UNIVERZITET U SARAJEVU – FILOZOFSKI FAKULTET

ODSJEK ZA ANGLISTIKU

ZAVRŠNI RAD

Mit izvornog govornika: motivacija ili barijera u usvajanju i učenju engleskog kao stranog jezika

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MASTER'S THESIS

The Myth of the Native Speaker: Motivation or Barrier in Foreign Language Acquisition and Studying

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September, 2024.

Abstract:

The paper examines the attitudes of postgraduate students regarding their self-perception as educated English speakers in comparison to the image of native English speakers. With this in mind, special attention is given to the analysis of foreign language accent (English) perception and the analysis of attitudes in the "non-native" vs. "native" teacher dynamic. For the purpose of this study, the following instruments were used: a) questionnaire on students' attitudes towards "native" vs. "non-native" teachers (Wang – Fan & Fang, 2020), b) questionnaire on students' attitudes regarding their own feelings during verbal expression (Kralova & Tirpakova, 2019), and c) about the perception of the qualities of an "ideal" English language teacher (Dörnyei, 2007), d) semi-structured interview. According to the analysis of this study, students recognize the value of the authentic use of language in teaching by native English-speaking teachers (native English-speaking instructors). However, non-native English-speaking teachers are highly valued, particularly for their explanations of grammar. These findings suggest that these two different types of teachers have distinct advantages in teaching English as a foreign language, but also that students are, to some extent, influenced by the image of the native speaker.

Key words: native speakers, non-native speakers, foreign language acquisition, language teaching, motivation.

Sažetak:

Rad se bavi ispitivanjem stava studenata postdiplomskog studija u pogledu razumijevanja vlastite percepcije sebe kao školovanog govornika engleskog jezika u odnosu na sliku izvornog govornika engleskog jezika. S tim u vezi, posebna pažnja usmjerena je na analizu percepcije akcenta stranog jezika (engleskog), te analizu stavova na relaciji "non – native" vs. "native" teachers. Za potrebe ovog istraživanja korišteni su sljedeći instrumenti: a) upitnik o stavu studenata u pogledu "native" vs. "non-native" nastavnika (Wang - Fan & Fang, 2020), b) upitnik o stavu studenata po pitanju vlastitog osjećaja prilikom usmenog izražavanja (Kralova & Tirpakova, 2019), i c) o percepciji, stavu kvaliteta "idealnog" nastavnika engleskog jezika (Dörnyei, 2007), d) polustrukturirani intervju. Prema analizi ove studije, studenti prepoznaju vrijednosti autentične upotrebe jezika u nastavi od strane nastavnika kojima je engleski maternji jezik (lektor), ali vrijednost se dodjeljuje i nastavnicima koji nisu izvorni govornici engleskog jezika, naročito zbog pojašnjenja gramatike. Ovakvi nalazi analize sugeriraju da ove dvije različite vrste nastavnika imaju različite prednosti u podučavanju engleskog kao stranog jezika, ali i to da studenti u određenoj mjeri jesu opterećeni slikom izvornog govornika.

Ključne riječi: izvorni govornik, osobe koji nisu izvorni govornici, usvajanje stranog jezika, podučavanje jezika, motivacija.

Contents

Introduction

English is referred to as a "lingua franca," which means that it is a common language used as a bridge for communication between people who do not share a native language (Mauranen, 2003). This usage is common in fields where speakers of different native languages must effectively communicate, such as international business, diplomacy, science, and technology.

In educational systems around the world, English is widely studied and is regarded as a very popular language being the subject of interest. According to the British Council (2013), English is the most widely taught foreign language in many countries, including China, Russia, India and Brazil. This emphasis continues at the university level, where English courses are integral to many academic programs (so called: English as Medium of Instruction). Governments worldwide are prioritizing English proficiency; for example, Russia requires it for civil servants, Vietnam makes it compulsory from the fourth grade, and Thailand aims to teach English to 14 million students across various education levels (British Council, 2013).

As for the definition of a non-native speaker, it can be found that a non-native speaker is "someone who has learned a particular language as a child or adult rather than as a baby" (Cambridge Dictionary, 2024). The difference is that non-native speakers merely mimic those who are native speakers (Medgyes, 1992). When it comes to language proficiency, non-native speakers might not be as fluent as native speakers. However, because they come from a variety of cultural backgrounds, non-native speakers contribute to the diversity of linguistic communities worldwide. Moreover, by acting as links between various linguistic communities and showing intercultural competence and cooperation, non-native speakers improve the global exchange of information and cultural understanding (Byram, 1997, as cited in Moeller & Nugent, 2014).

In scholarly literature, there has long been ongoing discussion regarding the similarities and differences in competencies between native and non-native teachers (Holliday, 2006; Medgyes, 1994; Llurda, 2005; Braine, 2010). Researchers have examined factors such as language proficiency, teaching methodology, cultural insights, and student perceptions, with some studies (Llurda, 2005; Medgyes, 1992; Cook, 2005) suggesting that non-native teachers may offer unique advantages in understanding the language learning process from a learner's perspective.

The purpose of this thesis is to establish whether the students differentiate between classes taught by native and non-native English-speaking teachers, and whether they view the "ideal" English teacher as a native speaker.

1.1.   Statement of the Problem

The myth of the native speaker refers to the belief that only native speakers are capable of reaching a specific level of language proficiency or that native speakers are somehow "better" than people who have learned the language as a second or foreign language (Rahimi, 2013). This concept is often explored in linguistics, education, and language learning studies, where it is criticized for several reasons. One of the most common criticisms is directed at the unequal status regarding the treatment of teachers who are, and those who are not native speakers of English, primarily concerning employment opportunities (Clark & Paran, 2007). On the other hand, many authors (Medgyes, 1992; Moussu & Llurda, 2008; Selvi, Yazan & Mahboob, 2024) emphasize that, compared to native English-speaking teachers who use language naturally and spontaneously and who often do not think about the challenges of acquiring a foreign language (grammar), non-native English-speaking teachers are particularly aware in this regard and prove to be far more competent in terms of teaching. The need to understand English as a global language for communication between speakers of various native languages, where the concept of the "native speaker" becomes less important, is becoming more and more discussed in this context. Additional topics covered include the idea that multilingualism has a positive impact on language proficiency and the range of English dialects that preserve cultural and linguistic diversity (Benke & Medgyes, 2005; Cheung & Braine, 2007; He & Miller, 2011; Liu & Zhang, 2007).

1.2.   Purpose of the Study

The purpose of a study on the myth of the native speaker is multifaceted. The study aims to explore the attitudes of postgraduate students from the Department of English Language and Literature at the Faculty of Philosophy, University of Sarajevo, regarding whether the students differentiate between classes taught by native and non-native English-speaking teachers, and whether they view the "ideal" English teacher as a native speaker. Secondly, the study aims to enhance comprehension of language acquisition processes, motivation, and barriers in foreign language learning environments by investigating the viewpoints and experiences of non-native

speakers. Thirdly, the research aims to understand why people have a built-in desire to excel at everything, including speaking a second or foreign language. It is important to note that, according to the literature sources available to the author of this thesis, this topic does not appear to be widely discussed in Bosnia and Herzegovina. Therefore, this study is hoped to make an important contribution to the filed motivating educators and researches in Bosnia and Herzegovina to further explore this topic.

1.3.   Research Questions

The study was guided by the following research questions:

1. How do postgraduate students perceive differences in teaching effectiveness, communication, and classroom engagement between classes taught by native and non-native English speakers?
2. How do students define the "ideal" English language teacher?
3. Do postgraduate students feel discouraged or perceive themselves as less competent in their speaking skills compared to native speakers?

1.4.   Hypothesis

Taking into account the above-mentioned research questions the author of this paper proposed the following hypotheses:

H1: Students recognize the difference between teachers who are native English speakers and those who are non-native English speakers.

H2: Students feel pressured by the "native speaker myth," particularly when it comes to speaking skills.

1.5.   Significance of the Study

This study aims to expand our understanding of how the native speaker myth influences postgraduate students of English specializing in teaching. It will examine how this myth affects their motivation, language learning experiences, and self-perception as future English teachers. Specifically, the research seeks to determine whether students view themselves as less competent or equally valuable compared to native speakers. Ultimately, the objective is to raise awareness among non-native English students about the detrimental effects of this myth, reducing stress and

promoting a more inclusive, supportive language-learning environment. By doing so, the study hopes to contribute to creating a more welcoming process that allows students from diverse backgrounds to excel both academically and in their teaching careers.

1.6. Study Overview

The structure of this paper is as follows. Following the Introduction, Chapter 2 provides an overview of the theoretical background relevant to the study's topic. The study's participants and tools are described in the paper's methodology section, followed by the findings and a discussion of the results themselves. A concise summary of the key findings is provided at the end, along with suggestions for additional research and a brief discussion of the study's limitations.

1.7. Definition of Key Terms

For the purpose of this study the following key terms will be used in accordance with definitions provided:

Native speaker is someone who learned their first language as a young child (Cook, 1999).

Non-native speaker is "someone who has learned a particular language as a child or adult rather than as a baby" (Cambridge University Press, n.d.).

Foreign Language Acquisition is the process through which people pick up and master a language that is not their first or native (Eddy, 2012).

Motivation is the driving force that compels individuals to initiate, sustain, and direct their behavior towards achieving their goals or fulfilling their needs (Graham & Weiner, 1996).

2. Literature Review

This chapter reviews the key studies that are relevant to this research. It focuses on the significant contributions that have shaped our understanding of the topic by analyzing the key ideas, theories, and findings from the available literature.

2.1. The Myths of the Native Speaker

The idea of a native speaker originated in the study of linguistics and has since evolved. The term first became well-known in the early 20th century as linguists tried to comprehend how people learn and become proficient in languages. An individual who was born or raised in a country where English is used and usually picked up the language naturally in their early years is considered a native speaker of English (Medgyes, 1999). Moreover, this individual is fluent in English and they also speak it as their first language. A native speaker also exhibits excellent command over the language since they can speak English naturally and have an intuitive grasp of correct grammar (Medgyes, 1999).

Furthermore, the concept of a "native speaker" is becoming more complex as English is used all over the world. Both native speakers and non-native speakers communicate and use the English language in its many forms throughout the world in a variety of contexts. This reality calls for a more inclusive understanding of language proficiency that values effective communication and cultural competence over a strict adherence to native-like norms (Jenkins, 2000).

The myth of the native speaker suggests that only those who have learned a language from birth are truly proficient, overlooking the diverse linguistic abilities of non-native speakers (Davies, 2003; Cook, 1999; Dörnyei & Ryan, 2015; Kramsch, 2009; Medgyes, 1992). The belief that a complete understanding of a language must be acquired from birth overlooks all of the skills non-native speakers have, many of which will be explored later in this thesis.

A common misconception in linguistics and language instruction is the myth of the native speaker, which believes that only people who acquired a language from birth are truly fluent and have an innate understanding of it. This myth comes from early 20th-century linguistics, which frequently idealized native speakers as the ultimate level of authenticity and language proficiency

(Davies, 2003; Cook, 1999). However, this perspective has been increasingly challenged by scholars who argue that the concept of the native speaker is both oversimplified and exclusionary (Kramsch, 1997; Holliday, 2006). A primary criticism of the native speaker myth is that it supports a singular, fixed view of language ability, implying that language proficiency is only related to one's place of birth or background (Rampton, 1990). This view neglects the dynamic nature of language learning, where individuals from diverse linguistic backgrounds can achieve high levels of proficiency and communicative competence in a second or foreign language through varied learning experiences and contexts (Cook, 1999)

It is important to understand that linguistic scholarship has been challenging, and more and more criticism is being made of the notion of the native speaker as the ideal language model. Researchers like Davies (2003) and Cook (1999) argue that this misconception supports a limited definition of language competency that ignores the variety of linguistic competencies and the special advantages that non-native speakers offer to language learning and teaching. Moreover, non-native speakers often have a deep understanding of both their native language and the target language, which allows them to make insightful comparisons and understand the unique challenges learners face (Dörnyei & Ryan, 2015).

As it can be seen, there is growing recognition of the value of diverse language experiences and the ability of non-native speakers to achieve high levels of proficiency and offer rich linguistic and cultural insights. In the methodology section of this research, we will examine the participants' perspectives on this myth, exploring whether their views align with or challenge the traditional perception of the native speaker's superiority.

2.2. Exploring Barriers in Learning Foreign Languages

It takes more than just memorizing vocabulary and grammar rules to become fluent in a new language. Understanding an extensive number of factors that may benefit or hinder learning is a challenging process. A new language can be difficult to learn for a lot of people due to numerous barriers. Cultural differences and a lack of resources in schools are examples of external factors that can cause these challenges, in addition to personal ones like anxiety or memory problems. Identifying and addressing these challenges is crucial for creating effective ways to help learners and ensure they get the support they need. These barriers can be more effectively

addressed by being divided into four main categories: psychological, cognitive, sociocultural and institutional barriers.

2.2.1. Psychological barriers

Psychological barriers have a major influence on the process of learning a language and often prevent students from becoming fluent. Language learning anxiety is one of the psychological barriers that has been studied the most. The fear of a low grade, communication anxiety, and test anxiety can all contribute to a hostile learning environment that affects language acquisition, as Horwitz et al. (1986) discuss in their study of anxiety in foreign language classrooms. Anxiety of this kind can prevent students from participating in class, lower their practice opportunities, and ultimately slow down their language development. This can also lead to some negative views towards language acquisition.

According to MacIntyre and Gardner (1994), anxiety can affect how well a person performs mentally on some tasks, including standardized proficiency tests and course grades. Furthermore, anxious students recall vocabulary much slower than those who are less anxious. As MacIntyre (1995) further notes, psychological barriers like anxiety can reduce a student's confidence and willingness to take risks, which are essential for language learning. Additionally, language anxiety is considered a form of social anxiety, affecting cognitive, affective, and behavioral aspects of language learning.

According to Gregersen and Horwitz (2002), students miss out on important practice and feedback opportunities when they are anxious about making mistakes or speaking up in class. Their research shows that anxious learners showed higher personal performance standards, procrastination, fear of evaluation, and concern over errors compared to non-anxious learners.

2.2.2. Cognitive barriers

"Cognitive" relates to how our brain works to think, learn, and remember things. In language learning, it involves how we understand new words, remember grammar rules, and make sense of what we hear and read. Cognitive barriers might include having trouble remembering vocabulary or understanding how sentences are put together. Basically, it's about how our brain handles learning and understanding new information.

Cognitive barriers can also impair learner's ability to effectively learn a new language. It may be challenging to recall and apply grammar rules and vocabulary due to memory issues, such as problems recalling information from long-term memory (Ellis, 1994).

It may become harder for students to recall grammatical forms on a grammar test when they direct their cognitive resources toward meaning during communicative activities (Lightbown & Spada, 2013). When learners struggle to maintain focus, they may have difficulty processing and retaining new linguistic information. For example, in their discussion of the importance of attention in the acquisition of a second language, Gass, S. M., & Mackey, A. (2015) point out that learners who struggle to focus may find it difficult to understand and remember new language concepts.

