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**UNIVERSITY OF SOUTHAMPTON**

**FACULTY OF HUMANITIES**

**THAI UNIVERSITY STUDENTS, TEACHERS AND PROGRAM  
ADMINISTRATORS, CONSTRUCTION OF NATIVENESS IN  
ENGLISH LANGUAGE TEACHING**

**BY**

**YUSOP BOONSUK**

Thesis for the degree of Doctor of Philosophy

July 2015



**UNIVERSITY OF SOUTHAMPTON**

**ABSTRACT**

**FACULTY OF HUMANITIES  
DEPARTMENT OF MODERN LANGUAGES**

**DOCTOR OF PHILOSOPHY**

**THAI UNIVERSITY STUDENTS, TEACHERS AND PROGRAM  
ADMINISTRATORS, CONSTRUCTION OF NATIVENESS IN  
ENGLISH LANGUAGE TEACHING**

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As English has been rapidly expanding its function and scope beyond geographical, social and racial boundaries, it is thus perceived as a bridge that connects multilingual and multicultural groups of people and serves their needs on both national and international levels. Consequently, the number of people (especially from the Outer and the Expanding Circle countries) who prefer to learn and teach English is steadily increasing every year. In English language teaching (ELT), however, non-native English speaking teachers (NNESTs) are frequently challenged, questioned, discriminated against, and endure prejudice from some educational stakeholders, even if they are qualified to teach English. The concept of the ideal English as a second or foreign language teacher and whether they should be a native or non-native English-speaker has been discussed intensively in ELT environments, including Thailand where this study was conducted.

In order to gain a deeper understanding of this issue, the main aims of this study are to investigate the perceptions of Thai University students, native English speaking teachers (NESTs), non-NESTs, and English program administrators (EPAs) towards the construction of nativeness and its relationship to the teaching effectiveness of English teachers. To provide a clearer picture, characteristics of effective English teachers and perceptions of educational stakeholders towards differences between NESTs and NNESTs are also examined. Within this study, 301 students answered the questionnaire,

while 35 participants participated in the semi-structured individual interviews (16 students, 7 NESTs, 8 NNESTs, and 4 EPAs). Mixed-research methods (quantitative and qualitative) were used to elicit the data from the participants. To achieve the aims of the study, the students' questionnaires and semi-structured individual interviews were employed as research instruments. Descriptive and inferential statistics were utilized to analyze the data collected from the questionnaire, whereas content analysis was employed to analyze the data collected from the interviews.

The findings from the study illustrate a challenge to the cultural stereotype towards the Inner Circle country groups of people who employ English as their mother tongue and who are perceived by the majority of the outsiders (the Outer and Expanding Circle people) as an ideal or model of English teaching. In this study, the majority of the participants perceive that English no longer belongs to any particular country, nationality or external appearance. They illustrate that every English user has the right to claim ownership of English and to utilize it in the way they prefer without looking back or considering the native speaker norms. Additionally, the findings indicate that there is no relationship between the native backgrounds of the teachers and their teaching effectiveness or ineffectiveness. In other words, factors, such as, NESTs and NNESTs' birthplaces, their nationalities, the first languages they speak or their external appearance are no indication of whether they are qualified or unqualified English teachers. From the perspectives of the participants, whether a person is an effective or ineffective English teacher should be evaluated individually by looking at their Personal characteristics, Pedagogical characteristics, Cultural sensitivity, Linguistic characteristics and Professional characteristics, as the main evaluation criteria. However, the findings also reveal that NESTs and NNESTs are constructed differently by the participants according to five aspects; Cultural sensitivity, Linguistic characteristics, Pedagogical characteristics, Personal characteristics and Hiring practices, although there is no implication that one is superior to the other. Furthermore, discriminatory hiring practices, which favour NESTs, are still reported due to external pressures.

# CONTENTS

	<b>Page</b>
Abstract	i
Lists of contents	iii
List of figures	ix
Lists of tables	x
Declaration of authorship	xiii
Acknowledgements	xv
Abbreviation used	xvii
Transcription conventions	xix
<b>Chapter 1: Introduction</b>	
1.1 Background and context of the research	1
1.2 Research objectives and research questions	6
1.3 Organization of the thesis	7
<b>Chapter 2: The role of English in teaching in global contexts, ASEAN, and Thailand</b>	
2.1 Introduction	11
2.2 The global spread of English	11
2.3 The role of English in ASEAN context	15
2.3.1 English as a lingua franca in ASEAN	16
2.4 The role of English in Thailand	19
2.4.1 English language ideologies in Thailand	19
2.4.2 English language teaching in Thailand	24
2.4.3 English as a lingua franca and ELT in Thailand	27
2.4.4 Teaching English in English as a lingua franca contexts	34

2.5 Summary and conclusion	45
<b>Chapter 3: Beliefs, attitudes and identity in English language learning</b>	
3.1 Introduction	47
3.2 Relationships between Beliefs and ELT	48
3.3 Thai students' attitudes towards Thai language	51
3.4 Thai students' attitudes toward NESTs and NNESTs	55
3.5 Characteristics of English language teaching teachers' effectiveness	58
3.5.1 General characteristics of teachers/teaching effectiveness	58
3.5.2 Characteristics of effective English teachers	62
3.6 Identity and teacher's identity	72
3.7 NESTs and NNESTs identities in English language teaching	76
3.8 Summary and conclusion	78
<b>Chapter 4: Native and Non-native English speaking teachers</b>	
4.1 Introduction	81
4.2 Definitions of Native and Non-native speaker overview	81
4.3 Discrimination towards race/ethnicity in the field of TESOL	86
4.4 NESTs and NNESTs in Thai educational context	89
4.4.1 Current trend of beliefs and hiring practices towards NESTs in Thailand	90
4.5 Summary and conclusion	97
<b>Chapter 5: Research methodology</b>	
5.1 Introduction	99
5.2 The concept of Social constructionism	99
5.3 Research design	101

5.4 Research questions overview	104
5.5 Research contexts and participants	105
5.6 Research instruments	108
5.6.1 Questionnaires	109
5.6.1.1 Students' questionnaire description	109
5.6.2 Semi-structure individual interviews	111
5.6.2.1 Students semi-structure individual interviews description	112
5.6.2.2 Teachers semi-structure individual interviews description	113
5.6.2.3 EPAs semi-structure individual interviews description	113
5.7 Pilot study	113
5.8 Data collection procedures	115
5.8.1 Data collection procedures for questionnaires	116
5.8.2 Data collection procedures for individual interview	117
5.8.2.1 Students individual interview collection procedures	117
5.8.2.2 Teachers individual interview collection procedures	118
5.8.2.3 EPAs individual interview collection procedures	119
5.9 Data analysis procedures	119
5.10 Ethical and risks considerations	123
5.11 Validity/Trustworthiness of the study	124
5.12 Limitations and recommendations of research methodology	128
5.13 Summary and conclusion	128

## **Chapter 6 Quantitative findings: Questionnaire**

6.1 Introduction	131
6.2 Reliability of the questionnaire	132
6.3 Demographic information of the students from four universities	133
6.4 Descriptive statistics of factors extracted from Principle Component Analysis (PCA)	135
6.5 Characteristics of effective English teachers	141
6.6 The relationships of the characteristics of the effective English teachers and other variables	148
6.7 Summary and conclusion	157

## **Chapter 7 Qualitative findings: Semi-structured individual interviews**

7.1 Introduction	161
7.2 Demographic information of the participants	162
7.3 Interview analysis	163
7.4 Construction of nativeness	165
7.5 Perceptions towards NESTs and NNESTs	174
7.5.1 Cultural sensitivity	175
7.5.2 Linguistics characteristics	177
7.5.3 Pedagogical characteristics	178
7.5.4 Personal characteristics	180
7.5.5 Hiring practices	182
7.6 Characteristics of effective English teachers	185
7.6.1 Personal characteristics	185
7.6.2 Pedagogical characteristics	187
7.6.3 Cultural sensitivity	189

7.6.4 Linguistic characteristics	190
7.6.5 Professional characteristics	190
7.7 Comparison between the students' questionnaire data and the students' interview data	192
7.8 Relationships between the construction of nativeness and effective teaching	194
7.8.1 From the perspective of the students	195
7.8.2 From the perspective of the NESTs	196
7.8.3 From the perspective of the NNESTs	198
7.8.4 From the perspective of the EPAs	199
7.9 Summary and conclusion	202
<b>Chapter 8 Discussion</b>	
8.1 Introduction	205
8.2 Construction of NSE as from the Inner Circle countries	206
8.3 Construction of NSE as from the Inner, Outer and Expanding Circles countries	210
8.4 Construction of NSE and their external appearance	213
8.5 Construction of NSE and teaching effectiveness	217
8.6. Construction of NSE and hiring practices in ELT	223
8.7 Perceptions on differences between NESTs and NNESTs	227
8.7.1 Cultural sensitivity	228
8.7.2 Linguistic characteristics	229
8.7.3 Pedagogical characteristics	231
8.7.4 Personal characteristics	233
8.8 NESTs and NNESTs in Thailand and other Asian countries	234

8.9 Summary and conclusion	241
<b>Chapter 9 Conclusion</b>	
9.1 Introduction	245
9.2 Research objectives, research questions and research methodology	245
9.3 Findings summary	249
9.4 Limitations and further studies	254
9.5 Implications and contributions of the study	255
9.6 Summary and conclusion	261
	<b>Page</b>
<b>Appendices</b>	
Appendix 1: Data collection timeline	263
Appendix 2: The Foreign English Teacher Questionnaire	265
Appendix 3: The Semi-Structured Interview Questions to Students	281
Appendix 4: The Semi-Structured Interview Questions to NESTs	285
Appendix 5: The Semi-Structured Interview Questions to NNESTs	289
Appendix 6: The Semi-Structured Interview Questions to EPAs	293
Appendix 7: Overview of the data collection schedule	297
Appendix 8: Interview Schedule: University A	299
Appendix 9: Interview Schedule: University B	301
Appendix 10: Interview Schedule: University C	303
Appendix 11: Interview Schedule: University D	305
Appendix 12: Participant Information Sheet	307
Appendix 13: Participant Consent Form	311
Appendix 14: A significant difference among the students from four universities towards characteristics of effective English teachers	313

Appendix 15: Demographic information of the participants	317
Appendix 16: A significant different between the characteristics of the effective English teachers and programs of study	321
Appendix 17: A significant different between the characteristics of the effective English teachers and gender	323
Appendix 18: A significant different between the characteristics of the effective English teachers and language proficiency	325
Appendix 19: A significant different between the characteristics of the effective English teachers and years of study English with NESTs	327
Appendix 20: Coding category and definitions: Interviews	331
Appendix 21: Interview transcription example 1: A student	337
Appendix 22: Interview transcription example 2: A native English speaking teacher	353
Appendix 23: Interview transcription example 3: A non-native English speaking teacher	373
Appendix 24: Interview transcription example 4: An English program administrator	391

**Page**

**Bibliography**

413

**Page**

**List of figures**

Figure 1: Visitors Arrivals between January to December, 2014	28
Figure 2: NESTs and NNESTs preferences in ESL/EFL contexts, April - May, 2013	92

Figure 3: NESTs and NNESTs preferences among workplaces in Thailand, May 2013	93
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**Page**

**List of tables**

Table 1: The relationships between the general characteristics of teachers/teaching effectiveness and the characteristics of effective language teachers	68
Table 2: Reliability of the questionnaire	132
Table 3: Demographic characteristics of the students from four universities	134
Table 4: The results of KMO and Bartlett's Test	137
Table 5: Descriptive statistics of extracted factors from Principle Component Analysis	137
Table 6: Factor items loading	139
Table 7: Students' perception towards the characteristics of effective English teachers	141
Table 8: Students' perception on the characteristics of effective English teachers towards Linguistics characteristics	142
Table 9: Students' perception on the characteristics of effective English teachers towards Professional characteristics	143
Table 10: Students' perception on the characteristics of effective English teachers towards Cultural sensitivity	144
Table 11: Students' perception on the characteristics of effective English teachers towards Personal motivational characteristics	145
Table 12: Students' perception on the characteristics of effective English teachers towards Pedagogical characteristics	146
Table 13: Students' perception on the characteristics of effective English teachers towards Cultural characteristics	147
Table 14: A significant different between the characteristics of the effective English teachers and background information of the students	149

Table 15: A significant different between the characteristics of effective English teachers and English language learning background of the students	151
Table 16: A significant difference among the students from four universities towards characteristics of effective English teachers	153
Table 17: A significant different of the students among four universities towards the Cultural characteristics	154



**DECLARATION OF AUTHORSHIP**

I, YUSOP BOONSUK,

declare that the thesis entitled

**THAI UNIVERSITY STUDENTS, TEACHERS AND PROGRAM ADMINISTRATORS, CONSTRUCTION OF NATIVENESS IN ENGLISH LANGUAGE TEACHING**

and the work presented in it are my own and has been generated by me as the result of my own original research. I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission.

**Signed:** .....

**Date:** .....



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"Surely, Allah is with those who are As-Sabirun (the patient)"

(Surah Al Anfal: 46)

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## ABBREVIATION USED

AEC	ASEAN Economic Community
ASEAN	The Association of Southeast Asian Nations communities
CMC	Computer-mediated communication
EFL	English as a foreign language
EIL	English as an international language
ELF	English as a lingua franca
ELT	English language teaching
ENL	English as a native language
EP	English program
EPA	English program administrator
EPIK	English Programme in Korea
ERGO	Ethics and Research Governance
ESL	English as a second language
FETRP	Foreign English Teacher Recruitment Project
IELTS	International English Language Testing Systems
JELA	The Jobstreet.com English Language Assessment
JET	Japan Exchange and Teaching Programme
L1	First language
L2	Second language
MoE	Ministry of Education
NEST	Native English speaking teachers
NET	Native English-speaking Teacher Scheme
NNEST	Non-native English speaking teachers

NNS	Non-native speakers
NNSE	Non-native speakers of English
NS	Native speakers
NSE	Native speakers of English
OBEC	The Office of Basic Education Commission
SC	Social constructionism
SD	The Teachers' Council of Thailand
TESOL	Teaching English to Speaker of Other Language
TET	Thai English teachers
TOEFL	Test of English as Other Foreign Language
TOEIC	Test of English for International Communication
WEs	World Englishes

## TRANSCRIPTION CONVENTIONS

.	= pause (un-timed)
...	= a section of data was removed
(?)	= inaudible
((L))	= laughs
=	= latched utterance
(XXX)	= unclear or unintelligent speech
[ ]	= overlapping or interrupted speech
//kondum//	= L1 (Thai) transcription



# CHAPTER 1

## INTRODUCTION

### 1.1 Background and context of the study

In an era of globalization, English has, increasingly, become the medium in every domain of communication. Higher education worldwide has contributed to the crucial role of English in meeting the growing local, national and international demands for English skills (Boonrangsri et al., 2004; Chalapati, 2007; Evans, 2002; Foley, 2005; Khamkhen, 2010; Mackenzie, 2002; Vadhanasindhu, 2002; Prapphal 2004). In addition, the number of nonnative speakers (NNS) of English worldwide is now greater than that of native speakers (NS) (Crystal, 2003, 2008; Dewey, 2007; Galloway, 2013, 2014; Graddol, 2006; Kirkpatrick, 2007; Mckay, 2002; Seidlhofer, 2011), and that number is assumed to have reached over 2 billion over a period of two decades (Crystal, 2008; Graddol, 2006). Crystal (2014) has proposed that the number of native speakers of English (NSE) is outnumbered by the number of non-native speakers of English (NNSE) by as much as five to one. Kirkpatrick (2007) also stresses that, in China alone, the numbers of English language learners are more than the combined population of the Inner Circle countries. Likewise, the number of English as a second language (ESL) and English as a foreign language (EFL) teachers is greater than that of native English speaking teachers (NESTs) (Canagarajah, 2005; Crystal, 2003; Mousse & Llurda, 2008; Prodromou, 2003). As a result, the interactions between NNSE and NNSE are far more numerous than the interactions between NNSE and NSE. In the light of this fact, the ownership of English is, therefore, no longer lies with NSs but with all users of English (Widdowson, 1994; Seidlhofer, 2005, 2011; Jenkins, 2006b, 2007, 2009; Pennycook, 2010).

Although the majority of English language teachers is comprised of non-native English speaking teachers (NNESTs), it is still often difficult for them to find jobs, particularly in ESL and EFL settings (Canagarajah, 2005b; Flynn & Gulikers, 2001; Mahboob et al., 2004; Moussu and Llurda, 2008). They are still treated as second class citizens

especially in hiring practice (Mahboob, 2004). Also, in many circumstances where equally qualified NESTs and NNESTs are both available, preference is given to NESTs. Medgyes (1994) characterizes NESTs and NNESTs as "two different species". Medgyes stresses that, although they could differ in terms of language proficiency and language behaviour, these differences do not imply that one group of teachers is better or worse than the other. Consequently, a different perspective on the issue of equality between NESTs and NNESTs should be taken into consideration (Cook, 1999; Milambiling, 2000).

A strong motivation for conducting this research project is grounded in my personal experience when I was a university student and an English teacher at different educational institutions in Thailand. From my direct experience as a student, I experienced studying English with NESTs and NNESTs (Thai English teachers). Most of my NESTs were from the Inner Circle countries, the United States of America, England and Australia, in particular. By that time, the following statements were heard and repeated over and over by several groups of Thais especially from Thai English teachers, job advertisements, the media, and students' caretakers:

"Studying English with NESTs is better than studying English with NNESTs";

"You need to pronounce the same as a native speaker of English";

"A white NEST is better than a black NEST"; and

"If possible, you should learn English with NESTs".

To the statements above, I wondered why those groups of people as stated above perceived English teachers in that particular way. In other words, I did not understand why studying English with NSE, especially those with white skin, can provide more advantage than studying English with English teachers who are NNS. No one could provide me with a clear explanation why. Therefore, I kept silent and believed in what I have heard and told by those groups of people without any questions.

When I became an English teacher in Thailand, discrimination between NESTs and NNESTs still existed in Thai society. I was confused by the question regarding NESTs and NNESTs. The question was why my NEST counterparts, who had no formal teaching qualifications and relatively little experience or without any English teaching experience, were being offered a much higher salary than local Thai English teachers who all possessed higher English teaching qualifications and much more experience in ELT.

When I was teaching English in the central and southern parts of Thailand, I had opportunities to teach English in different types of educational institutions, including schools, colleges, universities, and tutorial institutions. By working at those places, I had a lot of opportunities to meet with different groups of people (students and their caretakers, teachers, and administrators), to share and to discuss my personal experience and opinions on different topics regarding ELT in Thailand. The first two hottest points we occasionally discussed were about NESTs or NNESTs, and hiring practices. To clarify, who is a good English teacher: a native one or a non-native one; and what qualifications we should consider when hiring new English teachers were the main discussion points. It can be clearly seen that, surprisingly, what I heard when I was a teacher were still the same as, or even worse than, what I have heard and told when I was a child.

From those conversations, it can be concluded that the notions of native speakerism and linguistics imperialism still play great roles on Thais' mind. They somehow believe that NESTs are greater than NNESTs in my experience. From the case of the students' carers, if possible or if they have a choice, they prefer their children to study English with white NESTs. When I asked them about their feeling towards non-white skin NESTs, most of them expressed their opinions and feelings in negative ways if their children have to study English with NESTs who has dark skin. To support this point, some administrators were happy to invest a large amount of money to hire white NESTs in order to attract numbers of students to study at their institutions. They did not consider teaching qualifications of the teachers they hired as the main important factor

on teaching as long as their external appearances are fit to the students and carers' beliefs. The administrators tend to believe that as long as they can speak English, they can teach it. Consequently, a large numbers of NESTs are often hired to teach English in Thailand, even without any other qualification than their being NSE. More information regarding this problematic perception can be found in Chapter 4, section 4.4.1.

Another direct experience that showed a clear example of how Thai people discriminated between NESTs and NNESTs occurred when one of my friends was asked to sit on a committee for a regional speech competition at a private college. The committee was made up of both NESTs and local Thai English teachers. During the payment process, my friend, who actually did more work (as a translator, a coordinator, a marker, and so on) than NESTs on the committee received approximately £40 less than the NESTs. Surprisingly, it was discovered subsequently that NNESTs who were racially white or Caucasian earned the same rate as those coming from the Inner Circle countries. The situation appeared even more ridiculous when it became obvious that most of those NESTs were young, blond North Americans without any academic degrees or experience in teaching.

In my experience, however, discrimination is not only to be found against NNESTs but also NESTs. This phenomenon was discussed with one of my American friends who attempted to apply for a job as an English lecturer at a university in Bangkok, Thailand, in 2010. He passed the paper examination, thirty minute teaching demonstration and interview processes. A few days later, he received a phone call from the university to inform him of the result. He was told that, unfortunately, he could not be hired as an EFL teacher in the language program at the university because his physical appearance did not meet with student perception of a white phenotype (see Chapter 4, sectiona 4.3 and 4.4). Given what I have faced in my country (both through direct and indirect experiences) since I was a child, I strongly believe that the statements above are totally true.

Since I have been studying at the University of Southampton and have had several opportunities to travel to European countries where I was surrounded by different groups of people from different linguistic and cultural backgrounds, my beliefs have changed. In such multicultural and multilingual environments, people have a very high proficiency in English and can employ it as their main tool in their daily lives without any problems. In terms of ELT, I also found that some of the university's lecturers and staffs were not only from the Inner Circle countries but also the Outer and the Expanding Circle countries. No racial discrimination or prejudice towards their external appearance, mother tongue, or nationalities were apparent in my experience so far. They were perceived by the university as qualified teachers to teach both native and non-native English students.

Because of the importance of English, in Thailand, a number of efforts have been made with regard to the Thai educational system to improve Thai students' English performance. To enhance Thailand's competitiveness and accessibility in the global village, especially from the perspective of The Association of Southeast Asian Nations (ASEAN) communities, the growing need for more competent English users has more than ever brought a number of substantial changes to English language education policy. One of them concerns hiring a great number of NESTs. NESTs are considered good, correct, standard, beautiful, natural, and authentic, while NNESTs' models are viewed as being inferior (Jindapitak & Teo, 2012). They are perceived as representing a better investment than NNESTs or local Thai English teachers. This prejudice is even more invidious when a great number of untrained and unqualified NESTs are hired solely on the grounds that they are NSE. Hence, it is very difficult to reject the assertion that NESTs are still embedded strongly in the minds of Thais, particularly in ELT practices.

Since NESTs are viewed by Thais as infallible and perfect teachers of their own language, the result is that the Office of Basic Education Commission (OBEC) (2013) and thousands of private and state schools and universities in Thailand hire NESTs to teach English with the belief that they can provide authentic language usage and native-based cultural information to students (Chalapati, 2007; Methitham, 2009; Watson-

Todd, 2006). Many of these educational institutions often announce in their advertising that only "NESTs" are preferred (see Chapter 4, section 4.4) (Watson- Todd & Pojanapunya, 2009). They disregard other determinant factors in ELT as long as the external appearances of those NESTs meet with the perceptions perceived particularly by parents and students (ibid). Moreover, the icon of NSs is sometimes employed as a source of pride. As Bamgbose (2001: 360) highlights, several English schools in Thailand boast on their Internet homepage that "All of our English teachers are native speakers, teaching natural English as it is spoken in real conversation". To investigate and verify how people perceive and understand NESTs and NNESTs has become a must in Thailand in order to bring this controversial issue to light.

## **1.2 Research objectives and research questions**

English has now become an international language and as a result of globalization, is utilized by a great number of people across a wide range of nationalities and external appearances. In addition, the number of people who choose to learn English as a means of international communication is increasing hand in hand with the number of NESTs and NNESTs of ESL and EFL. As a result, there are no clear-cut characteristics for an effective English teacher. The ways in which people perceive whether a person is an effective or ineffective English teacher are various. These perceptions are based on factors such as, their educational backgrounds, experiences, where they grew up, and so on. From the previous literature, however, it seems that many educational stakeholders still employ the nativeness and non-nativeness idea as the main criteria to decide whether a person is an effective or ineffective English teacher. This problematic perception plays a significant role in teachers' professional lives and learners' learning processes as pointed out in the previous section. To provide a fuller understanding of this particular issue, therefore, it is significant to explore the beliefs, attitudes, and identities of educational stakeholders in Thailand regarding NESTs and NNESTs, especially when the role of English has changed to the international language and NSE are perceived as the minority among English users. By exploring these beliefs, attitudes, and identities, it is hoped that the concepts of NESTs and NNESTs can be further investigated and the research findings and implications can be applied to the ELT

community in the Thai context. Although many studies of NESTs and NNESTs have been conducted, these are still insufficient since the majority of the existing empirical studies have only focused on comparing English language proficiency and pedagogical skills and highlighting their advantages and disadvantages. This current study will consider NESTs and NNESTs differently. The distinction between NESTs and NNESTs is not the main focus in this study. The main objectives of this research project are to examine how educational stakeholders, Thai university students, NESTs, NNESTs, and English program administrators (EPAs), construct the idea of nativeness and its relationship to ELT effectiveness. These goals will be reached by examining the following research questions:

1. What is the relationship between nativeness and perceptions of effective ELT teachers?

1.a How do Thai university students construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

1.b How do native English speaking teachers construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

1.c How do non-native English speaking teachers construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

1.d How do English program administrators construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

### **1.3 Organization of the thesis**

Chapter 2 presents English in a global context, and in the contexts of ASEAN and Thailand where the main study is conducted. The chapter begins with a discussion of the global spread of English and its current status. In order to achieve a better understanding of the research context, the impact of English on Asian nations (Thailand, in particular) in terms of their national education systems and daily lives are mentioned. This issue later links to the discussion of English as a lingua franca (ELF). This is becoming an

interesting phenomenon to show how English is employed as the main tool for communications, especially when the ASEAN Economic Community (AEC) will be fully developed by the end of 2015.

Chapter 3 deals with the theoretical framework of teachers and students' beliefs, attitudes, and identity and how these influence the English teaching of both NESTs and NNESTs and the learning processes of learners. The chapter firstly provides an overview of beliefs and their relationship to ELT. The ways in which the beliefs of teachers and students affect their teaching and learning are discussed, particularly in terms of their teaching and learning practices. In order to provide a fuller understanding of this issue, in this study, Thai students' attitudes towards their own national language (Thai) and NESTs and NNESTs are also provided within this chapter. Since this study is mainly about NESTs and NNESTs, it is thus inevitable to discuss how their identities influence their teaching careers.

Chapter 4 concerns how people construct the idea of nativeness in ELT. The chapter begins with an overview of the definitions of NESTs and NNESTs and factors to take into consideration in order to perceive whether one is a native or non-native English-speaking teacher. This will be accompanied by an examination of how the external appearance and race of NESTs and NNESTs are interrelated to the ways in which people construct the idea of nativeness. As this study was conducted in Thailand, how Thai people perceived NESTs and NNESTs and how those perceptions play a role in ELT and hiring processes are presented to give a clearer picture of the research context.

Chapter 5 turns to the research methodology employed in this study. Firstly, this chapter presents how people construct the idea of nativeness using the concept of social constructionism, where an idea of nativeness emerges within a society and is accepted by those groups of people who live in that society. Secondly, the chapter includes a short discussion of the most appropriate research approaches to investigate the perceptions of the participants towards NESTs and NNESTs. Mixed method research where quantitative and qualitative methods are combined into a single research approach

is employed to elicit data from the participants and to explain the issues under investigation more effectively. This is followed by presenting the research questions that led to this investigation, the description of the research contexts and how the participants who took part in this study were selected. The chapter next moves on to a discussion of the research instruments utilized to collect the data from the participants, accompanied by a description of the data collection procedures and the ways in which this data was analyzed. A brief survey of the ethical risks and considerations and how to increase the validity and reliability of the research instruments related to the study is then presented. Finally, the limitations of the study are put forward along with recommendations regarding the research methodology.

Chapters 6 and 7 illustrate the results of the fieldwork. Within this study, the quantitative data collected from the questionnaire is demonstrated in Chapter 6, whereas the data collected through the semi-structured interviews is presented in Chapter 7. In relation to the first finding chapter (Chapter 6), descriptive (mean ( $\bar{X}$ ), standard deviation (SD), Frequency (f), Percentage (%), Cronbach's Alpha) and inferential statistics (Factor Analysis (FA), The Kaiser-Meyer- Olkin (KMO), Kruskal-Wallis Test, and Mann-Whitney U test) are utilized as the main statistical analysis tools to analyze the quantitative data. The chapter begins by exploring the reliability and value of the questionnaire and the backgrounds of the participants who took part in the questionnaire. Following this is a discussion of how the students define English teachers' teaching effectiveness. Regarding the characteristics of effective English teachers, in addition, the significance of the relationship between different groups of characteristics and variables, are provided within the chapter.

The second findings chapter (Chapter 7), as mentioned above, presents the data collected from the interviews. The main findings are divided into four sections. The first section centers on the perceptions of the students, NESTs, NNESTs and EPAs towards nativeness construction or in this case, the native speaker of English. In other words, how the participants define NSE. The second section concerns the perceptions of the four groups of participants towards NESTs and NNESTs. Further to this point, the

differences between NESTs and NNESTs in relation to ELT are shown. These are accompanied by the characteristics of the effective English teachers from the perspectives of the participants. The findings collected from this third section are also triangulated with the data collected from the questionnaires as provided in Chapter 6. Within the last section, the relationship between the native backgrounds of English teachers (their birthplaces, nationality, mother tongues and physical appearances) and their effective teaching is demonstrated.

Chapter 8 offers a discussion of the findings. The chapter begins with how NSE are constructed by the students, NESTs, NNESTs and EPAs and factors that influenced the perceptions of those nativeness constructions. Next, the relationship between the construction of NSE and their external appearances, teaching effectiveness and hiring practices in ELT are analyzed and critically discussed. The perceptions of the differences between NESTs and NNESTs as constructed by the participants are presented in the final section of this chapter. All of the discussion points stated above are supported by reference to the data presented in Chapters 6 and 7 and the related literature review provided in Chapters 2 to 4.

Chapter 9, as the last chapter, provides a summary and conclusion of the study. The chapter opens by revisiting the research objectives, research questions, and research methodology. The findings are also presented in brief. Within this chapter, moreover, the limitations of the study and recommendations for further studies are mentioned. Following these, the implications of the study and how the findings of the study can contribute to ELT, particularly where English is employed as a lingua franca, are proposed.

## CHAPTER 2

### THE ROLE OF ENGLISH IN TEACHING IN GLOBAL CONTEXTS, ASEAN, AND THAILAND

#### 2.1 Introduction

This chapter is divided into two main parts. The first part is a general overview of the role of English in a global context, ASEAN, and Thailand in particular. Within this first section, reasons for the spread of English throughout the globe and why it has become the foremost global language are provided. This is followed by an exploration of the role of English in ASEAN context, how English influences the ASEAN country members in terms of economics, communication, and educational policy. Since Thailand is the main context within this study, the nature of ELT and learning in Thailand are investigated. This section begins by describing language ideologies of Thai people with regard to English, the formal educational system in Thailand, ELT in Thailand, and how English as a lingua franca (ELF) affects ELT and learning in Thailand.

Because the role of English in ASEAN (including Thailand) has been changed to ELF, how English should be taught or learnt needs to be reconsidered. Within this second section, hence, three new teaching approaches, a lingua franca approach, a postmethod pedagogy approach, and teaching English as an international language (EIL) are discussed. It is hoped that this will provide a better understanding of how English teaching and learning should be framed in ASEAN and Thailand in particular in order to reflect the use of English in reality.

#### 2.2 The global spread of English

English is now widely considered to be a global language which has rapidly spread across the globe. Historically, the wide-spread use of English was influenced by two main factors according to Crystal (2003a). The first was the continuing expansion of

British colonialism throughout the nineteenth century while the second reason was the leading role of the United State of America's economic during the twentieth century.

Several educational scholars have provided different reasons for why English is considered to be a global language. Crystal (1997) stated that the English language has reached its present global status because it has been employed by many countries all over the world. In several countries English is given a special status, sometimes it is a first language, sometimes a second language and sometimes an official language in order to complement the speaker's native language and is used in multiple contexts such as government, the legal system, commerce, the media, and the educational system. In addition, sometimes English is called a foreign language in countries where English has no official status, but it is taught in schools, Thailand, for instance. Another explanation for the global character of English is the number of people who use it. As previously mentioned, Crystal (2008) and Graddol (2006) illustrate that the number of people who employ English as a second/foreign language is increasing each year. In the near future, they add, the number of English users is expected to reach approximately 2 billion. Kachru and Nelson (2006: 77) also state that, English is employed in more countries throughout the world than any other language: "no other language even comes close to English in terms of the extent of its usage".

However, there are some challenges to the position of English as the dominant world language in the twenty-first century. The main ones seem likely to come from Mandarin Chinese and Spanish since both of them have more first-language users than English. Because of the size of the population in China (approximately 1.4 billion people) Chinese has become the most used language in the world. In addition, large numbers of Chinese travel to other countries around the globe either to work, study, sightsee, or to migrate as permanent residents to those countries. This spread of the people and the economy growth may cause the Chinese language to become more and more powerful because people may perceive that in the future, due to the trade agreement, it would be useful to speak Chinese as well as understand the culture in order to ensure the smooth running of business. Spanish is the primary language of 28 different countries, and this

language also plays a significant role worldwide as it is spoken by more than 500 million people. It is also the second most employed language in international communication approximately half of the people in the Western Hemisphere employ Spanish to communicate with one another. Apart from that, it is one of the most popular second languages for learners in different parts of the globe (for example, the United States of America, every country in South Africa except Brazil, Central America, Latin America, Mexico, and Europe) (College of Liberal Arts and Science, 2013) and the third most popular language on the internet, while the first and second are English and Chinese respectively. The number of people who learn and speak these two languages are increasing rapidly year by year, and if this phenomenon continues, the position of English as the main formal language for international communication may alter.

The most influential and widely used model for examining the spread of English is that of Kachru (1992a). Kachru divided types of English speakers throughout the world into three different groups as demonstrated by three concentric circles: the Inner Circle, the Outer Circle, and the Expanding Circle countries. The Inner Circle refers to countries such as Britain, America, Canada, Australia and New Zealand whose inhabitants use English as their first language or are native speakers. The Outer Circle refers to formerly colonized countries such as India, Pakistan, Singapore and the Philippines where English is an official language for education, governance, and the media. In this sense, English is normally employed as a second language or as an international language. The Expanding Circle, lastly, consists of countries where English is identified as an important tool for international communication on various levels and in different areas. Examples of those countries are China, Poland, Greece, Japan, Indonesia and Thailand. The countries in the last circle have never been colonized by the nations of the Inner Circle and have not assigned English any official status within their borders, the language being taught mainly as a foreign language.

However, the model proposed by Kachru has some limitations that have been raised by several scholars and need to be taken into consideration. Jenkins (2009) thinks that this model is based more on geographical and historical factors than on the real conditions

and how people identify themselves with English. For instance, in India English is still employed by a particular group of people (such as an elite) while in Singapore it is wide-spread. It is also difficult to use the model to define speakers in terms of their English proficiency, since a native speaker may have a limited vocabulary knowledge and poor grammatical competence while the reverse may be true of a non-native speaker. Thus, she further explains that even though the three-circle model is very helpful, it needs to be taken into account that it may not fully reflect the current circumstances. The models also do not take adequate account of social differences within them, for example immigrants (Holborow, 1999: 59-60). Although some limitations were found and discussed among scholars with regard to this model, based on the previous studies, many scholars and researchers (including the author) still refer to it and use it to support their studies.

With the development of technology and globalization, communication is no longer exclusively a face-to-face act or a simple chat over the telephone but also includes Computer-mediated communication (CMC) where people can chat and make contact with others without seeing each other's faces and without the restrictions of time and space. Edudemic connecting education and technology (2013) and Internet World Stats (2013) reported that English, Chinese, and Spanish are the most popular languages used by people to contact one another within social networking sites. This information is supported by Graddol (2000, 2006) and Crystal (2003a, 2012) who note that the majority of the information stored in the world's computers is in English. This factor probably needs to be taken into account when thinking about how English is so widely employed nowadays.

McArthur (2003) mentions that many countries around the globe have paid much attention to the increased abilities of people in their countries to use English not only to communicate with people in their own countries but as a tool for international communication. It can be seen that in many countries English has been introduced as a medium for communication in several dimensions, particularly in an educational systems, in order to improve the English language proficiency of their nations. Arva

and Medgyes (2000) and Grubb, et al. (2010) state that this high demand for English development has led to increasing numbers of NESTs because most parents, learners, and some educational institutions still think that NESTs are more qualified as English teachers than NNESTs, especially in terms of speaking and pronunciation skills. Attempting to define who is a native speaker has become a major issue and many studies have been conducted on the subject of NESTs and NNESTs as mentioned in Chapter 4.

### **2.3 The Role of English in ASEAN context**

Turning from a more general discussion to a more particular region, in the Asian context (including Thailand), English has been playing a significant role for decades. It is the language used as a medium for international communication, tourism, reading texts, and a symbol of modernity (McArthur, 1998). It has a "presence in the most vital aspects of Asian lives" (Kachru, 1998: 91), that is, through culture, language, discourse, economy and identity. In this section the role of English in Southeast Asia where the country of the main current study (Thailand) is located will be discussed.

The special status given to English language in Southeast Asia is partly a reflection of the fact that English is now considered to be a global language (Graddol, 2006; Punthumasen, 2007; Kirkpatrick, 2010a). In Southeast Asia, moreover, English has become the language of finance, trade and tourism (Baker, 2008, 2012; Kirkpatrick, 2007, 2010a) particularly since the establishment of ASEAN in 1967 (McArthur, 2003). ASEAN mainly involves a group of ten nations, namely, Burma, Brunei, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. This co-operation will provide opportunities for all Asian nations from the ASEAN community to contact each other, and to travel and work together more closely within this community, especially for economic purposes. This phenomenon will offer Thai people chances to study, work, and travel more freely within this community. At the same time, other Asian nations who are the members of ASEAN community will also be allowed to travel to Thailand. The main language used within these ten countries is English as the

Article 34 of the Charter of ASEAN states "The working language of ASEAN shall be English". The use of English among the ASEAN nations as the medium for communication, especially in business sectors either in their own countries or other ASEAN contexts will significantly increase in 2015 when these ten countries become a part of the ASEAN Economic Community (AEC). To be considered as a qualified candidate from the perspective of the AEC, it can be assumed that, competence in English is one of skills needed, as Rappa and Wee (2006: 125) suggest, "English is not a language that Southeast Asian nations can afford to ignore, [...] because of its importance in facilitating economic development [...]".

As English is perceived to be the language of modernization, knowledge, and globalization (Kirkpatrick, 2010a), many Asian countries feel that English is a valuable language for both international and international communication, and are increasingly committed to strengthening and improving ELT. ELT in Asia has become a topic of discussion in terms of government education policies (Nunan, 2003; Tsui and Tollefson, 2007). Because English is viewed as a global language, most countries in ASEAN (including Thailand) include English as a compulsory subject within their national teaching curricula and their governments have attempted to increase the English proficiency level of their nations by allocating large budgets to train English teachers (Kirkpatrick, 2010b; Nunan, 2003).

With English as the official working language of ASEAN along with promotion of the language and English educational development policy provided by national education policy within each ASEAN country, it can be assumed that most ASEAN nations will be asked to take English language learning more seriously since they themselves realize how English plays a significant role both locally and on international levels particularly when ASEAN is fully implemented in 2015 (Bangkok Post, 2012).

### **2.3.1 English as a lingua franca in ASEAN**

English as a lingua franca or ELF is another aspect that needs to be taken into consideration within the ASEAN context. Graddol (2006) and Seidlhofer (2011)

mention that the major role of English in today's world is as a lingua franca. Jenkins (2009: 143) defines "ELF as a contact language used amongst speakers with different first languages; ELF is used in contexts where speakers of different first languages need a common language to communicate with one another". Similarly, Seidlhofer (2011: 7) defines ELF as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option". Seidlhofer (2001: 134), additionally, proposes that the ELF concept goes beyond the traditional native norm and nation-bounded varieties. The ELF users, "skillfully co-construct English for their own purposes, by treating the language as a shared communicative resource within which they have the freedom to accommodate to each other, code-switch, and create innovative forms that differ from the norms of native English and do not require sanctioning by native English speakers" (Jenkins, 2011: 931). This notion is also corroborated by Seidlhofer (2011: 88) who concludes that ELF "is indeed the process of language dynamics whereby the language is adapted and altered to suit changed circumstances of its use [...] The appropriation of the language as a lingua franca necessarily focuses attention not on what is proper English is reference to standard or native-speaker norms, but what is appropriate English for new and different communicative and communal purposes".

As Seidlhofer (2004) mentions, the majority of the world's English users are now to be found in countries where it is a foreign language. This shows that the number of people who use English, whether ESL or EFL, is increasing. Graddol (2006) states that most people in Southeast Asia speak English as a second or third language and that much of the communication in which they engage is with similar types of speakers. In an ELF context, Seidlhofer (2011) adds that English language from the Inner Circle countries cannot be used properly as a linguistic reference point because the majority of the English users are not native English speakers. The result is that the model of English native speakers, especially in English for international communication and teaching in English phonology, may no longer be appropriate.

Because of the roles of English as stated in the previous section, Baker (2009a) states that English has become a lingua franca in the ASEAN setting and that it is the main tool for communication within ASEAN countries for trade and tourism purposes. Even though French and Malay were suggested as other choices of working language for the ASEAN, English was accepted as the preferred language by the members of the ASEAN community. Kirkpatrick (2010b) conducted a study on ELF in ASEAN and found that the way that Asian people used English for communication in the lingua franca context is not based on the native speaking model. The study found that participants understand each other through communication of ELF in accordance with their educational and linguistic backgrounds.

In terms of the specific features of English used in the ASEAN community, Kirkpatrick (2010b), has found that most Asian people are likely to produce the same phonological and syntactic features of English, the avoidance of reduced vowels and the use of non-standard form. Kirkpatrick (2010b: 8) provided some examples of the non-standard grammatical forms employed in ASEAN English as a lingua franca (further examples can be found in Kirkpatrick 2008):

- 1) the flexible use of definite and indefinite articles (*I know when we touch money issue it can be very controversial*);
- 2) absence of plural marking on nouns of measurements (*One three time or four time a years*) (and note the use of the non-standard "-s" on years);
- 3) non-marking of past tense forms (*I couldn't see, that's why I just sit and take the rest*);
- 4) use of preposition in different contexts (*and the second purpose is the seek and see for discussion*)

Apart from that, as Graddol (1997) notes, communicative strategies play a significant role in increasing intercultural communication competence among non-native English speakers. Kirkpatrick (2008) found that most ASEAN member countries employ the strategies of "paraphrase" and "let it pass" in order to reach their communication goals

and at the same time to protect against a breakdown of communication. Employing non-standard English forms, furthermore, does not only emerge in ASEAN English as a lingua franca but also in other varieties of English across the globe (Kirkpatrick, 2010b).

## **2.4 The role of English in Thailand**

This research project was conducted in Thailand, so it is worth providing information about how the English language has played a significant role in this country where English is learnt as a foreign language. This section is divided into 3 sections. The first two sections mainly concern English language ideology and ELT in Thailand. In these two sections, an overview of educational stakeholders in Thailand, language ideologies, the history of ELT, and English teaching curriculum and objectives in Thailand is provided. In the last section, a new phenomenon, namely English as a lingua franca and how it links to ELT in Thailand is discussed.

### **2.4.1 English language ideologies in Thailand**

It is undeniable that language and ideology are interrelated, particularly when it comes to attitude, identity, language planning and language policy (Ager, 2003; Lippi-Green, 2012; Wodak, 2007). Even though ideology is connected to "the needs and interests of a dominant group" (Lippi-Green, 2012: 67), in this study, ideology will refer to "any body of ideas, be they positive or negative persuasion, [...] which is seen to include a set of beliefs concerning how things are, how they should be, and how to relate both to each other and to behavior" (Flaitz, 1998: 14; cf. Hodge and Kress, 1993; Lippi-Green, 2012, Modiano, 2001; Simpson, 1993). They are "[...] representations of aspects of the world which can be shown to contribute to establishing, maintaining and changing social relations of power, domination and exploitation" (Fairclough, 2003: 9). It seems that ideologies are constructed in the interest of a specific social or cultural group. Because this study is related to the beliefs, attitudes, and identity of four different groups of educational stakeholders, to explore and understand their ideologies regarding English might provide us with a clearer picture of how Thai nations construct the language as

well as the ways in which they employ the language, which may reflect national language planning and language policy.

Kroskriky (2000, cited in Dyers & Abongdia, 2010) views language ideologies as mirrors of the actual language practice of people in one particular society regarding the patterns in which they talk, what they think about language, the language choices that they prefer to employ, and their sociopolitical positioning regarding particular languages. In other words, it seems that language ideologies are perceived as bridges providing links between language and society. As Lippi-Green (2012: 71) proposes, ideology can act as "the bridge or filter between language change and social structures". Ideologies are socially and historically rooted, power-laden, and serve the interests of a particular group of people (Kroskriky, 2010). They are "[..] the ideas with which participants and observers frame their understanding of linguistic varieties and map those understandings onto people, events, and activities that are significant to them" (Irvine and Gal, 2000: 35, cited in Haviland 2003: 764).

Thailand where this study was conducted, has been described as part of the Expanding Circle (Kachru, 1998) or as a "Periphery English country" (Phillipson, 1992), with the status of English remaining as a foreign language. English is considered to be the most important foreign language in Thailand (Wiriyachitra, 2001, 2002; Wongsothorn, Hiranburana & Chinnawongss, 2003). The Thai government has clearly stated that the development of English skills is one of the most important factors for developing the ability of Thai people to cope with globalization (Nakhon, 2013; Wongprom, 2000; Wiriyachitra, 2002; Wongsothorn, Hiranburana & Chinnawongss, 2003).

The way that the Thai government manages Thai educational policies might affect the English language ideologies of Thai people. In Thailand, educational policies are normally provided by the Office of Basic Education (primary and secondary levels) and the Office of Higher Education Office (for tertiary level). They are the main educational organizations that run and control the direction of Thai educational systems within the country. Once teaching policies are launched, those policies will be directly transmitted

and become part of educational institutions' teaching and learning curriculums around the country. The policies provided by those two organizations are later implemented by teachers within their institutions. Those policies have a significant influence on NNESTs (which are Thai English teachers in this study) in terms of ELT materials, teaching strategies, teaching contents, and the ways in which they perceive themselves, their teaching professions and teaching contexts. They are perceived as the "boxes of knowledge" that provide a teaching framework to guide all educational stakeholders to work in the same way.

Regarding the point mentioned above, it seems that teaching and learning policy and curriculum design are entirely initiated by those who have power, and that the role of Thai English teachers has become passive and does not allow them to take charge of their own teaching. Consequently, Thai English teachers have been expecting to follow a particular set of theoretical principles and pedagogical techniques which are conceptualized and materialized by Western theorists and considered by them to be suitable teaching and learning methods (Boriboon, 2011; Methitham, 2011; Kumaravadivelu, 2003a). The language ideologies of teachers are automatically dominated by the policies and curriculums launched by those two organisations. The positions that they have and the roles that they play in society empower them to design and control what is right or wrong regarding language ideologies. Thus English language education in Thailand is still based on the traditional pedagogy of EFL which generally encourages students to behave in accordance with native speakers (Buripakdi, 2012a; Jindapitak & Teo, 2011, 2012; Methitham, 2011).

An interesting example regarding this issue was provided by Mukdawijitra (2010). He discovered that when a dominated group of Thai people (such as Thai linguistics scholars, researchers, or government officers) criticized some Thai teenagers about the way that they pronounced the Thai language, for example, the phrase "ใช่ไหม" (Is that right, yeah, or correct?) which is pronounced as "Chai mai", they tended to pronounce it as "ฉิมิ" or "Chi mi" instead. They proclaimed that this phenomenon could lead to a

catastrophe regarding the Thai language and that all Thais should employ standard Thai. They did not accept any adaptation of vocabulary, phrases, or sentences from the Thai language that they did not feel were standard. They probably did not realize that language is naturally not stable or fixed to one particular standard but is flexible and changes continuously and can be adapted depending on communication situations (Aitchison, 2001; Cogo and Dewey, 2006; Mukdawijitra, 2010; Sewell, 2013). However, once a language becomes a national symbol of a particular country, representing its national identity and uniqueness, as in Thailand where the Thai language is a symbol of the country and represents the national identity of Thai people, the language becomes frozen and stable under the provided frameworks or patterns of the dominating group of people. Some of the language frameworks or the patterns provided might work in contradiction to the practical ways that Thai people use Thai language in their societies, since most Thai people do not always use standard Thai to contact each other but regional dialects. By keeping this idea in mind, as long as each party still understand one another, no problems or difficulties that can lead to communication breakdown emerge during the interaction, and it is thus not important to focus only on standard one .

The Thai language ideology stated in the above paragraph influences the ideology of Thais towards English. In other words, the English language ideologies of Thai people can also be examined through English pronunciation. Thai people who pronounce English with a "Thai accent" are looked down on by other groups who have a more native pronunciation. This notion is supported by a study conducted by Jindapitak and Teo (2012) on the reactions of Thai English learners towards varieties of English or World Englishes (WEs). They found that Thai learners perceived people who could speak in a native accent as higher status than those people with non-native accents. This finding is corroborated by a study conducted by Buripakdi (2008) who examined the attitudes of Thai professional writers towards Thai English. The results reveal that mainstream English was considered as beautiful, expressive, international, appropriate, perfect, and professional, while non-mainstream English was seen as unfavorable, broken, stigmatized, non-standard, and incorrect, for instance. The studies imply that

Thai people tend to perceive that if one can pronounce words like a native speaker of English, it is not only a symbol to of his/her personal ability but it also indicates his/her social class. English pronunciation has thus become one of the most valuable criteria used by Thai people to distinguish whether a person is high or lower class. Because of this, most Thai people, attempt to pronounce their English like a native speaker of English in order not to lose face or be discriminated against by others. If this notion is embedded and accepted by the majority, then the Thai English accent may have no place in society. Those who speak English with a Thai accent will be marginalized or considered to be second class people in society (Buripakdi, 2008).

As Thailand has never been colonized by other countries and Thai is the only official language. Thais are proud that they have never been colonized. The significance of the English language as the foremost foreign language in Thailand since 1996 is a contentious issue since Thailand prides itself upon having never been colonized and upon having one official national language (Wiriyachitra, 2001, 2002). Thai governments have previously attempted to make English the second official language of the country to increase the opportunities of Thais to utilize English in their daily lives. Srisa-an (1998: 20) presents the ongoing importance of both L1 and L2 in Thailand:

"This advocacy of mastering a second language does not mean we are replacing or diminishing the importance of our national language. The national language will always have a place in our daily life, in our national culture and heritage. However, bilingualism if not multi-lingualism, is a global competency that will be required of a global citizen who works as a member of a multi-disciplinary and multinational team. It means mastering two or more languages, not replacing our national language. Or to put in another way, as English becomes everyone's second language, their first language, their mother tongue, becomes more important and more passionately held".

I would agree with the statement mentioned above. I do not consider that one's national language is less important or is placed under threat by employing the terms ESL or EFL.

I do not perceive that English (or another foreign language such as Chinese or Spanish) can replace the status of Thai language although the numbers of Thai people who employ those languages are increasing. That notion, however, was resisted by a group of Thai scholars who strongly believe that replacing the term EFL with ESL may lead to problems or conflicts since they still firmly adhere to the definition of ESL as something used in a colonized country. They feel that employing the term ESL is implying that their country has been taken over by another nation (Kirkpatrick, 2012).

#### **2.4.2 English language teaching in Thailand**

English has had a significant impact on educational policies in countries in Southeast Asia due to the increasing presence of globalization (Baker, 2008; Graddol, 2006). It has become one of the most popular foreign languages and is a compulsory module taught in educational institutions throughout regions of many countries (Kiely, 2014). In Thailand, English is studied in primary schools and is a required subject for higher education (Office of Education Council, 2006). It is widely used for educational purposes, academic advancements, career opportunities, traveling, technological access and economic success (Masavisut, Sukwiwat, & Wongmontha, 1986; Chalapati, 2007). It is generally believed that English was first taught in Thailand during the reign of Rama III (1824-1851) (Baker, 2008; Foley, 2005; Fry, 2002; Toh, 2003). One of the main reasons for learning English at that time was that Rama III viewed English as an essential tool for business with the British who were expanding their interests in the region (Rappa & Wee, 2006). English became a part of the Thai teaching curriculum in 1921. After 1996 it became a compulsory subject for all primary students (Wongsothorn, et al., 2003).

English in Thailand is taught as a foreign language to serve six different objectives as stated in the English curriculum in 1996: 1) To develop learners' proficiency in English communication with cultural appropriateness and according to different situations; 2) To enable learners to gain an sufficient level of English for their studies and professions in the future; 3) To build up learners' English skills in all aspects of communication; listening, speaking, reading and writing; 4) To establish a proper attitude toward the

English language and an understanding of its usefulness as a key to access the store of knowledge and information; 5) To develop learners' understanding of culture and world view of native speakers of English; and 6) To develop learners' understanding of multicultural in the world community and to enable them to use English to promote Thailand and Thai culture to the world. Since 1996, however, the English curriculum has been changed from time to time. The latest version of the English curriculum was written in 2008. The objectives of this new ELT curriculum have been separated into four strands, often known as the four Cs: communication, culture, connection and community (Mackenzie, 2004; Keyuravong, 2010).

In Thailand, furthermore, most Thai teachers still believe that the most suitable model for English is the native speaker of English (Boriboon, 2011). This idea has been instilled in Thai English students from generation to generation. Once those students become teachers, they then attempt to teach their students to pronounce words like a native speaker. Because of this, the students themselves later try to make themselves "sound native". They sometimes even dream or imagine being able to listen and respond in either British or American accents. The main point here is not to oppose or propose that teachers should not teach or students should not learn or use English like native speakers. If we take this issue into consideration carefully, however, it can be seen that teaching and learning English by adhering strictly to native speaker norms without realizing that the teaching contexts are different sometimes might lead to a negative influence. As Canagarajah (2005a) proposes, it is impractical and unrealistic only to pay attention to the dominant English-speaking cultures.

Although English has been taught in Thailand for many years, the English competency of Thais is still low in comparison to other members of the ASEAN countries (Laopongharn & Sercombe, 2009; Sangvatanachai et al., 2009). The standardized test, Test of English as Other Foreign Language (TOEFL), Prapphal and Opanon-Amata, (2002) reported that the TOEFL scores among Thai people showed the lowest level of English proficiency in Southeast Asia, with the average score below 500. Twelve years later, the language proficiency level of Thai people remains approximately the same

based on scores from different organizations, TOEFL (The Nation, 2013), The Jobstreet.com English Language Assessment (JELA) (2013), and EF English Proficiency Index (2013).

However, there is some debate surrounding the language proficiency tests, particularly TOEFL and International English Language Testing Systems (IELTS). The discussions focus on the issue of native norms. Since the design of both tests is based on the norms of native speakers of English, the question is whether TOEFL or IELTS are appropriate methods of assessing the English proficiency level of people who are not native speakers of English and mainly use English as a lingua franca in an ELF context (such as South East Asia) since they are both based on criteria designed by native speakers of English (Jenkins 2003, 2006b). Davies, Hamp-Lyons, and Kemp (2003); and Hamp-Lyons and Davies (2008) raise a challenging issue that standardized tests are biased, evaluating test takers' language proficiency using a variety of English to which they have never been exposed. For this reason, the result "systematically misrepresent[s] the 'true score' of the candidates" (Davies, et al., 2003: 571).

To clarify the point above, teachers, students, and others who teach, learn, and use English in Thailand where English is used as a lingua franca should not be assessed on their teaching and language abilities based on the phonological and syntactic norms derived from monolingual speakers of English. In contrast, they should have the right to design their own criteria to evaluate what is suitable based on their own teaching and learning environments. To support this point, Firth and Wagner (1997, 2007) and Kirkpatrick (2010b) consider that the proficiency in English of the ASEAN community should be measured against their ability to use English as a lingua franca. They do not need to be measured linguistically against idealized native speaker norms, as Matsuda (2003b) insists that the standardized tests, as mentioned earlier, are not suitable to measure the language proficiency required for multilingual/multicultural contexts.

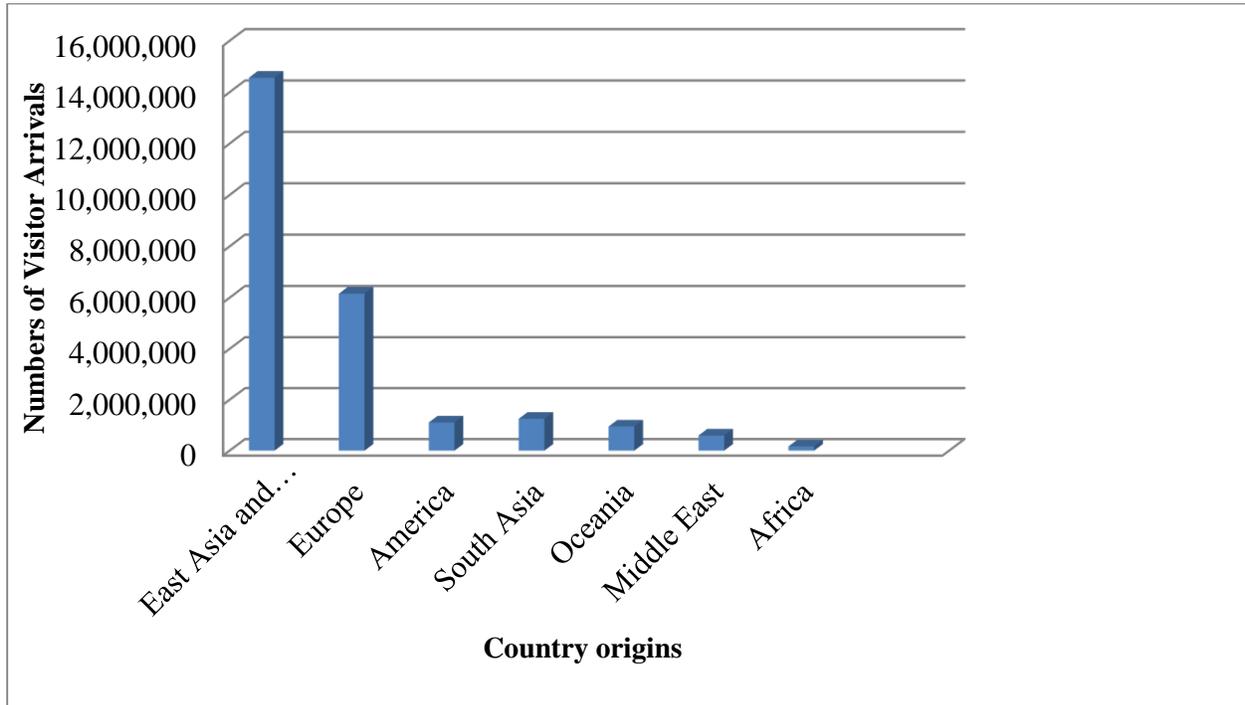
### **2.4.3 English as a lingua franca and ELT in Thailand**

It can be clearly seen from the literature review, that standard varieties of British and American English have for a long time been accepted and promoted as the only internationally acceptable pedagogical models for ELT (Lam, 2002; Bolton, 2003; Zhang, 2003; Adamson, 2004). However, the phenomenon of ELF in linguistics sheds a new light on the issue of whether English should be taught and used based on native norms (British or American English) or learners' context and environment (e.g., where they live, how they use English in their societies, and with whom they mainly communicate). Knowing and using only British or American English may not always be effective in some particular international contexts, such as Asia where there are approximately 812 million people who utilize English as a method of communication (Bolton, 2008).

As previously stated, English has been employed in different domains in Thailand, such as media, international business interaction, education, career opportunities and development and the Thai tourism industry (Baker, 2009b, 2012). Furthermore, the main interlocutors of Thai are university graduate students who are also mainly from non-native English speaking countries (Wongsothorn et al, 2002). Boonyavatana, (1996: 6), pointed out that English in Thailand is frequently not used amongst speakers from Kachru's Inner Circle. It can be assumed that, English in Thailand is generally used as a lingua franca to communicate with non-native English speaking countries (Baker, 2009a, 2012; Kirkpatrick, 2010a; Watson-Todd, 2006).

Thailand has become one of the most popular tourist destinations. Watson-Todd (2006) states that a large number of people from every corner of the world travel to Thailand each year for different purposes, such as education, business, personal purposes and travelling. The following tables provided by the Tourism Authority of Thailand (2015) show the number of tourists who visited Thailand in 2014:

**Figure 1: Visitors Arrivals between January to December, 2014**



From the figure above it can be seen that most of the foreign tourists were not from the Inner Circle countries but the Outer and Expanding Circle countries where English is utilized as either a second or a foreign language. The first two biggest markets were China and Malaysia which are now generating more than two million annual arrivals each, whereas Japan, Russia, South Korea, and India are generating more than one million arrivals each. Additionally, Watson-Todd (2006) states that the major group of tourists visiting Thailand were from Asian countries where English is not their first language, while English native speaking tourists were found to be a minority.

The increasing diversity of English has lately led a number of scholars to think about the associated implications for ELT (Jenkins 2000, 2006a, 2006b, 2007, 2009; Leung 2005; McKay 2003; Seidlhofer 2003, 2004; Widdowson 2003). With regard to ELF, it seems that it affects ELT in several dimensions; teacher education, curriculum design, textbooks, assessment, and how English is taught for intercultural, lingua franca communication (Alptekin 2002; Seidlhofer 2004). In case of Thailand where English is

employed as a lingua franca (Baker, 2009a, 2012; Kirkpatrick, 2010a; Watson-Todd, 2006) and where this study was conducted, the role of English as a lingua franca also influences ELT, designing curriculum in particular. From my direct experience as an English teacher in Thailand for many years, it can be said that an ELF's phenomenon has influenced the ways Thai teachers and administrators design their English teaching and learning curriculums. They are aware that English is no longer bounded in the Inner Circle countries and different types of English are being used nowadays. To make sure that their students are ready enough to communicate in English with people who have different linguistic backgrounds, they have attempted to implement at least one subject that relates to ELF into their teaching and learning curriculums in order to increase awareness of their students regarding how English is being used in ELF contexts. In relation to the subjects mentioned, different educational institutions might provide different names to call those subjects. Some universities offer the course under the name of 'Teaching English as the World Language', while others call it as 'Teaching English as an International Language' or 'Language in Society'. No matter what the courses are called, there is a common issue as a part of teaching content which is about ELF. As can be seen throughout the country, moreover, they have hired a lot of foreign teachers and offered several international programs for both Thai and international students in order to establish diverse community within their institutions. This provides a better opportunity for their students to speak English with people from different cultural backgrounds. At the same time, it offers a good chance for the students to be familiar with different varieties of English accents, and to observe how English can be used differently by different groups of people. As pointed out by McKenzie (2010), correspondingly, it would be advantageous to expose learners to a range of native and nonnative varieties of English, rather than a single or a restricted range of Englishes in the ELT classroom. In doing so, teachers will be able to offer his/her learners with critical awareness of language variation at the appropriate stage, so that they are capable of entering into a range of discourse communities (Sewell, 2013). From this stand point, it is not an exaggeration to say that if we prefer to understand the use of English in today's world, "ELF must be one of the central concerns in this line of research" (Mauranen, 2006: 147).

To make the point stated above clearer, it needs to mention here that English in Thailand has generally been taught and learnt based on the native speakers norms (Boriboon, 2011; Methitham, 2011; Kumaravadivelu, 2003a). The majority of Thai students have been told and repeated by several groups of educational stakeholders that NSE are the only group who can use English perfectly. They are perceived as ideal English users. As a consequence, the students are trained to act or express as the same way as NSE (Buripakdi, 2012a; Jindapitak & Teo, 2011, 2012; Methitham, 2011). By taking this into consideration, they will later automatically marginalize and perceive English language using by non NSE as incorrect, imperfect, and unacceptable (Patil, 2006). They then enter into the language class alongside with this set of attitudes and beliefs. Once the students have completed the courses previously mentioned, however, their new knowledge regarding English language, ELT, and the ownership of English are constructed. During taking those subjects, they have got opportunities to learn, to listen, to explore, and to discuss more regarding NSE, how English should be used and learnt, both outside and inside the classrooms with his/her friends, his/her teachers, and others. They then aware that English that they have learnt in the class might not always the same as English they are going to face in their daily life situations. They also realise that English used by NSE is not the only acceptable English pattern but there are different varieties of English which are acceptable by different groups of English users. To this particular notion, it can be said that to reach a native like competence is no longer perceived by the students as the goal of learning English. Above of all, who is or is not a NSE is needed to reconsider. It can be assumed that, from what presented above, the attitudes and beliefs of students towards NSE, English language, and ELT start changing.

One clearly example regarding the particular issue proposed above was taken from an assignment of a student who was studying English at one of the most prestigious universities in Thailand. My friend, who was working as a lecturer, assigned his students to write a short report about English. An interesting expression mentioned by a student in relation to ELT in Thailand was that:

"I was born in "Gangsom" culture not that hamburger one, so I prefer to learn the language in Gangsom style which is familiar to me rather than those original forms which i'm not accustomed to".

The above quotation implies that it is significant to pay attention to where learners are born and how they are raised. From what the student presented, Gangsom is traditional Thai yellow curry which originally find in the southern part of Thailand, while the hamburger is a type of fast food which originally comes from the western countries. It can be clearly seen that, from this quotation, the student prefers their teachers to teach English by connecting English teaching contents to where they belonged to or what they are familiar with. In other words, instead of teaching English through NS norms, the teachers should consider and attempt to learn how to adjust or adopt their teaching contents, teaching strategies, and teaching and learning materials, to suit to the context they teach. To support this notion, Baker (2008) and Cook (1999) illustrate that linguistic resources that are exposed to students should reflect their real-life purposes. Similarly, Kirkpatrick (2002), Wilang and Teo (2012) posit that English teaching and learning curriculums should pay attention more on local varieties of English and focus on ASEAN or regional discourses rather than those associated with Inner Circle group of people. In relation to Thailand, specifically, Baker (ibid) suggests that Thai English teachers and students should explore cultural diversity in teaching and learning materials such as textbooks and compare them with their Thai culture. To provide a clearer picture of how English teaching and learning curriculums in Thailand should be designed, "a lingua franca approach" as proposed by Kirkpatrick (2012) (see section 2.4.4) is a good starting point for Thai educational stakeholders to take into consideration.

In order to deal with ELF, furthermore, some universities in Thailand provide ELF's training for their teachers to increase teachers' knowledge about ELF, teachers' ELF awareness, and how to implement ELF into their teaching practices. Additionally, both national and international ELF conferences are held in Thailand each year to invite educational scholars, researchers, and outsiders from different educational institutions who are interesting in ELF to present, to share and to discuss their research, experiences

and opinions in relation to ELF. Although the numbers of ELF's research in Thailand is still limited, it can be clearly seen that it has become an interesting issue among people, both inside and outside ELT field. How ELF influence Thai English teachers, from my experience and personal discussion with some English teachers about ELF, I found that the majority of Thai English teachers show positive attitudes towards ELF. Even though the majority of Thai English teachers have been trained and taught to act and teach based on a particular set of theoretical guidelines and teaching framework which are conceptualized and materialized only by theorists from Western countries (Boriboon, 2011; Methitham, 2011), their attitudes and beliefs towards English have started changing after they have discovered what ELF is and how it is important in ELT. They have attempted to apply ELF to their teaching practices as much as they can. What is to be taught, how it is to be delivered, which teaching and learning materials will be utilized, and which methods would be used to evaluate their teaching and learning, will be considered carefully by them. To this point, how to teach, what to teach, what methods and what teaching and learning materials should be employed, will be based on their contexts of teaching. This can be supported by Seidlhofer (2011) who states that how an understanding of ELF could lead to a change in our thinking about English and the way it is generally taught. However, it is noted that not all Thai English teachers or educational stakeholders agree on the notion of ELF and how to implement ELF into teaching and learning practices.

From what I have mentioned above, it can be said that educational stakeholders in Thailand are now aware how important ELF is in designing how to teach and learn English. However, it needs to mention that teaching and learning policy and curriculum design in Thailand do not solely depend on the university itself but also the Ministry of Education or MoE. This organisation is perceived as the most important organisation to control and guide the educational system in higher education level. In relation to NSE, specifically, there is a clear statement launched from the MoE that NSE is the only group of people who come from the Inner Circle countries. From this point of view, it can be clearly seen that they still specify who is and is not a NSE. This means that even though the educational stakeholders (specifically administrators and teachers) are aware

of the impact of ELF towards ELT, they are still afraid of showing a contradiction or conflict towards the MoE. Consequently, the traditional pedagogy of EFL where NSE are perceived as the centre of English teaching and learning is still continuously used as the main theoretical principles and pedagogical techniques (Buripakdi, 2012a; Jindapitak & Teo, 2011, 2012; Methitham, 2011).

Because of the changing role of English in this era, linguists need to be aware of what is happening outside their country for the purposes of language teaching, language planning and predicting language change. All students should also be aware that several varieties of English are emerging and are being employed by particular groups of people around the globe especially in the EFL contexts where English is used for international communication. Regarding this specific point, Modiano (2009: 59) mentions that "an understanding of the diversity of English, for production as well as for comprehension, makes one a better communicator". Students themselves also need to be aware of and be flexible regarding the fact that as long as those English varieties are accepted among those particular contexts or groups of people, there is no right or wrong as long as people can understand one another.

Within ELF environments, to clarify the point above, teachers and students need to learn how to deal with language's diversity. Dealing with diversity is a question of awareness, sensitivity and accommodation, skills which could and should be applied in the field of ELT. Dewey (2012b: 163) proposes that in order to understand, accept, and incorporate the diversity of the language, the following aims need to be taken into account by teachers and educators: 1) investigate and highlight the particular environment and sociocultural context in which English(es) will be used; 2) increase exposure to the diverse ways in which English is used globally; presenting alternative variants as appropriate whenever highlighting linguistic form; 3) engage in critical classroom discussion about the globalization and growing diversity of English; 4) spend proportionately less time on ENL forms, especially if these are not widely used in other varieties; and thus choose not to penalize non-native led innovative forms that are intelligible and; 5) focus (more) on communicative strategies. In relation to ELF, it can

be seen that sharing ELF within teaching/learning processes is useful for the raising of awareness of differences and similarities between what is taught and learnt within the classroom environment, and what is faced in practice. In other words, teachers and students have to be aware that different groups of people may utilize English differently outside the classroom environment (Dewey, 2012a; Matsuda, 2002, 2012a, 2012b; Matsuda and Friedrich, 2012; McKay, 2002, 2009, 2012). They also need to take account of the spread of English and that this requires flexibility with regard to "rules". They thus should be prepared for a more open approach to teaching and learning English if ELF becomes more established. Teachers, also need to be aware that the choices of learners are essential, particularly with adult learners but they "needs to be made in full knowledge of the sociolinguistic facts and without pressure from the dominant native speaker community" (Jenkins, 2006a: 155).

Because ELF always adapts to changing circumstances, it should also be taken into account in ELT. Thus it can be said that this new role of English (ELF) has not only influenced the way in which people use English but also how English should be taught or learnt. To provide a clearer picture regarding this particular point, the following section hence presents how English should be taught or learnt within the ELF environments, particularly in the ASEAN countries.

#### **2.4.4 Teaching English in English as a lingua franca contexts**

In EFL contexts such as in Asian EFL classes where English is used and perceived as a lingua franca, the ways teachers teach and the ways students learn English seems not to prepare them to use English in the real world, or as a tool of communication in multilingual/multidialect environments. To make it clearer, ELT and learning in Asian are based on traditional theories in which the language proficiency level of English native speakers is the target competence. To deal with this issue, teaching and learning English in Asian classes need to be revised. Thus, a lingua franca approach as proposed by Kirkpatrick (2012) will be the main point of discussion within this section. This will be followed by a discussion of the postmethod pedagogy approach proposed by Kumaravadivelu (2001, 2003b, 2006, 2012). Since English is perceived as an

international language or EIL, additionally, the way that people frame English can provide useful suggestions as to how English should be taught and learnt. Even though there are some differences between ELF and EIL, there are also similarities. By taking the similar points between ELF and EIL into consideration, it is possible to gain a better understanding of how teaching and learning English should be formed within one particular context. Within this section, as a result, the aspects of EIL in terms of pedagogy as proposed by McKay (2012) will also be discussed. Before starting to discuss each teaching approach in detail, however, it should be mentioned that within this study I will be using the ELF as the main approach, not the EIL framework. The main reason for examining the aspects of EIL here is to provide some exploration of issues similar to those issues raised by ELF, as I will explain later in this section.

As previously mentioned, Thailand is a part of the ASEAN community and English is the official working language of ASEAN. It is used and perceived as a lingua franca among the ASEAN community including Thailand. Thus, it can be said that English has become a common communication tool of speakers of many different first languages in ASEAN contexts. This use of ELF has not only influenced the ways in which Asians communicate English to others but has also had a significant influence on teaching and learning English in the ASEAN community (Kirkpatrick 2012). Because of the influence of ELF, how English should be taught or learnt in ASEAN contexts should be redefined throughout the region. In relation to this point, Kirkpatrick (ibid: 38) proposes a "lingua franca approach" to ELT in ASEAN contexts. He perceives that this lingua franca approach can produce a clearer picture of the most appropriate way to teach English in ASEAN countries. Four main points regarding the lingua franca approach proposed by Kirkpatrick (2012: 40) are:

- 1) the goal of the approach is not for learners to acquire native speaker proficiency and to sound like native speakers, but to enable them to use English successfully in lingua franca contexts; they will naturally sound like multilinguals;
- 2) the content of the curriculum needs to include topics of regional and local

cultures that are relevant for lingua franca users in these contexts; it is a cross cultural course based on ASEAN/Asian cultures and literatures where intercultural competence is developed;

3) the curriculum must be therefore be designed to allow students to be able to engage critically in discussions about their own cultures and cultural values and interests in English;

4) the curriculum needs to include listening materials that familiarize students with the speech styles and pronunciation of their fellow Asian multilingual users of English as a lingua franca.

Regarding the lingua franca model, it can be seen that the lingua franca approach proposed by Kirkpatrick perceives the aims of ELT and learning as the ability to use it successfully in multilingual and regional contexts. It includes a course in local and regional cross-cultures and literatures to increase the cultural awareness of students. Implementing the lingua franca approach into ASEAN's ELT curriculums directly serves the needs of Asians. It not only provides students with more opportunities to explain and describe their cultural values and to promote their national identities to other ASEAN communities but it is also a good chance for the students to learn about the cultures of other ASEAN members in order to develop their intercultural competence (Byram et al., 2001). In relation to the lingua franca approach, furthermore, taking native speakers as learning models is not appropriate because English in ASEAN contexts has been used as a lingua franca. On this essential point, McKay (2009: 238) states that "reliance on a native speaker model as the pedagogical target must be set aside". In addition, it can be concluded that NSE are perceived as the minority group of people in terms of global communication. For these reasons, teachers and students no longer need to teach and learn English in order to sound like NSE. In contrast, teachers should have full authority to choose the ways they prefer to teach, students should be able to choose how they prefer to learn, and they should both be able to choose the communication strategies that they prefer to employ in relation to English teaching, learning and communication.

When considering the context of teaching as one of the vital factors influencing the effectiveness of teachers, it is necessary to mention the Postmethod pedagogy in ELT which is proposed by Kumaravadivelu (2001, 2003b, 2006, 2012). Kumaravadivelu (1999) also has the same opinion as McKay (mentioned above) that it is necessary to take local differences into account when teaching and learning English, since learning should be considered as personal and situated. Kumaravadivelu proposed the Postmethod pedagogy which comprises of three pedagogic parameters: particularity, practicality, and possibility. Each parameter is linked to teaching and learning contexts as Kumaravadivelu (2006: 171) states that the postmethod pedagogy "must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu".

According to Kumaravadivelu (2006), the first parameter, particularity, is viewed as the most important among the three parameters. The particularity parameter requires teachers to be sensitive to their learners and the contexts in which they teach. That is to say that according to the specific situation, particular learners, or learning context, the teacher needs to decide which teaching pedagogy will work for the learners. In other words, it is concerned with localized pedagogy as Prabhu (1990) states that there should be a relationship between the teaching context and the applied methodology. We need to take into account all the local linguistic, sociocultural, and political particularities. Thailand is located in the Expanding Circle, and it is not appropriate to utilize a universal teaching method or a standard language model to run classrooms as McKay and Bokhorst-Heng (2008) insist that teaching and learning contexts within the Expanding Circle countries are completely different from teaching and learning contexts in the Inner and Outer Circle countries. In contrast, some particular teaching and learning approaches should be reconsidered and applied based on the particular needs of learners and the teaching and learning circumstances in Thailand.

