A STUDY OF EFL PRESERVICE TEACHERS' PERCEPTIONS OF NON-NATIVE ENGLISH TEACHERS

Miss Samanan Sudsa-ard

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Arts Program in English as an International Language

(Interdisciplinary Program)

Graduate School

Chulalongkorn University

Academic Year 2012

Copyright of Chulalongkorn University

บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)

เป็นแฟ้มข้อมูลของนิสิตเจ้าของวิทยานิพนธ์ที่ส่งผ่านทางบัณฑิตวิทยาลัย

The abstract and full text of theses from the academic year 2011 in Chulalongkorn University Intellectual Repository(CUIR)

are the thesis authors' files submitted through the Graduate School.

การศึกษาการรับรู้ของนักศึกษาครูที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศต่อครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

นางสาว ศมานันท์ สุดสะอาด

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ (สหสาขาวิชา)
บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2555
ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	A STUDY OF EFL PRESERVICE TEACHERS' PERCEPTIONS OF NON-NATIVE ENGLISH TEACHERS
By	Miss Samanan Sudsa-ard
Field of Study	English as an International Language
Thesis Advisor	Assistant Professor Apasara Chinwonno, Ph.D.

Accepted by Graduate School, Chulalongkorn University in Partial Fulfillment of the Requirements for the Master's Degree

...……..……Dean of the Graduate School

(Associate Professor Amorn Petsom, Ph.D.)

THESIS COMMITTEE

...……..Chairman

(Associate Professor Punchalee Wasanasomsithi, Ph.D.)

...……..Thesis Advisor

(Assistant Professor Apasara Chinwonno, Ph.D.)

...……..External Examiner

(Assistant Professor Kittitouch Soontornwipast, Ed.D.)

ศมานันท์ สุดสะอาด : การศึกษาการรับรู้ของนักศึกษาครูที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศต่อครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา. (A STUDY OF EFL PRESERVICE TEACHERS' PERCEPTIONS OF NON-NATIVE ENGLISH TEACHERS.) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ. ดร. อาภัสรา ชินวรรโณ, 151 หน้า.

งานวิจัยนี้มีจุดประสงค์ เพื่อสำรวจการรับรู้ของนักศึกษาครูต่อครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา และต่อการเป็นครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา ในความรู้ 9 ด้านหลัก สำหรับการเป็นครูภาษาต่างประเทศมืออาชีพ โดยกลุ่มตัวอย่างในงานวิจัยนี้ คือ นักศึกษาระดับปริญญาตรี จำนวน 105 คน ซึ่งผลการวิเคราะห์ข้อมูลสถิติเบื้องต้น (Descriptive Statistics) การวิเคราะห์ความแปรปรวน (One-Way ANOVA) ค่าสหสัมพันธ์ (Correlations) และการวิเคราะห์เชิงเนื้อหา (Content Analysis Method) ถูกวิเคราะห์บนพื้นฐานของข้อมูลจากการสังเกตการจัดกิจกรรมการเรียนรู้ แบบสอบถามแบบปลายปิด และการสัมภาษณ์แบบกึ่งโครงสร้าง

ผลการศึกษาพบว่า ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา มีความรู้ใน 9 ด้านหลักสำหรับการเป็นครูภาษาต่างประเทศมืออาชีพ ความรู้ด้านภาษา และด้านการจัดการห้องเรียนและการเรียนรู้ มีความสัมพันธ์กันสูง นอกจากนี้ ผลการรับรู้ของนักศึกษาครูต่อความรู้ของตนเองทั้ง 9 ด้านหลัก แสดงให้เห็นว่า ค่าเฉลี่ยของความรู้ด้านเทคโนโลยี ด้านความเป็นครู และด้านจิตวิทยาสำหรับครู มีค่าสูงกว่าความรู้ด้านอื่นๆ และพบอีกว่า นักศึกษาครูมีการรับรู้ความรู้ทั้ง 9 ด้านที่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ โดยความรู้ด้านการวิจัยทางการศึกษาควรได้รับการปรับปรุงเนื่องจากมีค่าเฉลี่ยการรับรู้ที่ต่ำกว่าด้านอื่นๆ นอกจากนี้ พบว่า ด้านการวัดและประเมินผล และด้านการจัดการห้องเรียนและการเรียนรู้ มีความสัมพันธ์กันสูงที่สุด

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ ลายมือชื่อนิสิต .....

ปีการศึกษา 2555 ลายมือชื่อ อ. ที่ปรึกษาวิทยานิพนธ์หลัก .....

5487588920: MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE
KEYWORDS: NON-NATIVE ENGLISH TEACHERS / PRESERVICE TEACHERS / PERCEPTIONS.

SAMANAN SUDSA-ARD: A STUDY OF EFL PRESERVICE TEACHERS' PERCEPTIONS OF NON-NATIVE ENGLISH TEACHERS. ADVISOR: ASST. PROF. APASARA CHINWONNO, Ph.D., 151 pp.

The study aimed to investigate the preservice teachers' perceptions of non-native English teachers and being a non-native English teacher. One-hundred and five college students participated in this study. Findings from the descriptive statistics, the One-Way ANOVA, correlations, and content analysis were analyzed based on the classroom observation, questionnaire and semi-structured interview.

The findings show that non-native English teachers have knowledge among the nine major domains for being professional foreign language teachers. The domain of Language and Learning and Classroom Management was very strongly correlated. The preservice teachers also perceived in themselves to acquire higher knowledge on the domain of Technology, Teachership, and Psychology for Teachers than other domains. There was a statistically significantly different among the nine domains of knowledge. Knowledge of educational research need to be improved as it showed the lowest mean score. In addition, the domain of Educational Measurement and Evaluation and Learning and Classroom Management was very strongly correlated.

Field of Study English as an International Language Student's Signature .....

Academic Year 2012 Advisor's Signature .....

ACKNOWLEDGEMENTS

This study would not have been completed unless I had had the good support by my teachers, friends, and members of my family.

I would like to express my sincerest gratitude to my supervisor, Asst. Prof. Dr. Apasara Chinwonno, who has supported me throughout my thesis with her patience, kindness and sympathy. My study would never have been completed without her guidance. I also own my gratitude to my thesis committee. Assoc. Prof. Dr. Punchalee Wasanasomsithi, the committee chair, who has been kind and helpful. I am thankful to Asst. Prof. Dr. Kittitouch Soontornwipast, the external committee member from Thammasat University for giving me valuable comments and suggestions.

I would like to express my special thanks to Asst. Prof. Dr. Sarintip Raksasataya, Asst. Prof. Dr. Nantawan Senchantichai, and Dr. Chatraporn Piamsai who were the honorary external research reviewers for evaluating the research instruments. I am also deeply grateful to Asst. Prof. Dr. Subin Yurarach for coaching and assisting me on statistical analyses. Grateful thanks also go to Joshua Tyler Gohlike and Lukas Winfield who help me for proofreading and editing my writing. I would also like to thank students in the TESOL program, the Faculty of Education, Khon Kaen University for giving me valuable times to collect the precious data for my study.

Last but certainly not least, I offer my deepest gratitude to my family and friends. I am thankful to my father, Sanong Sudsa-ard, who always gives me valuable supports and advices. My mother, Sunee Sudsa-ard, who has been caring and motivating me to do my best on my study. Tanapan Sudsa-ard, my brother, who quietly and consistently supports with love. I would also like to extend my heartfelt thanks to Kriangkrai Usaka and all my friends for their constant support and guidance.

CONTENTS

PAGE

ABSTRACT IN THAI iv

ABSTRACT IN ENGLISH v

ACKNOWLEDGEMENTS vi

CONTENTS vii

LIST OF TABLES x

LIST OF FIGURES xiii

CHAPTER I INTRODUCTION 1

1.1 Background of the study 1

1.2 Statement of Problem 3

1.3 Research Questions 8

1.4 Research Objectives 8

1.5 Scope of the Study 8

1.6 Significant of the Study 9

1.7 Definitions of Terms 9

CHAPTER II LITERATURE REVIEW 12

2.1 Non-native English Teachers 12

2.1.1 A History of Research on Non-native English Teachers 15

2.1.2 Status of Non-native English Teachers 16

2.1.3 Strengths of Non-native English Teachers 18

2.2 Perception 19

2.2.1 Definitions of Perception 19

2.2.2 Perception in Education 21

2.2.3 Research Relating to Perceptions and Non-native English Teachers 23

PAGE

2.2.3.1 Non-native English Teachers' Self-Perception 23
2.2.3.2 Students' Perceptions towards Non-native English Teachers 27
CHAPTER III METHODOLOGY 39
3.1 Research Design 39
3.2 Context 39
3.3 Population and Sample 40
3.4 Research Instruments 41
3.5 Research Procedure 42
3.6 Data Collection 69
3.7 Data Analysis 70
CHAPTER IV RESULTS 72
4.1 Background of preservice teachers 72
4.2 Preservice teachers' perceptions of non-native English teachers 75
4.3 Preservice teachers' perceptions of being a non-native English teacher 90
CHAPTER V DISCUSSION AND CONCLUSION 105
5.1 Summary 105
5.2 Discussion 109
5.3 Conclusion 112
5.5 Pedagogical Implementations 114
5.6 Recommendation for Further Studies 116
REFERENCES 118
APPENDICES 125

PAGE

BIOGRAPHY 151

LIST OF TABLES

PAGE

Table 3.1 Framework of Non-native English Teachers 44

Table 3.2 Descriptive Codes from the Excerpts of Observation 51

Table 3.3 The Analysis of the Index of Item Objective Congruence (Part 2) 59

Table 3.4 The Analysis of the Index of Item Objective Congruence (Part 3) 62

Table 3.5 The original and revised version of the questionnaire items 64

Table 3.6 The Reliability Coefficient (Cronbach's alpha) 65

Table 3.7 The original and revised version of the interview questions 66

Table 3.8 The original and revised version of the interview questions 67

Table 3.9 The data analysis methods for a questionnaire and an interview 71

Table 4.1 The frequency and percentage of the preservice teachers classified by the year of study (n=105) 73

Table 4.2 The frequency and percentage of the preservice teachers classified by gender (n=105) 73

Table 4.3 The frequency and percentage of the preservice teachers classified by age (n=105) 73

Table 4.4 The frequency and percentage of the preservice teachers classified by years of study (n=105) 74

Table 4.5 The frequency and percentage of the preservice teachers' study abroad experience (n=105) 74

Table 4.6 The frequency and percentage of the duration study abroad (n=105) 75

Table 4.7 The mean and standard deviation of the language domain 76

Table 4.8 The mean and standard deviation of the content domain 78

Table 4.9 The mean and standard deviation of the technology domain 79

PAGE

Table 4.10 The mean and standard deviation of the curriculum development domain 80

Table 4.11 The mean and standard deviation of the Learning and Classroom Management domain 81

Table 4.12 The mean and standard deviation of the Psychology for Teachers domain 82

Table 4.13 The mean and standard deviation of the Educational Measurement and Evaluation domain 79

Table 4.14 The mean and standard deviation of the Educational Research domain 84

Table 4.15 The mean and standard deviation of the Teachership domain 86

Table 4.16 The summary of mean score and standard deviation of the perceptions of the preservice teachers of non-native English teachers classified by domain 88

Table 4.17 The result of the One-Way ANOVA of the perceptions of the preservice teachers of non-native English teachers 88

Table 4.18 The relationship of the preservice teachers' perceptions of non-native English teachers 89

Table 4.19 The mean and standard deviation of the language domain 90

Table 4.20 The mean and standard deviation of the content domain 91

Table 4.21 The mean and standard deviation of the technology domain 92

PAGE

Table 4.22 The mean and standard deviation of the curriculum development domain 93

Table 4.23 The mean and standard deviation of the Learning and Classroom Management domain 94

Table 4.24 The mean and standard deviation of the Psychology for Teachers domain 95

Table 4.25 The mean and standard deviation of the Educational Measurement and Evaluation domain 96

Table 4.26 The mean and standard deviation of the Educational Research domain 97

Table 4.27 The mean and standard deviation of the Teachership domain 98

Table 4.28 The summary of mean score and standard deviation of the perceptions of the preservice teachers of being a non-native English teacher classified by domain 99

Table 4.29 The result of the One-Way ANOVA of the perceptions of the preservice teachers of being a non-native English teacher 100

Table 4.30 The Multiple Comparison of the means of the nine domains of the perceptions of the preservice teachers of being a non-native English teacher 101

Table 4.31 The correlations of the preservice teachers' perceptions of being a non-native English teacher 102

LIST OF FIGURES

PAGE

Figure 2.1 Perception processing system 21

Figure 3.1 The stages of research procedure 43

Figure 3.2 The conceptual framework of this study 57

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Thailand is considered a monolingual country because it has never been historically colonized. Interaction among most Thais is generally conducted in Thai. English is used as a lingua franca only for business, education and some other academic purposes, and serve as a foreign language in a Thai context. The country can be categorized into an expanding circle (Kachru, 1982) because the target language, English, is rarely used in a general context, but is instead used as the main foreign language of instruction.

English as a Foreign Language (EFL) students in Thailand are mostly face with a problem in English usage. This crucial problem is probably in accordance with the socio-economic and cultural patterns of the people. The majority of students have less frequent exposure to English because the primary language for interaction is mainly Thai. Consequently, the English proficiency of Thai students is limited as they have fewer opportunities to practice with the language than students in some other countries. As a result, language educators have tried to support English learning for these students in various ways. Employing native English teachers to teach the students is one way that has been used in order to enhance students' English learning achievement. In the past decade, the great demand for native English teachers has been growing rapidly in Thailand. The belief of inequality in knowledge and performance between native and non-native English teachers leads to the discrimination in both the amount of teachers in a position as a foreign language teacher and the level of position of teachers (Braine, 2005).

However, the majority of English teachers in the country are non-native English teachers. Many language educators believe that being a non-native English teacher has benefits in their own terms. As studies show that non-native English teachers can teach English as effectively as native teachers (Medgyes, 1994; Lasagabaster and Sierra, 2005; Ling and Braine, 2007; Moussu, 2007), these teachers can be recognized as an ideal language teacher as well. In the current study, discrimination among these two types of teachers is not the only major issue for discussion. Effectiveness in teaching of an individual is also the emphasis. Ling and Braine (2007) reveal that being a non-native English teacher has benefits such as sharing first language, being effective in pedagogical skills and being knowledgeable in English language, etc. Other studies that relate to English language learning/teaching have been conducted to find the most effective way to facilitate student learning. Investigation of students' needs on the English teachers' quality is another way that can drive students' success. Because the teaching quality directly affects student achievement, it is important to explore students' perceptions towards the qualification of their teachers.

Investigating perceptions helps to find accurate evidence based on individual experiences. Perception can express how a person thinks or understands things around them. Perceptions of students may affect their attitude and outcome of learning. Through the five senses, students can interpret the meaning of sensory information that they have received from their actual experiences. Many researchers study students' perceptions in order to know how they think and recognize learning and teaching processes. Perception can also help to reveal students' needs which are crucial for teachers to know in order to manage learning and the classroom

effectively. Therefore, conducting studies on students' perceptions are necessary in order to identify the quality of teachers and to find suitable practices for professional teacher development in the future.

1.2 Statement of Problem

The biggest problem for Thai students is limited English proficiency. Because Thai students have less exposure to English, they have limited ability in English usage. In the past decade, Thai curriculum for English education has focused on a traditional way of teaching—mainly on English grammar. Consequently, most students have low proficiency in English usage. The majority of Thai students struggle with unsatisfying testing results that stay a little above the middle range of total score on examinations. Even though most of them study English for at least eight years in their compulsory education, Thai students' level of English proficiency is still low in comparison to many countries in Asia (Wiriyachitra, 2002). The students are unable to utilize English effectively because they only learn and use the language in schools. Likewise, many students in higher education are facing the same problem. Phothongsunan and Suwanarak (2008) find a significant number of Thai undergraduate students' studying a second language, even high-achieving students, perceive themselves as failures in English usage. Students who get a good grade in English are not satisfied with their English potential. Many students responded that they could not listen, speak, read or write in English well even though they get high grades in class. The attributions which students make for their unsatisfied actual potentials will determine the impact of failure (Weiner, 1984). This has resulted in unsuccessful language learning for most Thai students. A major problem for students is that practical communicative skills are mostly broken and far from perfect. Thai

students lack confidence to speak with foreigners because they are unable to communicate in English fluently. They have fewer opportunities to use the language compared to the people in other countries in Asia such as Hong Kong, Malaysia, and Singapore. Due to this problem, speaking and listening abilities have recently become the main focus of language education in Thailand.

Another significant problem about English language learning and teaching in Thailand is the teacher's qualification. Factors affecting language learning outcomes obviously relate to teaching quality. It is a belief that professional teachers can facilitate students learning achievement. Once the students get enough support from the teachers, their learning will eventually be successful. Liu (2003: 158) claims that 'teaching content, teachers' attitudes to students, teaching approaches and teaching methodologies all impact directly on students' interest in studying the course." That is to say, teachers as facilitators and motivators can encourage students to have a positive attitude towards the subject in order to obtain a higher level of learning achievement. Because teachers and teaching pedagogies have resulted in the students' learning, providing effective instruction is a meaningful supportive factor that may raise students' interest and achievement in the subject. Therefore, a qualified language teacher should not only know the teaching contents and pedagogies, but should understand their students' needs and problems as well.

As qualification of teachers is crucial, people who involves in the hiring practices should put a greater emphasis on teaching qualities of English teachers. In the past decade, it is likely that only native English teachers were respected as qualified English teachers. Non-native English teachers were probably regarded as

second-class citizens (Ma, 2012; Rajagopalan, 2005) because of the "English speaker fallacy" (Phillipson, 1992). Many English education programs' reasoning for hiring only native English teachers is that their students have a preference for being taught by the native teachers (Bailey *et al*., 2001). Results from many studies reveal that native English teachers without qualifications, experience or training in teaching seem to be hired as a second/foreign language teacher more often than qualified and experienced non-native English teachers (Amin, 2000; Braine, 1999; Canagarajah, 1999; Rampton, 1996; Richard and Farrell, 2005). In fact, the criteria for employing an English teacher should focus on individual expertise, not only on being the native speaker of English. Some researchers claim that professional development, which includes experience and training in teaching, is needed in order to be an effective teacher (Baran and Cagiltay, 2006; Richard and Farrell, 2005). Yet, many English educational programs seem to be hiring native English teachers who do not have those experiences. Existing studies that support the importance of the quality of non-native English teachers are still rare and more studies are needed to confirm such research findings. As a result, many administrators involved in hiring practices still believe that only native English teachers can teach English effectively. As many non-native English teachers are still faced with discrimination in hiring practices, this controversial issue has been under-researched through the students' perceptions in order to find an effective way of English teaching in ESL and EFL contexts. Discussions on and solutions to this sensitive topic are mostly presented in terms of research findings indicating advantages and disadvantages of being a non-native English teacher.

In this decade, perceptions towards native and non-native English teachers have been gathered more frequently from students' perceptions in order to explore realistic evidence and the students' needs. However, research on the perceptions of EFL students, as preservice teachers in a preservice teacher training program is rare. Preservice teachers, who are preparing themselves before facing the real tasks of working as a teacher, are taught how to teach and trained to be professional English teachers. Because these preservice teachers have statuses both as students and as teachers while attending the program, their perceptions towards teachers and themselves as being non-native English teachers are an important perspective to explore. The findings from this research show how students perceive non-native English teachers based on their experiences of learning with those teachers.

Furthermore, only few studies have done the research on preservice teachers who are non-native English teachers with regard to their teaching knowledge. The benefits of this study are to identify qualities of non-native English teachers based on the nine domains—language; content; technology; curriculum development; language and classroom management; psychology for teacher; educational management and evaluation; educational research; and teachership. The findings from this study may also help to find effective ways to enhance preservice teachers' English ability by identifying the domains of knowledge that are perceived to be the strengths and the weaknesses of their non-native English teachers and themselves. Additionally, this study may urge non-native English teachers in the country to improve their teaching in several domains based on professional teaching standards. In order to be an effective English teacher in the future, these preservice teachers should have learned from and been trained by teachers who were also professional. Because teachers play

an important role in enhancing students' learning achievement, their quality of teaching needs to meet standards and intended goals for being a professional English teacher. As the major goal of the program is to increase the number of effective non-native English teachers, teachers in the program themselves should be professional in order to produce qualified English teachers for Thai society.

Therefore, it is important to conduct this study as the quality of teachers in the program can directly affect the students' negative and positive perceptions. The negative and positive perceptions may result in an impact on student achievement. Bempechat (1999), Jernigan (2004) and Zhao *et al*. (1991) found that students' perceptions play an important role in their learning because negative feelings and experiences that students perceive in language learning will decrease their motivation and ultimately make them unsuccessful. The findings from this study may help non-native English teachers to recognize their strengths and to improve their weaknesses in teaching. As the perceptions of a person always change over time throughout his/her experiences, the results from previous findings need to be confirmed by further research. The findings from this study may also have benefits to English teachers in EFL countries by helping to identify areas of needs for their professional development. Moreover, reasons on how the preservice teachers perceive themselves as being a non-native English teacher in the future may help to identify problems in several aspects of their learning. The knowledge from the findings may help to promote the development of the teaching quality of preservice teachers at some points. Overall, it will help to explain effective implications for classroom teaching practices and the professional development of language teachers in the country as a whole.

1.3 Research Questions

Two research questions were investigated in this study.

1. What are the perceptions of preservice teachers of non-native English teachers?
2. What are the perceptions of preservice teachers of being a non-native English teacher?

1.4 Objectives of the Study

This study aimed:

1. To investigate the perceptions of preservice teachers of non-native English teachers.
2. To explore the perceptions of preservice teachers of being a non-native English teacher.

1.5 Scope of the Study

This study revealed the perceptions of EFL preservice teachers towards non-native English teachers in their program. The population of this study was EFL preservice teachers in the Teaching English to Speakers of Other Languages (TESOL) program of the faculty of Education at Khon Kaen University, Thailand. This program is an international program in which English is the main language of instruction. The two main instruments used in this study were a questionnaire and an interview. There were constructed based on the nine domains of knowledge for being a professional English teacher including Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for Teachers, Measurement and

Evaluation, Educational Research, and Teachership. The findings of this study were revealed through both numerical and descriptive data. The descriptive data helped to triangulate the numerical data from the questionnaire. Finally, the discussions and suggestions were provided in this study in order to recommend effective implementation for the further studies.

1.6 Significance of the Study

While the sample of this study participated in classes with mostly non-native English teachers, it is necessary to analyze their perceptions towards these teachers. This study helps to clarify how Thai EFL preservice teachers' perceive their non-native English teachers in regards to their teaching knowledge based on the nine domains. Also, the findings present how preservice teachers in the TESOL program perceive themselves as being a non-native English teacher in the future. The preservice teachers' perceptions can help to identify the non-native English teachers' qualities in teaching and to recognize the strengths and weaknesses of the preservice teachers in order to prepare themselves for being a professional English teacher in the future. Other advantages of this study are to raise awareness of discrimination in English teacher positions and to eliminate the gap between native and non-native English teachers in Thailand. This study aims to help promote suitable practices for language teachers' professional development in the country.

1.7 Definitions of Terms

EFL Preservice Teachers can be defined as a student teacher who speaks English as a foreign language and studies about particular subjects in order to become a teacher. In this study, EFL preservice teachers refer to first to fourth-year Thai

undergraduate student teachers who are enrolled in the Teaching English to Speakers of Other Languages (TESOL) program at the faculty of Education of Khon Kaen University, Thailand. The preservice teachers who attend this program are required to use English all the time in classroom learning and are taught in English by both native and non-native English teachers. Overall, they study about English and practice teaching skills in order to become English teachers.

Perceptions mean the process of attaining awareness or understanding of the environment by organizing and interpreting sensory information (Trevor, 1980). Based on this study, perception can be defined as an interpretation of sensory information that preservice teachers in the Teaching English to Speakers of Other Languages (TESOL) program received from their experiences based on the nine domains of knowledge including Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for Teachers, Measurement and Evaluation, Educational Research, and Teachership. Their perceptions rely on the process of selecting, organizing and understanding sensory information throughout their own experiences in learning with non-native English teachers in the program.

Non-native English Teachers (NNETs) can be defined as teachers who speak English as their second or foreign language, which means that English is not their mother tongue. In the current study, non-native English teachers refer to teachers, for whom English is not their first language, in a program of Teaching English to Speakers of Other Languages (TESOL) at the faculty of Education of Khon Kaen University, Thailand. The program was established to meet the great demand for

English teachers in Thailand. It is an international program in which English is used as a medium of instruction in all subject matters. Every teacher, including non-native English teachers who work in the program, is required to use English to teach preservice teachers in class.

CHAPTER II

LITERATURE REVIEW

This chapter presents crucial information relating to non-native English teachers, which is the focus of this study. The nine Standards of Professional knowledge are clarified to illustrate the conceptual framework of this study. The history, status, and strengths of non-native English teachers are also explored. Additionally, the definitions of perception are explained along with the studies of perceptions in the educational field. Finally, relevant research on students' perception and self-perceptions of non-native English teachers are provided to show the empirical results.

2.1 Non-Native English Teachers

Teachers, who taught English to students in Thailand and did not speak English as their first language, were considered as non-native English teachers. Thus, this study applied the Standard of Professional knowledge that regulates teachers in Thailand in order to construct the conceptual framework of this study. According to the regulation, teachers in Thailand should have minimum qualifications with Bachelor's degree in education or the other degrees as accredited by the Teachers Council of Thailand, with the knowledge in the following areas:

(1) Language and technology for teachers.

(2) Curriculum development.

(3) Learning management.

(4) Psychology for teachers.

(5) Educational measurement and evaluation.

(6) Classroom management.

(7) Educational research.

(8) Educational innovation and information technology.

(9) Teachership.

