Analysis of Korean Students' Preferences for NEST and NNEST Teachers and Learning Goal Orientation

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Abstract: This article examines Korean students' preference for Native English-speaking teachers (NEST) and Non-native English-speaking teachers (NNEST) and examines whether the preference is related to their orientations toward L2 achievement. One hundred twenty Korean secondary students responded to an adapted version of Gardner's Attitude/Motivation Test Battery (AMTB) and a questionnaire asking their preferences for Native/Non-native teachers. The results revealed that Korean students predominantly preferred NESTs over NNESTs. Furthermore, both instrumental and integrative orientation showed a positive correlation with Native teacher preference. However, students who were more integrative-oriented showed a stronger correlation. The findings suggest that NESTs are generally preferred over NNESTs among Korean students while integrative-oriented students are more likely to prefer NEST than that instrumental-oriented students. As reasons revealed from the questionnaire, students desired to become more proficient communicators. Consequently, the study is implicative in English learning education to better understand students' perceptions, as well as native fallacy issues with the global spread of English.

Key words: instrumental-orientation, integrative-orientation, native English-speaking teacher (NEST), non-native English-speaking teacher (NNEST)

1. Introduction

Due to the rapid spread of English as a lingua franca with globalization, non-native speakers of English worldwide outnumber native speakers by far. The number of non-native speakers of English has now reached at least three per native speaker (Crystal, 2003), indicating the increasing demands of English learning in various contexts. As a result, English language teachers are in greater demand (Rao, 2009). While a great proportion of English teachers in the ESL and EFL contexts are non-native speakers (Sun, 2014), there have been deep-rooted beliefs that native speakers of English are ideal teachers and thus have been preferred in English-language education (e.g., Braine, 2010; Clark & Paran, 2007; Sun, 2014). Therefore, it has been a controversial issue for decades regarding native speakers and their deployment in language education (Davies 2004, Kamhi-Stein 2016, Rampton 1990).

Since Phillipson's (1992) seminal work on linguistic imperialism questioned the validity of native speaker models (e.g., Canagarajah, 1999; Kramsch, 1997; Medgyes, 1992), there has been a debate over the relative advantages and disadvantages of native English-speaking teachers (NESTs) and non-native English-speaking

teachers (NNESTs) (e.g., Moussu & Llurda, 2008). Many studies focused on the student's perception and attitudes toward Native and Non-native teachers and identified the strengths and weaknesses of each teacher in English classrooms. While the pros and cons of NEST and NNEST are shared among researchers and even lay people, more research is needed to better understand the reasons for learner preferences. First, most existing studies on NEST/NNEST are conducted in ESL settings in English-speaking countries, which have the greatest resources and funding (Moussu & Llurda, 2008; Walkinshaw & Oanh. 2014). On the contrary that most English language teaching and learning occurs in other countries outside of these countries, and only a few studies have examined EFL students' perceptions of NES instructors (Rao, 2010). Therefore, more consideration needs to be given to Native and Non-native speaking teachers in the EFL setting because the language learning curriculums and opportunities greatly differ depending on contexts.

Second, although learners' preferences may differ based on their learning goals and needs, the lack of explanations makes it difficult for researchers to understand the sources of learner preference. In particular, it is predicted that learners' orientations toward learning and learning goals are crucial factors for their preferences for native or non-native teachers (Kim & Lee, 2019) Thus, it is necessary to examine the relationships between students' orientations to learning and their preferences for native/non-native speaking teachers. Existing studies were conducted separately about those issues thus lacking an apparent explanation of the relationship between them. In addition, based on the result, it can examine the native speaker fallacy (Phillipson, 1992) issue, in which people unconditionally think native speakers make the best teachers.