The second pedagogy parameter proposed by Kumaravadivelu is called the practicality parameter. As the practicality parameter refers to the interrelationship of theory and

practice, the main aim of the practicality parameter is to "enable and encourage teachers to theorize from their practice and practice what they theorize" (Kumaravadivelu, 2006: 173). In other words, the teaching theory that teachers should employ in their teaching practice ought to be designed by teachers themselves based on their real teaching practice, professional teaching knowledge and teaching experience. As teachers are perceived as the group most familiar with the different contexts of teaching and learning (such as the needs, beliefs, and attitudes of students towards English learning, and the limitations of the contexts), they should be much more prominent in deciding which teaching methodologies or teaching theories be employed in their classrooms within their particular teaching and learning environments. If teaching methodologies or teaching theories, on the other hand, are designed or proposed by people who are not familiar with or do not understand the contexts of teaching and learning, those teaching methodologies or teaching theories might not be suitable to serve the needs of people within that particular context. To support this notion, Davies (2007) notes that teaching practice takes place in diverse, dynamic, and changeable real world settings that teaching theories can never cover, predicate, or keep up with.

The last parameter is the possibility parameter. This last parameter emphasizes "the importance of larger scale, social, political, educational, and institutional forces that shape identity formation and social transformation" (Kumaravadivelu (2006: 184). To make it clearer, this third parameter requires a true understanding of the sociopolitical consciousness that teachers and students bring with them to the classroom so that it can function as a vehicle for personal and social transformation. Kumaravadivelu (ibid) notes that teachers should be empowered to help learners critically reflect on the social and historical conditions that have shaped their cultural lives. By doing this, they are perceived as the ones who shape and reflect their own teaching and learning. This will give them the chance to change their language teaching and learning behaviours which will accordingly lead to a transformation of their teaching and learning contexts.

In relation to the three parameters mentioned above, it can be clearly seen that the postmethod allows teachers to look at language teaching and learning from a new

perspective and supports them to realize their potential as practitioners. This framework presents principles that are applicable to and adaptable for every teaching and learning context and could act as a guide for both experienced and inexperienced teachers for their professional development as researchers and practitioners. In other words, the postmethod pedagogy places the teacher at the center of language teaching and learning and values his/her beliefs, experiences and knowledge. The value of teachers should be appreciated because it is the teachers who know and understand their learners and the classroom context best. They are valued sources of knowledge as a result of their experience as students, their past experience in teaching, their knowledge of one or more methods gained throughout their training as teachers, their knowledge of other teachers' actions and opinions and their experience as parents or caretakers (Prabhu, 1990). Consequently, postmethod teachers are encouraged to develop and create their own teaching methodologies as they gain experience based on their classroom contexts and knowledge of other methods and approaches. As a result, the constructed method reflects teachers' beliefs, values and experiences (Richards & Rodgers, 2001). In this sense, postmethod teachers become autonomous, analysts, strategic researchers and good decision-makers.

As the last teaching approach where English is perceived as an international language, where people with similar and different backgrounds use it as a tool to communicate with one another in order to serve their different purposes in both a global and a local scale (Crystal, 1997; Graddol, 1997, McKay 2002), McKay (2002) points out that EIL users do not necessarily need to follow the cultural norms of the Inner Circle countries in order to use the language effectively. In other words, native speaker models are not appropriate in the teaching of an international language. In contrast, they should use English in either a global or a local sense to express their ideas and cultures to others and should no longer link this with the Inner Circle countries. As teaching of EIL no longer belongs to any one particular nation or culture, teaching and learning English hence need no longer be based on the Inner Circle countries (McKay, *ibid*). Consequently, it is sensible that English should be taught based on local cultural expectations. English language teachers (either NESTs or NNESTs) need to make

decisions about which teaching pedagogies are most appropriate for their teaching contexts. As Prabhu (1990) mentions, there is no one best method, and no one method that is best for a particular context. In addition, Kramsch and Sullivan (1996: 211) propose that:

"appropriate pedagogy must also be a pedagogy of appropriation. The English language will enable students of English to do business with native and non-native speakers of English in the global world market and for that they need to master the grammar and vocabulary of standard English. But they also need to retain control of its use".

It can be concluded from the quotation above that EIL teachers and educators today need to take account of how English is used as a global language for a wide variety of cross-cultural communicative purposes. In terms of how English teaching pedagogy can be developed, they also need to be aware of how English is embedded and plays a role in the context in which they teach as Graddol (2006: 87) notes that "[...] the way English is taught and assessed should reflect the needs and aspirations of the ever-growing number of non-native speakers who use English to communicate with other non-natives". To support this, Widdowson (1994: 386) states that language taught in the classroom should be "specially designed for pedagogic purposes so that it can be made real in the context of the students' own world". Thus, it can be said that every EIL teacher should incorporate into their teaching instructional teaching and learning materials and activities rooted in local as well as international contexts that are familiar and relevant to their students' lives (Alptekin, 2002).

In order to teach EIL more effectively, McKay (2012) summarizes some principles for teaching EIL that teachers can adapt to their own teaching contexts. The main principles of teaching EIL proposed by McKay are (1) the promotion of intercultural, rather than native speaker competence; (2) the promotion of an awareness of other varieties of English; (3) the promotion of multilingualism in the classroom; (4) the promotion of instructional materials that include both local and international cultures; and (5) the

promotion of socially and culturally sensitive teaching methodology. These principles establish new roles for teachers. For some teachers, these principles may be completely new and they might need time to integrate them into their teaching process. As English has now obtained a status as an international language, there is a need for teachers to critically examine their pedagogical practices and adjust their roles so that they are more in keeping with the principles that underlie the teaching of EIL. Because the goal of teaching EIL is to provide teachers and students with more opportunities to teach and learn English based on how English is used within their own contexts, for a clearer picture, teachers need to be aware that integrating these EIL principles into their teaching practices does not mean that they should abandon their traditional teaching roles and take on completely new roles. On the other hand, they need to learn how to adopt those new teaching principles to improve their teaching practices and to make sure that they are practical and appropriate for the contexts in which they teach.

By considering the important issues of the lingua franca approach proposed by Kirkpatrick (2012), it can be seen that it shares some common factors with the pedagogical parameters offered by Kumaravadivelu (2001, 2003b, 2006, 2012) and the EIL principles proposed by McKay (2012). They all recognize the variability and difference of where teaching and learning take place as a vital factor in teaching and learning processes. By integrating and considering these three teaching approaches teachers and learners can find more appropriate strategies for how to teach, how to learn and how to use English in a more socially and contextually sensitive way based on their needs and within their own contexts. For example in an ASEAN setting where English is used as a tool of communication by multilingual speakers for whom English is a second or other language, the benefits of native speaker models from the Inner Circle countries (e.g. British and American models) that are perceived as benchmarks and targets for teachers and students in teaching and learning English need to be questioned. To make the point clearer, to reach a native like competence is no longer the target of teaching and learning English in the ASEAN community as Kirkpatrick (2010b) proposes that in multilingual societies such as ASEAN, "insisting on a single target norm is considered as inappropriate, impractical, and unnecessary". It can be concluded

from the example provided that those three teaching approaches especially the lingua franca approach, attempt to inform educational stakeholders that native speaker models are not appropriate teaching and learning models especially when teaching and learning English is taking place in ELF contexts. In addition, they are more focused on ensuring intelligibility rather than insisting on correctness. They also attempt to increase and support teachers and learners' awareness to develop their interaction strategies, to give them respect for both local and international cultures.

It seems that what Kirkpatrick (ibid), McKay (ibid) and Kumaravadivelu (ibid) propose can provide advantages for ELT in ASEAN context. However, deciding whether they are appropriate to teach or include in teaching practices depends on the research related to those ideas, and whether governments and educational policy makers see them as worth including in curricula. Hence, those ideas remain in a grey area. They are still in the process of debating and conducting research, and clearly have no strategies, practical teaching and learning materials or guidelines regarding how to implement the proposed ideas into real teaching practices. As a result, it may take time before the approach comes into practice. Nevertheless, if teachers (either NESTs or NNESTs) who teach English in ASEAN are knowledgeable about the ASEAN contexts and are able to integrate those new teaching ideas, the lingua franca approach in particular, into their real teaching practices either during the process of providing examples, clarifying points, designing teaching and learning activities for students or in the process of choosing teaching and learning materials that can be linked to their own contexts this will enhance the effectiveness of teachers' teaching and learners' learning English. In addition, Pennycook (1994), views that:

"[...] we need to focus on those parts of the language that are significant in particular discourses; [...], students need to be aware that those forms represent only one set of particular possibilities; and finally, students also need to be encouraged to find ways of using the language that they feel are expressive of their own needs and desires, [...] so that they can start to claim and negotiate a voice in English."

In the above quotation, Pennycook discusses English and the mother tongue of students, noting that English cannot be forced upon students and that they need to develop their own identities based on their personal preferences to suit their particular contexts or the group of people with whom they are interacting. Although the statement above does not directly mention ELF, it can be directly applied to teaching English in ELF contexts. ELF users are able to express their identities through the way that they use their mother language and at the same time they can also do so in English if they find that it is more suitable to their situation. In that way, teachers, students, or ELF users themselves manage how to teach, how to learn, or how to use English for their personal purposes. During the process of teaching, learning or communicating, consequently, they have the right to adapt, influence and maybe even change the language. To employ their own language and ELF more appropriately, additionally, people need to take into consideration "particular discourses" and "particular possibilities". In other words, where they are (contexts) and their interlocutors are key factors that they should consider before communication starts.

Although much empirical research in relation to ELF and ELT has been conducted by different scholars in different contexts (see e.g. Archibald et al., 2011; Baker, 2008, 2009a, 2012; Dewey, 2012b, Galloway, 2012; Hall et al., 2013; Jenkins, 2006b, 2007; Mauranen & Ranta, 2009; Seidlhofer, 2011), further studies are still needed in order to provide a clearer picture of how to implement ELF into ELT. Furthermore, Dewey (2012b) states that there has been little in-depth investigation into how teachers might implement an ELF perspective into their teaching practices and how they might modify teaching and learning materials and curriculum to ELF. Incorporating ELF into teaching practices does not mean that teachers need to abandon all their existing beliefs regarding their pedagogy, teaching materials, language syllabus and curriculum. Instead, all these are able to be modified in response to ELF. Dewey (ibid) further illustrates that increasing the awareness of teachers regarding how ELF influences teaching practices by providing them with short training sessions or courses is, on its own, inadequate. To clarify, some teachers seem to be aware of ELF and have positive attitudes or views about ELF. In practice, however, nothing changes in their teaching practices (Dewey,

ibid). They still continue to teach in the way that they have always taught. To deal with this issue, teachers need to learn how to incorporate or adopt ELF into their classroom practices. They need to undertake a close examination of the differences and similarities between their existing beliefs and knowledge and how English is used especially in ELF contexts. In other words, their current teaching practices in their own specific, situated teaching contexts need to be reassessed and changes need to be incorporated in the most appropriate way for ELF.

To gain a better and clearer understanding of how English should be taught and learnt in Thailand, English should be viewed based on Thai contexts, since it can never be removed from the historical, social, cultural, economic or political contexts in which it is used. As each teaching and learning environment "is unique in the particular dynamics that exists among the participants in the lesson" (McKay, 2006: 116), in order to increase the effectiveness of English teaching and learning in Thailand, both NESTs or NNESTs need to understand how Thai teaching and learning contexts are similar or different to other teaching and learning environments. They need to consider and take into account the various contextual factors that may affect their teaching practices. Those factors include the political and social contexts (e.g. policies of official language in Thailand, the roles of English in Thai society, and the attitudes of Thai citizens towards teaching EIL and ELF), the educational institution itself (e.g. reasons for teaching and learning English, availability of teaching and learning materials and size of classrooms), the teachers' background (e.g. their teaching experience and training background), the students' background (e.g. age of students, previous experience of learning English, their attitudes towards learning English and their English learning objectives) (McKay, 2006). Moreover, Achebe (1975) proposes that when teaching or learning English, teachers and learners should not be assessed using the standards of native speakers. Thus, English teachers who teach English in Thailand and Thai students who learn English should be able to make their own choices and should be able to "bend the language to their will so that it carries the weight of their individual experience" (Widdowson, 1997, p. 139). They should view English language as a tool "of additional

communication rather than as a foreign language controlled by the "Other" (Warschauer, 2000: 515).

## **2.5 Summary and conclusion**

The first part of this chapter has presented the significant role of the English language in three different contexts; a global context, the Asian context (particularly in ASEAN countries), and in the Thai context, where this study was conducted. It describes how English has become the most important tool for the global citizen and how governments from countries where English is being taught or learnt as a second/foreign language (Asia, for instance) have made great efforts to increase the English competence of their nations.

In Asia (mainly in the ASEAN community), English is perceived as a symbol of modernization which connects Asia with the outside world and allows it to accomplish different purposes, economic development and educational cooperation. Through English, furthermore, Asian nations are able to express their own values, beliefs, and attitudes towards outsiders. The result is that, most Asian countries have supported their nations to increase their English abilities not only providing them with better and well-paid jobs but also allowing them to compete with the rest of the world. In Thailand, in particular, the government thinks that there is an urgent socio-political, commercial, and educational need for Thai nationals to be able to communicate more effectively in English (Baker, 2012; Wongsothorn et al., 2003). In this age of globalization, the market has become a global one where people conduct business with other people worldwide, and increasing English language competence is unavoidable (Wiriyachitra, 2001, 2002; Wongsothorn, Hiranburana & Chinnawongs, 2003). Crucially, English is also the official working language of the ASEAN, of which Thailand is a member. This is probably the main reason that English has become a compulsory subject both at school and at tertiary level in Thailand.

Because English in Thailand is viewed as a foreign language which is normally used for intercultural communication with other expanding countries around the globe, and

particularly within the ASEAN community, it can be presumed that the NES model used in the Inner Circle countries is not appropriate in a Thai context. It seems that using ELF is probably most suitable in the Thai environment. ELF is considered to be different from the NES model. It is adapted to fulfill the needs of users by still keeping some standard features of NES and at the same time allowing for local variety and diversity of English in that particular context or region (Seidlhofer, 2006; Jenkins, 2007).

It can be concluded that English has been widely used and changed in order to make it more appropriate in the different contexts of users. However, the NES model is still popular and perceived as superior in the field of ELT. Although the NES model plays a significant role in English education, to use English more effectively, users' contexts or environments need to be taken into account. Since the role of English has shifted to ELF and English is mostly used by ELF users within ESL or EFL contexts, how English should be taught, learnt, and used needs to be reconsidered in order to make it more appropriate and practical. As Canagarajah (2005b), Pennycook (2007), and Baker (2009a) proposed, in order to reflect the reality of how English is currently used as a lingua franca in international contexts, notions of language and culture need to be considered. Within the second part of this chapter, as a result, the lingua franca approach as proposed by Kirkpatrick (2012) is the main point of discussion. To increase understanding of how contexts affect teaching and learning, the postmethod pedagogy approach as proposed by Kumaravadivelu (2001, 2003b, 2006, 2012) and teaching EIL as proposed by McKay (2012) are also discussed. To clarify ELF in Thailand, still, more empirical studies of both ELT and English use are needed. Since the main issues investigated in this study are related to NESTs and NNESTs, it is anticipated that it will provide some new ideas regarding the most suitable ways for English to be taught in Thailand.

**CHAPTER 3**  
**BELIEFS, ATTITUDES AND IDENTITY IN ENGLISH LANGUAGE**  
**TEACHING**

**3.1 Introduction**

Because the objectives of this study mainly concern NESTs and NNESTs; how Thai university students, teachers (both NESTs and NNESTs), and English program administrators (EPAs) construct the idea of nativeness, how the participants perceive NESTs and NNESTs in ELT, how teachers (NESTs and NNESTs) identify themselves in different ways regarding English teaching and learning, EPAs beliefs and how they practice them in ELT environment, and how the findings of those research objectives influence the teaching and learning environment, this chapter will provide a theoretical framework of beliefs, attitudes and ideas of identity in ELT and learning with regard to NESTs and NNESTs.

The chapter will begin by giving an overview of how beliefs are interrelated with ELT and how teachers' beliefs regarding their teaching profession influence the beliefs of students in their language learning. The next section provides a brief overview of attitudes and their components. In addition, the attitudes of Thais and students towards Thai language and NESTs and NNESTs are discussed. The characteristics of effective ELT teachers are also presented here in order to provide a clearer idea of perceptions of effective English teachers. Lastly, the concept of identity from the perspective of ELT and learning based on the findings and arguments from previous studies will be presented. Identity is a complex human phenomenon and many previous studies on teacher education have taken the importance of identity in teacher development into account (see Freese, 2006; Hoban, 2007; Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001; Olsen, 2008; Riopel, 2006; Sachs, 2005). To understand the concept of identity within this study, several issues need to be taken into consideration. This section first presents an overview of identity (definitions, its importance, and how it is constructed) particularly concerning teachers' identity. As mentioned above, this study is

mainly about NESTs and NNESTs, thus the identities of NESTs and NNESTs with regard to their teaching profession are discussed.

### **3.2 Relationships between Beliefs and ELT**

Peacock's (2001) operational definition of beliefs, adopted from Richardson (1996: 178), is "psychologically held understandings, premises, or propositions about the world that are felt to be true". They are perceived as guiding principles for the way in which we think and the way in which we act (Puchata, 1999). Moreover, beliefs are usually situated in the domain of cognition because they always refer to what a person knows about the attitudinal object as Garrett (2010: 31) mentions, "Beliefs are usually talked about in term of the cognitive component of attitude". This notion, is corroborated by the definition provided by McKenzie (2010: 19) who stresses that "Beliefs are cognitive in nature and although they can trigger and be triggered by affective reactions, beliefs essentially account for only one component of attitude". Similarly, Jenkins (2007: 111) notes that "I distinguish between attitudes and beliefs (and opinion) as, respectively, affective/latent and cognitive/overt [...]". In her view, an attitude is perceived as less controllable and more affective, while belief is more controllable and less affective.

How beliefs come into being is viewed differently by different scholars. Alanen (2003) and Dufva (2003) propose that some groups of people perceive beliefs to be socially and culturally constructed, while others perceive beliefs to be mental and individual. The former group (social and cultural) insist that: a) beliefs are context-dependent and that they cannot be examined without considering the context in which they were formed; b) beliefs should be examined with regard to the individual's past and present experiences; c) beliefs are formed through transactions with others; d) beliefs are both static and dynamic; and e) beliefs are flexible and changeable; thus, they can be influenced and mediated. Therefore, people can have different beliefs towards one particular object. Beliefs are always described by connecting to experience, what someone has done or seen in the past. These beliefs seem to be context specific and may vary depending on the learners' experience, the contexts in which they live, and their personal background. To discuss beliefs, it is necessary to link them to the context in which they are formed

(Dufva, 2003). The latter group (mental and individual), on the other hand, does not pay much attention to the contexts in which beliefs are formed. They consider beliefs to be well-organized schema (networks or connected ideas). The information units are linked to one another to form a kind of network and can be accessed when required. They hence insist that the formation of beliefs is an individual and autonomous act and that each belief bears the mark of the individual. These scholars do not emphasize beliefs on the knowledge that is acquired from the environment or society but they emphasize on learners' acquired knowledge which is memorized and stored as a reservoir of learners' knowledge. Today both perspectives are considered to be justifiable and complementary (ibid). Throughout this study, those two perspectives are taken and used to explain how the participants constructed the idea of nativeness.

Since the 1990s, the importance of teachers' beliefs has been well-documented in TESOL (Teaching English to Speaker of Other Language) research (see e.g., Breen, et al, 2001; Borg, 2006a), showing that teachers' pedagogical beliefs closely influence their instructional practices (Borg, 2003; Ng and Farrell, 2003; Farrell and Kun, 2008), decision-making in class and classroom interaction (Li, 2008; Li and Walsh, 2011), their perception of themselves in their function as teachers (Akkerman & Meijer, 2011), and student outcomes (Shin & Koh, 2007; Woolley, Benjamin & Woolley, 2004). Borg (2006a) and Kuzborska (2011) note that all teachers hold beliefs about their work, their students, their subject matter, and their roles and responsibilities. Similarly, according to Borg (2001), the term "beliefs", when used with regard to teachers, refers to pedagogical beliefs, or those beliefs that are relevant to an individual's teaching. Many studies (Breen et al., 2001; Donaghue, 2003; Muijs & Reynolds, 2001) illustrate that different teaching methods were applied by particular groups of teachers for particular reasons. The application of the teaching methods, furthermore, appear to reflect their underlying beliefs regarding the nature of the broader educational process, the nature of the language, how it is learned and how it may be best taught. The studies also confirm that these beliefs affect the teachers' ongoing decision-making and actions with a particular class of learners in a particular teaching situation.

Beliefs about ELT have been divided into different sets of categories by different researchers (Johnson, 1992; William & Burden, 1997). The most common areas explored are beliefs about teaching, learning and learners; subject matter; self as a teacher; or the role of a teacher (Borg, 2001). Similarly, Calderhead (1996) has divided the beliefs of teachers into five categories: subject matter, their beliefs about teaching, learning and learners, the teacher, and professional development. Moreover, Johnson (1992) recognized and grouped the beliefs of teachers who taught English as a second language into three different approaches. The first approach is called a skill-based approach. This approach viewed language as consisting of discrete skills such as reading, writing, listening, and speaking. The second approach is called a rule-based approach which perceives language as a process of rule-governed activity. The last approach is called a function-based approach. This approach is mainly focused on how to employ authentic language in social contexts. Teachers' beliefs then can be understood, investigated and observed as a process in which these components interact (e.g. Li, 2008). Several of these approaches (as mentioned above) are explored in this study in relation to NESTs and NNESTs.

In this study particularly, it seems that the beliefs that learners develop and hold to be true regarding their teachers (either NESTs or NNESTs) might have an immediate impact on their learning behaviors regarding the choices that they make and their learning motivation (Csizér & Dörnyei, 2005; Gardner, 2001a, 2001b; Gardner et al., 2004; Masgoret & Gardner, 2003). For example, students who believe that NESTs are superior to NNESTs would probably prefer to enroll on a course which is taught by NESTs and might display negative behavior if they are taught by NNESTs. Therefore, understanding the beliefs of learners is perceived as key to understanding learners and the ways in which they approach language learning. This is important in terms of adopting suitable language education policies and plans and implementing consistent language instruction (Castellotti & Moore, 2002; Zarate et al., 2004).

### 3.3 Thai students' attitudes towards Thai language

Garrett (2010: 20) defines "an attitude is an evaluative orientation to a social object of some sort, whether it is a language, or a new government policy, etc". According to Garrett, furthermore, attitudes can be divided into three different components: Emotions, Behaviors and Thoughts which can be described as the ABC model: Affective, Behavioral and Cognitive. The Affective component can be referred to as a person's feelings/emotional reactions about the attitude object, whereas the Behavioral component refers to actions/behaviors towards the attitude object. The Cognitive component, as the last component, is a person's belief /thoughts/knowledge about an attitude object. To understand the model more clearly, three examples are provided. Firstly, when someone says "I do not like NESTs", this sentence indicates the emotion or feeling one has (this reflects the affective components of an attitude). Secondly, "I want to study with only NNESTs who share the same first language with me" reflects a behavioral intention of that person (this is the behavioral intentions of an attitude). Lastly, "I believe NNESTs are the best teachers" reflects the beliefs of that person, which is the cognitive component of an attitude. To completely understand an attitude through this ABC model, all three components need to be examined. However, two people who share the same belief can have different attitudes. For example, A and B might believe that a NEST is a teacher but they might evaluate the teaching styles of the teacher differently and so one might believe NEST is a good teacher while the other might not. Thus, people may value an attitude object in the same way but because they have different beliefs towards that object, their attitudes may be different. It seems that attitudes can provide summarizing information about the social environment (e.g. the opinions of others), so that understanding an attitude of others towards that object whether it is positive or negative can help people to guide both action and interaction by providing information about what to include or exclude before taking an action. Fabrigar et al. (2005: 82) notes that constructing and holding attitudes can support "individuals to accomplish his/her preferred aims and escape undesirable results". Thus, students may avoid studying English with NNESTs if they perceive that learning English with them will not allow them to increase or achieve English language proficiency.

In terms of another issue in this study, language attitude, Garrett et al. (2003) defines language attitudes as the feelings of people about their own language or the language of others, which are primarily concerned with exploring the reasons for its favorability or lack of favorability in order to assess the status of the language in a society (Baker, 1992), and to investigate whether that language can cause certain social groups, for example, minority language speakers, to be more or less successful in domains like the labour market or the educational system (Garrett et al., 2003). The reasons for investigating language attitude have been explained by different scholars (Baker, 1992; Dörnyei, Csizér and Németh, 2006; Garrett, 2010; Garrett et al., 2003). For example, Baker (1992) mentions that understanding the language attitudes of people might lead us to discover what they think about a language, how a language makes them feel, and what they are prepared to do about that language. In terms of language policy and language learning, furthermore, the investigation of language attitude can allow language learners to recognize their attitudes and expectations about the language. It also can support educators and policy makers to deal with the needs of learners (Bartram, 2010; Garrett et al., 2003; Friedrich, 2000).

Understanding the attitudes of Thai people towards the Thai language can provide a better picture of the ways in which they perceive English. In addition, understanding the attitudes of Thais towards the Thai language, may offer a clearer explanation of the ways in which they perceive NESTs and NNESTs. In Thailand, Thai serves as the official and national language. It is the language taught and used in educational institutions, the language used by the media and for government affairs. It is not only one of the most important symbols of uniqueness, civilization and Thai national identity but also a worthy cultural heritage that all Thais are required to sustain for the next generation. The language has been bound to Thai nations for more than 700 years and is perceived as representative of the prosperity of Thailand to outsiders, both on national and international levels. Thai people employ the Thai language as their main tool of communication. Thailand is divided into four main regions; Southern, Northern, Central, and Northeastern and each part of the country has its own dialect. These are the "*khammuang*" or Northern dialect, the "*lao*" or Northeastern dialect, the "*tai*" or

Southern dialect, and the "*klang*" or Central dialect which is perceived as standard Thai. Other foreign languages such as Chinese, Malay, Lao, and Khmer are also employed by minority groups of Thai people (National Identity Board, 2000; Foley, 2005). Thus, it can be seen that the majority of Thai people utilize one of the four regional dialects of Thai rather than standard Thai (Simpson and Thammasathien, 2007).

Moreover, it is well accepted that one will only speak using the Central dialect if he/she is born and raised in this region, and one will become bi- or multi- dialectal if he/she is born and raised outside the Central region. Thais normally speak in their regional dialect to serve their communication needs when they are in their home domains. In contrast, the Thai standard dialect is usually used as a means of keeping in touch and catching up with Thai people who come from the mainstream society (Central part), and also among other Thai people who speak in different dialects, for example in communication between Southern and Northern Thai people. The majority of the Thai population from the central region would not completely understand the other three regional dialects because those regional dialects are not like standard Thai that is taught in schools and universities. Although they are used by a particular group of people within a particular region from generation to generation, they cannot be found as a part of the teaching curriculum.

There are no recent official studies on the attitudes of Thais towards their own dialects and standard Thai. The latest studies were conducted by Hayes (2014), Jiranathanaporn, Chinakkrapong, and Singnoi (2008), Stokes (1995), and Nokaeo (1989) respectively. They examined how Thai people perceived standard Thai and dialects. The findings from those four studies had the same findings. There were no negative attitudes towards standard Thai or regional dialects. The participants in the studies always used standard Thai for educational and economic purposes. However, they favored their regional dialects because they were perceived as representative of their uniqueness, personal integrity and social attractiveness. They also preferred to speak in their own dialect since it was an act of language reservation and maintenance. The results also illustrated that formal education did not decrease pride in students

regarding their dialects. They believed that their dialects were inseparable from their daily lives.

Regarding these findings, it seems that language and identity are interrelated. In other words, we can perceive one's language as an identity marker, both on personal and group levels. Edwards (2009: 21) proposes that "everyone is use to accent, dialect and language variation that reveal speakers' memberships in particular speech communities, social classes, ethnic and national groups". This notion is also corroborated by Pavlenko and Blackledge (2004b) who consider that language and identity are connected, language is viewed as a marker of membership of a nation and national language is a means of creating national identity. To decide when it is suitable to employ either standard Thai or a dialect, factors such as location and context need to be taken into consideration, since there is no one single language or dialect that is suited to everyone.

Even though most Thais employ their regional dialects to communicate with one another, and had positive attitudes towards their regional dialects, they still feel that these dialects are somehow inferior to standard Thai. To make it clearer, Thai people believe that there is only one standard or correct form of the Thai language, which is the one in use in central Thailand. As Thai students, they are told by the dominant groups of people (e.g. Thai language scholars, teachers, researchers, and the Ministry of Education) that "once you are going to learn something, you need to learn it in a correct way". They are asked to learn in the correct way. Learning in the correct way here means learning by following the standard language. In terms of Thai language, The Royal Institute of Thailand (the main organization which is responsible for designing the criteria for Thai usage in order to preserve and promote the Thai language) defines standard Thai as the language used mainly by Thai people who live in the central region. It is perceived by Thais as the official language form. It is the one that is used in teaching curricula at basic (primary and secondary education) and higher education (universities, institutions, and colleges) levels in Thailand. The correct patterns (structures) for using the language are clearly stated by The Royal Institute of Thailand. In the case of learning English, standard English in Thailand refers to either British

English or American English (Buripakdi, 2012b). This implies that dialects are inferior and the standard language is superior. In relation to my study, the ways in which Thai people perceive the Thai language may influence the way that they perceive English language. They might believe that British English and American English are the only correct forms that can be accepted. Consequently, they might feel uncomfortable or prefer not to learn other varieties of English because of the way that they perceive Thai. This attitude can also affect the ways in which students perceive NESTs and NNESTs.

Although the Central Thai dialect is viewed as correct Thai or standard Thai, this does not mean that the other regional dialects are incorrect or that they are perceived as non-standard. They are unique in their own terms and serve different purposes for different groups of people. I believe that both standard Thai and regional dialects have their own advantages. Southern, Northern, and Northeastern dialects are all standard dialects in their own way. Although they are not appropriate in some situations or contexts, this does not mean that they are not standard. It is more like a choice for a language user. To decide which particular language or language dialect should be used, factors such as when and where the communication takes place, who the interlocutors are, and the purpose of the communication need to be taken into account.

### **3.4 Thai students' attitudes toward NESTs and NNESTs**

The issue regarding NESTs and NNESTs has been a topic of interest for decades. Many studies have been conducted both in ESL and EFL contexts to investigate the attitudes of students towards NESTs and NNESTs. The results illustrate that some studies show a positive attitude to studying English with NNESTs (Árva and Medgyes, 2000; Bae, 2006; Barratt and Contra, 2000; Cheung and Braine, 2007; Moussu, 2002), some provide a neutral attitude towards both of them (Liu & Zhang, 2007; Upra, 2006) and some group of students illustrate a very strong preference for studying with NESTs (Roh, 2006).

In Thailand (the research setting in this study), few studies have investigated the attitudes of students towards NESTs and NNESTs. One interesting research paper

conducted in Thailand and relevant to this issue was by Samuel, et al. (2010). The objective of this study was to examine how students in a foundation English class perceived NESTs and Thai English teachers. The students were divided into two groups from five universities, a group of 600 students studying with NESTs and another 600 studying with NNESTs. Three areas were investigated: the students' background in English language learning, the students' opinions of NESTs and NNESTs, and the students' perceptions of studying with their current teachers. A questionnaire and an interview were utilized to collect data from the participants. The results revealed that most students had similar backgrounds in terms of studying English and a positive attitude towards their classroom teachers. However, students showed differences in their teacher preferences. They generally preferred to study with the type of teacher that was currently teaching them. This could imply that a longer stay at a university and greater experience can change the attitude of students towards teachers. This may mean that the type of teacher in the classroom plays a big role in student preferences.

Another study was conducted by Watson et al. (2009). This study investigated the explicit and implicit attitudes of Thai students towards NESTs and NNESTs. 261 participants from King Mongkut's University of Technology Thonburi were involved in this study. It found that the attitudes of the students towards NESTs and NNESTs were complex, with an explicit preference for NESTs, but warmer feelings towards NNESTs. The study also noted that even though students clearly preferred NESTs, unconsciously they showed no real preference and they actually had warmer feelings for NNESTs.

A more recent study was conducted by Jindapitak (2014), who attempted to investigate the preferences of Thai students at tertiary level in terms of a very specific point regarding NESTs and NNESTs; pronunciation. 104 participants from Prince of Songkhla University were involved in his study. The main aim of the study was to investigate whether Thai English teachers are qualified to teach English pronunciation. The findings revealed that NESTs were believed to be the most appropriate teachers to teach aural and oral skills, including pronunciation, whereas Thai English teachers were perceived as second choice teachers. A similar study by Jindapitak and Teo (2013)

explored the perceptions of Thai university students regarding the accents of NESTs and NNESTs. The findings suggest that although the majority of Thai students perceived that native speaker accents were the best models, they also considered that the English accents of non-native English speakers were valuable, since their living and learning environments mostly consisted of non-native speakers of English. From these two studies, it can be clearly seen that the ideological construct of idealized native speakers is still deeply embedded in ELT in Thailand, particularly when it concerns student accents and the teaching of pronunciation.

After reviewing the previous studies, the substantial amount of research regarding the attitudes of students towards NESTs and NNESTs seems problematic, since the findings mostly demonstrate clear advantages and disadvantages regarding NESTs and NNESTs. For example, the studies conducted by Árva and Medgyes, 2000; Bae, 2006; Barratt and Contra, 2000; Cheung and Braine, 2007; Jindapitak and Teo, 2013; Jindapitak (2014), found that most NESTs are perceived as qualified to teach conversation classes while NNESTs are normally asked to teach grammar structures, translation and reading comprehension. They also found that NNESTs provided very clear explanations of language structures and are generally very committed to their teaching assignments. They can be great models for their students because they are successful and they can identify very well with their students' learning problems. These findings seem problematic, in terms of linguistic superiority and communication ability, for example, how does this work in terms of NNESTs who have spent several years abroad, especially in the Inner Circle countries or other settings where they used English and gained teaching and training experience? This may have increased their linguistic and communicative competence and such experiences may lead them to employ English more naturally not just only in the classroom environments but also in other communication contexts. Moreover, what if NESTs have taught and spent most of their lives in an EFL context? They would have gained significant teaching experience in that particular country and may understand that particular teaching context in terms of teaching environment, student motivation and needs. Thus, they would be better able to design suitable teaching methods.

In my view, NESTs and NNESTs are just different groups of people and these differences do not have any bearing on their ability to teach. Therefore, making a comparison between those teachers is unfair and should not be taken into consideration when conducting research concerning NESTs and NNESTs. Instead of examining whether a teacher is a NEST or NNEST, educational background, teaching and training experience as well as the professionalism of the teacher should be used as the main criteria for deciding whether he/she is an effective teacher. To support this view, Samimy and Brutt-Griffler (1999) note that the question of whether native or non-native speakers are better language teachers was not the issue. What is important is how qualified an ESL/EFL teacher is, regardless of their native or non-native status. To gain a better understanding of this issue in Thailand, further studies are required.

### **3.5 Characteristics of English language teaching teachers' effectiveness**

Since the main issue investigated in this study is the native background of teachers in relation to their teaching, it is helpful to present the characteristics that educational stakeholders believe make effective ELT teachers. Taking this into consideration can provide a clearer picture of how effective English teachers are perceived, which factors influence this and whether native background is part of this. This section begins with a brief description of the characteristics of teachers/teaching effectiveness in general. The section then provides a discussion of how effective ELT teachers are perceived by different groups of educational stakeholders in different teaching and learning settings.

#### **3.5.1 General characteristics of teachers/teaching effectiveness**

How effective teachers look has been an ongoing topic of interest among educational researchers for many years, with considerable focus on the specific traits and behaviours that are believed to constitute effective teachers (Lowman, 1996; Koutsoulis, 2003; Park & Lee, 2006). A number of researchers have attempted to explore the characteristics of effective teachers both inside (Arikan, 2008; Barnes, 2013; Bell, 2005; Borg, 2006b; Brown, 2001; Çelik, 2011, 2011; Chen and Lin, 2009; Ghasemi and Hashemi, 2011; Mullock, 2003; Walls et al., 2002; Witcher, 2003) and outside (Demmon-Berger, 1986;

Lowman, 1996; Witcher et al., 2001; Koutsoulis, 2003) the domain of foreign language education.

Regardless of the subject disciplines, several education scholars have listed many characteristics of teaching effectiveness of teachers. For example, Arends (2001: 18) perceives that effective teachers need to have command of at least three broad knowledge bases: knowledge about the subject matter, human development and learning, and pedagogy. In addition to those three bases, Arends (ibid) have stated additional personal qualities, which regarding to developing human relationships and creating socially just classrooms, command of a repertoire of teaching practices, and being disposed toward reflection, problem solving, and lifelong learning. Arends' proposals are supported by Boag (1989) who mentions that to demonstrate how good teachers are at their teaching, they need to know the subject they are going to teach and how to teach. Boag (1989) further insists that personal qualities of teachers, such as the ability to motivate students to learn, to deal with different backgrounds of students, to pay attention to students, to show fairness, be flexible, and to have a sense of humour, play great roles for effective teaching.

After reviewing previous research regarding the characteristics of effective teaching, what I have found is that their findings were not stable. Hence, it is not very easy to group characteristics or qualities of teaching effectiveness as demonstrated by those educational scholars into specific categories since many of them overlap. It can be clearly seen that different studies conducted gave different results. Some were partly different while others were completely different when compared to other studies. However, most researchers (Anderson, 2004; Borich, 2000; Chickering & Gamson, 1991; Day, 2004; Hay McBer, 2000; Kyriacou, 1998; Lowman, 1995; Witcher et al., 2001; Robertson, 1996; Stones, 1992) tend to agree that the characteristics of effective teaching can be divided into four main domains: (1) competence (organizational skills, time management, communication skills, knowledge of subject matter, and ability to assign assignments); (2) performance (ability to establish a safe, comfortable and attractive learning environment, to encourage students to participate activities and to

deal with diverse background of students); (3) strategies (knowledgeable how to employ different teaching strategies, ability to link teaching content to real life situations, to students' prior knowledge and provide students with practice of newly delivered knowledge); and (4) personal characteristics (enthusiasm, establishing close relationships and giving respects to students, being flexible, etc). Regarding these four dimensions, moreover, it should be noted that they are not listed in any order of significance. They are all of equal significance in the description of effective teaching.

In case of Thailand, the Teachers' Council of Thailand or TCT (2005) stated that in order to consider whether one is a good teacher or able to provide effective teaching or not, his or her professional knowledge, standard of performance, and his/her professional ethics are considered as three main important strands. Regarding the first one, effective teachers should earn essential knowledge and competence in the following areas: subject matter knowledge, curriculum development, implementation, and evaluation, pedagogy, psychology, assessment, classroom management, educational research, application of educational innovation and information technology, and teachership.

In relation to the second one, standard of performance, this one concerned continued professional development, choosing instructional activities to meet the needs and interests of students, developing the whole child to help them reach their fullest potential, effective planning and implementation, effective use of instructional media, results-driven with the emphasis on enduring understanding, on-going assessment and reporting of student progress, a good role model, collaborating with other personnel in the school, bringing expertise and resources from the community into the school, seeking to use information to improve student learning, and creating opportunities for learners to learn under all circumstances.

Professional ethics, as the last characteristic of effective teachers, nine professional ethics as follows are needed from teachers for their effective teaching:

- 1) Teacher must give students love and mercy. Take care, support and encourage them equally;
- 2) Teacher must educating, training, and strengthening students' knowledge, skills and good habits with fully effort and sincerely;
- 3) Teacher must have good behaviour as a role model for students both physically and verbally and mentally;
- 4) Teacher must not act against the prosperity of physical, intellectual, emotional, mental and social health of students;
- 5) Teacher must not exploit the bribery of students in the performance of normal duties. And must not use students for personal exploitation;
- 6) Teacher must develop his professional, personality and vision to keep pace with the development of Economic science, Social and Political life at all times;
- 7) Teacher must love and faith in the teaching profession. And be good member of the professional teacher organization;
- 8) Help & support other teachers and community in a creative way; and
- 9) Teachers should act as a leader in conservation & development of wisdom and Thai culture.

Up to this point, it can be noticed that the majority of the characteristics of effective teaching constructed by the TCT appear to be consistent with the previous research mentioned earlier. Similarly, a study conducted by Pitiyanuwat et al. (2002) in Thailand found that effective teaching of teachers occur from different dimensions. One of them is regarding personal qualities of teachers. To him, personal qualities of teachers refer to their willingness to work as teachers, their kindness, and their ability to behave as good role models. It also includes skills in maintaining good relationships with people, especially with students and colleagues and also in dealing with the learners' cultural and ability diversity. In addition, the ability to share or transfer their knowledge to students successfully, the ability to solve problems and not be afraid to overcome obstacles, are other dimensions to indicate teachers' teaching effectiveness.

### **3.5.2 Characteristics of effective English teachers**

A general picture of the characteristics of teachers/teaching effectiveness is presented in the previous section. Within this section, the characteristics of effective English teachers are discussed. As teachers play such a significant role in student learning (Koutsoulis, 2003; Witcher et al., 2001), a large amount of research has been carried out on the effective characteristics of English teachers. In ELT, the majority of these studies were either conducted on students' perceptions (Arikan, 2008; Chen and Lin, 2009; Ghasemi and Hashemi, 2011; Lee, 2010; Like Barnes, 2013; Witcher, 2003) or on teachers' perceptions (Bell, 2005; Mullock, 2003; Reber, 2001; Walls et al. s, 2002; Qunying, 2009; Witcher et al., 2001), or on both students and teachers together (Borg, 2006b; Park and Lee, 2006; Shishavan and Sadeghi, 2009, Wichadee, 2010). To the best of my knowledge, there has been no study conducted on English program administrators regarding their perceptions of the characteristics of effective English teachers in Thailand.

Even though there seem to be universal general principles regarding the characteristics of effective teachers, some of those characteristics may not be practical, especially in the field of foreign and second language teaching where learning aims, tasks, and environments are different from those of other subjects. Hence, when defining the term 'characteristics of effective language teachers', it is necessary to take the context of teaching and learning into account. As Borg (2006b), Lee (2010), Neumann (2001), Ghasemi & Hashemi (2011), and Girard (1977) propose, teachers of different subjects may need different characteristics in order to be effective teachers. In relation to this point, Borg (2006b) investigated the perceptions of English language teachers and teachers of other subjects (mathematics, history, science and chemistry) and considered the extent to which certain characteristics were thought to be distinctive of language teachers.

The study (Borg, 2006b) revealed that the first main factor was related to the nature of the subject matter itself. His participants perceived that language teaching was more dynamic than other subjects and had more practical relevance to real life situations. The

second factor concerned the teaching content. He found that teaching content of language teaching is more complicated and varied than other subjects. Teaching a language extends beyond teaching grammar, vocabulary and the four skills and includes a wide range of other issues such as culture, communication skills and learning skills. The third factor concerned the teaching strategies that teachers employed in the classroom. The methods, activities, and teaching materials employed by or available to English language teachers were reported to be different from those in the other subjects. In addition, ELT methodology was more progressive than that of other subjects, and consequently, English language teachers needed to update their methodological knowledge to deal with the advanced and progressive nature of language teaching methodology. Thus, it can be seen that the methodology of language teaching is more diverse and aimed at creating contexts for communication and maximizing student involvement.

Borg's (ibid) findings, moreover, suggested that English language teachers had closer, more relaxed, and usually more positive relationships with students in comparison to other teachers. He found that in language teaching there is more of a communicative relationship between teacher and learner and there is more scope for learners to work on themes which are of personal relevance. One further difference between English language teachers and teachers of other subjects was the issue of being native or non-native teachers. In language teaching, teachers and learners operate through a language other than their mother tongue. The result is that teachers are also compared to native speakers of the language, native speakers of English in this case. The most frequent points of comparison related to the English language proficiency of NNESTs and the teaching methodologies they employed (for more information, see Chapter 4).

Returning to the concept of the characteristics of effective language teachers, different characteristics of effective language teachers are discussed by different educational scholars (Bernhardt & Hammadou, 1987; Freeman & Johnson, 1998; Vélez-Rendón, 2002). The discussion has so far been focused on the subject matter knowledge and the pedagogical knowledge of teachers. According to Vélez-Rendón (2002), subject matter

knowledge is what teachers know about what they teach and pedagogical knowledge is what teachers know about how to teach. In other words, subject matter knowledge in foreign language education refers to the target language proficiency, whereas pedagogical knowledge refers to theories of second/foreign language acquisition, teaching methods, and testing. Similarly, Nunan (1999) proposed that procedural knowledge and declarative knowledge need to be taken into consideration when discussing the effective teaching of language teachers. According to Nunan (ibid), declarative knowledge comprises all the things that teachers know and can articulate. It's knowledge about something, such as, about grammar structures or the history of the language. In contrast, procedural knowledge includes the ability to do things or the knowledge of how to do things, for example, being able to speak English, knowing how to plan lessons and knowing how to conduct pair work or group activities.

According to Brown and Rodgers (2002), additionally, to become an effective English teacher involves a combination of a mechanical component and a mental component. The mechanical component of a lesson includes the skills required for the content of the lesson to be presented in the most appropriate way, whereas the mental component includes the teacher's beliefs about teaching and learning as well as their personality. Besides, Allen (1980: 429) illustrated that the characteristics of good language teachers can be considered by looking at the following: (1) competent preparation leading to a degree in TESL; (2) a love of English language; (3) critical thinking; (4) the persistent urge to upgrade oneself; (5) self- subordination; (6) readiness to go the extra mile; (7) cultural adaptability; (8) professional citizenship; and (9) a feeling of excitement about one's work.

Since it is commonly accepted that teachers play vital roles in student learning, and as Richards (2002) demonstrates it is the teacher's responsibility to establish a positive learning atmosphere, to plan a variety of learning activities, and to utilize teaching and learning materials effectively. They play a significant role in the efficient functioning of the educational system and in increasing the quality of learning for students. As Markley (2004) suggests, effective teachers and their actions within teaching and learning

environments play a vital role in effective and efficient learning. They are perceived as fundamental to students' academic achievement and their quality can highly influence the learning outcomes of the students (Aaronson, Barrow & Sander, 2007; Campbell et al., 2004; Rivkin, Hanushek & Kain, 2005; Lasley II, Siedentop & Yinger, 2006; Rockoff, 2004).

In order to explore characteristics of effective teaching more successfully, therefore, where teachers are teaching or their teaching contexts need to be taken into consideration. Within a particular teaching and learning context, educational stakeholders (such as teachers, students, parents, and administrators) have their own perceptions regarding the characteristics of effective teachers. They utilize different approaches and assess different qualities under different circumstances as Leu (2005) and Murray & Renaud (1995) mention, teaching and learning is context specific. For that reason, the characteristics of effective English teachers that appear to be appropriate in one teaching and learning environment may or may not be useful in another context. In other words, to understand how people in one particular context perceive the characteristics of effective English teachers, understanding the contexts of that particular group of people (such as, their beliefs and attitudes about teaching and learning and cultural background) will provide a clearer explanation as to why those people choose certain characteristics as representative of effective English teachers. It is also necessary to recognise that, factors such as gender (Witcher et al., 2001; Minor et al., 2002), language proficiency levels (Koutsoulis, 2003), and the major subjects of students (Check, 1986) affect views on what characterizes effective teachers. Therefore, there are still no clear-cut characteristics of effective teachers that can be applied to every teaching context. As Papanastasiou (1999: 6) states, "no single teacher attribute or characteristic is adequate to define an effective teacher".

Although different people from different contexts perceived differently and have no consensus in relation to the characteristics of English teachers' teaching effectiveness as stated in the previous paragraph, there are still some features in common among them that are shared between one context and another. After reviewing the previous research

conducted by different educational scholars from diverse contexts, either in the Inner, Outer, and Expanding teaching contexts, some interesting points were found. From those previous research, the majority of the participants demonstrated that the characteristics of English teachers' teaching effectiveness can be grouped into five categories, Professional characteristics, Personal characteristics, Pedagogical characteristics, Cultural characteristics, and Linguistic characteristics. No matter where the studies were taken and who the participants were in the studies, these five categories were the most frequently constructed by the participants as the main findings from those previous studies. These five characteristics are also supported by Brown (2001) and other prominent studies which summarized that the characteristics of language teachers can be divided into five characteristics as follows:

- 1) Professional characteristics: experience of teaching (Brown, 2001) and teaching qualifications relevant to EFL (Brown, 2001; Prodromou, 1991);
- 2) Personal characteristics: friendly personality (Brown, 2001) and enthusiasm for teaching (Borg, 2006b; Brown, 2001; Lee, 2010);
- 3) Pedagogical characteristics: able to teach interesting, informative classes (Brown, 2001; McBer, 2000; Miller, 2012; Walls, Nardi, von Minden & Hoffman, 2002);
- 4) Cultural characteristics: understanding of/familiarity with the students' local culture (Brown, 2001; Kirkpatrick, 2010a); and
- 5) Linguistic characteristics: advanced communicative competence in the L2 (Brosh, 1996; Brown, 2001).

In Thailand where this study was conducted, besides, the Thailand National Standards for English Language Teachers, developed by the office of Basic Education Commission (2005) proposed that every good English teacher can be considered through three main areas or strands. The first one is about English language proficiency. In this first area, teachers need to have proper and modern knowledge of the language and culture that can be applied in their teaching. This strand consists of two standards. The first standard is linked to linguistic competency, where teachers must understand

phonology, vocabulary, grammatical structure, language function, and culture. The second standard is about communicative competency where teachers must be able to use the language in various situations and to use the language in building personal relationships, e.g. in classroom management. It can be seen that this first stand focuses on the command of language, which is coherent to the ones proposed by Brown (2001), TESOL (2002) and other previous research (Linguistics Characteristics) as illustrated earlier.

Moving to the second strand - teaching ability. Within this strand, every teacher has and is able to apply not only theoretical knowledge and learning strategies in their teaching for the language learner, but also thinking skill development. This strand is the same as pedagogical skills proposed by Brown (2001) and other previous studies previously mentioned. It is also similar to one standard in the language domain and most of the standards in the planning, implementing, and managing instruction domain as proposed by TESOL (2002). This area also consists of two standards. The first one concerns the knowledge in concept, idea and theories about ELT and learning strategies. In order to reach this standard, teachers need to understand the nature of language learning, theories of EFL teaching, approaches and strategies, and communicative approach of language teaching. The second area, moreover, relates to teaching competency in accordance with the school curriculum. In order to meet this standard, teachers must be able to analyse curriculum, manage learning activities, and perform proper evaluation systems. In relation to the last strand, professional development. This strand resembles the professional characteristics as demonstrated by Brown (2001) and other prominent studies, and professionalism domain as proposed by TESOL (2002). Within this last strand, every teacher needs to have the skills and experience in teaching, positive attitudes towards ELT and learning, appreciate the teaching profession and are enthusiastic about teaching as well as self-development. To reach this strand, there is only one standard that every teacher needs to act which is continuous self-development in language knowledge and in ELT.

Since the five characteristics stated above are perceived as the most significant characteristics of effective English teachers by the majority groups of educational scholars, both inside and outside Thailand, and are also coherent to the characteristics of English teachers which proposed by the Thailand National Standards for English Language Teachers as mentioned earlier, those five characteristics were therefore utilized as the main framework to discuss the findings collected from the student questionnaires and the interviews from every group of the participants involved within this study. When considering all five characteristics, it can also be clearly seen that some items appearing in the framework also reflect the characteristics of good teachers generally, which is expected as language teachers perform similar roles as other teachers and therefore embody the same characteristics (Borg, 2006). In other words, it was found that the characteristics of effective language teachers as proposed above have a significant relationship with the more general characteristics of effective teachers/teaching (see section 3.5.1) as presented in the following table.

**Table 1: The relationships between the general characteristics of teachers/teaching effectiveness and the characteristics of effective language teachers**

<b>General characteristics of teachers/teaching effectiveness</b>	<b>Characteristics of effective language teacher</b>
Competence	Professional characteristics, Linguistic characteristics
Performance	Pedagogical characteristics
Strategies	Pedagogical characteristics
Personal characteristics	Personal characteristics, Cultural Characteristics

The table illustrates that competence characteristic of teachers in general relates to professional and linguistics characteristics of language teacher, performance and strategies characteristics of teachers link to pedagogical characteristics of language teachers, and personal characteristic of teachers in general associates to personal and cultural characteristics. It needs to be noted that, there is still no clear cut evidence for a clear link between the characteristics of effective teachers in general and the characteristics of effective English language teachers. Again, the five characteristics mentioned above are not in any order of importance. They are simply the most frequently mentioned characteristics of effective language teachers in scholarly literature.

Concerning the characteristics of effective English language teachers, many studies have been conducted in a variety of contexts. Most of the previous studies conducted in relation to the characteristics of effective language teachers focused either on students or teachers. However, there are a few studies in which students and teachers were involved as the main participants, for example the study by Park & Lee (2006). This study investigated the perceptions of students and teachers regarding the characteristics of effective English teachers in Korea through a questionnaire consisting of three categories: English proficiency, pedagogical knowledge, and socio-affective skills. The results showed that overall the teachers perceived different characteristics to be more important than the students. From the teachers' perspective, English proficiency was labeled as the most important characteristic for effective English teachers whereas the students perceived pedagogical knowledge to be the most significant. Another interesting study was conducted by Qunying (2009). This study was included here mainly because the participants involved were similar to those in this current study. The current study includes both Western EFL (NESTs) and Thai teachers who teach English (NNESTs) whilst Qunying's study involved Western EFL and Chinese EFL teachers who taught English in China. The findings demonstrated that Western teachers considered effective English teachers to be those who were able to develop students' integrated English skills and who had the ability to adapt to various environments.

Chinese EFL teachers tended to place emphasis on sound pedagogical content, knowledge and a high level of English proficiency.

In relation to previous research towards characteristics of effective English teachers in Thailand, a few studies were found. The most recent study was conducted by Wichadee (2010), who attempted to explore the perceptions of Thai university students and Thai EFL teachers regarding the characteristics of effective English language teachers based on the four categories (1) English proficiency, (2) pedagogical knowledge, (3) organization and communication skills, and (4) socio-affective skills. The results revealed that the organization and communication skills of teachers were ranked as the most important factors by the students. From the teachers' perspective, on the other hand, the results were the same as the studies conducted by Ghasemi and Hashemi (2011) and Park and Lee (2006) which found that English proficiency was considered the most important quality of effective English teachers. Suwantee (1994) and Meepian (1995) also conducted studies in Thailand. According to Suwantee's study, having a good knowledge of his/her subject was rated as the most important characteristic for an effective English teacher. Her results were different to Meepian's (ibid), who found that having a good knowledge of the subject was the third most important factor, following providing clear explanations and the ability to choose teaching and learning materials. From the studies conducted in Thailand by Wichadee (ibid), Suwantee (ibid), and Meepian (ibid), their findings appear to be associated with the ones demonstrated by Brown (2001) and other studies as earlier mentioned.

In terms of this study, as teaching involves a multidimensional and complex set of skills, knowledge, and personal attributes in dynamic interplay (Davey, 1991; Hativa et al., 2001; Hollins, 2011; Patrick & Smart, 1998; Young & Shaw, 1999), it is considered as "a serious business which requires intensive training and strict quality control" (Llurda, 2009: 130), and "complex pedagogical preparation and practice" (Canagarajah, 1999a: 80). To clarify, it can be seen that the teaching job is considered as a high level profession and the nature of the job involves intellectual methods and needs several skills. Effective teaching, more specifically, is defined as "what teachers do in the

classroom" in terms of "what happens to their students", referring to the "process" and the "product" approaches to learning respectively (Anderson et al., 1979: 193), whereas Vogt (1984) linked effective teaching to the ability to provide instruction to different students of different abilities while incorporating instructional objectives and assessing the most effective learning mode of the students. In the same vein, Hunt (2009: 1) provided a generalized definition of effective teaching as "the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens". According to the definitions of teaching and effective teaching, it can be said that the characteristics of an effective English teacher cannot be measured by examining the teachers' nationalities, their first language or their physical appearances. Instead, they should be assessed using their professional background (Llurda, 2005). To support this notion, TESOL (2006) states that:

"[...] TESOL strongly opposes discrimination against nonnative English speakers in the field of English language teaching. Rather, English language proficiency, teaching experience, and professionalism should be assessed along on a continuum of professional preparation. All English language educators should be proficient in English regardless of their native languages, but English language proficiency should be viewed as only one criterion in evaluating a teacher's professionalism. Teaching skills, teaching experience, and professional preparation should be given as much weight as language proficiency".

The quotation clearly states that there is no relationship between a qualified English teacher and his/her nationality or mother language. A teacher who was born in a particular country where English is employed as the main tool of communication is not necessarily qualified to be an English teacher. Qualified English teachers should be considered individually based on their educational background, teaching skills and experience, the ways in which they prepare to be a professional English teacher and

their language proficiency. Making a judgment about teachers based on who they are, their native language, or nationality is unfair because these factors have no bearing on their abilities as teachers (more information can be found in Chapter 4).

### **3.6 Identity and teacher's identity**

Educators and educational researchers have been examining the importance of identity since they discovered that understanding the identity of people involved in teaching and learning processes may guide them to understand a large number of phenomena within classrooms, educational institutions, and also communities where schools/universities are located (Gee, 2000). It has been considered as a very important factor not only for teachers but also educational leaders and decision makers in terms of designing what to teach and how. The first reason why identity research is needed in education is the rapidly changing nature of school/university. So, it is necessary to understand how teachers and those concerned with education adapt themselves to a variety of simultaneous changes, and how these influence their sense of self. The second reason is that useful data or findings, which emerge from investigations, can be directly applied to facilitate processes of decision making. The issues that teachers face inside the classroom, such as, race, nationality, social class, and sexual orientation can impact on their identities. It is thus necessary to explore this phenomenon closely to work out how language teachers position themselves in the classroom and how this affects both learners and the broader context. Hargreaves & Goodson (1996), believe that conducting research on identity is a helpful device to promote colleagues to work as a team, and to help them to deal with changing institutions and educational systems more easily. Hence, what teachers believe and the complexity of their identities have become key to exploring the way they perceive their teaching, learning, and their profession (Varghese, Morgan, Johnston, & Johnson, 2005).

Norton (2000: 5) views identity as "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future". She adds that the concept of identity is also linked to the desire of people for recognition, affiliation, security, and safety. These

desires are based on how material resources are distributed within society. Hence, the question "who am I?" is connected to "what can I do?" In the same vein, Danielewicz (2001: 10) considers identity as "our understanding of who we are and of who we think other people are. It also encompasses other people's understanding of themselves and others (which includes us). Moreover, Davey (2013: 30), perceives identity as a strategy to explain types of people in a particular context. People may have a "core identity", but this identity has multiple forms based on the different contexts in which they operate (p. 99). From these definitions, it seems that identity can be constructed and reconstructed from experience, narrative about the past, and a history of responses to be like or unlike others. Thus, a person's identity is mediated and developed through social and cultural interactions within a particular context.

Researchers and educational scholars working on teaching and teacher education, similarly, hold a common view that identity is perceived as dynamic, so that the identity of teachers can be changed over time based on the influence of a variety of factors both internal to the individual, for instance, emotion (Rodgers & Scott, 2008; Van Veen & Slegers, 2006; Zembylas, 2003b), and external to the individual, for example, their occupations and the experiences that they face in their particular contexts (Flores & Day, 2006; Rodgers & Scott, 2008; Sachs, 2005). Correspondingly, from the perspective of teachers' professional identity, Beijaard, Meijer and Verloop (2004), view identity as an ongoing process and as dynamic or constantly evolving rather than stable. It comprises both people and the contexts where they live. To make it clearer, Miller (2009) has summarized the identity of teachers as the way that teachers:

- 1) relate to their work and context;
- 2) understand, construct, and perform their professional tasks;
- 3) understand how others (such as policymakers) see their role;
- 4) draw on personal values in forming their decisions; and
- 5) reflect and learn as they negotiate change in the work environment.

In addition, the following statement from Sacha (2005: 15) is a good starting point to understand the overall perception of identity in terms of teaching.

"Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of "how to be", "how to act" and "how to understand" their work and their place in society. Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience".

From the above, it can be seen that teachers' identities play an important role in their teaching processes. Teachers' identities comprise several dimensions which include how to be, how to act, and how to understand their occupations and context in which they are teaching. Identity is perceived as a dynamic issue, which can change as a result of experience and social processes. It also seems that teachers themselves construct their own professional identities in order to suit the contexts in which they teach. Teachers design what they prefer to be, how they prefer to behave and their beliefs regarding their jobs and teaching contexts. However, it needs to be taken into account that sometimes they may be faced with difficulties and may not be able to act as they prefer because of the teaching context.

Regarding learning a language, in particular, Firth and Wagner (2007), citing the work of Lave and Wenger (1991: 807), perceive learning as a social process which is an "inseparable part of ongoing activities, situated in social practice and social interaction". To learn and understand a language, thus, does not just involve looking at a "linguistic system, but is a social practice in which experiences are organized and identities are negotiated" (Norton, 2010: 351). To clarify, to acquire the linguistic system of a language, it is necessary to be exposed to and engage with social practices associated with that language. Joseph (2004: 14) views that language and identity are interrelated to one another and "ultimately inseparable". Similarly Baker (2006) proposes that language is a symbol of our identity. It is employed as a tool in the construction of

identities. People use language for co-constructions and for negotiating their identities and personal beliefs (Duff & Uchida, 1997; Kramsch, 1993; Norton, 1997; Peirce, 1995).

Although language is certainly not the sole factor that is used to construct identity, it seems to be the uppermost one. Lippi-Green (1998) and Joseph (2004), mention that language is the most salient way to form an individual's psyche and to advertise social order and identity. To support this, Tabouret-Keller (1997: 317) notes that "individual identity and social identity are mediated by language: Language features are the link which bind individual and social identities together". Due to the fact that language is an important tool for the construction of identities, identities are also affected by languages. Pavlenko and Blackledge (2004a: 14) state that "ideologies of language and identity guide ways in which individuals use linguistic resources to index their identities and to evaluate the use of linguistic resources by others". Moreover, while language is an important factor in determining an individual's identity, it is also a powerful constituent in group identities, for example, national or ethnic identities. To gain a better understanding, language study should be accompanied by social meaning. In other words the study of one particular language should not only be based on linguistics, but also on the society where the language is utilized (Norton, 2000; Riley, 2007). Joseph (2010) notes that people's choice of languages, and ways of speaking, do not simply reflect who they are, but make them who they are or more precisely, allow them to make themselves.

Within this study, identity is viewed as dynamic, contextually situated and constantly in a process of change, as individuals position themselves through interactions and negotiate different subject positions (Block, 2007; Danielewicz, 2001; Edwards, 2009; Gee, 2008; Joseph, 2004; Norton, 2000, 2010; Pennycook, 2000). In other words, identity is not fixed, but instead is diverse, multiple, and changeable over time and space.

### **3.7 NESTs and NNESTs identities in English language teaching**

As this study concerns NESTs and NNESTs, it is necessary to discuss how they see themselves in relation to their teaching careers in ELT. The status of ELT as a profession and English language teachers in local contexts is one of the most interesting issues that TESOL identity research has been trying to investigate. This issue can affect both the personal and professional identities of English language teachers and can decide to what extent they would like to professionalize themselves or to invest in formal TESOL education. In ELT, NESTs have been perceived as a benchmark for knowledge about language (Davies, 2003) and representative of an ideal in ELT methodology (Holliday, 2005). NNESTs are perceived as being inferior in knowledge and performance in teaching methods and language use to NESTs (Braine, 2010). The idea of native speakerism has contributed to the insecurity of NNESTs and has had a profound effect on their identities and their sense of self-worth (McKay & Bokhorst-Heng, 2008; Seidlhofer, 1999; Pavlenko's, 2003; Joseph, 2004; Sifakis and Sougari, 2005; Varghese et al., 2005; Jenkins, 2007). In support of this argument, Kamhi-Stein (2000: 10) mentions that NNESTs have "low confidence and self-perceived challenges to professional competence" and "self-perceived prejudice based on ethnicity or nonnative status". However, due to the overarching spread of ELF and the fact that the majority of English teachers are NNESTs who are working in different educational contexts where there are differences in terms of cultures and local realities across the world (Canagarajah, 2005b), it has become apparent that speakers and English teachers in the Outer and the Expanding Circle countries can no longer remain the silent majority but need to raise a voice. These phenomena have caused the appropriateness of the native speaker linguistic ideal to be questioned (Jenkins, 2007; Seidlhofer, 2000), which can be linked to teaching identities.

In his description of the Swedish context, Modiano (2005) emphasizes the significance of NNESTs in EFL settings. He explains that due to increasing globalization, it is not useful to learn only one variety of English, such as British or American English. NNESTs, he explains, will have less devotion to one set of rules and accents, since they do not "belong" to one variety of English. As an alternative, they will be more aware of

the different Englishes and variation with Englishes that exist and will be in a better position to encourage diversity. Modiano (ibid: 40) additionally explains, "students are given an introduction to sociolinguistics where WEs, major varieties and their regional accents and dialects, second language varieties, and pidgins and Creoles are scrutinized. [They] learn more about how English works in a diverse number of nation states so that they can gain a better understanding of the wide range of English language usage".

Regarding the increasing number of people who are utilizing English for international communication, the emergence of ELF (as mentioned in Chapter 2) has played a significant role in how teachers' identities are formed or constructed regarding their teaching methodologies, and the way they perceive themselves and their teaching contexts. Since "ELF interactions bring together speakers of many different L1s [...], and speakers of different levels of proficiency" (Ferguson, 2009: 121), speakers who employ English as a lingua franca could be perceived as language users who use the language in their own right, and who do not necessarily move towards someone else's target but construct their own norms (Canagarajah, 2007, Cogo, 2009, Galloway and Rose, 2014). By looking at non-native speakers as competent and authoritative users of English, ELF, "opens up entirely new options for the way the world's majority of English teachers can perceive and define themselves" (Seidlhofer 2001: 152).

Regardless of the dichotomy of native-nonnative teachers, empowering non-native speakers with the notion that English as a language belongs to all national, racial, and ethnic backgrounds (Pavlenko, 2003) will facilitate NNESTs to consider their nonnativeness as a benefit and to be confident rather than insecure (Seidlhofer, 2011). Since identity is perceived as constructed, not intrinsic (Block, 2007; Norton, 2000), ELT professionals have the power to be flexible. Thus, teachers can construct their own professional teaching identities according to what seems the most suitable for the individual and the teaching context. This identity construction does not mean that the teachers refuse standard English but that they attempt to use English to their own advantage and at the same time to increase equality regarding NESTs and NNESTs (Le Ha, 2009).

### **3.8 Summary and conclusion**

Since the aims of this current study are to investigate how the participants construct the idea of nativeness and its relationship with English teachers' teaching effectiveness, the concepts of beliefs, attitudes, and identities in relation to ELT are the main discussion issues presented within this chapter. To make it clearer, this chapter has attempted to illuminate the complex nature of beliefs, attitudes, and identities regarding language teaching and learning of teachers and students. It has discussed a number of different factors, such as social, cultural, contextual, cognitive, affective, and personal factors that form them. The aforementioned previous studies clearly show that teachers' beliefs directly influence both their perceptions and judgment regarding the ways they prefer to teach and learn in the classroom. In addition, many studies mention that beliefs are interrelated to the identities of teachers and students in teaching and learning environments (Borg, 2003; Farrell, 2008; Ng & Farrell, 2003; Tillema, 2000). Hence, the cultural and social nature of the classroom environment should be taken into account when investigating their beliefs regarding teaching and learning (Donaghue, 2003). Those studies regarding the beliefs of language teachers show that context plays a significant role. To understand the effect of beliefs on teachers and students' teaching and learning, their teaching and learning experience needs to be taken into consideration.

In terms of attitudes, Reid (2003: 33) views that "attitudes are important to us because they cannot be neatly separated from study". They are perceived as an important factor affecting language learning performance (Visser, 2008). The ability to reach learning goals in a target language is not only based on intellectual ability but also on the attitude of the learners towards language learning, the teachers who teach them, the learning environment and their learning motivation (ibid). Regarding identity, moreover, it not only helps teachers and students but also other parties involved in the learning environment to identify themselves and to understand how social constructions and constraints influence the way that they behave in their social world. To understand beliefs regarding language learning, in addition, it needs to be taken into consideration how they are connected to identity. Klaassen, et al. (1999) state that teachers employ

their personal interpretative framework of beliefs and values to express themselves as teachers. Hence, how teachers perceive themselves as teachers is colored by their personal educational beliefs. This illustrates a strong relationship between teachers' educational beliefs and their professional identity. To gain a better understanding of the way in which teachers teach or behave in the classroom, we need to look at their personal beliefs and identities (how do they perceive themselves) and the factors that influence these two aspects.



## CHAPTER 4

### NATIVE AND NON-NATIVE ENGLISH-SPEAKING TEACHERS

#### 4.1 Introduction

For many years, educational scholars, professionals, and researchers in the field of teaching English to speakers of other languages have debated the concept of the ideal English as a second or foreign language teacher and whether that ideal includes being a native or non-native English-speaker. As a result, this chapter will introduce and discuss the available literature about the concept of nativeness in ELT.

Since the main objectives of this study concern NESTs and NNESTs, the first section will examine the classification of native speakers from different perspectives (provided by several groups of people who are working in TESOL) in order to build a better understanding of this particular issue. In addition, race discrimination in TESOL in relation to NESTs and NNESTs, and how perceptions of NESTs and NNESTs play a role in ELT within educational institutions in Thailand are also discussed. This section mainly discusses the current trends and beliefs and issues regarding hiring practice. It is hoped that this will allow a clearer picture of ideas of nativeness and non-nativeness in relation to ELT to emerge

#### 4.2 Definitions of Native and Non-native speaker overview

Before moving to an in-depth discussion of the controversial issue regarding NESTs and NNESTs, the concept of the Native Speaker will be described briefly, since it is in the fundamental idea of "native" and "nonnative" speakers that the NNESTs issue originates. This study will employ the terms "native" and "nonnative" because the distinction between them is the primary focus of this research. However, use of these terms is not intended to bestow legitimacy on the distinction, which is considered by the author of this study as an artificial and disempowering construct (Brutt-Griffler &

Samimy, 2002). These two terms are both widely employed in the professional fields of language teachers and researchers today to refer to speakers of a language.

In the past few decades, language educators and linguists have attempted to deal with the seemingly hard to pin down and arbitrary definition of nativeness. In the early 20th century, Bloomfield (1933: 43) studied the language achievement of American Indians and noted that "The first language a human being learns to speak is his *native language*; he is *native speaker* of this language". In this statement, native language was defined as the particular language an individual learned from his/her mother in childhood. This implies that only the language an individual was exposed to in childhood would be considered as his/her native language. Every human being is the native speaker of one language but not any language learned at a later stage.

Chomsky (1965), perceives a native speaker as an ideal speaker-listener with a perfect understanding of the language and an intuitive knowledge of what is grammatically correct in a language. This definition agrees with the definition provided by Crystal (2003b: 308) in his Dictionary of Linguistics and Phonetics. Crystal gives a fairly simple definition of the native speaker:

"A term used in linguistics to refer to someone for whom a particular language is a first language or mother tongue. The implication is that this native language, having been acquired naturally during childhood, is the one about which a speaker will have the most reliable intuitions, and whose judgments about the way the language is used can therefore be trusted".

Regarding these definitions, however, Coppieters (1987) and Kramsch (1995), argue that it is not enough to have intuition about grammar and linguistic acceptability or to be able to communicate fluently; one must also be recognized as a native speaker by the relevant speech community. They state that different people from different communities may speak differently, and that this should be taken into a consideration when considering whether someone is a native speaker of that particular language or not. In

addition, regarding the definitions above, if a person was born and has lived in a country and has acquired a language during his/her childhood but he/she does not have perfect language skills due to his/her learning ability, the question is: is he/she a native speaker of the language? If not, what language is his/her native language? How is it possible to provide a clear definition of a native speaker for this person? What criteria can be used to evaluate this?

In his book, *The Native Speaker: Myth and Reality*, Davies (2003) discusses the definition of the native speaker from psycholinguistic, linguistic, and sociolinguistic points of view. He insists that non-native speakers of a language can become native speakers and master the intuition, grammar, spontaneity, creativity, pragmatic control, and interpreting quality of "born" native speakers. Still, those "new" native speakers will never be able to speak in the same way as those who were native speakers of the language in their early childhood. This might be one of the criteria that could be used to decide whether or not a person is a "real" native speaker. He then explains that "we cannot distinguish the non-native speaker from the native speaker except by autobiography" (p. 213). Davies (2003, 2004) finally proposes that native speakers can be characterized by certain elements:

- 1) Acquiring the language during childhood
- 2) Ability to understand and accurately produce idiomatic forms of the language
- 3) Understanding how standard forms of the language differ from the variant that they themselves speak
- 4) Competent production and comprehension of fluent, spontaneous discourse.

All the elements (except the first one) mentioned by Davies can theoretically be learned after childhood, provided a learner has sufficient aptitude, motivation, chance to practice and exposure to high level-language input (Davies, 2004; Medgyes, 1994). Even though it is not an easy task (Birdsong, 1992), it is achievable for the learner to accomplish the

same degree of syntactic, strategic, and even pragmatic proficiency in a second language as someone who acquired the language in childhood.

In terms of ELT, Medgyes (1994) claimed that NESTs and NNESTs are divided into two different species, so that every teacher is either a NEST or NNEST. He also summarized the often quoted definitions (Stern, 1983; Crystal, 1985; Richards et al, 1985; Davies, 1991) and commented on them. Medgyes states that the native speaker or the native speaker of English is someone who:

- 1) was born in an English speaking country.
- 2) acquired English during childhood in an English-speaking family or environment.
- 3) speaks English as his or her first language.
- 4) has a native-like command of English.
- 5) has the capacity to produce fluent, spontaneous discourse in English.
- 6) use the English language creatively.
- 7) has reliable intuition in distinguishing right and wrong forms in English.

In response to these seven points, he believes that all of these criteria are ambiguous and discordant. For instance, one may lose or decrease ones level of English proficiency after migrating to a non-speaking country even though he or she acquired English during childhood. Also, he considered it to be difficult to define which language is a native language or first language in a bilingual or trilingual child. Finally, he found that even educated native speakers seldom agreed on the seventh point.

In the case of *non-native* speakers specifically, Matsuda (2001), mentions that this term is often perceived in a negative way by language professionals, especially when compared with the term *native English speaker*. Matsuda argues that,

It cannot be the combination of the prefix *non-* with a human referent that bothers them, especially if you consider examples such as *nontraditional students*, *nonsmokers*, *noncriminals*, and *nonfascists*. It is not really the *non-* part that people find unfortunate. For *nonnative* to be a pejorative term, its counterparts would have to be positive. *Nonnative* is unfortunate because *native* is supposed to be fortunate. *Nonnative* is marked, whereas *native* is unmarked. *Nonnative* is marginal, and *native* is dominant. *Nonnative* is negative, and *native* is positive.

The statement above argues that anything with the prefix *non-* is bound to be negative, especially when dealing with human phenomenon, in this case NESTs and NNESTs. Under the apparently superficial difference there are more insightful historical, ideological and psychological factors that are not always taken into consideration and are difficult to evaluate.

In practice, although academics and linguistics scholars generally take a neutral position on the pros and cons of a native speaker and non-native speaker teachers of English, the general public still considers NESTs as superior to NNESTs, as they feel that they can provide a "better" model of English (Watson-Todd, 2006). Clearly discrimination between NESTs and NNESTs has been found in several areas within ESL and EFL contexts. To replace the binary distinction of "native" and "non-native" and to solve this problem, some new terms have been suggested by linguistics scholars, for example, 'competent user' (Holliday, 2008a), 'more or less accomplished users of English' (Edge, 1988), 'proficient/competent user of English' (Paikeday 1985), 'expert user' (Rampton 1990), 'English-using speech fellowship (Educated English speaker)', (Kachru 1992b), and 'multicompetent speaker' (Cook 1999). Still, the native/non-native labels remain strongly embedded in ELT ideology (Arva & Medgyes, 2000; Cook, 1999; Moussu & Llorca, 2008), where it provides advantages for one group and excludes the other (Canagarajah, 1999a). Moreover, whether any of these alternative terms are adopted or not, there is still no clear consensus and it seems that we are a long way from reaching a conclusion about this particular issue.

