



**ATTITUDES OF THAI UNDERGRADUATE STUDENTS
TOWARD NON-NATIVE ENGLISH TEACHERS**

BY

KUNNATHEE THUNNAYOK

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**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY**

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ENTITLED
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NON-NATIVE ENGLISH TEACHERS

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ABSTRACT

The number of native English teachers is not enough for the needs of ESL and EFL students. Learning English with non-native English teachers is the alternative way for ESL and EFL students, including Thai students. This study aims to explore the attitude of Thai undergraduate students toward non-native English teachers in the four skills; listening, speaking, reading, and writing that lead to positive or negative attitudes and also investigate the correlation between English grade and the attitudes of Thai undergraduate students toward non-native English teachers. The thirty questionnaires were distributed to the fourth year students in English major, the Faculty of Education at Phranakhon Si Ayutthaya Rajabhat University and ten participants were interviewed to ask their in-depth opinions. The data collected from the respondents for the questionnaires, was analyzed by using descriptive statistics: mean, S.D, and percentage. For the interviews, was analyzed by the researcher to study in-depth of their attitudes. The key findings of this study showed that on average, students held positive attitudes toward non-native English speaking teachers based on four skills of English: listening, speaking, reading, and writing. Moreover, the respondents which have the high average English grade also give the high mean score of attitudes. The respondents which have the low average English grade also give the low mean score of attitudes.

Keywords: *Attitudes, Undergraduate students, Non-native English teachers*

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CHAPTER ONE

INTRODUCTION

This Chapter contains (1) the background of the study, (2) statement of problem, (3) research objective, (4) research questions, (5) definitions of terms, (6) scope of the study, (7) significance of the study, and (8) organization of the study.

1.1 BACKGROUND

Nowadays English is widely recognized as an international language. There are now many countries in the world which use English language. Some people use English as their first language and some people use English as their second language. Therefore, English is in the role of a bridge language to make communication possible between people in different mother tongue languages. As a result, English has become the important thing which connects every country in the world.

At the present time, people communicate with an international language. One of the most popular languages in the world is English. Kachru (1985) provided a model which divided English performed in different parts of the world into three groups or circles. Native English speakers are from the Inner Circle countries which includes such as The United States, The United Kingdom, Australia, New Zealand, and Canada (Kachru, 1985). The majority of people who are born and educated in these countries learn English as their first language or mother tongue. The teachers who come from the inner circle countries are native English speakers. In the field of theoretical linguistics, the native speaker is the authority of the grammar of his or her native language (Chomsky, 1965) who knows what the language is and what the language isn't. Non-native English speakers are from the outer circle countries, for example, India, the Philippines, Singapore, Ghana, etc. In these countries, the majority of people acquire English as an additional language. Although they have a nativized variety of English as

their first language, English in the Outer Circle has an official status in the country and is used for important functions. A majority of English teachers can be considered non-native English speakers and a proportional number of NNEs would be teaching English in all parts of the world. In addition, expanding circle countries include a lot of countries in the world such as Brazil, China, Japan, Thailand, etc. English does not have the important role as in Inner and Outer Circle countries. However, it is taught as the most popular foreign language and widely seen in the ads, stores, brand names, and attractive places for travelling.

As we know, the authority of the native English speakers is more accepted because of the value of the society. (Moussu and Braine, 2006) We think that the native English speakers must use English correctly. For example, In Thailand, there are many tutorial courses which are promoted that are conducted by native English teachers. This phenomenon showed that many people might not open-minded to accept the role of non-native English teachers. Therefore, in recently years there are a lot of studies to investigate and solve this problem.

In previous research, Walkinshaw and Hoang Oanh (2014) explored the student perceptions in Vietnam and Japan about Native and Non-native English language teachers. The study revealed that students viewed native English teachers as a model of pronunciation and correct language use while non-native English teachers were perceived as good teachers of grammar. Students found that the relationship with non-native English teachers is easier because they have similar culture. The study explored subjects from the expanding circle countries in which students are EFL learners the same as Thailand.

Khuanmuang (2013) surveyed the students' attitudes toward non-native English teachers from 80 Thai undergraduate students from Assumption University in Bangkok, Thailand by using the questionnaires. The study found that most students held the positive attitudes toward non-native English teachers from the ASEAN community based on several factors: students' background and their views toward the teachers'

performances in the aspect of communication effectiveness, teaching strategies, and the relationship between teachers and students.

The previous studies suggested that non-native English teachers now become the important role in the world and also in Thai education. Since Thailand has participated in the ASEAN community; a lot of Filipino teachers come to teach English as non-native English teachers. Phranakhon Si Ayutthaya Rajabhat University is a famous university in Ayutthaya province. Students who study in the English major of this university have the opportunity to study in English with both native and non-native English teachers. Regarding the NNESTs who teach in this university, most of them come from the Philippines. Moreover, some Thai students told that Filipino have the pronunciation which difficult to understand.

Given the above, the researcher, as a non-native English teacher in Thailand where non-native English teachers tend to have an important role, surveyed and interviewed subjects about the attitude of Thai undergraduate students toward non-native English teachers and the factors that lead to positive or negative attitudes of Thai undergraduate students when taught by non-native English speaking teachers. Therefore, this study is very important to reveal the results of the attitude of Thai undergraduate students toward non-native English teachers.

1.2 STATEMENT OF PROBLEM

The number of native English teachers is not enough for the needs of ESL and EFL students. Learning English with non-native English teachers is the alternative way for ESL and EFL students, including Thai students. However, over the past few years, issues relating to non-native English speaking teachers (NNESTs) have been increasing in the field of teaching English language (Moussu and Braine, 2006). The problem which happens in this phenomenon is somebody thinks that non-native English speakers are not accepted to teach in Thailand because they may not have good pronunciation, or ability to

communicate with Thai students. Therefore, these can lead Thai students may hold the positive or negative toward non-native English teachers.

1.3 OBJECTIVES OF THE STUDY

The objectives of this study are the following:

1.3.1 To explore Thai undergraduate students' attitudes toward the learning of English with non-native English speaking teachers.

1.3.2 To investigate the correlation between grades received in English courses by Thai undergraduate students and the students' attitudes toward non-native English teachers

1.4 RESEARCH QUESTIONS

1.4.1 What are the attitudes of Thai undergraduate students toward non-native English teachers?

1.4.2 What is the correlation between grades received in English courses by Thai undergraduate students and the students' attitudes toward non-native English teachers?

1.5 DEFINITION OF TERMS

The definition of the terms of this study is as follows:

1.5.1 *Attitudes* refer to opinions and perceptions that one has favorable or unfavorable evaluative reaction toward objects, persons or events.

1.5.2 *Undergraduate students* refer to Thai students who are studying for a bachelor's degree in the fourth year of English major, Faculty of Education, at Phranakhon Si Ayutthaya Rajabhat University in Ayutthaya, Thailand

1.5.3 *Non-native English teachers* refer to the teachers who are teaching English as a foreign language and whose mother tongue is not English. In this study, Non-native English teachers cover the teachers who come from The Philippines, Ghana, and Thailand.

1.6 SCOPE OF THE STUDY

The study was limited to 30 Thai undergraduate students from the fourth year in English major, the Faculty of Education who registered in the second semester of the 2015 academic year at Phranakhon Si Ayutthaya Rajabhat University. However, the study has the potential for generalization to other group of Thai students who learn English as a foreign language countrywide.

1.7 SIGNIFICANCE OF THE STUDY

This study of Attitudes of Thai Undergraduate Students toward Non-native English Teachers is significant because:

1.7.1 English language teachers in Thailand may gain another perspective on Thai students' attitudes toward their English language teachers and then can improve their teaching English methodology.

1.7.2 It may benefit educational policy makers in Thailand in designing English language acquisition courses to become more multi-cultural.

1.7.3 It may serve as a guideline for educational institutions in Thailand in regard to employing English language teachers, especially non-native speakers.

1.7.4 Thai students will have awareness of a variety of English as world Englishes.

1.8 ORGANIZATION OF THE STUDY

The survey of *Attitudes of Thai undergraduate students toward communication skill and teaching behavior of Non-native English teachers* is divided into five parts.

The first Chapter contains the background of the study, research questions, research objective, definition of term, scope of the study, significance of the study, and organization of the study. The second chapter includes a review of literature. The third chapter explains the research methodology of the study. The fourth chapter describes the findings of the study. Finally, the summary of the findings, conclusion, and recommendations for further study are provided in the fifth chapter. An appendix providing the questionnaire used to gather data for this study is the last part of this research paper.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviews the literature in six main areas: (1) Attitudinal theory (2) Attitudes toward learning English (3) Native and non-native English teachers (4) Communication skill (5) Teaching style and (6) previous related studies.

2.1 ATTITUDINAL THEORY

Attitudes have been considered a key concept of social psychology. Many years ago, Gordon Allport (1954) noted that this concept is probably the most outstanding and necessary concept in American social psychology. The concept of attitudes has been studied for many decades. The initial concept of attitudes was widespread by Gordon Allport. Moreover, his definition and concept of attitudes is widely cited in many modern texts. The key concept of Allport's definition was that an attitude is a state of readiness that exerts a dynamic influence upon an individual's response. His definition related to psychological states where a person has some readiness to respond. In addition, when people have an attitude to the objects or something, people will respond in the degree of positive or negative. Moreover, these attitudes cover cognitive, affective, and behavioral components. Oskamp (1977) claimed that attitude is important to study because attitude is one of the most powerful factors to form behavior both in long and short term. A various set of behaviors can be determined by a single attitude. Moreover, attitudes let us know the reflection which people express to the society.