There is a propensity to favor institutions with native-speaking teachers over those without them in the setting of EFL English education, such as that found in Korea. (Walker et al., 2021). This is because individuals value interactions with native speakers and believe that mastering language skills such as speaking is best achieved through the help of native speakers (Pae, 2017; Yang, 2011). However, since the primary issue of learning English changes to school exams at the secondary school level (Cho, 2004), the preference for NESTs appears to shift to NNESTs who share the same L1 and can teach more complex linguistics rules in their mother tongue. Gillette (1994) asserted that students' orientations strongly influence their learning strategies, and it seems also likely that learners' preference for native or non-native teachers may also change to suit their goals. Therefore, it is noteworthy to examine students' preferences towards teachers and whether learners' preferences are related to their orientations of learning.

2. Literature Review

2.1 Integrative Orientation and Instrumental Orientation

According to Gardner's socio-educational model, second language motivation is "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner, 1985, p. 10). Therefore, language learning can be motivated by instrumental or integrative means (Gardner & Lambert, 1972; Krashen, 1988; Dörnyei, 2001). Gardner et al. (1985) stated that interest in foreign languages can sometimes be characterized as having an integrative orientation toward learning the language, and positive attitudes toward the language community. An integrative attitude, according to Lamb (2012), is a desire to learn a language to integrate oneself more fully into the community of language users. Therefore, learners with an integrative attitude value the culture and interaction with native speakers, emphasizing communicative abilities as a tool for engaging in the community. The instrumental orientation, on the other hand, involves achieving social

recognition or economic rewards through job opportunities and achieving academic requirements (Saville, 2006; Masgoret & Gardner, 2003). Therefore, learners with an instrumental attitude tend to continue studying only up to the point when they achieve the goal. (Allen, 2010).

Although researchers concur that both integrative and instrumental orientations are advantageous in learning languages, some scholars contend that one orientation is more crucial than the other in learning languages (Ahmadi, 2011; Ghanbarpour, 2014). For example, Gardner and Lambert (1972) maintained that integrative orientation is more effective than instrumental orientation since integratively motivated students incorporate their learning incentive into their self-value system, they tend to be more tenacious in their learning. Therefore, they put more effort into their learning and have more success in learning a second language (Wang, 2008). In addition, Rubenfeld et al. (2007) asserted that learning a second language for intrinsic motives is linked to increased motivation levels, a higher likelihood of keeping on with L2 learning, and enhanced speaking and reading proficiency. Similarly, Engin (2009) studied motivation for learning a foreign language with a class of 44 students in Turkey and found that second language learners were more likely to succeed with "integrative motivation" than with "instrumental motivation".

From another perspective, instrumental motivation is meaningful for the learners who have limited access to the L2 culture, or foreign language settings. For example, Dornyei (1990), investigated the components of motivation in foreign-language learning from 134 English learners in Hungary. The result showed that instrumental motivation and the need for achievement play a major role in mastering intermediate language proficiency, while integrative motivation plays a key role in wanting to advance beyond this level. Therefore, he proposed that instrumental motivation may be more important for foreign language learners than integrative motivation in the early stage of learning because due to the students' limited opportunities to interact with the target native group. In addition, Kitjaroonchai (2013) examined the motivation of 266 Thailand secondary and high school students to learn English. From the finding, instrumental orientation was slightly more effective than integrative orientation in academic achievement.

2.2 NEST/NNESTs and Their Strengths and Weaknesses

According to Bloomfield (1933), a native speaker is one who learned to speak the language as their first language. Native speakers of a language have specific qualities, including inherent grammatical knowledge, genuine accents, creativity in language use, affiliation with a language community, and the capacity to talk fluently and spontaneously in a variety of social contexts (Davies, 1991; Cook, 1999; Medgyes, 1992). Non-native speakers, on the other hand, are generally regarded as those who have little access to or lack many of the properties of native speakers and are therefore seen as the opposite of native speakers (Davies, 2004).

The two basic ways for addressing the NNEST problem are the dominance method and the difference approaches. According to the dominance strategy based on the "deficient linguistics" paradigm, NNESTs are seen as linguistically inferior to NESTs. In contrast, the alternative approach emphasizes that both NNESTs and NESTs can be successful instructors regardless of their linguistic backgrounds (Medgyes, 1992). Therefore, a number of scholars have questioned whether NESTs are "intrinsically better qualified" (Phillipson, 1992, p. 194) than non-NESTS (e.g., Kramsch, 1997; Medgyes, 1992) and found distinct competencies between NESTs and NNESTs in teaching language. Generally, it is perceived that NNESTs were good at teaching literacy skills and grammar, as well as answering students' questions, while NESTs were good at teaching oral skills, vocabulary, and culture.

