Native and non-native teachers of English according to their students:

Finnish university students' point of view

Master's Thesis

Stiina Vesterinen

University of Jyväskylä

Department of Languages

English

May 2016

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty	Laitos – Department
Humanistinen tiedekunta	Kielten laitos

Tekijä – Author
Stiina Vesterinen

Työn nimi – Title
Native and non-native teachers of English according to their students: Finnish university students' point of view

Oppiaine – Subject	Työn laji – Level
englanti	Pro Gradu

Aika – Month and year	Sivumäärä – Number of pages
toukokuu 2016	88 + liitteet (4 kpl)

Tiivistelmä – Abstract

Englannin kieli on saavuttanut ennennäkemättömän aseman kansainvälisenä lingua francana, jota käyttävät sujuvasti niin natiivi- kuin ei-natiivipuhujatkin. Poikkeuksellisen tilanteesta tekee ei-natiivien valtaisa määrä, sillä uusimpien arvioiden mukaan ei-natiivipuhujia on yli puolet enemmän kuin natiivipuhujia (Statista 2015). Perinteisesti kielen natiivipuhujia onkin pidetty ainoina oikeutettuina päätöksentekijöinä oman kielensä suhteen, mutta englannin kielen ei-natiivipuhujat ovat alkaneet saavuttaa tasa-arvoista asemaa natiivipuhujiin nähden. Englannin kieltä myös opiskellaan ja opetetaan ympäri maailmaa. Opiskelijoina ja opettajina ovat sekä kielen natiivi- että ei-natiivipuhujat. Opettajina natiivipuhujia on maailmanlaajuisesti suosittu vahvan kielitaitonsa takia. Suomessa englannin kielen ei-natiiviopettajat ovat kuitenkin aina olleet poikkeuksellisesti itsestäänselvyys. Opettajien äidinkielen vaikutusta opetukseen ei ole kovin laajasti tutkittu, mutta vielä vähemmän huomiota on kerännyt englannin opiskelijoiden näkökulma aiheeseen.

Tutkimuksen päätavoitteena oli tarkastella suomalaisten yliopisto-opiskelijoiden näkemyksiä ja käsityksiä natiivi- ja ei-natiiviopettajista. Lisäksi mielenkiinnon kohteita olivat opiskelijoiden käsitykset opettajien vahvuuksista ja heikkouksista sekä opiskelijoiden opettajamieltymykset. Tutkimuksen kohderyhmäksi valikoitui suomalaiset englannin yliopisto-opiskelijat, sillä heillä olisi varmasti todellisia kokemuksia molemmista opettajaryhmistä. Tutkimuksen aineisto koostui 51 vastauksesta sähköiseen kyselyyn. Aineistonkeruumenetelmäksi valittiin kustannustehokas sähköinen kysely, joka mahdollisti useiden kymmenien vastaajien tavoittamisen helposti. Kyselytutkimuksella hankittu aineisto analysoitiin laadullisen ja määrällisen sisältöanalyysin keinoin.

Tulokset osoittivat, että suomalaisopiskelijat pitivät opettajan ammattitaitoa paljon tärkeämpänä kuin hänen äidinkieltään. Sekä natiivi- että ei-natiivipuhujat voivat olla hyviä opettajia, sillä äidinkieltä olennaisempia tekijöitä olivat pedagogiset taidot, opiskelijoiden motivointi, ystävällinen asenne ja into englannin kieleen sekä kielenopetukseen. Opiskelijat myös raportoivat, että heillä on pääasiassa positiivisia kokemuksia molemmista opettajaryhmistä. Natiiviopettajien vahvuuksia olivat kulttuuritietous, autenttinen kielitaito ja luonteva ääntäminen, kun taas ei-natiiviopettajilla oli puutteita juuri näissä taidoissa. Natiiviopettajien heikkouksiksi puolestaan käsitettiin kielitaidottomuus opiskelijoiden äidinkielessä sekä puutteet pedagogisissa taidoissa tai kielen oppimisprosessin ymmärryksessä, kun taas ei-natiiviopettajien henkilökohtaisia kokemuksia englannin oppimisesta, pedagogisia taitoja sekä osaamista opiskelijoiden äidinkielessä arvostettiin. Tulokset ehdottomasti vahvistavat opettajaryhmien tasa-arvoisuutta sekä voimaannuttavat ja kannustavat ei-natiiviopettajia. Pienen otoksen vuoksi tulokset eivät kuitenkaan ole yleistettävissä, joten laajempia jatkotutkimuksia eri tutkimus- ja analyysimenetelmiä käyttäen tarvitaan. Natiiviopettajien hyödyt vasta aloitteleville englannin opiskelijoille tai natiivi- ja ei-natiivien yhteisopetuksen mahdolliset hyödyt ja haitat voisivat olla mielenkiintoisia kohteita jatkotutkimukselle.

Asiasanat – Keywords englannin kieli, kieltenopettajat, korkeakouluopiskelu
Säilytyspaikka – Depository JYX – Jyväskylän yliopiston julkaisuarkisto
Muita tietoja – Additional information

TABLE OF CONTENTS

1. INTRODUCTION

Nowadays the English language is spoken all over the world by countless people from all ages and all walks of life. Although Chinese functions as the first language of more people than English does, absolutely no other language can currently compete with the global spread and popularity of the English language. Indeed, estimations show that non-native speakers of English have already outnumbered native speakers of English, as the English language has become a general lingua franca for people with various first languages. For instance, Kachru estimated in 2008 that there were 300 million native speakers and an incredible 800 million non-native speakers of English. The versatile contexts of use among native and non-native speakers have affected the relationship between the English language speakers and the language itself. As a majority, the non-native speakers of English have started to gain authority over the language. Traditionally native speakers have been regarded as the only justified decision makers on their own language, but English is slowly becoming the property of all of its speakers. As English is such a global phenomenon, it is also studied by millions of people. Accordingly, teachers of English form a large group of both native and non-native speakers teaching the language. However, the issue of nativeness and non-nativeness within the English language teaching as a foreign language has not received much attention from researchers. Peter Medgyes (1992), the pioneer in the field of teachers' nativeness and non-nativeness, opened the discussion in the 1990s by claiming that although native and non-native speakers teach differently, both can become equally effective language professionals. Later on several other researchers have come to similar conclusions, but non-native speaker teachers' equality in comparison with native speaker teachers does not seem to be completely accepted yet. Furthermore, especially the point of view of English students has often been left aside, although the English language, its status and the teachers of English have been in a constant state of change.

In Finland the English language is naturally mainly spoken by non-native speakers, i.e. Finns who speak Finnish or Swedish as their first language. Even though Finland is still strongly monolingual in Finnish, nowadays Finnish people encounter also English on a daily basis through the mass media, the Internet and popular culture as well as at workplaces. Therefore, it is no surprise that English is no longer used only with people who cannot speak Finnish. The use of English as a lingua franca has definitely become more common even when Finnish could also be used. English is undoubtedly the most commonly heard and used foreign language in Finland. Also, the majority of Finnish people have studied English at least at some point of their studies (Leppänen et al. 2011: 103). Already by the 1960s English was the most studied language in Finland (ibid.). However, in

Finland, English teachers have traditionally been non-native speakers of the language, which differs greatly from the global tradition of preferring native speaker teachers. Within Finnish basic education, all teachers have to be fluent in the school's own language, typically Finnish or Swedish, which has limited the employment of native speaker teachers. Thus, Finnish students of English have a great deal of experiences of non-native English teachers, unlike many of their foreign counterparts. Hence, the present study aimed at exploring the unique context of Finland, especially because the point of view of English students as well as the possible effects of teachers' first language have not been studied worldwide, let alone in Finland.

The present study strived for an insightful examination of native and non-native English teachers in Finland from the point of view of Finnish students of English. More closely, the study was interested in finding out how non-native learners of English experience and perceive native and non-native speakers as teachers of English. Overall perceptions, experiences and conceptions, perceived advantages and disadvantages of the teacher groups as well as students' teacher preferences were of main interest. However, comparing and examining both native and non-native teachers would be challenging, if the participants of the study did not have real-life experiences of both teacher groups. Therefore, Finnish university students of English were chosen as the target group, as they would most definitely have experiences of native and non-native speakers as teachers. An online survey gathered data from altogether 51 English students of the University of Jyväskylä. Qualitative and quantitative content analysis were applied on the received data in order to explore the students' perspective on the issue.

The following sections 2, 3 and 4 explore the theoretical background of the issue: the development and current status of the English language, native and non-native speakers and speaker teachers, and the English students' point of view through their perceptions and preferences. The final part of section 4 shifts focus to the present study and explains its main aim as well as its research questions. Section 5 describes the data and methods used in the present study, including the respondents, the survey and content analysis. The following six sections aim at presenting and analyzing the received data. First, the students' background information were examined in section 6, followed by a presentation of the students' perceived English language skills in section 7. These sections set the stage for the further results on nativeness and non-nativeness of the teachers. Section 8 examines the overall perceptions and conceptions the participants have of their teachers, whereas section 9 displays the quantitative analysis on the relationship between the students' background factors and opinions. The advantages and disadvantages of the teacher groups according to the respondents are

examined in section 10. The participants' teacher preferences are presented in section 11. The conclusion in section 12 completes the study by a discussion on the results and final conclusions.

2. ENGLISH AS A GLOBAL LANGUAGE

The English language has acquired a unique position in the world. No other language can match the rapid growth, diverse functions and global status of English nowadays (Kachru and Smith, 2008: 1). However, a global language does not mean a universal language, since so far English is not used by a majority of the world's population. Although it may seem that English is already everywhere, there are still parts of the world where the English language has only a limited usage and presence, such as the former states of the Soviet Union (Crystal 2003: 28). Nevertheless, Crystal (2003: 6) offers an estimation that already in the early 2000s a quarter of the world's population, i.e. roughly 1.5 billion people, were competent users of English. As the figure only keeps growing, English is no doubt an international language used by people worldwide in various situations and for a wide range of purposes. This section provides a general overview of global English worldwide and in Finland as well as the presentation of the essential terms and the description of how the English language became a global language.

According to the latest estimations in 2013, as a first language English is second only to Chinese and Hindi (Statista, 2015). However, the Chinese language includes six mutually incomprehensible different dialects spoken mainly in China, and Hindi speakers are located mainly in India, while there are native English speakers in every continent of the world (Broughton et al. 2003: 1). Yet, native speakers of English are already a minority, although estimations may vary. For example, Statista's (2015) estimation implies that there are almost 400 million native speakers of English, whereas English is used as a second or foreign language by 1.5 billion people. However, as Crystal (2003: 68) points out, it must be mentioned that estimations are not available for many countries and thus, all the numbers presented here are indeed only estimations. Most of the available estimations are already rather outdated. Most likely the number of speakers of English is steadily increasing all over the world. All in all, it is commonly accepted that non-native speakers of English outnumber native speakers remarkably. Therefore, it is rather obvious that a large part of interaction in English takes place among non-native speakers and even without the presence of a native speaker.

The use of English within non-native contexts brings us to the question of language ownership, for people tend to be proud of their native language as well as sensitive to the way non-native speakers use their first language (Crystal 2003: 2). Llurda (2004: 314) states that the ownership of the English language must be shared with the newer members of the English-speaking community and thus, non-native speakers should also have a say in matters concerning the language. Crystal (2003: 2) agrees and claims that "everyone who has learned it now owns it – 'has a share in it' might be more accurate – and has the right to use it in the way they want". Additionally, there is a great deal of variation in native speakers' skills and language knowledge levels. For instance, a British speaker typically sounds very different than an Indian or a Jamaican speaker, although all of them have English as their mother tongue and can be considered as native speakers of English. Such variation makes the question of authority even more difficult, as a non-native speaker of English might actually be more theoretically or linguistically knowledgeable in the language than a native speaker. Hence, native and non-native speakers of English can and in my opinion most definitely should be seen as equals, even though the general opinion might still view natives as the only entitled decision-makers. Thus, it seems only justified to shift research focus from native speakers to non-native speakers, as well.

2.1. Defining the essential terms

The English language has steadily spread around the world in an unexpected way and become a truly international language. However, before diving into the process of becoming a global language, the term "global language", as well as some of the other most often used terms, must be explained. Among many others, for instance Crystal (2003) has dedicated a complete book, *English as a Global Language*, to the phenomenon that is global English. He describes a global language as a language that has a special, recognized role worldwide in every single country. Such a special role can be acquired in many ways, for instance, a language can be a native language, a second language or a foreign language. As Crystal (2003) demonstrates, in the case of English, the language is easily able to fill all these roles at present. The English language is spoken as a native language (ENL) not only in Britain and the USA, but also for example in Australia, Canada, South Africa and New Zealand. Only few languages serve as a mother tongue in more than one or two countries, but English and also Spanish, spoken in around twenty countries, are exceptions. Additionally, English has an official status as a second language (ESL) of the country in, for example, India, Singapore and Ghana. An official status means that the language is used as an additional language in various

domains of society, for instance education, media, business and government. As can be inferred from the astonishing number of second and foreign language speakers altogether, English as a foreign language (EFL) has a considerable impact on society in more than 100 countries, including Russia, China, Spain and Germany. In a foreign language context a language is given priority in the country's language teaching and thus, it tends to be the first foreign language children learn in schools. However, the language does not hold an essential status in national or social life like a second language does (Broughton et al. 2003: 6). In addition, it is often the language adults resort to in situations where their mother tongue is not practical. This three-way categorization of language status and language users (ENL, ESL and EFL) is also famous for reflecting the spread of the English language around the world, in for instance Kachru's Three Circle Model of World Englishes which will be discussed in detail later on. However, the use of this categorization has become increasingly unclear, since through globalization speakers of English do not always belong purely to only one of the categories (Jenkins 2009: 15). The categorization can, though, be considered as a useful starting point to the issue.

However, it is essential to remember that when referring to the English language as global English, here the term does not mean a new, separate variety of English. Its intention is simply to highlight the global status and various functions of English in ENL, ESL and EFL situations. As Broughton et al. (2003: 4) explain, many distinctive world varieties of English can be recognized, such as British, American, Indian, Caribbean and West African, but as stated, there is no single one variety that is "global English". They also mention that within the mutually intelligible world varieties there are recognizable local dialects that can be acknowledged as the same variety. For instance, people speaking the British variety in Exeter use a different dialect in comparison with people speaking the same variety in Newcastle, yet both of the dialects are clearly British. Variation is normal and even typical to languages and the term "global English" can even serve as a reminder of all the possible uses of the English language. Nevertheless, not all are satisfied with the term. For instance, Kachru and Smith (2008: 3) argue against the term "global English" for it might dismiss the pluricentric nature of English as a language with several standard versions as well as its wide spread across a variety of cultures. According to critics, the term might turn attention to unnecessary standardization attempts, while it would be more fruitful to concentrate on trying to understand the phenomenon itself. In addition, McArthur (1998: xvi) states that capturing global English in a standard following the footsteps of Old, Middle and Modern English seems impossible and thus, the trend of forming non-linear, plural models of English is a positive one. Kachru and Smith (2008: 4) add that in fact, trying to form an international standard of English is not the force behind the spread

of English, but the powerful acculturation of the language across the world. When remembering the precise meaning and limitations of the term, it can be considered to be a useful way of emphasizing the international nature of the English language nowadays.

Some other general terms often used when discussing global English are "English as an international language" (EIL) and "World English(es)". Both of these names refer to the same phenomenon as "global English" and thus, cover the use of English within and across ENL, ESL and EFL contexts (Seidlhofer 2005: 339). The term World English can also be used in its plural form World Englishes which explicitly refers to all the different varieties of English spoken worldwide. Jenkins (2009: 5) mentions the debate on whether it is a positive or negative development that the English language has become World Englishes. There definitely are negative attitudes towards new and developing varieties of English, as some are worried that the traditional standard English varieties (i.e. American English and British English) might slowly develop towards a different, less prestigious variety. This most likely is the worry of native English speakers. As some argue that abandoning standard versions of English is necessary in order to form an inclusive global English with multiple different, yet equal versions (Schulzke 2014: 227), the worry might be justifiable. However, we must remember that the standard varieties also include dialects that are considered less prestigious, and moreover, the prestige varieties of English are already spoken by minorities. Thus, the non-native speakers are acquiring more and more power over the language. Also, Crystal (2010: 19) discusses how the local context inevitably affects language use as people often incorporate aspects of their immediate environment in their conversations, and therefore, even the most traditional language varieties face variation. One example of local effect on language is the interesting development in the field of lexicon, as different varieties eventually gain words of their own depending on the context. New words can set a native English speaker in the role of a non-native speaker, because local lexicons can be very different from the standard forms (Crystal 2010: 18). As Jenkins (2009: 33) describes, "a living language is by definition dynamic" and thus, it is no surprise that even prestige varieties are not resistant to change.

Whereas global English refers widely to all the different uses of English, the term English as a lingua franca (ELF) refers to a more specific phenomenon. ELF is definitely a part of the more general terms, but not all global English situations are necessary lingua franca situations. Seidlhofer (2005) defines that whenever English is chosen as the common language between people with different mother tongues, the preferred term is lingua franca. In other words, English as a lingua

franca exclusively includes non-native use of English. Therefore, ELF has no native speakers, yet all the speakers of ELF have to know how to use it (Seidlhofer 2012: 397). Naturally the language proficiency levels of the speakers of ELF tend to vary greatly. However, as English is not only spoken but also taught globally, ELF users have typically received at least some formal teaching of English at some point of their life (Mauranen 2003: 514). The term lingua franca puts emphasis on the English language's communicative role as a contact language shared by non-native speakers of English (Crystal 2003: 11). Firth (1996: 240) points out that people using English as a lingua franca not only have different native languages, but they also come from different cultures. Thus, it can be claimed that English as a lingua franca is constantly undergoing changes, as people with various mother tongues and national cultures shape the language for their communicative needs. Most often speakers are not even aware that they are pushing the boundaries of standard English (Seidlhofer 2012: 403). As stated before, also non-native speakers of the English language have a right to use language creatively and therefore, variation within lingua franca use of English should be seen as acceptable. It has been argued that aside from some deviations from the standard forms of English, ELF is absolutely normal language use (Mauranen 2009: 218). Seidlhofer (2010: 148) captures ELF development by stating that "It is not that a new language state appears, but that the language is in a continual state of renewal." Seidlhofer (2012: 403) also explains that the use of ELF is very much like the use of any other natural language, since the speakers must negotiate and construct meaning together. Accordingly, errors cannot be avoided and they occur occasionally. Mauranen (2006: 147) observes that ELF users are motivated to secure that their message gets across in order to maintain the flow of interaction. For instance, ELF speakers frequently correct their own speech, check that their interlocutor has understood the message and signal that they, too, have understood. One possible explanation for such a behavior is that people might assume that mutual intelligibility is difficult to attain within ELF contexts. Nevertheless, ELF interactions are very common, everyday occurrences worldwide and the popularity of ELF signifies its importance as a part of global English. Furthermore, ELF language users tend to feel more comfortable with using English with other non-natives, because lingua franca use of English can be seen as a more equal starting point for communication (Leppänen et al. 2011: 127). Sometimes ELF contexts are so intense that a pidgin language emerges, i.e. a simplified language with its own linguistic structure (Velupillai 2015: 15), for instance American Indian Pidgin English or West African Pidgin English. Pidgins develop when groups of people need to communicate repeatedly with each other, but do not have a shared language. Sometimes a pidgin can become a creole, which means that the language gains mother tongue speakers, for example Tok Pisin in Papua New Guinea. Creole languages are natural languages that function as first languages of entire communities and can fulfill all linguistic needs

of the speakers. In other words, anything can be talked or thought about in a creole language (Velupillai 2015: 43).

2.2. English becoming a global language

Even though the English language may be thought to be from Britain, the origins of the English language can actually be traced back to multiple tribe languages in north-west Germany (Culpeper 2005: 1). During the 5th century the English language started its global spread by arriving in the British Isles, and by the 16th century there were already 5-7 million speakers of English as a first language in the British Isles (Crystal 2003: 30). Culpeper (2005: 9) explains that over the centuries the English language has been affected by a number of people populating Britain, such as Britons, Romans, Anglo-Saxons, Scandinavians and French. He adds that it was, and still is, normal for all languages to be in a constant state of change. Crystal (2003: 31) describes how English made its way from Britain to America as the first permanent English settlement was established in the US in 1607. In the first census in 1790, the population of America was approximately 4 million and a century later the population had reached 50 million, but obviously immigrants arrived not only from Britain, but also for instance from Spain and France. He continues to present how the English language began to appear around the world, for example in Canada, India and South Africa as well as Australia and New Zealand. There is no denying that English language has definitely been in the right place in the right time. In the 17th and 18th century English was the language of the leading colonial power, in the 18th and 19th century English was the language of the leader of the industrial revolution and in the late 19th and the early 20th century English has been the language of the leading economic nation, the USA. Crystal (2003: 29) emphasizes that the development of English into a global language proceeded in leaps and bounds in the mid 20th century when English was confirmed as an official or semi-official language in many of the newly independent countries, for instance in Singapore, the Bahamas and Nigeria. Thus, English has managed to remain timely for years and years.

Over the past decades many researchers have suggested a model to capture the worldwide spread of English. Jenkins (2009: 17-24) describes the most influential models in her resource book *World Englishes.* According to Jenkins (2009: 17), the oldest suggestion for a model from 1980 is Strevens' diagram which shows how all the different varieties of English are related to each other as all of them have roots in British and American English (Figure 1). Later in the 80s, circle models
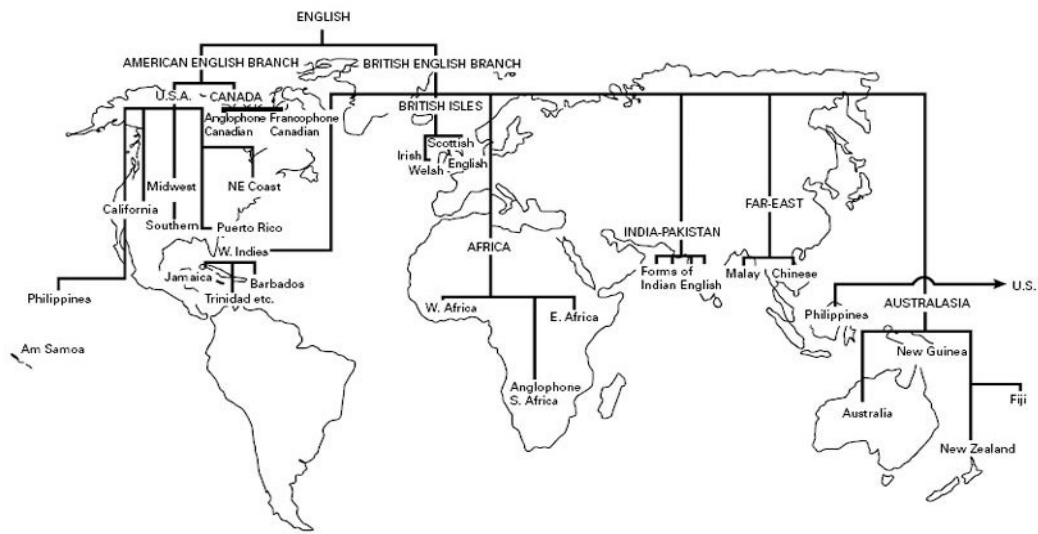
Figure 1. Strevens' world map of English. Jenkins 2009: 17.

were presented by Kachru, McArthur and Görlach (ibid.). As Jenkins (ibid.) describes, McArthur's Circle of World English and Görlach's Circle model of English resemble each other as both of them begin with the notion of global English which, at least not yet, is not an identifiable language variety. Görlach calls global English "International English" and sets it in the centre circle, whereas the following wider circles are regional standard Englishes (African, British Canadian, US), semi-/sub-regional standard Englishes (Indian, Irish), non-standard Englishes (Aboriginal English, Jamaican English) and finally pidgins and creoles (Cameroon Pidgin English, Tok Pisin). As for McArthur (Figure 2), he calls global English World Standard English which is followed by both
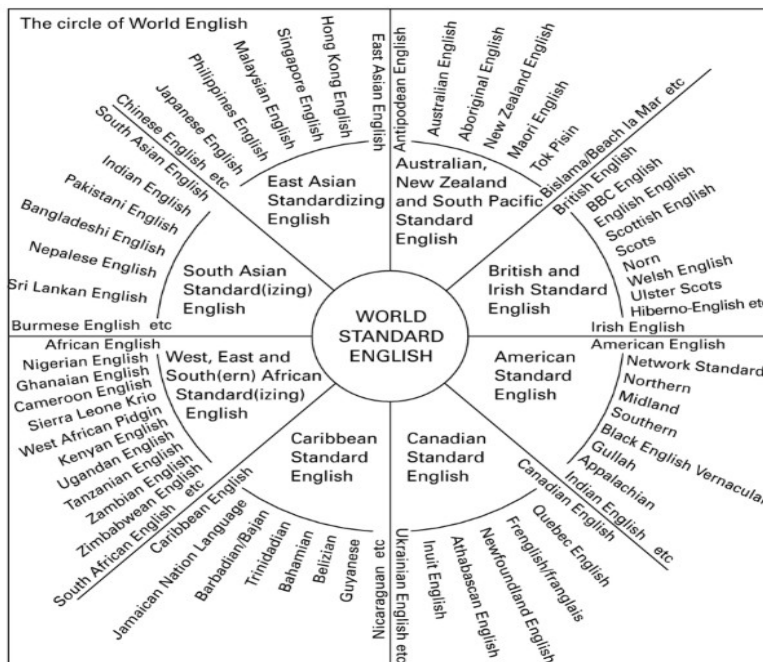
Figure 2. McArthur's Circle of World English. Jenkins 2009: 18.

standard and standardizing regional varieties, for instance British and Irish Standard English, American Standard English and Caribbean Standard English. The final circle consists of subvarieties of the regional varieties. For example, BBC English, Scottish English and Welsh English are subvarieties of British Standard English whereas Bahamian, Nicaraguan and Trinidadian are subvarieties of Caribbean Standard English. According to Jenkins (2009: 18), the most famous and influential of the circle models is Kachru's Three Circle Model of World Englishes (Figure 3). Kachru's three-way categorization divides English into circles: the Inner Circle, the

The "Expanding Circle"
China	1,088,200,000
Egypt	50,273,000
Indonesia	175,904,000
Israel	4,512,000
Japan	122,620,000
Korea	42,593,000
Nepal	18,004,000
Saudi Arabia	12,972,000
Taiwan	19,813,000
USSR	285,796,000
Zimbabwe	8,878,000

The "Outer Circle"
Bangladesh	107,756,000
Ghana	13,754,000
India	810,806,000
Kenya	22,919,000
Malaysia	16,965,000
Nigeria	112,258,000
Pakistan	109,434,000
Philippines	58,723,000
Singapore	2,641,000
Sri Lanka	16,606,000
Tanzania	23,996,000
Zambia	7,384,000

The "Inner Circle"
USA	245,800,000
UK	57,006,000
Canada	25,880,000
Australia	16,470,000
New Zealand	3,366,000

Figure 3. Kachru's Three Circle Model. Jenkins 2009: 19.

Outer Circle and the Expanding Circle according to the types of spread, the acquisition patterns and the functions of the language (Kachru 2005: 214). Kachru (1992: 356) himself explains that the Inner Circle consists of the traditional cultural and linguistic bases of the English language (ENL), the Outer Circle refers to the institutionalized non-native varieties in the previously colonial regions (ESL) and the Expanding Circle represents regions where English is mainly used in EFL

contexts. The Inner Circle can also be seen as "norm-providing", the Outer Circle as "norm-developing" and the Expanding Circle as "norm-dependent", because the ESL varieties are developing their own standards, but EFL varieties are considered to be "performance" varieties and thus, dependent of the traditional prestige varieties (Jenkins 2009: 19).

Nevertheless, Kachru (2005: 219) highlights that the term "inner" is in no way intended to indicate superiority, but to present the historical source of the English language. Crystal (2003: 60) offers multiple example countries of all of the circles: for instance, the UK, the USA and Australia are Inner Circle countries, India, Singapore and Malawi are Outer Circle countries whereas Japan, China and Greece are Expanding Circle countries. As one can assume, the division between the Outer and Expanding Circles is becoming increasingly vague since the Circles share several characteristics and an ESL region can become an EFL region as well as vice versa (Kachru 2005: 214). Jenkins (2009: 21) also describes a more recent circle model suggestion made by Modiano who bases his model on the proficiency of the speaker rather than the historical or geographical context. The center is made up of speakers, native or non-native, who are proficient in international English within a ELF context. Next circle involves ENL and ESL speakers who communicate well with other native speakers or other non-native speakers with the same first language. The final circle includes speakers who not yet are proficient, i.e. learners of English. Additionally, outside the circle are those who do not know English at all. All of the models have received critique, mainly because the phenomenon of global English is so vast and multidimensional and thus, difficult to capture in a model. For instance, where do bi- and multilingual people take place within Kachru's Circles and what makes a speaker proficient in Modiano's model? However, Kachru's Circle model is a theory often regarded as the most useful in presenting the global spread of English.

