

PERCEPTIONS OF BILINGUAL ENGLISH TEACHERS BY TEACHERS AND STUDENTS

YOKO ABE

University of Hawai'i at Mānoa

ABSTRACT

This study investigates self-perceptions of Bilingual English (BE) teachers who taught English in Thailand. It examines their students' perceptions of BE teachers from various countries who did not speak students' first language (L1). This study addresses four areas of importance to the perceptions of BE teachers: (a) Thai university students' perceptions of BE teachers from the beginning to the end of the course; (b) BE teachers' perceptions of themselves from the beginning to the end of the course; (c) BE teachers' and students' variables related to their perceptions of BE teachers; and (d) students' perceptions and their teachers' perceptions of BE teachers. This study employs quantitative and qualitative research methods: pre- and post-course surveys and interviews. The surveys were distributed to eight BE teachers and their 57 students at the beginning and the end of the eight-week courses. The results of pre- and post-course surveys were compared to examine how their perceptions of BE teachers may have changed. After the post-course survey, interviews to randomly selected students taught by different BE teachers were conducted to further examine their perceptions. The results showed that both BE teachers and students had positive images of BE teachers. Moreover, not many variables were found in both groups of BE teachers and their students. However, one variable for each group stood out: experienced and inexperienced teachers, and students enrolled in different language skills courses. There were similarities found between teachers' perceptions and students' perceptions of BE teachers.

INTRODUCTION

In the final semester of my studies for the master's degree, I started to pay attention to what kind of job opportunities were available for someone with an M.A. degree in teaching English as

a foreign language or teaching English to speakers of other languages (TESOL). I often found that those hiring teachers preferred to hire native speakers of English. The more I encountered employers seeking only native speakers, the more I began to wonder what the role and contribution of bilingual English (BE) teachers¹ could be. I believed this was worthwhile investigating in order to value who I am as a BE speaker and confidently teach in the near future. Learning students' perceptions of BE teachers would be vital for me to understand students' needs and expectations. Moreover, I felt it was important to learn from BE teachers about how they view themselves, including their struggles and achievements as BE teachers. This would help me self-reflect on my own teaching and further improve my career as a teacher.

BE Teachers' Self-Perceptions

Braine (2010) states, “about 80 % of the English teachers worldwide are nonnative speakers (NNS)² of the language” (p. 10). He refers to NNS of English when talking about teachers who learned English in addition to their L1. Richards and Lockhart (1994, p. 30) claimed that since teachers' self-image often influences the ways they teach, it is important to investigate how they perceive themselves as professionals. According to Moussu and Llorca (2008), although the majority of English teachers in the world are NNS, no research was conducted on these teachers until the 1990s when Medgyes (1994) finally pioneered this area of research. Reves and Medgyes (1994) randomly distributed a survey to English as a second language (ESL) or English

¹ In this study, the term ‘Bilingual English (BE) teachers’ was used instead of the term, ‘Non-Native English (NNE) teachers,’ because of more positive associations with this new term. The term ‘NNE teachers’ includes a negative form, ‘non,’ which can be viewed as a disadvantageous label for teachers who are not native speakers of English. On the other hand, the term, ‘BE teachers’ is a positive label for those teachers who have achieved a high degree of proficiency in English in addition to their L1.

² If the previous studies employed the term “Non-Native Speakers (NNS),” the term is used as it was in the original.

as a foreign language (EFL) teachers all over the world. They surveyed 216 English teachers from 10 countries. Over 90 % of the participants who answered the survey claimed English as their second language, which demonstrated that a majority of English teachers worldwide are NNS. They also found that many of the participants had never been in an English-speaking country.

Reves and Medgyes (1994) also learned that the participants believed native speaker (NS) English teachers and NNS English teachers differ in terms of their language competency in teaching the language. Not surprisingly, NS English teachers felt confident in teaching their L1. In contrast, the NNS participants tended to feel they had linguistic deficiencies and said that their difficulties covered all areas of language use, such as listening, speaking, reading, writing, vocabulary, idiomatic English, fluency, pronunciation, and grammar.

In addition, a majority of the participants felt that there were also differences in teaching behavior between these two groups. For example, NSs tended to focus on fluency, meaning, language in use, oral skills, and colloquial registers, while NNSs tended to place emphasis on accuracy, form, grammar rules, the printed word, and formal registers.