In previous research, Sun (2014) conducted interviews with 25 secondary school students in Hong Kong to evaluate the advantages and disadvantages of NNESTs and NESTs. The results indicated that NESTs were praised for their use of interactive approaches and their accurate pronunciation while grammar instruction and exam skills were viewed as their weaknesses. In contrast, students said the NNESTs were good at teaching grammar and exam-taking techniques, but they thought they had teacher-centered teaching approaches and incorrect pronunciation. In a different study, Ma (2012) investigated how NNESTs, and NESTs were perceived in Hong Kong in order to determine their advantages and disadvantages. It found that NNESTs and NESTs were seen as having different qualities. In detail, NNESTs were seen to have strong pedagogical strengths but linguistic weaknesses. By contrast, NESTs are perceived to have strong linguistic competency but pedagogical weaknesses.

Likewise, Pae (2017) showed that NESTs outperformed their NNEST counterparts in terms of pronunciation, vocabulary, idiomatic expressions, and Western cultures, whereas NNESTs were found to have a better understanding of grammar, teaching methods, and regional educational systems and cultures. This seems to align well with Yang's (2011) findings that students prefer NESTs or NNESTs for some specific skills. NESTs were preferred by students to learn pronunciation, listening, speaking, and the cultures and customs of English-speaking countries while students believed that NNESTs were helpful for learning grammar, writing, and test-taking strategies. There was no particular preference for teachers for developing vocabulary and reading skills. To summarize, NESTs and NNESTs are perceived to have complementary strengths and weaknesses, and there are similarities in patterns of NEST and NNESTs' relative advantages and disadvantages across students.

2.3 Orientations and Preferences toward NESTs and NNESTs

The grammar-translation method has traditionally been heavily emphasized in English training in EFL contexts. As a result, many EFL learners still find it challenging to communicate with native English speakers despite the time and effort they have put into studying the language. According to Chang (2004), Korean teaching methods still do not meet students' desires for a more communicative approach, which is what a native English-speaking teacher typically provides. Given the emphasis on oral communicative ability in foreign language instruction, the notion is pervasive that native teachers are linguistic models for their students. (Kramsch, 1997).

According to Pae's (2017) study, Korean students value learning English more in terms of practical application and intrinsic value when studying with NESTs. This intrinsic value or integrative motivation, Yashima (200) states, involves more than adapting to another culture, but rather contains a strong interest in international affairs, a willingness to study or work abroad, an attitude of non-ethnocentricity toward different cultures, and an ability to interact with intercultural partners. Zhou (2008) states that students who have integrative motivation will actively seek out opportunities to learn about the target language, culture, and people and will perform better in L2 classes, which means there are more likely to value contact with native-speaking teachers. In line with this, speaking skills are closely related to the reason as to students prefer NESTs and value the cultures of English-speaking countries, which they believed demerits of learning from NNESTs. According to Meadows and Muramatsu (2007), L2 learners who desire to have fluency prone to favor NS teachers over NNS teachers than learners with low intention to be fluent in the target language. However, students who appreciate NNS teachers values their grammatical knowledge and test skills. This implies every student considers each teacher's strengths and weakness and try to apply those benefits to learning depending on their orientation of L2 attainment.

In some previous research, students were found to favor native English-speaking teachers (NEST) over non-native English-speaking teachers (NNEST) as their English teachers. For instance, according to research by Kelch and Santana-Williamson (2002), university ESL students' perceptions of whether a teacher has a native or non-native English accent significantly affected how they felt about such teachers. Similarly, Lasagabaster and Sierra (2005) conducted research on Spanish university students and found that more than half of students (60.6%) preferred NESTs while around one-third (35.5%) did not have a clear preference.

