) which has a t-value of 1.87, we can see that the Spanish tend towards disagree, with a mean of 2.46, while the English tend towards uncertain with a mean of 2.88. This shows that while the Spanish respondents disagree that non-native teachers are less confident when using the language that native speakers, the English respondents are uncertain. It must also be noted that when looking at the standard deviation (SD) responses are varied yet again; showing that not all respondents answered similarly, but that there is a mix of responses within each group, as can be seen in figure 12 below. Once again, the p-value is statistically significant at <0.05, showing that the findings hold true 95% of the time.

Q12. Non-native teachers are less confident when using the language than native teachers.

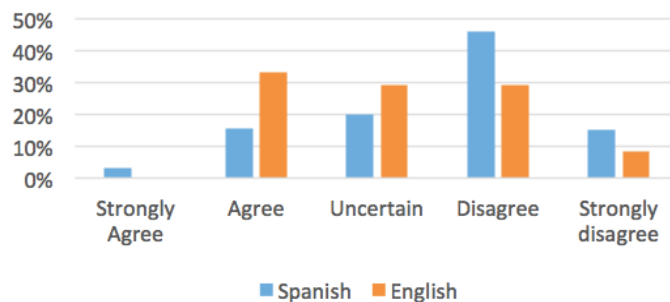


Figure 12. Spanish and English responses to Q12

5.1.2. Profession

In this section the reader is presented with another table (table 2), in which the figures obtained from the t-tests are used to see if there are any important differences between the responses of the two professions. The two professions under analysis here are teachers (T) and students (S). Table 2 follows the same format as the table presented above in the analysis of the variable nationality; therefore, it provides the t-values of each question, the mean of each group (M_1 in this case, corresponding to the teachers and M_2 to students), the standard deviation (SD_1 corresponding to teachers and SD_2 to students) and the p-value at <0.05 . Yet again, these calculations shall be useful when analysing the statistical difference between the two groups of respondents (teachers and students).

This table (table 2) has also been divided into two sections, one that contains the questions that support the non-native teacher of English and another that contains the questions that support the native teacher. We shall start by looking at the statistically significant questions in the first section, which when looking at the table we can see that it is only in question 5 (marked in red) that the groups of respondents have differed considerably in the answers. When turning to the second section of the table, we find that there are two questions (also marked in red) that show differences in the answers of teachers and students', those being questions 2 and 4. The rest of the questions in this table do not appear to be statistically significant, as they do not show important differences between students and teachers' responses.

	T-value	M₁ (S)	M₂ (T)	SD₁ (S)	SD₂ (T)	P-value (<0.05)
NN Qs						
Q1	0.79	3.33	3.2	1.07	1.01	.215993
Q3	0.88	2.61	2.48	0.74	0.88	.192059
Q5	-2.08	2.97	3.39	1.47	1.22	.019553
Q6	0.75	3.95	3.83	0.95	0.86	.227016
Q8	-0.16	2.6	2.63	1.09	1.22	.43618
Q13	0.76	4.17	4.07	0.58	0.73	.224209
Q14	1.06	3.07	2.91	0.75	0.88	.146036
N Qs						
Q2	2.17	3.74	3.35	1.03	1.43	.015829
Q4	1.78	3.54	3.24	0.97	1.12	.037991
Q7	1.07	3.39	3.24	0.68	0.72	.141343
Q9	-1.46	2.2	2.46	1.12	1.01	.07234
Q10	0.50	1.68	1.61	0.8	0.47	.308199
Q11	0.63	3.37	3.24	1.48	1.47	.264502
Q12	-1.40	2.45	2.7	0.98	1.28	.080216

Table 2. T-test results for the independent variable profession

Starting with question 5 (Nowadays, English is used to communicate internationally, not just with native speakers, so the native teacher is no longer essential), we can see that with a t-value of -2.08 and a p-value of .019553, teachers and students differ statistically in their answers when considering if the native teacher is still essential in today's climate. This can be seen more clearly by looking at figure 13 below, in which we find most teachers tending more towards agreement, with a mean (M_2) of 3.39 and students lingering between uncertain and disagreement, with a mean (M_1) of 2.97. Therefore, teachers seem to agree that nowadays the native English teacher is no longer essential, whereas students seem to remain uncertain or disagree. In terms of standard deviation (SD), we can see that there are a variety of answers among both teachers and students, as their answers are spread across the different response categories.

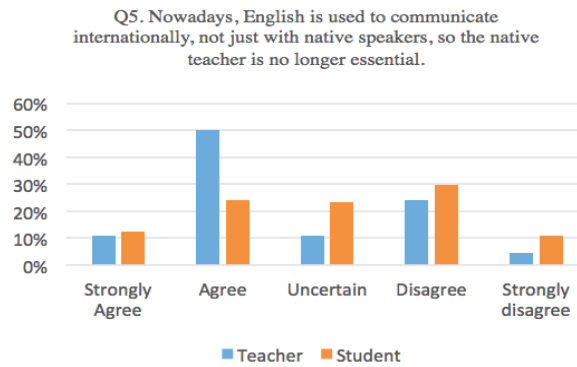


Figure 13. Teachers and students' responses to Q5

Moving on to the two statistically significant questions in the second set, we can see that question 2 (The best English accent is that of a native speaker), with a t-value of 2.17, shows a considerable difference between the means of the responses of two groups. Students, with a mean (M_1) of 3.74, tend to agree that the best English accent is that of a native speaker, whereas teachers seem to drift between agree and uncertain, tending perhaps more towards uncertain, with a mean (M_2) of 3.35 (see figure 14 below). When observing the standard deviation (SD) we can see that teachers' answers tend to vary considerably, with a high standard deviation (SD_2) of 1.43, as although many teachers seem to agree that the best accent is that of a native speaker, a substantial percentage of them also disagree. The students' answers also vary between response categories, but not to such a large extent as the teachers' do. There is also a 95% probability that this is not by chance, as the p-value is statistically significant at $p < 0.05$.

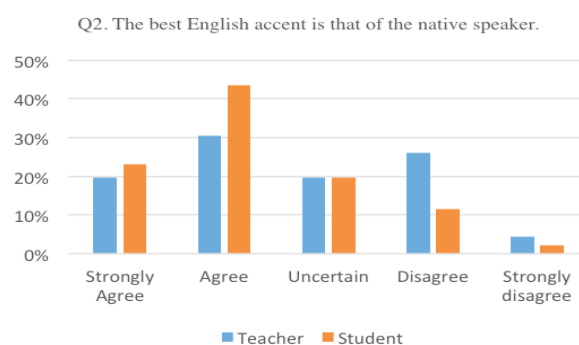


Figure 14. Teachers and students' responses to Q2

When looking at question 4 (A native, monolingual English teacher is more consistent when teaching the language and is not tempted to translate into the students' first language (L1)), which has a t-value of 1.78, we can appreciate some similarities with the previous question. This is due to the fact that, while most of the students agree with a mean (M_1) of 3.54, that a native, monolingual English teacher is more consistent when teaching the language; the teachers vary again, between agree and uncertain with a mean (M_2) of 3.24. Regarding the standard deviation (SD), we can see here that there is not much variability within the answers of each group, although teachers do appear to be more dispersed over the five response categories than the students, who mainly agree with the statement (see figure 15 below). The p-value is also significant at <0.05 .

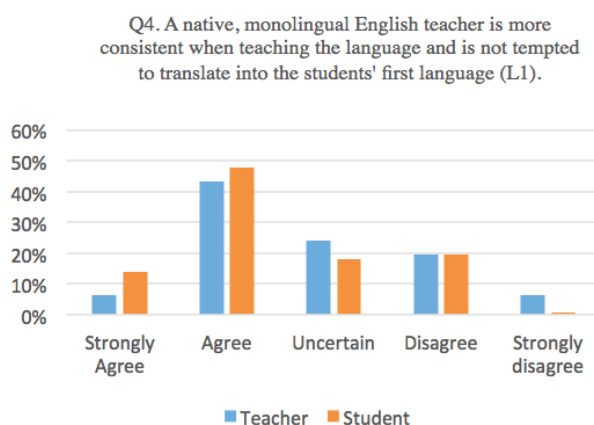


Figure 15. Teachers and students' responses to Q4

5.1.3. Gender

The third and final table (table 3), shown below, includes the t-test results of the third independent variable, gender. As in the other two tables provided previously for the other two independent variables (nationality and profession), the following table contains the t-values of each question, in order to see if the male (M) and female (F) participants differed statistically in their answers. The mean of each group is also provided (M_1 corresponding to the male participants and M_2 corresponding to the female

participants), along with the standard deviation (SD) of each group (SD₁ corresponding to males and SD₂ to females) and the p-value. Likewise, this table has also been divided into two sets of questions; the first set supporting the non-native teacher and the second set, supporting the native teacher. But in this table, only question 12, which is highlighted in red, seems to be statistically significant; as in the rest of the questions, males and females do not seem to respond differently.

	T-value	M₁ (M)	M₂ (F)	SD₁ (M)	SD₂ (F)	P-value (<0.05)
NN Qs						
Q1	1.03	3.42	3.25	0.95	1.09	.152188
Q3	0.60	2.64	2.55	0.72	0.8	.272201
Q5	-1.50	2.87	3.15	1.45	1.42	.066659
Q6	1.25	4.05	3.86	0.76	1	.105875
Q8	0.39	2.65	2.59	1.34	1.03	.350752
Q13	-0.16	4.13	4.15	0.56	0.64	.437234
Q14	1.13	3.15	2.98	0.83	0.77	.130328
N Qs						
Q2	-0.20	3.62	3.65	1.5	1.01	.424553
Q4	-1.40	3.31	3.53	1.03	1	.082348
Q7	0.30	3.38	3.34	0.8	0.65	.380728
Q9	-1.13	2.13	2.32	0.93	1.17	.130283
Q10	0.68	1.73	1.64	0.91	0.64	.251505
Q11	1.13	3.49	3.27	1.81	1.32	.130977
Q12	1.88	2.73	2.42	1.35	0.92	.031236

Table 3. T-test for the independent variable gender

With a relatively high t-value of 1.88, question 12 (Non-native teachers are less confident when using the language than native teachers) shows that the means of the responses from males and females differ statistically. This is better observed below in figure 16, where we can see that although, both males and females disagree with the fact that non-native teachers are less confident when using the language than native teachers; males seem to tend slightly towards uncertain with a mean (M₁) of 2.73, as opposed to females who tend to disagree with a mean (M₂) of 2.42. In terms of standard

deviation (SD), male responses seem to be more varied with a SD_1 of 1.35. Moreover, the p-value is significant at $p < 0.05$, thus demonstrating that the findings hold true 95% of the time.

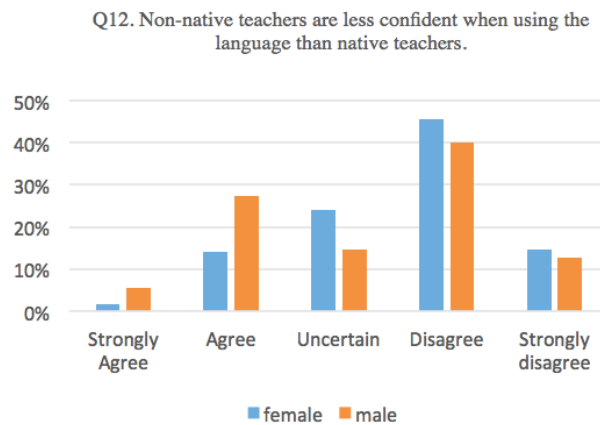


Figure 16. Female and male responses to Q12

5.1.4. Age

As previously mentioned in the method section, most of the respondents fell in the broad age category of 20-50, providing uneven age samples. So, given the fact that the age group under 20 only consists of students and the age group of over 50 solely consists of teachers. One may notice that age as such overlaps as a factor with the variable of profession. Therefore, in this particular study, age shall not be analysed as a separate independent variable.

5.2. The interviews

In this section, the 26 interviews that were previously mentioned in the method section shall be looked at in detail and related to the research questions of this study. The responses obtained from the two groups of participants, those being 13 teachers (at secondary and tertiary) and 13 students (undergraduate and postgraduate), shall be compared to one another. This comparison shall be done not only to observe the

perceived advantages and disadvantages of each group of participants when discussing the native/non-native teacher. But also to see if a certain preference of teacher exists within each group and whether the students show a certain preference for the native teacher of English. Furthermore, it shall be seen whether or not the qualitative data (interview responses) yields results that differ significantly from the quantitative data obtained previously in the questionnaire. The following sub-sections, therefore, shall not describe each individual's responses, but rather compare both groups of respondents in terms of the most recurring patterns found in the interviews.

5.2.1. Advantages and disadvantages

5.2.1.1. Native teachers

In this study teachers and students did not differ in their perceptions of the advantages and disadvantages of having a native English language teacher. The advantages and disadvantages that were most frequently ascribed to the native teacher of English by both teachers and students are listed in the following table (table 4).

Advantages	Disadvantages
Pronunciation.	Do not share their students' L1/ mother tongue (cannot translate or code-switch).
Cultural knowledge/background knowledge of the second language (L2).	Often do not have any teaching qualifications or knowledge of linguistics.
Native accent.	Not familiar with their own grammar as it comes naturally to them (cannot explain it or teach it easily).
Wider range of vocabulary (idioms, expressions, synonyms).	Not familiar with the process of learning a second language (L2) and what it entails/ cannot detect possible difficulties the students may experience with the language.
Provide authentic communication/ exposure to more natural language and expressions.	Cultural clashes and misunderstandings due to the lack of knowledge of L1 culture.
Fluency.	Some native accents are hard to understand (especially strong accents).

Table 4. Perceived advantages and disadvantages of the native teacher

5.2.1.2. Non-native teachers

Just as with the perceived advantages and disadvantages of the native teacher of English above, students and teachers did not differ in their perceptions of advantages and disadvantages of the non-native teacher. The perceived advantages and disadvantages of the non-native teacher are also listed below, in table 5.

Advantages	Disadvantages
Share the students' L1/mother tongue and culture (can code-switch and translate in class and compare both languages).	Pronunciation (can cause a lot of misunderstandings).
Usually have teaching qualifications and training in SLA (Second language acquisition), not simply hired for their nativeness.	Limited cultural knowledge of the L2.
Awareness of the grammatical features of the English language, can teach them better.	Strong non-native accent (parents prefer a native accent, some students are disappointed when they get a non-native teacher).
More empathetic towards the students, as they have been through the process of learning a second language (L2)- Serve as a source of motivation/role model.	Limited vocabulary, do not possess the knowledge of certain idioms and expressions (lack of fluency). They use a more formal English.
Familiar with the possible errors of the students, can predict them and provide tips in the learning process.	Tempted to translate constantly in their classes (providing literal translations of the language).
Sometimes easier to understand and relate to.	Pressured to know more by the students (seen as a walking dictionary).