Samimy and Brutt-Griffler (1999) replicated Reves and Medgyes (1994), though they focused on non-native English speaking TESOL graduate students at a Midwestern university. They found similar results as Reves and Medgyes, even though most of the participants in Reves and Medgyes had never been to English-speaking countries and Samimy and Brutt-Griffler's participants were graduate students in the U.S. A majority of participants perceived a difference between NS and NNS teachers and listed the strengths of each group. The participants respected NS teachers for their fluency, their use of authentic English, and knowledge of the subtleties of the language. With respect to the advantages of NNS English teachers, the participants appreciated NNS teachers' familiarity with the students' needs, their use of L1 as a medium, and

expertise in exam preparations.

College Students' Perceptions of NNS English Teachers

One of the first studies of students' perceptions of NNS English teachers was conducted by Moussu (2002). She surveyed ESL students who were enrolled in an English program in the U.S. In order to investigate how students' perceptions changed over a 14-week program, two questionnaires were distributed: one on the first day of class and another on the last day of class. The result of this study demonstrated that the students had positive attitudes towards NNS English teachers from the very beginning of the semester. After learning from NNS teachers over the 14 weeks, students' opinions towards their NNS English teachers became even more positive at the end of the semester. However, Chinese and Korean students expressed negative attitudes towards their NNS teachers more often than other students did.

Following up on her 2002 master's thesis research, Moussu (2006) carried out a wider-ranging study with a larger number of ESL students on perceptions of NNS English teachers for her doctoral research. Like her first study, surveys were conducted twice, once at the beginning and once at the end of the course. Similar to her first study, this study also showed students' increasingly positive attitudes towards their NNS teachers over the semester. In addition, students' attitudes were affected by other variables such as students' first language, the language skills that were focused on in the class, their English proficiency level, and the teachers' country of origin. With respect to students' L1, similar to the results of her first study, Asian students, especially students with Korean as their first language, expressed negative feelings towards NNS English teachers while students from Spanish, French, and Portuguese language backgrounds showed positive attitudes towards their NNS English teachers. Although grammar is often considered a strong area for NNS teachers, students did not seem to be satisfied

with NNS teachers teaching of grammar. However, more students did respond positively to NNS teachers' accents by the end of the semester. When the students' English level was high, they displayed more positive attitudes towards NNS compared with students with lower proficiency levels.

Gap in the Literature

In a review of studies on self-perceptions of NNS English teachers, Braine (2010) found that over 1,200 NNS English teachers from various countries had been surveyed, interviewed, and observed in the last decade. The research was conducted in both EFL and ESL contexts, specifically Australia, Britain, Canada, Greece, Hong Kong, Hungary, Israel, Japan, Spain, Turkey, and the U.S. Although a large number of studies had been carried out worldwide, none of the studies had investigated the self-images of NNS teachers who teach English in Thailand. In addition, previous studies were all cross-sectional studies: EFL/ESL teachers were surveyed only once about their beliefs towards NNS English teachers. None of the studies had investigated how their self-perceptions changed over time, during and after teaching their students. Therefore, a longitudinal study was needed.

In terms of the studies of students' perceptions of NNS English teachers, most have been conducted in ESL contexts in the U.S.A (Moussu, 2002; Liang, 2002; Kelch & Santana-Williamson, 2002; Mahboob, 2003; and Moussu, 2006). Only three studies were carried out in EFL contexts such as in Hong Kong, Hungary, and Korea (Cheung, 2002; Benke & Medgyes, 2005; and Butler, 2007b). In these EFL contexts, research findings on students' perceptions towards NNS teachers varied from positive to negative. In Hong Kong, Cheung (2002) discovered that university students displayed a positive attitude towards NNS teachers. Students believed that local NNS English teachers who know students' Cantonese L1 and culture

were as good as any NS teachers. According to Cheung and Braine (2007), a majority of students even said they would rather learn from local NNS English teachers instead of NS teachers in Hong Kong. In Hungary, a large number of secondary school students also showed a positive attitude towards NNS teachers. The students thought NNS teachers planned their lessons thoroughly, remained patient, and made an effort to use eclectic teaching methods. In contrast, in South Korea, Butler (2007b) found that participants displayed a stronger preference for teachers with American-accented English. As seen above, students' attitudes towards NNS teachers vary from country to country. However, these studies were conducted in only three countries. More studies of students' perceptions of NNS teachers should be conducted in EFL contexts.

Furthermore, none of the studies in EFL contexts examined students' perceptions of NNS teachers who do not share the same first language as their students. This area has to be further investigated because one of the advantages cited for NNS is their effectiveness in using the common L1 with their students to scaffold students' learning (Harbord, 1982). In my research, I investigated Thai university students' perceptions of BE teachers from Oman, Taiwan, Korea, Japan, and Vietnam who did not speak the students' L1, Thai.