2.1.1 Definitions of Attitudes

In the field of social psychology, the term of attitude has come to mean a “posture of the mind”, rather than of the body (Oskamp,1977). There are many definitions of attitudes noteworthy for psychologist and sociologists.

Allport (1935) defined “an attitude as a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related“ (p.810). According to Allport, his key concept is readiness for response. It is a preparation for behavior, motivation to respond in a particular way to the attitude object.

Bem (1970) simply suggested that “attitudes are like and dislike” (p.14). Similarly, Eagly and Chaiken (1993) in their illustrious textbook claimed that “attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (p.1). This definition seems to emphasis evaluation.

Fishbein and Ajzen (1975) viewed that “an attitude is a learned predisposition to response in a consistently favorable or unfavorable manner with respect to a given object (p.6). This definition seems to emphasis learning and consistency.

Indeed, there are several concepts of attitude. Although they tend to have the same direction, there is not yet an ideal definition of attitude.

2.1.2 Components of Attitude

Oskamp and Schultz (2005) explained that attitude is established by three components; affective, behavioral, and cognitive –the ABC model of attitudes. To illustrate, these are the example of person's attitude about riding a motorcycle.

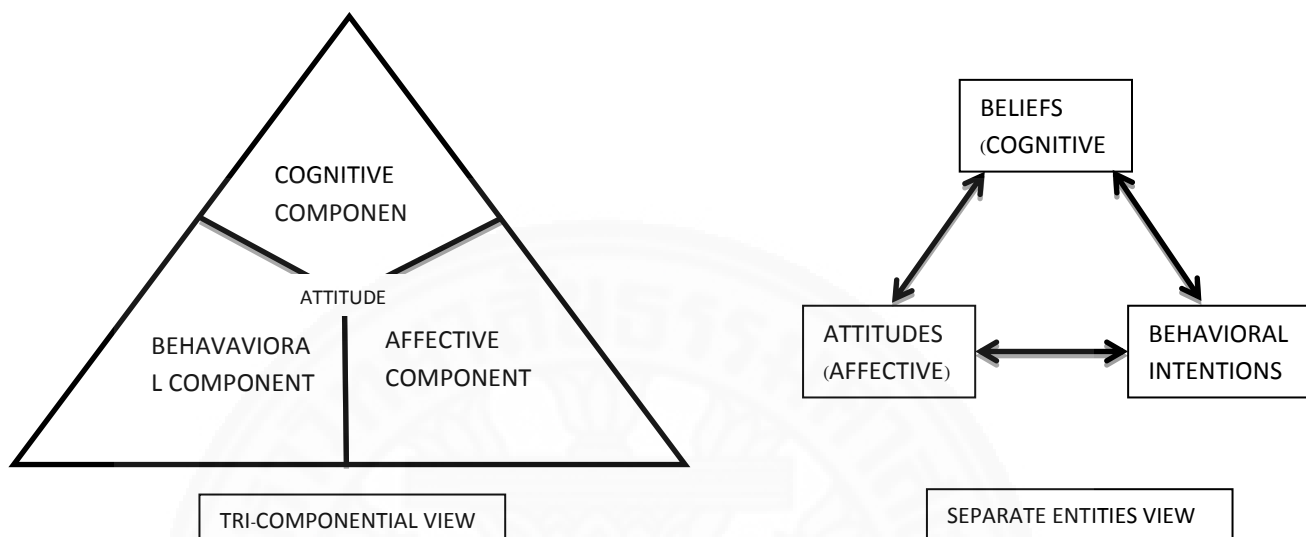


Figure1: Two viewpoints on components of attitudes.

- A. An affective (emotional) component. This refers to the feelings and emotions one has toward the object. For instance,
 - “Riding a motorcycle is fun.”
 - “Riding a motorcycle is exciting.”
- B. A behavioral component. Consisting of one’s action tendencies toward the object.
 - For example,
 - “I ride motorcycles every chance I get.”
 - “If I had the money, I would buy a motorcycle.”
- C. A cognitive component. Consisting of the ideas and beliefs that one has about the attitude object. For example,
 - “Motorcycles are fast.”
 - “Riding a motorcycle instead of a car saves gas.”

Producing an attitude, all components of attitude must be relevant. The model serves as an organizing framework which cycle to form the system. The person who would like to produce the attitude may come from his or her feeling, behavior, or mind. Moreover, the attitude that forming by cognitive component may be express in a person's behavior or emotion because they are in relationship.

2.2 ATTITUDES TOWARD LEARNING ENGLISH

Attitudes can influence the student's behavior in learning English. Compared between students who have the positive attitude to learn English and those with negative attitudes toward English, the students with positive attitude tend to achieve greater results in learning the language (Dornyei and Skehan, 2003). In addition, Lightbown and Spada (1999) claimed that learners can obtain both positive and negative feelings when learning a language. Furthermore, there are many causes to produce these feelings; for example, social status, as members of a minority group may possesses different attitudes toward learning the language of a majority. In addition, attitudes are also the key to the success or failure of learners.

Tsuda (2003) investigated the attitudes toward English language learning in higher education in Japan. Japanese students are categorized as similar to Thai students; that is, they are EFL learners (English as a Foreign Language). The questionnaire results showed that two thirds of A and B group students did not like to study English because they had not had much feeling of success in their learning experience. However, many students who were interested in speaking with people overseas and did not have any hostile feeling toward English or English speaking countries improved their English skills and could communicate English. It is better to learn English with not worry about the mistakes. The study supports the importance of raising awareness that English is widely used by non-native speakers.

Furthermore, World Englishes are the localised varieties of English spoken in different parts of the world. World Englishes are the variety of English that is used as a bridge language between people who do not share a first language. According to Kachru's circles, we also use Englishes across the three circles. He suggested that it makes English plural so that one English becomes many Englishes. Another is world Englishes do not suggest that one variety is any better, linguistically speaking, than any other. The spread of English has resulted in the development of many Englishes and not the transplanting of one model to other countries: "English now has multicultural identities" (Kachru, Kachru and Nelson, 2009)

Nowadays, learning English in Thailand is broadly. We accepted the variety of English such as American English, British English, Philippine English, Singlish, and Tenglish (Thai and English). Saengboon (2015) investigated the perceptions of Thai university students towards World Englishes (WEs). 198 students from three universities in Bangkok were administered a questionnaire inquiring about definitions of WEs, Kachru's concentric circles, the concepts of standard and ownership of English, the role of native and non-native English speaking teachers. The results showed that the majority of the respondents still admired American and British English as most desirable. However, they did not mind whether Thais may speak English with the Thai accent.

2.3 THE ROLES OF WORLD ENGLISHES

Baraj Kachru (1986) claimed that an estimated three-quarters of ESL (English as a second language) and EFL (English as a foreign language) teachers worldwide are non-native English speakers. Kachru (1985) provided a model which divided English performed in different parts of the world into three groups or circles, according to the types of spread, the function of English found in each country and the patterns of acquisition. In the Inner Circle, which includes such countries as the United States, the United Kingdom, Australia, New Zealand and Canada, English is used as the principal language of the society. The majority of people who are born and educated in these

countries learn English as their first language or mother tongue. Although they speak other languages, English is still the strongest language in their lives. The teachers who come from the Inner circle countries are native English speakers.

Moreover, English plays an outstanding role in the Outer Circle, former colonies of the Inner Circle countries, such as India, the Philippines, Singapore, Ghana, etc. In these countries, the majority of people acquire English as an additional language. Although they have nativized their variety of English as their first language, English in the Outer Circle has an official status in the country and is used for important functions, unlike Inner Circle countries, where people communicate through English in almost all events. In Outer circle countries may use English with another main language. For example, Singaporean use English and Chinese to communicate. Many Indians use English and Hindi to communicate. The teachers who come from Outer Circle countries are non-native English speakers. They are also regarded as ESL teachers. (English as a Second Language).

In the Expanding Circle, including a lot of countries in the world such as Brazil, China, Japan, Thailand, etcetera, English does not have the important role it does in Inner and Outer Circle countries. However, it is taught as the most popular foreign language, and widely seen in advertisements, stores, brand names, and attractive places for travelling. The teachers in these countries are also non-native English speakers. They are considered as EFL teachers (English as a Foreign Language).

According to Kachru's concept, native English speakers are from only five countries in the world. Worldometers, on an updated world population website in 2016, estimated native English speakers are around 457 million. The world population is around 7.4 billion. So the ratio of native English speakers is estimated at only 6% in the world. That means the majority of English language teachers worldwide are non-native English speakers.

Numerous previous studies suggested that non-native English teachers now become the important role in Thai education. Institutions teaching English language, such as Thai secondary schools and Thai Universities, are now accepting both native and non-native English teachers because the Thai Ministry of Education and Office of Higher Education Commission (OHEC) have policies to enhance the English proficiency of high school students and university students. In addition, this policy supports needs now that we are in the ASEAN community which communicates through English language. Since 2015, Thailand has participated in the ASEAN Economic community (AEC), a regional collaboration among all the nations in Southeast Asia. A lot of Filipino teachers come to teach English as non-native English teachers. So recently, NNESTs have become an important issue to be studied and discussed openly (Moussu and Braine, 2006)

2.4 COMMUNICATION SKILL

Communication is the process of sharing messages, thoughts, ideals and feelings from one person to others. It is conducted between two persons or more. The purpose of communication is to be able to transfer the messages from the sender to the receiver(s) comprehensively. It is crucial that both parties have a mutual understanding regarding the messages being conveyed (Hamilton, 2011)

Communication is a complicated process and consists of several components: encoder or sender and decoder receiver; stimulus and motivation; encoding and decoding process; frame of references; code; channel; feedback; environment; and noise.