From an academic point of view, as the above literature shows, it is very complicated to decide who is a native speaker and who is a nonnative speaker. Sometimes the definition seems to only apply to monolinguals because it does not provide information about how to classify someone who has learnt two or more languages from birth. Davies (2003: 2) mentions that the "native speaker concept is rich in ambiguity". To provide a clear-cut definition regarding who is and who is not a native speaker of English is still problematic since many different factors need to be taken into account, such as country of birth, nationality, and/or domicile (i.e. in an English-speaking country) (Medgyes, 1994; Nayar, 1994; Kachru, 1992b); whether English is the first language acquired, and a persons' L1 (ibid); whether the speaker has a native-like command of the language, thus displaying phonological and linguistic competence (ibid); or whether the person displays communicative competence, and can produce fluent, spontaneous discourse (ibid). Pragmatic competence (Kasper, 1997), moreover, might also be taken as another criteria for defining the native speaker.

#### **4.3 Discrimination towards race/ethnicity in the field of TESOL**

Nayar (1989) proposes that regardless of one's linguistic abilities, some groups of people might consider non-white people as non-native speakers of English. This view has been examined by both qualified and established professionals within the field of TESOL alike (Kubota & Lin, 2009; Pavlenko and Norton, 2007). Romney (2006) illustrates that the native speaker is commonly associated with the white racial phenotype, and that the maintenance of this idea is erroneous (Pavlenko & Norton, 2007) and unfair to both native speakers and non-native speakers of English. This idea is supported by Liu (1999) who goes so far as to say that if native speakers want to be accepted as such, they must look like typical white Anglo-Americans. This statement is also supported by Amin (1997), who shares her own difficult experiences of being accepted as a native teacher because of the color of her skin and the type of English that she speaks.

Amin (1997) and Braine (2005) conducted studies to investigate how social constructs affect the beliefs and attitudes of learners towards native speakers of English. They

found that many students automatically perceived teachers who were not white as NNESTs and viewed them as being less competent than white NESTs, or even than any Caucasian. They also noted that parents and students cared about the white face of teachers and whether they looked like Westerners (e.g., did they have white skin, blue eyes, brown hair), and accepted them as native speakers even if they were from Germany or the Netherlands for example Amin (ibid). More specifically, the learners perceived "real Canadians" to be those of a white phenotype, while non-white native speakers of English were perceived as "others". Thus, it can be implied that attitudes towards NESTs and NNESTs appear to be based on prejudice. It can be seen that notions of identity (and race), arguably, are sustained by social processes; they are constructed by people who collaborate to form and develop such constructs (Burr, 1995; Mead, 1934) which then become part of an imagined norm.

Another study was conducted by Romney (2006), a TESOL instructor who is an African-American. Romney (2006) realized when she started her first teaching position that popular American culture transmitted through television significantly influenced the way that people formed ideas about others. Romney (ibid) attempted to focus her study on the perceptions of black Americans held by her students in Spain. Through discussion with the students, several negative opinions relating to black Americans were discovered. The students perceived black Americans as "dangerous people" who spent their lives living in solely "black neighborhoods". Because of such notions, they also thought that black Americans were not "real Americans" but rather undesirable "others" (Kubota and Lin, 2009). The images that the students saw on television influenced the way that they constructed their perceptions of black Americans. It seems that images from the media influence people to construct problematic assumptions about others. As Romney (ibid) shows, socially constructed notions (dangerous people) which define a group (black Americans) are conveyed through discourses (e.g. media and American TV) and can become ingrained in others' minds (e.g. learners) as assumptions which might then be applied to specific groups (Kubota & Lin, 2009; Liggett, 2009b; Holliday, 2008a citing Kubota et al., 2005) to form an imagined community in opposition to the cosmopolitan realities of English users (Holliday, 2009). The views expressed by Amin

(1997), Romney (2006), and Kubota and Lin (2009), among others, show that connections between race and being a native speaker exist and could influence TESOL stakeholders.

The publication and distribution of ELT materials used in English language courses is another social process which perpetuates such an imagined norm. Images appear in ELT materials that can lead people to construct a particular notion of native speakers (Holliday & Aboshiha, 2009). According to Taylor-Mendes (2009), examples of images sustaining a white Eurocentric "reality" of English can easily be found in ELT materials produced and distributed by major EFL/ESL publishing houses. Hall (1992a, 1992b, cited by Pavlenko & Norton, 2007) reports that those media or materials available to the public and/or in educational environments can deprive non-white people of their status or position in that particular society, which consequently might lead to non-whites not being considered as "legitimate native speakers" of English. Likewise, notions of native speakers can be formed by stereotypical views of users of English (Romney, 2006). This social process presents them through media (text or film, for instance) by employing specific racial phenotypes and/or perhaps by showing them fulfilling certain roles (a salesperson/customer, policeman/criminal, for instance) (Taylor-Mendes, 2009; Johnson, 2007).

Nayar (1989) and Jenkins (2007) propose that the ideas or methods taken from Western countries (the US or UK for instance) and adopted within educational contexts in different areas also play a role in the way people construct a NEST. Nayar (ibid) links this issue to the construction of the native speaker, specifically the dissemination of information particularly regarding the spread of fashionable teaching methods, which flowed from the West to other contexts. Thus a native speaker of English (in this case) has power concerning his/her first language, which automatically means that he/she is an expert in his/her own language. By following this argument, the best teacher of English would be a NEST, which agrees with the native speaker fallacy (Phillipson, 1992). NNESTs may believe that the way that they teach or their knowledge is substandard to that of people originally from the Inner Circle countries (Jenkins, 2007).

As a result, a teacher of English, whether a NEST or a NNEST who represents for example, a black, Indian or Chinese phenotype, might not be perceived by certain groups of people as a legitimate English language teacher (e.g. Curtis and Romney, 2007). However, such attitudes show that identity of a native speaker is attached to a group of people characterized by a specific racial phenotype (white). According to social constructionism (Lock & Strong, 2010; Burr, 1995) such assumptions are critical issues and should not be taken as fact since the identity of a native speaker of English is neither given nor neatly fixed to a specific group of people. Unfortunately, such ideas are frequently taken as fact in opposition to the reality that most people who use English are non-native speakers (Jenkins, 2007; Romney 2006; Crystal, 2003b).

Within the field of TESOL, therefore, it is important for instructors to realize that their own imagined realities regarding the construction of the native speaker and race may not always match their students' imagined worldview (Romney, 2006). A non-native speaker of English might be surprised or shocked once he/she discovers that his/her students do not perceive him/her as a legitimate native speaker. Accordingly, racial judgments can unquestionably have negative influences on every TESOL stakeholder (e.g. Shao, 2005; Amin, 1999).

#### **4.4 NESTs and NNESTs in Thai educational context**

Within the critical approaches to TESOL, there are many areas of interest that are subject to critical questioning. One such critical issue is the construction of identities of NESTs and NNESTs, as previously mentioned. The number of NESTs worldwide is now larger than that of native speakers (Graddol, 2006). Similarly, the number of NNEST ESL and EFL teachers has been greater than that of NESTs ESL and EFL teachers for many years (Canagarajah, 2005b; Crystal, 2003b; Prodromou, 2003). The result is that educational scholars and researchers have conducted more and more research, particularly in ELT, in order to explore how NESTs and NNESTs are different in terms of their teaching methodologies, English language proficiency, and in other ways which affect their teaching behavior both in their own contexts and in unfamiliar

contexts. It is clear that in Thailand particularly, the amount of research conducted regarding the concept of NESTs and NNESTs is still limited.

#### **4.4.1 Current trend of beliefs and hiring practices towards NESTs in Thailand**

When looking for English language teachers, particularly in Thailand, a basic consideration that Thai people will take into an account is whether the teacher is a NEST or a NNEST. Although the academic literature and educational principles note that NESTs and NNESTs should be treated equally, many educational institutions in Thailand still show a clear preference for NESTs and there is also a broad social acceptance of this as the commercial preference (Baker, 2012; Methitham, 2009; Pacek, 2005; Punthumasen, 2007; Thornbury, 2006). This view is probably supported by the widely held notion of students and their parents that NESTs are superior to NNESTs. This is supported by Watson-Todd (2006) who states that in Thailand NESTs are seen as being somehow better than NNESTs, especially in the working environment. Some evidence to support this notion can be found in articles and letters in the Bangkok Post newspaper and in contributions to Internet discussion boards, as mentioned by Watson-Todd (2006) and Watson Todd and Pojanapunya (2009):

"Native speakers are the best teachers of their own language."

"Some people seem to believe that if you can speak a language, you can teach it."

"Almost all parents would rather their children be taught English by a native English speaker."

"Asian schools are providing their customers with what they want: native English speakers."

"I wouldn't have my child learn English from a non-native speaker."

Recently, the government in Thailand has launched a new policy regarding hiring native speakers of English and other foreign languages, such as, Chinese, Korean, and Japanese. This project is under the supervision of OBEC. The objectives of this new policy are mainly to provide students with more opportunities to learn and practice their

foreign language skills, especially English, and to prepare them for the coming of the ASEAN community in 2015. OBEC (2013) have hired new native speakers of English and other foreign languages to teach their native languages in 30,000 different schools all around the country. The number of teachers distributed to each school is dependent on the size of the school; 5,000 NESTs went to 500 large schools while 12,500 were distributed to 2,500 medium schools, and 1 or 2 NESTs went to small schools. To be considered as an applicant, all NESTs needed to hold at least "a high school degree or equivalent" and the applicants were asked for their teaching licenses. If the applicants did not have the teaching licenses, however, they still qualified to apply for the positions. The schools dealt with this issue if those applicants were hired.

In terms of tertiary level, moreover, the numbers of native speakers of those foreign languages (particularly English) are still in a great demand (Hodal, 2012; Phothongsunan and Suwanarak, 2008). After reviewing job advertisements both in official documents launched by several educational institutions and on Thailand's leading ELT websites, namely, esemployment.com (2013) and Ajarn.com (2013), it seems that most of the major requirements or qualifications for new native English teachers both at school and university levels in Thailand are focused on NESTs. Some jobs advertisements even provide more specific information about specific kinds of NESTs, as shown in the following examples:

"We are seeking native English speakers".

"Now! ... require Native Speaker teaching English"

"Native English Speaker Wanted"

"Wanted: 20 Native English teachers"

"Native English speaker only (UK, USA, AUS, NZ, CAN) "

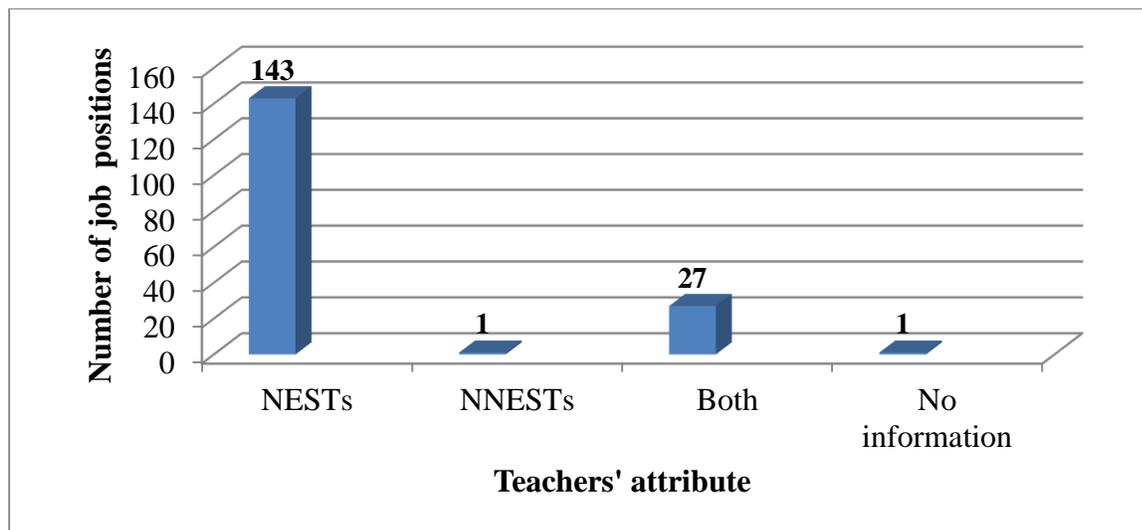
"Native English teacher from UK, USA, CAN, NZ"

"English teacher American/British only wanted"

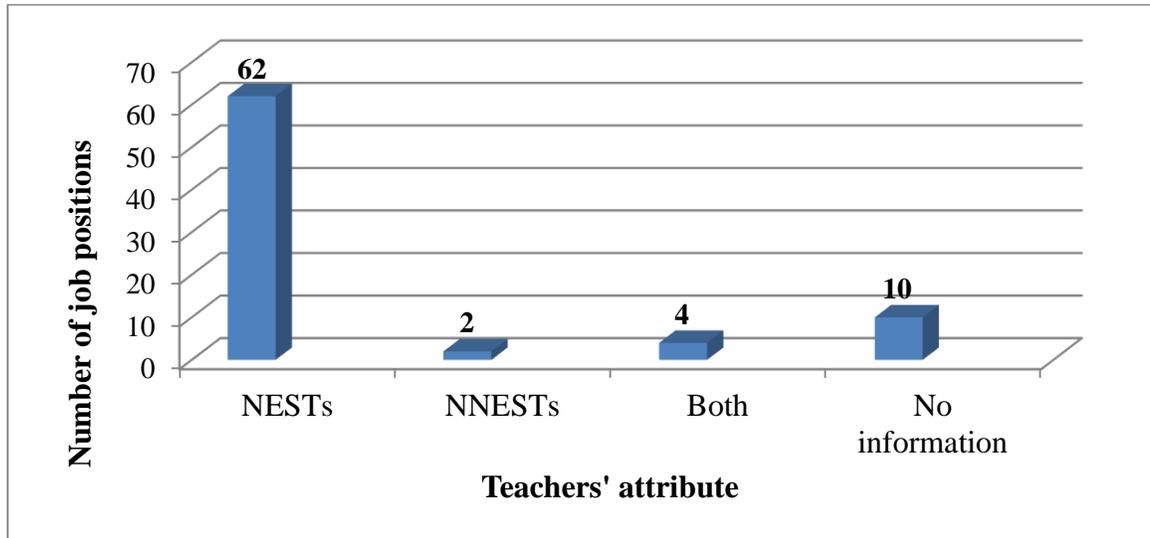
"Native speakers of English are preferred".

Patil (2006) proposes that two main important qualifications are always stated in ELT job advertisements; that the prospective candidate should be a native speaker of English and that the applicant should hold a diploma or degree from Britain, the United States, Canada, Australia, or New Zealand. This indicates that several Asian employers still evaluate their ELT using British or American English as a standard. At the same time, they perceive their own English as impure, imperfect, substandard, deficient, and inferior. Watson Todd (2006), additionally, mentions that if possible educational institutions state within their advertisements that white-skinned and blond-haired applicants are preferred. To clarify, I put the information from the two websites mentioned above into graphs. It can be clearly seen that, surprisingly, the number of NESTs required in educational institutions is much higher than NNESTs. The information shown in the first graph was collected from different countries where English is taught as ESL/EFL, while the second graph contains information specifically collected in Thailand.

**Figure 2: NESTs and NNESTs preferences in ESL/EFL contexts, April – May, 2013 (www.esemployment.com)**



**Figure 3: NESTs and NNESTs preferences among workplaces in Thailand, May 2013 (www.Ajarn.com)**



From those two graphs, it is clear that NESTs are preferred by workplaces in ESL/EFL contexts. It seems that the idea of native speakerism still exist in ELT practices. Many workplaces (educational institutions in this case) still perceive that NESTs are somehow better or more qualified to teach English than NNESTs. Although some job advertisements did not provide information whether they prefer NESTs or NNESTs, first priority is usually given to NESTs (Mahboob, 2004).

In addition, one of the most outstanding points that emerged from the job advertisements and the quotations above is that Thai people perceive that native speakers of English must be a group of people who come from the Inner Circle countries. This information is supported by the new rule introduced by TCT. TCT is the leading organization for the teaching profession of Thailand. The main duty of this organization is to control and maintain the standards of knowledge of those in the profession of education. In relation to the NESTs, TCT (2012) provides a statement that people from only six countries, namely, The United Kingdom of Great Britain and Northern Ireland, Ireland, The United States of America, Commonwealth of Australia, New Zealand and Canada, are automatically considered as native English speakers.

Whether a person comes from one of these countries is judged based on the nationality that appears on their passport. The result is that, some educational institutions do not pay much attention to teaching qualifications as long as the external appearances of the teacher fit with their ideas of native speakers (e.g. white skin, blue eyes, and brown hair as previously mentioned). It can be clearly seen that being a native speaker of English equips a teacher with privileges in relation to hiring practices. Rampton (1996) and Canagarajah (1999a) state that some NESTs without teaching qualifications are still more likely to be hired as English language teachers than qualified and experienced NNESTs, particularly outside the Inner Circle countries.

How language program administrators perceive NESTs in their hiring practices is an important issue that needs to be discussed here. Some English program administrators (EPAs) presume that as long as a teacher was born in a native speaking country, and they have a good command of written and spoken English, then they are qualified to teach English. Mahboob (2003) investigated a large number of EPAs and examined the qualifications that they preferred to see when employing new teachers for their English programs (EP), and the number of NESTs and NNESTs that were working in the programs. The results showed that 59.8% considered that whether a teacher was a NEST or not was an important or somewhat important factor when hiring ESL teachers. Besides that, a correlation analysis of the hiring criteria and the number of NNESTs who worked in those English programs in this study showed that there was a relationship between the low number of NNESTs in ESL programs and the emphasis of EPAs on the importance of "native English status" (p. 152). The more importance that EPAs gave to NESTs, the smaller the number of NNESTs working in those programs. So far, no previous studies have been conducted in Thailand.

In addition, many EPAs have presented at conferences, such as NAFSA (Association of International Educators) and have shared their problematic experiences of the different relationships between English Programs and TESOL programs. Mahboob (ibid) and Perdreau (1994), for instance, believe that some new teachers who graduate from TESOL programs are not ready to teach as they have not learned how to become

flexible, open-minded, and reflective about the diversity of students that they teach. Furthermore, in a survey of over 100 other English programs, Perdreau discovered that the number of NNESTs hired to teach on those programs was very small in comparison to the total number hired (only 1%). She explains that such a lack of diversity did not prepare the students well for their future academic and professional lives and did not reflect the changing ways of the world, and that better role models for students were required.

In Thailand where this study was conducted, most universities are working under the Ministry of Education. However, this does not mean that they need to follow all MoE university regulations, particularly with regard to hiring new teachers. They have full authority to specify the teaching qualification requirements for those that they hire, which are normally based on the nature of the subject, their current teaching situation, the university's location, and the budget, which is the most important factor. Some universities, in theory, attempt to set very high teaching qualification requirements for new applicants. In practice (from my personal experience), if they are not able to find the applicants who meet all the requirements, EPAs sometimes just let the applicants through and hire them as new teachers, particularly if the numbers of NESTs are insufficient at that moment. This means that each university might have slightly, partly, or completely different perspectives regarding the qualifications of new native English teachers and the salary that should be provided. In contrast, any NNEST who prefers to teach at tertiary level, must normally hold a masters degree, while it is acceptable for NESTs to hold only a bachelor degree to teach English (Phothongsunan and Suwanarak, 2008). They are accepted because they are perceived to be native speakers of English who have a special status as linguistic models (Phothongsunan and Suwanarak, 2008; Clark and Paran, 2007). The study (ibid) also found that some universities did not pay much attention to the subject in which NESTs completed their degrees or to their academic teaching experience.

Regarding the aforementioned information, it can be clearly seen that there are some serious misconceptions about NESTs and NNESTs, and that this causes discrimination

in hiring practices in Thai society. Kirkpatrick (2006) identified four main factors which he believes explain why large numbers of NESTs are still being hired in Asian countries including Thailand despite some of them being perceived as unqualified English teachers from the perspective of TESOL:

- 1) They benefit from the commercial promotion provided by the publishers and international ELT institutions alike;
- 2) They are look upon as standard varieties of English through their codification;
- 3) They represent power, and this power works in more than one way whether it would be media, publishing and/or language teaching; and
- 4) They have, more or less, historical authority. This, together with their codification, allow people to argue for their inherent superiority as models over more recently developed nativised varieties

According to the literature, it seems that issues of race and language competence influence how Thai people perceive NESTs and NNESTs and how they form their ideas of who is a native speaker and who is not. Some groups of people define NESTs by their race first and then by their language competence, while other groups of people may first consider their language proficiencies and then their nationalities. However, the former group is the majority and includes several groups of people, such as, students, parents, administrators, and some educational scholars as previously stated. These groups of people make a judgement about who is a NEST based on the country in which they were born, their nationality, and their external appearance. Some educational institutions in Thailand are not aware that being born in an Inner Circle country does not qualify someone to be an English teacher. Likewise, people who were born and grew up in the Outer and Expanding Circle countries where the English language is employed as a second/foreign language do not necessarily have poor English teaching skills or a low level of language proficiency. Whether someone is a NEST or not is nothing to do with where they come from or their nationality.

#### **4.5 Summary and conclusion**

This chapter has highlighted and discussed several issues concerning NESTs and NNESTs which have been raised by previous studies. The chapter began by providing an overview of the definitions of NESTs and NNESTs. From the literature, it is clear that there is still no consensus of opinion regarding who is or is not a NEST. To my knowledge, there is no one single definition from any of the previous studies which can be applied to all groups of people.

Recently, however, just being a "native speaker" is not the only factor that some TESOL stakeholders look for in a teacher. Many studies have found that English language learners might have certain expectations of TESOL instructors with regard to their race rather than their native background (Braine, 2005, 2010; Kubota & Lin, 2009, 2006; Liggett, 2009a; Curtis & Romney, 2007; Mahboob, 2006). These studies, for example, attempted to investigate the assumptions held by English language learners that "legitimate" TESOL instructors in or from the Inner Circle countries should have white racial phenotypical characteristics, for instance hair color, skin tone, and/or eye color (Braine, 2010; Grant & Lee, 2009; Kubota & Lin, 2009, 2006; Holliday, 2008a; Curtis & Romney, 2006; Kubota, 2002a). Thus, it can be seen that the race and identity of teachers, their external appearance, the language teaching and learning materials that are imported by educational institutions from the Inner Circle countries (e.g., The United Kingdom and The United States of America), media (e.g., movies, songs), have a significant impact on the ways in which educational stakeholders judge who is a NEST and who is a NNEST.

According to literature reviews, several studies demonstrated that multiple researchers and scholars have been interested and challenged by this controversial phenomenon for a significant period of time. Although much research has been conducted, few studies have investigated the opinions of all four groups of people who play an important role in language learning and teaching environments: students, NESTs and NNESTs, and EPAs. In terms of Thailand where this study is focused, a few studies were found regarding the attitudes of Thai students and teachers towards NESTs and NNESTs, but

no study has yet investigated the attitudes of program administrators, who are in highest positions and who have full authority to make decisions about hiring new teachers, whether NESTs or NNESTs. Also, no previous study has been conducted on the issue of how students, NESTs, NNESTs, and language program administrators construct their ideas relating to the concept of nativeness in ELT. Based on this I would like to fill the gaps in this previous research that has only involved either students or teachers.

## **CHAPTER 5**

### **RESEARCH METHODOLOGY**

#### **5.1 Introduction**

The general overviews and literature reviews concerning this study were addressed in the preceding chapters. This chapter thus mainly focuses on the research methods employed within this study. The chapter first describes how people construct the idea of nativeness and non-nativeness, and the concept of social constructionism is presented as the main discussion point. The second part of this chapter discusses the research design utilized for this project. Next, the research questions are reviewed, followed by an explanation of the main context, the participants and the research instruments selected. Finally, how the data was collected from different groups of participants and the particular strategies or processes used to analyze the data collected are explained, as well as the ethical issues, risks, validity and reliability of the research instruments and limitations of the research methodology.

#### **5.2 The concept of Social constructionism**

Brutt-Griffler and Samimy (2001) believe that the idea of a native speaker is a socially constructed identity rather than a linguistic category. According to Kramsch's notion, native speaker status should be determined by "acceptance by the group that created the distinction between native and nonnative speakers" (1997: 363). A judgement about whether someone is a native or non-native speaker might be based on several social parameters, for example, the preconceived views of what native speakers should look or sound like (Brutt-Griffler & Samimy, 2001).

By following this notion, it seems that the ways to construct a particular object or person may be changeable and dependent on social construction, which is historically and culturally situated, for example, how Thai people perceive or construct NESTs and NNESTs might be different in comparison to Turkish people. In this study, therefore,

the concept of social constructionism will be used to explore this phenomenon. Social constructionism (SC henceforth), posits that the experience of one human being is mediated through history, culture, and language (Willig, 2008). SC is perceived as an epistemological position that seeks to understand the social actions and processes that drive knowledge creation, and consequently the formation of social constructs (Lock & Strong, 2010; Hibberd, 2005; Dickins, 2004; Burr, 1995). Within this study, I attempt to explore how the participants (students, teachers, and EPAs) construct their ideas regarding NESTs and NNESTs, and what factors influence those constructions.

In relation to SC, moreover, it is posited that a person starts to earn knowledge and understanding of the world from his/her historical and cultural context, i.e. where that person is raised (Lock & Strong, 2010; Burr, 1995; Berger & Luckmann, 1966). The concepts, experiences and knowledge that a person collects from within a specific historical and cultural context or environment can arguably influence the way that they view the world (Lock & Strong, 2010). However, it is necessary to be aware that both the knowledge gained and the outlook formed by that person might be slightly different or significantly different across time and space, and does not necessarily transfer over to other contexts (Lock & Strong, *ibid*; Berger & Luckmann, 1966). From a SC point of view, an object or a person has no given or fixed nature, but rather their meanings are negotiated through changeable and social processes (Burr, 1995). SC, additionally, states that people construct individual differences within a specific experience that are related to specific social contexts (Berger & Luckmann, 1966; Burr, 1995). Thus, providing a definition of the "truth" becomes problematic, because knowledge gained from different perspective from a particular group of people likely serves different interest which disallow or make it difficult to form the "truth". In other words, what we perceive as the "truth" in one particular context or society might not always be perceived as the "truth" in another context where people have different beliefs, and cultural and historical backgrounds (Gergen, 2001; Burr, 1995). For this reason, SC prefers to understand the action processes that emerge within society that guide to knowledge, as this is something that people do [construct] together rather than simply possess by birth (*ibid*).

### 5.3 Research design

There are some instances when employing only one research approach, either purely quantitative or qualitative is insufficient to answer the research question (Creswell & Plano-Clark, 2007). In some cases, findings from the quantitative method might not provide suitable explanations of outcomes. To deal with this issue, this study therefore applied both qualitative and quantitative strategies of inquiry.

"Mixed methods research is defined as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (Johnson & Onwuegbuzie, 2004: 17). The combination of multiple methodological practices in a single study is best understood as a strategy that adds width, complexity, richness, and depth to any inquiry (Denzin & Lincoln, 2000). The main principle of a mixed methods approach is that neither quantitative nor qualitative methods are adequate, and the use of both methodologies provides a better understanding of the research problem (Creswell & Plano-Clark, 2007; Ivankova et al., 2006; Pole, 2007). Erzberger and Kelle (2003) state that applying mixed methods (quantitative and qualitative methods) provides more valid results than a hypothesis tested only with the help of a single method. This is because it allows cross validation of the findings and yields comparable and congruent data which can be used in order to achieve a fuller understanding of a target. This notion is corroborated by Lasagabaster and Sierra (2002: 136), "the hybrid use of quantitative and qualitative approaches can increase validity, and give [...] more insights". In addition, combining methods can enrich data and balance the weaknesses of any one method. Dörnyei (2007) and Moser & Carlton (1986) note that a combination of methods is often suitable as it is possible to make use of their different strengths. Each method has its limitations, and in many instances a combination of methods has much to commend it. As Ricento (2006) points out, the combination of data collection methods not only uses the strengths of both the methods involved but also defuses criticisms about certain methods being limited. This point is further highlighted by Connelly (2009: 31) who wrote that "the goal of mixed methods research is to draw on the strengths and minimize the weaknesses of both types of research".

To what I have demonstrated above, it can be summarized that there are seven purposes of using mixed methods design as proposed by Venkatesh et al. (2013). Those seven purposes are: (1) Complementarity: to obtain mutual viewpoints about similar experiences or associations; (2) Completeness: to ensure total representation of experiences or associations is attained; (3) Developmental: to build questions from one method that materialize from the implications of a prior method or one method presents hypotheses to be tested in a subsequent method; (4) Expansion: to clarify or elaborate on the knowledge gained from a prior method; (5) Corroboration/Confirmation: to evaluate the trustworthiness of inferences gained from one method; (6) Compensation: to counter the weaknesses of one method by employing the other; and (7) Diversity: to obtain opposing viewpoints of the same experiences or associations. Besides from these seven points, this study employed mixed methods approach for the purpose of achieving triangulation. To this point, the data from both quantitative and qualitative were used to triangulate to one another. Regarding Rocco et al. (2003), Triangulation is one of the main strategies in order to increase validity and interpretability of a study.

Where these two research approaches can be combined or integrated in a study, many scholars (Caruth, 2013; Creswell, 2009; Teddie & Tashakkori, 2009; Greene, 2007) agree that quantitative and qualitative approaches can be combined or integrated together at different stages in the research process as shown below:

- 1) In the planning phase where the research plan is developed, it becomes clear what is investigated and how quantitative and qualitative approaches are used;
- 2) Combining or integrating research questions from quantitative and qualitative approaches to guide the researcher into the complexity of the problems studies;
- 3) Using quantitative measurements instruments with qualitative research techniques to generate quantitative and qualitative data for the research problems;

- 4) Combining or integrating quantitative and qualitative data in the analysis of study data; and
- 5) Combining or integrating quantitative and qualitative data in the presentation of the study findings.

As can be noticed throughout the chapters, in relation to this study, all five different points as proposed above were combined or integrated by quantitative and qualitative approaches. To this particular point, Gilham (2000) also stresses the advantages of a multi-method approach when he points out that if you use a range of methods you can put together a more adequate picture. From this point of view, it can be seen that they (Mixed methods) do not give the answers but alternatives of the answers which is valuable in research to get different answers in one particular study. This can be linked to the concept of SC as presented in the previous section. In SC, there is no clear cut conclusion regarding one particular issue. How people perceive or construct one particular issue depends on many factors, such as, the contexts they live in, their backgrounds and experience they have faced in a specific time in one particular place (see section 5.2). As a result, we have to accept that how people perceived or constructed one thing is not consistent but flexible and can be changed all the time. In other words, people perceived or constructed one thing in different ways within different circumstances. They do not perceive or construct things in the same way all the time but they think different things in different time. By taking this notion into consideration, it can be said that the idea of looking for multiple perspectives of the participants by employing different research instruments when conducting a study will provide different kinds of data which add the richness of description. Regarding this study, specifically, there is no singular or universal answer how each group of the participants perceives or construct their NESTs and NNESTs. It is all about from what perspective or dimensions they are looking at, how they construct the concept, their beliefs, attitudes, and experience they earned, and the interpretation in contexts where they familiar with. However, it is believed that by combining these two research methods this study will be able to provide a richer picture of the participants regarding NESTs and NNESTs.

## 5.4 Research questions overview

As explained in the previous chapter, this study attempted to investigate issues regarding the construction of nativeness in ELT and whether this is interrelated to ELT effectiveness. To address the research objectives of this study, four different research questions were determined:

1. What is the relationship between nativeness and perceptions of effective ELT teachers?

1.a How do Thai university students construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

1.b How do native English speaking teachers construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

1.c How do non-native English speaking teachers construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

1.d How do English program administrators construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

These research questions attempted to determine the views of educational stakeholders towards the concept of nativeness in several ways. The main aim of 1.a to 1.d research questions, overall, is to investigate the ways in which the participants construct the idea of nativeness and to explore if those constructions relate to teaching effectiveness. In other words, these four sub-research questions investigated the perceptions of the students, NESTs, NNESTs, and English program administrators of the characteristics of effective English teachers, NESTs and NNESTs. Findings from these research questions might provide clearer pictures of several controversial issues regarding the concept of nativeness in ELT.

## **5.5 Research contexts and participants**

This study was conducted in Thailand. As clearly shown in Chapter 2, Thailand is perceived as an Expanding Circle country where English is taught as a foreign language. The main participants involved in this study were from four different universities which are located in different regions; University A, University B, University C, and University D. These four universities are some of the most prestigious universities within their regions. For a clearer picture, the general features of these universities are provided individually below.

To start with, University A is one of the biggest universities in Thailand where large numbers of students from throughout the country enroll as new students each year. This university provides both regular and international programs to suit the students' preferences. The location of this university is one of the most popular tourist spots in the country, especially for Asian people, such as, Malaysians, Chinese, and Singaporeans. The subjects chosen for this study were the third year undergraduate students who were studying English as their main field, their NESTs and NNESTs who were teaching them, and the English Program Administrator responsible for running the program. These participants were from the Department of Languages and Linguistics, Faculty of Liberal Arts.

The second university is University B. This university is also located in a tourist area where people from different parts of the globe gather. It is one of the most popular holiday destinations, not only for Asians but also Westerners. This university is thus surrounded by a diverse group of people, both Thais and foreigners. One of the outstanding features of this university is that most of its' programs of study are international programs where English is the main medium of instruction. Because of the systems of teaching and learning, the curricula at the university were changed without the researcher knowledge, and all the third year students were not around the university because of internships. As a result, the subjects (students) from this university were changed from third year students to fourth year undergraduate students who were studying Hospitality Management and Tourism Management. Their teachers, both

NESTs and NNESTs, and the head of the programs from the Faculty of Hospitality and Tourism, were chosen to participate in the study. These four year programs are taught in English.

University C is one of the most popular private universities in Thailand. Within this study, this university is the only private university (the other three universities are public universities). Since this university also offers international programs, there are a great number of international students of different nationalities such as Chinese, Indonesian, Korean, Japanese, Vietnamese, and American. Consequently, there is a multicultural and multilingual learning environment within the university. In addition, the university is surrounded by many popular attractions that both Thais and foreign people visit to serve their various education, business and personal needs. According to the third annual Global Destination Cities Index (2013) released by MasterCard, University C's location was the most popular tourist destination of 2013. The main participants chosen for this study were also third year undergraduate students who were studying English for Business Communication, their NESTs and NNESTs, and the head of the program in the School of Humanities.

The last group of participants involved in this study was from University D. This autonomous public university is one of the biggest universities in Thailand, and is located in a rural area surrounded by mountains and forests. This university is not located in a multicultural and multilingual area like the other universities. Consequently, the participants, especially the students do not have much opportunity to experience diverse groups of people, especially foreigners, outside the university. Although it is a long way from business areas, the location of this university does not influence its educational quality, since the university still provides very high-quality education services and resources on national and international levels. In terms of teaching and learning, most of the programs utilize English as the medium of instruction. Also, different foreign language programs are offered to students such as Chinese, French, Spanish, Italian, Bahasa Indonesia, Korean, and Burmese. These foreign programs attract large numbers of foreign language teachers and international students to this

community. The participants in this current study were third year undergraduate students who were studying English major, their NESTs and NNESTs, and again their English program administrator from the School of Liberal Arts.

In order to gain a better understanding, "purposive sampling" (Cohen, et al, 2011) was the main strategy used to choose the participants for this study. The participants were chosen for the study if they fulfilled "certain practical criteria, such as, geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (Dörnyei, 2007: 99). Thus, it seems that the main objective of purposive sampling is to focus on the particular characteristics of a population that are of interest, which will best qualify them to answer the research questions. The researcher himself/herself makes the decision about what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience.

As aforementioned; the students involved in this study were third and fourth year undergraduate students. The main reason for this selection was the nature of this study as an investigation of the ways in which students construct NESTs and NNESTs and their attitudes towards them. In order to gain the information needed to address the research objectives and research questions appropriately and completely, the students needed to have some background experience and knowledge towards their NESTs and NNESTs. Such experience might be directly gained through studying and participating in extracurricular activities provided by the universities. Without such experience, they might have no idea how to answer the questions, whereas the students might provide too much general information which may not fully answer the research objectives and research questions. According to this perspective, the third and fourth year students were the most suitable students to participate in this study since they had gained much experience of their NESTs and NNESTs both inside and outside their educational institutions.

With regard to the different geographical locations of each university, they are different in terms of the size of the population, the diversity of people with different educational backgrounds, the nationalities they hold, their personal experiences and their different beliefs and attitudes (both Thais and foreigners), their business, and their degree of modernity. These differences might influence the ways that educational stakeholders construct, perceive, and treat NESTs and NNESTs.

## **5.6 Research instruments**

Creswell (2007) stated that there are various ways of collecting information to address research questions. According to the evidence from various studies on critical issues regarding nativeness and non-nativeness (Cheung and Braine, 2007; Florence Ma, 2012; Jindapitak, 2014, Jindapitak, Teo, 2011, 2012, 2013; Lasagabaster and Sierra, 2005; Liu & Zhang, 2007; Moussu, 2002; Roh, 2006; Samuel J., Grubbs, Jantarach, & Kettem, 2010; Upra, 2006), different methods such as close-ended questionnaires, open-ended questionnaires, and interviews, have been employed. In this study, the research instruments were divided into two research tools: close-ended questionnaires and semi-structured individual interviews. In general, the first type of research tool was used for students to gain information about their general background, perceptions towards characteristics of effective English teachers, and their learning preferences, whereas the second type of the research tool was used for all groups of participants to provide them with an opportunity to express their feelings and thoughts regarding the project. In other words, the second method was to prompt the interviewees to explain and expand on their ideas from the questionnaire. By doing this, the researcher could follow up issues that might be overlooked when the questions were initially drawn up. Since the number of teachers and EPAs was too limited, there was no questionnaire distributed to them. Once all initial research instruments had been created, they were piloted with a similar sized group as the target participants in this study (see Chapter 5, section 5.7). In the following sections, the reasons for employing those research tools as the main research instruments in this study and their descriptions are provided.

### **5.6.1 Questionnaires**

Richard and Lockhart (1994: 10), note that questionnaires are a useful tool for gathering "information about affective dimensions of teaching and learning, such as beliefs, attitudes, motivations, and preferences". It is one of research instruments which is most frequently used by researchers in second language research (Brown, 2001; Cohen et al, 2011). Moreover, according to Dörnyei (2007), questionnaires can measure three types of data about participants that can be useful for researchers to analyze and interpret their research findings more efficiently. They are factual questions, behavioral questions, and attitudinal questions. To clarify, factual questions are used to find out certain facts about the participants about their demographic characteristics, for example, age, gender, and race, residential location, marital status, level of education, occupation, language learning history, amount of time spent in a second language environment. Behavioral questions are used to investigate what the participants are doing and have done in the past, focusing on actions, life-styles, habits, and personal history. Attitudinal questions, lastly and the most relevant to this study, are used to find out what people think, covering attitudes, opinions, beliefs, interests, and values. The main strengths of administering questionnaires are their efficiency concerning time and effort and financial resources. Furthermore, processing the data collected can also be fast, especially when using computer software. Questionnaires are also versatile since they can be employed successfully with several groups of people in different situations on a variety of topics (Dörnyei, *ibid*).

#### **5.6.1.1 Students' questionnaire description**

The questionnaire (see Appendix 2) employed in this study was partly taken from Llurda (2006). The questionnaire proposed by Llurda (*ibid*) aims to investigate students' attitudes towards their NESTs and NNESTs. The questionnaire includes several aspects which are directly relevant to my study, such as how students perceive their NESTs and NNESTs' personal and pedagogical characteristics, cultural issues, teaching of grammar, pronunciation, vocabulary, and four English skills (reading, writing, listening, and speaking). I hence employed Llurda's questionnaire as the main guideline when

designing my questionnaire. To use it more effectively and appropriately, some items were adapted to serve the research questions, research objectives, and most importantly, the context of the study. Some items in the questionnaires, moreover, were produced by the researcher and revised by the research supervisor. It was divided into three main sections. The main purpose of this questionnaire was to explore the general ideas of the students regarding the concept of nativeness. The first section attempted to collect the background information of the students who were involved in this study. Within the second section, the students were asked about their English language learning background, especially the number of years that they had studied English with Thai English teachers and NESTs and their English language proficiency level. They were also asked to explain why they had chosen to study English.

The third part is the last and the most important section, and comprised Likert scale questions. According to Brown (2001: 41), "Likert-scale questions are effective for gathering respondents' views, opinions, and attitudes about various language-related issues". In addition, employing a questionnaire with specific multiple-choice questions and statements to rate on a Likert scale offered the respondents a single frame of reference within which to choose their answers (Schuman & Presser, 1996). Brown (2001) also explains that using this close-response format provides greater uniformity across questions that respondents are less likely to skip questions because of their length or complexity, and that responses are relatively easy to interpret. Finally, statistical analyses of data from larger populations are usually robust and reliable, and such large groups of participants allow for a more normal distribution of the results.

The last section was also divided into two smaller sub-sections. They were comprised of sixty statements in total. The first section was mainly about the characteristics of effective English language teachers and the construction of nativeness particularly in ELT, whereas the second section was aimed at investigating the personal preferences of the students regarding NESTs and Thai English teachers. The results collected from the student questionnaires were employed as one of the main factors in selecting the students to be involved in the semi-structured individual interviews, which was the final

student data collection process. To avoid any language problems for the large number of the students who had different English language proficiencies, the questionnaire was translated into the students' first language, Thai. This set of questionnaires was piloted with a group of Thai university students who learnt English outside the final setting of this study as noted in 5.7.

### **5.6.2 Semi-structured individual interviews**

Since this study attempts to explore deeper structures and patterns regarding NESTs and NNESTs, a qualitative research method, the semi-structured individual interview, was included in this project to provide an opportunity for the respondents to interpret their experiences and opinions and to present multiple dimensions of research interests.

According to Richard (2003: 47-48), interviews "form the mainstay of qualitative research". Conducting a study by collecting data through interviewing offers an effective way to gain in-depth personal information about motivation and attitudes, and to gain an understanding of personal perspectives in a way that is difficult to reach through surveys or from observation. In addition, interviews "permitted the respondent to move back and forth in time-to reconstruct the past, interpret, and predict the future" (Lincoln & Guba, 1985: 273). Furthermore, interviewing allows a description of routine and problematic moments in individuals' lives (Denzin & Lincoln, 1998: 3). Most significantly, interviews allow the researcher to gain "an insight into the hidden conceptual and emotional world of the individual" (Hanauer, 2003: 78). However, some particular issues related to the nature of interviews need to be considered since these might directly influence the interview procedures and the data elicited from the respondents. The data collected will mainly be based on how the interview is constructed (Cohen et al., 2011). Data collected will vary depending on the structuring of the interview, from the formal one with set questions and schedules in advance, to the informal one without a set of questions or schedules (ibid). It is also affected by the degree of 'directiveness' of the interview; which is how much the interviewer controls the direction of the interview and the issues discussed (Richards, 2003). Furthermore,

the power relations between the interviewer and interviewee also play a significant role in the ways in which the interviewees answer the questions.

For reasons of quality and ethics, the design of the interview for this study was a semi-structured individual interview. The semi-structured interview is the most often used in qualitative inquiries to allow participants to express themselves and give the researcher an opportunity to access their ideas, thoughts, and memories in their own words rather than in the words of the researcher (Dörnyei, 2007; Reinharz, 1992). It allows for questions prepared ahead of time, as well as questions that emerge during the interview process (Dörnyei, 2007; Lincoln & Guba, 1985). In other words, this interview style provides guidance for the interviewer and at the same time allows the interviewee to develop his/her own thoughts (Dörnyei, 2007). Employing this research tool provides additional insights which allow the research objectives and research questions of this study to be fulfilled more effectively. The interview questions in this study were designed to allow the participants to reflect on their understanding, attitudes, and insights regarding their English language teachers. Once the interview questions were constructed, they were piloted with a similar group of participants as described in chapter 5 (section 5.7).

#### **5.6.2.1 Students semi-structure individual interviews description**

This part of the interview (see Appendix 3) was to find out how students construct the idea of nativeness in order to answer research question 1.a. The students' interview questions were separated into two main parts. The first one attempted to elicit the attitudes of the students towards their teachers, both NESTs and Thai English teachers. The main questions concerned the characteristics of qualified English teachers, teaching behaviors, and English language proficiency. The second one, in contrast, was focused on how the students constructed the idea of nativeness. This second part included questions regarding how the students might provide definitions of a native speaker, particularly a native speaker of English and a native English speaking teacher. Factors affecting their ideas were also mentioned.

### **5.6.2.2 Teachers semi-structure individual interviews description**

Since two types of teachers were investigated, the questionnaires were divided into two versions, the native English speaking teacher version (see Appendix 4) and the Thai English teacher version (see Appendix 5). They were mostly the same in terms of content and the structure. The main different points were the term employing within the interview questions. These interviews were employed in order to address research questions 1.b and 1.c. The interviews were broken up into three main components. The first component concerned the background information of the teachers (e.g., education, language skills, and working experience) whereas the second part was mainly about their English teaching methodologies and English language abilities. The last one was related to how the teachers construct the idea of nativeness and whether this played any role in their teaching profession.

### **5.6.2.3 EPAs semi-structure individual interviews description**

The interview questions (see Appendix 6) were utilized mainly to address research question 1.d. It was comprised of four different sections. The first two sections were focused on the background information of the English program administrators (e.g., education, language skills, and working experience) and the English department (e.g., objectives, curriculum, and teachers) in which they were working. The next part investigated the opinions of the English program administrator regarding NESTs and Thai English teachers, in terms of their ELT behaviors and English language proficiency skills. The last component attempted to elicit the ways in which they constructed nativeness and their ideas regarding hiring practices particularly in ELT and to discover whether their views of nativeness influenced their working practices.

## **5.7 Pilot study**

Before the final form of the research instrument was constructed, it was valuable to conduct a pilot study to ensure that the question would yield the kind of information which is needed. Generally, the term "pilot study" is used in two different ways within social science research. It can refer to feasibility studies, which are "small scale version

or trial run in preparation for a major study" (Polit, et al., 2001: 467). It is also used to refer to "the pretesting, or trying out, of a particular research instrument or research procedure" (Baker (1994: 182-183). A pilot study can provide advance warning of weaknesses in a proposed study. These might include where research protocol might not be followed, or whether the proposed methods or instruments are appropriate or too complicated. It is useful for the researcher to "check to see if there are any ambiguities or if the respondents have any difficulties in responding" (De Vaus, 1993: 54).

In this study, hence, conducting a pilot study was employed in order to test the validity and reliability of the research instruments, in order to confirm that all the important issues were covered and also to make sure that the questions were suitable for the students, teachers, and administrators. This pilot study was started after the necessary permission was granted during August 2013. In terms of the questionnaire, 12 third year students who were studying English as their major program from a public university in the southern part of Thailand were asked to answer the questions. For the semi-structured interview, a student, a NEST, and a NNEST were asked to be volunteers. The reason why no pilot study was conducted with EPAs is provided in section 5.12 as part of the discussion of the limitations of the research methodology.

To conduct this pilot study, the researcher first directly contacted a friend who was working as an English lecturer at a university to gain information about how to find participants for the data collection. After the researcher was granted permission, the participant information sheet, consent forms, and the student questionnaire were given to the teacher. Before the questionnaire was distributed to the students, background information concerning the research (e.g., research objectives, research questions, data purposes, data storage, and anonymity) were explained to the teacher. In terms of the pilot interviews, a Thai student and a Thai English teacher who were studying applied linguistics in the UK were asked to be volunteers. In term of a NEST, a NEST who was teaching English in Thailand was asked to attend for the interview when I returned to Thailand. The student and teacher's interviews were conducted in the main library of the university. Before starting the interviews, the scope of the research was described to the

participants. The interviews were audio recorded and lasted between 40-50 minutes each.

After the pilot study was completed, some changes were made according to suggestions from the participants. In the questionnaire, it was suggested that a few questions and statements were unclear or ambiguous, so these were rephrased and rearranged to make them clearer and more appropriate. The general appearance, however, such as length, the questionnaire layout, level of difficulty was received positively by the participants. In the case of the semi-structured individual interview, the participants were provided with some interesting issues that the researcher might need to consider before conducting the main study. The researcher discovered from the pilot study that it was not easy to persuade people, especially students, individually to discuss certain topics in depth. Overall, the interview questions seemed appropriate for answering the research questions. However, some minor adjustments were made in order to form clear and appropriate questions, to ask some direct questions in particular situations and to build up from the general to more specific questions, how to cope with unexpected responses and situations from the participants, their background knowledge and experience on this particular issue.

### **5.8 Data collection procedures**

The universities were chosen carefully by the researcher and discussed with the supervisor in order to make sure they were suitable for the research objectives. Once the universities were chosen, they were first contacted in an informal way by the researcher to ask about the possibility of data collection. After that, the researcher returned to Thailand where the main participants were located. The data collection process started by seeking formal consent from the university. After the researcher gained informal permission from the universities, the official documents were sent to each university. The documents included an introductory letter to describe the researcher's background, the scope of the research objectives and research questions, and details of the data collection timeline and procedures. The data collection procedures were started on

October 2013, which was during the second semester of the academic year in Thailand. The procedures lasted approximately five months (October 2013 to February 2014).

### **5.8.1 Data collection procedures for questionnaires**

The data was collected at 4 different universities, University A, University B, University C, and University D. Throughout the data collection procedures, the researcher first contacted each university individually to arrange times and dates with the research organisers and teachers of the universities to meet the students. Once the appointments were set, the researcher then travelled to each university to gather the data. The first university at which the questionnaire was distributed was University A (see Appendix 1). The questionnaire was given to the students during class time in the second week of the second semester of the academic year 2013.

The researcher met the group of students who were the main participants in this study in areas provided by the universities, which were generally classrooms. Before starting the main procedure, the researcher had a friendly talk with the students and asked them some general questions (e.g., their names, backgrounds, attitude to English, and also their academic plans) to build first impressions and to break the ice. After that, students were informed of the scope of the study (i.e. research aims, research questions, data collection procedure, anonymity and data storage) and were given firm assurances that the data they provided would be exclusively used for the purposes of the research project. They were also informed by the researcher of their right to withdraw at any time if they wished. In addition, information regarding the questionnaire was also provided to the students to ensure that they clearly understood what they had to do. The students were then asked to sign an informed consent form to show that they agreed to being involved in this study. Next, they were asked to answer the questionnaire which was collected after completion within the time given. At the time of administration, the participating students were encouraged by the researcher to express their opinions as honestly as possible. Once the students had completed the questionnaires, the students were told about sharing their opinions in depth in an individual interview. The researcher asked the students to provide their contact information only if they wished to

continue participating in further phases of the study. The same processes were also applied to students in University C and University D but not University B. Because of the unavailability of the teachers at this university, it was not as easy to meet the students in the classroom. Thus, one of my friends who was working as an English teacher there was asked to help to distribute the questionnaire to the students. All the required information relating to the research project was explained to him in detail, step by step. Once he understood every detail, the questionnaire together with other related documents (participant information sheets and consent forms) were provided. A few days later, the questionnaires and consent forms were completed and returned.

### **5.8.2 Data collection procedures for individual interview**

Four sets of individual interview protocol were produced to collect data from each group of the participants. In terms of the students, the semi-structured individual interviews were conducted after the questionnaires were administered. Due to the limited time and financial resources, four students, two NESTs, two NNESTs, and one EPA from each university were asked to attend for the interview. One NEST from University A was not able to attend, thus the total number of participants involved in the interview was thirty-five. Throughout the individual interview process, the researcher listened rather than talking, and explored rather than probing (Seidman, 2006). Overall the researcher sought to listen to the voices of the participants by not interrupting (Creswell, 2007) while interviewing to encourage natural and relaxed conversations. The procedures employed to collect data from the individual interviews were as follows.

#### **5.8.2.1 Students individual interview collection procedures**

Student individual interviews were scheduled for about fifty-three minutes each at times based on their availabilities (see Appendices 8-11). The researcher met each student inside the university in an area based on their preference, such as a classroom, a group study room, common room or meeting room. Before proceeding with the interview, the researcher briefed the informants about the goals of the study and the interview procedure. The interviews were audio-recorded by a recording machine provided by the

researcher with the permission of the interviewees. They were reminded that the recording was for the researcher to accurately represent their views, and were encouraged to talk freely and honestly since the teachers would have no access to information about what they said during the interviews. The interview was conducted in Thai and in an informal way so that it was easier for students to express themselves. Each interview section started with a set of general questions to decrease the students' anxieties and to build a suitable atmosphere. The researcher asked the questions, and the student replied to them one by one. When the responses seemed too general or vague, the researcher either asked further questions to confirm or clarify the original answers, or simply asked the student to elaborate or provide specific examples if at all possible. At the end of the interviews, each student was asked whether they had any comments or suggestions to make regarding the discussion issues.

#### **5.8.2.2 Teachers individual interview collection procedures**

As with the students, teachers' from each university were contacted and their interviews were scheduled individually through email, phone calls, and face to face communication (see Appendices 8-11). The researcher provided a data collection timeline to each teacher individually (see Appendix 1). They thus could notify the researcher of the most suitable time and place for their interview within the timeline given. Most teachers chose to hold the interview in their personal offices, common rooms or study rooms. Before starting the interview process, each teacher was provided with a brief overview of the goals of the interview and its procedures. Because of the time limitation, each interview lasted approximately fifty to sixty minutes. The interviews were carried out in both Thai and English. Thai was used to interview NNESTs, while English was used for NESTs. The interview began with general questions about their perceptions, and then moved onto more specific ones. Interviews were audio-recorded with permission from the interviewees. When the researcher discovered that the responses were not clear, the same strategies employed with the students (mentioned above) were used to clarify the answers of the participants.

### **5.8.2.3 EPAs individual interview collection procedures**

To collect the data, again, the appointments were made in advance within the timeline given based on teachers' preferences and availability (see Appendices 7-11). The interviews were held in their personal offices in the English department. Thai was used as the main language to interview the EPAs from University B, University C, and University D, whereas English was used for the EPA from University A, because he is not a Thai national. During the interview process, the researcher repeated the general overview of the research project and provided an explanation of the interview procedures. Once they understood, the same process as utilized with teachers was employed.

## **5.9 Data analysis procedures**

As mentioned earlier, this study employed both quantitative and qualitative approaches as the main research paradigms, and the procedures used to analyze the data collected were thus based on these two different approaches.

The questionnaires collected from the students were first analyzed separately. They were entered manually into the statistical software package SPSS version 21 for Windows. Before inputting the data into the program mentioned, the answers of the participants were converted to numbers to define each variable's value. After that, all the data collected from the questionnaires was carefully entered into the program and rechecked by the researcher for accuracy. The strategy used for entering the data in this research was divided into three steps based on Dörnyei (2007); creating the data file, defining the coding frames for the variables, and keying in the data. Once the data was stored in the program, Cronbach's alpha was employed to check reliability across the questionnaire (see Chapter 6, section 6.2). For this study, two types of quantitative data analysis, namely, descriptive and inferential statistics, were utilized.

Dörnyei (ibid: 209) mentioned that "Descriptive statistics are used to summarize sets of numerical data in order to conserve time and space". They provide general descriptive

details and explanations for items on the questionnaires, such as the demographic information of the participants, overall frequencies, percentages, means, and standard deviations. Within this study, mean scores were compared through tables and all databases were scanned to identify major themes arising or any interesting issues provided by the participants under the investigation. Inferential statistics, on the other hand, are techniques that allow us to employ results to make generalizations about the populations from which the samples are drawn (Dörnyei, *ibid*). Regarding the inferential statistics, within this research, Factor Analysis or FA and a test for statistical significance, were undertaken as the main types of analysis (see Chapter 6, sections 6.4 and 6.6, respectively).

For the qualitative data, qualitative content analysis was employed to analyze and interpret the data collected from the interview. Generally, qualitative content analysis examines the meanings in particular contexts and attempts to provide core patterns and reliable conclusions (Patton, 2002). It is one of research tools used to find the patterns of certain words or concepts within texts or sets of texts. Dörnyei (2007) presented two broad phases of content analysis: "(1) taking each person's response in turn and marking in them any distinct content elements, substantive statements, or key points; (2) based on the ideas and concepts highlighted in the texts, forming broader categories to describe the content of the response in a way that allows for comparison with other responses" (p. 117). Thus, the content analysis procedures presented by Dörnyei (*ibid*) were adopted to analyze the qualitative data within this study. Dörnyei divides content analysis procedures into four different steps, namely, transcribing the data, pre-coding and coding, growing ideas-memos, vignettes, profiles, and other forms of data display, and interpreting the data and drawing conclusions.

In relation to this study, more specifically, the interviews were conducted between October 2013 and February 2014 (see Appendix 7). They took place in different locations based on the participants as stated in Chapter 5 (section 5.8.2). Before the interviews were started, all of the participants were asked for audio recordings. Interesting or significant information which was mentioned by the participants during

the interview was also noted and they were asked for clarification. The audio recordings from the interviews were immediately transcribed while the fieldwork was still in process. Since the main focus of this study was the content of the respondents' answers, not the manner in which they gave the information, any prosodic features that occurred in the interviews were not transcribed. The interviews were carefully transcribed and translated into English, except the one from the NEST. The average interview length for each participant was about 53 minutes and the total length of all the recordings was 31.13 hours or 1,868.03 minutes (see Appendices 8-11). Once the transcribing and translating were finished, the transcriptions were sent to each participant for them to check whether such transcribed and translated information was accurate. Then, the researcher began to identify emerging themes or patterns relevant to the research by reading throughout the transcriptions from beginning to end again and again. For this second process, coding was needed in order to describe, structure, and interpret the data.

According to Dörnyei (2007) and Miles et al. (2014), coding is a strategy used to classify and organize data collected and to identify relationships and patterns. It offers researchers the chance "to initially summarize segments of data" and "to identify an emergent theme, configuration, or explanation" (Miles, et al., 2014: 86). Some scholars (e.g., Miles and Huberman, 1994) propose that preparing a provisional list of codes before collecting data can save time during the process of data analysis, while other groups of people (Hammersley and Atkinson, 1995; Richards, 2003) mention that the researcher should start the data coding process once the data has been collected. Within this study, as a consequence, a mixed method of "top-down coding or deductive approach" where coding is imposed on preconceived codes regarding the focus of the research and research questions, and "bottom-up coding or inductive approach" where coding emerges from the data, were adopted. It can be seen that, by mixing these two approaches, there is a preliminary focus for the coding and a connection between the process of coding and the research objectives and research questions and also an idea of how to manage the research process and an opportunity to broaden the study to other research areas or include unexpected issues which may not have been considered by the researcher.

Regarding the coding process, in addition, QSR NVivo 10 was employed to store the transcriptions of the data collected from the interviews. It was also used to create and develop coding for data analysis. Once the data was transferred to the Nvivo, how the participants construct nativeness or NSE, its relationship with effective teaching, the characteristics of effective English teachers, and the differences between NESTs and NNESTs, were coded accordingly. These groups of codes were perceived as the most significant coding categories to address the research objectives and research questions and to provide a fuller understanding regarding NESTs and NNESTs. From these coding categories, a number of initial possible codes emerged. The codes that occurred under the mentioned categories were then modified and complemented with the codes that emerged directly from the data (bottom-up coding or inductive approach).

After the preliminary codes had been created, they were edited and reorganized to make them clearer and more concise. Following this, the emerging themes were grouped together in different sets of categories to demonstrate how they were interrelated to one another. As a result, some codes were organized into sub-categories and those that were irrelevant for the current study were dropped. Throughout the process of coding, the codes that emerged from each group of participants were amended for consistency. As Mackay and Gass (2005), note, there is no single way to code data. Therefore, it is not necessary for every researcher to code the data in the same way. In contrast, the data can be coded in different ways depending on the individual researcher. Finally, four main categories of codes with 54 sub-codes were established from the interview data (see Appendix 20).

Producing memos, is also a useful strategy to develop during the initial process of coding from the database in order to examine patterns of the data collected, their relationships, interpretations, and explanations (Hammersley and Atkinson, 1995; Miles and Huberman, 1994). Dörnyei (2007: 254), views memos (or memoing) as "an exploration of the ideas, hunches, and thoughts about the codes". Similarly, Lynch's (2003: 138) writes, that memos are "working ideas, which may or may not pan out in the fullness of your analysis". These memos can be short phrases or sentences, or as long as

several paragraphs, and should consist of ideas, or key concepts. This technique supports the researcher more by focusing them on the emerging themes of research context for later analysis. Ultimately, findings from the data collected from the participants were interpreted and conclusions were drawn as the last procedure of the data analysis in this current study.

### **5.10 Ethical and risks considerations**

Before beginning the research, the researcher followed the university research ethics procedures and obtained ethical approval. The procedures began by filling in forms (a consent form, a risk assessment form, an ethics form, a research protocol form, and a participant information sheet) provided by Ethics and Research Governance (ERGO). Once they were filled out, they were reviewed by the research supervisor and given to the university committee for approval. After they were approved, the researcher negotiated entry and obtained permission from the president and everyone involved in the program of the study at each university including students, NESTs, NNESTs, and EPAs. When the permission was gained, the participants were first provided with an overview of the research project. After that, the informed consents were distributed to the participants, which gave them the right to choose whether or not to participate based on information offered about this study. In terms of students, it was made clear that whether or not they chose to be involved in or withdraw from the research, this would not affect their assessment in their normal classes. They could also withdraw from the study at any time without prior notice. This notice was also given to the teachers and EPAs to notify them that whatever their decisions (whether they agreed to participate in the study or not), this would not affect their present career positions.

Trust and privacy are important issues to consider, particularly with regard to the interviews (Punch, 1986). Sharing opinions and experiences may reveal personal matters of the participants which in their professional capacity they would probably not talk about. The result was that, some issues investigated in this study needed sensitive negotiation and trust between the interviewees and the researcher. It also involved keeping anonymity in every document related to the personal information of the

participants (the audio recordings and transcriptions from the interviews, for examples) and these documents were only managed by the researcher. The researcher employed pseudonyms and kept all information confidential throughout this research and in any related reports. The participants were informed that no one would be identifiable from published or unpublished data except by the researcher, and the research supervisors.

Lastly, this research was conducted by following the guidelines provided by the universities and in locations which were familiar for all participants (see Appendices 8-11). In terms of the students, their teachers were also in the classrooms to allow the research activities to run more smoothly. The research was overtly conducted and once the participants agreed to participate in the study, it was explained step by step what was required by them as the research participants. Consequently, the risk levels of this study were not high. In other words, the activities were not likely to cause any harm to the participants.

### **5.11 Validity/Trustworthiness of the study**

Patton (2002) explains that establishing validity and reliability are two important factors that every researcher should take into consideration when designing a study, analysing results, and judging the quality of the study. In relation to this significant issue, the concept of trustworthiness, proposed by Lincoln and Guba (1985) need to be considered. Lincoln and Guba (ibid) posit that trustworthiness of a research study is important to evaluating its worth. Regarding trustworthiness, it involves establishing credibility, transferability, dependability, and confirmability. How trustworthiness of one particular study can be increased are demonstrated by many scholars (Bryman, 2004; Creswell et al, 2003; Lincoln and Guba, ibid; Streubert and Carpenter, 2011) as presented below.

In relation to the first criteria of trustworthiness, credibility, it is placed as a strategy to achieve internal validity which concerns confidence in the 'truth' of the findings. In other words, it is a technique to evaluate the degree of confidence in the accuracy of the data and in the interpretation of the responses of participants (Hesse-Biber & Leavy, 2011;

Lincoln and Guba, *ibid*). Similarly, Rubin & Babbie (2010) state that credibility criterion is employed in order to confirm that the results of research are credible or believable from the viewpoint of the participants. To enhance credibility of this current study, a number of strategies, such as, adoption of appropriate, well recognized research methods, development of early familiarity with culture of participating organisations, are utilized.

Another technique employed in this study to increase credibility was member checking. Dörnyei (*ibid*: 58) suggests that "an obvious strategy to ensure this validity is to obtain participant feedback or member checking, which involve discussing the findings with the participants". Similarly, Creswell and Plano Clark (2007) discuss two forms of validation: comparing different kinds of data and taking one's findings back to the subjects. In relation to my study, the researcher had opportunities to discuss issues frequently with the participants (particularly students) and to cross-check the data collected. The researcher sent the transcriptions to all the participants to make sure that the researcher did not misunderstand their original meaning. The participants were asked to validate their interview transcripts to ensure "the validity of the constructions the interviewer had made" (Lincoln & Guba, 1985: 271). If the researcher found any ambiguous points during the process of the transcribing, the researcher contacted the participant and asked them to clarify. In data transcription, furthermore, the researcher focused on the original points of the participants and transcribed verbatim. To ensure that the participants fully expressed and shared their opinions and experiences regarding NESTs and NNESTs, all the interviews were conducted both in Thai and English depending on the mother tongue of the participant.

Additionally, triangulation of the findings was used to increase credibility of the study. Within this study, the data collected from the questionnaire and interviews were compared to one another to explore any differences or similarities and to avoid researcher's bias towards the findings. Cohen et al. (2011) notes that decreasing the amount of bias as much as possible is one of the most practiced strategies for reaching greater validity in qualitative data. The bias can be formed in different ways, the

characteristics of the interviewer, the characteristics of the respondent, or the content of the questions. By employing this strategy, as a consequence, it can reduce the systematic bias, for example, social-desirability bias. As supported by Dörnyei (2007: 45), similarly, employing triangulation in mixed methods research is able to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings".

Regarding transferability, the second component of trustworthiness. This second criteria can be referred to external validity/generalizability of a study which show that the findings of the study can be applied to in other contexts (Bryman, 2004; Lincoln and Guba, *ibid*). In other words, it can tell a researcher if an item is appropriate for measuring a phenomenon (Bell, 1993). It can be noticed that these first two criterion are connected to validity of the study. To increase transferability of this study, provision of background data to establish context of study and detailed description of phenomenon in question are explored to allow comparisons to be made. In addition, the following factors as proposed by Cole and Gardner (1979) and Marchionini and Teague (1987) are also taken into consideration when dealing with transferability; 1) the number of organisations taking part in the study and where they are based; 2) any restrictions in the type of people who contributed data; 3) the number of participants involved in the fieldwork; 4) the data collection methods that were employed; 5) the number and length of the data collection sessions; 6) the time period over which the data was collected.

Moving to the third criteria of trustworthiness, dependability. This criteria is perceived as a way of achieving reliability of a study (Lincoln and Guba, *ibid*). It is defined as the consistency of the processes of the study utilized over time (Hesse-Biber & Leavy, 2011; Mertens, 2010). Dependability can be achieved through focusing on a research design consistent between the research aims, philosophical underpinnings, data collection and data analysis (Bryman, 2004). This third criteria, therefore, is a way to confirm that the findings of the study are consistent and could be repeated (Hesse-Biber & Leavy, 2011; Lincoln and Guba, *ibid*; Mertens, 2010).

In relation to this study, in-depth methodological descriptions including how the study is designed and its implementation, the operational details of data gathering to allow study to be repeated are designed. To make it clearer, all the research instruments utilized in this study were designed carefully via extensive reading reported in the literature review and consulted with a supervisor. During designing the instruments, numbers of factors that classified by Black (1999: 197-198), (1) sufficient numbers of questions; (2) quality of wording of questions; and (3) time allowed and time needed, were examined and discussed. They were piloted before collecting the main data in order to trial the research instruments and to increase their validity and reliability. Before the data collection procedures were started, also, the research attempted to collect every detail regarding the participants, such as, their university backgrounds, where they live, cultures, beliefs and attitudes. By considering these, it provided the whole picture of the participants which led the researcher to design how to collect the data more effectively. As Cohen et al. (2011: 105) stressed, besides, trustworthiness of this study were also addressed through “careful sampling, appropriate instrumentation and statistical treatment of the data”.

According to the last component of trustworthiness, confirmability. This last component is perceived as the degree to which results can be confirmed or verified by others (Tracy, 2010). This is placed as a way of addressing objectivity of a study (Lincoln and Guba, *ibid*). It is a technique to measure a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest. In order to enhance confirmability of the study, Shenton (2004: 73) proposed that confirmability can be increased through 1) triangulation to reduce effect of investigator bias; 2) admission of researcher’s beliefs and assumptions; 3) recognition of shortcomings in study’s methods and their potential effects, 4) in-depth methodological description to allow integrity of research results to be scrutinized and; 5) use of diagrams to demonstrate “audit trail”. It can be seen throughout this study, the majority of the strategies presented by Shenton (*ibid*) were also utilized in this study. As can be noticed through what was presented above, the concept of trustworthiness parallels the validity (internal and external) and reliability concepts (Shenton, *ibid*). This current

study, therefore, employed the concept of trustworthiness as the main concept to increase validity and reliability of the study.

### **5.12 Limitations and recommendations of research methodology**

The limitations of the methodology within this study were as follows. The first issue concerns the limited number of the participants involved in the study. From the data, it can be clearly seen that the number of the participants was not large, especially in the case of teachers and EPAs. The questionnaire was thus only distributed to students. Due to the nature of the study, which mainly dealt with the attitude of students, teachers, and EPAs towards NESTs and NNESTs, a higher number of participants were probably needed in order to use the research findings as representative of the whole population.

In terms of the pilot study, there were a limited number of participants. Only a student, a NEST and a NNEST were involved in the pilot study. Since the researcher has no previous relationship with an EPA, it was thus difficult and inconvenient to ask them to take part in the pilot study. As they hold one of the highest positions in university departments, moreover, asking them to be involved in a pilot study was awkward as they might have perceived that the researcher thought that they were less important, which might lead to conflict. Furthermore, asking someone to put aside 50-60 minutes for the individual interview via a phone call from abroad is not appropriate in Thai culture, particularly when dealing with an elderly person in a very high position such as the program administrator, for instance.

### **5.13 Summary and conclusion**

Several methodological issues employed were presented and discussed within this chapter, which began by providing an explanation of social constructionism. A social construction theory considers how one particular social phenomenon develops within a social context. In this study, it can be used to refer to how students, teachers, and English program administrators form their ideas regarding NESTs and NNESTs. Brutt-Griffler and Saminy (2001), state that people's ideas about native speakers are socially

constructed by other people within that particular context. This construction is not fixed but changeable, based on the context and preconceived views of what native speakers look like (ibid). Thus, two different groups of people might construct an idea relating to native speakers that is completely the same, completely different, partly the same or partly different based on their living environments.

Within this study, mixed methods were employed as the main research design. Thai university students, teachers, and EPAs were the main participants involved in the study. Two different research tools, a questionnaire and a semi-structured interview were utilized as the main research instruments to collect data from the participants. The amount of data collected was based on the time available. The students were asked to answer the questionnaire as the first stage. After the questionnaires were collected, some of them then were asked to attend an individual interview. NESTs, NNESTs, and EPAs were asked to attend for the individual interview. Quantitative and qualitative data analysis were used to analyze the data collected from the participants. Descriptive and inferential statistics were employed to summarise and to investigate any interesting themes that emerged from the student questionnaires and comparison was made of the findings between universities. Content analysis procedures as presented by Dörnyei (2007: 246) were used for "(1) transcribing the data; (2) pre-coding and coding; (3) growing ideas-memos, vignettes, profiles, and other forms of data display; and (4) interpreting the data and drawing conclusion".

To increase the validity and reliability of the research instruments, several strategies were employed, such as conducting a pilot study and consultation with the research supervisors. To minimize plausible validity threats to findings, interpretations, and conclusions, this study also (1) utilized a member checking process or "Respondent Validation" (Gibbs, 2007: 94) by asking the participants to validate the transcriptions of their interviews and (2) by comparing different kinds of data (Creswell and Plano Clark, 2007), in this case, the data collected from the questionnaire and the interview. These processes were operated alongside suggestions from the research supervisors. Finally, ethical and other risks and methodology constraints were taken into consideration.



## CHAPTER 6

### QUANTITATIVE FINDINGS: QUESTIONNAIRE

#### 6.1 Introduction

This chapter presents and describes the findings derived from a foreign English teacher questionnaire (see Appendix 2). This quantitative findings chapter is presented in order to address the first sub-research question: How do Thai university students construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

The main objective of the questionnaire is to explore the perceptions of the Thai university students from four universities (see Chapter 5, section 5.6.1) towards the characteristics of effective English teachers and to examine if those characteristics interrelate to the construction of nativeness. The second objective is to use the questionnaire as an aid to choose students for the second stage of the data collection, an individual semi-structured interview. Finally, the findings from the student questionnaire are compared with the findings collected from the semi-structured individual interviews.

Within this first findings chapter, the reliability of the questionnaire and the overall demographic information of the participants from four universities are presented as the first two sections. The chapter next illustrates the perceptions of the students regarding the characteristics of effective English teachers, as extracted from the questionnaire. Within this core section, the characteristics of effective English teachers are divided into six different groups based on the data from FA. These six characteristics are then compared among their groups and to other variables to explore if there are any significant relationships. To deal with the different aspects I mentioned, different types of statistical tools, both descriptive statistical analysis (mean ( $\bar{x}$ ), SD, Frequency (f), Percentage (%), and Cronbach's Alpha) and inferential statistical analysis (FA, The Kaiser-Meyer- Olkin (KMO), Kruskal-Wallis Test, and Mann-Whitney U test) are

employed. Each statistical tool is used to serve a different purpose which can be seen throughout the chapter.

## 6.2 Reliability of the questionnaire

Since the questionnaire is employed as one of the research instruments within this study, this section discusses the reliability of the questionnaire distributed to the students. The reliability of the questionnaire in this study is calculated using Cronbach's Alpha Method. Cronbach's Alpha is the most common measure of internal consistency (reliability). It is most commonly used when multiple Likert questions are present in a survey/questionnaire that form a scale and the reliability of the scale needs to be determined (Helms et al. 2006, Hogan et al. 2000). To clarify, Cronbach's Alpha is the reliability coefficient that shows the possibility that the same group of participants will have the same or similar results from the same questionnaire if they are given it again in the future. The reliability coefficient ranges from 0, where the measure is completely unreliable, to 1.0, where it is perfectly reliable (Brown, 2001). Regarding this point, Dörnyei (2007) suggests that the appropriate reliability value of the questionnaire should not be lower than 0.70. The following table presents the reliability value of the questionnaire distributed to the students.

**Table 2: Reliability of the questionnaire**

<b>Name of Items</b>	<b>Cronbach's Alpha</b>
University A	.790
University B	.851
University C	.861
University D	.846
<b>Overall reliability</b>	<b>.863</b>

It can clearly be seen that the reliability coefficient of the questionnaire is very high. The overall reliability value of the questionnaire is .863. When looking at the value of the questionnaire's reliability for each university individually, the results are also positive (see table 2). Regarding Brown (ibid) and Dörnyei (ibid)'s reliability value's scale, those values could be accepted as reliable where the questionnaire has already been applied and where it might be repeated in other contexts.

### **6.3 Demographic information of the students from four universities (see next page)**

**Table 3: Demographic characteristics of the students from four universities  
(N=301)**

		<b>Frequency (f)</b>	<b>Percentage (%)</b>
<b>Gender</b>	Male	78	25.9
	Female	223	74.1
<b>Age</b>	15-20	100	33.2
	21-25	201	66.8
<b>University</b>	University A	32	10.6
	University B	39	13.0
	University C	74	24.6
	University D	156	51.8
<b>Levels of study</b>	Year 3	269	89.4
	Year 4	32	10.6
<b>Fields of study</b>	English program	195	64.8
	Hospitality and Tourism program	32	10.6
	English for Business communication	74	24.6
<b>Years of studying English</b>	11-15	187	62.1
	16-20	113	37.5
	21-25	1	0.3
<b>Years of studying English with NNESTs</b>	6-10	14	4.6
	11-15	230	76.5
	16-20	57	19
<b>Years of studying English with NESTs</b>	0-5	89	29.5
	6-10	127	42.3
	11-15	74	24.6
	16-20	11	3.7
<b>English language proficiency</b>	Fluent	3	1.0
	Excellent	13	4.3
	Good	135	44.9
	Fair	143	47.5
	Poor	7	2.3
<b>Reasons to study English</b>	To study abroad	10	3.3
	To get a better job	255	84.7
	To travel abroad	25	8.3
	To make friends with foreigners	11	3.7

Regarding the number of the participants, the total number of the students who took part in the questionnaire is 301. The percentage of students from each university is as follows: University D (51.8%), University C (24.6%), University B (13%), and University A (10.6%). There are 223 female and 78 males students from three different programs; English, Hospitality and Tourism, and English for Business communication. Most of the students involved in this study are third year students (89.4%), while the rest are fourth year students from University A (10.6%). The reasons for using fourth year students from this university were provided in Chapter 5 (section 5.5). Additionally, more than half of the students have been studying English for more than ten years, 62.1% have been studying for 11-15 years and 37.5% for 16-20 years. All the students have been taught by NESTs and NNESTs. 76.5% of the students have been studying English with NNESTs for more than ten years. This is nearly three times the number of students who have been learning English with NESTs (28.3%). Regarding English language ability, the table illustrates that the majority of the students describe their English language competence as "Fair" (47.5%) and "Good" (44.9%). Among 301 students, only 1% perceived their language proficiency to be "Fluent". Finally, it is clear that the main motivation for students to study English (84.7%) is the increased opportunity for finding work after the completion of their degrees.