This study proposed a framework for being a professional English teacher. The framework of the nine domains of knowledge for a professional English teacher includes: Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for Teachers, Educational Measurement and Evaluation, Educational Research, and Teachership. The nine domains contain the essence of knowledge as follows:

(1) Language

- Knowledgeable in English skills
- Knowledgeable in English grammatical rules

(2) Content

- Knowledgeable in contents knowledge (i.e. Linguistics and Teaching methodologies)

(3) Technology

- Knowledgeable in basic technology for teachers
- Knowledgeable in designing, creation, implementation, evaluation and improvement of innovation

(4) Curriculum Development

- Knowledgeable in curriculum theory
- Knowledgeable in curriculum development
- Knowledgeable in problems and trend in curriculum development

(5) Learning and Classroom Management

- Knowledgeable in techniques and learning theory
- Knowledgeable in learning management techniques
- Knowledgeable in classroom management
- Knowledgeable in development of projects and activities

(6) Psychology for Teachers

- Knowledgeable in educational psychology
- Knowledgeable in students' nature and needs
- Knowledgeable in guidance and counseling psychology

(7) Educational Measurement and Evaluation

- Knowledgeable in principles and techniques of educational measurement and evaluation
- Knowledgeable in production and implementation of educational measurement and evaluation tools

(8) Educational Research

- Knowledgeable in theory, model, design and process of research
- Knowledgeable in classroom action research
- Knowledgeable in research process in problem-solving

(9) Teachership.

- Knowledgeable in the importance of teaching profession
- Knowledgeable in teachers' role, duty and workload
- Knowledgeable in characteristics of good teachers

2.1 1 History of Research on Non-Native English Speaker Teachers

Non-native English teachers can be defined as teachers who do not speak English as their first language, but are trained to be an English teacher. The term has resulted in a division of positions as language teachers. It appears that non-native English teachers are separated into a different class than teachers who speak English as their first language (Moussu. and Llurda, 2008). In fact, a large number of English teachers are not native English speakers. Issues are raised relating to non-native English teachers regarding several aspects of their teaching qualifications. As the amount of non-native English teachers is large, they are important to the field of English education. In this globalized world, these teachers are responsible for teaching English to second or foreign language students in order to enhance the students' English ability.

In the past decade, issues relating to non-native English teachers may have been too politically incorrect to be discussed openly. As teachers are highly respected, criticism towards all teachers is considered inappropriate. At present, several aspects regarding the teaching quality of these teachers are revealed in terms of research findings. Research on perceptions towards non-native English teachers is conducted mostly in ESL and EFL contexts in order to show realistic findings from students' and teachers' self-perceptions. Typically, the major goal of conducting research relating to native and non-native English teachers is to shift the emphasis in hiring practices from the nationality of the candidate to what their competencies in teaching are.

Peter Medgyes raised awareness on discrimination between native and non-native English teachers. He revealed findings that non-native English teachers are normally regarded as unequal in status in the field of English teaching compared to

native English teachers. The finding from his study also showed that both native and non-native English teachers have advantages in their own terms (Medgyes, 1992; 1994). Consequently, many studies researches in this field have been conducted in order to support or argue against his findings. In this decade, topics relating to non-native English teachers have been under-researched. Still, the previous findings are inconsistent. More evidence from further research is needed to ensure that non-native English teachers are sufficient in teaching, and have equal status in terms of teaching compared to native English teachers.

Many language teachers and educators pay more attention to on this critical issue. Still, the previous findings are inconsistent. More evidences from the further researches are needed to ensure that non-native English teachers are sufficient in teaching, and have equal status in terms of teaching comparing to native English teachers.

2.1.2 Status of Non-Native English Teachers

In the field of English language teaching (ELT), English teachers play an important role in order to facilitate student language learning achievements. As the numbers of English learners around the world have been growing rapidly, the demand for English teachers has also increased. Due to the "native speaker fallacy", native speakers of English seem to be hired to support and enhance the communication skills of those students. It is a fact that some native speakers have never been trained as an English teacher. So, many schools and universities are provoked to fairly reconsider the criteria in hiring practices for English language teachers.

Canagarajah (1999) proposed that English today is no longer owned to the English speakers in the *inner circle* (Kachru, 1982) countries, but rather by a large

amount of speakers from diverse backgrounds and languages. This means that English does not belong to some particular groups of people or to native speakers only, but rather belongs to everyone who uses the language for interaction. Indeed, English is considered an international language, and used as a means for communication among people whose first language differs.

Over the past decade, it appears that non-native English teachers were likely to be regarded as *'a second-class citizen'* in the field of English language teaching (Ellis, 2002; Ma, 2012; Rajagopalan, 2005). Many language teachers and educators pay more attention to the issue of native language than to teaching quality. Thereby, non-native English teachers seem to have less status than native English teachers. They are probably seen to have less competence and a lower performance ability in teaching English language (Braine, 2005).

The term "the native speaker fallacy" that Phillipson (1992) pointed out has resulted in either increasing the demand for native English speaker teachers or decreasing the number of non-native English speaker teachers being hired. Phillipson defined the term as an unfair practice that distinguishes native and non-native English teachers. As people believe in the false myth, some qualified non-native English teachers seem to be rejected from teaching English in ESL and EFL countries, regardless on their actual abilities. This term differentiates the status of the two types of teachers and leads to discrimination in hiring practices.

In an attempt to solve this problem, a large number of research studies on non-native English teachers has been conducted on the perceptions of students and of teachers' themselves. The impartial findings from conducting such studies are likely to be accepted among educators. This fairly recent phenomenon can help to support

the strengths of non-native English teachers and eliminate the discrimination between native, and non-native English teacher.

2.1.3 Strengths of Non-Native English Teachers

In this decade, many more research studies relating to non-native English teachers have been conducted. Some research findings reveal that people in EFL countries, such as China, Japan, and Thailand, prefer having native English teachers (Jin, 2005; Takada, 2000; Watson-Todd and Pojanapunya, 2009). However, the results from empirical studies in both ESL and EFL countries display the need for non-native English teachers. Based on students' perceptions, the findings show that the students prefer teachers who speak their first language with regard to several aspects such as sharing first language, having experiences as second language learners, being professional in teaching strategies, and grammatical competency (Benke and Medgyes, 2005; Ling and Braine, 2007; Lasagabaster and Sierra, 2005; Liu and Limei Zhang, 2007; Moussu, 2002 and 2006).

According to the findings from many studies, non-native English teachers can also be recognized as a good language model for students. The utilization of the same first language between teachers and students in the classroom can be an asset for non-native English teachers. Having gone through experiences in studying English as a second or foreign language, non-native English teachers can support their students in being successful in language learning.

Learning strategies that the teachers used when they studied other languages can be helpful to their students. Additionally, these teachers may be more empathetic to the difficulties students face when learning a language than native English teachers.

As they have gone through similar situations in language learning, non-native teachers can easily understand their students' problems and needs. Based on the students' needs, the teachers can provide effective and appropriate instruction that helps to facilitate their learning. In fact, many non-native English teachers are very proficient in teaching English grammar. In order to gain grammatical competency, these teachers have to intensively study about all of the grammatical rules of the English language. In the field of TESOL, these teachers also have to study about teaching strategies and other education lessons in order to know how to teach diverse students effectively. Once the teachers have a better understanding of English grammatical rules, and know about teaching strategies, they should be able to gear up their students' potentials in English language classes.

These previous studies show and assure the strengths and importance of non-native English teachers based on the students' perceptions. Therefore, non-native English teachers could be considered an ideal language teacher for students in ESL and EFL countries as well.

2.2 Perception

2.2.1 Definitions of Perception

Perception can be defined as the process of information interpretation that occurs throughout the perceptual processes in order to make sense of the world around us. It is a complex process that involves interpretation and understanding of information received from the sensory organs. The sensory information is interpreted throughout the perceptual processes of the human brain in order to represent and understand the environment (Schacter, Gilbert, and Wegner, 2007). Perception occurs

when physical information is perceived by the nervous system and shaped by learning and memory based on the prior experiences of an individual. For example, people see things and situations through their eyes and hear sounds in different environments through their ears. The situations or sounds are interpreted by the perceptual systems in the brain in order for a person to acknowledge and understand the environment. Trevor (1980) claimed that perception is the process of attaining awareness or understanding of the environment by organizing and interpreting sensory information. The interpretation of perception is based on preciously learned knowledge, intellectual skills and cognitive strategies, and mental state. An individual will select the stimuli based on their needs. Perception involves five perceptual processes as follow.

The Perceptual Process

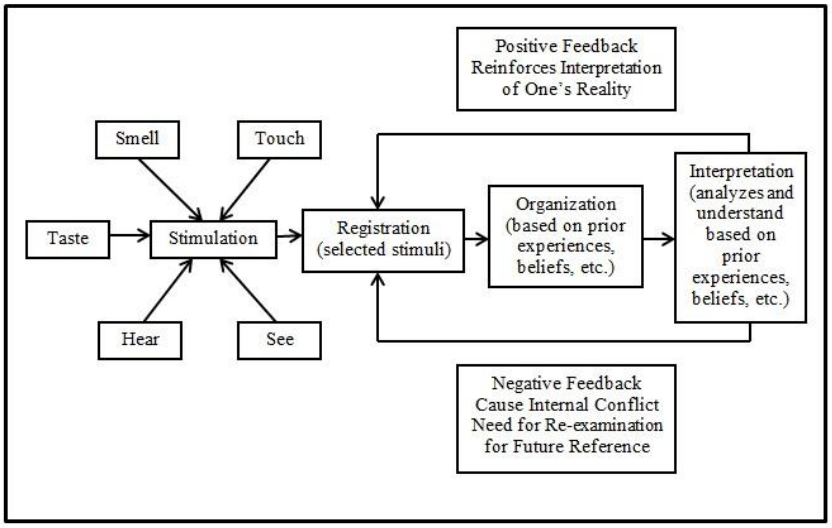
According to Pierce, Gardner and Dunham (2001), people always perceive things throughout the four perceptual processes that include sensation, selection, organization and translation, respectively.

1. **Sensation** can be defined as a person's ability to recognize stimuli in the physical environment.
2. **Selection** is the process that a person uses to remove some of the stimuli that have been sensed and to keep others for further processing.
3. **Organization** is the process of placing selected stimuli into a similar place for storage.
4. **Translation** is the process of interpretation of stimuli for giving meaning**.**

Similarly, Borkowski (2005) stated that the perception process involves stimulation, registration, organization and interpretation. She also created the perception processing system as show in figure 2.1 below:

Figure 2.1

Perception processing system (Borkowski, 2005; p. 52)



According to the figure 2.1, the process of perception occurs when a person starts to collect stimuli through their sensory organs. Then, some stimuli are selected to be placed into a framework in an organization process. Lastly, the selected stimuli are interpreted in order to understand the situations and environments surrounding the person.

2.2.2 Perception in Education

In the education field, studies on students' perceptions are widely studied in various aspects. Because students' needs are significant, research studies on students' perceptions are conducted in order to find suitable practices for student learning. It is found that perceptions of students towards their teachers have affected the results of their learning outcomes. Students' perceptions play an important role in their learning.

Perceptions may affect learning achievement of students as it can influence student to have either positive or negative feeling towards the teachers and the subjects.

To be successful in language learning, students should have a positive attitude towards the teacher and the subject. This attitude can be influenced by how students perceive things and situations in class. If the teacher, as a facilitator, supports students' learning based on their needs, students may perceive the teacher and the subject positively. Researchers found that negative feelings in language learning will decrease learners' motivation and finally make them unsuccessful (Bempechat, 1999; Jernigan, 2004; Zhao *et al.*, 1991).

Perception is closely related to attitudes; however, attitude may not be able to show the facts because individual preferences can contribute to a bias. Perception is a systematic process. Based on their experiences, people perceive things around them through the five senses. Pickens (2005) claimed that an individual will select the stimuli that can serve their needs and organize the selected stimuli into the right framework before interpreting them based on his/her prior experiences. As a result, studies relating to perceptions are more acceptable than those relating to attitudes in order to minimize bias in the study.

Educational researchers have studied students' perceptions in order to find effectiveness in teaching and learning practices. It was found that student perceptions of learning are highly interrelated with their overall ratings of teaching effectiveness (Ryan and Harrison, 1995; Cashin and Downey, 1999). Teachers' behaviors and abilities in teaching can be seen through students' sensory organs. Preferences of students for a teacher can be retrieved and interpreted based on students' experiences

throughout their perceptual process in the brain. As a result, it is crucial to explore perceptions of students in the field of education. The benefits of a study on students' perceptions can help to investigate students' needs and to find suitable practices for language teaching and learning.

At present, research that relates to native and non-native English teachers still needs more confirmative findings from both teachers' and students' perceptions. As perceptions can show how these people interpret things or situations through their senses and experiences, it can help to explore accurate findings about several concerns relating to the two types of teachers. The findings from teachers' and students' perceptions can be implemented to either solve problems or develop teaching and learning processes.

2.2.3 Research relating to Perceptions and Non-Native English Teachers

Recently, many studies on non-native English teachers (NNETs) have been widely conducted by language teachers, especially non-native teachers themselves. The issues relating to non-native English teachers can be classified into two main categories—self-perceptions of non-native English teachers and students' perceptions towards non-native English teachers (Braine, 2003). Thus, studies on non-native English teachers have been done in various ways.

2.2.3.1 Non-native English Teachers' Self-Perception

Peter Medgyes, who is a non-native English teacher (NNETs), brought this issue into consideration among language educators. Based on his study, Medgyes hypothesized that not only native teachers who are proficient in their language can

teach English to students effectively, but professional non-native English teachers who have been trained and have experience in teaching English can also facilitate students' learning (Medgyes, 1992). The findings of his study showed that the native and the non-native English teachers differ mainly in terms of language proficiency and teaching practice. According to the differences in teaching style, it can be attributed to the divergence in language proficiency. He proposed that, in fact, both types of teachers have advantages in their own right.

After the self-perceptions of non-native English teachers in regards to their teaching qualities were studied and analyzed, many non-native English teachers were motivated to conduct further research on issues relating to non-native English teachers in various aspects. Similar research was conducted in order to provide evidence that non-native English teachers also had a good command of English.

Reves and Medgyes (1994) also studied the perceptions of English teachers from 10 countries including; Brazil, former Czechoslovakia, Hungary, Israel, Mexico, Nigeria, Russia, Sweden, Yugoslavia and Zimbabwe. Both types of teachers—non-native English teachers (NNETs) and native English teachers (NETs) were studied in order to find out how they perceived differences between non-native English teachers and native English teachers. The instrument used in this study was a questionnaire that contained both closed-ended and open-ended questions.

The results revealed that non-native English teachers perceived themselves as less competent in vocabulary, fluency, speaking, pronunciation and listening comprehension than native English teachers. These skills had resulted in a dissimilarity of teaching practices between native and non-native English teachers.

Most non-native English teachers admitted that vocabulary and fluency were the largest aspects that differentiated native and non-native English teachers apart from each other. However, the findings revealed that non-native English teachers had more competence in grammatical knowledge. These teachers were good at teaching grammar and able to explain it more clearly than native English teachers. While native English teachers were more proficient in teaching conversations, non-native English teachers were better at explaining grammatical rules. According to the researchers, frequent exposure to authentic native language environments and proficiency-oriented in-service training activities might be factors in overcoming the language difficulties of non-native English teachers. If non-native English teachers had enough exposure to English speaking environments and practiced in professional trainings, they might be more competent in teaching both conversation and grammar than some native English speakers.

Samimy and Brutt-Griffler (1999) also studied perceptions of non-native English speaker teachers. Graduate students who attended TESOL programs, both MA. and Ph.D., in the United States were asked to participate in this study. As the sample consisted of graduates working as English teachers while participating in the TESOL program, this research could be classified as the self-perceptions of non-native English teachers. The main objective of this study was to examine whether or not the TESOL graduate students, who were non-native English teachers, perceived themselves as professional English language teachers after a long period of teaching and training. More than two-third of the participants perceived native and non-native English speaker teachers differently.

The result showed that aural and oral skills, fluency and flexibility were perceived by the samples as the advantages of native English teachers while the same (first) language, understanding students' needs, ability to share experience with the learner and knowing students' background were the benefits of being non-native English teachers.

Another similar study relating to non-native English teachers was conducted with 101 non-native English teachers in primary and secondary schools. This study aimed to find self-perceptions of these non-native English teachers. Llurda and Huguet (2003) found that primary teachers had a more idealized image of native English teachers.

According to the results from a questionnaire, primary teachers regarded themselves as less competent teachers in language skills than secondary teachers did, so they showed a more positive attitude towards hiring native English teachers to teach English to their students. The secondary teachers had more confidence in their language skills, so they argued that only native English teachers were a good model of English language teaching. However, they agreed upon collaborative teaching between native and non-native English teachers as shown from the data, while almost half of them agreed to employ more native English teachers than non-native English teachers in a language school, 65.6% of secondary teachers chose a balanced number in order to hire both types of the teachers (Llurda and Huguet, 2003).

Through a questionnaire, Kamhi-Stein et al. (2004) investigated native and non-native English teachers in elementary and secondary settings. The finding showed that both groups of teachers did not regard themselves differently from each

other. Both groups perceived their skills, which include pronunciation, speaking and teaching of oral skills, positively. However, they did not prefer teaching grammar. As many samples of this study had resided in the United States longer than 10 years, their perceptions towards their oral skills were more positive than their other English abilities. Thus, the results support that having the opportunity to have access to a native English speaking environment over enough time could be a significant influence on confidence in language use by non-native English teachers.

Therefore, based on the findings of these studies, it could be interpreted that not only native English teachers could be proficient in communicative skills, but non-native English teachers who have enough exposure to English could also be able to execute good communicative skills.

In conclusion, the above research on self-perceptions of non-native English teachers helps to support that these teachers have as much competence in teaching English as native English teachers in several aspects. Their perceptions were based on their own experiences and their actual ability. However, some educators raise an interesting point that the findings from self-perceptions of these teachers may not be strong enough to assure that they are competent and proficient in teaching English. Therefore, recent research relating to non-native English teachers was conducted from students' perceptions in order to know how these students perceive their non-native English teachers. Below is the research that has been conducted to explore students' perceptions regarding the teaching quality of their non-native English teachers.

2.3.2.2 Students' Perceptions towards Non-Native English Teachers

Lucie Moussu (2002) raised an issue on students' perceptions towards non-native English teachers. Students who attended intensive English programs in the

United States, including non-native English teachers from 4 countries (Japan, Argentina, Ecuador and Switzerland) and 84 ESL students from 21 different countries were the subjects of this study. Moussu's main objectives were to find students' perceptions on their first day of class of non-native English teachers and whether such variables as gender, age, first language, etc. could or affect the students' perceptions. The study also aimed to investigate changes in students' perceptions influenced by exposure to non-native English teachers. Moussu was concerned that the duration of time in class with both types of the teachers might be the cause of the students' preferences, so she used two questionnaires, one which was given on the first day of class and another on the last day of class in order to find variable changes in perceptions.

The result showed that most students expressed a positive perception of non-native English teachers from the beginning of the semester and up until the end. The students concurred that they could learn English from non-native English teachers as well as from native English teachers. So, the findings supported that being a non-native English teacher was not an obstacle in facilitating students' learning. In fact, more than two-third of the students indicated they would rather recommend their friends to enroll in classes with non-native English teachers than with native English teachers. The results showed an increasing percentage of the students' preference in recommending to a friend to attend classes with non-native English teachers, up from 56% at the beginning of the semester to 76% at the end of the semester. Therefore, increasing preferences of the students for non-native English teachers can be a guarantee on quality of these teachers.

Other researchers, Lasagabaster and Sierra (2005), surveyed university students' perceptions regarding the pros and cons of having native English teachers in Spain. The closed and open-ended questionnaires were used to find out the teachers' strengths and weaknesses in their teaching practices. Language skills, grammar, vocabulary, pronunciation, learning strategies, culture and civilization, attitudes, and assessment of teachers from both types were the main focus in the questionnaires. All items on the questionnaires inferred to the advantages and disadvantages of native English teachers. Students expressed their perceptions through a five-point Likert scale and gave more explanation about the issue that was concerned through the open-ended questionnaire.

According to the findings, university students preferred studying with native English teachers more than primary and secondary students. The findings also showed that half of participants had more preference for native English speaker teachers than non-native English speaker teachers. However, the percentage of students who had no clear preference was also high (35.5%). These students remarked that native English teachers were more competent in some specific areas such as pronunciation, culture and civilization, and vocabulary, respectively while non-native English teachers were better in English grammar, teaching strategies, and learning management. Contrarily, negative perceptions for non-native English teachers were pronunciation, assessment and teaching styles, and vocabulary while native English speaker teachers had weaknesses on their intelligibility, monolingualism and qualifications/teaching ability. In summary, the students recognized native and non-native English speaker teachers as having both strengths and weaknesses. Although the preference towards native English speaker teachers was high (60.6%), preference

towards collaborative teaching between both types of teachers showed a higher percentage (71.6%). These findings were similar to Medgyes' studies that native and non-native English teachers were beneficial in their own terms.

As findings from various aspects of non-native English teachers were inconsistent, Moussu continued to conduct her dissertation about non-native English teachers. Moussu (2006) used online and paper questionnaires to find perceptions in regards to native and non-native English teachers from a large number of participants. Perceptions of students, teachers and administrators in an Intensive English Programs (IEPs) were investigated to explore the findings of preferences for both types of the teachers.

Moussu reports in her findings that ESL students in the program had more positive attitudes towards non-native English teachers. Although most English teachers' perceptions indicated that these teachers' lacked confidence in their linguistic and teaching skills, their previous experience as a second language learner was an advantage for ESL students. Lastly, the finding of the beliefs of administrators revealed that most of them did not use nativeness as hiring criteria for language teachers, but instead they put more emphasis on the importance of linguistics preparation, international awareness and the teaching experience of the individual.

Another study was conducted in order to find how students in different levels of English proficiency perceive their native and non-native English teachers. Liu and Zhang (2007) investigated the perceptions of students who were third-year undergraduate students from English department in China. A questionnaire of 20 items and an interview were given to the target group in order to find perceptions of

the students towards native and non-native English teachers in term of attitudes, teaching skills, assessment and performance.

The findings were similar to the previous studies as it revealed that, overall, students had an equal preference for native and non-native English teachers. Students at all levels preferred non-native English teachers regarding their teaching quality. However, they expressed a lower preference on evaluation and means of instruction towards their Chinese teachers than for native English teachers. The students in all levels expressed similar perceptions through the questionnaire. Some students revealed that the native English teachers were regarded to be sufficient in those competences because they created more enjoyable classroom atmosphere.

Overall, most Chinese undergraduate students believed that they had learned more from courses taught by their Chinese teachers. The suggestion was made from this study that native and non-native English teachers could complement each other with their strengths and weaknesses.

Ling and Braine (2007) conducted similar research on non- native English teachers in Hong Kong. As ESL/EFL students were the majority of English language learners, the researchers aimed to explore the perceptions of these students on their preference towards non-native English teachers. The data were collected through a questionnaire and an interview. The researchers also investigated whether differences in level of study can affect students' preference.

The result showed that third-year undergraduate students held more positive attitudes towards their non-native English teachers than freshmen students. Also, most students reported that they did not have a problem studying with non-native English

teachers because both native and non-native English teachers were competent in their teaching. The researchers claimed that sharing a first language, which was Chinese, was an asset of being a non-native English teacher. Faced with difficulties in explaining some English grammar, non-native English teachers could make use of Cantonese to clarify complex rules. Also, the students reported that non-native English teachers were capable in materials design. The teachers could create effective materials to support their learning.

Last but not least, this research suggests that Hong Kong institutions and the government should reconsider hiring native English teachers with a higher salary than the host language teachers. Professionalism and teaching experiences could be the most important criteria for employing a language teacher. As perceptions of Hong Kong students revealed similar perceptions towards both types of the teachers, the researcher also suggested that training non-native English teachers in the country to be more efficient can save millions of dollars rather than recruiting and employing only few native English teachers in Hong Kong.

Similarly, Xiaoru (2008) studied Chinese college students' perceptions of Non-native English teachers in China. The findings from the students' perceptions revealed that most students, who were majoring in English, initially preferred studying with their native English teachers. However, the rate of preference seemed to decrease at the end of semester after those students had more experience with non-native English teachers. At the end of the semester, the students were likely to have more preference for studying with their Chinese teachers who were regarded as a non-native English teacher. According to the students' perceptions in this study, native

English speaker teachers were capable of pronunciation and cultural knowledge, while non-native English teachers were professional in strategies of learning and had experience as a second language learner.

A similar study relating to the duration of contact time to native and non-native English teachers was conducted through the students' perceptions. A research on ESL students' perceptions towards non-native English teachers was recently conducted by Lucie Moussu (2010) in order to find variables that influence perceptions. Students who enrolled in Intensive English Programs in the United States were the sample of this study. Moussu investigated the influence of variables that affect students' perceptions towards their non-native English teachers. Such variables included: (1) teacher-contact time, (2) students' and teachers' first language, (3) English proficiency level, and (4) expected grade.

The results showed that students were satisfied with both non-native and native English teachers at the beginning of semester, but their preference towards non-native seemed to be greater at the end of the semester. As a result, the length of contact time with non-native English teachers was likely to affect students' perceptions as these teachers were perceived more positively than native English teachers at the end of the semester. Another finding presented was that sharing the first language between the students and the non-native English teachers showed a significant result that it helped to increases positive attitudes towards the teachers. As students' attitudes had an influence to their perceptions, it could be inferred that these students perceived their non-native English teachers to have better understanding in terms of student leaning. The culture and educational tradition aspect also showed

significant effect towards the students' perceptions of their teachers. For instance, Asian students, such as Koreans, perceived their native English teachers more positively than students in the other countries such as Spain. However, these Asian students were likely to prefer more non-native English teachers after long exposure to English with the teachers over the whole semester. English proficiency level was another influential variable affecting students' perceptions towards their language teachers.

Moussu (2010) found that perceptions towards an ideal language teacher could not rely solely on being native English speaker, but instead depended on the expertise of the teachers themselves. Teachers' ability in being able to communicate fluently was not the most important element of being a professional teacher. According to the study, a "good teacher" could be defined as a teacher who has abilities in linguistics and knowledge in teaching pedagogies, which means that non-native English teachers who have the qualified skills, can also be a professional language teacher. Furthermore, expected grade also affected students' attitude and preference towards non-native English teachers. Students' positive perceptions were related to their attitude towards their final grade. So, students' received grade could lead to positive perceptions towards their teachers. These students seemed to prefer a teacher who gave them a good grade.

Last but not least, Moussu (2010) suggested that teacher training was important. She recommended that teacher training programs with opportunities to experience and practice pedagogical and professional teaching strategies are needed for future teachers. These programs are necessary for language teachers, student

teachers and administrators in order to prepare to become a professional language educator in the future.

Therefore, people involved in hiring practices such as language educators and school administrators should reconsider what a good teacher is: not only those who area native speakers, but everyone who has teaching expertise. According to the previous findings, non-native English teachers who are professional and sufficient in teaching can also teach students effectively.