Other studies, on the other hand, show no overwhelming favor for one type of teacher over another. To examine the common belief that students prefer NESTs, Moussu (2002) examined 84 university ESL students of diverse nationalities enrolled in an intensive English program with 4 NNESTs at a US university. It found that more than half of them held positive perceptions of their NNESTs. By ethnicities, however, the initial perception of Korean and Chinese students toward NNESTs was more negative. Likewise, Moussu and Braine (2006) found that Korean students out of six different language groups in their study had the most negativity toward NNESTs and the least respect and admiration toward them.

In another study by Mahboob (2004), he studied University ESL students in the USA, however, students did not clearly prefer either NESTs or NNESTs; rather, they believed that both NESTs and NNESTs possess unique characteristics. A study of 177 university-level EFL students by Park (2009) also discovered that while there were no overall differences in students' perceptions of a preferred model of EFL teacher between NESTs and NNESTs, Korean EFL students preferred to learn the areas of pronunciation, culture, and communication from NESTs. These college students considered a hybrid of NESTs and NNESTs to be the best EFL teaching strategy. Similarly, Chun's (2014) findings revealed that Korean students did not partially favor one teacher type over the other, but rather saw both teachers have their own strengths and weaknesses.

The above studies may provide insight into how perception towards NEST/NNESTs among students as well as instrumental motivation and integrative orientation have been researched in learning English for years. Overall, inconsistent results regarding students' preference for NESTs and NNESTs have been reported depending on their learning orientations and ethnicities. Although most students do not appear to hold a negative attitude towards their NESTs or NNESTs (Moussu & Llurda, 2008), NESTs preference over NNESTs has been shown to be widespread whereas NNEST preference over NESTs has not been observed much.

However, while a number of studies have been conducted on the relationship between motivation and language proficiency, little is known about the impact of orientation on L2 learners' preference between native and non-native teachers. As a result, based on the theoretical constructs of integrative and instrumental orientation, as proposed by Gardner (1985), this study investigates the general preference toward Native/Non-native English-speaking teachers (NEST/NNEST) among Korean secondary students and its relation to their motivational orientation in learning English. Therefore, the research questions are as follows:

RQ 1. Which type of teachers (NEST/NNEST) are more likely to be preferred among Korean students?

RQ 2. Is there any relationship between students' L2 orientation (Instrumental/Integrative) and teacher preference (NEST/NNEST)?

3. Method

3.1 Participants

One hundred twenty Korean Secondary students from fourteen to sixteen years old took part in this study.

They are the students who attend a private English institution to study English further besides the regular school curriculum. They take classes under both native teachers and non-native teachers. Participants spend 6 hours a week in English conversation and test preparation such as the TOEFL with teachers who are native English speakers, and 3 hours a week in grammar instruction or school exam or test preparation such as the TEPS (Korean version of the English test). Their length of studying English ranged from 3 years to 10 years, about 60% of the students have studied English for 7-10 years, which means they have been learning English since preschool. About 57% were male and 43 % were female students (male = 68, female = 52).

3.2 Research Instrument

The questionnaire was used in this study, which consists of two parts. Questionnaire part 1 consists of items gauging motivational orientation. The created material is from Ratanawalee Wimolmas's (2012) earlier research, which adapted Gardner's (1960) Attitude/Motivation Test Battery (AMI). However, to maximize the range of responses from students, each questionnaire item was created using a 7-point Likert scale, from "Very strongly disagree" (1) to "Very strongly agree" (7). (Appendix 1) The questionnaire has 20 questions. Odd number items out of 20 questions are related to integrative motivation whereas the even numbers are related to instrumental motivation. Questionnaire part 2 consists of open questions about their preference between NESTs and NNESTs and the reason why they prefer a specific type of teacher. The students freely responded either in English or Korean to why they preferred a specific type of teacher. Lastly, the background information about the learning experience of English was surveyed.

3.3 Procedures

A survey was distributed to students, and they were instructed to respond to the questions as honestly and as they could. Since the questionnaire was created in English, an instructor helped them translate each item in the questionnaire to make sure they understood the items correctly.