Table 5. Perceived advantages and disadvantages of the non-native teacher

Hence, when presented with the most recurrently perceived advantages and disadvantages by the teachers and students, regarding each teacher type we observe that the advantages of one teacher are seen as disadvantages of the other, as the two teachers are thought to complement each other. This supports Medgyes' (1992: 349) when he affirms that native and non-native teachers "complement each other in their strengths and weaknesses". What is more, the perceived advantages and disadvantages in this study further coincide with the advantages and disadvantages found in Benke and

Medgyes' (2005) study and findings from Lasagabaster and Sierra (2005), Walkinshaw and Oanh (2014) and Gurkan & Yuksel (2012), which were briefly outlined in the theoretical background of this dissertation.

5.2.2. Preference of teacher

Taking into account the advantages and disadvantages of the native and non-native teacher displayed above, we shall now consider which type of teacher is preferred by the teachers and the students and for what reasons. Moreover, we shall see whether the native English teacher is still seen to be essential in the eyes of the teachers and students, so as to clarify the responses that were previously obtained in the questionnaire.

First of all, when comparing teachers' and students' responses in the interviews, we can see that half of the teachers claimed that they would prefer a native teacher because of his/her pronunciation, high level of English, and the cultural knowledge he/she can provide. However, they did stress that for them it was important that the language teacher has obtained qualifications in language teaching. In turn, the other half of the teachers interviewed said that it would depend on the needs of the student and that native teachers perhaps would be better for advanced learners, that are looking to practice pronunciation, speaking and listening, or who want to become more fluent in the language and pick up a native accent. Accordingly, they considered non-native teachers to suit low-level learners, beginners or those looking to pass a specific exam. As they believed that non-native teachers would be able to help them with the grammar and provide simpler explanations of the language, because they have been through the process of learning another language themselves. The following excerpts taken from the interviews illustrate some of these viewpoints:

I would say it depends on the level and what you are looking for. If you want to practice conversation, or you are young you want to pick up the accent, I would definitely go for a native. But, when looking to pass a specific exam or get qualifications, it does not matter so long as the teacher is qualified to be one. Once you have a high level of English, you must improve with a native speaker. So, I would pick a native teacher right now, but a qualified one. (Secondary English teacher)

It depends on the purpose of teaching and the age of the student. If it were to pick up the basics of the language, I would probably say a non-native teacher who shares the students' L1 because it could facilitate the learning process for the beginner. But, as pronunciation is important too, along with learning another culture, at a later stage and for practicing real conversation, I would definitely go for a native teacher. I guess that the ideal learning situation would be that the student had access to both teachers when learning the language (team teaching TT). (Professor at the UM)

Personally, I would choose a native. This is because of the way I learnt English as a child, which was through immersion. Also because formal education (which is often what is provided in schools) in a language is negative, as it does not give the student access to the particular culture he or she is learning about. Immersion programmes in foreign countries are a good idea. Although, it must be said that the education and qualifications of a teacher is important, and if both teachers have the correct qualifications then they are equally able to teach the language. (Professor at the UCM)

On the other hand, all the students interviewed reported that they would choose a native teacher because of his/her naturalness, native accent, pronunciation and fluency. What is more, they explained that the native teacher of English could provide them with everyday expressions and expand their knowledge of the language. The students also mentioned that they would try harder to speak in English with a native teacher, as he/she does not share their first language. However, it must be said that, students did acknowledge the fact that both teachers are necessary in the learning process as we can see in the following excerpts, taken from the interviews. The students say that if they were learning English from scratch (i.e. grammar, vocabulary), they would prefer a non-native teacher, but as they are all university students who have spent a fair number of years learning the language, they now look to improve their pronunciation. As they speak with an accent, they would prefer a native teacher at this moment in time, showing yet again that the native teacher is preferred for advanced learners of the language.

Right now, I would choose a native teacher of English, so as to better my English, as I already have a high level of English. I think, however, that the best combination when learning English from scratch, would be to have both kinds of teachers, one for grammatical explanations, and one for accent. (Undergraduate at the UPCT)

I would pick a native English teacher in order to improve vocabulary and pronunciation. But for grammar and basic things it does not matter whether the teacher is non-native. A native is always better for pronunciation and speaking. (MA student at the UCM)

For an oral class I would definitely pick a native teacher because it is the best way to pick up a good pronunciation and accent. Also, because the native teachers know more idioms and everyday expressions and can transmit them to their students. But, probably for a grammar or vocabulary lesson, I would choose a non-native one because they are normally better prepared to do this than a native one. (MA student at the UCM)

If I had to learn English from scratch, I would use the non-native teacher because he would facilitate the learning process in the beginning and understand why I am learning English at a slow rate and help me with that. But, because I have a high level of English, I would of course pick a native teacher in order to accustom the ear to the native speaker and to widen my knowledge of the language; as if you are to go abroad to an English speaking culture, you will find strong native accents, and the sooner you are accustomed to them the better. (MA student at the UC3M)

Thus, the students in this study showed a clear preference towards the native teacher, whereas the teachers thought that it would depend on the particular the needs of the student. These findings are perhaps due to the fact that all of the teachers that were interviewed in this study were non-natives, and therefore perhaps did not wish to discredit themselves as teachers. Or they could also be due to the lack of the awareness among the students, who perhaps still tend to idealise the native teacher, either because they have not had very good experiences with non-native teachers in the past (see a students response below), or because they are simply not as aware of the current uses of English, as the teachers are.

I would definitely choose native speaker teacher, because back in high school I had a non-native teacher and I did not learn anything more than bookish English, as the teacher tended to translate, so the students did not try hard at school. I think it is better when one is forced to try hard to speak English, and this usually happens with a native teacher. (MA student at the UCM)

Furthermore, when asked in the interview to consider if the native teacher is still essential today, the majority of the students answered yes. Meanwhile, the teachers'

answers were divided between yes and no. Thus, keeping in line with the responses obtained in question 5 of the questionnaire, in which students agreed that the native teacher is still essential nowadays, and teachers were divided between agree and uncertain as to whether this is so. Moreover, thanks to the students' and teachers' responses in the interviews, we can observe in more detail why this may be. Starting with students, it was found that the majority of them thought that native teachers are key to learning about the culture and practicing real speech, and that they can teach them things that perhaps a non-native cannot. One of the students also mentioned that native teachers are necessary in order to become a real bilingual (see excerpts below).

Yes, I think they are essential because they can teach you things non-native cannot, which is the real key to the language. Also, they can bring you closer to their native culture, as it is important to know everything about a language, not just being able to speaking it. (MA student at the UPO)

I would say that native teachers are always essential, because there is a certain point in the learning process in which a native teacher is necessary for those nuances that a non-native does not have. In order to become a real bilingual at some point one must acknowledge that he will need the help of a native. (MA student at the UCM)

When looking at the teachers' responses, it was discovered that whilst half of them agreed that native teachers are still essential, especially for teaching advanced learners of the language. The other half claimed that given the fact that there are currently more non-native speakers and teachers of English, students should be exposed to the different varieties of English and that non-native teachers are perhaps better prepared to teach the language in this sense. Furthermore, it was mentioned that, nowadays, it is easier to travel, we have Internet access and English is everywhere, therefore native English teachers no longer prove to be an indispensable element of the language learning process.

I believe and research shows, that the native English teacher is no longer essential. You no longer need a native model to follow; students should be exposed to all the different varieties of English he may encounter. Nowadays, non-native teachers are more prepared to teach the language. (Professor at the UM)

I don't think it is essential anymore. Nowadays, learning a language is easier, so there is no need for the mediation of native speakers. People have access to native media nowadays (whole universe online). Before, it wasn't as easy as it is now. Globalisation is happening. Video games are now in English and English is everywhere. So, I would say that the native teacher is not indispensable, but is good for high levels of English. (Professor at the UM)

5.2.3. The importance of having a native accent

When the teachers and students were asked about the importance of having a native accent, half of the teachers answered that having a native accent was indeed important for them, whereas the other half said that it was not. On the other hand, the majority of the students claimed that having a native accent provided them with more opportunities. In this respect, the answers in the interviews also seem to comply with those obtained in question 2 of the questionnaire, in which students mainly agreed that the best accent was that of a native speaker. The teachers yet again drifted between agree and uncertain.

When looking at the interview responses, the reader may observe that those teachers who thought that having a native accent was important claimed that this was because students tend to appreciate a native accent more than a non-native one. Therefore having a native accent would provide them with a certain sense of prestige. Other teachers said that a native accent sounds better than a non-native one. Meanwhile, those who thought that a non-native accent was not important stated that this was due to the fact that one could become a good teacher without having a native accent, and that so long as he/she could pronounce properly and make himself/herself understood, accent should not be an issue. Some even stated that neutral accents are easier to understand than native ones, as they help avoid misunderstandings in the classroom. It was also said that a person should be aware of the different accents, but should be able to keep his/her own (see some excerpts from the interviews below).

It shouldn't be important as long as your accent does not affect effective communication but, sadly, it is important, especially for English teachers who must sound like real native speakers in order to be appreciated, it is basically a sign of prestige. (Secondary English teacher)

According to theory, it is not important as far as you are intelligible. But, to me it is important, as a question of personal taste I think that it sounds better and that the students appreciate it more. They find it a better role model in a teacher. On the other hand, people say you lose your identity, I do not think, however, that you lose your identity. (Professor at the UCM)

I used to think that it was very important, and really tried hard, but now I do not think it is important anymore. I have colleagues all over the world, who speak English very well, and they all have a little bit of a foreign accent, I have come to find it charming. The English language is enjoyable, as long as people understand what you are saying and you come across nicely. I am, however, totally against bad accents, if you have a bad one you should definitely polish it. (Professor at the UM)

I don't think you must have a certain accent, what I think should be important is the ability to make yourself understood. I think that the non-native speaker should have a neutral accent, or at least an accent that is hard to point to where it is from. I think that in the academic sector it is important to have a native or neutral accent, so as to avoid misunderstandings in the classroom. (Professor at the UCM)

As previously mentioned, most of the students claimed that having a native accent was important for them, as they said that it not only opens up new horizons and job opportunities for them, but learning a language is learning a culture, and the native accent is part of that particular culture. However, some students did mention that native accents are sometimes hard to understand, and that they would perhaps prefer having a neutral accent, so as to be understood in a wider context. Below the reader is provided with some of the students' answers taken from the interviews.

It depends on the sector, I think that if you have a native accent, you will have more opportunities and it is always better to have a native accent than an international one, a Spanish accent may not be understood everywhere. The better your accent is when travelling, the more opportunities of getting a job. (MA student at the UCM)

Yes, obviously, because an accent is also related to a person's culture and at the end of a day learning a language is learning a culture. It also means that you can communicate better and that you have a proficient command of the language you are learning, as accent is an important part of the learning process, along with grammar and vocabulary. (MA student at the UCM)

I would prefer to have a neutral accent, and make myself understood by many and pronounce correctly, as some native accents are difficult to understand and unintelligible. (MA student at the UC3M)

5.2.4. The attributes of a good English language teacher

The attributes of what is perceived to be a good English language teacher as perceived by the teachers and the students shall be displayed below in two lists. The two lists have been created in order to observe the attributes that were provided more clearly. One list consists in the most recurrent adjectives that the teachers and students used to describe what they thought would be a good English language teacher. The other consists in the qualities those teachers and students thought a good English language teacher should possess.

The adjectives used to describe a good English language teacher were:

- Motivational
- Empathetic
- Creative
- Innovative
- Patient
- Eclectic
- Encouraging
- Responsible
- Enthusiastic
- Resourceful

It was said that a good teacher should also:

- have a good pronunciation
- be proficient in the language
- possess adequate teacher training and qualifications
- create opportunities for interaction in the classroom
- be a good transmitter of knowledge
- have cultural knowledge of the language
- be tolerant of mistakes
- provide meaningful output (so that students can link what they have learnt to the outside world)
- use authentic materials
- be able to relate to the students

6. Conclusions and recommendations for future research

This main aim of this dissertation was to analyse teachers' and students' perceptions of native and non-native English language teachers. First, quantitative methods (questionnaires) were used to see if nationality, profession and gender influenced the attitudes towards the native and the non-native teacher of English. Then, qualitative methods (interviews) were employed in an attempt to further clarify the responses obtained in the questionnaires, as it was found that teachers and students were divided between both types of teacher. The results of the analysis of the quantitative data revealed that although the effect was not significant for every question, both nationality and profession did have a certain effect on the respondents' attitudes, whereas, gender did not appear to have any effect on them. Furthermore, the results obtained in the qualitative analysis showed that teachers and students preferred a combination of both native and non-native teachers in the language learning process, as they saw that the advantages of one type of teacher to be the disadvantages of the other. The claim is thus made that both types of teacher are necessary, as they seem to complement each other in the learning process. It was also found that, although teachers and students seemed to agree on the advantages and disadvantages of each type of teacher when asked which teacher they would choose, students showed an explicit preference towards the native teacher and seemed to find it more important to have a native accent, than teachers did. All in all, it was found that both native and non-native teachers are thought to be adequate for the job of teaching English, as it is the attributes of the teacher that are of prime importance for the students and the teachers interviewed in this study. That is attributes such as having teaching experience and qualifications, proficiency in the language, the ability to provide meaningful input, to mention a few.

Returning to the initial hypotheses stated at the beginning of this study, it can be said that nationality and profession did have a certain effect on the attitudes towards the native and the non-native teacher of English, whereas gender did not. In conclusion we therefore partially reject the first hypothesis stated in the study, as although some of the questions did show the independent variables to have an effect on the attitudes, most of the questions did not show statistical differences between the two nationalities, professions and genders under study. The second hypothesis, on the other hand, was confirmed, as while native teachers are preferred for teaching certain aspects of the language such as conversation and pronunciation, the non-native teachers of the language are preferred for teaching the grammatical aspects of the language. Regarding the third hypothesis, teachers and students are shown to differ in their preference of English teacher, as students show an explicit preference towards the native teacher that teachers did not (thus, confirming the third hypothesis). Finally, it was hypothesized that the implementation of qualitative methods (interviews) would bring in new clarifying dimensions that were not revealed previously in the quantitative data (the questionnaires). This last hypothesis was also confirmed, as it was found that the results yielded in the open-ended questions of the interviews build on the data obtained in the closed questionnaires. Consequently, the interviews provided answers that shed light on the unanswered issues of the questionnaire.