#### **6.4 Descriptive statistics of factors extracted from Principle Component Analysis (PCA)**

Because one of the main aims of the questionnaire is to investigate the characteristics of effective English teachers from the students' perspectives, the first part of the questionnaire is grouped by employing FA. FA is used to determine the number of factors underlying the participants' ratings of the items. It is used as a data reduction tool to obtain a small set of variables (Bartholomew, Knott, & Moustaki, 2011; Child, 2006; Costello & Osborne, 2005). In other words, FA provides researchers a tool to remove redundancy or duplication from a set of correlated variables. To make it clearer, it is a tool to investigate concepts that are not easily measured directly by collapsing a large number of variables into a few interpretable underlying factors (ibid). Therefore, the key concept of factor analysis is that multiple observed variables have similar

patterns of responses because they are all associated with a latent variable. For example, people may respond similarly to questions about income, education, and occupation, which are all associated with the latent variable socioeconomic status. Therefore, FA is beneficial for studies that contain hundreds of variables or items from questionnaires which can be reduced to a smaller set, to get at an underlying concept, and to facilitate interpretations (Rummel, 1970). To this point, it is easier to focus on some key factors rather than having to consider too many variables that may be trivial, and so factor analysis is suitable for placing variables into meaningful categories. By employing FA as a part of data analysis into this study, each students' questionnaire item is correlated with the total score from the set of the items and then the items with the highest item-total correlation are chosen. This process is important for determining the validity of the test and the questionnaire as Gorsuch (1997: 535) mentioned that:

"instead of basing the factors on investigator judgment, it bases each factor on a set of highly correlated items. Hence, misjudgments about what items measure are less likely to distort the operationalization of the construct. Additionally, new constructs may emerge that the investigator did not realize are being measured"

Furthermore, the measure of sampling adequacy KMO and Bartlett's test of sphericity are calculated. KMO is a statistic that indicates the proportion of variance in the variables that might be caused by underlying factors. According to Kaiser (1974), the closer to 1.0, the better. Fabrigar et al. (1999) also propose that the p value of KMO should be greater than 0.6. As can be seen from the table 4 below, the p value of KMO is very close to 1.0 (.903), and indicates that it is very appropriate to employ FA for this data set. Bartlett's test of sphericity, moreover, is employed to test whether the variables are related or unrelated to one another. If there are no relationships between the variables, it may not be appropriate to employ FA (Snedecor & Cochran 1989). The results from the table 4 also shows that the value of Bartlett's test of sphericity is less than 0.05 (.000), which indicates that FA is needed for further analysis.

**Table 4: The results of KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Approx. Chi-Square	Bartlett's Test of Sphericity	Sig.
.903	4948.105	780	.000

**Table 5: Descriptive statistics of extracted factors from Principle Component Analysis**

Characteristics of effective English teachers	No. of items	Items	Eigenvalue	% of variance explained	Chronbach Alpha
1. Personal motivational characteristics	8	24,27,28,32,34,36,39,40	26.306	10.741	.798
2. Cultural characteristics	8	10,14,17,20,25,29,37,38	9.077	10.484	.835
3. Linguistics characteristics	8	12,15,16,18,21,22,23,35	4.983	10.311	.832
4. Cultural sensitivity	7	6,7,19,26,30,31,33	4.506	8.298	.807
5. Professional characteristics	5	1,2,3,4,5	3.561	6.212	.687
6. Pedagogical characteristics	4	8,9,11,13	3.221	5.607	.672

It can be seen from the table above that 6 factors have been extracted from the principle component analysis. By employing a cut-off point of 0.3 as an acceptable minimum loading value (Khodadady & Hashemi, 2010; Kline, 1994; McCrae et al., 2005), all 40 characteristics of effective English teachers load acceptable. It shows that 8 items load significantly on the first factor, Personal motivational characteristics. The second factor is named Cultural characteristics (8 items). The third factor is called Linguistics characteristics (8 items), whereas the fourth factor is named Cultural sensitivity (7 items). The last two factors are Professional characteristics (5 items) and Pedagogical characteristics (4 items). It is also necessary to mention here that these six factors were

named by looking at the majority of the items loading within each factor and what they mainly concern, rather than on an individual item loading basis.

An examination of the proportion of variance reveals that Personal motivational characteristics (factor 1) explains 10.74% of the total variance, Cultural characteristics (factor 2) explains 10.48% of the total variance, Linguistics characteristics of the teachers (factor 3) explains 10.31% of the total variance, Cultural sensitivity (factor 4) accounts for 8.30% of the total variance, Professional characteristics (factor 5) accounts for 6.21% of the total variance, and Pedagogical characteristics (factor 6) accounts for 5.61 of the total variance. In fact, the first factor, contributed the most to explaining the total variance among the six factors. In total these six factors account for 51.65% of the variance. In addition, Chronbach's Alpha coefficients are also calculated; 0.80 for Personal motivational characteristics, 0.84 for Cultural characteristics, 0.83 for Linguistic characteristics, 0.81 for Cultural sensitivity, 0.69 for Professional characteristics, and 0.67 for Pedagogical characteristics. The items and item-loadings for each factor are presented in the table next page.

**Table 6: Factor items loading**

Items number	Items	Factor loading
	items loading on factor 1 (Personal motivational characteristics)	
40	always motivate students towards autonomous learning	.625
36	provide different tests to evaluate language proficiency of students	.584
24	love on their teaching profession	.584
27	always support students to speak English both inside and outside the classes	.582
34	are up to date by employing new technologies into their teaching, for instance	.542
32	always correct pronunciation problems of students	.516
39	maintain good classroom atmosphere	.496
28	are very punctual in starting and finishing the classes	.472
Items number	items loading on factor 2 (Cultural characteristics)	Factor loading
29	are born and grown up in English speaking countries	.774
20	acquire English naturally during childhood in English speaking countries	.741
37	have got a white skin, blue eyes, and brown hair	.704
10	are from the UK and America	.657
17	speak English as the first language	.645
14	who have either British or American accents	.635
38	speak like a native speaker of English	.560
25	teach English by employing students' mother tongue	.553
Items number	items loading on factor 3 (Linguistics characteristics)	Factor loading
16	have a high level of reading and can teach reading strategies to students confidently and effectively	.740
22	are able to communicate and can teach communication skill to students fluently and effectively	.662
21	have a high level of writing skills and can teach writing skills to student confidently and effectively	.659
15	recognize what is grammatical or ungrammatical of the language	.630
23	have a high level of proficiency with English vocabulary	.593

35	can pronounce English clearly	.537
18	teach English adapted to students' English proficiency levels	.432
12	can speak English in their daily lives	.379
<b>Items number</b>	<b>items loading on factor 4 (Cultural sensitivity)</b>	<b>Factor loading</b>
33	pay attention to the feelings of students	.734
31	treat students fairly	.637
19	always pay attention to students' opinion	.600
30	can relate the content in the lesson to something students are familiar with	.485
7	understand or familiarity with students' culture	.468
26	pay attention to needs of students	.416
6	always link their teaching contents to real life situation	.403
<b>Items number</b>	<b>items loading on factor 5 (Professional characteristics)</b>	<b>Factor loading</b>
1	experience of English language teaching	.661
4	are enthusiasm for language teaching	.659
3	provide friendly personality	.625
2	hold a degree in TESOL	.569
5	always employ different teaching strategies to increase students' motivation to learn English	.444
<b>Items number</b>	<b>items loading on factor 6 (Pedagogical characteristics)</b>	<b>Factor loading</b>
11	like teaching by sharing ideas and discuss with students	.651
9	emphasis on grammar rules, reading comprehensions, translation, and vocabulary	.569
8	teach English in English	.529
13	can answer questions regarding to the cultural, historical, and social background of English language confidently	.463

## 6.5 Characteristics of effective English teachers

For the purposes of comparing the findings, the students were asked to answer the questionnaire relating to the characteristics of effective English teachers and their teachers' preference based on their English learning skills (see Appendix 2). The students were requested to rate their expressions on a five Likert scale (Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)). The following tables present the perceptions of 301 students from four universities concerning the characteristics of effective English teachers.

**Table 7: Students' perception towards the characteristics of effective English teachers (N=301)**

Effective English teacher characteristics	Mean	Standard Deviation
1. Linguistics characteristics	4.61	.392
2. Professional characteristics	4.59	.419
3. Cultural sensitivity	4.52	.441
4. Personal motivational characteristics	4.46	.424
5. Pedagogical characteristics	4.17	.570
6. Cultural characteristics	3.41	.696
<b>Total</b>	<b>4.30</b>	<b>0.491</b>

The table above illustrates the overall perceptions of the students from four universities in relation to the characteristics of effective English teachers. The results shown in table 7 indicate that the overall mean score of the perception of the students regarding the characteristics of effective English teachers is high ( $\bar{x}=4.30$ ). When considering all the characteristics of effective English teachers, it can be seen that every characteristic influenced the ways in which the students perceived the characteristics of effective English teachers. The Linguistics characteristics of teachers ( $\bar{x}=4.61$ ) is rated as the most important, followed by Professional characteristics ( $\bar{x}=4.59$ ), Cultural sensitivity ( $\bar{x}=4.52$ ), Personal motivational characteristics of teachers ( $\bar{x}=4.46$ ), Pedagogical

characteristics ( $\bar{x}$ =3.41), and Cultural characteristics of teachers ( $\bar{x}$ =3.41), respectively. All mean scores of the six characteristics are presented in the table below individually.

**Table 8: Students' perception on the characteristics of effective English teachers towards Linguistics characteristics (N=301)**

Items number	Linguistics characteristics	$\bar{x}$	Standard deviation (S.D.)
12	can speak English in their daily lives	4.71	.521
16	have a high level of reading and can teach reading strategies to students confidently and effectively	4.70	.506
22	are able to communicate and can teach communication skill to students fluently and effectively	4.68	.539
23	have a high level of proficiency with English vocabulary	4.63	.553
35	can pronounce English clearly	4.61	.636
18	teach English adapted to students' English proficiency levels	4.55	.618
21	have a high level of writing skills and can teach writing skills to student confidently and effectively	4.53	.624
15	recognize what is grammatical or ungrammatical of the language	4.50	.614

As shown in table 8, the Linguistic characteristics of the teachers achieved the highest mean score among the six characteristics ( $\bar{x}$ =4.61, see table 7). The table illustrates that an ability to speak English in daily life (item 12,  $\bar{x}$ =4.71), ability to read (including teaching students how to read effectively) (item 16,  $\bar{x}$ =4.70), and ability to teach students communication skills (item 22,  $\bar{x}$ =4.68) are the three most important Linguistic characteristics of effective English teachers. The table also illustrates that the ability of the teachers to use grammar correctly is perceived as the least important among the characteristics (item 15,  $\bar{x}$ =4.50). It seems that the language proficiency of the teachers

in relation to the subject that they teach plays a significant role in the students' perceptions of what constitutes an effective English teacher.

**Table 9: Students' perception on the characteristics of effective English teachers towards Professional characteristics (N=301)**

Items number	Professional characteristics	$\bar{x}$	Standard deviation (S.D.)
5	always employ different teaching strategies to increase students' motivation to learn English	4.79	.489
4	are enthusiasm for language teaching	4.71	.530
3	provide friendly personality	4.68	.570
1	experience of English language teaching	4.61	.682
2	hold a degree in TESOL	4.17	.819

In terms of the Professional characteristics of effective English teachers, the ability to utilize a variety of teaching techniques to increase the learning motivation of the students is perceived as the most vital (item 5,  $\bar{x}$ =4.79). It is evident that there is an overlapping between item 5 within the Professional characteristics and the first characteristic (Personal motivational characteristics) as mentioned in table 11. Both of them refer to the importance of motivation for students. The implication is that the more teachers can increase the learning motivation of the students, the more they become effective English teachers from the students' perspectives. In addition, the enthusiasm of the teacher (item 4,  $\bar{x}$ =4.71) and a friendly personality (item 3,  $\bar{x}$ =4.68) are rated as the second and the third most important characteristics of effective English teachers. Within this group, moreover, experience in teaching English (item 1,  $\bar{x}$ =4.61) and the degrees that the teachers had earned (item 2,  $\bar{x}$ =4.17), were not perceived to be the most important characteristics of effective English teachers. However, since the average mean scores of those two items (items 1 and 2) are high, it indicates that they do have a considerable influence on the students' perceptions of what constitutes an effective English teacher.

**Table 10: Students' perception on the characteristics of effective English teachers towards Cultural sensitivity (N=301)**

Items number	Cultural sensitivity	$\bar{x}$	Standard deviation (S.D.)
6	always link their teaching contents to real life situation	4.73	.520
31	treat students fairly	4.70	.569
19	always pay attention to students' opinion	4.53	.645
33	pay attention to the feelings of students	4.53	.695
30	can relate the content in the lesson to something students are familiar with	4.40	.703
26	pay attention to needs of students	4.38	.676
7	understand or familiarity with students' culture	4.37	.713

The average mean score of this group is also high ( $\bar{x}$ =4.52, see table 7). In general, the mean score of each item within the group is high. From the table it can be seen that the ability to link learning material with real life situations (item 6,  $\bar{x}$ =4.73), the equal treatment of all students (item 31,  $\bar{x}$ =4.70), and attention to how students feel (item 33,  $\bar{x}$ =4.53) are perceived as the three most important characteristics of an effective teacher. From these three items, item 6 is considered to be the most important. The table indicates that it is crucial for effective English teachers to have a good relationship with their students, to show interest in them and to respect their personal background, opinions, needs, and expectations. Understanding the students, allows teachers to prepare suitable lessons for students with diverse backgrounds, and to some degree helps them to deal with behavioural problems in the classroom.

**Table 11: Students' perception on the characteristics of effective English teachers towards Personal motivational characteristics (N=301)**

Items number	Personal motivational characteristics	$\bar{x}$	Standard deviation (S.D.)
24	love on their teaching profession	4.64	.592
39	maintain good classroom atmosphere	4.58	.603
32	always correct pronunciation problems of students	4.53	.624
27	always support students to speak English both inside and outside the classes	4.52	.608
40	always motivate students towards autonomous learning	4.49	.656
36	provide different tests to evaluate language proficiency of students	4.48	.651
28	are very punctual in starting and finishing the classes	4.29	.761
34	are up to date by employing new technologies into their teaching, for instance	4.17	.749

The students gave a very high mean score to the Personal motivational characteristics of teachers ( $\bar{x}$ =4.46, see table 7). This indicates that they consider that effective English teachers should have the ability to encourage students and to increase their learning motivation. The table above shows that a passion for a teaching career (item 24) is perceived as the most important ( $\bar{x}$ =4.64) among the eight items used to score effective teaching. Since the average mean scores of each item as stated in the table above are all high, it indicates that increasing the motivation of the students to learn English by employing different techniques, such as establishing a safe, secure, comfortable and attractive environment and encouraging students by building and supporting their self-esteem and confidence are all significant. To sum up, the ability of an English teacher to motivate students to learn English is the characteristic which plays the most significant role in the students' perception of whether they are effective or not.

**Table 12: Students' perception on the characteristics of effective English teachers towards Pedagogical characteristics (N=301)**

Items number	Pedagogical characteristics	$\bar{x}$	Standard deviation (S.D.)
8	teach English in English	4.45	.684
11	like teaching by sharing ideas and discuss with students	4.26	.742
9	emphasis on grammar rules, reading comprehensions, translation, and vocabulary	4.11	.843
13	can answer questions regarding to the cultural, historical, and social background of English language confidently	3.88	.921

Table 12 shows that the students also consider the Pedagogical characteristics of teachers to be very important ( $\bar{x}$ =4.17, see table 7). The table demonstrates that employing English as the main medium of instruction when teaching is perceived as the most significant characteristic of an effective teacher ( $\bar{x}$ =4.45). Students perceive that the more their teachers utilize English in the classroom, the more effective they are as teachers. Providing students with opportunities to share and discuss their ideas (item 11,  $\bar{x}$ =4.26) is another interesting point to mention here. Regarding this point, the ability to support students to actively share and discuss their personal opinions or experiences with their friends either in individual or group activities by asking them a lot of questions, effectively listening to their answers, and capitalizing on their ideas and contributions is viewed as an important element of effective teaching. The rest of the items within the group (item 9 and item 13) are also given high scores ( $\bar{x}$ =4.11 and  $\bar{x}$ =3.88, accordingly). This implies that the ability to utilize traditional teaching methods in the classroom and to provide students with information on English culture are also perceived as important characteristics for effective English teachers.

**Table 13: Students' perception on the characteristics of effective English teachers towards Cultural characteristics (N=301)**

Items number	Cultural characteristics	$\bar{x}$	Standard deviation (S.D.)
38	speak like a native speaker of English	4.04	.936
14	who have either British or American accents	3.86	.918
17	speak English as the first language	3.78	.957
25	teach English by employing students' mother tongue	3.50	1.109
20	acquire English naturally during childhood in English speaking countries	3.47	.998
10	are from the UK and America	3.22	.966
29	are born and grown up in English speaking countries	3.08	1.017
37	have got a white skin, blue eyes, and brown hair	2.37	1.233

Among the six characteristics of effective English teachers, the Cultural characteristics of the teacher were given the lowest mean score by the students ( $\bar{x}$ =3.41, see table 7). The majority of the items mentioned in the table above focused on the Cultural characteristics of the teachers in relation to their native background (where they were born and acquired their knowledge of English, their physical appearance and their accent, for instance). Within this group, it can be seen that the three Cultural characteristics which are considered to be the most important are linked to the way that the teacher speaks. Speaking like a native speaker of English (item 38) has the highest mean score ( $\bar{x}$ =4.04), whereas the second and the third highest scores relate to the accents of the teachers, i.e. whether they speak with British or American accents (item 14,  $\bar{x}$ =3.86), and if English is their first language (item 17,  $\bar{x}$ =3.78). The external appearance of the teacher (white skin, blue eyes, and brown hair) is rated as the least important of the factors among the group (item 37,  $\bar{x}$ =2.37). Overall, it can be seen that the ethnicity (nationality) of the teachers is not important for the students who are trying to distinguish between effective and ineffective English teachers. The majority of the

students perceive that an English teacher who is white Caucasian, has got blue eyes and brown hair is not necessarily an effective English teacher. Thus it can be assumed that the perception of students towards the native background of their English teachers has begun to change.

## **6.6 The relationships of the characteristics of the effective English teachers and other variables**

In order to access the degree of differences between the characteristics of effective English teachers and other variables, the Kruskal-Wallis Test is applied. The Kruskal-Wallis Test is the non-parametric alternative to one-way ANOVA which establishes whether there is a statistically significant difference amongst the variables under investigation. The following table (see next page) shows the results extracted from the Kruskal-Wallis Test. It demonstrates the relationship between the perceptions of the students from four universities and their attitudes towards the characteristics of effective English teachers.

**Table 14: A significant different between the characteristics of the effective English teachers and background information of the students**

Background information		Effective English teacher characteristics					
		Per. Mo. Cha.	Cul. Cha.	Ling. Cha.	Cul. Sen.	Prof. Cha.	Ped. Cha
<b>Level of study</b>							
	Chi-Square	.161	.596	.015	.279	.363	.157
	df	1	1	1	1	1	1
	Asymp. Sig.	.688	.440	.902	.598	.547	.692
<b>Programs of study</b>							
	Chi-Square	8.068	37.875	2.256	1.968	5.390	4.339
	df	2	2	2	2	2	2
	Asymp. Sig.	.018	.000	.324	.374	.068	.114
<b>Gender</b>							
	Chi-Square	.014	4.358	.151	.941	.573	.443
	df	1	1	1	1	1	1
	Asymp. Sig.	.907	.037	.697	.332	.449	.506
<b>Age</b>							
	Chi-Square	3.680	13.960	9.499	11.279	15.776	7.487
	df	6	6	6	6	6	6
	Asymp. Sig.	.720	.030	.147	.080	.015	.278

**Remarks:** Per. Mo. Cha.: Personal Motivational Characteristics; Cul. Cha.: Cultural Characteristics, Ling. Cha.: Linguistics Characteristics; Cul. Sen.: Cultural Sensitivity; Prof. Cha.; Professional Characteristics; Ped. Cha.; Pedagogical Characteristics

The table above illustrates that there are significant relationships between the characteristics of effective English teachers as perceived by the students and the programs of study of the students, their gender, and age range. As can be seen from the table, two out of the six characteristics (Personal motivational characteristics and the Cultural characteristics) show significant differences when compared to the programs of study of the students ( $p = 0.018 < 0.05$  and  $p = 0.001 < 0.05$ , respectively). According to the results of the Kruskal-Wallis Test (see Appendix 16), the students studying English for Business and Communication are statistically significantly higher than the students who studying English program. In term of the students' gender, the Cultural characteristics of the teachers are the only characteristics that show significant relationships ( $p = 0.037 < 0.05$ ). The male students achieved a higher score than the female students (see Appendix 17). The table also reveals that the difference between the age of the students and their perceptions towards the characteristics of the effective English teachers is statistically significant in only two main areas, the Cultural characteristics ( $p = 0.030 < 0.05$ ) and the Professional characteristics ( $p = 0.015 < 0.05$ ) of the teachers. There is no statistically significant relationship between the six characteristics and the levels of the students' study because of P values of each characteristic are above the cut-off point 0.05 ( $p > 0.05$ ).

**Table 15: A significant different between the characteristics of effective English teachers and English language learning background of the students**

English language learning information	Effective English teacher characteristics					
	Per. Mo. Cha.	Cul. Cha.	Ling. Cha.	Cul. Sen.	Prof. Cha.	Ped. Cha.
<b>Years of English study</b>						
Chi-Square	5.502	4.430	4.628	8.993	4.881	6.976
df	6	6	6	6	6	6
Asymp. Sig.	.481	.619	.592	.174	.559	.323
<b>English performance</b>						
Chi-Square	1.164	12.936	3.194	9.654	6.337	8.320
df	4	4	4	4	4	4
Asymp. Sig.	.884	.012	.526	.047	.175	.081
<b>Years of studying English with NNESTs</b>						
Chi-Square	3.553	5.469	6.006	8.595	7.237	8.930
df	8	8	8	8	8	8
Asymp. Sig.	.895	.707	.647	.378	.511	.348
<b>Years of studying English with NESTs</b>						
Chi-Square	17.296	10.538	14.602	29.858	11.269	22.892
df	13	13	13	13	13	13
Asymp. Sig.	.186	.649	.333	.005	.588	.043
<b>Reason to study English</b>						
Chi-Square	.697	2.968	2.906	.875	2.051	1.101
df	3	3	3	3	3	3
Asymp. Sig.	.874	.397	.406	.832	.562	.777

**Remarks:** Per. Mo. Cha.: Personal Motivational Characteristics; Cul. Cha.: Cultural Characteristics; Ling. Cha.: Linguistics Characteristics; Cul. Sen.: Cultural Sensitivity; Prof. Cha.: Professional Characteristics; Ped. Cha.: Pedagogical Characteristics

In relation to the English language learning background of the students, two out of the six characteristics show statistically significant differences: English performance and the number of years of studying English with NESTs. The table illustrates that the difference between the language proficiency of the students and the perceived characteristics of effective English teachers is statistically significant in only two main areas; the Cultural characteristics ( $p = 0.012 < 0.05$ ) and the Cultural sensitivity ( $p = 0.047 < 0.05$ ) of the teachers. The result also indicates that students who have "excellent" language proficiency showed the highest rating, whereas the lowest rating went to the students who had "fluent" language proficiency (see Appendix 18). In addition, the numbers of years that the students had spent learning English with NESTs made a significant difference to their perceptions of the characteristics of effective English teachers. Among the six characteristics, Cultural sensitivity and the Pedagogical characteristics of the teachers are the only two characteristics that effected the perceptions of the students ( $p = 0.005 < 0.05$  and  $p = 0.043 < 0.05$ , respectively). It is noticeable that the more years that the students spent studying English with NESTs, the higher the rating (see Appendix 19). There are no statistically significant relationships between the six characteristics of the effective English teachers and the other variables stated in the table since P values of each characteristic are above the cut-off point 0.05 ( $p > 0.05$ ).

**Table 16: A significant difference among the students from four universities towards characteristics of effective English teachers**

**Test Statistics<sup>a,b</sup>**

Effective English teacher characteristics	Universities	Chi-Square	df	Asymp. Sig.
1. Linguistics characteristics	University A University B University C University D	8.189	3	.042
2. Professional characteristics	University A University B University C University D	6.101	3	.107
3. Cultural sensitivity	University A University B University C University D	3.279	3	.351
4. Personal motivational characteristics	University A University B University C University D	8.862	3	.031
5. Pedagogical characteristics	University A University B University C University D	8.663	3	.034
6. Cultural characteristics	University A University B University C University D	41.617	3	.000

a. Kruskal Wallis Test

b. Grouping Variable: names of university

As can be seen from the table above, four out of the six characteristics of effective English teachers (Personal motivational characteristics, Cultural characteristics, Linguistics characteristics, and Pedagogical characteristics) show significant differences in the outcome of the students from four universities ( $p = 0.031 < 0.05$ ,  $p = .0001 < 0.05$ ,  $p = 0.042 < 0.05$ , and  $p = 0.034 < 0.05$ , accordingly). In terms of Cultural sensitivity and Professional characteristics, no statistical difference exists among the students from four universities. However, the Kruskal-Wallis Test does not show which

groups are different from one another. Hence, another non-parametric test, namely, the Mann-Whitney U test can be applied in order to examine which groups differed significantly from others. The Mann-Whitney U test is the alternative to the independent-samples t-test when comparing two groups of results that are independent to one another (Dörnyei, 2007). The results extracted from the Mann-Whitney U test show that Cultural characteristics show significant differences, while the other three characteristics (Personal motivational characteristics, Linguistics characteristics, and Pedagogical characteristics) do not show any particularly interesting differences. Consequently, the following table mainly presents the different perceptions of the students among four universities regarding the Cultural characteristics of effective English teachers. The other three characteristics (Personal motivational characteristics, Linguistics characteristics, and Pedagogical characteristics), in contrast, are provided in appendix 14.

**Table 17: A significant different of the students among four universities towards the Cultural characteristics (N: 301)**

Effective English teacher characteristics	Names of university	Mean rank	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
6. Cultural characteristics	University A	44.64	347.500	1127.500	-3.207	.001
	University B	28.91				
	University A	41.81	810.000	1338.000	-2.580	.010
	University C	58.55				
	University A	108.75	2040.000	14286.000	-1.630	.103
	University D	91.58				
	University B	34.95	583.000	1363.000	-5.205	.000
	University C	68.62				
	University B	81.82	2411.000	3191.000	-2.006	.045
	University D	102.04				
	University C	149.99	3220.000	15466.000	-5.425	.000
	University D	99.14				

a. Grouping Variable: names of university

The table above reveals that the students have significantly different perceptions of the characteristics of effective English teachers in relation to their Cultural characteristics. Five out of six pairs are significantly found: (1) University A and University B's students ( $p = 0.001 < 0.05$ ); (2) University A and University C's students ( $p = 0.010$ ); (3) University B and University C's students ( $p = 0.001 < 0.05$ ); (4) University B and University D's students ( $p = 0.045 < 0.05$ ); and (5) University C and University D's students ( $p = 0.001 < 0.05$ ). Among these four pairs, it can be seen that University C's students had the most positive attitudes towards the Cultural characteristics of NESTs whereas the lowest positive attitudes were found in University B's students. To clarify, some possible explanations are provided below.

Students from University A show statistically significantly higher than the perceptions of the students from University B (pair 1) but lower than University C (pair 2). To clarify, geographic information, i.e. where each university is located, the programs that the students study and the numbers of NESTs must be considered. University A is located in a tourist destination, and the students are surrounded by different multicultural and multilingual groups of people from their own country and abroad. All programs provided by University A are international programs and large numbers of NESTs are hired as teachers. At University B, in contrast, the students study regular programs and the numbers of NESTs are lower than at University A.

Regarding the programs studied, the students from University A and University C are focused on business. The aim of their study is to support them to become more knowledgeable and proficient in business. University B's students mainly study English programs. The aim of these programs is to train them to become more knowledgeable and proficient English teachers or equivalent. As a result, the content and subjects of their study are different which can lead to different perceptions towards the Cultural characteristics of their teachers. The students who have background knowledge regarding the nature of English language, how it has changed and how it should be taught or learnt might not consider the native background of their teachers as the most

important factor in English teaching and learning while another group of students who have no such background knowledge might perceive the opposite.

With regard to the second pair (University A and University C), University C is in the capital city of the country, Bangkok. The city is perceived to be the centre of politics, economy, education, and culture and a large number of people choose to visit Bangkok to serve their personal purposes. The students' programs again aim to increase the business skills of the students. They additionally provide international programs for Thai and international students. University C's students therefore have much more opportunity than the students from the other three universities to experience people with diverse backgrounds, which leads them to label Cultural characteristics as the most important.

Regarding the third and fourth pairs, the students from University B show statistically lower than the students from University C and University D. The possible reasons for the difference between University B and University C can be explained by the differences in their geographic location, programs of study and the number of NESTs employed, as stated above. In the case of University B and University D, the main factor influencing University D's students to show higher positive attitudes than University B's students towards the Cultural characteristics of English teachers is the fact that English is employed as the medium of instruction. This university is not an international university but most of the programs use English as the main method of communication. The university provides different foreign language programs and hires large numbers of foreign language teachers, including NESTs.

Moving to the last pair of universities (University C and University D) geographic location is the main difference between these two. As mentioned earlier, University C is located in a more prosperous location than the University D. To make it clearer, the University D is placed in a countryside far from the business centre. The students do not have much opportunity to experience multicultural or multilingual groups of people in comparison with University C's students. This explains why University C's students

show more positive attitudes than University D's students regarding the Cultural characteristics of effective English teachers.

## **6.7 Summary and conclusion**

This chapter has attempted to capture the predominant characteristics of effective English teachers from the perspectives of the students and to explore if there are any relationships between the characteristics of English teachers perceived by the students and constructions of nativeness in ELT. It also should be noted that the main purpose of this study is not to explore the distinction of English language teachers but to identify what educational stakeholders feel are effective or ineffective or desirable or undesirable characteristics.

301 students from four universities took part in the questionnaire. The software program SPSS was utilized to store the data collected and to analyze the data from the questionnaire. Two types of statistical analysis; descriptive and inferential statistics, were used to examine the questionnaire. The findings revealed that in order to be perceived as an effective English teacher from the students' view, six main characteristics were needed: Personal motivational characteristics, Cultural characteristics, Linguistics characteristics, Cultural sensitivity, Professional characteristics, and Pedagogical characteristics. It can be clearly seen that the majority of the characteristics of effective English teachers perceived by the students in this study coincide with or reflect the principal characteristics revealed in the literature review as proposed by Brown (2001) and other previous studies (e.g. Borg, 2006b; Brosh, 1996; Faranda and Clarke, 2004; Kirkpatrick, 2010a; Lee, 2010; Hay McBer, 2000; Miller, 2012; Park & Lee, 2006, Prodromou, 1991; Walls et al., 2002, Witcher, 2003; Witcher et al., 2001).

Within these six characteristics, Linguistics characteristics where the English language proficiency level of the teacher is the main focus is perceived as the most important characteristic whereas Cultural characteristics, where teachers are grouped according to their background (e.g. British or American English teachers) are rated as the least

important by the students. Thus, it can be said that the ethnic origin of the teacher (whether the teacher is a NESTs or a NNEST) is not perceived by the students to be the vital factor when making a judgment about whether the teacher is effective or ineffective. The students perceived that where their teachers came from (either from the Inner, Outer, or Expanding Circle countries), the external appearances of their teachers (e.g. blue eyes, brown hair, white skin), the accents of their teachers (either mainstream English accents or others), and the first language of their teachers (either English or others), did not indicate whether or not they were effective English teachers. Instead, they tended to focus more on the language proficiency of their teachers, their background experience in relation to ELT, how they deal with the background differences of students, how they encourage students or increase students' learning motivation, and the teaching methodologies that they employ in the classrooms. Even though the students rated NESTs as the best English teachers and NNESTs in second place, this specific Cultural characteristic of the teachers had no influence on the decisions of the students in choosing their future English courses, since they considered both NESTs and NNESTs as good models of teaching and learning. Students had positive attitudes towards both NESTs and NNESTs. They perceived that both types of teachers were able to help them to develop their English language skills.

Furthermore, when looking at the mean values of each characteristic provided by the students individually, it can be said that every characteristic found in this present study, these five characteristics in particular (Personal motivational characteristics, Linguistics characteristics, Cultural sensitivity, Professional characteristics, and Pedagogical characteristics), played significant roles in the perceptions of the students regarding the effectiveness of English teachers. This indicates that no one single characteristic of teachers can make teachers effective in the eyes of the students. On the other hand, from the perspectives of the students, effective English teachers need to have a variety of characteristics as mentioned above. As demonstrated in this chapter, the different backgrounds and academic achievements of the students, such as their learning contexts, programs of study, genders, different age range, English language proficiency, and the

number of years studying English, influenced the ways in which they perceived the characteristics of effective English teachers.

It should be noted that the findings presented within this chapter, have only been collected from a single research instrument (questionnaire). For the purpose of answering the first sub-research questions, the findings gathered from the questionnaire are therefore compared to the findings collected from the semi-structured interview as demonstrated in the following chapter.



## **CHAPTER 7**

### **QUALITATIVE FINDINGS: SEMI-STRUCTURED INDIVIDUAL INTERVIEWS**

#### **7.1 Introduction**

This chapter reports on the results collected from the semi-structured interviews (see Appendices 3-6). This qualitative findings chapter aims to answer all the following four sub-research questions: (1) How do Thai university students construct the idea of nativeness and what is its relationship to perceptions of effective teaching?; (2) How do NESTs construct the idea of nativeness and what is its relationship to perceptions of effective teaching?; (3) How do NNESTs construct the idea of nativeness and what is its relationship to perceptions of effective teaching?; and (4) How do English program administrators construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

The interview in this study has four main objectives. The first two are to investigate the perceptions of Thai university students, NESTs, NNESTs and EPAs towards native speakers of English (NSE henceforth) and the differences between NESTs and NNESTs in relation to ELT. The last two are to examine the main characteristics of effective English teachers and the relationship between the native background of English teachers and their effectiveness. The data collected from the student interviews, will also be compared with the students' questionnaire responses as presented in the previous chapter.

Within this second findings chapter, qualitative content analysis is utilized as the key tool to analyze and interpret the data collected from the interview. The analysis of the data is presented in four major themes that correspond to the aims of the interview and the research questions. The first one concerns the definitions of NSE from the perspectives of the four groups of participants and the factors affecting their decisions to define NSE in those particular ways. Within this first theme, the teachers' countries of

origin and external appearance are the main sub-themes. This is followed by the perceptions of the participants towards the differences between NESTs and NNESTs. Within this second theme Cultural sensitivity, Linguistic characteristics, Pedagogical characteristics, Personal characteristics and hiring practices are the key sub-themes to discuss.

The third theme examines the perception of each group of the participants towards the characteristics of effective English teachers. To this section, there are five main sub-themes, namely, Personal characteristics, Pedagogical characteristics, Cultural sensitivity, Linguistic characteristics and Professional characteristics, which are presented and discussed. Finally, the relationship between constructions of nativeness and teachers' teaching effectiveness is presented. In this last section, where teachers come from, their nationality and their external appearance are the themes to clarify. Before beginning an analysis of the data, it is necessary to mention that since most participants reported similar opinions regarding the issue investigated, the interview data collected from the participants from sections 7.4 to 7.6 has been put together. Because of limited space, furthermore, the section does not provide examples from every group of participants but selects the most relevant examples which were most frequently mentioned by participants.

## **7.2 Demographic information of the participants**

As mentioned in the methodology chapter, thirty-five participants, sixteen students, three NESTs, four NNESTs and four EPAs, were initially chosen through purposive sampling. The students were selected based on their questionnaire responses, including their programs of study, years of studying English with NESTs and NNESTs and whether they had spent time abroad. The NESTs, NNESTs and EPAs were selected as part of the study because of their educational background, their experience with NESTs and NNESTs (either as learners or teachers), their working experience in ELT in the Thai educational context, their experience of living or travelling in other countries and their nationality. The EPAs were perceived as some of the most important people with regard to hiring new English teachers into programs. The brief biographical information

of those thirty-five participants can be found in appendix 15. Pseudonyms are used for all.

### **7.3 Interview analysis**

The main objective of the interviews is to address the research questions by eliciting the opinions of the participants regarding NESTs and NNESTs, the ways in which they construct the idea of nativeness, the differences between NESTs and NNESTs in ELT and the relationship between nativeness and teaching effectiveness. During the interview process, each interviewee was asked to make a record for further analysis. The interview was a semi-structured individual interview where the researcher had a pre-prepared set of questions and topics for each group of participants. However, the set questions were not fixed in their order. Also, several follow-up questions linked to the responses of the participants were used in order to clarify certain points. In addition, the participants were also encouraged by the researcher to ask questions. The order of the interviewing of each group of participants within each university depended on the availability of the participants.

Within this study, content analysis was employed as the main tool to analyze the data from the interviews. The substantial first step of my interview data analysis was to transcribe the recorded data. Although transcription is a time consuming process, I did not choose to conduct a partial transcription because making a judgment of what to include and exclude at a very early stage of the data analysis may risk losing some significant and interesting points. Thus, I decided to transcribe all the interview data. By doing this, I had the opportunity to learn what my participants said thoroughly in detail. Once the interview data had been transcribed, I read and re-read the printed-out transcripts and wrote down my thoughts on these transcripts in a research diary as a pre-coding practice, which helped me shape my ideas on how I was going to code the data. This was a useful strategy familiarise myself with the data in order to get a sense of the data as a whole before breaking it into parts (Ritchie et al, 2003). After this process, all the data were transferred to QSR NVivo 10 for the purpose of coding and storing my thoughts and data together in an easily retrievable way. Nvivo is a software package

designed for qualitative data analysis to import and code textual data, review and recode coded data and search for combinations of words in the text or patterns. It “is a powerful way to do sophisticated data coding and it supports several ways to build theories, either local or more general” (Ozan, 2004:594).

In the study, the coding followed a mixture of deductive or top-down codes where the codes are pre-prepared by the researcher from the research questions, theory or literature (Miles and Huberman, 1994) and inductive or bottom-up codes where the themes are directly derived from the data collected (Hammersley and Atkinson, 1995; Richards, 2003). After the data was imported into Nvivo, I identified prominent topics or ideas. All the data collected was read through line by line, over again and again, to identify key segments. Regarding this process, Gibbs (2007: 52) demonstrates that this is an important part of the coding process, since “it forces you to pay close attention to what the respondent is actually saying and to construct codes that reflect their experience of the world, not yours or that of any theoretical presupposition you might have”. Through careful scrutiny of keywords, several prominent topics emerged. The data was then analysed again to establish concepts (words or terms connected to the research), themes (summary statements), events (occurrences), and topical markers (names of places, people, etc.) (Rubin and Rubin, 2005). The different responses were then investigated to clarify what was meant by these concepts, and themes were identified and further notes were made. After this stage, various patterns emerged making it possible to group them together into certain topics. This led to a more “categorical, analytic and theoretical level of coding” (Gibbs, 2007:42), using both what the participants said as well as themes which emerged in the literature. Those emerged prominent topics were then grouped under a smaller number of themes (Robson, 2002) into coding hierarchies. During the coding process, short descriptions regarding each code were also provided for overall coding framework. More information regarding a detailed discussion (step by step from the beginning to the end) of how the interview data was analysed can be found in Chapter 5 (section 5.9).

## 7.4 Construction of nativeness

This first section presents how the participants constructed the idea of nativeness or in this case native speakers of English. Regarding the data collected, how the participants in this study constructed the idea of NSE can be divided into two main groups. As illustrated in examples 7.1, 7.2 and 7.3 by Din (a student), James (a NEST) and Pen (a NNEST) below, the first group of participants which includes fourteen people in total (eleven students, one NEST and two NNESTs), perceive that NSE are solely groups of people who come from the Inner Circle countries (NSE=CO), was a national of one of those countries (NSE=N), and was brought up in one of those countries (NSE=BU). This notion can also be found from different studies conducted by different scholars in different contexts (Braine, 2010; Crystal, 1985; Davies, 1991; Holliday, 2008a, 2008b; Kubota & Lin, 2009, 2006; Liggett, 2009a, 2009b; Richardss et al, 1985; Shuck, 2006; Stern, 1983). Among the four groups of the participants in this study, specifically, the EPA is the only group whose perceptions are not mixed. In other words, all four EPAs constructed the NSE in the same way, as presented later in this section.

### Example 7.1

1. YUSOP: how do you define native speakers of English in your opinion
2. DIN: there are three circles right from what I have learnt inner circle outer circle they
3. must be the inner circle
4. YUSOP: some examples
5. DIN: England England America and they need to hold nationality of these countries too

### Example 7.2

1. YUSOP: ok how about a native speaker of English how do you provide a definition
2. JAMES: it's the same definition. so they're born in a country whose first language is
3. English
4. YUSOP: for example
5. JAMES: in America ok and in the UK those are the three main countries so any of those
6. People would be a native speaker of English including New Zealand

### **Example 7.3**

1. YUSOP: who is a native speaker of English in your opinion
2. PEN: native speakers of English I think they are foreigner and include some particular
3. external
4. appearance too and born there stay there and use the language since they were born
5. something like that
6. YUSOP: can you provide more specific
7. PEN: England Australia America yeah ...

As illustrated by the findings, the majority of the participants from the first group perceive media discourses (WC^M such as TV shows and movies) as the most significant influence on their perceptions of NSE as people from the Inner Circle. In Examples 7.4 and 7.5 from Ubon (a student) and Maneerat (a NNEST) demonstrate that what the participants had seen in movies had worked as a torch to guide them in their perceptions of NSE. This finding is in the same line as other previous studies (see Chapter 4, section 4.3).

### **Example 7.4**

1. YUSOP: why do think like that
2. UBON: it is not just only the books something like like er television tv shows movies ...
3. it forms
4. my beliefs if they are different from what I have seen from the books they are not native
5. speakers of English

### **Example 7.5**

1. YUSOP: em that's good when you have mentioned about the medias how the medias
2. influence on perceptions of Thais
3. MANEERAT: medias about
4. YUSOP: ah do you think is there a relationship between the media and the way Thais
5. people perceive native speakers of English
6. MANEERAT: yes there are because some TV shows they hired native speakers that
7. they believe that this is a native speaker to present to teach like from Australia

8. YUSOP: Andrew
9. MANEERAT: yes Andrew and others ((L)) this can form beliefs a guidance a concept is
10. native

Moreover, background also affected how this first group of participants perceived NSE, as illustrated by James (a NEST) and Maneerat (a NNEST) in examples 7.6 and 7.7. Their background knowledge (WC<sup>^</sup>BK), for example what they had gleaned and learnt when they were young either from their educational institutions (e.g. teachers or friends), home (parents) and/or living environments led them to believe that NSE are from the Inner Circle countries.

### **Example 7.6**

1. YUSOP: why do you think those particular group of people I mean UK America are
2. native speakers of English where were those idea generally from
3. JAMES: as I understand a native speaker is one who to me born and raised with that
4. language environment with that environment when they grow up so the things that they
5. learn and behavior and it stick with them for the rest of their life so they automatically
6. know what it is

### **Example 7.7**

1. YUSOP: any other factors or you have just mentioned that it was embedded can you tell
2. me from whom
3. MANEERAT: embedded from home school or environment
4. YUSOP: I see=
5. MANEERAT: =where they live
6. YUSOP: er can you explain more about home school and environment
7. MANEERAT: at home means ah parents might completed their degree ah such as their
8. parents completed their study in Oxford they might not prefer their children to study in
9. Thailand ((L)) at school at school depends on the value give value embedded value er
10. for example completed study and able to study abroad is a good students whoever who
11. got a scholarship to study abroad is a smart person in society ...

In addition, ELT and learning materials ( $WC \wedge TLM$ ) used by the universities as described by Ubon (a student, example 7.4) and Wan (a student, example 7.8), British colonization ( $NSE = BC$ ) and the economic power of the United States of America ( $NSE = USAEP$ ), as demonstrated in example 7.9, are perceived as other main factors that influence the perceptions of this group of participants towards NSE. As stated in Chapter 4 (section 4.3) and some previous studies (Hall, 1992a, 1992b; Holliday & Aboshiha, 2009; Pavlenko & Norton, 2007), this factor plays a significant role how the participants perceived NSE.

### **Example 7.8**

1. Wan: books books they have influence because each book is international they are based
2. on their cultures all we need to understand their cultures they look very superiority

### **Example 7.9**

1. YUSOP: why did you think that native speakers of English are people from America
2. and England
3. CHERRY: em. I think they they are real native speakers of English er . er . because they
4. used to colonized many countries and while they were colonizing they also spread their
5. English to those colonized countries too

Among the fourteen participants, there are only two participants (Cherry and Fon (students)) who connect NSE with specific physical appearances. The other twelve participants constructed NSE in the same way as the second group of the participants who feel that there is no relationship between NSE and external appearances. More details regarding this issue are provided later in this section. Returning to Cherry and Fon, they believe that real native speakers of English must have blue eyes, brown hair and be white ( $NSE = EA$ ). It is noticeable from the examples provided below and from several studies stated in Chapter 4 (section 4.3) that media, advertisements, teaching and learning materials (example 7.10,  $WC \wedge M$  and  $WC \wedge TLM$ ) and background knowledge (examples 7.11,  $WC \wedge BK$ ) all affect how the participants formed their perceptions of NSE and their external appearances.

### **Example 7.10**

1. YUSOP: do you think is there a relationship between native speakers of English and
2. their external appearance
3. CHERRY: yes em... as we can see in the movie these people speak English their
4. external appearances can be clearly noticed that tall a prominent nose white skin and
5. like blue eyes
6. YUSOP: how about if they do not have got blue eyes brown hair or white skin but they
7. speak English
8. CHERRY: they are not native speakers of English they just use English for
9. communication
10. YUSOP: why did you think like that
11. CHERRY: because the majority of American or British are white they are original if
12. they have different skin colors I think they might use to stay there and use English to
13. speak but I do not think they are originally from American or British
14. YUSOP: Where this idea came from
15. CHERRY: er. movies tv shows advertisement books something like that
16. YUSOP: can you explain more
17. CHERRY: the majority of the actors and actress are white
18. YUSOP: do you have examples
19. CHERRY: the main actor and actress such as from the Fast and Furious the main actor
20. is white and The Lord of the Rings most are white most of them are from America

### **Example 7.11**

1. YUSOP: do you think is there a relationship between native speakers of English and
2. their external appearance
3. FON: yes there is I was told by me teachers since I was in a primary school that native
4. speakers of English are people who have got brown hair white this image has been
5. Embedded since today

From the perspectives of the second group of twenty-one participants (five students, six NESTs, six NNESTs and four EPAs), NSE do not belong to any specific group of people. They perceive that there is no relationship between being an NSE and country of origin (the Inner, Outer, or expanding Circle countries) (NSE≠CO) or nationality (e.g.

British, American, NSE≠N). Thus, it can be assumed that any type of person could be perceived as an NSE from the perspectives of these twenty-one participants. As stated in examples 7.12 (a student), 7.13 (a NEST), 7.14 (a NNEST) and 7.15 (an EPA), the participants feel that to be defined as a native or non-native speaker of English has no connection to where he/she was born or his/her nationality. This view, also, can be supported by studies investigated by Jenkins (2006b), Matsuda (2003a), Modiano (1999), Rampton (1996), Seidlhofer (2001), Shohamy (2006), and Widdowson (2003).

### **Example 7.12**

1. YUSOP: do you think who is a native speaker of English
2. NIM: whoever
3. YUSOP: could you explain please
4. NIM: everyone mean people who know what is correct or incorrect about the language
5. able to use it effectively but no need to perfect because even American British they also
6. have mistakes ... so I think that everyone can be a native of every language ...
7. YUSOP: is that necessary that native speakers of English need to come from England
8. America New Zealand Australia Canada
9. NIM: not necessary
10. YUSOP: em . why
11. NIM: I think that English is like . er . people around the world use it like an
12. international language it is like like countries that have been colonized by British such
13. as India they are able to use English some people might think that they are not native
14. speakers of English because of their accents their accents are not the same as American
15. but I think they just able to communicate able to understand it is ok

### **Example 7.13**

1. YUSOP: and what do you think several contexts still perceive that a native speaker of
2. English is someone who come from inner zone country like from America United
3. Kingdom Australia New Zealand Canada
4. ALEX: ok I think that doesn't really apply that understanding doesn't necessary apply
5. to the world we live in that maybe fifty years ago it was much more applicable but I
6. think that we can't apply the same concept to the world that we live where English is the
7. number one foreign language and so many people are leaning this language as their first

8. language ...
9. YUSOP: so you might not agree with this notion
10. ALEX: no no I don't yeah
11. YUSOP: and do you think where this idea come from then
12. ALEX: ... today English is universal so it's constantly changing and to say that only
13. pure English come from those places isn't necessary so I not agree with that

**Example 7.14**

1. TEERAPONG: there are lots of debate about who are native speakers of English most
2. of them define by looking at geography they always perceive that native speakers of
3. English are people who come from England America Canada I personally explore a lot
4. about World Englishes I thus believe that everyone can be a native speaker of English
5. does not matter where they from what their nationalities are

**Example 7.15**

1. KONGPOB: er. it links to my background I am a foreigner actually my father is
2. Japanese my mother is Chinese they are in Thailand they speak Thai to one another I
3. grew up they speak Thai to me and I spoke Thai at school neighbors also use Thai
4. consequently I perceive myself as a native speaker of Thai I perceived this from my
5. living circumstances I then believe that to perceive one as a native language of one
6. particular language or not has nothing to link to where they from or what nationalities
7. they are

Moreover, thirty-three participants from this study (twelve participants from the first group and twenty-one participants from the second group) also feel that there are no specific physical appearances which characterize an NSE. In other words, the external appearances of particular groups of people (as previously mentioned in Chapter 4, e.g. white skinned, blue eyes and brown hair) cannot be used and are not perceived as valuable criteria to indicate whether those groups of people are NSE (NSE≠EA, examples 7.16 to 7.19). As can be seen from the examples below, Ubon (a student), James (a NEST), Pen (a NNEST) and Kongpob (an EPA) insist that physical appearance and NSE have no link to one another. It can be concluded from their opinions that every

person, no matter how they look, has an equal chance to be perceived as an NSE. This perception is in the same line as several studies conducted by Brumfit (2001), Jenkins (2006b), Matsuda (2003a), Seidlhofer (2001), and Widdowson (2003).

### **Example 7.16**

1. UBON: I heard heard about this
2. YUSOP: what do you think about it?
3. UBON: I personally disagree it is like race discrimination there are a lot of native
4. speakers of English who do not meet with the appearance you have just mentioned
5. some of them have got dark skin English is just a language it cannot indicate that this
6. external appearance is a native speaker or non native speaker of English ... it about
7. heredity it needs to separate not important

### **Example 7.17**

1. PEN: it is no more necessary ... in the past I have learnt that native speakers are people
2. who have got golden eyes oh no ((Laugh)) blue eyes blue eyes something like that but
3. when i grew up because of the exposure of experience I have a lot of opportunities to
4. see the world people have migrated from one place to another so often therefore I view
5. that ok it is not limited to only one place it is not fix that this particular external
6. appearance is limited to only one country or nation or groups of people but everywhere

### **Example 7.18**

1. YUSOP: because still I mean some groups of people they believe that native speakers of
2. English is someone who has blue eyes brown hair white skin
3. JAMES: that's stereotype
4. YUSOP: what do you think about this
5. JAMES: stereotype are not good you know because native speaker of English can 100%
6. Chinese you can't go by the look you just can't yeah that's a theory of Thai and
7. everyone think that brown hair and blue eyes are native speaker of English but that's not
8. true
9. YUSOP: so your opinion
10. JAMES: no

### **Example 7.19**

1. YUSOP: do you think to perceive one as a native or nonnative speaker of English is that
2. any relationship to his or her external appearance
3. KONGPOB: no no

Fatimah (a NNEST, example 7.20) is the only participant who expresses a different point of view regarding how the media influences the perceptions of people towards NSE. She considers that several movies are now attempting to present actors and actresses from diverse backgrounds without considering their countries of origin, nationalities, or their external appearances. She further explains that this is a good opportunity for students and other educational stakeholders to recognize and be aware that English is now divided into different types. Gathering people from different cultural backgrounds (countries of origin, nationalities and external appearances) together in one place may change perceptions of the ways they perceive English language and ELT particularly with regard to the external appearances of the teachers.

### **Example 7.20**

1. FATIMAH: yes medias play big influence on students' perceptions because in a movie
2. they showed very clear distinctions between white and non-white Caucasian actors and
3. actresses but now I think that it has changed producers try to mix actors and actresses
4. From different nationalities different cultural backgrounds and different skin's colors
5. from many countries in one movie it becomes varieties students then have got more
6. opportunities to learn and aware that there are a lot of English varieties that can be
7. accepted ... they provide diverse contents not only American but mix to support students
8. to apply to their real life

Although the majority of the participants above feel that whether someone is an NSE should not be judged by their country of origin, nationality or external appearance, they are aware that many Thai English educational stakeholders remain bound up in their perception of NSE as people who come from the Inner Circle countries and who are white (see Chapter 4 (section 4.4) and examples 7.21 and 7.22 as proposed by Leelawadee (a student) John (a NEST)).

### **Example 7.21**

1. LEELAWADEE: I think it from medias when we watch television movies it is a favor
2. of Thais that want to have white skin as the actors and actresses
3. YUSOP: can you explain more
4. LEELAWADEE: when we watch drama or movies when we feel that like them looks
5. good smart with whit skin and blond hair looks good we then will give them values
6. YUSOP: how about the roles of the actors or the actresses
7. LEELAWADEE: yes they influence like white Caucasians if they act as bad people we
8. will perceive they are bad although they have white skin but normally bad people in the
9. movies are black to Thais perspectives this might be perceived by Thai as not good
10. looking and distrustful

### **Example 7.22**

1. JOHN: I mean I think his stoically colonialisms and imperialism I think they still
2. believe that English belongs to England and USA and Australia that's is not the case it's
3. a global language so I think all idea about that need to change
4. YUSOP: can you provide me more information about the colonialisms and imperialism
5. how this influent the perceptional attitude of those
6. JOHN: I have been spend a lots of time thinking about it but I think in some ways which
7. they can be a some of a (XXX) and what's people thinking some country is better than
8. another country this is the things of those colonial power sometimes (XXX) and more
9. develop and in some way there are fact I think that same thinking can be a apply to
10. language and language teacher

## **7.5 Perceptions on differences towards NESTs and NNESTs**

This section is one of the most extensive groups of codes for the semi-structured interview. The main objective of this section is to examine the differences between NESTs and NNESTs in relation to ELT from the perspectives of four different groups of participants; students, NESTs, NNESTs, and EPAs. The section is divided into five according to the factors most frequently mentioned by the participants; Cultural sensitivity, Linguistic characteristics, Pedagogical characteristics, Personal characteristics and Hiring practices. It should also be noted that the findings presented

here do not indicate whether or not the participants in this study show positive attitudes towards them. For this reason the term ‘difference’ is employed within this section. The extent of the differences is presented below.

### **7.5.1 Cultural sensitivity**

Within cultural sensitivity, the teachers’ understanding the learning styles of students and the hierarchical distinctions between teachers and students are the factors most frequently mentioned by the participants. Regarding the first issue, they perceive NNESTs to be more familiar with students and feel that they understand students better than NESTs (NNESTsCB > NESTsCB). As stated by Auerbach (1993), McKay (2000), Medgyes (1992), Samimy & Brutt-Griffler (1999) and Danai (a NNEST) in example 7.23, NNESTs are able to recognize the weaknesses and/or learning problems of the students more easily than NESTs. By recognizing these, teachers are better able to design teaching plans appropriate to the students’ learning styles, whereas this may lead to misunderstanding or miscommunication among NESTs. This is because NNESTs share the same cultural background as the students.

#### **Example 7.23**

1. DANAI: they know nature of learning of Thai students therefore they know what is easy
2. or what is difficult for the students for the difficult issues they know how to explain
3. explain know how to explain ... for example when the student er . start keeping silence
4. in the class like Asian students not only Thai students Asian students when teachers ask
5. questions they always keep silence keeping silence does not mean that they do not
6. understand they might keep thinking we need to find out techniques to elicit elicit elicit
7. their ideas by employing several techniques ...

Although NNESTs are perceived by the majority of the participants as good teachers when dealing with the different background of the students, their cultural knowledge of English is still considered to be insufficient (-IEC) as presented by Din (a student, example 7.24).

### Example 7.24

1. DIN: em . sometimes when we ask them they do not know how to answer they will
2. tell us that ok i will go back to find out the answer for you and I will tell you next
3. class something like that but native teachers can suddenly provide us the answer Thai
4. Teachers lack of cultural background of English

Moving to the second issue, every group of participants perceived that NNESTs were different to NESTs in term of their social position. In Thai society, giving respect to each other, and especially to their elders is an important part of social interaction (Adamson, 2003, 2005; Foley, 2005; Komin, 1991; Methitham, 2009; Mulder, 2000). Teachers are given a higher status than students (Ts>Ss, example 7.25 (a NNESTs). Because of this hierarchy system most Thai students are afraid of teachers, and may think that it is inappropriate to share or express their ideas or ask questions (Ss<Ts). This is in contrast to what they perceived when studying with NESTs. In the NESTs' classes, the students felt more relaxed and were more willing to express their own ideas or opinions or even to ask questions. Thus, it can be said that the differences in social relations and social identity influence the interactions between teachers and students in their English learning environments.

### Example 7.25

1. LIN: ... I always feel that there is a hierarchy um there are some um barriers between
2. student and the lecturer the students seldom contact the lecturer because they were
3. afraid lot of student are afraid of the lectures
4. YUSOP: Why
5. LIN: umm I have no idea maybe that's the culture part in Thai society which they were
6. YUSOP: it's normally Thai teacher always stay higher than the students
7. LIN: yeah the hierarchy the Thai teachers always higher that the students um I feel that
8. we do have several foreigners here which the I think I have a feeling that the Thai
9. students are willing to talk to a lot of foreigners but they were afraid of um the Thai
10. lecturer yeah ...

### 7.5.2 Linguistics characteristics

The linguistic characteristics most frequently mentioned by the four groups of participants are linked to English language structure competency (ELSC) and the ability to use English naturally (EN). Regarding the first point, as can be seen in example 7.26 (a NEST), NNESTs are very accurate when teaching English language structure. They are capable of providing systematic and effective explanations regarding the structure of the language to their students. This notion can also be confirmed by studies examined by Árvai and Medgyes (2000); Bae, (2006); Barratt and Kontra, (2000); Cheung and Braine, (2007); Jindapitak and Teo, (2013); Jindapitak (2014).

#### Example 7.26

1. JOHN: yeah, I think ahhhhh . so one one big different I think it's like a understanding
2. of and ability to explain grammar native speaker often don't understand why something
3. is correct they just know when they hear it just correct=
4. YUSOP: [and why do native do not know about this]
5. JOHN: =like when I'm study English in school ... I don't remember grammar is not a
6. focus in the way we learn English so in that way Thai English teachers are much better
7. able to help students to explain why they make a mistake and how to change it ...

Sai (a student, example 7.27) is the only participant among the four groups who has a different opinion about this particular issue. She feels that the language structure competence of teachers is not connected to their native background (NSs≠ELSC). She also suggests that we should consider teachers on an individual basis based on their qualifications.

#### Example 7.27

1. YUSOP: you are going to tell me that language proficiency of teachers is very difficult
2. to distinguish
3. SAI: depends on experiences some people grammar is not good suppose if he is not is
4. not educated native speakers something like that like backpacker something like that er .

5. they do not speak correct grammar thus you are a native speaker or not not link good
6. grammar

Whilst the ability to teach grammar is perceived by the majority of the participants as the most important factor amongst the linguistic characteristics of NNESTs, ability to use English naturally is perceived as the most important linguistic characteristic of NESTs. To provide a better picture to this particular point, see example 7.28 as proposed by a student below and studies conducted by Bae (2006), Jindapitak and Teo (2013), Jindapitak (2014), Lasagabaster & Sierra (2002), Mahboob (2004) and Thonginkam (2000).

### **Example 7.28**

1. GUN: they learn English naturally by themselves I feel that native speakers do not pay
2. attention about correct or incorrect not like Thai teachers hey this is incorrect this is
3. incorrect ... they do not pay attention they understand the language they looks very
4. naturally when using or communicate in English not such that strict

### **7.5.3 Pedagogical characteristics**

Amongst the pedagogical characteristics, the teaching strategy that teachers employed in classes is the main factor of interest here. All groups of participants reported that NESTs utilize communicative teaching approaches (CTA) (example 7.29, a student) as their main pedagogical method. They provide opportunities for the students to share and discuss their ideas with others. NNESTs, in contrast, concentrate more on traditional teaching approaches (TTA) (see example 7.30, a student). They deliver lectures for the majority of the class time and there is little opportunity for student input through discussion or experiential exercises. This finding concurs with other previous research as presented by Barratt & Kontra (2000), Benke & Medgyes (2005), Lasagabaster & Sierra (2002), Lin (2005), Roh (2006), and Thonginkam (2000).

### **Example 7.29**

1. KONGPOB: native teachers focus more on communication provides more opportunities
2. more open more activities for the students to share discuss and participate in activities
3. more than Thai teachers they like their students to join the activities

### **Example 7.30**

1. KHAO: most Thai English teachers will ask students to sit and write and listen
2. something like that no discussion focus on grammar ... focus on testing not focus how
3. to use ... Thai English teachers will always speak to the wall speak to the books ... sit on
4. the chairs provide lectures ... not many activities study study and finish finish

As mentioned by Danai (a NNEST) in example 7.31, however, there is no indication that utilizing either CTA or TTA as the main pedagogy to teach students is superior. He feels that these two pedagogical methods provide different advantages and disadvantages to students who are learning English language.

### **Example 7.31**

1. DANAI: as we were raised in different ways Thai teaching like passive teaching more
2. focus on structure I do not mean it is not good it has both pros and cons the same as
3. communicative teaching has pros and cons both better to complement...

Additionally, the ability to employ L1 as a part of teaching plays a significant role in distinguishing between the pedagogical characteristics of NESTs and NNESTs (L1C). Every group of participants was positive about NNESTs using L1 in the classrooms. They believe that both understanding and implementing the first language of the students makes a great difference in teaching practice. Also, it makes classes run more smoothly and increases the learning motivation of the students, in particular the ones who are not proficient in English language (Cheung & Braine, 2007; Lasaga-baster & Sierra, 2005; Ma, 2009). As stated in example 7.32 (an EPA), some students feel that NNESTs occasionally utilize L1 in the classrooms. Most students involved in this current study and others previous studies (Levine, 2003; Mattioli, 2004); Nation, 2001; Swain & Lapkin, 2000) perceive that NNESTs employing L1 as part of their teaching

can help them to learn English more effectively. It helps them to understand the meaning of English vocabulary more easily (e.g. technical terms).

### **Example 7.32**

1. LIN: um the strong point is they know the Thai language so if they cannot if the
2. students do not understand the English part they will be able to explain to them in Thai
3. part
4. YUSOP: this is the strongest point in your opinion
5. LIN: ah . it would help them a lot to understand a concept yeah and the strongest point
6. yeah I think that
7. YUSOP: ok anything else
8. LIN: umm . to me
9. YUSOP: yes to you from your experience
10. LIN: strongest point ah I think that's the most important because their language can
11. explain to them more quickly sometimes for me for myself sometimes I try to explain
12. something in English which the students might not understand and I look for other way
13. in English and explain that to them and that takes a lot of times

### **7.5.4 Personal characteristics**

Regarding personal characteristics, the reactions of teachers to students' errors and punctuality are the most frequent issues mentioned by all groups of participants. In relation to the first point, the participants perceive mistakes or language errors are more acceptable to NESTs (+MMsNESTs) than NNESTs (-MMsNNESTs). Accordingly, the students feel more relaxed about making mistakes in front of NESTs (Meggyes, 2001; Wang, 2009). As shown in example 7.33 (a NEST), making mistakes is seen as embarrassing by NNESTs, especially in front of others. From the point of view of NESTs, conversely, making mistakes or errors is acceptable, since they perceive that mistakes are not problems but normal human behavior.

### Example 7.33

1. CO: ... making mistake is absolutely fine we all make mistakes umm I think Thai
2. culture is saving face it's not always good to make mistake in front of your peers so
3. Students would rather sit and not say anything rather than making a mistake my initial
4. first class of the semester is always getting to know the students and almost showing
5. them that it's ok to make a mistake I don't mind I don't care if you make mistake in my
6. classroom I think as a result of that a lot of my students feel confident or feel more
7. confident coming to me about the problem or any issue rather than a Thai teacher because
8. they think it's ok to go to a westerner if we've got the problem because they'll talk
9. about it

In relation to teachers' punctuality, all groups of the participants consider that NESTs are more punctual than NNESTs (NESTsP > NNESTsP). As noted in example 7.34 (an EPA), NESTs consider punctuality to be essential, while NNESTs consider punctuality as a negotiable matter.

### Example 7.34

1. KONGPOB: er . er . the outstanding point so far is that punctuality always on time not
2. begin or finish the class before or after the time provided forty five minutes is forty five
3. minutes ...
4. YUSOP: how about the punctuality of Thai English teachers
5. KONGPOB: most most are unpunctual ((L))
6. YUSOP: could you please explain
7. KONGPOB: sometimes ten minutes late sometimes fifteen minutes late

However, Leelawadee and Khao (students, examples 7.35 and 7.36) are two participants who offer different views about the punctuality of the teachers. They both perceive that being NESTs or NNESTs has no bearing on punctuality (P ≠ NB). They believe that being punctual is an individual characteristic. They had experienced NESTs and NNESTs who were not punctual. Therefore, they feel that the punctuality of any particular teacher is not related to whether they are NESTs or NNESTs.

### **Example 7.35**

1. LEELAWADEE: to my experience both Thai English teachers and native speakers of
2. English are punctual because take ourselves as Thai students as an example we are
3. always on time when we have class

### **Example 7.36**

1. KHAO: punctuality it depends on each person most they are on time both Thai teachers
2. and native speakers

## **7.5.5 Hiring practices**

NESTs and NNESTs are not only different in terms of their cultural background, language proficiency, teaching strategies and personal traits as proposed above. How they are treated in terms of hiring practices also differs according to the participants. All NESTs, NNESTs, and EPAs state that applicants who are perceived to be NSE are given higher salaries than applicants who are perceived to be NNSE, even if they have fewer qualifications than NNESTs (NSE=S, example 7.37). It is clear that one of the main reasons for this is the perceived native background of the applicants, as explained by Maneerat (example 7.38) below and a study conducted by Phothongsunan and Suwanarak (2008).

### **Example 7.37**

1. ALEX: I think it's em I feel that the native English speakers are pay more that what I 2.
2. understand they have less qualification academically (XXX) for example I have my my
3. bachelor I don't have my master I don't have my Ph.D but I'm teaching at this
4. university if I were not a native speaker and if I only have a bachelor I would not be
5. teaching in this university in Thailand but em as as a teacher with my bachelor I have I
6. feel like I feel that the they pay for a native English English speaker with the bachelor
7. I don't understand why I get this much money as a as a Thai teacher who has their Ph.D
8. right that doesn't really make much sense but in especially because the Thai staffs have
8. a lot more responsibility also so that it I feel it a bit unfair absolutely

### **Example 7.38**

1. YUSOP: what do you think about the salary between native and nonnative speakers of
2. English
3. MANEERAT: definitely native get more paid
4. YUSOP: why
5. MANEERAT: because they are perceived as native speakers of English ((Laugh))
6. YUSOP: being native=
7. MANEERAT: =only being native

In addition, Fatimah (example 7.39) feels that providing an attractive salary is one of the main marketing strategies aimed at attracting NESTs to be a part of a university's staff (NSE=MS). This point is also demonstrated by Clark and Paran (2007), Moussu (2006) and Saafin (2005). As shown in example 7.39, without the promise of a high salary, NESTs might go to work somewhere else. She also mentions that the Thai feeling that NESTs are superior plays a significant role in how NESTs are paid (FI=S), as presented in the example below.

### **Example 7.39**

1. FATIMAH: I think it links to nativeness if we do not provide them high salary they may
2. not want to work with us because they can go somewhere else with higher salary this
3. system has been working for a very long time that foreigners must get higher salary than
4. us
5. YUSOP: can you explain more
6. FATIMAH: Thais always perceive foreign people especially from the west as rich
7. industrial countries prosperity countries a lot of Thais consider them as high class
8. anything import from their countries are always look good therefore it feels like when
9. they work here they should get more paid when look back to where they came from

Excluding the higher payment that the NESTs receive, there is some flexibility in relation to previous educational background in the process of employment (NSE=EB). As pointed out by Ple (an EPA) and Maneerat (a NNEST) in examples 7.40 and 7.41, respectively, native speaker applicants do not have to show their master's certificate or

complete studies in ELT to teach university students. In contrast, these flexibilities are not applied when dealing with non-native speaker applicants. They need to complete, at least, a master's level in a related subject (Phothongsunan and Suwannarak, 2008).

#### **Example 7.40**

1. YUSOP: how to apply the process of applying
2. PLE: how to apply how to test are the same either native or nonnative
3. YUSOP: how about if an applicant is Thai and have not completed master degree
4. PLE: they need to graduate master in order to apply
5. YUSOP: how about if they are foreigners
6. PLE: it is ok as long as they are native speakers ...
7. YUSOP: is that necessary that they have to complete their programs in English language
8. teaching
9. PLE: it is not necessary we still will consider them to teach

#### **Example: 7.41**

1. MANEERAT: if they are native we do not care their educational background if they
2. Have completed their master just bachelor in any field is ok

Even worse, as mentioned by Danai (a NNEST, example 7.42), some educational institutions in Thailand hire backpackers to teach English in their institutions. They do not pay attention to the educational backgrounds of these teachers as long as they are able to speak English and have white skinned.

#### **Example 7.42**

1. DANAI: it is good to study with native speakers we get new experience however
2. sometimes is not good because there are many teachers who are not qualified to teach=
3. YUSOP: =example
4. DANAI: for example they did not graduate in ELT such as politics but teach English
5. some are backpackers you can see them throughout the country age around twenty no
6. teaching qualification do not know how to teach ah . do not know the needs of students
7. ...

## **7.6 Characteristics of effective English teachers**

Within this group of codes, the characteristics of effective English teachers from the perspectives of the students, NESTs, NNESTs and EPAs are presented and compared and contrasted. The section is separated into five sub-sections according to the characteristics mentioned by the participants. As the findings below demonstrate, all of the participants categorize the characteristics of the effective English teachers into five areas; Personal characteristics, Pedagogical characteristics, Cultural sensitivity, Linguistic characteristics and Professional characteristics. They perceive that effective English teachers should have all of these five characteristics. The findings also show that each group of the participants perceives the characteristics of effective English teachers differently. Among the student perspectives, Pedagogical characteristics are the most frequently mentioned, while Personal characteristics are considered as the most important from the perspectives of NESTs. In the view of NNESTs and EPAs, furthermore, Professional and Linguistic characteristics are mentioned most frequently. It should be noted however, that because characteristics are most frequently mentioned by one particular group of participants, this does not indicate that they are considered to be the most important. How each characteristic is perceived by each group of the participants is illustrated individually in the following sections.

### **7.6.1 Personal characteristics**

In relation to Personal characteristics, being patient (BP) is most commonly mentioned by the NESTs. They view patience as the most necessary personal characteristic of English teachers, especially when dealing with differences in the English language proficiency of Thai students. This teacher's quality is mentioned by different scholars, for examples, Brown (2001), Campbell et al. (2004), Chen and Lin (2009), Chen (2012), Delaney, et al. (2009), and Witcher (2003). To this first characteristic, in addition, teachers need to understand that the students have different levels of English competence and diverse learning behaviour. Some of them are very proficient in English whereas others are not. As a result, the teachers are frequently requested by their students to repeat the same thing many times without any visible results. They need to

calm those who are too lively, to move forward those who work slowly, and to correct those who need correcting. To deal with the diverse backgrounds of the students more effectively, patience is needed as Anderson mentioned in example 7.43.

### **Example 7.43**

1. ANDERSON: sure first one is patient ... the students cannot understand the most basic
2. English instruction so teachers have to be patient classes are too large here forty fifty
3. sixty students so you have some students who have no English ability you have some
4. students who have good English ability you have to teach all of them you have to be
5. very patient

Furthermore, teachers who are passionate, dedicated, and excited about teaching their topics are more likely to succeed in transferring knowledge to their students. These qualities of teachers are also demonstrated by several scholars (Brown, 2001; Day, 2004; Hains-Wesson, 2011; Strong et al., 2011; Thornton et al., 2005; Walls et al., 2002; Witcher, 2003; Witcher et al., 2001). As illustrated in example 7.44 by Alex (a NEST), in relation to this study, it seems that teachers who are passionate about teaching and excited to share their knowledge (PT) with their students will provide more interesting lessons, which can increase the learning motivation of students.

### **Example 7.44**

1. ALEX: the most important characteristic is ... if you teaching something you should
2. have some kind of passion or excitement to share that knowledge whether if you
3. teaching engineering or math you should love what you teach because that's the basic
4. important thing

Moreover, teachers' self-development (TSD) is another feature frequently noted by the participants. Examples 7.45 (a NEST) and 7.46 (a NNEST), indicate that the participants do not think that being an English teacher means that they already know everything regarding English or ELT. Consequently, they perceive that effective English

teachers need to increase and update their knowledge in relation to ELT and try to implement the new knowledge into their teaching practice.

**Example 7.45**

1. ALEX: ... I think that the best teachers are also lifelong learners they understand that
2. they don't know everything and they are always wanting to learn more they want to be
3. part of academia because they're learner themselves and I think if you are good teacher
4. you are also a good you are always going to be a student and you admit when you don't
5. know something you admit that you can find out the correct answer you can always do
6. better

**Example 7.46**

1. TEERAPONG: ... teachers need to be knowledgeable and always upgrade themselves
2. all the time because English language is not always stable it always keep changing
3. therefore English teachers need to develop themselves

**7.6.2 Pedagogical characteristics**

Regarding pedagogical characteristics, knowledge transfer competency (KTC) is the feature most commonly mentioned by the groups of participants. All the participants feel that each teacher should recognize and understand teaching and learning techniques. Their knowledge of how to teach and which teaching strategies are appropriate or inappropriate are useful for their teaching practice.

As illustrated in examples 7.47 and 7.48 by Da (a student) and Pen (a NNEST), participants tend to feel that teachers need to have knowledge of their subject matter as well as being proficient teachers. In other words, qualified English teachers need to know how to teach or how to transfer their knowledge to their students (Brown, 2001; Qunying, 2009; Witcher et al., 2001).

### **Example 7.47**

1. DA: first of all ability to transfer their knowledge how to teach because teachers are
2. people who had more experience and proficient than students the students ... therefore
3. abilities of teachers how to transfer their knowledge the students are like empty glasses
4. waiting teachers to fulfill their knowledge what the students will learn or how much
5. depends on the teachers how they teach ...

### **Example 7.48**

1. PEN: the most important em at least they need to have knowledge English knowledge
2. but the knowledge is not as much important as teaching teaching techniques I think
3. here is more important than English knowledge because if people have knowledge but
4. do not know how to transfer their knowledge to students the students then know nothing
5. and this is the most important part ...

The majority of the participants perceived that among the pedagogical characteristics, the ability of teachers to link their teaching material to real life contexts (TC $\leftrightarrow$ RLC) was one of the most important aspects of effective English teaching. This quality has become one of the most significant characteristics of effective English teachers (Day, 2004; Hay McBer, 2000; Kyriacou, 1998; Robertson, 1996; Stones, 1992). To this study, Rung (a student) explains in example 7.49 that effective teachers should be able to show students how to apply the lessons that they have learnt to real-life, and should not just focus on books.