3.4 Data Analysis

The 7-point Likert-scale responses of the individuals were calculated by instrumental orientation and integrative orientation items independently. The calculated total scores were compared to determine the type of orientations for learning. After then, the link between two nominal variables of orientation types (Instrumental/Integrative) and teacher preference (NEST/NNEST) was examined by using the crosstabulation analysis in SPSS.

4. RESULTS

First, the frequency table is created to see the percentage and frequencies of each nomination value of the data. The result is listed in Table 1. As can be seen in Table 1, the frequency of Instrumental oriented students is 68, taking up 56.7% while the frequency of Integrative oriented students is 52, taking up 43.3% of all.

Table 1　Frequency Table of Orientation

Type	Frequency	Percent
Instrumental	68	56.7
Integrative	52	43.3
Total	120	100

Next, each number for NNEST and NEST is 24 (20%) and 96 (80%) as indicated in Table 2. The number of instrumental-oriented students is more than that of integrative-oriented students. Furthermore, the number of NEST preferences is much higher than that of NNEST preferences.

Table 2 Frequency Table of NNEST/NEST Preference

Preference	Frequency	Percent
NNEST	24	20
NEST	96	80
Total	120	100

Next, using a cross-tabulation analysis, which is a tool used to analyze categorical (nominal measurement scale) data, the relationship between orientation types and preferences for NEST/NNEST was further examined. Table 3 displays the distribution of students' preferences for teachers across instrumental and integrative orientations.

Table 3 Preference * Type Crosstabulation

			Preference		
			NNEST	NEST	Total
Orientation	Instrumental	Count	20	48	68
		% within Orientation	29.4%	70.6%	100.0%
		% within Preference	83.3%	50.0%	56.7%
		% of Total	16.7%	40.0%	56.7%
	Integrative	Count	4	48	52
		% within Orientation	7.7%	92.3%	100.0%
		% within Preference	16.7%	50.0%	43.3%
		% of Total	3.3%	40.0%	43.3%
TOTAL		Count	24	96	120
		% within Orientation	20.0%	80.0%	100.0%
		% within Preference	100.0%	100.0%	100.0%
		% of Total	20.0%	80.0%	100.0%

In Table 3, NNEST preference is 29.4% and NEST preference is 70.6% within instrumental orientation. According to integrative orientation, NEST accounts for 7.7%, whereas NEST preference accounts for 92.3%. This shows that students with either instrumental or integrative orientations strongly preferred NEST. The integrative-oriented group, however, preferred NEST more. Next, the chi-square test was conducted to see if the cross-analysis was significant. As a result of the chi-square test, the value of Pearson's chi-square was 8.688 with a significant probability of $p = 0.05$. A p-value that is smaller than the significance level suggests that there are significant differences in the orientation type and students' preferences for NEST/NNESTs. In other words, there is a significant difference in teacher type preferences depending on motivational types. Additionally, Figure 1 illustrates the results in a bar chart.
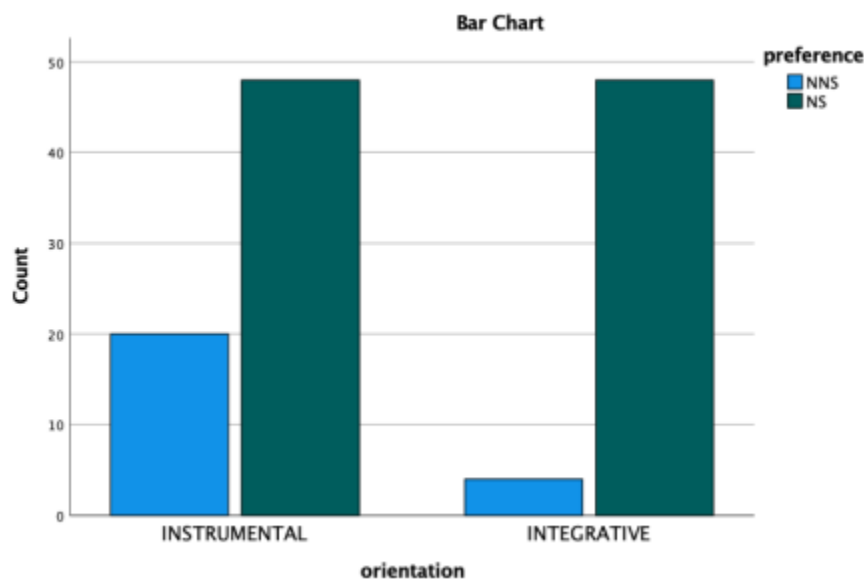
Figure 1   Bar Chart of PREFERENCE * TYPE