In the current study, I address the following four research questions:

1. Do BE teachers' perceptions of themselves change from the beginning to the end of the course? If they do, how do they change?
2. Do Thai university students' perceptions of BE teachers change from the beginning to the end of the course? If they do, how do they change?
3. How do BE teachers' variables and students' variables related to their perceptions of BE teachers?
4. How do students' perceptions of BE teachers compare with their teachers' perceptions?

METHOD

Participants

My participants were eight graduate students in the Department of Second Language Studies at the University of Hawai‘i at Mānoa who taught English to university students in Ubon Ratchathani University (UBU) in Thailand for two months in 2011 as part of their teaching practicum. These teachers were bilingual speakers of English. There was a teacher from Oman whose first language was Arabic, a Japanese, three Koreans, two Mandarin speakers from Taiwan, and a Vietnamese. Some of them had teaching experiences in their home countries, while the others taught English for the first time in Thailand. In Thailand, each of them was assigned to teach different English courses: three teachers taught first year writing classes from level one to level three; one teacher taught a second year reading and writing class; two teachers taught third year reading and writing classes; and two teachers taught fourth year English presentation skills classes.

There were a total of 57 Thai university students (10 male, 47 female) who took the English courses from the eight teachers at UBU. The students were all native speakers of Thai and had studied EFL through formal instruction at school for at least six years before entering UBU.

Materials

Two kinds of materials were used in this investigation: survey questionnaires and interviews. The survey questionnaires were developed based on those found in Moussu (2006). Because Moussu investigated ESL teachers' and students' perceptions of NNS ESL English teachers in the U.S., some questions were irrelevant to EFL context in Thailand and needed to be modified. Those revised questions were examined by my advisor and colleagues. In this study, there were

two surveys: one asking about BE teachers' perceptions of themselves, and the other asking about students' perceptions of their BE teachers. The survey questionnaires included both open-response questions (fill-in questions and short-answer questions) and close-response questions (alternative-answer questions, Likert-scale questions, and checklist questions). Both English and Thai versions of the questionnaires are shown in Appendices A, B, and C.

For the Thai questions, the wording of each question was first translated into Thai by a native speaker of Thai fluent in English. Then, the Thai version of the survey was translated back into English for confirmation by another bilingual speaker. Interview questions were thoroughly constructed to ask students' perceptions in depth and to ask follow-up questions. The interviews were done individually in a private classroom and were audio-recorded if the participants permitted.

Procedures

The participants including both BE teachers and their students were given the survey during the second week of the course and at the end of the course (seven weeks later). The pre- and post-course questionnaires were the same except that the pre-course survey included a section that asked for background information. Teachers were given the survey in their office, and they returned it to me when they were finished. Students, on the other hand, were given approximately 15 minutes of the class time to complete the survey. During these 15 minutes, teachers were asked to leave the classroom. The students were asked to write only their ID numbers on the surveys, so that the researcher could compare the results of pre- and post-course surveys. There was a privacy policy that their teachers would not see their answers, and their answers would not affect their grades at all. Only first year students were allowed to answer the open-ended questions in their first language since their English might not be fully developed

enough to express their thoughts. Their answers were later translated into English by a bilingual speaker of English and Thai. The students' who participated in both pre- and post-course surveys were matched based on their ID numbers, and those students who took only one of survey were excluded from the study. In addition, one interviewee from each class was randomly selected from the list of those who had participated in both surveys. In the last week of the course, these interviewees were asked questions for approximately 10 to 15 minutes in a separate classroom. They were instructed that the confidentiality of their conversations would be strictly maintained by using code numbers and allowing only the researcher to listen to them.

RESULTS

Teacher Questionnaires

Teachers' experience during the teaching practicum. For questions 1 and 2, the answers of the eight teachers were inserted into an *Excel* spreadsheet, according to the following system: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The mean and standard deviation were calculated for both pre- and post-course surveys. As described in Table 1, three teachers (T5, T6, T7) changed their answers slightly from pre- to post-course surveys for question 1, *My experience as an EFL instructor in this school has been positive so far*. However, as shown in Table 1, their experiences as an EFL instructor were positive throughout the course. In terms of question 2, *I have confidence in my ability to teach English in my class*, the mean increased in the post-course survey ($M = 3.50$) from the pre-course survey ($M = 2.88$). More teachers had gained confidence in their ability to teach English in their classes by the end of the course.