### **Example 7.49**

1. RUNG: ... English teachers should link activities or contents to real world situations as a
2. part of their teaching practices to support students how to use them into their real life
3. situations not just teach to memorize but able to support the students to communicate or
4. how to use English is the real world English teachers should focus on how to apply
5. knowledge to the real world not teaching something that cannot be used in real
6. situations because after that the students will abandon it

### **7.6.3 Cultural sensitivity**

Within the cultural sensitivity group, understanding the students' nature of learning (NL) is noted as the most vital characteristic of an effective teacher by several studies (Anderson, 2004; Day, 2004; Dunne & Wragg, 1994; Hay McBer, 2000; Kyriakides et al., 2002; Robertson, 1996) and by all the groups of the participants. As shown in examples 7.50 by Gun (a student) and 7.51 by Anderson (a NEST), they perceive that teachers should be aware that teaching non-native students (Thai students, for instance) is not the same as teaching native students. They are different in terms of their learning natures. This difference leads the students to behave differently during their learning processes. It is an advantage if teachers understand the reasons for the behavior of their students. However, it needs to be kept in mind that learners from different contexts may not behave in the same way for the same reasons.

#### **Example 7.50**

1. GUN: they need to understand that we are not native speakers of English we are only
2. Thai people that attempt to learn English if the teachers recognize this conception it is
3. easier to run the class if they do not take this issue into their considerations and teach
4. whatever they want base on their personal preferences this can cause problems ... they
5. thus should understand who we are and how we learn

#### **Example 7.51**

1. ANDERSON: understanding you need to understand ... need to understand the culture
2. of the students that you're teaching understand their shyness to participant understand
3. their unwillingness to volunteer understand their fear of speaking and making a mistake
4. you have to understand why when you teach why when you ask a question that nobody
5. answer you you have to understand that's not necessary because they're not paying
6. attention not necessary because they don't understand you simply because they fear
7. making mistake and you need to understand culture of the student.

#### **7.6.4 Linguistic characteristics**

Within the linguistic characteristics, all groups of the participants point out that effective English teachers need to have a high level of language competence (+LC). What the participants perceived is consistent with studies conducted by Barnes & Lock (2013), Brown (2001), Day (2004), Hay Mcber (2001), Park and Lee (2006), and Wichadee (2010). As explained in examples 7.52 and 7.53 provided by Pop (a NNEST) and Lin (an EPA), every English teacher needs to be able to use English effectively when giving lectures to their students. Without English language competency, they will have difficulties with their teaching.

##### **Example 7.52**

1. POP: the first characteristic is very knowledgeable understandable about the language as
2. a teacher needs to know a lot know more than students about English when looking at
3. English we see everything about English such as pronunciation grammar when we see it
4. clearly we will recognize what to teach to different levels of students

##### **Example 7.53**

1. LIN: oh English is the basic must be the basic because umm if they do not know
2. English and of ... it would be very difficult for them to explain to their students ... if we
3. talk about language we will see the language proficiency how professional what is the
4. level of proficiency they have in terms of language

#### **7.6.5 Professional characteristics**

Within this last characteristic, qualifications relevant to a degree in ELT (ELTD) and teaching experience (TE) are the two main issues mentioned by all groups of the participants. Several studies have shown that there is a strong relationship between professional backgrounds of teachers and their effective teaching (Borg, 2006b; Borich, 2000; Brown, 2001; Day, (2004); Desai et al., (2001); Hay Mcber, 2000; Lee, 2010; Miller, 2012; Walls et al., 2002; Witcher et al., 2001). As shown in example 7.54 by Nu (a NNEST), some participants perceive that teachers who have completed their degrees

in ELT are more knowledgeable than the ones who have completed their degrees in other fields.

#### **Example 7.54**

1. NU: like me I have been studying abroad for ten years but to ask me to teach English I
2. think I cannot because I have never learnt how to teach there are a lot of techniques
3. about teaching English how to make students fun how to make them to stay with us for
4. two hours no boring there are techniques there teachers who have not completed on
5. teaching they might not recognize and their English is perceived as a working language
6. not the same as people who directly completed in teaching they know more

To support the statement above, Danai (a NNEST, example 7.55) and Wan (a student, example 7.56) perceive that an ELT degree gives English teachers credibility and guarantees that they are qualified to teach English. It is perceived as evidence that non-native English speakers are qualified to teach English.

#### **Example 7.55**

1. DANAI: em . necessary very necessary because when we are sick when we are sick we
2. need to go to see the doctor=
3. YUSOP: [ok]
4. DANAI: =if we want to claim that English teachers are not necessary to complete
5. English language teaching they just know English it is like we heal our sickness with
6. someone we have no idea who they are they might have a lot of experience but no
7. medical qualifications they are not credible the same as English

#### **Example 7.56**

1. WAN: it is necessary in Thailand to be accepted by others that you are qualified to teach
2. English without that it is rarely to accept in Thai society
3. YUSOP: why
4. WAN: it is like there is a wall of Thai English teachers or other nonnative English
5. teachers they need some qualifications to guarantee their teaching abilities

However, a degree in teaching is not necessarily considered to be very important, particularly if teachers have significant teaching experience. As Ubon (a student) and Lin (an EPA) point out in examples 7.57 and 7.58 accordingly, having a qualification in ELT does not guarantee that a teacher is well qualified. They consider that real-world experience is more important for the teaching process. Consequently, they feel that English teachers who have no degree in ELT but who have teaching experience can be effective English teachers.

### **Example 7.57**

1. UBON: em if no teaching degree but if they have teaching experience it is partly
2. guarantee that they can use English they have gained some experience before teaching
3. us=
3. YUSOP: [ok]
4. UBON: =it is alright they have experience it is important

### **Example 7.58**

1. LIN: some experience is very important ... if you have experience in that field that's
2. Also very valuable to the program that's why we try a lot very hard to look for
3. someone who has the qualification as well as the experience because in the text book
4. they cannot explain the experience that this lecturer has if the lecturer can offer their
5. experience the point of view I think that's valuable as well

## **7.7 Comparison between the students' questionnaire data and the students' interview data**

Because this study employs mixed-methods research (Quantitative and qualitative) as the main research paradigm, the data collected from the students' questionnaires is thus compared to the data collected from the students' interviews to examine if there are any similarities. The comparison of these two reveals some similarities and some differences. The main issues compared are the perceptions of students of the relationship between the native backgrounds of their English teachers and teaching effectiveness and the characteristics of effective English teachers.

Regarding the first point mentioned above, although the Inner Circle country groups of people are perceived as NSE by some groups of Thai students, this has no bearing on the way in which they perceive the characteristics of effective English teachers. The data collected from the questionnaire is consistent with the data collected from the interview. The students feel that every English teacher, no matter where they come from (either from the Inner, Outer or Expanding Circle countries) and no matter what their nationality (e.g. British or American), is able to become an effective English teacher. The data from those two research tools also indicates that the students have positive attitudes towards both NESTs and NNESTs. They agree that both NESTs and NNESTs are good models for learning English. They further indicate that the participants feel that NESTs and NNESTs are able to teach every aspect of English language, listening, speaking, reading, writing, pronunciation, and test preparation. Thus, the ability to teach one particular aspect of the English language does not indicate whether a teacher is a NEST or a NNEST. The participants tend to perceive that NESTs and NNESTs have equal opportunities to enhance their English language competency. In relation to the external appearance of the teachers, the questionnaire data and the data collected from the interviews illustrated the same result. The findings collected from those two instruments shows that the external appearances of a particular group of people considered by some participants to represent NESTs (white with blue eyes and brown hair) do not guarantee that they are considered to be effective English teachers. In other words, in the eyes of the participants being an effective English teacher has nothing to do with physical appearance.

Regarding the second point in relation to the characteristics of effective English teachers, six different characteristics (Linguistic characteristics, Professional characteristics, Cultural sensitivity, Personal motivational characteristics, Pedagogical characteristics and Cultural characteristics) emerged from the questionnaire. From the interview data, however, only five characteristics emerged. The first four characteristics (Cultural sensitivity, Pedagogical characteristics, Linguistic characteristics and Professional characteristics) match those indicated by the questionnaire, whereas the last characteristic (Personal characteristics) is a new characteristic that emerged from the

interview data. This is because the six characteristics that emerged from the questionnaire were proposed by the researcher at the beginning, while the four characteristics which emerged from the interview were suggested by the students. Although the number of characteristics of effective English teachers are slightly different, the majority of the characteristics found from the two research instruments are supported by the characteristics mentioned in Chapter 3.

The different findings between the questionnaire and the interview mentioned above might be due to the time limitations placed on participants when answering the questions. When answering the questionnaire, the students had a very limited time to answer the questions. They might have had inadequate time to consider the questionnaire statements in detail. In the interviews, on the other hand, the students had more time and opportunity to think and to ask for more details or explanations to any ambiguous issues before providing their answers. They were free to express themselves in a more comfortable environment.

### **7.8 Relationships between the construction of nativeness and effective teaching**

This category of codes explores whether there is any relationship between the participants' (students, NESTs, NNESTs, and EPAs) perceptions of nativeness and the perceived effectiveness of English language teachers. Where teachers came from (either from the Inner Circle countries or others), their nationality and their external appearances are the main factors examined here. Since this section is perceived as a vital section which directly answers the research questions proposed at the beginning of the chapter, this section is divided into four sub-sections according to the four groups of participants; students, NESTs, NNESTs, and EPAs. Surprisingly, every group of participants from this study strongly disagreed regarding the issues under investigation. All of the participants believed that there was no relationship between the effective teaching of teachers and their country of origin, nationality, first language or physical appearance. They agreed that the effectiveness of an English teacher should not be judged by looking at their native background. This finding corresponds to a statement proposed by TESOL (2006) and studies explored by several scholars, such as Llorca

(2005), Modiano (1999), Rampton (1996). Examples of different opinions from each group are as follows. Although they believe that there are no links between the native background of English teachers and the effectiveness of their teaching, as previously mentioned in section 7.4, the majority of Thais in general still strongly believe that NESTs are somehow better or superior than/to NNESTs.

### **7.8.1 From the perspective of the students**

The students believe that both NESTs and NNESTs have equal opportunities to become effective teachers (NESTs=NNESTs). The effective teaching of English teachers cannot be examined by looking at whether they are native or non-native speakers of English. They are different and this difference does not mean that one is superior to the other as Khao (example 7.59) and Naruemon (example 7.60) illustrate below.

#### **Example 7.59**

1. KHAO: I think I disagree with this idea I personally believe that each teacher has
2. different teaching techniques ... I think that either being a native speaker or not is not
3. important in learning English

#### **Example 7.60**

1. NARUEMON: I don't think so I think that it depends on each person each teacher either
2. a native English speaking teacher or a nonnative English speaking teacher can provide
3. good teaching strategies that can increase English language proficiency of students it is
4. not necessary to employ the same teaching

Moreover, Nam believes that the effectiveness of a teacher should be based on their teaching competence (TE=TC), and not their native background (TE≠NB) as she proposes in example 7.61.

### **Example 7.61**

1. NAM: no he needs to study without studying he will not be able to teach us even native
2. speakers of English sometimes cannot teach others it needs teaching skills just because
3. you can speak English without skills of you cannot teach and you need to learn how to
4. teach what techniques you should employ

Ubon (example 7.62), furthermore, states clearly that the nationality of teachers and their external appearance are not relevant to their teaching effectiveness (NT≠TE and EA≠TE). She does not take either of these issues into consideration when judging English teachers. What she thought was important was how much her teachers knew about the subject and how much she could learn from the teachers.

### **Example 7.62**

1. UBON: I totally disagree because some people who are not from the inner circle
2. countries can provide higher English proficiency and better provide explanation better
3. than some people who come from the inner circle
4. YUSOP: em . thus you do not pay attention on where teachers come from
5. UBON: yes and can provide an explanation on what I need
6. YUSOP: em . so that's mean you disagree with this issue
7. UBON: I disagree either from external appearance or where they come from
8. YUSOP: you do not take these as the main point but you look at =
9. UBON: = their background knowledge how much they know how much I can learn
10. from them

### **7.8.2 From the perspective of the NESTs**

The teachers' perceptions are the same as the perceptions of the students. All of the NESTs strongly agree that both NESTs and NNESTs can become effective English teachers (NESTs=NNESTs). They report that just because someone is born in one of the Inner Circle countries, holds a particular nationality, and/or speaks English as their mother language, this does not guarantee that he/she is an effective English teacher (NB≠EETs). Some examples are provided below to support these statements.

### **Example 7.63**

1. ALEX: I think it I think that's it just depends on a teacher like I said before a Thai
2. teacher can be an amazing teach English and they can teach students just as effectively
3. as a native speaker but for a native speaker that doesn't mean that your class will be
4. better it's all about your teaching your ability as a teacher your attitude and that's much
5. more important than if you speak the language native or not

### **Example 7.64**

1. ANDERSON: oh yes absolutely I think non-native speaking teacher many of them can
2. teach better than native speaker native speaker being a native speaker and I'm sure will
3. define what that means that doesn't mean you're good teacher so teaching is the skill
4. it's got nothing to do with the whether you're native speaker or not

James perceived that every English teacher, whether a NEST or NNEST, should have their teaching effectiveness judged on an individual basis. He believes that both NESTs and NNESTs can provide advantages to their students. As a result, they are viewed as important factors for the students. However, it needs to be taken into account that, this importance is not relevant to their nativeness or non-nativeness backgrounds but their teaching competence (TE=TC) and experience of teaching (TE=EoT) as shown in example 7.65.

### **Example 7.65**

1. JAMES: it could be depends on the teacher you know I mean some teacher should not
2. be in the classroom even if they are the native speakers of English I mean if you put
3. everything together and they also the native speaking of English yeah that would work
4. but on the other hand you can have a Thai teacher that can do in equal job or even better
5. because they know the students they know what the problems are as well again being
6. a native speaker of English doesn't automatically make you a good teacher cause I learn
7. from experience I know a lot of the problems the students have I try to address those so
8. just because you're native speaker of English doesn't make you again it doesn't make
9. you a good teacher ...

### 7.8.3 From the perspective of the NNESTs

In the same way as the students and NEST groups, all NNESTs perceived that there was no relationship between effective teaching and the native background of the teacher (NB≠TE). As noted in the interesting examples provided by Pen (example 7.66) and Teerapong (example 7.67), just because someone is born in a particular country and speaks a particular language, this does not mean that he/she can become an effective teacher. Teachers should not be judged on their working competence by looking at whether they are NESTs or NNESTs but by looking at their qualifications. In other words, whether an English teacher is a native or non-native speaker of English should not be used as the criteria for judging if he/she is an effective English teacher.

#### Example 7.66

1. PEN: er . regarding to native or non-native English teachers I believe that once one
2. wants to be a teacher he needs teaching ability either he is a native speaker of English or
3. nonnative speaker of English just because one can speak one particular language have
4. nothing does not mean that you have teaching skill it looks like ... it looks like ... Thai
5. people for instance all Thai people who can speak Thai does not mean that they all can
6. teach Thai to this point I then view that the terms native non-native needs to be revised
7. increase more understanding about these terms if possible we should not take these
8. terms into real practice or just leave them behind and more concentrate on language
9. competence
10. ability to use language

#### Example 7.67

1. TEERAPONG: about this issue we should not consider the issue of nativeness or
2. nonnativeness into English language teaching it mainly depends on the language
3. competence we hence should forget about this point because in practice people who
4. speak English as the first language or as the mother language do not indicate they can
5. provide effective teaching from my experience therefore people who will teach English
6. their English competence is needed to consider also their teaching experience ability to
7. transfer their knowledge to students these are most important

NNESTs also reported that the external appearance or the first language of a teacher should not be used as the criteria for judging whether one is an effective or ineffective teacher (EA≠TE, L1≠TE) as shown in example 7.68.

### **Example 7.68**

1. FATIMAH: ah . em ... it is not always mean that every nonnative speaker of English is
2. inferior to native native speaker of English we need to consider different dimensions not
3. looking at their external appearance or speak English as the first language ... I disagree
4. I cannot agree ((Laughs)) ...

### **7.8.4 From the perspective of the EPAs**

The four EPAs from four universities also had the same perceptions as the other groups of participants. They disagreed regarding the connection between effective teaching and native background (NB≠TE). Saisawat (example 7.69) and Kongpob (example 7.70) explain that English is now perceived as an international language because it is used in every corner of the globe. As a result, different varieties of English are emerging, particularly in the ASEAN community. How to prepare students to deal with these different varieties of English, especially after they have completed their degrees, is perceived as the most important factor in judging the teaching effectiveness of teachers, not their native background.

### **Example 7.69**

1. SAISAWAT: ... personally I believe that we should look at the context we teach as the
2. main factor how often or or many native speakers of English that students will face after
3. they have finished their study particularly when we become ASEAN community
4. Malaysian English or Singaporean English I think this is more important attempting
5. supporting students to get used to these different varieties of English is more important
6. more important than teaching and learning English by focusing on the Inner circle
7. countries as a result effective teaching is not about who you are where you were from
8. British or American but how you are going to deal with this changing role of English

### **Example 7.70**

1. KONGPOB: because of English is currently viewed as an international language people
2. in every country use it many countries employ English as their first language and this
3. number is increasing hands in hands I therefore believe that it is no longer necessary to
4. teach or learn English based on the NESTs we need to prepare our students to be ready
5. for this new role of English ... thus to provide an effective teaching I will consider the
6. ways they adjust their teaching strategies to serve the needs of my students, not the issue
7. whether they are British or American English teachers

In addition, Lin (example 7.71) considers that being a native speaker of English does not mean that a person is automatically an effective English teacher (NSs≠EETs). To become a good teacher, the ability to speak English alone is insufficient. He/she needs to know how to transfer his/her knowledge to students.

### **Example 7.71**

1. LIN: umm...we will mainly focus on the performance of them because um . . . we
2. believe that even though you are native speaker you might ... you do not have the
3. techniques to teach the student and then might not be ...
4. YUSOP: so in terms of teaching hiring teacher here it doesn't matter whether teacher is
5. Thai or native English teacher
6. LIN: no ... as long as they can speak English the main point is ... the most important
7. point is will they be able to explain to the student making sure that they will understand
8. the concept that's the main point doesn't really matter whether they are Thais or
9. foreigners

Even though the EPAs believe that there is no relationship between the native backgrounds of teachers and their teaching effectiveness, a number of NESTs are still being hired in educational institutions in Thailand. As shown in example 7.72 by Saisawat, some university staff members still believe that British and American English are the most appropriate varieties of the language for teaching. This point of view influences them to hire NESTs as a priority.

### **Example 7.72**

1. SAISAWAT: experience it can be clearly seen from teachers' generation especially
2. senior teachers some university committees they always mentioned about standard we
3. should follow standard without following standard one might lead to problems and
4. standard in this case means either British or American yes yes that's the meaning of
5. standard they moreover they somehow believe that once you met with the standard one
6. you can deal with others

Saisawat's view is supported by Kongpob (example 7.73), who feels that English now exists in different forms depending on context. As an English teacher and administrator, he feels that it is necessary to attempt to explore the best version of English for general use in order to decrease confusion about how English should be used by students. For him, British and American English are the best models of English to use to prepare his students for their future careers because they are understood by the majority of people.

### **Example 7.73**

1. KONGPOB: em . actually English is used in many countries around the globe people
2. use it differently depends on where they live however as an English teacher I do
3. accepted that it is a nature of a language at the same time however to prepare our
4. students to use English effectively in the future we need to choose a model for them to
5. follow by doing this they will not confuse which English they should employ we try to
6. choose the ones that the most popular use by people which is British or American
7. English

Whether a teacher is white or non-white is still a significant factor with regard to hiring practices. Kongpob in example 7.74, thinks that the media is the main factor that has an impact on the beliefs and attitudes of Thais regarding white and non-white NESTs. He notes that parents might feel insecure if their children are taught English by non-white NESTs. As proposed by Saisawat in example 7.75, this has led to one of the main marketing strategies used by administrators in universities.

### **Example 7.74**

1. KONGPOB: em some Thais are afraid of black people they even having stereotype in a
2. negative way this happen because of the media as well er through media because like in
3. the movies the roles of black people always plays as bad group of people or gangster in
4. several movies without considering this carefully consciously it has an effect on
5. people's attitude in a negative way toward black people therefore some parents
6. especially in rural areas may afraid or feel doubtful if their children need to study with
7. the black people they do not prefer their children to study with black people

### **Example 7.75**

1. SAISAWAT: ... it is the main marketing strategy

## **7.9 Summary and conclusion**

This qualitative findings chapter examined four main points in order to address all four of the research questions stated at the beginning of the chapter. The first two points concerned the definitions of NSE and the perceptions of participants regarding NESTs and NNESTs in relation to the ELT of Thai university students, NESTs, NNESTs and EPAs from four different universities. The last two points attempted to investigate the characteristics of effective English teachers and to find out if there was any relationship between the native backgrounds of English teachers and their teaching effectiveness.

Since one of the NESTs was not able to attend, the data was captured through semi-structured interviews with thirty-five participants (sixteen students, seven NESTs, eight NNESTs and four EPAs). The data reveals that there is no firm definition of a NSE from the perspective of the participants. Some participants perceive that any person, whether from the Inner, Outer or Expanding Circle countries, can be perceived as a NSE if they employ English as their main language of communication, whereas some perceive differently. To make it clearer, the majority of the participants perceive that there are no links between their definitions of NSE and where the person was born or brought up, their nationality or physical appearance.

Moving to the second point, five different characteristics were identified by the participants regarding NESTs and NNESTs. They feel that NESTs and NNESTs are different in terms of their Cultural sensitivity, Linguistic characteristics, Pedagogical characteristics, Personal characteristics and the way that they are treated in terms of the hiring practices employed by educational institutions. Among these five characteristics, the most frequently mentioned by all groups of participants are the Pedagogical characteristics of teachers. The participants note that traditional teaching approaches are mainly used by NNESTs. NESTs, on the contrary, mainly utilize communicative teaching approaches. The results also show that Linguistic characteristics are the least frequently different characteristics demonstrated by the participants. It can be assumed that there is no great difference between the language proficiency of NESTs and NNESTs from the perspectives of the participants.

Regarding the third point, five characteristics of effective English teachers, namely, Personal characteristics, Pedagogical characteristics, Cultural sensitivity, Linguistic characteristics and Professional characteristics, emerged from the interview data. The findings show that each group of participants perceived differently about these five characteristics. Among the five characteristics, Cultural sensitivity, Personal characteristics, Professional characteristics and Linguistic characteristics are the most frequently mentioned by the students, NESTs, NNESTs and EPAs respectively. Pedagogical characteristics is the only one of the five factors that was not rated as the most important by any of the participants. In contrast, it is frequently mentioned as the second and the third most important factor among the students and NNESTs, and as the fourth by the NESTs and EPAs. However, it needs to be noted here that there is no indication that one factor is better than another. It can be concluded that effective English teachers need a number of different characteristics. In other words, there is no one single characteristic of an effective English teacher. It is also necessary to note that the five characteristics mentioned above do not constitute a definitive list of the characteristics of effective English teachers; however, it is arguable that all five characteristics are the common characteristics that can be found in the pedagogical repertoires of most successful teachers even though the degree of the agreement on the

importance of each characteristic is different when compared to previous studies. Finally, the concept of the effective English language teacher should consist of a balanced combination of the above five aspects.

In relation to the last point, regarding the interview data collected, all groups of the participants perceived that being an effective English teacher had nothing to do with native background. To make the point clearer, wherever teachers came from (Inner, Outer or Expanding Circle countries), wherever they were born and raised (Inner, Outer or Expanding Circle countries), whatever their nationality (e.g. British or American), their first language or their accent, this did not determine whether they were effective or ineffective English teachers in the opinion of the participants. Effective English teachers are considered to have a number of different characteristics as presented above. Additionally, the participants thought that neither native nor non-native speakers of English were superior. The two groups are perceived as different groups of people who have different strengths that can fulfill different student learning needs. Thus, it can be concluded that both NESTs and NNESTs have equal opportunities to become effective English teachers.

Although the participants perceived that both NESTs and NNESTs were qualified English teachers, an inequality still exists between NESTs and NNESTs in the minds of some, and this is particularly evident in hiring practices. As can be seen from the data above, NESTs and NNESTs were treated differently by EPAs. As previously stated, it is acceptable for NESTs to apply for an English teaching position with their bachelors degree certificate, even if they have not completed a degree in ELT or have no previous English teaching experience. NNESTs, conversely, need to show a master's level degree certificate in ELT or equivalent and to demonstrate that they have had some teaching experience in order to be considered by the hiring committees. As pointed out by some EPAs in this study, having a large number of NESTs employed in a university is still desirable for marketing and administrative purposes.

## **CHAPTER 8**

### **DISCUSSION**

#### **8.1 Introduction**

This study has investigated and analyzed the ways in which Thai university students, NESTs, NNESTs and EPAs construct the idea of nativeness or NSE in this case. At the same time, the study has explored whether there are any relationships between the perceptions of those four groups of participants regarding a teacher's native background and their perceived teaching effectiveness. In addition, the perceived differences between NESTs and NNESTs and the characteristics of effective English teachers have been examined in order to answer all four research questions as illustrated in Chapter 1 (section 1.2).

As can be seen from the previous chapters (Chapters 6-7), the four research questions proposed in Chapter 1 were answered based on the data collected from the student questionnaires and the semi-structured individual interviews. Because of the limited space, however, only the main points of the findings that emerged from the data collected will be discussed. The chapter begins by discussing how the participants in this study constructed NSE and the factors that affected their perceptions. The relationship between the perception of NSE and their countries of origin, nationality and external appearance are presented as the key points. This will be followed by an exploration of any significant relationships between the native backgrounds of English teachers and their teaching effectiveness. This study also discusses how perceptions of NSE play a role in ELT hiring practices.

Furthermore the main differences between NESTs and NNESTs as perceived by the participants will be discussed in the last section of this chapter. To achieve this, the findings that have emerged from each section will be described and discussed based on different theoretical frameworks as stated in the literature review chapters (Chapters 2-4).

## **8.2 Construction of NSE as from the Inner Circle countries**

Among the four groups of participants involved in this study, as stated in Chapter 7, the EPAs are the only group who show a consensus about the way they perceive NSE. The perceptions of the other groups of the participants (students, teachers (NESTs and NNESTs)) towards NSE are mixed and can be categorized into two main groups. The first group of the participants which includes fourteen participants (eleven students, one NEST and two NNESTs) perceive that NSE are groups of people who come from the Inner Circle countries (such as America and England) and are nationals of those countries. The second group of participants, which includes twenty-one participants (five students, six NESTs, six NNESTs and four EPAs), on the other hand, has different perceptions from the first group of participants. They believe that any person might be perceived as a NSE, no matter what their nationality or their country of origin. Within this first section, the perceptions of the first group of the participants of a NSE as illustrated in Chapter 7 (section 7.4) are presented, while the perceptions of second group of the participants will be discussed in the following section.

Using the nationality of a person as the main criteria to define if they are a NSE has become one of the most popular strategies and is often mentioned in research (Braine, 2010; Crystal, 1985; Davies, 1991; Holliday, 2008a, 2008b; Kubota & Lin, 2009, 2006; Liggett, 2009a, 2009b; Richardss et al, 1985; Shuck, 2006; Stern, 1983). Nayar (1994) and Amin (1997, 1999) were some of the first scholars to address the issue of nationality within TESOL. As can be seen in Chapter 7 (examples 7.1 to 7.3), the first group of participants viewed NSE as people who came from and were nationals of the Inner Circle countries. From their perspectives, media discourses most frequently affected their perceptions of NSE as people from specific countries and with certain nationalities. More specifically, seven of the students interviewed, one NEST and two NNESTs clearly perceived that the media (such as movies and TV shows) played a significant role in their perception that NSE are people from the Inner Circle countries.

As illustrated in examples 7.4 and 7.5 in the previous chapter, there are several TV shows in Thailand about teaching English. One of the most popular methods of learning

English through media is Andrew Biggs TV. The main aim of this TV program is to present how to teach English correctly. In other words, it attempts to present correct or incorrect English and appropriate or inappropriate English. The main moderator of this TV program is a teacher who is originally from Australia. Ubon, Maneerat and eight other participants in the first group (Cherry, Fon, Nam, Rung, Wan, Leelawadee, Pen, and James) believe that media which is originally from the Inner Circle countries plays a significant part in affecting their perceptions of NSE. As can be seen from many studies such as Holliday (2008a) citing Kubota et al. (2005); Kubota & Lin (2009); Liggett (2009b) and Romney (2006), media is believed to be one of the main influences on how people perceive nativeness.

Three students (Rung, Nam and Ubon), one NEST (James) and two NNESTs (Maneerat and Pen) state that the second factor that plays a crucial role in the formation of their beliefs regarding NSE is what they have learnt from their parents and teachers and their direct experiences. As illustrated by examples 7.6 and 7.7 (James and Maneerat) in Chapter 7, what the participants have learnt from their parents and teachers, and what they have experienced has a great influence on their perception of things around them or in this case, NSE. To clarify, since English has become more and more important in Thailand, the number of Western teachers (particularly from the Inner Circle countries) hired to teach English throughout the country has increased. They are the first choice for those looking to hire staff. This is supported by OBEC (2013) who hired a large number of English teachers from the Inner Circle countries to teach English in Thailand. They were sent to be English teachers at every educational level from primary school to higher education. The job advertisements, as previously mentioned in Chapter 4 (section 4.4), include very clear statements that applicants for the role of English teacher must be nationals of one of the Inner Circle countries.

Regarding the findings from the first group of the participants, four out of eleven students (Ubon, Wan, Din, and Fon) perceived that teaching and learning materials also affected their perceptions of NSE. As can be seen from the examples provided by Ubon (example 7.4) and Wan (example 7.8) in Chapter 7, pictures or images presented in

books affected their perceptions of whether someone is a NSE. This notion is supported by several studies (Hall, 1992a, 1992b, cited by Pavlenko & Norton, 2007; Holliday & Aboshiha, 2009) as noted in Chapter 4 (section 4.3). When looking at Thailand where this study took place, it can be seen that most textbooks, reference works and supplementary materials are exclusively produced by English and American publishing companies, such as Pearson, McGraw-Hill, Macmillan, Cambridge, Oxford and Longman (Dewey, 2015; Jenkins, 2007; McKay, 2002; Methitham, 2009). Thus, the idea of native speakers as linguistically superior teachers has been extensively authorized by educationalists and local practitioners and promoted through ELT conferences, training programs, and teaching materials (Leung, 2005). Dewey (2015) and Boriboon (2011) mention that many ELT materials, teaching theories, and research-supported originate from the linguistics organizations of these two countries. Because of the idealization of the native speaker of English, these countries are believed to be the centres of ELT, countries that have authority to determine and control the direction of ELT. As a result, the students from the first group seem to trust teaching and learning materials associated with the Inner Circle countries, especially Britain and America. It is hence not surprising that the notion of NESTs is still pervasive in ELT environment in Thailand particularly in evaluation of language proficiency of students, teachers and ELT materials (Boriboon, 2011; Watson-Todd, 2006).

As mentioned by Wan in example 7.8, the teaching and learning materials produced by Western countries are perceived as a reflection of the prosperity of these countries. Their cultures are the main content within those teaching and learning materials. It seems that teaching and learning materials are employed as one of the main tools to share or expand their cultures with other groups of people who have different cultural and linguistic backgrounds. In relation to this crucial point, Kumaravadivelu (2003a, 2008) and Mauranen (2012) view that such teaching and learning materials are not a neutral medium. To make it clearer, they represent a bias of cultural values, beliefs and attitudes. However this hidden ideology is infrequently recognized and mentioned. As can be seen from these materials, the culture, race and ethnicity of the Inner Circle countries are demonstrated as being superior to those of the other Circle countries

(Kubota, 1998). To support this notion, Prodromou (1992) argues that the language forms and discourse patterns in these materials are based exclusively on British or American English. They are filled with characters and cultural topics from these Inner Circle countries. In addition, the negative aspects of native speaking cultures and societies are seldom discussed (Lummis as cited in Kubota, 1998). In addition, the majority of the demonstrators that appear in the materials, especially books and videos, are white. They work as the representatives of English language and of how English should be taught and learnt. If the cultural discourses represented in the materials are not carefully handled in classrooms, the idea of the native speaker might come into play, as the students might perceive that the language and images used in the textbooks are generally accurate, appropriate and acceptable.

Another reason for this perception is British colonialism and the economic expansion of the USA as proposed by Cherry in Chapter 7 (example 7.9). Although Thailand was not a British colony, it is evident that colonialism and the US economic dominance have influenced the ideas of the participants in this study with regard to who is or is not an English native speaker. Regarding this particular point, Phillipson (1992: 109) states that "whenever British have settled, they have taken their language with them". Phillipson's suggestion is that after the British had gained the political and economic power over the region, a standard British English model, along with a British education system was introduced to the locals. Since then, "English inevitably and rapidly became the language of power in the British territories of South-east Asia" (Crystal, 2003: 56). Because of the initial spread of British colonialism, and the political and economical roles played by those two countries, hierarchical distinctions have been created. Western countries are perceived as the countries of prosperity and civilization. This hierarchy system has had a significant impact on the minds of the participants in this study, leading them to consider people from the Inner Circle countries as NSE.

Additionally, there is a link between the extra-curricular activities offered by the universities and the ways in which the students constructed NSE. According to the data collected from the EPAs' interviews, each university provides many activities for

teachers and students to celebrate each year, such as Halloween, Thanksgiving, and Christmas. With regard to this, Methitham (2009) states that British and American cultures are perceived as the most popular and often identified as the most worthwhile cultures to include as part of the teaching and learning processes, whereas local culture rarely receives significant attention. Methaitham (ibid) proposes that the cultural activities mentioned earlier are used to idealize Western culture, and one of the participants from Methaitham's study mentioned that:

"these activities allowed the students to get a little bit nearer to the culture of the west [...] as we call ourselves Department of Western Languages".

There is nothing wrong with celebrating Western events, since they provide good opportunities for students to learn more about English culture. However, those activities might place students at risk of being subject to linguistic and cultural imperialism if the cultural promotion activities are not considered critically. The students are likely to consider that learning from people from the West, especially from the Inner Circle countries is the only way to become proficient in English and as a result, they may marginalize their local traditions and teachers.

### **8.3 Construction of NSE as from the Inner, Outer and Expanding Circles countries**

This second perception of NSE emerged from twenty-one of my thirty-five participants' interviews. As previously mentioned in Chapter 7, this second group of the participants includes five students, six NESTs, six NNESTs and four EPAs. As can be seen in examples 7.12 to 7.15 provided by Nim, Alex, Teerapong and Kongpob in the previous chapter, these participants do not think that NSE are from any particular country or that they are of any particular nationality. In other words, they believe that English does not belong to any geographical or ethnic group. To support this view, Shohamy (2006: 171) states that:

"Who owns English? " is a question frequently asked about the language that has become the "world" language, the main means of communication, with no exclusive ownership of anybody. English is a free commodity [...] it is free to be used, shaped and moulded by anybody in different ways, as is the case for its million users who construct and create endless types of "Englishes". English does not belong to anybody specific, not to a nation, not to a group, it belongs only to those who want to own it.

From the statement above, it can be seen that English can no longer be regulated by the rules of any one particular set of speakers. Everyone has an equal chance to claim ownership of English as long as he/she employs English as a tool for communication in his/her daily life.

To explain this specific phenomenon, one of the main factors that influences the perceptions of participants to view NSE in that particular way is the changing role of English, which has become an international language or a world language as previously mentioned in Chapter 2 (section 2.5). From the data collected, six out of twenty-one participants (two students (Nim and Tee), two NESTs (Alex and Anderson), one NNEST (Pop) and one EPA (Teerapong)) state that the new position of English plays a role in shaping their perceptions of NSE (see examples 7.12 and 7.13 by Nim and Alex in Chapter 7). Regarding this issue, it can be suggested that the new role of English brings challenges. The status of native speakers of English is not the only issue that has been widely discussed, but also the widespread use of English as a lingua franca in communication. As can clearly be seen, currently, English is not only limited to native-to-native or native to non-native communication, but is also now used for communication among non-native speakers who employ English as their L2 or as their foreign language (Jenkins, 2006a; Matsuda, 2003a; Seidlhofer, 2001; Widdowson, 2003).

As presented in Chapter 2 (section 2.4.3), English in Thailand is perceived as a lingua franca (Baker, 2009a, 2012; Kirkpatrick, 2010a; Watson-Todd, 2006). The locations of

the universities as mentioned in Chapter 5 (section 5.5), offer opportunities to the majority of the research participants to be surrounded by a diverse group of people who speak different mother tongues. As a consequence, English has become the main language of communication. By employing ELF, there are no boundaries between native and non-native speakers in international communication. All the Inner, Outer and Expanding Circle countries have a right to develop their own localized forms of English and to decide how to use these. As noted by Nim in Chapter 7 (example 7.12), mistakes are no longer perceived as problems which cause communication breakdowns. Moreover, several communication strategies as mentioned by Kirkpatrick (2008) in Chapter 2 (section 2.3.1) are implemented among ELF users. Thus, it can be said that people have the right to use English in whatever way they prefer, either in or out of their communities to accomplish their goals. In other words, English users, particularly from the Outer and Expanding Circle countries, are free to utilize English within their own cultural frame of reference that might be detached from the frame of reference and cultural values of native speakers.

Examination of the backgrounds of the participants shows that the majority (twenty out of twenty-one participants) had spent time abroad, either for education, vacation or work (see Appendix 15). Throughout their lives as learners, workers (teachers) or travellers (either in the Inner, Outer or Expanding Circle countries), they have been experiencing multicultural and multilingual groups of people. In addition, the educational background of the participants as illustrated by Teerapong in Chapter 7 (example 7.14) might have led the participants to form their beliefs that anyone could be a NSE. By investigating the backgrounds of twenty-one participants who were part of the second group, it can be seen that their educational backgrounds (their study programs in particular) are related to ELT. Specifically, two students (Tee and Nim) were studying an English program when the data was collected, whereas the other nine participants (one NEST (Alex), five NNESTs (Danai, Pen, Pop, Fatimah and Teerapong), three EPAs (Saisawat, Ple and Kongpob) had completed their studies, either in Applied Linguistics or English as an International Language (see Appendix 15). As a result, these participants have had more opportunity to familiarize themselves with different concepts of English than the

participants who have not studied or completed their degrees in ELT, as reported by Jin (2005). Thus, it can be assumed that their experiences of other countries and their educational backgrounds shaped and reshaped their perceptions regarding NSE.

Because of the changing status of English as mentioned above, continuously perceiving Inner Circle people as the only NSE is no longer practical and should be reconsidered (Chapter 7, example 7.14). It can be clearly seen that ELF has started to challenge the concept of ownership of the English language by native speakers. This challenge has been brought about by the increasing number of non-native speakers of English around the globe who now outnumber native speakers (Canagarajah, 2005b; Crystal, 2003a; Seidlhofer, 2001; Yano, 2001). It has been noted by scholars in the field of TESOL (e.g. Brumfit, 2001; Jenkins, 2006b; Matsuda, 2003a; Seidlhofer, 2001; Widdowson, 2003), and is supported by the groups of participants in this study that English no longer belongs to a particular group of people. Anyone who uses English can claim authority over the language or ownership of it. To make this point clearer, the ownership means the power to adapt and change of any language in effect rests with the people who use it, whoever they are, however multilingual they are, however monolingual they are. Therefore, it is not beyond the reality that the existence of English as a means of communication should not adhere to any native speakers of English norms.

#### **8.4 Construction of NSE and their external appearance**

Within this section, the relationship between the perceptions of NSE and their external appearances is discussed. As can be seen in Chapter 4 (section 4.3), many studies have been conducted in order to investigate the perceptions of educational stakeholders regarding the specific physical appearances of NSE (Amin, 1997; Braine, 2005; Kubota and Lin, 2009; Liu, 1999; Pavlenko & Norton, 2007; Romney, 2006). The majority of previous research demonstrated that physical appearances, particularly those of white, had a significant effect on the way that participants perceived who was a NSE. The participants involved in those studies tended to believe that real NSE needed to have white skin. Those without white skin, although they held British or American passports, were not considered to be real NSE or were perceived as second class citizens.

Some interesting findings emerged from this study. The majority of participants (thirty-three out of thirty-five), perceived that there was no relationship between external appearance and NSE. To make it clearer, twelve out of fourteen participants from the first group and twenty-one participants from the second group thought that there was no link between NSE and their physical appearance. In other words, there is no physical attribute that indicates whether someone is a NSE. Anyone, whether he/she is a white Caucasian, or dark skinned, has an equal chance of being perceived as a NSE. The findings from this current study thus contradict the findings of the previous studies presented above. To explain this, one of the issues that we need to take into account is the context of the study.

As mentioned in the previous section, Thailand is perceived as one of the most popular tourist destinations. A large number of visitors from the three circle countries visit Thailand every year. As noted by Pen in example 7.17 in Chapter 7, the research participants have many opportunities to be surrounded by multicultural and multilingual groups of people from around the globe, not only in Thailand where they live, study or work but also in other countries. Regarding the data mentioned in the previous section, most of the participants had had the opportunity to study, work and travel abroad, and to meet and spend their lives among diverse groups of people. This provides them, again, with many opportunities to be exposed to large number of people with different external appearances. As stated in Chapter 7 (examples 7.16 to 7.19) by Ubon, Pen, James and Kongpob, physical appearances and NSE are two different things. External appearances should not be used as a means to judge if a person is a NSE. In Ubon's personal view, English is a language. It is separate to the external appearance of English users and cannot be used to indicate if someone is a NSE. This data indicates that the life experience of the participants has a significant influence on their perceptions of things or people.

Another point to discuss here is media. As previously presented in Chapter 4 (section 4.3) and in the previous section, more than half of the participants from the first group

based their beliefs regarding NSE on movies or TV shows which frequently originate from Western countries, America and England in particular. This media led them to believe that NSE all came from the Inner Circle countries. However, a different perspective on how the media influences the ideas of the participants within this study is proposed by Fatimah in Chapter 7 (example 20). It can clearly be seen that many of well-known film production companies, such as Columbia Pictures, Warner Bros, Paramount Pictures, 20th Century Fox, Marvel Studio, DreamWorks Animation, Universal Studios, Pictures and New Line Cinema, have released different types of movies which include actors and actresses of different nationalities, linguistic backgrounds and external appearances. In contrast, the film industries attempt to include more accurate pictures of the real world into their movies by mixing people from different cultural backgrounds and external appearances into those movies. Movies are perceived to be one of the main sources of information on social issues and have a significant impact on the way that viewers see the world as proposed by Liebert et al. (1973: 18) who states that "it communicates information about the social structure and it shapes attitudes about ourselves, others, and the world at large". Nevertheless, it should be noted here that different participants have different perceptions of how the media influences their perceptions of NSE. Some of them feel that the media gives them an image of white with blue eyes and brown hair as presented by Cherry in the following paragraph, while some think that the media provides them with the idea of diversity as demonstrated by Fatimah an mentioned above.

In Chapter 7 (examples 7.10 and 7.11) Cherry and Fon noted features that Kubota and Lin (2009: 2) mentioned as discussed in Chapter 4 (section 4.3), "white skin, blond hair, brown hair and tall" were among the most frequently recurring descriptors of real NSE. Less frequently mentioned features included having a large or high nose, and/or beautiful eyes. Concerning Cherry's perspective, she links NSE to their external appearances because of the movies she has watched. This view is supported by different research findings (Holliday, 2008a citing Kubota et al., 2005; Kubota & Lin, 2009; Liggett, 2009b; Romney, 2006) as mentioned in Chapter 4 (section 4.3). As noted by Cherry, the majority of the movies or American series from the international television

include actors and actresses who are white with blue eyes and brown hair. She later employed these external appearances as the main criteria to evaluate whether or not someone was a NSE. Through watching these movies, Cherry automatically perceives that NSE are people with these external appearances. It seems that she would not accept someone as a NSE who had different skin color to those people in the movies. Thus, it can be said that the media is able to influence people's perceptions so that they conform to stereotypical external appearances associated with NSE.

As discussed in Chapter 4 (section 4.3) and in section 8.2 within this chapter, ELT materials as proposed by Cherry (example 7.10) and background as illustrated by Fon (example 7.11) also affected how the participants perceived NSE. It should be noted that white people are increasing becoming a minority because of the large scale introduction of immigrants from the rest of the world. Therefore, we have to be aware of the fact that even though America and England are still the leading countries in ELT, many of their members are no longer white, but are from different cultural backgrounds and have different external appearances.

Before closing this section, it is worth mentioning that although the majority of the participants perceived that there was no link between NSE and their birthplaces and external appearances, they were aware of the idea of NSE as Inner Circle groups of people with particular external appearances (white with blue eyes and brown hair) and they knew that these people were still favored by the majority of Thais (examples 7.21 and 7.22 in Chapter 7). Thai people, in general, view white Caucasian NSE as symbols of prosperous countries. They are seen as first-class citizens, whereas non-white NSE are seen as second-class citizens, without money. This view is also supported by Pacek (2005), Thornbury (2006), Watson-Todd (2006) and Watson Todd and Pojanapunya (2009) as noted in Chapter 4 (section 4.4). Again, it is the key factors addressed at the beginning of this chapter that keep this misperception alive and strongly embedded in the perceptions of Thai educational stakeholders. Examples of these misperceptions can be seen in examples 7.21 and 7.22.

## **8.5 Construction of NSE and teaching effectiveness**

Although the findings from the study illustrate that some participants consider NSE to be people from the Inner Circle countries, who are nationals of those countries and who have specific physical appearances as mentioned in Chapter 7 (section 7.4), they do not link these to characteristics of effective teaching. All participants strongly agree that there is no relationship between the native backgrounds of the English teachers and the quality of their teaching (Chapter 7, section 7.8). To clarify, the participants saw no connection between whether or not a teacher was effective and their country of origin (either from the Inner, Outer or Expanding Circle countries), their nationality (e.g. British or American), the first language they speak or their physical appearance (e.g. white or non-white).

Instead of looking at the native backgrounds of the teachers, all the groups of participants made a judgment about their teaching effectiveness by looking at their teaching characteristics. As noted in Chapter 7 (section 7.6), the participants identified five characteristics of effective English teachers. Since the five characteristics proposed by the participants match those in the effective language teacher framework as proposed by Brown (2001) and other previous studies mentioned in Chapter 3 (section 3.5), they could be used as criteria to indicate if the teachers are able to provide effective teaching. Before starting to discuss each characteristic, it needs to be stated that the characteristics presented below are not in order of importance.

The first characteristic identified in this current study is "Personal characteristics" and is probably the most frequently cited dimension of teacher effectiveness in the related literature (see Chapter 3, section 3.5). This first characteristic is noted by twenty-six participants (eight students, seven NESTs, seven NNESTs and four EPAs). As stated in Chapter 7 (section 7.6), the teachers who are patient (see Anderson, example 7.43), passionate, dedicated, excited to teach (see Alex, example 7.44) and not hesitant to learn and develop their teaching skills and knowledge (see Alex (example 7.45) and Teerapong (example 7.46)) are the most frequently mentioned by the participants. These qualities have been mentioned in several previous studies conducted by Brown (2001),

Campbell et al. (2004), Chen and Lin (2009), Chen (2012), Delaney, et al. (2009), Hains-Wesson (2011), Strong et al. (2011), Walls et al. (2002), Witcher (2003) and Witcher et al. (2001), as one of the most important characteristics of effective English teachers. Day (2004) and Thornton et al. (2005) argue that teachers who are passionate, dedicated, and excited about teaching their topics are more likely to succeed in transferring knowledge to their students. This personal characteristic leads the teachers to design their lessons carefully and as a result lessons are more interesting, which can increase the learning motivation of students. Establishing close relationships, being friendly, caring, open minded, and showing empathy to their students (Clark & Walsh, 2002; Day, 2004; Hay McBer, 2000; Lowman, 1995; Park & Lee, 2006; Schaeffer et al., 2003), being flexible both inside and outside the classroom (Anderson, 2004; Hay McBer, 2000), are other personality traits generally found in the literature. Even though these personality traits are less frequently mentioned by the participants in this study (two students, one NEST and three EPAs), they are also perceived as important personality traits for every English teacher as the studies (ibid) insist that "Being close to, rather than distant from learning and the learners [...] increases the capacity of teachers to do their job well". It hence becomes one of the most significant factors in increasing student motivation and their involvement (Chickering & Gamson, 1991).

Moving to the second characteristic, "Pedagogical characteristics", sixteen out of thirty-five of the participants (seven students, two NESTs, six NESTs and one EPA) chose this second characteristic as necessary for an effective English teacher. What the participants note corresponds with Neil, (1991) who proposes that to provide teaching effectiveness, only acquiring knowledge of the subject to be taught is insufficient, and that teachers also need knowledge of how to teach that subject. In this current study, the ability of teachers to transfer their knowledge (Chapter 7, examples 7.47 and 7.48) and link their teaching material to real-life contexts (Chapter 7, example 7.49) are the most significant issues illustrated by the participants. This finding is consistent with studies by Brown (2001), Qunying (2009) and Witcher et al. (2001) who state that a qualified teacher is a person who is knowledgeable about how to teach. He/she recognizes what teaching strategies are appropriate or inappropriate for each particular group of his/her students.

He/she is able to utilize different teaching strategies, adapt teaching and learning materials to serve students' needs in different contexts. Teachers who employ different teaching approaches and activities are perceived as more effective than teachers who follow just one teaching approach (Day, 2004). Thus, multiple approaches to pedagogy are important tools that are needed to deal with the diverse of background of students. Dunne & Wragg (1994: 23) summarize the importance of "[...] arousing and maintaining pupil interest [...]" through "[...] attracting initial interest [...] achieved from different approaches that the teacher might adopt".

As proposed by Rung (example 7.49) and two other participants (Naruemon and Tee (students)), an effective English teacher is also proficient in linking or finding connections between teaching materials and real-life situations. Regarding this, Day (2004: 15) states that "Unless students are able to see the connection between what they are learning and how they might put such learning to work in a real life context, their motivation to excel will remain uneven at best". Effective teachers consequently should be able to show students how to apply what they have learnt to their real-life settings (Day, 2004; Hay McBer, 2000; Kyriacou, 1998; Robertson, 1996; Stones, 1992).

Among the four groups of participants, moreover, it can be noticed that the students were the only group who thought that what teachers teach should be connected to real-life contexts. The other groups of the participants may not be aware of this crucial point. In relation to teachers (NESTs and NNESTs), for example, what they have taught may mainly be based on the curriculum or books provided by their universities. In Thailand, as discussed earlier in section 8.2 and Chapter 2 (section 2.4.1), the majority of teaching and learning materials are produced by Western countries. Therefore, most of the material is linked to those particular countries. The teachers, consequently, do not have much opportunity to design their own teaching and learning materials since they are asked to use the books offered by their institutions. In the case of the EPAs, in contrast, they may not be aware of this particular point because their main responsibility is the administration of their organizations rather than teaching.

The third major factor for effective teaching that has emerged from the study is "Cultural sensitivity". This characteristic is mentioned by eighteen (twelve students, two NESTs, three NNESTs and one EPA) out of thirty-five participants. As noted in examples 7.50 and 7.51 in Chapter 7 by Gun and Anderson, an effective English teacher needs to be aware that different students have different styles of learning, and different language proficiency. It is not only NESTs who need to be aware of these differences but also NNESTs. Although NNESTs are perceived to share the same cultural backgrounds as their students, they need to recognize that there are differences depending on the context. In Thailand, for example, people from different parts of the country have different beliefs, cultures and nationalities. They were brought up, and taught in different ways by different groups of people. As illustrated in example 7.51 by Anderson, these differences may affect their behavior. Thus, if NNESTs or Thai English teachers (in this case) who are originally from the South, for instance, have to teach English to students in different regions (for examples, in the North or Northeast) where different cultures and beliefs exist, pre-investigating the backgrounds of the students or people who live within those particular contexts, attempting to understand them and incorporating these factors into teaching practices may mean that they are able to support them (students) to learn more successfully.

What I have discussed above is also corroborated by many scholars who insist that teachers who understand their students well will be able to anticipate problems before they happen (Anderson, 2004; Day, 2004; Dunne & Wragg, 1994; Hay McBer, 2000; Kyriakides et al., 2002; Robertson, 1996). They will know what are appropriate or inappropriate activities and teaching and learning materials for their students. As a consequence, they are capable of designing a safe, comfortable and attractive learning environment for their students within specific teaching and learning contexts. Each student comes to class with a different background, and these differences can affect the way they behave in the process of their learning. Thus, it becomes a challenging mission for every teacher to deal with the diverse backgrounds of their students (Clark and Walsh, 2002).

"Linguistic characteristics" is the next characteristic identified by twenty participants (seven students, four NESTs, five NNESTs and four EPAs). It has been considered as one of the crucial variables in foreign language teaching (Barnes & Lock, 2013; Buchmann, 1984; Ghasemi & Hashemi, 2011; Lafayette, 1993; Park & Lee, 2006; Schulz, 2000). As noted in examples 7.52 and 7.53 by Pop and Lin, increasing the English language proficiency of students, in terms of speaking, listening, writing or readings skills, is perceived as a vital aim for every English teacher. In order to transfer those English skills to the students more successfully, both NESTs and NNESTs should have a high level of ability in those specific skills as Witcher (2003) and Buchmann (1984) insisted that a teacher's command of a foreign language made it possible to use the target language in class, personalize lessons according to students' backgrounds, and facilitate effective lesson planning. Regarding the examples provided by Pop and Lin and another eighteen participants in this study, it can be said that the more the teachers show a high level of proficiency in English, the more they will be perceived as the effective English teachers. Within this study, however, the participants do not have a clear idea of what a high level of language proficiency actually means. This characteristic is also elicited from a study conducted by Wichadee (2010) and Park and Lee (2006) who investigated the perceptions of teachers towards the characteristics of the effective English teachers. They found that the highest ranking characteristic of effective teachers was Linguistic ability. Thus, it can be assumed that being proficient in English plays a vital role in the perception of whether or not teachers are effective in ELT (Brown, 2001; Day, 2004; Hay Mcber, 2001; Hedgecock, 2002; Shishvan and Sadeghi, 2009).

In relation to this study, more specifically, every educational stakeholder should be aware that there is no relationship between the native background of English teachers and their language proficiency levels. In other words, NESTs or NNESTs are perceived as a social category rather than an indicator of language proficiency. To become a successful English teacher, it is not necessary to speak English as a mother language, to be born and brought up in an English speaking country or to be a national of one of those countries. Every English teacher, no matter where they come from, what their

nationality or first language or their physical appearance, has an equal opportunity to become successful. Different factors, such as teachers' educational backgrounds and their previous experiences, should be taken into consideration in order to measure if those particular English teachers are knowledgeable with regard to their English skills. As stated in Chapter 2 (section 2.4.2), the language proficiency of NESTs and NNESTs should not be compared with one another and achieving native English proficiency is not necessarily appropriate. In contrast, the language proficiency of each English teacher should be measured individually by employing the most appropriate measurement strategies or the criteria most suitable for that particular teacher or context.

The last characteristic identified by the majority of the participants in this study (eleven students, seven NESTs, six NNESTs and four EPAs) is "Professional characteristics". This characteristic can be supported by the various studies conducted by many educational scholars, such as, Borg (2006b), Borich (2000), Brown (2001), Day (2004), Desai et al. (2001), Faranda & Clarke (2004), Hay Mcber (2000), Kelley et al. (1991), Lee (2010), Miller (2012), Walls et al. (2002) and Witcher et al. (2001). These studies show that "Professional characteristics" is one of the main factors used to judge whether a person is qualified to teach. As proposed by Nu in example 7.54 in the previous chapter, the participants perceive that effective English teachers should have completed their degrees in ELT. When considering this in more detail (see examples 7.57 and 7.58 provided by Ubon and Lin), however, it can be noticed that most of the participants in this study (twenty-five out of twenty-eight) were very flexible in their thoughts about the educational backgrounds of the teachers. In other words, they did not perceive that completing or holding a degree in ELT was essential for teachers, as long as the teachers had some teaching experience in ELT. Nevertheless, a completed degree in ELT is still important for English teachers, since it is perceived by some participants (Danai and Wan, examples 7.55 and 7.56) as the symbol of an effective English teacher. Without a degree in ELT, some people may assume that the teacher is not sufficiently qualified.

When further examining the perceptions of the participants in relation to the last characteristic of effective English teachers, it seems that what the participants thought,

particularly in relation to the educational backgrounds of the teachers (degree and field of study completed) as stated above, only applied to NESTs. The effect of this perception on employment in the ELT industry, and especially on the process of hiring practices in Thailand, will be discussed in the following section.

### **8.6. Construction of NSE and hiring practices in ELT**

Whether or not English teachers should be NSE is one of the significant issues surrounding hiring practices in Thailand. Although the majority of the participants in this study clearly feel that any teacher (NEST or NNEST) could be a qualified English teacher and would be equally capable of offering help and support to their students to improve their English skills, the data collected, especially from the EPA group, seems to indicate that they still perceived that NEST applicants were superior to NNEST applicants. This can be seen from the following discussion.

Due to hiring practices, as seen in examples 7.37 and 7.38 by Alex and Maneerat in Chapter 7, NESTs are offered better salaries than NNESTs even when NESTs are hired as temporary English teachers and are less qualified than temporary or permanent NNESTs who teach English. This view is supported by a study by Phothongsunan and Suwanarak (2008). This seem to be the only study concerning this specific issue in Thailand. Phothongsunan and Suwanarak interviewed Thai English teachers about their teaching status in comparison to NESTs. They found that, in term of remuneration, all the participants illustrated that NESTs received higher salaries than Thai English teachers, including extra teaching wages. The finding from this current study and the study conducted by Phothongsunan and Suwanarak (ibid) also showed that the participants seemed to accept such an inequality without resentment. They did not question the preference given to NSE, even though it gave them an unfair privileged position and better salaries. Instead, they remained positive, stating that their students would have a greater advantage in terms of language acquisition and the expansion of their linguistic horizons. I personally perceive that both NESTs and NNESTs should be treated equally. Their remuneration or salary should not be evaluated by their native background because it does not indicate whether or not they are qualified teachers. The

salaries of both NESTs and NNESTs should be determined by employing the same criteria and they should be paid the same salary and other welfare and accommodation benefits and extra teaching wages. This would promote fairness (Phothongsunan and Suwanarak, 2008).

Regarding the point proposed above, two main points were raised by the participants in this study. The first one concerns, as mentioned by Maneerat, the established ideology of native ownership of English and the native speaker fallacy, which still has a great influence on the ELT context in Thailand. Regarding the perceptions of the EPAs (example 7.72 by Saisawat) in the previous chapter, the hiring of new English teachers in most universities in Thailand is not solely based on an EPA but on other university committees and administrators. The majority of members of those committees and the administrators are from the older generation and have not completed their degrees in ELT. Their life experiences, combined with inadequate background knowledge about ELT, means that many of these people still perceive that English teaching should be based on native norms, i.e. British or American English. Thus, the label of ‘native speaker of English’ has a significant impact on the salary that these teachers are paid (Celik, 2006, Le, 2011, Ngo, 2008). The second factor concerns the marketing strategy as presented by Fatimah in example 7.39 in the previous chapter. The strategies are designed to establish a good reputation for those educational institutions (Clark and Paran, 2007; Moussu, 2006). Thus, educational institutions prefer to hire NESTs in order to be able to advertise that the students in their institutions are taught by NESTs. NESTs attract students and parents and allow institutions to compete with other institutions (Moussu, 2006; Saafin, 2005).

In relation to hiring practices, moreover, all teachers and EPAs state that the qualifications of NEST applicants are viewed more flexibly than those of NNEST applicants. As demonstrated in the examples provided by Ple and Maneerat (examples 7.40 and 7.41) in Chapter 7, it is unacceptable for applicants who are perceived as not NSE or Thai in this case to apply for teaching positions in Thai universities with a bachelor degree certificate. To be able to apply, they need to provide a higher degree

certificate (masters degree, at least) and the position for which they are applying needs to match the program from which they have graduated. This hiring phenomenon occurs for one simple reason; they are not native speakers of English and to prove their language proficiency, a master degree is required (Phothongsunan and Suwanarak, 2008). Thus it can be suggested that applicants who are believed to be NSE will be offered greater and better job opportunities to teach English in Thailand.

Since NESTs are perceived as "specialists" or "experts" from the perspectives of Thais, they therefore have a prestigious status while teaching English in Thailand. Once they are hired, they are automatically granted this title without going through the normal professorship process which is required among local teachers, such as, getting articles published, conducting research and writing textbooks. This is supported by Clark and Paran (2007: 407) who illustrate that "the native still has a privileged position in ELT, representing both the model speaker and the ideal teacher". NNESTs, in contrast, "are often perceived as having a lower status than their native-speaking counterparts, and have been shown to face discriminatory attitudes when applying for teaching jobs" (ibid). It seems that the perceptions of the majority of the participants agree with Dewey (2014) and Jenkins (2006a). Jenkins (ibid), specifically observes that an applicant who is defined as a native speaker from one of the Inner Circle countries is very likely to obtain a well-paid teaching position in Thailand. Also, the applicant is likely to get a job offer even if he or she does not have much teaching knowledge (Canagarajah, 2006). As illustrated by Danai (example 7.42), there are several educational institutions in Thailand, particularly at primary and high school levels, which hire backpacker English teachers who are visiting Thailand just for a vacation. In addition, he mentions that some of them have no teaching experience, just the language skills. However, they are still perceived to be able to teach because of the notion of the superiority of native speakers and because of linguistic imperialism, in which NSE are thought to be the originators of ELT and learning theories as earlier mentioned.

It can also be noticed from the findings that in general, Thais not only associated NSE with birth locations and linguistic orientation but also with their external appearance as

previously mentioned in section 8.4. By taking this into consideration, as demonstrated by Kongpob (example 7.74), the applicants are judged using the stereotypical view that a particular look fits in with a particular job, especially an ELT position. Only white NSE are defined as NESTs for hiring practices. In some countries, including Thailand, nationality and its correlation with native English speaker status may even have led to NNESTs being employed as NESTs, perhaps because their fair hair, light-coloured eyes and skin made them seem more likely to be NESTs in the eyes of some audiences (Kim, 2006). This problematic perception has led some NEST and NNEST applicants to understand that employers will only hire the applicants who meet with their customers' expectation by having Caucasian looks or blond hair, white complexions, green or blue eyes and prominent noses (Methitham, 2009). This problematic view can be seen from various sources such as English development projects provided by Ministry of Education and OBEC (2013), job advertisements and the hiring procedures of schools, universities, tutorial schools or other organizations. These jobs prioritize NSE from Kachru Inner Circle countries, and marginalize applicants from other circle countries (Watson-Todd, 2006). They are perceived by most Thais as models of teaching and learning English (ibid). As a consequence, employers from educational institutions in Thailand are likely to view NESTs who are white as more qualified and appropriate teachers than non-white NESTs and local NNESTs in terms of academic competence and professional performance. This phenomenon is reminiscent of what Holliday (2005: 114) encountered when speaking to one of his British interviewees working as an ESOL (English for Speakers of Other Languages) educator in Thailand:

"[...] there were other Thai teachers that spoke excellent English that could have done what we were doing and the only reason that they were not employed in the same capacity as us was that the parents of the children [...] expected to see a native speaker teaching their children. It was a question of prestige and image, something that seems quite important in Thai (or at least in Bangkok) society".

The misconceptions and misunderstandings presented above are not only present in Thailand. Holliday (2005) insists that ideas of "prestige and image" exist in every

person's mind no matter to which society they belong. To support this, Jenkins (2006a: 172) notes that inequality in job employment opportunities is occurring around the globe and that "employers continue to argue that they are obliged to provide the (native speakers) teacher that learners (and in many cases, their parents) prefer". Also, Mahboob (2003) and Moussu (2002) propose that a dichotomy exists in hiring practices and that some teachers are not hired because they are perceived as not NSE. Such misconceptions about native speakers have had an impact on English teachers where NESTs retain an undeniable superiority over NNESTs, leaving NNESTs with a sense of inferiority and low self-confidence.

Because of the discrimination mentioned above, TESOL published A Position Statement against Discrimination of Nonnative Speakers of English in the Field of TESOL (TESOL, 2006). It states that making hiring decisions solely by looking at the native background of applicants is discriminatory against well-qualified individuals. It also mentions that TESOL is against such discrimination and that employment should be based on the language proficiency of the applicants, as well as other criteria such as their teaching experience, without any reference to native background. Thus it could be said that English teachers should be hired based on what they know rather than who they are. Even so, the majority of NNESTs still feel insecure and disadvantaged (Ellis, 2002; Mahboob, 2005; Rajagopalan, 2005). They are still not offered equal employment opportunities compared to NESTs (Dewey, 2014; Holliday, 2005; Jenkins, 2000; Kirkpatrick, 2006; Mahboob, 2004, Shin, 2008). Fortunately, this TESOL discrimination problem is being discussed currently and different groups of educational stakeholders are well aware of the existence of the problem.

### **8.7 Perceptions on differences between NESTs and NNESTs**

The characteristics of effective English teachers have already been discussed in section 8.6. Within this section, the differences between NESTs and NNESTs from the perspectives of the students, NESTs, NNESTs and EPAs, will be provided. The findings illustrate that NESTs and NNESTs are perceived differently in five ways; Cultural sensitivity, Linguistic characteristics, Pedagogical characteristics, Personal

characteristics and Hiring practices. Since the aims of this study are not to investigate who is a better teacher or to question the validity of NEST/NNEST distinctions, their differences as mentioned below do not indicate that one group of teachers is better than another but instead represent how the participants view English teachers. In addition, because the main aim of this study is to explore the influence of the constructions of NSE on ELT and teachers' hiring practices, it is more appropriate to discuss the last dimension of differences between NESTs and NNESTs, hiring practices, in the previous section. Within this section, therefore, only the first four perceived differences between NESTs and NNESTs will be presented.

### **8.7.1 Cultural sensitivity**

Regarding the first issue, understanding the learning styles of students and hierarchical distinctions between teachers and students are discussed here. The majority of the participants (sixteen students, three NESTs, eight NNESTs and four EPAs) perceive that NNESTs who share the same cultural background as their students are able to understand their students better than NESTs who have a different cultural background to their students (Chapter 7, example 7.23). This is because those who share a cultural background with their students are better able to plan effective ways to teach their students the target language by drawing on their shared cultural knowledge (Auerbach, 1993; Medgyes, 1992). They recognize which teaching methods and materials are suitable or unsuitable for their students and can avoid making inappropriate cultural references by asking their students to do things that may irritate or offend them (McKay, 2000; Samimy & Brutt-Griffler, 1999). NESTs, as illustrated by Danai in example 7.23, conversely, may lack experience and awareness of the culture of their students. Studies conducted by Jeon and Lee (2006), Zhang and Elder (2011) and Üstünlüoğlu (2007) found that most NESTs have limited experience of the local cultural and pedagogical contexts since they are regularly hired on short-term teaching contracts. Consciously or unconsciously NESTs may not be sensitive to the cultures of students. This unfamiliarity may cause some difficulties with teaching practice (Phillipson, 1996). However, it needs to be noted that no NNESTs have experience of or understand all aspects of the culture to which they belong. So it is not fair to expect NESTs to know

them all either. As mentioned in Chapter 3, moreover, some NESTs have been living and teaching in one particular area for many years and this might provide them with opportunities to learn and understand cultures and learning styles in the same way as NNESTs.

Another point in relation to Cultural sensitivity is how the teachers are positioned in society. More than half of the participants (nine students, four NESTs, six NNESTs and four EPAs) believed that there was a significant power imbalance between NNESTs and students (Chapter 7, example 7.25). This can be called higher/lower statuses or "senior/junior" relationships (O'Sullivan and Tajaroensak, 1997: 31). As reiterated by Foley (2005), Thai people respect elderly people and authority highly. Education is very important and teachers are rewarded with a very prestigious and respected status. They are placed higher than or superior to students. This is reflected in the classroom where students are taught to listen to their teachers. Students hesitate to refuse, argue over, or question subject matter, methods, materials, or instructions that the teachers employ (Methitham, 2009). This can be linked to the concept of *Krengjai* which is practiced by Thais in all dimensions of life. *Krengjai* is defined as "[...] to be considerate, to feel reluctant to impose upon another person, to take another person's feelings (and ego) into account, or to take every measure not to cause discomfort or inconvenience for another person" (Komin, 1991: 164). Because of the concept of *Krengjai*, questioning or challenging teachers is perceived as inappropriate, and is discouraged in Thai society (Adamson, 2003; 2005; Foley, 2005; Mulder, 2000). In relation to NESTs, as example 7.25 shows, the participants had more confidence to share and discuss their ideas with NESTs. They felt relaxed about questioning their NESTs to clarify any ambiguous points concerning their study.

### **8.7.2 Linguistic characteristics**

Twenty-nine out of thirty-five participants (sixteen students, six NESTs, four NNESTs and three EPAs) believed that the ability to explain English language structure was the most important characteristic of NNESTs. What John illustrated in example 7.26 in Chapter 7 shows the same results as studies conducted by Árvai and Medgyes (2000);

Bae, (2006); Barratt and Kontra, (2000); Cheung and Braine, (2007); Jindapitak and Teo, (2013); Jindapitak (2014). The studies found that most NNESTs are very skilled at using English grammar because they had studied it in depth and were able to provide clear explanations for the construction and use of the English language. In most ELT contexts, this aspect is taken into a consideration at the beginning of each semester when allocating the teaching functions and responsibilities of both NESTs and NNESTs. Thus, the majority of the participants in this study feel that most NESTs would normally be responsible for teaching conversation classes, while NNESTs are normally asked to teach grammar, translations, and reading comprehension.

In addition, as identified by twenty-nine of the participants, the ability to use English naturally is regarded as the most important English skill for NESTs. This view concurs with studies conducted in Thailand by Jindapitak and Teo, (2013); Jindapitak (2014) and other contexts such as Bae (2006), Lasagabaster & Sierra (2002), Mahboob (2004) and Thonginkam (2000). These studies found that their participants felt positively about NESTs, specifically about their oral skills (speaking and pronunciation), possibly because they see that English is the mother tongue of NESTs and they have had the opportunity to use English all their lives. The participants thus perceived that they were able to use English more effectively and with greater spontaneity and more naturally in a variety of situations and contexts. NNESTs, on the other hand, usually exhibit a poorer competence, acquired through study and effort.

Although competency in English grammar and the ability to speak English effectively are viewed as the most important characteristics of NNESTs and NESTs by most of the participants, Sai (Chapter 7, example 7.27) has a different opinion about this particular issue. From her perspective, it is not as straightforward as using a teacher's native background to judge whether they are proficient in English, since these two points are not linked. As previously stated in section 8.5, being a native speaker of a particular language does not guarantee language proficiency. In her view, considering teachers on an individual basis based on their qualifications is more appropriate and practical.

### **8.7.3 Pedagogical characteristics**

Within this aspect, the ideas of teaching approaches and employing students' L1 are the main discussion points. Thirty-one out of thirty-five of the participants (thirteen students, six NESTs, eight NNESTs and four EPAs) stated that NESTs mainly employ a communicative teaching approach (Chapter 7, example 7.29). In this approach, teachers are viewed as facilitators who guide their students, not the transmitters of knowledge. Providing the students with opportunities to interact and to share their ideas among their classmates is the main objective of this teaching approach. NNESTs, in contrast, mainly use a traditional teaching approach (Chapter 7, example 7.30). In this approach, teachers are viewed as centres of knowledge or as knowledge givers (Grubbs, Chaengploy & Worawong, 2009; Phungphol, 2005; Thamraksa, 2003). Students are perceived as passive learners, who ought to be obedient and respectful to teachers. It focuses on teacher dominated 'chalk and talk' or rote learning. The students are asked to sit and listen to lectures provided by the teachers with less chance for discussion or expression of their own personal opinions or ideas. This finding is in accordance with previous research which found that NNESTs are perceived as traditional teachers employing traditional classroom teaching methodology and classroom management techniques (Barratt & Kontra, 2000; Benke & Medgyes, 2005; Lasagabaster & Sierra, 2002; Lin, 2005; Roh, 2006; Thonginkam, 2000).

One of the main influences on NNESTs to teach their students, by utilizing that particular teaching method, may be their own experiences when they were English language learners. This is called their "apprenticeship of observation" (Lortie, 1975). Since in a typical English classroom in Thailand teachers use grammar translation or audio-lingual methods (Saengboon, 2009), the majority of NNESTs or Thai English teachers in this study may think that these are the most suitable teaching strategies. This finding concurs with studies conducted by Borg (2003), Johnson (1994) and Numrich (1996). They attempted to examine English teachers' beliefs and their teaching practices. The studies found that the language learning experience of teachers influenced their beliefs about teaching and learning which formed the basis of their initial conceptualization of their EFL teaching during teacher education, and which influenced

them throughout their professional lives. The studies show that, specifically, the decisions of teachers regarding their teaching strategies, teaching materials, activities and classroom organization were generated by their own L2 learning experience. They decided to promote or avoid specific instructional strategies on the basis of their positive or negative experiences when they were learners. Consequently, although new teaching methodologies (the communicative teaching approach, for instance) have been proposed by different scholars within the field on ELT in Thailand, those NNESTs who are familiar with traditional teaching methods may find it difficult to implement those new teaching strategies (Nonkukhetkhong, Baldauf, & Moni, 2006). The result is that they maintain their traditional ways of teaching without changing their pedagogical beliefs.

Another factor that should be taken into account is the unrealistic English educational system in Thailand. Although technically the main goal of teaching English in Thailand is for communication as previously mention in Chapter 2, (section 2.4.2), in practice it seems that what NNESTs teach is opposed to this. Teaching is closely tied up with grammar-based examinations where particular skills, such as language structure, vocabulary knowledge, translation, and reading comprehension, are essential for all English learners. The examination structure has affected teaching and learning styles that are now in opposition to the communicative language teaching principles. Teachers tend to focus more on those specific skills while communication skills are ignored. However, it needs to be taken into account as Danai proposed in Chapter 7 (example 7.31), that neither the traditional teaching approach nor the communicative teaching approach is better than the other. As Danai mentioned, each has strengths and weaknesses. To employ the most appropriate one, each teacher should take their teaching context into consideration.

Knowledge of students' L1 and the ability to utilize it as a part of teaching and learning is also viewed differently by the participants (ten students, five NESTs, five NNESTs and four EPAs). It is perceived as one of the main distinguishing factors between NESTs and NNESTs. What Lin addressed in example 7.32 in Chapter 7 agrees with previous empirical studies, such as, Cheung & Braine (2007), Lasaga-baster & Sierra

(2005), and Ma (2009). In Thailand, more specifically, the majority of NNESTs normally teach English in Thai. As studies conducted by Mahimuang (1996) and Mountford (1986) show most of the English lessons in Thailand are taught in Thai, since most Thai teachers believe that Thai students will have a better understanding and feel more comfortable with learning English if they teach them using their mother language, especially in terms of grammatical points and reading comprehension, as learning foreign language sentence structures and grammar is one of the most complicated issues. As noted by some participants in this study (Cherry, Da, Din, Fon, Leelawadee, Nam, Night, Sai and Lin), the idea of employing students' mother tongue to teach students when they are learning the structure of a foreign language seems to be very useful especially among students who are not proficient English speakers. Also, the studies conducted by Levine (2003), Mattioli (2004), Nation (2001) and Swain & Lapkin (2000) found that students of lower L2 ability showed a greater preference for teachers to use L1 as part of their teaching strategy than more proficient students. In addition, they feel more relaxed and comfortable if their foreign teachers teach and provide explanations in their mother language. This may also increase their motivation for learning a foreign language.

#### **8.7.4 Personal characteristics**

The main difference between the personal characteristics of NESTs and NNESTs identified by the participants in this study are the reactions of the teachers to students' errors. In relation to this point, every group of participants (five students, two NESTs, one NNESTs and three EPAs) had the opinion that making errors is a serious problem or even unacceptable from the perspective of NNESTs. What Co illustrated in example 7.33 in Chapter 7 is strongly supported by studies conducted by Medgyes (2001) and Wang (2009) who investigated the differences in teaching behaviour between NESTs and NNESTs. Medgyes and Wang's studies found that NESTs offer a more positive view than NNESTs in relation to the errors made by students. NESTs are less strict and attempt to understand, be patient and are happy to correct, particularly regarding serious points. In other words, NESTs do not consider all errors to be equally serious. NNESTs, on the other hand, perceive errors made by students to be the result of inadequate

English skills, feel that students have lost face and must be punished. They are occasionally overly concerned about mistakes.