One justified question that might arise from the victorious spread of the English language is why English and not some other language? Crystal (2003: 59) describes that the spread of English as well as the modern global status of the language can generally be seen as resulting from two key factors. The first factor is the expansion of British colonial power explaining the spread of the English language while the second factor, the emergence of the United States as the leading economic power, accounts for how English continues to have a global status at present. In other words, the two factors explaining why English became a global language are geographical-historical and socio-cultural (Crystal 2003: 29). Demand for English has still rapidly increased through globalization and English has become, for instance, the language of business, technology, science, the Internet, popular entertainment and academia (Nunan 2001: 605). As Sudhakar (2015:

1) puts it, globalization not only helped English spread worldwide, but it also continues to strengthen the position of English as a global language. He also offers some statistics of the use of English: for example, 85% of the world's international organizations have set English as their official language in transnational communication and an incredible 90% of the published academic articles in several academic fields, including linguistics, are produced in English. Nowadays the English language is present on every continent of the world (Crystal 2003: 29). Nevertheless, Schulzke (2014: 236) highlights that English is not the only language that could function as an inclusive international language, but currently it is the leading one because of its already established global status. He also explains how language is never a neutral medium of communication, because it inevitably conveys certain identities and values. As a global phenomenon, a language can, however, change in such a way that it begins to reflect the interests and values of different speakers and nationalities. For instance, the language of a specific group can become a recognizable variety through modifications in language forms and grammar.

2.3. The English language in Finland

The English language is nowadays used for more purposes than ever by a continuously growing number of people worldwide as well as in Finland. English is no longer a foreign language used only with "foreigners", i.e. people who Finns do not share a native language with, but the English language has become a language Finnish people encounter on a daily basis through the mass media, popular culture, the Internet, electronic games as well as at workplaces. Additionally, all TV programs and films are aired with authentic voices accompanied by Finnish subtitles instead of dubbing, which only highlights the role of English in Finland. Thus, English is strongly present in the life of even those Finns who do not have active international contacts (Taavitsainen and Pahta 2003: 5). Leppänen et al. (2011) conducted so far the vastest national survey on the uses and meanings of the English language in Finland as well as the attitudes towards the language with the aim of finding out and explaining what Finnish people think about the ever growing visibility of English in Finland. They report that the rapid emergence of English is generally seen as a two-way street; English is not only taking over Finnish society by itself, but Finnish people are also actively taking up and using English in a variety of ways. It would be silly to imagine that Finns are not aware of the English language entering as well as widening its role in the Finnish society. According to Leppänen et al. (2011: 24), Finns come across English typically in three types of situations: as a lingua franca, as an intracultural medium of communication when the people

involved may or may not have a shared language or as an additional language within a bilingual context. Therefore, it is already reality that Finns use English as a lingua franca when they could use Finnish instead, at least in some contexts. According to Mäkinen (2014), a majority of Finnish upper secondary school students expected that in the future they will use more English with non-native speakers of English than with native speakers, while a little more than 10% of the participants believed that they will use English more with native speakers. Indeed, especially young people in Finland tend to use English on a regular basis, and the language may not even be seen as "foreign", because of its strong presence in their everyday lives. Choosing English over Finnish can also be an index of one's professionalism or membership of certain social groups.

Taavitsainen and Pahta (2003: 4) report a narrowing in repertoire of national languages as the English language gains ground, especially in the Nordic countries. However, even though English is slowly starting to dominate as the language, for instance, of research and science in Finland, the situation seems to be under control, because the country is strongly bilingual in Finnish and Swedish. According to Statistics Finland (2015), in 2015 88.7% spoke Finnish and 5.3% spoke Swedish as their mother tongue of the whole population of 5.5 million Finns. Altogether approximately 120 languages are spoken in the country, but there are less than 20 000 native English speakers (Statistics Finland 2015). Thus, the small group of English-speaking immigrants are not in a position to influence the language majorities. However, as Finnish people are mainly speakers of two rather small languages, learning foreign languages is of course valued. Foreign languages are needed in Finland, because Finns have had and still have the need to be able to communicate within international contexts. Of all the foreign languages in Finland, English is no doubt the one most commonly studied and used. Leppänen et al. (2011: 155) report that Swedish skills are clearly regarded as less necessary than English skills. Even though almost 60% of Finns consider English to be somehow personally important to them, Finnish people tend to see themselves as monolinguals (Leppänen et al. 2011: 47). Multilingualism is, thus, not considered to be the direct result of studying foreign language.

Leppänen et al. (2011: 85) present that most Finnish people have a positive attitude towards the English language, even though Finns admit that English is replacing other smaller languages around the world. English is the most seen and heard foreign language within the Finnish society and a majority of Finns agree that young people as well as people of working age must know English to stay up-to-date, so to say. Accordingly, a report conducted by the Confederation of Finnish Industries (2014) revealed that the English language was used in almost 80% of its member

companies. Moreover, many Finns believe that the English language has a positive effect on their native language. Nevertheless, as Leppänen et al. (2011: 79) reveal, 81% of Finnish people find their mother tongue to be more useful in Finland than English. Thus, Finnish people do not seem to be too worried about English completely displacing the Finnish language or weakening the Finnish culture. All in all, Finnish people seem to be categorized into two when it comes to their need and skills of English: young, educated people living in cities and working as managers or experts versus older, less educated, manually working people living in rural areas (Leppänen et al. 2011: 105). Thus, how much the English language affects and shows in one's life is dependent on one's age, geographical environment, social status, education and occupation. It could be said that the English language in Finland is facing a kind of a turning point. Making use of English is obviously only increasing in the Finnish society, yet there still are older generations not so familiar with English. The future will show how prominent a status the English language will eventually reach in Finland, but English is not expected to face significant competition.

3. NATIVE AND NON-NATIVE SPEAKERS AND TEACHERS OF ENGLISH

Dividing speakers of English into native and non-native speakers tended to be rather effortless back in the day: either a speaker used English as their mother tongue or as a foreign language. The cut was clear, but the increasing multilingualism and the global use of English have blurred the definitions of nativeness considerably. In Kachru's terms, one could claim that the speakers within the Expanding Circle are approaching the Outer Circle while the Outer Circle users are approaching the Inner Circle (Taavitsainen and Pahta 2003: 4). Kirkpatrick (2012) argues that native, monolingual speakers of English are actually gaining a disadvantaged status in the multilingual world of the 21st century, in which an incredible number of multilinguals have English as one of their resources. English skills are an important tool for the young as well as the working people of today, but it remains to be seen whether skills in the English language hold their respected status against diverse multilingual skills. This section concentrates on shifting the focus from global English and its speakers to the issue of teaching English. As English is studied worldwide, it is obvious that there is also a vast amount of English teachers. Both native and non-native speakers of English teach the English language, and as one might suspect, the two groups hold distinctive advantages and disadvantages as teachers. However, English teachers' mother tongue is only one component of their professionalism, as both linguistic and pedagogical knowledge are very important for foreign language teachers. Finally, teaching English in Finland as well as the English

teachers of Finland are examined.

3.1. Native and non-native speakers of English

Previously it was convenient to call a speaker native, if he or she was born in an English-speaking country and non-native, if the person was from a non-English-speaking country. However, as mentioned before, defining nativeness and non-nativeness in the English language has become challenging with the global spread of English. Even two native speakers of English may sound completely different and use divergent vocabulary, depending on where they are from. Another traditional way of distinguishing native and non-native speakers is based on the age of acquiring or learning a language. For instance, Cook (1999: 187) argues that native speakers are speakers who have acquired the language in their childhood. According to him, one can be native only in languages learned as a child, and all adult foreign language learners are automatically non-native speakers. However, this description of nativeness raises the challenge of defining childhood as well as acquirement. When does one's childhood begin or end, and when is a language "acquired"? In order to be able to adapt Cook's view, these terms must be explained. In this study childhood is considered to be the age from birth to early adolescence, approximately up to the age of 11, whereas acquiring a language is seen as reaching first language-like level and skills in a language. Thus, here a native speaker of English means someone who has acquired the language as a child to a native-like level while a non-native speaker has not acquired the language in one's childhood, but rather learned it later in life. The same definitions are applicable to teachers, as they, too, are either native or non-native speakers of English and therefore, native or non-native teachers of English.

Native speaker level has typically been seen as the learning goal of all foreign language students, but lately the concept has been increasingly criticized. Jenkins (2009: 67) describes an interesting, yet typical, argument from a British linguist Quirk. In 1990 Quirk stated that all non-native varieties are only insufficiently learned versions of the correct native varieties and therefore, they should be avoided at all costs and learners of English should have a native-sounding variety as their target. Not having native-like skills made a speaker sound less accomplished and clumsy. However, Cook (1999: 185) argues that a native speaker level is an utterly unattainable target for second and foreign language learners. Therefore, it would be more useful to concentrate on building versatile skills in a language and not regarding non-native speakers as deficient native speakers, but rather as multicompetent language users. Seidlhofer (2012: 398) explains that a popular tendency, a

compromise of a sort, has been to demand non-natives to master both Standard English and the idiomatically appropriate English spoken by native users in real life situations. Nevertheless, the modern view on teaching international users of the English language does not emphasize skills in Standard English, because global English represents all speakers of English. Such a direction in English language teaching will only strengthen the status of non-native teachers, as they are the ideal models of competent language users whose mother tongue is not English. Llurda (2004: 318) explains that proficiency in the English language should no longer be determined by birth and mother tongue, but rather by the capacity to learn and use the language correctly. Thus, according to this definition, a native speaker can even be less proficient than a non-native speaker.

3.2. Research on native and non-native teachers

Non-native English-speaking teachers of English started to receive attention from researchers in the 1990s through the pioneering work of Peter Medgyes. In 1994, he claimed that native English-speaking teachers (NESTs) and non-native English-speaking teachers (non-NESTs) should be considered as two completely different groups, and in this case, difference does not imply one group being better or worse than the other (Medgyes 1994, cited in Arva and Medgyes 2000: 357). As natives were, and to some extent still are, considered to be the experts and decision-makers in their own language, Medgyes' claim was thought to be groundbreaking. Braine (1999: 12) describes how some researchers were certain that native English speakers were ideal language teachers, since only natives speak fluent, idiomatically correct language and have diverse knowledge of the cultural connotations of the English language. However, Braine (ibid.) argues that non-natives are perfectly capable of acquiring these skills as well as gaining personal insights into the process of learning a foreign language, learning to use a foreign language fluently and the ability to analyze and explain language forms. Additionally, not even native speakers use the standardized and idealized version of English, as their speech is always influenced by, for instance, age, occupation and social status. In fact, it could be claimed that exactly the process of having to learn a foreign language, makes non-natives better qualified to teach the language. Even though differences between the two teacher groups can be recognized, for instance in native and non-native teachers' proficiency and teaching behaviour, according to Medgyes both groups can be equally good professionals of education. Indeed, professional virtue is nowadays generally regarded as more important than being native or non-native, which to me seems to be justified and only sensible. Hayes (2009: 2) voices an interesting point of view, stating that non-native teachers are native in terms of their situational

knowledge. Such knowledge is indeed a part of non-native teachers' language competence and thus, a part of their professional expertise. At present, two decades later, research on non-native teachers is widely accepted, and also native English-speaking researchers are choosing non-native teachers as their research subjects (Llurda 2005: 2).

Over the past two decades many researchers have been keen on comparing native and non-native English-speaking teachers of English in an attempt to describe the advantages as well as disadvantages of both teacher groups. For instance Hayes (2009: 2) highlights the importance of bringing forth the actual voices from native and non-native people teaching English. Typically the larger framework of studies on the nativeness and non-nativeness of teachers has been the justification of the status of non-native teachers as equally skilled English teaching professionals. Before writing his extensive book on non-native teachers, Medgyes (1992) discussed the differences between NESTs and non-NESTs in his article *Native or non-native: Who's worth more?* already in 1992. He came to the conclusion that as natives and non-natives use English in different ways, they also teach English differently. However, despite native speaker teachers' undefeated competence in English, both teacher groups have an equal chance of becoming effective language professionals. Medgyes states multiple factors arguing for non-native teachers, for instance their ability to serve as models of a successful English learner, teach learning strategies more effectively, exploit students' mother tongue and be more able to anticipate language difficulties. Therefore, it could be said that the strengths and weaknesses of native and non-native teachers balance each other out. According to Medgyes, an ideal NEST is not only proficient in English, but also in the learners' mother tongue, whereas an ideal non-NEST has achieved a native-like degree of proficiency in English. Braine (1999: 13) explains the difference between native and non-native teachers nicely by stating that although native teachers naturally have a better knowledge of the contexts of language use, non-native teachers tend to have a better understanding of the contexts of language learning. Thus, the first-hand experience of studying and learning a foreign language is a valuable one for non-native teachers in many ways.

Making comparisons between the two groups has also been seen as a challenge, as what teachers report might differ greatly from what is observed in their classrooms. Thus, teachers' stated and observed behavior should both be taken into consideration when assessing their teaching skills. Arva and Medgyes (2000) conducted an exemplary diverse study through interviewing and observing native and non-native teachers in Hungary (N=10). The interviews revealed that the primary advantage of NESTs was clearly their competence in English, i.e. using language

spontaneously in diverse communicational situations, whereas non-NESTs beat NESTs with their explicit grammatical knowledge. Accordingly, NESTs complained about not being able to explain why some language form is correct or incorrect, even though they know the right answer. On the other hand, non-NESTs reported having problems with most aspects of language, although especially with pronunciation and vocabulary. However, when the teachers were observed, the stated concerns were not found alarmingly substantial. One of the main reasons for such an observation was most likely the rational distribution of work: native teachers taught mainly oral, communication-based courses while non-native teachers were responsible for the rest of the courses, including grammar teaching. In other words, the teacher groups were assigned to do what they were thought to do best. As could be expected, NESTs excelled in making students speak English through facilitating diverse communicational situations, but contrary to what the non-NESTs themselves had stated, all of the non-NESTs were actually found to be fluent speakers of English. Moreover, according to the observations, even the courses held by non-NESTs stressed students' communicational oral skills. The study, thus, demonstrated the modern trend of highlighting communicational skills through exploiting both native and non-native teachers in English teaching. Furthermore, according to all of the teachers involved, professionalism is more important than one's mother tongue, and both teacher groups are needed for different purposes.

In addition to comparisons between native and non-native teachers, another important area of interest in the field is self-perceptions of non-native teachers. Of course these self-images of non-native teachers can also include comparing themselves to their native counterparts. Medgyes studied the self-image of non-native teachers (N=216) with Reves (1994). A quarter of the non-NESTs interviewed considered NESTs to be more successful teachers, another quarter thought the same of non-NESTs, whereas half of the respondents saw no difference between the teacher groups. 10% of the non-native teachers regarded their English skills as poor, but fortunately most described their skills as good or average. Thus, the researchers came to the conclusion that non-NESTs should be made aware of the unique advantages they possess so as to help them develop a more positive perception of themselves as language teachers. Samimy and Brutt-Griffler (1999) followed Medgyes and Reves' footsteps by surveying and interviewing future ESL and EFL teachers (N=17) in an attempt to determine how these graduate students saw themselves within the field of English language teaching. More than two thirds of the students admitted that their teaching is affected by their own language difficulties, which sounds worrying. However, it could be said that learning a foreign language is a life-long process and thus, it is not only students, but also teachers, who are constantly learning within classrooms. Although the students in Samimy and Brutt-Griffler's study

did not consider NESTs to be superior to non-NESTs, 90% of the students saw differences between the two teacher groups. Native speaker teachers were perceived as informal, fluent, accurate, flexible and users of authentic and conversational English, while non-native speaker teachers were thought to be more efficient, more sensitive to students' needs, rely more on textbooks, use students' first language more and aware of negative transfer and psychological aspects of learning. In the 2000s, Llurda and Huguet (2003) studied the self-awareness of non-native EFL teachers in primary and secondary schools in Spain. Through orally conducted questionnaires the researchers were able to define differences between non-native teachers within different school levels. The secondary school teachers seemed to be more confident in their English skills, but the primary school teachers were more understanding of language improvement happening over time. The results also revealed that almost all of the primary school teachers opted for communicative strategies and purposes as their teaching goals, while only two thirds of the secondary school teachers did so. The secondary school teachers seemed to be prefer language structures and habit creation as their foundation for language teaching and learning. The study shows how English teaching differs from a school level to another and how, apparently, communicative functions might become a minor interest when students progress in their language studies.

3.3. Teaching and studying English in Finland

The teaching of English in Finland began in the 1940s, by the 1960s it was the most studied foreign language in Finland, and by the 1980s English was studied by almost all Finns at some point during their compulsory schooling (Leppänen et al. 2011: 17). As the development of one's mother tongue has been seen as an important starting point for learning foreign languages in school, studying the first foreign language, most often English, typically does not begin until the third grade at the age of nine in Finnish schools. Sajavaara (2006) explains at length how shifts in the point of view of education as well as political decisions have influenced the English language teaching. For example, in the 1960s society's national and international benefits were considered to be the most important goals of language education, whereas in the 1980s individual needs and aims of students became essential. Finland entering the European Union in 1995 only accelerated internationalization and the need for English as a lingua franca. Also, the EU's language policy came into effect in Finland, stating that all EU citizens to master at least three EU languages. As one's mother tongue is considered as one of the languages, the policy requires learning two foreign languages. However, the Finnish educational system already measured up to the demands, for an

equivalent requirement had been imposed in the Basic Education Act in the 1970s.

Leppänen et al. (2011: 61) found out that in 2007 an impressive 90% of Finnish people had studied or were currently studying at least one foreign language. Despite the popularity of the English language, it is still not a compulsory school subject in Finland, and in 2007 15% of Finns reported not having studied English at all (Leppänen et al. 2011: 103). However, as mentioned before, in practice most Finns study the language at least at some point of their educational path. Indeed, in 2012 90.5% of Finnish children chose English as their first foreign language (Hartonen 2014: 44), which definitely reflects the strong status of English within Finnish schools. Moreover, English-speaking schools, such as the English School in Finland and International Baccalaureate -schools, as well as teaching school subjects in English within Finnish speaking schools, have become more and more popular alongside the escalating globalization. Taavitsainen and Pahta (2003: 9) bring forth that the use of English as a medium for teaching subjects such as biology and mathematics, also known as Content and Language Integrated Learning (CLIL), has also been questioned. For instance, some have argued that students have the right to learn and develop their skills and thinking in their own mother tongue, but of course CLIL pedagogy also develops versatile language skills in the foreign language used in teaching. According to Leppänen et al. (2011: 74), a majority of Finnish people encourage Finnish kids to attend English-speaking schools and almost 90% of Finns see teaching in English as a positive phenomenon in Finland.

The early visionary thinking within language education naturally began to achieve results in Finland. Already in 1995 almost 70% of the population were able to speak at least some English (Taavitsainen and Pahta 2003: 6). Leppänen et al. (2011: 103) received similar results in 2007 when 70% of Finns in their study rated themselves as having at least moderate skills in the English language. Less than 40% of them reported being proud of their English skills and a vast majority of the participants in the study wanted to learn more English. Additionally, half of the respondents thought of their English skills as weaker than the skills of an average Finn, and 14% evaluated their skills as insufficient in any situation. Such results reveal that in general Finnish people are indeed competent in English, although they do not seem to be completely happy with their skills and are therefore keen on improving their skills in the English language. However, it should be noted that Finns' stated skills can differ from their actual skills, and Finns seem to neither brag nor be embarrassed of their English skills. Leppänen et al. (2011: 127) observe that not sounding like a native and searching for appropriate words while talking in a foreign language are natural characteristics of foreign language use, but Finns consider that these factors make them less

competent English speakers. Furthermore, Finnish people admire other Finns with fluent English skills and feel sympathy, amusement and irritation, when they hear a Finn speaking English poorly (Leppänen et al. 2011: 90). All in all, having good English skills as well as English teaching and studying are in demand in Finland.

As can be inferred from the current status of the English language and English studying in Finland, there is definitely a great number of English teachers in Finland. However, the global debate on native and non-native English language teachers has not been a burning topic in Finland, because traditionally in Finnish schools all teachers, including language teachers, are Finns. This tendency is easily explained by the Finnish legislation, since it demands all basic education teachers to have an excellent command of the school's official language (Finlex 2013). Finnish schools' official language is generally Finnish or Swedish. In upper secondary schools the language requirement applies only to the language used in teaching, which is not necessarily Finnish, but often towns or schools have their own demands on the language skills of teachers. Thus, English teachers in Finland are typically non-native speakers of English. Even though globally non-native English teachers have been seen as secondary to native teachers, this does not seem to be the case in Finland. The strong Finnish tradition of non-native language teachers has made non-nativeness the norm. Since the 1970s teacher training has been consistently developed bearing in mind that the teacher profession is a demanding one and therefore, teachers have to be highly educated (Mahlamäki-Kultanen et al. 2014: 6). Indeed, a Master's degree is required of teachers in Finland as well as in approximately half of the European countries. Furthermore, despite pedagogical studies, linguistic studies in the English language are required of English teachers in Finland. The educational level required of teachers most definitely affect teachers' professional skills and knowledge. Thus, it can be inferred that in Finland professionalism is more appreciated than one's mother tongue.

4. STUDENTS' POINT OF VIEW

Considering the remarkable number of non-native speakers of English worldwide, it is only natural that there is also a great number of people studying the English language. Students range from young children to the aged, and all the ages in between. Most of the English language students are taught by someone, either a native or a non-native speaker of English. The development of technology has created new opportunities for language learners, but typically the language learning

process is still guided by a teacher in an actual classroom. Moreover, all English teachers, be native or non-native, influence the learning process and language development of their students as they function, for instance, as informants of the foreign language, instructors, models of successful language users and supervisors. Although nowadays it is a common opinion that especially the older students themselves are responsible for their own learning, both native and non-native teachers tend to influence the lives of their students in one way or another. Thus, it is interesting to notice that research has so far concentrated significantly more on the teachers' point of view than the students' perspective on the issue of teachers' nativeness and non-nativeness (Kasai et al. 2011: 275). After all, students are no doubt an inseparable part of the teacher profession. Also, they are the ones primarily affected by teachers' decisions and personal attributes concerning their teaching. A teacher's mother tongue can definitely be seen as an example of a personal attribute influencing teaching more or less, and therefore, it is worthwhile to study students' stand on teachers' nativeness and non-nativeness. This section discusses the issue of teachers' nativeness and non-nativeness from students' point of view. Firstly, students' perceptions as well as their views on the advantages and disadvantages of the two teacher groups are discussed. Secondly, students' preferences when it comes to choosing an English teacher are presented. Finally, attention is drawn to the present study which takes interest in the topic of NESTs and non-NESTs from Finnish university students' point of view. More specifically, the final section presents the main aim and the research questions of the present study.

4.1. Students' perceptions of native and non-native teachers

The English language students worldwide are in constant interaction with their foreign language teachers and at the same time they naturally form a range of diverse perceptions of their teachers. As students are individuals, it is no surprise that they all have different personalities, ways and strategies of learning as well as learning goals. Moreover, English teachers are not identical, but present a wide collection of language professionals with diverse backgrounds, mother tongues, personalities and teaching philosophies. Also, the environment and students' peers can have an effect on the perceptions students form of their teachers. Thus, when personalities and strategies of learning and teaching collide in a classroom, typically some students like a teacher that other students might dislike. Kasai et al. (2011: 292) state that there are many contextual and personal particularities affecting students' perceptions, such as relationships between teachers and students, methods of instruction, curriculum aims and personal characteristics of a teacher in a particular

school context. All perceptions of the students are highly situational and thus, strongly connected to the specific teachers, experiences and thoughts of the students involved. It seems to be clear that native and non-native teachers are perceived differently not only by the teachers themselves, but also by their students. Moreover, students' reports concerning their perceptions of their teachers can be completely different than the teachers' own perceptions of their instructional practices (Kasai et al. 2011: 292). However, typically the two teacher groups have distinctive advantages and disadvantages, but some inconsistencies have been observed in the achieved results. Kasai et al. (ibid.: 274) point out that teachers' own perspectives on the matter have been studied much more than students' perceptions and thus, more research is needed in order to be able to form generalizations and possibly resolve any discrepancies. However, it should be remembered that even though stereotypes can be formed easily, all teachers are individuals and have various backgrounds, life stories, strengths and weaknesses. Therefore, it might be that the inconsistencies in the results simply arise from the individual nature of the issue. Moreover, a characteristic disliked by one might be appreciated by another (Benke and Medgyes 2005: 207).

Native and non-native teachers have been studied in many contexts, including all of the three Circles (ENL, ESL and EFL countries) discussed earlier. Here I concentrate mainly on studies of NESTs and non-NESTs as foreign language teachers within ESL and EFL contexts, because teaching English as a second language within a native English speaking country can be seen as a slightly different area of interest. For instance, a native and a non-native context differ greatly in the learning environment as well as in the aims and purposes of learning English. Also, within native speaker contexts, English teachers are often native speakers and comparing the two teacher groups is therefore impossible. However, there are non-native teachers in ENL countries as well, and actually the only ENL-based research presented in this section is Pacek's (2005) intriguing study on a non-native university teacher in the United Kingdom. Pacek's study revealed that all of the students' expectations of a good English language teacher were in general met by the non-native teacher. The participants included both native and non-native speakers of English with various backgrounds. Indeed, many of the students had not even noticed that the teacher was a non-native speaker of English. Some students reported that as non-native pronunciation is more easily achievable, it may even be a better model for non-native students of English, as long as the pronunciation is understandable. Although Pacek concentrated on students' perceptions of only one non-native teacher, the results implicate that non-NESTs can be equally efficient English teachers as NESTs. Moreover, most often students' conclusion is that none of the teacher groups are superior, as in Gurkan and Yuksel's (2012: 2957) study conducted in Turkey.

Lasagabaster and Sierra (2005) have conducted a diverse study on how students see their native and non-native English speaking language teachers, which functions here as a good starting point to the perceptions of students. Moreover, the study's results are rather typical for such a study. Lasagabaster and Sierra (2005) asked 76 Spanish university students of English what advantages and disadvantages they saw in their native and non-native teachers. On the whole, their survey revealed that the Spanish students appreciated the authenticity a native teacher brings to the classroom. The advantages of NESTs' authenticity include pronunciation, vast vocabulary, slang and idioms, cultural knowledge as well as correct usage of the English language. Taking a NEST's course was thought to improve one's listening skills through getting used to listening a native English speaker. Moreover, the presence of a non-Spanish speaking teacher made the students speak more English and thus, get better at speaking English. Issues in understanding and the disability to translate to students L1 were seen as the most integral drawbacks of a NEST, because these aspects are guilty for hindering the cooperation of the NESTs and their students. Having a NEST was considered to require more knowledge on students' part than having a non-NEST, which can be both an advantage and a disadvantage depending on the learning goals of a student. Some students found that a NEST's pronunciation and accent could be more difficult to understand than a non-native English speaker, especially if the NEST had a non-standard accent. Also, NESTs' more often lacked degrees in the English language, which lead to not being able to explain the quirks of the language even though they themselves were fluent speakers of English. Some felt that as NESTs spoke English as a native language, they did not understand the difficulties of learning English as a foreign language. This actually emerged as one of the main advantages of having a non-NEST, as students claimed that non-NESTs had more first-hand experience of the language learning process, knew more language learning strategies and were able to understand better the mistakes students make. Non-NESTs' skills in translation, grammar and the ability to understand and guide even the weakest students were valued. Additionally, the students saw non-NESTs as encouraging models of foreign language learners. However, non-NESTs' disadvantages were also mentioned: sometimes artificial pronunciation and sentence structure, teaching their own mistakes to the students, less cultural knowledge, using more of one's L1 and even learning less in general.