There are two possible limitations to this study that should be addressed. On the one hand, the relatively small samples of data that were obtained for the analysis, and on the other hand, the limited amount of English responses that were collected. For these reasons, the extent to which the results can be generalised is restricted. These limitations could perhaps be taken as a recommendation for prospective readers and future research, as further research could be done by enlarging the data sample with

responses taken from a wider context (i.e. other nationalities and professions), to observe the differences in attitudes on a larger scale. What is more, the data sample provided here could be exploited in many ways, say by looking at the females of a certain age, the males of a certain nationality, to mention a few. The questionnaire could also be distributed among the students and teachers of a particular institution, so as to obtain the attitudes of those who form part of it. Or interviews could even be done in a native English context, to contrast Spanish and English opinions. Taking it one step further, the data obtained here could be complemented with classroom observations over a certain period time, so as to observe each type of teacher in action and later test their students' knowledge to see if one teacher has a better outcome than the other.

This type of study is thought to have practical implications for teachers, students and future researchers in the field of linguistics, as it provides them with different methods of analysis that can be used when analysing attitudes towards native and non-native teachers of English.

7. References

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Appendix I: The questionnaires

INFORMANT N°	
GENDER	<input type="radio"/> Male <input type="radio"/> Female
AGE	<input type="radio"/> Under 20 <input type="radio"/> 20-50 <input type="radio"/> 50+
NATIONALITY	<input type="radio"/> Spanish <input type="radio"/> English <input type="radio"/> Other
PROFESSION	

1. A non-native teacher who shares the students' first language (L1) is more likely to succeed in teaching the students a second language (L2).

Strongly agree Agree Uncertain Disagree Strongly disagree

2. The best English accent is that of the native speaker.

Strongly agree Agree Uncertain Disagree Strongly disagree

3. The best teacher of English is a non-native speaker.

Strongly agree Agree Uncertain Disagree Strongly disagree

4. A native, monolingual English teacher is more consistent when teaching the language and is not tempted to translate into the students' first language (L1).

Strongly agree Agree Uncertain Disagree Strongly disagree

5. Nowadays, English is used to communicate internationally, not just with native speakers, so the native teacher is no longer essential.

Strongly agree Agree Uncertain Disagree Strongly disagree

6. Non-native teachers are more aware of their students' learning needs, as they have been through the process of learning a second language (L2) themselves.

Strongly agree Agree Uncertain Disagree Strongly disagree

7. Native teachers possess more language cues, therefore enabling them to communicate with their students more effectively.

Strongly agree Agree Uncertain Disagree Strongly disagree

8. When having obtained a high proficiency in English, one can become a native speaker of English.

Strongly agree Agree Uncertain Disagree Strongly disagree

9. A non-native teacher would be inadequate for the job, as knowledge of the rules of English does not guarantee the ability to use the language itself.

Strongly agree Agree Uncertain Disagree Strongly disagree

10. Only native speakers should teach English, due to their pronunciation and grammatical correctness.

Strongly agree Agree Uncertain Disagree Strongly disagree

11. Native teachers have a natural fluency of the language that non-natives do not.

Strongly agree Agree Uncertain Disagree Strongly disagree

12. Non-native teachers are less confident when using the language than native teachers.

Strongly agree Agree Uncertain Disagree Strongly disagree

13. Having language teaching experience is more important than being a native or a non-native teacher.

Strongly agree Agree Uncertain Disagree Strongly disagree

14. Native teachers tend to promote nativeness rather than intelligibility (making oneself understood).

Strongly agree Agree Uncertain Disagree Strongly disagree

GENDER	AGE	NATIONALITY	PROFESSION	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Male	20-50	Spanish	Teacher	U	A	U	D	D	SA	D	A	D	SD	A	A	A	U
Female	20-50	Spanish	Teacher	A	A	A	A	A	SA	A	U	D	SD	A	SD	A	U
Female	20-50	Spanish	English Student	A	SA	U	A	A	U	A	D	SD	SD	A	SD	A	A
Female	Under 20	Spanish	Secondary student	A	SA	U	A	D	A	A	SA	A	U	A	D	U	D
Male	20-50	Spanish	teacher	D	D	U	A	SA	SA	U	SD	SD	SD	D	D	SA	SA
Female	50+	English	English/ESOL tutor	U	A	A	A	A	A	A	A	D	D	A	U	A	D
Male	20-50	Spanish	Teacher	U	A	U	A	A	U	SA	SD	D	D	SA	SA	D	U
Male	Under 20	Spanish	student	A	U	U	U	D	SA	D	A	D	SD	SA	U	SA	U
Male	20-50	Spanish	Teacher/Student	A	D	U	D	A	A	U	SA	SD	SD	SD	SD	SA	U
Female	20-50	Spanish	English teacher	A	U	U	A	A	SA	A	D	A	SD	U	U	SA	U
Male	20-50	English	University Researcher/Lecturer	A	SA	D	A	U	A	U	A	U	D	A	SD	SA	D
Female	50+	English	TESOL Teacher	A	D	D	A	A	A	U	U	A	D	A	U	A	D
Female	20-50	Spanish	student	U	A	U	A	D	A	A	U	D	D	A	A	SA	U
Female	50+	English	Professor/lecturer	U	SA	D	A	U	U	A	D	A	A	A	A	U	U
Male	20-50	Spanish	University student	D	SA	SD	U	D	U	U	A	U	U	SA	A	U	U
Female	20-50	English	student	D	A	U	D	SD	A	A	A	D	SD	SA	A	U	U
Male	20-50	Spanish	Student	U	A	D	A	D	A	U	D	SD	SD	SA	SA	A	A
Male	20-50	Spanish	Student	D	SA	SD	U	D	U	SA	SD	D	D	A	D	U	D
Male	20-50	Spanish	Student	A	SA	U	SA	U	A	A	A	D	D	D	D	A	U
Female	20-50	Spanish	student	U	SA	SD	D	D	SA	A	U	A	SA	SA	SA	D	U
Male	20-50	Spanish	Student	U	SA	U	A	D	SA	A	D	D	D	A	D	A	U
Male	20-50	Spanish	Student	U	SA	D	A	U	SA	A	A	D	SD	A	A	A	U
Male	20-50	Spanish	Student	A	SA	A	D	A	SA	A	D	U	D	SA	A	SA	U
Female	50+	Spanish	Teacher	A	A	D	U	A	A	A	A	U	D	A	A	U	A
Female	20-50	Spanish	student	A	U	U	SA	A	U	A	U	U	U	A	U	A	A

SA: Strongly Agree, A: Agree, U: Uncertain, D: Disagree, SD: Strongly Disagree

GENDER	AGE	NATIONALITY	PROFESSION	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Female	20-50	Spanish	Teacher	A	A	U	D	A	D	A	D	D	SD	A	SD	SA	U
Female	20-50	Spanish	Student	A	A	U	D	D	A	D	D	D	SD	U	SD	SA	U
Female	20-50	Spanish	student	U	A	U	A	U	A	U	A	D	SD	D	SD	SA	U
Male	20-50	Spanish	Student	SD	U	D	U	U	A	A	SD	U	SD	SD	D	A	A
Female	20-50	Spanish	Student	A	SA	U	A	U	A	A	D	U	U	A	A	SA	U
Female	20-50	Spanish	Teacher	SA	SA	U	D	A	D	D	D	D	SD	A	D	SA	D
Female	20-50	English	Teacher	SA	A	SD	A	D	D	A	U	A	D	SA	A	U	A
Female	20-50	Spanish	student	U	D	D	SA	U	A	A	D	U	D	SA	D	A	U
Female	20-50	Spanish	teacher	D	A	SD	D	D	A	D	SD	A	D	A	D	SA	A
Female	20-50	Spanish	Spanish language teacher	D	D	D	D	D	U	D	SD	A	SD	D	D	U	U
Female	20-50	Spanish	Teacher	U	A	SD	A	A	A	U	U	U	SD	A	A	SA	SA
Female	20-50	English	Business student	U	A	D	A	U	A	U	D	U	U	A	U	D	U
Male	20-50	Spanish	Student	U	SA	D	SA	D	A	U	U	U	D	SA	U	SA	A
Female	20-50	Spanish	Infant teacher	D	SA	SD	SD	SD	A	A	A	D	SD	A	U	U	U
Female	20-50	Spanish	teacher	U	D	SD	D	D	A	A	D	A	D	A	D	A	A
Female	20-50	Spanish	Master student	A	SA	U	SA	A	SA	A	U	SD	SD	D	D	SA	U
Female	20-50	Spanish	Student	SD	U	SD	SA	SD	SD	SA	U	D	D	D	D	SA	U
Female	20-50	Spanish	English Teacher	D	D	D	U	A	A	D	D	U	SD	D	D	SA	U
Female	50+	Spanish	Professor	U	U	SD	U	D	U	A	SD	D	D	U	A	D	SD
Female	20-50	English	Business student	D	SA	A	U	D	SA	U	U	D	D	D	D	A	U
Female	20-50	English	student	D	D	D	U	D	D	D	U	D	SD	SD	D	D	D
Male	20-50	Spanish	Student	U	A	SD	A	U	A	A	A	SD	SD	A	SD	U	U
Male	20-50	Spanish	Student	D	A	SD	D	D	D	U	D	A	SA	SA	A	A	U
Male	20-50	Spanish	Student	A	SA	U	U	A	A	U	D	D	D	A	U	A	U
Male	20-50	Spanish	Lecturer	U	SA	U	D	A	A	A	D	D	D	A	A	A	A

SA: Strongly Agree, A: Agree, U: Uncertain, D: Disagree, SD: Strongly Disagree

GENDER	AGE	NATIONALITY	PROFESSION	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Female	20-50	English	Teacher in Higher Education	U	A	D	A	D	D	U	U	U	D	D	U	U	D
Male	20-50	English	University Professor	U	D	U	U	A	A	U	D	D	D	A	A	A	U
Female	20-50	English	Business student	D	A	D	A	SD	A	A	D	U	D	SA	A	A	D
Female	20-50	English	Professor	D	SA	D	SA	D	U	A	D	A	U	SA	U	A	D
Female	20-50	English	Professor	D	A	D	U	D	A	A	D	A	D	A	D	A	U
Male	20-50	Spanish	English Professor	SA	D	U	SD	A	SA	D	U	D	SD	D	D	A	A
Female	20-50	English	Primary Teacher	D	SD	U	A	U	U	A	SD	D	D	U	U	SA	D
Male	20-50	Spanish	student	D	U	U	A	SA	SA	D	A	SD	SD	SA	A	SA	SA
Female	20-50	Spanish	English teacher	SA	D	A	SD	SA	SA	U	D	SD	SD	D	SD	U	D
Female	20-50	Spanish	Teacher	D	A	U	D	A	SA	SA	D	SD	SD	SA	SA	SA	A
Female	20-50	English	EAP/EFL teacher	U	D	D	SA	A	SA	D	D	D	SD	U	A	A	U
Female	20-50	Spanish	Student	A	A	U	A	U	A	U	D	D	D	A	D	A	U
Female	20-50	Spanish	Professor	A	SA	A	A	SA	D	A	A	D	D	A	D	SA	U
Male	50+	English	EAP Tutor	A	D	D	U	A	U	D	SD	U	SD	D	D	A	D
Male	20-50	Spanish	English Teacher	D	A	D	A	A	A	D	U	D	D	A	U	SA	U
Female	20-50	Spanish	student	D	A	SD	D	D	U	A	A	D	SD	A	U	SA	U
Female	50+	English	EFL EAP TUTOR/LECTURER	A	U	SD	U	A	A	U	A	D	SD	SD	D	SA	SD
Male	50+	English	Teacher	U	U	A	U	U	A	U	U	D	D	SD	A	A	U
Male	Under 20	Spanish	Engineer student	A	SA	A	SA	D	U	SA	D	U	D	SA	A	A	SA
Female	20-50	Spanish	Full-time lecturer	SA	U	U	U	A	SA	U	U	SD	SD	U	U	A	U
Male	20-50	English	Adult teacher	U	SD	A	A	D	SA	A	D	SD	SD	A	A	SA	A
Male	20-50	Spanish	Chemical Engineering student	SA	SA	D	D	D	U	U	A	D	D	U	A	SA	D
Male	20-50	Spanish	Student	A	SA	D	U	U	D	A	SD	SD	D	U	D	A	U
Female	20-50	English	lecturer	U	SA	U	U	U	U	U	U	U	U	U	U	U	U
Male	20-50	Spanish	Student	U	A	D	D	D	A	A	U	A	D	A	U	A	U

SA: Strongly Agree, A: Agree, U: Uncertain, D: Disagree, SD: Strongly Disagree

GENDER	AGE	NATIONALITY	PROFESSION	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Female	20-50	English	English teacher	U	U	U	A	SA	A	U	U	U	SD	SD	SD	U	SD
Female	20-50	English	Student	A	A	U	SA	U	SA	U	U	SA	SD	A	D	A	A
Female	20-50	Spanish	Student	U	D	U	A	A	SA	A	A	U	SD	D	D	SA	SA
Male	20-50	Spanish	Student	U	A	U	SA	SD	A	A	D	SD	SD	A	A	A	A
Male	20-50	Spanish	Teacher	U	A	U	U	A	A	D	SA	D	D	SD	SD	A	U
Female	20-50	English	Teacher	A	D	U	A	A	A	A	A	A	D	A	D	A	A
Female	20-50	Spanish	student	D	SA	U	A	D	A	U	U	D	D	A	U	A	U
Male	Under 20	Spanish	student	U	A	U	A	U	SA	U	SA	U	SD	SA	U	SA	SD
Female	Under 20	Spanish	student	SD	A	D	SA	U	U	A	D	A	A	A	D	A	U
Male	Under 20	Spanish	student	D	A	SD	A	D	D	D	D	A	D	D	D	U	D
Female	Under 20	Spanish	student	U	SA	U	A	U	A	SA	SA	D	D	SA	D	SA	D
Female	Under 20	Spanish	student	SA	SA	U	A	A	A	A	A	D	D	A	A	A	A
Male	Under 20	Spanish	Student	SA	A	U	A	U	A	D	D	D	D	SA	D	SA	A
Female	Under 20	Spanish	student	U	A	U	A	A	A	U	A	D	SD	A	U	A	A
Female	Under 20	Spanish	student	U	A	U	U	D	U	U	A	D	D	U	D	A	U
Female	Under 20	Spanish	student	U	SA	SD	D	SD	D	SA	D	SA	SA	SA	U	D	U
Female	Under 20	Spanish	student	SA	A	U	A	D	U	A	U	U	U	A	U	A	D
Female	Under 20	Spanish	student	U	A	D	SA	D	D	U	A	U	D	A	D	A	U
Female	Under 20	Spanish	student	A	SA	U	U	U	D	D	U	D	D	SA	D	U	A
Male	Under	Spanish	student	SA	SA	D	U	SD	A	SA	U	SD	SA	SA	U	A	A