Another study found that non-native English teachers could simplify teaching and learning in class. The students in this study revealed that they preferred the ease of lessons, the teaching styles and the communicative skills that their non-native teacher provided. The significant findings were found from secondary school students' perceptions towards native and non-native and native English speaker. This study showed the results of the advantages and disadvantages of both types of the teachers. The researcher, Lai Ping Florence Ma (2012), investigated 30 secondary students in three different schools in an EFL country, Hong Kong. The data were collected from group interviews.

The students replied to the interview questions with regard to the benefits and handicaps of their native and non-native English teachers. Ma aimed to conduct this study in order to assure the inconsistent previous findings related to perceptions of both type of teachers. Based on the students' perceptions, the results showed that native English teachers were well-qualified in English proficiency and in supporting students' learning, but non-native English teachers were preferred by the students in other several aspects including; first language proficiency, understanding of students

difficulties, ability to comfort students, and simple communication. It was also found that the disadvantages of both types of teachers contrast the advantages of the other (Lai Ping Florence Ma, 2012). Through the interview, Hong Kong secondary students expressed that they preferred certain teaching styles of their local English teachers (LETs), who are non-native English teachers. The students added that they did not have difficulties in making a close relationship with non-native English teachers, but they seemed to have anxiety when interacting with native English speaker teachers although the teachers provided a more enjoyable classroom atmosphere than their local English teachers.

In Thailand, only a few studies about this critical pedagogy relating to non-native English teachers have been conducted. Recently, a study on how Thai students perceive their language teachers in foundation English classes was conducted (Grubbs, S *et al*., 2010). The researchers aimed to compare perceptions of 600 Thai undergraduate students who studied with native English teachers and 600 students who enrolled in classes with non-native English teachers at five universities in Thailand. Both groups of students were asked to reveal their perceptions towards the two types of teachers. These students had similar backgrounds as a foreign language learner. They had experiences in studying with both non-native and native English speaker teachers before taking this course.

The results showed that the students felt relatively the same way with their native and non-native English teachers. Both groups of students revealed positive attitudes towards either type of teacher. The study showed that students' perceptions did not rely on types of teachers but on the teaching expertise of individuals. The

findings also showed that most students seemed to prefer their native English teachers more in regards to oral skills. The students expressed that native English teachers could improve their English proficiency. Yet, a majority of them preferred Thai teachers on grammar and writing. The students stated that Thai teachers could make lesson easier for them. Thus, the researchers suggested that as long as non-native and native English teachers are perceived by students equally in teaching status, either non-native or native English teachers can facilitate the students' language learning successfully because both of them have advantages in their own terms.

According to the previous findings above, it can be inferred that non-native English teachers are perceived to have advantages in terms of grammatical competency, teaching pedagogies, sharing the same (first) language as students, having experiences as a second language learner, having an understanding of students' needs and cultures, having close relationship to students, having an easy instruction, etc. The strengths of non-native English teachers based on this research can be used as a strong argument to supports the quality of teaching and the importance for being a non-native English teacher. Based on the findings, it is obvious that perceptions can be used to find and to understand how individuals perceive things differently. Studies on students' perceptions play a crucial role in language education. Research on perceptions benefits both students and teachers themselves.

In conclusion, further studies on students' perceptions need to be conducted in order to elicit students' needs and thoughts with regard to teaching and learning in class. Teachers can develop appropriate practices for their students once the students'

perceptions are explored. The findings may help English teachers to properly manage their teaching for students which may help to support students learning achievement. The students can be successful learners once they are taught by professional teachers.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the research methodology used to explore the preservice teachers' perceptions of non-native English teachers. It includes the following topics: research design, context, population and samples, research procedure, research instruments, data collection, and data analysis.

3.1 Research Design

This exploratory survey was a cross-sectional research design in which the data were gathered at one point in time (Lavrakas, 2008). A survey was used to investigate the findings of this study. The data were collected through a closed-ended questionnaire and a semi-structured interview. All of these instruments were utilized to explore preservice teachers' perceptions of non-native English teachers with regarded to the nine domains of knowledge for being a professional English teacher, which include: Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for Teachers, Measurement and Evaluation, Educational Research, and Teachership.

3.2 Context

This study collected data from preservice teachers in the Teaching English to Speakers of Other Languages (TESOL) International Program at the Faculty of Education, Khon Kaen University.

Khon Kaen University (KKU) is a public research institution for higher education in Thailand. The university is one of the leading universities in the country that is involved in a centralized development plan for tertiary education. It was

established to serve the needs of education in the northeast region of Thailand in 1964. The university is the central hub for education in the northeast. Many programs are offered for a wide range of students. One of the programs that is offered at Khon Kaen University is the Teaching English to Speakers of Other Languages (TESOL). This program is an international program offered by the Faculty of Education to serve students who are interested in being English instructors. The students who attend this program are called preservice teachers. These preservice teachers are taught by both native and non-native English teachers in their program.

3.3 Population and Sample

The population was non-native teachers of English who were planned to be English teachers. The sample was Thai undergraduate students who were preservice teachers attending the Teaching English to Speakers of Other Languages (TESOL) program at the Faculty of Education of Khon Kaen University. The sample of preservice teachers was chosen by the random sampling method.

This study applied Taro Yamane's formula to find the appropriate number of participants. It determined 0.05 was an acceptable sampling error, and that one-hundred and three preservice teachers (out of the one-hundred and thirty-nine in the program) were the lowest number of the sample population that was suitable. Initially, the researcher aimed to collect the data from one-hundred and ten pre-service teachers. However, five preservice teachers were absent during the data collection period. The total number of the sample in this study was one-hundred and five preservice teachers.

3.4 Research Instruments

The instruments used in this study were the Non-Native Teacher Perception Questionnaire and the Semi-Structured Interview. The questionnaire and interview protocol was conducted in Thai.

3.4.1 Non-Native Teacher Perception Questionnaire

The close-ended questionnaire was constructed to investigate the preservice teachers' perceptions of non-native English teachers and being a non-native English teacher. The preservice teachers' perceptions were surveyed to explore the knowledge of non-native English teachers based on nine domains: Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for teachers, Measurement and Evaluation, Educational research, and Teachership. These domains of knowledge were necessary for being a professional English teacher.

The Non-Native Teacher Perception Questionnaire was divided into three parts:

Part 1: Background information (Personal Data);

Part 2: Preservice teachers' perceptions of non-native English teachers; and

Part 3: Preservice teachers' perceptions of being a non-native English teacher.

Instead of constructing a five-point Likert scale, this study adopt a four-point Likert scale format questionnaire with the deletion of the third "neutral" point to find students' perceptions. The four-point Likert scale format consisted of (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree. The benefit of constructing the four-point Likert scale questionnaire was to avoid a situation in which the students

may have chosen a ‘Neutral’ choice when they did not want to reveal the truth. Also, it was difficult to interpret and elicit students’ perceptions when the students answered with the “Neutral” choice.

The criteria for evaluating the preservice teachers’ perceptions were divided into four scales as follow:

1.00 - 1.50 = strongly disagree

1.51 - 2.50 = disagree

2.51 - 3.50 = agree

3.51 - 4.00 = strongly agree

3.4.2 Semi-Structure Interview

The purpose of constructing the semi-structure interview was to investigate the preservice teachers’ perceptions. The findings from the interview were used to triangulate with the questionnaire findings.

A semi-structured interview consisted of five open-ended questions that allowed the samples to respond to the questions based on their perceptions. Each question was constructed from several concerns that were found from the findings of classroom observation. Based on the questionnaire data, three preservice teachers from the sample were chosen randomly to interview. Their perceptions were descriptively analyzed to triangulate with the data from the questionnaire.

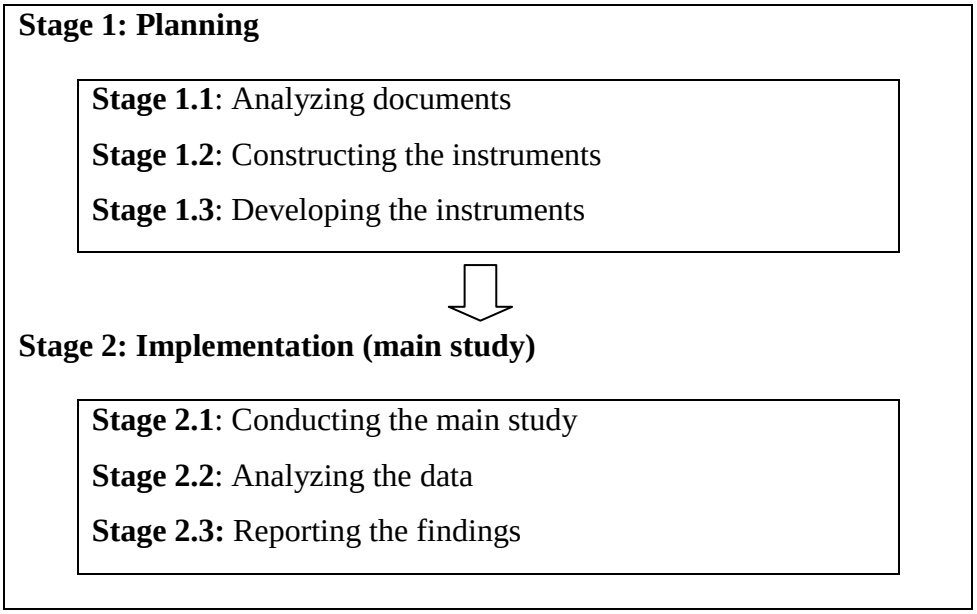
3.5 Research Procedure

There were two main stages of research procedure. The first stage provided information about the preparation of instrument construction for the main study.

The second stage presented the implementation of the instruments used in the main study. Figure 3.1 illustrated the research procedure of this study.

Figure 3.1

The stages of research procedure



3.5.1 Planning

3.5.1.1 Analyzing documents

In this stage, documents relating to non-native English teachers, which included the Thailand standards of teaching professional knowledge, the National Council for the Accreditation of Teacher Education (NCATE), the Common European Framework (CURF), and recent studies in the field, were reviewed. These documents were compared to find correlations as shown in Table 3.1.

Table 3.1

Framework of Non-native English Teachers

Frame-work	**Thailand standards of teaching professional knowledge**	**NCATE &Technology**	**Common European Framework (CERF)**	**Current Studies (relating to NNETs)**		
Type of sources	The regulation	Book	Book	Research	Research	Research
Source	The Regulation of the Teachers Council of Thailand on Professional Standards and Ethics B.E. 2548 (2005)	TESOL International Association	The Language Policy Division, Council of Europe	Moussu, L. (2007 & 2010) [Place of conduct: USA.]	Ling, C. Y. & Braine, G. (2007) [Place of conduct: Hong Kong]	Grubbs, S. J. et al (2010) [Place of conduct: Thailand]
Contents	**Standard 1:** Language and Technology for Teachers. **Standard 2:** Curriculum Development. **Standard 3:** Learning Management. **Standard 4:** Psychology for Teachers. **Standard 5:** Educational Measurement and Evaluation. **Standard 6:** Classroom Management. **Standard 7:** Educational Research. **Standard 8:** Educational Innovation and Information Technology. **Standard 9:**Teachership.	The standards from ***NCATE*** involve: **Domain 1:** Language **Domain 2:** Culture **Domain 3:** Planning, Implementing, and Managing Instruction **Domain 4:** Assessment **Domain 5:** Professionalism The ***technology*** standards involve: **Goal 1:** foundational knowledge and skills in technology for professional purposes **Goal 2:** integrate pedagogical knowledge and skills with technology to enhance language teaching and learning. **Goal 3:** apply technology in record-keeping, feedback, and assessment. **Goal 4:** use technology to improve communication, collaboration, and efficiency.	**1. General competences** *1.1 Declarative knowledge* (savoir) *1.2 Skills and know-how* *1.3 'Existential' competence* *1.4 Ability to learn* **2 Communicative language competences** *2.1 Linguistic competences* *2.2 Sociolinguistic competence* *2.3 Pragmatic competences*	NNETs should have the following qualities: 1.Role model 2.Liking: 3 Learning difficulties: 4.Accent: 5.Grammar (grammar and knowledge of grammar) 6.Teacher responses 7.Appearance (physical appearance) 8.Preparedne-ss	NNETs should have the following qualities: 1.Ability to Use Students' Mother Tongue in Teaching 2.Effective Pedagogical Skills 3.Knowledge-able in English Language 4.Positive Personality Traits	NNETs should have the following qualities: **1. Classroom management** **2. Skills** ***- English skills*** 1.Grammar 2. Vocabulary 3. Pronunciation 4. Reading 5. Writing 6. Speaking 7. Listening ***- Teaching skills*** 1 Making lessons easier 2.Making lessons more enjoyable 3.Facilitating students to improve language skill 4.Encourag-ing students to learn

According to Table 3.1, the Thailand standards of teaching professional knowledge, the National Council for the Accreditation of Teacher Education (NCATE), the Common European Framework (CURF), and the current studies are reviewed as a guideline for constructing the main instruments.

The nine standards of teaching professional knowledge that regulate all teachers in Thailand include Language and Technology for Teachers, Curriculum Development, Learning Management, Psychology for Teachers, Educational Measurement and Evaluation, Classroom Management, Educational Research, Educational Innovation and Information Technology, and Teachership. Based on the regulations, every teacher needs to have knowledge of the language used to communicate with students. Knowledge about some basic technologies—a computer and a projector, and innovation technologies—a PowerPoint presentation and internet are necessary for teachers. These teachers should have knowledge on how to make use of these technologies to facilitate their students' learning. In order to have knowledge on curriculum development, a teacher should have learned about philosophy, concepts and theory of education. To be an effective teacher, teachers in Thailand need to know how to develop the curriculum to fit with students' needs. All teachers need to have knowledge on learning and classroom management in order to provide effective instruction to students as well. Teachers are required to have knowledge about basic psychology relating to human development. The knowledge can help teachers in order to understand the characteristics of diverse students in their class. The teachers also need to know how to guide and to give counsel to their students. Importantly, teachers need to have knowledge on principles and techniques of educational measurement and evaluation in order to assess students' learning

effectively and accurately. Moreover, professional teachers need to have knowledge on doing education research, for example, knowledge about research theory, research design and research procedure, to develop learning and teaching in class. Last but not least, teachers need to realize the important of the teaching profession and have a positive attitude towards the teaching profession. They should understand their roles, duties and workload and know about professional ethics for teachers.

The TESOL International Association created the P-12 ESL teacher education standards and technology standard as a guideline for English teachers. According to the standards of the National Council for the Accreditation of Teacher Education (NCATE), English teachers need to have knowledge about language acquisition and development. They should understand cultures as it affects student learning. In addition, teachers are required to have knowledge on planning, implementing and managing instruction in order to facilitate students' learning effectively. In order to elicit the actual competence of students, knowledge on how to assess English language learners is crucial to have. Furthermore, teachers need to understand professional development and should develop their teaching professionally based on the knowledge they have. The TESOL International Association also set the technology standards for English teachers to follow. The standards include foundational knowledge and skills in technology for professional purposes, integration of pedagogical knowledge and skills with technology, application of technology in record-keeping, feedback, and assessment, and utilization of technology to improve communication, collaboration, and efficiency.

Another document used as a guideline for constructing the instruments of this study is the Common European Framework. The Language Policy Division, Council

of Europe constructed a guide book for English teachers. The necessary competencies that all English teachers should have include general competencies and communicative language competencies. General competencies involve declarative knowledge that teachers need to have of the world, sociocultural knowledge and intercultural awareness. Moreover, English teachers need to understand English skills and know how to boost students' learning of those skills. Communicative language competencies are also essential for all English teachers. These teachers need to have linguistics competencies, sociolinguistic competencies and pragmatic competencies all together in order to boost students' achievement in English learning.

The previous documents are useful for creating a conceptual framework which aided in the construction of the instruments used in this study. However, it is necessary to compare the findings from the current studies with those three documents in order to find the scope of qualities needed for preservice English teachers. The research from Moussu (2006); Ling and Braine (2007); and Grubbs, Jantarach and Kettem (2010) were selected to review.

Moussu (2006) conducted her research with ESL students in the United States. She believed that English teachers needed to have both quality in teaching and an ability to understand their students. English teachers needed to be a role model who the students wished to emulate and be able to link students' interests and expectations to implement effective teaching. The accent of English teachers should not impair students' comprehension and learning. Teachers' knowledge about grammar should be adequate in order to facilitate students' learning. Essentially, the teachers needed to understand students' learning obstacles and respond to students' questions with understanding. Another important characteristic for English teachers was their

physical appearance. Teachers should not behave in an inappropriate manner that might negatively affect the students' attitudes towards the teachers. Lastly, teachers needed to be prepared and organized for class.

Likewise, Ling and Braine (2007) revealed that non-native English teachers had the ability to use students' mother tongue in teaching which could facilitate students' second or foreign language learning. Understandings about culture and obstacles in students' learning were necessary for English teachers. English teachers who had effective pedagogical skills could also help students to achieve in learning. However, the crucial characteristic that all English teachers should have was about Knowledge in English language. As English teachers had to teach students to be competent in the language, teachers' competency on English grammar and how to construct sentences accurately were important. English teachers should also have positive personality traits which lead to close relationships with and kindness to the students.

Lastly, Grubbs, Jantarach and Kettem (2010), conducted research relating to non-native English teachers in Thailand. The researchers show that English teachers should have the ability to manage the classroom and skills in both English and teaching. English teachers needed to use English in class frequently in order to make students more comfortable the language. They also needed to have general English skills including grammar, vocabulary, pronunciation, reading, writing, speaking, and listening. Furthermore, teaching skills such as making lessons easier, making lessons more enjoyable and facilitating students to improve language skills were essential for English teachers to boost students' learning achievement. Encouraging students to learn was another skill that English teachers should have. Motivation played an

important role in student learning, so encouraging the students to learn could help them to acquire the language.

In this study, the research aimed to construct survey instruments for investigating students' perceptions. Therefore, a classroom observation method was used to explore the real context. The data from the observation helped to elicit necessary information in order to construct the main instruments. According to the documents presented above, a table of description for classroom observation was constructed. The description of reviewed documents was created in order to make a guideline for a field-note observation (see Appendix A).

3.5.1.2 Constructing the Instruments

This section explained the processes of constructing the main instruments: a closed-ended questionnaire and a semi-structured interview.

The instruments construction could be divided into two main parts: Non-native Teacher Perception Questionnaire construction, and Semi-structured Interview construction. After the documents were reviewed, the closed-ended questionnaire and the semi-structured interview were constructed based on the classroom observation findings.

Non-Native Teacher Perception Questionnaire Construction

A non-participant classroom observation was used to explore data that were presented in the real context in order to create the conceptual framework of this study. The conceptual framework helped in the construction of the questionnaire for the main study.

Classroom Observation

The non-participant observation helped to ensure whether the authentic environments, situations or teachers' and students' behaviors in classes in context could be relevant to the reviewed documents. Opie (2004) stated that a non-participant observation is a method that researchers used to collect or record data from the subjects without interaction in activities in class. The researchers take role as an observer and cannot ask the subjects being observed questions. The advantage of a non-participant observation is that it is easier to record information. The observers can take notes during the observation, so they can collect everything they see. In this study, the non-participant observation helped to find the conceptual framework that would be beneficial to the main instruments' construction.

During the 2nd semester of the academic year 2012, fifteen (third-year) preservice teachers in a Teaching English to Speakers of Other Languages (TESOL) International Program at Faculty of Education of Khon Kaen University were observed. There were three classes involved in this process including Creation of English Teaching Projects, Introduction to Linguistics, and Methods of Teaching Literature in the English Classroom. The teachers who taught Creation of English Teaching Projects and an Introduction to Linguistics class were Thais, while a third teacher who taught Methods of Teaching Literature in the English Classroom class was Pilipino.

The observation started with the Creation of English Teaching Projects class. All situations and behaviors that were found during the observation were written down into the field-note observation form. Then, the researcher went to observe another class—the Introduction to Linguistics class. The processes of observation

were the same as the first observation. After observing the second class, the data from the observation of the two classes were compared. It was found that the students and teachers' behaviors in each class were similar. The learning processes were quite the same. However, the researcher needed to ensure that the data were accurate so it was necessary to observe one more class. As the teachers who taught students in the first two classes were both Thais, a class taught by a Pilipino teacher was chosen to be observed. In the Methods of Teaching Literature in the English Classroom class, the students and teacher were observed with the same processes of observation. It was found that the teacher in this class had similar styles in teaching as those of the first two teachers. After the data were compared, the observation was stopped as the data from the three classes were consistent.

Findings from Classroom Observation

After the observation was done, the data from the field-note observation was coded to find the conceptual framework for the questionnaire. The Descriptive Code was categorized for constructing the main domains. The examples of the excerpt are presented in Table 3.2.

Table 3.2

Descriptive Codes from the Excerpts of Observation

Classroom Observation Excerpts	Descriptive Codes
English was used as the main **language of instruction**, but **Thai was used sometime** when greeting and discussing difficult concepts with students. Most teachers **speak English fluently**, especially a teacher from the Philippines who taught Methods of Teaching Literature in the English Classroom.	Language
Every teacher presented the concept of study, **explained and gave examples about the content to students** in the presentation step. In the Creation of English Teaching Projects class, the teacher **summarized concepts** of lesson plan design **and presented the concepts** using a PowerPoint presentation .	Content

Table 3.2 (Continue)

Descriptive Codes from the Excerpts of Observation

Classroom Observation Excerpts	Descriptive Codes
Teachers made **use of basic technologies such as a computer, a projector, a microphone**, etc. in the presentation step of teaching. Every teacher summarized concepts of study for students to learn in **a PowerPoint presentation** and gave the students **handouts** while teaching.	Technology
Teachers **designed activities** that encouraged students to **work both in groups and as individuals** for the entire semester. In the Creation of English Teaching Projects class, students had to **write a reflection piece to give feedback** to the teachers after finishing each class.	Curriculum Development
Teachers started the lesson with a **warm-up activity** to call students' attention and finished the lesson by **giving a conclusion** before asking students to **give feedback.** The teacher, who taught Methods of Teaching Literature in the English Classroom, gave students a **handout** that presented **an example of a short story** before **explaining how to teach the literature step by step** using the story that he prepared. In the Creation of English Teaching Projects class, the teacher **encouraged students to speak English** by asking them to do a 'check-in' and 'check-out' activity.	Learning and Classroom Management
Teachers **explained each concept of study slowly** and asked students to repeat what the teachers said in order to **check the students' understanding**. Some teachers had to **respond to the same questions** that students asked **more than three times**. For example, the teacher in a Creation of English Teaching Projects class explained to students about how to design materials and rubric scores to match with the lesson plan three times in class and **give examples from students' prior knowledge.** Teachers also **spoke Thai when students seemed not to clearly understand what he/she explains in English**.	Psychology for Teachers
In the Methods of Teaching Literature in the English Classroom class, the teacher **commented on the students' presentations and gave feedback.** The teacher asked other students in class to **give feedback and suggestions to their friends** who were the presenters	Educational Measurement and Evaluation
Teachers **wrote down comments during students' presentations**. The teacher of a Creation of English Teaching Projects class asked students about **problems and obstacles in doing their project**. Then, she **wrote down the students comments** in her notebook. The teacher of a Creation of English Teaching Projects class assigned students to **write a reflection paper to give feedback of learning and teaching** in each class.	Educational Research

Table 3.2 (Continue)

Descriptive Codes from the Excerpts of Observation

Classroom Observation Excerpts	Descriptive Codes
During class, teachers always said ***"listen to me"*** and asked ***"Did you hear me clearly in the back?"*** **or** ***"Do you understand?"*** to the students. Students **came to talk with teachers** when they had some questions to **ask individually during and after class**. Students always **raised their hands and asked questions** to teachers during classes.	Teachership

After the excerpt was coded, the results were interpreted in order to ensure that these nine domains could be used as a conceptual framework to construct the main instruments. The interpretation was made based on the following evidences:

Language:

Teachers used both English and Thai in classes. English was used as the main language of instruction, but Thai was used sometimes when greeting and discussing difficult concepts with students. So, the use of English was found in the real situation.

Content:

Based on the observation data, the knowledge of content that the teachers have could be seen in class. Teachers presented the study concept, explained and gave examples about the content to students in the presentation step.

Technology:

It was found that technology was used in every class. For example, one teacher summarized concepts of that day's lesson plan design and presented the concepts using a PowerPoint presentation through a computer. So, this domain could be used to construct the instruments for the main study.

Curriculum Development:

Some activities that the teachers did in class, such as assigning students to write a reflection paper to give feedback to the teacher on their teaching, could be interpreted as the teachers effort to collect the information from students' opinions in order to develop their teaching and curriculum in the future.

Learning and Classroom Management

The teaching steps such as warm-up and wrap-up showed evidence of learning and classroom management of the three teachers in classroom. Teachers also managed activities to fit with the students' skill levels and time in class. This evidence showed that learning and classroom management existed during class time.

Psychology for Teachers

A relationship between students and teachers was evident in terms of behaviors and asking questions in class. For instance, when students did not fully understand some concepts that they studied in class or they did not listen well when the teacher explained the concepts to their friends, they asked the teachers to explain it to them again. Some teachers had to respond to the same questions that students asked more than three times. Also, students came to talk with the teachers when they had some questions to ask individually, and did not look nervous when raising their hands to ask questions to teachers during classes.

Measurement and Evaluation

It was found that one teacher collects students' proposals and a paper on work progression to assess students' work prior to presentation date and returned the paper with comments and suggestions. She also wrote down some comments and suggestions while students in each group gave a presentation. Another teacher who

taught a Methods of Teaching Literature in the English Classroom class also commented on students' presentations. He scored the students' performance in presenting and evaluated students' work during the presentations.

Educational Research

In one instance the teacher of a Creation of English Teaching Projects class asked students about problems and obstacles in doing their project. Then, she wrote down the students' comments in her notebook. She also assigned students to write a reflection paper to give feedback about how they were learning and her teaching in each class. So, she might need this feedback to find problems with her teaching or that students are having in class in order to do research.

Teachership

The three teachers came to class and finished class on time. They encouraged students to pay attention in class and checked students' readiness and understanding by always saying *"listen to me",* and asking *"Did you hear me clearly in the back?*" or *"Do you understand?"*.