A closer look on recent research is needed in order to gain an extensive overview on students' perceptions of their English teachers. Firstly, how students of English see their native English-speaking teachers is presented. Typically NESTs' best qualities according to students are connected to their outstanding skills in correct and authentic language use. NESTs' diverse language

competence is obviously undefeated. Gurkan and Yuksel (2012: 2957) found out that students prefer NESTs especially as teachers of pronunciation, as NESTs are regarded as better providers of natural and fluent language use. The students reported that NESTs easily established positive attitudes towards English and learning the language, mainly through creating an innovative and casual atmosphere in their classrooms. Such an atmosphere along with versatile teaching methods allowed students to improve especially their listening and speaking skills, because using one's L1 was not an option. Moreover, NESTs' friendly, helpful and enthusiastic attitude was praised by many (Rao 2010: 66, Ütsünlüoglu 2007: 74). The students in Benke and Medgyes' (2005: 207) study liked NESTs ability to get their students to speak by providing lively conversation classes. Kasai et al. (2011: 291) add that the participants in their study appreciated NESTs in terms of their cultural knowledge, vast vocabulary and excellent oral skills. The aspect of culture was mentioned by the students in Gurkan and Yuksel's (2012: 2955) as well as Rao's (2010: 55) study. Rao's (2010: 66) study also revealed that according to students, NESTs were better equipped to decide which language forms are correct and incorrect. What seemed to be the biggest drawback of NESTs was their insensitivity towards students' linguistic problems and therefore, not being able to solve such situations (Benke and Medgyes 2005: 207, Gurkan and Yuksel: 2012: 2955, Rao 2010: 55). Especially grammatical matters were mentioned as challenging to clarify in the target language, and sometimes students' problems were left unexplained. Some students claimed that NESTs' speech was more difficult to understand while the possible cultural gap did not help communication (Benke and Medgyes 2005: 207). NESTs' own culture can differ greatly from the students' culture, which can become problematic. For instance, Rao's (2010: 55) study involved Chinese students who reported that NESTs were too unfamiliar with the local cultural and educational system in order to support them with their English studies. However, NESTs most definitely possess qualities of an efficient English teacher and it is possible to overcome the issues mentioned by students.

Secondly, in general English students find that non-NESTs excel as foreign language teachers just because they are non-native and thus, have gone through the process of learning the language. Teachers' personal experience allows them to anticipate and prevent students' mistakes better as well as teach versatile language learning strategies (Gurkan and Yuksel 2012: 2956, Ütsünlüoglu 2007: 73). Using the target language is important in a foreign language class, but most students' appreciate their teachers' skills in their mutual L1, as well. For instance, Benke and Medgyes (2005: 206) gained results highlighting non-NESTs' skills in the parties' mutual language. Using the L1 allowed non-NESTs to provide exact equivalents in both languages and developed the students' translation skills, although some of the students commented that non-NESTs might even use too

much of L1. Furthermore, the students examined by Benke and Medgyes (2005: 206) stated that non-NESTs were better at teaching grammar explicitly, because they possessed a more structured view on English. Although the students in Gurkan and Yuksel's (2012: 2957) study received similar results and the researchers stated that especially non-NESTs' grammar teaching improved their language competence, Kasai et al. (2011) received differing results. According to Kasai et al. (2011: 291), Japanese students actually preferred their NESTs as their grammar teachers whereas Korean students saw no difference in the teachers' efficiency as teachers of grammar. However, most English students agree that non-NESTs' are more empathetic and sensitive to their students (Gurkan and Yuksel 2012: 2957, Ütsünlüoglu 2007: 73). Benke and Medgyes (2005: 206) describe the phenomenon as being on the same wavelength. Empathy tends to build a positive rapport, which can help promote students' language learning. Nevertheless, students can name some disadvantages of having a non-native speaker as their English teacher. Very much like the strengths of NESTs, typically the weaknesses of non-NESTs are also attached to the fact that English is not their mother tongue. The students in Gurkan and Yuksel's (2012: 2956) study pointed out that as non-NESTs were speaking a foreign language, they had to retrieve vocabulary items more often than in their native language. Moreover, non-NESTs might not be so familiar with the modern daily use of the language and thus, use outdated language (Benke and Medgyes 2005: 206). Sometimes students perceived non-NESTs as more nervous and afraid of making mistakes, which might be seen as typical for a foreign language speaker (Gurkan and Yuksel 2012: 2956). In addition to language use, the students in both Gurkan and Yuksel's (2012: 2956) and Benke and Medgyes' (2005: 206) study notified pronunciation as a possible weakness of a non-NEST. Some students wanted to remark that even though NESTs might be more fluent English speakers, non-NESTs were fluent as well, and no doubt could be efficient teachers (Kasai et al. 2011: 291). Obviously being a native speaker teacher as well as being a non-native speaker teacher hold their own, typical strengths and weaknesses.

Finally, as the present study is located in Finland, it is worthwhile to present a couple of the few studies exploring Finns' perceptions of their English teachers. Mäkinen's (2014) recent Master's Thesis concentrated on Finnish upper secondary school students' insights into NESTs and non-NESTs as well as global English. Although only less than 30% of the participants had been actually taught by a NEST, they seemed to place more value on the native speaker. For instance, approximately half of the Finnish students thought that the target of English teaching in Finland should be native-like level. However, as the students were not completely unanimous, the researcher pointed out that the students were not absolute in their opinions about the ideal of a native speaker, but not yet ready to welcome non-natives as the new norm. Conveying meaning was

still considered to be more important than being grammatically correct. Students reported that they would choose a native teacher because of native speakers' linguistic skills and knowledge of culture as well as oral skills, whereas choosing a non-native was linked with non-natives' knowledge of Finnish, grammar teaching skills and empathetic attitude towards learner difficulties. Additionally, in comparison with NESTs, non-NESTs were considered to be better models of efficient language learners. Overall, regardless of teachers' mother tongue, the students appreciated a motivating, supportive and learner-oriented English teacher with good teaching and linguistic skills. Perhaps surprisingly, a good English teacher also knows Finnish, which reveals non-NESTs are no doubt valued by the students, too. Burns (2009) adopted a slightly different point of view in his Bachelor's Thesis as his aim was to examine how the Finnish business community sees NESTs and non-NESTs. 25 Finnish businessmen with senior positions in different disciplines completed a questionnaire and five were interviewed for the study. Although the participants were not in school studying English, their perceptions on the issue are no doubt valuable because of their experiences in the business world. The results were clear as the participants agreed that NESTs' most valuable strength is pronunciation whereas non-NESTs excel in the field of grammar. Being able to solve anything left unclear in the participants L1 was considered very useful in terms of learning grammar. On the other hand, with the help of native speaker the businessmen wished to improve their pronunciation and reduce their evidently Finnish accent. Overall, it would seem that the Finnish results are in line with the global research results on the matter.

4.2. Students' teacher preferences

NESTs and non-NESTs form two distinctly different groups with their typical strengths and weaknesses and thus, students obviously form their own opinions and perceptions as well as develop preferences. Todd and Pojanapunya (2009: 24) state that historically, native speakers of English have been preferred as teachers of English as a foreign language. An overwhelming majority of recent research on students' teacher preferences shows that nowadays students prefer a combination of both NESTs and non-NESTs (for example Benke and Medgyes 2005, Lasagabaster and Sierra 2005, Gurkan and Yuksel 2012, He and Miller 2011). Mäkinen (2014: 71) reports that almost half of the Finnish students in her study clearly preferred a mix of both teacher groups, but a quarter of students did not show any preferences. Finnish students seemed to appreciate professionalism much more than nativeness, which might explain the results. However, there still

are studies in which students report to prefer NESTs, although most often only slightly (for example Jin 2005). As the previously discussed students' perceptions already implied, none of the teacher groups are typically regarded as superior or inferior, but simply different with different areas of specialization. Thus, although students appreciate the linguistic diversity of native speaker teachers, they understand the advantages of having non-native speaker teachers, as well. Moreover, as Kasai et al. (2011: 291) stated, students know that both native and non-native speakers can be equally efficient teachers. Naturally students' individual tastes always influence the results in such studies (Benke and Medgyes 2005: 207). In addition to students' individual preferences, political correctness is another feature that might affect and even skew research results. For instance, Mäkinen (2014: 70) comments that Finnish students were critical of forming stereotypes, which might result from political correctness. On the other hand, Benke and Medgyes (2005: 208) point out that in their study students were made to form an opinion of rather provocative statements on purpose, in order to find out their real thoughts on the matter. However, students' responses might still be influenced by a sense of trying to be politically correct.

He and Miller (2011: 438) report that the two different teacher groups actually complement each other and both are needed for a diverse set of reasons. According to Mäkinen (2014: 71-72), students wish to benefit from the advantages and disadvantages of the teacher groups and hence, receive diverse English teaching from both points of view. He and Miller (2011: 438) as well as also Jin (2005: 45) point out that non-native English teachers should be offered better opportunities for additional education during their working years in order to provide students high quality foreign language teaching. The importance of on-the-job teacher training might be underestimated, and in my opinion all foreign language teachers should indeed have the option of attending further training in a variety of topics. Todd and Pojanapunya (2009: 24) report that if the Thai students in their study were made to decide between a NEST and non-NEST, the students usually chose a NEST. This might be explained by the target level set for or by the students or by cultural or linguistic admiration of a language variety. For instance, if a native-like level is expected of students or a student admires the British culture, it is likely that the students will prefer a native speaker teacher and in the latter case, specifically a British native speaker teacher. Mäkinen (2014: 72) points out that there may be a correlation between students' linguistic competence and the choice of teacher, as the more skilled learners emphasized the importance of NESTs. Moreover, Jin (2005: 45) mentions that if students hold the belief that only natives know the language properly, it is natural that they wish to have a native speaker as a teacher. Todd and Pojanapunya (2009) were especially interested in the differences between students' explicit and implicit preferences as they experienced that in

order to get balanced results, more than only students' stated attitudes need to be taken into consideration. The students examined showed a slight explicit preference for NESTs, but implicitly there were surprisingly no differences in the students' attitudes. Besides, the students expressed warmer feelings towards non-NESTs, which may have something to do with the mutual experience of learning a foreign language.

4.3. The present study

As the studies discussed above show, the issue of students' perceptions and preferences has not been the most popular educational research topic either in Finland or even worldwide. However, both teachers themselves and their students seem to agree that the two teacher groups have diverse features and ways of teaching that are typical to them. Students have reported that although NESTs and non-NESTs have their characteristic advantages and disadvantages, both teacher groups are needed for different purposes in order to develop extensive linguistic skills. Moreover, when it comes to the many aspects of language and language teaching, native and non-native teachers often excel in different areas. A combination of NESTs and non-NESTs has reportedly been effective, because it allows the teacher groups to concentrate on their own specialities and therefore, offer students diverse English teaching. In Finland, English teachers are usually non-native English speakers, unlike in many other countries where NESTs have been traditionally regarded as the preferred choice of teacher because of their excellent language competence. Nowadays Finnish students most often do not meet a NEST until the university level, mainly because of the previously discussed teachers' language requirements in Finland. Thus, for instance, the benefits of a native English-speaking teacher working within Finnish basic education remain to be unknown. It seems worthwhile and relevant to examine students' point of view more closely in the Finnish context. The overall aim of the present study is to provide an insight into Finnish university students' perceptions, conceptions and preferences of native and non-native English-speaking teachers. Firstly, I intend to explore any perceptions the students have of their native and non-native teachers. For instance, the students' personal experiences of the teachers as well as the qualities and practices of NESTs and non-NESTs are of interest. Furthermore, the study intends to find out what makes a good English teacher and what are the most important qualities of English teachers according to the Finnish university students. Can both native and non-native speakers be equally efficient English teacher? Is it easier to use English with a native or non-native speaker? Should the target of English

language learning in Finland be attaining native-like skills with the help of a NEST? Secondly, the study tries to discover what the exact strengths and weaknesses of the two teacher groups are according to the students. For example, previous research has shown that NESTs' advantages are their excellent language competence, natural pronunciation and vast cultural knowledge whereas non-NESTs' advantages are knowledge of the language learning process, explicit grammar knowledge and empathy towards the language learners. On the other hand, NESTs disadvantages seem to resemble the advantages of non-NESTs and vice versa. Do the Finnish university students agree or disagree with global research results? Furthermore, are they even inclined to form such stereotypes of teachers or do they want to be politically correct and see teachers only as individuals? Finally, the students' teacher preferences are also examined. Do the students have any preferences when it comes to choosing themselves an English teachers? The combination of both NESTs and non-NESTs seems to be the most popular choice according to previous research, but not all studies have received the same result.

In detail, the present study aspires to answer the following research questions:

1. What kind of perceptions of native and non-native English-speaking teachers of English do Finnish university students of English have, and what are the characteristics of a good English teacher?

2. What are the advantages and disadvantages of native and non-native teachers according to Finnish university students of English?

3. Do Finnish university students of English prefer a native English-speaking teacher, a non-native English-speaking teacher or a combination of both?

All in all, my hypothesis is that the Finnish university students of English understand that both NESTs and non-NESTs can be good English teachers although they have diverse strengths and weaknesses. Moreover, supposedly the strengths of both teacher groups could be seen as the characteristics of an efficient English teacher. Because the participants' English studies and skills are most likely on an advanced level, I expect that the students especially appreciate having a native speaker teacher assisting them. It should be remembered that the Finnish university students of English are undoubtedly a special kind of target group, not only because of their advanced linguistic level, but also because of their special interest in the language and its culture as well as their possible future employment as non-native English-speaking teachers of English. Based on the participants' status as non-native speakers and possibly as non-native speaker teachers, I believe that

the Finnish students value educational professionalism more than language competence. Thus, according to the students an English teacher's mother tongue is probably not what defines an efficient English teacher. I suppose that the results regarding the advantages and disadvantages of NESTs and non-NESTs will stay in line with previous research, as there seems to be only low variation even within the international results. Additionally, I suspect that the participants prefer a combination of NESTs and non-NESTs and thus, expect to find similarities with previous research results.

5. DATA AND METHODS

As the present study aimed at bringing forth Finnish university students' point of view on the topic of teachers' nativeness and non-nativeness, data was naturally needed from the students. Therefore, an empirical study conducted through an online survey was formed in the hopes of eliciting an overview of the students' perspective. The initial goal was to reach 30-50 university students in order to achieve enough data for a qualitative as well as a quantitative analysis. A mailing list of Magna Carta, the university's student association for English students, was used to distribute the survey to the target group. Before the distribution, the survey was piloted with three people representing the target group, and some minor changes were made in order to increase the survey's clarity and unambiguity. The survey was open for access in 2016 from January 27 to February 27 and ultimately received 52 answers, of which 51 could be taken into consideration. The final number of participants was even slightly more than expected. One response was left out of the final analysis in order to protect the respondents' anonymity. Moreover, not collecting the participants' contact information was intended to protect the participants' anonymity. Each student was able to answer the survey only one time. The data received through the survey was analyzed by the principles of content analysis. Content analysis was chosen because of its diversity as well as its suitability for such data. Most importantly, content analysis offers the opportunity for both qualitative and quantitative analysis. Both analyses were needed and taken advantage of, although qualitative content analysis was the main method of the analysis. Qualitative analysis was simply more suitable for the present study's overall aim of examining the perceptions and conceptions of the target group, but quantitative analysis was used in order to discover possible correlations within the data.

Survey was chosen as the data collection method of the present study mainly because it would easily reach the target group and provide responses from dozens of students. As the main aim was to gain qualitative data from the students' perspective, interviewing would have been another option for a data collection method. Gillham (2008: 8) even points out that people often rather talk than write and thus, tend to find it easier to answer survey questions orally. However, it would have been impossible to interview as many students as the online survey reached in the time frame of the present study. Also, data from interviews would not have been as suitable for the quantitative analysis as the survey data was. Therefore, the time-efficient survey was the most suitable option in order to receive an extensive general overview on students' perceptions and preferences. Using survey as the data collection method also seems to be very popular among previous research on the topic, which implies that the method is considered appropriate for the purpose by several researchers. Nevertheless, surveys can be prone to error, for instance through misinterpretations by the participants (Gillham 2008: 8) or even by the researcher. Moreover, such misunderstandings cannot be corrected. Careful question setting and data analysis as well as piloting help to prevent such ambiguities. However, as Gillham (2008: 8) states, a researcher can never be sure of the respondents' seriousness or honesty. It should also be remembered that the results of a survey might not embody the absolute truth of the topic in real life, but rather the personal, authentic opinions and views of the participants (Karjalainen 2010: 11). Furthermore, wanting to appear politically correct, experiencing peer pressure or finding it troublesome to answer a survey might affect the responses of the participants.

The program or tool an online survey exploits might also alter or distort the results, if the participants experience any confusion or ambiguity related to the program. Thus, the respondents should be offered clear instructions and the questions of the survey should be as unambiguous as possible. An online program, *Webropol,* was chosen for the present study because it would simplify the survey's distribution, save paper as well as other costs and be easily responded to anywhere and anytime (Wright 2005). Bryman (2012: 191) also mentions that people often feel more comfortable answering an online survey, because nowadays people tend to spend plenty of time online anyway. Nevertheless, it can also be difficult to motivate people to respond to a survey, unless the survey feels personally relevant to them (Gillham 2008: 8) or they experience that they benefit from the survey or its results somehow. As both Burns' (2009) and Mäkinen's (2014) surveys had concentrated on the same topic in Finland, they were used as inspiration for the current survey. Initially Mäkinen's (ibid.) survey was even considered to be used as such in order to gain easily comparable results of Finnish students on different levels of schooling: upper secondary school and

university. However, as Mäkinen was also interested in student's perceptions of English as a global phenomenon, her survey was adapted only partly.

5.1. The participants

University students of English were chosen as the target group because in Finland they are the ones who most likely have actual experiences of both NESTs and non-NESTs. Furthermore, the participants were restricted to major or minor students of English in order to ensure that the students have encountered natives and non-natives as English teachers. Also, university students of English were assumed to be interested in the English language, in English language teaching as well as in the process of learning English language as a foreign language. Mäkinen (2014), who examined Finnish upper secondary students' opinions regarding NESTs and non-NESTs, recognized that the low number of students with actual experiences of NESTs was a limitation of her study. It could be argued though that the uneven distribution of student experiences represents the current situation in Finnish upper secondary schools. However, the purpose of the present study was to achieve students' perceptions and preferences based on real-life experiences of the teacher groups. Hence, university students of English were a suitable choice for the research purpose. As the aim was to gain qualitative results, all Finnish university students of English would have been too large a target group and thus, the study concentrated on the English students of the University of Jyväskylä. The university has recently accepted around 50 new English students annually as well as granted English as a minor subject to approximately 30 students per year. Approximately half of the English majors are accepted into a training program for English teachers and thus, the present study naturally also involved future non-native English-speaking teachers. This most definitely can be seen as a factor affecting the results, for some of the respondents' future is indeed in teaching English as a non-native speaker of English. The target time for graduation is five years, but often students stay longer at the university. Therefore, there are hundreds of university students of English in Jyväskylä, and no single student can be recognized from the present study. Furthermore, the survey did not include any such personal information that would have made the individual participants recognizable. During the academic year 2015-2016 the English section at the university had three native speaker lecturers. However, over the past years the section's staff has experienced some changes and the number of native staff has varied. Therefore, it is not necessarily the people working currently at the university that the students are reporting on. Arva and Medgyes (2000) reported on successful division of work based on teachers' mother tongue, but in the English section

of the University of Jyväskylä the distribution of work is mainly based on the staff's own areas of specialization, not on individuals' first languages. Pronunciation courses are the only exception, as they are always taught by a native English speaker in order to offer students a native speaker pronunciation model.

5.2. The survey

The survey used for data collection for the present study was created by *Webropol,* an online survey tool, which also provided for the publication of the survey, data collection as well as data storage and even a general analysis of the received results. The survey was conducted in Finnish to make sure that using a foreign language does not hinder students' understanding or responses in any way. After all, one's first language is usually the language one is most fluent in. Although the occasional exchange students at the University of Jyväskylä would have most likely offered a completely different point of view on the issue, they were not included in the study, because they are only individual cases at the university. The foreword to the survey included general information about the main aims and interests of the present study as well as concise definitions of the terms native and non-native English-speaking teacher. The survey was divided into three sections and included altogether 37 questions (see Appendix 1 for the original foreword and survey in Finnish and Appendix 2 for the English equivalents). The first 11 questions formed the first section which was interested in the respondents' background and thus, illustrate their premises. Although basic information such as age and mother tongue were also included, the focus was mainly on matters related to the participants' English studies and usage of English: for instance, how long they have studied English altogether and in the university, if they have spent longer periods in English-speaking countries and where and with whom they mostly use English nowadays. The second section concentrated on the respondents' language skills for the following four questions. Questions 12-14 aimed at mapping how the participants' see and rate their own skills in English, whereas question 15 asked them to express their opinion on six arguments related to the same topic. The object of the first two sections was to gather information that might affect the participants' perceptions of and preferences for teachers. The final 22 questions on native and non-native teachers form the third section of the survey. Although the final section is the largest, it consists of various kinds of questions and attempts to follow a logical line of thought in order to remain reader-friendly. Questions 16-18 concentrate on the participants' experiences of NESTs and non-NESTs whereas question 19 and 20 elicit their preferences. In questions 21-23 the respondents' are asked to

report their opinion on stereotypical arguments of NESTs and non-NESTs. The following three questions aimed at making the participants point out what they consider to be the most important quality of an English teacher. The advantages and disadvantages of both NESTs and non-NESTs are asked in questions 27-30 and the questions 31-36 concentrate how important and unique the advantages of a native speaker teacher are as well as the possible benefits of a NEST working in basic education or upper secondary level in Finland. Finally, question 37 allowed the participants to leave any comments related to the study or the survey as well as reflect on and explain their responses.

As mentioned before, the survey attempted to stay reader friendly, but in such a way that it would also offer responses to the research questions. As the first research questions on perceptions and characteristics of efficient English teachers are vast, the whole data had to be taken into consideration in order to form a general overview and highlight similarities as well as discrepancies. The two other research questions were so specific that certain questions within the third section of the survey were designed to provide suitable results for them. Most of the survey questions were closed questions, which means the participants had to choose between yes or no, multiple choices or an option they most agreed with on a Likert scale. The Likert scale was mainly used with five options: strongly agree, somewhat agree, cannot say, somewhat disagree and strongly disagree. Two questions eliciting whether the students' experiences of the teacher groups have been positive also included the option of "No experiences", in case someone with no experiences of either NESTs or even non-NESTs would response. It was a concern that the option "cannot say" might be chosen because of wanting to appear politically correct. However, as honesty as well as anonymity were emphasized in the foreword, I decided to trust the participants' judgement. The option was considered important in order to discover also the opinion of not being able to exactly agree or disagree, or even not having an opinion on the matter at all. The survey included nine open-ended questions, of which three were optional spaces for the respondents to give reasons and elaborate on their answers. The received data was transferred from *Webropol* as follows: the responses to the closed questions were transferred to *Microsof Excel* for a quantitative analysis of any possible correlations while the written answers to the open-ended questions were transferred to *Open Office* for a qualitative content analysis.

5.3. Content analysis

In order to analyze the versatile data received from the survey, content analysis was chosen as the method for data analysis. Krippendorff (2013: 44) states that content analysis is an effective analysis technique for diverse or even unstructured data. Both qualitative and quantitative analysis were needed, and content analysis offered the possibility for both. Saaranen-Kauppinen and Puusniekka (2006) describe how content analysis examines data and its meaning by classifying, recognizing similarities and differences as well as providing summaries. Thus, qualitative content analysis includes systematic reading of the data, followed by a careful analysis and interpretation (Krippendorff 2013: 3, 17). Quantitative analysis of the data can for instance be achieved by producing quantitative results of the qualitatively described material. The overall aim of content analysis is to form a condensed description of the meanings phenomenon at hand as well as connecting the received results into a wider research context (Tuomi and Sarajärvi 2002: 105), which was exactly what I wanted to achieve with the data of the present study. However, data might be affected by the target group's awareness of taking part in research (Krippendorff 2013: 40), which should be taken into consideration when conducting analysis. For instance, political correctness and stereotypes might affect the answers given by participants. Also, if quantitative data is gathered by offering students predefined choices, participants' true opinions might stay undiscovered, as they cannot express their individual views freely (Krippendorff 2013: 41). Thus, I wanted to take both qualitative and quantitative results into consideration.

Firstly, qualitative analysis was conducted by observing the participants' divisions in the closed questions and listing their responses to the open-ended questions for a semantic classification into categories. Frequencies and relative frequencies of the students' responses to the closed questions were provided directly by *Webropol*. However, the participants' written answers to the open-ended questions of the survey were imported from *Webropol* into *Open Office* in order to categorize the responses more easily. Classification was based on the assumption that the frequency with which an opinion or an idea appears in the data signifies the importance of the opinion or idea (Krippendorff 2013: 59). Secondly, quantitative analysis was applied in order to spot any possible correlations between the students' background and their responses. For the analytical calculations, the data was transferred from *Webropol* into *Microsof Excel 2011*. The possible correlations between the chosen factors were calculated by cross-tabulations. As Heikkilä (2008: 210) explains, cross-tabulations are suitable as well as often used for discovering possible associations between two variables. Statistical variables can be measured on different scales, which affected choosing a suitable test for

calculating the strength of the possible correlations. The received data could be measured on the nominal scale, i.e. the data was qualitative and could be divided into classes, as well as on the ordinal scale, i.e. the data could be set into a natural order based on the values of the variables (Heikkilä 2008: 81). Therefore, the strengths of the possible connections were calculated by the contingency coefficient C, which suits such a data (Karjalainen 2010: 122).

All in all, a good amount of data was received for analysis. The following sections will present the results of the survey alongside an analytical perspective on them. Sections 6 and 7 provide general information on the participants' background information and stated language skills elicited by the first and second sections of the survey. Section 8 aims at exploring the overall perceptions and conceptions the students have of their native and non-native English-speaking teachers. Section 9 presents the quantitative analysis on the possible correlations of the students' background factors and their perceptions of the issue of nativeness. The perceived advantages and disadvantages of native and non-native English-speaking teachers are presented in section 10. Finally, section 11 explains the students' teacher preferences. Some direct quotations of the participants are included in the results as translations, but the original quotations can also be found in Appendix 3.

6. THE STUDENTS' BACKGROUND INFORMATION

The first section of the survey focused on the students' background information by asking the participants to report on some general matters, such as age and sex, but more importantly on their linguistic history of the English language. Of the 51 participants, approximately 80% (41/51) were women, 18% (9/51) men and 2% (1/51) other. Women formed an obvious majority, and such a division seemed to be typical for the Department of Languages as well as the Faculty of Humanities in the University of Jyväskylä. For instance, according to a follow-up questionnaire by the Faculty of Humanities (2011), there were approximately 80% women and 20% men of all the graduates over the years 2006-2010. For the present study, the participants were divided into age groups according to the following ages: 18 to 23, 24 to 29 and 30 or over. The first two age groups ended up almost equal in strength, as the group of ages 18-23 included 41% (21/51) and the group of ages 24-29 47% (24/51) of the participants. University students in Finland are typically young people, and it could be expected that the age group of the age 30 or over formed the minority with 12% (6/51) of the participants. As the study aimed at examining Finnish university students, it was no surprise that all of the 51 respondents chose Finnish as their first language. One of the students

reported to be bilingual in Finnish and English.

Next, focus was drawn to the participants' linguistic history regarding the English language. A majority of 80% (41/51) had started studying English in the third grade approximately at the age of nine, which is the most typical starting age in Finland. Almost 7% (3/51) had started their English studies on the fourth or fifth grade, whereas 14% (7/51) had started studying English even earlier than in the third grade. However, none of the participants had started studying later than on the fifth grade, which means that all of the students involved had several years of experience of studying English. The longer the students had been registered at the university, the more active they seemed to be to take part in the survey. Almost 50% (25/51) of the respondents were either fifth-year students or had studied longer than five years at the university. Figure 4 shows the exact division of the rest of participants according to how long they have studied at the university.
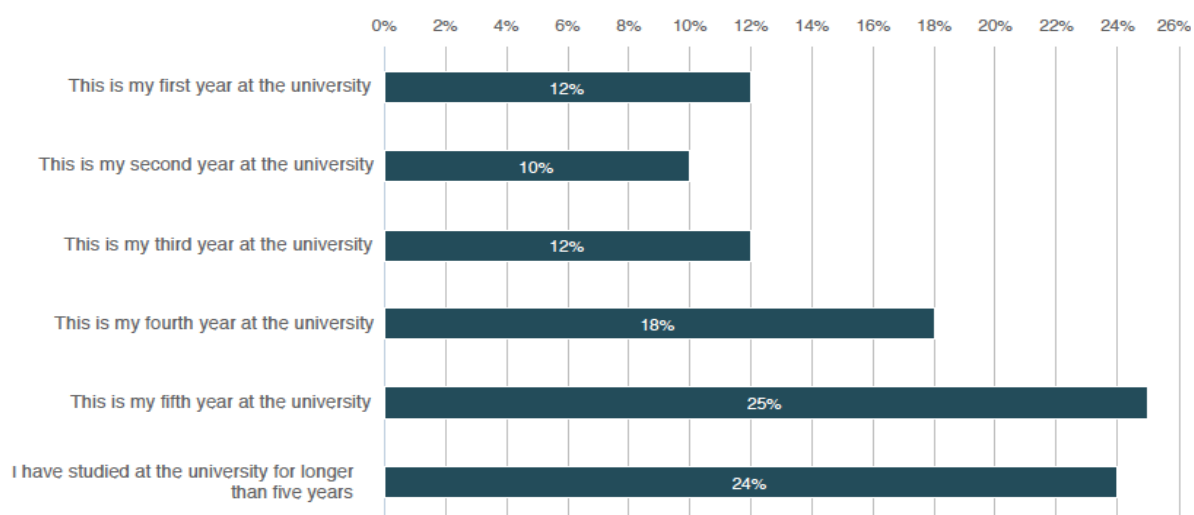
Figure 4. Students' years of experience of studying at the University of Jyväskylä.