Lastly, the questionnaire asking students' reasons as to why they prefer a specific teacher over another shows the general perception that students have toward NESTs and NNESTs. Students who answered they preferred NEST over NNEST were 96 out of 120 and they predominantly mentioned the benefits of increasing communication skills as their reason for preferring NEST. To be specific, out of 96 students, 88 students reasoned communication skills for preferring NESTs. Such communication contains pronunciation, listening, and speaking skills. For example, one student wrote, "I can learn more English expressions and become accustomed to their accent and pronunciation from a native speaker." Other explanations are similar to this as they mentioned learning from native-speaking teachers helps them increase their speaking skills and pronunciation. One student even strongly insisted that language education should be provided by persons who speak the language as their mother tongue because native speakers are better at teaching pronunciation, expression, and other language skills than non-native speakers. Other explanations included getting to know cultural information, and individual preferences (e.g., learning from a native speaker is more enjoyable).

In contrast, 24 out of 120 students said that they preferred NNEST to NEST, and the majority of them cited the efficiency of communication in the language classroom. Teachers shared the same language with them, so they were able to communicate well with them and ask questions comfortably. Other reasons mentioned that they could also benefit from non-native teachers' grammatical knowledge, which could improve their accuracy and help them prepare for English tests.

4. DISCUSSION AND CONCLUSION

This study's main objective was to investigate how L2 students generally feel about native and non-native speakers, as well as the connection between preferences for those teachers and orientations toward L2 achievement. The results indicate that Korean students appear to prefer native-speaking teachers in L2 acquisition by a significant margin.

This result is inconsistent with some findings conducted in the Korean context (e.g., Park, 2009; Chun, 2014),

in which Korean students did not favor one teacher type over the other, but rather saw both teachers have their own strengths and weaknesses. However, the result that students preferred NESTs over NNESTs predominantly shows students somewhat recognize native-speaking teachers as a model of the language spoken, thus believing them more competent. The result, thus, appears to have the "native speaker fallacy" (Phillipson, 1992) still dominantly in the EFL context, which considers an ideal English instructor is a native speaker as they can give students a more accurate representation of the language.

In the following, there was a positive correlation between native-speaking teacher preference and the instrumental and integrative orientation groups. This relationship was stronger in integrative-oriented groups than in instrumental-oriented groups. The possible reason could be that integrative-oriented students value contact with native speakers more in that they can learn the cultural knowledge of English countries, improve their communicative fluency, and the sentiment of assimilating themselves into the target community (Zhou, 2008). In line with this, the improvement in communication skills was mostly cited by students as the reason they preferred NESTs over NNESTs. In their explanations, the students noted that they could improve their speaking and listening skills and learn the correct pronunciation. Similar to this, those who favored NNESTs over NESTs mostly mentioned communication reasons for their preference. The students explained that when the teacher spoke their mother tongue, they could communicate and comprehend more effectively. This seems to conform to those of earlier studies on the strengths and weaknesses of NESTs and NNESTs (Cheung & Braine, 2007; Ma, 2012; Mahboob, 2004). Medgyes (1994) delivered that NNESTs' strengths are teaching learning strategies effectively, being empathic to the needs and problems of their learners, providing information about the English language, anticipating language difficulties, and sharing their students' mother tongues. It appears ironic because while some students believed that learning L2 in their mother tongues was advantageous, others did not find it a useful strategy for enhancing their language skills.