Table 1
Teachers' Experience and Confidence

Teachers	Q1		Q2	
	Pre	Post	Pre	Post
T1	3	3	3	3
T2	3	3	2	3
T3	4	4	3	3
T4	4	4	4	4
T5	4	3	3	3
T6	3	4	3	4
T7	4	3	2	4
T8	4	4	3	4
<i>M</i>	3.63	3.50	2.88	3.50
<i>SD</i>	0.48	0.50	0.60	0.50

Note: N = 8

Teachers' answers to questions 3 and 4 were added up. Question 3 asked if *Students know I am a (a) NS English teacher; (b) BE teacher; and (c) Students may not know*. In the pre-course survey, seven teachers answered (b), and only one teacher answered (c). In the post-course survey, all the eight teachers agreed with (b). For question 4, *It seems that students respect teachers whether they are NS or BE teachers*. In the pre-course survey, seven teachers answered (a) "Yes", and one teacher commented in the blank space, "I do not know." In the post-course survey, six teachers answered (a) "Yes" while one teacher answered (b) "No", and one teacher responded he/she does not know.

Table 2 shows the results for question 5, *On a scale from 1 to 4, (1) very low, (2) low, (3) high, and (4) very high, how would you describe your level of English proficiency in the areas described in the survey?* At the beginning of the course, the teachers described their levels of English as either "high" or "very high". During the course, the teachers felt confident in the language skills they were teaching. Some teachers even thought that they improved the language skills they taught. For example, T4, who taught reading and writing course, described that her

reading and writing proficiencies became very high by the end of the course.

Table 2

Self-evaluated English Proficiency by BE Teachers (N = 8)

(a) Teachers Who Taught 1st Year Writing Courses (N = 3)

	Writing skills	
	Pre	Post
T1	3	3
T2	3	3
T3	3	3

(b) Teachers Who Taught 2nd and 3rd Year Reading and Writing Courses (N = 3)

	Reading skills		Writing skills	
	Pre	Post	Pre	Post
T4	3	4	3	4
T5	3	3	3	3
T6	4	4	3	4

(c) Teachers Who Taught 4th Year Presentations Skills Courses (N = 2)

	Listening skills		Speaking skills		Pronunciation skills	
	Pre	Post	Pre	Post	Pre	Post
T7	4	4	3	3	3	3
T8	3	4	3	4	3	3

As can be seen in Table 3, which summarizes how comfortable teachers felt teaching their courses (Question 6). The scoring system was: (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree. Table 3a shows how writing teachers in the first year gained confidence slightly in teaching writing skills from the beginning to the end of the course. Although one teacher (T1)'s number decreased from 4 to 3, another teacher (T2) increased from 2 to 3. For teachers who taught reading and writing courses in the second and third year, three of them (T4, T5, T6) maintained their high confidence in teaching reading skills. In addition, T5 and T6 increased

their confidence in writing skills in the end; thus, all three teachers felt comfortable in teaching both reading and writing in the post. Among teachers who taught presentation skills courses, T7 decreased his/her score from 4 to 3 in speaking and pronunciation skills. However, two of them (T7 and T8) still had high confidence throughout the course.

Table 3

Confidence of Teaching Various Language Skills

(a) Teachers Who Taught Writing Courses (N = 3)

	Writing skills	
	Pre	Post
T1	4	3
T2	2	3
T3	3	3

(b) Teachers Who Taught Reading and Writing Courses (N = 3)

	Reading skills		Writing skills	
	Pre	Post	Pre	Post
T4	4	4	4	4
T5	3	3	2	3
T6	4	4	3	4

(c) Teachers Who Taught Presentations Skills Courses (N = 2)

	Listening skills		Speaking skills		Pronunciation skills	
	Pre	Post	Pre	Post	Pre	Post
T7	4	4	4	3	4	3
T8	4	4	4	4	4	4

General beliefs about EFL teaching. For question 7, in the pre-course survey, every BE teacher except for two, agreed (scale 3) or strongly agreed (scale 4) that BE teachers are often perceived by their students as good role models (see Table 4). In the post-course survey, every

BE teacher agreed or strongly agreed on this item. For question 8, as seen in the mode for both pre- and post-course surveys, the majority of BE teachers felt that most EFL students thought their instructors should have a native-like accent. For question 9, in both pre- and post-course surveys, every teacher agreed or strongly agreed that BE teachers can teach English just as well as NS. For question 10, *BE teachers often have difficulties responding to students' questions*, almost everyone except for one in each survey, strongly disagreed (scale 1) or disagreed (scale 2). Finally, in question 11, everyone agreed or strongly agreed that EFL instructors who speak more than one language understand EFL students' learning difficulties better than instructors who speak only one language.