Nevertheless, as the participants might have been studying other subjects besides English, they were also asked to report how many years they had studied English at the university. The options ranged from "less than a year" to "longer than five years". A slight majority of 11 students (22%) had studied English longer than five years, while the rest of the students divided rather evenly across the remaining options. For instance, the answers "approximately four years" and "approximately three years" tied as the second most popular option (18%, 9/51). Figure 5 illustrates how extensively the survey reached students of English at the University of Jyväskylä. In regard to the participants' will to learn more of the English language, an impressive 75% (38/51) were "very interested" in learning
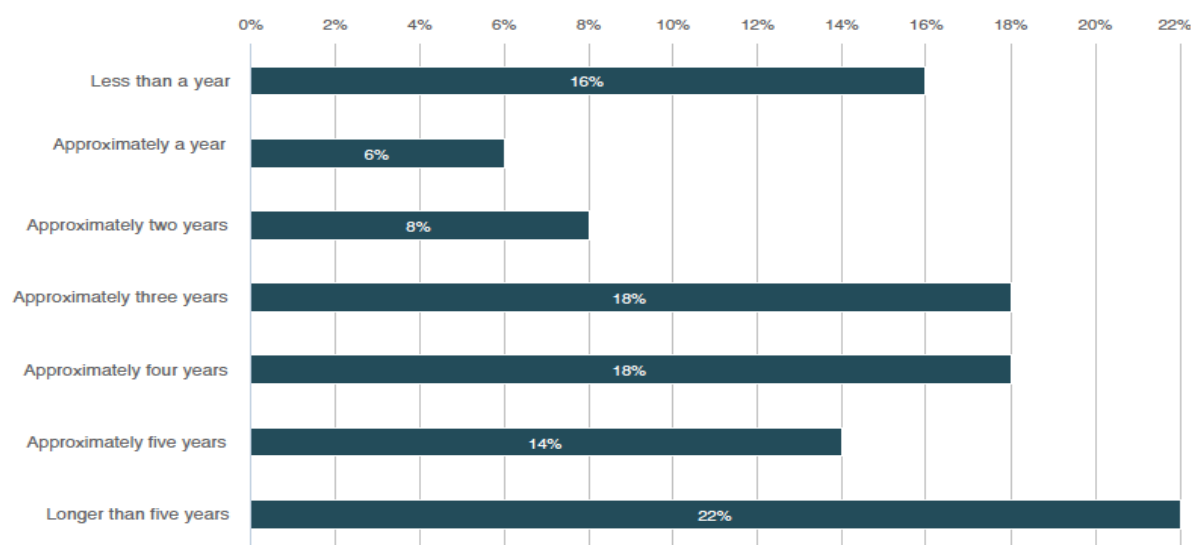
Figure 5. Students' years of experience of studying English at the University of Jyväskylä.

more. 24% (12/51) reported to be "interested" whereas 2% (1/51) reported to be only "slightly interested" in learning more of the English language. Naturally motivation is affected by numerous factors, such as significance and relevance of English studies, social and physical environment as well as timetables, but strong motivation could be expected from such advanced students of English. Indeed, university students had invested their time and effort in studying for the entrance exams and also gotten accepted into the university and thus, it could be anticipated that they were interested in learning more of the language. However, not all of the students were planning to continue their studies, which might also affect the results. Furthermore, it is only natural for students' motivation to differ from time to time, based on for instance one's specific courses and overall situation in life.

The participants' experiences of the English language within the context of English-speaking countries were considered to be relevant in terms of the students' linguistic history. Nearly 30% of the respondents, i.e. 15 of the 51 students, had spent more than three months in an English-speaking country. The most popular destination was the USA, as six of the 15 respondents had resided in the country, followed by Ireland (4 respondents) and Canada (2 respondents). Other English-speaking countries mentioned were the UK and especially Scotland and Wales, Australia and Jamaica. Thus, the target group had plenty of experience of a wide range of Inner Circle countries. The final questions of the section related to the students' usage of the English language. Firstly, where did the participants mainly use the English language and secondly, who did they mainly use English with? Four general options were offered for places of English use: "in my free time", "at the university",

"at work" and "somewhere else". The participants were able to choose more than only one option. The university proved to be the most typical place of English usage, since 47 out of the 51 participants (92%) chose it. However, "in my free time" came as a close second with 39 respondents (76%). 16 of the students (31%) chose "at work", whereas six respondents (12%) reported that they use English mainly "somewhere else". These results forecasted the following answers; if the participants used English mainly at the university, it was no surprise that 82% of them (42/51) reported that they used English mainly with non-native speakers of English. Accordingly, less than 18% (9/51) used English mainly with native speakers. Moreover, almost 50% (24/51) somewhat agreed and nearly 30% (15/51) strongly agreed that they will mainly use English with non-native speakers in the future, as well. Table 1 shows the exact distribution of the participants.

Table 1. Students' estimation of their future use of English.

	Strongly agree	Somewhat agree	Cannot say	Somewhat disagree	Strongly disagree	Total
I believe that in the future I will probably use more English with non-native speakers than native speakers of English.	15 29.41%	24 47.06%	6 11.76%	6 11.76%	0 0%	51

Thus, according to the university students, the Finnish context of English use seemed to be dominated by non-native speakers not only nowadays, but also in the future. In comparison with the upper secondary school students examined by Mäkinen (2014), the Finnish university students were even more convinced of the vast use of English by non-native speakers in the future.

7. THE STUDENTS' PERCEIVED LANGUAGE SKILLS

The second section of the survey was aimed at exploring how the university students themselves saw their skills in the English language. Overall, 76% of the participants (39/51) estimated that their English skills on the whole were "excellent", whereas 24% (12/51) described their skills as "good". None of the students chose the options "moderate" or "poor", as could be expected of students on such an advanced level in their language studies. Thus, the target group was definitely not a

representation of the average Finnish users of English. Different areas of language knowledge were also addressed as the respondents were asked to report on their skills in speaking, reading, writing and listening to English. Four options were offered from "fluently" and "fairly fluently" to "moderately" and "poorly". Unsurprisingly, "poorly" was not chosen at all. Students' rated their reading skills as the best of the four areas of language skills, as 90% (46/51) told that they read English fluently and 10% (5/51) fairly fluently. The second best language area of the participants was their understanding of spoken English: 80% (41/51) described their listening skills as fluent and 17% (10/51) fairly fluent. Writing English was the next best skill as 75% (38/51) reported to be fluent and 25% (13/51) fairly fluent English writers. The skill of speaking English seemed to cause the most troubles and divide the participants. 71% of the students (36/51) stated they speak English "fluently", 27% (14/51) "fairly fluently" and 2% (1/51) "moderately". Thus, although speaking was rated as the least fluent skill, still over 70% described their oral skills as effortless. Unsurprisingly, the students' perceived fluency was excellent. Reading and listening are generally regarded as receptive skills, which means that speakers only need to receive and understand language, whereas speaking and writing can be described as productive skills that demand speakers to actively produce language. I think it was understandable that the passive receptive skills were considered to be more effortless than the active productive skills, which no doubt are more demanding for a speaker.

Next, the students had to agree, disagree or show no opinion by choosing "cannot say" on different arguments relating to their English skills. Table 2 shows the respondents' reactions to the arguments discussed here. An obvious majority of 94% (48/51) agreed that in their opinion they know English better than Finnish people on average, which could be anticipated. Two respondents (4%) did not want to report an opinion, while one participant (2%) either felt his or her language skills to be average or below the average of Finnish people. Naturally the participants' estimations of Finns' average level might have varied, but most importantly it became clear that the university students regard their knowledge of English as advanced. Furthermore, 82% (42/51) were content with their English skills, stating that they consider their English skills to be good enough. 10% (5/51) were not satisfied with their English skills and 8% (4/51) chose the option "cannot say". A majority of 76% of the participants (39/51) felt that they still have a lot to learn of the English language, whereas 10% (5/51) experienced that they do not have much to learn about the language. 14% (7/51) could not agree or disagree on the argument. As university students of English, the participants might also be very aware of the diversity and complexity of the English language, which made the students feel they have a lot to learn. It should be remembered that people experience their language skills in many ways, and some are harsher on themselves than others when it comes to self-assessment.

Furthermore, as Leppänen et al. (2011) discuss, Finnish people typically do not brag about their language skills, which might also affect some results of the present study. Although the Finnish university students of English could be expected to have better English skills than Finns on average, the typical Finnish mindset might make some of the students evaluate their skills in a modest way. The students' self-esteem, any personal insecurities or recent experiences with the language might also affect their self-assessment.

Table 2. Students' responses to arguments relating to their English skills.

	Yes	No	Cannot say	Total
I think I know English better than Finns on average.	48 94.12%	1 1.96%	2 3.92%	51
I think I know English well enough.	42 82.35%	5 9.8%	4 7.84%	51
I believe I still have a lot to learn of the English language.	39 76.47%	5 9.8%	7 13.73%	51

In regard to communication in English, 43% (22/51) of the university students' strongly agreed and 47% (24/51) somewhat agreed that conveying a message was more important than being grammatically correct. Only two participants (4%) slightly disagreed, possibly seeing grammatical accuracy and conveying a message as equally important factors in communication. 6% (3/51) were undecided. These results are similar to Mäkinen's (2014) findings on Finnish upper secondary school students. Moreover, only 26% (13/51) of the participants reported that they rather not speak English, if they were not sure of their grammatical accuracy. 8% (4/51) did not show an opinion, but a majority of 66% (34/51) reported that they used English even if they were slightly unsure of their grammar use. Overall, it seems that communicational skills are very important to university students of English, possibly even at the expense of their grammatical accuracy. Such a result not only reflects the shift of the English language towards a global linguistic resource, but also the modern foreign language teaching trend of emphasizing speakers' interactional skills. The interactional trend within English language teaching was observed by Arva and Medgyes (2000), as well.

Finally, the focus was shifted towards the skills of native and non-native speakers, and the students were asked to give their opinion on five arguments examining the issue. According to the results,

24% (12/51) of the participants felt that they use English as fluently as a native English speaker, while 67% (34/51) did not experience their skills to be on a native-like level. Five of the participants (10%) could not say whether their skills resemble a native speaker's skills. Nevertheless, it must remembered that even the skills of native speakers can vary greatly depending for instance on one's background and education and thus, make it difficult for the respondents to compare their own skills with native level skills. Comparing might have also been challenging, because in Finland native-like level is typically not the goal of English teaching, as the concept "native" has become so problematic. Overall, it seems that the majority of the Finnish university students even find it rather demanding to achieve a native-like level. However, a small minority of 14% (1/51 strongly, 6/51 somewhat) believed that the target of English teaching in Finland should be a native-like level. Although 20% were undecided, almost 70% (11/51 strongly, 23 somewhat) considered such an advanced level to be an unprofitable target for Finns. Quite the contrary, around half of the Finnish upper secondary school students in Mäkinen's (2014) study felt that native-like level should be the target of English language teaching in Finland. Perhaps the students had not thought of how vast their skills would actually have to be to resemble a native-like level, since researchers, such as Cook (1999), have typically described native-like level as completely unattainable for foreign language students of English. Still, a majority of the participants (76%, 39/51) of the present study wanted to learn to speak English in such a way that they would sound like a native speaker. Perhaps the majority's strong want to sound like a native speaker was connected to the fact that the participants were future English language professionals as well as future teachers of English. 16% (8/51) were content with their oral skills even if they sounded non-native, while 8% (4/51) were unsure. Thus, the Finnish university students of English obviously admire native English speakers' oral skills. Admittedly, native speakers' fluency and natural pronunciation is often superb, which means their oral output can no doubt be effortless. However, although the participants appreciated native speakers, almost 80% (39/51) strongly or somewhat agreed that non-native speakers could also know how English should be pronounced and written. The participants were to become the future professionals of the English language in Finland and thus, such a result could be expected. Braine (1999) has presented a similar argument on non-native speakers capability of acquiring fluent and idiomatically correct language skills. Only 7 of the 51 students (14%) somewhat disagreed and therefore, emphasized the native speakers' dominance over the English language. 10% (5/51) did not show an opinion on the argument. Concerning communication with native and non-native speakers, the respondents divided roughly into three groups: some (34%, 17/51) found it easier to communicate with native speakers, others (37%, 19/51) considered it to be easier to communicate with other non-natives and the rest of the

participants (29%, 15/51) did not want to choose only one group. The respondents' personal experiences naturally affected these results strongly, as both especially successful and unsuccessful moments of communication tend to be memorable. The incredibly vast variation within native and non-native speakers makes it difficult to form definite descriptions of the speaker groups, but here the participants' personal perceptions were of main interest and thus, the participants' opinions were necessary. Tables 3 and 4 illustrate the participants' opinions on each of the arguments discussed here.

Table 3. Students' assessment of their English skills in comparison to a native speaker of English.

	Yes	No	Cannot say	Total
I believe I know English as well as a native speaker of English.	12 23.53%	34 66.67%	5 9.8%	51

Table 4. Students' point of view on the issue of native and non-native speakers.

	Strongly agree	Somewhat agree	Cannot say	Somewhat disagree	Strongly disagree	Total
The target of English language teaching in Finland should be native-like level.	1 1.96%	6 11.76%	10 19.61%	23 45.1%	11 21.57%	51
I would like to learn to speak English in such a way that I would sound like a native speaker.	22 43.14%	17 33.33%	4 7.84%	5 9.8%	3 5.88%	51
Non-native speakers of English can, too, know how to pronounce and write English.	10 19.61%	29 56.86%	5 9.8%	7 13.73%	0 0%	51
Using English is easier with native English speakers than with non-native speakers.	7 13.73%	10 19.61%	15 29.41%	16 31.37%	3 5.88%	51

8. THE STUDENTS' PERCEPTIONS OF NATIVE AND NON-NATIVE ENGLISH TEACHERS AND OF THE CHARACTERISTICS OF A GOOD ENGLISH TEACHER

All of the participants of the present study had experiences of both native (NESTs) and non-native teachers (non-NESTs), although a majority (84%, 43/51) had not had a native speaker teacher until the university level. Thus, only 8 of the respondents (16%) had experiences of NESTs before they entered a university, which represented the reality of how little the Finnish primary and secondary schools exploit native speaker teachers. Next, the participants were asked to rate their overall experience of both teacher groups by reacting to two arguments: "My experiences of NESTs have mainly been positive" and "My experiences of non-NESTs have mainly been positive". All of the students reported that their experiences of NESTs were mainly positive, as 63% (32/51) strongly and 37% (19/51) somewhat agreed on the argument. Experiences of non-NESTs were also considered mainly positive, although not so many had strong feelings of non-NESTs as of NESTs. 47% of the students (24/51) strongly and 51% (26/51) somewhat agreed on their experiences being positive. One of the participants (2%) somewhat disagreed, which implied that he or she had formed a slightly negative picture of non-NESTs. A recent or a memorable unpleasant or otherwise unsuccessful experience with a non-NEST might affect reporting such an opinion, or the student simply had had better experiences of NESTs overall. As Kasai et al. (2011) point out, many different factors, related either to the context, the teacher or the individual student, can affect one's perceptions of teachers. All in all, the participants appeared to have mostly positive experiences of their English language teachers. Moreover, the students were asked to report on how important they consider an English teachers' native-like oral skills to be. Oral skills were defined as, for instance, spoken grammar, pronunciation, tempo and intonation. The options were "the most important", "very important", "important", "not so important" and "not at all important". Approximately half of the participants (45%, 23/51) chose "important", while 33% (17/51) described native-like oral skills as "very important" and 8% (4/51) as "the most important". Six participants (12%) rated such skills as "not so important" and one (2%) "not at all important", which implied that these participants maybe held a more global and modern view on the English language as property of both native and non-native speakers. Overall, the responses emphasized how important teachers' fluent oral skills were to students. However, as the participants reported earlier, non-native English speakers definitely can reach a knowledgeable language skill level in English and thus, become effective teachers. As there were future non-native English-speaking teachers among the participants, such a result was not exactly surprising. Indeed, if the participants did not believe in the equal efficiency of NESTs and non-NESTs, they most likely would not be studying English at the university.

A significant majority (92%, 47/51) considered professionalism, i.e. the skill to teach, to be more important for an English teacher than language skills, i.e. the skill to use language in a fluent and diverse way. Although the students eagerness towards the English language might also enhance their perceptions of their teachers, one's mother tongue did not seem to define a good English teacher, but rather one's pedagogical skills. Certainly, I find it only understandable that the participants would rather choose a little less fluent teacher with pedagogically justified and effective methods than linguistically versatile, yet pedagogically lacking teacher. Mäkinen (2014) received similar results from Finnish upper secondary school students, whereas NESTs and non-NESTs themselves also experienced professionalism to be more important in Arva and Medgyes' (2000) study. Therefore, being able to use a language does not seem to qualify people to teach it. The following question was an open question asking the participants to specify what they considered to be the most important quality for an English teacher in regard to their own learning process, i.e. what especially characterizes a good English teacher. The answers could roughly be divided into five categories: pedagogical skills, motivation, support and encouragement, personality and enthusiasm as well as understanding individuality. The participants were naturally able to mention more than just one quality in their response. The results no doubt resemble Mäkinen's (2014) results, for she described how the Finnish upper secondary school students appreciated not only pedagogically and linguistically knowledgeable, but also motivating, supportive and learner-oriented English teachers. Firstly, the quality most often mentioned was no doubt teachers' professionalism and more closely, pedagogical skills and their skill to explain in an easily understandable way (24 mentions). Despite effective pedagogical skills, good interactional and class management skills were also mentioned. Arva and Medgyes' (2000) study also highlighted English teachers' communicational skills. Language skills were reported as an important part of teachers' professionalism, but only by four of the participants. One of the participants wisely pointed out that language skills did not guarantee good teaching, but teachers had to have pedagogically reasonable methods that conveyed the intended knowledge and skills to the students. Thus, the results implied that pedagogical skills were regarded as more important than language skills. This was no doubt explained at least partly by the participants' current and future relationship with the English language, because all respondents had mainly grown up with non-native speakers teaching them English and they all were future professionals in the English language. Also, as some of the participants were studying pedagogy alongside English in order to become English teachers, their opinion was naturally influenced by their pedagogic studies and future profession as well as employment. Additionally, professionalism was seen to include cultural knowledge, pronunciation

and fluency as well as the ability to pinpoint students' weaknesses and target them with specific tools and exercises.

Secondly, the participants described a teacher's personality and enthusiasm as important factors for their learning (13 mentions). Being friendly and easily approachable were the two qualities mentioned most often, but English teachers were also expected to be understanding, patient, open and willing to help. Having good relations is most likely beneficial for both parties, as it tends to ease cooperation and build rapport. Previous studies (see for instance Rao 2010, Ütsünlüoglu 2007) have also pointed out that students appreciate teachers' friendliness and helpfulness, and especially native speaker teachers were seen to have these characteristics. Furthermore, according to a participant, English teachers should have a welcoming attitude towards their students in order to create a relaxed atmosphere that promotes students' language learning. I believe that such an atmosphere would no doubt be pleasing for a teacher, too. Additionally, the participants reported that when teachers were enthusiastic about the English language as well as about teaching, it showed and it was also experienced as catching. Thus, eager teachers most likely created enthusiasm about the language among their students. A few students added that enthusiasm should also expand to teachers' own language skills, as teachers, too, have always something new to learn. Language changes constantly and thus, teachers can always face new or previously unknown aspects of language. Preferably teachers should also allow students to participate in solving problems and seeking information of any new aspects, and hence, convert any uncertainties into learning moments. As the third most important quality the participants appreciated English teachers' motivational skills (12 mentions). Many wished to have an inspirational teacher alongside a motivating environment. Engaging students through, for instance, relevant exercises as well as variation and diversity within teaching and learning methods was seen as motivational. Furthermore, the participants stated that their interest maintained the best, if they were offered activities they experienced meaningful and useful. Thus, meaningfulness and usefulness motivate language learners, which English teachers should definitely take into consideration when planning their teaching. Moreover, allowing students to take part in the planning process might increase the students' engagement and motivation. As English is so visible and much used in Finland as well as worldwide, the Finnish teachers of English should try to help their learners to realize how useful and worthwhile it is to study English.

Support and encouragement (8 mentions) comprised the fourth category of the most important qualities of English teachers. The participants wanted their English teachers to support students'

learning process and encourage them to develop, but also give learners space when needed. Furthermore, a couple of the students mentioned how they valued teachers' skill to teach on such a level that the material was not too easy or too hard:

> (1) … the skill to "lower" themselves from their own skill level to the learners' skill level, (for instance) not to use too fancy (linguistic) terms …
> *Fifth-year female student*

Such qualities seem to demand rather good social skills and knowledge of human nature overall as well as professionalism in regard to knowledge of the foreign language learning process and especially of the possible difficulties. Thus, the linguistic knowledge needed should be accompanied by effective interactional skills, which aid English teachers to support the students on different skill levels and encourage them to exceed themselves. Furthermore, several students described how English teachers should also help students to find tools and techniques that guide them to study, solve problems and retrieve information on their own:

> (2) The most important thing is to help learners to find those specific ways and resources that help them learn the best. Even if the teacher's language skills are good, they do not telepathically transfer to learners' minds, and the teacher is not going to be guiding them for the rest of their lives, so it would be good to offer learners guidance on unprompted problem-solving and information retrieval.
> *Fifth-year female student*

Thus, supporting students should not only cover classroom situations, but also the time outside class as well as the students' future. Gurkan and Yuksel (2012) as well as Ütsünlüoglu (2007) found out that the students in their studies had reported that especially non-native English-speaking teachers were able to offer their students a wide range of language learning strategies one could also exploit later in life, perhaps because non-native teachers had also had to find ways to efficiently learn English as a foreign language. Shortly put, a good English teacher guides his or her students to learn how to study and learn on their own. Being able to study and work independently is surely useful for the learners in the future as well as if they decide to study another language besides English.

The final category was understanding individuality (7 mentions), which included teachers' skills to cater for individual needs and distinct learning styles through, for example, variation and differentiation. Taking students' personal qualities, such as their background and language skill level, into consideration was no doubt appreciated, but with an understanding of the reality of individualization:

> (3) Exhaustive individualization is difficult, but a teacher should acknowledge that, for instance, one exercise type does not cater for all students.
> *Second-year female student*

All in all, diversity within teaching methods and being open to different viewpoints on language learning as well as language learning styles were considered crucial for English teachers, regardless of their native language. Additionally, one student hoped that teachers would outline the learning targets of certain periods or courses more clearly in order to make it easier for the students to understand what is expected of them. I suspect many others agree on this argument, for some learners seem to benefit greatly from knowing already in advance what a specific course retains and what the criteria for assessment are for the course. Next, the respondents were asked to decide whether the quality they rated as the most important was considered to be a quality of a native English-speaking teacher, a non-native English-speaking teacher or both of these teacher groups. An incredible 96% (49/51) of the participants considered that either of the teacher groups could have the quality they had reported, which reflected how equal the starting points for both native and non-native English teachers were according to the university students. A participant (2%) reporting good pronunciation within good linguistic skills as the most important quality of an English teacher stated that the quality was most typically a native speaker teacher's. On the other hand, one participant (2%) answered that explaining linguistic matters in an easily understandable way was most often a non-native speaker teacher's quality. Both of the qualities mentioned, pronunciation as well as being able to explain well, were no doubt features that had typically been connected with different teacher groups.

The participants were clearly unanimous also when using the English language during English foreign language classes was in question. A majority of 96% (34/51 strongly agreed, 15/51 somewhat agreed) agreed that it is important to use the English language for the most part of time during English classes. Two of the participants (4%) somewhat disagreed on the matter, but none of the participants strongly disagreed. Perhaps these two participants wanted to express the importance of using a teacher's and students' mutual L1 in order to explain and guide the learners more effectively. Overall, 86% of the participants (44/51) considered having Finnish skills to be a special asset to Finnish non-NESTs. One participant (2%) disagreed, while six participants (12%) were undecided. Having a mutual language naturally makes it easier to solve any ambiguities or misunderstandings as well as to explain grammatical issues. Similar results have been gained by, for instance, Benke and Medgyes in 2005. However, only 26% of the respondents (13/51) reported that it was important for them to receive help not only in English, but also in Finnish. While 12% (6/51) chose the option "cannot say", 63% of the participants (32/51) somewhat or strongly agreed that instructions in English were enough for them. As the participants were already studying English at

the university level, their language skills were supposedly on such an advanced level that most of them did not necessarily need guidance in Finnish. However, beginners as well as intermediate level learners more likely need the support of their first language, because their English language skills are not yet so developed. Thus, another Finnish target group might appreciate instructions in their first language more, especially as Finnish students typically have a non-native English teacher and are used to receiving instructions also in Finnish.

When the present target group was asked to contemplate on whether they would have benefitted from a native speaking teacher during their basic education and upper secondary school studies, approximately half (51%, 26/51) of the participants were unsure. Such vast uncertainty might be a result from the fact that only few of the participants had actual experiences of a NEST before entering the university. 6% (3/51) were sure that they would not have benefitted from a native speaker teacher, but still 43% of the students (22/51) involved saw advantages in having a NEST already before the university level. Furthermore, the participants who stated that there were advantages in exploiting a NEST during basic education were asked to specify in what ways they would have benefitted or have benefitted from having a native speaker teaching them. They were allowed to mention more than only one aspect. The development of one's oral skills and especially pronunciation were the most popular answers (9 mentions). Many reported that they would have wanted to receive more instruction on their pronunciation and overall, hear more native pronunciation before entering the university in order to sound more fluent and even to dispel a strong Finnish accent. One respondent highlighted that even within the current English teaching pronunciation was a component of language that often received less attention than for instance grammar or writing skills. Being exposed to authentic and fluent English language use was the second most often reported benefit (6 mentions). Hearing a native speaker speak English was considered to enhance one's skills in understanding oral input. Also, the participants had experienced a positive transfer to their own language skills from interacting with native speakers. Thus, native speaker teachers' authentic and naturally diverse language use as well as pronunciation were no doubt seen as benefits even for the basic education students. One of the students elaborated on the benefits of NESTs on different levels of education:

> (4) Perhaps a native speaker teacher would not yet be so beneficial during basic education. However, I suspect that at the upper secondary school level a native speaker teacher would have encouraged us much more to use English than the English teaching of that time did.
> *A female student who has studied longer than five years*

Indeed, university courses tend to concentrate on learning new content in English rather than explicit language learning, which could be seen to highlight the importance of teachers' ability to communicate and convey information fluently. Moreover, challenging and catering for the more advanced students of basic education was seen as a possible benefit of a NEST (5 mentions). Several of the participants stated that as they had always been good in English and they considered studying English easy, a native speaker teacher could have offered them some more challenges and opportunities to develop their language skills:

> (5) The opportunity to enhance my own language skills (would be a benefit of a NEST at the level of basic education), because I could have proceeded into more difficult things or practiced my conversational skills while others were learning things I already knew.
> *First-year female student*

However, in my opinion such a quality is by no means attached only to NESTs, as individualization is connected to teachers' professional pedagogical skills than their first languages. I find that a non-native English-speaking teacher can equally well individualize teaching and cater for the more advanced students as well as for the weaker students. The previously mentioned benefits of pronunciation and authentic language use are clearly advantages of native speaker teachers and their fluent language skills, but pedagogically knowledgeable teachers, despite their first languages, are surely able to take different learners into account. Collocations and diverse interactional skills were also mentioned as NESTs' benefits for the more advanced students within basic education. I find that these aspects are more tightly connected to native speakers' outstanding language skills than the pedagogical skill of individualization. Six of the participants reported that a native speaker teacher would have motivated them to study harder and made them use more English. A real-life example of a person using English as a mother tongue would have encouraged the students to try to communicate everything in English, whereas a non-native speaker teacher enables the use of the mutual first language. If English is the only mutual language between teachers and their students, it is no surprise that the target language is used more, although there might be more ambiguities and difficulties in understanding. Additionally, NESTs' were seen to diversify and expand the students vocabulary (3 mentions) as well as to create a more concrete, real-life cultural context (2 mentions) already at the level of basic education. The overall advantages of NESTs as well as non-NESTs will be discussed in detail in section 10, but these were the qualities of NESTs the participants considered to be beneficial even for beginning English language learners in Finland.