2.2.3. Sociocultural barriers

The term "socio" refers to anything related to society or social relationships. In language learning, it refers to the social aspects of communication, including interactions with others and understanding one another. "Sociocultural," on the other hand, combines "socio" with "cultural" to refer to how both social and cultural factors influence behavior and practices. When we talk about sociocultural factors in language acquisition, we are considering how a person's social environment, like their family, community, and friends, and cultural background, such as traditions, beliefs, and values, affect the way they learn and use a new language.

A variety of barriers, such as different perspectives on language use, different levels of support for acquiring a new language, or the accessibility of language learning materials, can be considered sociocultural barriers in language learning. For example, informal language use may be more acceptable in certain cultures while speaking in an academic or professional setting may be valued more highly in others. This difference in culture could limit a learner's capacity to efficiently practice and speak the target language.

The impact of ethnic and religious identities on language use and acquisition could be an example of sociocultural barriers to language learning in Bosnia and Herzegovina. The three major ethnic groups in Bosnia and Herzegovina, Croats, Serbs, and Bosniaks, often link language use to their religious and ethnic identities. For example, Serbs may speak Serbian, Croats may speak Croatian, and Bosniaks may speak Bosnian. Despite being mutually understandable, these

languages have different national and ethnic identities attached to them, which may affect language acquisition. For example, a student from a Bosniak background might find it uncomfortable to learn or speak Serbian or Croatian in some situations because they worry that using a different dialect will be seen as betraying their ethnic identity. A Serb may also be reluctant to learn Bosnian or Croatian if they believe it will affect their sense of cultural identity. Because of their fear of social rejection or cultural misunderstanding, learners may avoid using the language outside of formal educational settings, which could become a barrier to language acquisition.

Kramsch (1993) focuses on the importance of understanding cultural contexts in language learning, pointing out that learners' motivation and proficiency in language acquisition can be influenced by their sociocultural backgrounds. When learning a new language, students might face conflicts between their old and new cultures, which can make it difficult for them to accept the new language fully. As a way to overcome these barriers, it is necessary to consider cultural awareness as both a means of encouraging language proficiency and the result of focusing on language proficiency (Kramsch, 1993).

2.2.4. Institutional barriers

With institutional barriers we refer to the types of obstacles that prevent effective language learning within organizational and educational settings. These barriers often arise from a lack of adequate resources, such as insufficient technology, outdated textbooks, and inadequate teaching materials.

Schools may not have the necessary equipment or resources to support comprehensive language learning, which can limit student engagement and progress (Richards & Rodgers, 2014). Students struggle when schools do not provide enough resources or modify their curricula to meet the needs of all of their students. Nunan (1989) also addresses the effects of rigid task design within institutional framework limitations. He claims that extremely rigid, standardized tasks that follow institutional guidelines to the letter frequently fall short of engaging students and fail to take into consideration their varied learning styles and language proficiency levels. This fixed mindset can lead to a decrease in motivation and interfere with the progress of language acquisition.

To overcome these barriers, it is essential for educational institutions to adopt a more flexible, student-centered approach. Both Richards and Rodgers (2014) and Nunan (1989)

advocate for a curriculum that is adaptable and inclusive, ensuring that language instruction is more effective and responsive to the needs of all students. Encouraging innovation in teaching methods, providing ongoing teacher training, and increasing access to resources are critical steps in creating a more supportive learning environment (Ellis, 2005).

2.3. Multilingualism

We are aware of the growing interconnection of our world, which makes multilingualism more necessary than ever. Because of that well-known fact, it is important to understand how multilingualism connects with foreign language learning, and how it can help to improve language teaching strategies.

The European Commission (2007) defines multilingualism as:

"the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives" (p. 6).

Furthermore, multilingualism is the existence of multiple language communities within one political entity or geographic or geopolitical region (European Commission, 2007). In her work "Multilingualism and Multicompetence: A Conceptual View" (2011), Rita Franceschini states that the concept of multilingualism describes a phenomenon rooted in cultural developments and depends on the basic human ability to communicate in multiple languages. Additionally, the ability to speak multiple languages is only one aspect of multilingualism; other aspects include institutional and societal norms that encourage and support multilingualism.

Being multilingual has major cognitive benefits. According to Bialystok (2001), multilingual people frequently have better executive functions, such as better attention control and problem-solving abilities, as a result of their frequent use of multiple languages. By improving cognitive flexibility and language processing abilities, these cognitive benefits can have an impact on language learning methods.

As it was stated before in this work, the myth of the native speaker suggests that only people who grew up speaking a language can truly master it. This view overlooks the skills of multilingual individuals, who speak several languages even though they might not be native in all of them.

Multilingual people often use code-switching and code-mixing, which are advanced ways of switching between languages or mixing them in conversation (Grosjean, 2010).

Research by Bialystok (2001) shows that these multilingual speakers often have strong cognitive skills, like better attention control and problem-solving abilities, because they use multiple languages. This challenges the myth that only native speakers are the best at a language. According to Franceschini (2011), multilingual people frequently display higher levels of cognitive flexibility, which includes improved problem-solving and creative thinking skills.

2.4. Role of the Non-Native Teacher

When it comes to addressing the myth of the native speaker, non-native language teachers provide various benefits in the language learning process (Medgyes, 1992; Braine, 1999; Kachru, 1992). This misunderstanding, which is that native speakers make better language models and instructors by nature, can be damaging to students as well as teachers. Therefore, it is important to show the advantages of non-native teachers, to clarify this misconception and move forward toward a more welcoming and productive environment for language learning.

The sense of empathy and relatability of non-native teachers are one of their main advantages. Non-native teachers often have a deeper insight into the challenges their students encounter, as they have experienced the language learning process themselves (Medgyes, 1992). Moreover, non-native teachers typically have a better understanding of the difficulties that their students encounter and are able to provide more practical, student-centered solutions to help them overcome these obstacles. Because their advantages and disadvantages ultimately balance each other out, native language teachers and non-native teachers can be equally beneficial (Medgyes, 1992).

Teachers who are not native speakers act as strong role models for their students, because they are able to demonstrate to students that proficiency can be achieved with persistence and practical methods. Cook (2005) states that by clearly teaching and demonstrating learning strategies that have worked for them, non-native teachers can impart valuable knowledge about effective language learning techniques. Compared to native speakers who might not have the necessary training or awareness of local educational values, non-native speaker teachers frequently

possess more appropriate training and background, as well as a deeper understanding of the local educational system and classroom culture (Cook, 2005).

Research by Jumsai Na Ayudhya (2021) shows that students often view non-native teachers as more effective at teaching specific language aspects, such as grammar, and as better role models compared to native speakers. However, Lee et al. (2017) found that, despite high self-rated proficiency levels, non-native English-speaking teachers frequently experience anxiety and insecurity about their communication skills. Moreover, teachers who have lived in English-speaking countries may feel more anxious when compared to native speakers or when addressing students' spontaneous questions. Additionally, the difficulties non-native teachers encounter despite their abilities are made evident by the impact this anxiety can have on their self-confidence and effectiveness in the classroom (Lee et al., 2017).

Their extensive experience as a foreign language teacher and a determined English learner offers unique insights into their role as a non-native English teacher, providing them with an excellent understanding of where languages and cultures merge and divide, and a better comprehension of the difficulties students encounter and the mistakes they are likely to make compared to native speakers (Solhi & Rahimi, 2013). Furthermore, authors state that by highlighting the similarities and differences between their students' native language and the target language, non-native English teachers can help in the development of their students' interlingual knowledge.

The common norms and prejudices connected to the myth of the native speaker are being challenged by non-native teachers. They demonstrate that proficiency, effective instruction, and communication are not limited to native speakers. With a different viewpoint, students can be better prepared to set reasonable goals and recognize their accomplishments without having to hold themselves to the unrealistic standard of native proficiency.

3. Methodology

This chapter includes details on the research design, the instruments and methods used for collecting data, the study participants, and the data analysis process.

3.1. Research Design

For the purpose of this study, the researcher used a combined approach to collect data. Quantitative data were collected by using questionnaires, while qualitative data were gathered with a few open-ended questions, included in the questionnaires, giving participants the chance to share their opinions in their own words. As stated by Mackey and Gass (2005), including qualitative data or analytical methods in a primarily quantitative report can reveal unique insights that might be missed if only statistical analyses were used. By combining these approaches, researchers and readers can gain a deeper and more comprehensive understanding of the data, capturing nuances and perspectives that numbers alone cannot provide (Mackey & Gass, 2005). This blend of methods ensures a richer and more complete interpretation of the research findings.

3.2. Data Collection Methods

As stated above, this research used questionnaires to collect data. Questionnaires, written tools with questions or statements that participants answer by writing or choosing from options (Brown, 2001), are flexible instruments that can be used for a wide range of research types because they can record both quantitative and qualitative data (Mackey & Gass, 2005). There are several reasons why the researcher decided to use a questionnaire. The questionnaires can quickly collect data from a large number of participants, especially when distributed online. Anonymous responses are encouraged by the standardized format of questionnaires, which also guarantees accuracy of them. They are easily accessible to participants in various locations and also, they are simple to analyze using statistical tools. Because of these advantages, a questionnaire was the best option for guaranteeing effective and accurate data collection for the study.

I adapted the methodological instrument, specifically a questionnaire, from existing literature (Wang – Fan & Fang, 2020; Kralova & Tirpakova, 2019; Dörnyei, 2007). Modifications were necessary because certain questions were irrelevant to my research objectives or were originally designed for teachers rather than students, who are the focus of my study. The

questionnaires were translated into Bosnian to ensure clarity and ease of comprehension for the students, reducing potential confusion and increasing their ability to provide accurate responses.

3.3. Instruments

3.3.1. Questionnaire

For the purposes of this study, a questionnaire was adapted from several key sources: Dörnyei (2007), Wang – Fan & Fang (2020), and Kralova & Tirpakova (2019). Using these sources allowed for a detailed and relevant questionnaire that aligns with the study's aims. According to Mackey and Gass (2005), questionnaires can be closed or open ended; however, in order to obtain the best results for this study, a combination of various question types was used. The questionnaire had five different sections, which will be explained in detail.

The first section focused on general information of participants, such as gender, age, etc., providing crucial demographic information that helped contextualize the responses as well as understand the participants' backgrounds. The second section was adapted from two different works (Dörnyei, 2007; Wang – Fan & Fang, 2020). However, the researcher needed to revise some questions to make them suitable for this study, and some questions were removed altogether. Some questions were left out because the study is focused on students rather than teachers. Specifically, some questions dealt with how teachers interact with their students, which was not relevant to the study's focus on student perspectives and experiences with native and non-native English-speaking teachers.

The third part of the questionnaire included the English Speaking Anxiety Scale, taken from Kralova & Tirpakova's (2019). Only the questions relevant to students were included from this instrument, while those related to teachers were excluded to align with the research objectives. The scale consists of 18 statements which use 5-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). Since the participants are EFL students, in order to avoid potential misunderstandings in interpreting the questions, the questionnaire was translated into B/C/S (Mackey & Gass, 2005).

3.4. Participants

Speaking of general characteristics of the research participants, a total of 20 students enrolled in postgraduate program participated in the research; six students from the first year of the postgraduate studies, and 14 students from the second year of postgraduate studies. The ratio can be seen in the graph shown down below.
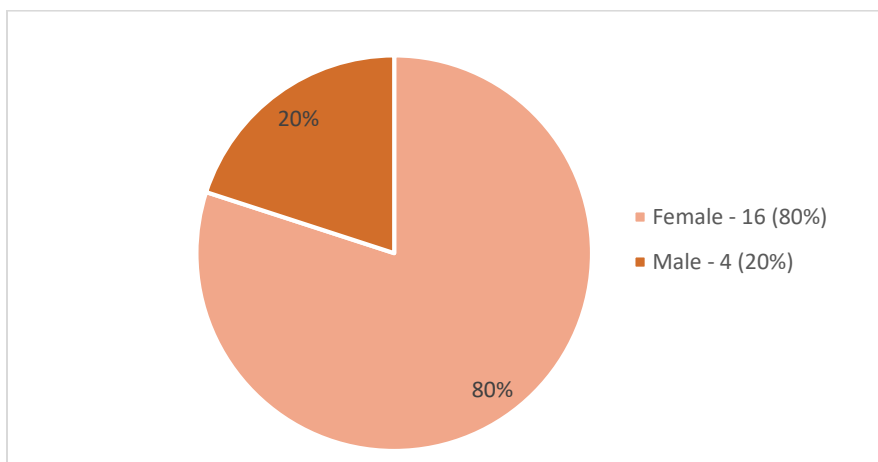
Figure 1

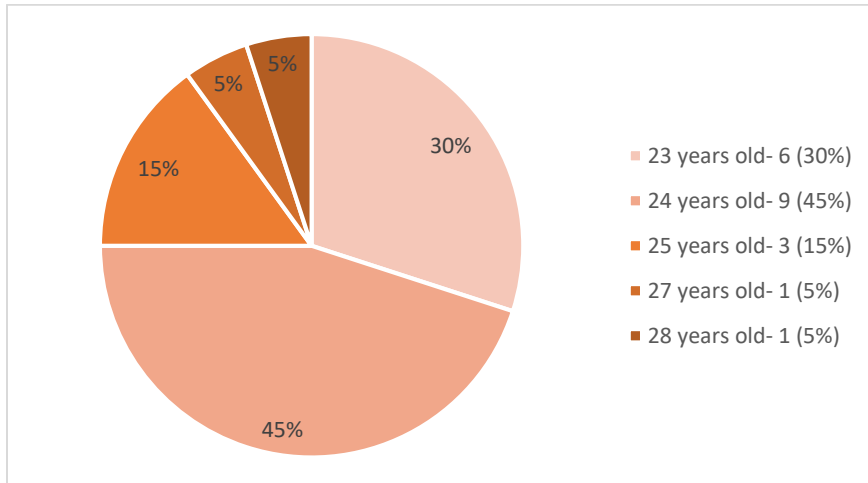*The number of research participants by year of postgraduate studies*
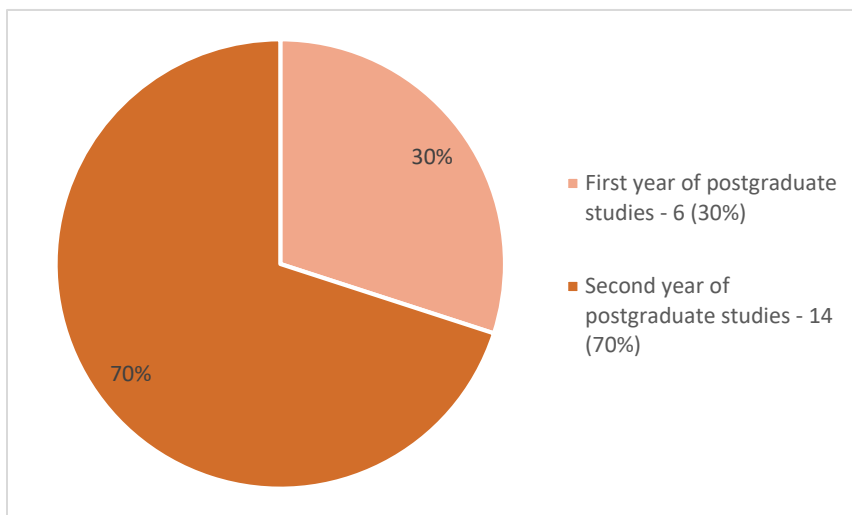
Figure 2

The gender of research participants

The age of the participants ranged from 20 to 28. The age most commonly reported among participants was 24 years old, making up 45% of the group.