SA: Strongly Agree, A: Agree, U: Uncertain, D: Disagree, SD: Strongly Disagree

GENDER	AGE	NATIONALITY	PROFESSION	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
	20																
Male	Under 20	Spanish	Student	SA	SA	D	SD	SD	A	SA	A	SD	SA	SA	SA	A	U
Female	Under 20	Spanish	student	D	SA	D	D	D	A	U	D	U	D	A	A	A	U
Female	Under 20	Spanish	student	D	A	U	D	A	U	U	A	D	D	U	U	U	D
Female	20-50	Spanish	Maths teacher	SD	SA	SD	SA	SD	U	U	A	D	D	SA	D	A	D
Female	Under 20	Spanish	student	SA	A	U	U	D	A	A	U	D	D	A	U	SA	U
Female	Under 20	Spanish	student	SA	A	U	SA	D	A	SA	A	U	D	A	U	SA	U
Female	Under 20	Spanish	Student	U	SA	U	A	SD	SA	D	A	D	SD	U	SD	SA	A
Female	20-50	Spanish	4th year BA student in English Philology	D	D	SD	D	A	U	D	D	SD	SD	U	SD	SA	D
Female	20-50	Spanish	4th year BA student in English Philology	U	SA	D	A	D	A	A	D	U	D	SD	D	A	SA
Female	20-50	Spanish	4th year BA student in English Philology	D	SA	SD	A	D	SA	SA	A	A	D	A	D	A	U
Female	20-50	Spanish	4th year BA student in English Philology	A	SA	D	A	A	SA	A	SD	SD	SD	SD	D	SA	D
Female	20-50	Spanish	4th year BA student in English Philology	U	A	U	D	U	A	D	SD	D	SD	U	U	A	U
Female	20-50	Spanish	4th year BA student in English Philology	U	A	U	D	SA	SA	U	D	SD	SD	A	D	A	A
Female	20-50	Spanish	4th year BA student in English Philology	A	D	A	U	D	SA	A	D	SD	D	D	D	U	U
Female	20-50	Spanish	4th year BA student in English Philology	SD	A	U	D	U	A	D	A	D	SD	D	SD	U	A
Male	20-50	Spanish	4th year BA student in English Philology	A	SD	A	D	SD	SA	A	SD	SD	SD	D	SD	A	U
Female	20-50	Spanish	4th year BA student in English Philology	D	D	SD	D	U	A	D	SD	SD	SD	SA	D	A	D
Female	20-50	Spanish	4th year BA student in English Philology	A	SA	A	U	SA	SA	U	A	D	SD	U	D	A	U

SA: Strongly Agree, A: Agree, U: Uncertain, D: Disagree, SD: Strongly Disagree

GENDER	AGE	NATIONALITY	PROFESSION	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Female	20-50	Spanish	4th year BA student in English Philology	A	A	U	A	A	A	U	D	SD	SD	SD	SD	SA	A
Female	20-50	Spanish	4th year BA student in English Philology	A	A	U	A	SA	SA	U	D	SD	SD	D	SD	SA	D
Male	20-50	Spanish	4th year BA student in English Philology	A	U	D	A	D	A	A	U	A	D	A	U	A	U
Male	20-50	Spanish	4th year BA student in English Philology	A	U	U	A	A	A	U	D	D	D	SA	SD	U	SA
Female	20-50	Spanish	4th year BA student in English Philology	SA	A	U	A	SA	A	A	SA	U	D	SA	D	A	U
Female	20-50	Spanish	4th year BA student in English Philology	A	A	U	A	SA	SA	U	SD	SD	SD	D	D	SA	A
Male	20-50	Spanish	Teacher	A	U	U	A	SA	SA	U	D	D	SD	D	D	SA	U
Male	20-50	Spanish	4th year BA student in English Philology	U	A	U	D	SA	A	U	D	U	SD	A	A	A	SD
Female	20-50	Spanish	Teacher	U	U	D	A	A	A	U	D	D	D	D	D	A	U
Female	20-50	Spanish	4th year BA student in English Philology & Teacher	SA	D	U	D	A	SA	D	D	SD	SD	A	D	SA	SA
Female	20-50	Spanish	4th year BA student in English Philology and Teacher	D	D	D	A	A	A	D	D	D	SD	D	A	SA	D
Female	20-50	Spanish	4th year BA student in English Philology	D	A	D	SA	D	D	A	D	D	D	A	D	SA	U
Female	20-50	Spanish	4th year BA student in English Philology	A	U	D	A	A	SA	A	D	D	SD	D	D	A	U
Female	20-50	Spanish	4th year BA student in English Philology	D	U	D	A	A	A	U	D	D	D	D	D	A	U
Female	20-50	Spanish	4th year BA student in English Philology	D	U	U	A	A	D	D	D	D	D	U	D	A	D
Female	20-50	Spanish	4th year BA student in English Philology	U	D	U	SA	D	A	U	D	A	SD	D	D	A	U
Female	20-50	Spanish	4th year BA student in English Philology	U	U	U	A	U	A	U	D	U	D	A	D	A	A
Female	20-50	Spanish	4th year BA student in English Philology	A	U	U	A	D	A	U	D	D	D	U	D	A	SA

SA: Strongly Agree, A: Agree, U: Uncertain, D: Disagree, SD: Strongly Disagree

GENDER	AGE	NATIONALITY	PROFESSION	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Male	20-50	Spanish	4th year BA student in English Philology	SA	A	A	A	U	SA	A	D	D	SD	A	A	A	D
Female	20-50	Spanish	4th year BA student in English Philology	A	A	U	A	D	SA	D	U	SD	SD	D	A	A	U
Male	20-50	Spanish	4th year BA student in English Philology	A	SA	A	A	D	A	A	U	D	D	U	D	SA	D
Female	20-50	Spanish	4th year BA student in English Philology	A	D	D	A	SD	A	U	D	SD	SD	D	D	SA	U
Female	20-50	Spanish	4th year BA student in English Philology	SA	A	A	A	SA	SA	U	A	SD	SD	A	U	SA	U
Female	20-50	Spanish	4th year BA student in English Philology	SA	D	A	A	A	SA	D	U	SD	SD	A	U	SA	D
Female	20-50	Spanish	4th year BA student in English Philology	SA	D	SA	A	SA	SA	D	U	SD	SD	SA	U	SA	A
Male	20-50	Spanish	4th year BA student in English Philology	A	SD	U	U	SA	SA	U	U	SD	SD	SD	SD	U	U
Male	20-50	Spanish	4th year BA student in English Philology	A	U	U	A	U	SA	A	D	U	D	U	D	A	U
Female	20-50	Spanish	4th year BA student in English Philology	A	A	D	U	A	SA	U	D	A	D	D	D	SA	A
Female	20-50	Spanish	4th year BA student in English Philology	A	A	U	A	A	SA	A	SD	U	D	A	A	A	U
Female	20-50	Spanish	4th year BA student in English Philology and Teacher	SA	A	A	A	SA	SA	A	SD	SD	SD	A	D	A	D
Male	20-50	Spanish	4th year BA student in English Philology	U	U	D	U	SD	A	U	SD	D	D	A	D	SA	U
Female	20-50	Spanish	4th year BA student in English Philology	A	A	U	A	U	SA	U	D	D	D	A	D	A	U
Female	20-50	Spanish	4th year BA student in English Philology	A	A	U	A	U	A	A	D	D	D	A	D	U	U
Female	20-50	Spanish	Teacher	D	U	D	A	D	A	U	U	SD	SD	U	U	A	D
Female	20-50	Spanish	Student	A	A	SD	SA	SD	D	A	D	SA	SD	SA	A	SA	D
Female	20-50	Spanish	4th year BA student in English Philology	A	A	D	U	U	D	A	A	SD	SD	A	U	A	D
Male	20-50	Spanish	BA student, English, 4th year	SA	SD	U	D	SD	SA	D	D	SD	SD	D	D	SA	A

SA: Strongly Agree, A: Agree, U: Uncertain, D: Disagree, SD: Strongly Disagree

GENDER	AGE	NATIONALITY	PROFESSION	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Female	20-50	Spanish	Student	A	U	SD	A	SA	SA	A	D	SD	SD	A	U	SA	U
Female	20-50	Spanish	Student	A	U	U	SA	A	U	A	D	D	SD	U	U	SA	U
Female	20-50	Spanish	Student	A	U	U	A	U	SA	A	D	D	SD	D	D	SA	U
Female	20-50	Spanish	BA Student, English 4th year	D	A	D	U	A	A	U	D	SD	SD	A	SD	A	D
Female	20-50	Spanish	Student English, 4th year	D	U	D	A	U	D	A	SD	D	D	D	SD	A	U
Male	20-50	Spanish	Student	A	U	D	SA	A	SA	A	A	SD	SD	D	D	SA	U
Female	20-50	Spanish	English 4th year student	A	SA	SA	A	SA	SA	U	D	D	SD	SA	A	SA	SA
Female	20-50	Spanish	English Student 4th year	A	U	D	U	A	A	U	D	SD	SD	U	D	A	A
Female	20-50	Spanish	Student	A	A	U	D	U	SA	U	SD	SD	SD	SD	SD	SA	U
Female	20-50	Spanish	BA Student English 4th year	A	A	A	A	U	SA	A	U	D	U	A	D	U	A
Male	20-50	Spanish	BA Student English, 4th year	D	A	D	A	A	SA	A	A	D	SD	D	D	SA	D
Female	20-50	Spanish	BA student Egnlish, 4th year	D	A	D	D	SA	SA	D	A	SD	SD	D	D	SA	D
Female	20-50	Spanish	BA student English, 4th year	A	U	U	D	SA	A	U	SD	U	SD	D	D	SA	A
Male	20-50	Spanish	BA Student English, 4th year	A	U	U	D	SD	A	U	D	U	SD	A	D	A	A
Male	20-50	Spanish	BA Student English, 4th year	A	U	A	U	D	D	U	D	SA	SD	A	D	U	A
Female	20-50	Spanish	Student of English Philology (4th year)	D	U	U	A	SA	U	A	U	D	D	U	U	A	D
Female	20-50	Spanish	BA student English, 4th year	D	D	D	D	SA	U	U	D	SD	SD	A	SD	A	U
Female	20-50	Spanish	Student (BA student, English, 4th year)	U	A	D	U	U	A	A	D	D	D	U	D	A	U
Female	20-50	Spanish	Student	U	A	U	U	U	U	D	A	D	SD	SD	SD	A	U
Male	20-50	Spanish	Student	U	A	D	A	D	A	A	A	SD	SD	D	D	U	A
Female	20-50	Spanish	BA Student English, 4th year	U	D	U	A	D	A	A	D	SD	SD	A	D	SA	U
Female	20-50	Spanish	BA Student 4th year	U	D	U	A	D	SA	A	D	D	SD	D	U	SA	A
Female	20-50	Spanish	BA Student English, 4th year	U	U	D	D	A	A	U	SD	D	SD	D	SD	A	U
Female	20-50	Spanish	BA Student English, 4th year	A	A	D	A	A	A	U	D	A	D	D	D	A	U
Female	20-50	Spanish	BA Student English 4th year	A	A	D	A	D	SA	A	D	A	D	D	D	A	A

SA: Strongly Agree, A: Agree, U: Uncertain, D: Disagree, SD: Strongly Disagree

GENDER	AGE	NATIONALITY	PROFESSION	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Female	20-50	Spanish	Student 4th Year (English)	U	A	U	A	SD	A	A	D	A	D	D	D	A	U
Female	20-50	Spanish	Student	D	A	A	U	D	A	U	D	SA	D	D	SD	A	D
Female	20-50	Spanish	Student	D	A	D	D	A	D	U	U	SD	D	U	U	A	D
Female	20-50	Spanish	BA Student English, 4th year	A	A	D	A	A	A	U	D	D	SD	D	D	SA	SD
Female	20-50	Spanish	Student, 4th year, English	U	U	D	SA	A	D	U	D	D	D	A	A	SA	D
Male	20-50	Spanish	Student BA Student English 4th year	D	U	D	U	U	U	A	D	D	D	SA	D	A	U
Male	20-50	Spanish	BA Student English, 4th year	A	D	U	A	A	A	A	D	D	D	D	D	U	D

SA: Strongly Agree, A: Agree, U: Uncertain, D: Disagree, SD: Strongly Disagree

Appendix II: The interviews

Profession:

Nationality:

Gender:

Age:

1. Could you give me 3 or 4 advantages and disadvantages of:
 - a. a native English language teacher?

Advantages	Disadvantages

- b. a non-native English language teacher?

Advantages	Disadvantages

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?
3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?
4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?
5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?
6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?
7. In your opinion, is it important to have a native accent? Why?

Profession: Secondary English teacher

Nationality: Non-native (Spanish)

Gender: Female

Age: 24 years old

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
Pronunciation.	They do not know Spanish (the L1 of their students), so they cannot explain some difficulties.
Knowledge of English in general.	Some of them are less prepared and hired just because of their nativeness.
Know their culture.	They are not completely familiar with the grammar of their own language.
More vocabulary.	

- b. a non-native English language teacher?

Advantages	Disadvantages
With two languages, they can help the students better than a native.	They do not know everything; do not have complete knowledge of the language itself.
They know how to do the exercises than the students are expected to do.	Often question their abilities and have doubts in the classroom when it comes to vocabulary.
More empathetic towards the learner, as have been through the process of learning English as well.	Sometimes the students ask questions that the non-native is unable to reply to.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

I think I would choose a native speaker because when correcting my pronunciation and writing I think he/she would do a better job. I think that for a C1 level and above a native teacher would be the best choice. But, of course, a non-native has the ability to explain certain difficulties with grammar better than a native.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

-Pronunciation.
-Knowledge of lexis and grammatical features.