9. THE RELATIONSHIP BETWEEN BACKGROUND FACTORS AND OPINIONS

Quantitative analysis on the possible correlations between the participants' background and their opinions was executed through cross-tabulations. As explained in section 5.3., the strength of the correlations were measured by contingency coefficient C. In the correlation test a C-value below 0.2 signifies no correlation, while a value more than 0.3 reflects a significant correlation. The value always remains between zero and one (Heikkilä 2008: 221). It should be remembered that the sample of the present study was relatively small (51 participants) and thus, none of the quantitative results are absolutely reliable or to be generalized. A proper correlation study would have required a much larger sample size. However, the results can be used as a starting point for future research, as they present possible tendencies. Three background factors (longer period spent in an English-speaking country, with whom one mainly uses English with and previous experience of NESTs before the university level) were chosen for the quantitative analysis on the basis of the observation that they divided the participants, who otherwise had very similar backgrounds and stated linguistic skills. It was assumed that the chosen background factors could correlate with the students' reactions to the following issues: wanting to sound like a native speaker, finding it easier to use English with native speakers, the importance of native-like oral skills for an English teacher, non-native teachers' adequacy at the university level and the target of English teaching in Finland. Similar correlation studies have previously concentrated only on students' preferences (see for instance Mäkinen 2014), not on their experiences and perceptions. The participants strongly and somewhat agreeing or disagreeing on the Likert-scale were combined into one group in order to enhance the reliability of the cross-tabulations. The background factors form the columns, whereas the possibly correlating reactions form the rows. Appendix 4 includes the complete cross-tabulations with their symmetric measures.

At first, it was examined if a longer period spent in an English-speaking country affected the students' point of view. The cross-tabulation between the background factor and the importance of an English teacher's native-like oral skills in Table 5 illustrates that although most of the participants had not spent a longer period abroad in an English-speaking country, those who had a lengthy experience abroad described an English teacher's native-like oral skills as at least "important". Only students with no experiences of a longer period abroad reported native-like oral skills of the teacher to be "not so important" or "not at all important". The correlation test gave a C-value of 0.26, which implied a slight, although not significant, correlation between the two factors. A longer period spent within the English-speaking culture might indeed affect English students'

eagerness to prefer teachers with native-like oral skills. Although authenticity was experienced important within language teaching in general (Lasagabaster and Sierra 2005), perhaps experiences of real-life English-speaking contexts made students appreciate authenticity even more.

Table 5. Cross-tabulation: the importance of native-like oral skills and longer period spent in an English-speaking country.

The importance of a teacher's native-like oral skills	Longer period spent in an English-speaking country		
	Yes	No	Total
The most important or very important	53.33%	36.12%	41.18%
Important	46.67%	44.44%	45.10%
Not so important or not at all important	0.00%	19.44%	13.73%
Total	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.26	0.16
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The rest of the factors cross-tabulated with the background factor of a longer experience of an English-speaking country offered insignificant correlation results, but will be briefly discussed. The participants with longer experiences abroad seemed to slightly more often find it easier to communicate in English with native speakers, but a C-value of 0.19 indicated that the correlation was not significant. Both students with and without experience of English-speaking countries mainly agreed that the target of English teaching in Finland should not be native level. A bigger percent of the culturally less experienced preferred native-like level as the target, which could be caused by a narrower understanding of the diverse skills of native speakers. A C-value of 0.16 proved the possible correlation between the two factors insignificant. The same C-value of 0.16 indicating irrelevancy was also calculated from the cross-tabulation of experiences abroad and the

trust in the skills of non-native teachers. Thus, students with a longer residency in an English-speaking countries as well as their counterparts without a similar experience considered non-native English-speaking teachers to be good teachers even at the university level. Students who had spent a longer period abroad considered non-NESTs inadequate a little more often, but the result was not significant according to the correlation test. Also, the two student groups announced their will to learn to use English like native speakers in equal strengths. The correlation test offered a C-value of 0.05, which no doubt signified insignificant correlation. Thus, a longer period spent abroad slightly affected only the participants' evaluations of the importance of English teachers' native-like oral skills.

Next, cross-tabulations were based on the background factor eliciting whom the participants mainly use English with. Again, only one slight correlation was found between the background factor and the chosen arguments. Interestingly, a C-value of 0.26 was received in the correlation test between with whom the students' used English and the students' opinion of the target level of English language teaching in Finland. Therefore, there was a minor, although still insignificant, correlation between the two factors; the students who used English mainly with non-native English speakers felt more often that native-like level was an unsuitable goal for Finnish students. Perhaps those who use English mainly with native English speakers admire the way native speakers speak English and would thus, rather, aim at native level. The cross-tabulation between the two factors is illustrated in Table 6.

Table 6. Cross-tabulation: native level the target of English teaching and with whom one mainly uses English.

Native level should be the goal of English teaching.	With whom one mainly uses English.		
	Non-native speakers	Native speakers	Total
Strongly or somewhat agree	9.52%	33.33%	13.73%
Cannot say	21.43%	11.11%	19.61%
Somewhat or strongly disagree	69.05%	55.55%	66.67%
Total	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.26	0.16
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

When the background factor on English usage and the students' experiences of speaking English with native and non-native speakers were cross-tabulated, the responses revealed an equal division of responses. The students who used English mainly with natives as well as the students who used English mainly with non-natives were divided, as a slight majority of both groups felt that using English is easier with non-native speakers. The correlation test gave a C-value of 0.16, which meant an insignificant correlation. The participants were equally divided also when the will to sound like a native English speaker was addressed in a cross-tabulation with the background factor. Majorities of both groups would want to sound like native speakers of English. The C-value was 0.15 and thus, there was no significant correlation. The same C-value of 0.15 was also achieved from a cross-tabulation between the background factor and the perceptions of non-native teachers' adequacy at the university level. Approximately half of both of the background groups experienced non-NESTs to be good teachers at the university level and thus, there was no significant correlation in the cross-tabulation. Finally, although the importance of English teachers' oral skills appeared to have a light association with the participants' lengthy experiences of English-speaking countries, no correlation was detected with the students' tendency to use English mainly with native or non-native speakers. Both background groups considered native-like oral skills mostly at least "important". A smaller percent of those using English mainly with native speakers actually regarded native-like oral skills as "very important" or "the most important". A C-value of 0.10 clearly showed that there were no significant correlation found. On the whole, the background factor slightly correlated only with one matter. The participants who communicated in English mainly with other non-native English speakers, were more likely to regard native level as a poor goal for Finnish students of the English language. Perhaps they had a better understanding of the modern status of English as an international lingua franca possessed by both native and non-native speakers. Thus, the native speaker level was experienced as an undesirable target.

The third background factor was the students' experiences of native speaker teachers before they entered the university. Surprisingly, two slight correlations were detected, although again they were

not strong enough to be significant. Firstly, the cross-tabulation between the background factor and wanting to sound like a native speaker showed that students with no previous experiences of NESTs more likely wanted to sound like a native speaker. This was an interesting result, as having a native speaker teacher could be thought to encourage students to aim at achieving such skills. On the contrary, having a NEST could make students realize the extent of native speakers' skills and thus, consider native level as an unattainable target. Table 7 illustrates the exact results of the cross-tabulation. The correlation test provided a C-value of 0.27, which indeed indicated that a small correlation existed.

Table 7. Cross-tabulation: wanting to sound like a native speaker and experience of NESTs before the university level.

Wanting to sound like a native English speaker.	Experience of native speaker teachers before the university level.		
	Yes	No	Total
Strongly or somewhat agree	62.50%	79.07%	76.47%
Cannot say	25.00%	4.65%	7.84%
Somewhat or strongly disagree	12.50%	16.28%	15.69%
Total	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.27	0.14
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Secondly, another slight correlation (C-value of 0.23) was found in the cross-tabulation between the background factor and the students' experiences of using English with native and non-native speakers. The students with experiences of NESTs before the university were more likely to choose the option "cannot say". If considering only the options of agreeing or disagreeing, those who had previous experiences of NESTs found it easier to use English with native speaker. The students who

had not had a NEST before the university level felt more often that English was easier with other non-native speakers. Interestingly, having a native speaker teacher before the university level seemed to, thus, affect the participants' perceptions of English usage. The cross-tabulation in Table 8 demonstrates the results.

Table 8. Cross-tabulation: English easier with native speakers and experience of NESTs before the university level.

English easier with native English speakers.	Experience of native speaker teachers before the university level.		
	Yes	No	Total
Strongly or somewhat agree	37.50%	32.56%	33.33%
Cannot say	50.00%	25.58%	29.41%
Somewhat or strongly disagree	12.50%	41.86%	37.25%
Total	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.23	0.23
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

As the data was cross-tabulated, it seemed that the students who had experiences of NESTs highlighted the importance of English teachers' oral skills more than the students with no experiences of NESTs before the university level. The correlation test gave a C-value of 0.17, which meant that the possible correlation was insignificant. Furthermore, all of the students seemed to find non-NESTs as good teachers even at the university level, and the background groups seemed to divide between the options equally. The correlation test provided a C-value of 0.10, which indicated no significant correlation. This might be explained by the general aims of university courses, as they typically concentrate more on content, i.e. native and non-native speaker teachers' different special areas of knowledge, rather than linguistic details. However, as previously mentioned,

teaching content information naturally also demands fluent English skills. Finally, both student groups with and without experiences of NESTs before the university level seemed to also equally find native-like level an unsuitable goal according to the cross-tabulation. A C-value of 0.08 was calculated, which no doubt signified an unremarkable correlation. Hence, having experiences of NESTs before the university level slightly correlated with both the will to sound like a native speaker as well as the perception of whom it is easier to use English with. All in all, the correlation results were tentative at best, because of the limited size of the sample. Although some slight correlations were found, the results did not prove to be significant in the correlation test.

10. THE ADVANTAGES AND DISADVANTAGES OF NATIVE AND NON-NATIVE ENGLISH TEACHERS

Although both native and non-native English-speaking teachers can no doubt be efficient professionals, they hold specific strengths and weaknesses because of their divergent relationships with the English language. When teaching English, native speaker teachers are teaching their own mother tongue which they have learnt in their early childhood, whereas non-native speaker teachers are teaching a foreign language they have learnt at school. Here it was hypothesized that the non-NESTs have a mutual first language with their students, although naturally non-NESTs might not speak the same language as their students. Before letting the participants to answer open-ended questions on their opinions of the advantages and disadvantages of NESTs and non-NESTs, they were asked to react to different, rather stereotypical claims on differences of the two teacher groups. Question 21 asked the students to give their opinion on 5 arguments regarding native teachers in comparison to non-native teachers, while question 22 elicited their opinions on non-native teachers in comparison with native teachers through 11 claims. The participants had to decide if they agree, disagree or are not able to state an opinion. Table 9 and 10 illustrate the specific distributions of the participants.

Firstly, the results of the students' reactions to claims on native speaker teachers will be discussed. When it came to using the English language, a majority (59%, 30/51) of the participants regarded native speaker teachers as better role models of fluent language users. Using a foreign language fluently is generally not easy or trouble-free, and thus, when compared to using one's mother tongue, the difference is obviously significant. While nine respondents (18%) were undecided, still a minority of 12 participants (24%) somewhat disagreed, which signified that a non-native speaker

teacher could, too, be a good model of an efficient language user. Also, cultural matters were thought to be better mastered by NESTs (71%, 36/51), who had personal experiences of at least one of the cultures in which English was spoken as a mother tongue. However, 16% (8/51) disagreed and 14% (7/51) could not say. The third statement on oral grammar teaching caused doubtfulness, for a majority (45%, 23/51) was undecided. Perhaps oral grammar, i.e. the grammatical accuracy within oral language, teaching was difficult to measure. 33% of the respondents (17/51) voted for native speaker teachers, while 22% (11/51) thought that non-native teachers could, too, convey oral grammar as well. Not knowing what it is actually like to learn a foreign language is a feature often stereotypically regarded as a weakness of a NEST, but the participants would not accept such a stereotypical statement. An obvious minority of 4 participants (8%) stated that NESTs did not understand the process of learning a language, while 35 of them (67%) disagreed. Indeed, being a native speaker of English does not necessarily mean one has not learned some other language as a foreign language. Finally, NESTs tolerance of errors was addressed. A majority (55%, 28/51) was undecided, as perhaps this was not a quality of a certain group but rather a quality of certain teachers. However, 11 participants (22%) stated that NESTs tolerated more errors, while slightly more of the participants disagreed (24%, 12/51). In conclusion, NESTs were found to be better role models of efficient language users as well as more knowledgeable about cultural matters. Also, almost 70% of the participants felt that NESTs could understand the language learning process as well as non-NESTs, although NESTs have not learnt English as a foreign language. Deciding which of the teacher groups was better at conveying oral grammar as well as assessing their toleration of errors created uncertainty among the participants

Table 9. Students' reactions to arguments on NESTs.

	Strongly agree	Somewhat agree	Cannot say	Somewhat disagree	Strongly disagree	Total
1. NESTs are better models of language users.	6 11.76%	24 47.06%	9 17.65%	12 23.53%	0 0%	51
2. NESTs are better at teaching cultural matters.	13 25.49%	23 45.1%	7 13.73%	7 13.73%	1 1.96%	51
3. NESTs are better at teaching oral grammar.	6 11.76%	11 21.57%	23 45.1%	10 19.61%	1 1.96%	51
4. NESTs don't know what it's like to learn a foreign language.	1 1.96%	3 5.88%	12 23.53%	23 45.1%	12 23.53%	51

5. NESTs tolerate more errors in language use, as longs as the intended message is conveyed.	1 1.96%	10 19.61%	28 54.9%	9 17.65%	3 5.88%	51

Secondly, the respondents' opinions on the claims of native speaker teachers will be presented. The first two statements were stereotypical claims on non-NESTs' linguistic skills and their teaching: "Non-NESTs are better at teaching grammar." and "Non-NESTs are better at teaching vocabulary." Both of the claims made the students most often choose the alternative of "cannot say" (43%, 22/51 and 57%, 29/51), most likely because agreeing would have meant that non-NESTs were better and disagreeing would have meant that NESTs were better at teaching the specific linguistic area. However, as could be expected, the participants seemed to see different teachers as individuals, and good grammar or vocabulary teaching were not characteristics of either of the teacher groups, but rather they were characteristics of individual teachers. However, some participants reported an opinion. Regarding grammar teaching, 16 participants (31%) considered non-NESTs to be better teachers, whereas 13 of them (25%) disagreed. On the other hand, only 5 participants (10%) regarded non-NESTs as better vocabulary teachers, whereas 17 of them (33%) disagreed. Thus, it would seem that the participants willing to state an opinion found non-NESTs to be better at teaching grammar and NESTs to be better at teaching vocabulary. Next, students were asked if the pronunciation of non-NESTs disturbed them. Two participants (4%) were not sure, but a majority of 44 participants (81%) informed that non-NESTs' pronunciation disturbed them every now and then. However, eight participants (16%) stated that they were not bothered by the pronunciation of non-native English teachers. As mentioned earlier, the modern view on English language as an international language highlights native and non-native speakers' shared ownership of the language. Even native speakers of English sound different, and nowadays non-native speakers of English are also slowly being allowed to sound different, as long as mutual understanding is maintained. Possibly the trend of admiring native speaker pronunciation is slowly starting to turn into the modern understanding of both native and non-native speakers in Finland, too. The final aspect of language taken into consideration was cultural knowledge. It was argued that non-NESTs did not have enough cultural knowledge, but the Finnish university students revoked the claim. 57% (29/51) stated that non-NESTs could have enough cultural knowledge, while only 25% (13/51) were not sure of non-NESTs' cultural knowledge. Almost 18% (9/51) were unsure.

The possible insecurity of non-NESTs' English language use was then addressed. 16 participants (31%) thought that non-NESTs were indeed more insecure when speaking English, but almost 50% (47%, 24/51) disagreed. 11 students (22%) were undecided. Thus, being a non-native speaker of English does not automatically make one an insecure user of English. Additionally, a majority of 23 students (45%) stated that non-NESTs understood the process of language learning better, as they had a personal experience of learning English as a foreign language. Non-native English-speaking teachers' understanding of the language learning process was often mentioned as one of the main advantages of being a non-native teacher. 16 participants (31%) could not decide on their response. 12 students (24%) found the claim untrue, most likely because it was possible that native English speakers had studied some other language as a foreign language, as mentioned earlier. Students' errors, which were already discussed from the native English-speaking teachers' point of view, were addressed next. Here it was claimed that non-NESTs corrected more of the language use errors, and a majority (49%, 25/51) was undecided, as was with the claim on native teachers. Indeed, error tolerance and correction does not seem to characterize either of the teacher groups. Rest of the participants were divided: 12 students (26%) found that non-NESTs corrected errors more than NESTs and 14 students (29%) thought the opposite. According to previous research, text book use might be a factor separating native and non-native English-speaking teachers. However, some courses are perhaps more typically taught with the help of books, for instance grammar courses, compared to other courses, for instance oral communication courses. Therefore, if the teacher groups are appointed to teach the courses they presumably teach the best, as was observed by Arva and Medgyes (2000), the distribution may explain differences in text book use. Here, a majority of 45% (23/51) were undecided on the matter, but 31% (16/51) stated that they had noticed non-NESTs using text books more often than NESTs. 24% (12/51) either thought that NESTs and non-NESTs use text books as often or that NESTs use more text books.

The final three claims included students' estimations of non-NESTs' linguistic skills and non-NESTs' status as role models. 60% of the participants (31/51) reported that non-NESTs could know English as well as native speakers, which could be expected based on the previous results of the present study. On the other hand, almost 80% of the participants stated that non-native speakers could know how to pronounce and write English fluently, but not necessarily as well as native speakers. As non-NESTs were here compared to native speakers and non-native speakers earlier only to fluent speakers of English, the 20% difference in the results is understandable. Being fluent might obviously not represent being as advanced as a native speaker. For instance, a significant majority of the students had regarded their own language skills as excellent, but almost 70% did not

find their skills to be on a native-like level. All in all, it is clear that a majority of the Finnish university students of English found that non-native speakers as well as teachers can reach a fluent level and have extensive knowledge of the English language and its use. Still, a minority of 11 participants (22%) felt that non-NESTs could not know English as well as native speakers, while nine of the students (18%) did not report an opinion. The following claim argued that non-NESTs were better models of language learners. The participants' opinions were divided rather evenly, as 34% agreed (17/51), 31% (16/51) disagreed and 35% (18/51) could not say. Such a division is interesting, as earlier almost half of the respondents reported that non-NESTs understood the language learning process better. Furthermore, almost 60% stated that NESTs were better role models of fluent language users, as fluent language skills were native speakers' natural advantage. Thus, surprisingly non-NESTs' advantage of having personal experience of learning English did not seem to make them better role models of efficient language learners. Finally, the participants were asked to assess whether non-NESTs were good role models for them, as they both were non-native speakers of English. A majority of the participants (59%, 30/51) felt that non-native English-speaking teachers were good role models for them because of the shared non-native relationship with the English language. 24% (12/51) did not agree, either feeling that both NESTs and non-NESTs were equally good role models or preferring NESTs as linguistic role models. 18% (9/51) were undecided.

In conclusion, the individual differences of both native and non-native English-speaking teachers were highlighted by the received results. For instance, majorities of the participants could not say who would be a better grammar teacher or vocabulary teacher. Thus, individual differences and pedagogical skills seem to define a good teacher of grammar or vocabulary, not the teacher's first language. The minorities of students who stated an opinion thought that non-NESTs were better teachers of grammar and NESTs were better teachers of vocabulary. Such a result could be expected, as NESTs' excellent language competence typically signifies a vast vocabulary and non-NESTs' foreign language learning process includes developing a thorough grammatical knowledge. Additionally, individual differences among teachers seemed to affect teachers' eagerness to correct students' errors as well as their text book use. The participants were not certain of non-NESTs superiority as models of good language learners, but overall non-NESTs were definitely regarded as good role models for non-native learners of English. A majority of the respondents agreed that non-NESTs understood the process of language learning better than NESTs, which most likely was true at least for the process of learning English as a foreign language. In regards to the linguistic skills of non-NESTs, most of the participants agreed that non-NESTs could know English as well as native

speakers, be as confident language users as NESTs and have enough cultural knowledge. However, a majority also stated that non-NESTs pronunciation bothered occasionally them.

Table 10. Students' reactions to arguments on non-NESTs.

	Strongly agree	Somewhat agree	Cannot say	Somewhat disagree	Strongly disagree	Total
1. Non-NESTs are better at teaching grammar.	2 3.92%	14 27.45%	22 43.14%	13 25.49%	0 0%	51
2. Non-NESTs are better at teaching vocabulary.	1 1.96%	4 7.84%	29 56.86%	16 31.37%	1 1.96%	51
3. The pronunciation of non-NESTs disturbs me every now and then.	11 21.57%	30 58.82%	2 3.92%	6 11.76%	2 3.92%	51
4. Non-NESTs speak English more insecurely.	2 3.92%	14 27.54%	11 21.57%	15 29.41%	9 17.65%	51
5. Non-NESTs understand the process of language learning better.	6 11.76%	17 33.33%	16 31.37%	11 21.57%	1 1.96%	51
6. Non-NESTs correct more of the errors of language use.	2 3.92%	10 19.61%	25 49.02%	12 23.53%	2 3.92%	51
7. Non-NESTs use more often textbooks.	3 5.88%	13 25.49%	23 45.1%	7 13.73%	5 9.8%	51
8. Non-NESTs cannot know English as well as native speakers.	3 5.88%	8 15.69%	9 17.65%	18 35.29%	13 25.49%	51
9. Non-NESTs are better language learner models.	1 1.96%	16 31.37%	18 35.29%	13 25.49%	3 5.88%	51
10. Non-NESTs are good role models for me, because I'm non-native, too.	4 7.84%	26 50.98%	9 17.65%	10 19.61%	2 3.92%	51
11. Non-NESTs do not have enough cultural knowledge.	0 0%	13 25.49%	9 17.65%	20 39.22%	9 17.65%	51

10.1. NESTs' advantages and disadvantages stated by the students

In addition to reacting to claims regarding the two teacher groups, the present study allowed the students to reflect on native and non-native English-speaking teachers' strengths and weaknesses. The participants were allowed to mention as many qualities as they wanted and most often they

mentioned at least two things. NESTs' advantages and disadvantages will be discussed first, followed by a presentation of non-NESTs' advantages and disadvantages. With 25 mentions, NESTs' cultural knowledge was raised as the main benefit of being a native speaker teacher of English. Cultural knowledge is no doubt typically regarded as NESTs' advantage, as a similar result have been gained by for instance Lasagabaster and Sierra (2005), Kasai et al. (2011), Gurkan and Yuksel (2012) and Rao (2010). Being able to bring an authentic cultural context into a classroom was especially appreciated by the Finnish university students. One participant (/51) mentioned that native speaker teachers perhaps had more authentic materials. Another participant highlighted that having the necessary cultural knowledge was not enough, but teachers also needed to know how to exploit their knowledge and transmit it to their students. Thus, a non-native teacher can also efficiently convey cultural knowledge, but native speaker teachers were seen to have an advantage as the culture is their own. However, there is not only one culture surrounding the English language, and a native speaker teacher's own culture is only a part of the cultural diversity available. For instance, if a native speaker teacher is British, he or she most likely knows British culture and customs thoroughly, but might not have any experiences of Australian or American culture. Therefore, teaching culture within English classes should contain a variety of cultures connected to the English language. Both NESTs and non-NESTs can acquire diverse cultural knowledge, but NESTs no doubt have an advantage when it comes to their own culture. Indeed, an additional eight participants valued NESTs' personal experiences of both English and its cultural diversity. Several wished that their teachers would share real-life occurrences relating to either the usage of English language or cultural matters in class.

Furthermore, Finnish' university students, as well as students worldwide according to previous research (see for instance Lasagabaster and Sierra 2005, Gurkan and Yuksel 2012 and Mäkinen 2014), unsurprisingly valued native speaker teachers' authentic and effortless language use, diverse language skills (22 mentions) as well as their natural pronunciation (21 mentions). As native speakers have learnt English as their first language, it is clear that their linguistic competence is a benefit for native speakers working as English teachers. One respondent (/51) pointed out that NESTs not only knew the fluent use of verbal English, but also any non-verbal qualities the language typically has, for instance tone of voice, facial expressions, gestures and fillers. Pronunciation was an interesting part of NEST's linguistic skills, as many also questioned NESTs' superior pronunciation:

(6) Additionally, there is native teachers' "correct" pronunciation, whose usefulness of course depends

partly on what kind of English the teachers speak – very dialectal accent is not necessarily any "better" for the learner than the Finnish accent.
Fifth-year female student

Thus, although native speakers most definitely have a native-like pronunciation, the diversity within the English language has caused the practices of pronunciation to vary greatly. A native-like pronunciation can mean many things, ranging from, for instance, upper class British English to southern American as well as to South African English, Jamaican English and Indian English, these being only some of the most typical and recognizable varieties of English pronunciation. A couple of the participants of the present study actually pointed out that whether a NEST's pronunciation was advantageous depends on which variety of English individual students admire and desire to learn. However, earlier a majority of the participant stated that they actually wanted to learn how to sound like a native speaker when using English. Such an opinion no doubt reflects how native speakers' pronunciation is still appreciated despite the increasing variation within native speakers' accents. As NESTs most often do not share a first language with their students, they offer their students a great deal of English input. Seven of the respondents (/51) expressed that they benefitted from NESTs, because native speaker teachers allowed them to hear plenty of native-level English as well as opportunities to practice understanding spoken English. Indeed, understanding the speech of a native speaker might be a motivating experience for students:

> (7) A native speaker's pronunciation is for sure native-level pronunciation, which does not always help ("rally English" (i.e. English pronounced with a strong Finnish accent) is easy to understand), but understanding a native speaker teacher is more rewarding.
> *Fifth-year male student*

Indeed, Lasagabaster and Sierra (2005) explain a similar phenomenon in their study. Some students had expressed that it was easier and less demanding to listen to a non-native speaker teacher with whom the students shared a first language. How one experiences understanding a native speaker of English most likely depends of one's language skill level. Additionally, not having a mutual first language means that it is not only teachers, but also students who have to use English. Making their students use English was considered to be an advantage of NESTs by five of the participants (/51). Benke and Medgyes (2005), too, report that students enjoy the way NESTs are able to get their students to use English. One respondent (/51) in the present study mentioned that not having a mutual mother tongue with an English teacher motivated her to improve on her English skills. Not being able to resort to Finnish definitely forces students to speak English in class, but it may be that beginners or less advanced students find using only English disconcerting. A different target group might have seen the lack of a mutual language as a hindering factor.

Extensive vocabulary and knowledge of its fluent usage was named as an advantage of NESTs by 14 participants (/51). It is no surprise, since people typically have the vastest vocabulary in their first language. For instance, Kasai et al. (2011) and Lasagabaster and Sierra (2005) have received similar results. The students in Lasagabaster and Sierra's (2005) study also mentioned that NESTs' knew slang expressions and typical idioms better. Slang and idioms were mentioned by the participants of the present study, too, alongside NESTs' knowledge of collocations, synonyms and fixed phrases. Rao (2010) found out that NESTs were considered to be better equipped to decide on accurate language use and correct words for different contexts. Moreover, the participants of the present study reported to value the fluency and richness of native speaker teachers' word choices and expressions. Also, variation within vocabulary was pointed out as native speakers' strength. Moreover, variation in NESTs' educational and cultural background were mentioned as their advantage (4 mentions). NESTs were considered to bring new and diverse insights into language, teaching and learning. Anything different from what students were used to was regarded as refreshing. Also, as native English speakers have a different point of view on Finnish culture as well as on the English language than Finnish people, they can broaden Finnish students perceptions of the contexts of English as well as of their own culture and point of view. Moreover, one participant (/51) reported how he or she valued any native English-speaking teachers who had taken the trouble of finding out what caused Finns to make errors in English. Thus, knowledge of students' first language can be beneficial and at least show students that their teachers are interested in their learning.