Figure 3

The age of participants

Speaking of learning experience, out of 20 (100%), 16 (80%) participants have been learning English for more than 15 years, 2 (10%) participants have been learning English for 15 years, 1 (5%) participant have been learning English for 10 years, and 1 (5%) participant have been learning English for 5 years. The ratio can be seen in the graph shown down below.

Figure 4

Learning experience of research participants
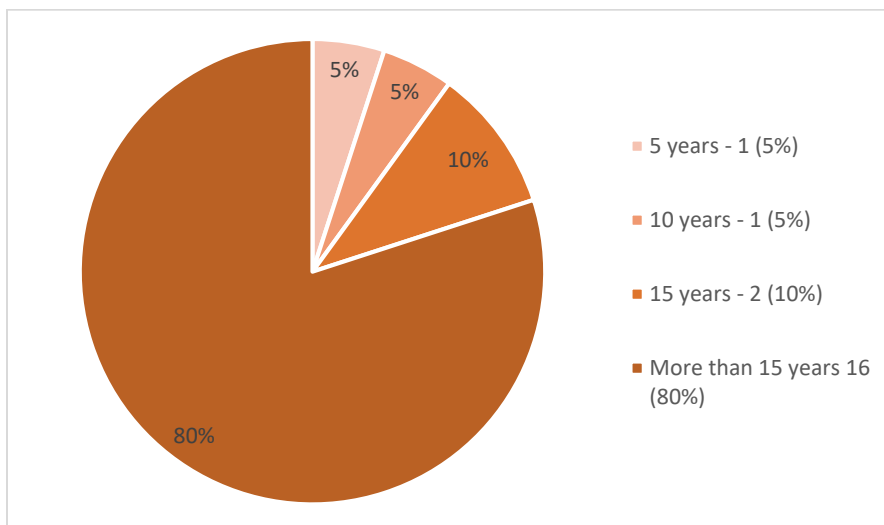
3.5. Research Site and Analysis Procedure

The research took place at the Department of English Language and Literature, Faculty of Philosophy, University of Sarajevo.

The data collection procedure consisted of several phases. The first phase was designing the study and selecting research instruments, which involved conceptualizing the research framework and choosing the appropriate tools for data collection. The second phase was collecting data, where the questionnaire was distributed to participants. The questionnaire, in electronic form, typically required about 10 minutes to complete. Initially, the questionnaire was distributed to first and second-year postgraduate students using Google Forms.

The third phase was analyzing the data collected, where the collected responses were systematically examined to identify patterns and draw meaningful insights. Finally, the final phase dealt with drawing conclusions based on the analysis, where final conclusions were made to address the research objectives.

3.6. Limitations of the Study

As for the limitations of the research, the data collection was restricted to an intact group of students who were recommended or suggested to participate. This restriction resulted in a smaller number of participants than ideal. For instance, although there are around 50 students in the master's program, only 20 of them completed the questionnaire for this research. The limited sample size could affect the generalizability of the findings to all students.

Throughout the study, I encountered several difficulties due to limited resources. One significant limiting factor was that, based on a review of the available literature, I was unable to find a questionnaire that specifically addressed this topic. Most of the accessible sources were not entirely relevant, as they were often designed for broader or different subjects.

As a result, I had to compile the questionnaire from several different sources. This compilation process was challenging because it required adapting questions designed for other contexts, such as those intended for teachers instead of students or those focusing on national or regional issues beyond the scope of my study.

4. Results

This chapter provides a thorough analysis of the quantitative data results, which are then followed by a discussion of the implications and significance of the data within the study's context.

4.1. Quantitative Data Results

This section presents the qualitative data results by examining each section of the questionnaire. The first section, which focused on basic demographic information, was already discussed in the "Participants" section.

4.1.1. Perceptions and Experiences with Native and Non-Native English-Speaking Teachers

Speaking of participants' experience in attending classes delivered by a native speaker, all participants (100%) responded positively.

Regarding students' perspectives on their comprehension of content delivered by native English speakers throughout their studies, the results were as follows: out of 20 (100%) participants, 13 students (65%) indicated they fully understood the material, 6 students (30%) reported they mostly understood but occasionally encountered new expressions and phrases, and 1 student (5%) mentioned they do not understand everything.

Figure 5

Student Understanding of Content in Classes Taught by Native English Speakers
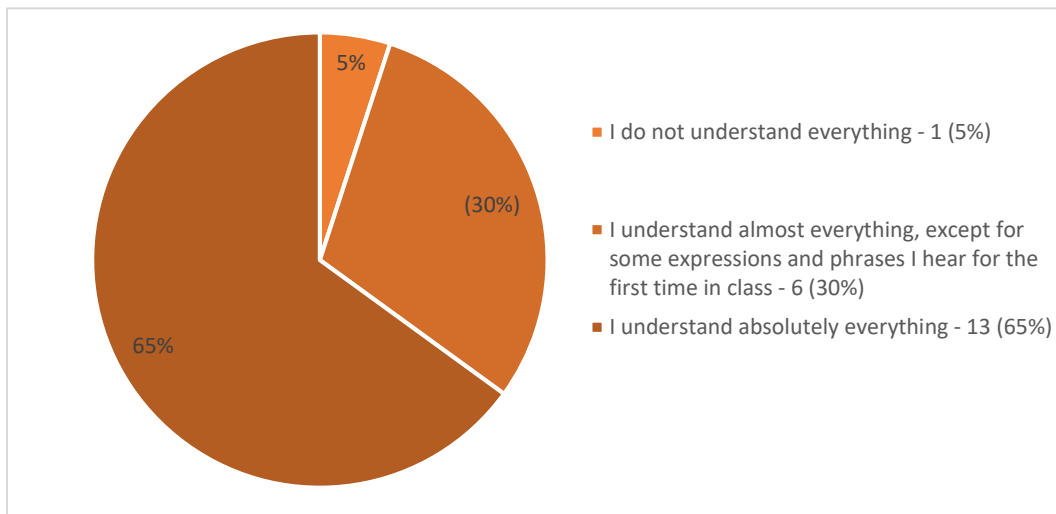
With reference to the self-perception of speaking skills, students exhibited a range of confidence levels and concerns about speaking in front of a teacher who is a native English speaker. Among the 20 (100%) participants, 6 (30%) expressed feeling confident and unaffected by nervousness while speaking, showing indifference to their peers' opinions of any mistakes made. In contrast, another 6 (30%) participants reported feeling slightly nervous, primarily due to fear of making mistakes, and expressed concern about their colleagues' perceptions if they were to make mistakes. Additionally, 4 students (20%) stated they have no difficulty speaking English; they accept the possibility of making mistakes but do not let them discourage them and they do not focus on what other students think. However, 3 students (15%) said they were afraid of making mistakes and being looked down upon by their peers. Finally, 1 student (or 5% of the participants) was so afraid that they avoided attempting to speak and show physical symptoms such as heart palpitations and sweating when speaking English. Table 1 displays the ratio.

Table 1

Self-Evaluation of Speaking Skills in Native English-Speaking Classes

Self-Evaluation of Speaking Skills	Number of Students	Percentage
I feel such fear that I experience physical manifestations, such as a racing heart and sweating, when speaking English, and I never volunteer to speak on my own.	1	5%
I fear making mistakes and the opinions of my peers if I make a mistake.	3	15%
I experience mild anxiety related to the fear of making mistakes and care about what my peers think of me if I make a mistake.	6	30%
I have no mental block when speaking English, I know I can make a mistake but I don't worry about it or think much about my peers' opinions.	4	20%
I feel confident and have no anxiety when speaking, and I don't care about what my peers think if I make a mistake.	6	30%
Total	**20**	**100%**

The following question aimed to check how well students understood lessons taught by native English speakers. Out of 20 (100%) students, 11 (55%) reported understanding everything, 8 (40%) understood nearly everything but encountered unfamiliar expressions and phrases, and 1 (5%) understood most of it. The ratio can be seen in the graph shown down below.

Table 2

Understanding of Content in Classes Taught by Native English Speakers

Understanding Level	Number of Students	Percentage
Understood everything	11	55%
Understood nearly everything but encountered unfamiliar expressions and phrases	8	40%
Understood most of it	1	5%
Total	**20**	**100%**

Next, students were asked to evaluate their speaking proficiency during classes with a non-native English-speaking teacher. Among the 20 (100%) participants, 7 (35%) students expressed feeling confident and unaffected by nervousness while speaking, showing indifference to their peers' opinions of any mistakes made. In contrast, another 7 (35%) participants reported feeling slightly nervous, primarily due to fear of errors, and expressed concern about their colleagues' perceptions if they were to make mistakes. Additionally, 3 students (15%) stated they have no difficulty speaking English; they accept the possibility of making mistakes but do not let them discourage them and they do not focus on what other students think. However, 3 students (15%) said they were afraid of making mistakes and being looked down upon by their peers.

Table 3

Evaluation of Speaking Skills in Non-Native English Speaker Classes

Self-Evaluation of Speaking Skills	Number of Students	Percentage
I feel such fear that I experience physical manifestations, such as a racing heart and sweating, when speaking English, and I never volunteer to speak on my own.	0	0%
I fear making mistakes and the opinions of my peers if I make a mistake.	3	15%
I experience mild anxiety related to the fear of making mistakes and care about what my peers think of me if I make a mistake.	7	35%
I have no mental block when speaking English, I know I can make a mistake but I don't worry about it or think much about my peers' opinions.	3	15%
I feel confident and have no anxiety when speaking, and I don't care about what my peers think if I make a mistake.	7	35%
Total	**20**	**100%**

When asked if there should be a greater number (or all) of native speakers as teachers in a foreign language program, 12 students (60%) said "Yes", and 8 students (40%) said "No." The reasons provided by the students who answered negatively will be explored further in the Qualitative Data Results section.

As for the next question, participants were asked about advantages of native English-speaking teachers. Students were able to select multiple answers, leading to 14 (70%) students selecting the authenticity of language use, 18 (90%) emphasizing the advantage of authentic phonetics and phonology, and 13 (65%) noting the richness of vocabulary as a benefit. Additional student responses included:
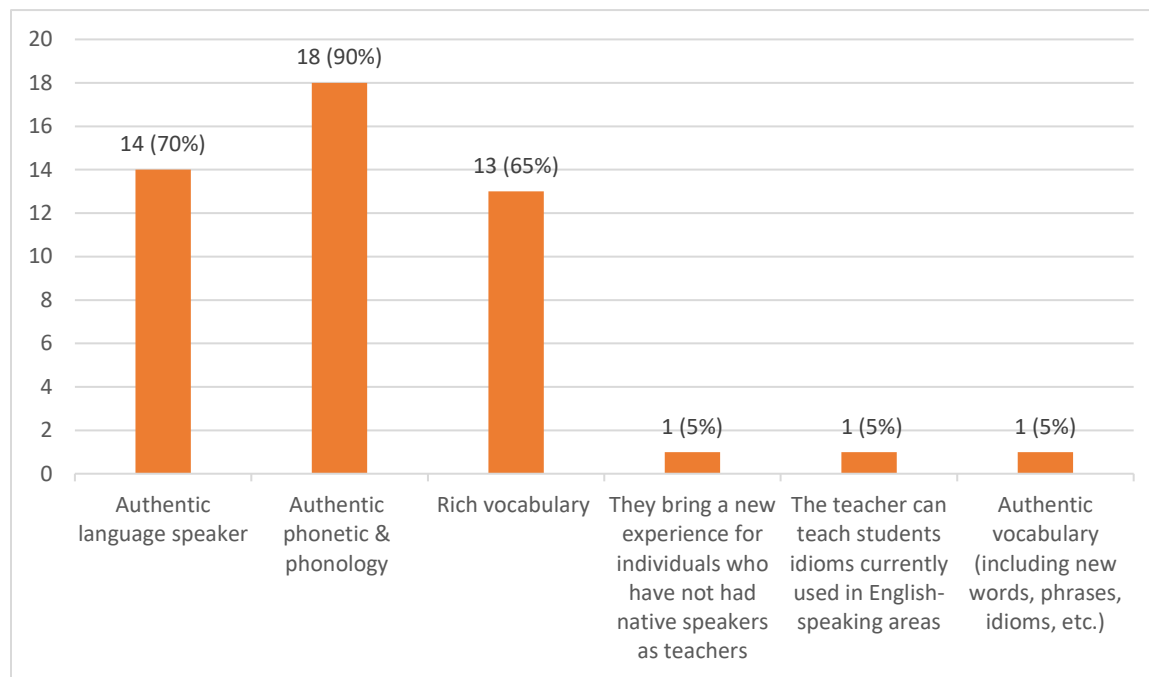
#P1: "They bring a new experience for individuals who have not had native speakers as teachers."

#P2: "The teacher can teach students idioms currently used in English-speaking areas."

#P3: "Authentic vocabulary (including new words, phrases, idioms, etc.)"