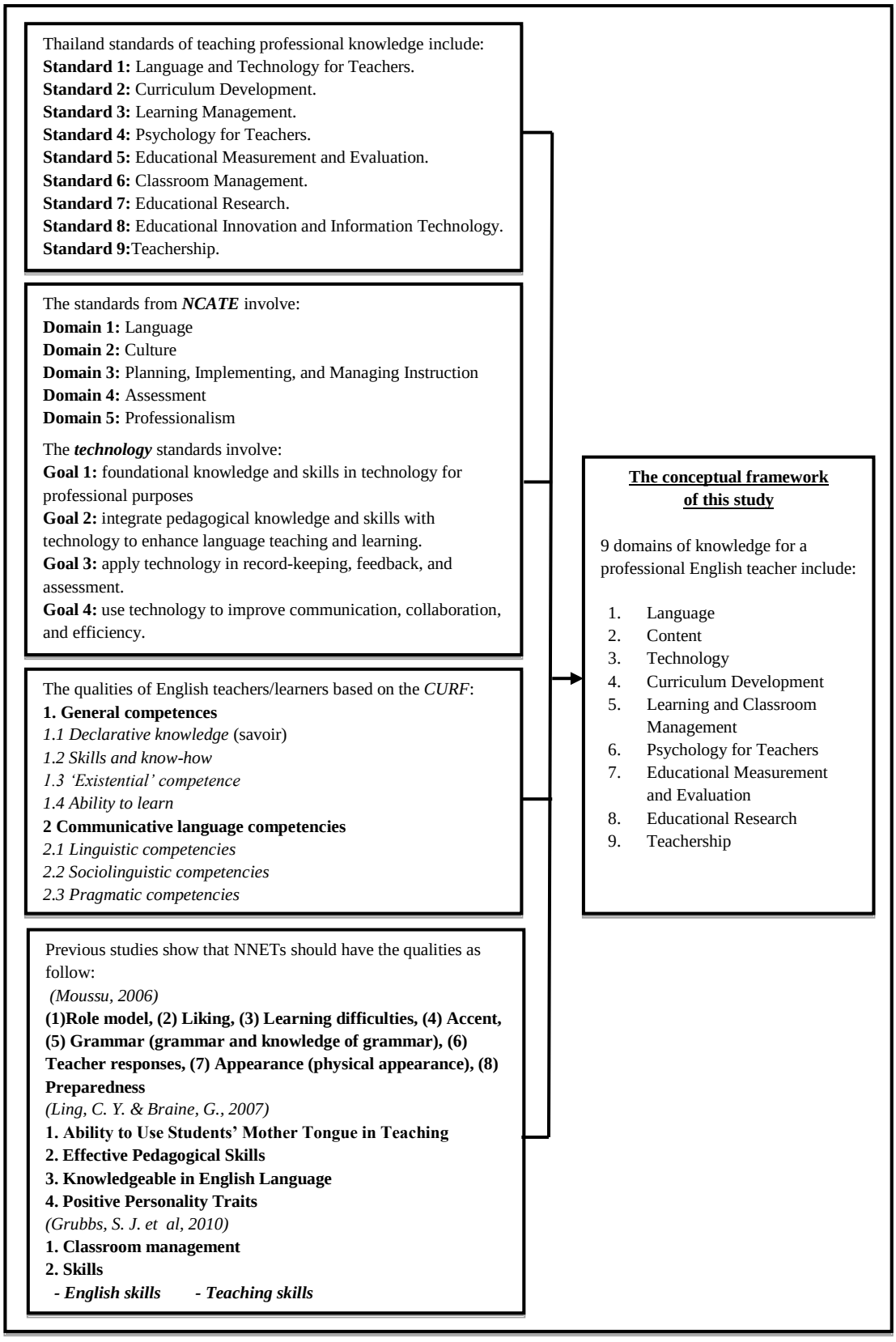
In sum, the nine domains of knowledge for being professional English teachers which include Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for teachers, Measurement and Evaluation, Educational research, and Teachership, were found within teaching the processes of the three non-native English teachers in the three different classes. Some domains, including language, content, technology, learning and classroom management, psychology for teachers, and teachership, were clearly observed in class, while some other domains such as curriculum development, educational measurement and evaluation, and educational research were not obviously seen

during class time. However, there was evidence to support that these domains related to knowledge for teachers and could be effectively used as a conceptual framework for questionnaire construction. The interpreted data supported that these nine domains that were found from the classroom observation could be used as a conceptual framework for constructing instruments for this study. The observation process was beneficial because the actual data helped to construct instruments that were valid and reliable for the main study.

Figure 3.2 presented the conceptual framework created from integrating the document review and the classroom observation. The document review included the Regulation of the Teachers Council of Thailand on Professional Standards and Ethics B.E. 2548 (2005), TESOL International Association (2012), The Common European Framework (2001), Moussu, L. (2007 & 2010), Ling, C. Y. and Braine, G. (2007), and Grubbs, S. J. et al (2010). These documents were summarized to integrate with the classroom observation findings. The data were carried through the construction of the main research instruments—a questionnaire and interview protocol.

Figure 3.2

The conceptual Framework of this study



Semi-structured Interview Construction

Another instruments used in the main study was a semi-structured interview. The processes of construction were similar to those of the questionnaire construction. The semi-structure interview was constructed based on the data from the classroom observation that were presented in the questionnaire construction process.

Review of the Questionnaire Data

The data from findings of classroom observation were used to construct interview questions. According to the data from the classroom observation findings, the nine domains of knowledge for a professional English teacher included:

1. Language
2. Content
3. Technology
4. Curriculum Development
5. Learning and Classroom Management
6. Psychology for teachers
7. Measurement and Evaluation
8. Educational research, and
9. Teachership

These domains were used to construct five questions in order to explore preservice teachers' perceptions of non-native English teachers.

3.5.1.2 Developing the Instruments

Instrument validation was a crucial process for developing the instruments. The questionnaire and the interview were validated based on two main steps: Expert Validity and Pilot Study.

Non-Native Teacher Perception Questionnaire Development

There were two steps for the development of the questionnaire as follow;

Expert Validity

The questionnaire was submitted to confirm the validity of the content by three experts who were professionals and had experience in the field of English teaching. One of the experts was a professor at Chulalongkorn University Language Institute, while the other two experts were professors at the Faculty of Education and Faculty of Humanities and Social Sciences at Khon Kaen University. The questionnaire (Parts 2 and 3) and the Index of Item Objective Congruence (IOC) format were sent to the three experts to check the validity of the content of each item of the questionnaire. It was found that the IOC index of Parts 2 and 3 of the questionnaire were 0.59 and 0.67, respectively. A content validity index was higher than 0.50 indicates that the content of the two parts of the questionnaire were valid and acceptable (Pinyoanuntapong, 2003). Based on the results from the three experts, the IOC index of each item is presented in Tables 3.3 and Table 3.4:

Table 3.3

The Analysis of the Index of Item Objective Congruence (Part 2)

No	Items	Analysis of IOC from Experts			IOC Score	Results
		1	2	3		
1	Language					
1.1	NNETs always speak English in class.	+1	+1	+1	1	Valid
1.2	NNETs explain difficult concepts in English clearly.	+1	+1	0	0.666	Valid
1.3	NNETs know the English grammar very well.	+1	+1	+1	1	Valid
1.4	NNETs always correct students' grammar.	+1	+1	0	0.666	Valid
1.5	NNETs' accent is easy to understand.	-1	0	0	-0.333	Invalid

Table 3.3 (Continue)

The Analysis of the Index of Item Objective Congruence (Part 2)

No	Items	Analysis of IOC from Experts			IOC Score	Results
		1	2	3		
2	Content					
2.1	NNETs know content knowledge very well.	+1	+1	+1	1	Valid
2.2	NNETs can make the lesson easier to understand.	-1	0	-1	-0.667	Invalid
2.3	I have learned a lot of content knowledge from NNETs.	0	+1	+1	0.666	Valid
2.4	I can learn content knowledge better with NNETs.	+1	+1	+1	1	Valid
3	Technology					
3.1	NNETs always integrate technologies, such as computer, PowerPoint Presentation, etc. with teaching in class.	+1	+1	+1	1	Valid
3.2	NNETs create materials using various kinds of technologies.	+1	+1	+1	1	Valid
3.3	NNETs encourage students to use technologies while learning in class.	0	+1	+1	0.666	Valid
4	Curriculum Development					
4.1	NNETs always choose good practice activities.	+1	+1	+1	1	Valid
4.2	NNETs always improve his/her teaching to facilitate students in class.	+1	0	+1	0.666	Valid
4.3	NNETs bring students' feedbacks to improve teaching and learning in class.	+1	+1	+1	1	Valid
5	Learning and Classroom Management					
5.1	NNETs always manage steps in teaching appropriately.	+1	1	+1	1	Valid
5.2	NNETs are well-prepared before teaching.	+1	1	+1	1	Valid
5.3	NNESTs motivate students to participate in class activities.	+1	-1	+1	0.333	Invalid
5.4	NNETs use various strategies in teaching.	+1	+1	+1	1	Valid
5.5	NNESTs teach in a manner that helps students to learn.	+1	0	+1	0.666	Valid
5.6	NNETs always encourage students to speak English in class.	+1	-1	0	0	Invalid
5.7	NNETs encourage students to do their best in learning and doing activities.	+1	+1	0	0	valid
6	Psychology for teachers					
6.1	NNETs understand students' needs.	+1	+1	0	0.666	Valid
6.2	NNETs always answer students' questions.	+1	-1	0	0	Invalid
6.3	NNETs speak Thai when students do not understand lessons.	+1	+1	0	0.666	Valid
6.4	NNETs explain difficult concepts slowly for students to understand.	+1	+1	+1	1	Valid
6.5	NNETs help students to understand content knowledge clearly.	+1	+1	+1	1	Valid

Table 3.3 (Continue)

The Analysis of the Index of Item Objective Congruence (Part 2)

No	Items	Analysis of IOC from Experts			IOC Score	Results
		1	2	3		
7	Measurement and Evaluation					
7.1	NNETs always give comments to improve students' works.	+1	+1	+1	1	Valid
7.2	NNETs evaluate students' works fairly.	0	+1	+1	0.666	Valid
7.3	NNETs use appropriate assessment methods to evaluate different kinds of students' work.	+1	0	+1	0.666	Valid
7.4	NNETs always use peer assessment in class.	+1	+1	0	0.666	Valid
8	Educational Research					
8.1	NNETs allow students to give feedbacks on his/her teaching.	0	+1	+1	0.666	Valid
8.2	NNETs always bring students' comments to improve his/her teaching.	0	+1	0	0.333	Invalid
8.3	NNETs do educational research based on students' problems in class.	-1	-1	-1	-1	Invalid
8.4	NNETs always improve his/her teaching.	0	+1	+1	0.666	Valid
9	Teachership					
9.1	NNETs always come to class and finish class on time.	+1	+1	+1	1	Valid
9.2	NNETs have responsibility in teaching.	+1	+1	+1	1	Valid
9.3	NNETs always concern about students' understanding while learning in class.	+1	+1	1	1	Valid
9.4	If I do not understand the lesson, I would always ask my NNETs.	0	-1	0	-0.333	Invalid
9.5	If I do not understand the lesson in class, I would talk with my NNETs about it during his/her office hours.	-1	0	0	-0.333	Invalid
9.6	I feel comfortable talking about personal concerns with NNETs.	-1	0	0	-0.333	Invalid
9.7	In the future, I would rather imitate my NNETs' manners.	-1	-1	0	-0.667	Invalid
9.8	NNETs are role models of a good English teacher.	+1	+1	+1	1	Valid
9.9	NNETs are ideal teachers for me.	+1	+1	+1	1	Valid
Average Score					0.59	Valid

Table 3.4

The Analysis of the Index of Item Objective Congruence (Part 3)

No	Items	Analysis of IOC from Experts			IOC Score	Results
		1	2	3		
1	Language					
1.1	I always feel comfortable using English in class.	+1	+1	+1	1	Valid
1.2	I do not have any problems in using English to teach.	0	+1	+1	0.666	Valid
1.3	I can use English all the time in class.	0	+1	+1	0.666	Valid
1.4	I rarely make grammatical mistakes when I write.	-1	0	0	-0.333	Invalid
1.5	I rarely make grammatical mistakes when I speak.	-1	-1	0	-0.666	Invalid
1.6	I understand almost everything when listening to native English speakers.	0	-1	0	-0.333	Invalid
2	Content					
2.1	I can explain grammar rules clearly.	0	+1	+1	0.666	Valid
2.2	I think I know the content knowledge very well.	+1	0	+1	0.666	Valid
2.3	I think I can teach English effectively to students.	+1	+1	+1	1	Valid
2.4	I can correct students' grammar when they make mistakes.	+1	+1	+1	1	Valid
3	Technology					
3.1	I can use basic technologies, such as computer and projector.	+1	+1	+1	1	Valid
3.2	I feel comfortable using technologies in class.	+1	+1	+1	1	Valid
3.3	I make use of technologies to create materials.	+1	0	+1	0.666	Valid
3.4	I do not have any problems in using basic technologies to teach my students.	0	+1	1	0.666	Valid
4	Curriculum Development					
4.1	I have learned how to develop a curriculum suitable for students in Thai context.	+1	+1	0	0.666	Valid
4.2	I can design appropriate lessons to suit the learning objectives.	+1	+1	0	0.666	Valid
4.3	I can analyze the curriculum used before and after teaching.	0	+1	+1	0.666	Valid
5	Learning and Classroom Management					
5.1	I will be able to bring strategies that I have learned from my NNETs to use with my future students.	-1	-1	-1	-1	Invalid
5.2	I can choose appropriate lessons to teach.	+1	+1	+1	1	Valid
5.3	I can create my own lesson to fit with students' needs.	+1	+1	+1	1	Valid
5.4	I can create appropriate materials to facilitate my students' learning.	0	+1	+1	0.666	Valid
5.5	I can deal with unexpected situations in class.	0	+1	+1	0.666	Valid

Table 3.4 (Continue)

The Analysis of the Index of Item Objective Congruence (Part 3)

No	Items	Analysis of IOC from Experts			IOC Score	Results
		1	2	3		
6	Psychology for teachers					
6.1	I understand Thai students' needs and problems in learning English.	+1	+1	+1	1	Valid
6.2	I can motivate my students to be interested in learning English.	-1	-1	-1	-1	Invalid
6.3	I can simplify the lesson to help my students to understand clearly.	+1	+1	+1	1	Valid
6.4	I can choose appropriate teaching strategies to fit with individual student's behavior.	0	+1	+1	0.666	Valid
7	Measurement and Evaluation					
7.1	I have learned how to evaluate and assess students' works appropriately.	+1	1	+1	1	Valid
7.2	I clearly understand how to evaluate and assess students' learning.	+1	+1	+1	1	Valid
7.3	I think I can choose appropriate assessment methods to assess my student's work.	+1	+1	+1	1	Valid
7.4	I think I can assess students' works fairly.	+1	+1	+1	1	Valid
8	Educational Research					
8.1	I know how to do educational research.	+1	+1	+1	1	Valid
8.2	I think I can do educational researches.	+1	+1	+1	1	Valid
8.3	I do not have any problems if I have to do educational research in English.	0	+1	+1	0.666	Valid
9	Teachership					
9.1	I am ready for being a non-native English teacher	+1	+1	+1	1	Valid
9.2	I will understand my students' needs the as same as my NNETs do.	+1	+1	+1	1	Valid
9.3	I think I can be a good role model for my students.	+1	+1	+1	1	Valid
9.4	I believe that NNETs can teach English effectively.	+1	+1	+1	1	Valid
9.5	I think being NNETs do not affect students' English learning.	+1	+1	+1	1	Valid
Average Score					0.67	Valid

According to the Index of Item Objective Congruence (IOC) of parts 2 and 3 and the comments from the three experts, the invalid items were either deleted or revised. Some of the valid items on which the experts gave comments and suggestions

were also revised. Table 3.5 presented the items that needed improvement with the wording.

Table 3.5

The original and revised version of the questionnaire items

Part	Original	Revised
2	1.4 NNETs always correct students' grammars.	1.4 NNETs correct students' grammars.
	3.1NNETs always integrate technologies, such as computer, PowerPoint Presentation, etc. with teaching in class.	3.1 NNETs always integrate technologies, such as computer, Projector, etc. with teaching in class.
	6.1NNETs understand students' needs.	6.1 NNETs understand students' natures and needs.
	6.3NNETs speak Thai when students do not understand lessons.	6.3 NNETs speak Thai when students do not understand complex lessons.
	7.2NNETs evaluate students' works fairly.	7.2 NNETs evaluate students' works appropriately.
3	1.2 I do not have any problems in using English to teach.	1.2 I do not have any problems using English to study.
	1.3 I can use English all the time in class	1.3 I can use English to teach various kinds of contents.
	2.1 I can explain grammar rules clearly.	2.1 I know English grammatical rules.
	2.2 I think I know the content knowledge very well.	2.2 I think I have adequate knowledge in teaching contents.
	6.4 I can choose appropriate teaching strategies to fit with individual student's behavior.	6.4 I can appropriately teach to suit the individual students' learning styles.

The expert validity helped to ensure that the questionnaire was valid and correlated to the objectives of the study. After the IOC score calculation was completed and the items of the questionnaire was revised, the questionnaire comprised of three parts: **Part 1:** Background information (Personal Data); **Part 2:** Preservice teachers' perceptions of non-native English teachers (34 items); and **Part 3:** Preservice teachers' perceptions of being a non-native English teacher (33 items) was distributed to twenty-nine preservice teachers in the program to prove reliability.

Pilot Study

The pilot study was very crucial for questionnaire construction. It helped to ensure that the instruments could be used to report the reliability of the questionnaire. The instruments were distributed to twenty-nine preservice teachers in the program who did not participate as a sample in this study. The twenty-nine preservice teachers were randomly selected from the first-to the fourth-year preservice teachers in the program. These preservice teachers had approximately ten minutes to do the questionnaire.

It was found that some students were not able to finish doing the questionnaire in this time, so the time to complete the questionnaire needed to be expanded when conducting the main study with the sample.

After collecting data from pilot study, the data was computed by applying the Reliability Coefficient (Cronbach's alpha) formula in order to determine the reliability of the questionnaire. Table 3.6 presented the Reliability Coefficients of part 2 and part 3 of the questionnaire (0.87 and 0.84, respectively). It could be interpreted with results that were higher than 0.80 that the questionnaire was reliable.

Table 3.6

The Reliability Coefficient (Cronbach's alpha)

Part	Questionnaire	The Reliability Coefficient (Cronbach's alpha)
2	Preservice teachers' perceptions of non-native English teachers.	0.87
3	Preservice teachers' perceptions of being a non-native English teacher.	0.84

Semi-structured Interview Development

In order to validate the interview questions, the two steps, *Expert validity and Pilot study*, used with the questionnaire construction were also applied.

Expert Validity

The semi-structured interview was submitted to the three experts to validate the interview questions. The comments and suggestions from the experts helped to improve the validity of the interview questions. Suggestions to revise some questions are shown in Table 3.7.

Table 3.7

The original and revised version of the interview questions

Question	Original	Revised
No. 1	How do you think about NNETs?	How do you think about studying with NNETs?
No. 2	What are the strategies that NNETs use in class?	What are the teaching strategies that NNETs use to support students' learning?
No. 3	What are the English skills that NNETs help you learn best?	What are the English skills that you can improve the most in learning with NNETs?
No. 4	What are the English skills that NNETs cannot help you to be improved?	What are the English skills that you can improve the least in learning with NNETs?
No. 5	How do you about being NNETs?	How do you think about being NNETs in EFL countries?

Pilot Study

Some preservice teachers who were asked to participate in the pilot study process of the questionnaire were asked to participate in the pilot test of the interview as well. In this step, only three preservice teachers were chosen randomly. They were interviewed for thirty minutes. The interviews were done on time, but it was found

that question No.2 and No. 5 needed to be revised because the preservice teachers looked confused with the questions and asked the researcher to explain more details.

The data from the respondents' responses that were found to have some problems were descriptively analyzed after the pilot study and revised as shown below:

Table 3.8

The original and revised version of the interview questions

Question	Original	Revised
No. 2	What are the teaching strategies that NNETs use to support students' learning?	What are the teaching strategies that NNETs use to help you learn best?
No. 5	How do you think about being NNETs in EFL countries?	How do you think about being NNETs in Thailand?

After the questionnaire and the interview were developed based on the two main steps—*Expert validity and Pilot study*, the revised version of the two instruments was used in the main study.

3.5.2 Implementation

3.5.2.1 Conducting the main study

After the processes of instrument validation were completed, the questionnaire and the semi-structured interview were utilized with the sample of this study. The questionnaire was distributed to one-hundred and five preservice teachers in the Teaching English to Speakers of Other Languages (TESOL) International Program at the Faculty of Education, Khon Kaen University. The preservice teachers who were the samples of this study were asked to respond to the questionnaire truthfully based on their perceptions. Then, the interview was utilized with the three respondents who

were the randomly selected in order to ensure the accuracy of the data collected from the questionnaire.

3.5.2.2 Analyzing the findings

This stage needed to be intentionally investigated. The data from the close-ended questionnaire and semi-structured interview were compiled and analyzed. Data from a questionnaire were analyzed using the Descriptive Statistics, the One-way Analysis of Variance (One-way ANOVA), and correlations method through the SPSS program. Descriptive statistics were used to explore the answer to the research questions of this study. The ANOVA was applied to investigate the differences of findings among the nine domains. Finally, the correlation was applied to analyze the findings of the comparisons of the nine domains. Then, the findings from the semi-structure interview were analyzed by the content analysis method to triangulate with the questionnaire' findings.

3.5.2.3 Reporting the findings

The questionnaire data were presented in terms of descriptive statistics, One-Way ANOVA and correlations of the nine domains shown in tables. The tables show how the preservice teachers perceive their non-native English teachers with regards to the nine domains based on the conceptual framework of this study. Then, the interview data were triangulated with the data from the questionnaire. The findings were presented descriptively in order to show the results of this study. Some discussions, comments, and suggestions were made based on the findings for further studies or people who might have interest in this field. The findings from this study can help to find suitable practices for language teachers and teaching.

3.6 Data Collection

Before constructing the main instruments, data was collected from classroom observation in the planning stage.

3.6.1 Classroom Observation

This study observed students in a real context in order to collect and elicit useful information that helped to construct a questionnaire and an interview. The observation process was held for approximately two weeks during December 2012. The sample who participated in the observation was fifteen preservice teachers who were third-year students in the program. The situations and the behaviors of the preservice teachers and their non-native teachers in three different classes were observed and written down into the field-note observation form.

After finishing the classroom observation process, the data that were found from the observation were analyzed by the Content Analysis Method. The results from the analysis were used to create the conceptual framework of this study.

The instruments used for the main study were a questionnaire and an interview from which data were collected from samples. In the implementation stage, these instruments were utilized and collected during the second semester of Academic Year 2012 at the Faculty of Education, Khon Kaen University.

3.6.2 Non-Native Teacher Perception Questionnaire

The final version of the questionnaire was distributed to the one-hundred and five preservice teachers who were the sample of this study. The sample was asked to respond to the questionnaire for fifteen minutes after class. Then, the researcher collected the questionnaire for analysis.

3.6.3 Semi-Structure Interview

After the semi-structured interview was constructed, three preservice teachers were selected for a follow-up interview. These preservice teachers were chosen based on the random sampling method from the sample of this study. During the group interview, the researcher asked students questions relating to non-native English teachers' qualifications. The students' responses were noted and tape-recorded for analysis. The interview data from preservice teachers were used to ensure the accuracy of the data from the questionnaire. All data helped to elicit the findings of this study.

3.7 Data Analysis

The data from both the questionnaire and the interview were analyzed by applying different statistics that could elicit the results and was appropriate to each type of instruments. The data analysis helped to answer the research questions of this study. According to this study, there were two research questions as follow:

Research Question 1: *'What are the perceptions of preservice teachers of non-native English teachers?'*

Research Question 2: *'What are the perceptions of preservice teachers of being a non-native English teacher?'*

In order to answer the two research questions, the data from the questionnaire were analyzed by the descriptive statistics, the One-Way Analysis of Variance (One-Way ANOVA) and correlations through the SPSS program. The analyzed data of the descriptive statistics was shown in terms of mean and standard deviation (S.D.) in order to find the preservice teachers' perceptions of non-native English teachers and of being non-native English teachers. The One-Way ANOVA method was applied to

analyze the differences of the preservice teachers' perceptions of non-native English teachers, and of being a non-native English teacher among the nine domains. Then, the findings of the nine domains were analyzed using the Pearson Product Moment Correlations (PPMC) method to find the correlations.

Finally, the qualitative data from the interview was transcribed analyzed and coded using the Content Analysis Method in order to explore the answers to the two research questions. The preservice teachers' responses were used to triangulate with the analyzed data of the questionnaire. The interview data were beneficial in order to ensure the accuracy of the questionnaire data. Triangulation helps to confirm that the findings of this study were accurate and reliable.

Table 3.9 shows the data analysis of each instrument based on the research questions.

Table 3.9

The data analysis methods for a questionnaire and an interview

Research Question	Instrument	Analysis
#1.What are the perceptions of pre-service teachers of non-native English teachers?	Questionnaire	Descriptive Statistics/ One-way ANOVA/ Correlations
	Interview	Content Analysis
#2.What are the perceptions of pre-service teachers of being a non-native English teacher?	Questionnaire	Descriptive Statistics/ One-way ANOVA/ Correlations
	Interview	Content Analysis

CHAPTER IV

RESULTS

Chapter four presents the findings from the close-ended questionnaire and the semi-structured interview. The findings were examined in relation to two research questions:

1. What are the perceptions of preservice teachers of non-native English teachers?
2. What are the perceptions of preservice teachers of being a non-native English teacher?

In this chapter, the quantitative data from the questionnaire and the qualitative data from the semi-structured interview are presented. It is divided into two main sections as follows:

4.1 Background of preservice teachers

4.2 Preservice teachers' perceptions of non-native English teachers

4.3 Preservice teachers' perceptions of being a non-native English teacher

In order to answer the research questions, the findings from the questionnaire are presented in term of the descriptive statistics, the One-Way Analysis of Variance (One-Way ANOVA) and correlations. Then, the findings from the interview analyzed by the content analysis method are presented to support the findings from the questionnaire.

4.1 Background of preservice teachers

Table 4.1 presents preservice teachers' background. The highest number of participants of this study was found to be third year students (28.57 %) because they had a larger number of students in class than students in the other years.