The participants were rather unanimous of the benefits of being a native speaker teacher, but naming NESTs' possible disadvantages seemed to be more difficult and therefore, their responses were more varied. One of the students voiced what possibly caused such difficulties:

> (8) These questions are tough to answer because in my opinion one cannot generalize too much and put all native speaker teachers into the same mold, as everyone has a different background and skills. *Fourth-year female student*

Mäkinen (2014), too, points out that the Finnish upper secondary school students of her study were reluctant to enhance stereotypes. Making generalizations was, however, necessary in order to find out if there were overall any typical qualities considered to be disadvantages or disadvantages of the teacher groups. The thoughts and opinions expressed by the participants were based on their real-life experiences of English teachers, not on stereotypes, and thus, were significant for the study. As mentioned earlier, all teachers are naturally individuals with their own, diverse strengths and

weaknesses, but here the aim was to find out any overall characteristics the two teacher groups might have. Two participants (/51) highlighted the importance of professionalism, which was not dependent of a teacher's native language:

> (9) There are good teachers and then there are bad teachers. Teachers' professionalism is mainly formed of something else than the fact how they speak the target language.
> *Fifth-year male student*

Thus, native and non-native English-speaking teachers can even have the same qualities as their advantages and disadvantages, such as using a diverse set of teaching methods or concentrating too much on error correction.

According to the respondents, there were above all two qualities regarded as the main disadvantages of NESTs: not being able to help, explain or clarify in the students' mother tongue, Finnish in this case, (20 mentions) and thus, not being able to understand the similarities and differences of Finnish and English (16 mentions). Indeed, the lack of knowledge of the students' first language was linked to both of these disadvantages. Firstly, it might be that a NEST speaks or at least knows some of his or her students' mother tongue, but not having any skills in the students' language was no doubt considered troublesome. Three participants directly stated that not knowing Finnish, or whatever the students' language is, was NESTs' weakness. Especially beginners and weaker students of English were of concern, as NESTs might not be able to give these students the support they needed also in their first language. Translations from Finnish to English and vice versa were also mentioned as especially important for beginner learners. Students who are taught by NESTs not only have to communicate everything in English themselves, but also have to try to understand everything, even the most difficult matters and phenomena, in English. Moreover, the language barrier between a NEST and his or her students might make the teacher appear distant, which might affect the rapport the teacher has with the students. Several students pointed out that NESTs might find it harder to assess their students' language skill levels, as English came naturally to them, and therefore, either over- or underestimating their students was possible:

> (10) A native speaker teacher's most disadvantageous characteristics could relate to taking students' skill level into account especially in teaching situations, i.e. the teacher cannot produce understandable enough material for the students' language learning needs or otherwise uses language that is too difficult for the students to understand.
> *Third-year female student*

Not being able to assess what students can and know in the target language may result in materials and topics that are too easy or too challenging for the students. Secondly, the participants

highlighted the importance of being able to understand how Finnish and English were similar and how they differed in all aspects of language. The impact and possible transfer of Finnish as well as the Finnish students' point of view on learning English as a foreign language can be completely strange for NESTs. Several students pointed out that NESTs most often did not understand why Finnish students of English made the mistakes they typically made, because NESTs did not know what features of the Finnish language affected the students' learning and using English. Furthermore, NESTs often cannot assist their students already in advance, as they are not familiar with the typical mistakes Finns make or the causes of these specific mistakes. NESTs were also criticized for not understanding what aspects in the English language were especially difficult for Finnish students. Overall, knowing both the target language and the students' mother tongue was regarded as very useful no matter what area of language was in question.

Six respondents (/51) reported that NESTs were hindered by their lack of knowledge of the foreign language learning process. Lasagabaster and Sierra received a similar result in 2005. Even if NESTs had experiences of studying some other language as a foreign language, they did not have experiences of learning specifically English as a foreign language. It was mentioned that as NESTs taught their own mother tongue, the language and its quirks were self-evident to the teacher, but obviously not to their students. The setting might cause misunderstandings or conflicts between the native speaker teachers and their students. Benke and Medgyes (2005), Gurkan and Yuksel (2012) and Rao (2010) have found out that insensitivity towards students' language problems have been pointed out as the main disadvantage of being a native speaker teacher. Interestingly, the participants of the present study only hinted at such insensitivity through explaining NESTs' restricted understanding of the process English students were going through when learning English as a foreign language. Furthermore, four participants mentioned, although rather tentatively, that NESTs' might not have as extensive knowledge of English grammar theory as non-NESTs did. Most likely there are individual differences in grammar skills among NESTs and non-NESTs, but perhaps non-NESTs understand English grammar and studying it more theoretically. Also, not being able to clarify grammatical details in the students' mother tongue might affect how students experience learning grammar with a NEST.

Alongside linguistic differences, cultural differences were discussed in the respondents' answers. According to five participants (/51), every now and then NESTs' own culture and the Finnish culture collided, and the parties had difficulties in understanding each other. For instance:

(11) What I mean with this is that sometimes non-native speaker teachers cannot bring themselves to understand why small talk is not natural for Finnish people. Occasionally it causes Finns to be perceived as quiet and weird, also among teachers, but it is only a matter of the fact that it is not always easy for NESTs to profoundly identify with our cultural context.
Second-year female student

It is true that different cultures have different customs and norms within foreign language teaching. One of the respondents (/51) experienced that especially the way NESTs teach grammar could be unfamiliar to Finns. Indeed, differing educational backgrounds may affect the teaching methods of NESTs, but the efficiency of different ways of teaching obviously depends on individual students. Nevertheless, social standards and cultural practices vary greatly from culture to another and achieving mutual understanding sometimes demands conscious efforts. The less the cultures resemble each other, the harder it probably is for a teacher to adapt to the new culture. Rao (2010) describes how English students in China have experienced that NEST do not know enough of the local culture or the educational system to effectively teach Chinese students. Not having at least some knowledge of the Finnish culture can no doubt cause NESTs difficulties when teaching English in Finland, as the teachers might not understand why their students act and behave in certain ways. Despite lacking knowledge of the local culture, NESTs can also possibly have lacking pedagogical skills (7 mentions). This is by no means always the case, but in some countries and schools native speakers are accepted as English teachers based solely on their native status. Although in Finland the law strictly demands school teachers to be qualified professionals with appropriate pedagogical skills, laws vary greatly from country to another. One of the participants stated as follows:

(12) Pedagogical skills can in some cases be inadequate, if the person has been chosen for the job based on the thought: "Oh well, he's English, he can surely teach English." Like I already stated, mere nativeness does not mean that people can teach their own language.
Fifth-year female student

Lasagabaster and Sierra (2005) have received similar results in Spain, where NESTs apparently more often lacked degrees than non-NESTs. As professionalism was unanimously considered to be more essential than language competence in the present study, having the needed pedagogical skills seemed only natural.

Some other features received fewer mentions, but will be briefly discussed here. Four participants wanted to bring forward that although some students felt motivated simply by the presence of a native speaker teacher, others might experience it as scary or unnerving. Admittedly, speaking a foreign language with a native speaker of the language is unquestionably exciting, especially for

beginner language learners. Furthermore, not all are outgoing characters, who are willing to push their limits and take risks, which means that the quieter and more shy students can be terrified of having to speak with a native speaker. It is natural even for the more advanced students to feel nervous of having to use English with a native speaker. However, if students are too frightened or nervous to speak or for instance ask for help, having a NEST might affect their learning and the learning situations negatively. I would say that having good rapport with students is crucial for NESTs, as well as for non-NESTs, and conscious efforts should be aimed at promoting solidarity and making students feel comfortable in the classroom. Furthermore, two respondents (/51) experienced NESTs to be somewhat more demanding, at least at the university level. Perhaps this could be connected to NESTs' previously mentioned possible difficulties in assessing their students' skill levels. One participant (/51) mentioned that having more NESTs could enforce the concept of regarding native-level pronunciation as the only correct way of pronunciation. However, he or she also added that non-NESTs were capable of this, too, if they continuously highlighted the native variants. Moreover, another respondent described how NESTs could actually have a more limited view on different Englishes around the world as well as their equal status according to the modern view on the English language. NESTs might, thus, feel that non-native variants are not equally important, although the global development of English has made the language shared property of both native and non-native speakers.

10.2. Non-NESTs' advantages and disadvantages stated by the students

Firstly, students' thoughts on the advantages of their non-native English-speaking teachers will be presented. In line with overall previous research, altogether 21 respondents (/51) reported that as non-NESTs had personal experiences of studying English, they had a better understanding of the process of learning English as a foreign language. Thus, they could identify with their students who are going through the same process. Two participants (/51) mentioned that also students could better identify with their non-native teachers. As non-NESTs share a first language with their students, a mutual language and a similar background together seem to help the teacher build rapport with the students. Furthermore, the respondents stated that non-NESTs tended to be easier to approach than NESTs and thus, it was easier to show insecurity in front of non-NESTs. For instance Gurkan and Yuksel (2012), Ütsünlüoglu (2007) as well as Benke and Medgyes (2005) have concluded that according to English students, non-NESTs are often regarded as more empathetic towards their students. The participants of the present study were also of the opinion that non-NESTs were more

understanding, had a calm attitude towards learning and were able to come closer to their students. Thus, students found it easier to ask even the so called stupid questions from non-NESTs. Additionally, non-NESTs who wanted to learn with their students and not only teach their students, were valued by a participant, because such an attitude could bring teachers even closer to their students. Although four participants (/51) had named theoretical grammar as a possible disadvantage of NESTs, only two participants (/51) mentioned good command of grammar as an advantage of non-NESTs. Previous research has showed some controversy on the issue, but so far it would seem that most commonly grammar was seen as non-NESTs' strength (for instance Benke and Medgyes 2005 and Gurkan and Yuksel 2012). This might be explained by the fact that non-native English-speaking teachers themselves had had to study English grammar from the point of view of a non-native speaker of English.

17 respondents (/51) stated that non-NESTs' biggest advantage was simply their fluency in the students mother tongue, which in this case was Finnish. Of course it is possible for non-NESTs to teach English to students who have a different first language, but here the assumption was that non-NESTs and their students share a mother tongue. Benke and Medgyes (2005) have also gained results emphasizing the importance of non-NESTs' skills in the students' mother tongue. A mutual language besides English can be effectively used to clarify teaching and instructions. Teachers' skills in their students' first language were considered especially important for beginner learners as well as for weaker students, who did not know English very well yet and still found it hard to understand the language. However, being able to speak students' first language should not signify that the English language is used any less, as using the target language is obviously essential during English classes. Like one of the participants described:

> (13) Definitely having the same mother tongue as their students (is non-NESTs' most important advantage). During difficult language exercises a non-NEST can momentarily switch to the mother tongue in order to get the message across completely.
> *Second-year female student*

Another participant was worried that non-NESTs might use too much Finnish as it naturally was easier for both non-NESTs and their students. Indeed, in my opinion non-NESTs must remember that Finnish should not be spoken mainly in class, but rather exploited as an additional resource only when needed. Students should obviously be encouraged to speak English as much as possible in order to develop their interactional skills, but using Finnish can also be very useful when timed appropriately.

Knowing students' first language as well as the target language gave non-NESTs the opportunity to compare and analyze the two languages, which was regarded as a benefit of non-NESTs by 18 students (/51). Here is how a respondent described the support non-NESTs could give compared to native speakers of English without skills in their students' first language:

> (14) Non-native speaker teachers have been language learners themselves and they know the most common pitfalls: for instance a Finnish teacher knows which things work similarly in Finnish and English (i.e. things which do not require very detailed explanations) and what things are especially tricky. Additionally, a linguistically knowledgeable non-native speaker can better give translations and analyze what students have tried to say for instance in an essay (as often mistakes reflect how students' first language affects their thinking).
> *Fifth-year female student*

Indeed, being able to speak both languages allows the non-native teachers to offer their students translations as well as explanations of how the two languages are similar and different. Understanding the similarities and differences might help students to better remember the features of English and use the language correctly. Moreover, students' first language definitely has an effect on their foreign language learning as well as foreign language use, and a non-native English-speaking teacher is better able to understand the phenomenon. Additionally, despite understanding and being able to explain linguistic matters, non-native English-speaking teachers are able to predict and thus, even prevent students' mistakes. Gurkan and Yuksel (2012) and Ütsünlüoglu (2007) have also found out that students appreciate their non-native teachers' ability to possibly prevent mistakes the students are prone to make. In addition to the versatile support non-NESTs can offer based on their knowledge of both Finnish and English, six students wanted to highlight non-NESTs' pedagogical skills. Finnish non-NESTs are familiar with the educational traditions and customs of Finland, which gives them perspective on their students' behavior and aims as well as for instance student assessment. Non-NESTs' language teaching is also targeted at Finnish students as they presumably know how to teach English to Finns effectively. However, different teaching methods suit different learners and thus, all methods, used by NESTs or non-NESTs, have their strengths and weaknesses. One participant (/51) wanted to point out that teachers were highly educated in Finland, especially in comparison to many other countries, which of course signifies that they definitely are professionals. Four students (/51) also stated that non-NESTs typically not only better understood students' educational background, but also the everyday life of Finnish students as they had similar cultural backgrounds:

> (15) If a non-native teacher is Finnish, he or she is better able to understand the life of Finnish students (customs, culture, educational background, language...) and can, thus, better identify with the students.
> *A female student who has studied longer than five years*

Furthermore, one respondent (/51) mentioned that Finnish non-NESTs might find their role as an educator more natural than NESTs, since non-native teachers were more familiar with the local culture.

As the students in Mäkinen's (2014) study, the participants of the present study also regarded non-NESTs as good role models of successful language learners within the Finnish context (5 mentions). It was reported that non-NESTs were more realistic role models for non-native speakers than NESTs, because the native speaker level often seemed like an impossible goal. Unexpectedly, a few participants described non-NESTs as motivating because of they were real-life proofs of the vast possibilities non-native speakers have. Non-NESTs teaching at advanced levels, such as the university level, were found to be especially encouraging role models. Furthermore, four students (/51) pointed out that non-native speaker teachers were as authentic speakers of English as native speakers, since the English language is an international phenomenon nowadays. Non-native speakers have even outnumbered native speakers, which should validate non-native speakers' ownership of the English language. Accordingly, here are some of the main benefits of non-NESTs stated by one of the participants:

> (16) Varying models of pronunciation, (non-native teachers) can emphasize that everyone speaks their respective English and native-like is not the only correct model. Communication in the English language happens mostly among non-native speakers, so a non-native teacher for one brings authenticity into the classroom.
> *Fifth-year male student*

Non-NESTs were seen to prove how one does not have to pronounce or use English perfectly in order to be completely understood in English, because native-like level is not the only acceptable model anymore. Non-NESTs' students might indeed feel less pressured to sound and speak like native speakers, as their English teachers are real-life role models of efficient non-native language users. Additionally, non-NESTs can have a better understanding of what it is like to be a non-native speaker within the context of global English, in case they have internalized the equal status of native and non-native speakers. Four respondents (/51) stated that non-NESTs might actually have a wider understanding of the different variations of English as well as English-speaking cultures, because they themselves were not part of any specific English-speaking culture. A native speaker teacher naturally has in-depth knowledge of their own culture, but the English language is obviously surrounded by various cultures, which can be more unfamiliar to a native speaker.

Secondly, the participants were asked to ponder on the possible weaknesses of non-native English-

speaking teachers. Altogether 21 participants (/51) agreed that non-NESTs' English pronunciation was distracting either because of a strong Finnish accent or actual errors in the pronunciation. One of the students stated:

(17) Mistakes in pronunciation and / or a strong accent can in some cases be problems (although the teacher does not have to sound "native").
Second-year female student

Pronunciation was definitely considered to be very individual, as even native speakers could sound very different. There are both NESTs and non-NESTs with strong accents, but perhaps proper mistakes in pronunciation are more common for non-native speakers than native speakers. Furthermore, non-NESTs' skills in teaching pronunciation were sometimes experienced as insufficient, especially if the teachers themselves had challenges in their own pronunciation or in the formation of different speech sounds. However, at the university of Jyväskylä the participants have received teaching in pronunciation only from native speakers, as the university has appointed all pronunciation courses to NESTs. Research on the topic (such as Lasagabaster and Sierra 2005, Gurkan and Yuksel 2012 as well as Benke and Medgyes 2005) has brought forward similar opinions from English students who had described some non-NESTs' pronunciation less natural or even artificial. Additionally, not having a native speaker teacher was possibly seen to decrease English use during classes (5 mentions). Students in the study of Lasagabaster and Sierra (2005) voiced a similar worry. As previously discussed, the students' mother tongue, here Finnish, can be used as an effective tool in foreign language learning, but teachers should avoid using too much of Finnish. Having a non-NEST might encourage also students to use more Finnish, as it is easier for them, and the non-NEST will understand anyway.

Next, as could be expected, non-NESTs' overall language skills and language use were criticized by 17 respondents (/51). A non-native speaker teacher can no doubt reach even a higher competency level than native speakers, but according to the responses, it does not appear to be the case in general. Non-NESTs' English use was described as less fluent, less natural and less authentic in comparison with NESTs' language use. Non-native speakers' linguistic skills were considered stiff, less diverse or even limited, as non-native speakers were typically not used to using the target language in all contexts of life. It was mentioned that sometimes non-NESTs followed grammatical rules too strictly and lacked knowledge of colloquial English. Also, when previously assessing their own skills, the students wanted to emphasize the importance of communicational skills. Indeed, almost half of the participants reported earlier that conveying a message is more important than being grammatically accurate. Four respondents (/51) reported that every now and then non-NESTs'

highlighted grammatical accuracy at the expense of interactional language skills, perhaps because they had had to study and learn the language very carefully and in detail. Accordingly, one of the participants stated:

> (18) Sometimes non-native teachers aim too much at achieving perfect skills: precise command of grammar and so on. In their classrooms I more often get the feeling that there is only one correct answer and that sentences must be grammatically correct for one to dare use oral English.
> *Second-year female student*

Two participants (/51) were especially worried of non-NESTs who settled for an average level and were not keen on developing their language skills. Thus, they might not notice and correct their students' mistakes or even unintentionally pass on their own language mistakes to their students. Presumably the level non-NESTs are teaching at can also affect their eagerness to develop, as the basics taught to beginner learners tend to stay the same. However, teaching advanced students demands more linguistically from the teachers as they have to be aware of the newest trends in the language. One respondent (/51) stated that non-NESTs' lower linguistic level could affect students' motivation negatively, if a teacher did not seem to be a good enough role model or students felt that they know more than their teacher. Obviously, no one is perfect and there is always something new to learn, but non-NESTs should be professionals in the English language as well as in teaching English as a foreign language. Another student had made a wise observation and wanted to share it in her response:

> (19) (Non-NESTs') language use cannot possibly be perfect, and I am not sure if such should even be pursued...
> *Fifth-year female student*

Indeed, it is obvious that native speaker teachers have an excellent and diverse command of English and that non-native speaker teachers understandably have difficulties in reaching such a command. Thus, instead of aiming at native level possibly in vain, it would seem more worthwhile for non-NESTs to concentrate on their students' learning as well as their own strengths which tend to compensate for their weaknesses. Four participants (/51) pointed out that they were disturbed by non-native speaker teachers' excessive efforts to reach native level, as native level was such a varying concept. A majority of the participants had earlier even stated that native-like level is an unsuitable goal for foreign language learning. English students in Finland seem to be realizing that being a non-native speaker does not make them inferior to native speakers of English. Indeed, one participant (/51) pointed out that sometimes it shows that non-NESTs feel inferior to NESTs. It was also mentioned that such a feeling might make non-NESTs to feel that they had to prove their competence somehow. However, one participant (/51) mentioned that some non-NESTs highlighted

their own nationality too much or concentrated too much on the local context, although English is a global, diverse phenomenon.

Even though there were some participants who saw benefits in non-NESTs' cultural teaching, 14 respondents (/51) stated that non-NESTs' knowledge of culture was typically superficial or defective. Furthermore, the students' felt that non-NESTs more often did not have personal experiences or detailed knowledge of English-speaking countries. Lasagabaster and Sierra (2005) report a similar result in their study. Naturally some teachers have travelled more and some have English-speaking family members or relatives. Although diverse cultural knowledge and personal experiences of English-speaking cultures tend to be seen as NESTs' advantages, the extent of non-NESTs' as well as NESTs' cultural consciousness is completely dependent on their background, studies and their will to constantly learn more. NESTs' no doubt have personal experiences of an English-speaking culture, but as stated earlier, their knowledge might not cover any other cultures related to the English language. Some participants were worried that non-native teachers' with a limited cultural knowledge might strengthen questionable or untrue stereotypes. Interestingly, one respondent (/51) pointed out that non-NESTs might favor only one variant and underrate all others. As NESTs speak specific variants of English as their first language, it would actually seem more probable for them to favor one variant over the others, but none of the participants reported such a behavior. Like non-NESTs' cultural knowledge, their vocabulary was also addressed as a possible disadvantage. Seven respondents (/51) stated that non-native English-speaking teachers tended to have a more limited vocabulary as well as less knowledge of word use and choices. According to the students, non-NESTs often used idiomatic expressions and fixed phrases incorrectly, or did not use them at all. For instance:

> (20) I do not think that non-native speaker teachers will ever so easily learn to recognize for instance different nuances between various words, which might be easy for native speakers.
> *Fourth-year female student*

Indeed, English language has many synonyms as well as single words that can have multiple meanings and contexts of use, which challenge even native speakers of English. Such results are not surprising, as for instance the students in Benke and Medgyes' (2005) reported that non-NESTs more often used outdated language while the participants of Gurkan and Yuksel's (2012) study described how non-NESTs sometimes had difficulties in retrieving various words. It was also pointed out that non-NESTs were not always familiar enough with the vocabulary differences of American and British English.

Some other features received only single mentions. One participant (/51) highlighted that non-native English-speaking teachers were "products" of the Finnish school system and teacher training. Thus, typical disadvantages of non-NESTs were not exactly the teachers' fault, but rather features that the school system had caused:

> (21) In my opinion the risk of non-native teachers is the "risk" in teacher training" and in earlier school experiences, because it would be important to develop teaching methods and teach English from elsewhere than only school books. So I do not see bad qualities in non-nativeness as such, but in the Finnish school system and in the attitudinal atmosphere. Learning a language is not only learning from books, but highlighting communicational skills in language learning would be important. *Fourth-year female student*

Certainly, whatever the weaknesses of non-NESTs are according to English students, they should be taken into close consideration in the Finnish school system and teacher training. The respondent also wanted to add that despite one's own educational history and school experiences, it was essential for teachers to develop their teaching methods and use them alternately. Another participant actually commented on non-NESTs' teaching methods, as he or she felt that non-native English teachers sometimes used outdated working methods. The participant admitted that NESTs might have the same problem, but at least those methods were less familiar to students because of their different cultural and educational background. Thus, teacher training as well as teacher training on the side are undoubtedly in an important position when trying to update English teachers' teaching methods and practices. Additionally, one of the respondents (/51) wisely pointed out that most non-native English teachers had sought to the profession because they had always been good English language learners. Thus, although it was commonly stated that non-NESTs understood their students' challenges and hardships better, it might not always be the case. Understanding difficulties in the area of one's own strength might actually be challenging.

Although so far non-native English-speaking teachers have been generally considered to have equal opportunities for becoming an effective English teacher, I wanted to find out whether the Finnish university students of English regarded some features as completely unattainable for non-NESTs. The previously elicited advantages and disadvantages of both teacher groups could naturally overlap, like for instance cultural knowledge was considered to be a possible advantage of both NESTs and non-NESTs. However, here the respondents were asked to ponder on whether there were any disadvantages only NESTs can offer, i.e. benefits that non-NESTs were unable to offer. The participants were able to mention more than only one feature. More than half of the participants

(53%, 27/51) were of the opinion that NESTs indeed had qualities that non-NESTs cannot achieve. 35% of the participants (18/51) were unsure, but 12% (6/51) reported reassuringly that whatever qualities NESTs had, non-NESTs could have, too. The students who had reported that non-NESTs had unique benefits were also asked to specify which features they have in mind. Unsurprisingly, natural pronunciation was most often described as native speaker teachers' advantage, as non-NESTs would always be non-native speakers of English and thus, pronounce English as non-native speakers (11 mentions). It remains to be seen if non-native variants of English pronunciation will achieve an equal status with the traditional standard variants. Diverse cultural knowledge was considered to be NESTs' benefit by seven participants (/51), although cultural matters seemed to divide the participants' opinions. One respondent (/51) added that despite culture knowledge, NESTs' had authentic and personal knowledge as well as experiences of various contexts of language use. Another seven students (/51) considered native speaker teachers' authentic, diverse language use and strong linguistic knowledge of English to be an unique advantage. For instance:

> (22) In my opinion native speakers will always have an advantage in teaching the knowledge and skills of their own language. Although a non-native speaker teacher can be absolutely competent in his or her job, I do not believe that he or she can (at least on a demanding level) as quickly and surely to determine what is correct and what is not.
> *First-year female student*

Thus, especially the details of the English language as well as the knowledge of grammatical correctness are special advantages of NESTs. As stated earlier, native speaker teachers' command of the English language is naturally outstanding. Two respondents (/51) felt that hearing a native speaker use English during English classes helped students to develop their own linguistic skills. A participant described:

> (23) Intonation, tempo, the fluency of speech...when observing a native speaker one can maybe acquire something.
> *Fifth-year male student*

Moreover, although a strong majority considered Finnish skills to be an advantage of non-NESTs, five participants reported here that not being able to speak students' mother tongue can be beneficial. This was explained by the fact that having an English teacher that did not speak or understand students' first language, forced also students to use more English, even if they would rather use their first language. Having a NEST that makes one use more English can help develop one's skills in explaining unfamiliar words in other ways than only translating. Additionally, one student (/51) reported that NESTs' could offer a different perspective to English language learning. Thus, NESTs can possibly affect their students' motivation not only because they are good role

models of efficient language users, but also because they encourage students to communicate more in English.

11. THE STUDENTS' TEACHER PREFERENCES

It became clear that the Finnish university students of English saw different typical benefits and weaknesses in their native and non-native English-speaking teachers, but it was not yet revealed whether the respondents regarded one of the teacher groups as superior. Thus, next the focus was shifted towards the participants' possible explicit English teacher preferences. At first the students were asked to assess the efficiency of non-NESTs compared to NESTs overall as well as specifically at the university level. An impressive 94% of the participants strongly (49%, 25/51) or somewhat (45%, 23/51) believed that they could learn English as effectively from a non-native English-speaking teachers as from a native English-speaking teacher. Kasai et al. (2011) have reported an identical view in their study. One of the participants (2%) slightly disagreed, emphasizing the importance of a native speaker teacher, while two of the participants (4%) were unsure. Such results no doubt implied that non-native English speakers could indeed be as good and appreciated teachers as their native counterparts. However, when asked to assess non-native teachers at the university level, the participants became more hesitant. Still, almost 60% (59%, 30/51) believed that non-NESTs offered perfectly adequate teaching even at such an advanced level as a university. 22% (11/51) were undecided, probably because individual differences among both NESTs and non-NESTs were so great and generalizations did not always hold true. 20% (10/51) felt that at the university level non-native speaker teachers were not enough and advanced students needed native speaker teachers, as well. NESTs' pronunciation as well as real-life knowledge and experiences of the English language and its culture are most likely the reasons for finding non-NESTs inadequate for advanced learners of English.

However, the main interest here was no doubt in the Finnish university students' teacher preferences. An obvious majority of 82% (42/51) preferred a combination of the two teacher groups, i.e. wanted both native and non-native English-speaking teachers to teach them English. The result resembled the majority of previous research on teacher preferences (for instance Benke and Medgyes 2005, Lasagabaster and Sierra 2005, Gurkan and Yuksel 2012, He and Miller 2011, Mäkinen 2014), although some studies have found NESTs to be the preferred choice (for instance Jin 2005). The results gained so far in this study no doubt prefigured this outcome, since the

participants have constantly been highlighting the importance of exploiting both native and non-native speaker teachers' advantages. Furthermore, NESTs' advantages tend to resemble non-NESTs' disadvantages, and vice versa, which means that the teacher groups might nicely complement each other. Thus, by choosing a combination the participants are not only gaining the benefits of both teacher groups, but are also steering clear of their disadvantages. Similar observation has been reported by He and Miller (2011). Native speaker teachers were preferred by 16% (8/51) whereas non-native speaker teachers were chosen as the preferred choice only by one participant, i.e. 2% of the respondents. Originally quantitative cross-tabulations were supposed to be calculated between the students' teacher preferences and several other responses in order to explore another interesting perspective, but the disproportional division of participants made such calculations statistically impossible.