Since English in Thailand is taught and learnt as a foreign language and viewed as the most significant language (Wiriyachitra, 2001, 2002; Wongprom, 2000; Wongsothorn et al., 2003), attempting to use correct English in every aspect of the language (speaking, listening, reading, writing and others) is perceived as compulsory for every Thai learner in order that they are not marginalized or discriminated against by others as previously mentioned in Chapter 2 (section 2.4.1). This concept has been taught by teachers and educational scholars in Thailand. Since NNESTs originally had to learn English and the majority of their former teachers were NNESTs who shared the same cultural background, it can be assumed that what they learnt either from their teachers or previous experiences when they were learners, influences their ideas about the errors of their students.

It is also useful to note that some participants such as Leelawadee and Khao in Chapter 7 (examples 7.35 and 7.36), disagreed with the idea above. They were the only participants who thought differently from the rest. They believed that the personal characteristics of NESTs and NNESTs were not linked to their native backgrounds but were simply their individual behaviors. The personal characteristics of one particular English teacher should not be evaluated by whether he/she is a NEST or a NNEST, but on an individual basis.

## **8.8 NESTs and NNESTs in Thailand and other Asian countries**

It can be noticed from the previous section that the majority of the participants in this study perceived NESTs and NNESTs in different ways. In order to provide a clearer picture regarding this particular point, the current situations of NESTs and NNESTs in Thailand and some Asian countries are compared and presented within this section.

The status of English as a global language and its cultural-political consequences have been extensively discussed in the field of ELT (Block & Cameron, 2002). Since English

holds such a strong position in the era of globalisation, in Asian countries in particular, English has become a significant factor that has a substantial impact on language education policies (Nunan, 2003). In Japan, for example, foreign language has traditionally referred only to English (Kubota, 2002). In Taiwan, English is the only compulsory foreign language at different levels of schooling in the education system (Chern, 2002). In Korea, English is the most valuable foreign language to students and has been playing a unique role as the major second language to be learnt in the nation's language policy (Jeon, 2009). As for Hong Kong, it is the only place within China where English is legally endorsed as one of the official languages, with the other being Mandarin (Lu, 2005). Similarly, in Thailand where this study was conducted, English is introduced in every stage of Thailand educational system, from primary school to higher education. It is a compulsory subject that all Thai students require to study as previously mentioned in Chapter 2, section 2.4.

In relation to ELT in Asian countries, including Thailand, moreover, it can be clearly seen that a socially ingrained ideology of native English (NE) persists, and pedagogical beliefs that English should be learnt from a NEST remain strong. The standard varieties of British and American English have for long been accepted and promoted as the only internationally acceptable pedagogical models for ELT (Adamson 2004; Bolton 2003; Lam 2002; Zhang 2003). Scholars such as Braine (2010) and Kirkpatrick (2010a) have identified a perception in the English language teaching profession in East and Southeast Asia that NESTs are the ideal model for language production. Their speech is held up as the gold standard of grammatical correctness and perfect pronunciation (cf. Wang, 2012), and they are valued as repositories of cultural information. Conversely, non-native English-speaking teachers (NNESTs) tend to be positioned as deficient speakers of the language, with imperfect grammatical and pragmatic knowledge, poor pronunciation, and inferior knowledge about foreign cultures (Mahboob, Uhrig, Newman, & Hartford, 2004).

Because of the NES episteme continues to dominate the ELT industry, in addition, it offers a certain kind of legitimacy of English teachers. Such stereotypes are related to

race and external appearances of teachers. In Japan, for example, English teaching job advertisements not only ask for “native” English speaking applicants, but images of fair-haired Caucasian NESs dominate language school billboards and advertisements throughout the country. This finding is consistent with this current study as proposed by Cherry and Fon in Chapter 7 (examples 7.10 and 7.11) and other previous studies ((Holliday, 2008a citing Kubota et al., 2005; Kubota & Lin, 2009; Liggett, 2009b; Romney, 2006) as mentioned in Chapter 4 (section 4.3). To this significant point, this problematic recruitment decision is influenced from the attitudes of students and their parents (Amin (1997) and the dominance of NE ideology and pedagogical beliefs of the students and their parents about how the language should be learnt and taught (Galloway, 2013). To support this, Galloway’s (2013) study showed that students’ favourable attitudes towards NE come from the dominance of NE ideology and also that learning ‘standard English’ creates the stereotype that all other varieties are inferior and unintelligible and that communication can only be achieved through acquiring NE proficiency. These perceptions are placed as important factors in the decision making process when hiring a new English teacher. Many educational institutions in Asian teaching contexts are concerned with profits and students’ and parents’ attitudes and beliefs towards NESTs and NNESTs. These are clearly important to them because these influence the amount of money they can make. Consequently, it is not surprising why some specific external appearances as earlier mentioned were proposed by many educational institutions in Asian countries (including Thailand) on their teaching job advertisements.

Because of what presented above, it brings to one of the most influential policies that has been reflected in a number of central governments’ policies in Asian countries, including the MoE in Thailand, the Japan Exchange and Teaching Programme (JET Programme) in Japan, the English Programme in Korea (EPIK) in Korea, the Native English-speaking Teacher Scheme (NET Scheme) in Hong Kong, and the Foreign English Teacher Recruitment Project (FETRP) in Taiwan, for instance. These policies are regarding recruiting a large numbers of NESTs as a part of their English language education within the primary, secondary and tertiary school systems (Carless 2006; Joen

2009; McConnell 2000). They all aim at recruiting NESTs from certain native English-speaking countries, namely, the Inner Circle countries. To clarify this, in Japan, the JET Programme participants were exclusively recruited from six native English-speaking countries, including USA, UK, Canada, Australia, New Zealand, and Ireland before 1989. After 1989, the programme was gradually expanded to include applicants who come from other countries such as France, Germany and Russia. Despite this, as high as 93% of JET participants were from the six English-speaking countries. (JET Programme, 2011). In the JET Programme, moreover, there was a document sent by the MEXT to elementary school teachers states that NESTs are sources of authentic English (MEXT, 2001)

In relation to The EPIK, similarly, it only employs NESTs who come from seven native English speaking countries, including USA, UK, Canada, Australia, New Zealand, Ireland, and South Africa. In Korea, as the EPIK was expanded to a “one NEST per school” scale, along with the nation’s Five Year Plan for English Education Revitalization, NESTs are perceived as teachers who can provide students with a more authentic English environment (Jeon, 2009). This policy is similar to a policy in Thailand that proposed by OBEC (2013). To make it clearer, numbers of NESTs have been employed by OBED (ibid) to teach English throughout the country. They are placed as the most appropriate English teachers by several groups of educational stakeholders (see Chapter 4, section 4.4.1). The NET Scheme in Hong Kong it also aims to recruit NESTs who come from native English-speaking countries but does not exclude applicants of other nationalities (Education Bureau, 2011). In the case of the NET Scheme in Hong Kong, furthermore, it is stated in the Education Commission Report that the recruitment of NESTs can increase students’ exposure to “Standard English” (Hong Kong Education Commission, 1995: 53). In Taiwan, moreover, the FETRP also only recruits NESTs from USA, UK, Canada, and Australia (Huang, 2003). In Taiwan, according to the Report on the FETRP submitted by the MoE to the Legislation Yuan, it is claimed that NESTs will be able to provide standard pronunciation in English teaching (MOE, 2003). From above, it can be clearly seen that these messages highlight the governments’ subscription to linguistic capital that NESTs

are speakers of a very limited and specific varieties of English, or the so-called “Inner Circle” countries (Kachru, 1985). The subscription to native-speaker norms explicitly shows the impact of “linguistic imperialism” (Phillipson, 1992) in these governments’ policies. These policies are mostly the same as ELT in Thailand where people from the only six Inner Circle countries (the United Kingdom of Great Britain and Northern Ireland, Ireland, the United States of America, the Commonwealth of Australia, New Zealand and Canada) as previously mentioned by TCT (2012) are perceived as NSE.

Through investigating the eligibility criteria of NESTs in Asian countries, additionally, it shows that teaching qualifications and experience are not required or prioritised. In other words, a large numbers of NEST are hired to teach English in Asian countries despite having no teaching qualifications. For example, in Japan, nearly 90% participants who participated in JET are not certified teachers (Carless, 2004), and most of them do not have teaching experience or content knowledge of English language teaching (Ohtani, 2010). Also, in Korea, only 26% of the EPIK participants hold teaching certificates (Ahn, Park & Ono, 1998). Although the NET Schemes in Hong Kong, Taiwan, and Vietnam requires applicants to hold a teaching certificate, but they do not consider it as the first priority due to the difficulty in recruiting qualified NESTs. This situation can also be found within this study as illustrated by Ple, Manee, and Danai (see Chapter 7, examples 7.41-7.42).

From this, it can be assumed that many countries throughout Asia have similar policies for the employment of native English speakers in foreign language classrooms to provide additional linguistic and cultural support for students (Carless, 2006). As clearly seen, programmes such as JET (Japan), EPIK (Korea), PNET (Hong Kong), and local programs in Taiwan, China, and other Asian nations (Thailand and Vietnam, for example) hire NESTs with the expectation that they provide a tangible benefit to schools and learners (Chen & Cheng, 2010; Luo, 2007; Mahoney, 2004). Within Japan, specifically, there remains a strong belief that NESTs are the most desirable and appropriate candidates to teach and model English in elementary schools (Butler, 2007), in spite of questions regarding the validity of native speakers as linguistic models

(Cook, 1999). As studies conducted by Galloway (2011, 2013), to support this, American English is clearly given a high status in Japan, which results in demands for American English and American teachers. Moreover, Jordan (2010) conducted a study of Japanese students' attitudes toward the accents. The finding showed that the participants desired not to sound Japanese when speaking English, and that they set achieving NS accents as their goals even if they thought it was unattainable.

These NEST recruitment policies aim to recruit NESTs to introduce authentic and standard English to students. These governments, however, are not aware that the concept of native speaker has actually been called into serious questioning in ELT (Ahn, 2011; Moussu & Llurda, 2008). These policies show that as long as one is from the Inner Circle countries, he/she is perceived as an ideal English teachers regardless of his/her professional training and education background. By taking this into consideration, it is not an exaggeration to say that nativeness backgrounds of the applicants who prefer to teach English in Asian countries play such a great role on employment process. These Inner Circle groups of people can be seen and requested overspread throughout the country in Asia, especially in the ELT industry.

In Asian contexts, although English is now used more as a lingua franca between speakers of English as a second/foreign language, including roughly 800 million users in Asia (Bolton, 2008), than for non-native speakers to communicate with native speakers, the idealized native speaker is becoming less relevant as a model for L2 learners (Kirkpatrick, 2010a; cf. Cook, 2005), the notion that native speakers of a language are innately better teachers of that language than non-native speakers has been challenged (Braine, 1999; Canagarajah, 1999a, 1999b; Jenkins, 2003, 2006b; Kachru, 1985, 1992; Kirkpatrick, 2006; Phillipson, 1992) many English as a Second/Foreign Language (ESL/EFL) institutions in Asian countries still maintain that their students place greater value on learning from a NEST than from a NNEST. To this point, Canagarajah (2005b) argues that the motivations for this marginalization are not linguistic or pedagogical but economic and political. They perpetuate a hegemony that favours educators, academics, language institutes, and publishing companies in the Center countries (Kachru, 1986)

where English is a national or official language. This notion is in accordance to what this study have found as expressed by Ubon, Wan in Chapter 7 (examples 7.4 and 7.8). Because of that, conversely, those in the periphery communities (where English is taught and learned as a foreign language) are relegated to what Rajagopalan (2005) calls “pariah status” (p. 284), disempowered by their dependence on Center educators, institutions, teacher-trainers, and publishers. Similarly to observations by Maneerat and Fatimah (see Chapter 7, examples 7.38 and 7.39), consequently, NNESTs often have difficulty finding jobs (Canagarajah, 1999b) and when they do, their salaries are considerably lower (Celik, 2006; Le, 2011; Ngo, 2008) and they receive fewer benefits than native-speaker teachers. They may also be considered second-rate educators (Braine, 2004; Celik, 2006; Medgyes, 1994), have their competence questioned (Canagarajah, 2005b) and have to outperform their NS counterparts to feel accepted (Thomas, 1999).

Another interesting point before closing this section is that some studies have shown that some English learners in Asian countries (such as Japan and Thailand) are aware that it is not necessary to learn English in order to reach a native speaker like. They do not have to speak or use English as the same as NSE but they have their own right to use English in the way they prefer in order to keep their own identity. According to a study conducted by Jordan (2010), the results indicate that some Japanese learners believe that it is not compulsory for them to be able to speak with NS accents for international communication and that it is important for them to keep their own accents of English as a marker of their L2 identity. This issue is also found within this current study as illustrated in Chapter 8, section 8.3. Within this notion, consequently, the question of an appropriate English teacher and the status of NESTs and NNESTs in Asian contexts have become key issues in recent years as already discussed within this study in Chapter 2 (section 2.4.4).

## 8.9 Summary and conclusion

This chapter attempts to explain the key findings illustrated in the previous chapter. The chapter begins with an exploration and explanation of how the participants (Thai university students, NESTs, NNESTs and EPAs) from four different universities construct the notion of nativeness in the field of ELT. The majority of the participants had the same ideas as many scholars (Canagarajah, 2010; Jenkins, 2006b, 2007, 2009; Pennycook, 2010; Seidlhofer, 2005, 2011; Widdowson, 1997, 2003) who insist that every person has right to claim ownership of English. They illustrate that to perceive or to be perceived as an owner of English is not related to birthplace or country of origin, nationality, mother language or physical appearance. The main factor that led the participants to construct NSE in this particular way is the status of English as a global lingua franca (Crystal, 2003a; Graddol, 1997, 2006; Jenkins, 2000; McKay, 2002).

However, it should be mentioned that the ideas of native speakerism (Holliday, 2005) and linguistic imperialism (Phillipson, 1992) clearly still exist and play significant roles in ELT in Thailand since some participants in this study perceived that NSE were people who came from the Inner Circle countries, such as England and America. The power of the British Empire and the economic power of the United States of America, media (movies and music, for instance), teaching and learning materials and the previous experiences of the participants are the main factors that influence perceptions of NSE. This group of participants has a stereotypical view of native speakers based on qualities such as physical appearance, accent and ethnicity (Filho, 2002; Rubin, 1992).

It is also evident from this study that there is no clear-cut definition of a NSE. In other words, there is still no specific definition that can be applied to every context or group of people. One of the main problems or factors that causes a difficulty with the definition of a NSE are new varieties of English as Clark and Paran (2007: 409) state, "the concepts of native English speakers and non-native English speakers are not easily definable, partly because the language itself has so many varieties". Because of globalization, it is not necessary for all English speakers to speak in the same way, and

many varieties of English are currently being employed and accepted by different groups of people around the world. Therefore, English is no longer owned or dominated by the old Inner Circle colonial powers but by a multitude of speakers from diverse cultures and nationalities and with different external appearances.

How the notion of NSE continues to play a role in ELT in Thailand, is discussed in this chapter. Overall, every group of participants believed that the native background of the teacher had no relation to whether they were an effective English teacher. In other words, the results strongly indicated that the participants perceived that there was no relationship between NSE and teaching effectiveness. Every teacher, whether a NEST or NNEST, has the potential to be an effective English teacher. Additionally, the participants believed that effective teaching should be evaluated through the teacher's Personal characteristics, Pedagogical characteristics, Cultural sensitivity, Linguistic characteristics and Professional characteristics as mentioned in section 8.5. With regard to the English proficiency of teachers, however, means native like English or not is still ambiguous since the participants did not provide clear evidence regarding this particular issue. Although all of the participants showed strongly agree that there was no relationship between the native background of the teacher and their teaching effectiveness, they are still aware of and to some extent believe the notion that NESTs are better teachers than NNESTs as it is still powerfully embedded in the beliefs and attitudes of the majority of Thai educational stakeholders, Thai students and their parents. This perception is discriminatory and unfair to other qualified and competent NNESTs. In addition, this inaccurate categorization also influences hiring practices in the ELT market, particularly in terms of unequal job opportunities, promotions and salaries (Canagarajah, 1999b; Mahboob, 2003). Even though EPAs are aware that NESTs are not necessarily the best English teachers, because of marketing strategies and university policies, they are keen on hiring groups of people who are viewed as NESTs to attract large numbers of students and their parents and to compete with other educational institutions. Hence, this problematic perception regarding NESTs and NNESTs needs to be amended so that native background is no longer associated with teaching competence.

The next section will discuss the differences between NESTs and NNESTs from the perspectives of the participants. The participants believe that NESTs and NNESTs are different in five main ways, namely, Cultural sensitivity, Linguistic characteristics, Pedagogical characteristics, Personal characteristics and Hiring practices. The first four factors emerged from the data collected from the students, teachers (NESTs and NNESTs and EPAs, while the last originated mainly from EPAs. As can be seen in the chapter, those differences do not indicate that either NESTs or NNESTs are superior. Both types of teachers have unique attributes that can help students to develop English skills. Instead of attempting to investigate which aspect is the most important or significant for NESTs or NNESTs, moreover, the participants tend to pay more attention to how the teachers and EPAs implement those five aspects into their teaching and hiring practices.



## **CHAPTER 9**

### **CONCLUSION**

#### **9.1 Introduction**

This final chapter will consist of a summary of this current study. The chapter begins with revisiting the research aims, research questions and research methodology employed within the study. This will be followed by a synopsis of the research findings from the four groups of participants. In addition, the limitations of the study will be discussed together with recommendations for further studies. Furthermore, the implications and contributions of the study towards the TESOL community are presented as the last section.

#### **9.2 Research objectives, research questions and research methodology**

Although English is currently perceived as an international language (Crystal, 2003a; Graddol, 1997; Jenkins, 2000; McKay, 2002) employed mainly by people from the Outer and Expanding Circle countries, the notions of the native speakerism (Holliday, 2005) and linguistic imperialism (Phillipson, 1992) still exist and have a significant influence in the field of ELT. Because of the influences of these two conceptions, the issue of whether a teacher is a NSE or NNSE or a NEST or NNEST is still considered to be one of the main factors used to determine the teaching effectiveness of English teachers in many ELT contexts (Celik, 2006; Le, 2011; Ngo, 2008; Phothongsunan and Suwanarak, 2008; Watson-Todd, 2006). This problematic view, therefore, is worth investigating, especially in Thailand where research in this area is still limited. As a consequence, the main objectives of this current study were to explore how Thai university students, NESTs, NNESTs and EPAs construct the idea of nativeness. In addition, the relationship between the native backgrounds of English teachers and effective teaching are also investigated. These research objectives were addressed through one main research question and four sub-research questions:

1. What is the relationship between nativeness and perceptions of effective ELT teachers?

1.a How do Thai university students construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

1.b How do native English speaking teachers construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

1.c How do non-native English speaking teachers construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

1.d How do English program administrators construct the idea of nativeness and what is its relationship to perceptions of effective teaching?

In relation to this study, in addition, beliefs, attitudes, and identities of Thai university students, teachers (both NESTs and NNESTs), and EPAs, towards NESTs and NNESTs were examined. According to the complex issues investigated, it would be very difficult to validate and verify the results of the study if the data was only collected from one particular research tool, such as, a questionnaire alone. To make it clearer, during the interviews conducted with EPAs and teachers (both NESTs and NNESTs), they were asked to express their opinions in relation to new English teachers' hiring practices. What qualifications will they consider when hiring new English teachers into their programs? Would they prefer NSE over their NNSE? Will they consider the nativeness backgrounds of the applicants, for examples, their nationalities, the first language they speak, and their external appearances, as a part of the recruitment process? The commonly expected answer to these questions are that they may prefer to be fair and look positive to others and hence may reply that their hiring decisions are entirely depended on the qualifications of the applicants, regardless of their nativeness backgrounds, nationalities, mother language and their external appearances. As appeared in the literatures, however, the reality turned out in an opposite direction. Several previous studies, as stated in Chapter 4, sections 4.3 and 4.4, illustrated that programs administrators were usually hesitant to hire NNESTs and were more inclined

to employ NESTs because of their background status. Some teachers were discriminated because their external appearances do not meet with the parents and their caretakers' expectation. To this particular issue, Krosnick et al. (2005) state that when human's attitudes are being studied or investigated, they might not provide the truth in order to protect themselves. They may prefer not to talk or share their opinions about one particular or sensitive issue, or not to mention the whole truth. To explain this, Krosnick et al. (2005: 51) insist that, "not only do people want to maintain favourable images of themselves in the eyes of others, but they also want to have such images in their own eyes as well".

Since this study dealt with the complex issues as stated above, utilizing only one single research method to collect data from the participants is inadequate. Also, relying on the data from the only one source can result in only a partial picture in the results of the study. To this point, employing an additional tool for data collection, a semi-structured individual interview in this study, would provide a clearer picture how each group of the participants constructed NESTs and NNESTs. In other words, qualitative data was employed in order to enrich, further interpret, and explain quantitative results. To elaborate on this point, the qualitative data collected from the semi-structured individual interview was employed to add and to supports the explanation for results from the quantitative data collected from the questionnaire. As a result, this study predominantly employed the mixed method of data collection, combining quantitative and qualitative methods. This method is one of the best for providing a detailed picture of the data collected (Erzberger and Kelle, 2003). It offers greater richness of data from different dimensions and allows triangulation between data (Denzin & Lincoln, 2000; Dörnyei, 2007; Lasagabaster and Sierra, 2002). Similarly, Cohen et al. (2007) demonstrate that the use of more than one method to collect data will be able to explain more fully the complexity of human behaviour by enabling the researcher to study it from more than one dimension. Mixed methods research, as a result, is becoming increasingly used and is currently recognized as the third major research paradigm, next to quantitative and qualitative research paradigms (Creswell & Plano-Clark, 2007; Johnson & Onwuegbuzie, 2004; Johnson et al., 2007; Mt. Collins & O'Cathain, 2009).

Furthermore, the methods within quantitative and qualitative research paradigms provide researchers with a variety of options when making a decision on designing research methodology (Creswell & Plano-Clark, 2007). Both of them have advantages and disadvantages; however, when determining which method to utilize, the research objective(s) and the research question(s) should be considered as the main factors and the research methodology should be chosen according to which method provides the best opportunity to obtain useful answers (Johnson & Onwuegbuzie, 2004; Johnson, et al., 2007).

Even though collecting and objectively comparing large numbers of perceptions, attitudes and beliefs is difficult with interviews or other qualitative designs (Krosnick et al., 2005), it should be taken into account that quantifying attitudes and beliefs has its limitations, and that converging both broad numeric trends from a quantitative analysis and the detail of qualitative data will allow this research to be triangulated more effectively. By doing this, additionally, it provides the researcher more opportunity to see different perspectives of the participants which is valuable to get the data in the same issue. To support this notion, several scholars (Cohen et al., 2007; Denscombe, 1998; Denzin & Lincoln, 2000; Dörnyei, 2007; Lasagabaster and Sierra, 2002) observe that different methods complement each other as they provide a view of things from different perspectives. Also, one method can corroborate or question/nullify the findings of another method. Finally, he also adds that seeing things from a different perspective and having the opportunity to corroborate findings can enhance the validity of the data. Due to the issues being investigated, the objectives of the study and the nature of the data, in order to attempt to obtain a more comprehensive understanding, the best methodology for this current study was to employ the combination of both qualitative and quantitative research methods.

Regarding the context of the study, this study was conducted in Thailand. The participants involved in this study were from four different universities located in different regions throughout the country. Two of them were located in the Southern part of Thailand (University A and University B), whereas the other two were located in the

Central part (University C) and the North part (University D) of the country. The participants were divided into 4 categories; Thai university students, NESTs, NNESTs and EPAs. Purposive sampling was the main strategy used to choose these participants. They were chosen to take part in this study because of their educational backgrounds and experience as mentioned in Chapter 5 (section 5.5).

To this current study, additionally, two main research instruments, a questionnaire and a semi-structured individual interview, were employed in order to elicit the data from the participants. The questionnaire was distributed to 301 students while the interview was conducted with 35 participants (16 students, 7 NESTs, 8 NNESTs and 4 EPAs). The fieldwork took place over approximately four months, from the middle of October 2013 to February 2015 (see Appendix 1). In relation to the data analysis, descriptive (frequencies, percentages, means and standard deviations) and inferential (Factor Analysis and statistical significance) statistics were utilized to analyze the data collected from the questionnaire. The data collected from the interview, in contrast, was analyzed through content analysis. In addition, QSR NVivo 10 was also used in order to aid analysis and organize the data collected from the interview. The interview data was transcribed and coded. A mixed method of "top-down coding" and "bottom-up coding" was employed as the data coding process. By utilizing these two coding strategies, I was able to identify significant structures and themes that emerged from the data.

### **9.3 Findings summary**

Since English has become an international language as mentioned at the beginning of the chapter (Crystal, 2003a; Graddol, 1997; Jenkins, 2000; McKay, 2002), its function has expanded into every dimension of human life. It has gone beyond the function of a language to communicate among the Inner Circle Country groups of people. It is the language that is also spoken by the Outer and Expanding Circle groups of people. One of the challenges of this current study is the notion of the ownership of English or who is a NSE. Regarding the construction of nativeness, within this study, the findings illustrate that there is no clear-cut definition of a NSE. The participants were categorized into two groups based on the way that they perceived NSE. The first group of participants were bound up in

their perception of NSE as people who came from the Inner Circle countries, such as England and America. They defined NSE by looking at their birthplaces and nationalities. Media (e.g. movies and TV shows), historical factors (colonization and the economic power of England and America), teaching and learning materials and their experience have been identified as the main factors that formed the participants' perceptions of NSE. The second group, on the other hand, perceived that English could not be owned by any specific group of people. They thought that everyone had the right to claim ownership of English. This challenging notion is also corroborated by many scholars, such as, Canagarajah (2010), Jenkins (2006b, 2007, 2009), Pennycook (2010), Seidlhofer (2005, 2011) and Widdowson (2003). The development of English as an international language, the experiences of the participants and their educational backgrounds are reported as the key points which impacted on their perceptions of NSE. However, it needs to be noted here that some participants seem to be a bit confused about the distinction between native background and ownership of English. However, the study shows that the majority of participants are able to distinguish between the two. They realize that it is possible to own the English language without being a NSE.

The relationships between the perceptions of a NSE and external appearance and between these and teaching effectiveness are the next two crucial points to present. In relation to the first point (perceptions of NSE and their external appearances), the data reveals that the majority of participants perceive that there is no connection between a NSE and their external appearance. This first crucial finding differs from the outcomes of previous research conducted by scholars such as Amin (1997), Braine (2005), Kubota and Lin (2009), Liu (1999), Pavlenko & Norton (2007) and Romney (2006). To clarify, people from all three circle countries as proposed by Kachru (1992a), are equally likely to be perceived as NSE, whether or not they are white Caucasian, blue eyed or brown haired. Thus, it seems that the participants in this study have positive attitudes towards both white and non-white English teachers. They are both accepted as legitimate English teachers.

Moving on to the relationship between NSE and the effectiveness of their English teaching, every group of participants believes that there is no link between being an effective English teacher and native background. In other words, being a native of a particular country does not guarantee that a person is a qualified English teacher (Rampton, 1990; and TESOL, 2006). Within this study, it can be clearly seen that the participants agreed with the widely accepted standard characteristics of effective English teachers as mentioned in Chapter 3 (section 3.5). Five characteristics of the effective English teachers, Personal characteristics, Pedagogical characteristics, Cultural sensitivity, Linguistic characteristics and Professional characteristics were identified by the participants. It can be said that, from the perspectives of the participants, being a NEST or a NNEST is not considered useful as a criteria to measure teaching effectiveness. Since the participants do not provide a consensus of opinion about which characteristic among the five is the most or the least important, it can be assumed that in the view of the participants, to become an effective English teacher, the teacher should have those five characteristics and employ them as a part of their teaching practices. From the findings illustrated above, it is possible to imply that the concepts of native speakerism and linguistic imperialism as previously presented have started to change. The findings from the first group of students (see Chapter 8, section 8.2) indicate that a traditional idea that people from the Inner Circle Countries are the owners of the English language and are the ideal English teachers still exists.

Regarding hiring practices, all administrators seem to have positive perceptions of NESTs and NNESTs. They consider that both types of teacher are able to become effective English teachers. They do not consider native background, nationality, ethnicity, first language or external appearance when hiring teachers. They believe that both NESTs and NNESTs should be treated equally in the hiring process, and that they should receive the same salaries and have the same chance of promotion. In practice, nevertheless, inequity in hiring policies with regard to NESTs and NNESTs is still strongly ingrained within ELT contexts as demonstrated in Chapter 8 (section 8.6). In other words, although the findings from this current study and other previous studies have illustrated that the effectiveness of English teachers depends on a number of

contributory factors as stated in Chapter 3 (section 3.5) and Chapter 7 (section 7.6), there are still employment contexts in which the only quality that matters is whether one is a native speaker. Concerning this study, more specifically, it seems that the EPAs contradict themselves regarding the way they perceive NESTs and NNESTs (as noted at the beginning of this paragraph) and the way that they think about hiring practices. Because of marketing strategies, university policies, pressure from other administrators or university committees, parents and students, EPAs still prefer to employ a large number of NESTs.

To support the statement above, Moussu and Llorca (2008: 316) state that "thousands of language teaching jobs, specifying that only [NESs] will be considered, are advertised in many different countries and educational institutions and contexts, addressing a hypothetical preference by L2 learners for [NES] rather than [NNEs] teachers". In addition, Tatar and Yildiz (2010), propose that the competition among schools to recruit more students leads administrators to pursue advertising tactics that they believe are attractive to potential students and/or their caregivers. One of the marketing strategies is to hire only native speakers, white Caucasian NESTs in particular. Even worse, some NESTs who have no teaching experience, no degree related to ELT and a limited understanding of the local language and community, are hired with better salaries than qualified NNESTs. This is considered to be acceptable and understandable among some English program administrators and university committees as long as the teacher is able to speak English.

Additionally, the perceived differences between NESTs and NNESTs in the view of the participants are examined. The findings show that NESTs and NNESTs are considered to be different in five respects; Cultural sensitivity, Linguistics characteristics, Pedagogical characteristics, Personal characteristics and Hiring practices. Before starting to explain each one in brief, it is necessary to note that there is no indication that any of these factors are superior to another. In relation to Cultural sensitivity, the findings demonstrate that NNESTs are better at understanding the learning styles and cultural backgrounds of students, whereas NESTs are good at providing students with

opportunities to share and discuss their ideas freely without considering the hierarchical distinctions between teachers and students. In terms of Linguistics characteristics, NNESTs are more knowledgeable about English language structure while NESTs are more proficient at using English naturally. In terms of Pedagogical characteristics, NNESTs employ traditional teaching approaches whilst NESTs, in contrast, most often use a communicative teaching approach.

With regard to Personal characteristics, NNESTs view making mistakes or errors as a serious issue, while it is perceived to be more acceptable from the perspectives of NESTs. Moreover, NNESTs were more flexible about punctuality, depending on the situation, whereas NESTs perceived punctuality as a serious matter in most cases. Moving to the last factor, hiring practices, there are two different points noted by the majority of the participants (teachers and EPAs); salary and educational background. Concerning salaries, NESTs are offered a higher salary than NNESTs even though they might have a less prestigious educational background, less responsibility and/or no teaching experience. They are also able to apply for teaching positions with only their first degree certificate, even if this is not an ELT degree. NNESTs, conversely, need to show at least their masters degree certificate in ELT or equivalent.

In summary, the findings from this study illustrate how NSE are perceived by four groups of educational stakeholders (Thai university students, NESTs, NNESTs and EPAs) and how those perceptions influence ELT. The findings suggest that both NESTs and NNESTs are considered to be effective teachers of English. Therefore, employment opportunities, high salaries, promotions and any other privileges need to be offered based on teaching qualities regardless of native background. To make it clearer, the issue of whether or not a teacher is a NSE should not be taken into an account in the field of ELT. In practice, however, this is still not the case since some participants in this study, especially the EPA group, still consider the native backgrounds of English teachers to be one of the hiring criteria in ELT.

#### **9.4 Limitations and further studies**

As mentioned in Chapter 5 (section 5.12), one of the major limitations of this current study is the small number of the participants (particularly among the groups of the NESTs, NNESTs and EPAs) and the settings. Regarding the first point, the findings of this study represent the perceptions of only 301 students, 7 NESTs, 8 NNESTs and 4 EPAs, from four universities (see Chapter 6 (section 6.3) and Appendices 8-11). Only two NESTs, two NNESTs and one EPA from each university participated in the study. In relation to the settings, these did not cover every region of the country. As mention in Chapter 5 (section 5.5), two universities were located in the South, one in the Central and one in North parts of Thailand. No part of the study was conducted in the Northeast of the country. It might not be appropriate to apply the findings from this study to the entire country. However, the findings are still useful within their own regions where other educational institutions are able to apply or transfer those findings to their teaching and learning contexts.

According to the information provided above, it seems that more studies including more participants from a varieties of contexts, either ESL or EFL are needed. Moreover, instead of only investigating the perceptions of English program students, English teachers (NESTs and NNESTs) and EPAs of their NESTs and NNESTs, it would be worth examining NESTs and NNESTs from the perspectives of students, teachers and EPAs from other disciplines. Since some NSE in Thailand are hired as "language based teachers", whereas some are hired as "content based teachers", investigating the reactions and perceptions of educational stakeholders towards these two types of teachers may produce some interesting findings which can be used for further confirmation or verification of other previous studies. Additionally, parents are perceived as one of the main educational stakeholders that have an influence on learning of their children in terms of what to study, where the study should take place and who should teach their children (Jacobs & Harvey, 2005). However, very little research has been conducted regarding the perceptions of parents regarding English teachers. Exploring how these parents perceive NESTs and NNESTs should therefore be investigated in further studies.

The research instruments employed in this current study are another limitation to mention here. This study utilized questionnaires and semi-structured individual interviews as the research tools to collect the data from the participants. The data from the students was collected from two research tools, the questionnaire and the semi-structured individual interview. The other groups of the participants (NESTs, NNESTs and EPAs), on the other hand, were only approached through the interview. As a result, the triangulation of the findings can only be made among the findings collected from the students. For future research, different sets of questionnaires should be distributed to every group of the participants for the purposes of further triangulation. What is more, collecting data from multiple sources, such as focus group interviews and class observations, would provide a clearer picture of how participants perceive each group of teachers (Denzin & Lincoln, 2000; Dörnyei, 2007).

Within this study, as the last limitation, there is no comparison of the findings between the four sites because the main aims of the study are to explore the overall picture of the participants' perceptions of nativeness and how it relates to effective teaching. When considering the findings in detail, moreover, there were very few significant differences between the findings, making it difficult to compare them.

### **9.5 Implications and contributions of the study**

It can be noticed from the findings noted in the previous chapters (Chapters 6 and 7) that the issues that emerged from this study cover multiple important aspects of ELT. Within this section, hence, the implications of this study and its contribution to the wider ELT community will be discussed.

The findings from this study illustrate that English is no longer tied to any particular nation or culture. It is perceived as a vehicle to express people's national identities and cultures, whether they come from the Inner, Outer or Expanding Circle countries. Because of the current change in the role of English as mentioned in Chapter 2 (section 2.5), English is taught, learnt and used within multilingual and multicultural

communities. Regarding ELT, specifically, Dewey (2013a, 2013b) and McKay (2006) perceive that ELT should be re-examined and reconsidered. To make it clearer, McKay (ibid) posits that two widely accepted views regarding ELT should be rethought. The first one is the goal of English learning which should not be to follow mainstream English (i.e. American or British English) or NSE (Inner Circle people). Regarding this particular point, Blair (2015: 99) suggests that in order to understand how English is being employed in reality, ELT should be removed from the concepts of "nativeness, ownership and idealized pedagogical norms...". The target model for English learners should start to shift from the NS models to bilingual or multilingual speakers (Pakir, 2009). The second notion, moreover, is that the cultures of NSE should not inform instructional materials and teaching strategies, since English no longer belongs to any specific culture. The cultural contents of ELT, conversely, needed to be expanded to contain both international and local cultures (Baker, 2009a, 2012; McKay, 2002). As Matsuda and Friedrich (2011: 333) have proposed, "much of the discussion on English in its international manifestation and its pedagogical implications has remained at the abstract level". In other words, the implementation of such pedagogies and their effect on ELT at a practical level deserves more attention, since previous studies are insufficient. Whilst exploring and waiting for practical teaching and learning materials to be implemented to serve those new roles of English, helping students to increase their awareness and develop their understanding regarding this new issue is a feasible starting point that every English teacher and educational stakeholder (such as administrators and parents) should consider.

Due to English in Thailand being used as a lingua franca (Baker, 2009a, 2012; Kirkpatrick, 2010a; Watson-Todd, 2006), the English language assessment system in Thailand also needs to be re-conceptualized and reconstructed. To make it clearer, the teaching effectiveness of NNESTs and the English performance of NNESTs and Thai students should not be measured on the basis of native speaker norms or to what extent they are able to conform to the dominant NS patterns and models (Firth and Wagner, 1997, 2007; Jenkins, 2006c; Kirkpatrick, 2010b). This notion has been raised by many scholars, such as, Canagarajah, 2007; Davies (2008); Davies, et al. (2003); Dewey

(2013a, 2013b, 2015); Jenkins (2003, 2006b, 2006c). With regard to this, Jenkins (2006c: 175) states that there is a "need to abandon the native speaker as the yardstick and to establish empirically some other means of defining an expert (and less expert) speaker of English, regardless of whether they happen to be a native or nonnative speaker". ELF users should assess their English language proficiency using their negotiating abilities in multilingual ELF situations as Canagarajah (2007: 936) points out that "As we realise that norms are heterogeneous, variable, changing, and, therefore, interactively established in each context, we have to move away from a reliance on discrete-item tests on formal grammatical competence and develop instruments that are more sensitive to performance and pragmatics". Assessment should "focus on one's strategies of negotiation, situated performance, communicative repertoire and language awareness". For clarification, the English language competence of teachers should be evaluated by investigating how well they can communicate with their colleagues and how much they can employ English to reach their teaching goals. In terms of the students, similarly, their English proficiency can be assessed through the way that they communicate with their classmates and teachers. In addition, considering how the NNESTs and the students employ English with other speakers both inside and outside teaching and learning environments is also useful as a means of assessing their language competence. Only focusing on mainstream English schemas is not appropriate and not practical, particularly where the students are likely to come across English in multilingual and multicultural communication in the future (Davies (2008); Davies, et al. (2003); Dewey, 2013a, 2013b, 2014, 2015; Galloway and Rose, 2014; Jenkins, 2003, 2006b, 2006c; Kirkpatrick, 2010b; Matsuda, 2003b). In practice, however, more extensive studies to explore more practical strategies and criteria are still needed in order to provide a clearer picture of this particular issue.

As claimed by Widdowson (2003), teaching a foreign language (English) should not focus on specific goals or norms, but on skills development and how to communicate appropriately and effectively either in local, national or international contexts. Therefore, implementing and familiarizing teachers and students with core concepts (such as WEs, EIL and ELF) by offering or including training in teacher education

programs (Blair, 2015; Dewey, 2015; Matsuda, 2012b; Pitzl, 2012; Seidlhofer, 2011) is something that EPAs and policymakers should consider. Seidlhofer (ibid) suggests that teacher education programs should contain more theoretical issues, for example, language awareness, investigation on communication strategies, intercultural communication and language variation. This would raise the awareness of teachers and students regarding how English should be taught, learnt and used, in different lingua franca contexts. It is also essential for teacher education programs to prepare and train pre-service and in-service English language teachers to be aware of the problematic notion of the NS model as proposed by Amin (2001) and Dewey (2015) that teacher educators should support NNESTs to design foreign language teaching strategies from their personal experience rather than attempting to follow the NS norm. In other words, the backgrounds and values of NNESTs should be employed in their teaching. This would increase NNESTs' strengths without diminishing their non-native status. It should be emphasized that teaching effectiveness is achievable through continuous professional development, regardless of native background. By taking this into consideration, NNESTs can shift from the unpleasant periphery to a position of authority (in their own right) and can develop or establish more appropriate teaching and learning materials and classroom teaching and learning environments for their students.

It is also important to consider hiring practices with regard to NESTs and NNESTs. Even though the number of people who have learnt English to become English teachers has dramatically increased, a perceived inequality between native and non-native speakers still exists in English teaching contexts (Canagarajah, 2006; Flynn & Gulikers, 2001; Jenkins; 2006a; Mahboob, Uhrig, Newman, & Hartford, 2004). Every day new job advertisements are posted which clearly discriminate against non-native speaking teachers (Watson-Todd, 2006). As a result, NNESTs still have difficulties finding teaching positions even when they have spent several years studying abroad for a degree in TESOL. NNESTs, in addition, are not the only group who face difficulties when seeking jobs. NESTs, especially those who are not white, are also discriminated against by some educational stakeholders although they are originally from the Inner Circle countries. It is therefore important to conduct this research in order to establish the

characteristics of effective English language teachers and to raise awareness of the inequality issue between NESTs and NNESTs.

The present study suggests that there is no relationship between teaching effectiveness and native background. All teachers, no matter where they come from, their first language, nationality or physical appearance can become effective English teachers. Thus, it is not appropriate to use a teacher's status as a native or non-native speaker as criteria when hiring staff. It can be clearly seen from this current study, other previous research (Borg, 2006b; Brown, 2001; Kirkpatrick, 2010a; Mcber, 2000; Miller, 2012; Moussu, 2006; Rampton, 1990) and a statement provided by TESOL (2006), that hiring practices need to focus on the professional attributes of the applicants. By doing this, the ELT community would become more aware of the inaccuracy of the dichotomy and would begin to refrain from associating the native backgrounds of teachers with their teaching effectiveness. Consequently, the equality principle among teachers in hiring practices might be implemented more effectively resulting in equal job opportunities, fair promotions and salaries for all teachers together with allowing them to be judged by the ELT community based on their teaching qualities rather than their native backgrounds.

The findings also illustrate that NESTs and NNESTs are perceived differently by the participants in terms of their Cultural sensitivity, Linguistic characteristics, Pedagogical characteristics, Personal characteristics and Hiring practices. There is no indication that any of these aspects are worth more than another. In contrast, the findings seem to indicate that all of them are equally valued in their own ways. Therefore, instead of emphasizing the linguistic superiority of native-speaking teachers, the design of a language program needs to focus on how to include both NESTs and NNESTs into teaching and learning practices. In other words, how to implement background knowledge and previous teaching experiences of NESTs and NNESTs in order to increase the English language proficiency of students should be considered as the main mission for language programs.

It can be concluded from the above information that the outcomes of this study not only add new knowledge in ELT contexts from four perspective groups of the educational stakeholders (Thai university students, NESTs, NNESTs and EPAs), but also provide some suggestions to reshape and reconsider the contents to allow development within the groups to enable support and meeting of social needs. They are able to contribute to a deeper understanding of English teaching and learning in the field of English education research which should enhance the English proficiency of students through tertiary educational policy and curriculum design development. As the findings illustrate, discovering how the students perceived their teachers may reduce problems related to misunderstandings and at the same time improves the teaching and learning atmosphere. It is potentially valuable to teachers, as knowing the characteristics of teaching that matter to students could help teachers to determine for themselves how to maintain or improve their teaching performance in the classroom. As a teacher, it is a challenge to recognize one's own weaknesses. As stated by Hill et al. (2003), Khine, (2005) and Young & Shaw (1999), the ways that teachers transfer knowledge to the students, the language that teachers employ during the teaching process and the teacher's behaviour can have both a positive and negative influence on the learning attitudes of the students. This phenomenon later affects their learning outcomes. Therefore, a positive learning environment for students, one in which they can share opinions and experiences is needed. Furthermore, NESTs and NNESTs could gain insights from the findings and take them into consideration in teaching language development. They should be aware of which teaching methods or teaching and learning materials are appropriate or inappropriate for their students and should be able to identify what they can or cannot, should or should not express or employ during their teaching practice. In addition, the reactions of the students towards their NESTs and NNESTs, the differences between NESTs and NNESTs and the characteristics of effective English teachers as presented in Chapters 6 and 7 would be valuable information for teachers' training development. The EPAs could apply the findings and share them with other administration committees in other educational institutions or with the academic community to raise awareness of the kinds of qualifications or new teacher characteristics that should be considered in the hiring process. By taking these

all issues into consideration, and by applying the findings to public engagement, more equitable policies will be effectively developed, supported and implemented.

## **9.6 Summary and conclusion**

This current study attempts to conceptualise and offer empirical evidence in relation to constructions of NSE. How Thai University students, NESTs, NNESTs and EPAs construct nativeness or NSE in this case and how it interrelates to their English teaching effectiveness and hiring practices are the main points that are investigated. The results of the study reveal that the issue of NESTs and NNESTs remains challenging, changing and evolving over time. When compared to other research findings where the studies were conducted in different English teaching contexts as mentioned in Chapters 2-4, it can be clearly seen that some findings that emerged from this study are either partly or entirely the same as previous ones, whereas some are either partly or completely different. Thus, it can be concluded that different people in different contexts perceived or constructed NSE differently. There is no consensus of opinion or clear-cut criteria which can be applied to all teaching and learning contexts. In other words, how NSE are constructed depends on each individual context as Kramersch (1997: 363) states, a NS of one particular language is normally accepted by "the group that created the distinction between NSs and NNSs".

Additionally, Kramersch (ibid) demonstrates that social recognition of the NS/NNS identity has been based on the acceptance of the speaker by a community or by a particular context and that these employ many criteria in making this judgment, for example, country of origin, nationality, language proficiency and physical appearance. For that reason, defining who is a NSE has become a "socially constructed identity and not a linguistic category" (Brutt-Griffler & Samimy, 2001: 100). However, no matter how NSE are constructed, every educational stakeholder should be aware that whether or not a person is a native speaker, this has no bearing on their teaching effectiveness, as the findings from this and other studies have illustrated. As a result, neither NESTs nor NNESTs, should be hired on the basis of their native background but instead employers should focus on their professional expertise and their personal attributes. It is hoped that

the findings of this study will provide a clearer understanding of NESTs and NNESTs, and that this will support a changing climate of opinion among educational stakeholders. Specifically, moreover, it is also hoped that what the study has discovered will be implemented into ELT policy and practices, especially in Thailand where the study was conducted.

## APPENDIX 1: DATA COLLECTION TIMELINE

### Data collection timeline

<b>Names of the university</b>	<b>Periods of data collection</b>
University A	14/10/2013 - 08/11/2013
University B	18/11/2013 - 13/12/2013
University C	16/12/2013 - 17/01/2014
University D	20/01/2014 - 14/02/2014



**APPENDIX 2: THE ENGLISH TEACHER QUESTIONNAIRE  
(ENGLISH VERSION)**

**FOREIGN ENGLISH TEACHER S QUESTIONNAIRE**

**Instructions**

First of all, Thank you very much for your kindly cooperation answering this questionnaire. Please ensure that you have completed **ALL** the statements in the questionnaire. There are 3 main parts which includes 7 pages in total.

**PLEASE NOTE: Native English speaking teachers (NESTs)** refer to English teachers who are originally from **the UK, the USA, Canada, Australia, New Zealand, and Ireland.**

**Part 1 Background information**

Name-surname:	Year of study:
.....	.....
Program of study: studying):	Institution (where you are now studying):
.....	.....
Gender:	Age:
<input type="checkbox"/> male <input type="checkbox"/> female	.....
Contact information:	
.....	

**Part 2 English language learning information**

Years of English study:	English performance:
.....	<input type="checkbox"/> fluent <input type="checkbox"/> excellent <input type="checkbox"/> good <input type="checkbox"/> fair <input type="checkbox"/> poor
How long have you been studying English with Thai English teachers? .....	

How long have you been studying English with native English speaking teachers?

.....

The most important reason to study English (Please choose **ONLY ONE** answer):

- To study abroad
  To get a better job
  To travel abroad  
 To make friends with foreigners
  for other reasons (please specify) .....

**Part 3 Students' attitudes towards teaching behavior and language proficiency of their English teachers**

This part is divided into 2 different sections. The first section mainly attempts to investigate the qualified characteristics of English teachers and idea's construction towards the nativeness, whereas the second section is mainly regarding the personal preferences of Thai university students towards their Thai English teachers and native English speaking teachers. Within these two sections, please indicate the provided statements by yourself to which extend you agree based on your personal experience and background knowledge. You can choose only one answer for each statement which has no right or wrong answer, so please give your honest opinions and feelings about your English language teachers as much as possible by rating them as shown in the scale below:

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>

**For example:**

I like playing football with Thai friends.	5	4	<b><u>3</u></b>	2	1
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If you "**strongly disagree**" with this statement, you would rate it "**1**", whereas you would rate it "**5**" if you "**strongly agree**". If you had "**neutral**" feelings or opinions about it, you would rate it "**3**" as the example provided.

<b>SECTION 1: CHARACTERISTICS OF QUALIFIED ENGLISH TEACHERS</b>	Strongly AGREE	Agree	Neutral	Disagree	Strongly DISAGREE
<b><u>EFFECTIVE ENGLISH TEACHERS</u> ARE PEOPLE WHO ...</b>					
1. experience of English language teaching.	5	4	3	2	1
2. hold a degree in TESOL.	5	4	3	2	1
3. provide friendly personality.	5	4	3	2	1
4. are enthusiasm for language teaching.	5	4	3	2	1
5. always employ different teaching strategies to increase students' motivation to learn English.	5	4	3	2	1
6. always link their teaching contents to real life situation.	5	4	3	2	1
7. understand or familiarity with students' culture.	5	4	3	2	1
8. teach English in English.	5	4	3	2	1
9. emphasis on grammar rules, reading comprehensions, translation, and vocabulary.	5	4	3	2	1
10. are from the UK and America.	5	4	3	2	1
11. like teaching by sharing ideas and discuss with students.	5	4	3	2	1
12. can speak English in their daily lives.	5	4	3	2	1
13. can answer questions regarding to the cultural, historical, and social background of English language confidently.	5	4	3	2	1
14. who have either British or American accents.	5	4	3	2	1
15. recognize what is grammatical or ungrammatical of the language.	5	4	3	2	1
16. have a high level of reading and can teach reading strategies to students confidently and effectively.	5	4	3	2	1
17. speak English as the first language.	5	4	3	2	1

SECTION 1: CHARACTERISTICS OF QUALIFIED ENGLISH TEACHERS	Strongly AGREE	Agree	Neutral	Disagree	Strongly DISAGREE
<b><u>EFFECTIVE ENGLISH TEACHERS</u> ARE PEOPLE WHO ...</b>					
18. teach English adapted to students' English proficiency levels.	5	4	3	2	1
19. always pay attention to students' opinion.	5	4	3	2	1
20. acquire English naturally during childhood in English speaking countries.	5	4	3	2	1
21. have a high level of writing skills and can teach writing skills to student confidently and effectively.	5	4	3	2	1
22. are able to communicate and can teach communication skill to students fluently and effectively.	5	4	3	2	1
23. have a high level of proficiency with English vocabulary.	5	4	3	2	1
24. love on their teaching profession.	5	4	3	2	1
25. teach English by employing students' mother tongue.	5	4	3	2	1
26. pay attention to needs of students.	5	4	3	2	1
27. always support students to speak English both inside and outside the classes.	5	4	3	2	1
28. are very punctual in starting and finishing the classes.	5	4	3	2	1
29. are born and grown up in English speaking countries.	5	4	3	2	1
30. can relate the content in the lesson to something students are familiar with.	5	4	3	2	1
31. treat students fairly.	5	4	3	2	1
32. always correct pronunciation problems of students.	5	4	3	2	1
33. pay attention to the feelings of students.	5	4	3	2	1

SECTION 1: CHARACTERISTICS OF QUALIFIED ENGLISH TEACHERS	Strongly AGREE	Agree	Neutral	Disagree	Strongly DISAGREE
<b><u>EFFECTIVE ENGLISH TEACHERS</u> ARE PEOPLE WHO ...</b>					
34. are up to date by employing new technologies into their teaching, for instance.	5	4	3	2	1
35. can pronounce English clearly.	5	4	3	2	1
36. provide different tests to evaluate language proficiency of students.	5	4	3	2	1
37. have got a white skin, blue eyes, and brown hair.	5	4	3	2	1
38. speak like a native speaker of English.	5	4	3	2	1
39. maintain good classroom atmosphere.	5	4	3	2	1
40. always motivate students towards autonomous learning.	5	4	3	2	1
<b>SECTION 2: STUDENTS' PREFERENCES</b> <b>Remark:</b> <u>NNESTs</u> refer to Thai English teachers <u>NESTs</u> stands for Native English speaking teachers	Strongly AGREE	Agree	Neutral	Disagree	Strongly DISAGREE
41. I prefer to study English writing with NESTs.	5	4	3	2	1
42. I prefer to increase my speaking skills by learning with NNESTs.	5	4	3	2	1
43. I prefer to increase my reading skills through studying with NESTs.	5	4	3	2	1
44. I prefer to study grammar with NESTs.	5	4	3	2	1

<p><b>SECTION 2: STUDENTS' PREFERENCES</b></p> <p><b>Remark:</b> <u>NNESTs</u> refer to Thai English teachers  <u>NESTs</u> stands for Native English speaking teachers</p>	Strongly AGREE	Agree	Neutral	Disagree	Strongly DISAGREE
45. I prefer to practice my listening skills with NNESTs.	5	4	3	2	1
46. I would speak more fluently if I studied with NNESTs.					
47. My pronunciation would be better if I studied with NNESTs.	5	4	3	2	1
48. My vocabulary knowledge always increase when I study with NESTs.	5	4	3	2	1
49. I would like to prepare my IELTS, TOEFL, and TOEIC tests with NNESTs.	5	4	3	2	1
50. NESTs are the best English teachers in teaching English.	5	4	3	2	1
51. NNESTs are the best English teachers to teach me English.	5	4	3	2	1
52. I can learn English just as well from NNESTs as from NESTs.	5	4	3	2	1
53. Both NNESTs and NESTs are my good models in learning English.	5	4	3	2	1
54. I do not care if my reading teachers are NNESTs or NESTs as long as they are good teachers.	5	4	3	2	1
55. I do not care if my writing teachers are NNESTs or NESTs as long as they are good teachers.	5	4	3	2	1
56. I do not care if my speaking teachers are NNESTs or NESTs as long as they are good teachers.	5	4	3	2	1
57. I do not care if my teachers are NNESTs or NESTs as long as they are good teachers.	5	4	3	2	1
58. I do not care where my teachers are from as long as they are good teachers.	5	4	3	2	1



**THE FOREIGN ENGLISH TEACHER QUESTIONNAIRE  
(THAI VERSION)**

**FOREIGN ENGLISH TEACHER QUESTIONNAIRE**

**แบบสอบถามการสอนภาษาอังกฤษของอาจารย์ชาวไทยและอาจารย์ชาวต่างชาติ**

**คำแนะนำ**

ขอความกรุณาตอบแบบสอบถามทุกข้อในแบบสอบถามฉบับนี้ แบบสอบถามฉบับนี้มีทั้งหมด 9 หน้า รวมทั้งหมด 3 ตอน

**หมายเหตุ:** อาจารย์ต่างชาติ หมายถึง อาจารย์ภาษาอังกฤษที่ถือสัญชาติดังต่อไปนี้ อังกฤษ อเมริกา แคนาดา ออสเตรเลีย นิวซีแลนด์ และไอร์แลนด์

**แบบสอบถามส่วนที่ 1 ข้อมูลส่วนตัว**

ชื่อ-นามสกุล:..... ชั้นปีที่กำลังศึกษาอยู่: .....

สาขาวิชาเรียน .....

สถาบันการศึกษาที่กำลังศึกษาอยู่: .....

เพศ:  ผู้ชาย  ผู้หญิง อายุ: .....

อีเมล/หมายเลขโทรศัพท์ที่สามารถติดต่อได้: .....

**แบบสอบถามส่วนที่ 2 ข้อมูลเกี่ยวกับการเรียนภาษาอังกฤษ**

ระยะเวลาการเรียนภาษาอังกฤษตั้งแต่ระดับประถมศึกษาจนถึงปัจจุบัน (ปี): .....

ระดับความสามารถในการใช้ภาษาอังกฤษ:  ดีเยี่ยม  ดีมาก  ดี  ปานกลาง  ไม่ดี

ระยะเวลาการเรียนภาษาอังกฤษกับอาจารย์ชาวไทยตั้งแต่อดีตจนถึงปัจจุบัน (ปี): .....

ระยะเวลาการเรียนภาษาอังกฤษกับอาจารย์ภาษาอังกฤษที่เป็นเจ้าของภาษาตั้งแต่อดีตจนถึงปัจจุบัน (ปี): .....

เหตุผลสำคัญที่สุดที่เลือกเรียนภาษาอังกฤษ (เลือกคำตอบได้เพียงข้อเดียว):

- เพื่อศึกษาต่อ ณ ต่างประเทศ  เพื่อโอกาสในการทำงาน  เพื่อติดต่อกับเพื่อนต่างชาติ
- เพื่อเดินทางท่องเที่ยว ณ ต่างประเทศ  เหตุผลอื่น ๆ (โปรดระบุ) .....

**แบบสอบถามส่วนที่ 3 ทักษะคตินักเรียนที่มีต่ออาจารย์ภาษาอังกฤษ**

คุณมีความคิดเห็นหรือความรู้สึกอย่างไรต่อประโยคดังต่อไปนี้

เนื่องจากเป็นความคิดเห็นและความรู้สึกส่วนบุคคล คำตอบที่คุณตอบนั้นจึง ไม่มีถูกและไม่มีผิด

หลังจากที่คุณได้อ่านประโยคแต่ละประโยคแล้วให้คุณตอบตามความคิดเห็นและความรู้สึกที่เป็นจริง

โดย:

ถ้าคุณคิดและรู้สึก "เห็นด้วยอย่างยิ่ง" กับประโยคนั้น ๆ ให้คุณทำเครื่องหมายที่หมายเลข "5"

ถ้าคุณคิดและรู้สึก "เห็นด้วย" กับประโยคนั้น ๆ ให้คุณทำเครื่องหมายที่หมายเลข "4"

ถ้าคุณคิดและรู้สึก "เฉย ๆ" กับประโยคนั้น ๆ ให้คุณทำเครื่องหมายที่หมายเลข "3"

ถ้าคุณคิดและรู้สึก "ไม่เห็นด้วย" กับประโยคนั้น ๆ ให้คุณทำเครื่องหมายที่หมายเลข "2"

ถ้าคุณคิดและรู้สึก "ไม่เห็นด้วยอย่างยิ่ง" กับประโยคนั้น ๆ ให้คุณทำเครื่องหมายที่หมายเลข "1"

ตัวอย่าง:

ฉันชอบเรียนภาษาอังกฤษกับอาจารย์คนไทย	■	④	③	②	①
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ส่วนที่ 1: คุณลักษณะที่ดีของอาจารย์ภาษาอังกฤษ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
<b>คุณลักษณะที่ดีของอาจารย์ภาษาอังกฤษคือบุคคลที่...</b>					
1. มีประสบการณ์ด้านการสอนภาษาอังกฤษ	5	4	3	2	1
2. เรียนจบสาขาวิชาด้านการสอนภาษาอังกฤษ	5	4	3	2	1
3. มีบุคลิกภาพที่เป็นมิตรต่อนักเรียน	5	4	3	2	1
4. มีความกระตือรือร้นในการสอน	5	4	3	2	1
5. มีกลวิธีการสอนที่หลากหลายในการเพิ่มและสร้างแรงจูงใจให้แก่ นักเรียนในการเรียนภาษาอังกฤษ	5	4	3	2	1
6. มีความสามารถในการเชื่อมโยงเนื้อหาของการเรียนการสอนกับสถานการณ์จริงได้อย่างเหมาะสมอย่างสม่ำเสมอ	5	4	3	2	1
7. มีความเข้าใจและคุ้นเคยในวัฒนธรรมของนักเรียน	5	4	3	2	1
8. ใช้ภาษาอังกฤษเป็นเครื่องมือหลักในการสอนภาษาอังกฤษ	5	4	3	2	1
9. เน้นย้ำเรื่องกฎไวยากรณ์ การอ่านเพื่อความเข้าใจ การแปล และคำศัพท์เป็นเนื้อหาหลักในการสอน	5	4	3	2	1
10. มาจากประเทศอังกฤษและอเมริกา	5	4	3	2	1
11. มีกลวิธีสอนโดยเน้นที่การแลกเปลี่ยนความรู้ความคิดเห็น และร่วมกันอภิปรายกับนักเรียนอย่างสม่ำเสมอ	5	4	3	2	1
12. สามารถสื่อสารภาษาอังกฤษในชีวิตประจำวันได้	5	4	3	2	1
13. สามารถตอบคำถามเกี่ยวกับวัฒนธรรม ประวัติศาสตร์ และภูมิหลังทางสังคมของภาษาอังกฤษให้แก่ นักเรียนได้ดี	5	4	3	2	1

ส่วนที่ 1: คุณลักษณะที่ดีของอาจารย์ภาษาอังกฤษ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
<b>คุณลักษณะที่ดีของอาจารย์ภาษาอังกฤษคือบุคคลที่...</b>					
14. มีสำเนียงการสื่อสารแบบอังกฤษหรือไม่ก็แบบอเมริกัน	⑤	④	③	②	①
15.มีความสามารถในการจำแนกได้อย่างชัดเจนว่าประโยคไหนถูกต้องและประโยคไหนผิดตามหลักการในการใช้ภาษาอังกฤษ	⑤	④	③	②	①
16.สามารถอ่านและสอนการอ่านให้แก่นักเรียนได้อย่างมั่นใจ และมีประสิทธิภาพ	⑤	④	③	②	①
17. สื่อสารภาษาอังกฤษเป็นภาษาแม่	⑤	④	③	②	①
18.สอนภาษาอังกฤษโดยมีการประยุกต์วิธีการสอนให้เหมาะสมกับระดับความสามารถด้านภาษาอังกฤษของนักเรียน	⑤	④	③	②	①
19.ให้ความสำคัญกับความคิดเห็นของนักเรียนอย่างสม่ำเสมอ	⑤	④	③	②	①
20. เรียนรู้และซึมซับภาษาอังกฤษมาตั้งแต่เด็ก ๆ ในประเทศที่ภาษาอังกฤษถูกใช้เป็นภาษาแม่	⑤	④	③	②	①
21.สามารถเขียนและสอนการเขียนให้แก่นักเรียนได้อย่างมั่นใจ และมีประสิทธิภาพ	⑤	④	③	②	①
22.สามารถสื่อสารภาษาอังกฤษและสอนการสื่อสารให้แก่ นักเรียนได้อย่างคล่องแคล่วและมีประสิทธิภาพ	⑤	④	③	②	①
23.มีความสามารถด้านการใช้คำศัพท์ภาษาอังกฤษได้อย่างมีประสิทธิภาพ	⑤	④	③	②	①

ส่วนที่ 1: คุณลักษณะที่ดีของอาจารย์ภาษาอังกฤษ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
<b>คุณลักษณะที่ดีของอาจารย์ภาษาอังกฤษคือบุคคลที่...</b>					
24. รักในอาชีพการสอน	⑤	④	③	②	①
25. ใช้ภาษาแม่หรือภาษาแรกของนักเรียนเป็นเครื่องมือหลักในการเรียนการสอนภาษาอังกฤษ	⑤	④	③	②	①
26. ให้ความสำคัญต่อความต้องการของนักเรียนที่เกี่ยวข้องกับการเรียนการสอนภาษาอังกฤษอย่างสม่ำเสมอ	⑤	④	③	②	①
27. คอยส่งเสริมและแนะนำให้นักเรียนสื่อสารภาษาอังกฤษทั้งในและนอกห้องเรียนอย่างสม่ำเสมอ	⑤	④	③	②	①
28. มีความตรงต่อเวลาทั้งในเรื่องของเวลาเข้าสอนและเวลาเลิกสอน	⑤	④	③	②	①
29. เกิดและเติบโตในประเทศที่ภาษาอังกฤษถูกใช้เป็นภาษาแม่	⑤	④	③	②	①
30. มีความสามารถในการเชื่อมโยงเนื้อหาที่สอนกับสิ่งที่นักเรียนคุ้นเคยอย่างสม่ำเสมอและมีประสิทธิภาพ	⑤	④	③	②	①
31. ให้ความสำคัญต่อนักเรียนทุกคนเท่า ๆ กัน	⑤	④	③	②	①
32. คอยแก้ไขปัญหาการออกเสียงภาษาอังกฤษของนักเรียนอย่างสม่ำเสมอ	⑤	④	③	②	①
33. ให้ความสำคัญต่อความรู้สึกรักของนักเรียน	⑤	④	③	②	①

ส่วนที่ 1: คุณลักษณะที่ดีของอาจารย์ภาษาอังกฤษ	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉยๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
<b>คุณลักษณะที่ดีของอาจารย์ภาษาอังกฤษคือบุคคลที่...</b>					
34. มีความเข้าใจในการนำเทคโนโลยีสมัยใหม่มาประกอบหรือประยุกต์ใช้ให้เป็นส่วนหนึ่งในการสอนได้อย่างมีประสิทธิภาพ	⑤	④	③	②	①
35. สามารถออกเสียงภาษาอังกฤษได้อย่างชัดเจน	⑤	④	③	②	①
36. มีกลวิธีการประเมินความรู้ความสามารถด้านภาษาอังกฤษของนักเรียนได้อย่างหลากหลาย	⑤	④	③	②	①
37. มีรูปลักษณ์ภายนอกเป็นผิวสีขาว ตาสีฟ้า และผมสีน้ำตาล	⑤	④	③	②	①
38. สื่อสารภาษาอังกฤษเหมือนเจ้าของภาษาอังกฤษ	⑤	④	③	②	①
39. มีความสามารถในการเสริมสร้างบรรยากาศการเรียนการสอนภาษาอังกฤษได้อย่างมีประสิทธิภาพ	⑤	④	③	②	①
40. คอยกระตุ้นและส่งเสริมให้นักเรียนรู้จักการเรียนรู้ด้วยตนเองอย่างสม่ำเสมอ	⑤	④	③	②	①

ส่วนที่ 2: ความต้องการของนักเรียน	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
41.ข้าพเจ้าสนใจที่จะเรียนการเขียนภาษาอังกฤษกับอาจารย์ภาษาอังกฤษที่เป็นเจ้าของภาษา	⑤	④	③	②	①
42.ข้าพเจ้าสนใจที่จะเรียนการสื่อสารภาษาอังกฤษกับอาจารย์ชาวไทย	⑤	④	③	②	①
43.ข้าพเจ้าสนใจที่จะเรียนการอ่านภาษาอังกฤษกับอาจารย์ภาษาอังกฤษที่เป็นเจ้าของภาษา	⑤	④	③	②	①
44.ข้าพเจ้าสนใจที่จะเรียนไวยากรณ์ภาษาอังกฤษกับอาจารย์ที่เป็นเจ้าของภาษาอังกฤษ	⑤	④	③	②	①
45.ข้าพเจ้าสนใจที่จะฝึกฝนทักษะการฟังภาษาอังกฤษกับอาจารย์ชาวไทย	⑤	④	③	②	①
46.ข้าพเจ้าสามารถใช้ภาษาอังกฤษในการสื่อสารได้ดีเพราะข้าพเจ้าได้เรียนกับอาจารย์ชาวไทย	⑤	④	③	②	①
47.ข้าพเจ้าสามารถออกเสียงภาษาอังกฤษได้เพราะข้าพเจ้าได้เรียนกับอาจารย์ชาวไทย	⑤	④	③	②	①
48.ความรู้เกี่ยวกับคำศัพท์ภาษาอังกฤษของข้าพเจ้าเพิ่มขึ้นทุกครั้งเมื่อข้าพเจ้าได้เรียนกับอาจารย์ภาษาอังกฤษที่เป็นเจ้าของภาษา	⑤	④	③	②	①
49.ข้าพเจ้าประสงค์ที่จะเรียนเพื่อเตรียมตัวสอบวัดความรู้ความสามารถด้านภาษาอังกฤษ (IELTS, TOEFL และ TOEIC) กับอาจารย์ชาวไทย	⑤	④	③	②	①

ส่วนที่ 2: ความต้องการของนักเรียน	เห็นด้วยอย่างยิ่ง	เห็นด้วย	เฉย ๆ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
50.อาจารย์ภาษาอังกฤษที่เป็นเจ้าของภาษาคืออาจารย์ภาษาอังกฤษที่ดีที่สุดของข้าพเจ้า	⑤	④	③	②	①
51.อาจารย์ชาวไทยคืออาจารย์ภาษาอังกฤษที่ดีที่สุดของข้าพเจ้า	⑤	④	③	②	①
52.ข้าพเจ้าสามารถเรียนภาษาอังกฤษได้ดีทั้งกับอาจารย์ชาวไทยและอาจารย์ภาษาอังกฤษที่เป็นเจ้าของภาษา	⑤	④	③	②	①
53.ทั้งอาจารย์ชาวไทยและอาจารย์ภาษาอังกฤษที่เป็นเจ้าของภาษาเป็นแบบอย่างที่ดีในการเรียนภาษาอังกฤษของข้าพเจ้า	⑤	④	③	②	①
54.ข้าพเจ้าไม่สนใจว่าข้าพเจ้าจะต้องเรียนวิชาการอ่านภาษาอังกฤษกับอาจารย์ชาวไทยหรือกับอาจารย์ภาษาอังกฤษที่เป็นเจ้าของภาษา ตราบใดที่อาจารย์ทั้งสองเป็นอาจารย์ที่ดีมีคุณภาพ	⑤	④	③	②	①
55.ข้าพเจ้าไม่สนใจว่าข้าพเจ้าจะต้องเรียนวิชาการเขียนภาษาอังกฤษกับอาจารย์ชาวไทยหรือกับอาจารย์ภาษาอังกฤษที่เป็นเจ้าของภาษาตราบใดที่อาจารย์ทั้งสองเป็นอาจารย์ที่ดีมีคุณภาพ	⑤	④	③	②	①
56.ข้าพเจ้าไม่สนใจว่าข้าพเจ้าจะต้องเรียนวิชาการสื่อสารภาษาอังกฤษกับอาจารย์ชาวไทยหรือกับอาจารย์ภาษาอังกฤษที่เป็นเจ้าของภาษาตราบใดที่อาจารย์ทั้งสองเป็นอาจารย์ที่ดีมีคุณภาพ	⑤	④	③	②	①
57.ข้าพเจ้าไม่สนใจว่าอาจารย์ภาษาอังกฤษของข้าพเจ้าเป็นอาจารย์ชาวไทยหรืออาจารย์ภาษาอังกฤษที่เป็นเจ้าของภาษาตราบใดที่อาจารย์ทั้งสองเป็นอาจารย์ที่ดีมีคุณภาพ	⑤	④	③	②	①



## **APPENDIX 3: STUDENTS INTERVIEW QUESTIONS**

### **Thai University Students Semi-structure Individual Interview Questions**

#### **Part 1: Construction of Nativeness**

1.1 According to your background experience you have earned from the past to the present either directly or indirectly from the educational settings, workplaces, or other personal occasions:

1.1.1 How do you provide a definition of "a native speaker" in general? Possible follow up question:

1.1.1.1 To perceive whether one is "a native speaker" of one particular language or not, what are the main qualifications will you taken in considerations as the priority? Please provide some explanations.

1.1.2 How do you provide a definition of "a native speaker of English"? Possible follow up questions:

1.1.2.1 Why did you think that those particular groups of people are "native speakers of English"? Please provide some explanations.

1.1.2.2 Where were those ideas originally from?

1.1.2.3 To perceive whether one is "a native speaker of English" or not, are there any relationships regarding to the external appearance?

1.1.3 What are the main qualifications for someone to be called as "a native English speaking teacher"? Please provide some explanations. Possible follow up questions:

1.1.3.1 Where were those ideas originally from?

1.1.3.2 To perceive whether one is "a native English speaking teacher" or not, are there any relationships regarding to the external appearance?

## **Part 2: Attitudes of the students towards their teachers**

2.1 In your opinion, what are the most important characteristics of an English language teacher? Why?

2.2 How do you feel or what do you think when you study English with Thai English teachers?

2.2.1 What are the outstanding characteristics of Thai English teachers?

2.2.2 Have you ever come across any difficult experience, problems, or frustration when you studied English with Thai English teachers? And how did you deal with them?

2.3 How do you feel or what do you think when you study English with native English speaking teachers?

2.3.1 What are the outstanding characteristics of native English speaking teachers?

2.3.2 Have you ever come across any difficult experience, problems, or frustration when you studied English with native English speaking teachers? And how did you deal with them?

2.4 According to your background experience you have earned from the past to the present either directly or indirectly from the educational settings or other personal occasions:

2.4.1 What do you think about the language proficiencies of Thai English teachers and native English speaking teachers in general?

2.4.2 What do you think in the way of the teaching methodologies of Thai English teachers and native English speaking teachers in general?

2.4.3 Do you think the first language and nationalities of teachers play important roles in English language teaching and learning?

2.4.4 Because of the notion of native English speaking teachers are the ideal of English teaching is still pervasive in several teaching contexts, how do you feel or what do you think about this notion?

2.4.5 What are the characteristics of effective teachers to teach reading, writing/composition, listening, speaking/pronunciation, and Test preparation (TOEFL, IELTSs, TOEIC, etc)?

2.5 Imagine if you were not a student but an English program administrator of one particular educational institution in Thailand, you had a full power to make decision to hire a new English teacher to join your program, what qualities, experience, and qualifications would you look for? Please provide some explanations.

2.6 Is there anything you would like to add?



## **APPENDIX 4: NESTs INTERVIEW QUESTIONS**

### **Native English Speaking Teacher Semi-structure Individual Interview Questions**

#### **Part 1: Background information**

1.1 Could you please provide me some information regarding to your educational background? Possible follow up questions:

1.1.1 What did you study when you were a student?

1.1.2 How many languages can you speak?

1.1.3 How long have you been working here as an English teacher?

1.1.4 How many subjects are you teaching currently?

1.1.5 What did you do before start working here or this is the first workplace since graduated?

1.1.6 Do you have any formal teaching qualifications?

#### **Part 2: English language proficiency and teaching methodology**

2.1 In your opinion, what are the most important characteristics of English language teachers? Why?

2.2 Could you please describe briefly the teaching methodology you apply when teaching English in the classrooms?

2.3 How comfortable if you were assigned to teach the following skills: reading, writing/composition, listening, speaking/pronunciation, and Test preparation (TOEFL, IELTS, TOEIC, etc.). Why?

2.4 Imagine if you were not a teacher but an English program administrator of one particular educational institution in Thailand, you had a full power to make decision to hire a new English teacher to join your program, what qualities, experience, and qualifications would you look for? Please provide some explanations.

2.5 If you had a full authority to make a decision on teaching and learning materials, would you mostly prefer to use the English language teaching and learning materials which were produced by your own country or other countries where English is employed as a second and foreign language? Why?

### **Part 3: Construction of Nativeness**

3.1 According to your background experience you have earned from the past to the present either directly or indirectly from the educational settings, workplaces, or other personal occasions:

3.1.1 How do you provide a definition of "a native speaker" in general? Possible follow up question:

3.1.1.1 To perceive whether one is "a native speaker" of one particular language or not, what are the main qualifications will you taken into considerations as the priority? Please provide some explanations.

3.1.2 How do you provide a definition of "a native speaker of English"? Possible follow up questions:

3.1.2.1 Why did you think that those particular groups of people are "native speakers of English"?

3.1.2.2 Where were those ideas originally from?

3.1.2.3 To perceive whether one is "a native speaker of English" or not, are there any relationships regarding to the external appearance?

3.1.3 What are the main qualifications for someone to be called as "a native English speaking teacher"? Please provide some explanations. Possible follow up questions:

3.1.3.1 Where were those ideas originally from?

3.1.3.2 To perceive whether one is "a native English speaking teacher" or not, are there any relationships regarding to the external appearance?

3.2 Since you are perceived as a native English speaking teacher, how do you feel or what do you think about this notion? Possible follow up questions:

3.2.1 Does this identity affect your English language teaching profession?

3.2.2 As a native English speaking teacher, what are the outstanding differences between Thai English teachers and native English speaking teachers? Please explain.

3.2.3 Have you ever come across any difficult experience, problems, or frustration in your teaching profession related to your national identity? Please specify and provide some explanations how you deal with them.

3.2.4 Regarding to the notion of native English speaking teachers are the ideal of English teaching is still pervasive in several English language teaching contexts, how do you feel or what do you think about this notion?