Figure 6

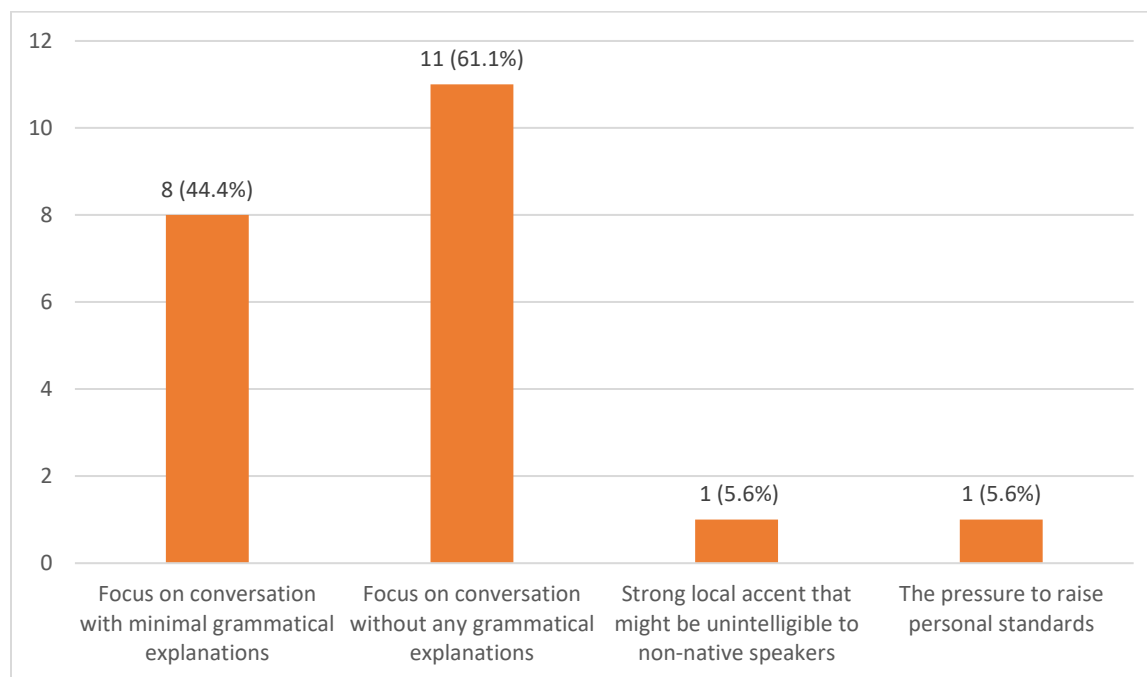*Advantages of Native English-Speaking Teachers*

To understand the perceived disadvantages of native English-speaking teachers from the participants' perspectives, the study found that 8 students, or 44.4% of the participants, think these teachers prioritize conversation with minimal focus on grammar. Additionally, 11 students (61.1%) noted that the emphasis is solely on conversation without any grammatical explanations. Other responses from students included:

#P4: "Strong local accent that might be unintelligible to non-native speakers."

#P5: "The pressure to raise personal standards."

Figure 7
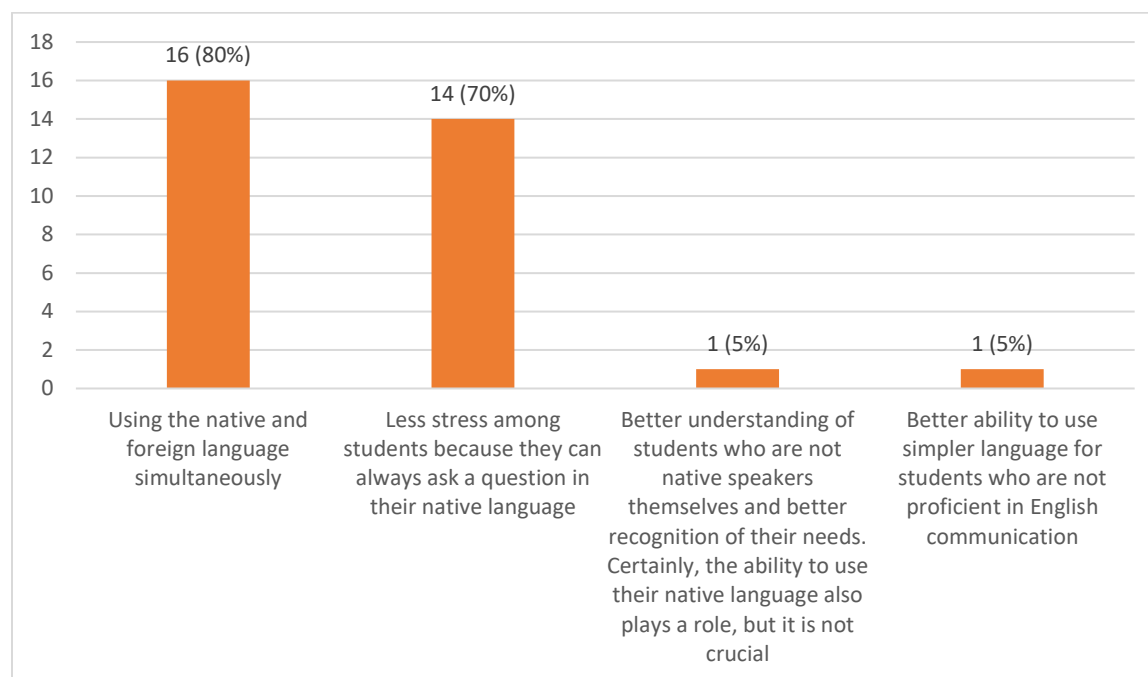
Disadvantages of Native English-Speaking Teachers

The questionnaire then directed students to contemplate the same questions about non-native English-speaking teachers. First, they were asked about advantages of non-native English-speaking teachers, and as a result 16 students (80%) said that their advantage is ability to use native and foreign language at the same time. Furthermore, 14 (70%) students stated that the advantage is less stress among students because they can always ask a question in native language. Additionally, the students said:

#P6: "Better understanding of students who are not native speakers themselves and better recognition of their needs. Certainly, the ability to use their native language also plays a role, but it is not crucial."

#P7: "Better ability to use simpler language for students who are not proficient in English communication."

Figure 8

*Advantages of Non-Native English-Speaking Teachers*

Moving on, participants were asked about disadvantages of non-native English-speaking teachers. As shown in the chart, 7 (36.8%) students said limited vocabulary, 11 (57.9%) of them identified phonetic and phonology, and 10 (52.6%) participants mentioned excessive use of their native language as their primary disadvantages. Additionally, one student added:

#P8: "Lecturers who use only their native language cannot explain the subject matter as effectively as it could in English."

Another participant stated that additional disadvantage is the adherence to rules without acquiring fresh insights into language. One student believes that non-native English teachers have no disadvantages.

Figure 9

Disadvantages of Non-Native English-Speaking Teachers
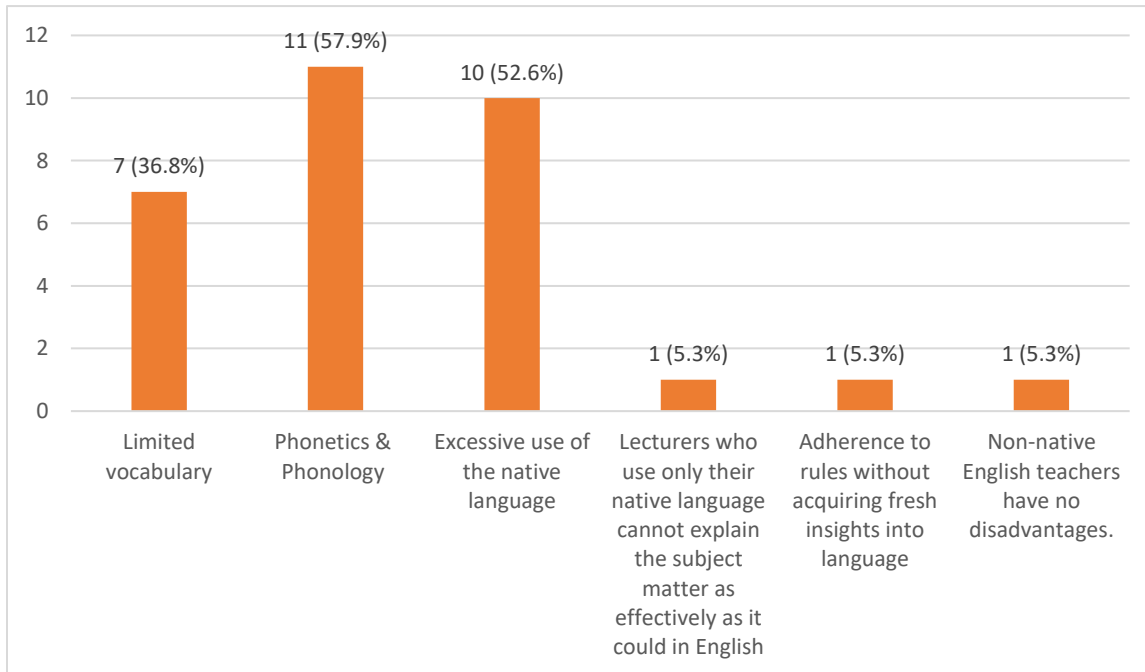
When asked*: "Do you believe that an English language student should 'sound' like a native speaker?",* 16 students (80%) said "No", and 4 ("20%) students said "Yes."

Moreover, when asked: *"Do you believe that your overall knowledge of English at this moment can be assessed as near-native?",* 17 (85%) students said "Yes", while 3 (15%) of them said "No". The reasons provided by the students who answered negatively will be explored further in the Qualitative Data Results section.

4.1.2. Results of the English-Speaking Anxiety Scale

In the following section, we will review the results obtained from the third section of questions. Section 3 of the questionnaire examines students' emotions related to their English-speaking skills. This section includes 18 statements, with responses on a five-point Likert scale from "strongly disagree" (1) to "strongly agree" (5). Each statement is examined in detail below.

Statement 1: "I feel nervous when I have to speak English."

Figure 10

Nervous to Speak English


Student Response to Statement 1
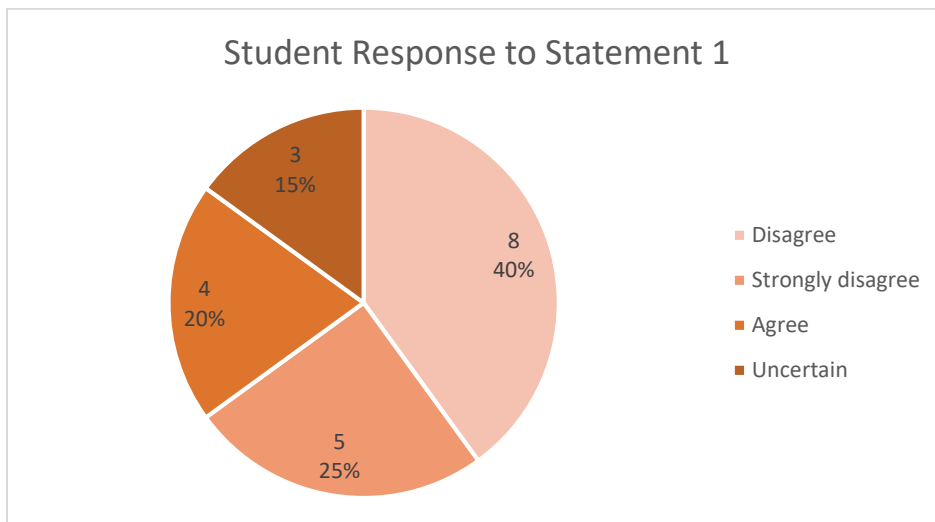
The majority of students, 8 (40%) of them, disagreed with the statement, suggesting they don't feel nervous when speaking English, while a notable 5 students (25%) strongly disagreed, indicating confidence. However, 4 (20%) agreed, and 3 students (15%) were uncertain, showing a mix of emotions among the group.

Statement 2: "I enjoy communicating with English speakers who are not necessarily native speakers but who express themselves very proficiently in English."

Figure 11

*Enjoy Communicating with Proficient English Speakers*
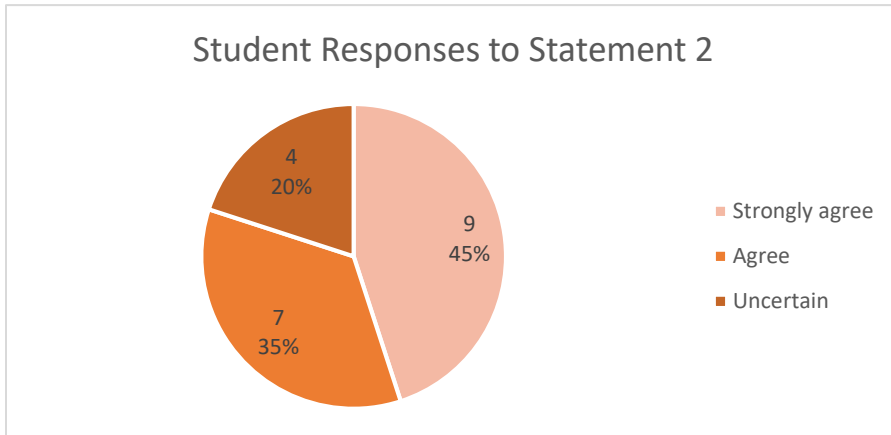
Most students, 9 (45%), strongly agreed that they enjoy communicating with proficient English speakers, and 7 students (35%) agreed. Meanwhile, 4 students (20%) were uncertain, indicating their neutrality on the matter.

Statement 3: "I feel embarrassed when I communicate with English speakers who have a native or near-native accent, regardless of the English variant (American, British, etc.)."

Figure 12

Nervous About Accent Proficiency
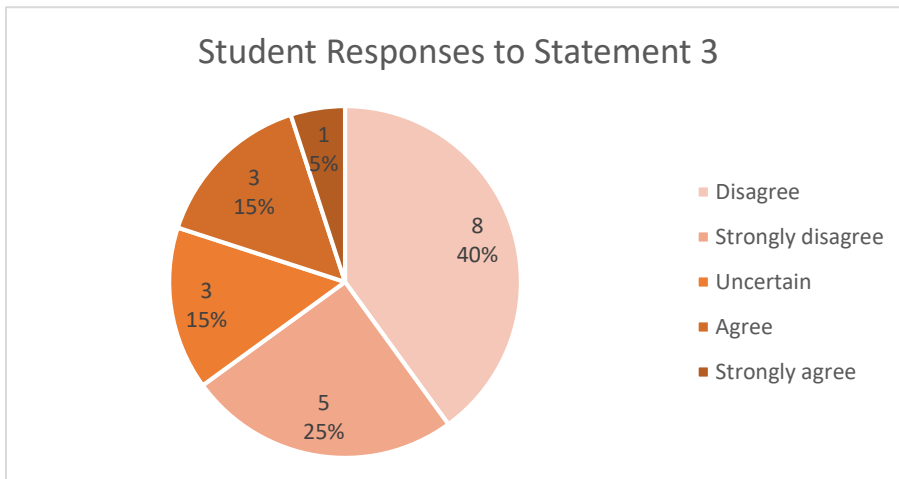
Among most students, 8 (40%) participants said they didn't feel embarrassed when speaking with people who had native or nearly native accents. Strong confidence was also indicated by the 5 students (25%) who strongly disagreed. However, 3 students (15%) disagreed, 3 students (15%) agreed, and only 1 student (5%) strongly agreed, suggesting a variety of opinions regarding accents.

Statement 4: "I get nervous when I have to speak English in front of other people, if they speak English."