However, the current study's findings are limited to being generalized. Compared to most Korean students' learning contexts where they have rare contact with native-English speakers, the participants in this study have constant contact with native-English speakers, which may influence students' perceptions as they have to use English for both means of academic success and communication. They are likely to value English highly as a communication tool. According to Moussu (2010), factors such as teacher-student contact time, students' native language, and teachers' countries of origin significantly influenced students' attitudes toward NESTs and non-NESTs. In this sense, students who had been taught by NNESTs previously had more positive attitudes toward NNESTs than students who had been taught by NESTs. Therefore, further research is needed in different circumstances where students have limited contact with native speakers. Furthermore, one research found that Asian students preferred native-speaking teachers to non-native-speaking teachers more than European students did (Moussu, 2002). It appears that perceptions of NESTs can be influenced by ethnic backgrounds. Therefore, students' preferences toward NESTs and NNESTs should be elaborated on ethnic issues.

Lastly, given that the perceived advantages and disadvantages of NESTs and NNESTs are largely complementary, our English education community can benefit from complementing classes from both NEST and NNEST. Moreover, when multilingual NNESTs are fluent in both target and source languages, their value can be crucial for English learners because they can possess combined perceived advantages of NESTs and NNESTs. They are capable of code-switching when teaching complex topics, and they understand the complexity of second language learning, thus having their pedagogical competencies, with their own experience as second language learners (Ellis, 2002). In this regard, NNESTs' self-esteem and professional confidence, and their reputation in the

English language teaching profession should be enhanced (Braine, 2010). In contrast, monolingual NESTs may appear limited in the learning process due to their lack of experience learning a second language.

The results of this study have a significant effect on language education, classroom, and language policy. Education officials and administrators can reorganize the practical language curriculum that reflects students' needs and tastes by considering student orientation and may make the most of each teacher's qualities and skills to provide an effective language learning environment. As a final note, this study hopes to raise awareness about the indiscriminate "native fallacy" problem associated with NEST.

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Appendix A

Name: _____

Questionnaire

Part 1

In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 7. Please do not leave out any items.

Very strongly disagree	strongly disagree	disagree	Neither agree or disagree	agree	strongly agree	Very strongly agree
1	2	3	4	5	6	7

1	I mainly focus on using English for class assignment and the exams.	1	2	3	4	5	6	7
2	Studying English enables me to understand English books, movies, pop music etc.	1	2	3	4	5	6	7
3	I simply quote the textbooks and do not really communicate myself when speaking or writing in class.	1	2	3	4	5	6	7
4	Studying English enables me to better understand and appreciate the ways of life of native English speakers.	1	2	3	4	5	6	7
5	I am interested in reading only English textbooks for my university study, but not other English texts e.g newspapers, magazines.	1	2	3	4	5	6	7
6	Studying English enables me to keep in touch with foreign acquaintances.	1	2	3	4	5	6	7
7	I am more interested in earning a university degree and a good job than learning English language itself.	1	2	3	4	5	6	7
8	Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.	1	2	3	4	5	6	7
9	I am more interested in furthering my higher education than learning English language itself.	1	2	3	4	5	6	7
10	Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.	1	2	3	4	5	6	7
11	Learning English is important for travelling abroad.	1	2	3	4	5	6	7
12	Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.	1	2	3	4	5	6	7
13	Learning English is important for making me a knowledgeable and skillful person.	1	2	3	4	5	6	7
14	Studying English enables me to behave like native English speakers: e.g accent, using English expressions.	1	2	3	4	5	6	7
15	Learning English is important for making me an educated person.	1	2	3	4	5	6	7
16	Studying English enables me to appreciate English arts and literature.	1	2	3	4	5	6	7
17	Being proficient in English can lead to more success and achievements in life.	1	2	3	4	5	6	7
18	Studying English helps me to be an open- minded, and sociable person like English speaking people.	1	2	3	4	5	6	7
19	Being proficient in English makes other people respect me.	1	2	3	4	5	6	7
20	I am determined to study English as best as I can to achieve maximum proficiency.	1	2	3	4	5	6	7

Part 2

Background Information

1) Which type of teachers (NS, NNS) do you prefer more? _____

2) Why do you think so? _____

Thank you for your response