3.3 Is there anything you would like to add?



## **APPENDIX 5: NNESTs INTERVIEW QUESTIONS**

### **Thai English Teacher Semi-structure Individual Interview Questions**

#### **Part 1: Background information**

1.1 Could you please provide me some information regarding to your educational background? Possible follow up questions:

1.1.1 What did you study when you were a student?

1.1.2 For how long did you study English since you were a child?

1.1.3 How many languages can you speak?

1.1.4 How long have you been working here as an English teacher?

1.1.5 How many subjects are you teaching at the moment?

1.1.6 What did you do before start working here or this is the first workplace since you have graduated?

1.1.7 Have you ever visited the countries where English is used as the first language? If Yes, please specify.

1.1.8 Do you have any formal teaching qualifications?

#### **Part 2: English language proficiency and teaching methodology**

2.1 In your opinion, what are the most important characteristics of English language teachers? Why?

2.2 Could you please describe briefly the most favorite teaching methodology you apply when teaching English in the classrooms?

2.3 How comfortable if you were assigned to teach the following skills: reading, writing/composition, listening, speaking/pronunciation, and Test preparation (TOEFL, IELTSs, TOEIC, etc.). Why?

2.4 Imagine if you were not a teacher but an English program administrator of one particular educational institution in Thailand, you had a full power to make decision to hire a new English teacher to join your program, what qualities, experience, and qualifications would you look for? Please provide some explanations.

2.5 If you had a full authority to make a decision on teaching and learning materials, would you mostly prefer to use the English language teaching and learning materials which were produced by your own country or other countries where English is employed as a second and foreign language? Why?

### **Part 3: Construction of Nativeness**

3.1 Could you please provide me some information regarding to your previous English teachers? Possible follow up questions:

3.1.1 Where were they originally from?

3.1.2 For how long did you study English with Thai English teachers? Possible follow up question:

3.1.2.1 What did you think or how did you feel when you studied English with Thai English teachers?

3.1.3 For how long did you study English with native English speaking teachers? Possible follow up question:

3.1.3.1 What did you think or how did you feel when you studied English with Thai English teachers?

3.2 According to your background experience you have earned from the past to the present either directly or indirectly from the educational settings, workplaces, or other personal occasions:

3.2.1 How do you provide a definition of "a native speaker" in general? Possible follow up question:

3.2.1.1 To perceive whether one is "a native speaker" of one particular language or not, what are the main qualifications will you taken into considerations as the priority? Please provide some explanations.

3.2.2 How do you provide a definition of "a native speaker of English"? Possible follow up questions:

3.2.2.1 Why did you think that those particular groups of people are "native speakers of English"?

3.2.2.2 Where were those ideas originally from? Please provide some explanations.

3.2.2.3 To perceive whether one is "a native speaker of English" or not, are there any relationships regarding to the external appearance?

3.2.3 What are the main qualifications for someone to be called as "a native English speaking teacher"? Please provide some explanations. Possible follow up questions:

3.2.3.1 Where were those ideas originally from?

3.2.3.2 To perceive whether one is "a native English speaking teacher", are there any relationships regarding to the external appearance?

3.3 Since you are Thai, does this national identity affects your English language teaching profession? Possible follow up questions:

3.3.1 As a Thai English teacher, what are the outstanding differences between Thai English teachers and native English speaking teachers? Please explain.

3.3.2 Have you ever come across any difficult experience, problems, or frustration in your teaching profession related to your national identity? Please specify and provide some explanations how you deal with them.

3.3.3 Regarding to the notion of native English speaking teachers are the ideal of English teaching is still pervasive in several English language teaching contexts, how do you feel or what do you think about this notion?

3.4 According to your background experience you have earned from the past to the present either directly or indirectly from the educational settings, workplaces, or other personal occasions:

3.4.1 What do you think about the language proficiencies of Thai English teachers and native English speaking teachers in general?

3.4.2 What do you think in the way of the teaching methodologies of Thai English teachers and native English speaking teachers in general?

3.5 Is there anything you would like to add?

## **APPENDIX 6: EPAs INTERVIEW QUESTIONS**

### **English Program Administrator Semi-structure Individual Interview Questions**

#### **Part 1: Background information**

1.1 Could you please provide me some information regarding to your educational background? Possible follow up questions:

1.1.1 What did you study when you were a student?

1.1.2 How many languages can you speak?

1.1.3 How long have you been working here as an English Program Administrator?

#### **Part 2: The program under investigated**

2.1 What are the main objectives of the program?

2.2 What classes do you provide for your students? Possible follow up questions:

2.2.1 Who are their teachers to teach those particular classes?

2.2.2 How do you assign the modules for each individual teacher?

2.3 Are there any extra-curricular activities provided by the program in order to increase the language skills of the students? Please specify and provide some explanations.

#### **Part 3: English Program Administrator Beliefs and Hiring Practices towards the teachers**

3.1 How many teachers are there in the program at the moment? Possible follow up questions:

3.1.1 Where do they come from?

3.2 If you prefer to hire a new English teacher to teach in your program, what are the main qualifications will you taken into considerations as the priority? Please provide some explanations.

3.3 Could you please explain the process of employing a new English teacher into your program?

3.4 Regarding to your personal experience:

3.4.1 What are the outstanding characteristics of Thai English teachers? Why?

3.4.2 What are the outstanding characteristics of native English speaking teachers? Why?

3.4.3 What do you think about the language proficiencies of Thai English teachers and native English speaking teachers in general?

3.4.4 What do you think in the way of the teaching methodologies of Thai English teachers and native English speaking teachers in general?

3.4.5 To be a qualified teacher, are there any relationships regarding to the teacher's first languages and their nationalities?

3.4.6 Since the notion of native English speaking teachers are the ideal of English teaching is still pervasive in several English language teaching contexts, how do you feel or what do you think about this notion?

#### **Part 4 Construction of Nativeness**

4.1 Could you please provide me some information regarding to your previous English teachers? Possible follow up questions:

4.1.1 Where were they originally from?

4.1.2 For how long did you study English with Thai English teachers? Possible follow up questions:

4.1.2.1 What did you think or how did you feel when you studied English with Thai English teachers?

4.1.3 For how long did you study English with native English speaking teachers?

Possible follow up questions:

4.1.3.1 What did you think or how did you feel when you studied English with native English speaking teachers?

4.2 According to your background experience you have earned from the past to the present either directly or indirectly from the educational settings, workplaces, or other personal occasions:

4.2.1 How do you provide a definition of "a native speaker" in general? Possible follow up question:

4.2.1.1 To perceive whether one is "a native speaker" of one particular language or not, what are the main qualifications will you taken into considerations as the priority? Please provide some explanations.

4.2.2 How do you provide a definition of "a native speaker of English"? Possible follow up questions:

4.2.2.1 Why do you think that those particular groups of people are "native speakers of English"? Please provide some explanations.

4.2.2.2 Where were those ideas originally from?

4.2.2.2 To perceive whether one is "a native speaker of English" or not, are there any relationships regarding to the external appearance?

4.3 What are the main qualifications for someone to be called as "a native English speaking teacher"? Please provide some explanations. Possible follow up questions:

4.3.1 Where were those ideas originally from?

4.3.2 To perceive whether one is "a native English speaking teacher" or not, are there any relationships regarding to the external appearance?

4.4 Is there anything you would like to add?

**APPENDIX 7: OVERVIEW OF THE DATA COLLECTION SCHEDULE**

**Overview of the data collection schedule**

<b>Research Instruments</b>	<b>Names of the university</b>			
	<b>University A</b>	<b>University B</b>	<b>University C</b>	<b>University D</b>
Questionnaire to students	October, 2013 (last two weeks)	November, 2013 (last two weeks)	December, 2013 (last two weeks)	January, 2014 (last two weeks)
Interview students, teachers, and EPAs	October - November (1st week), 2013	November - December (1st two weeks), 2013	December, 2013 - January (1st two weeks), 2014	January - February (1st two weeks), 2014

**Remarks:** The interviews processes were mainly based on the availability of the participants.



## APPENDIX 8: INTERVIEW SCHEDULE: University A

### University A's Interview Schedule

No. of interviewees	Interviewees	Status	Date	Length	Location
1.	Ubon	1st student	29/10/2013	49:40	classroom
2.	Sai	2nd student	29/10/2013	63:59	common room
3.	Da	3rd student	31/10/2013	58:00	common room
4.	Nan	4th student	31/10/2013	56:18	common room
5.	Panu	1st NNEST	29/10/2013	54:10	teacher's office
6.	Nu	2nd NNEST	30/10/2013	62:47	teacher's office
7.	Co	1st NEST	07/11/2013	59:03	teacher's office
8.	Lin	EPA	31/10/2013	60:24	teacher's office

**Remarks:** NNEST: Thai English teacher, NEST: Native English speaking teacher, EPA: English Program Administrator.



## APPENDIX 9: INTERVIEW SCHEDULE: University B

### University B's Interview Schedule

No. of interviewees	Interviewees	Status	Date	Length	Location
1.	Nim	1st student	20/11/2013	42:14	meeting room
2.	Din	2nd student	20/11/2013	42:23	meeting room
3.	Wan	3rd student	21/11/2013	44:28	meeting room
4.	Khao	4th student	21/11/2013	36:23	meeting room
5.	Danai	1st NNEST	20/11/2013	47:51	teacher's office
6.	Pen	2nd NNEST	26/11/2013	49:30	teacher's office
7.	Dew	1st NEST	19/11/2013	43:06	teacher's office
8.	John	2nd NEST	20/11/2013	41:12	teacher's office
9.	Saisawat	EPA	21/11/2013	60:24	teacher's office

**Remarks:** NNEST: Thai English teacher, NEST: Native English speaking teacher, EPA: English Program Administrator



**APPENDIX 10: INTERVIEW SCHEDULE: University C**

**University C's Interview Schedule**

<b>No. of interviewees</b>	<b>Interviewees</b>	<b>Status</b>	<b>Date</b>	<b>Length</b>	<b>Location</b>
1.	Gun	1st student	18/12/2013	49:44	Study room
2.	Fon	2nd student	18/12/2013	48:42	Study room
3.	Nam	3rd student	18/12/2013	49:47	Study room
4.	Cherry	4th student	18/12/2013	53:49	Study room
5.	Pop	1st NNEST	16/12/2013	57:59	Study room
6.	Fatimah	2nd NNEST	16/12/2013	49:09	Study room
7.	Tom	1st NEST	17/12/2013	44:54	Study room
8.	Alex	2nd NEST	18/12/2013	56:52	Study room
9.	Ple	EPA	11/12/2013	57:30	Teacher's office

**Remarks:** NNEST: Thai English teacher, NEST: Native English speaking teacher, EPA: English Program Administrator



## APPENDIX 11: INTERVIEW SCHEDULE: University D

### University D's Interview Schedule

No. of interviewees	Interviewees	Status	Date	Length	Location
1.	Tee	1st student	22/01/2014	40:23	Common room
2.	Naruemon	2nd student	23/01/2014	41:10	Common room
3.	Rung	3rd student	27/01/2014	52:20	Common room
4.	Leelawadee	4th student	27/01/2014	42:22	Common room
5.	Teerapong	1st NNEST	29/01/2014	60:15	Common room
6.	Maneerat	2nd NNEST	02/02/2014	59:75	Common room
7.	Anderson	1st NEST	04/02/2014	60:09	Common room
8.	James	2nd NEST	6/02/2014	60:03	Common room
9.	Kongpob	EPA	09/02/2014	55:68	teacher's office

**Remarks:** NNEST: Thai English teacher, NEST: Native English speaking teacher, EPA: English Program Administrator



## APPENDIX 12: PARTICIPANT INFORMATION SHEET



### PARTICIPANT INFORMATION SHEET

**Study Title:** Thai University Students, Teachers and Program Administrators, Perceptions of Nativeness in English Language Teaching

**Researcher:** Yusop Boonsuk

**Ethics number:** 8619

**Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.**

#### **What is the research about?**

I am conducting a PhD in Applied Linguistics: English Language Teaching at the University of Southampton. This research paper is a requirement by the university. I have got a scholarship from Thailand government who supporting my study here. The aims of the project are to: (1) explore the ways Thai university students construct the idea regarding to Thai English teachers and native English speaking teachers; (2) investigate the attitudes of Thai university students towards Thai English teachers and native English speaking teachers and factors affecting those attitudes; (3) examine teachers' self-perception regarding to their teaching methodologies and English language proficiencies; and (4) discover beliefs and hiring practices of English program administrators towards Thai English teachers and native English speaking teachers. Also, to determine what factors should be taken into consideration when preparing NESTs and NNESTs of English for employment.

### **Why have I been chosen?**

Since there are four different groups of the main participants, I then will provide an explanation individually: (1) If you were a student, you are selected because your major study is somehow relevant to English language and you have had experience to study with both NESTs and NNESTs before; (2) If you were a teacher (both NESTs and NNESTs), you are chosen because you are teaching English at the moment and you have had experience to work and study either with NESTs and NNESTs; (3) If you are an EPA, you are selected because you are the important person in making decisions in order to lift up English teaching and learning program in the university. It also seems that you are the one who plays significant roles when hiring a new English teacher into your program. Moreover, you have had some working experience towards both NESTs and NNESTs before.

### **What will happen to me if I take part?**

The data collection procedure will be collected by the end of 2013, which is during the second semester of the academic year in Thailand.

If you were a student, I will ask for permission from your university to access into the university and meet you in the university area provided. Before starting the main procedure, I am going to have a friendly talk with you by asking some general questions (e.g., names, backgrounds, attitudes to English, and also academic plans) to build first impressions and to break the ice for both sides. After that, you are informed of the scope of the study (i.e. research aims, research questions, data collection procedure, anonymity and data storage) along with firm assurance that the data you provided would be exclusively used for the purposes of the research project but no other intentions. After that, I will provide you a consent form to sign that you agree to participate within this study. Then, I will distribute you a set of questionnaire. Information regarding to the questionnaire will be explained to ensure that you clearly understand what you have to do and how. You will then be asked to answer the questionnaire and collected it back after completion within the time given. Then, the chosen group of you will be asked to take part in the semi-structure individual interview. Again, the information concerning

the interview will be given to clarify the process. The interview will be recorded by a voice recorder. This last data collection procedure will be taken no more than 1 hour.

If you were a NEST and NNEST (Thai English teacher in this case) and EPA, I will make an arrangement with you individually based on your availability. The semi-structure individual interview will be the main research instrument to employ in order to collect the data. The process of the interview will be the same as the students.

**Are there any benefits in my taking part?**

There may be no benefit to the individual, but the outcomes and implications of this study will not only add new knowledge in a teaching context for three perspective groups of the participants (students, NESTs and NNESTs, EPAs), but also provide some suggestions to reshape and reconsider the contents to allow development within the groups to enable support and meeting of social needs. Moreover, the results from this study may contribute to a deeper understanding of English teaching in the field of English education research both in Thailand and other English teaching and learning contexts. This may enhance English proficiency of students through tertiary educational policy and curriculum design development.

**Are there any risks involved?**

The study involves no physical risks at all, besides those that occur in everyday life, anxiety, fatigue, for instances, which might emerge during the data collection procedures. In this case, however, you can take a break at any time.

**Will my participation be confidential?**

Your participation in the study will be treated totally confidential and your name will not be disclosed publicly. You will have either a pseudo name or codified number. A record of your interview will be also kept confidentially and anonymously. I will be in compliance with the Data Protection Act/University Policy and I will store the data on a password protected computer to ensure that they will remain confidential. The information you provide will not be shared with other parties except with supervisor of

the project and project members. Only the researcher will enable to access the whole data collected. Individual will not be identified in future presentations or publications

**What happens if I change my mind?**

You have the right to withdraw or stop taking part in any procedures of the data collection at any time. Once you make a decision not to continue to take part in the study, you previously data collected will be discarded.

**What happens if something goes wrong?**

In the unlikely case of concern or complaint, you can consult the independent contact person whose phone number and email address are offered in the subsequent lines. She is an independent party and is not involved in the research.

The Chair of the Faculty Ethics Committee

Prof Ros Mitchell (02380592231, rfm3@soton.ac.uk).

**Where can I get more information?**

If you need more information regarding to this project, you can either directly contact me through the following email address or my mobile phone number: yb5g11@soton.ac.uk, (44) 7588228020.

**APPENDIX 13: PARTICIPANT CONSENT FORM**



**CONSENT FORM**

**Study title:** Thai University Students, Teachers and Program Administrators, Perceptions of Nativeness in English Language Teaching

**Researcher name:** Yusop Boonsuk

**Staff/Student number:** 24117145

**ERGO reference number:** 8619

*Please initial the box (es) if you agree with the statement(s):*

I have read and understood the information sheet (insert date /version no. of participant information sheet) and have had the opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data to be used for the purpose of this study.

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected.

*Data Protection*

*I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.*

Name of participant (print name).....

Signature of participant.....

Date.....



**APPENDIX 14: A SIGNIFICANT DIFFERENCE AMONG THE STUDENTS  
FROM FOUR UNIVERSITIES TOWARDS CHARACTERISTICS OF  
EFFECTIVE ENGLISH TEACHERS**

**A significant different of the students among four universities towards the  
Linguistics characteristics (N: 301)**

<b>Effective English teacher characteristics</b>	<b>Names of university</b>	<b>Mean rank</b>	<b>Mann-Whitney U</b>	<b>Wilcoxon W</b>	<b>Z</b>	<b>Asymp. Sig. (2-tailed)</b>
1. Linguistics characteristics	University A	40.64	475.500	1255.500	-1.730	.084
	University B	32.19				
	University A	50.67	1093.500	1621.500	-.634	.526
	University C	54.72				
	University A	94.45	2494.500	3022.500	-.005	.996
	University D	94.51				
	University B	45.76	1004.500	1784.500	-2.687	.007
	University C	62.93				
	University B	78.04	2263.500	3043.500	-2.497	.013
	University D	102.99				
	University C	120.87	5374.500	17620.500	-.857	.392
	University D	112.95				

a. Grouping Variable: names of university

The table shows that there are significant difference between a pair of the students from the University B and University C ( $p = 0.007 < 0.05$ ) and the students from the University B and University D ( $p = 0.013 < 0.05$ ) on their perceptions towards the characteristics of the effective English teacher in relation to the language proficiency of their teachers. Regarding the results above, the students from the University C and the University D are statistically significant higher than the perceptions of the University B's students.

**A significant different of the students among four universities towards the Personal motivational characteristics (N: 301)**

Effective English teacher characteristics	Names of university	Mean rank	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
4. Personal motivational characteristics	University A	38.05	558.500	1338.500	-.761	.446
	University B	34.32				
	University A	45.53	929.000	1457.000	-1.769	.077
	University C	56.95				
	University A	94.61	2492.500	14738.500	-.013	.990
	University D	94.48				
	University B	46.36	1028.000	1808.000	-2.524	<b>.012</b>
	University C	62.61				
	University B	90.82	2762.000	3542.000	-.892	.372
	University D	99.79				
	University C	131.24	4607.500	16853.500	-2.485	<b>.013</b>
	University D	108.04				

a. Grouping Variable: names of university

According to the table above, it is found that there are significant differences between a pair of the students from the University B and the University C ( $p = 0.012 < 0.05$ ), and a pair of the University C and the University D's students ( $p = 0.013 < 0.05$ ) on their perceptions towards the characteristics of the effective English teacher in relation to the Personal motivational characteristics of the teachers. The table also illustrates that, the Personal motivational characteristics of the teachers from the perspective of the University C's students is statistically significant higher than the perceptions of the University B and the University D's students.

**A significant different of the students among four universities towards the  
Pedagogical characteristics (N: 301)**

<b>Effective English teacher characteristics</b>	<b>Names of university</b>	<b>Mean rank</b>	<b>Mann-Whitney U</b>	<b>Wilcoxon W</b>	<b>Z</b>	<b>Asymp. Sig. (2-tailed)</b>
5. Pedagogical characteristics	University A	41.16	459.000	1239.000	-1.923	.054
	University B	31.77				
	University A	50.95	1102.500	1630.500	-.567	.571
	University C	54.60				
	University A	97.59	2397.000	14643.000	-.357	.721
	University D	93.87				
	University B	45.33	988.000	1768.000	-2.776	<b>.006</b>
	University C	63.15				
	University B	80.92	2376.000	3156.000	-2.135	<b>.033</b>
	University D	102.27				
	University C	125.02	5067.500	17313.500	-1.510	.131
	University D	110.98				

a. Grouping Variable: names of university

The table above demonstrates that there are statistically significant difference between a pair of the students from the University B and the University C ( $p = 0.006 < 0.05$ ) and the students from the University B and the University D ( $p = 0.033 < 0.05$ ) on their perceptions towards the characteristics of the effective English teacher in relation to the ways they teach. The results present that the students from the University C and the university D are statistically significant higher than the perceptions of the University B's students.



**APPENDIX 15: DEMOGRAPHIC INFORMATION OF THE PARTICIPANTS**

**Demographic information of the participants: STUDENTS**

<b>Interviewees</b>	<b>Gender</b>	<b>Age</b>	<b>YoS</b>	<b>PS</b>	<b>YoSE</b>	<b>YoSEN</b>	<b>YoSENN</b>	<b>EA</b>
1. Ubon	Female	22	4	HM & TM	16	16	10	-
2. Sai	Female	22	4	HM & TM	16	16	10	Singapore, Hong Kong
3. Da	Female	22	4	HM & TM	16	16	10	-
4. Nan	Male	22	4	HM & TM	16	16	10	Hong Kong, Vietnam
5. Nim	Female	21	3	EP	15	15	9	Malaysia, Singapore
6. Din	Male	21	3	EP	15	15	9	Malaysia, China
7. Wan	Female	21	3	EP	15	15	9	-
8. Khao	Female	21	3	EP	15	15	9	Myanmar, Burmese
9. Gun	Male	21	3	EBC	15	15	9	-
10. Fon	Female	21	3	EBC	15	15	9	USA, Singapore
11. Nam	Female	21	3	EBC	15	15	9	-
12. Cherry	Female	21	3	EBC	15	15	9	Malaysia, Indonesia
13. Tee	Male	21	3	EP	15	15	9	Australia, Hong Kong
14. Naruemon	Female	21	3	EP	15	15	9	Singapore, Malaysia
15. Rung	Male	21	3	EP	15	15	9	Korea, Hongkong, Japan,
16. Leelawadee	Female	21	3	EP	15	15	9	-

**Remarks:** YoS: Years of study; PS: Programs of study (HM & TM: Hospitality Management and Tourism Management; EP: English program, EBC: English for Business Communication); YoSE: Years of study English; YoSEN: Years of study English with native, YoSENN: Years of study English with non-native, EA: Experienced abroad

**Demographic information of the participants: NESTs**

Interviewees	Gender	Nationality	Educational background			YoT	LS	EA
			BA	MA	PhD			
1. Co	Male	British	IM	-	-	5	English	Asia and European countries
2. Dew	Male	British	L	-	-	3	English	Canada, England
3. John	Male	British	T	-	-	1	English, German, Thai	Asia and European countries
4. Tom	Male	American	BF	-	-	1	English, Japanese, German	USA, Japan, Thailand
5. Alex	Male	American	EP	-	-	3	English, Spanish, Thai	USA, Columbia
6. Anderson	Male	American	PS	-	-	4	English, Spanish, Thai	USA, Thailand
7. James	Male	American	AE	-	-	4		USA, Thailand

**Remarks:** BA: Bachelor degree (IM: International Marketing, L: Law, T: Theology, BF: Business and Finance, EP: English program, PS: Political Science, AE: Arts Education); MA: Master degree; PhD, Doctor of Philosophy; YoT: Years of teaching; LS: Language skills; EA: Experienced abroad

**Demographic information of the participants: NNESTs**

Interviewees	Gender	Nationality	Educational background			YoT	LS	EA
			BA	MA	PhD			
1. Panu	Male	Thai	T & M	TP	TP	15	English, Thai	England, European countries
2. Nu	Male	Thai	H & TM	H & TM	-	10	English and Thai	Australia, England, Denmark
3. Danai	Male	Thai	EP	EIL	-	3	English, Thai	India, Singapore, Malaysia
4. Pen	Female	Thai	EP	AL	AL	8	English, Thai	Australia
5. Pop	Male	Thai	EP	EP	AL	10	English, Thai	Asia and European countries
6. Fatimah	Female	Thai	EP	EP	EIL	15	English, Thai	USA, Australia, Malaysia, Singapore
7. Teerapong	Male	Thai	EP	EP	-	6	English, Italian, French, Thai	Italy, USA
8. Maneerat	Female	Thai	EP	AL	CI	9	English, Thai	USA, Singapore

**Remarks:** BA: Bachelor degree (T & M: Tourism and Management, H & TM: Hospitality and Tourism Management, EP: English program); MA: Master degree (TP: Tourism program, H & TM: Hospitality and Tourism Management, EIL: Teaching English as an International Language, AL: Applied Linguistics); PhD: Doctor of Philosophy (TP: Tourism program, CI: Curriculum and Instruction); YoT: Years of teaching; LS: Language skills; EA: Experienced abroad

**Demographic information of the participants: EPAs**

Interviewees	Gender	Educational background			YoW	LS	EA
		BA	MA	PhD			
1. Lin	Male	Business Administration	Business Administration	-	5	English, Chinese, Thai	Australia, Hong Kong
2. Saisawat	Female	English for Communication	Applied Linguistics	Applied Educational Study	11	English, Thai	Japan, Hong Kong, England
3. Ple	Female	English	Applied Linguistics	Applied Linguistics	8	English, Thai	Australia, Malaysia
4. Kongpob	Male	English	Applied Linguistics	Social	17	English, Thai	Japan, China, England

**Remarks:** BA: Bachelor degree; MA: Master degree; PhD: Doctor of Philosophy; YoW: Years of working; LS: Language skills; EA: Experienced abroad

**APPENDIX 16: A SIGNIFICANT DIFFERENT BETWEEN THE  
CHARACTERISTICS OF THE EFFECTIVE ENGLISH TEACHERS AND  
PROGRAMS OF STUDY**

**A significant different between the characteristics of the effective English teachers  
and programs of study**

<b>Ranks</b>			
	programs of study	N	Mean Rank
Personal	English program	195	142.55
	Hospitality and Tourism program	32	145.19
	English for Business Communication	74	175.79
	Total	301	
Cultural characteristics	English program	195	129.75
	Hospitality and Tourism program	32	162.20
	English for Business Communication	74	202.16
	Total	301	
Linguistics	English program	195	145.96
	Hospitality and Tourism program	32	152.77
	English for Business Communication	74	163.52
	Total	301	
Cultural sensitivity	English program	195	147.69
	Hospitality and Tourism program	32	143.39
	English for Business Communication	74	163.00
	Total	301	
Professional	English program	195	144.85
	Hospitality and Tourism program	32	142.44
	English for Business Communication	74	170.90
	Total	301	

Pedagogical	Total	301	
	English program	195	143.70
	Hospitality and Tourism program	32	156.70
	English for Business Communication	74	167.77
	Total	301	

**Test Statistics<sup>a,b</sup>**

	Personal	Cultural characteristics	Linguistics	Cultural sensitivity	Professional	Pedagogical
Chi-Square	8.068	37.875	2.256	1.968	5.390	4.339
df	2	2	2	2	2	2
Asymp. Sig.	.018	.000	.324	.374	.068	.114

a. Kruskal Wallis Test

b. Grouping Variable: programs of study

**APPENDIX 17: A SIGNIFICANT DIFFERENT BETWEEN THE  
CHARACTERISTICS OF THE EFFECTIVE ENGLISH TEACHERS  
AND GENDER**

**A significant different between the characteristics of the effective English  
teachers and gender**

**Ranks**

	gender	N	Mean Rank
Personal	male	78	150.02
	female	223	151.34
	Total	301	
Cultural characteristics	male	78	168.67
	female	223	144.82
	Total	301	
Linguistics	male	78	147.74
	female	223	152.14
	Total	301	
Cultural sensitivity	male	78	142.85
	female	223	153.85
	Total	301	
Professional	male	78	144.72
	female	223	153.20
	Total	301	
Pedagogical	male	78	145.41
	female	223	152.96
	Total	301	

**Test Statistics<sup>a,b</sup>**

	Personal	Cultural characteristics	Linguistics	Cultural sensitivity	Professional	Pedagogical
Chi-Square	.014	4.358	.151	.941	.573	.443
df	1	1	1	1	1	1
Asymp. Sig.	.907	.037	.697	.332	.449	.506

a. Kruskal Wallis Test

b. Grouping Variable: gender

**APPENDIX 18: A SIGNIFICANT DIFFERENT BETWEEN THE  
CHARACTERISTICS OF THE EFFECTIVE ENGLISH TEACHERS AND  
LANGUAGE PROFICIENCY**

**A significant different between the characteristics of the effective English teachers  
and language proficiency**

<b>Ranks</b>			
	language proficiency	N	Mean Rank
Personal	poor	7	173.14
	fair	143	149.67
	good	135	149.33
	excellent	13	169.77
	fluent	3	156.33
	Total	301	
Cultural characteristics	poor	7	162.00
	fair	143	146.82
	good	135	149.04
	excellent	13	228.31
	fluent	3	77.83
	Total	301	
Linguistics	poor	7	173.00
	fair	143	152.15
	good	135	145.96
	excellent	13	184.62
	fluent	3	126.00
	Total	301	
Cultural sensitivity	poor	7	171.21
	fair	143	160.45
	good	135	137.32
	excellent	13	191.35
	fluent	3	94.00
	Total	301	
Professional	poor	7	145.93
	fair	143	149.86
	good	135	153.78
	excellent	13	164.73
	fluent	3	32.67
	Total	301	

	Total	301	
	poor	7	201.14
	fair	143	147.70
	good	135	147.75
Pedagogical	excellent	13	203.65
	fluent	3	109.33
	Total	301	

**Test Statistics<sup>a,b</sup>**

	Personal	Cultural characteristics	Linguistics	Cultural sensitivity	Professional	Pedagogical
Chi-Square	1.164	12.936	3.194	9.654	6.337	8.320
df	4	4	4	4	4	4
Asymp. Sig.	.884	.012	.526	.047	.175	.081

a. Kruskal Wallis Test

b. Grouping Variable: language proficiency

**APPENDIX 19: A SIGNIFICANT DIFFERENT BETWEEN THE  
CHARACTERISTICS OF THE EFFECTIVE ENGLISH TEACHERS AND  
YEARS OF STUDY ENGLISH WITH NESTS**

**A significant different between the characteristics of the effective English teachers  
and years of study English with NESTs**

<b>Ranks</b>			
	years of study English with Native English teachers	N	Mean Rank
Personal	5	17	113.97
	6	39	98.36
	7	15	130.87
	8	22	114.66
	9	30	133.30
	10	21	96.52
	11	4	174.13
	12	22	87.25
	13	6	114.17
	14	3	124.17
	15	39	122.72
	16	6	147.92
	17	3	142.00
	18	2	138.50
	Total		229
Cultural characteristics	5	17	100.18
	6	39	107.24
	7	15	113.27
	8	22	112.34
	9	30	115.43
	10	21	124.14
	11	4	174.63
	12	22	100.80
	13	6	116.17
	14	3	95.67
15	39	122.42	
16	6	118.25	
17	3	186.67	

	18	2	132.50
	Total	229	
	5	17	110.06
	6	39	96.17
	7	15	127.80
	8	22	114.14
	9	30	124.90
	10	21	98.95
	11	4	183.88
Linguistics	12	22	99.93
	13	6	120.58
	14	3	109.83
	15	39	125.68
	16	6	144.17
	17	3	135.50
	18	2	150.25
	Total	229	
	5	17	91.79
	6	39	97.95
	7	15	156.83
	8	22	108.50
	9	30	130.22
	10	21	97.69
	11	4	183.50
Cultural sensitivity	12	22	90.52
	13	6	107.25
	14	3	66.50
	15	39	128.10
	16	6	135.50
	17	3	166.17
	18	2	190.50
	Total	229	
	5	17	110.62
	6	39	111.97
	7	15	108.37
	8	22	104.75
Professional	9	30	114.90
	10	21	95.98
	11	4	128.38
	12	22	121.41

	13	6	115.50
	14	3	82.00
	15	39	127.95
	16	6	110.67
	17	3	194.50
	18	2	167.00
	Total	229	
	5	17	108.38
	6	39	106.42
	7	15	139.60
	8	22	95.93
	9	30	121.92
	10	21	95.36
	11	4	169.63
Pedagogical	12	22	89.18
	13	6	84.42
	14	3	142.50
	15	39	132.47
	16	6	156.25
	17	3	175.17
	18	2	136.75
	Total	229	

**Test Statistics<sup>a,b</sup>**

	Personal	Cultural characteristics	Linguistics	Cultural sensitivity	Professional	Pedagogical
Chi-Square	17.296	10.538	14.602	29.858	11.269	22.892
df	13	13	13	13	13	13
Asymp. Sig.	.186	.649	.333	.005	.588	.043

a. Kruskal Wallis Test

b. Grouping Variable: years of study English with Native English teachers



## APPENDIX 20: CODING CATEGORY AND DEFINITIONS: INTERVIEWS

### Coding category and definitions: Interviews

#### Construction of nativeness

NSE=CO	=	There is a relationship between native speakers of English and county of origin
NSE=N	=	There is a relationship between native speakers of English and nationality
NSE=BU	=	There is a relationship between native speakers of English and where they were broad up
NSE= BC	=	There is a relationship between native speakers of English and British colonization
NSE=USAEP	=	There is a relationship between native speakers of English and economic power of the USA
NSE≠CO	=	No relationship between native speakers of English and county of origin
NSE≠N	=	No relationship between native speakers of English and nationality
NSE≠L1	=	No relationship between native speakers of English and first language
NSE=EA	=	No relationship between native speakers of English and external appearances
NSE≠EA	=	No relationship between native speakers of English and external appearances
WC^M	=	There is a relationship between white Caucasian native speakers of English and medias
WC^BK	=	There is a relationship between white Caucasian native speakers of English and background knowledge
WC^TLM	=	There is a relationship between white Caucasian native speakers of English and teaching and learning materials

## Perceptions towards NESTs and NNESTs

### Cultural sensitivity

NNESTs<sub>CB</sub>  $\triangleright$  NESTs<sub>CB</sub> = Non-native English speaking teachers understand students more than native English speaking teachers

-IEC = Insufficient in English cultural background

Ts  $\triangleright$  Ss = Teachers are higher status than students

Ss  $\triangleleft$  Ts = Students are lower status than teachers

### Linguistics characteristics

ELSC = English language structure competence

EN = Ability to use English naturally

NSs  $\neq$  ELSC = No relationship between native speakers and English language structure competency

### Pedagogical characteristics

CTA = Communicative teaching approach

TTA = Traditional teaching approach

L1C = Competency of the first language

### Personal characteristics

+MMs<sub>NNESTs</sub> = Making mistakes are acceptable by native English speaking teachers

-MMs<sub>NNESTs</sub> = Making mistakes are unacceptable by non-native English speaking teachers

NESTs<sub>P</sub>  $\triangleright$  NNESTs<sub>P</sub> = Native English speaking teachers are more punctual than non-native English speaking teachers

P  $\neq$  NB = No relationship between punctuality and nativeness background

### **Hiring practices**

NSE=S	=	There is a relationship between native speakers of English and salary
NSE=MS	=	There is a relationship between native speakers of English and marketing strategy
FI=S	=	There is a relationship between feeling superiority and salary level
NSE=EB	=	There is a relationship between native speakers of English and educational background

### **Characteristics of effective English teachers**

#### **Personal characteristics**

BP	=	Being patience
PT	=	Passionate on teaching
TSD	=	Self-development of teachers

#### **Pedagogical characteristics**

KTC	=	Knowledge transfer competency
TC↔RLC	=	Connection between teaching contents and real life contexts

#### **Cultural sensitivity**

NL	=	Understand nature of learning
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#### **Linguistic characteristics**

+LC	=	Provide high language competence
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#### **Professional characteristics**

ELTD	=	Degree in English language teaching
TE	=	Provide teaching experience

## **Relationships between the construction of nativeness and effective teaching**

### **From the perspective of the students**

- NESTs=NNESTs = Native and non-native English speaking teachers have an equal chance to become effective English teachers
- TE=TC = There are relationship between teaching effectiveness and teaching competence
- TE≠NB = No relationship between teaching effectiveness and nativeness background
- NT≠TE = No relationship between nationality of teachers and teaching effectiveness
- EA≠TE = No relationship between external appearances and teaching effectiveness

### **From the perspective of the NESTs**

- NESTs=NNESTs = Native and non-native English speaking teachers have an equal chance to become effective English teachers
- NB≠EETs = No relationship between nativeness background and effective English teachers
- TE=TC = There are relationship between teaching effectiveness and teaching competence
- TE=EoT = There are relationship between teaching effectiveness and experience of teaching

### **From the perspective of the NNESTs**

- NB≠TE = No relationship between nativeness background and teaching effectiveness
- EA≠TE = No relationship between external appearances and teaching effectiveness
- L1≠TE = No relationship between the first language and teaching effectiveness

**From the perspective of the EPAs**

NB≠TE = No relationship between nativeness background and teaching effectiveness

NSs≠EETs = No relationship between being native speakers and effective English teachers



## APPENDIX 21: INTERVIEW TRANSCRIPTION EXAMPLE 1: A STUDENT

### Interview transcription example 1: a student

**Participants:** U: Ubon      Y: Yusop

- 1 Y: ok this questionnaire . as there are two main sections the first question I am going to  
2 ask ah . from your experience ah . from the past to the present both direct and indirect  
3 experience you have earned from your educational institutions workplaces in case if you  
4 used to work before or from your personal experience do you think who is a native  
5 speaker how do you provide a definition of a native speaker of one particular language  
6 how what characteristics should be included from your perspectives
- 7 U: in my opinion a native speaker is . for example English language look at who was a  
8 person who created it they are people who control how English should be used like  
9 grammar their countries have already set rules how to use English to make it more  
10 simply like Thai language Thai is belong to Thai people because Thai have been using it  
11 for a very long time they have used since since . like a national language became their  
12 national no other language
- 13 Y : any other characteristics . to call one as a native speaker
- 14 U : er . besides factors such as . history because like Thailand again compare to  
15 Thailand again our country has long history about Thai language how it was crated the  
16 same as English er . like their history how English was created . yes history also  
17 influenced
- 18 Y : and do you think ah . like about how a language should be used do you think is that  
19 relevant such need to use the language everyday in English or any other language
- 20 U : I think yes it is because if we use the language everyday it increases our skills more  
21 fluent er to confirm that we are knowledgeable about that language
- 22 Y : how about native speaker of English in your opinion who is a native speaker of  
23 English in the present
- 24 U : a native speaker of English in the present I think England or French oh no no not  
25 French er England or America because they have used English as their national  
26 language

27 Y: em . do you have any other reasons to support your opinion  
28 U : because they do not use other language they use only English in their daily lives  
29 sometimes they use English for their business also regarding their economic and politic  
30 issues they use English as the main language it is the only language they use in the  
31 present  
32 Y: em . including their history  
33 U: yes their history too  
34 Y : and do you think medias such as TV shows or newspaper or movies influence your  
35 perceptions to believe that this is a native speaker of English  
36 U : yes there is =  
37 Y : and em . do you think is there a relationship between a native speaker of English and  
38 their external appearances  
39 U : no external appearance is something that we cannot choose since we were born but  
40 they use English since they were born because their parents also use English I then  
41 believe that there is no relationship  
42 Y : and do you think if one was born in a country where English is not used English as  
43 the first language like not born in America Australia New Zealand born in other  
44 countries after that he or she has moved to those countries since he or she was a child in  
45 your opinion do you think this person is a native speaker of English  
46 U : in my opinion I do not think so but he is like only a person who uses English by  
47 learning from the native speakers because er . English is the language used within his  
48 new place therefore he has chances to practice but he is not a native speaker of English=  
49 Y : =why  
50 U: because a native speaker in my opinion is he needs to born and live in those countries  
51 not migrate or move from somewhere else like us we are Thais we have been using Thai  
52 since we were born from our ancestors from generation to generation if we have moved  
53 from somewhere else we are not native speakers of Thai it is like we are influenced  
54 from er the new place we live Y: when you think about a native speaker of English er .  
55 the first thing that came up into your mind is that their original country  
56 U: yes  
57 Y: em you are trying to say that for example a native speaker of Thai need to born in

58 Thailand born somewhere else and broad up un in Thailand speak Thai like Thais they  
59 are still not native speakers of Thais right

60 U : yes they are not because sometimes when we have questions when we asked them  
61 they did not know how to answer because they have never learnt about the history

62 Y : ah and if they stay in Thailand and learnt everything like Thai people

63 U : in that case I think that they are more influenced like when we visit a country we  
64 have to learn about its cultures but we not native speakers of that country

65 Y : em and do you think there are lots of research mentioned that a native speaker of  
66 English needs to have which skin blue eyes brown hair have you ever heard about that

67 U: I heard heard about this

68 Y: what do you think about it?

69 U: I personally disagree it is like race discrimination there are a lot of native speakers of  
70 English who do not meet with the appearance you have just mentioned some of them  
71 have got dark skin English is just a language it cannot indicate that this external  
72 appearance is a native speaker or non native speaker of English . it about heredity it  
73 needs to separate not important

74 Y : next ah . regarding English teachers do you think who is a native English speaking  
75 teacher

76 U : er. it is not related to their external appearances

77 Y : so the first think in your opinion he or she needs to born in that country right

78 U : yes

79 Y: any other factors

80 U : I think it also links to cultures but the most important thing is English language  
81 proficiency Y : and you just told me that a native speaker of English are people who  
82 came from=

83 U : =England America

84 Y: em . two countries any other countries

85 U: er . i think Australia New Zealand Canada

86 Y : why do you think that native speakers of English are people who came from these  
87 countries U : from my direct experience I have got opportunities with teachers from  
88 different countries I have learnt English since I was a child each country has different

89 English accent like Indonesia they are able to use English but their accents are different  
90 when comparing to native speakers of English  
91 Y : why do you think like that  
92 U : it is not just only the books something like like er . television TV shows movies . it  
93 forms my beliefs if they are different from what I have seen from the books they are not  
94 native speakers of English  
95 Y : and em . do you think is there a relationship between a native speaker of English and  
96 his/her nationality  
97 U : nationality em . yes there is because each country use different English even  
98 grammars sometimes is different pronunciation also different  
99 Y : and do you think is that necessary that native English speaking teachers need to have  
100 blue eyes blond hair  
101 U: not necessary as long as his or her English is standard knowledgeable about grammar  
102 recognise what is correct or incorrect  
103 Y : em suppose during the first class when you met your teacher he or she has a dark  
104 skin completely different to hat you have learn or seen which normally should provide  
105 white skin what do you think if you were in that situation  
106 U: em I used to be in that situation my first feeling was shock  
107 Y : shock  
108 U: when he entered into my class my first question was that can he teach us because his  
109 face his external appearance should not able to be a teacher is he going to teach us how  
110 to sing a rap song hip hop  
111 Y : what do mean by rap where did you get this  
112 U: movies and music it was like when I saw his external appearance I then had  
113 questions is he really able to teach although he is a native speaker of English  
114 Y : ok ok and what were your expectation regarding the external appearances of your  
115 teachers before you met your teacher  
116 U : I think that I expected that=  
117 Y : =ok you already knew that your teacher is a foreigner right  
118 U: yes  
119 Y : what did you expectation within that time

120 U: he will have white skin able to trust something like that  
121 Y : why why white  
122 U : this idea came from medias books TV programs these led a lot of teenagers believe  
123 that native speakers of English or native English speaking teachers are people who have  
124 white skin and blue eyes because we can see from the medias they have a very clear  
125 discrimination between white and dark skins there are a lot of influences  
126 Y : em . do you have any examples  
127 U: I could not remember previously there was a moderator of a TV show she was  
128 complained a lot he was told that he should not discriminate people because of their  
129 skin's color but it was a very long time ago  
130 Y : how did you feel when you first met your teacher  
131 U : shocked at first  
132 Y: and then  
133 U : and then I think he was a good teacher he provided students to discuss and share  
134 their own ideas friendly he tried to be familiar with the students since then I felt that  
135 how face look like and skin's colors is not important it is not necessary it is just external  
136 appearance er . not important  
137 Y : ah for the second part I will ask you about the characteristics of English teachers do  
138 you think what are the important characteristics of English teachers  
139 U : er . factors that importance for English teachers the first one is er . is er . they are  
140 able to use English correctly knowledgeable on grammars they the second thing they  
141 should have teaching experience they then will be able to explain it is better than  
142 teachers who have no teaching experience the third characteristic is that understand the  
143 students' behavior understand the meaning of behaviors of the students why they did  
144 that for example when teaching Thai students sometimes Thai students are afraid to ask  
145 questions the teachers should be able to guess the teachers then should provide a clear  
146 explanation no need to wait for the students to ask the forth one is the teachers should  
147 open for the students to discuss and share their own ideas and the teachers should have a  
148 positive attitudes for every student from every country and the teachers should  
149 understand how the students from each country perceived about English because  
150 sometimes in the present Thai students still afraid of studying English They think that

151 English is not their mother language not the language since they were born they thus  
152 might perceive that it is not necessary to learn the teachers plays great roles about the  
153 attitudes of the students towards English

154 Y : em . ok ah and how about the external appearances of the teachers

155 U : there is no link to one another in my opinion

156 Y : and how do you feel when study with Thai English teachers

157 U : I think it is good because but I am not sure for now in the past when I was studying  
158 in primary school and high school Thai English teachers were very important in order to  
159 teach fundamental English like grammar in my opinion before Thai students meet with  
160 foreign teachers they will have got opportunity to study with Thai English teachers first  
161 Thai English teachers therefore are very important to teach basic of English which the  
162 students can apply when they have to study with foreign teachers

163 Y : em . do you think what is the outstanding point of Thai English teachers

164 U : their outstanding points at present I think that Thai English teachers they are able to  
165 explain grammar structure better than native speakers of English easier to understand  
166 they have a lot of techniques sometimes they asked us to remember vocabulary  
167 sometimes Thai students want more knowledge from Thai English teachers not foreign  
168 teachers because the foreign teachers from my experience they had no clear structures  
169 how to teach

170 Y : em . and do you think being Thai speak Thai is it good or bad in relation to study  
171 English

172 U : it is good the good thing is that it helps students easier to understand faster to  
173 understand and more confident to ask teachers in Thai

174 Y : ok ok and do you think from your experience did you have any problems when you  
175 were studying with Thai English teachers did you face with any problems

176 U : there was sometimes the teachers are not able to provide synonyms vocabulary that  
177 have the same meaning because they are not native speakers of English they might not  
178 able to provide us much knowledge as native English speakers do this is disadvantage  
179 how to use vocabulary but they are still good at grammar

180 Y : and when you found out that your teachers did not know the meaning of any  
181 vocabularies what did you do how did you deal with it

182 U : teachers did not know vocabulary how you dealt with it em . it like for example the  
183 teachers could not able to give use the answer about the vocabulary most of the time  
184 since I have studies English I will always bring my online dictionary also sometimes  
185 although the teachers are able to give us the answer but I prefer to know more about the  
186 vocabulary I will use the dictionary and we also can discuss with the teachers too

187 Y : do not you afraid of the teachers

188 U: yeah if they are Thais

189 Y : and what do you think about Thai cultures that teachers are in higher status than  
190 students what do you feel about this

191 U : I think it has a big influence because it makes Thai students afraid to ask their  
192 teachers and the students are not able to learn effectively because they do not want to  
193 ask their teachers I think it is very important sometimes the teachers do not intend to  
194 make a mistake but if we just keep silence no discuss with our teachers all of our  
195 classmates will also misunderstand about the lesson too

196 Y : I see and when you have to study with native English speaking teachers what did  
197 you feel do you like or dislike what are their weak points and strong points in your  
198 opinion

199 U : I think I like it it was like I studies directly with native English speakers I had got a  
200 lot of opportunities to ask them They knew more than a person who was not native  
201 speakers of English however they sometimes were not good at providing a clear  
202 explanation like a teacher who has completed a degree in English language teaching  
203 although they are native English speaking teachers

204 Y : ok it means a good teacher needs to complete a degree in English language teaching

205 U : yes I think so and had teaching experience which is very important

206 Y : how about if a teacher who had experience in teaching English but has not  
207 completed his or her study in teaching English what do you think about this

208 U: em . if no teaching degree but if they have teaching experience it is partly guarantee  
209 that they can use English they have gained some experience before teaching us=

210 Y: [ok]

211 U: = it is alright they have experience it is important

212 Y : so you focused more on teaching experience right

213 U : yes because at present a lot of English teachers who are teaching English have not  
214 completed their degrees in English teaching but they have had teaching experience  
215 Y : I see and er . how about a teacher who did not graduate in English degree what do  
216 you think but they have earned some teaching experiences  
217 U : they have earned some teaching experience right  
218 Y : but they have not completed their degrees in English teaching they can only speak  
219 English what do you think  
220 U : I think they have both positive and negative for the negative points for example they  
221 are able to use English all the time for positive points they can use their experience that  
222 they have to teach us this is good however they able to speak but they do not know  
223 anything about grammar  
224 Y : ok and how about the outstanding points og native English speaking teachers what  
225 do you think  
226 U : the outstanding points of native English speaking teachers  
227 Y : you can separate the points one by one  
228 U : the outstanding points of native English speaking teachers is that they always use  
229 English in their daily lives the second point is that er . they are from the original of the  
230 language such as they use English since they were children and think that em . country  
231 is also important because each country use different types of English accent is also  
232 different  
233 Y : when you studied with native English speaking teachers did you face with any  
234 difficulties or problems  
235 U : yes I did when we studies with native English speaking teachers sometimes when we  
236 pronounced some English vocabulary some people who have never study with native  
237 English speaking teachers did not  
238 Y : I see you mean what native English speaking teachers taught you and what you have  
239 learnt from non native English speaking teachers were different and when you spoke  
240 English with someone who has never study with native English speaking teachers=  
241 U : =yes although they had experience they did not understand because their English is  
242 different Y : em . what do you think if foreign English teachers are not native English  
243 speaking teachers I mean they are not from England or America but Philippines or

244 Indonesia or India what do you think

245 U : I am ok and open with this but sometimes there is a problem when I communicate  
246 with them sometimes they might not understand because each country has different  
247 English accents so it is difficult to understand sometimes

248 Y : have you ever studied English with teachers who came from India Malaysia  
249 Philippines

250 U : yes I have Philippines and Indonesia

251 Y : what did you think

252 U : it was not their mistake to come to teach English to us because they also use English  
253 in their own countries but the problem was that they did not use English in a correct way  
254 speaking accents grammar

255 Y : did this problem happen throughout the whole semester or just only at the beginning  
256 of the semester

257 U : it was better however this problems were still there especially when we had to learn  
258 a new words

259 Y : and from your experience from the past to the present em . do you think that how  
260 English language proficiency of Thai English teachers differ to English language  
261 proficiency of native English speaking teachers what do you think are there any  
262 differences

263 U : I think that native English speaking teachers are better than Thai English teachers in  
264 terms of their speaking and how to use English because they have spoken English for  
265 the whole of their lives Thai English teachers in contrast they are good at proving  
266 teaching techniques to students most of the native English speaking teachers I have met  
267 they did not complete their teaching degree they learnt how to teach English from their  
268 experience but most Thai English teachers they have completed their degrees in English  
269 teaching do they have different outstanding points

270 Y : em . anything else you wanted to add here

271 U : yes er . besides I think that Thai English teachers have disadvantage when  
272 comparing to native English speaking teachers they do not use English everyday  
273 sometimes their accents are not English accents

274 Y : how about in terms of teaching what do you think

275 U : teaching Thai English teachers from what I have seen I prefer to study with Thai  
276 English teachers because they always use different teaching techniques they have games  
277 singing not too strict in relation to native English speaking teachers conversely I feel  
278 stress afraid to ask questions always excited ((L)) when study afraid to ask  
279 Y : how about teaching techniques of native English speaking teachers  
280 U : nothing much after finish teaching=  
281 Y : =I mean how they teach do you like or dislike  
282 U : em .  
283 Y : what do you think about their teaching techniques  
284 U : their teaching techniques they are more focus on books not so many activities or  
285 games  
286 Y : not at all  
287 U : no  
288 Y : ok I see  
289 U : except if students get bored sometimes they provided the students games but the  
290 games were still based on the lesson  
291 Y : and in terms of designing activities most Thai English teachers are more focus on  
292 students  
293 U : about designing activities if em . most Thai English teachers will focus more on the  
294 students sometimes they asked the students what games we wanted to play we could  
295 discuss idea with the teachers  
296 Y : and how about native English speaking teachers  
297 U : native English speaking teachers sometimes they fixed could not change  
298 Y : and if we have to choose would you prefer to study with native English speaking  
299 teachers or Thai English teachers  
300 U : both of them  
301 Y : ((L))  
302 U: because they have different pronunciation the reason why I wanted to study with  
303 Thai is that when I do not understand anything I can ask them also they have a lot of  
304 activities not boring also I wanted to study with native because they are native speakers

305 of English they are able to explain very clearly and they are good at teaching us  
306 pronunciation

307 Y : and what do you think if there are two teachers one is native and another one is Thai  
308 they teach together in the same subject or do you prefer one teacher one subject

309 U : I experienced this before

310 Y : what did you think

311 U : when I was studying in high school there was one subject two teachers native and  
312 Thai teachers the native teachers was the main and the Thai teacher was the assistance I  
313 think it was good because sometimes I did not understand what the native taught I  
314 could ask Thai teacher also every time when the native finished his class he always  
315 asked Thai teacher to summarize what he taught to students

316 Y : so one subject but run by two teachers is good in your opinion

317 U : yes

318 Y : and do you think the first language of your teachers and their nationalities influence  
319 your study English do they play roles on your study

320 U : nationalities

321 Y : nationalities and the first language of your teachers

322 U : I think yes there is

323 Y : can you tell me more explanation

324 U : it is like people from Indonesia their English is strange their accents are not the  
325 same as native English speakers I think it is very important because sometimes we do  
326 not understand they use the same vocabulary but when they speak or pronounce we  
327 misunderstand

328 Y : and how about Thai people Thai language what do you think do you think when  
329 Thai English teachers speak Thai when teaching English

330 U : I think it is good for students because the students are able to ask the teachers and  
331 the teachers are also able to explain clearly because they speak the same language if the  
332 teachers employed another language sometimes it is very hard to understand but if we  
333 communicate by using the same language it is easier to understand

334 Y : and do you think are there any disadvantages

335 U : I think yes there are for example especially if there are international students in the  
336 class they might feel uncomfortable because we speak Thai they might want to study  
337 with us they might complain why speak Thai why not English  
338 Y : and how about the nationalities  
339 U : I think there is no influence at all  
340 Y : and what do you think that some educational institutions like hiring English teachers  
341 who have not completed their degrees in English language teaching and some teachers  
342 have not completed their study at all they are hired because of their blue eyes brown hair  
343 white skin=  
344 U : =they just focus on their external appearances  
345 Y: yes what do you think about this  
346 U : It is not a good idea sometimes they are not able to provide us knowledge that we  
347 preferred=  
348 Y : =although they are good looking  
349 U : yes at the beginning I might assume that he can be a good teacher because of his  
350 external appearance I wanted to study  
351 Y : after start studying for a while what happened  
352 U : felt bad  
353 Y : why  
354 U : he could not provide us clear information or not good at explain things I felt like he  
355 has no any teaching experience although they have used English since he was born  
356 Y : you mean he was able to speak English but did have idea how to teach  
357 U : yes he did not know how to transfer his knowledge to his students  
358 Y : em . it caused a problem right  
359 U : yes  
360 Y : em . there are many people still believe that a good model of learning and teaching  
361 English is a native English speaking teacher for example America or England what do  
362 you think about this notion  
363 U: I totally disagree because some people who are not from the inner circle countries  
364 can provide higher English proficiency and better provide explanation better than some  
365 people who come from the inner circle

366 Y: em . thus you do not pay attention on where teachers come from  
367 U: yes and can provide an explanation on what I need  
368 Y: em . so that's mean you disagree with this issue  
369 U: I disagree either from external appearance or where they come from  
370 Y: you do not take these as the main point but you look at =  
371 U: = their background knowledge how much they know how much I can learn from  
372 them  
373 Y : em . as the main point  
374 U : yes  
375 Y : and suppose if we have to choose regarding speaking listening reading and writing  
376 or pronunciation if possible would you prefer to study with native English speaking  
377 teachers or Thai English teachers  
378 U : in relation to reading I would prefer to study with native English speaking teachers  
379 because they have a clear accent better than Thai English teachers  
380 Y : how about writing  
381 U : writing I prefer to study with Thai because Thai teachers are able to teach better  
382 because they are able to explain more in depth  
383 Y : yes  
384 U : when we learn to pronounce vocabulary some vocabulary what Thai teacher taught  
385 is different when comparing to what native taught and when I pronounce in front of  
386 native teachers they told me what it was wrong you need to pronounce like this not like  
387 that  
388 Y : I see you have got a chance to learn how to pronounce  
389 U : yes  
390 Y : I see you are looking at how to pronounce  
391 U : yes  
392 Y : how about listening and speaking who do you prefer to study with  
393 U : listening speaking I prefer to study with  
394 Y : why  
395 U : they are able to provide a lot of teaching materials like songs articles videos  
396 Y : you mean listening speaking pronunciation you like to study with native

397 U : yes  
398 Y : how about if you have to study those skills with Thai English teachers  
399 U : it is not such that bad I do not have a negative attitude to study with Thais  
400 Y : and how about test preparation like TOEFL IELTS TOEIC who do you prefer to  
401 study with  
402 U : Thai English teachers  
403 Y : why  
404 U: since I have studied with Thai English teachers I think that they teach better more  
405 understanding they start teaching me from basic one grammars regarding native they  
406 will always provide us different exercise and answer them at the end of the class less  
407 explanation they do not explain in depth like Thais  
408 Y : em . do you think your English ability that you have earned did you get from native  
409 or Thai  
410 U : I think I have learnt more from Thai English teachers  
411 Y : why  
412 U: because I have studies with Thais they explained in details clearer  
413 Y : you mean in terms of grammar right  
414 U : yes  
415 Y : how about speaking  
416 U : speaking of course from native English speaking teachers because most Thai they  
417 do not speak English when they teach  
418 Y : I see er you are trying to tell me that Thais are good at teaching grammar and native  
419 teachers are good at teaching communication because you can get the accent too right  
420 U : yes each teach has different advantages  
421 Y : lastly if you were an English program administrator not a student of one particular  
422 university and you have to hire a new English teacher to your program do you have any  
423 specific characteristics for the new teachers you wanted to hire  
424 U : the first thing that I will consider is their attitudes because some teachers are able to  
425 provide knowledge o students but they do not like to be a teacher some teachers do not  
426 have a positive attitude to students second thing is about teaching experience that they  
427 have gained they need to able to provide different teaching strategies for the students the

428 third one is their background knowledge they need to be able to explain things to the  
429 students and make sure that the students are understand  
430 Y : em . how about if they have not completed their degrees in English but they prefer to  
431 teach English  
432 U : I might still consider if they have teaching experience and ask them to attend  
433 teaching demonstration  
434 Y : em . will you consider their nationalities  
435 U : I think nationalities=  
436 Y : =in case applicants are foreigners will you consider any specific countries  
437 U : I think that no I do not have any specific countries when we talked to them or  
438 interview them it also provide us opportunity to observe them regarding the way they  
439 speak their accents  
440 Y : anything you prefer to mention here  
441 U : anything else  
442 Y : anything that you want to say your feeling  
443 U : feeling  
444 Y : yes  
445 U : if I was able to choose who should I study with ((L)) if I can choose I prefer both of  
446 them ((L))  
447 Y : I see both are good  
448 U: yeah better  
449 Y: em . I think it is ok now



## APPENDIX 22: INTERVIEW TRANSCRIPTION EXAMPLE 2: A NATIVE ENGLISH SPEAKING TEACHER

### Interview transcription example 2: a native English speaking teacher

Participants: Alex: A

Y: Yusop

- 1 Y: ok the first part of the interviewing will be about your educational background could  
2 you please provide me some information regarding to your . educational background
- 3 A: ok my . degree is in English composition (XXX) ok I studied in the University of  
4 Hawaii in Hilo on the big island of Hawaii so that different (XXX) the (XXX) main  
5 campus which is on the Lau I studied in a small ah university about ten thousand  
6 students and in the English program that I study in there were only maybe ah . fifty  
7 students or so so I come from a background of a small class size lots of conversations  
8 lots of ah sharing opinion that is how we learn usually was just by expressing what your  
9 thought your take your understanding of ah a text or we were creating ah composition  
10 words whether fiction or non-fiction it was always in the workshop in environment with  
11 small classes and a few people that you could share your work with and everyone have  
12 the opportunity to give their opinion about each other work and I think it helps a lot a lot  
13 a lot of communication environment
- 14 Y: yes and how many languages can you speak now and how long have you working  
15 here as an English teacher
- 16 A: I speak English and I Spanish is my second language and I speak Spanish language I  
17 live in (XXX) Columbia for a year and in my opinion the best way to learn any language  
18 is to with live in an emerge environment so you must speak the language I have been a  
19 teacher here two and a half years and my Thai language ability is not that great because .  
20 here being a teacher there a lot there a few opportunity for me to be forced to speak Thai  
21 and to practice my Thai and also I have not been em . very I guess I haven't giving  
22 enough time to study in a er . more way structure environment my Thai language so that  
23 why I don't speak Thai but yeah I been teaching here for two and a half years
- 24 Y: how many subjects are you teaching at the moment
- 25 A: I teach three subjects three courses I teach English one which is which is the basic  
26 very basic English class that is the second level of general educational requirement and  
27 then I also teach academic oral skills which is a class about speaking speaking and

28 listening it's teaching students how to give presentations and also how to ah . give a job  
29 interview and I also teach a class called understanding cultural through cinema where  
30 it's for English major and we watch film and then we discuss the film

31 Y: and em . what did you do before starting working here

32 A: before I started working here I was back in the United State I was tutoring English  
33 (XXX) Spanish and I was working at my friend's business I was selling actually urban  
34 (XXX) for him and his business (?) to a small distributor of (XXX) um before that I was  
35 (XXX) in Bogota Colombia in South America and I was teaching English and science at  
36 a small all boys (XXX) private school in in Bogota

37 Y: do you have any formal teaching qualifications

38 A: I have taking many classes (XXX) development in Pedagogy but my degree is only  
39 in English my education tough I have taking courses and I was planning on going to get  
40 my degree in education in secondary education at the University of Hawaii Hilo the  
41 program require you to stay in Hawaii for two years to complete the education program  
42 and I didn't want to do that so I taking last education courses but my degree is only in  
43 English in composition (XXX)

44 Y: and do you think to be a qualify teacher is there necessary to provide for more  
45 teaching qualifications

46 A: well depend on your definitions of qualification I think every teacher should have  
47 some understanding of learning techniques and earn learning pedagogy you know the  
48 process of how do you teach how do people learn they have to be they should be some  
49 kind of understanding how the brain understand and processes information

50 Y: that should be the answer for the next question in your opinion what are the most  
51 important characteristic of English language teachers

52 A: of an English language teacher the most important characteristic is probably to to be  
53 motivated to share your language ok and the ability to speak the language yourself and  
54 the understanding of it in my experience there are many teachers that are English  
55 teachers in in Thailand and in South-East Asia even in South America even in the  
56 United States and they themselves don't have a good understanding of the English  
57 language or they don't have a love for so if you teaching something you should have  
58 some kinds of passion or excitement to to share that knowledge whether if you teaching

59 engineering or math you should love what you teach because that's the basic important  
60 thing it's qualification I think that you know if if you should understand you know you  
61 should have a good level of understanding the part of speech the language itself what  
62 create English language why it's so complicated

63 Y: any other characteristic

64 A: well I think be a positive person helps to be a good teacher er realizing that  
65 characteristic personal characteristic I think that the best teachers are also lifelong  
66 learners they understand that they don't know everything and they are always wanting  
67 to learn more they want to be part of academia because they're learner themselves and I  
68 think if you are good teacher you are also a good you are always going to be a student  
69 and you admit when you don't know something you admit that you can find out the  
70 correct answers you can always do better and I think the more narrow minded the less  
71 willing teachers are to accept other people idea and accept that it's difficult to be a  
72 learner I think that make a bad teacher

73 Y: and could you please describe the teaching I mean your favorite teaching  
74 methodology or teaching techniques that you always apply in your class

75 A: ah (XXX) hands on minds on like a class like John Dewey style of you know

76 Y: John

77 A: John Dewey he's a psychologist and he came up with the idea hands on minds on  
78 right so if you do something kind of Montessori educational I know you're not familiar  
79 with that but it's a very popular style of teaching where you teach students to think  
80 critically

81 Y: how do you call that

82 A: Montessori

83 Y: how do you pronounce it

84 A: montessori

85 Y: and that is a very popular style of teaching it's actually popular here in Thailand  
86 throughout the world and it teaches in different way in which students are not just  
87 expected to sit there and listen to a teacher explain everything and memorize but  
88 students are expected more to create their own contents so for me I like to be giving the  
89 freedom to teach things that I can introduce a concept and then make sure give examples

90 to the students make sure they understand ask them to create their own simple sentence  
91 their own idea of independent clause whatever it is I'm teaching that day I want them to  
92 think critically and be able to create their own examples rather than just look at mine  
93 and have to memorize what I'm saying because I think understanding doesn't come  
94 through memorization

95 Y: and how much comfortable if you were assign by the university to teach following  
96 skill reading writing composition listening speaking pronunciation and test preparation  
97 like a TOEFL IELTS and TOEIC

98 A: ok em . I would say that for for reading writing listening speaking those four skills  
99 I'm very motivated to teach those things as for test preparation for like preparing for a  
100 test that isn't so much what I like to do because I want to teach skill rather than just  
101 teach information for a test

102 Y: yes and imagine if you were not a teacher but you're administrator of the .  
103 university you have a full power to make a decision to hire a new teacher er . what  
104 quality experience and qualification would you look for

105 A: I would look for a person who is positive they must have a good energy about them  
106 ok because if teacher have a negative energy I would not hire them first best and first  
107 thing to look for ok if they were interviewing I would say what kind of energy does this  
108 person have second of cause I will look at their qualifications their experience I would  
109 not hire a first time teacher for a university study I would hire someone with some kind  
110 of teaching experience whether that is elementary secondary or primary university  
111 experience I think that you need some kind of some background of teaching before you  
112 can come to university stay in front of the groups of adult and expecting them to listen  
113 to you em . so that is for experience that I would want qualification I would prefer  
114 someone with some kind of background English em English language or English  
115 education those would be what I would expected may be philosophy but I think that  
116 those were academic major in for the bachelor if they have a master of cause it's better  
117 if they have a PhD even better but I do not require these myself I don't have master or  
118 PhD but I know that I'm a good teacher so that doesn't determine what makes a good  
119 teacher em . and I think yeah have some experience teaching and ah they they need to  
120 have the understanding and a good (XXX) on the English language

121 Y: will you hire someone who has no experience on teaching  
122 A: I would not not in university  
123 Y: will you hire someone em . who have graduated I mean like a she or he graduated in  
124 the field of Engineering but he or she applies to teach English in the university  
125 A: depend on how much experience they have if they have have taught English before  
126 then possibly but if they have no experience teaching English and the the degree is not  
127 in English but in Engineering I probably would not  
128 Y: em so if their degree is not in English but they have some experience on teaching  
129 English you might=  
130 A: =yes yes I would give them opportunity  
131 Y: the criterion that you hire to I mean to get a new teacher do you use the same  
132 criterion between Thai teacher and native English teacher  
133 A: I think that's yeah I think I would same criterion may be a for example if a Thai  
134 person they have their degree in law or engineering or science I spoke with many Thai  
135 teachers here in the university they have their master their PhD in ah some engineering  
136 or science whatever but they have a very good level of English possibly better than  
137 some of the teacher that teach English in this university now if if a Thai person has a  
138 good level of English ability and they have taught English in the past if if they  
139 comfortable teaching the subject I would not require them to be in English major or to  
140 have a degree in English just to teach a a subject that . they know that they comfortable  
141 with I think it would be ok if they don't have a degree in English or education it's  
142 depend on the level of the course  
143 Y: you might notice that most speaking and listening courses that university will offer  
144 to native English speaking teachers do you think non native teacher can teach these  
145 subjects  
146 A: for the listening speaking  
147 Y: yes  
148 A: well it's surprise because this university that's not how it is this university has lot of  
149 the ah upper level English courses that actually taught by Thai people I think if if a Thai  
150 person have a good level of English then why not you know their their their level is just  
151 (XXX) for listening speaking it's just have to be based on how what the level is because

152 if you're teaching listening speaking it's very important that you have a very clear  
153 accent that you have a good control of the language if you don't have that . even if  
154 you're American you'll have a difficult understand or you're Irish we have many Irish  
155 teachers around Chiang Rai that are very difficult to understand I would not em . hire  
156 someone with the very thick Irish accent to teach in English class regardless of the fact  
157 that they are native speakers

158 Y: how about the you might heard the backpacker who become a teacher in Thailand  
159 there're a lots what do you think about this

160 A: em . I think there're two sides just depend subjectively on the teacher if the person  
161 has maybe some qualification if they have taught English before if they have a degree if  
162 they are motivated to teach English then I think that's great however there are many  
163 backpacker teachers that have no qualifications they have no experience they don't like  
164 English they many of them barely speak themselves em and they are not ah they don't  
165 want to be teachers they're just doing the job so they can stay in Thailand for however  
166 long I think that is not so good because education you must like I said before the first  
167 thing most important thing is you have ah that you love what you teach that you love to  
168 teach

169 Y: and er . in your opinion why administrator I mean many administrators in Thailand  
170 still hire them even they don't have any teaching background experience or  
171 qualifications

172 A: well . you mean because in my experience I haven't notice so many at the university  
173 level but I em think I understand it at the maybe . elementary and secondary level  
174 simply because the level of many Thai English teachers in elementary and secondary  
175 school is significantly lower than the erlevel of a native speaker would be so it makes  
176 sense for a person who is fluent and a native speaker in a language to teach that  
177 language em if the other options are not as skill

178 Y: yes if you have a full power I mean to make a decision on teaching and learning  
179 materials ah would you mostly prefer to use the English language learning and teaching  
180 materials which produce by your own country or other country where English is  
181 employed as a second and foreigner language

182 A: I think that it would it probably best to use materials that depend because if there are  
183 there are materials that create in Thailand that are create by very qualified people who  
184 either native speaker in Thailand there are many native speaker who have lived here for  
185 thirty years and produce materials here for the United State I would say that there are  
186 many options for materials there there the publishing industry is makes hundreds of  
187 dollar a year for a reason because it's legitimate there are many there are many good  
188 materials out there they integrate different skills and create a fun environment for  
189 students

190 Y: how do you spell that word

191 A: legitimate

192 Y: because I need to transcribe it

193 A: oh yeah so with legitimate em material you can have materials from Thailand from  
194 United State ah it's just it's more based on so subjective on each book because there are  
195 many materials that made in United State that are not good there are many materials in  
196 Thailand that's not good so it it's kind of depends on the book itself

197 Y: have you found any problems relating to the materials which produced in Thailand

198 A: yeah absolutely not necessary a publish book but books or materials that have been  
199 created by people in the English department they often found a mistake there are  
200 problems with a certain thing that as a native speaker reading it just sound funny or look  
201 funny and I think it it pass over by the non-native speaker

202 Y: ok I am going to move to the next part which is about the construction of nativeness  
203 regarding to your background experience how do you provide a definition of a native  
204 speaker in general

205 A: ok a native speaker is the person who speaks the language were talking about  
206 whatever that language maybe it's your first language the language that you're speaking  
207 em you taught by your parents now if you are for example you grow up in Thailand and  
208 you have your mother is Thai your father is is //farang// and you grow up speaking Thai  
209 and English as your your first two languages whatever language languages or language  
210 you speak from when you were young when you were born before seven years old I  
211 think that is that define a native speaker

212 Y: so if this boy sh . speaks Thai with his mother and speak English with his father for  
213 example and when he went to school school speaks French for example so you gonna  
214 call him he has three native languages

215 A: I would say probably two in this situation because I think it's the language that you  
216 speak most in the home that if you asked for example if you asked a student a young  
217 person and I use this because native I think speak that native speaking language have  
218 probably before seven years old right so ah whatever language that person speaks most  
219 comfortably or or maybe languages they speak most comfortably that those would be  
220 their native languages

221 Y: and how about if this boy speaks Thai with his mother and speak Malaysian with his  
222 father and he goes to school which speak English in America so outside his house he  
223 always uses English

224 A: yes so in that case you would have three languages which is difficult that's very rare  
225 because I know em friends of my who raise their children to speak English and Spanish  
226 and usually one language will be the dominate tongue ok that will be the language that  
227 most comfortably speaking that they rely the most

228 Y: you have mention seven years old why seven years old

229 A: because I think that is kind of stage where language learning after seven years old  
230 not just language learning but in most in many things I think that you you tend to absorb  
231 and learn much more easily until you seven years old and then it work until maybe  
232 twelve years old after twelve years old I think it it is more difficult to learn a language I  
233 remember someone em maybe I read it it said that if you speak any language before  
234 you're seven years old right if you speaking English Spanish whatever then for the rest  
235 of your life you will be able to speak that language without the accent or the accent that  
236 you were taught so for example if I taught English when I'm young and then I moved to  
237 French and I don't speak any English right when I come back to America and start  
238 speaking English again I will be able to speak English without native accent without a  
239 French accent ok I will not be able to regain that sound rather than have an accent

240 Y: and how about the I mean a native speaker of English how do you provide a  
241 definition of a native speaker of English

242 A: a native speaker of English is someone who was broad up ok when they were born  
243 speaking English pardon oh no it's usually you'll define it as someone who was  
244 speaking English primary right like that's the language they speak the most that's I  
245 would think but even in Thailand you if a child was broad up in Thailand and  
246 everywhere else outside the house they speak Thai but inside the house it's pure English  
247 I think that's create a native English speaker it what you are taught in your home when  
248 you're young all the time what you most comfortable speaking as a young age  
249 Y: doesn't matter where you live doesn't matter what your nationality is  
250 A: I would say so  
251 Y: so in your opinion native speaker of English can be anyone who uses English when  
252 he was young  
253 A: I would say not everyone who use English but someone who that is the primary of .  
254 language speak and the people teaching you I will also say that for example if for  
255 example you are broad up in a situation where your father is French your mother is  
256 Spanish and they speak English to you but they speak with a foreign accent in that case  
257 ok that would not be a native English speaker because they to me a native English  
258 speaker must be taught English by someone with a native accent ok  
259 Y: ok could you have some example regarding to your future life you get marry with  
260 your girlfriend and then you have children you children might speak English with you  
261 and speak English with your wife also but when they speak English with your wife she  
262 can have Thai accent but you have native accent what do you think about this case  
263 A: in that case because they are learning English with the native accent as well it can  
264 create a native speaker  
265 Y: how about a I mean you know nowadays there are varieties of English like  
266 Singaporean English Malaysian English or Chinese English what do you think about  
267 Indian people Singaporean people will you perceive them as a native speaker of English  
268 A: I think that probably they speak I'm not sure if I I would would say a native speaker  
269 of American English right because even my language ok I'm a native speaker of  
270 American English right or standard written English if I from England I would be a  
271 native speaker of British English so that your the the creation of the language your  
272 understanding of words has very depending on which type of English you're learning ok

273 you understand in England to be pissed means to be drunk but in America to be pissed  
274 means to be angry alright so there are two different meaning right and someone from  
275 America is a native English speaker someone from Britain England is a native English  
276 speaker but they speak two different languages right so er you just say a person from  
277 Singapore is a native English speaker of Singapore English someone from India is a  
278 native English speaker of India English whatever subgroup that you want to name them  
279 Y: so you're not going to call them as a native speaker of English I wouldn't call  
280 myself a native speaker of English I would just say I'm a native speaker of American  
281 English whatever type of English you speak Australian English I think it's a technical  
282 term of the American accent to the way that which we speak (XXX) so I'm a native  
283 speaker of standard (XXX) English where the I guess I imagine a person from England  
284 would say I speak the queen English ok so that the native speaker of the queen English  
285 that's why the study pretty interesting because you're right there are different types so in  
286 your opinion a native speaker of English is someone who to make conclusion  
287 A: oh it's someone who speak English as their primary language from the time there're  
288 born ok  
289 Y: doesn't matter where they are what their nationality  
290 A: doesn't matter  
291 Y: and what do you think several contexts still perceive that a native speaker of English  
292 is someone who come from inner zone country or near like from America United  
293 Kingdom Australia New Zealand Canada  
294 A: ok I think that doesn't really apply that understanding doesn't necessary apply to the  
295 world we live in that maybe fifty years ago it was much more applicable but I think that  
296 we can't apply the same concept to the world that we live where English is the number  
297 one foreign language and so many people are leaning this language as their first  
298 language ok and when you have people in Thailand children who grow up speaking  
299 English in their home and speaking Thai outside their home their English is still native  
300 because that is the most comfortable language  
301 Y: so you might not agree with this notion  
302 A: no no I don't yeah  
303 Y: and do you think where this idea come from then