Table 4.1

The frequency and percentage of the preservice teachers classified by the year of study (n=105)

The year of the study	Frequency (f)	Percentage (%)
▪ First	26	24.76
▪ Second	27	25.71
▪ Third	30	28.57
▪ Fourth	22	20.95

Table 4.2 shows the preservice teachers' gender. It was found that the number of female preservice teachers was higher than the male respondents, 89.52 % and 10.48 %, respectively.

Table 4.2

The frequency and percentage of the preservice teachers classified by gender (n=105)

Gender	Frequency (f)	Percentage (%)
▪Male	11	10.48
▪Female	94	89.52

According to Table 4.3, most preservice teachers who participated in this study were between the ages of 20-21 years old (45.71 %). Meanwhile, only three respondents were less than 18 years old (2.86 %).

Table 4.3

The frequency and percentage of the preservice teachers classified by age (n=105)

Age	Frequency (f)	Percentage (%)
▪less than 18 years	3	2.86
▪18-19 years	27	25.71
▪20-21 years	48	45.71
▪more than 21 years	27	25.71

Table 4.4 shows that the preservice teachers had experiences studying English for 5 years, at least. Many of the preservice teachers had been studied English for more than 15 years (38.10 %).

Table 4.4

The frequency and percentage of the preservice teachers classified by years of study (n=105)

The year of studying English	Frequency (f)	Percentage (%)
▪ less than 5 years	0	0
▪ 5-10 years	26	24.76
▪ 11-15 years	39	37.14
▪ more than 15 years	40	38.10

Nonetheless, it was found that most preservice teachers have never studied abroad (74.29 %). There were only 27 preservice teachers (25.71%) who had study abroad experience as showed in Table 4.5.

Table 4.5

The frequency and percentage of the preservice teachers' study abroad experience (n=105)

The study abroad experience	Frequency (f)	Percentage (%)
▪Yes	27	25.71
▪ No	78	74.29

Table 4.6 presents the length of time preservice teachers studied abroad. It was found that most studied short English courses in other countries rather than attended the full-immersion study abroad programs.

Table 4.6

The frequency and percentage of the duration study abroad (n=105)

Duration	Frequency (f)	Percentage (%)
▪ 0-5 month(s)	97	92.38
▪ 6-10 months	3	2.86
▪ 11-15 months	2	1.90
▪ more than 16 months	3	2.86

4.2 Preservice teachers' perceptions of non-native English teachers

This section presents the preservice teachers' perceptions of non-native English teachers. Mean score ($\bar{x}$) and standard deviation (S.D.) were used to analyze the perservice teachers' perceptions in response to the two research questions. According to the findings, the preservice teachers agreed that their non-native teachers had knowledge on Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for Teachers, Educational Measurement and Evaluation, Educational Research, and Teachership. The mean score of the overall result of this part of the questionnaire was 2.97 (S.D. = 0.40). It could be interpreted that non-native English teachers were perceived to have adequate knowledge based on the nine domains.

The items that achieved the highest mean scores were "item 3.1NNETs always integrate technologies, such as computer, projector, etc. with teaching in class (Mean=3.24)", "item 6.2 NNETs speak Thai when students do not understand complex lessons (Mean=3.10)", "item 9.2 NNETs have responsibility in teaching (Mean=3.10)", and "item 7.1 NNETs always give comments to improve students' works (Mean=3.09)", respectively. The items that gained the lowest mean scores were "item 1.1 NNETs always speak English in class (Mean=2.74)", "item 8.1 NNETs

allow students to give feedback on his/her teaching (Mean=2.83)", and "item 8.3 NNETs always improve his/her teaching (Mean=2.84)".

The findings of each domain presents as follows:

Domain 1: Language

Table 4.7

The mean and standard deviation of the language domain

Domain	$\bar{x}$	SD	Meaning
1. Language	2.86	0.57	agree
1.1 NNETs always speak English in class.	2.74	0.78	agree
1.2 NNETs explain difficult concepts in English clearly.	2.86	0.77	agree
1.3 NNETs know the English grammar very well.	2.97	0.79	agree
1.4 NNETs correct students' grammars.	2.90	0.75	agree

n = 105

Table 4.7 shows the preservice teachers' perceptions towards the knowledge of language of non-native English teachers. The mean score of the language domain was 2.86 (S.D. = 0.57). This means that the preservice teachers agreed that non-native English teachers have knowledge about language.

The findings from the semi-structured interview found similar result. The preservice teachers revealed that non-native English teachers did not have any problems in using English. Most teachers used English as a medium of instruction. Those teachers were likely to understand students' learning difficulty in studying English as a foreign language, so they usually used simple and easy words when they were teaching. Additionally, non-native English teachers, especially Thai teachers' accents were easy to understand although their accents were not as good as native English teachers' accent. The preservice teachers stated that:

"...NNETS' accents were not so good, but Thai teachers' accent is familiar so it is easy to understand..." (Preservice teachers # 1&# 2)

"...I've learned with NNETs who have a good accent. It helps me to understand easily because the teachers use easy words in teaching..." (Preservice teacher #3)

The preservice teachers also revealed that speaking and listening skills are the English skills that they can improve the most when learning with non-native English teachers.

"...speaking...because students have many opportunities to speak. We do not shy and afraid to speak because NNETs will suggest us so we know our mistakes..." (Preservice teacher # 2)

"...yes, speaking. I agree..." (Preservice teacher # 1)

"...listening is the first skill...NNETs know whether we understand or confuse so they help by emphasizing words and finding synonym of words to make it easy to understand...another skill is speaking...NNETs always focus on practice speaking."(Preservice teacher # 3)

On the other hand, their writing skill is improved the least as they have less opportunity to practice writing in classes that are taught by non-native English teachers.

"...I think writing because of fewer opportunities to write in comparing to the other skills..."

(Preservice teacher # 1)

"…I agree, writing skill is improved at least…"

(Preservice teacher # 2 & #3)

"…writing skill is improved at least because we mostly study in writing courses with NETs…so NNETs rarely teach about writing…"(Preservice teacher # 3)

Domain 2: Content

Table 4.8

The mean and standard deviation of the content domain

Domain	$\bar{x}$	SD	Meaning
2. Content	3.01	0.48	agree
2.1 NNETs know content knowledge very well.	3.01	0.67	agree
2.2I have learned a lot of content knowledge from NNETs.	3.05	0.62	agree
2.3I can learn content knowledge better with NNETs.	3.00	0.62	agree

n = 105

Table 4.8 shows the preservice teachers' perceptions towards the content knowledge of non-native English teachers. The mean score of the content domain was 3.01 (S.D. = 0.48). This means that the preservice teachers agreed that non-native English teachers have knowledge about content.

Based on the interview findings, the preservice teachers agreed that non-native English teachers had good knowledge of content. The teachers taught difficult concepts in ways that are easily understood. One of the preservice teachers claimed that:

"…NNETs always teach to help us understand the contents easily…" (Preservice teacher # 3)

It was also found that the teaching strategies that non-native English teachers use to help the preservice teachers learn best are various kinds of activities both in groups and individually. The preservice teachers stated that non-native English teachers were likely to use more variety of teaching strategies than native English teachers in class. They revealed that they had learned the content effectively through the activities such as Jigsaw activity and reflection activity as the statement showed below.

> *"…NNETs use various activities such as Jigsaw activity that teacher assigns students to read reading text and move to another group to explain and listen to friends in the new group to share their reading text…"*
>
> *(Preservice teacher # 1)*

Domain 3: Technology

Table 4.9

The mean and standard deviation of the technology domain

Domain	$\bar{x}$	SD	Meaning
3. Technology	3.06	0.51	agree
3.1 NNETs always integrate technologies, such as computer, Projector, etc. with teaching in class.	3.24	0.54	agree
3.2 NNETs create materials using various kinds of technologies.	3.05	0.62	agree
3.3 NNETs encourage students to use technologies while learning in class.	2.91	0.69	agree

n = 105

Table 4.9 shows the preservice teachers' perceptions towards the knowledge of technology of non-native English teachers. The mean score of the technology domain was 3.06 (S.D. = 0.51), indicating that the preservice teachers agreed that non-native English teachers have knowledge about technology.

Based on the interview findings, non-native English teachers did not have any problems with. Technology such as a computers, projectors and Power Point Presentations were used to support teaching and learning in class. The preservice teachers revealed that:

"…NNETs are good at using various kinds of Technologies such as computer and projector…" (Preservice teacher # 2)

"…technologies were used in almost every class…" (Preservice teacher # 3)

"…NNETs use PowerPoint Presentation and Internet in teaching…" (Preservice teacher # 1)

Domain 4: Curriculum Development

Table 4.10

The mean and standard deviation of the curriculum development domain

Domain	$\bar{x}$	SD	Meaning
4. Curriculum Development	2.96	0.64	agree
4.1 NNETs always choose good practice activities.	3.04	0.66	agree
4.2 NNETs always improve his/her teaching to facilitate students in class.	2.96	0.74	agree
4.3 NNETs bring students' feedbacks to improve teaching and learning in class.	2.90	0.81	agree

n = 105

Table 4.10 shows the preservice teachers' perceptions towards the knowledge of curriculum development of non-native English teachers. The mean score of the curriculum development domain was 2.96 (S.D. = 0.64), indicating that the preservice teachers agreed that non-native English teachers have knowledge about curriculum development.

The preservice teachers responded that non-native English teachers had knowledge about curriculum development as they had seen that the lessons and activities in class were usually revised and improved. One of the preservice teachers clarified that:

> *"…as I've seen…NNETs always develop curriculum and activities, for example, they improve activities to be more effective and fun to support students' learning…"*
> *(Preservice teacher # 2)*

Domain 5: Learning and Classroom Management

Table 4.11

The mean and standard deviation of the Learning and Classroom Management domain

Domain	$\bar{x}$	SD	Meaning
5. Learning and Classroom Management	2.99	0.55	agree
5.1 NNETs always manage steps in teaching appropriately.	2.99	0.67	agree
5.2 NNETs are well-prepared before teaching.	3.09	0.63	agree
5.3NNETs use various strategies in teaching.	2.87	0.69	agree
5.4NNESTs teach in a manner that helps students to learn.	3.02	0.67	agree

n = 105

Table 4.11 shows the preservice teachers' perceptions towards the knowledge of learning and classroom management of non-native English teachers. The mean score of the learning and classroom management domain was 2.99 (S.D. = 0.55). This means that the preservice teachers agreed that non-native English teachers have knowledge about learning and classroom management.

Non-native English teachers seem to manage learning and classroom effectively. A preservice teacher stated that:

"...NNETs use various kinds of activities that

interrelate to contents of study..."(Preservice teacher # 1)

Another preservice teacher added that non-native English teachers were well-prepared before coming to class.

"...NNETs prepare themselves before teaching

so they can manage time and activities in the

classroom well..." (Preservice teacher # 3)

Domain 6: Psychology for Teachers

Table 4.12

The mean and standard deviation of the Psychology for Teachers domain

Domain	$\bar{x}$	SD	Meaning
6. Psychology for Teachers	3.02	0.50	agree
6.1 NNETs understand students' natures and needs.	2.92	0.67	agree
6.2NNETs speak Thai when students do not understand complex lessons.	3.10	0.78	agree
6.3NNETs explain difficult concepts slowly for students to understand.	3.06	0.63	agree
6.4NNETs help students to understand content knowledge clearly.	3.01	0.64	agree

n = 105

Table 4.12 shows the preservice teachers' perceptions towards the knowledge of psychology for teachers of non-native English teachers. The mean score of the psychology for teachers domain was 3.02 (S.D. = 0.50), indicating that the preservice teachers agreed that non-native English teachers have sufficient knowledge about psychology for teachers.

It was found that being a non-native English teacher had benefits when it came to understanding in natures, needs and learning difficulty of second or foreign language learners. Thus, the non-native teachers knew how to assist with those students in order to facilitate their learning. The preservice teachers claimed that:

"...NNETs understand us because they have learned about characteristics of Thai students so they try to adjust their teaching to fit with the students which makes us easy to understand..."

(Preservice teacher # 1)

"...NNETs know students very well so they know how to teach English effectively to Thai students..."

(Preservice teacher # 2)

"...NNETs are Asians so they understand Asian students' nature..."(Preservice teacher # 3)

Domain 7: Educational Measurement and Evaluation

Table 4.13

The mean and standard deviation of the Educational Measurement and Evaluation domain

Domain	$\bar{x}$	SD	Meaning
7. Educational Measurement and Evaluation	2.99	0.52	agree
7.1 NNETs always give comments to improve students' works.	3.09	0.60	agree
7.2 NNETs evaluate students' works appropriately.	3.07	0.69	agree
7.3 NNETs use appropriate assessment methods to evaluate different kinds of students' work.	2.98	0.60	agree
7.4 NNETs always use peer assessment in class.	2.85	0.80	agree

n = 105

Table 4.13 shows the preservice teachers' perceptions towards the knowledge of educational measurement and evaluation of non-native English teachers. The mean score of this domain was 2.99 (S.D. = 0.52), indicating that the preservice teachers agreed that non-native English teachers have knowledge about educational measurement and evaluation.

The preservice teachers believed that their non-native English teachers had sufficient knowledge about Educational Measurement and Evaluation as they revealed that non-native English teachers always gave students criteria for evaluation at the first day of class and when assigning students work. For example, they said that:

"...NNETs inform students about criteria for evaluation before doing and presenting our works..."

(Preservice teacher # 1)

"...I think NNETs evaluate students' works fairly because they have criteria for evaluation..."

(Preservice teacher # 2)

"...NNETs have criteria for evaluation...also inform the criteria clearly..." (Preservice teacher # 3)

Domain 8: Educational Research

Table 4.14

The mean and standard deviation of the Educational Research domain

Domain	$\bar{x}$	SD	Meaning
8. Educational Research	2.85	0.65	agree
8.1 NNETs allow students to give feedbacks on his/her teaching.	2.83	0.81	agree
8.2 NNETs always bring students' comments to improve his/her teaching.	2.89	0.73	agree
8.3 NNETs always improve his/her teaching.	2.84	0.72	agree

n = 105

Table 4.14 shows the preservice teachers' perceptions towards the knowledge about educational research of non-native English teachers. The mean score of the educational research domain was 2.85 (S.D. = 0.65). This means that the preservice teachers agreed that non-native English teachers have knowledge about educational

research. However, it gained the lowest mean score when comparing to the other domains.

Based on the interview findings, the preservice teachers were not in total agreement that their non-native English teachers have knowledge about Educational Research. They explained that they rarely saw the teachers do research in class. However, some teachers taught in a research class so they should know how to do educational research. Also, the preservice teachers thought that most non-native English teachers may have competence in doing classroom research as the teachers always assigned them to write a reflection paper at the end of the class to reflect on their teaching. The statements below are the examples of the preservice teachers' responses during the interview.

> *"…some NNETs have knowledge about educational research because they teach so they may do it themselves…" (Preservice teacher # 3)*
>
> *"...not sure because I have rarely seen in class…" (Preservice teacher # 2)*
>
> *"…NNETs assign students to write reflection paper after class so they may bring the comments to improve their teaching. They may do research based on the problems in class…"(Preservice teacher # 1)*

Domain 9: Teachership

Table 4.15

The mean and standard deviation of the Teachership domain

Domain	$\bar{x}$	SD	Meaning
9. Teachership	2.97	0.58	agree
9.1 NNETs always come to class and finish class on time.	2.86	0.84	agree
9.2 NNETs have responsibility in teaching.*	3.10	0.64	agree
9.3 NNETs always concern about students' understanding while learning in class.	3.02	0.72	agree
9.4NNETs are role models of a good English teacher.	3.01	0.72	agree
9.5 NNETs are ideal teachers for me.	2.90	0.79	agree

n = 105

Table 4.15 shows the preservice teachers' perceptions towards the knowledge of teachership of non-native English teachers. The mean score of the teachership domain was 2.97 (S.D. = 0.58). This means that the preservice teachers agreed that non-native English teachers have knowledge about teachership.

The preservice teachers claimed that non-native English teachers were good role models. The non-native English teachers understand the differences in learning behaviors and nature of students in their classes. They also taught students about morality of being a good teacher while teaching in class. The examples of the preservice teachers' responses as shown below:

"…NNETs have their own unique characters

that we can imitate them…"(Preservice teacher # 1)

"…NNETs are good role models because

they teach us about morality and ethics for being

a good teacher…"(Preservice teacher # 3)

As non-native English teachers have advantages in their own right, the preservice teachers perceived that being a non-native English teacher in Thailand is

important. One of the preservice teachers said that their non-native English teachers have had personal experience in studying English as a second or foreign language so they are likely to understand ESL or EFL students' experience of learning English. This means that most non-native English teachers somewhat understand the students' natures and needs. Even though non-native English teachers do not have as good an accent as native English speakers, the preservice teachers still positively perceive that non-native English teachers are considered as good role models. The preservice teachers said that:

> *"…NNETs are good role model. They were L2 learners so they understand students who are non-native English speakers…"(Preservice teacher # 1)*
>
> *"…English accent is the problem of NNETs because students need to have a native-like accent but content knowledge and understanding of students' nature ismore important which are the advantages of NNETs…" (Preservice teacher # 2)*
>
> *"…being a NNET has benefit because his/her can understand problems and needs of Thai students…" (Preservice teacher # 3)*

In sum, it was found that the domain of Educational Research gained the lowest mean score (Mean = 2.85, S.D. = 0.65). On the other hand, the domain of Technology shows the highest mean score perceived by the preservice teachers (Mean = 3.06, S.D. = 0.51) as presented in Table 4.16.

Table 4.16

The summary of mean score and standard deviation of the perceptions of the preservice teachers of non-native English teachers classified by domain

Domain / Results	Language	Content (3)	Technology (1)	Curriculum Development	Learning and Classroom Management	Psychology for Teachers (2)	Educational Measurement and Evaluation	Educational Research	Teachership
Mean($\bar{x}$)	2.86	3.01	3.06*	2.96	2.99	3.02	2.99	2.85**	2.97
S.D.	0.57	0.48	0.51	0.64	0.55	0.50	0.52	0.65	0.58
Meaning	agree	agree	agree	agree	agree	agree	agree	agree	agree

* the highest mean score
** the lowest mean score

When compared to the preservice teachers' perceptions, the domains that reveal the highest mean scores were Technology, Psychology for Teachers and Content, respectively.

However, the findings from the comparison of the nine domains of the preservice teachers' perceptions were not different. The preservice teachers agreed upon their non-native English teachers' knowledge of all domains. Table 4.17 shows that a one-way ANOVA was used to determine differences among the nine domains and it showed no statistically significant different, F (8, 936) = 1.526, p >.05.

Table 4.17

The result of the One-Way ANOVA of the perceptions of the preservice teachers of non-native English teachers

The preservice teachers' perceptions	Mean	S.D.	MS	F	Sig.
Non-native English teachers	2.97	0.40	.498	1.526	.144

*p < .05, n = 105

The relationship of the preservice teachers' perceptions of non-native English teachers

Table 4.18

The relationship of the preservice teachers' perceptions of non-native English teachers

	(1) Language	(2) Content	(3) Technology	(4) Curriculum Development	(5) Learning and Classroom Management	(6) Psychology for Teachers	(7) Educational Measurement and Evaluation	(8) Educational Research	(9) Teachership
(1) Language	1.00								
(2) Content	0.45**	1.00							
(3) Technology	0.38**	0.34**	1.00						
(4) Curriculum Development	0.52**	0.47**	0.46**	1.00					
(5) Learning and Classroom Management	0.66**	0.42**	0.40**	0.58**	1.00				
(6) Psychology for Teachers	0.48**	0.37**	0.35**	0.36**	0.61**	1.00			
(7) Educational Measurement and Evaluation	0.47**	0.44**	0.41**	0.32**	0.64**	0.58**	1.00		
(8) Educational Research	0.39**	0.30**	0.44**	0.34**	0.58**	0.50**	0.61**	1.00	
(9) Teachership	0.42**	0.37**	0.30**	0.34**	0.58**	0.53**	0.65**	0.61**	1.00

**p < .01

Table 4.18 shows the correlations of mean scores of the nine domains. The Pearson Product Moment Correlations (PPMC) coefficients helped to test the strength of the relationship between two variables (Mackey and Gass, 2012). According to the findings, the correlation among the nine domains of the preservice teachers' perceptions of non-native English teachers ($0.30<r<0.66$) indicated that all the pairs of the domains were significantly correlated at the .01 level. It was also found that the domain of Language and Learning and Classroom Management was very strongly correlated, $r = 0.66$, $p < .01$ ($n = 105$). This means that there was a very strong relationship between the preservice teachers' perceptions towards the two domains.

4.3 Preservice teachers' perceptions of being a non-native English teacher

This section presents the preservice teachers' perceptions of being a non-native English teacher. The mean score ($\bar{x}$) of the overall result of the questionnaire in this part was 2.95 (S.D. = 0.37), indicating that the preservice teachers agreed that they had knowledge based on the nine domains.

The items that achieved the highest mean scores were "item 3.1 I can use basic technologies, such as computer and projector (Mean=3.30)", "item 3.2 I feel comfortable using technologies in class (Mean=3.21)", and "item 3.3 I make use of technologies to create materials (Mean=3.19)", respectively. On the contrary, the items that gained the lowest mean scores were "item 8.3 I do not have any problems if I have to do educational research in English (Mean=2.58)", "item 8.1 I know how to do educational research (Mean=2.68)", and "item 2.2 I think I have adequate knowledge in teaching contents (Mean=2.72)", respectively.

The findings of each domain presents as follows:

Domain 1: Language

Table 4.19

The mean and standard deviation of the language domain

Domain	$\bar{x}$	SD	Meaning
1. Language	2.86	0.57	agree
1.1 I always feel comfortable using English in class.	3.04	0.66	agree
1.2 I do not have any problems using English to study.	2.74	0.74	agree
1.3 I can use English to teach various kinds of contents.	2.87	0.63	agree

n = 105

Table 4.19 shows the preservice teachers' perceptions towards their knowledge of language. The mean score of the domain of language was 2.86 (S.D. = 0.57), indicating that the preservice teachers had knowledge about language.

Based on the interview findings, the preservice teachers mentioned that they always speak English in class. They felt comfortable using the language because the interaction among the teachers and friends was conducted in English during class. The preservice teachers claimed that:

"…Students in class always speak English to discuss about several topics…"(Preservice teacher # 1)

"…I had to speak English with teachers and friends in class…and I felt comfortable using it" (Preservice teacher #2)

"I don't have any problems using English to teach…" (Preservice teacher #3)

Domain 2: Content

Table 4.20

The mean and standard deviation of the content domain

Domain	$\bar{x}$	SD	Meaning
2. Content	2.83	0.58	agree
2.1 I know English grammatical rules.	2.93	0.64	agree
2.2 I think I have adequate knowledge in teaching contents.**	2.72	0.68	agree
2.3 I think I can teach English effectively to students.	2.84	0.73	agree
2.4 I can correct students' grammar when they make mistakes.	2.83	0.74	agree

n = 105

Table 4.20 shows the preservice teachers' perceptions towards the content knowledge. The mean score of the content domain was 2.83 (S.D. = 0.58). This means that the preservice teachers perceived themselves to had knowledge about content.

The preservice teachers stated that they had knowledge about grammatical rules so they thought that they could teach English to their students effectively.

"...I think I can teach English grammatical rules because I have learned them for more than 10 years..."(Preservice teacher # 1)

"...I study about English and use it every day so I think I can teach English effectively..." (Preservice teacher # 3)

Domain 3: Technology

Table 4.21

The mean and standard deviation of the technology domain

Domain	$\bar{x}$	SD	Meaning
3. Technology	3.20	0.66	agree
3.1 I can use basic technologies, such as computer and projector.*	3.30	0.70	agree
3.2 I feel comfortable using technologies in class.*	3.21	0.70	agree
3.3 I make use of technologies to create materials.*	3.19	0.77	agree
3.4 I do not have any problems in using basic technologies to teach my students.	3.10	0.78	agree

n = 105

Table 4.21 shows the preservice teachers' perceptions towards the knowledge of technology. The mean score of the technology domain was 3.20 (S.D. = 0.66), indicating that the preservice teachers perceived themselves to had knowledge about technology.

The findings from the interview found that the preservice teachers always use computer and power point presentation in class. They did not have any problems in using basic technologies such as computer and projector. The preservice teachers claimed that:

"...I don't really have problems in using computer..." (Preservice teacher # 1)

"...I use computer and projector to present my work to friends in class..." (Preservice teacher # 2)

"...I think technology helps us a lot when designing materials for our students..." (Preservice teacher # 3)

Domain 4: Curriculum Development

Table 4.22

The mean and standard deviation of the curriculum development domain

Domain	$\bar{x}$	SD	Meaning
4. Curriculum Development	2.96	0.64	agree
4.1 I have learned how to develop a curriculum suitable for students in Thai context.	3.04	0.57	agree
4.2 I can design appropriate lessons to suit the learning objectives.	3.11	0.57	agree
4.3 I can analyze the curriculum used before and after teaching.	2.94	0.63	agree

n = 105

Table 4.22 shows the preservice teachers' perceptions towards the curriculum development knowledge. The mean score of this domain was 2.96 (S.D. = 0.64). This means that the preservice teachers perceived themselves to have knowledge about curriculum development.

The preservice teachers claimed that students in the program had to study about how to design and develop curriculum. They had opportunities to practice doing it themselves.

"…In the curriculum development class, students had opportunities to design lesson that appropriate with Thai curriculum and students…" (Preservice teacher # 2)

Domain 5: Learning and Classroom Management

Table 4.23

The mean and standard deviation of the learning and classroom management domain

Domain	$\bar{x}$	SD	Meaning
5. Learning and Classroom Management	2.99	0.55	agree
5.1 I can choose appropriate lessons to teach.	2.93	0.64	agree
5.2 I can create my own lesson to fit with students' needs.	2.90	0.58	agree
5.3 I can create appropriate materials to facilitate my students' learning.	3.06	0.55	agree
5.4 I can deal with unexpected situations in class.	2.91	0.65	agree

n = 105

Table 4.23 shows the preservice teachers' perceptions towards the knowledge of learning and classroom management. The mean score of learning and classroom management domain was 2.99 (S.D. = 0.55). This means that the preservice teachers perceived themselves to have knowledge about learning and classroom management.

The findings from the interview found that the preservice teachers have learned about activities and materials design in order to facilitate students' learning appropriately. They had experience about learning and classroom management in the authentic situation. Thus, they said that they have knowledge about learning and classroom management.