Enhancing communication skills should have real benefits. If teachers look and sound confident when they communicate to others, students may think teachers are more confident and worthy of respect. (Ellis, 2003) This is very important skill for being a teacher in language teaching.

2.5 TEACHING STYLE

Mishra (2007) claimed that there are three general principles of teaching style; first is discipline-centered teaching, the course has a fixed structure. The needs, concerns and requirements of teachers and students are not considered because the course depends on disciplinary content. The content is dictated by some department syllabus committee or the textbook author. Second is instructor-centered teaching. Teachers are regarded as authoritative experts, the main source of knowledge and the integral point of all activities. The students are the passive recipients of the information from the teacher. The last is student-centered teaching. This style focuses on the students, especially on the cognitive development of the students. The teacher's purpose is to help the students develop their knowledge to reach the goal as a process rather than the product. Students create their own conceptual or cognitive model. The activities focus on brainstorming, discussion and presentation.

Moreover, Asian students tend to face difficulties in adapting themselves in a situation where a large group of people is present, such as in a group discussion or presentation (Cheung, 2002). Similarly, most Thai students seem to be introverted rather than extroverted. They seem to participate less and most of them rarely express their ideas in class.

In most Asian countries, including Thailand, teachers are considered a center part of learning. Most Thai students are taught using a deductive teaching strategy where students rely heavily on the teachers. Teachers are regarded as authoritative experts, the main source of knowledge and the integral point of all activities (Mishra, 2007).

However, teachers in the 21st century should offer the class a student-centered teaching style. Then students can express their ability in the class and adapt themselves to the real world situation. Some previous studies supported that students might participate

in classroom activities when taught by non-native English teachers rather than native English teachers. (Chueng & Braine, 2007) Therefore, if they study with non-native English teachers in English class, they will be expressing their opinion increasingly because they feel that non-native English teacher share the same culture and have similar appearance with them.

2.6 ENGLISH SKILLS

There are four important English skills which everyone should understand. These are Listening, Speaking, Reading, and Writing.

2.6.1 Listening

Listening is the ability to exactly receive and interpret the message in the communication process. Listeners have the role as receivers. The communication without good listening will be misunderstood or the message will break down. Moreover, hearing refers to the sounds that you hear, whereas listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. (Skillsyouneed, 2011)

In the classroom, listening to native English speakers is easier for EFL students because they are familiar with the international media such as movies, news, television programs, and songs, in which American and British accents seemed to be dominant. Therefore, most EFL students have a problem with non native English speakers.

2.6.2 Speaking

Speaking contains messages, clues, individual's emotion states, and dialects. A dialect can indicate geographic roots. In some studies, regional and ethnic accents are positive; they are part of individual personality. (Skillsyouneed, 2011) In addition, speaking is also an important skill in communication. Speakers have the role as the senders. Speakers have to produce the clear voice and accurate messages.

In EFL class, although some non-native English teachers have their individual accent, students can understand if they have a clear voice and correct stress. They try to be good senders and produce the accurate message to the students. In fact, some students might feel confused or pessimistic at first. Later, if they have the awareness with a variety of English, they will understand and be open-minded to this.

2.6.3 Reading

Reading is the ability which the readers use to read the text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills. (Skillsyouneed, 2011) The strategy to comprehend the text requires the readers should have a clear goal. Students have to focus on the main idea and try to find the gist inside the texts. There are many techniques to comprehend the texts such as skimming and scanning.

In EFL class, teachers as the supporter should help students to realize the goal. Non-native English teachers have many effective techniques which assist students to get the main idea in reading.

2.6.4 Writing

Writing is a medium of human communication. Writing can represent in signs and symbols. People can write what they want to tell others by sending the messages or texts to readers. Writers can produce writing in words, phrases, sentences, paragraphs, or passages.

In EFL class, when non-native English teachers teach in class, they can write the correct sentences. In some studies, the researchers claimed that non-native English teachers have better skill in writing the accurately grammatical structure than native English teachers. (Walkinshaw and Hoang Oanh, 2014) Moreover, non-native English teachers also give many details in corrective feedback to the students. As a result, that lets students understand and learn from their mistakes.

2.7 PREVIOUS RELATED STUDIES

From the previous studies, Walkinshaw and Hoang Oanh (2014) explored the student perceptions in Vietnam and Japan about Native and Non-native English language teachers. The study revealed that students viewed Native English teachers as a model of pronunciation and correct language use while non-native English teachers were perceived as good teachers of grammar. Students reported that the relationship with non-native English teachers is easier because Thai have similar culture. The study explored the expanding circle countries in which students are EFL learners the same as Thailand.

In addition, Moussu and Braine (2006) revealed students from 21 countries who studied in the US and learnt English with four non-native English speaking teachers held positive attitudes towards the NNESTs (non-native English speaking teachers) in their

home countries as well as in the US. Furthermore, the most important finding of this study is that the students' attitudes towards their NNESTs increased positively over time.

Cheung and Braine (2014) explored the 'Attitudes of University Students towards Non-native Speakers English Teachers in Hong Kong'. The majority of students worldwide learn English in foreign language (EFL) contexts. Consequently, most English teachers work in such contexts too. The results reported the study conducted in Hong Kong which investigated the attitudes of university students towards their NNS English teachers. The students' attitudes were investigated through a questionnaire and interviews. On the whole, the students had a favorable attitude towards their NNS English teachers.

Moreover, Chang (2016) investigate university students' attitudes towards their non-native English teachers in Taiwan. The participants of the study were 200 undergraduates who had had experiences of being taught by Taiwanese non-native English teachers and native English teachers. The data were collected through questionnaires and interviews. The results revealed that Taiwanese students' attitudes towards their non-native English teachers are positive and favorable. Non-native English teachers are generally perceived that they had efficient instruction when taught in classroom.

Arvizu (2014) analyzed students' preferences for their EFL teachers. The beliefs of 167 students in a northwestern university in Mexico were explored through a thirteen-item Likert scale survey. The findings showed that students seem not to have a preference of native English speaker teachers over non-native English speaker teachers to teach them English in general. However, the participants showed a tendency to prefer native English speaker teachers to teach them speaking, listening, vocabulary, and culture; and non-native English speaker teachers to teach them reading.

The study of Khuanmuang (2013) surveyed the students' attitudes toward non-native English teachers from 80 Thai undergraduate students from Assumption University in Bangkok, Thailand by using the questionnaires. The findings of the study showed that most students held the positive attitudes toward non-native English teachers from the ASEAN community based on several factors: students' background and their views toward the teachers' performances in the aspect of communication effectiveness, teaching strategies, and the relationship between teachers and students.

Furthermore, Prakaiborisuth and Trakulkasemsuk (2015) investigated the students' attitudes toward non-native English speaking teachers from 100 freshmen; 70 were from King Mungkut's University of Technology Thonburi (KMUTT) and 30 were from Chulalongkorn University (CU). The participants were required to listen to an audio-recording of different English accents from 10 countries in ASEAN, and respond to a questionnaire. The findings revealed that the participants felt neutral to most of the accents. Only three accents were rated differently. Lao English speaker was disliked, while Malaysian and Singaporean speakers were liked.

The previous studies indicated that non-native English teachers nowadays have an important role, especially in EFL countries. In Thailand, there are many non-native English teachers because the policy of the government accepts non-native teachers from south-east Asia increasingly. Therefore, this study will survey and analyze the attitudes of Thai undergraduate students toward non-native English teachers and the factors that lead to positive or negative attitudes of Thai undergraduate students when taught by non-native English speaking teachers.

CHAPTER THREE

METHODOLOGY

This chapter explains the research methodology including (1) The design of the research, (2) Population and sample, (3) Research Instrument, (4) Procedures used in the collection of the data, and (5) Data analysis.

3.1 RESEARCH DESIGN

This study was designed as a mixed method study. The questionnaire was designed as quantitative research and interviewing as qualitative research. Questionnaire was suitable to find the positive or negative of students' attitude. Interview was suitable to find the reasons and their in-depth opinion. Dörnyei (2007) mentioned that Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed by statistical methods. For example, survey research using a questionnaire, analyzed by statistical software such as SPSS. Dörnyei (2007) suggested that Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed by non-statistical methods. For example, interview research, with the transcribed recordings analyzed by qualitative content analysis. These methods support this study for validity.

This study explored the attitudes of fourth year undergraduate students from the English major, Faculty of Education at Phranakhon Si Ayutthaya Rajabhat University. Phranakhon Si Ayutthaya Rajabhat University is a famous university in Ayutthaya province. Students who study in the English major of this university have the opportunity to study in English with both native and non-native English teachers. Regarding the NNESTs who teach in this university, most of them come from the Philippines.