**Figure 13**

Anxiety About Speaking English Publicly
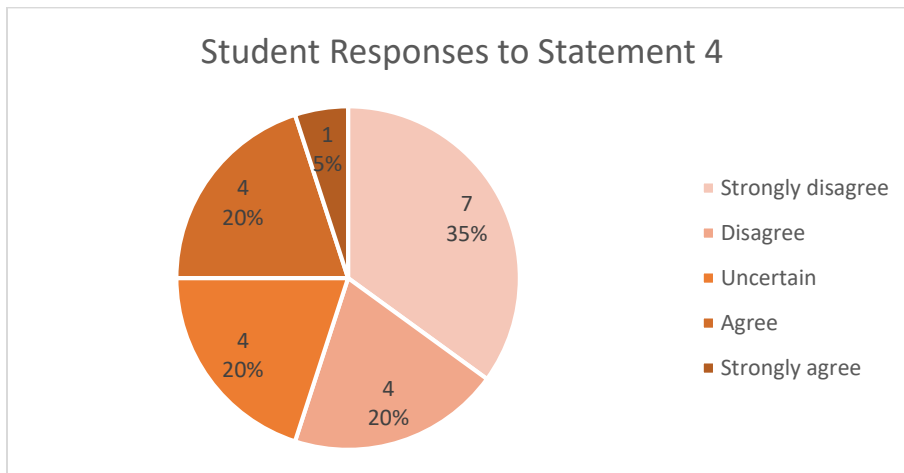
The chart points out that 7 students (35%) strongly disagreed with the statement, meaning they don't feel anxious when speaking English in front of others. In addition, 4 students (20%) agreed, another 4 (20%) disagreed, and 4 more (20%) were uncertain. Just 1 student (5%) strongly agreed, demonstrating a range of opinions about speaking in public in English.

Statement 5: "I am satisfied with my current knowledge of the English language (reading, writing, listening, speaking)."

Figure 14

*Satisfaction with English Language Skills*
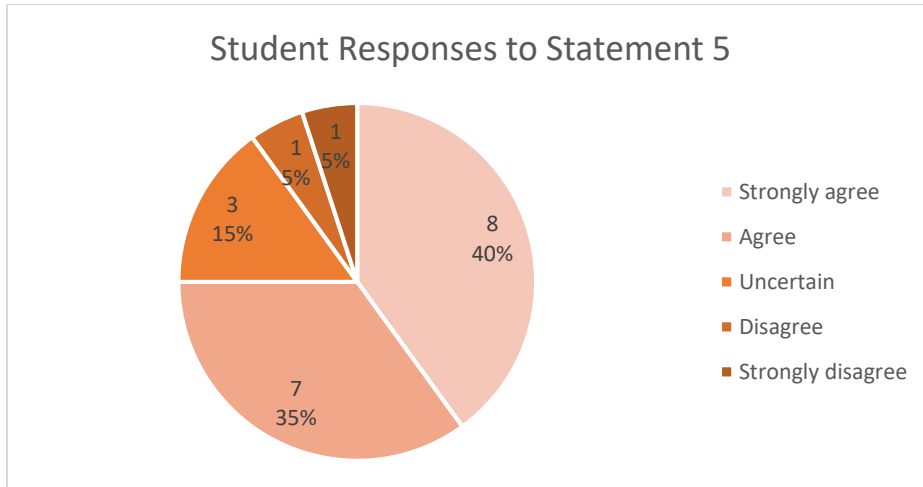
As it can be seen from the chart, 8 (40%) students strongly agreed that they are satisfied with their current knowledge of the English language, while 7 students (35%) agreed. In contrast, 1 student (5%) strongly disagreed, another 1 student (5%) disagreed, and 3 students (15%) were uncertain with their English proficiency.

Statement 6: "I feel that I cannot express myself in English as well as I can in Bosnian."

Figure 15

*Comparison of English and Bosnian Expression*
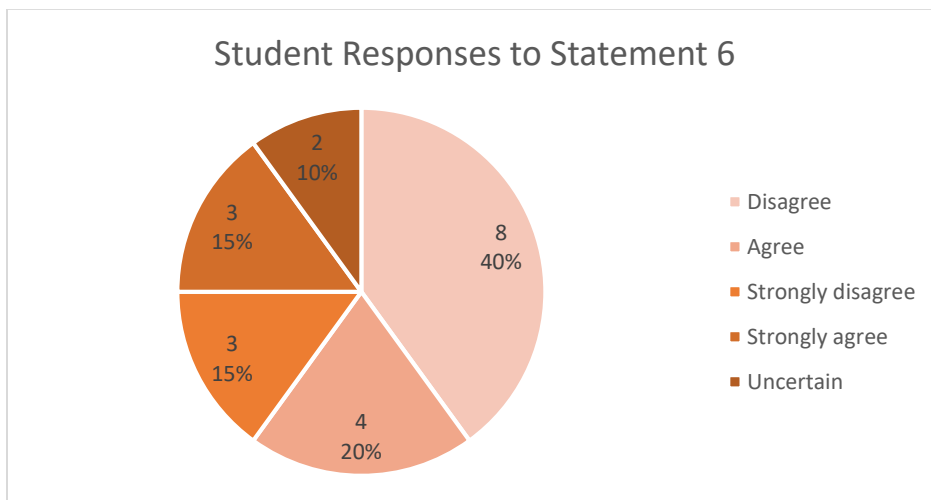
According to the chart, 8 students (or 40%) disagreed with the statement, indicating that they do not believe their English communication skills are weaker than their Bosnian language abilities. Furthermore, three students (15%) strongly disagreed, demonstrating a high degree of self-assurance in their knowledge of the English language. In contrast, 4 students (20%) agreed, 3 students (15%) strongly agreed, and 2 students (10%) were unsure, which suggests a diversity of views regarding their level of English compared to Bosnian proficiency.

Statement 7: "I am ashamed when I realize that I have said something incorrectly."

Figure 16

Feelings of Embarrassment Over Mistakes
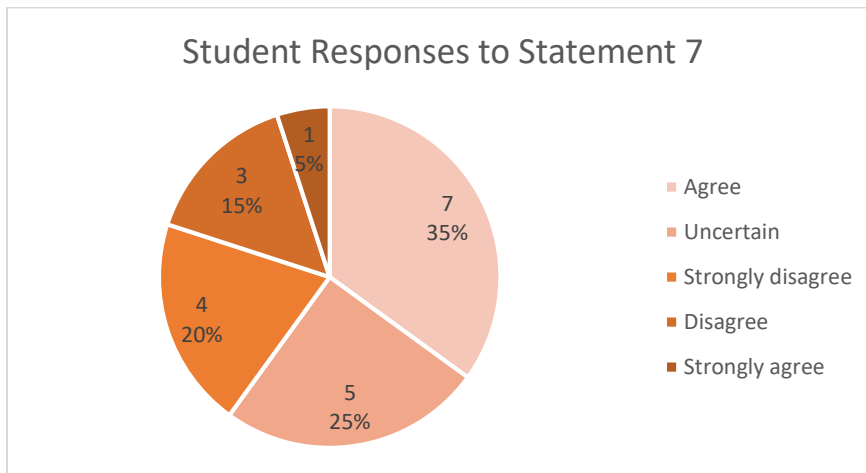
As illustrated by the chart, 7 students (35%) agreed with the statement, indicating that they feel ashamed when they realize they have made a mistake. Additionally, 4 students (20%) strongly disagreed, and 3 students (15%) disagreed, suggesting they do not experience significant embarrassment over errors. Meanwhile, 5 students (25%) were uncertain, and only 1 student (5%) strongly agreed, showing varied responses to the feelings of shame related to speaking errors.

Statement 8: "I feel embarrassed if somebody corrects my mistakes when I speak English."

Figure 17

Reaction to Corrections While Speaking English
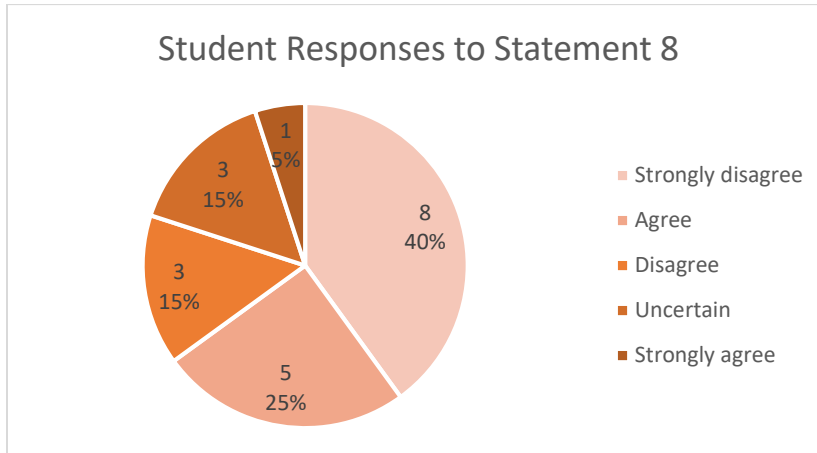
When it comes to the statement 8, 8 students (40%) strongly disagreed with the statement, according to the chart, indicating that they do not feel ashamed when their English mistakes are corrected. On the other hand, 1 student (5%) strongly agreed with the statement, and 5 students (25%) agreed, suggesting that some students were uncomfortable with the corrections. Furthermore, 3 students (15%) disagreed, and 3 students (15%) were unsure.

Statement 9: "I am not satisfied with my current English pronunciation."

Figure 18

Satisfaction with English Pronunciation
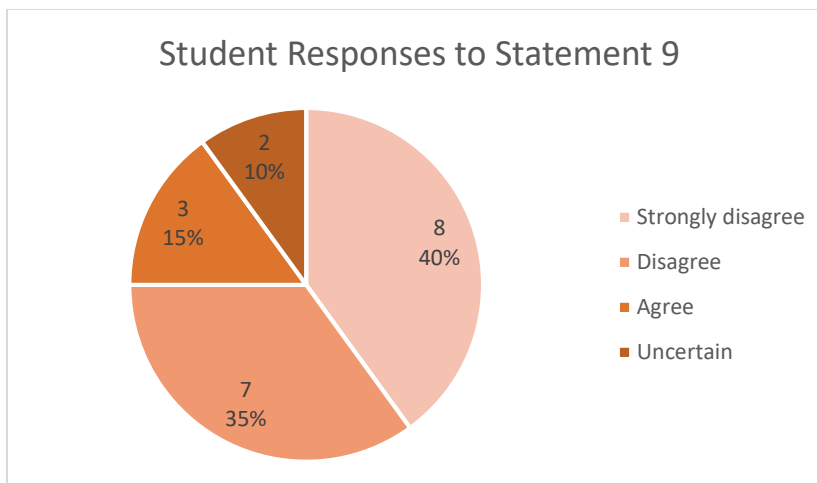
Based on the chart, it can be seen that 8 students (or 40%) strongly disagreed with the statement, meaning they are content with how they pronounce English as it is now. Seven students, or 35%, disagreed as well, which points to a general sense of satisfaction. Only 2 students (10%) were unsure, and 3 students (15%) agreed, suggesting that there is a minority of students who might be worried about their pronunciation.

Statement 10: "I am very concerned about what my colleagues and teachers think of my pronunciation."

Figure 19

Concern About Others' Perceptions of Pronunciation
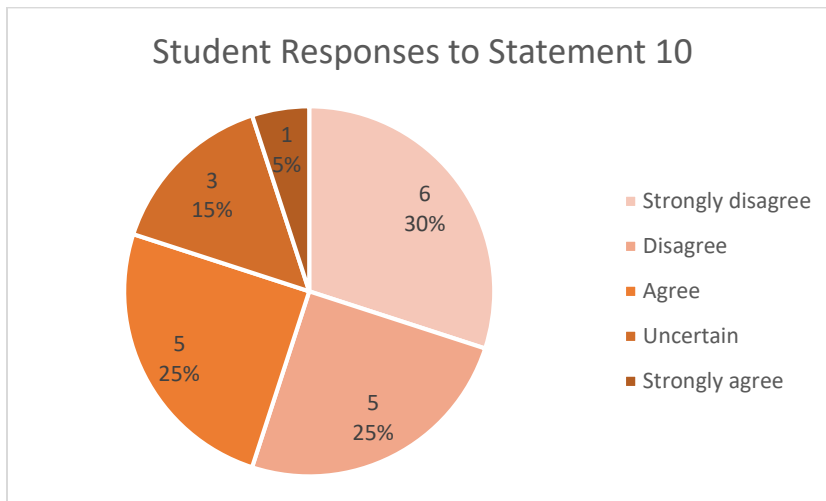
As can be seen from the chart, 6 students (30%) strongly disagreed with the statement, suggesting that they don't give much thought to what teachers and other students think about the way they pronounce words. Additionally, 5 students (25%) disagreed as well, exhibiting a general lack of concern. On the other hand, 3 students (15%) expressed uncertainty, while 5 students (25%) agreed and 1 student (5%) strongly agreed, indicating some degree of concern about how their pronunciation is judged.

Statement 11: "If someone who is not a native English speaker has a near-native accent, I find it funny ('fake' imitation)."

Figure 20

Reaction to Non-Native Speakers with Near-Native Accents
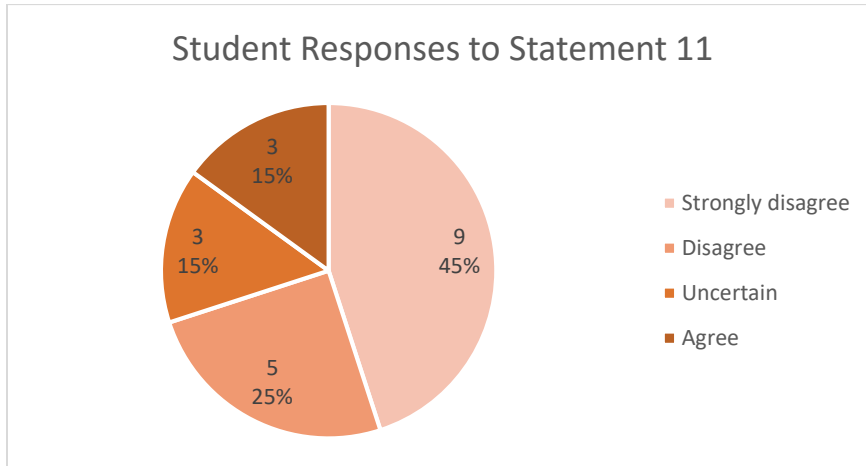
The graph illustrates that 9 students (45%) strongly disagreed with the statement, indicating that they don't find it funny when non-native speakers imitate their near-native accents or that they think it's a "fake." To further exhibit similar feelings, 5 students (25%) disagreed. On the other hand, responding differently to non-native speakers with nearly native accents, 3 students (15%) agreed and 3 students (15%) were unsure.

Statement 12: "I believe that people who are not native English speakers and study English cannot have a near-native accent."