"…I have learned about activities and games that are appropriate with specific lesson and students in different level…" (Preservice teacher # 2)

"…I had opportunities to manage learning with students in school…"(Preservice teacher # 3)

Domain 6: Learning and Classroom Management

Table 4.24

The mean and standard deviation of the psychology for teachers domain

Domain	$\bar{x}$	SD	Meaning
6. Psychology for Teachers	3.02	0.50	agree
6.1 I understand Thai students' needs and problems in learning English.	3.10	0.67	agree
6.2 I can simplify the lesson to help my students to understand clearly.	2.98	0.65	agree
6.3 I can appropriately teach to suit the individual students' learning styles.	3.06	0.63	agree

n = 105

Table 4.24 shows the preservice teachers' perceptions towards the knowledge of psychology for teachers. The mean score of this domain was 3.02 (S.D. = 0.50), indicating that the preservice teachers perceived themselves to have knowledge about psychology for teachers.

The preservice teachers claimed that understand students' difficulty in learning a second language because they are a second language learner. Also, they had learned about students' different learning style so they can appropriately teach their students.

"...I know EFL students' needs because I had experience as an L2 learner..."

(Preservice teacher # 1)

"...I have learned about students' learning styles so I think I can appropriately teach my students..." (Preservice teacher # 3)

Domain 7: Learning and Classroom Management

Table 4.25

The mean and standard deviation of the educational measurement and evaluation domain

Domain	$\bar{x}$	SD	Meaning
7.Educational Measurement and Evaluation	2.99	0.52	agree
7.1 I have learned how to evaluate and assess students' works appropriately.	2.88	0.64	agree
7.2 I clearly understand how to evaluate and assess students' learning.	2.80	0.71	agree
7.3I think I can choose appropriate assessment methods to assess my student's work.	2.87	0.58	agree
7.4 I think I can assess students' works fairly.	3.07	0.66	agree

n = 105

Table 4.25 shows the preservice teachers' perceptions towards the knowledge of educational measurement and evaluation. The mean score of educational measurement and evaluation domain was 2.99 (S.D. = 0.52). This means that the preservice teachers perceived themselves to have knowledge about educational measurement and evaluation.

The preservice teachers claimed that they were taught about how to evaluate students' works and measure students' ability.

"…We were taught and trained about how to set and design appropriate criteria to evaluate students' works…" (Preservice teacher # 2)

"…I used to find appropriate criteria to fit with the activities that I design for my project…" (Preservice teacher # 3)

Domain 8: Educational Research

Table 4.26

The mean and standard deviation of the educational research domain

Domain	$\bar{x}$	SD	Meaning
8. Educational Research	2.66	0.74	agree
8.1I know how to do educational research. **	2.68	0.84	agree
8.2 I think I can do educational researches.	2.75	0.85	agree
8.3I do not have any problems if I have to do educational research in English. **	2.58	0.80	agree

n = 105

Table 4.26 shows the preservice teachers' perceptions towards the knowledge about educational research. The mean score of educational research domain was 2.66 (S.D. = 0.52). This means that the preservice teachers agreed that they had knowledge about educational research.

The interview findings reveal that the preservice teachers had learned about how to do classroom research. However, they were not certainly agree that they can do research themselves.

"…teachers sometimes assign us to read

research articles in order to study about

research methodology…"

(Preservice teacher # 1)

"…I have learned about how to do research

but I have never done it myself…"

(Preservice teacher # 2)

"…I know steps in doing research but

I am not quite sure that I can do it…"

(Preservice teacher # 3)

Domain 9: Teachership

Table 4.27

The mean and standard deviation of the teachership domain

Domain	$\bar{x}$	SD	Meaning
9. Teachership	3.04	0.52	agree
9.1 I am ready for being a non-native English teacher.	2.90	0.76	agree
9.2 I will understand my students' needs as same as my NNETs do.	2.94	0.67	agree
9.3 I think I can be a good role model for my students.	3.11	0.64	agree
9.4 I believe that NNETs can teach English effectively.	3.16	0.65	agree
9.5 I think being NNETs do not affect students' English learning.	3.11	0.69	agree

n = 105

Table 4.27 shows the preservice teachers' perceptions towards the teachership knowledge. The mean score of teachership domain was 3.04 (S.D. = 0.52). This means that the preservice teachers agreed that they had sufficient knowledge about teachership.

The preservice teachers mentioned that they were taught about how to be a good teacher. They thought that being a non-native English teacher does not negatively affect students' learning.

"…we were taught and trained to be a qualified English teacher so I think being a non-native English teacher does not negatively affect students' learning…" (Preservice teacher # 1)

"…preservice teachers in the program were taught about morality so we know our role and duty..".

In sum, the domain of Educational Research gained the lowest mean score (2.66). On the other hand, the domain of Technology gained the highest mean score (3.20), as shown in Table 4.28.

It was also found that the domain which had the highest mean scores among the nine domains of the questionnaire, regarding the preservice teachers' perceptions of being a non-native English teacher, were Technology, Teachership and Psychology for Teachers, respectively.

Table 4.28

The summary of mean score and standard deviation of the perceptions of the preservice teachers of being a non-native English teacher classified by domain

Domain / Results	Language	Content	Technology (1)	Curriculum Development	Learning and Classroom Management	Psychology for Teachers (3)	Educational Measurement and Evaluation	Educational Research	Teachership (2)
Mean($\bar{x}$)	2.88	2.83	3.20*	2.96	2.99	3.02	2.99	2.66**	3.04
S.D.	0.56	0.58	0.66	0.64	0.55	0.50	0.52	0.74	0.52
Meaning	agree	agree	agree	agree	agree	agree	agree	agree	agree

* the highest mean score
** the lowest mean score

The One-Way ANOVA was applied to analyze and compare the differences among the mean scores of nine domains of the preservice teachers' perceptions of being a non-native English teacher. The nine domains comprised (1) Language, (2) Content, (3) Technology, (4) Curriculum Development, (5) Learning and Classroom Management, (6) Psychology for Teachers, (7) Educational Measurement and Evaluation, (8) Educational Research, and (9) Teachership.

In Table 4.29, the One-Way ANOVA test was used to determine differences among the nine domains and it showed statistically significant difference, F (8, 936) = 6.613, $p < .05$. This means that there was at least one pair among the nine domains of the preservice teachers' perceptions of being a non-native English teacher that the respondents perceived differently.

Table 4.29

The result of the One-Way ANOVA of the perceptions of the preservice teachers of being a non-native English teacher

The preservice teachers' perceptions	Mean	S.D.	MS	F	Sig.
Being a non-native English teacher	2.95	0.37	2.339	6.613*	.000

*p < .05, n = 105

Then, the Scheffé's method of Multiple Comparison was applied to study the pairs that were statistically significantly different.

Table 4.30 shows the Multiple Comparison of the five pairs that were perceived differently. The five pairs comprised (1) Content and Technology (2) Technology and Educational Research (3) Psychology for Teachers and Educational Research (4) Educational Measurement and Evaluation and Educational Research, and (5) Educational Research and Teachership.

The details of the comparison can be divided into two mains aspects as follows:

(1) Differences of Content and Technology

It was found that the mean scores of the domains of Content and Technology were statistically different at a .05 level. The mean score of the preservice teachers' perceptions of Content was statistically lower than the mean score of the domain of

Technology. This means that the respondents perceived that they had more knowledge on Technology than Content.

(2) Differences of Educational Research and other domains

Table 4.30 shows that the mean score of the domain of Educational Research was statistically different from that of the domain of Technology, Psychology for Teachers, Educational Measurement and Evaluation, and Teachership. It was found that the mean score of the preservice teachers' perceptions towards the domain of Educational Research was statistically and significantly lower than the mean score of the domain of Technology, Psychology for Teachers, Educational Measurement and Evaluation, and Teachership. This means that the respondents perceived themselves to have lower knowledge on Educational Research than that of the other four domains.

Table 4.30

The Multiple Comparison of the means of the nine domains of the perceptions of the preservice teachers of being a non-native English teacher

Domain		Language	Content	Technology	Curriculum Development	Learning and Classroom Management	Psychology for Teachers	Educational Measurement and Evaluation	Educational Research	Teachership
	Mean	2.88	2.83	3.20	2.96	2.99	3.02	2.99	2.66	3.04
Language	2.88									
Content	2.83	0.05								
Technology	3.20	0.31	0.36*							
Curriculum Development	2.96	0.08	0.13	0.23						
Learning and Classroom Management	2.99	0.10	0.15	0.20	0.02					
Psychology for Teachers	3.02	0.14	0.19	0.17	0.05	0.03				
Educational Measurement and Evaluation	2.99	0.11	0.16	0.20	0.02	0.00	0.02			
Educational Research	2.66	0.21	0.16	0.52*	0.29	0.32	0.35*	0.32*		
Teachership	3.04	0.16	0.21	0.15	0.07	0.05	0.02	0.05	0.37*	

*p < .05

The relationship of the preservice teachers' perceptions of being non-native English teachers

Table 4.31 shows the correlations of mean scores of the nine domains. The correlation was used to test the strength of the relationship between two variables (Mackey and Gass, 2012). It was found that the domains of Educational Measurement and Evaluation and Learning and Classroom Management were very strongly correlated, $r = 0.64$, $p < .01$ (n = 105), indicating that there was a very strong relationship between the preservice teachers' perceptions towards the two domains.

The domain of Educational Research was found to have the four pairs that were not correlated. The domains that were not correlated to the domain of Educational Research include Language, Curriculum Development, Learning and Classroom Management, and Educational Measurement and Evaluation.

Table 4.31

The correlations of the preservice teachers' perceptions of being a non-native English teacher

	(1) Language	(2) Content	(3) Technology	(4) Curriculum Development	(5) Learning and Classroom Management	(6) Psychology For Teachers	(7) Educational Measurement and Evaluation	(8) Educational Research	(9) Teachership
(1) Language	1.00								
(2) Content	0.61**	1.00							
(3) Technology	0.20**	0.49**	1.00						
(4) Curriculum Development	0.22**	0.23*	0.11	1.00					
(5) Learning and Classroom Management	0.27**	0.30**	0.24*	0.58**	1.00				
(6) Psychology for Teachers	0.33**	0.33**	0.32**	0.36**	0.61**	1.00			
(7) Educational Measurement and Evaluation	0.31**	0.29**	0.29**	0.32**	0.64**	0.58**	1.00		
(8) Educational Research	0.18	0.37**	0.33**	0.13	0.06	0.24*	0.12	1.00	
(9) Teachership	0.35**	0.45**	0.38**	0.25**	0.34**	0.45**	0.41**	0.40**	1.00

*p < .05, **p < .01

In conclusion, it was found that all nine domains of knowledge of non-native English teachers and the preservice teachers as being non-native English teachers were both perceived positively. The preservice teachers agreed that non-native English teachers had knowledge based on the nine domains. According to findings from Part 2 and Part 3 of the questionnaire, Technology was the domain that achieved the highest mean score among the nine domains. On the contrary, Educational Research achieved the lowest mean score. The findings of the two research objectives were as follows:

Firstly, the preservice teachers agreed that their non-native teachers had knowledge about Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for Teachers, Educational Measurement and Evaluation, Educational Research, and Teachership. They perceived that learning with non-native English teachers did not negatively affect their learning. This means that non-native English teachers had the necessary quality for being a professional English teacher. There was no statistically significantly difference between the findings of each domain. The correlations among nine domains were significantly correlated. There was a very strong relationship between the preservice teachers' perceptions towards the domain of Language and Learning and Classroom Management, $r = 0.66$, $p < .01$ (n = 105).

Secondly, the preservice teachers also perceived that they had knowledge on the nine domains. However, the domains of Technology, Teachership, and Psychology for Teachers, respectively, achieved the higher mean scores than the other domains. There were differences between the domain of educational research and other domains. The mean score of Educational Research was statistically lower than

that of Technology, Psychology for Teachers, Educational Measurement and Evaluation, and Teachership. The domains of Educational Measurement and Evaluation and Learning and Classroom Management were very strongly correlated, $r = 0.64$, $p < .01$ (n = 105). However, it was also found that Content and Technology were not statistically correlated. Technology achieved a higher mean score than Content, indicating that the preservice teachers had more knowledge on Technology than Content. Moreover, Educational Research was not statistically correlated with Language, Curriculum Development, Learning and Classroom Management, and Educational Measurement and Evaluation. The domain of educational research gained the lowest mean score in comparison to these four domains.

Lastly, the findings from the semi-structured interview were found that non-native English teachers were perceived positively by the EFL preservice teachers. Non-native English teachers were regarded as good role models and competent in teaching English. The preservice teachers agreed that non-native English teachers have adequate knowledge based on the nine domains which are the quality of being a professional English teacher. Therefore, being a non-native English teacher does not negatively affect students' learning.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter concludes by summarizing the overall study including the main objectives, research findings, elaboration on the discussion, and suggestions drawn from the findings.

5.1 Summary

The numbers of English as second language (ESL) and English as foreign language (EFL) learners have been rapidly growing. So, the demand of English teachers was raised. The significant issue concerning about English teachers is about their qualification. Existing studies that support the importance of the quality of non-native English teachers are still rare and more studies are needed to confirm such research findings. As a result, this exploratory survey study aimed to investigate preservice teachers' perceptions towards non-native English teachers. The two main objectives of this study were as follows:

1. To investigate the perceptions of preservice teachers of non-native English teachers
2. To explore the perceptions of preservice teachers of being a non-native English teacher

The research design was a cross-sectional survey design using both quantitative and qualitative methods. It explored the Thai EFL preservice teachers' perceptions of non-native English teachers, and being non-native English teachers.

The main instruments used in this study were the closed-ended questionnaire, and semi-structured interview.

This study was divided into two stages. Stage one was concerned with planning to construct a research instrument. In this stage, the questionnaire and interview questions were constructed based on the three sub-stages: (1) analyzing documents, (2) constructing the instruments, and (3) developing the instruments. The relevant documents were studied to integrate with the findings from classroom observation in order to develop the conceptual framework of this study. The instruments were constructed based on the framework of the nine domains of knowledge for being a professional English teacher and validated by experts and a pilot study.

Stage two dealt with the implementation of the instruments for the main study. This stage comprised three sub-stages: (1) conducting the main study, (2) analyzing the data, and (3) reporting the findings. During the second semester of the academic year 2012, the preservice teachers in the Teaching English to Speakers of Other Languages (TESOL) program of the Faculty of Education at Khon Kaen University, Thailand participated in the study. The questionnaire was distributed to 105 preservice teachers in the program who were randomly selected as the sample of this study. Then, three preservice teachers from the sample were randomly chosen to be interviewed in a group. The quantitative data was gathered and analyzed mainly using the descriptive statistics, the One-Way Analysis of Variance (ANOVA) and correlations. The qualitative data from the interview was analyzed by the content analysis method.

The findings of this study indicated the preservice teachers' perceptions of non-native English teachers and being non-native English teachers. The findings were divided into two aspects: 1) preservice teachers' perceptions of non-native English teachers, and 2) preservice Teachers' perceptions of being a non-native English teacher.

1.) Preservice teachers' perceptions of non-native English teachers

In response to Research Question One, the preservice teachers agreed that non-native teachers have knowledge for being professional English teachers including Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for Teachers, Educational Measurement and Evaluation, Educational Research, and Teachership. It was found that Technology, Psychology for Teachers and Content had higher mean scores than the other domains. However, the One-Way ANOVA was used to test differences among the nine domains and it showed no statistically significant difference, F (8, 936) = 1.526, $p > .05$. The domain of Language and Learning and Classroom Management was very strongly correlated, $r = 0.66$, $p < .01$ (n = 105).

2.) Preservice teachers' perceptions of being a non-native English teacher

In response to Research Question Two, the preservice teachers perceived themselves positively with regard to the nine domains. They perceived that they have knowledge on Technology, Teachership, and Psychology for Teachers higher than the other domains. The One-Way ANOVA testing for differences among nine domains was statistically significantly different, F (8, 936) = 6.613, $p < .05$. The mean score of the domain of Educational Research was statistically lower than that of the domains

of Technology, Psychology for Teachers, Educational Measurement and Evaluation, and Teachership. According to the correlations' results, the domains of Educational Measurement and Evaluation and Learning and Classroom Management were very strongly correlated, $r = 0.64$, $p < .01$ (n = 105). The domain that gained the lowest mean score was Educational Research. It was not statistically correlated with the domains of Language, Curriculum Development, Learning and Classroom Management, and Educational Measurement and Evaluation.

According to the interview findings, the preservice teachers revealed that non-native teachers did not have a native-like accent. Also, the preservice teachers had never seen their teachers do research in class, so they were not sure whether non-native English teachers had knowledge of educational research. However, they perceived their non-native English teachers positively with regard to all nine domains of knowledge. Non-native English teachers were likely to use various kinds of activities to support students' learning. The teaching strategies that non-native English teachers used to help the preservice teachers learn best were both group and individual activities such as the jigsaw activity and reflection activity. Speaking and listening skills were the English skills that they could improve at most in learning with non-native English teachers, while writing skill was improved the least. The preservice teachers perceived that non-native English teachers were considered to be good role models. Non-native English teachers were likely to understand ESL or EFL students about difficulty in learning English because they had an experience as L2 learners. Also, they were likely to understand the students' nature and needs well.

5.2 Discussion

The findings were discussed on two aspects: 1) Preservice teachers' perceptions of non-native English teachers, and 2) Preservice Teachers' perceptions of being a non-native English teacher.

5.2.1 Preservice teachers' perceptions of non-native English teachers

Based on the findings, the preservice teachers agreed that their non-native English teachers had sufficient knowledge for being a professional English teacher. This means that non-native English teachers can also effectively teach English. Additionally, the preservice teachers agreed that professionalism is more important than nativeness. Moussu (2010) found similar result that students did not focus on issue of nativeness, but on an evidence of individual expertise. A study of English learners in Vietnam was also consistent with the findings of this study. Walkinshaw and Duong (2012) reveal that Vietnamese teachers were considered as well-qualified English teachers. The non-native English teachers have qualifications including teaching experience, qualifications, friendliness, enthusiasm, the ability to deliver interesting and informative classes, understanding of students' local culture, and advanced English communicative competence, for being effective English teachers. Therefore, non-native English teachers can teach English as effectively as native teachers (Braine & Ling, 2007; Moussu, 2007).

The domain of Technology, Psychology for teachers, and Content gained higher mean scores than the other domains. This means that the preservice teachers perceived that their non-native English teachers had good knowledge on Technology, Psychology for Teachers and Content. According to Ling and Braine (2007), being a

non-native English teacher has benefits such as sharing the first language, being effective in pedagogical skills, and being knowledgeable in the English language. The current study found that the preservice teachers perceived that non-native English teachers understood students' natures and needs. They spoke Thai when students do not understand complex lessons. Ling and Braine also (2007) stated that when they were faced with difficulties in explaining some English grammar, non-native English teachers could make use of the same language to clarify complex rules.

Furthermore, the preservice teachers perceived that non-native English teachers knew content knowledge well, so they had learned a lot of content knowledge from the teachers. This finding was also consistent with the findings from Liu and Zhang (2007). They supported that non-native English teachers were perceived by the students to have a good teaching quality. The study revealed that students had learned more on class teaching by non-native English teachers (Liu and Zhang, 2007). Moussu (2010) has also stated that a "good teacher" could be defined as a teacher who has abilities in linguistics and knowledge in teaching pedagogies. This is consistent with the findings of this study as non-native English teachers were perceived by the preservice teachers to have good knowledge on content. Recently, Ma (2012) found that students preferred non-native English teachers in several aspects including first language proficiency, understanding of students' difficulties, ability to comfort students, and simple communication. Therefore, having the same language with students and being knowledgeable in content can be an asset of non-native English teachers.

On the other hand, non-native English teachers gained the lowest mean score on Educational Research. Borg (2009) found that 75% of teachers read research

'sometimes.' The teachers revealed that the main obstacle for reading research resulted from a lack of time to read. Thus, non-native English teachers should be supported by, for examples, providing times and funds for participating in and doing educational research.

5.2.2 Preservice teachers' perceptions of being a non-native English teacher

It was found that the preservice teachers perceive themselves to have knowledge on Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for Teachers, Educational Measurement and Evaluation, Educational Research, and Teachership.

The domains of knowledge for being a professional English teacher that gained the highest mean scores were Technology, Teachership, and Psychology for Teachers, respectively. This finding was consistent with the study of Samimy and Brutt-Griffler (1999). They found that the non-native English teachers perceived themselves positively with regard to several aspects including sharing the same (first) language, understanding students' needs, having ability to share experience with the learner, and knowing students' background.

On the other hand, the domains that gained the lowest mean scores were Educational Research, Content, and Language, respectively. The preservice teachers perceived that they had less knowledge of Educational Research than the other domains. Thus, knowledge about Educational Research needs to be improved the most. Borg (2010) has stated that research engagement is a productive way for professional development. Teachers can develop their teaching potentials by either

reading or doing research. To gain the preservice teachers' knowledge on Educational Research, teachers in the program may need to put a greater emphasis on teaching about Educational Research. It may help the preservice teachers to gain knowledge of this domain in order to prepare themselves to be a professional English teacher.

Another finding from Reves and Medgyes (1994) was also consistent with the findings of this study. They revealed that non-native English teachers perceived themselves as less competent in vocabulary, fluency, speaking, pronunciation, and listening comprehension than native English teachers. Additionally, Kamhi-Stein et al. (2004) found that even though non-native English teachers have sufficient competence in teaching English grammar, they do not prefer teaching it. Teaching about grammatical rules of the other language may cause anxiety for every teacher. Because English is not their first language, non-native English teachers may not feel very comfortable to teach those rules even though they are competent in teaching English grammar.

5.3 Conclusion

Based on the questionnaire findings of this study, non-native English teachers were perceived positively with regard to nine domains: Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for Teachers, Educational Measurement and Evaluation, Educational Research, and Teachership. These domains are necessary for being a professional English teacher in Thailand.

The preservice teachers perceived that the non-native English teachers have good competence on the knowledge of Technology, Psychology for Teachers, and

Content. On the other hand, the preservice teachers found themselves to have more knowledge about Technology, Teachership, and Psychology for Teachers than the other domains.

It was also found that Educational Research, Language and Curriculum Development were the knowledge in which non-native English teachers have the lowest competence, while Educational Research, Content and Language were the domains of knowledge that the preservice teachers may need to improve.

The non-native English teachers were perceived to have knowledge about technology than other domains. This is similar to the findings from the preservice teachers' perceptions towards themselves. The preservice teachers perceived themselves to have good knowledge on technology. Most of the preservice teachers feel comfortable using various kinds of technology in class.

The knowledge about educational research of non-native English teachers had lower mean score of perception than the other domains. Similarly, the preservice teachers also perceived themselves that they have less competence in educational research than the other knowledge. They somewhat know how to do educational research but they did not have much opportunity to practice. Therefore, the program needs to put greater emphasis on teaching about educational research in order to gain this knowledge of non-native English teachers and preservice teachers in the program.

According to the interview findings, it was found that all domains of knowledge of non-native English teachers were also perceived positively by the preservice teachers. However, Educational Research was the domain of knowledge that both non-native English teachers and the preservice teachers may need to improve. Also, non-native English teachers were likely to have a problem about their

accent. However, it did not negatively affect students' learning. The preservice teachers revealed that Thai teachers' accent was easy for them to understand. Finally, non-native English teachers could also be regarded as a good role model for EFL students. Non-native English teachers were good at teaching content and understood students' natures and needs well. These were perceived as the advantages of being a non-native English teacher.

5.4 Pedagogical Implementations

This study serves as one of the exploratory survey studies that investigates the preservice teachers' perceptions of non-native English teachers and being a non-native English teacher. It established a proposed framework for being a professional nonnative English teacher. As being a professional teacher is significant, it is suggested that the program should encourage the preservice teachers and non-native English teachers to improve their qualifications and skills in teaching English through lifelong learning and better salaries (Foley, 2005; Draper, 2012).

Based on the findings of this study, it is suggested that the TESOL program should create courses that can support the preservice teachers' learning with regard to all nine domains of knowledge. The preservice teachers should have learned about language, content, technology, curriculum development, learning and classroom management, psychology for teachers, educational measurement and evaluation, educational research, and teachership when attending in the program.

Also, the preservice teachers and non-native English teachers in the program need to improve the knowledge of Language, Curriculum Development, and

Educational Research as they were perceived lower than the other knowledge domains. They should improve the knowledge of these three domains because all nine domains of knowledge are necessary for being professional English teachers. One way that may help to enhance the quality of the preservice English teachers is to prepare a course that integrates the nine domain of knowledge together. Professional Development of Skills for English Teachers course, for example, should be created in order to increase knowledge and develop essential skills for being a qualified English teacher of preservice English teachers.

In order to improve knowledge and the ability to use language, the program can support students and non-native English teachers with more opportunity to use English. Draper (2012) reveal that most of people in the northeast, including Khon Kaen, speak Isan dialect as their first language, so Thai and English are considered as the second and third language, respectively. As a result, it is harder for them to acquire English than those who learn it as a second language. Thus, supporting students with an opportunity to access the English language is one way to enhance their English ability. Intensive English courses, for example, may help both preservice teachers and non-native English teachers in the program to improve all English skills. The more they have opportunity to use the language, the better they can acquire and use it effectively. Draper (2012) also suggested that schools and universities in the northeastern of Thailand may need to increase the number of regular class hours of English instruction. It may help to increase ability to use English of the people in preparation to the upcoming ASEAN Community on 2015.

The knowledge about Curriculum Development and Educational research of non-native English teachers are also needed to be improved. The program should put a greater emphasis on these domains of knowledge in order to develop professional non-native English teachers for both local and global community. One way to gain this knowledge is to encourage and support the teachers in the program to participate in educational workshops, seminars or conferences. As the findings reveal that the preservice teachers lack of confident to do educational research themselves, the program should also create more courses for students to practice doing educational research. Borg (2010, 2013) recommended that 'engagement with research' by reading it and 'engagement in research' by doing it were the effective ways for language teachers to develop teaching potentials professionally.

Furthermore, the Ministry of Education should pay more attention on the quality of English teachers in Thailand. Non-native English teachers should be received in the form of funds to do educational research or to participate in seminars in the country or international conferences about English Language Teaching (ELT). In addition to increasing the number of qualified English teachers, the Bureau of Teacher Education Personnel Development of Thailand should realize more on the importance of English teacher professional development by encouraging English teachers to participate in workshop trainings and seminars that helps to develop their profession.