- The way they teach is important, they must have well planned activities to do with the students.
- The teacher should use more English than Spanish in the lessons.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Yes of course, because they have something a non-native speaker teacher does not have. Which is, more knowledge of vocabulary and their culture, the particular way they talk and they also have the ability to provide the learner with more knowledge about the language they are learning.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

It depends on the level. I think that when teaching a B1/B2 level and teenagers at secondary school, non-native teachers are able to use the language effectively, but I think that even still they must keep learning, especially if they want to teach even higher levels of English.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

Yes, non-natives often feel threatened in the workplace because in some academies there is a certain preference for a native speaker when hiring a teacher of English. The non-natives, therefore, feel put down no matter how much they study.

7. In your opinion, is it important to have a native accent? Why?

For me yes, it is very important because I have spent my life studying English in order to try and achieve it. But, I do think it is unnecessary for communication in general.

Profession: Secondary English teacher

Nationality: Non-native (Spanish)

Gender: Female

Age: 24 years old

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
Accent, you have a better accent as a native teacher.	Not having the students L1, making it tricky to answer the students' specific questions.
Easier for native teacher to look for a specific word or a synonym (vocabulary).	If the/she are not a proper teacher and does not have knowledge of linguistics and teaching.
Idioms and phrasal verbs (native speakers have better knowledge of fixed expressions).	Not being able to hi-light the difficulties of the learner and guide them through them.
The cultural element as well, if you have been living in England or America you have a cultural background.	Cannot translate for their students.

- b. a non-native English language teacher?

Advantages	Disadvantages
They can understand the students and the process they are following, as they too have learnt the language previously.	The accent, if you haven't lived in the foreign country for at least a year it is very difficult. Parents have a tendency towards the native speaker (undervalue non-natives).
Can communicate with the students in their mother tongue and code-switch in class.	Do not always have a proficient level of English.
Can provide tips and advice of how to do things with the language, when underlining etc...	Problems with finding a synonym for a word, unable to explain certain elements and have a restricted vocabulary.
Have teacher training in linguistics and grammar.	Unable to translate everything that is expected of them, not a walking dictionary. Pressured to know more.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

I would say it depends on the level and what you are looking for. If you want to practice conversation, or you are young you want to pick up the accent, I would definitely go for a native. But, when looking to pass a specific exam or get qualifications, it does not matter so long as the teacher is qualified to be one. Once you have a high level of English, you must improve with a native speaker. So, I would pick a native teacher right now, but a qualified one.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- Adequate training, not just qualifications, but be ready to do the job.
- Be proficient in the language.
- A motivated teacher, transmit motivation to the students.
- Important to get to know the students and their level and particular needs.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

I do not think it is essential, but it is certainly recommendable. It is always good to have access to a native teacher, for his pronunciation and vocabulary. Now with Internet access it is not as essential as before.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes, I would say so. So long as he or she has been well prepared for it. It is not easy for the non-native to deal with every situation, whereas, the native speaker will find it comes naturally.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

Yes, I think so. I have always thought that non-native are threatened in the workspace, I do not think they will take my job but I do know that most non-native feel that way. It depends on you level and confidence, a lot of people feel embarrassed when talking to a native.

7. In your opinion, is it important to have a native accent? Why?

Yes, I think so. In my opinion it is important because you are expected to have the correct pronunciation, so having a good accent is important. But when you are a student it is not as important as when you are a teacher, as you are a role model for your students. You must know how to communicate correctly and pronounce properly. Students must be able to make themselves understood in a wider context.

Profession: Secondary English teacher

Nationality: Non-native (Spanish)

Gender: Female

Age: 30 years old

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
Pronunciation, because students get exposed to the native language (uncomparable to the non-native pronunciation)	If they do not have an academic background in second language acquisition they would not be apt for the job.
Students get exposed to more natural collocations and expressions that a non-native does not use (as they use more academic language), less phrasal verbs...	They do not know their grammar as well, because they are less aware of it. Unable to explain their own grammatical rules.
It is easier for natives to avoid using Spanish translations, as they use different resources. Non-native can also do this, but a native speaker does tend to stick to this.	They have not been a student of their own language, so they do not know what they have to deal with, as they have not been through the learning process itself.

- b. a non-native English language teacher?

Advantages	Disadvantages
Have qualifications in second language acquisition.	Accent and pronunciation is not as accurate as a native speaker's. This should be taken into account.
Have been through the process of learning another language and share the same L1 as the students. So, they can focus more on common errors that the learners may have.	The L2 does not come naturally to the non-native teacher.
Aware of the grammatical features of the L2 they are teaching.	They tend to translate often in class, so as to make themselves better understood.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

I guess it would depend on my needs at that moment; if it were for conversation I would definitely pick a native speaker because of pronunciation and accurate exposure to the language. If it were for a First Certificate or intermediate level, I would go for a non-native teacher.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- Motivation.
- Ability to put yourself in your students' position.
- Ability to create opportunities for interaction, you have to make your students feel comfortable and create an atmosphere in the classroom where students talk and feel good enough to speak to you in English.
- Empathy.
- Background knowledge in linguistics and language teaching.
- To be open to the new methodologies, or at least give them a chance. Not just teach grammar, but also help your students feel confident when using the language.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

No, I don't think they are essential, it just depends on whether you are a good teacher or not. Nobody is essential, they are useful to have around but not essential.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

I think so, yes, especially nowadays. Maybe 20 years ago language teachers were not so competent because they did not have the chance to travel and go abroad. Nowadays, most teachers have experienced things abroad and seen themselves in a lot of different situations. Under 40 year olds especially, have this ability. It also depends on other factors such as: travelling, confidence and exposure to the language. Nowadays, non-natives can make very good teachers.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

I don't think so; I do not think any of them are threatened at all. In fact, they can complement each other very well. The perfect situation would be to have both. Sometimes we do not make the most of teaching assistant, we should allow them to be at the same level as the teacher. I have never felt threatened at all, but I understand the fear some non-native teachers have, especially in the private sector, where often it is preferred to have a non-native.

7. In your opinion, is it important to have a native accent? Why?

No, I don't think it is neither essential nor important. If you have a native accent, then that is better for you, it has to do with you ability to pick up other accent, it is something in you ear that helps you pick it up. It is advantage of course, but for me it is not the important thing. You can be a highly proficient non-native and not speak like a British or an American.

Profession: Secondary English teacher

Nationality: Non-native (Spanish)

Gender: Female

Age: 26 years old

- 1. Could you give me 3 or 4 advantages and disadvantages of:**
a. a native English language teacher?

Advantages	Disadvantages
They have a wide range of vocabulary, including specialised terms, which non-native teachers normally don't have.	They normally don't have any teacher training. They know how to use the language but they don't know how to teach it since they never had to learn it, they acquired it. They cannot understand the difficulties their students are going through.
Their pronunciation is just perfect.	Sometimes, native teachers are not familiar with their students' mother tongue and that could be a potential problem, especially when they are dealing with beginners.
They also know a lot of things about the context in which the language is used, that is, the cultural and pragmatic side of the language.	There could be some cultural misunderstandings too.

- b. a non-native English language teacher?**

Advantages	Disadvantages
They always have proper teacher training; they know how to teach a foreign language.	Mainly, their non-native pronunciation and, sometimes, their lack of fluency.
They were foreign language students once, so they can provide students with tips and advice.	Their range of vocabulary is more limited.
They know their students' mother tongue and I think that that is a useful tool.	Their pragmatic and cultural knowledge is usually more limited as well.

- 2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

Right now, I would choose a native teacher. In my opinion, non-native teachers are essential for beginners and those who have an intermediate level of English, but when your main issues are fluency and pronunciation (normally at advanced levels) a native teacher could be better than a non-native one. Apart from that, I always love

to learn things about the culture that, only native speakers or non-native speakers who have lived in an English speaking country for many years, know.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- Good knowledge of the language and its context.
- Creativity. Being able to bring different activities to class in order to practice the language.
- Passion. Being able to engage your students in class.
- Patience.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

I think that the native teacher is necessary as a complementary tool to improve students' pronunciation and cultural knowledge, but I do not think that they are essential unless the student already has a proficiency level. It basically depends on the students' needs.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes, but in order to do so, they need to be familiar with the way in which the language is really used, either because they have lived in an English speaking country, or because they talk to native speakers, etc (immersion).

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

I think that they complement each other, although, it is true that more and more students are demanding native teachers and that could be threatening for non-native teachers. Actually, I know people who are forced to pretend that they are native speakers in order to keep their jobs. So, my answer is yes, I think that English native speakers threaten non-native English teachers because they are more demanded by students.

7. In your opinion, is it important to have a native accent? Why?

It shouldn't be important as long as your accent does not affect effective communication but, sadly, it is important, especially for English teachers who must sound like real native speakers in order to be appreciated, it is basically a sign of prestige.

Profession: English Philology professor at the UCM

Nationality: Non-native (Spanish)

Gender: Female

Age: Middle aged

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
Pronunciation.	Not having knowledge of the students' mother tongue
Correctness in use of language (appropriate usage of terms).	Not so familiar with their own native grammatical structures, as they comes naturally to them.
Cultural knowledge (they have access to their native culture).	Usually have not been through the process of learning another language.
Pragmatic and interactional knowledge.	Not familiar with the culture in which they are teaching, as is from a different cultural background.

- b. a non-native English language teacher?

Advantages	Disadvantages
Knowledge of the L1 of the learners can make comparisons between the L1 and the L2.	May not have the correct pronunciation, have non-native accent.
Knowledge of the grammatical structures of the target language (L2), whereas, the native teachers are not so aware of their own grammar (it comes naturally to them).	Not familiar with all colloquialisms.
The non-native teacher is aware of the issues of international communication, and pragmatic failure.	Do not have such a high level of cultural knowledge, as they are from a different cultural background.
The non-native teacher is more aware of the likely errors that his/her students may have, as he/she has been through the experience of learning another language.	Less pragmatic cues than their native counterparts.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

Personally, I would choose a native. This is because of the way I learnt English as a child, which was through immersion. Also because formal education (which is often what is provided in schools) in a language is negative, as it does not give the student access to the particular culture he or she is learning about. Immersion programmes in foreign countries are a good idea. Although, it must be said that the education and qualifications of a teacher is important, and if both teachers have the correct qualifications then they are equally able to teach the language.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- A person who knows how to coordinate the learning process (knows how to get the students to learn) and gives the learners opportunities.
- Someone who has expertise and qualifications.
- Someone who has proficiency in the language.
- Someone who combines content and language (CLIL) in their classrooms.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Definitely, because having a combination of both teachers (native and non-native) is better than just the one. What is more, each type of language teacher has his own distinct qualities.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

It depends on the level of knowledge and expertise he/she possesses because we have non-native teachers that should still be learning the language and non-native teachers that have obtained high levels in the language. We should, however, be strict and we should test these teachers thoroughly. People should not be able to teach, unless they have obtained an appropriate level of the language. Non-native teachers are often associated with poor speakers of the L2 because of this lack of testing.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

It all depends on the planification of the syllabus. For example, in foreign countries such as Finland, non-native speaker teachers are just like native ones, as they both work with a lot of materials and have access to everything, leaving no room for comparison between the two. The problem is when natives are compared to non-natives who have a poor proficiency in the language (L2), as the teachers feel

insecure around student who have obtained a good level of the language, therefore, feeling threatened.

7. In your opinion, is it important to have a native accent? Why?

Not RP, but yes, for me it is important. As I have often found myself watching the television and not being able to understand certain accents, so for me it is important to pronounce properly and have a decent comprehensibility level in a language. What we must ask ourselves is: is the pronunciation appropriate enough for us to be understood?

Profession: English Philology professor at the UM

Nationality: Non-native (Spanish)

Gender: Male

Age: Middle aged

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
Naturalness of the language used.	Do not have enough knowledge of their own grammatical rules or focus on the marked and unmarked aspects of their language.
Pronunciation.	Often lack qualifications and knowledge of linguistics.
More vocabulary, as it is their native language and they have probably been brought up in that particular culture.	Cannot explain to a non-native why he is wrong when correcting him (lack of students L1).

- b. a non-native English language teacher?

Advantages	Disadvantages
Have been trained to detect possible problems their students may have with the target language.	The accent. A foreign accent perhaps would not be the best model of imitation, as it would not be perfect.
Pay more attention to the grammatical structures of the language they are teaching.	Pronunciation.
They know when and where the student will encounter problems, as they too have been through the process of learning the language.	Certain grammatical structures and specific vocabulary

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

It depends on the courses they would be responsible for, and the training of the candidate. I would probably choose a native, but obviously a native with qualifications in language teaching, not a native with a BA in Science, for example. It must be said that, non-native's often experience problems with the pronunciation of some natives, say for example, from Manchester (to mention a place), this is because the native speaker needs to accommodate to his students. I think, therefore, that the native should be used for practicing pronunciation and maybe correcting

essays, and as they are less aware of their grammar, I would prefer non-native who has BA in English language and linguistics, to teach me grammar.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- Having obtained a BA in teaching or a teaching certificate in TEFL (qualifications).
- Being conscious of difficulties in the L2 that the learner may have.
- Pay more attention to certain structures and spend more time on them (particular constructions), spend less time on unnecessary elements.
- Have knowledge of grammar, pronunciation and writing of the English language.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

No, he is no longer essential because the number of non-native teachers is increasing. Learners of English as a foreign language have been closer to the nativeness than in the past when we could not travel at the much (now easier to travel to the country).

Native speakers are not becoming totally useless, though. It is just that Universities are now more prepared to teach, as native professionals would do (better prepared Universities). But this still leaves room for improvement.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Not fully as a native speaker would do. Unless you have been living there for many many years or are bilingual, it is difficult to be 100 percent efficient. You have to use the language constantly in order to communicate effectively and get communicative competence, if you don't go to the country often you will forget parts of the language. Every year, I see that my English is more and more academic, spontaneous conversational language is becoming harder to use, specific words don't come to mind as easy as before. Common structures are forgotten as you are using the language in a particular context and not at home.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

Well, threatened... I would say no, not really. The non-native speaker's weakness would be the naturalness, the communicative competence. That non-native speaker would have full command of the technicalities of the language and its transmission. The native speaker, however, would be able to communicate and use language cues effectively. So, as you can see, they both have their own qualities.