3.2 POPULATION AND SAMPLE

The population were the undergraduate students from the English major in the Faculty of Education who registered in the second semester of the 2015 academic year at Phranakhon Si Ayutthaya Rajabhat University. The sample was fourth year undergraduate students who were in English majors, Faculty of Education at Phranakhon Si Ayutthaya Rajabhat University. The total number was thirty participants who were selected by using the purposive sampling method. To illustrate, purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. (research-methodology.net)

All students were assumed to have experience in learning English with non-native English teachers because of the following reasons. First, the university employs non-native English teachers from several regions, which are the Philippines, Ghana, and Thailand. Second, almost all classes are taught in English because the students study in the English major; the students are required to attend general English language classes to improve their English proficiency and prepare themselves for the advanced level of English which they have to use in the future. In addition, fourth year students in English major required to learn English with native and non-native English teachers at least 6 hours per week.

According to the aforementioned reasons, the students were exposed to the opportunities to learn English and are to compare the English skills of several groups of English teachers, both native and non-native.

3.3 RESEARCH INSTRUMENT

There are two research instruments which used in this study; (1) Questionnaire and (2) Interview. The questionnaire was designed as quantitative research and interviewing as qualitative research. Questionnaire was suitable to find the positive or negative of students' attitude. Interview was suitable to find the reasons and their in-depth opinion. Dörnyei (2007) mentioned that using these two instruments as a mixed method would support the study for validity.

3.3.1 Questionnaire

This study conducted measurement of the participants' degree of attitudes toward non-native English teachers in connection with four variables – related to teachers' English skills with students; listening, speaking, reading, and writing. It was also constructed to determine relevant factors leading to such attitudes. A sample of 30 fourth year undergraduate students who were in English majors in the Faculty of Education at Phranakhon Si Ayutthaya Rajabhat University was selected through a purposive sampling method.

A set of questionnaires adapted from a study by Hassan Al-omrani (2008) and Chueng & Braine (2007). Questionnaires were firstly created in English and then translated into Thai in order to prevent possible language barriers during the data gathering process. The purpose of the study was only to gather the participants' attitudes regardless of their English proficiency level. However, some modifications were made for use in a Thai setting.

Before using this questionnaire, the researcher asked three experts graduated in the field of Education and Teaching English as a foreign language to check the reliability of the questionnaire. These were Assistant Professor Dr. Pragasit Sitthitikul, Ms. Phornpen Pumsa-ard, and Ms. Parichard Yommawan. These three experts checked the index of item objective congruence (IOC) of the questionnaire to improve some items in the questionnaire that might have left students confused.

A pilot study with six randomly selected undergraduate students from Phranakhon Si Ayutthaya Rajabhat University was carried out to determine the clarity of the instructions and statements in the questionnaire. This process helped to indicate any difficulties and ambiguities that the pilot group found in the questionnaire. After revision of the questionnaire based on the feedback of the pilot group, the final version of the questionnaire was used the following day.

Table 1. Pilot test of the questionnaire

Case Processing Summary			
		Number	Percentage
Cases	Valid	6	100
	Excluded	0	0
	Total	6	100
Reliability Statistics			
Cronbach's Alpha		Number of Items	
0.961		20	

The results from Table 1 shows that 20 questions in the questionnaire had the reliability from Cronbach's Alpha at 0.961. That is more than 0.7. Therefore, this questionnaire could be used in this study because it had 96.1% in reliability.

There are three parts in questionnaire; (1) Demographic Data, (2) Degree of attitudes, and (3) additional Comments.

Part I: Demographic Data

The first part included background information. This part aimed to elicit general demographic information of the participants including gender, age, number of years study in English, Native and Non-native English teachers who students have studied with, and English grade.

Part II: Degree of attitudes

The second part of the questionnaire contained 20 questions designed to measure the participants' degree of attitudes toward non-native English teachers through a four-point preference scale based on four topics - listening, speaking, reading, and writing. The scale was designed as follows:

Strongly agree	=	4
Agree	=	3
Disagree	=	2
Strongly disagree	=	1

Part III: additional Comments

At the end of the survey, an open-ended question was added for respondents to express additional comments. The participants were given an opportunity to freely discuss any information based on their personal opinions in order to fulfill the quality of the findings and identify their attitudes directly.

3.3.2 Interview

There were 5 questions in semi-structured interviews. Dörnyei (2007) suggested that a semi-structured interview consists of prepared guiding questions and prompts. The questions which were asked in the interview related to the research questions. The semi-structured interview has to provide a clear set of questions for interviewers and can provide reliable data. In addition, 10 participants were randomly selected to interview their attitudes toward non-native English teachers, speaking freely.

For checking the comprehension and the clarity of the translation process, the questionnaire and interview questions were checked by Ms. Phornpen Pumsa-art, a chief of the foreign languages department at Bang Pa in Rachanukroh1 School in Ayutthaya. She is an expert in translation who graduated with a master degree in English language teaching from Srinakharinwirot University.

3.4 DATA COLLECTION

3.4.1 Questionnaire

In cooperation with instructors, 30 questionnaires were purposively distributed and collected by hand during class hours at Phranakhon Si Ayutthaya Rajabhat.

Prior to filling in the questionnaires, the participants were verbally provided with instructions in English and Thai regarding the purpose of the study and the meaning of non-native teachers of English. To lessen the participants' concerns about giving honest answers and to ensure accurate results, the participants were verbally informed that these responses would not affect the participants' grades. Moreover, the data would be kept strictly confidential and remain anonymous in case the study is published in any future reports.

3.4.2 Interviews

For interviewing, 10 participants were randomly selected to interview their attitudes toward non-native English teachers, speaking freely. The researcher continued this process in the following day after collected the data from the questionnaires. The participants were invited to interview after class. They were interviewed face to face with the researcher one time and spent about 10 minutes per person. This process was designed to study in-depth for their attitudes toward non-native English teachers.

3.5 DATA ANALYSIS

3.5.1 Questionnaire

The Statistical Package for the Social Sciences (SPSS) program was used to analyze the data obtained from the questionnaire. The results of the survey were computed in terms of frequencies, percentages, standard deviation and means, to examine the participants' degrees of attitudes toward non-native English teachers.

The results were analyzed using frequencies, percentages, standard deviation and means. To interpret the data, the degrees of attitudes were set up in two levels by using the mean scores in the criteria as follows:

Mean score of 2.51 – 4.00 = Positive attitude

Mean score of 1.00 – 2.50 = Negative attitude

The responses to the open-ended questions were given both in Thai and English. Therefore, a translation process was implemented. The data were analyzed and interpreted in terms of attitudinal feeling relating to the research objective.

3.5.2 Interview

The responses to the interview were analyzed by the researcher to study in-depth for their attitudes toward non-native English teachers. Dörnyei (2007) suggested that for analyse interview research, the researcher used transcribed recordings analyzed by qualitative content analysis.



CHAPTER FOUR

RESULTS

This chapter reports the results of the questionnaire from thirty undergraduate students, and the interviews from ten undergraduate student respondents, which are divided into four parts based on (1) demographic data of respondents, (2) degree of attitudes toward non-native English teacher's skills, (3) additional comments, and (4) interpretation from the interview.

In the study, data was gained from 30 fourth year students at Phranakhon Si Ayutthaya Rajabhat University using questionnaires. Also data from interviews was obtained from 10 fourth year students respondents. The study was conducted to find out the students' attitudes toward non-native teachers and the factors leading to reveal the attitudes. The data was collected during the fourth week of April 2016. The response rate was 100% because all of the questionnaires were returned to the researcher and the assistant.

4.1 DEMOGRAPHIC DATA OF THE RESPONDENTS

This part describes the demographic data of the undergraduate students, who studied at Phranakhon Si Ayutthaya Rajabhat University. The demographic data was composed of (1) gender, (2) age, (3) years of English learning, (4) Native and Non-native English teachers who students have studied with, (5) Grade in Foundation English I, and (6) Grade in Foundation English II.

Table 2. Gender

Gender	Frequency	Percentage
Male	6	20.0
Female	24	80.0
Total	30	100

A total of 30 sets of questionnaire were distributed to the students in hard copy format, and all of the questionnaires were returned. It was found that 6 (20%) of the respondents were male and 24 (80%) were female, as shown in Table 2.

Table 3. Age

Age	Frequency	Percentage
22	22	73.3
23	8	26.7
Total	30	100

From Table 3, it was found that the age of respondents divided into two groups. The majority of the respondents, 22 (73.3%), were 22-year-old while the minority group, 8 (26.7%), were 23-year-old.

Table 4. Years of English learning

Years	Frequency	Percentage
5-8 years	0	0.0
9-12 years	2	6.7
More than 12 years	28	93.3
Total	30	100

As shown in Table 4, the majority of the respondents, 28 (93.3%), had learned English for more than 12 years whereas the minority group, 2 (6.7%), had learned English for 9-12 years. Moreover, none of them had learned English less than this.

Table 5. Native and Non-native English teachers who students have studied with

Nation	Frequency	Percentage
<i>Native English teacher</i>		
America	30	100.0
Britain	6	20.0
Australia	6	20.0
New Zealand	1	3.3
Canada	2	6.7
<i>Non-native English teacher</i>		
Philippines	30	100.0
Ghana	30	100.0
Thailand	30	100.0
Congo	2	6.7

Table 5 shows that all of the respondents, 30 (100%), had studied with both Native and Non-native English teachers. The majority of the respondents, 30 (100%), had studied English with Native English teachers from America. The minority, 1 (3.3%), had studied English with a Native English teacher from New Zealand. In addition, the majority of respondents, 30 (100%), had studied English with Non-native English teachers from

Philippines, Ghana, and Thailand whereas the minority, 2 (6.7%), had experience in learning English with a Non-native English teacher from Congo.