5.5 Recommendation for Further Studies

The findings of this study shed light on the preservice teachers' perceptions with regards to nine domains of knowledge for being a professional teacher. The nine

domains were summarized and framed based on the document analysis and the observation findings from the Thai context. These nine domains are consistent to the nine standards of teaching professional knowledge that regulates all teachers in Thailand which includes Language and Technology for Teachers, Curriculum Development, Learning Management, Psychology for Teachers, Educational Measurement and Evaluation, Classroom Management, Educational Research, Educational Innovation and Information Technology, and Teachership. The Ministry of Education of Thailand regulates that every teacher in Thailand needs to have knowledge of these nine domains in order to be a professional teacher. Therefore, the nine domains are important for all English teachers who work in Thailand. Due to the differences in situations and needs, some domains of knowledge may not be necessary for students and teachers in other countries. However, based on the framework of this study, all nine domains are crucial for every English teacher.

Finally, students' perceptions help to reveal trustworthy results. It is necessary to explore the qualification of non-native English teachers through students' perceptions; however, the perceptions from different levels of students may also be needed to investigate in order to confirm the findings of this study. Additionally, further studies should examine the non-native English teachers' actual competency and proficiency to investigate their ability to teach. A long-term study about students' English proficiency in learning with non-native English teachers should be conducted to find the effect of learning with non-native English teachers.

References

Thai

บุญเชิด ภิญโญอนันตพงษ์. *การวัดและประเมินผลการศึกษา: ทฤษฎีและการประยุกต์*. กรุงเทพ, สำนักพิมพ์อักษรเจริญทัศน์. ม.ป.ป.

English

Amin, N. (2001). Nativism, the native speaker construct, and minority immigrant women teachers of English as a second language. *CATESOL Journal*, 13(1): 89-107.

Bailey, K., A. Curtis, & D. Nunan, (2001) *Pursuing Professional Development: The Self as Source.* Boston: Heinle & Heinle.

Bempechat, J. (1999). *Learning from poor and minority students who succeed in school*: Children's views on success and failure have a big impact on their learning. [Online]. Available from: http://www.edletter.org/past/issues/1999-mj/learning.html. [2012, October 22].

Borg, S. (2009). English language teachers' conceptions of research. *Applied Linguistics*, 30(3): 355-388.

Borg, S. (2010). Language teacher research engagement. *Language Teaching,* 43: 391-429.

Borg, S. (2013). *Teacher research in language teaching*: A critical analysis. Cambridge: Cambridge University Press.

Borkowski, N. (2005). *Organizational and Behavior in Health Care*: Perceptions and Attitudes. New York: Jones & Barlett.

Braine, G. (1999). Non-native educators in English language teaching. Mahwah, New Jersey: Lawrence Erlbaum.

Braine, G. (2004). The nonnative English-speaking professionals' movement and its research foundations. In Kamhi-Stein, L.D. (Ed.) *Learning and Teaching from Experience: Perspectives on Nonnative English Speaking Professionals*. Ann Arbor, Michigan: The University of Michigan Press.

Braine, G. (Ed.) (2005). *Teaching English to the World*: History, Curriculum, and Practice. Mahwah, New Jersey: Lawrence Erlbaum

Canagarajah, A. S. (1999). Interrogating the 'native speaker fallacy': Non-linguistic roots, non-pedagogical results. In G. Braine (ed.), *Non-native educators in English language teaching*, 77-92. London: Laurence Erlbaum.

Cashin, W. E., Downey, R. G. (1995). Disciplinary differences in what is taught and in students' perceptions of what they learn and of how they are taught. In M. Threall & J, Franklin (eds.), *New Directions for Teaching and Learning* (no.64). San Francisco, Jossey-Bass.

Cashin, W. E., & Downey, R. G. (1999). *Using global student rating items for summative evaluation: Convergence with a second criterion*. Paper presented at the annual meeting of the American Educational Research Association. Montreal. Quebec. Canada.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge: Cambridge University Press.

Day, C. & Gu, Q. (2010). *The New Lives of Teachers*. New York: Routledge.

Draper, J. (2012). Reconsidering Compulsory English in Developing Countries in Asia: English in a Community of Northeast Thailand: *TESOL Quarterly*, 46(4): 777–811.

Foley, J. (2005). English in Thailand. RELC Journal, 36, 223–234.

Grubbs, S. J., Jantarach, V. & Kettem, S. (2010): Studying English with Thai and native- speaking teachers, Teachers and Teaching: *Theory and Practice*, 16(5): 559-576

Jernigan, C. G. (2004). What do students expect to learn? The role of learner expectancies, beliefs, and attributions for success and failure in student motivation. *Current Issues in Education*, 7(4).

Jin, J. (2005). Which is better in China, a local or a native English-speaking teacher? *English Today 88*, 22(4): 39-46.

Johnson, R. K. (1990). Developing teachers' language resources. In J. C. Richards, & D. Nunan (eds.), *Second language teacher education*, 269-281.Cambridge: Cambridge University Press.

Kachru, B. K. (Ed.). (1992). *The other tongue: English across cultures* (2ed.). Urbana: University of Illinois Press.

Kamhi-Stein, L. D., Aagard, A., Ching, A., Paik, A., & Sasser, L. (2004). Teaching in K-12 programs: Perceptions of native and NNEST practitioners. In L. D. Kamhi-Stein (Ed.), *Learning and teaching from experience*: Perspectives on Nonnative English-speaking professionals, 81-99. Ann Arbor, Michigan: The University of Michigan Press.

Kamhi-Stein, L. & Mahboob. A. (2006). *TESOL Virtual Seminar*: Teachers' Language Proficiency in English Language Teaching. Alexandria, Virginia: TESOL Inc.

Lasagabaster, D. & Sierra, J. M. (2002). What do students think about the pros and cons of having a native speaker teacher? In E. Llurada (Ed.) *Non-native*

language teachers: Perceptions, challenges and contributions to the profession, 217-241. New York: Springer.

Lavrakas, P. J. (2008). *Encyclopedia of Survey Research Methods*. SAGE Publications.

Ling, C. Y., & Braine, G. (2007). The attitudes of university students towards non-native speaker English teachers in Hong Kong. *RECL Journal,* 38(3), 257-277.

Liu, M., & Zhang, L. (2007).Student perceptions of native a non-native English teachers' attitudes, teaching skills assessment and performance. *Asian EFL Journal*, 9(4): 157-166.

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

Llurda, E. (ed) (2005). *Non-Native Language Teachers. Perceptions, Challenges and Contributions to the Profession*. New York: Springer.

Ma, L.P. F. (2012).Advantages and Disadvantages of Native- and Nonnative-English-speaking Teachers: Student Perceptions in Hong Kong, *TESOL Quarterly*, 46(2): 280-305.

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

Moussu, L. (2006). *Native and nonnative English-speaking English as a second language teacher*: Student attitudes, teacher self-perceptions, and Intensive English Program administrator beliefs and practices. Doctoral thesis, Purdue University, Indiana.

Moussu, L. (2007). TESOL Caucuses Are about Who We Are. *Essential Teacher,* 4(1).

Moussu, L. (2010). Influence of Teacher-Contact Time and Other Variables on ESL Students' Attitudes towards Native- and Nonnative-English-Speaking Teachers, *TESOL Quarterly*, 44(4).

Moussu, L. & Llurda, E. (2008) Non-native English-speaking English language teachers: History and research. *Language Teaching*, 41(3): 315-348.

Office of the Basic Education Commission. (2005) *Standards for English teachers*. Bangkok: Educational Innovation Commission.

Opie, C. (2004). *Doing educational research: a guide to first time researchers*. London: SAGE Publications.

Phothongsunan, S. (2006). Examining and exploiting language learning strategies of successful Thai university students: The role of the social context. *ABAC Journal*, 26(2): 31–47.

Phothongsunan, S. & Suwanarak, K. (2008). Native and non-native dichotomy: Distinctive stances of Thai teachers of English. *ABAC Journal*, 28(2): 10–30.

Phillipson, R. (1992). *Linguistic Imperialism*. Oxford, UK: Oxford University Press.

Phillipson, R. (1996). ELT: The native speaker's burden. In T. Hedge & N. Whitney (Eds.), *Power, Pedagogy & Practice*. Oxford: Oxford University Press.

Pickens, J. (2005). *Perceptions and Attitudes of Individuals*. Organizational Behavior in Health Care (Editor: N. Borkowski). New York: Jones & Barlett Publishing, 51-57.

Pierce. J. L., Gardner. D. G & Dunham. R. B. (2001) Management. Organizational Behavior. In Charlie C. *An Integrated Perspective.* [Online]. Available from: http://www.swlearning.com/management/pierce/management3e/powerpoint/ch05.ppt. [2012, November 5].

Plakans, B. S. (1997). Undergraduates' experiences with and attitudes toward International teaching assistants. *TESOL Quarterly*, 31: 95–119.

Rajagopalan, K. (2005) Non-native speaker teachers of English and their anxieties: Ingredients for an experiment in action research. In E. Llurda (ed.), *Non-Native Language Teachers: Perceptions, Challenges and Contributions to the Profession.* New York: Springer.

Reves, T., & Medgyes, P. (1994). The non-native English speaking EFL/ESL teacher's self-image: *An international survey. System,* 22: 353–367.

Richards, J. C. & Nunan D. (Eds.). 1990. *Second language teacher education*. New York: Cambridge University Press.

Richards, J.C. & Farrell, T. S. C. (2005). *Professional Development for Language Teachers: Strategies for Teacher Learning.* Cambridge: Cambridge University Press.

Ryan, J., & Harrison, P. (1995).The relationship between individual instructional characteristics and the overall assessment of teaching effectiveness across different instructional contexts. *Research in Higher Education*, 36(5): 577-594.

Samimy, R., & Brutt-Griffler, J. (1999). To be a native or nonnative speaker: Perceptions Of ''nonnative'' students in a graduate TESOL program: In Braine G. (Ed.), *Nonnative educators in English language teaching*, 127–144. Mahwah, New Jersey: Lawrence Erlbaum.

Sanders, W. L. & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement. Research Progress reports, University

of Tennessee: In Christopher D. & Qing G. (2010). *The New Lives of Teachers*. New York: Routledge.

Scheerens, J., Vermeulen, C. J. A. and Pelgrum, W. J. (1989). Generalizability of Instructional and School Effectiveness Indicators across Nations. International Journal of Educational Research: In Christopher D. & Qing G. (2010). *The New Lives of Teachers*. New York: Routledge.

Schacter, D. L., Gilbert, D. T., Wegner, D. M. (2007). *Psychology*. Worth Publishers.

Weiner, B. (1985). An Attributional Theory of Achievement Motivation and Emotion. *Psychological Review*, 92: 548-573.

Wiriyachitra, A. (2002). English language teaching and learning in Thailand in this decade. *Thai TESOL Focus*, 15(1): 4-9.

Walkinshaw, I. & Duong, O.T.H. (2012). Native- and Non-Native Speaking English Teachers in Vietnam: Weighing the Benefits. *Teaching English as a Second or Foreign Language*, 16(3): 1-17.

Xiaoru, C. (2008). A Survey: Chinese College Students' Perceptions of Non-Native English Teachers.

Takada, T. (2000). The social status of L1 Japanese EFL teachers. *TESOL Matters*, 10(3).

TESOL International Association. (2012). *TESOL/NCATE standards for the accreditation of initial programs in P-12 ESL teacher education*. [Online]. Available from: http://www.tesol.org/advance-the-field/standards/tesol-ncate-standards-for-p-12-teacher-education-programs. [2012, December 19].

Zhao, Y. (1991). Chinese Students Language Learning Behaviors: A survey. Foreign Language Teaching and Research, 2.

APPENDICES

Appendix A

Guideline for Field-Note Observation

Sources					
Standards of Knowledge for Thai Professional Teachers B.E. 2548 (2005)	**NCATE/ Technology (TESOL)**	**Common European Framework (CERF)**	**Moussu, L. (2006) [Place of conduct: USA.]**	**Ling, C. Y. & Braine, G. (2007) [Place of conduct: Hong Kong]**	**Grubbs, S. J. *et al* (2010) [Place of conduct: Thailand]**
☑**Section 1**: Language and Technology for Teachers.	**Standard 1:** Language *'serve as good language models of English and provide many different types of English language experiences in the classroom.'*	**2. Communicative language competences** *2.1 Linguistic competences* 2.1.1 lexical competence; 2.1.2 grammatical competence; 2.1.3 semantic competence; 2.1.4 phonological competence;	☑ I understand what my English teacher is saying without a problem.	☑ Many NNESTs usually communicate effectively in the classroom.	☑ I believe that I can effectively communicate with my teacher.
			☑ My English teacher rarely makes grammar mistakes when he/she speaks.	☒	☒
			☑ I understand my English teacher's pronunciation easily.	☒	☒
			☑ The English pronunciation of my English teacher is good.	☒	☒
			☑ My English teacher is a good example of the ideal English speaker	☒	☒
	☒		☑ English teachers should all speak with perfect American accent.	☒	☒
	Goal 1: Language teachers acquire and maintain foundational knowledge and skills in technology for professional purposes.	☒	☒	☒	☒

Sources					
Standards of Knowledge for Thai Professional Teachers B.E. 2548 (2005)	**NCATE/ Technology (TESOL)**	**Common European Framework (CERF)**	**Moussu, L. (2006) [Place of conduct: USA.]**	**Ling, C. Y. & Braine, G. (2007) [Place of conduct: Hong Kong]**	**Grubbs, S. J. *et al* (2010) [Place of conduct: Thailand]**
☑**Section 1**: Language and Technology for Teachers.	**Goal 2:** Language teachers integrate pedagogical knowledge and skills with technology to enhance language teaching and learning.	☒	☒	☒	☒
	Goal 3: Language teachers apply technology in record-keeping, feedback, and assessment.	☒	☒	☒	☒
	Goal 4: Language teachers use technology to improve communication, collaboration, and efficiency.	☒	☒	☒	☒
☑**Section 2**: Curriculum Development. *'be able to analyze, design and develop the curriculum'*	☒	☒	☒	☒	☒

Sources					
Standards of Knowledge for Thai Professional Teachers B.E. 2548 (2005)	**NCATE/ Technology (TESOL)**	**Common European Framework (CERF)**	**Moussu, L. (2006) [Place of conduct: USA.]**	**Ling, C. Y. & Braine, G. (2007) [Place of conduct: Hong Kong]**	**Grubbs, S. J. *et al* (2010) [Place of conduct: Thailand]**
☑**Section 3:** Learning Management.	**Standard 3**: Planning, Implementing, and Managing Instruction - *'plan content instruction to meet reading and writing needs of students in ESL and content areas.'* - *'select and adapt print and visual materials that are appropriate for students' age and language proficiency.'*	**2. Communicativel anguage competences** *2.3 Pragmatic competences* 2.3.1 *Discourse competence* 2.3.2 Functional competence	☑ I am learning a lot of English with this teacher.	☒	☒
			☑ I can learn English just as well from a NNEST as from a NEST.	☑ There are many NNESTs who teach just as effectively as NESTs	☑ I think that my teacher can help me learn English in this class effectively.
			☑ My English teacher explains difficult concepts well.	☒	☑ I understand what my teacher explains in this class.
			☒	☑ Many NNESTs have difficulty understanding and answering students' question.	☒
			☑ My English teacher is able to simplify difficult material so I can understand it.	☒	☒
	Standard 2: Culture *'use knowledge about socioeconomic status, race, religion, class, national origin, disability, and gender in selecting appropriate teaching strategies and learning objectives.'*	☒	☒	☒	☒
	☒	☒	☑ My English teacher knows English grammar very well.	☒	☒

Sources					
Standards of Knowledge for Thai Professional Teachers B.E. 2548 (2005)	**NCATE/ Technology (TESOL)**	**Common European Framework (CERF)**	**Moussu, L. (2006) [Place of conduct: USA.]**	**Ling, C. Y. & Braine, G. (2007) [Place of conduct: Hong Kong]**	**Grubbs, S. J. *et al* (2010) [Place of conduct: Thailand]**
☑**Section 3:** Learning Management.	☒	☒	My English teacher explains grammar rules very clearly.	☒	☒
☑**Section 4**: Psychology for Teachers.	☒	**1 General competences** *1.1 Declarative knowledge* 1.1.1 Knowledge of the world 1.1.2 Sociocultural knowledge 1.1.3 Intercultural awareness	☑ I would enjoy taking another class with this English teacher.	☒	☑ I am interested in studying English with this teacher.
	☒		☒	☑ I make friends with my NESTs more than my NNESTs.	☒
	☒		☒	☒	☑ My teacher is interested in teaching this class.
	☒		☒	☑ If I had trouble understanding instructor, I'd talk with him/her about it during office hours.	☑ If I needed help concerning English, I could seek help from my teacher outside the classroom.
	☒	**1 General competences** *1.1 Declarative knowledge* 1.1.1 Knowledge of the world 1.1.2 Sociocultural knowledge 1.1.3 Intercultural awareness	☒	☒	☑ If I didn't understand what my teacher teaches in the class, I would ask my teacher.
	☒		☑ My English teacher motivates me to do my best to learn English.	☒	☑ I am enthusiastic about studying English with this teacher.
	☒		☒	☒	☑ I am anxious about studying English with this teacher.

Sources					
Standards of Knowledge for Thai Professional Teachers B.E. 2548 (2005)	**NCATE/ Technology (TESOL)**	**Common European Framework (CERF)**	**Moussu, L. (2006) [Place of conduct: USA.]**	**Ling, C. Y. & Braine, G. (2007) [Place of conduct: Hong Kong]**	**Grubbs, S. J. *et al* (2010) [Place of conduct: Thailand]**
☑ **Section 5**: Educational Measurement and Evaluation *'fairly and accurately evaluate students' abilities'*	**Standard 4.** Assessment *'use multiple and appropriate formative and summative assessment measures for a variety of purposes.'*	☒	☒	☒	☒
	Domain 4. Assessment *'fairly evaluate students' learning in class.'*	☒	☒	☒	☒
	Standard 4. Assessment *'assess their ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures.'*	☒	☒	☒	☒
	Standard 4. Assessment *'use a variety of performance-based assessment tools (e.g., portfolios, classroom observation checklists, reading logs, video, and worksheet) to measure your learning progress.'*	☒	☒	☒	☒

Sources					
Standards of Knowledge for Thai Professional Teachers B.E. 2548 (2005)	**NCATE/ Technology (TESOL)**	**Common European Framework (CERF)**	**Moussu, L. (2006) [Place of conduct: USA.]**	**Ling, C. Y. & Braine, G. (2007) [Place of conduct: Hong Kong]**	**Grubbs, S. J. *et al* (2010) [Place of conduct: Thailand]**
☑**Section 6**: Classroom Management .	**Standard 3**. Planning, Implementing, and Managing Instruction - *'plan activities at appropriate language levels, integrating students' cultural backgrounds and learning style.'* - *'incorporate activities, tasks, and assignments that develop authentic uses of language, as students access content-area learning objectives.'*	☒	☒	☒	☑ I think that my teacher is ready and prepared for teaching this class.
	Standard 3. Planning, Implementing, and Managing Instruction *'model activities to demonstrate ways students may integrate skills (e.g., language and/or content).'*	**2. Communicative language competences** *2.3 Pragmatic competences* 2.3.1 *Discourse competence* 2.3.2 Functional competence	☒	☒	☒
	☒		☒	☑ When there are communication problems between students and NNESTs, students cannot do anything to improve the situation.	☒

Sources					
Standards of Knowledge for Thai Professional Teachers B.E. 2548 (2005)	**NCATE/ Technology (TESOL)**	**Common European Framework (CERF)**	**Moussu, L. (2006) [Place of conduct: USA.]**	**Ling, C. Y. & Braine, G. (2007) [Place of conduct: Hong Kong]**	**Grubbs, S. J. *et al* (2010) [Place of conduct: Thailand]**
☑ **Section 7**: Educational Research.	**Standard 5:** Professionalism *'use their knowledge of the evolution and research base of the field of ESL to design effective instruction.'*	☒	☒	☒	☒
☑**Section 8**: Educational Innovation & Information Technology.	**Standard 3:** Planning, Implementing, and Managing Instruction *'provide integrated learning activities using authentic sources that build meaning through practice.'*	☒	☒	☒	☒
☑**Section 8**: Educational Innovation & Information Technology.	**Standard 3:** Planning, Implementing, and Managing Instruction *'find and/or create instructional materials in English and the home language for student instruction and use.'*	☒	☒	☒	☒
	'use technological resources to enhance instruction to meet students' language and content learning needs.'	☒	☒	☒	☒

Sources					
Standards of Knowledge for Thai Professional Teachers B.E. 2548 (2005)	**NCATE/ Technology (TESOL)**	**Common European Framework (CERF)**	**Moussu, L. (2006) [Place of conduct: USA.]**	**Ling, C. Y. & Braine, G. (2007) [Place of conduct: Hong Kong]**	**Grubbs, S. J. *et al* (2010) [Place of conduct: Thailand]**
☑**Section 8**: Educational Innovation & Information Technology.	**Standard 3:** Planning, Implementing, and Managing Instruction *'use basic technological resources to create, and/or adapt instruction for students.'*	☒	☒	☒	☒
☑**Section 9**: Teachership . .	☒	☒	☑ My English teacher is a good English teacher.	☒	☑ I believe that my teacher is a good teacher.
	☒	☒	☒	☑ I feel comfortable talking about personal concerns with NNESTs.	☒
	Standard 1: Language *'demonstrate proficiency in oral and written, and social and academic English, and serve as good language models for ESOL students.'*	☒	☑ My English teacher is kind of teacher I expected to have hear.	☒	☒
		☒	☑ My English teacher is an ideal teacher for me.	☒	☒

Appendix B

Sample of Field-Note Observation Form

Field-Note ObservationForm

Class: _____ Number of students:_____
Nationality of Teacher: _____Date/Time: _____

Appendix C

Data from Classroom Observation

Domain	***Classroom Observation Excerpts***
Language	English was used as the main language of instruction, but Thai was used sometime when greeting and discussing difficult concepts with students. Most teachers speak English fluently, especially a teacher from the Philippines who taught Methods of Teaching Literature in the English Classroom.
Content	Every teacher presented the concept of study, explained and gave examples about the content to students in the presentation step. In the Creation of English Teaching Projects class, the teacher summarized concepts of lesson plan design and presented the concepts using a PowerPoint presentation.
Technology	Teachers made use of basic technologies such as a computer, a projector, a microphone, etc. in the presentation step of teaching. Every teacher summarized concepts of study for students to learn in a PowerPoint presentation and gave the students handouts while teaching.
Curriculum Development	Teachers designed activities that encouraged students to work both in groups and as individuals for the entire semester. In the Creation of English Teaching Projects class, students had to write a reflection piece to give feedback to the teachers after finishing each class.
Learning and Classroom Management	Teachers started the lesson with a warm-up activity to call students' attention and finished the lesson by giving a conclusion before asking students to give feedback. The teacher, who taught Methods of Teaching Literature in the English Classroom, gave students a handout that presented an example of a short story before explaining how to teach the literature step by step using the story that he prepared. In the Creation of English Teaching Projects class, the teacher encouraged students to speak English by asking them to do a 'check-in' and 'check-out' activity.
Psychology for Teachers	Teachers explained each concept of study slowly and asked students to repeat what the teachers said in order to check the students' understanding. Some teachers had to respond to the same questions that students asked more than three times. For example, the teacher in a Creation of English Teaching Projects class explained to students about how to design materials and rubric scores to match with the lesson plan three times in class and give examples from students' prior knowledge. Teachers also spoke Thai when students seemed not to clearly understand what he/she explains in English.
Educational Measurement and Evaluation	In the Methods of Teaching Literature in the English Classroom class, the teacher commented on the students' presentations and gave feedback. The teacher asked other students in class to give feedback and suggestions to their friends who were the presenters.
Educational Research	Teachers wrote down comments during students' presentations. The teacher of a Creation of English Teaching Projects class asked students about problems and obstacles in doing their project. Then, she wrote down the students comments in her notebook. The teacher of a Creation of English Teaching Projects class assigned students to write a reflection paper to give feedback of learning and teaching in each class.
Teachership	During class, teachers always said "listen to me" and asked "Did you hear me clearly in the back?" or "Do you understand?" to the students. Students came to talk with teachers when they had some questions to ask individually during and after class. Students always raised their hands and asked questions to teachers during classes.