Figure 21

*Beliefs About Non-Native Speakers and Near-Native Accents*
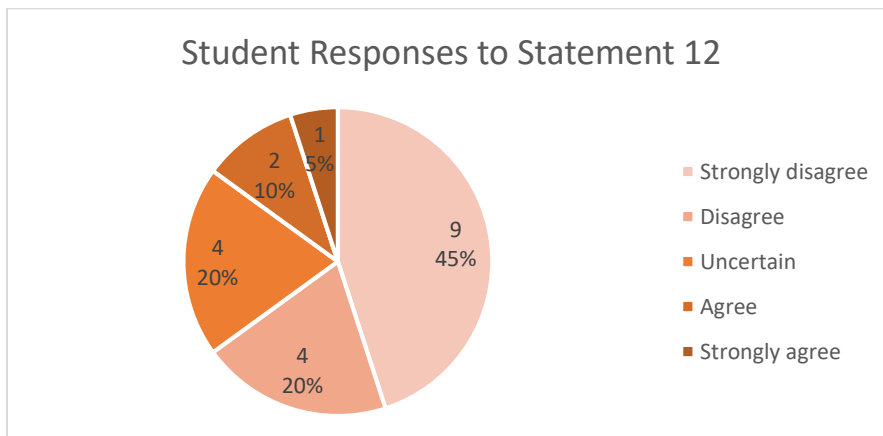
According to the chart, 9 students (45%) strongly disagreed with the statement, indicating that they think non-native English speakers can acquire an accent that is almost native. Four students (20%) added their disagreement, which strengthens the idea. On the other hand, just a minority of students - 2 (10%) agreed and 1 (5%) strongly agreed - think that non-native speakers cannot achieve near-native accents. However, 4 students (20%) expressed uncertainty related to this topic.

Statement 13: "I believe that people who are not native English speakers and study English should have a near-native accent."

Figure 22

Expectations for Near-Native Accents in English Learners
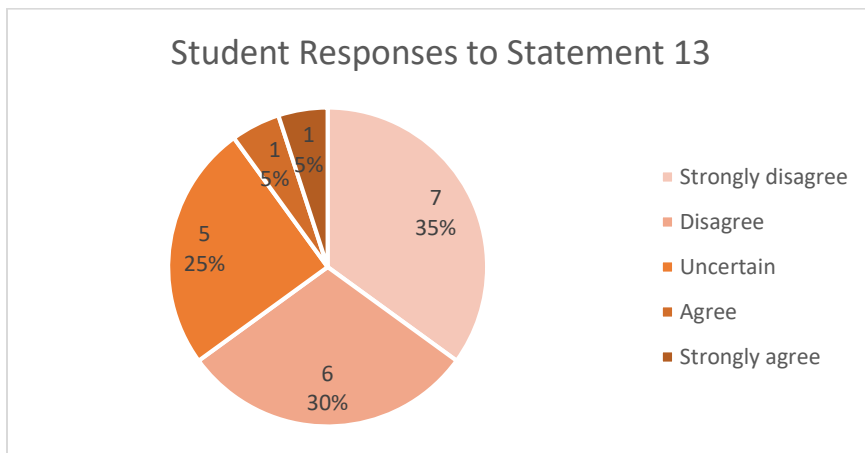
With this statement, 7 students (35%) strongly disagreed, as shown in the chart, indicating that they don't think non-native English speakers should have an accent that sounds close to native. Additionally, 6 students (30%) disagreed as well, confirming this viewpoint. However, 1 student (5%) agreed and 1 student (5%) strongly agreed, suggesting that there is a minority that believes non-native speakers should acquire an accent that is similar to that of a native speaker. In addition, 5 students (or 25%) expressed their uncertainty.

Statement 14: "I worry whether my colleagues and teachers can understand me when I speak English."

Figure 23

Concerns About Being Understood in English
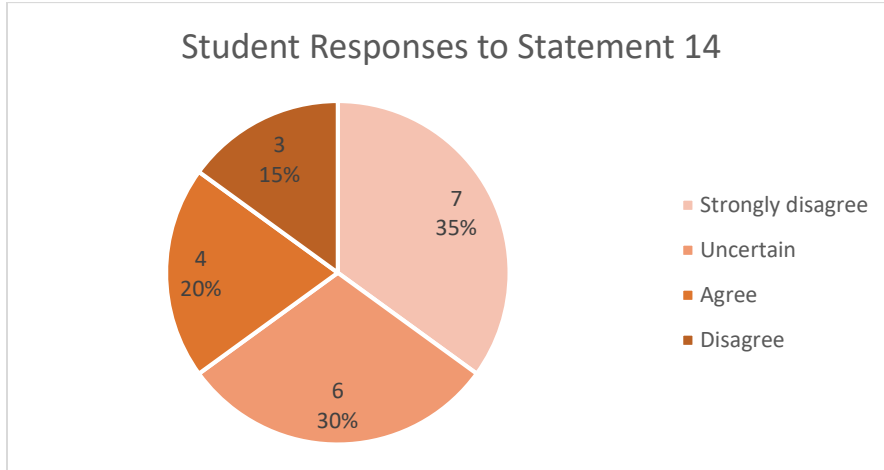
The chart illustrates that 7 students (35%) strongly disagreed with the statement, suggesting they are not worried about whether their colleagues and teachers can understand them when speaking English. Additionally, 3 students (15%) disagreed, supporting this lack of concern. Moreover, 4 students (20%) agreed with the statement, and 6 students (30%) were uncertain.

Statement 15: "It bothers me when the teacher interrupts me during verbal communication and corrects me."

Figure 24

Reaction to Teacher Interruptions and Corrections
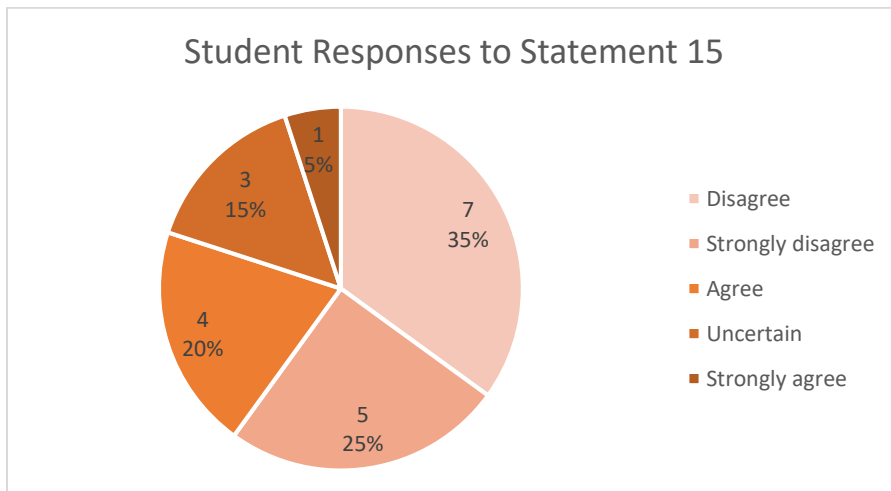
According to the chart, 7 students (35%) disagreed with the statement. Furthermore, 5 students (or 25%) strongly disagreed, indicating that they are at ease accepting these corrections. On the other hand, interruptions bothered 4 students (20%) since they agreed with this statement, and 1 student (5%) strongly agreed. However, 3 students (15%) expressed that they were unsure.

Statement 16: "I want to improve my pronunciation in English."

Figure 25

Desire to Improve English Pronunciation

Student Responses to Statement 16
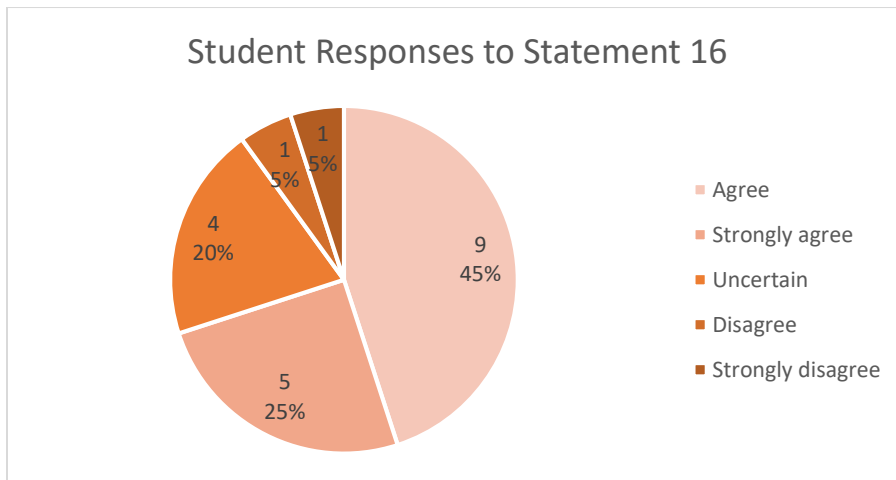
The chart shows that a large number of students, 9 (45%), agreed that they want to improve their English pronunciation, with 5 students (25%) strongly agreeing. Only 1 student (5%) strongly disagreed, and another 1 student (5%) disagreed, indicating minimal opposition to the idea. Additionally, 4 students (20%) were uncertain, reflecting some uncertainty about their need for improvement in pronunciation.

Statement 17: "When speaking in English, I worry about whether I will say everything grammatically correct."

Figure 26

Concerns About Grammar Accuracy in English

Student Responses to Statement 17
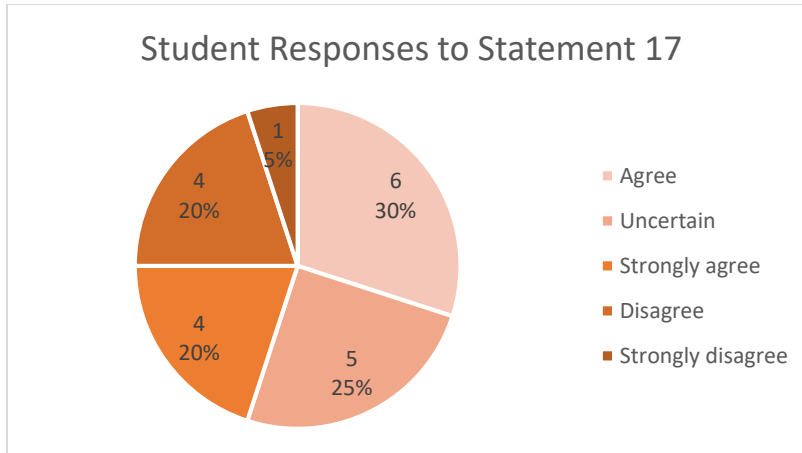
The chart reveals that 6 students (30%) agreed and 4 students (20%) strongly agreed with the statement, indicating significant worry about speaking English grammatically correctly. Meanwhile, 4 students (20%) disagreed and 1 student (5%) strongly disagreed, showing less concern among some students. Additionally, 5 students (25%) were uncertain.

Statement 18: "I feel very uncomfortable when I can't remember a word during verbal communication."

Figure 27

Discomfort Over Forgotten Words in English

Student Responses to Statement 18
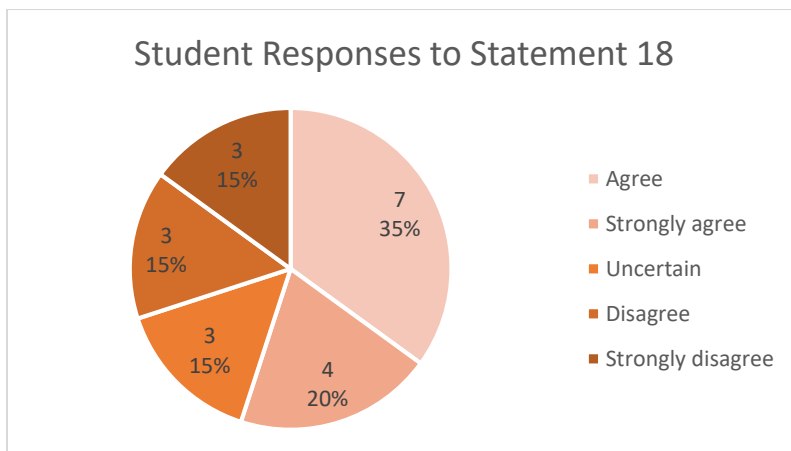
According to the chart, 7 students (35%) agreed and 4 students (20%) strongly agreed with the statement, suggesting that they find it uncomfortable when they are unable to recall a word when speaking. On the other hand, 3 students (15%) disagreed and 3 more students (15%) strongly disagreed, meaning that they are less impacted by these situations. Furthermore, 3 students (15%) expressed uncertainty, pointing to a range of comfort levels regarding forgetting things in English conversations.

4.1.3. Evaluation of Non-Native English-Speaking Teachers

In Section 4 of the questionnaire, the aim was to evaluate the quality of non-native English-speaking teachers teaching at the Department of English. Participants were asked to select only one response per statement. The results will be examined in detail below:

Table 5

The Quality of Non-Native English-Speaking Teachers at the Department of English

Statements:	Strongly disagree	%	Disagree	%	Uncertain	%	Agree	%	Strongly Agree	%
1. The class is taught entirely in English.	2	10%	8	40%	3	15%	7	35%	-	-
2. The class is partially taught in English (70%).	2	10%	2	10%	5	25%	9	45%	2	10%
3. They use both native and English languages equally (50%-50%)	4	20%	8	40%	4	20%	4	20%	-	-
4. They use English language to a lesser extent (less than 30%).	10	50%	5	25%	2	10%	3	15%	-	-
5. They have near-native accent.	-	-	2	10%	8	40%	8	40%	2	10%
6. Uses vocabulary enriched with standard phrases and idiomatic expressions of English.	-	-	1	5%	2	10%	13	65%	4	20%
7. Corrects students as soon as an error is noticed (corrects students individually).	-	-	3	15%	8	40%	6	30%	3	15
8. Does not correct students when mistakes are noticed, but explanations are given to the group, not individually.	2	10%	2	10%	7	35%	8	40%	1	5%
9. Combines native and English languages for the purpose of explanations (e.g. grammar, culture, etc.).	-	-	-	-	7	35%	10	50%	3	15%

4.1.3. Evaluation of Native English-Speaking Teachers

In Section 5 of the questionnaire, the aim was to evaluate the quality of native English-speaking teachers teaching at the Department of English. Participants were asked to select only one response per statement. The results will be examined in detail below:

Table 6

The Quality of Native English-Speaking Teachers at the Department of English

Statements:	Strongly disagree	%	Disagree	%	Uncertain	%	Agree	%	Strongly Agree	%
1. They have authentic pronunciation and vocabulary.	-	-	-	-	3	15%	5	25%	12	60%
2. The focus is on communication rather than on explaining the language.	-	-	1	5%	4	20%	8	40%	7	35%
3. The focus is not on grammar explanations for language instruction.	-	-	3	15%	7	35%	4	20%	6	30%
4. Uses vocabulary incorporating standard phrases and idioms of the English language.	-	-	1	5%	1	5%	10	50%	8	40%
5. Corrects students as soon as an error is noticed (corrects students individually).	2	10%	2	10%	6	30%	10	50%	-	-
6. Does not correct students when mistakes are noticed, but explanations are given to the group, not individually.	1	5%	3	15%	4	20%	11	55%	1	5%
7. Provides more information about the culture of English-speaking countries.	-	-	1	5%	5	25%	6	30%	8	40%
8. Pays attention to interactions and interpersonal communication.	-	-	1	5%	1	5%	8	40%	10	50%
9. Realistically approaches all students' skills.	-	-	1	5%	2	10%	8	40%	9	45%

4.2. Qualitative Data Results

Several questions in the questionnaire allowed students to provide open-ended responses, giving them the freedom to express their thoughts in their own words. This qualitative method allows for a deeper understanding of their viewpoints and language learning experiences. The qualitative responses will now be presented.