Table 6. Grade in Foundation English I

Grade	Frequency	Percentage
A	9	30.0
B+	7	23.3
B	5	16.7
C+	4	13.3
C	4	13.3
D+	1	3.3
D	0	0.0
F	0	0.0
Total	30	100

As presented in Table 6, there were 30 respondents. The majority of the respondents, 9 (30%) got grade A in learning Foundation English I. There were 7 (23.3%) respondents who got grade B+ whereas 1 student (3.3%), got grade D+. In addition, none of them got grade D or F in Foundation English I.

Table 7. Grade in Foundation English II

Grade	Frequency	Percentage
A	9	30.0
B+	8	26.7
B	5	16.7

C+	6	20.0
C	2	6.7
D+	0	0.0
D	0	0.0
F	0	0.0
Total	30	100

As shown in Table 7, there were 30 respondents. The majority of respondents, 9 (30%) got grade A in learning Foundation English II. There were 8 (26.7%) respondents who got grade B+ whereas the minority, 2 (6.7%), got grade C. Moreover, none of them got grade D+, D, or F in Foundation English II.

Table 8. Correlation in average English Grade and attitudes of students toward non-native English teachers

		Grade	Questionnaire
Grade	Pearson Correlation	1	0.537**
	Sig. (2-tailed)		0.002
	N	30	30
Questionnaire	Pearson Correlation	0.537**	1
	Sig. (2-tailed)	0.002	
	N	30	30

** Correlation is significant at the 0.01 level (2-tailed).

As presented in Table 8, H_0 means an average grade of English and the mean score of respondents' attitude does not show relationship. On the other hand, H_1 means an average grade of English and the mean score of respondents' attitude has a significant relationship.

Sig. = 0.002 which is less than α (0.01). That means it rejects H_0 . As a result, an average grade of English is related with the mean score of respondents' attitude in medium positive ($r=0.537$). Therefore, the respondents which had the high average English grade also gave the high mean score of attitudes. The respondents which had the low average English grade also gave the low mean score of attitudes.

4.2 DEGREE OF ATTITUDES TOWARD NON-NATIVE ENGLISH TEACHERS' SKILLS

The data from the total of 30 respondents was collected in the form of a four-point preference scale. Subsequent to the data analysis using the SPSS program, the statistics are presented according to four topics: (1) Attitudes toward listening, (2) Attitudes toward speaking, (3) Attitudes toward reading, and (4) Attitudes toward writing.

4.2.1 Attitudes toward Listening

As shown in Table 9, the findings indicated "positive attitude" of respondents toward Listening with Non-native English teachers. The total mean score of Listening was 3.01. The standard deviation (S.D.) was 0.59 and the percentage was 75.2. Furthermore, the statement 1 and 4, in terms of "I think I understand the conversations from non-native English teachers by their accents" and "I think I understand clearly when learning English

with non-native English teachers because they have clear voice” received the lowest mean scores. These two statements gained mean scores of 2.90. These statements got 72.5%. The standard deviation was 0.55 and 0.71 respectively. In addition, the highest mean score of 3.17 was shown in the statement 5 in the item “I think communicate with non-native English teachers by listening is more understand than native English teachers because we share the similar cultures”. The standard deviation was 0.65 and this statement got 79.3%. However, the respondents held positive attitudes toward all statements in listening.

Table 9. Attitudes toward Listening with non-native English teachers

Statement	Degree of Attitude			
	Percentage	S.D.	Mean	Interpretation
1. I think I understand the conversations from non-native English teachers by their accents.	72.5	0.55	2.90	Positive
2. I feel communicating by listening with non-native English teachers improves my English.	73.3	0.36	2.93	Positive
3. I feel communicating by listening with non-native English teachers broadens my vision toward the variety of English.	78.3	0.68	3.13	Positive
4. I think I understand clearly when learning English with non-native English teachers because they have clear voice.	72.5	0.71	2.90	Positive

5. I think communicate with non-native English teachers by listening is more understand than native English teachers because we share the similar cultures.	79.3	0.65	3.17	Positive
Total	75.2	0.59	3.01	Positive

4.2.2 Attitudes toward Speaking

The results presented in Table 10 indicated the respondents' attitudes in Speaking had a "positive attitude" with the overall mean score of 3.15. The standard deviation (S.D.) was 0.68 and this skill got 78.7%. Moreover, the statement 6, "I think that Non-native English teachers have the correct phonics when they speaking to teach English" gained the lowest mean score. This statement received a mean score of 2.77. The standard deviation was 0.68 and the percentage was 69.3. In addition, the highest mean score of 3.43 was shown in the statement 9, "When there are communication problems between students and non-native English teachers, I feel teachers can explain to improve the situation" The standard deviation was 0.63 and this statement got 85.8%. However, the respondents held positive attitudes toward all statements in speaking.

Table 10. Attitudes toward Speaking with non-native English teachers

Statement	Degree of Attitude			
	Percentage	S.D.	Mean	Interpretation
6. I think that Non-native English teachers have the correct phonics when they speaking to teach English.	69.3	0.68	2.77	Positive

7. I think that Non-native English teachers have the correct stress when they speaking to teach English.	74.3	0.67	2.97	Positive
8. I feel Non-native English teachers usually communicate by speaking effectively in the classroom.	82.5	0.75	3.30	Positive
9. When there are communication problems between students and non-native English teachers, I feel teachers can explain to improve the situation.	85.8	0.63	3.43	Positive
10. I feel more comfortable talking about personal concerns with non-native English teachers than native English teachers.	81.8	0.69	3.27	Positive
Total	78.7	0.68	3.15	Positive

4.2.3 Attitudes toward Reading

In Reading skill, the findings indicated a “positive attitude” of respondents with the total mean score of 3.35 as shown in Table 11. The standard deviation (S.D.) was 0.59 and the percentage was 83.7. In addition, the statement 13, “In reading class, I feel that Non-native English teachers are well-prepared and attentive to their students” received the lowest mean score. This statement gained a mean score of 3.23. The percentage was 80.8 and S.D. was 0.63. Moreover, the statement 11, “In teaching EFL courses, I think Non-native English teachers use reading strategies that suit my needs” gained the highest mean

score of 3.43. The standard deviation was 0.63 and 85.8% as shown in this statement. However, the respondents held positive attitudes toward all statements in reading.

Table 11. Attitudes toward Reading with non-native English teachers

Statement	Degree of Attitude			
	Percentage	S.D.	Mean	Interpretation
11. In teaching EFL courses, I think Non-native English teachers use reading strategies that suit my needs.	85.8	0.63	3.43	Positive
12. I think Non-native English teachers can teach western cultures in the reading passages.	82.5	0.54	3.30	Positive
13. In reading class, I feel that Non-native English teachers are well-prepared and attentive to their students.	80.8	0.63	3.23	Positive
14. I think that Non-native English teachers can give me the meaning of unknown words in simple way.	85.0	0.62	3.40	Positive
15. I think that Non-native English teachers teach reading passages which suit to the level of students.	84.3	0.56	3.37	Positive
Total	83.7	0.59	3.35	Positive

4.2.4 Attitudes toward Writing

The findings revealed in Table 12 indicated the respondents' attitudes in Writing had the "positive attitude" with the overall mean score of 3.39. The standard deviation (S.D.) was 0.62 and this skill gained 84.7%. Moreover, the statement 16 and 17, "I think that Non-native English teachers write the sentences and vocabulary correctly" and "I think that Non-native English teachers provide simple example that explain English grammar" gained the lowest mean scores. These statements received mean scores of 3.30. The percentage was 82.5. The standard deviation was 0.70 and 0.65 respectively. Furthermore, the highest mean score of 3.53 as shown in the statement 20 was "When students write the essay, I think that Non-native English teachers can correct the students' sentences and give the feedback to students". The standard deviation was 0.57 and this statement gained 88.3%. However, the respondents held positive attitudes toward all statements in writing.

Table 12. Attitudes toward Writing with non-native English teachers

Statement	Degree of Attitude			
	Percentage	S.D.	Mean	Interpretation
16. I think that Non-native English teachers write the sentences and vocabulary correctly.	82.5	0.70	3.30	Positive
17. I think that Non-native English teachers provide simple example that explain English grammar.	82.5	0.65	3.30	Positive

18. I feel good that Non-native English teachers let students practice in free writing. For example, writing a short paragraph or writing an essay.	84.3	0.56	3.37	Positive
19. In writing class, I feel that Non-native English teacher let students investigate more knowledge outside the class. (library, internet, text books)	85.8	0.63	3.43	Positive
20. When students write the essay, I think that Non-native English teachers can correct the students' sentences and give the feedback to students.	88.3	0.57	3.53	Positive
Total	84.7	0.62	3.39	Positive

As results show, the data indicated “positive attitudes” of respondents toward non-native English teachers with the overall mean score of 3.22. The standard deviation (S.D.) was 0.62 and totally gained 80.5% as shown in Table 13. Writing skill received the highest mean score of 3.39. The standard deviation (S.D.) was 0.62 and gained 84.7%. On the other hand, Listening skill obtained the lowest mean score of 3.01. The standard deviation (S.D.) was 0.59 and gained 75.2%. Therefore, the respondents agreed that writing is the best English skill of non-native English teachers because it gained the highest mean score of 3.39 whilst reading, speaking, and listening obtained mean scores of 3.35, 3.15, and 3.01

respectively. However, the respondents held positive attitudes toward all English skills of non-native English teachers because all English skills gained mean scores of more than 2.50.