Appendix D

List of experts validating the instruments

……

1. Asst. Prof. Sarintip Raksasataya, Ph. D.

   Faculty of Education, KhonKaen University

2. Asst. Prof. Nantawan Senchantichai, Ph.D.

   Faculty of Humanities and Social Sciences, Khon Kaen University

3. Chatraporn Piamsai, Ph.D.

   Chulalongkorn Language Institute, Chulalongkorn University

Appendix E

Index of Item Objective Congruence (IOC) Form
(Experts' evaluation form)
การตรวจสอบค่าความสอดคล้องระหว่างข้อคำถามกับวัตถุประสงค์

ชื่อวิทยานิพนธ์

A STUDY OF EFL PRESERVICE TEACHERS' PERCEPTIONS OF NON-NATIVE ENGLISH TEACHERS

(การศึกษาการรับรู้ของนักศึกษาครูที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศต่อครูภาษาอังกฤษ-ที่ไม่ใช่เจ้าของภาษา)

จุดประสงค์ของงานวิจัย

(1) To investigate the perceptions of preservice teachers of non-native English teachers.
(เพื่อสำรวจการรับรู้ของนักศึกษาครูต่อครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา)

(2) To explore the perceptions of preservice teachers of being a non-native English teacher.
(เพื่อค้นหาการรับรู้ของนักศึกษาครูต่อการเป็นครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา)

ผู้จัดทำ

น.ส. ศมานันท์ สุดสะอาด (นักศึกษาปริญญาโท)

หลักสูตรภาษาอังกฤษเป็นภาษานานาชาติ (EIL)

จุฬาลงกรณ์มหาวิทยาลัย

จุดประสงค์ที่ 1:เพื่อสำรวจการรับรู้ของนักศึกษาครูต่อครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

Objective 1: To investigate preservice teachers' perceptions of non-native English teachers

Descriptive Codes	**แบบสอบถาม (Questionnaire Items)**	**ค่า IOC**			**ข้อเสนอแนะ**
		-1	**0**	**+1**	
1.ด้านภาษา (Language)	1.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาพูดภาษาอังกฤษในห้องเรียนเสมอ				
	1.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้ภาษาอังกฤษในการอธิบายเนื้อหาที่ยากให้เข้าใจได้ง่าย				
	1.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีความรู้หลักไวยากรณ์ภาษาอังกฤษเป็นอย่างดี				
	1.4 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาแก้ไขการใช้ภาษาอังกฤษที่ผิดให้กับนักศึกษาอยู่เสมอ				
	1.5 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีสำเนียงภาษาอังกฤษที่ง่ายต่อความเข้าใจ				
2.ด้านเนื้อหา (Content)	2.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีความรู้เกี่ยวกับเนื้อหาที่สอนเป็นอย่างดี				
	2.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสอนเนื้อหาที่ยากให้เข้าใจได้ง่าย				
	2.3 ฉันได้เรียนรู้เนื้อหาต่างๆอย่างมากมายกับครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา				
	2.4 ฉันเรียนรู้เนื้อหาต่างๆได้ดีในรายวิชาที่สอนโดยครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา				
3.ด้านเทคโนโลยี (Technology)	3.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้เทคโนโลยีร่วมให้การสอน เช่น คอมพิวเตอร์ และ โปรแกรมเพาเวอร์พอยต์ เป็นต้น				
	3.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้เทคโนโลยีต่างๆออกแบบสื่อการสอน				
	3.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสนับสนุนให้นักศึกษาใช้เทคโนโลยีต่างๆในห้องเรียน				
4.ด้านการพัฒนาหลักสูตร (Curriculum Development)	4.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเลือกกิจกรรมที่ดีต่อการฝึกฝนอยู่เสมอ				
	4.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีการปรับปรุงการสอนเพื่อช่วยสนับสนุนการเรียนรู้ของนักศึกษา				
	4.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษานำข้อมูลที่ได้จากข้อเสนอแนะของนักศึกษาไปปรับปรุงการเรียนการสอน				

Descriptive Codes	แบบสอบถาม (Questionnaire Items)	ค่า IOC			ข้อเสนอแนะ
		-1	0	+1	
5.ด้านการจัดการเรียนการสอน (Learning and Classroom Management)	5.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาจัดลำดับขั้นตอนในการสอนอย่างเหมาะสม				
	5.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเตรียมความพร้อมก่อนการสอนเป็นอย่างดี				
	5.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษากระตุ้นให้นักศึกษามีส่วนร่วมในกิจกรรมในห้องเรียน				
	5.4 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้กลยุทธ์ในการสอนที่หลากหลาย				
	5.5 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีรูปแบบการสอนที่เอื้อต่อการเรียนรู้ของนักศึกษา				
	5.6 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษากระตุ้นให้นักศึกษาพูดภาษาอังกฤษในห้องเรียนเสมอ				
	5.7 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษากระตุ้นให้นักศึกษาเรียนรู้และทำกิจกรรมอย่างเต็มความสามารถ				
6.ด้านจิตวิทยาความเป็นครู (Psychology for Teacher)	6.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเข้าใจในความต้องการของนักศึกษา				
	6.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาตอบคำถามต่างๆต่อนักศึกษาอยู่เสมอ				
	6.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้ภาษาไทยในการสอนเมื่อนักศึกษาไม่เข้าใจเนื้อหาต่างๆ				
	6.4 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาอธิบายเนื้อหาที่ยากอย่างช้าๆเพื่อให้นักศึกษาเข้าใจ				
	6.5 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาช่วยให้นักศึกษามีความเข้าใจเนื้อหาต่างๆได้อย่างชัดเจน				
7.ด้านการวัดผลประเมินผล (Educational Measurement and Evaluation)	7.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาให้คำเสนอแนะต่องานของนักศึกษาเพื่อปรับปรุงอยู่เสมอ				
	7.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาประเมินผลงานนักศึกษาได้อย่างยุติธรรม				
	7.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้วิธีการประเมินผลงานที่เหมาะสมกับชิ้นงาน				
	7.4 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้วิธีการการประเมินโดยกลุ่มเพื่อน(Peer Assessment)ในชั้นเรียนอยู่เสมอ				

Descriptive Codes	แบบสอบถาม (Questionnaire Items)	ค่า IOC			ข้อเสนอแนะ
		-1	0	+1	
8.ด้านการวิจัยทางการศึกษา (Educational Research)	8.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาอนุญาตนักศึกษาให้คำเสนอแนะต่อการสอนของครู				
	8.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษานำข้อเสนอแนะของนักศึกษาไปปรับปรุงการเรียนการสอนอยู่เสมอ				
	8.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษานำปัญหาที่เกิดระหว่างการเรียนการสอนไปทำวิจัยทางการศึกษาเพื่อแก้ปัญหา				
	8.4 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาพัฒนาการสอนอยู่เสมอ				
9.ด้านความเป็นครู (Teachership)	9.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเข้าสอนและเลิกสอนตรงเวลาอยู่เสมอ				
	9.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีความรับผิดชอบในการสอน				
	9.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสนใจต่อความเข้าใจในการเรียนของนักศึกษาอยู่เสมอ				
	9.4 ถ้าฉันไม่เข้าใจเนื้อหาที่เรียน ฉันมักจะถามครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา ที่สอนวิชานั้นๆอยู่เสมอ				
	9.5 ถ้าฉันไม่เข้าใจในเนื้อหาที่เรียน ฉันจะเข้าไปถามครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาในเวลาที่นัดพบได้				
	9.6 ฉันรู้สึกสบายใจเมื่อพูดคุยเรื่องส่วนตัวกับครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา				
	9.7 ฉันจะนำแบบอย่างของครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาไปใช้ในการสอนในอนาคต				
	9.8 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเป็นแบบอย่างที่ดีของครูสอนภาษา				
	9.9 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเป็นแบบอย่างของครูภาษาอังกฤษในอุดมคติของฉัน				

ข้อเสนอแนะเพิ่มเติม

……

……

……

……

……

จุดประสงค์ที่ 2: เพื่อค้นหาการรับรู้ของนักศึกษาครูต่อการเป็นครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

Descriptive Codes	แบบสอบถาม (Questionnaire Items)	ค่า IOC			ข้อเสนอแนะ
		-1	0	+1	
1.ด้านภาษา (Language)	1.1 ฉันรู้สึกสบายใจในการใช้ภาษาอังกฤษทุกเมื่อ				
	1.2 ฉันไม่มีปัญหาในการใช้ภาษาอังกฤษในการสอน				
	1.3 ฉันสามารถใช้ภาษาอังกฤษในการสอนได้ตลอดเวลาให้ห้องเรียน				
	1.4 ฉันใช้หลักไวยากรณ์ภาษาอังกฤษผิดน้อยมากใน**การเขียน**				
	1.5 ฉันใช้หลักไวยากรณ์ภาษาอังกฤษผิดน้อยมากใน**การพูด**				
	1.6 ฉันเข้าใจในสิ่งที่เจ้าของภาษาอังกฤษพูดโดยมาก				
2.ด้านเนื้อหา (Content)	2.1 ฉันสามารถอธิบายหลักไวยากรณ์ภาษาอังกฤษได้ชัดเจน				
	2.2 ฉันคิดว่าฉันมีความรู้ในเนื้อหาการสอนต่างๆเป็นอย่างดี				
	2.3 ฉันคิดว่าฉันสามารถสอนภาษาอังกฤษให้กับนักเรียนได้อย่างมีประสิทธิภาพ				
	2.4 ฉันสามารถตรวจสอบและแก้ไขการใช้ไวยากรณ์ภาษาอังกฤษได้เมื่อนักเรียนใช้ผิด				
3.ด้านเทคโนโลยี (Technology)	3.1 ฉันสามารถใช้เทคโนโลยีขั้นพื้นฐาน เช่น เครื่องคอมพิวเตอร์ และ เครื่องฉายภาพสไลด์ได้				
	3.2 ฉันรู้สึกสบายใจในการใช้เทคโนโลยีในห้องเรียน				
	3.3 ฉันสามารถใช้เทคโนโลยีสร้างสื่อการเรียนการสอนได้				
	3.4 ฉันไม่มีปัญหาใดๆในการใช้เทคโนโลยีในการสอน				
4.ด้านการพัฒนาหลักสูตร (Curriculum Development)	4.1 ฉันได้เรียนรู้การพัฒนาหลักสูตรให้เหมาะสมกับนักเรียน				
	4.2 ฉันสามารถออกแบบบทเรียนให้สอดคล้องกับจุดประสงค์การเรียนรู้ของนักเรียนได้				
	4.3 ฉันสามารถวิเคราะห์หลักสูตรก่อนและหลังนำไปใช้ในการสอนได้				
5.ด้านการจัดการเรียนการสอน (Learning and Classroom Management)	5.1 ฉันจะนำกลยุทธ์การสอนที่ได้เรียนจากครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาไปใช้กับนักเรียนในอนาคต				
	5.2 ฉันสามารถเลือกบทเรียนในการสอนได้อย่างเหมาะสม				
	5.3 ฉันสามารถออกแบบบทเรียนที่ตรงกับความต้องการของนักเรียนได้				
	5.4 ฉันสามารถสร้างสื่อการสอนที่เหมาะสมเพื่อสนับสนุนการเรียนรู้ของนักเรียนได้				
	5.5 ฉันสามารถจัดการกับสถานการณ์ที่เกิดขึ้นโดยไม่ได้คาดคิดในห้องเรียนได้				

Objective 2: To explore preservice teachers' perceptions of being a non-native English teacher

Descriptive Codes	แบบสอบถาม (Questionnaire Items)	ค่า IOC			ข้อเสนอแนะ
		-1	0	+1	
6.ด้านจิตวิทยาความเป็นครู (Psychology for Teacher)	6.1 ฉันเข้าใจความต้องการและปัญหาในการเรียนภาษาอังกฤษของนักเรียนไทย				
	6.2 ฉันสามารถกระตุ้นให้นักเรียนอยากเรียนภาษาอังกฤษได้				
	6.3 ฉันสอนบทเรียนให้ง่ายต่อความเข้าใจของนักเรียนได้				
	6.4 ฉันสามารถเลือกวิธีการเรียนรู้ที่เหมาะสมกับพฤติกรรมของนักเรียนเป็นรายบุคคลได้				
7.ด้านการวัดผลประเมินผล (Educational Measurement and Evaluation)	7.1 ฉันได้เรียนรู้วิธีการวัดและประเมินผลการเรียนรู้ที่เหมาะสม				
	7.2 ฉันมีความเข้าใจในวิธีการวัดและประเมินผลการเรียนรู้เป็นอย่างดี				
	7.3 ฉันคิดว่าฉันสามารถเลือกวิธีการประเมินชิ้นงานของนักเรียนได้อย่างเหมาะสม				
	7.4 ฉันคิดว่าฉันสามารถประเมินผลงานนักเรียนได้อย่างยุติธรรม				
8.ด้านการวิจัยทางการศึกษา (Educational Research)	8.1 ฉันรู้วิธีการทำวิจัยทางการศึกษา				
	8.2 ฉันคิดว่าฉันสามารถทำวิจัยทางการศึกษาได้				
	8.3 ฉันไม่มีปัญหาใดๆหากต้องทำวิจัยทางการศึกษา				
9.ด้านความเป็นครู (Teachership)	9.1 ฉันมีความพร้อมในการเป็นครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา				
	9.2 ฉันจะเข้าใจถึงความต้องการของนักเรียนเหมือนกับครูของฉัน				
	9.3 ฉันคิดว่าฉันเป็นแบบอย่างที่ดีต่อนักเรียนได้				
	9.4 ฉันคิดว่าครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสอนภาษาอังกฤษได้อย่างมีประสิทธิภาพ				
	9.5ฉันคิดว่าการเรียนภาษาอังกฤษกับครูที่ไม่ใช่เจ้าของภาษาไม่ส่งผลต่อการเรียนรู้ของนักเรียน				

ข้อเสนอแนะเพิ่มเติม

……

……

……

ลงชื่อ.....ผู้ตรวจสอบ

( )

Appendix F

Evaluation form for interview questions

Questions	suggestion
1. How do you think about NNETs?	…… …… …… ……
2. What are the strategies that NNETs use in class?	…… …… …… ……
3. What are the English skills that NNETs help you learn best?	…… …… …… ……
4. What are the English skills that NNETs cannot help you to be improved?	…… …… …… ……
5. How do you about being NNETs?	…… …… …… ……

Other suggestions:

……

……

……

……

Thank you very much for your time and assistance.

…….

(……)

Assessor

Appendix G

Preservice teachers' perceptions Questionnaire

แบบสอบถามการรับรู้ของนักศึกษาครูต่อครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่าน

<u>ตอนที่ 1</u> ข้อมูลทั่วไป

ชั้นปี ☐ ปี1 ☐ ปี2 ☐ ปี3 ☐ ปี4

เพศ ☐ ชาย ☐ หญิง

อายุ ☐ น้อยกว่า 18 ปี ☐ 18-19 ปี ☐ 20-21 ปี ☐ มากกว่า 21 ปี

ระยะเวลาที่เคยเรียนภาษาอังกฤษ ☐ น้อยกว่า 5 ปี ☐ 5-10 ปี ☐ 11-15 ปี ☐ มากกว่า 15 ปี

ประสบการณ์ในการไปศึกษาต่างประเทศ ☐ เคย ☐ ไม่เคย

ถ้าเคย ระยะเวลาเท่าไร.....

<u>ตอนที่2</u> การรับรู้ของนักศึกษาครูต่อครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

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

ประเด็นความคิดเห็น	ระดับความคิดเห็น			
	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1. ด้านภาษา	**1**	**2**	**3**	**4**
1.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาพูดภาษาอังกฤษในห้องเรียนเสมอ (NNETs always speak English in class.)				
1.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้ภาษาอังกฤษในการอธิบายเนื้อหาที่ยากให้เข้าใจได้ง่าย (NNETs explain difficult concepts in English clearly)				
1.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีความรู้หลักไวยากรณ์ภาษาอังกฤษเป็นอย่างดี (NNETs know the English grammar very well.)				
1.4 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาแก้ไขการใช้ไวยากรณ์ภาษาอังกฤษที่ผิดให้กับนักศึกษา (NNETs correct students' grammars.)				

ประเด็นความคิดเห็น	ระดับความคิดเห็น			
	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
2. ด้านเนื้อหา	**1**	**2**	**3**	**4**
2.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีความรู้เกี่ยวกับเนื้อหาที่สอนเป็นอย่างดี (NNETs know content knowledge very well.)				
2.2 ฉันได้เรียนรู้เนื้อหาต่างๆอย่างมากมายกับครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา (I have learned a lot of content knowledge from NNETs.)				
2.3 ฉันเรียนรู้เนื้อหาต่างๆได้ดีในรายวิชาที่สอนโดยครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา (I can learn content knowledge better with NNETs.)				
3. ด้านเทคโนโลยี	**1**	**2**	**3**	**4**
3.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้เทคโนโลยีร่วมให้การสอน เช่น คอมพิวเตอร์ และ และ เครื่องฉายภาพสไลด์ได้ เป็นต้น (NNETs always integrate technologies, such as computer, Projector, etc. with teaching in class.)				
3.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้เทคโนโลยีต่างๆออกแบบสื่อการสอน(NNETs create materials using various kinds of technologies.)				
3.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสนับสนุนให้นักศึกษาใช้เทคโนโลยีต่างๆในห้องเรียน (NNETs encourage students to use technologies while learning in class.)				
4. ด้านการพัฒนาหลักสูตร	**1**	**2**	**3**	**4**
4.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเลือกกิจกรรมที่เหมาะสมต่อการฝึกฝนอยู่เสมอ (NNETs always choose good practice activities.)				
4.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีการปรับปรุงการสอนเพื่อช่วยสนับสนุนการเรียนรู้ของนักศึกษา (NNETs always improve his/her teaching to facilitate students in class.)				
4.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษานำข้อมูลที่ได้จากข้อเสนอแนะของนักศึกษาไปปรับปรุงการเรียนการสอน (NNETs bring students' feedbacks to improve teaching and learning in class.)				

ประเด็นความคิดเห็น	ระดับความคิดเห็น			
	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
5. ด้านการจัดการเรียนการสอนและการจัดการห้องเรียน	**1**	**2**	**3**	**4**
5.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาจัดลำดับขั้นตอนในการสอนอย่างเหมาะสม (NNETs always manage steps in teaching appropriately.)				
5.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเตรียมความพร้อมก่อนการสอนเป็นอย่างดี (NNETs are well-prepared before teaching.)				
5.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้กลยุทธ์ในการสอนที่หลากหลาย (NNETs use various strategies in teaching.)				
5.4 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีรูปแบบการสอนที่เอื้อต่อการเรียนรู้ของนักศึกษา (NNESTs teach in a manner that helps students to learn.)				
5.5 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษากระตุ้นให้นักศึกษาเรียนรู้และทำกิจกรรมอย่างเต็มความสามารถ (NNETs encourage students to do their best in learning and doing activities.)				
6. ด้านจิตวิทยาสำหรับครู	**1**	**2**	**3**	**4**
6.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเข้าใจในธรรมชาติและความต้องการของนักศึกษา (NNETs understand students' natures and needs.)				
6.2ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้ภาษาไทยในการสอนเมื่อนักศึกษาไม่เข้าใจเนื้อหาซับซ้อน (NNETs speak Thai when students do not understand complex lessons.)				
6.3ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาอธิบายเนื้อหาที่ยากอย่างช้าๆ เพื่อให้นักศึกษาเข้าใจ (NNETs explain difficult concepts slowly for students to understand.)				
6.4ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาช่วยให้นักศึกษามีความเข้าใจเนื้อหาต่างๆได้อย่างชัดเจน (NNETs help students to understand content knowledge clearly.)				
7. ด้านการวัดและประเมินผลทางการศึกษา	**1**	**2**	**3**	**4**
7.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาให้คำเสนอแนะต่องานของนักศึกษาเพื่อปรับปรุงอยู่เสมอ (NNETs always give comments to improve students' works.)				
7.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาประเมินผลงานนักศึกษาตามสภาพจริง (NNETs evaluate students' works appropriately.)				

ประเด็นความคิดเห็น	ระดับความคิดเห็น			
	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
7. ด้านการวัดและประเมินผลทางการศึกษา	**1**	**2**	**3**	**4**
7.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้วิธีการประเมินผลงานที่เหมาะสมกับชิ้นงาน (NNETs use appropriate assessment methods to evaluate different kinds of students' work.)				
7.4 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาใช้วิธีการการประเมินโดยกลุ่มเพื่อน(Peer Assessment)ในชั้นเรียนอยู่เสมอ (NNETs always use peer assessment in class.)				
8. ด้านการวิจัยทางการศึกษา	**1**	**2**	**3**	**4**
8.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาอนุญาตนักศึกษาให้คำเสนอแนะต่อการสอนของครู (NNETs allow students to give feedbacks on his/her teaching.)				
8.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษานำข้อเสนอแนะของนักศึกษาไปพัฒนาการเรียนการสอนอยู่เสมอ (NNETs always bring students' comments to improve his/her teaching.)				
8.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาพัฒนาการสอนอยู่เสมอ (NNETs always improve his/her teaching.)				
9. ด้านความเป็นครู	**1**	**2**	**3**	**4**
9.1 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเข้าสอนและเลิกสอนตรงเวลาอยู่เสมอ (NNETs always come to class and finish class on time.)				
9.2 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษามีความรับผิดชอบในการสอน (NNETs have responsibility in teaching.)				
9.3 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสนใจต่อความเข้าใจในการเรียนของนักศึกษาอยู่เสมอ (NNETs always concern about students' understanding while learning in class.)				
9.4 ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเป็นแบบอย่างที่ดีของครูสอนภาษา (NNETs are role models of a good English teacher.)				
9.5ครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาเป็นแบบอย่างของครูภาษาอังกฤษในอุดมคติของฉัน (NNETs are ideal teachers for me.)				

<u>ตอนที่3</u> การรับรู้ของนักศึกษาครูต่อการเป็นครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา

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

ประเด็นความคิดเห็น	ระดับความคิดเห็น			
	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1. ด้านภาษา	**1**	**2**	**3**	**4**
1.1 ฉันรู้สึกสบายใจในการใช้ภาษาอังกฤษทุกเมื่อ (I always feel comfortable using English in class.)				
1.2 ฉันไม่มีปัญหาในการใช้ภาษาอังกฤษในการเรียน (I do not have any problems using English to study.)				
1.3 ฉันสามารถใช้ภาษาอังกฤษในการสอนเนื้อหาต่างๆได้ (I can use English to teach various kinds of contents.)				
2. ด้านเนื้อหา	**1**	**2**	**3**	**4**
2.1ฉันมีความรู้ในหลักไวยากรณ์ภาษาอังกฤษ (I know English grammatical rules)				
2.2 ฉันคิดว่าฉันมีความรู้ในเนื้อหาการสอนต่างๆอย่างเพียงพอ (I think I have adequate knowledge in teaching contents.)				
2.3 ฉันคิดว่าฉันสามารถสอนภาษาอังกฤษให้กับนักเรียนได้อย่างมีประสิทธิภาพ (I think I can teach English effectively to students.)				
3. ด้านเทคโนโลยี	**1**	**2**	**3**	**4**
3.1 ฉันสามารถใช้เทคโนโลยีขั้นพื้นฐาน เช่น เครื่องคอมพิวเตอร์ และเครื่องฉายภาพสไลด์ได้ (I can use basic technologies, such as computer and projector.)				
3.2 ฉันรู้สึกสบายใจในการใช้เทคโนโลยีในห้องเรียน (I feel comfortable using technologies in class.)				
3.3 ฉันสามารถใช้เทคโนโลยีสร้างสื่อการเรียนการสอนได้ (I make use of technologies to create materials.)				
3.4 ฉันไม่มีปัญหาใดๆในการใช้เทคโนโลยีในการสอน (I do not have any problems in using basic technologies to teach my students.)				

ประเด็นความคิดเห็น	ระดับความคิดเห็น			
	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
4. ด้านการพัฒนาหลักสูตร	**1**	**2**	**3**	**4**
4.1 ฉันได้เรียนรู้การพัฒนาหลักสูตรให้เหมาะสมกับนักเรียน (I have learned how to develop a curriculum suitable for students in Thai context.)				
4.2 ฉันสามารถออกแบบบทเรียนให้สอดคล้องกับจุดประสงค์การเรียนรู้ของนักเรียนได้ (I can design appropriate lessons to suit the learning objectives.)				
4.3 ฉันสามารถวิเคราะห์หลักสูตรก่อนและหลังนำไปใช้ในการสอนได้ (I can analyze the curriculum used before and after teaching.)				
5. ด้านการจัดการเรียนการสอนและการจัดการห้องเรียน	**1**	**2**	**3**	**4**
5.1ฉันสามารถเลือกบทเรียนไปใช้ในการสอนได้อย่างเหมาะสม (I can choose appropriate lessons to teach.)				
5.2 ฉันสามารถออกแบบบทเรียนที่ตรงกับความต้องการของนักเรียนได้ (I can create my own lesson to fit with students' needs.)				
6. ด้านจิตวิทยาสำหรับครู	**1**	**2**	**3**	**4**
6.1 ฉันเข้าใจความต้องการและปัญหาในการเรียนภาษาอังกฤษของนักเรียนไทย (I understand Thai students' needs and problems in learning English.)				
6.2 ฉันสอนบทเรียนให้ง่ายต่อความเข้าใจของนักเรียนได้ (I can simplify the lesson to help my students to understand clearly.)				
6.3 ฉันสามารถจัดการเรียนการสอนให้เหมาะสมกับการเรียนรู้ของนักเรียนเป็นรายบุคคลได้ (I can appropriately teach to suit the individual students' learning styles.)				
7. ด้านการวัดและประเมินผลทางการศึกษา	**1**	**2**	**3**	**4**
7.1 ฉันได้เรียนรู้วิธีการวัดและประเมินผลการเรียนรู้ที่เหมาะสม (I have learned how to evaluate and assess students' works appropriately.)				
7.2 ฉันมีความเข้าใจในวิธีการวัดและประเมินผลการเรียนรู้เป็นอย่างดี (I clearly understand how to evaluate and assess students' learning.)				

ประเด็นความคิดเห็น	ระดับความคิดเห็น			
	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	เห็นด้วย	เห็นด้วยอย่างยิ่ง
7. ด้านการวัดและประเมินผลทางการศึกษา	**1**	**2**	**3**	**4**
7.3ฉันคิดว่าฉันสามารถเลือกวิธีการประเมินชิ้นงานของนักเรียนได้อย่างเหมาะสม (I think I can choose appropriate assessment methods to assess my student's work.)				
7.4 ฉันคิดว่าฉันสามารถประเมินผลงานนักเรียนได้อย่างยุติธรรม (I think I can assess students' works fairly.)				
8. ด้านการวิจัยทางการศึกษา	**1**	**2**	**3**	**4**
8.1 ฉันรู้วิธีการทำวิจัยทางการศึกษา (I know how to do educational research.)				
8.2 ฉันคิดว่าฉันสามารถทำวิจัยทางการศึกษาได้ (I think I can do educational researches.)				
8.3 ฉันไม่มีปัญหาใดๆหากต้องทำวิจัยทางการศึกษาเป็นภาษาอังกฤษ (I do not have any problems if I have to do educational research in English.)				
9. ด้านความเป็นครู	**1**	**2**	**3**	**4**
9.1 ฉันมีความพร้อมในการเป็นครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา (I am ready for being a non-native English teacher)				
9.2 ฉันเข้าใจถึงความต้องการของนักเรียนเหมือนกับครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษา (I will understand my students' needs as same as my NNETs do.)				
9.3 ฉันคิดว่าฉันเป็นแบบอย่างที่ดีสำหรับนักเรียนได้ (I think I can be a good role model for my students.)				
9.4 ฉันเชื่อว่าครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาสอนภาษาอังกฤษได้อย่างมีประสิทธิภาพ (I believe that NNETs can teach English effectively.)				
9.5 ฉันคิดว่าการเป็นครูภาษาอังกฤษที่ไม่ใช่เจ้าของภาษาไม่ส่งผลเสียต่อการเรียนของนักเรียน (I think being NNETs do not affect students' English learning.)				

☺☺☺ขอขอบคุณในความร่วมมือ☺☺☺

BIOGRAPHY

Samanan Sudsa-ard was born in Saraburi. She obtained her B.Sc. in Education (Secondary Education-English) from Northern Arizona University, the United State of America in 2010 and B.Ed. in English (Second Class Honor) from the Faculty of Education, Khon Kaen University in 2011. In 2012, she continued her Master degree in English as an International Language program, Graduate School, Chulalongkorn University.