304 A: I think it probably comes from this you spoke with Del's teacher Del has a very  
305 strong opinion about this so I think it probably is the idea that English language should  
306 be own should be control by those who come from country who first language is  
307 English but that doesn't really work in the world there probably more English speaker  
308 in India than there are in United State So that's kind of that is seem not really useful to  
309 think about native speaker as just being from those countries because if just you think of  
310 native speaker as comes from those countries it's that the same that the best English  
311 were the correct English only come from this country but today world English is  
312 universal so it's constantly changing and to say that only pure English come from those  
313 places isn't necessary so I not agree with that

314 Y: so because you disagree about that so in your opinion to perceive whether one is a  
315 native speaker of English or not are there any relationship regarding to the external  
316 appearance

317 A: no no not at all I mean if you came up to me and had an American accent I would  
318 assume that you're from United State but even if you're Thai with the American accent  
319 and you're speaking in your first language was English that would make you a native  
320 speaker

321 Y: ok and the next one is a native English speaking teacher what are the main  
322 qualifications for someone to be called as a native English speaking teacher in the other  
323 word how do you provide a definition of a native English speaking teacher

324 A: I think a person whose native English speaking teacher is a teacher who first  
325 language was English they grew up from they were born speaking English as their first  
326 language as language they speak in the household does that mean they can't have a  
327 second language in the house no if English is one of two languages that they speak in  
328 the household their whole life then that's just as bound as a native language

329 Y: can you provide some of those countries

330 A: ok for example in United States we have many Mexican American families in the  
331 United States both parents born in Mexico and the children are raise in United States  
332 the children may be they speak Spanish at home and they speak Spanish with their  
333 family but when they out in the day life they always spoken English and if you ask them  
334 what language are you most comfortable speaking they'll say oh both well if they have

335 an accent that is no different than an American person and they have an accent with no  
336 different Spanish from a Mexican person then this is the person that is the native of two  
337 languages ok so that would be an example of someone who can have two different  
338 languages be native languages

339 Y: in India or Singapore I mean they or Malaysia they use English as the official  
340 language of their country if those nationalities I mean if they teach English will you call  
341 them as a native English speaking teacher

342 A: it depends a lot on just because you're born on the country doesn't mean you and  
343 your country official language is English or whatever doesn't necessary mean that you  
344 speak that language that you're native speaker right so if it would just depends did this  
345 person have been speaking English form birth for that one of the languages they learn  
346 over that the language they learn the first language they learn so I would say that it's  
347 possible it is possible for a person who was born in Malaysia or Singapore or India who  
348 has been speaking English from they were born It is possible for them to be a native  
349 English speaker teacher yes

350 Y: and the like in Thailand for example parents or students they still have some idea in  
351 their mind that a native English speaking teacher is someone who come from the inner  
352 zone country like America United Kingdom what do you think about this

353 A: I just think it's kind of the old way of think it's make sense it's understandable that  
354 people would assume that but I think it as a teacher I think it (XXX) because I'm a  
355 teacher

356 Y: where this idea comes from what factor affects them to think that those groups of  
357 people are native English speaking teachers

358 A: probably (XXX) come from race right if you look at most Thai people when they  
359 see a white person they assume that they are not they weren't born in Thailand right so  
360 if a person see me most of the Thai they will assume that I am westerner that I speak  
361 English French German whatever and they'll assume that I'm not from here right so I  
362 think that's the basic understanding that if you see someone who cultural other or  
363 different (XXX) than you you'll assume that they are not a native of whatever country  
364 you are living

365 Y: and do you think media like movies Hollywood movies influent the way people  
366 perceive a native English speaking teacher

367 A: I'm not if it influent the way people think about a native English speaking teacher  
368 but just a native English speaker or westerner I think that the Hollywood films music  
369 that influences how people feel about English in general if my students like movies and  
370 music then they're motivated to learn English and they probably want to learn with a  
371 correct accent right with the correct accent that they here in the movies or films so I  
372 think that may be Hollywood movies and music influences students to want to have a  
373 better accent so they can mimic what they hear and see in the film

374 Y: and there are some research I mean mentions that a real native English speaking  
375 teacher must be white what do you think about this

376 A: I think it false it's not true yeah I think it just kind of that old

377 Y: this idea is come from students so there is no right or wrong on attitude of the  
378 students but the point that how this idea exist

379 A: oh I think it's because when most people think about western countries in general  
380 they see white faces

381 Y: why white why not other skin

382 A: because in the United States in Australia to a greater distant in England as well I  
383 think that what is especially in United States and Australia England is a small country  
384 and well I guess not smaller than Australia but England become much more divert but  
385 even England is very very Caucasian (XXX) America I don't know but I think that sixty  
386 percent of the population of America is Caucasian thirty percent are black twenty five  
387 percent are Spanish so there're five percent around there are Asia so you have the  
388 majority of people in America are white the majority of people in Australia are white the  
389 majority of people in England are white and you I think if you coming from Thailand  
390 that is what you think when you think about a native speaker foundry countries because  
391 if you have never gone there then you don't have experience to see oh my god there are  
392 black people white people Asian people South American people Latin people  
393 everywhere just like you live in England you see that there are many different culture  
394 you see that because you've been there the (XXX) person in Thailand has no idea of  
395 cultural diversity because in Thailand people Thai we have some Burmese we have

396 Chinese we have some //farang// but the vast majority eighty ninety percent are Thai  
397 people  
398 Y: my point that I mean because in Thailand most teachers you might notice that a  
399 native teacher most of them are Caucasian white skin blue eyes brown hair do you think  
400 how will student feel if one day the study I mean they are sitting in the class and teacher  
401 come in to the class not Caucasian but black skin instead how will students feel in your  
402 opinion Thai students  
403 A: And why think that students would like oh! Wow //kondum// like //kondum// you  
404 know I think that it would might be interesting for them I think it would be a valuable  
405 experience because I think in the (XXX) Thai person never interact with especially  
406 African American may be African people from French or Africa or other country in  
407 Europe but very rarely have eye-met African American traveling to Thailand so I think  
408 it would be great for the students I think they would probably be excited for the  
409 opportunity to meet someone who so different from everything they know I don't think  
410 they would be resist at all I think that they'll very my students at least are very open to  
411 that but I think it would be very interesting I think it's interesting naturally because one  
412 of our other teacher here who is coming through a program called printed in Asia he is  
413 Chinese and he of cause spoke perfect English so he is a native speaker of English his  
414 parents are both Chinese but he grew up speaking Chinese Mandarin and English  
415 language right so he is native English speaker he spoke English his entire life he spoke  
416 Mandarin his whole life and this teacher though he look Chinese look Asia he is one  
417 hundred percent culturally I wouldn't say one hundred percent but he is a majority  
418 culturally American person but I think that is interesting for my students because they  
419 get to realize oh in America you can be any color you know it doesn't matter your race  
420 that doesn't define you speaking ability  
421 Y: and you might notice that nowadays there are many varieties of English like a  
422 Chinese English variety or Malaysian English or Singaporean English how do you  
423 prepare your students for these kinds of phenomenal because once students completed  
424 the degree when they go out to work most of opportunity they will face in their work  
425 place they might need to communicate with non native not native so how do you  
426 provide them to prepare themselves for this

427 A: well I think that actually most of my students are comfortable understanding English  
428 with a non-native speaker because I feel that most of the at least in Southeast Asia the  
429 accent that nonnative speakers have that Southeast Asia and Asia people have in general  
430 they have similar accent when they speak English so I think it's actually easier for my  
431 students to understand English spoken by a nonnative speaker often times

432 Y: and since you are perceived as a native English speaking teacher how do you feel or  
433 what do you think about this notion and does this identity influence your language  
434 teaching profession

435 A: I know it doesn't because I want my students to understand what the correct sound is  
436 ok I think that the fact that there are so many different accents out there especially in  
437 Asia the accent that non native speaker or people that people speak English with I think  
438 the fact those are similar that's a good thing because it allows a person from China  
439 speaking English and a person from Vietnam and a person from Thailand they can all  
440 speaking English together right and they will make the same mistake in accent and  
441 maybe tone or how they say things I think it actually helps them but I don't let that  
442 change how I teach but it helps me to understand what my students were saying I know  
443 that after twelve and a half years living in Thailand I understand so much more when my  
444 students attempt to try to speak English with me and when they say words incorrectly I  
445 understand what they were saying because I now understand their accent so for me it  
446 doesn't change how I speak or how I represent the language but I also think that it helps  
447 how I understand what they say but for my students a lot of time they do not want to  
448 have the correct accent because there's pressure on them If you say central instead of  
449 center that you sound funny ok It's the same way in learning a second language like  
450 Spanish I remember when I was in Spanish class there'll always be students saying oh my god!  
451 listen to the student over here try to have the correct you know when a student tries to  
452 have a correct accent and try to speak correctly it was almost like the other students  
453 would make fun of that ok or you try to sound like a Mexican you try to sound like a  
454 Spanish or something well I see the same thing here when my student attempts to have  
455 a correct accent then I hear the laugh from the other students because they try to sound  
456 like a //farang// you know they try to sound like a foreigner you know so it's not I think  
457 it takes a lot of confidence to say No I want to sound correct I want to speak correctly

458 when I speak a foreigner language and a lot of times you have to think with you have to  
459 think about language differently you have to be calm another person to do that because  
460 you using your

461 Y: ok as a native English speaking teacher what are the outstanding differences  
462 between Thai English teachers and native English speaking teachers in your opinion

463 A: it depends on a teacher it always depends on a teacher but I think the more easy to  
464 point out differences are that the Thai English speaker or a Thai teacher that is the  
465 teacher of English they can explain concept to students in the students native tough so if  
466 we are teaching a difficult topic and or I have a difficult assignment that I'm teaching  
467 Basic English to my first level students right so a lot of times when I explain even using  
468 small words even using very basic words in English students don't understand now a  
469 Thai teacher teaching the same subject can explain using Thai what this mean what  
470 exactly they're looking for what is the concept and I that more effective for the basic  
471 level for the English major I think that the big difference in native and non native  
472 teacher is just giving the students the correct accent ok speaking every word correctly  
473 and be able to use my native accent to influent the way they speak if you don't have a  
474 native accent that does not mean that you cannot teach English does not mean that you  
475 are not a great teacher it just mean that you need to emphasize to your students even to  
476 yourself to always try your best to have the correct accent and number one most  
477 important thing for any language is to be understood and I think that as long as a Thai  
478 teacher is teaching as best as they can and using if you use Thai language to explain  
479 something and the students understand more effectively than me explain something in  
480 English then the Thai teacher has done a better job than I have

481 Y: how about on teaching techniques the way teachers teach

482 A: teaching technique depends sometimes it once again it depends on teacher I notice  
483 that both a native speaker and Thai they some of them just sit in the front of class with  
484 the microphone and speak into the microphone the whole time that is not how I teach I  
485 don't believe that effective doesn't matter if you're Thai or native and so I think it kind  
486 of depends on how you were taught how you believe you should teach and that is more  
487 important that you're a native or nonnative

488 Y: have you ever come across any difficult experience or problem or frustration in your  
489 teaching profession related to your national identity

490 A: not really (XXX) no not really I think most of the times there's never been any  
491 problem I think that people may be no problem related to me being a foreigner or native  
492 speaker often times I think that I would like to understand what is going on at  
493 administration level I think it would be great for me to understand everything and I think  
494 at the school at the university there isn't as much opportunity for the native English  
495 speaker or westerner to be part of the administration or decision making I think that is  
496 the only think but I'm not sure it I don't think it very much related to me being a native  
497 English speaker or the fact that I don't speak Thai or not to freely communicate with  
498 people in the meeting or (XXX)

499 Y: and do you have any cultural differences problems in your teaching

500 A: no not really no not really I think Thai people are really culturally like they I think  
501 they I would like to understand everything that is going on in my students conversation  
502 and teachers conversation but I don't ever feel like I'm being people are talking behind  
503 my back or anything like that I don't feel it

504 Y: what do you think about the English language proficiency of Thai English teacher in  
505 general

506 A: Thai English teacher Once again it depends on I think that there are many qualify  
507 teachers many qualify teachers in Thailand and many teachers who they have a high  
508 language English language proficiency but that doesn't make them a good teacher in  
509 English so I think there is a different between just being a good English language  
510 speaker and having a good level of English that doesn't means you are a good teacher so  
511 there are teachers here that have an excellent (XXX) of English but they're not good  
512 teachers and there a teacher who their level is not quite as high but they're excellent  
513 teacher

514 Y: and what do you think about team teaching

515 A: team teaching I think team teaching is a great idea (XXX) get it works very well I  
516 think it works very well

517 Y: can you provide some advantages of team teaching

518 A: well I think that it gives anytime that you have to instructor they can kind of  
519 manager classroom ok especially if you have a classroom of thirty or forty students for  
520 one instructor that is a lot of eyes to keep looking at you ok you have to keep them  
521 interested ok so if you divide that responsibility of keeping students interested and  
522 making sure that the students are on task and I think that if you divide that between two  
523 people it'll make easier job for both teachers and it make it more interested for the  
524 students because they just don't have to sit and listen to one voice and one personality  
525 but now they can have two I think it would be a great idea to have combination of Thai  
526 and native English speaker teaching in the university classroom I think that would be  
527 great

528 Y: and what do you think about the salary in Thailand

529 A: a salary

530 Y: comparison to native and non native

531 A: I think it's em I feel that the native English speakers are pay more that what I  
532 understand

533 hey have less qualification academically (XXX) for example I have my my bachelor I  
534 don't have my master I don't have my Ph.D but I'm teaching at this university if I were  
535 not a native speaker and if I only have a bachelor I would not be teaching in this  
536 university in Thailand but em as as a teacher with my bachelor I have I feel like I feel  
537 that the they pay for a native English speaker with the bachelor I don't understand why I  
538 get this much money as a as a Thai teacher who has their Ph.D. right that doesn't really  
539 make much sense but  
540 in especially because the Thai staffs have a lot more responsibility also so that it I feel it  
541 a bit unfair absolutely

542 Y: and regarding to the notion of English speaking teacher the idea of English teaching  
543 is still popular in several contexts how do you feel or what do you think about this  
544 notion

545 A: the idea of teaching English how do I feel about itY: because many people believe  
546 that if you I mean teaching English based on native English teacher is much more better  
547 than teaching English on your own way

548 A: I think it I think that's it just depends on a teacher like I said before a Thai teacher can  
549 be an amazing teacher English and they can teach students just as effectively as a native  
550 speaker but for a native speaker that doesn't mean that your class will be better it's all  
551 about your teaching your ability as a teacher your attitude and that's much more  
552 important than if you speak the language native or not

553 Y: my last question is there anything you would like to add regarding to the topic we  
554 discuss today

555 A: no (XXX)

556 Y: thank you very much

557 A: no problem



**APPENDIX 23: INTERVIEW TRANSCRIPTION EXAMPLE 3: A NON-NATIVE ENGLISH SPEAKING TEACHER**

**Interview transcription example 3: a non-native English speaking teacher**

**Participants:** M: Maneerat                      Y: Yusop

- 1    Y: ok the first part of the interview ah . I would like you to talk about your background  
2    information your educational background what did you study and where did you study  
3    M: er . from bachelor degree ((L)) I completed my bachelor degree at ah Humanities  
4    faculty Chiang Mai university in English program after that I studies English language  
5    teaching (XXX) and I have just finished my PhD at Chiang Mai university ((L)) I love  
6    here and I studies Curriculum and Instruction at Faculty of Education  
7    Y: I see ah . before working here have you ever worked somewhere else  
8    M: yes I have ah . I was a secretary er . and worked for NGO  
9    Y: er . did you always meet with foreigners  
10   M: yes I did most of my jobs needed to deal with foreigners  
11   Y: and how about now what subjects do you have to teach  
12   M: now this semester er . English for Business and Technology and Intensive English  
13   Y: ok how often do you go abroad either for vacation or for working  
14   M: most . because of scholarship got a scholarship to study the most recently was last  
15   year  
16   Y: ok  
17   M: to conduct a research  
18   Y: for how long  
19   M: six months  
20   Y: em . do you have any formal teaching qualifications  
21   M: do you mean the fields I have completed ah (XXX) I have a certificate ((L)) from  
22   Singapore for training  
23   Y: I see ah we are moving to the second part of the interview in your opinion what are  
24   the the important characteristics of English teachers  
25   M: em . the first thing is about content in case of er . undergraduate level should focus  
26   more on content there are divided into three streams Linguistics or Literature or er  
27   English General English if they are knowledgeable on Linguistics they need to

28 responsible to teach Linguistics but it is very difficult to find most of teachers completed  
29 teaching like me also teaching Literature is more difficult to find in the past we required  
30 bachelor degree but now at least a master degrees and PhD now for foreign teachers we  
31 do mind (XXX) there education level er . bachelor or master as long as they are native  
32 and can teach English is ok however we need to aware that now every brown hair  
33 people can teach English some of them have no idea how to teach no experience  
34 Y: em . any other characteristics  
35 M: I think dedication patience ((L)) because er although we teach in English but our  
36 students are diverse some of them used to study in an international schools some are  
37 very low language proficiency  
38 Y: yes you have just told me that Thai English teachers require master or PhD certificate  
39 to teach  
40 M: em  
41 Y: it is acceptable for foreigners to show their bachelor degree certificate  
42 M: bachelor is enough  
43 Y: ah . do you think what are the reasons behind this issue  
44 M: it caused from I think it is belief of administrators as if native speakers they are able  
45 to teach if think consider this carefully we will find that even in our own language Thai  
46 we are Thai but we cannot teach Thai right because we do not know how to teach it we  
47 have no enough content what to teach we might able to teach Thai to foreigners but I do  
48 not think that it will succeed ((L))  
49 Y: I got it and do you think can we change this beliefs  
50 M: can this beliefs be changed . em . it can be changed I mean er This people cal also  
51 teach good English I personally believe that if if if regarding contents we as Thais are  
52 not inferior or lower than native English teachers we know more than them but from the  
53 perspectives of native or people who are native speakers they might not perceive the  
54 same as us  
55 Y: why  
56 M: because we are perceived as non native English speaking teachers from their  
57 perspectives although we have completed PhD or completed from er . America England  
58 but we are not native

59 Y: we will discuss about this issue in depth later  
60 M: ((L)) ok ok ((LL))  
61 Y: yes ah ah for now I would like to ask you about the most favorite teaching methods  
62 that you always employ in the class  
63 M: it . depends ah . nature of the subject if I have to teach English for specific purposes I  
64 like to use Communicative Approach and focus more or different skills also include  
65 Task base if I have to teach ah . about grammar or something that about structures or  
66 rules I then will focus more on Grammar Translation but also include communicative  
67 too  
68 Y: em ok how confident if you are assigned to teach test preparation  
69 M: I am teaching them now like TOEIC ((L)) but if er . TOEFL or IELTS (XXX) if I  
70 have to teach I think I can teach but I have to prepare first  
71 Y: em ok  
72 M: I am more familiar to TOEFL and TOEIC I never teach IELTS  
73 Y: em I see and if you were a program administrator and you have hire a new English  
74 teacher into your program what characteristics of the new teachers that you will consider  
75 M: teacher right  
76 Y: yes like if you were the administrator and want to hire a new teachers what will you  
77 consider  
78 M: I firstly will consider their degree teaching background if not completed in teaching  
79 any equivalent programs such as language and Culture are ok but if they are foreigners  
80 better if they have teaching experience but most of them not and studied in other fields  
81 like Laws Engineer always have problems  
82 Y: can you tell me some examples about the problems  
83 M: ah . they did not understand learners they treated the learners as prisoners they set a  
84 very high expectation and when the learners could not reach the goal he felt down and  
85 ah . ah . some were too strict made students did not prefer to study afraid to talk afraid to  
86 contact to the teachers some are er . too much treat the learners until the learners feel  
87 that this is not a teacher but their friends that they can play around with  
88 Y: em I see besides degrees and experience do you have any other characteristics or  
89 requirements

90 M: em .

91 Y: how about the hiring process do you use the same process when hiring native English  
92 speaking teachers and Thai English teachers

93 M: I think so I will consider er . teaching methodology teaching methods that they apply  
94 not only focus on their degrees we will ask them to have teaching demonstration how  
95 they prepare lessons observe from their teaching how to solve problems how to manage  
96 problems in the class

97 Y: yes will their nationalities influence hiring process

98 M: no

99 Y: in case if=

100 M: = because in in in qualifications we will state clearly that either we prefer native or  
101 Thai

102 Y: if foreigners

103 M: we will divide them to another group

104 Y: for foreigner do you have any specific country that you prefer like England America  
105 New Zealand

106 M: no

107 Y: every nationality is able to apply

108 M: er . yes however if the applicants are from Asian countries we will consider as the  
109 second choice like Philippines or India because their accents are difficult to understand

110 Y: you mean if there are the applicants who came from England America and Asian you  
111 will consider America and England as the first choice

112 M: there are more prefer

113 Y: em . can you tell me reasons

114 M: because of being nativeness ((L))

115 Y: em moving back to the first questions I asked previously which was about the  
116 characteristics of English teachers what are the characteristics of new English teachers  
117 that you wanted to see

118 M: new teachers

119 Y: ah what characteristics they should present

120 M: most of the new teachers they are er very young er . their ages are not much different  
121 to their students this might help them to understand their students easily because they  
122 are in the same generation but in relation to the characteristics of teachers being too  
123 close to the students is not good they should provide some gap between teachers and  
124 students some students call their teachers as their friends but what we wanted is that we  
125 need a person who em . like improve themselves er . teaching not only in the class but  
126 develop themselves too able to evaluate their teaching either it is effective or ineffective  
127 use feedback from the students to apply into the class and ah . for course on not focus on  
128 teacher centre we prefer er . how to help our students to develop themselves to become  
129 learner autonomy

130 Y: I see er you have just mentioned that some teachers are too close to the students like  
131 friends

132 M: em

133 Y: ah . is that related to Thai culture when teachers are in higher status that students  
134 M: yes higher than

135 Y: and do you think this culture is good or bad or are there any influence on English  
136 language teaching

137 M: em . if there is a big gap it is not good because the students will afraid to talk to the  
138 teachers they will silence in the class no responding because they are afraid but er . it  
139 has changed now most of the students do not not not not about this issue they are more  
140 confident in comparison to the students in the past they have a lot of self confidence  
141 sometimes too high too high

142 Y: got it next I would like to talk about your feeling when you were studying English in  
143 the past what did you feel what you studied English with Thai English teachers

144 M: very impressive ((L)) she was who one who made me like I like to study English  
145 since I was a child I still remember her name she taught in primary school her name is  
146 Sumalee and er . she was beautiful good personality look modern high language  
147 proficiency ((L)) not boring very fun of learning

148 Y: yes how about native English speaking teachers what did you feel when you studied  
149 with them

150 M: when i was studying in a university I tried tried em friendly tried to study with native  
151 English teachers because I wanted accent I wanted to learn how to become a native  
152 some modules the teachers were very strict it was fun and er . I wanted the accent I  
153 always studied listening and speaking or communication

154 Y: ah you have just stated that you preferred to become a native why did you want that

155 M: because we have studied since we were children we always studied with Thai  
156 English teachers we have not had experience to study with native I think it was a good  
157 chance we should take it because in that time I did not know whether I will have  
158 opportunity to study abroad or not it was challenging to communicate with them

159 Y: yes regarding speaking and listening do you think can Thais teach them

160 M: I think yes they can but it is not not not like a native it is hard to say it is like like er .  
161 second options if if in the past er . we aware about international English but now we do  
162 not really care British English or Thai English or Chiang Rai English if we able to  
163 communicate with others this is also can be called as International English

164 Y: it is a good point I am think of asking you about this too in the present there are a lot  
165 of English varieties like Chinglish Japlish what do you think about this varieties what  
166 are advantages or disadvantages of these English varieties and how will you prepare  
167 your students to deal with this issue especially when ASEAN is coming

168 M: in in the classroom there are diverse for teachers to teach er . at the beginning I was  
169 also nervous because there are international students in the class I use Thai to explain  
170 some very complicated points

171 Y: ((L))

172 M: I just wanted to make it clear in once I then do not have to explain many times when  
173 there were the international students I was a little bit nervous however later it was better  
174 it was not a barrier we were able to communicate

175 Y: I see

176 M: i f they have same level of English it was very easy to communicate to one another if  
177 the students came from England or native countries or learning English as a second  
178 language like Germany their English level were better than our students our students  
179 were afraid to talk

180 Y: ((L)) I see and how did you explain to students regarding the varieties of English

181 M: I explained them er . we did not necessary to er . accomplish or have accent like  
182 American as long as we can understand others it is also succeed in learning English  
183 Y: em . er . were there any actions from the students  
184 M: we tried to increase the students to have more confidence when we teach them we  
185 avoid to say something like hey that's wrong id we discourage them they will not speak  
186 and afraid to speak  
187 Y: em . yeas ah . and ah . from your experience who is a native speaker  
188 M: native speakers are people who use their language as the first language er use . in  
189 daily life fluently as the first language  
190 Y: yes em . is there related to their language proficiency level  
191 M: er . in general native speakers are already knowledgeable to their language because it  
192 was from their birth  
193 Y: like every skill  
194 M: yes  
195 Y: and how about er=  
196 M: = might might not er . em . able to use every skill fluently  
197 Y: yes like Thai language some Thais who have never study in school but they were  
198 born in Thailand therefore they sometimes have problems about their Thai writing  
199 sometimes they are not able to speak Thai fluently to this particular case will you  
200 perceive them as native speakers of Thai  
201 M: native speaker=  
202 Y: =although some skills are not=  
203 M: = yes yes some skills  
204 Y: yes ah besides using English in daily life do you have any other factors to distinguish  
205 that this is a native speaker and this is not a native speaker  
206 M: em .  
207 Y: or only that factor as the main  
208 M: generally er . not about theory ((L))  
209 Y: ok and do you think what are advantages or disadvantages of team teaching between  
210 native English speaking teachers and Thai English teachers

211 M: team teaching em . I used to teach team teaching in primary school both Thai and  
212 foreigners taught together teach separately however if we teach in international school  
213 most of the class will be taken over by native English speaking teachers Team Teaching  
214 Y: do you think is it good or bad for the students  
215 M: em . personally I do not have a clear idea about this if if we prefer to learn a  
216 language it should learn naturally as natives they learn and they used in their daily live  
217 situations if it is team teaching native is the one who teach and Thais are the tone who  
218 translate it is like grammar translation the learners might become nervous but if we  
219 study solely English it is er only focus on English no need to worry about another  
220 language no need to compare  
221 Y: em and what do you think when some Thai English teachers employed Thai language  
222 as a part of their teaching  
223 M: I think at the beginning stage er it is able to decrease anxiety of the learners because  
224 in our contexts it night difficult to use English as the main instruction if we use English  
225 only some students might worry of misunderstanding can I study if the students study in  
226 America that's different context they always use English there however the more they  
227 use English the better for them but in Thailand in classroom is formal instruction not  
228 informal finished is finished nothing more  
229 Y: what do you mean by informal  
230 M: means er . able to . for example there is a foreign friend and need o deal business  
231 needs to communicate by using English or listening to the music or watch movie=  
232 Y: =outside the classroom  
233 M: yes yes yes  
234 Y: yes we are moving to the second point in your opinion who is a native speaker of  
235 English  
236 M: er . there is no more to follow if native speakers native speaker of English we believe  
237 that English is used around the world for example in Singapore they use English we also  
238 believe that they are native speakers native speakers of English because they have used  
239 English and er . better than Thai ((L))  
240 Y: yes

241 M: people in general however they might perceive that oh they are native speakers they  
242 are the creator of English like England if er traditional English if modern it is America  
243 and Australia  
244 Y: ah do you think where did this idea come from  
245 M: it was embedded it did not know when or where it started ((L))  
246 Y: what factors influenced ideas of Thais  
247 M: from from er . from modernization want to become a modern society like our  
248 country we want to become a developed country like European countries therefore  
249 English is perceived as one of the main tools therefore a lot of students study abroad  
250 rich family support their children  
251 Y: study in England America right  
252 M: yes  
253 Y: any other factors or you have just mentioned that it was embedded can you tell me  
254 from whom  
255 M: embedded from home school or environment  
256 Y: I see=  
257 M: = where they live  
258 Y: er . can you explain more about home school and environment  
259 M: at home means ah parents might completed their degree ah such as their parents  
260 completed their study in Oxford they might not prefer their children to study in Thailand  
261 ((L)) at school at school depends on the value give value embedded value er for example  
262 completed study and able to study abroad is a good students whoever who got a  
263 scholarship to study abroad is a smart person in society er . from medias there are a lot  
264 of advertisements  
265 Y: em . that's good when you have mentioned about the medias how the medias  
266 influence on perceptions of Thais  
267 M: medias about  
268 Y: ah do you think is there a relationship between the media and the way Thais people  
269 perceive native speakers of English  
270 M: yes there are because some TV shows they hired native speakers that they believe  
271 that this is a native speaker to present to teach like from Australia

272 Y: Andrew  
273 M: yes Andrew and others ((L)) this can form beliefs a guidance a concept is native  
274 Y: when we watch it we absorb it  
275 M: yes but now there is ah . many types of shows sometimes they have a tutor or ah . ah  
276 . organizer they are Thais they hire more Thai people to present their TV shows but they  
277 were born abroad so the main concept they show are still based on the native norms  
278 Y: and in your opinion do you think who is a native speaker of English  
279 M: a native speaker of English em .  
280 M: if we base on the theory er . a lot of theories in the present being native is no more  
281 exist everyone who can use the language can be perceived as a native of that language if  
282 teachers themselves are able to speak English I will also perceive that they are native I  
283 can use English I am also native  
284 Y: and ah how about the colonization of the British do you think is it related to the way  
285 we perceived native English speaking teachers  
286 M: er . this this point I am thinking of saying too yes yes colonize right in the past yes  
287 there is influence they wanted other to use their language it was used as a tool to control  
288 other countries  
289 Y: em in Thailand there is not colonization but trading=  
290 M: =this is an another issue that Thais like mentioning er our students cannot speak  
291 English cannot use English because we have never been colonized by other countries  
292 Y: yes  
293 M: or we want to be colonized ((L))  
294 Y: and do you think is there a relationship between the external appearance and native  
295 speakers of English  
296 M: no I do not think so  
297 Y: yes  
298 M: no not relaxant  
299 Y: and what do you think about some people who still believe that native speakers of  
300 English are people people who have blue eyes brown hair and have got a white skin

301 M: I think this perception is already outdated ah . like me I have been to abroad blue  
302 eyes brown hair do not mean they all can speak English some people who are  
303 Scandinavian and Russian they cannot speak English  
304 Y: yes I see  
305 M: some are German  
306 Y: I see but this idea=  
307 M: = still exist=  
308 Y: =in society  
309 M: yes in Thai society  
310 Y: where did idea come from do you think  
311 M: em . why  
312 Y: why most people still believe that er they need to have white skin  
313 M: em em  
314 Y: brown hair  
315 M: interesting  
316 Y: where did idea come from  
317 M: ((L)) I could not answer too difficult ((L)) I there it was from many many factors like  
318 medias er . what they have embedded in the past  
319 Y: yes values what kinds of value do you think  
320 M: er . values about culture nationality er . Caucasian characteristics they need to have  
321 blue eyes brown hair to be perceived as people who use English if they have yellow or  
322 black skin they should come from Asia countries ((L))  
323 Y: I see moving to the third point in your opinion do you think who is a native English  
324 speaking teacher  
325 M: native English speaking teachers . em .  
326 Y: this question linked to the last question  
327 M: native English speaking teachers . they still believe that it should be American or  
328 British Australian only because when we mention that ok we are going to arrange a tour  
329 to foreign country to study with native speakers of English we automatically perceive that  
330 the countries that will firstly come up into our minds are America England Australia  
331 Y: yes how about in your personal opinion

332 M: personally I believe that everyone who can use English as a medium of instruction  
333 can be a native English speaking teacher  
334 Y: ah why did you think like that  
335 M: sorry .  
336 Y: why did you think in that particular way about native English speaking teacher  
337 M: because nowadays English is an international language it is not only limited to ok  
338 this nationality that can be perceived as a native Thais who can speak English fluently or  
339 write fluently they also can teach like Kate teacher she never been to abroad but she can  
340 be a good English teacher  
341 Y: yes=  
342 M: =because she has a lot of teaching strategies which are better than native  
343 Y: I see ah most Thai people still believe that native English speaking teachers are  
344 people who came from England America right  
345 M: yes  
346 Y: ah do you think where did idea come from  
347 M: I think medias medias it can be clearly seen from medias right at present there are a  
348 lot of medias very easy to access it is like advertisements that can influence beliefs of  
349 people ok this is what you have to believe you should not change your belief  
350 Y: ok and do you think are there any relationship between native English speaking  
351 teachers and their external appearances  
352 M: any relationship er . the students might think that they have some relationship to one  
353 another but for me as a teacher I do not think so  
354 Y: ah why did you think that the students=  
355 M: = they still have the concept about this  
356 Y: about this=  
357 M: about er . the external appearance like the first class last semester there I taught  
358 reading and writing the students perceived that I was Filipino ((L)) they did not perceive  
359 that I was Thai er but if if calls the name like Robert oh I see he is foreigners  
360 Y: em . yes like most of the students still believe that native English speaking teachers  
361 need to have white skin blue eyes brown hair I have found that there are a lot of studies

362 concluded that most of parents still perceive that a real native English speaking teacher  
363 must be white what do you think about this notion

364 M: not true because er . I have a lot of American friends whose their eternal appearance  
365 are Taiwanese but they told me that they are Americana first it was very contradiction  
366 how can you say you are American your face looks original Chinese very disagree in  
367 that time later when I have been to America oh there were so many varieties Korean  
368 they also told me that they were American why because they said they use English as  
369 their native language that's it as long as they use English as a native language in their  
370 daily lives and they live in that context they are American

371 Y: and do you think will parents in Thailand perceive that native English speaking  
372 teachers are people who have white skin blue eyes brown hair

373 M: not necessary white but only foreigners are native

374 Y: yes yes

375 M: can be Nigro or pure white

376 Y: I see I see and do you think if does black skin of English teachers influence the  
377 perceptions of the students in English language teaching

378 M: I do not think so if they can teach English well effectively

379 Y: and do you think there are two teachers one of them are from America another is  
380 from Philippine will parents to support their children to study with the first one or the  
381 second one

382 M: er. I think the who who came from England America especially if the parents are  
383 educated people

384 Y: I see

385 M: because they recognized that er . English of people from Philippine difficult to  
386 understand not standard but general parents may not care about this their children have  
387 opportunity to study English is enough

388 Y: yes which one is better do you think

389 M: which is better

390 Y: from the perspectives of English teachers who teach English American or anyone can  
391 teach

392 M: can be anyone not not fix to the traditional one more open now as long as er . you  
393 have teaching techniques because just study with American does not guarantee you will  
394 have America accent  
395 Y: yes as as a Thai do you think your national identity influence your English teaching  
396 M: em.  
397 Y: like you are Thai you speak Thai for example  
398 M: I have never thought about this em among Thai students I do not think so but to  
399 foreigners a little bit I guess  
400 Y: can you explain  
401 M: yes er they still not trust on our ability for example when we design the test if the test  
402 is designed by Thais it does not have much credit why not native concept of native is  
403 still there  
404 Y: ok and how about from the perspectives of the administrators  
405 M: no  
406 Y: no right  
407 M: yes  
408 Y: ah .  
409 M: they still believe Thais are better teachers ((L))  
410 Y: how about the accent your accent is it influence the perceptions of your students  
411 because most Thais teachers will have Thai accents  
412 M: I do not think so er . I think they understand we are Thais we are not born abroad  
413 Y: ok on behalf of Thai what are differences between Thai English teachers and native  
414 English speaking teachers  
415 M: it can be clearly seen that Thais are strict strict about rules although we attempt to  
416 teach as communicative but it is still not communicative it is somehow about grammar  
417 natives in contrast they focus on communicative real communicative they do not use  
418 another language they speak English all the time  
419 Y: em I see any other differences  
420 M: if they have backgrounds about teaching or a lot of experience they are able to  
421 provide different teaching strategies  
422 Y: both Thais and native

423 M: yes both of them  
424 Y: ok from your experience what are teaching methods of Thais and native that they  
425 always employ in classroom  
426 M: how to teach . em .  
427 Y: like their teaching techniques  
428 M: most native they focus more on teaching materials like games they provide a lot of  
429 games and ah .most Thai students when study with native they always request games  
430 when they study with Thais they are not much request  
431 Y: em why ((L))  
432 M: ((L)) because of their natures but we also try to provide a lot of teachig materials but  
433 study with native is funnier and more relax  
434 Y: is that good or bad from your opinion  
435 M: good or bad it think it is good increase motivations of the students on their learning  
436 more confident  
437 Y: I see and how about punctuality providing marks  
438 M: providing marks easy to provide marks ((L)) native  
439 Y: native right  
440 M: yes if Thais they have a clear rubric how to give marks to students  
441 Y: em I see there is still a belief that native English speaking teachers are ideal English  
442 teachers and this notion is still exist in many society what do you think about this idea  
443 M: actually actually er partly good but looking from other perspective should be more  
444 opened it is not necessary to use English as a native  
445 Y: yes  
446 M: we can see a lot of examples like Singapore it contexts closes to our country  
447 Y: can you explain more details  
448 M: it is still a need people still want to be as a native English like the way they teach it is  
449 advantage they teach naturally but not sure if it is appropriate to apply in Thailand  
450 Y: em I see you have mentioned about teaching techniques of native and Thais do you  
451 think the ways that native and Thais employing in Thailand now is appropriate or  
452 inappropriate towards Thai context

453 M: in tertiary level course content course syllabus are investigated er . how to teach may  
454 not much different

455 Y: yes em how about teaching techniques of Thais what do you think

456 M: em .

457 Y: like some teachers are still focus on grammar translation what do you think about this

458 M: it is a controversial issue for a very long time for example in high school students  
459 may not have much time because they have to focus on their study in tertiary level most  
460 will focus on test so teachers always strict on the test for the students to learn about  
461 grammar in tertiary level the students are more relax to learn English

462 Y: yes and how about teaching techniques of native what do you think is it appropriate  
463 or inappropriate in Thailand

464 M: em . how to say if they have to teach reading and writing I think it is the same but if  
465 they have to teach communication they are more advantage er . it is real communicative

466 Y: I see how about language proficiency in general of Thais

467 M: there is still no clear study conducted

468 Y: you can talk from your experience

469 M: most of them are in good level because teachers who are going to teach in a  
470 university level their background is good

471 Y: ok and you might have heard about backpacker teachers what do you think about this

472 M: ok but they do not understand how to teach or not understand learning styles of  
473 learners I think it is not succeed it does not mean that you are native you can teach

474 Y: I see em the last point for the interviewing today it is about salary or remuneration  
475 what do you think about the salary of native and Thais

476 M: salary native is higher than Thais

477 Y: I see

478 M: because they are native ((L))

479 Y: because of being native

480 M: being native only

481 Y: in your opinion if you have an authority how will you manage this issue

482 M: if i can choose er . it should be flexible base on living allowance when they live in  
483 their own countries because this the way the system runs

484 Y: ok  
485 M: it is difficult to change  
486 Y: I see if you can change will you want to change this  
487 M: no need to but need quality  
488 Y: em I see  
489 M: because we get advantages from them  
490 Y: yes some Thai teachers have completed their degrees like PhD abroad when they  
491 become teachers their salary is still lower than native who has just completed their  
492 bachelor degree what do you think about this point  
493 M: if we look from the long run perspective they are able to fill capacity so it is  
494 reasonable although we hire them with a high salary their turn over is also high  
495 Y: and how about duties or job's responsibilities most natives has no need to responsible  
496 any other duties  
497 M: yes no  
498 Y: only teaching  
499 M: yes  
500 Y: while Thais do everything  
501 M: ((L)) yes  
502 Y: yes and if you can choose will you prefer to pay based on abilities not nationalities  
503 M: er .  
504 Y: as what you have mentioned previously er . non native teachers are also able to do  
505 the same as native  
506 M: but there is still er . value provide more creditability  
507 Y: I see  
508 M: if we hire them with low salary they might not want to come  
509 Y: choose somewhere else right  
510 M: yes they do not care  
511 Y: em I see  
512 M: therefore it is necessary  
513 Y: necessary no choice  
514 M: yes

515 Y: need to  
516 M: yes  
517 Y: if we prefer to change we might need to change the whole system  
518 M: yes ues ((L))  
519 Y: er do you have anything to add  
520 M: both Thai and native are able to er be english teachers they are able to be perceived  
521 as native ah English if they can teach English by using English and Thais should not  
522 worry we are not American therefore we are not good as American that's not the truth  
523 Y: ok thank you very much for today  
524 M: my pleasure  
525 Y: thank you very much  
526 M: thank you ((L))

## APPENDIX 24: INTERVIEW TRANSCRIPTION EXAMPLE 4: AN ENGLISH PROGRAM ADMINISTRATOR

### Interview transcription example 4: an English program administrator

Participants: L: Lin                      Y: Yusop

- 1    Y: umm . the interview questions are divided into four different sections the first section  
2    will be about the background information so umm could you please provide me some  
3    information regarding to your educational background for example what did you study  
4    when you were student how many languages can you speak or how long have you been  
5    working here as an English program administrator
- 6    L: ok ah how many languages can I speak Ah I can basically speak if I included Thai I  
7    can speak Cantonese ah basically Chinese I can speak English and some Thai which is  
8    not fluent but I can still manage and regard to my education I graduated with ah my  
9    bachelor degree is bachelor of business administration majoring in international  
10    business and then my master is master of ah...business administration as well and then  
11    majoring in marketing Before I came to Thailand I've been working in the airline  
12    industry for almost ten years that's why I was excited come and teach the two and some  
13    courses here
- 14    Y: where did you study
- 15    L: I studied ah my bachelor both of my degrees is from Australia I used to live in  
16    Australia for fifteen years So I lived in Australia for long time and my bachelor degree  
17    is studied in Australia And my master degree ah . it was a distance learning courses  
18    which is the same university which I studied in Australia And then they send lecturer or  
19    doctor to Hong Kong and I studied that course in Hong Kong
- 20    Y: and I mean before you moving to Australia you studied in=
- 21    L: =oh before I moved to Australia I studied in Hong Kong I was born in Hong Kong  
22    and I moved to Australia in primary three
- 23    Y: ok so when you studied in Hong Kong you studied with ah native English speaking  
24    teacher or=
- 25    L: =no we studied umm . Cantonese All the courses is that ah . I learned in Cantonese  
26    start to pick up English after I moved to Australia
- 27    Y: and how long have you been working here as an English program administrator

28 L: um four and half years by now yeah almost four and half years in here  
29 Y: what do you think and how do you feel about it  
30 L: umm . yeah it was very exciting especially for foreigner to live in Thailand and take  
31 this role of job and . yeah it's nice it's exciting  
32 Y: ok the second part of the interview question will be about the program under  
33 investigated the first question could you please provide me some information about the  
34 main objectives of the program  
35 L: ah ... the program that ah that I'm working with is a business administration in ah .  
36 with major in tourism management so we are here to train students to become to work  
37 in the tourism industry the main objective is to offer man power for the country for  
38 Thailand for in term of tour guide in terms of travel agency in terms of ah people work it  
39 cruise line work with airline and airport  
40 Y: what kind of classes do you normally provide to your students I mean ah . what do  
41 you student have to learn when they study here  
42 L: oh . basically first thing they have to learn is English and that's the most important  
43 because all the courses taught here are in English so they must understand the language  
44 first and then they will also study ah . business courses such as finance marketing  
45 management the general business courses they're also ah . professional courses such as  
46 ah . if the student decided to work in a travel agency there're different courses helping  
47 them to get a job there such as ah . how to become travel agent how to become a tour  
48 guide they're also at the professional courses such as umm . helping them to work with  
49 airline in reservation in ground service and in the future we will train student to become  
50 flight attendant as well  
51 Y: cool and the . who are their teacher I mean to teach those particular classes ah .  
52 where does teacher I mean normally come from  
53 L: ah . the professional courses normally are ah . I taught a lot of those If we talk about  
54 umm air transportation I taught a lot of those courses because I've been working with an  
55 airline for in the front position for almost ten years there're also other courses such as ah  
56 . tour guide that we do have a guest lecturer a guest who come and teach the student to  
57 become a tour guide who was also a tour guide and there is also ah . in terms of travel

58 agency there is other teacher here who have been working in the industry for long times  
59 as well  
60 Y: aha most of them are Thai teachers or foreigner teachers  
61 L: ah . most of them are Thai teachers  
62 Y: Thai teachers  
63 L: yes  
64 Y: are there any foreigners I mean foreigner teacher  
65 L: foreigner teachers are mainly focusing in business In business we do have three ah in  
66 the business field in the business area which you have three ah . foreign teachers  
67 teaching ah .management umm . social psychology and some other umm . hospitality  
68 courses And there're also who teach English which is the most important  
69 Y: and where do they come from  
70 L: the teachers are coming from different places we do have teacher from Canada ah .  
71 United Kingdom America but majority of them are from United Kingdom from the UK  
72 Y: are there any teacher from .like the Philippines or India or Malaysia something like  
73 that  
74 L: we used to have in terms for learning the language because we were we do . ah .the  
75 students don't have elective courses It's decided to learn in other language in other  
76 faculty we do have other ah . foreigners who are teaching them ah . different especially  
77 languages such as Chinese Japanese and Korea  
78 Y: aha so Chinese teacher teach Chinese language  
79 L: normally yes  
80 Y: are there any like a Chinese teachers but teach English  
81 L: Chinese teacher teach English  
82 Y: not only English like a management but use English as a medium instruction  
83 L: oh everyone have to use English for the medium ((L)) so all the courses English is a  
84 medium and then they will teach the student with the native language that they have to  
85 learn  
86 Y: so it seem that it doesn't matter where the teacher come from  
87 L: umm . it doesn't really matter umm .if they are teaching the languages courses I think  
88 that's has an impact but not for the content basic courses

89 Y: could you provide more details about this  
90 L: about for language because of course if you have a Chinese teacher teaching umm .  
91 Chinese the student will be able to explore ah . not explore but they will be able to learn  
92 a lot more about the correct way to use that language because that is a native language  
93 of that . ah . of that particular lecturer  
94 Y: how about if Chinese teaching English  
95 L: Chinese teaching English  
96 Y: or Indian teaching English or Philippines teaching English  
97 L: umm . it still possible but we . for my personally I think the accent might be a bit  
98 difficult for the students to understand because umm . some . some countries the people  
99 um . even though they know English but the accent might be difficult to catch  
100 Y: so I mean if possible would you prefer more ah . native English teacher than non  
101 native English teacher  
102 L: umm . just go back to that same questions um . for language we prefer a native  
103 language teacher but for content base it doesn't matter it's about the knowledge that  
104 that lecturer has to deliver to the student  
105 Y: however because of this university is the international program so ah . all teacher  
106 doesn't matter where they from doesn't matter they are native or non-native if they  
107 prefer to teach here they need to make sure that they are qualified in terms of their  
108 language skill I mean English  
109 L: oh . English is the basic must be the basic because umm . if they do not know English  
110 and of course the . a lot of foreigners do not know Thai it would be very difficult for  
111 them to explain to their students  
112 Y: yes and the ah . how do you assign the model for each individual teacher would you  
113 prefer to ask one teacher to teach one particular course what are you look . how are you .  
114 I mean how do you make decision regarding to this  
115 L: in terms of that I will look at the background and knowledge especially if they have  
116 experience in the particular field and then we'll give ah . we'll offer that ah . courses to  
117 that lecturer to focus because they are the professional in that area

118 Y: and the how about if one teacher I mean they prefer to teach English but he or she  
119 doesn't graduated in English program but they have some kind of experience is that ok  
120 for university to hire them  
121 L: ah . to teach English  
122 Y: yes  
123 L: umm . it depends on the . based on the . where are they native language ah . what  
124 type of native language did they speak umm . it's possible because a lot of . because  
125 now we do have a globalization everyone is going to different places to study maybe for  
126 a Chinese . that Chinese lecturer maybe studying in . maybe UK then of course they can  
127 teach English  
128 Y: so basically you look based on their language proficiency first  
129 L: umm . if we talk about language yes that's very important because that become the  
130 basic umm . yeah as I've mentioned if they do not speak Thai and then they just know  
131 how to speak their own language it would be very it would become difficult for them to  
132 lecture the student  
133 Y: um . and because of the ah . the university like I've mentioned it's an international  
134 program so are there any extracurricular activities provided by the program in order to  
135 increase the language skill of the students  
136 L: umm . there were a lot of extra activities that students have to attend but a lot of those  
137 activities ah .mostly is a lot of in my cultural basis which is culture to be honest um . to  
138 be honest um . if there are no international students in that group that activity will  
139 conduct in Thai but if there are international students then this will conduct in English  
140 Y: can you provide me some examples of the activities that normally run in the program  
141 L: actually we do have another umm . lecturer who is responsible for that we do have  
142 some ah .volunteer jobs and ah . we do have other cultural basis umm which is doing  
143 performing around community in here such as clean up the beaches such as um . taking  
144 care of the . small children who parents are passed away something like that again if  
145 there are no international students mostly of those activities will be conducted in Thai  
146 Y: I mean personally what do you think because of the here is the international  
147 university so ah . would you prefer student to conduct in English I mean whether there is  
148 or there is not international student

149 L: umm . conducting in English yes! I prefer everything conduct in English but however  
150 sometimes ah . learning in other language must not be that easy and mostly a lot of  
151 students are taking those activities during their first and second year which is quite fresh  
152 ah . they are fresh to the university umm . that's why a lot of time even though the  
153 //Ajarn// or lecturer try to conduct that activities in English but eventually when they  
154 were talking with their friends it will go back into Thai but if there was international  
155 student um . they it forces them to use English because the international students not all  
156 of them can speak Thai

157 Y: so it depends on the context it depends on the situation

158 L: yeah! for example if they were having a day with those I'm not sure I forgot the  
159 terms umm . the children who their parents is pass away and those children would  
160 normally speak Thai and then the students go and have to speak Thai because those  
161 children do not speak English

162 Y: so it depends on some kind of activities

163 L: and there are a lot of ritual activities cannot be conducted in English otherwise it will  
164 become very complicated like umm . go to a temple when they doing the praying cannot  
165 me conducted in English

166 Y: ok and the third part of interview questions will be about the belief and hiring  
167 practices about the teachers umm . I mean at the present I mean how many teachers are  
168 there in the program

169 L: um . there are quite . in the whole program there are more than thirty ah lecturer and .  
170 because different lecturer will be responsible for different courses and majority of them  
171 are Thai lecturers and most of them are graduated from overseas not too many of them  
172 are graduate in Thailand so their English proficiency are very high

173 Y: so most of them are Thai but they normally graduated abroad how about the  
174 proportion of the . I mean foreign teachers

175 L: the foreign teacher is . ah . we only have a few This case ah . it would not include the  
176 English teachers because there is a group of English teacher who is responsible in  
177 English if we talk about the content based there are only ah . one two three there are  
178 four foreign lecturers in the program

179 Y: ah . I mean I noticed that you repeat several times ah . contents based could you  
180 please provide some definition what is content base

181 L: content bases um . we . ah . the definition for content bases is the content courses  
182 that students have to study such as ah . for example principle of marketing that's a  
183 content bases courses base with ah with business ah . management accounting um . yeah  
184 those of business courses are content base and then there are also professional basis  
185 which is the professional science the student must um . study the general business  
186 course because this is bachelor business administration program therefore there are a  
187 certain number of business courses that student have to study after that they will have a  
188 choice of going into different strength for their ah . with their interest like ah working as  
189 a tour guide working as travel agency basically all those courses . ah the content basis  
190 courses but there are also other um . courses like which is the language courses that is .  
191 umm something else and there are some physical activities courses that the students  
192 have to study and those are not content basis

193 Y: ok and then in case if you prefer to hire new English teacher to teach in you program  
194 what are the main qualifications will you take it into consideration as the priority

195 L: um . that's . ah .

196 Y: I mean can you explain step by step how do you=

197 L: =firstly they will submit the CV and then they will go through an interview or if we  
198 decided this is a suitable person they will go through the interview we will have face to  
199 face interaction with the lecturer and then if we think it's ok then . no matter whether  
200 they do have teaching experience or not they will be allowed to take ah a class and then  
201 they will be evaluated the performance

202 Y: you mean like a teaching demonstration

203 L: um . yeah they have to do . during their interview they have to do a demonstration in  
204 front of the interviewers then they will be allowed to take a class if we decide accept this  
205 person and the end of that particular term ah . that semester that we are working . err .  
206 that we are going through here the student . all students have to evaluate the lecturer and  
207 then we will see the result of evaluation and then we will consider whether we . whether  
208 this lecturer pass the probation and then where do should continue hiring this person

209 Y: I mean ah . the criteria or the way to hire teacher Is there different than . I mean if  
210 Thai teacher or I mean native English teacher I mean the process is the same or different  
211 L: oh . actually it's the same  
212 Y: qualification is also the same  
213 L: ah . qualification is the same there is no difference but we always allow after the .  
214 because they sometimes when they do the demonstration in front of the other teacher  
215 they might not really show um . their initiative in teaching students in classroom so  
216 that's why we always have to give them a chance to work in the classroom and see  
217 what's the feedback from the students  
218 Y: so how about the ah . I mean you have just explained the process of employing a new  
219 teacher I mean in your program how about the qualification of the teachers what kind of  
220 teacher would you prefer  
221 L: if we talk about language we will see the language proficiency how profess . what is  
222 the level of proficiency they have in terms of language  
223 Y: how will you evaluate them I mean are you looking from their ah . English test like  
224 IELTS TOFLE or what kinds of criteria  
225 L: umm . for . if they are graduated overseas I don't think ah . I don't think a proficiency  
226 test is required Unless they study in a Thai program which is graduated in a Thai  
227 program might be necessary if they are foreigner and that which is the native language  
228 such as English and I think that's pretty enough but we will many focus on the  
229 performance of them because um . we believe that even though you are native speaker  
230 you might you do not have the techniques to teach the student and then might not be  
231 Y: so in terms of teaching hiring teacher here It doesn't matter whether teacher is Thai  
232 or native English teacher  
233 L: no as long as they can speak English the main point is the most important point is  
234 will they be able to explain to the student making sure that they will understand the  
235 concept that's the main point doesn't really matter whether they are Thai or foreigner  
236 Y: anything else of the teacher qualifications that you are looking at  
237 L: umm . at least ah . teaching bachelor students ah . at least the qualification must be  
238 umm . holding master or above that's a minimum as well as if they have umm . if they  
239 have been working in the industry umm for long time that would become also important

240 it's not that easy to employ someone with working experience otherwise they will still  
241 continue working in the industry

242 Y: how about if the . I mean if the teachers I mean ah . apply here but the program that  
243 he or she graduated is not match to the position that he or she is applying will you still  
244 consider them or=

245 L: =maybe not hahaha For example we are teaching tourism here if they are graduated  
246 with the fine art that's totally different thing we might . ah . we might introduce this to  
247 the right department yeah

248 Y: and how about if he or she has some experience

249 L: of that industry oh . that's possible because experience is quite important as well  
250 that's possible for example I do not graduated with airline but I work . (has stopped  
251 because of an interrupting by the third party) can you repeat the question

252 Y: ok sure I've just asking you that how about if ah . I mean how about one teacher  
253 umm . apply to work here but the program that he or she graduated is not match with the  
254 positions that he applying to and you just said will be not you're going to recommend  
255 them into another department and then I've just asked you how about if he or she has  
256 some experience

257 L: some experience is very important because um . a lot of um .I think to offer or to  
258 offer the appropriate knowledge or enough knowledge to students they must be some  
259 industry experience which as I've just mentioned I did not graduate with any airline  
260 courses at all but I've working in airline industry for almost ten years that's why . I  
261 believe that um . what you studied in university doesn't really mean what you going to  
262 do in the future umm . you will . if you have experience in that field that's also very  
263 valuable to the program that's why we try a lot very hard to look for someone who has  
264 the qualification as well as the experience because in the text book they cannot explain  
265 the experience that this lecturer has If the lecturer can offer their experience the point of  
266 view I think that's valuable as well

267 Y: and the regarding to your I mean experience ah . what are the outstanding  
268 characteristics of Thai English teachers

269 L: characteristic of Thai English teachers in terms of Thai lecturer I always feel that  
270 there is a hierarchy um . there are some um barriers between student and the lecturer the

271 students seldom contact the lecturer because they were afraid . a lot of student are afraid  
272 of the lecturer  
273 Y: why  
274 L: umm . I have no idea maybe that's the culture part in Thai society which they were=  
275 Y: =it's normally Thai teacher always stay higher than the students  
276 L: yeah the hierarchy The Thai teachers always higher that the students um . I feel that  
277 we do have several foreigners here which the . I think I have a feeling that the Thai  
278 students are willing to talk to a lot of foreigners but they were afraid of um the Thai  
279 lecturer yeah may be that from the culture part that's why we cannot change at all  
280 Y: and how about in terms of their teaching techniques what do you think about the way  
281 they teach  
282 L: um . in terms of teaching techniques it's different as well but if the Thai teacher  
283 graduated from overseas they will have more interactive ah . with the student but if for a  
284 normal Thai lecturer who graduated in Thailand they will just try to deliver the contents  
285 that they prepared may be on the power point to the students without any interaction  
286 Y: how about I mean the strong point of the Thai English teacher can you provide  
287 some=  
288 L: =the strong point of Thai teachers  
289 Y: yeah in terms of teaching  
290 L: um . the strong point is they know the Thai language so if they cannot . if the students  
291 do not understand the English part they will be able to explain to them in Thai part  
292 Y: this is the strongest point in your opinion  
293 L: ah . it would help them a lot to understand a concept yeah and . the strongest point .  
294 yeah I think that  
295 Y: ok anything else  
296 L: umm . to me  
297 Y: yes to you from your experience  
298 L: strongest point ah . I think that's the most important because their language can  
299 explain to them more quickly sometimes for me for myself sometimes I try to explain  
300 something in English which the students might not understand and I look for other way  
301 in English and explain that to them and that takes a lot of times

302 Y: how about in terms of their language proficiency  
303 L: you mean for a student  
304 Y: for Thai English teachers what do you think about that  
305 L: um . majority they have good English proficiency but there are some lecturers who .  
306 because their background or experience sometimes their English is not that good then I  
307 also have complained about some lecturers who are speaking international . ah . we've  
308 got some complained from international students who complained about lecturers who  
309 are using Thai in the class  
310 Y: and I mean what do you think when Thai teacher explain I mean sometimes they  
311 explain to student in their own language do you think it's good  
312 L: umm . I think it's good for personally but not as a medium but they only explain that  
313 particular terms of . explain that particular phase I think that's good because it's help  
314 them to understand more  
315 Y: um . and then how about they in terms of the native English teacher I mean the most  
316 outstanding characteristic of the native English teacher  
317 L: ah . the native English teachers . the outstanding . will be the language um . they are  
318 more friendly um not friendly but the barrier between students and the lecturer is more  
319 less  
320 Y: more less in comparison to Thai  
321 L: yeah Therefore the students are willing to come to the foreigners often and ask  
322 question I think asking question is important because like in a class there're like . sixty  
323 students it's difficult for the lecturer to identify who understand and who don't It would  
324 be based of the students if they do not understand they should come and ask the lecturer  
325 Y: so students feel more comfortable to ask or discuss with their native English teacher  
326 do you think because of what reason  
327 L: because of . I think that's the culture part come start again I think yeah because the  
328 students know to start um . this lecturer is from foreign country or a foreigner from  
329 somewhere else so they will . if . yeah they will willing to try and interact with the  
330 lecturer  
331 Y: aha how about in terms of their teaching the way they teach or teaching techniques

332 L: um It depends ah . whether . ah . the . we always have some problems with the new  
333 foreigner teacher when they were teaching especially those who have teaching in other  
334 country before because the style of teaching um . in other country might not be the same  
335 in Thailand um The new lecturer foreigner lecturer needs to adjust themselves to match  
336 the level especially firstly level the secondly is about the style of teaching to match the  
337 student here

338 Y: you mean the level on student in style of teaching

339 L: yeah other level of umm . because the students have to learn English first before they  
340 need to study sometimes it takes a lot more times for the lecturer to explain a concept If  
341 the //Ajarn// or lecturer is from ah . who taught in America before and they were  
342 speaking English they can go through the material very quickly but in Thailand it might  
343 take a little bit more time to do ah to complete ah . a concept or program or the course

344 Y: how about the in terms of the language proficiency of the native English

345 L: th they are . they were no problem haha because they are native

346 Y: and then ah I mean from your opinion to be qualified teacher are there any  
347 relationships regarding to the teacher first languages or their nationality in other words  
348 do you think the first language of the teacher for example Thai teacher his or her first  
349 language is Thai or their nationality I mean plays the important role in terms of the . I  
350 mean in terms to be a qualified teacher

351 L: um there are some influence on that but I don't think that speak as long as that person  
352 can speak the language can deliver the knowledge I think that's enough I don't think  
353 that's the big issue in terms of

354 Y: how about in terms of the accent I mean like a Thai teacher they speak a Thai accent  
355 I mean English and ah I mean again teacher or native teacher they speak like a native  
356 accent do you think in terms of the accent

357 L: it is . it is . sometimes the students might be . might understand more from the Thai  
358 teacher compare to the foreign teacher ah foreign lecturer which I think . that's why it  
359 takes time for foreign lecturer to adjust because they have to talk slowly they cannot talk  
360 in the normal speed because the students were not get the information so um . the accent  
361 ah . it does has influence or impact to problem but um . I think overall speak slowly able  
362 to explain it's more important

363 Y: um I see so from your opinion is nothing much influence in terms of their first  
364 language or their nationality How about there are some good points I mean like a Thai  
365 teacher they can explain in their own language and in terms of nationality and accent .  
366 ok next question at the present the ideas of native English teachers are the ideal or the  
367 model of the English teaching it still pervasive in several I mean in many countries not  
368 just in Thailand I mean many people many scholars still I mean students and parents still  
369 believe that native English teachers are better than non native English teachers and this  
370 idea still exist in society

371 L: it does exist

372 Y: yeah how do you feel or what do you think about this notion

373 L: I think that's formally normal because for like if you want your some daughters to  
374 learn a language of course you will try to look for person who is a native language  
375 speaker and that's why I think um . a lot of programs around . not only in Thailand  
376 around the world especially in Asia if you . if the . if the faculty can employ someone  
377 from overseas it becomes more valuable . the native speaker would become very  
378 valuable to the institute I think that still hard and that always there you cannot change  
379 that

380 Y: and yeah I mean it still exist and what do you think I mean from my opinion from my  
381 experience um . there are many educational institutions in Thailand they just hire a  
382 native English speaking teacher who like . who just can speak and have like like a blue  
383 eyes brown hair to be their teacher in the school what do you think about this  
384 Sometimes those teachers don't have any experience or teaching qualifications like a . in  
385 my home town now in Nakhorn Sri Thammarat there are many schools just hire two or  
386 three native English teachers who just . I mean haven't finish their ah bachelor degree  
387 they just come for like a vacation they just attend like a training like a one hundred  
388 twenty hours and then they just live here and I mean their salary is quite higher than  
389 Thai teacher who graduated with a degree after that I have some ah . I've just like do  
390 some title review some salaries it was very big different like a Thai teacher who  
391 graduated PhD from abroad when they come back to be a teacher with PhD highest  
392 degree they got like thirty thousand bahts or lower than that It depends of university in  
393 comparison to the native English teachers who haven't finish their degree yet they got a

394 lot of more than thirty thousand thirty thousand bahts what do you think about this kind  
395 of issue

396 L: I think this is . what do I think about this It's very difficult question um I think that's  
397 very normal In terms of . in order to attract foreigners to teach in the faculty or institute  
398 they must be some attractive compensation in order for in order to recruit those people  
399 to stay in particular country but umm . yeah in that particular country and that will also  
400 add value to the program but I think they must be for me personally they must be some  
401 qualifications that must met in order to get recruit like if they haven't complete their  
402 bachelor degree they only have high school certificate I don't think that's suitable at all  
403 and that's why and what we afraid especially in here a lot of foreigners who just came  
404 here love this place try to stay here for several months try to look for a job and work  
405 here for a short period of times so that they can go to the beach every day go to the  
406 beaches every weekend there are still a lot of people like that to find something to do to  
407 pay to rent and then get something to do a lot of people are still like that and that's why  
408 for the last . we also had that taught of problems here um . there were always the  
409 turnover of foreign lecturers are very high as well and then every time when they left the  
410 faculty have to employ some new lecturer and then they have to do probation process  
411 again which takes . we also um create difficulty to the student because they cannot  
412 continue the study or the same lecture

413 Y: um and I mean some research mention that some educational institutions try to take  
414 advantages from the believe or the idea that ah . native English teacher is much more I  
415 mean appropriate to teach English so some educational institutions just try any teachers  
416 who just have like blue eyes brown hair what do you think about this

417 L: for myself I don't think that's appropriate like for fresh student like first year second  
418 year students If we are able to um . we are able to get um Thai lecturer Thai teacher to  
419 teach English it would be . the students will get more benefit because they will  
420 understand more about the language maybe a foreign teacher would suitable for higher  
421 level of that particular language because um by the times after two years of English the  
422 students will be able to . and they need times to start to adapt to talk to foreigners and  
423 that time I think will be more appropriate to have foreigners to teach them

424 Y: so you depend on the level of the students

425 L: yes because for the first year students they do not speak English at all It is very  
426 difficult to have a native teacher who do not speak Thai and try to teach the students  
427 because . it's not . that easy

428 Y: so I'm going to go back to you previous I mean your previous English teacher when  
429 you studied ah . you mentioned that when you are in Hong Kong you studied did studied  
430 English as well I mean

431 L: yes at that time we are still British colonies so we have to study English

432 Y: I mean who was you teacher

433 L: oh It's local native . ah . local Hong Kong teachers

434 Y: ok so how do you feel or what do you think when you studied English with local  
435 Hong Kong teaches

436 L: I think that's very normal ((L)) you cannot . you cannot but that's long time ago  
437 that's very normal because um . if you start your language skill with a person who  
438 knows the local language it would be able to explain more to you about the concept of  
439 difference like the tense like the structure

440 Y: you mean once you get the idea of language you can

441 L: study with the native language

442 Y: it will help you more easily to understand

443 L: it easier to understand yeah

444 Y: and so after that you moved to Australia then you . got I mean the experience to  
445 study with the native English teacher how do you feel when you study with native  
446 English teacher

447 L: it's not easy it's . even though we study English but when the time I moved to  
448 Australia we have to speak English at that time . not that time . all the time in school for  
449 the first several years it's quite difficult but um gradually you can learn much faster

450 Y: because you are living in the environment so you have to speak English

451 L: because you have to use English you cannot use other languages and I think that's  
452 very important you force to do that and you have to do it

453 Y: so you mentioned you found that's quite difficult when you studied with native  
454 English teacher during your first few years what kind of reason

455 L: because . um because um . when the foreigners tell me something I have to try and  
456 translate that back into your own native language and then after you understand you try  
457 to reply and then you try to translate the native language back into English before you  
458 can reply And that's the most difficult late on after one yeah and you start to think if . in  
459 my mind if you use English to think that would become much quicker and then you will  
460 try and adapt the language more easily

461 Y: how about the way of your teacher I mean the way they teach your native English  
462 teacher

463 L: oh the first year when I first in Australia we were in a special class which only three  
464 or four of us from foreign countries ah . who was from another country and then we  
465 were taking intensive English so we have to stay with the teacher for almost one year  
466 then after that we were allowed to go to normal class then we were starting to pick up  
467 information and the teacher at that time was great She speaks slowly she try to explain  
468 everything and then that make a big different

469 Y: and . this is the last page before going to ah . interview you this question there are  
470 three terms that I would like to make sure that you understand the first term is a native  
471 speaker just a native speaker it doesn't matter what the language is that and the second  
472 term is a native speaker of English and the last one is a native English speaking teacher  
473 So according to you background experience to have learnt from the past to the present is  
474 a directly or indirectly from the educational setting or work places or other personal  
475 occasions um . to perceive whether one he or she is a native speaker of one particular  
476 language or not what are the main qualifications will you taken to consideration

477 L: ok um for myself because I have dark hair so the people will not think that I am a  
478 native English speaking teacher right yeah because I'm not a foreigner umm . actually  
479 people will see differently like whether I can speak that language or whether I'm a  
480 native speaking person the people who see are differently ah . in terms for me

481 Y: who is a native speaker in your opinion how do you provide a definition of a native  
482 speaker

483 L: I think that person who can speak the English or not English that particular language  
484 level is up to some sources of proficiency I think that was a native speaking

485 Y: the first one right anything else any factors

486 L: um . way they learn the English might be another factor but that's not important  
487 Y: how about the way they born  
488 L: the way they born to me no because if you were born in this country you might be  
489 living in that country for a long times  
490 Y: so you will look normally on their language proficiency  
491 L: yeah language proficiency  
492 Y: and where they graduated  
493 L: yes where they graduated  
494 Y: anything else the way you perceive one is a native speaker or not for example like  
495 Thai people ah . to perceive whether he or she is a Thai people some people said you  
496 must born in Thailand you must speak Thai every day I mean in your daily life that's  
497 what do they think then you are native speaker of Thai language  
498 L: because a lot of countries do use English like for example people from Philippines  
499 speak very good English as well that's why I don't see any problems because even  
500 though they have their own native language in Philippines but since they have using  
501 English for a long long time during their education I think that's not a problem with me  
502 personally but how are the people think might be different  
503 Y: ok and the second one is a native speaker of English how do you define how do you  
504 provide the definition of a native speaker of English who is a native speaker of English  
505 in your mind  
506 L: anyone who can speak English fluently  
507 Y: anyone doesn't matter where they from what nationality is  
508 L: doesn't matter  
509 Y: ok And you have just mentioned that um . you have a . you don't have brown hair  
510 what did you say  
511 L: dark hair do not have the blond hair  
512 Y: and you've mentioned that other people do not perceive you as a native speaker of  
513 English because of your external appearance  
514 L: that's right  
515 Y: what do you think about this How do you feel I mean to me you have been living in  
516 Australia for fifteen years your English is . I don't know how to say . wonderful

517 L: the people don't care about that they will care about your looked what do I feel about  
518 that um .

519 Y: how do you feel and what are those ideas come from

520 L: those ideas there come from . I think those kind of ideas are very very normal of  
521 course if I pay a lot of money to allow my son or daughter to study in English program I  
522 will of course would like them to be taught by someone who can who looks . how do I  
523 say . who can perform yeah blue eyes brown hair yeah that will have a big impact but  
524 my personally I don't see it that way but a lot of people do see in that way

525 Y: yeah where those ideas come from

526 L: where those ideas come from I think that from the traditional part like um . for me in  
527 Asia they come from the colonization when the foreign countries come and take over a  
528 lot of likes . the French took over Indo China the British took over different places and  
529 then . and the colonization create a hierarchy between the foreigners and the Asian then  
530 that's why even though today Asian when they see the foreigners they think that they  
531 are much higher in terms of the in term of the level in the in the society

532 Y: what . I mean in your opinion what do you think if . what do parent of the students  
533 perceive if they send their children to study in one particular university and then they  
534 find out later that their teachers are not native English speaker of English or their teacher  
535 likes have not a white skin have a black skin what do you think about this

536 L: I think they will not be happy because we cannot change this type of . it is not that  
537 easy to change the mind set because it's already a long traditional it's not easy to change  
538 at all But at least I'm thinking um . even though we can changes but it will take a long  
539 time we will take a long long time I think it might be better now when the Asian  
540 economy is getting better so people understand more about Asia but I'm not sure  
541 whether it works that way

542 Y: ok and the last one is that I'll going to native English speaking teachers I mean ah . to  
543 perceive someone to be a native English speaking teacher I mean what kind of  
544 qualifications will you looking at and how do you provide the definition of native  
545 English speaking teacher

546 L: native English speaking teacher is someone who born in country where they speak  
547 English but yeah that how I perceive a native English speaking teacher they can speak

548 well however they might not teach they might not have the techniques to teach they can  
549 speak because they were have been speaking from  
550 Y: can you specific the countries  
551 L: ok um . native speaking um America Australia Canada and maybe the UK United  
552 Kingdom those are native English speaking  
553 Y: how about um . if someone who are not born in those countries but they born in  
554 China and they moved to those particular countries and then their English is like a native  
555 English speaker do you think ah=  
556 L: =no you will never get to that you will go back to a native speaker of English people  
557 will not look in that way people will never look that way they will . those type of people  
558 who go to become native speaker of English instead of a native English speaking  
559 teachers  
560 Y: so you mentioned that a native English speaking teacher is someone who born in  
561 English speaking country USA UK Australia why where those ideas come from again I  
562 mean where were those originally from  
563 L: that originally from . the history again Colonization from United Kingdom where  
564 they a lot of . they a lot of um people . from UK moved to Australia people from UK  
565 moved to America ok as well as Canada I think that is also big issue That's why and  
566 those native actually those people are not native English because in Australia in  
567 America there are native people who are maybe the Aborigines the native people in  
568 those countries they are not actually native but because they came from United  
569 Kingdom  
570 Y: ok So now you gonna say that ah . originally native English teacher is from the UK  
571 L: that's right they took over other country  
572 Y: it's very interesting I mean ah the point that you have just mentioned is the same  
573 point with the student just mentioned this morning I mean the others they mentioned the  
574 same they just mentioned that native English teacher is the UK American Canada New  
575 Zealand Australia but one student this morning she mentioned point interesting the same  
576 point as you just only UK is a real native English but the other is just they speak English  
577 it likes a different type of English  
578 L: that's right Because people are moving from UK to other place

579 Y: ok that they . that's the factor ah . I mean influence the idea of people what do you  
580 think the medias like a movies or books which is normally from UK from ah . America  
581 do you think this kind of thing influence the perception of the people in society  
582 L: it does . it does have big impact like um when I was living in Australia everything we  
583 do follows America but we don't follow that much with the UK we follow a lot of  
584 things about America movies ah likes Hollywood movies a book a lot of textbooks we  
585 used a lot of them from America because um . they strong haha they influence  
586 everywhere most of the world that's why um that's have big impact that becomes . that  
587 become the main maybe a trend maybe a main um . how do I say the main power  
588 controlling not controlling but influencing other  
589 Y: and do you think this kind of thing like a movie or the book that you've just  
590 mentioned influence the way of the students perceive that ah . native English teacher is  
591 only from this kind of countries  
592 L: yes yes definitely for example if there is a movie in ah taken in India in English I  
593 don't think that's a native English umm movie because that's from India but if it from  
594 America of course that's will be Hollywood so the culture that American created have  
595 big influence around world like . like for example facebook like the computer that we  
596 use Microsoft are all from America that would create influence idea of where is the  
597 English from Hahaha  
598 Y: um quite interesting and the . to perceive whether one is a native English speaking  
599 teacher or not are there any relationships regarding to the external experience like you  
600 have just mentioned  
601 L: that's big impact like no one never thought that I can speak English haha compare  
602 with someone standing next to me who is . have brown hair blond hair blue eyes they  
603 definitely think that they can speak however that person might be a Russian and they do  
604 not know they just start to speak English with those people hahaha  
605 Y: it seem that in Thai society I mean in Thai people mind when they mention  
606 foreigners  
607 L: they always think that they can speak English  
608 Y: yeah and the picture that com to their mind might be white skin blue eyes they don't  
609 think about I mean the term foreigner can be Malaysian

610 L: they can be anyone  
611 Y: yes can be anyone who are not Thai but the once they speak the first image come to  
612 their mind imagination come to their mind is . from European countries  
613 L: yeah that's right that's why a lot of Russians are in here right now so they thought  
614 that all of them are from the western part but actually they are from Europe yeah  
615 Y: and the . is there anything you would like to add  
616 L: ah . what I would like to add  
617 Y: yeah before finishing the interview today  
618 L: I might be have a different concept with others because um . maybe have different  
619 concept with other um . Asian because I . I'm not sure whether my English is well but I  
620 can speak but people do not seem that ah do not see that ah . I am whether a native  
621 speaker or not that's might be different so that's why my opinion might be different  
622 from other I'm not sure hahaha  
623 Y: Yeah interesting so thank you very much for today  
624 L: you're welcome



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