When asked if there should be a greater number (or all) of native speakers as teachers in a foreign language program, 12 (60%) students said "No", after which they were given an opportunity to explain their reasons. One of the participants said:

#P9: "The fact that someone is a native speaker is not a direct indicator of their professionalism and educational competence. If a teacher is not a native speaker, they may even have better predispositions for understanding the difficulties that students encounter. Also, it is assumed that their knowledge was not acquired effortlessly."

Another participant added:

#P10: "I do not believe that there should be a greater number of native speakers in foreign language studies because that is not at all a measure of a quality instructor. Faculty members who are not native speakers can be highly skilled with excellent English pronunciation, a strong command of the language, and effective teaching skills. Possessing these skills does not diminish their academic knowledge compared to native speakers in any way. Being a native speaker does not inherently qualify someone more for a faculty teaching position. I believe that the criteria for such positions should be based on language proficiency and teaching skills, rather than solely on English language knowledge."

Moving forward, a few additional answers can be read:

#P11: "It would be good to have more of them, however, it is unnecessary for all teachers to be native speakers. The most important thing is knowledge and how to pass on that knowledge. I believe that the majority of people who succeed in this profession are understandable enough as far as their pronunciation and speaking go, being able to convey knowledge is more important than that."

#P12: "I believe that having one or two foreign teachers is sufficient, as I have not noticed a drastic difference in knowledge transmission compared to teachers who are not native English speakers. People who have studied the language for many years are often even better acquainted with it than native speakers. Those who have studied the language for many years have a richer vocabulary and better knowledge of grammar than someone who only uses English for everyday purposes."

Additionally, the participants often repeated that the native status of teachers is not crucial; what matters is their knowledge and skill in imparting it. Non-native teachers are seen as capable of effectively transmitting information, and the alignment with our country's culture and language context is considered vital, potentially making native speakers less suitable for these educational roles.

When asked whether they consider their overall English language proficiency at this moment to be near-native, 3 (15%) students said "No", after which they were asked to explain why. One student said:

#P13: "I believe I speak fluently enough that any native speaker could understand me without difficulty, but I sometimes make mistakes that native speakers would never make in speech. The errors I notice are usually incorrect articles, prepositions, and sometimes tenses, especially at the beginning of speech (probably due to nervousness). Although my accent and pronunciation are okay, I think it's clear to everyone that I'm not a native speaker."

Other participants added:

#P14: "No matter how much we work and learn, we will never sound like a native speaker."

#P15: "There is still a lot more I need to work on to consider myself a near-native speaker."

The results will be discussed in detail in the next section.

5.Discussion

The research provides important insights into students' experiences with native and non-native English-speaking teachers. Since all participants had classes with native speakers, there's a good basis for comparison of both. Interestingly, no question had unanimous agreement, which shows varied opinions about the native speaker myth within our university. This variety indicates that students have different views on language learning and teaching. The anonymity of the questionnaire helped ensure honest and accurate responses, making the data more reliable because of that. However, it is important to note once again that the number of participants was lower than expected, so it is not accurate to generalize these findings to all English students at our university.

While learning a language, learners are often complimented with words such as "You sound like a native speaker!" as evidence of their proficiency. However, this viewpoint has some flaws because it considers someone a "native speaker" based only on how they sound. Speaking American or British English, for example, requires knowledge of vocabulary, idioms, accents, and proper pronunciation. Therefore, assuming that someone is fluent in a language just because they sound British or American is misleading. This compliment, though meant to be kind, ignores the language skills that non-native speakers have and strengthens the belief that native speakers are the standard. Even if they don't have a native accent, non-native English-speaking teachers can still have a great understanding of the language, including its vocabulary, grammar, and teaching methods. If we focus too much on sounding like a native speaker, we might overlook the unique strengths that non-native teachers bring to the classroom. This view also sets unrealistic and sometimes discouraging expectations for language learners, who might think their skills only matter if they sound like a native speaker. In this research, non-native English-speaking students, who are future English teachers, got the chance to share their thoughts and experiences with both native and non-native English-speaking teachers. Their insights show the important contributions that non-native teachers make to language learning, while also recognizing the challenges they face in being seen as less authentic just because they do not "sound" like a native speaker.

As it can be seen from the questionnaire results, many students brought up the point that professionalism or quality of teaching has nothing to do with native speaker status. They emphasized that since non-native teachers have gone through the process of learning the language themselves, they are better at understanding and handling the difficulties that students encounter.

The students also made known that speaking with a natural accent alone is not equivalent to good teaching or communication. They think that because non-native speakers have had so much experience learning the language, they often have more knowledge of English grammar and can provide more relatable explanations. This is especially true in the classroom where students' cultural and linguistic alignment can greatly improve the educational process. The emphasis should be on valuing the language proficiency that non-native teachers bring to the classroom rather than just getting a native accent.

Before commenting on the answers connected with the theme of this research, it is important to say that most of the participants stated that they understand most of the content taught by native English-speaking teachers, which shows that comprehension is not solely determined by the teacher's native language proficiency, since most of the teachers are non-native English speakers, but also by teaching methods and the learner's own language skills and background knowledge. However, based on their answers, it can be concluded that they feel slightly nervous, mainly because they have fear of making mistakes in front of a native English speaker, which can impact their confidence and willingness to actively participate in discussions or ask questions during lessons. Of course, this is related to their anxiety, which will be further discussed later, as an entire section of the questionnaire was devoted to anxiety related to speaking English.

When asked about their speaking skills in a class taught by a native English teacher the results were mixed. Some of the participants expressed feeling nervous while speaking, while another half was mostly confident, and were unaffected by their native English teachers, which leads to conclusion that the impact of native English-speaking teachers on learners' confidence in speaking English is not universally negative or positive, but rather depends on individual experiences and perceptions.

Interestingly, when asked about their speaking skills in classes with non-native English teachers, participants' responses closely resembled those given about classes with native English-speaking teachers. However, unlike the previous case, none stated avoiding speaking or experiencing physical symptoms like heart palpitations and sweating while speaking English. This might be because students can ask questions and switch to their native language when talking to native English-speaking teachers, which helps them feel less nervous.

A lot of research done around the myth of the native speaker revolves about the question whether the English teacher should be a native English speaker or not. The participants that were asked similar question in the questionnaire were divided in opinions. Among the participants, 12 students (60%) said "Yes", believing that a native English speaker is preferable. However, the 8 students (40%) who answered "No" provided interesting reasons for their stance.

The opinions expressed by the participants regarding the need for native speakers to teach English reflect a complex understanding of language proficiency and instruction. The point made by #P9 is that professional or educational competence is not always linked with native language proficiency. They argue that rather than naturally being fluent, non-native speakers may have greater empathy for the difficulties that students face in their studies and may have learned their knowledge through hard work. The idea that native speakers are naturally better equipped to teach English has been questioned by this particular point of view. Moreover, remarks made by other participants point out deeper recognition that, rather than depending exclusively on native speaker status, effective language teaching calls for a combination of teaching skills, language proficiency, cultural awareness, and the capacity for clear communication. They support a more inclusive method of teaching languages that values the diversity of teaching backgrounds and skill sets.

Based on the answers about the advantages of native English-speaking teachers, it can be assumed that students highly value their role in providing authentic language use, as indicated by 14 (70%) participants selecting this option. The great majority of participants, or 18 (90%) of them, who selected the benefits of real phonetics and phonology point out how much emphasis students place on hearing native speakers pronounce words properly. Furthermore, native teachers' rich vocabulary, which includes idiomatic expressions, is acknowledged by 13 (65%) of students, suggesting that they are skilled in improving language proficiency beyond just grammar and syntax. Additional responses again mention vocabulary as one of the main advantages of native English-speaking teachers. Certainly, a native is expected to know more words, phrases and idioms than a non-native, however that does not mean a non-native English-teacher is incompetent in their job, since they can have rich vocabulary knowledge as well, good enough to help make someone fluent in English language. They possess a great knowledge that plays a crucial role in helping students achieve fluency in English.

On the other hand, when asked about disadvantages of native English-speaking teachers, 11 participants (61.1%) believe that they focus more on the conversations with minimal grammatical explanation. This perception comes from the fact that native speakers often acquire their grammatical knowledge intuitively, without the need to explicitly learn the rules as non-native speakers do. However, this is not unique only to English - anyone who has not formally studied their native language typically relies on intuition rather than explicit rules.

When it comes to advantages of non-native English-speaking teachers, participants believe that their ability to use native and foreign language at the same time is a big advantage. As it was mentioned before, this can be of great help for anxious students who are in fear of making mistakes in front of native English-speaking teachers, or just being unable to properly express themselves. As it was stated by #P6, non-native English-speaking teachers can better understand students' needs, since they went through a learning process of a foreign language as well.

However, non-native English-teachers can have disadvantages as well. Among 20 (100%) participants, 10 (52.6%) of them believe that excessive use of their native language can be a disadvantage. In this case, it is important to find a balance that will be the most effective for learning experience. They should aim to create an enjoyable and low-anxiety learning environment, effectively using both languages to support students' progress. It is interesting to see that one of the participants said that non-native English-speaking teachers do not have any disadvantages, which was not said for native English-speaking teachers in this research. This viewpoint may come from the idea that non-native teachers have a special empathy for and understanding of the difficulties faced by students because they studied English as a second language. Because of their experience, they may be able to address particular learning needs more skillfully and patiently when teaching.

The questionnaire's third section explores students' emotions involving their ability to speak English. The information gathered from the 18 statements shows various kinds of feelings, from happiness and satisfaction to anxiety and embarrassment. For example, while many students report feeling anxious when speaking in English, many also report feeling confident and enjoying themselves when interacting with fluent non-native speakers. The responses show how different language learning emotions can be; some students express anxiety about their pronunciation and

grammar, while others are more confident in their ability to speak the language and are happy with it as it is.

The conflicting emotions people have when speaking English in front of others, particularly native speakers, is one interesting pattern. This suggests that student's willingness to participate in conversations may be impacted by a common fear of making mistakes or being judged. It's crucial to understand, though, that some students find motivation in the pressure to become fluent in the target language; this goes to show how much one's viewpoint influences language learning experiences, as it was already mentioned in this discussion of the results.

The data also emphasizes how crucial teacher strategies are for reducing anxiety. While some students find it unpleasant when they receive corrections during verbal communication, others see it as a chance to get better. This emphasizes the need for a balanced teaching approach that creates a safe and encouraging environment so that students can practice speaking in public without being overly afraid of receiving negative feedback.

Overall, these results show how complex language learning is and that while creating language programs, teachers need to take emotional aspects into account and create a setting that creates both linguistic and emotional growth. Moreover, by using a holistic approach, students can learn a language more successfully and increase their confidence and English proficiency.

The responses given to the fourth section of the questionnaire provide information on how the Department of English's non-native English speakers are perceived by their students as teachers. The answers show a variety of teaching methods and identify some important areas of strength as well as possible areas for development. For example, firstly, there is a clear difference in opinion regarding the use of English in the classroom. There is disagreement regarding the degree to which English is used as the primary language of instruction; 7 (35%) students agree that the class is taught entirely in English, while 8 (40%) disagree. The responses to the statement that 70% of the classes are taught in English are further indicating this, with 9 (45%) students agreeing and 2 (10%) disagreeing. The contradictory answers imply that although some teachers maintain an environment in which English is the primary language, others use a significant percentage of the native language. The statement regarding the equal use of both languages also demonstrates this balance, with 8 (40%) participants disagreeing and the remaining respondents dividing between agreement and uncertainty. However, half of the students – 10 (50%) of them - strongly

disagreed with the statement that the non-native teachers used English less than 30% during the lecture, which suggests that most teachers do not fall into this category and are beneficial for learning a new language.

The results are fairly evenly divided when it comes to teachers' accents: 8 (40%) participants agree that their teachers have a near-native accent, while 8 (40%) were uncertain, 2 (10%) of them strongly agree, while 2 (10%) disagree. This shows that even though a lot of teachers have excellent pronunciation skills, some still need to work on becoming close to native speakers. Regarding vocabulary usage, the feedback is positive: teachers use vocabulary that is improved with common phrases and idiomatic expressions, with 13 (65%) of those surveyed agreeing and 4 (20%) strongly agreeing, while only 1 (5%) disagreed, and 2 (10%) were uncertain. This suggests that teachers are successfully introducing students to a variety of English expressions, which is also essential for language learning.

Individual correction is preferred when it comes to error correction methods, according to the responses, in which 6 (30%) participants agree and 3 (15%) strongly agree that students should be corrected as soon as an error is discovered. However, 8 (40%) of them are unsure, and 3 (15%) participants disagree, indicating that this strategy might not be reliable. For the next statement, 8 (40%) respondents agree and 1 (5%) strongly agree, while 7 (35%) participants are unsure about group corrections without an individual focus. Furthermore, 2 (10%) students disagree, and 2 (10%) strongly disagree with this statement, pointing to the need for a more precise, consistent correction approach that maintains a balance between group and individual feedback.

Finally, there is a favorable opinion - with 10 (50%) students agreeing and 3 (15%) strongly agreeing - for combining native and English languages for explanations, such as grammar and cultural context. The rest of the participants, 7 (35%) of them, are unsure which shows that the contextual use of both languages is valued by the students, which can improve their comprehension.

The responses to Section 5 of the questionnaire provide a detailed evaluation of the Department of English's native English-speaking teachers, focusing on both their strengths and areas for development. Out of the 20 (100%) participants, 12 students (60%) strongly agree, and 5 students (25%) agree that native English-speaking teachers offer authentic vocabulary and pronunciation. This totals to 85% of respondents who have confidence in these teachers' ability to

provide a genuine language experience. In contrast, only 3 students (15%) were uncertain, suggesting that the majority of participants recognize the authenticity of the language use by these teachers.

Just 1 student (5%) disagrees, while the majority of students - 15 in total - either agree or strongly agree (8 students or 40%, and 7 students or 35%, respectively) that native English-speaking teachers place a higher priority on communication than on thorough grammatical explanations. This supports the previously mentioned idea that native speakers tend to focus on the practical use of the language. With 4 students (20%) uncertain, the results indicate a need for a balanced approach that combines effective communication with more explicit grammar instruction. Despite this, most participants agree that native English-speaking teachers excel in teaching vocabulary rich in idioms and phrases, which was previously stated as one of their key advantages.