Naturally the respondents were asked to give a reason or several reasons for their choice of preference in order to enlighten the students' views. Firstly, preferring a non-native speaker teacher was explained by the observation that in modern Finland students hear a great deal of native speaker English in their everyday lives. Thus, the available input deteriorates the importance of NESTs' main benefit: speaking native-level English. The participant experienced that non-NESTs had the overwhelming strength of having personal knowledge of the language learning process and its struggles. Non-NEST supposedly could therefore guide their students better through recognizing students' possible problems and challenges. Secondly, native speaker teachers were preferred mainly because of reasons already mentioned earlier: pronunciation, diverse vocabulary, authenticity, culture knowledge, grammatical correctness and learning more effectively as a native speaker forced students to use more English. Additionally, one of the respondents (/51) pointed out that at the university level he or she preferred a native speaker teacher, but as a beginner learner he or she would have wanted to have a non-native speaker teacher. Mäkinen (2014) described in her study that the more skilled English users among Finnish upper secondary school students were actually more likely to highlight how NESTs were also needed. Thus, it would seem that choosing an English teacher is connected to students' language skill levels.

Thirdly, as described above, most of the respondents preferring a combination of the two teacher groups felt that NESTs and non-NESTs completed each other. For instance, non-NESTs' personal understanding and knowledge of the foreign language learning process and the effects of the students' first language as well as their skills in the students' first language were considered to be complemented by NESTs' authentic, fluent language use and natural pronunciation,

communicational skills and cultural knowledge as well as personal experiences of the culture. More than half of the participants preferring a combination of NESTs and non-NESTs reported that other factors were more important than nativeness and thus, it did not really matter if the teacher was a NEST or a non-NEST. Professionalism, including pedagogical, interactional and linguistic skills, as well as the teacher's personality were mentioned to be more essential in determining an efficient teacher. One of the respondents stated as follows:

> (24) A good teacher does so much more than uses the language and speaks during classes. For instance, bringing appropriate material, making learning easy with appropriate exercises, the rhythm of learning, diversity and meaningfulness are all factors that NESTs have no special competence in when compared with non-NESTs.
> *Fifth-year male student*

Some respondents even stated that one's native language had absolutely nothing to do with the fact whether a person was a good teacher or not. Both teacher groups have reportedly offered excellent and insufficient teaching. Communication, i.e. understanding and being understood in English, was often highlighted as the most important aspect in English teaching and learning. One student (/51) pointed out that a teacher's native language did not matter as long as the teacher had such linguistic knowledge and skills that the student him- or herself did not have. Thus, teaching advanced students seems to definitely demand more of the teacher.

12. DISCUSSION AND CONCLUSION

The main purpose of the present study was to offer an overview of the native and non-native English-speaking teachers in Finland from the point of view of Finnish university students. The issue of English teachers' nativeness and non-nativeness has not received much attention in Finland, probably because of the strong tradition of non-native teachers. However, globally non-native speaker teachers are often considered to be somehow inferior in comparison with native speaker teachers. Thus, the study aimed at illustrating Finnish university students' authentic perceptions, conceptions and preferences of native and non-native English-speaking teachers of English in order to explain the situation and attitudes in Finland. More closely, Finnish university students of English were addressed in order to ensure the participants have real-life experiences of both native and non-native English teachers. Furthermore, English students were expected to take a special interest in the English language as well as its teaching and thus, have an opinion on the issue of the nativeness of English teachers. Alongside overall perceptions, the present study wanted to explore students' thoughts on the possible advantages and disadvantages of the two teacher groups as well as their

teacher preferences. Thus, an online survey was sent to English students of the University of Jyväskylä in order to receive data on the research issue. The survey gathered altogether 52 responses, of which one had to be omitted in order to maintain anonymity.

The first research question was targeted at eliciting any overall perceptions and conceptions the students hold of their native and non-native English teachers as well as their :

> 1. What kind of perceptions of native and non-native English-speaking teachers of English do Finnish university students of English have, and what are the characteristics of a good English teacher?

One of the most important results of the present study was connected to this research question and related to the students' view on non-native speaker teachers' equal position with native speaker teachers. Indeed, the students unanimously reported that many other factors, most importantly professionalism, were far more significant for an English teacher than one's mother tongue. Thus, both native and non-native speakers of English can be excellent teachers of the language. For instance, pedagogical skills, motivating and supporting students, having a friendly attitude towards students, being enthusiastic about English and its teaching as well as understanding individual needs were mentioned as factors defining a good teacher. It was even said that one's mother tongue has nothing to do with whether he or she is an effective teacher who can modify teaching according to students' needs. Being able to speak a language does not automatically mean that one is able to teach it effectively. Furthermore, the participants stated that non-NESTs were not more insecure language users compared to NESTs and they definitely could know how to speak English properly. More than half of the students even reported that non-NESTs could be as fluent as native speakers. The results should no doubt comfort all non-native speaker teachers struggling with feelings of inferiority. Moreover, the students revealed that they have mainly positive experiences of both NESTs and non-NESTs, which also implied that the teacher groups are perceived as equally effective. Overall unhelpful or insignificant classes and courses would have presumably shown here as negative perceptions of either of the teacher groups.

Less than half of the students felt that they would have, or actually have, benefitted from having a NEST already before the university level. The participants reckoned that pupils in basic education might not benefit from a native teacher as much as upper secondary school students, as beginner learners more often need guidance also in their mother tongue and native teachers rarely speak their students' mother tongue fluently. Moreover, the benefits of having a NEST in basic education and

especially in upper secondary school seemed to cater particularly for the more advanced students as for instance native speakers' authentic language use and pronunciation, vast vocabulary and in-depth cultural knowledge were mentioned. Thus, the target group of the study probably affected the result. When examining the students' perceptions carefully, slight associations were found. For instance, the students who had resided in an English-speaking country for three months or longer, were more likely to experience English teachers' native-like oral skills very important. Having experiences of native speaker teachers before entering the university correlated both with the will to sound like a native speaker as well as the perception of whom it is easier to use English with. Finally, the participants who communicated in English mainly with other non-native English speakers were more likely to regard native level as a poor goal for Finnish students of the English language. However, the detected correlations were not strong enough to be regarded as significant, and thus, the association results only show possible tendencies. Therefore, whether these background factors have actual effects on students' overall perceptions of teachers' nativeness remained unresolved.

Although the participants were cautious about making generalizations or enhancing stereotypes, they no doubt admitted that both native and non-native English-speaking teachers have certain advantages and disadvantages that are typical for them. The second research question aimed at eliciting these specific strengths and weaknesses:

> 2. What are the advantages and disadvantages of native and non-native teachers according to Finnish university students of English?

Naturally there is a great deal of variation within the two groups, but some tendencies could be named. According to the participants, NESTs' strengths were for instance their cultural knowledge and background, authentic language use, natural pronunciation and vast vocabulary. Having a NEST also exposes students to native level English as well as forces students to use more English, as they most often do not speak their students' first language. Not having skills in the students' mother tongue and thus, not being able to compare English and the other language were considered to be possible weaknesses of NESTs. Other possible factors affecting NESTs' teaching negatively were lack of knowledge of the foreign language learning process or pedagogical skills, not knowing English grammar as extensively as non-NESTs and lacking familiarity with the local culture. On the other hand, non-NESTs' strength lay in having personal experiences of studying English as a foreign language. If a non-native teacher and his or her students have a mutual first language, the teacher's

fluency in the language was no doubt regarded as an advantage. Such knowledge enabled analyzing and comparing the two languages as well as predicting students' possible difficulties. Proving non-NESTs could be efficient language users and having strong pedagogical skills were also appreciated in non-NESTs. However, non-NESTs' pronunciation, overall language skills and use, knowledge of culture and excessive efforts to reach native level were critiqued. Additionally, the participants were unhappy with non-NESTs' tendency to highlight grammatical accuracy on the expense of communicational skills.

Approximately half of the respondents felt that NESTs possessed qualities that were unattainable for non-NESTs. As could be expected, the qualities mentioned were often connected to non-NESTs' disadvantages and NESTs' advantages, such as natural pronunciation, diverse cultural knowledge, authentic language use as well as motivating and challenging students to speak more English, as using students' first language was not an option. Therefore, it would seem that Finnish teacher training as well as in-service training for teachers should take the reported advantages and disadvantages of non-native speakers into consideration in order to develop non-native teachers efficiency. For instance, pronunciation, culture knowledge and staying updated on the idiomatic and colloquial usage of English as well as the changes within the language were factors the current non-NESTs could improve on. Although both teacher groups were thought to have possible strengths and weaknesses related to their native and non-native status, it was stated that pedagogical skills could compensate for whatever disadvantages a teacher had. One most definitely does not have to have perfect linguistic skills in order to be a good teacher. It seems sensible to concentrate on one's strengths, while still being aware of one's personal weaknesses, and being always ready to develop professionally.

Finally, the present study explored the perspective of teacher preferences, hence the third research question:

> 3. Do Finnish university students of English prefer a native English-speaking teacher, a non-native English-speaking teacher or a combination of both?

As the previous results somewhat implied, an obvious majority of the participants preferred a combination of both native and non-native speaker teachers, i.e. either they wanted to be taught by both of the teacher groups or they felt that it did not matter whether the teacher is native or non-native. NESTs and non-NESTs were seen to complement each other, as they typically hold

divergent strengths and weaknesses and thus, both teachers were in demand. Thus, exploring the benefits of native and non-native teacher's co-teaching could be an interesting perspective. Moreover, many other factors were considered to be much more important than nativeness, which signified that one's native language did not define an effective teacher. An incredible 94% of the respondents reported that they could learn as well from native and non-native teachers, as long as the teacher was a professional. Furthermore, more than half of the participants stated that non-NESTs offered perfectly adequate teaching even at advanced levels. Nevertheless, a small minority preferred NESTs, mainly because of the earlier described specific strengths related to having English as their first language. One individual reported to prefer non-NESTs, based on the modern status of the English language in Finland. As English is so visible in Finland, NESTs are not needed anymore for offering native level input. Thus, non-NESTs' personal experiences are more valuable for students than NESTs' natural language use. On the whole, the preferred choice of the participants was no doubt a professional, whatever his or her mother tongue may be.

All in all, the results of the present study revealed how open-mindedly and positively Finnish university students view native and non-native English-speaking teachers. Both teacher groups are equally appreciated and regarded as efficient, although for different reasons. Naturally variation within the two groups is great, as all English teachers are individuals with various backgrounds, experiences and skills, but probable tendencies can be pointed out. Neither of the teacher groups is superior, as NESTs and non-NESTs are simply different. Professionalism, including pedagogical skills and linguistic competence, seemed to be the most important factor. The results should undoubtedly enforce equality among the teachers. Furthermore, as non-NESTs are not as popular worldwide as they are in Finland, the results could help understand how equally Finnish students of English see their non-NESTs in comparison with NESTs. The study was expected to be beneficial for Finnish non-native English teachers as well as future non-native English teachers, since it not only enforces the equal status of non-NESTs, but also can strengthen their self-confidence and motivate them to become the best teachers possible. Teacher training and universities teaching English should take the results into consideration when planning their curricula in order to develop their teaching and hence, help teacher students overcome the possible disadvantages of non-NESTs. However, the small sample size of the present study significantly restricts the opportunities of generalization. The survey as a data collection method was also limited, for it did not allow the respondents or the researcher to ask for clarifications or further information. For instance, interview as the data collection method could have provided more in-depth knowledge on the matter. At least the open-ended questions allowed the participants to explain their opinions and responses better.

Yet, even misunderstandings were possible and should be kept in mind when examining the results. Careful, detailed analysis as well as using both qualitative and quantitative research methods were aimed at ensuring the reliability of the study. Overall, future development of English teaching as a foreign language demands more research on nativeness and non-nativeness. Research on the benefits of native and non-native teacher's co-teaching could provide an interesting point of view to the topic. By using different research methods new insights and perspectives as well as more thorough data and results could be achieved. Furthermore, more extensive studies on Finnish university students as well as students on less advanced levels could be useful in order to examine the Finnish context. The possible advantages of having a NEST already in basic education or in upper secondary school could also be explored in detail in order to find out whether NESTs indeed have unique benefits to offer for beginner learners. The globally remarkable English language is currently in a state of change, which signifies change for all the speakers of the language. Therefore, native and non-native speakers and teachers are a constantly changing, yet important research topics.

BIBLIOGRAPHY

Àrva, V. and Medgyes, P. (2000). Native and Non-native Teachers in the Classroom. *System* 28 (3), 355-372.

Benke, E. and Medgyes, P. (2005). Differences in Teaching Behaviour Between Native and Non-native Speaker Teachers: As Seen by the Learners. In E. Llurda (ed), *Non-native Language Teachers: Perceptions, Challenges and Contributions to the Profession*. New York: Springer, 195-215.

Braine, G. (1999.) *Non-native Educators in English Language Teaching*. London and New York: Routledge.

Broughton, G., Brumfit, C., Flavell, R., Hill, P. and Pincas, A. (2003). *Teaching English as a Foreign Language.* (2nd edition). London and New York: Routledge.

Bryman, A. (2012). *Social Research Methods*. Oxford: Oxford University Press.

Burns, G. (2009). *Am I Irrelevant? Does the Finnish Business Community Prefer Native or Non-Native Speaking English Teachers?* Department of Languages. BA thesis. University of Jyväskylä. https://jyx.jyu.fi/dspace/bitstream/handle/123456789/20078/burns_graham.pdf?sequence=1. (23 May, 2016).

The Confederation of Finnish Industries. *Kielitaito on kilpailuetu. EK:n henkilöstö- ja koulutustiedustelu* [online]. http://ek.fi/wp-content/uploads/Henko-2014.pdf. (19 May, 2016).

Cook, V. (1999). Going Beyond the Native Speaker in Language Teaching. *TESOL Quarterly* 33 (2), 185-209.

Culpeper, J. (2005). *History of English*. (2nd edition). London and New York: Routledge.

Crystal, D. (2003). *English as a Global Language.* (2nd edition). Cambridge: Cambridge University Press.

Crystal, D. (2010). The Future of Englishes: Going Local. In R. Facchinetti, D. Crystal and B. Seidlhofer (eds.), *From International to Local English – And Back Again.* Pieterlen and Bern: Peter Lang, 147-163.

Faculty of Humanities. (2011). Humanistit työelämässä. Seurantakysely vuosina 2006-2010 humanistisesta tiedekunnasta valmistuneille. Jyväskylä: University of Jyväskylä.

Finlex. (2013). Perusopetuslaki. Asetus opetustoimen henkilöstön kelpoisuusvaatimuksista. [online]. http://www.finlex.fi/fi/laki/ajantasa/1998/19980986#L3P9. (15 November, 2013)

Firth, A. (1996). The Discursive Accomplishment of Normality: On 'Lingua Franca' English and

Conversation Analysis. *Journal of Pragmatics* 26, 237-259.

Gillham, B. (2008). *Developing A Questionnaire*. (2ⁿᵈ edition). London: A&C Black.

Gurkan, S. and Yuksel, D. (2012). Evaluating the Contributions of Native and Non-native Teachers to an English Language Teaching Program. *Procedia – Social and Behavioral Sciences* 46, 2951-2958.

Hayes, D. (2009). Non-native English-speaking Teachers, Context and English Language Teaching. *System* 37 (1), 1-11.

Hartonen, M. (2014). Esi- ja perusopetus. Koulutuksen tilastollinen vuosikirja 2015. Helsinki: Opetushallitus.

He, D. and Miller, L. (2011). English Teacher Preference: The Case of China's Non-English-Major-Students. *World Englishes*, 30 (3), 428-443.

Heikkilä, T. (2008). *Tilastollinen tutkimus*. Helsinki: Edita.

Jenkins, J. (2009). *World Englishes: A Resource Book for Students.* (2ⁿᵈ edition). London and New York: Routledge.

Jin, J. (2005). Which is Better in China, a Local Or a Native English-Speaking Teacher? *English Today*, 21 (3), 39-45.

Kachru, B. B. (1992). Teaching World Englishes. In B. B. Kachru (ed), *The Other Tongue: English Across Cultures.* (2ⁿᵈ edition). Illinois: University of Illinois Press, 355-365.

Kachru, B. B. (2005). *Asian Englishes: Beyond the Canon.* Hong Kong: Hong Kong University Press.

Kachru, Y. and Smith, L. E. (2008). *Cultures, Contexts, and World Englishes.* New York and London: Routledge.

Karjalainen, Leila. 2010. *Tilastotieteen perusteet.* Ristiina: Pii-Kirjat.

Kasai, M., Lee, J-A. and Kim, S. (2011). Secondary EFL Students' Perceptions of Native and Nonnative English-Speaking Teachers in Japan and Korea. *Asian EFL Journal*, 13 (3), 272-300.

Kirkpatrick, A. (2012). *The Routledge Handbook of World Englishes. Routledge Handbooks in Applied Linguistics*. New York and London: Routledge.

Krippendorff, K. (2013). *Content Analysis. An Introduction to Its Methodology.* (3ʳᵈ edition). Los Angeles: SAGE Publications.

Lasagabaster, D. and Sierra, J. M. (2005) What do Students Think About the Pros and Cons of Having a Native Speaker Teacher? In E. Llurda (ed), *Non-native Language Teachers: Perceptions, Challenges and Contributions to the Profession*. New York: Springer, 217-241.

Leppänen, S., Pitkänen-Huhta, A., Nikula, T., Kytölä, S., Törmäkangas, T., Nissinen, K., Kääntä, L., Räisänen, T., Laitinen, M., Pahta, P., Koskela H., Lähdesmäki, S. and Jousmäki, H. (2011). National survey on the English language in Finland: uses, meanings and attitudes. Studies in Variation, Contacts and Change in English 5 [online]. http://www.helsinki.fi/varieng/journal/volumes/05/. (17 December, 2015)

Llurda, E. (2004). Non-native-speaker Teachers and English as an International Language. *International Journal of Applied Linguistics* 14 (3), 314-323.

Llurda, E. (2005). Looking at the perceptions, challenges, and contributions...or the importance of being a non-native teacher. In E. Llurda (ed), *Non-native Language Teachers: Perceptions, Challenges and Contributions to the Profession*. New York: Springer, 1-9.

Llurda, E. and Huguet, A. (2003) Self-awareness in NNS EFL primary and secondary school teachers. *Language Awareness*, 12 (3&4), 220-233.

Mahlamäki-Kultanen, S., Lauriala, A., Karjalainen, A., Rautiainen, A., Räkköläinen, M., Helin, E., Pohjonen, P. and Nyyssölä, K. (Eds.) (2014). *Opettajankoulutuksen tilannekatsaus.* Helsinki: Opetushallitus.

Mauranen, A. (2003). The Corpus of English as Lingua Franca in Academic Settings. *TESOL Quarterly* 37 (3), 513-527.

Mauranen, A. (2006). Signaling and Preventing Misunderstanding in English as Lingua Franca Communication. *International Journal of the Sociology of Language* 177, 123-150.

Mauranen, A. (2009). Chunking in ELF: Expressions for Managing Interaction. *Intercultural Pragmatic* 6-2, 217-233.

McArthur, T. (1998). *The English Languages.* Cambridge: Cambridge University Press.

Medgyes, P. (1992). Native or Non-native: Who's Worth More? *ELT Journal,* 46 (4), 340-349.

Medgyes, P. (1994). *The Non-Native Teacher*. London: Macmillan.

Mäkinen, V. (2014). *Native and Non-Native Matters: Focus on Finnish Upper Secondary School Students' Perceptions of Native and Non-Native Teachers of English.* School of Language, Translation and Literary Studies. MA thesis. University of Tampere. https://tampub.uta.fi/bitstream/handle/10024/95689/GRADU-1402916690.pdf?sequence=1. (23 May, 2016).

Nunan, D. (2001). English as a Global Language. *TESOL Quarterly* 35 (4), 605-606.

Pacek, D. (2005). "Personality not nationality": Foreign students' perceptions of a non-native speaker lecturer of English at a British University. In E. Llurda (ed), *Non-native Language*

Teachers: Perceptions, Challenges and Contributions to the Profession. New York: Springer, 243-262.

Rao, Z. (2010). Chinese Students' Perceptions of Native English-Speaking Teachers in EFL Teaching. *Journal of Multilingual and Multicultural Development*, 31 (1), 55-68.

Reves, T. and Medgyes P. (1994). The Non-native English Speaking EFL/ESL Teacher's Self-image: An International Survey. *System* 22 (3), 353-367.

Saaranen-Kauppinen, A. and Puusniekka, A. (2006). KvaliMOTV – Menetelmäopetuksen tietovaranto [online]. http://www.fsd.uta.fi/menetelmaopetus/kvali/L7_3_2.html. (24 February 2016).

Sajavaara, K. (2006). Kielivalinnat ja kielten opiskelu. In R. Alanen, H. Dufva and K. Mäntylä (Eds.), *Kielen päällä: näkökulmia kieleen ja kielenkäyttöön.* Jyväskylä: Soveltavan kielentutkimuksen keskus, 223-254.

Samimy, K. and Brutt-Griffler, J. (1999). To be a native or non-native speaker: Perceptions of 'non-native' students in a graduate TESOL program. In G. Braine (Ed.), *Non-native educators in English language teaching.* Mahwah, NJ: Lawrence Erlbaum. 127-144.

Schulzke, M. (2014) The Prospects of Global English as an Inclusive Language. *Globalizations* 11 (2), 225-238.

Seidlhofer, B. (2005). Key Concepts in ELT: English as a Lingua Franca. *ELT Journal* 59 (4), 339-341.

Seidlhofer, B. (2010). Giving VOICE to English as a Lingua Franca. In R. Facchinetti, D. Crystal and B. Seidlhofer (eds.), *From International to Local English – And Back Again.* Pieterlen and Bern: Peter Lang, 147-163.

Seidlhofer, B. (2012). Anglophone-centric Attitudes and the Globalization of English. *Journal of English as a Lingua Franca* 1-2, 393-407.

Statista: The Most Spoken Languages Worldwide. (2015). [online] http://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/. (3 February 2016).

Statistics Finland. (2015). *Väestörakenne* [online]. http://www.stat.fi/til/vaerak/2015/vaerak_2015_2016-04-01_tau_002_fi.html. (23 May, 2016).

Sudhakar, M. (2015). The importance of English in the global contest. *International Multidisciplinary Research Journal*, 4 (12), 1-5.

Taavitsainen, I. and Pahta, P. (2003). English in Finland: Globalisation, Language Awareness and Questions of Identity. English Today, 0 (4), p. 3-15.

Todd, R. W. and Pojanapunya, P. (2009). Implicit Attitudes Towards Native and Non-native Speaker Teachers. *System* 37 (1), 23-33.

Tuomi, J. and Sarajärvi, A. (2002). *Laadullinen tutkimus ja sisällönanalyysi.* Helsinki: Tammi.

Ütsünlüoglu, E. (2007). University Students' Perceptions of Native and Non-Native Teachers. *Teachers and Teaching: Theory and Practice*, 13 (1), 63-79.

Velupillai, V. (2015). *Pidgins, Creoles and Mixed Languages: An Introduction.* Amsterdam: John Benjamins Publishing Company.

Wright, K. B. (2005). Researching Internet-Based Populations: Advantages and Disadvantages of Online Survey Research, Online Questionnaire Authoring Software Packages, and Web Survey Services. *Journal of Computer-Mediated Communication*, 10 (3).

Appendix 1: The foreword and the survey in Finnish.

Hei ja tervetuloa vastaamaan gradukyselyyni!

Graduni aiheena ovat suomalaisten yliopisto-opiskelijoiden kokemukset ja käsitykset natiiveista sekä ei-natiiveista opettajista. Kiinnostuksen kohteena on siis englantia opiskelevien rehellinen mielipide sekä ajatukset aiheeseen liittyen, joten jokaikinen täytetty kysely on tärkeä ja arvostettu. Kyselyyn toivon vastauksia vain Jyväskylän yliopiston nykyisiltä opiskelijoilta, jotka ovat opiskelleet englantia tai yhä opiskelevat englantia pää- tai sivuaineenaan. Kysely toteutetaan anonyymisti eikä ketään vastaajista voida tunnistaa vastausten perusteella.

Tässä kyselyssä natiiviopettajalla tarkoitetaan englannin kielen opettajaa, joka puhuu äidinkielenään englantia. Ei-natiiviopettajalla tarkoitetaan puolestaan englannin kielen opettajaa, joka puhuu äidinkielenään jotain muuta kieltä kuin englantia (tässä tapauksessa siis suomea).

Suurkiitos jo etukäteen vastauksistasi!

1. Ikäsi
    1. 18-23
    2. 24-29
    3. 30-

2. Olen...
    1. mies
    2. nainen
    3. jokin muu

3. Mikä on äidinkielesi?

4. Kuinka kauan olet opiskellut englantia?
    1. Aloitin 3. luokalla (A1-kieli)
    2. Aloitin 4. tai 5. luokalla (A2-kieli)
    3. Aloitin aiemmin kuin 3. luokalla
    4. Aloitin myöhemmin kuin 5. luokalla

5. Kuinka kauan olet opiskellut englantia Jyväskylän yliopistossa?
    1. Alle vuoden
    2. Noin vuoden
    3. Noin kaksi vuotta
    4. Noin kolme vuotta
    5. Noin neljä vuotta

6. Noin viisi vuotta
7. Pitempään kuin viisi vuotta

7. Oletko viettänyt pidemmän aikaa (yli 3 kk) englanninkielisessä maassa?
   1. Kyllä
   2. En

8. Jos olet, missä ja kuinka kauan olit?

9. Kuinka kiinnostunut olet oppimaan englannin kieltä yhä paremmin?
   1. Erittäin kiinnostunut
   2. Kiinnostunut
   3. Jonkin verran kiinnostunut
   4. En kovin kiinnostunut
   5. En lainkaan kiinnostunut

10. Missä pääasiassa käytät englantia?
    1. Vapaa-ajallani
    2. Yliopistolla
    3. Töissä
    4. Muualla

11. 1. Kenen kanssa pääasiassa käytät englantia?
    1. Natiivipuhujien kanssa
    2. Ei-natiivipuhujien kanssa
    2. Tulen elämäni aikana todennäköisesti puhumaan englantia enemmän ei-natiivien kuin englannin natiivipuhujien kanssa
    1. Täysin samaa mieltä
    2. Jokseenkin samaa mieltä
    3. En osaa sanoa
    4. Jokseenkin eri mieltä
    5. Täysin eri mieltä

12. Kuinka hyvin arvioisit osaavasti englantia kokonaisuudessaan?
    1. Erinomaisesti
    2. Hyvin
    3. Kohtalaisesti
    4. Heikosti

13. Kuinka arvioisit englannin kielen taitosi seuraavien vaihtoehtojen valossa?
    Vaihtoehdot: Sujuvasti / Suhteellisen sujuvasti / Kohtalaisesti / Heikosti
    1. Puhun englantia
    2. Luen englantia
    3. Kirjoitan englantia
    4. Ymmärrän kuultua englantia

14. Kuinka koet englannin kielen osaamisesi?
    Vaihtoehdot: Kyllä / En / En osaa sanoa
    1. Koen osaavani englantia yhtä hyvin kuin sitä äidinkielenään puhuva.
    2. Koen osaavani englantia paremmin kuin suomalaiset yleensä.
    3. Koen osaavani englantia riittävän hyvin.
    4. Koen, että minulla on vielä paljon opittavaa englannin kielessä.

15. Mitä mieltä olet seuraavista väitteistä?
    Vaihtoehdot: Täysin samaa mieltä / Jokseenkin samaa mieltä / En osaa sanoa / Jokseenkin
    eri mieltä / Täysin eri mieltä
    1. Haluaisin oppia puhumaan englantia niin, että kuulostan natiivipuhujalta.
    2. En mielelläni sano englanniksi ääneen ajatuksiani, jollen ole varma, että ilmaisuni
       on kieliopillisesti oikein.
    3. Kun kommunikoin englanniksi, tärkeämpää on viestin välittäminen eteenpäin kuin
       virheetön kieli.
    4. Englannin käyttö on helpompaa natiivipuhujien kuin ei-natiivipuhujien kanssa.
    5. Myös ei-natiivipuhujat tietävät, kuinka englantia pitäisi lausua ja kirjoittaa.
    6. Kielenopetuksen tavoitteena tulisi Suomessa olla natiivipuhujan tasoinen kielitaito.