7. In your opinion, is it important to have a native accent? Why?

Well, that is a wonderful question. In theory of course the best accent would be as closest to the native one as possible (target). I can tell you that nowadays there is an important controversy of what model of pronunciation should be used. There are so many varieties of English to teach and there are more non-native speakers (internationally), all using EFL with a common core as an international language. Nowadays, there are fewer uses of English as a native language. I do not think we have to have an accent from any particular English region, just be able to pronounce properly and make ourselves mutually understood.

Profession: Spanish Philology professor at the UBU

Nationality: Non-native (Spanish)

Gender: Female

Age: 30 years old

- 1. Could you give me 3 or 4 advantages and disadvantages of:**
a. a native English language teacher?

Advantages	Disadvantages
Good command of the L1, as it is their mother tongue.	Do not share their students' L1 and therefore cannot put themselves in their students' shoes.
Can help the students to imagine native like situations in which authentic communication takes place.	They do not know how to teach their own language (grammar).
Can transmit their native culture to their students.	Students often find it difficult to understand the native accent of the speaker.

- b. a non-native English language teacher?**

Advantages	Disadvantages
Share the culture and L2 of their students and therefore, they can compare the two languages when teaching.	The accent (though not always).
Can teach the grammar of the language better as they are aware of it.	Sometimes they do not have the adequate qualifications to teach English.
The students may find the non-native teacher easier to understand and relate to.	Have not experienced certain communicative situations that natives will have experienced and therefore, they may not know what to say in certain situations.

- 2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

I do not mind. So long as the teacher is good enough to teach English and has the qualifications and teaching experience then that is fine for me.

- 3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?**

-The capacity to teach.

- Is outgoing.
- Has good pronunciation.
- Is communicative.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Yes, because even though there are currently more non-native speakers of English than natives, the natives will always stand out more than the non-natives because of their culture and pronunciation. Personally, I think that non-native teachers will not take over and that native English teachers will always be essential.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

No, not unless he has immersed himself in an English setting, and one must at least go to the country (England) to learn that.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

No, because in no country in which the natives outnumber the non-natives, so there is no reason that either of them should feel threatened by the other. They are complementary and not a threat to each other.

7. In your opinion, is it important to have a native accent? Why?

In my opinion it is not important, but it is important that the students do know how to understand them when listening to them. There should be a common core between all accents so that everyone can communicate internationally. It is the same as in Spain; a person should be able to differentiate between the different accents of Spain/ Spanish (Asturian, Galician, Mexican) but keep their own accent.

Profession: English Philology professor at the UM

Nationality: Non-native (Spanish)

Gender: Female

Age: Middle aged

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
Most accurate pronunciation.	Interlanguage.
Better knowledge of cultural aspects.	Do not share the foreign language students' background and culture.
Can teach colloquial aspects of the language.	Unable to resolve certain problems with the language (i.e. grammar).

- b. a non-native English language teacher?

Advantages	Disadvantages
They share the mother tongue of their students.	Not a speaking dictionary, often expected to know how to translate absolutely everything.
They share the cultural background of the student; this helps motivate the student and getting close to him and his learning environment.	Pronunciation is not totally native or natural.
Easier for them to solve possible problems and difficulties with the language (L2).	Often students feel disappointed with the accent
Share knowledge with their students, as they too have been students of the language.	They do not have a high level of colloquial English. Not all the idioms and everyday expressions are available in the non-native teachers mind.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

It depends on the purpose of teaching and the age of the student. If it were to pick up the basics of the language, I would probably say a non-native teacher who shares the students' L1 because it could facilitate the learning process for the beginner. But, as pronunciation is important too, along with learning another culture, at a later stage and for practicing real conversation, I would definitely go for a native teacher. I guess that the ideal learning situation would be that the student had access to both teachers when learning the language (team teaching TT).

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- The teacher should be motivating as a person.
- Eclectic in the way of teaching.
- Enthusiastic and innovative in teaching.
- Responsible for the learning process.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Nowadays, we are dealing with globalisation and thinking that teachers should be teaching English an international lanaguage, therefore, we should all be prepared to pronounce properly and teach the varieties and not distinguish between natives and not natives. Although, I would definitely say yes, the native speaker of a language will always be essential in the learning process. He is the key to the learning of culture and practicing real speech.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes I think so, if you learn the language and the culture and read. The main reason of teacher training is so you can show your student widescoped things. Non-natives receive adequate training and are able to use the language effectively, nowadays.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

No, I don't think so; I do not feel threatened as a non-native teacher of English. I think it is a question of skills and teaching. But no, not threatened, we are here to complement each other not to threaten each other, we each of something different to offer.

7. In your opinion, is it important to have a native accent? Why?

It is important to have a good accent I don't know whether it is native or almost native, but you must sound English. The important thing is that everybody understands you and that you follow the rules of pronunciation.

Profession: English Philology professor at the UM

Nationality: Non-native (Spanish)

Gender: Male

Age: Middle aged

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
Full command of the language.	Lack of knowledge of the learners L1 (this could be a problem maybe when teaching drama, for example).
Native-like pronunciation.	Detecting possible areas with problems.
Knowledge of culture and presumably history.	Cultural clash (as it is a different culture), they sometimes find it difficult to accommodate to the students.

- b. a non-native English language teacher?

Advantages	Disadvantages
Share their students' L1.	Not proficient in the language.
Understand possible problems and errors in that the students may experience in the L2, as it is a familiar process for them.	They do not have enough cultural knowledge.
Share their students' culture and are able to accommodate to them.	Do not have a native-like pronunciation of the language; some teachers have a strong Spanish accent.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

It all depends on what purpose really, if I had to pick a secondary school teacher I would go for a non-native as they are more used to dealing with these types of students and master the L1. If we talk about someone who would specifically want to improve speaking skills, sometimes there is a certain amount of awkwardness when practicing with a non-native. Personally, I think that with native, the students will be more willing to speak in the foreign language and not feel embarrassed.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- Language proficiency.
- Language awareness, someone with linguistic skills who understands how the grammar works.
- Someone who is aware of the students needs.
- Pedagogical skills, knowing how to cope with the language correctly.
- Teaching capabilities.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

I believe and research shows, that the native English teacher is no longer essential. You no longer need a native model to follow; students should be exposed to all the different varieties of English he may encounter. Nowadays, non-native teachers are more prepared to teach the language.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes, the majority of non-native can get by quite comfortably. Nowadays, there are more ways to learn and travel.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

No, I don't think they should feel threatened, because their rolls can be complementary in a sense, as a native and non-native can do exactly the same job. There is a place for everyone in learning and there are different needs in the learning process that can be fulfilled by each teacher.

7. In your opinion, is it important to have a native accent? Why?

That is a difficult question, in my opinion it all depends on what you want to use your English for, if you have a Spanish accented English but can make yourself understood, then that is fine. If you are going to be a language teacher it would be important to have a native-like accent. But, in most cases it is not necessary. One should also be intelligible, as phonetics is very important. Specific purposes do recall for a native accent.

Profession: English Philology professor at the UM

Nationality: Non-native (Spanish)

Gender: Male

Age: Middle aged

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
Pronunciation.	Strong dialectal accents.
Access to idioms and the native culture (i.e. tea time can be explained to the students), that is not available to the non-native.	Not well prepared, as they don't know how to explain and clarify their grammar, although this happens in all languages. They lack the knowledge of the structure of their language.
Knowledge of the media in their country (i.e. TV).	They think it is enough just to be a native.
Often stimulating to student, as they ambassadors of their own culture.	

- b. a non-native English language teacher?

Advantages	Disadvantages
Had to learn the language and have been through the stages of learning, they can transmit the little tricks and x-ray the difficulties of the learning process.	Accent, sometimes.
Have studied morphology and phonetics.	They haven't lived long enough in the country, so they haven't had enough exposure to the language and cultural background is an indispensable element of a language
Can help the students express elements about their own culture through the newly acquired tongue.	Students often are not attracted to them, as they prefer a native teacher.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

It would depend on the purpose. For conversation, the more advance the native teacher would be more adequate (native). For earlier stages of learning, a non-native teacher would be adequate for the job. Before picking one, I would find out the

qualifications of the teacher, his accent and age and decide what it is I want to learn from the teacher.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- Very good knowledge of the language (reading, writing, fluency).
- A good transmitter of knowledge.
- Qualifications in language and linguistics (so he knows how to explain the sentence structures, tenses, etc).
- Cultural knowledge and background (often textbooks try to transmit this but its enough).

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

I don't think it is essential anymore. Nowadays, learning a language is easier, so there is no need for the mediation of native speakers. People have access to native media nowadays (whole universe online). Before, it wasn't as easy as it is now. Globalisation is happening. Video games are now in English and English is everywhere. So, I would say that the native teacher is not indispensable, but is good for high levels of English.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes, if the non-native teacher knows the language he can definatley use it, there is nothing impossible. Native speakers can also use the language ineffectively.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

It would depend. It would be a personal issue. In academics, all the other teachers and students tend to look up to native speaker (sense of idealisation).

7. In your opinion, is it important to have a native accent? Why?

I used to think that it was very important, and really tried hard, but now I do not think it is important anymore. I have colleagues all over the world, who speak English very well, and they all have a little bit of a foreign accent, I have come to find it charming. The English language is enjoyable, as long as people understand what you are saying and you come across nicely. I am, however, totally against bad accents, if you have a bad one you should definitely polish it.

Profession: English Philology professor at the UCM

Nationality: Non-native (Spanish)

Gender: Male

Age: Middle aged

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
You can obtain a real accent and real language from a native speaker; this is really interesting for upper levels of English.	Sometimes, the native teacher takes for granted that his language makes him eligible to teach with out any professional training.
They can provide students with culture and explain their personal background from their country of origin.	They are not aware of their language (grammar) and cannot provide logical explanations of their own language, as they are often not trained to do so.
Parents usually hire a native without giving it a second thought.	Knowledge of a L2 could make the learning process of the students easier.

- b. a non-native English language teacher?

Advantages	Disadvantages
They have more language training.	Parents see the native as an advantage for their kids without any teaching education, so sometimes the non-native teacher is not given the chance.
They have the students' L1 in their favour, so they may find explaining certain aspects of the target language easier.	Accent.
Awareness of the foreign grammatical aspects of the language.	Cultural awareness.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

I think I would hire a native speaker of the language, perhaps because of their training, pronunciation and cultural background. But, I should make sure that they have teaching experience, a learning programme, a career or studies and do not just speak the language correctly.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- Knowledge of the language.
- Teacher training (well trained).
- Patient.
- Well organised and have the capacity to structure classes. Also, it is important have a long span view of the learning process, and know how to distribute the information that is going to be taught.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

I think they are still essential. I think that both teachers should be available to the learner as they can contribute to different aspects of the language and needs of the learners, sometimes the native speaker can be more useful and sometimes not, so the teachers can complement each other in that sense. We should not kick the native English teacher out.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

I think there are a lot of non-native teachers whose level of English is excellent and have a great capacity to teach excellent lessons and help their student a lot and there is proof of this. There are still teachers who do not have this level and can give out the wrong information and lead students into thinking something is one thing when it is another. The authorities should control this, and make sure these teachers have training and courses adapted to their students level, and make sure the higher the level the more prepared you are. Primary school teachers will forget a lot of their English, as often their English is limited to the classroom, so maybe they should still spend time learning. But all in all, there are good non-native language teachers in Spain.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

I don't think they are threatened by one another. Although, there was a time that the Madrid government, let native English teachers legally teach in schools, causing non-native teachers to think they would lose their jobs to their native teacher counterparts. In the private sector there is also a certain fear that customers will be lost if native teachers are not offered.

7. In your opinion, is it important to have a native accent? Why?

I don't think you must have a certain accent, what I think should be important is the ability to make yourself understood. I think that the non-native speaker should have a neutral accent, or at least an accent that is hard to point to where it is from. I think that in the academic sector it is important to have a native or neutral accent, so as to avoid misunderstandings in the classroom.

Profession: English Philology professor at the UCM

Nationality: Non-native (Spanish)

Gender: Female

Age: Middle aged

1. **Could you give me 3 or 4 advantages and disadvantages of:**
a. **a native English language teacher?**

Advantages	Disadvantages
Security and confidence because it is their own language.	They are not aware of their students' problems, as they have not experienced the same problems with the language in the past.
Accent.	Students may not feel as comfortable with a native teacher as with a non-native one.
Cultural background (know more than non-native).	Cannot code-switch between languages and translate.
If native teachers know that you speak the language then they may use that to their advantage and oblige students to speak in English.	

- b. **a non-native English language teacher?**

Advantages	Disadvantages
If the students see that the non-native teacher can speak English well, they may feel encouraged and motivated to reach that particular moment of understanding. The non-native teacher could be seen as a role model for his/her students.	Feel uncomfortable with vocabulary and on occasions not even be able to come up with the term in their own language. They must not be thought of as a walking dictionary.
Students may feel more comfortable with a teacher who shares his culture.	Different cultural background.
Non-native teachers find it easier to tackle the difficulties with the target language and can compare between the two languages.	Less confident when using the language

2. **If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

I had both when I was learning and it does not make a difference to me, so long as the non-native has a high level of language. I would actually pick a non-native

teacher because I think they are better role models for the students, as they too have been through the process of learning English, they also share their students L1 and cultural background and can make comparisons between the two languages and therefore, facilitate the learning process.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- Patient.
- Very tolerant of mistakes.
- Encouraging, not punishing students for mistakes and be fun in class.
- Motivation.
- Be silent from time to time and give the students a chance to communicate (the class should be student centered).

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

No, native English teachers are still prestigious, but not essential no. Nowadays, there are more non-native speakers and teachers of English and they can do just as good a job as a native.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

It depends on the teacher, some do and some don't. But if you are a language teacher you must have a good level, of a C2 at least. You must not teach a more superior level than your own, as this can cause insecurity.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

I don't really think so, I know for a fact that there are places that they do not want to hire a non-native (problem with employers who just look at names). But this is just out of ignorance of employers and should not be seen as a threat.

7. In your opinion, is it important to have a native accent? Why?

According to theory, it is not important as far as you are intelligible. But, to me it is important, as a question of personal taste I think that it sounds better and that the students appreciate it more. They find it a better role model in a teacher. On the other hand, people say you lose your identity, I do not think, however, that you lose your identity.

Profession: English Philology professor at the UM

Nationality: Non-native (Spanish)

Gender: Female

Age: 26 years old

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
Pronunciation.	Do not share the students L1.
Language and culture.	Unaware of their grammar as they have not had to learn it.
Accent.	Not familiar with the students culture and therefore, they do not teach them to talk about it.