There are different opinions on how teachers correct errors. When it comes to one-on-one correction, 10 (50%) students agree that teachers focus on correcting mistakes individually. However, 6 (30%) students are unsure, 2 (10%) students disagree and 2 (10%) students strongly disagree, showing that although individual corrections are still common, group-based corrections are preferred among the students.

The majority of respondents (70%) believe that teachers who speak English as their first language offer valuable cultural insights, pointing out the importance of cultural context in language learning. Specifically, 8 students (40%) strongly agree and 6 students (30%) agree with this statement. Meanwhile, 5 students (25%) are uncertain, and only 1 student (5%) disagrees. None of the respondents strongly disagreed. Teachers' emphasis on interactions and interpersonal communication is something that most students (90%) agree or strongly agree with. Specifically, 10 students (50%) strongly agree, and 8 students (40%) agree with this emphasis. On the other hand, only 2 students (10%) are less convinced, with 1 student (5%) uncertain and 1 student (5%) disagreeing.

All in all, teachers who are native English speakers are highly regarded for their vocabulary use, pronunciation, and emphasis on interpersonal interactions and communication. Although their teaching strategies are valued, there is potential to better serve the needs of all students by introducing more explicit grammar instruction and a balanced approach to error correction.

6. Conclusion

The research conducted provides valuable information into the ongoing debate about the advantages and disadvantages of native versus non-native English-speaking teachers, challenging the myth that native speakers are inherently superior teachers.

Based on the findings from this analysis, it can be concluded that there are some complex viewpoints on the roles played by native and non-native English speakers in the classroom. It was made clear by the questionnaire that students have a variety of thoughts and experiences, which casts doubt on the idea that a native speaker is the perfect language model. Even though all participants had classes with native English speakers, there were differences in the participants' reported levels of confidence and understanding. Some students even expressed a preference for non-native speakers' teaching strategies.

Interestingly, as it can be seen from the results, while native speakers are often associated with authentic language use, non-native teachers are valued for their ability to empathize with learners and provide clear grammatical explanations. This suggests that students appreciate different qualities in their teachers, depending on their individual learning needs and preferences.

While native English-speaking teachers are appreciated for their ability to offer genuine language experiences, non-native teachers also play a significant role in language education. Many students recognize and value the contributions of non-native teachers, particularly their effective teaching methods. These attributes can be especially beneficial for students who face challenges in language acquisition, implying that non-native teachers offer essential support and use various strategies that complements the strengths of native speakers.

The questionnaire responses from students at the Department of English support these findings. Students acknowledge that having native speakers is beneficial, especially when it comes to gaining cultural insights, but they also acknowledge that non-native teachers have made significant contributions. Moreover, the study reveals that anxiety and insecurity are significant factors affecting students' language learning experiences, particularly when interacting with teachers who are native speakers. This is very important, since it shows the importance of creating a supportive and inclusive learning environment for all students, regardless of their language proficiency levels.

Students observed that teachers who are not native English speakers frequently have a broad understanding of English vocabulary and grammar and that their capacity to transition to the student's mother tongue when needed can ease nervousness and improve understanding. Furthermore, the answers show that there are occasionally disadvantages to native speakers emphasizing communication above grammar. Although it encourages fluency and proper language use, it might overlook crucial grammatical rules required for advanced competency. However, with this statement, it is important to consider whether students understand the educational background of their teachers, especially foreign teachers, and whether they are aware if these teachers have specialized in linguistics. Additionally, native English-speaking teachers may provide more spontaneity and cultural insights, while non-native teachers place more emphasis on grammar and structured learning, which lays a strong foundation for language learning.

Overall, the research challenges the myth of the native speaker by emphasizing the beneficial and valuable contributions that teachers, both native and non-native, can make to language learning. The ability of the teacher to communicate, empathize, and use effective teaching strategies is a better indicator of how effective their instruction is than whether or not they are a native speaker. This broad viewpoint should be used to influence future language education procedures, encouraging a more different and inclusive method of teaching English.

7. Recommendations and Implications for Theory, Research, and Practice

In addition to providing the first insight into this subject matter, this pilot study shows the significance of extending the methodological framework in order to produce more accurate and widely applicable results. Future studies should include larger numbers of participants. It would be especially beneficial to expand the study by including English language and literature students from all English departments in Bosnia and Herzegovina. Researchers can better understand student views on this topic by making sure the data they collect reflects the different viewpoints of students across the country by involving a larger participant base.

A larger and more diverse sample has the potential for a deeper analysis of the variables affecting students' perceptions in addition to improving the generalization of the results. Examining the gender differences, for example, may provide insightful information about how these factors may influence students' opinions of themselves and their views toward native versus

non-native English-speaking teachers. Creating teaching strategies that meet the needs of all students requires an understanding of these dynamics.

Furthermore, the study would gain a great deal of depth if it were expanded to include experienced non-native English speakers as teachers. Researchers may gain a deeper knowledge of how perceptions change with time and experience by comparing the self-perceptions of students and teachers at different phases of their professional development. This implies the potential for a more thorough examination of the interactions that occur in the classroom between self-confidence, language ability, and teaching experience.

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Appendix

Questionnaire:

Section 1:

Spol?

Koliko imate godina (u 2024.)?

Koja ste godina studija drugog ciklusa?

1 - I

2- II

Koliko dugo učite engleski jezik?

1 - 5 godina

2 - 10 godina

3 -15 godina

4 - više od 15 godina

Section 2:

Da li ste tokom studija pohađali nastavu kod izvornog govornika engleskog jezika?

1- Da

2 - Ne

U kojoj mjeri razumijete sadržaj koji se obrađuje na nastavi koju izvodi izvorni govornik engleskog jezika (općenito, od početka studija, do sada)?

1 - Ne razumijem

2 - Manji dio razumijem

3 - Razumijem većinu

4 - Razumijem skoro sve, osim nekih izraza i fraza koje čujem prvi put na nastavi

5 - Razumijem apsolutno sve

Zaokružite SAMO JEDAN od ponuđenih odgovora kako biste ocijenili svoje usmeno izražavanje na nastavi koju izvodi nastavnik koji je izvorni govornik engleskog jezika.

1 - Osjećam strah u tolikoj mjeri da osjećam fizičke manifestacije, kao što su lupanje srca i znojenje prilikom usmenog izražavanja na engleskom jeziku i nikada se samostalno ne javljam.

2 - Osjećam strah od grešaka i mišljenja kolegica i kolega ako pogriješim.

3 - Osjećam manju tremu koja je povezana sa strahom od grešaka i nije mi svejedno šta će moje kolegice i kolege misliti o meni ako pogriješim.

4 - Nemam nikakvu blokadu prilikom usmenog izražavanja na engleskom jeziku, znam da mogu napraviti grešku, ali ne strepim od toga i ne razmišljam mnogo o mišljenju kolegica i kolega.

5 - Osjećam se sigurno i nemam nikakvu tremu prilikom usmenog izražavanja, nije mi važno šta će moje kolegice i kolege misliti ako napravim grešku.

Zaokružite u kojoj mjeri razumijete sadržaj koji se obrađivao na nastavi koju izvodi izvorni govornik engleskog jezika.

1 - Ne razumijem

2 - Manji dio razumijem

3 - Razumijem većinu

4 - Razumijem skoro sve, osim nekih izraza i fraza koje čujem prvi put na nastavi

5 - Razumijem apsolutno sve

Zaokružite SAMO JEDAN od ponuđenih odgovora kako biste ocijenili svoje usmeno izražavanje na nastavi koju izvodi nastavnik koji nije izvorni govornik engleskog jezika.

1 - Osjećam strah u tolikoj mjeri da osjećam fizičke manifestacije, kao što su lupanje srca i znojenje prilikom usmenog izražavanja na engleskom jeziku i nikada se samostalno ne javljam

2 - Osjećam strah od grešaka i mišljenja kolegica i kolega ako pogriješim

3 - Osjećam manju tremu koja je povezana sa strahom od grešaka i nije mi svejedno šta će moje kolegice i kolege misliti o meni ako pogriješim

4 - Nemam nikakvu blokadu prilikom usmenog izražavanja na engleskom jeziku, znam da mogu napraviti grešku, ali ne strepim od toga i ne razmišljam mnogo o mišljenju kolegica i kolega.

5 - Osjećam se sigurno i nemam nikakvu tremu prilikom usmenog izražavanja, nije mi važno šta će moje kolegice i kolege misliti ako napravim grešku.

Prema Vašem mišljenju, da li bi na studiju stranog jezika nastavnici trebali biti izvorni govornici u većem broju (ili svi)?

1 – Da

2 – Ne

Ukoliko je Vaš odgovor u pitanju „NE", ukratko obrazložite (maksimalno pet rečenica).

Prema Vašem mišljenju, koje su prednosti nastavnika koji su izvorni govornici engleskog jezika. Moguće je zaokružiti VIŠE odgovora!

a) Autentičan jezički govornik

b) Autentična fonetika i fonologija

c) Bogat vokabular

Ostalo: _____

Prema Vašem mišljenju, koje su mane nastavnika koji su izvorni govornici engleskog jezika. Moguće je zaokružiti VIŠE odgovora!

a) Fokus na konverzaciji uz malo gramatičkih pojašnjenja

b) Fokus na konverzaciji bez osvrta na gramatička pojašnjenja

Ostalo: _____

Koje su prednosti nastavnika koji nisu izvorni govornici engleskog jezika? Moguće je zaokružiti VIŠE odgovora!

a) Korištenje maternjeg i stranog jezika istovremeno

b) Manji stres kod studenata jer se pitanje uvijek može postaviti na maternjem jeziku

Ostalo: _____

Koje su mane nastavnika koji nisu izvorni govornici engleskog jezika? Moguće je zaokružiti VIŠE odgovora!

a) Ograničen vokabular

b) Fonetika i fonologija

c) Prekomjerna upotreba maternjeg jezika

Ostalo: _____

Da li smatrate da student/studentica engleskog jezika treba da „zvuči" kao izvorni govornik?

1 – Da

2 – Ne

Da li smatrate da se Vaše cjelokupno znanje engleskog jezika u ovom trenutku može ocijeniti kao near-native?

1 – Da

2 – Ne

Ako je Vaš odgovor NE, ukratko objasnite:

_____

Section 3:

Skala anksioznosti prilikom korištenja engleskog jezika u govoru;

Na svaku od ponuđenih tvrdnji zaokružite SAMO JEDAN ODGOVOR

1 – Apsolutno se ne slažem

2 – Ne slažem se

3 – Niti se slažem niti se ne slažem

4 – Slažem se

5 – Potpuno se slažem

1. Osjećam nervozu kada moram da pričam na engleskom.

2. Volim da komuniciram s govornicima engleskog jezika koji ne moraju biti izvorni govornici, ali koji se vrlo dobro izražavaju na engleskom jeziku.

3. Osjećam stid kada se nađem u komunikaciji s govornicima engleskog jezika koji imaju izvorni akcenat ili near – native akcenat, neovisno od varijante enngleskog (američki, britanski, itd.)

4. Osjećam nervozu kada se izražavam na engleskom jeziku pred drugim ljudima, ukoliko oni znaju engleski jezik.

5. Zadovoljan/na sam svojim trenutnim znanjem engleskog jezika (čitanje, pisanje, slušanje, usmeno izražavanje).

6. Smatram da se ne mogu izraziti na engleskom dovoljno dobro kao na bosanskom.

7. Osjećam stid kada nešto pogrešno izgovorim na engleskom jeziku.

8. Osjećam se neugodno ukoliko bilo ko ispravi moje greške tokom usmenog izražavanja.

9. Nisam zadovoljan/zadovoljna sa svojim trenutnim izgovorom engleskog jezika.

10. Mnogo brinem o tome kakvo mišljenje kolegice i kolege, kao i nastavno osoblje, ima u vezi mog izgovora.

11. Ako neko ko nije izvorni govornik engleskog jezika ima near – native akcenat, smatram da je to smiješno („fake" imitiranje).

12. Smatram da osobe koji nisu izvorni govornici engleskog jezika, a koje studiraju engleski, ne mogu imati near – native akecnat.

13. Smatram da osobe koji nisu izvorni govornici engleskog jezika, a koje studiraju engleski, trebaju da imaju near – native akcenat.

14. Brinem da li me kolegice i kolege, kao i nastavno osoblje, mogu razumjeti dok se usmeno izražavam na engleskom jeziku.

15. Smeta mi kada me tokom usmenog izražavanja nastavnik prekine i koriguje.

16. Želim da poboljšam svoj izgovor na engleskom jeziku.

17. Prilikom usmenog izražavanja na engleskom jeziku brinem da li ću sve reći ispravno gramatički.

18. Osjećam se veoma neugodno kada se tokom usmenog izražavanja ne mogu sjetiti riječi.

Section 4:

Pokraj svake navedene tvrtnje zaokružite samo JEDAN odgovor. Ovim tvrdnjama opisujete kvalitet nastavnika koji izvode nastavu na engleskom jeziku, ali nisu izvorni govornici engleskog jezika. Tvrdnje se odnose na nastavno osoblje Odsjeka za anglistiku.

Nastavno osoblje:

1. Čas u potpunosti realizira na engleskom jeziku

2. Čas djelimično realizira na engleskom jeziku (70%)

3. U podjednakom omjeru koristi maternji i engleski jezik (50% - 50 %)

4. U manjem omjeru koristi engleski jezik (manje od 30 %)

5. Ima near – native akcenat

6. Koristi vokabular uz upotrebu standardnih fraza i idioma engleskog jezika

7. Studente koriguje čim se greška uoči (korigovanje studenata pojedinačno)

8. Studente ne koriguje kada se greška uoči, ali objašnjenja se predstavljaju grupi, ne pojedincu

9. Kombinuje maternji i engleski za potrebe objašnjenja (npr. gramatike, kulture, itd.)

Section 5:

Pokraj svake navedene tvrtnje zaokružite samo JEDAN odgovor. Ovim tvrdnjama opisujete kvalitet nastavnika koji izvode nastavu na engleskom jeziku i koji su izvorni govornici engleskog jezika. Tvrdnje se odnose na nastavno osoblje Odsjeka za anglistiku.

Nastavno osoblje:

1. Ima autentičan izgovor i vokabular

2. Fokus je na komunikaciji, a ne na pojašnjavanju jezika

3. Jezik se ne objašnjava putem gramatičkim objašnjenja

4. Koristi vokabular uz upotrebu standardnih fraza i idioma engleskog jezika

5. Studente koriguje čim se greška uoči (korigovanje studenata pojedinačno)

6. Studente ne koriguje kada se greška uoči, ali objašnjenja se predstavljaju grupi, ne pojedincu

7. Pruža više informacija o kulturi zemalja engleskog govornog područja

8. Posvećuje pažnju interakcijama i međuljudskoj komunikaciji

9. Realistično pristupa svim vještinama studenata