Table 13. Attitudes toward English skills of Non-native English teachers

English skills	Degree of Attitude			
	Percentage	S.D.	Mean	Interpretation
Listening	75.2	0.59	3.01	Positive
Speaking	78.7	0.68	3.15	Positive
Reading	83.7	0.59	3.35	Positive
Writing	84.7	0.62	3.39	Positive
Total	80.5	0.62	3.22	Positive

4.3 ADDITIONAL COMMENTS

In the last part of the questionnaire, there was an open-ended question asking for additional comments from the respondents in terms of the attitudes toward non-native English teachers. A total of 13 (43.33%) respondents informed feedback in this part. The answers can be summarized as follows:

First, regarding attitudes toward listening skill, respondents felt that listening with non-native English teachers was difficult because they felt unfamiliar with their accents. Students informed the interviewer that they felt more understanding with the accents of native teachers than non-native English teachers. Moreover, they also found that some non-native English teachers have accents which are rather different from the international

media, such as movies, news, television programs, and songs, in which American and British accents seemed to be dominant.

Second, the respondents believed that non-native English teachers had unfamiliar phonics because most of them come from the Philippines and Ghana. However, they tried to explain when students felt confused during a conversation. Moreover, in the class, non-native English teachers had loud voices and rather clear stress when they spoke.

Third, non-native English teachers had effective techniques when teaching reading, for example, skimming and scanning. Non-native English teachers could read very fast and point out the main idea. Furthermore, they can explain unknown words in the reading passage in a simple way.

Lastly, the respondents revealed that non-native English teachers could correct the students' sentences and give feedback to students when students submit their short paragraph or essay. Non-native English teachers give the details in feedback that has benefits to students.

4.4 INTERPRETATION FROM THE INTERVIEW

For interviewing, 10 participants were randomly selected to freely interview about their attitudes toward non-native English teachers. There were 5 questions presented in semi-structured interviews. The questions which were asked in the interviews were related to the research questions. Students were interviewed face to face with the researcher secretly. This process was designed to study in-depth for their attitudes toward non-native English teachers.

First, students held positive attitudes when they knew that they had to study English with non-native English teachers. Students were a little bit worried about their accents because students seem to be unfamiliar with their accents. Moreover, some non-native English teachers have accents which are rather different from the international media such as movies, news, television programs, and songs, in which American and British accents seem to be dominant. However, students felt that in the real world they have to meet people around the world who come from different countries and have different accents. They understand that there are a variety of Englishes.

Second, most of the students would like to study with non-native English teachers from the Philippines because they learned several useful tips in learning language from non-native English teachers. Moreover, they informed the researcher that non-native English teachers from the Philippines were well-prepared and attentive to their students. They tried to explain the lesson when some students seemed to be confused. In addition, they give details in feed back when students submitted their work. Students thought that had benefits to improve their English skills. When non-native English teachers give them corrective feedback, they will underline and give “code” to students. For example, “I go (VT) to the beach last week.” Students will know that they wrote the wrong verb tense and they will think carefully that it should be “I went to the beach last week.”

Third, the advantages from studying with non-native English teachers are students can ask when they feel confused in the lesson. They reported that non-native English teachers are kind and generous. They usually tried to explain in a way that clarified the students' problems. Furthermore, students felt that studying English with Filipino teachers made them feel that teachers share similar cultures. Filipino teachers have appearances that are similar to students as well because they come from Southeast Asia.

Fourth, most of the students thought the disadvantages from studying with non-native English teachers were the unfamiliar accents. Students reported that they felt more understanding with the accents of native English teachers than non-native English teachers. Students said that the accent from Ghanaian teachers was difficult to understand. For example, they pronounced the strong sound with /t/ and /k/. However, Ghanaian teachers had a loud voice when they taught in the class.

Lastly, the factors which can decrease the level of students' attitudes toward non-native English teachers are listening and speaking respectively. The results from the interviews indicate similar answers with the findings from the questionnaire. Students are a little bit worried about teachers' accents. They are concerned about some sounds which non-native English teachers pronounce differently from the native English teachers. However, they understand that there are varieties of English around the world.

CHAPTER FIVE

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents (1) summary of the study, (2) summary of the findings, (3) discussion, (4) the conclusion, and (5) recommendations for further research.

5.1 SUMMARY OF THE STUDY

The study was conducted to investigate Thai undergraduate students' attitudes toward non-native English teachers. This part summarizes the main points of the study based on the following objectives and research methodology:

5.1.1 Objectives of the study

This study aimed to explore Thai undergraduate students' attitudes toward non-native English teachers. Furthermore, it was carried out to determine the factors that lead to the positive or negative attitudes of Thai undergraduate students when taught by non-native English teachers.

5.1.2 Sample, Materials, and Procedures

The research study used a sample of 30 fourth year undergraduate students who were in the English major, Faculty of Education at Phranakhon Si Ayutthaya Rajabhat University in Thailand. The data was collected in April 2016. The response rate was 100%. A questionnaire was one of the instruments which was used in the study. It was divided into three parts, the first part focusing on the respondents' demographic data. The second part aimed to explore respondents' attitudes by using a four-point preference scale based on the four main modes - listening, speaking, reading, and writing. In the final part, an

open-ended question was added for respondents' comments and feedback. Another instrument which was used in the research was interviewing ten of the respondents. The semi-structured interview had to provide a clear set of questions. The questions which were asked in the interview related to the research questions. This process was designed to study in-depth the students' attitudes toward non-native English teachers. For the questionnaire, the data was analyzed using the SPSS program. Descriptive statistics including frequency, percentage, standard deviation, and mean score were used to evaluate the results. For interviews, the responses to the interviews were analyzed by the researcher to study in-depth their attitudes toward non-native English teachers. The findings from the questionnaire and interviews appear in the conclusions for this study.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 Replying to the first research objective of exploring the degree of Thai undergraduate students' attitudes toward non-native English teachers, the main findings revealed that Thai students held positive attitudes toward non-native English teachers according to the mean score of 3.22 with 80.5% of the overall output.

5.2.2 The second research objective was finding out any correlation between English grade and the attitudes of Thai undergraduate students toward non-native English teachers. From the hypothesis, the H_0 finding means an average grade of English and the mean score of respondents' attitudes have no significant relationship. On the other hand, H_1 means an average grade of English and the mean score of respondents' attitudes do have a significant relationship. The results show Sig. = 0.002 which less than α (0.01). That

means it rejects H_0 . As a result, an average grade of English has the relationship with the mean score of respondents' attitude in medium positive ($r=0.537$). Therefore, the respondents which have the high average English grade also give the high mean score of attitudes. The respondents which have the low average English grade also give the low mean score of attitudes.

5.2.3 Regarding the factors affecting students' attitudes toward non-native English teachers, the results indicated that writing received the highest mean score of 3.39 (84.7%) which can lead the level of students' attitudes to be positive. On the other hand, listening obtained the lowest mean score of 3.01 (75.2%). Therefore, the respondents agreed that writing is the best English skill of non-native English teachers because it obtained the highest mean score whilst reading, speaking, and listening obtained lower mean scores respectively. However, students also thought all teachers' English skills can lead the degree of students' attitudes.

5.2.4 Qualitative data from open-ended questions and interviews also indicated that, on average, students held positive attitudes when they had to study English with non-native English teachers. They understand that there are varieties of Englishes around the world. In addition, most of the students would like to study with non-native English teachers from the Philippines because students gained several useful tips in learning language. Non-native English teachers are kind and generous. Furthermore, students felt that studying English with Filipino teachers let them feel that teachers share similar cultures. Filipino teachers have appearances that are similar to students as well because they came from the Southeast Asia.

5.3 DISCUSSION

This section discusses some important findings of the research. Overall, the students held positive attitudes toward non-native English teachers. To clearly interpret the results, the detailed discussions are divided into two parts based on the two research questions as follows:

5.3.1 Research question 1: What are the attitudes of Thai undergraduate students toward non- native English speaking teachers?

The main findings in this present study found that, on average, students held positive attitudes toward the English skills of non-native English teachers in all four factors; listening, speaking, reading, and writing. The finding in this study indicated the same results as Moussu and Braine (2006) revealed; students from 21 countries who studied in the US and learnt English with four non-native English speaking teachers also held positive attitudes towards the NNESTs (non-native English speaking teachers) in their home countries as well as in the US. Moreover, the most important finding of their study was that the students' attitudes towards their NNESTs increased positively over time.

Moreover, there was the study of students' attitudes toward non-native English teachers in Hong Kong which is the same region as Thailand, Cheung and Braine (2014) explored the attitudes of university students towards non-native English teachers in Hong Kong. The majority of university students learn English in foreign language (EFL) contexts. Consequently, most English teachers work in such contexts too. The results reported that the students were investigated through a questionnaire and interviews. On the whole, the students had a favorable attitude towards their NNS English teachers as well.