16. Onko sinulla ollut Jyväskylän yliopiston englannin kursseilla opettajia, jotka puhuvat
    englantia äidinkielenään?
    1. Kyllä
    2. Ei

17. Onko sinulla kokemusta natiiviopettajista jo peruskoulu- tai lukio-opintojesi ajalta?
    1. Kyllä
    2. Ei

18. Kokemuksesi
Vaihtoehdot: Täysin samaa mieltä / Jokseenkin samaa mieltä / En osaa sanoa / Jokseenkin eri
mieltä / Täysin eri mieltä / Ei kokemuksia
    1. Kokemukseni natiiveista englannin kielen opettajista ovat olleet pääasiassa
       positiivisia.
    2. Kokemukseni ei-natiiveista englannin kielen opettajista ovat olleet pääasiassa
       positiivisia.

19. Kenet ottaisit mieluiten englannin opettajaksesi?
    1. Natiiviopettajan
    2. Ei-natiiviopettajan
    3. Molemmat

20. Miksi? Perustele valintasi.

21. Mitä mieltä olet seuraavista väitteistä koskien natiiviopettajia verrattuna ei-
    natiiviopettajiin?
    Vaihtoehdot: Täysin samaa mieltä / Jokseenkin samaa mieltä / En osaa sanoa / Jokseenkin

eri mieltä / Täysin eri mieltä
1. Natiiviopettaja on parempi kielenkäyttääjn roolimalli.
2. Natiiviopettaja on parempi opettamaan kulttuuriin liittyviä asioita.
3. Natiiviopettaja on parempi opettamaan suullista kielioppia.
4. Natiiviopettaja ei tiedä millaista on oppia vierasta kieltä.
5. Natiiviopettaja sietää enemmän virheitä kielenkäytössä, kunhan viesti kuitenkin välittyy.

22. Mitä mieltä olet seuraavista väitteistä koskien ei-natiiviopettajia verrattuna natiiviopettajiin?

Vaihtoehdot: Täysin samaa mieltä / Jokseenkin samaa mieltä / En osaa sanoa / Jokseenkin eri mieltä / Täysin eri mieltä

1. Ei-natiiviopettaja on parempi opettamaan kielioppia.
2. Ei-natiiviopettaja on parempi opettamaan sanastoa.
3. Ei-natiiviopettajan ääntäminen häiritsee minua joskus.
4. Ei-natiiviopettajat puhuvat englantia epävarmemmin.
5. Ei-natiiviopettaja ymmärtää kielenoppimisen prosessia paremmin.
6. Ei-natiiviopettaja korjaa enemmän kielenkäytön virheitä.
7. Ei-natiiviopettaja turvautuu useammin oppikirjoihin.
8. Ei-natiiviopettaja ei voi osata englantia yhtä hyvin kuin natiivipuhuja.
9. Ei-natiiviopettaja on parempi kielenoppijan roolimalli.
10. Ei-natiiviopettaja on hyvä roolimalli minulle, koska olen itsekin ei-natiivi.
11. Ei-natiiveilla opettajilla ei ole tarpeeksi tietoa kulttuuriasioista.

23. Mitä mieltä olet seuraavista väitteistä?

Vaihtoehdot: Täysin samaa mieltä / Jokseenkin samaa mieltä / En osaa sanoa / Jokseenkin eri mieltä / Täysin eri mieltä

1. Uskon, että pystyn oppimaan englantia yhtä hyvin natiivi- ja ei-natiiviopettajilta.
2. Minulle on tärkeää, että saan apua opettajalta myös suomeksi.
3. Kielten tunneilla on tärkeintä, että englannin kieltä käytetään suurimman osan ajasta.

24. Kumpi on tärkeämpi ominaisuus englannin kielen opettajalle?
1. Ammattitaito eli taito opettaa
2. Kielitaito eli taito käyttää kieltä sujuvasti ja monipuolisesti

25. Mikä on englannin opettajan tärkein ominaisuus juuri sinun oppimisesi kannalta?

26. Onko tämä mainitsemasi ominaisuus mielestäsi natiiviopettajan vai ei-natiiviopettajan ominaisuus?
1. Natiiviopettajan
2. Ei-natiiviopettajan
3. Ominaisuus löytyy molemmista opettajista

27. Mitkä ovat natiiviopettajan parhaat ominaisuudet sinun mielestäsi?

28. Mitkä ovat natiiviopettajan huonoimmat ominaisuudet sinun mielestäsi?

29. Mitkä ovat ei-natiiviopettajan parhaat ominaisuudet sinun mielestäsi?

30. Mitkä ovat ei-natiiviopettajan huonoimmat ominaisuudet sinun mielestäsi?

31. Kuinka tärkeää sinulle on se, että englanninopettajallasi on natiivipuhujan puhetaidot (kielioppi, tyylilaji, tempo, intonaatio)?
    1. Erittäin tärkeää
    2. Hyvin tärkeää
    3. Tärkeää
    4. Ei kovin tärkeää
    5. Ei ollenkaan tärkeää

32. Ovatko ei-natiivin opettajan tarjoamat mallit riittäviä englannin kielen kehittymisesi kannalta yliopistotasolla?
    1. Kyllä
    2. Ei
    3. En osaa sanoa

33. Koetko, että olisit hyötynyt natiiviopettajasta jo peruskoulu- ja lukio-opinnoissasi?
    1. Kyllä
    2. En
    3. En osaa sanoa

34. Jos vastasit edelliseen kysymykseen kyllä, tarkenna miten erityisesti olisit hyötynyt natiiviopettajasta.

35. Tarjoaako natiiviopettaja sinulle etuja, joita ei-natiivi opettaja ei pysty tarjoamaan?
    1. Kyllä
    2. Ei

3. En osaa sanoa

36. Jos vastasit edelliseen kysymykseen kyllä, tarkenna mitä etuja natiiviopettaja sinulle tarjoaa.

37. Muita kommentteja kyselyyn liittyen.

Appendix 2: The foreword and the survey in English.

Hello and welcome to my Master's thesis survey!

The topic of my Master's thesis is Finnish university students' experiences and perceptions of native and non-native teachers. Thus, I am interested in English students' honest opinions and thoughts on the matter, and so every response is important and appreciated.

I desire survey responses only from current students of the University of Jyväskylä, who have been or are studying English as a major or minor subject. The survey is executed anonymously and none of the responses can be recognized later on based on their answers.

In this survey a native speaker teacher signifies an English teacher who speaks English as his or her mother tongue. On the other hand, a non-native speaker teacher signifies an English teacher who speaks some other language as his or her mother tongue (in this case Finnish).

Thank you very much for your responses already in advance!

1. Your age
    1. 18-23
    2. 24-29
    3. 30-

2. I am...
    1. a man
    2. a woman
    3. other

3. What is your mother tongue?

4. How long have you studied English?
    1. I started in the 3rd grade (A1-language)
    2. I started in the 4th or 5th grade (A2-language)
    3. I started earlier than in the 3rd grade
    4. I started later than in the 5th grade

5. How long have you studied at the University of Jyväskylä?
    1. This is my first year at the university
    2. This is my second year at the university
    3. This is my third year at the university
    4. This is my fourth year at the university
    5. This is my fifth year at the university

6. I have studied longer than five years

6. How long have you studied English at the University of Jyväskylä?
    1. Less than a year
    2. Approximately a year
    3. Approximately two years
    4. Approximately three years
    5. Approximately four years
    6. Approximately five years
    7. Longer than five years

7. Have you spent a longer period (over 3 months) in an English-speaking country?
    1. Yes
    2. No

8. If you answered yes, where and how long were you abroad?

9. How interested are you in learning more of the English language?
    1. Very interested
    2. Interested
    3. Slightly interested
    4. Not so interested
    5. Not at all interested

10. Where do you mainly speak English?
    1. In my free time
    2. At the university
    3. At work
    4. Somewhere else

11. 1. Who do you mainly use English with?
    1. Native speakers
    2. Non-native speakers
    2. I believe that in the future I will probably use more English with non-native speakers than native speakers of English.
    1. Strongly agree
    2. Somewhat agree
    3. Cannot say
    4. Somewhat disagree
    5. Strongly disagree

12. How would you estimate your English skills as a whole?
    1. Excellent
    2. Good
    3. Moderate
    4. Poor

13. How would you estimate your English skills in the light of the following options?
    Options: Fluently / Fairly fluently / Moderately / Poorly
    1. I speak English
    2. I read English
    3. I write English
    4. I understand spoken English

14. How do you experiences your English skills?
Options: Yes / No / Cannot say
    1. I believe I know English as well as a native speaker of English.
    2. I think I know English better than Finns on average.
    3. I think I know English well enough.
    4. I believe I still have a lot to learn of the English language.

15. What do you think of the following arguments?
Options: Strongly agree / Somewhat agree / Cannot say / Somewhat disagree / Strongly disagree
    1. I would like to learn to speak English in such a way that I would sound like a native speaker.
    2. I would rather not say my thoughts out loud, if I am not completely sure that I am being grammatically correct.
    3. When I communicate in English, conveying the message is more important than being grammatically accurate.
    4. Using English is easier with native English speakers than with non-native speakers.
    5. Non-natives can, too, know how English should be pronounced and written.
    6. The target of English language teaching in Finland should be native-like level.

16. Have you had native English-speaking teachers in the courses you have taken at the University of Jyväskylä?
    1. Yes
    2. No

17. Have you had experiences of native English-speaking teachers already during your basic education or upper secondary school studies?
    1. Yes
    2. No

18. Your experiences
Options: Strongly agree / Somewhat agree / Cannot say / Somewhat disagree / Strongly disagree / No experiences
    1. My experiences of native English-speaking teachers of English have been mainly positive.
    2. My experiences of non-native English-speaking teachers of English have been mainly positive.

19. Who would you rather have as your English teacher?
    1. A native speaker teacher
    2. A non-native speaker teacher
    3. Both

20. Why? Give reasons for you choice.

21. What do you think of the following arguments on native speaker teachers in comparison with non-native speaker teachers?

Options: Strongly agree / Somewhat agree / Cannot say / Somewhat disagree / Strongly disagree

    1. A native teacher is a better role model of a language user.
    2. A native teacher is better at teaching cultural matters.
    3. A native teacher is better at teaching oral grammar.
    4. A native teacher does not know what it is like to learn a foreign language.
    5. A native teacher will allow more mistakes in language use, as long as the message is conveyed.

22. What do you think of the following arguments on non-native speaker teachers in comparison with native speaker teachers?

Options: Strongly agree / Somewhat agree / Cannot say / Somewhat disagree / Strongly disagree

    1. A non-native teacher is better at teaching grammar.
    2. A non-native teacher is better at teaching vocabulary.
    3. The pronunciation of non-native teachers bothers me sometimes.
    4. Non-native teachers speak English more insecurely.
    5. A non-native teacher understands the process of language learning better.
    6. A non-native teacher corrects more errors in language use.
    7. A non-native teacher uses more text books.
    8. A non-native teacher cannot know English as well as a native speaker.
    9. A non-native teacher is a better role model of a language learner.
    10. A non-native teacher is a good role model for me, because I am non-native, too.
    11. Non-native teachers do not have enough cultural knowledge.

23. What do you think of the following arguments?

Options: Strongly agree / Somewhat agree / Cannot say / Somewhat disagree / Strongly disagree

    1. I believe I can learn as effectively from native and non-native teachers.
    2. It is important for me to get assistance from my teacher also in Finnish.
    3. The most important thing in English classes is using English for the most part of the time.

24. Which feature is more important for an English teacher?
    1. Professionalism, i.e. the skill to teach
    2. Language competence, i.e. the skill to use the language fluently and in a

versatile manner

25. What is the most important quality for an English teacher when considering your learning specifically?

26. Is the quality you mentioned a quality of native or non-native teachers?
    1. Native teachers'
    2. Non-native teachers'
    3. Both teachers'

27. What are the advantages of native teachers in your opinion?

28. What are the disadvantages of native teachers in your opinion?

29. What are the advantages of non-native teachers in your opinion?

30. What are the disadvantages of non-native teachers in your opinion?

31. How important is it to you that your English teacher has native-like oral skills (grammar, style, tempo, intonation)?
    1. The most important
    2. Very important
    3. Important
    4. Not so important
    5. Not at all important

32. Are the linguistic models offered by non-native teachers sufficient for your English language development at the university level?
    1. Yes
    2. No
    3. Cannot say

33. Do you find that you would have benefitted from having a native teacher already in basic education or in upper secondary school?
    1. Yes
    2. No
    3. Cannot say

34. If you answered yes, please specify how you would benefitted from a native teacher.

35. Does a native teacher offer you benefits that a non-native teacher is unable to offer?
    1. Yes
    2. No
    3. Cannot say

36. If you answered yes, please specify what benefits a native teacher offers you.

37. Other comments related to the research or the survey.

Appendix 3: The original quotations in Finnish.

(1) Kyky "alentua" omalta taitotasolta sille tasolle, jolla oppijat on, ettei käytä liian hienoja termejä.
Viidennen vuoden naisopiskelija

(2) Tärkeintä on auttaa oppijaa löytämään juuri ne keinot ja resurssit, joilla tämä oppii kaikkein parhaiten. Opettajan hyväkään kielitaito ei telepaattisesti siirry oppijan päähän eikä opettaja ole neuvomassa koko loppuelämän ajan, joten oma-aloitteiseen ongelmanratkaisuun ja tiedonhakuun olisi hyvä antaa eväitä.
Viidennen vuoden naisopiskelija

(3) Perinpohjainen yksilöinti on hankalaa, mutta opettajan on hyvä huomioida, että esimerkiksi yksi tehtävätyyppi ei palvele kaikkia opiskelijoita.
Toisen vuoden naisopiskelija

(4) Ehkä vielä peruskoulutasolla natiiviopettajasta ei olisi ollut kovin paljon hyötyä. Lukiotasolla taas luulen, että natiiviopettajan avulla englannin kielen käyttämiseen olisi saanut paljon enemmän rohkeutta, kuin mitä silloisesta englanninkielen opetuksesta sai.
Pitempään kuin viisi vuotta opiskellut naisopiskelija

(5) Mahdollisuus edistää omaa kielitaitoa, koska olisin voinut edetä vaikeampiin asioihin tai harjoittaa keskustelutaitojeni muiden opetellessa asioita joita jo osasin.
Ensimmäisen vuoden naisopiskelija

(6) Lisäksi on tietysti natiiviopettajan "oikea" ääntämys, jonka hyödyllisyys toki riippuu osittain siitä, millaista englantia hän puhuu – kovin murteellinen puheenparsi ei ole välttämättä sen "parempi" oppijalle kuin suomalaisen aksentin sävyttämäkään.
Viidennen vuoden naisopiskelija

(7) Natiivin lausunta toki on natiivitasoinen, joka ei aina helpota (rallienglantia on helppo ymmärtää), mutta natiiviopettajan ymmärtäminen on palkitsevampaa.
Viidennen vuoden miesopiskelija

(8) Näihin kysymyksiin on vaikea vastata, koska mielestäni ei voi yleistää liikaa ja laittaa

natiiviopettajia samaan muottiin, kun jokaisella on erilaiset taustat ja taidot.

Neljännen vuoden naisopiskelija

(9) On hyviä opettajia ja sitten on huonoja opettajia. Opettajuus on pääosin muuta kuin se, miten opetettavaa kieltä puhuu.

Viidennen vuoden miesopiskelija

(10) Natiiviopettajan huonoimmat ominaisuudet voisivat liittyä nimenomaan opetustilanteissa oppilaiden taitotason huomioimiseen, eli opettaja ei pysty tuottamaan tarpeeksi ymmärrettävää materiaalia oppilaiden kielenoppimisen tarpeisiin tai puhuu muuten vain liian vaikeaselkoisesti.

Kolmannen vuoden naisopiskelija

(11) Tarkoitan tällä sitä, että välillä natiiviopettajat eivät tohdi ymmärtää, miksi smalltalk ei todellakaan ole suomalaisten laji. Suomalaisia pidetään hiljaisina ja outoina välillä tämän takia, myös opettajien keskuudessa, mutta kyse on vain siitä, että meidän kulttuurikontekstiin heidän ei ole aina ihan helppo samaistua syvällisesti.

Toisen vuoden naisopiskelija

(12) Pedagogiset taidot voi joissakin tapauksissa olla riittämättömät, jos henkilö on valittu tehtävään ajatuksella "no, se on englantilainen, kyllä se osaa englantia opettaa". Kuten sanoin jo aiemmin, pelkkä natiivius ei tarkoita, että osaa opettaa omaa kieltään.

Viidennen vuoden naisopiskelija

(13) Ehdottomasti se, että hänellä on sama äidinkieli kuin oppijalla. Vaikeiden kieliharjoitusten lomassa hän voi tarpeen mukaan hetkellisesti vaihtaa äidinkielen puolelle, jotta viesti menee perille täysin.

Toisen vuoden naisopiskelija

(14) Ei-natiiviopettaja on itsekin ollut kielenoppija ja tuntee yleisimmät sudenkuopat: esimerkiksi suomalainen opettaja tietää, mitkä asiat toimivat hyvin samalla tavalla englannin ja suomen kielessä (eli mitkä eivät vaadi kovin yksityiskohtaista selitystä) ja mitkä asiat taas ovat erityisen hankalia. Lisäksi kielitaitoinen ei-natiivi pystyy antamaan paremmin käännöksiä ja analysoimaan sitä, mitä oppilaat esimerkiksi kirjoitelmassa ovat halunneet sanoa (useinhan virheet heijastavat äidinkielen

vaikutusta ajatteluun).

Viidennen vuoden naisopiskelija

(15) Jos ei-natiiviopettaja on suomalainen, hän ymmärtää paremmin suomalaisopiskelijoiden elämästä (tavat, kulttuuri, koulutustausta, kieli...) ja pystyy näin ehkä paremmin samaistumaan opiskelijaan.

Pitempään kuin viisi vuotta opiskellut naisopiskelija

(16) Vaihtelevat ääntämisen mallit, voi korostaa oppilaille että jokainen puhuu omanlaistaan englantia, eikä natiivinkaltaisuus ole ainoa oikea malli. Suurin osa englannin kielen kommunikaatiosta käydään ei-natiivien välillä, joten (ei-natiivi opettaja) tuo osaltaan autenttisuutta luokkaan.

Viidennen vuoden miesopiskelija

(17) Ääntämisvirheet ja/tai vahva aksentti voivat olla joissakin tapauksissa ongelma ("natiivilta" opettajan ei kuitenkaan tarvitse kuulostaa).

Toisen vuoden naisopiskelija

(18) Välillä ei-natiiviopettajat tähtäävät liikaakin täydellisten taitojen saavuttamiseen, kieliopin tarkkaan hallitsemiseen yms. Heidän tunneillaan tulee mielestäni enemmän se tunne, että on vain yksi oikea vastaus ja lauseet pitää olla kieliopillisesti oikein, että kehtaa puhua englantia suullisesti.

Toisen vuoden naisopiskelija

(19) (Ei-natiivien opettajien) kieli ei voi mitenkään olla täydellistä enkä tiedä täytyykö siihen edes pyrkiä...

Viidennen vuoden naisopiskelija

(20) En usko, että ei-natiiviopettajan on koskaan niin helppo oppia tunnistamaan esimerkiksi erilasia vivahde-eroja eri sanojen välillä, mikä saattaa olla natiiville helppoa.

Neljännen vuoden naisopiskelija

(21) Mielestäni ei-natiivien opettajien "riski" on opettajankoulutuksessa ja aiemmissa koulukokemuksissa, sillä olisi tärkeää kehittää opetusmenetelmiä ja opettaa muualtakin kuin oppikirjoista englantia. En siis näe sinänsä huonoja ominaisuuksia ei-natiiviudessa, vaan

suomalaisessa koulujärjestelmässä ja asenneilmapiirissä. Kielen oppiminen ei ole vain kirjoista opettelua, ja vuorovaikutustaitojen korostaminen kielen oppimisessa olisi tärkeää.

Neljännen vuoden naisopiskelija

(22) Natiivipuhujalla on mielestäni aina etulyöntiasema oman kielensä tietojen ja taitojen opettamisessa. Vaikka ei-natiiviopettaja voi olla täysin pätevä työssään, en usko että hän voi (ainakaan vaativalla tasolla) yhtä nopeasti ja varmasti kertoa, mikä on oikein ja mikä ei.

Ensimmäisen vuoden naisopiskelija

(23) Intonaatio, tempo, puheen sujuvuus...kun natiivia tarkkailee, voi ehkä omaksua.

Viidennen vuoden miesopiskelija

(24) Hyvä opettaja tekee paljon muutakin kuin käyttää kieltä ja puhuu tunneilla. Esimerkiksi sopivien materiaalien tuominen, oppimisen helpoksi tekeminen sopivilla tehtävillä, oppimisen rytmi, monipuolisuus ja mielekkyys ovat kaikki asioita, joissa natiiveilla ei ole mitään erityistä kompetenssia verrattuna ei-natiiveihin.

Viidennen vuoden miesopiskelija

Appendix 4: Cross-tabulations.

Cross-tabulation 1

Native-like oral skills important for an English teacher * Longer period spent in an English-speaking country

I find that native-like oral skills are important for an English teacher.	I have spent a longer period (over 3 months) in an English-speaking country.		
	Yes	No	Total
The most important or very important	8 53.33%	13 36.12%	21 41.18%
Important	7 46.67%	16 44.44%	23 45.10%
Not so important or not at all important	0 0.00%	7 19.44%	7 13.73%
Total	15 100.00%	36 100.00%	51 100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.26	0.16
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 2

English easier with native speakers * Longer period spent in an English-speaking country

Using English is easier with native English speakers than with non-native speakers.	I have spent a longer period (over 3 months) in an English-speaking country.		
	Yes	No	Total
Strongly or somewhat agree	7 46.67%	10 27.78%	17 33.33%
Cannot say	3 20.00%	12 33.33%	15 29.41%
Somewhat or strongly disagree	5 33.33%	14 38.89%	19 37.25%
Total	15 100.00%	36 100.00%	51 100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0,19	0,39
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 3

Native level the target of English teaching * Longer period spent in an English-speaking country

The target of English language teaching in Finland should be native-like level.	I have spent a longer period (over 3 months) in an English-speaking country.		
	Yes	No	Total
Strongly or somewhat agree	1 6.67%	6 16.67%	7 13.73%
Cannot say	4 26.67%	6 16.67%	10 19.61%
Somewhat or strongly disagree	10 66.67%	24 66.66%	34 66.67%
Total	15 100.00%	36 100.00%	51 100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.16	0.52
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 4

Wanting to sound like a native speaker * Longer period spent in an English-speaking country

I would like to learn to speak English in such a way that I would sound like a native speaker.	I have spent a longer period (over 3 months) in an English-speaking country.		
	Yes	No	Total
Strongly or somewhat agree	12	27	39
	80.00%	75.00%	76.47%
Cannot say	1	3	4
	6.67%	8.33%	7.84%
Somewhat or strongly disagree	2	6	8
	13.33%	16.67%	15.69%
Total	15	36	51
	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.05	0.93
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 5

Non-native teacher not sufficient at the university level * Longer period spent in an English-speaking country

Are the models and teaching offered by a non-native English-speaking teacher enough for university students of English?	I have spent a longer period (over 3 months) in an English-speaking country.		
	Yes	No	Total
Yes	7	23	30
	46.67%	63.89%	58.82%
Cannot say	4	7	11
	26.67%	19.44%	21.57%
No	4	6	10
	26.67%	16.67%	19.61%
Total	15	36	51
	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.16	0.51
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 6

Native-like oral skills important for an English teacher * With whom one mainly uses English

I find that native-like oral skills are important for an English teacher.	With whom do you mainly use English?		
	Non-native speakers	Native speakers	Total
The most important or very important	18 42.86%	3 33.33%	21 41.18%
Important	18 42.86%	5 55.56%	23 45.10%
Not so important or not at all important	6 14.29%	1 11.11%	7 13.73%
Total	42 100.00%	9 100.00%	51 100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.10	0.79
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 7

English easier with native speakers * With whom one mainly uses English

Using English is easier with native English speakers than with non-native speakers.	With whom do you mainly use English?		
	Non-native speakers	Native speakers	Total
Strongly or somewhat agree	15	2	17
	35.71%	22.22%	33.33%
Cannot say	11	4	15
	26.19%	44.44%	29.41%
Somewhat or strongly disagree	16	3	19
	38.10%	33.33%	37.25%
Total	42	9	51
	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.16	0.52
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 8

Native level the target of English teaching * With whom one mainly uses English

The target of English language teaching in Finland should be native-like level.	With whom do you mainly use English?		
	Non-native speakers	Native speakers	Total
Strongly or somewhat agree	4	3	7
	9.52%	33.33%	13.73%
Cannot say	9	1	10
	21.43%	11.11%	19.61%
Somewhat or strongly disagree	29	5	34
	69.05%	55.55%	66.67%
Total	42	9	51
	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.26	0.16
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 9

Wanting to sound like a native speaker * With whom one mainly uses English

I would like to learn to speak English in such a way that I would sound like a native speaker.	With whom do you mainly use English?		
	Non-native speakers	Native speakers	Total
Strongly or somewhat agree	31	8	39
	73.81%	88.88%	76.47%
Cannot say	4	0	4
	9.52%	0.00%	7.84%
Somewhat or strongly disagree	7	1	8
	16.67%	11.11%	15.69%
Total	42	9	51
	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.15	0.54
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 10

Non-native teacher not sufficient at the university level * With whom one mainly uses English

Are the models and teaching offered by a non-native English-speaking teacher enough for university students of English?	With whom do you mainly use English?		
	Non-native speakers	Native speakers	Total
Yes	25	5	30
	59.52%	55.55%	58.82%
Cannot say	8	3	11
	19.05%	33.33%	21.57%
No	9	1	10
	21.43%	11.11%	19.61%
Total	42	9	51
	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.15	0.57
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 11

Native-like oral skills important for an English teacher * Experience of native teachers before the university level

I find that native-like oral skills are important for an English teacher.	Have you had a native teacher already during basic education or upper secondary school?		
	Yes	No	Total
The most important or very	4 50.00%	17 39.53%	21 41.18%
Important	4 50.00%	19 44.19%	23 45.10%
Not so important or not at all important	0 0,00%	7 16.28%	7 13.73%
Total	8 100.00%	43 100.00%	51 100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.17	0.46
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 12

English easier with native speakers * Experience of native teachers before the university level

Using English is easier with native English speakers than with non-native speakers.	Have you had a native teacher already during basic education or upper secondary school?		
	Yes	No	Total
Strongly or somewhat agree	3 37.50%	14 32.56%	17 33.33%
Cannot say	4 50.00%	11 25.58%	15 29.41%
Somewhat or strongly disagree	1 12.50%	18 41.86%	19 37.25%
Total	8 100.00%	43 100.00%	51 100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.23	0.23
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 13

Native level the target of English teaching * Experience of native teachers before the university level

The target of English language teaching in Finland should be native-like level.	Have you had a native teacher already during basic education or upper secondary school?		
	Yes	No	Total
Strongly or somewhat agree	1	6	7
	12.50%	13.95%	13.73%
Cannot say	1	9	10
	12.50%	20.93%	19.61%
Somewhat or strongly disagree	6	28	34
	75.00%	65.12%	66.67%
Total	8	43	51
	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.08	0.84
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 14

Wanting to sound like a native speaker * Experience of native teachers before the university level

I would like to learn to speak English in such a way that I would sound like a native speaker.	Have you had a native teacher already during basic education or upper secondary school?		
	Yes	No	Total
Strongly or somewhat agree	5	34	39
	62.50%	79.07%	76.47%
Cannot say	2	2	4
	25.00%	4.65%	7.84%
Somewhat or strongly disagree	1	7	8
	12,50%	16.28%	15.69%
Total	8	43	51
	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.27	0.14
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross-tabulation 15

Non-native teacher not sufficient at the university level * Experience of native teachers before the
university level

Are the models and teaching offered by a non-native English-speaking teacher enough for university students of English?	Have you had a native teacher already during basic education or upper secondary school?		
	Yes	No	Total
Yes	5	25	30
	62.50%	58.14%	58.82%
Cannot say	1	10	11
	12.50%	23.26%	21.57%
No	2	8	10
	25.00%	18.60%	19.61%
Total	8	43	51
	100.00%	100.00%	100.00%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	0.10	0.77
N of Valid Cases		51	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.