- b. a non-native English language teacher?

Advantages	Disadvantages
Experience of learning another language and therefore, can relate to students.	Do not have knowledge of certain idioms and expressions.
Empathetic.	Pronunciation.
Have the ability to use the students' L1 in the classroom if they need to.	Tempted to translate constantly in the classroom.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

For me, it does not matter, as each kind of teacher serves a particular purpose. I would probably choose a native for speaking and listening and a non-native for grammar.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- Teaching experience in the target language.
- Understanding the culture of the language that you are teaching.
- Empathetic, it is important to put yourself in your students' shoes.
- Follow a certain methodology and constantly adapt yourself to the new methodologies. As the teaching methodologies change constantly over the years.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Yes, they are, but for advanced levels of English. They can offer pronunciation and intonation that a non-native speaker cannot. They are more useful for upper intermediate levels and to practice speaking and listening rather than grammar.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

I would say no. But it depends on the input you have received, there are a lot of non-natives that use the language perfectly, but I do not think that they can achieve native speaker level as cultural elements can be missed. A non-native can find himself in difficult situations, and may answer them from a different perspective than a non-native would do.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

I don't think there is a challenge between them because a good professional can be native or non-native teacher. The important thing is the experience with the language, attract the students' attention and teach them in a good way. Native teachers are important in the learning process but not a threat.

7. In your opinion, is it important to have a native accent? Why?

Yes, I think it is really important. If you are a language teacher you have to have a good image and be a good reference for your students, so that they take you seriously. The goal is to produce the language adequately, so accent and intonation are important.

Profession: Undergraduate English Philology student at the UCM

Nationality: Non-native (Spanish)

Gender: Female

Age: 21 years old

- 1. Could you give me 3 or 4 advantages and disadvantages of:**
a. a native English language teacher?

Advantages	Disadvantages
Their pronunciation and the way they express themselves.	They cannot explain in their students L1 very well, making some things harder to understand.
They can talk about their culture and history better because they have lived there.	They are quite distant (personality).
More vocabulary than a non-native teacher.	Not aware of their own grammar.

- b. a non-native English language teacher?**

Advantages	Disadvantages
They are closer to the students, as they have studied another language themselves.	Their level of English is insufficient.
They tend to understand the grammatical aspects of English better than a native English who has not looked into them or studied the formal aspects of his language.	Sometimes they have bad accents, but so long as this does not affect the understanding of what they mean it does not really matter.
They can explain in their students L1.	They are not too good in phonetics and phonology.

- 2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

I would choose a native teacher of English for his pronunciation, knowledge of culture and naturalness. But, I would not mind having a non-native teacher, so long as he/she is qualified.

- 3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?**

- Someone who has a high level of the English language.
- Someone makes the content of the class entertaining and related it to reality and the outside world.
- Someone who uses examples of our society in Spain.

-Someone who has a certain amount of knowledge of both linguistics and literature.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

I think that the native teacher is probably not essential any longer, because I think that now everyone can obtain a high level in a language whether it is their mother tongue or not. Nowadays, it is now easier for us to travel to England and pick up the language ourselves and our training courses are more adequate than perhaps before.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes, obviously it depends on his level, but if he is able to reach a high level, maybe not 100 percent native, it sure is good enough for me. Nowadays, non-native teachers receive a lot of training that allows them to become use the language effectively and also they can go to the country and be in direct contact with the language.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

I feel like sometimes non-native teachers are threatened by natives, because sometimes when it comes to specific job interviews, it's a requirement to be a native and just being a native does not mean that you have the complete knowledge of your language, it is not a guarantee. I am not sure whether natives feel threatened or not, as I am not one, but I do know non-natives can feel threatened in the workspace even after obtaining qualifications.

7. In your opinion, is it important to have a native accent? Why?

Maybe not a native accent from a specific place, given that there are so many accents, but it is important to have a neutral accent so as to make yourself understood.

Profession: Undergraduate student at the URJC

Nationality: Non-native (Spanish)

Gender: Female

Age: 23 years old

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
A native English teacher will always know anything you want to know.	Hard to understand them if your English level is not high enough.
Can teach you how to get a perfect pronunciation.	If the native teacher does not speak any Spanish, the lesson can be too slow, as you need to be able to understand each other.
Probably will improve your English accent.	Will have difficulties when explaining grammatical structures of the language.

- b. a non-native English language teacher?

Advantages	Disadvantages
More suitable for teaching lower levels of English.	He/she could have a strong Spanish accent.
The speed of the lesson will be faster with a non-native, as they can make the most of the shared L1.	Might not pronounce the words exactly like a native speaker would.
Easier to understand them.	May not be able to answer all queries.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

Well, taking into account my experience, I would definitely choose a native English teacher. I have never had a non-native teacher, but having native ones has always helped me a lot. Apparently my English accent is pretty good and the way they taught me was quite different to the way my friends were learning with non-native teachers in English academies. I have never gone over my notes with my English teacher, as we always worked further, in order to expand my knowledge.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

-He/she should be qualified to teach, as there are many people who try to teach just because they can speak the language and do not do it effectively.

-He/she should be able to adapt to the level and the speed of learning of the student. Some students learn very fast and they can get bored if the lesson is too slow, some others need time to learn and could be stressed with too much work.

-He/She needs to know how to teach every aspect of the language, either, speaking, reading, listening or writing. Some students are good at writing or reading, but when it comes to listening and speaking they can't get a word.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Well, it is not essential. I just think it is better in some cases. Of course, there are good non-native teachers as well.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Of course, if you've learnt the language properly you should be able to use it effectively.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

Not really. I know people who would always get a non-native teacher for the reasons I have said before; they want someone who is fluent at Spanish and someone who is able to explain to them in Spanish every single expression that they don't understand in English. However, I would always get a native one because the accent and pronunciation is quite important to me. I can't really think of reasons why they could be threatened by one another...

7. In your opinion, is it important to have a native accent? Why?

Yes, it is for me. I am not an expert but I guess accent involves good pronunciation and that is part of learning a new language. I have never had a strong Spanish accent when speaking English and, as I've said, I guess that having a native teacher has helped with this. I was used to her accent and I got the same (or kind of the same).

Profession: Undergraduate student at the UPCT

Nationality: Non-native (Spanish)

Gender: Male

Age: 22 years old

1. **Could you give me 3 or 4 advantages and disadvantages of:**
a. **a native English language teacher?**

Advantages	Disadvantages
They know everything about the language, as it comes naturally to them	Maybe he cannot understand how hard it is to learn another language, as he only has his mother tongue.
Native teachers have contacts in his home country and can send their students there.	Particular accents are often difficult to understand, if they have a strong native accent of a particular region.
He can explain and exemplify the different native accents of his country of origin.	Cannot explain their grammar very well as it comes naturally to them.

- b. **a non-native English language teacher?**

Advantages	Disadvantages
They had to learn the language and therefore, they know what steps to take in the learning process.	They do not know the language as well as a native speaker (from experience).
Can explain the grammar better than their native counterparts.	They do not have many contacts in the native country and cannot send their students there.
Share their students' mother tongue, easier to understand them.	Pronunciation (you learn an international kind of English).

2. **If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

Right now, I would choose a native teacher of English, so as to better my English, as I already have a high level of English. I think, however, that the best combination when learning English from scratch, would be to have both kinds of teachers, one for grammatical explanations, and one for accent.

3. **Could you give me 3 or 4 attributes of a good English language teacher in your opinion?**

- Must have been living in an English speaking country for at least 2 years.
- Must understand how difficult it is to learn another language, and be able to relate to the students.
- Motivate his students, this should happen more in Spain.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

I think it is essential because they already know everything about their language and have an admirable accent.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes of course, there are excellent non-native teachers that can speak and teach like a native teacher.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

No, I don't think so. I think they complement each other nicely and it is much better to have a combination of both. Or even start the learning process with a non-native teacher and finish with a native one.

7. In your opinion, is it important to have a native accent? Why?

No, I do not think it is important. As there are more non-native than natives, and everyone has their own particular accent, which identifies them, so long as you can make yourself understood, then the accent you have does not matter.

Profession: MA English translation student at the UPO Sevilla

Nationality: Non-native (Spanish)

Gender: Female

Age: 24 years old

- 1. Could you give me 3 or 4 advantages and disadvantages of:**
a. a native English language teacher?

Advantages	Disadvantages
Fluency.	Certain native accents are difficult to understand.
Accuracy.	Difficulty for the non-native to understand certain idioms.
Spontaneous speech.	Not empathetic towards the learners on occasions.

- b. a non-native English language teacher?**

Advantages	Disadvantages
Empathetic.	Intonation.
Willing to explain to the learner as many times as needed without getting fed up or annoyed.	Problems with accuracy.
They can provide explanations of grammar.	Pronunciation.

- 2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

As I have studied English for so many years, I would choose a native teacher because of my love of the language and because I want to improve my pronunciation. For me it is really important to have a native accent.

- 3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?**

- Someone who motivates his/her students.
- Enthusiastic.
- Has good tactics when teaching.
- Patience for the job.

- 4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?**

Yes, I think they are essential because they can teach you things non-native cannot, which is the real key to the language. Also, they can bring you closer to their native culture, as it is important to know everything about a language, not just being able to speaking it.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

I think so yes, I think they can control the situation because I have experienced that with my professors, who are very effective when using the language. This is probably due to the fact that they are qualified to do so.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

I think so, on the one hand because I think non-native teachers feel inferior to native speakers just because of the way they use the language (intonation and pronunciation), you always seem to feel conscious when going to a job interview, because they usually want a native for the job in academies and language schools (private sector).

7. In your opinion, is it important to have a native accent? Why?

For me it is very important to have a native accent, because of what I aspire to do. Sometimes people are really good in all aspects of the language but do not have a native accent, this does not mean that they are less competent, just that they have a foreign accent that characterises them.

Profession: MA English Linguistics student at the UCM

Nationality: Male

Gender: Non-native (Spanish)

Age: 27 years old

1. Could you give me 3 or 4 advantages and disadvantages of:

a. a native English language teacher?

Advantages	Disadvantages
They know their language perfectly, better than a non-native ever could.	Sometimes they do not share their students L1, so it makes answering some questions related to the students' mother tongue (L1) difficult for them.
Ability to answer any question a student may have.	Most of the time they do not have the qualifications or a degree related to language teaching.
Pronunciation tends to be better.	They are not aware of their own grammar.
Probably will not have to plan their lessons in advance.	

b. a non-native English language teacher?

Advantages	Disadvantages
Have obtained qualifications in language teaching.	The pronunciations leaves room for improvement.
They know better than a native the difficulties a student has to face when learning a language, as they too have been through the process.	A lot of times when a student has a question, the non-native teacher does not know what to say because he or she cannot find the answer.
They can speak their students' L1, so sometimes it allows them to explain certain things that the learner has problems with.	Usually undesired for the job when placed next to a native speaker.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

I would pick a native English teacher in order to improve vocabulary and pronunciation. But for grammar and basic things it does not matter whether the teacher is non-native. A native is always better for pronunciation and speaking.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- Pronunciation (not the accent of Spanish non-natives).
- Use of authentic materials (not teaching bookish English, from Oxford and Cambridge textbooks, for example).
- Motivated.
- Does not just give out homework, but encourage students to learn on a daily basis.
- Does not just focus on grammar, but on real life situations, vocabulary.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Yes, I think they will always be essential, even though there are more non-natives, as people should try to achieve the best and not some kind of mediocre accent, but an English sounding accent.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes, I think so, if the non-native teacher has a good background and has a certain amount of fluency, he would be able to teach without difficulty, I do not think it is an issue of nativeness but being proficient in the language and having teaching experience. As there are a lot of native teachers that are not good at teaching.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

Yes, here in Spain the non-native teachers are threatened because parents only hire native speakers and native speakers earn more money than non-natives. I think that in this country, at least, the native teachers are not threatened by Spaniards, because they seem to have more opportunities especially in the private sector.

7. In your opinion, is it important to have a native accent? Why?

It depends on the sector, I think that if you have a native accent, you will have more opportunities and it is always better to have a native accent than an international one, a Spanish accent may not be understood everywhere. The better your accent is when travelling, the more opportunities of getting a job.

Profession: MA History of Art student at the UCM

Nationality: Female

Gender: Non-native (Spanish)

Age: 24 years old

- 1. Could you give me 3 or 4 advantages and disadvantages of:**
a. a native English language teacher?

Advantages	Disadvantages
Accent.	May not understand their learner's difficulties.
Have cultural awareness (can transmit their cultural knowledge).	Not able to explain their grammar properly as they are not aware of it.
Transmit idioms and certain native expressions.	Do not speak their students' mother tongue.

- b. a non-native English language teacher?**

Advantages	Disadvantages
Speak their students' mother tongue.	Pronunciation.
Can relate to the students learning process and understand the difficulties.	Lack of native culture.
More adequate than a native to teach lower levels of English (high school and intermediate level).	Cannot teach high levels of English as well as a native.

- 2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

I would definitely choose a native speaker teacher, because back in high school I had a non-native teacher and I did not learn anything more than bookish English and the teacher tended to translate, so the students did not try hard at school. I think it is better when one is forced to try hard to speak English, and this usually happens with a native teacher.

- 3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?**

- Native.
- Outgoing.
- Knowledge of the students' L1
- Teach real life situations in which the target language will be used, not just from a book.
- Young, so that students can relate to him/her and recommend certain movies and books.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Yes, I prefer them because as I said, for obtaining a higher level of English it is essential, along with the cultural knowledge they can provide.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes, of course he can, but obviously less than native. If the non-native has had a good education and has travelled abroad, then I would say yes.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

Actually, I have not heard of this competitiveness, but I guess when searching for work maybe there is some. For me, the non-native speakers can feel threatened, as since globalisation as everyone is searching for jobs abroad. I think that maybe because of this the non-natives could feel put down in the workspace.

7. In your opinion, is it important to have a native accent? Why?

Yes, for me it is important because I have friends internationally and I like to speak with them and don't want them to laugh at me when travelling, so for me it is important given the years I have spent learning the language. For working abroad it is quite important to assimilate to the native accent.

Profession: MA English Linguistics student at the UCM

Nationality: Non-native (Spanish)

Gender: Male

Age: 24 years old

- 1. Could you give me 3 or 4 advantages and disadvantages of:**
a. a native English language teacher?