The findings can support the idea that students have awareness of the variety of Englishes. Nowadays, we use English as a bridge language to the countries around the world. Although people in different countries have different mother tongue languages we all use English to communicate with each other. Thus, Lingua francas have developed around the world. Baraj Kachru (1986) claimed that an estimated three-quarters of ESL (English as a second language) and EFL (English as a foreign language) teachers worldwide are non-native English speakers. That means most students have to study with non-native English teachers. Thus it is great to know that Thai students held positive attitudes toward non-native English teachers.

5.3.2 Research question 2: What is the correlation between grades received in English courses by Thai undergraduate students and the students' attitudes toward non-native English teachers?

The results indicate whether H_0 means an average grade of English and the mean score of respondents' attitude do not have a significant relationship. On the other hand, H_1 means an average grade of English and the mean score of respondents' attitude have a significant relationship together.

Sig. = 0.002 was less than α (0.01). That means it rejects H_0 . As a result, an average grade of English has the relationship with the mean score of respondents' attitude in medium positive ($r=0.537$). Therefore, the respondents which have the high average English grade also give the high mean score of attitudes. The respondents which have the low average English grade also give the low mean score of attitudes. That means there is a correlation between English grade and the attitudes of Thai undergraduate students toward non-native English teachers.

In addition, writing received the highest mean score of 3.39 (84.7%) which can lead the degree of students' attitudes to be positive. On the other hand, listening obtained the lowest mean score of 3.01 (75.2%). Therefore, the respondents agreed that writing is the best English skill of non-native English teachers because it obtained the highest mean score whilst reading, speaking, and listening obtained lower mean scores respectively. However, students also thought all teachers' English skills can lead the degree of students' attitudes. In addition, Walkinshaw and Hoang Oanh (2014) explored the student perceptions in Vietnam and Japan about Native and Non-native English language teachers. Their study revealed that students viewed Native English teachers as a model of pronunciation while non-native English teachers were perceived as good teachers of grammar. This previous study can support the finding that non-native English teachers' writing skill received the highest score from the students. Non-native English teachers are good at explaining grammar by writing example sentences, and giving detailed corrective feedback to the students. On the other hand, although the students understand a variety of Englishes, they feel that the accents or pronunciation from the native English teachers allow more understanding than from non-native English teachers. So, listening is the component which got the lowest score from Thai students.

Furthermore, from the qualitative data by interview, most students would like to study with non-native English teachers from the Philippines because students obtained useful tips in learning language. Teachers who come from the Philippines know the needs of second language acquisition (SLA). They understand how to fulfill the student's progress in learning language. Non-native English teachers are kind and generous. Students felt that studying English with Filipino teachers let them feel that teachers share similar culture. Walkinshaw and Hoang Oanh (2014) showed that students found the relationship with non-native English teachers is easier because of the similar culture.

Furthermore, Filipino teachers have an appearance that is similar to Thai students because they came from the Southeast Asia as well.

5.4 CONCLUSIONS

The following conclusions can be drawn from discussion above.

5.4.1 The first research question was: what are the attitudes of Thai undergraduate students toward non- native English speaking teachers?

The results showed that, on average, students held positive attitudes toward non-native English speaking teachers based on teachers' English skills: writing, reading, speaking, and listening respectively.

5.4.2 The second research question was: What is the correlation between grades received in English courses by Thai undergraduate students and the students' attitudes toward non-native English teachers?

The result indicated that H_0 means an average grade of English and the mean score of respondents' attitude have no significant relationship. On the other hand, H_1 means an average grade of English and the mean score of respondents' attitude have a meaningful relationship. Sig. = 0.002 which is less than α (0.01). That means it rejects H_0 . As a result, an average grade of English has the relationship with the mean score of respondents' attitude in medium positive ($r=0.537$). Therefore, the respondents which have the high average English grade also give the high mean score of attitudes. The respondents which have the low average English grade also give the low mean score of attitudes. That means there is a correlation between English grade and the attitudes of Thai undergraduate students toward non-native English teachers.

It was found that the respondents agreed that writing is the best English skill of non-native English teachers because it obtained the highest mean score whilst reading, speaking, and listening obtained lower mean scores respectively. However, students also thought all teachers' English skills can affect the degree of students' attitudes. Moreover, there were not only the teachers' English skills shaping students' attitudes but also involved were the teachers' teaching style, teachers' personality and appearance.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.5.1 Future research should include diverse groups in the sample. In this study, the respondents were only from a single university and single faculty. Different samples from other universities may provide different results. To be more specific, students from different faculties may hold different attitudes as well. Therefore, further studies of diverse groups of sample should be conducted.

5.5.2 In this present study, only a small number sample size of 30 participants were investigated. A larger sample is recommended in order to increase the reliability and generalizability of the findings.

5.5.3 In this study, there were only non-native English teachers who came from the Philippines, Ghana, and Thailand. Therefore, future research should include a more diverse group of nationalities. A large number of non-native English teachers' nationalities can indicate more deeply the students' attitudes toward non-native English teachers.

5.5.4 The results suggest that native English teachers should give more details when giving feedback to their students, so students will learn from the feedback.

5.5.5 The results lead to pedagogical implications for designing the curriculum which is suitable for the effective skills of each teacher. For example, the students might study listening and speaking courses with native English teachers but study reading and writing courses with non-native English teachers. Although some universities lack native English teachers, Non-native English teachers are the alternative choice because this study indicates that students have positive attitudes toward non-native English teachers. They have awareness and understand a variety of Englishes.

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APPENDIX A

QUESTIONNAIRE IN ENGLISH

Attitudes of Thai Undergraduate Students toward Non-native English Teachers

This questionnaire is a part of Independent Study in partial fulfillment of the requirement for a Master's Degree of Arts in teaching English as a foreign language Institute, Thammasat University. The purpose of this questionnaire is to study the attitudes of Phranakhon Si Ayutthaya Rajabhat University's undergraduate students toward the non-native English teacher. Please be assured that your responses will be treated with confidentiality and only be used for study purposes. Thank you very much for your co-operation.

Miss Kunnathee Thunnayok

Researcher

The questionnaire is divided into three parts:

- Part I Background information
- Part II Factors affecting attitudes toward learning English with non-native
English teachers
- Part III Additional comments
-

Part I. Background Information

*Please write or circle **only one** answer in the questions below.*

1. Gender: ☐ Male ☐ Female
2. Age : _____
3. How long have you been learning English?
☐ 5-8 years ☐ 9-12 years ☐ more than 12 years
4. Which country of your English teachers who you have studied with come from?
you can choose more than 1)
☐ America ☐ Philippines
☐ Britain ☐ Ghana
☐ Australia ☐ Thailand
☐ New Zealand ☐ Others _____
☐ Canada
5. What is your grade in Foundation English I?
☐ A ☐ A-
☐ B+ ☐ B ☐ B-
☐ C+ ☐ C ☐ C-
☐ D+ ☐ D ☐ D-
☐ F
6. What is your grade in Foundation English II?
☐ A ☐ A-
☐ B+ ☐ B ☐ B-
☐ C+ ☐ C ☐ C-
☐ D+ ☐ D ☐ D-
☐ F

Part II Factors Affecting Attitudes toward Learning English with Non-native English Teachers

Please circle **only one** number for each statement below.

1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Listening	
1. I think I understand the conversations from non-native English teachers by their accents.	1 2 3 4
2. I feel communicating by listening with non-native English teachers improves my English.	1 2 3 4
3. I feel communicating by listening with non-native English teachers broadens my vision toward the variety of Englishes.	1 2 3 4
4. I think I understand clearly when learning English with non-native English teachers because they have clear voice.	1 2 3 4
5. I think communicate with non-native English teachers by listening is more understand than native English teachers because we share the similar cultures.	1 2 3 4
Speaking	
6. I think that Non-native English teachers have the correct pronunciation when they speaking to teach English.	1 2 3 4
7. I think that Non-native English teachers have the correct stress when they speaking to teach English.	1 2 3 4
8. I feel Non-native English teachers usually communicate by speaking effectively in the classroom.	1 2 3 4
9. When there are communication problems between students and non-native English teachers, I feel teachers can explain to improve the situation.	1 2 3 4
10. I feel more comfortable talking about personal concerns with non-native English teachers than native English teachers.	1 2 3 4

Reading				
11. In teaching EFL courses, I think Non-native English teachers teach reading strategies that suit my needs.	1	2	3	4
12. I think Non-native English teachers can teach western cultures in the reading passages.	1	2	3	4
13. In reading class, I feel that Non-native English teachers are well-prepared and attentive to their students.	1	2	3	4
14. I think that Non-native English teachers can give me the meaning of unknown words in simple way.	1	2	3	4
15. I think that Non-native English teachers teach reading passages which suit to the level of students.	1	2	3	4
Writing				
16. I think that Non-native English teachers write the sentences and vocabulary correctly.	1	2	3	4
17. I think that Non-native English teachers provide simple example that explain English grammar.	1	2	3	4
18. I feel good that Non-native English teachers let students practice in free writing. For example, writing a short paragraph or writing an essay.	1	2	3	4
19. In writing class, I feel that Non-native English teacher let students investigate more knowledge outside the class. (library, internet, text books)	1	2	3	4
20. When students write the essay, I think that Non-native English teachers can correct the students' sentences and give the feedback to students.	1	2	3	4

Part III. Additional comments

Please write any information or comment about your attitudes toward non-native English teachers

Thank you for your kind cooperation

APPENDIX B

QUESTIONNAIRE IN THAI

แบบสอบถาม (ฉบับภาษาไทย)

ทัศนคติของนักศึกษาไทยที่มีต่อครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

กรณีศึกษาของนักศึกษาชั้นปีที่ 4 เอกภาษาอังกฤษ

คณะครุศาสตร์ มหาวิทยาลัยราชภัฏพระนครศรีอยุธยา

แบบสอบถามนี้เป็นส่วนหนึ่งของวิชาการศึกษาโดยเอกเทศ ซึ่งเป็นส่วนหนึ่งของวิชาบังคับหลักสูตรปริญญาโทสาขาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ สถาบันภาษามหาวิทยาลัยธรรมศาสตร์ แบบสอบถามชุดนี้มีจุดมุ่งหมาย เพื่อการศึกษาทัศนคติของนักศึกษาไทยที่มีต่อครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา กรณีศึกษาของนักศึกษามหาวิทยาลัยราชภัฏพระนครศรีอยุธยา ทั้งนี้ข้อมูลจากแบบสอบถามที่ได้จะนำไปใช้วิเคราะห์ในการทำวิจัย และจะเป็นไปตามจุดมุ่งหมายของการศึกษาเท่านั้น ความร่วมมือของท่านในการตอบแบบสอบถามจะถือเป็นประโยชน์อย่างยิ่ง และขอขอบพระคุณท่านที่กรุณาตอบแบบสอบถามนี้

นางสาวกณณทิ ธีธัญญก

ผู้วิจัย

แบบสอบถามชุดนี้ แบ่งเป็น 3 ส่วน คือ

ส่วนที่ 1 ข้อมูลพื้นฐานของผู้ตอบคำถาม

ส่วนที่ 2 ปัจจัยที่ส่งผลต่อทัศนคติต่อครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

ส่วนที่ 3 ข้อมูลเพิ่มเติม

ส่วนที่ 1 ข้อมูลพื้นฐานของผู้ตอบคำถาม

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ _____ ปี
3. คุณเรียนภาษาอังกฤษมาเป็นเวลานานเท่าไร
☐ 5-8 ปี ☐ 9-12 ปี ☐ มากกว่า 12 ปี
4. คุณเคยเรียนภาษาอังกฤษกับครูสอนภาษาอังกฤษชาติใดมาบ้าง (ตอบได้มากกว่า 1 ข้อ)
☐ อเมริกา ☐ ฟิlippินส์
☐ สหราชอาณาจักร ☐ กาน่า
☐ ออสเตรเลีย ☐ ไทย
☐ นิวซีแลนด์ ☐ อื่นๆ (โปรดระบุ) _____
☐ แคนาดา
5. คุณเรียนวิชาภาษาอังกฤษพื้นฐาน1 ได้เกรดอะไร?
☐ A ☐ A-
☐ B+ ☐ B ☐ B-
☐ C+ ☐ C ☐ C-
☐ D+ ☐ D ☐ D-
☐ F
6. คุณเรียนวิชาภาษาอังกฤษพื้นฐาน2 ได้เกรดอะไร?
☐ A ☐ A-
☐ B+ ☐ B ☐ B-
☐ C+ ☐ C ☐ C-
☐ D+ ☐ D ☐ D-
☐ F

ส่วนที่ 2 ปัจจัยที่ส่งผลต่อทัศนคติต่อครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

กรุณาเลือก วงกลม เพียงหนึ่งคำตอบ

1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = เห็นด้วย 4 = เห็นด้วยอย่างยิ่ง

การฟัง	
1. ข้าพเจ้าคิดว่าข้าพเจ้าเข้าใจเวลาสนทนากับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา แม้ว่าครูจะพูดภาษาอังกฤษในสำเนียงของเขาคิดต่างจากเจ้าของภาษา	1 2 3 4
2. ข้าพเจ้ารู้สึกว่าการฟังจากการสื่อสารกับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสามารถพัฒนาทักษะภาษาอังกฤษของข้าพเจ้าได้	1 2 3 4
3. ข้าพเจ้ารู้สึกว่าการฟังจากการสื่อสารกับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาทำให้วิสัยทัศน์ของข้าพเจ้ากว้างขวางขึ้นในเรื่องของความหลากหลายของภาษาอังกฤษ	1 2 3 4
4. ข้าพเจ้าคิดว่ามีความเข้าใจอย่างมากเวลาเรียนภาษาอังกฤษกับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา เพราะว่าครูมีน้ำเสียงที่ชัดเจน	1 2 3 4
5. ข้าพเจ้าคิดว่า การฟังจากการสื่อสารกับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาในบางเรื่องทำให้ข้าพเจ้าเข้าใจได้มากกว่าครูสอนภาษาอังกฤษที่เป็นเจ้าของภาษา เพราะเรามีวัฒนธรรมที่คล้ายคลึงกัน	1 2 3 4
การพูด	
6. ข้าพเจ้าคิดว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา มีการออกเสียงที่ถูกต้องเวลาที่พูดสอนภาษาอังกฤษ	1 2 3 4
7. ข้าพเจ้าคิดว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา มีการเน้นเสียงหนัก เบา ที่ถูกต้องเวลาที่พูดสอนภาษาอังกฤษ	1 2 3 4
8. ข้าพเจ้ารู้สึกว่าการสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสามารถสื่อสารกับนักเรียนด้วยการพูดในห้องเรียนได้อย่างมีประสิทธิภาพ	1 2 3 4
9. เมื่อมีปัญหาเกิดขึ้นในการสื่อสารระหว่างนักเรียนกับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา ข้าพเจ้ารู้สึกว่าการสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสามารถอธิบายจนสถานการณ์คลี่คลายได้	1 2 3 4
10. ข้าพเจ้ารู้สึกสบายใจที่ได้พูดคุยปัญหาหรือข้อสงสัยส่วนตัวกับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามากกว่าครูสอนภาษาอังกฤษที่เป็นเจ้าของภาษา	1 2 3 4

การอ่าน				
11. ในการสอนอ่านเรื่องหรือบทความภาษาอังกฤษ ข้าพเจ้าคิดว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้วิธีการสอนที่เหมาะสมกับวัตถุประสงค์ของผู้เรียน	1	2	3	4
12. ข้าพเจ้าคิดว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสามารถสอนหรืออธิบายวัฒนธรรมตะวันตก ที่อาจสอดคล้องอยู่ในเนื้อเรื่องหรือบทความภาษาอังกฤษได้	1	2	3	4
13. ข้าพเจ้ารู้สึกว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีการเตรียมตัวที่ดี และเอาใจใส่นักเรียนในชั่วโมงการสอนอ่านเนื้อเรื่องหรือบทความภาษาอังกฤษ	1	2	3	4
14. ข้าพเจ้าคิดว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสามารถอธิบายความหมายของคำศัพท์ใหม่ที่พบในเนื้อเรื่องหรือบทความภาษาอังกฤษให้เข้าใจได้ง่าย	1	2	3	4
15. ข้าพเจ้าคิดว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสอนการอ่านเนื้อเรื่องหรือบทความภาษาอังกฤษได้เหมาะสมกับระดับของผู้เรียน	1	2	3	4
การเขียน				
16. ข้าพเจ้าคิดว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสามารถเขียนประโยคภาษาอังกฤษและคำศัพท์ได้อย่างถูกต้อง	1	2	3	4
17. ข้าพเจ้าคิดว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา สามารถยกตัวอย่างประโยคในการอธิบายไวยากรณ์ภาษาอังกฤษได้	1	2	3	4
18. ข้าพเจ้ารู้สึกว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา เปิดโอกาสให้นักเรียนได้ลองหัดเขียนบทความภาษาอังกฤษอย่างสั้น หรือ เรียงความด้วยตนเอง	1	2	3	4
19. ในชั่วโมงการสอนเขียนบทความภาษาอังกฤษ ข้าพเจ้ารู้สึกว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาได้แนะนำให้นักเรียนมีโอกาสไปค้นคว้าหาความรู้ด้วยตนเองเพิ่มเติมนอกห้องเรียน เช่น จากห้องสมุด อินเทอร์เน็ต หรือ หนังสือเรียน	1	2	3	4
20. เวลาตรวจงานเขียนของนักเรียน หากพบข้อผิดพลาด ข้าพเจ้าคิดว่าครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสามารถอธิบายให้นักเรียนเข้าใจให้ถูกต้องได้	1	2	3	4

ส่วนที่ 3 ข้อมูลเพิ่มเติม

คุณมีความคิดเห็นเพิ่มเติมหรือไม่ อย่างไร เกี่ยวกับทัศนคติของคุณที่มีต่อครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

ขอขอบคุณที่ให้ความร่วมมือ

APPENDIX C

การสัมภาษณ์

1. คุณมีความรู้สึกอย่างไร เมื่อต้องเรียนภาษาอังกฤษกับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

2. คุณอยากเรียนภาษาอังกฤษกับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาชาติใดมากที่สุด

3. คุณคิดว่าอะไรคือข้อดีของการเรียนภาษาอังกฤษกับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

4. คุณคิดว่าอะไรคือข้อเสียของการเรียนภาษาอังกฤษกับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

5. คุณคิดว่าใน 4 ทักษะ นั้นคือการฟัง การพูด การอ่าน และ การเขียน ทักษะใดที่มีผลต่อการเรียนภาษาอังกฤษกับครูสอนภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามากที่สุด เพราะอะไร

ขอขอบคุณที่ให้ความร่วมมือในการให้สัมภาษณ์

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