Advantages	Disadvantages
Accent.	A lot of native teachers are not qualified to teach.
Fluency.	Some of them cannot speak the students' L1 (Spanish).
Pronunciation.	They are used to speaking their language but they are not conscious of their own grammatical rules.

- b. a non-native English language teacher?**

Advantages	Disadvantages
They can use the L1 as a cultural bridge.	Pronunciation.
They are normally better qualified to teach than a native.	Accent.
They can be as fluent as native teacher.	Fluency.
They know the process of learning a second language (L2).	

- 2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

For an oral class I would definitely pick a native teacher because it is the best way to pick up a good pronunciation and accent. Also, because the native teachers know more idioms and everyday expressions and can transmit them to their students. But, probably for a grammar or vocabulary lesson, I would choose a non-native one because they are normally better prepared to do this than a native one.

- 3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?**

- To be qualified for the act of teaching.
- Fluency in the language.
- To have had the experience of learning a second language.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

They are essential, because a Spanish person, for example, is not going to be able to achieve the same level of proficiency as a native person, nor have the same cultural background. He can be proficient in the language and the grammatical aspects, but there is always something he is going to miss.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes I do, but not at the exact same level as a native because they can be fluent and pronounce well, making them effective, but not necessarily giving them the same level as a native teacher.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

Yes, but the non-natives are the ones threatened by the natives because everyone seems to be looking to practice oral skills and therefore, prefer a native speaker for this. If people in general have this particular tendency towards the native, it will force the non-native to be in an inferior position. It is like a fallacy.

7. In your opinion, is it important to have a native accent? Why?

No, it is not really important to have a native accent. The important thing is the pronunciation so that you can make yourself understood. I do not feel people have to have a native accent, as their accent forms part of their identity.

Profession: MA English Linguistics student at the UCM

Nationality: Non-native (Spanish)

Gender: Female

Age: 23 years old

- 1. Could you give me 3 or 4 advantages and disadvantages of:**
a. a native English language teacher?

Advantages	Disadvantages
Pronunciation.	Lack of knowledge of grammatical structures.
Natural way of expressing themselves.	Too colloquial when teaching and speaking (need to be more formal).
Knowledge that non-natives perhaps do not have.	Usually have not been through the process of learning another language.

- b. a non-native English language teacher?**

Advantages	Disadvantages
Should have good knowledge of grammatical structures (not all do).	Spanish context added into classes.
Teacher can put himself in the students skin, as he is learning the same language as he did.	Lack of adequate pronunciation.
Have more ways of explaining the same things.	Maybe do literal translations and include too much of the L1 in the classroom.

- 2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

I would choose a native teacher because the students will receive native pronunciation and also can be transmitted the native culture. What is more, the student can pick up more day-to-day vocabulary and expressions than he or she would pick up in a non-native teachers classroom.

- 3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?**

- Be responsible and capable of transmitting knowledge in an accurate way to the students.
- Know how to exploit their skills and adapt to the classroom needs.
- Create a good atmosphere in the classroom so that the students are willing to learn the language.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Yes, the native English teacher is still essential because it is very difficult for a non-native to achieve all the knowledge and pronunciation of a native and also because their culture is built in them whether they live in their home countries or not.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes, I think it is possible and that they can use the language effectively, but there still won't have the same command of the language as a native because there are many things you will not acquire without being in the actual context or studying the culture thoroughly. Immersion is essential for me, as it is important to learn in the particular country for a long period of time.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

I would say that you could think that they are threatened but they actually are not, as each of them can provide different things. Maybe, it is best that students have both kinds of teachers available to them for a more coherent learning process.

7. In your opinion, is it important to have a native accent? Why?

Yes, obviously, because an accent is also related to a person's culture and at the end of a day learning a language is learning a culture. It also means that you can communicate better and that you have a proficient command of the language you are learning, as accent is an important part of the learning process, along with grammar and vocabulary.

Profession: MA student at the UC3M

Nationality: Non-native (Spanish)

Gender: Male

Age: 25 years old

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
Biggest advantage of a native is the correct pronunciation.	If the students want to know the meaning of a specific Spanish phrase or word maybe the native is not able to translate it.
They can teach you idioms from the English language that maybe they are more familiar with because they have been raised in an English-speaking environment.	It is difficult to understand a native in the early stages of learning the language.
Help you learn a different culture.	They usually have not been through the process of learning a second language (L2).

- b. a non-native English language teacher?

Advantages	Disadvantages
They share the students' culture and L1.	In many cases you find that the accent is not always adequate.
He has been through the process of learning English himself and has particular tricks to help out when learning the language. He also knows the potentially difficult points that the students can come across.	Does not know small details of the English language.
Better for lower level of English learning.	Cannot really help the students learn a different culture.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

If I had to learn English from scratch, I would use the non-native teacher because he would facilitate the learning process in the beginning and understand why I am learning English at a slow rate and help me with that. But, because I have a high level of English, I would of course pick a native teacher in order to accustom the ear to the native speaker and to widen my knowledge of the language; as if you are to go abroad to an English speaking culture, you will find strong native accents, and the sooner you are accustomed to them the better.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

-Must be a person who likes to teach because speaking English well does not make you a good teacher.

-It helps that an English teacher has a good understanding of the English culture, in terms of knowing what kind of things people do in English speaking. It is important to have a general idea of the English culture.

-Good pronunciation.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Yes, I think it is essential, at least for having the full English experience, as you can pick up the language properly (pronunciation) with him and pick up certain native expressions.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes, they should be able to do so, if not he would not be a good teacher. Usually, non-native teacher have received extensive training.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

I do not think so. Neither of them should be jeopardizing the existence of the other one, as they are both necessary and complement each other. In an ideal case of English learning, a student should be clear on his particular needs and know what he wants each kind of teacher to teach him.

7. In your opinion, is it important to have a native accent? Why?

No, I think you must not try too hard to have a native accent, because it could sound false and unnatural. You have to try your best and pronounce correctly, but not try to be an English speaker in terms of accent.

Profession: MA English Linguistics student at the UCM

Nationality: Non-native (Spanish)

Gender: Female

Age: 25 years old

- 1. Could you give me 3 or 4 advantages and disadvantages of:**
a. a native English language teacher?

Advantages	Disadvantages
Authenticity and accuracy of the English language.	If the native speaker were not proficient in the L1 of the learner, they would not be able to spot some of the mistakes made by the foreign students.
Pronunciation and plenty of feedback.	Usually have not been through the process of learning another language.
Cultural awareness.	Grammar comes naturally to them, so they are often unable to give reasons.

- b. a non-native English language teacher?**

Advantages	Disadvantages
Main advantage is that since they have been learners of the language they know the problems that can be encountered in the learning process and the difficulties the students have to face.	The appropriateness of vocabulary and certain expressions will not be as nativelike as it usually desired by students.
Usually share the students' L1.	Pronunciation.
More aware of the grammatical features they are teaching.	Accent.

- 2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

At my actual level I would choose a native teacher, because I already know the basics and the most difficult part and I have already overcome the difficulties between languages. I now would need a native to help me better the language in terms of pronunciation and accuracy. But in early stages I would definitely pick a non-native because he is aware of the difficulties the learner will encounter when learning another language.

- 3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?**

- Should be resourceful.
- Creative
- Outgoing.
- Broad-minded.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

I would say that native teachers are always essential, because there is a certain point in the learning process in which a native teacher is necessary for those nuances that a non-native does not have. In order to become a real bilingual at some point one must acknowledge that he will need the help of a native.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

I think that if the non-native teacher is a real bilingual and is aware that he or she will be in an ongoing process of learning, they will definitely be able to use the language effectively.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

No, I don't really think they should be or that they are threatened by one another. I think that both kinds of teachers should acknowledge that each exists for different purposes. As a non-native teacher I do not feel threatened by a native teacher.

7. In your opinion, is it important to have a native accent? Why?

Yes, it would be on my list of important qualities that a language teacher is supposed to have. It is not the most essential quality of all but yes it is important for me.

Profession: MA student at the UC3M

Nationality: Non-native (Spanish)

Gender: Male

Age: 23 years old

- 1. Could you give me 3 or 4 advantages and disadvantages of:**
a. a native English language teacher?

Advantages	Disadvantages
Knowledge of the language.	They do not know the needs of their students or how they feel when learning another language.
Native accent.	A strong native accent can be difficult to understand.
Useful for improving listening and speaking.	They do not tend to focus on grammar.
They will not translate in their class, but rather they will explain the meaning of the terms in the native language so that the learner can understand everything.	

- b. a non-native English language teacher?**

Advantages	Disadvantages
They are easier to understand when speaking English.	It is not an adequate accent for the student to learn/listen to.
They know the steps that need to be followed when teaching English, so they can teach their students those same steps.	They do not use everyday English, but rather a more academic English. So the student is unable to defend himself outside of the classroom.
They can explain the difficult things in their students' mother tongue.	They tend to translate everything instead of explaining, and so the students do not make the effort to explain and ask in English and therefore, are unable to think in English.

- 2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

I would always pick a native English teacher because, first of all, you have to make an effort to listen to him/her and understand what he/she is saying and also, you must speak to him/her in English, so that he/she can understand you. Basically, you are not allowed to use your mother tongue with them (L1), you are supposed to think and speak in English at all times.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

- Be empathetic with the students.
- Speak clearly.
- Be proficient in all aspects of the English language (culture, literature, pragmatics...).
- Must motivate the students to speak and learn English.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

I think he/she is essential because the native English teacher always puts you in the situation of being an English speaker. So you will be capable in the future to communicate with other native speakers of English in any context. Also, you will learn lessons about everyday life and the day-to-day use of the language.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

If they have learned the language properly, of course they will be able to use the language effectively, as I think that an effective use of the English language is to be able to communicate with others. The non-native speaker can use the language effectively, but not as perfect as maybe a native can.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

No, I don't think they are threatened by one and another, because even though we prefer native teachers of English, there are not enough for everyone; so, the non-native teacher should also be around to help teach the masses. The teachers complement each other.

7. In your opinion, is it important to have a native accent? Why?

It depends on what native accent, because a Scottish, Australian, Cockney accent for example, are native ones, but are very difficult to understand. But, yes, it is important for me to have a proper native accent (Oxford, Cambridge...), as it is necessary so as not to misunderstand certain words and expressions, as you probably will never make many mistakes when using a native accent.

Profession: MA student at the UC3M

Nationality: Non-native (Spanish)

Gender: Male

Age: 24 years old

1. Could you give me 3 or 4 advantages and disadvantages of:
a. a native English language teacher?

Advantages	Disadvantages
Good accent.	They do not use formal language, especially if they do not have language studies.
Pronunciation.	They do not recognise their non-native students' mistakes, as they often do not share their students's L1.
Knowledge of the language in general.	They usually have not been through the process of learning an L2.

- b. a non-native English language teacher?

Advantages	Disadvantages
He knows his learner's mistakes and can predict them.	Pronunciation mistakes are passed onto the students.
Shares the students' L1.	They do not have a native accent.
Explain grammar in detail to beginners.	Maybe not a good role model for the students.

2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?

I would choose native teacher, because of his accent and his knowledge of the language and culture in general. But, I do, however, think that a non-native teacher would be better for teaching children and beginners, as I am not either, I feel it is necessary to have a native teacher to improve my pronunciation and fluency.

3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?

-Patience.
-Good attitude when transmitting knowledge.
-Pronunciation in general must be adapted to the students level, as some accents are hard to understand (i.e Australian, Scottish...).

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Yes, I think he is essential because it is impossible for a non-native person to have the pronunciation and domain of the language a native would have. But, it obviously depends on the teacher, as a non-native can be better, when explaining grammar, for example.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes, I think that if the non-native is a trained teacher it is his job to use the language effectively. Nowadays, over 80 percent of the non-native teachers have been abroad in an English country and can communicate effectively in most situations.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

Yes, I think that maybe the non-native teacher can feel threatened by the native teacher because of certain skills, and preference of employers in the workplace; as non-native teachers may have studied English extensively, but then a native can come along with no studies what so ever and take the job offer.

7. In your opinion, is it important to have a native accent? Why?

I would prefer to have a neutral accent, and make myself understood by many and pronounce correctly, as some native accents are difficult to understand and unintelligible.

Profession: English Philology Phd Student at the UM

Nationality: Non-native (Spanish)

Gender: Female

Age: 24 years old

- 1. Could you give me 3 or 4 advantages and disadvantages of:**
a. a native English language teacher?

Advantages	Disadvantages
You can learn from his language through other subjects (i.e. science).	If the students do not have a decent level of English it can be hard to understand a native teacher.
They can work on the listening and speaking of the students.	The students could lose fluency in their mother tongue.
The students are in constant contact with the language.	Grammar, it is hard for the native teacher to explain, as the language comes naturally to him/her.

- b. a non-native English language teacher?**

Advantages	Disadvantages
Have been through the process of learning English themselves.	With them, you are not in contact with the English language at all times and could maybe lose a certain amount of fluency in the target language.
Easier to understand the teachers who share your L1.	Less cultural awareness, as they are outsiders to the target culture.
Students will be more comfortable around a non-native teacher.	Foreign accent could cause misunderstandings in the classroom.

- 2. If you could choose between a native and non-native teacher of English, which would you pick? Could you give me 2 or 3 reasons for this?**

I would pick a native teacher of English because I think that it is really important to have constant exposure to the English language and to pick up a native accent.

- 3. Could you give me 3 or 4 attributes of a good English language teacher in your opinion?**

-A good accent.
-A good domain of the language (writing, speaking...).
-Be aware of the level of their students, as they may not always be at the same level, the level of the language must be adapted to the majority of the learners in the classroom.

4. Do you think that the native English teacher is still essential? Could you give me 2 reasons why or why not?

Yes, they are essential. I think it is the best way to be in direct contact with the language and to pick up the perfect accent and pronunciation.

5. Do you think that a non-native teacher has the capacity to use the English language effectively? Why do you think this?

Yes, because if a non-native travels, he is constantly studying the language, he can be an excellent teacher of English and use the language perfectly.

6. In your opinion do you think that both native and non-native teachers are threatened by one another? Could you give me any reasons of why you think this is?

Yes, I think there is a lot of competence, because natives think that the non-natives do not have a high enough level in the language, though this is not true, and non-natives are perhaps surpassing the natives in that aspect.

7. In your opinion, is it important to have a native accent? Why?

I think it is important because it gives you certain amount of prestige, as you will be taken more seriously in your day to day. Gives out a good image.