Table 4
Teachers' General Beliefs about EFL Teaching

	Q7		Q8		Q9		Q10		Q11	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
T1	3	4	2	3	3	4	2	2	4	4
T2	2	4	3	3	3	4	1	2	4	4
T3	4	3	2	3	4	4	2	1	4	4
T4	2	3	4	4	4	4	1	3	4	4
T5	3	3	4	4	3	3	2	2	4	4
T6	3	4	3	2	3	3	4	1	3	4
T7	3	3	4	3	4	4	1	1	4	4
T8	4	3	-	3	4	4	1	1	4	4
<i>M</i>	3.00	3.38	3.14	3.13	3.50	3.75	1.75	1.63	3.88	4.00
<i>SD</i>	0.71	0.48	0.83	0.60	0.50	0.43	0.97	0.70	0.33	0.00
<i>Mode</i>	3	3	4	3	3	4	1	1	4	4

Note: *N* = 8

Questions 12 to 14 included open-response questions about BE instructors. Since the present study focuses on BE instructors, questions 15 and 16 were withdrawn from the results because those questions asked about NS instructors. In descriptions 5, 6, and 7 (see Appendix D),

teachers' answers are described exactly as they were written in their answer sheets.

Student Questionnaire

Questions 1 and 2 enabled me to observe if students knew where their teachers were originally from and whether they were BE teachers. On question 1 of the pre-course survey, 54 out of 57 students knew which countries their teachers were from; only one answered his/her teacher was from the U.S.A; two participants did not respond to the question. In the post-course survey, 52 out of 57 students could indicate where teachers were originally from; one student thought his/her teacher was from Thailand; the rest did not respond to the question. On question 2 of the pre-course survey, 54 students assumed their teachers were bilingual speakers of English; one student was not sure whether his/her teacher was a bilingual speaker; two students left the questionnaire blank. In the post-course survey, 54 students stated their teachers were bilingual speakers of English, and three students did not reply to the question.

Questions 3 to 22 allowed me to examine how students felt about their BE teachers. The answers of the same 57 students who participated in both pre-and post-course surveys were inserted into an *Excel* spreadsheet, according to the following scoring system: 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The overall mean and standard deviation were calculated for both the pre- and post-course surveys. This allowed me to investigate whether students' perceptions changed overall from the beginning to the end of the course. This analysis also enabled me to examine in what way their perceptions changed if they did.

As can be seen in Table 5, questions were separated into the following six groups: liking (item 3-7); ease of learning (8-10); role model (11-13); grammar (14-16); accent (17-19); and learning from bilingual teachers (20-22). The overall mean score of pre-course survey was

mostly above 3.00 except for questions 17 ($M = 2.88$), 19 ($M = 2.96$) and 20 ($M = 2.67$). To note, among the questions from 3 to 22, question 20 was the only negative question towards their bilingual teachers: *NATIVE English speakers make the best English teachers*. On this question, the standard deviation was the highest among all the questions, meaning that students' answers varied greatest on this question. In the post-course survey, the overall mean scores were mostly above 3.00 as well, except for questions 16 ($M = 2.84$), 17 ($M = 2.98$) and 20 ($M = 2.88$). In both pre- and post-course surveys, the overall means of questions 17 and 20 appeared below 3.00. The highest standard deviation occurred in question 20 again in the post-course survey.

Table 5
Students' Perceptions of BE Teachers

	<i>M</i>		<i>SD</i>	
	Pre	Post	Pre	Post
Liking				
Q3	3.47	3.35	0.57	0.51
Q4	3.25	3.19	0.66	0.58
Q5	3.09	3.07	0.73	0.70
Q6	3.19	3.16	0.54	0.56
Q7	3.25	3.18	0.71	0.62
Ease of learning				
Q8	3.05	3.11	0.80	0.69
Q9	3.05	3.16	0.78	0.67
Q10	3.32	3.42	0.70	0.59
Role model				
Q11	3.32	3.30	0.70	0.62
Q12	3.40	3.30	0.59	0.65
Q13	3.81	3.63	0.39	0.52
Grammar				
Q14	3.42	3.38*	0.56	0.67
Q15	3.27*	3.19	0.74	0.66
Q16	3.07	2.84*	0.59	0.65

Accent				
Q17	2.88	2.98	0.70	0.69
Q18	3.23	3.12	0.56	0.65
Q19	2.96	3.02	0.70	0.69
Learning from BE teachers				
Q20	2.67	2.88	0.82	0.90
Q21	3.26	3.32	0.61	0.57
Q22	3.68	3.63	0.54	0.52

*Note: N = 57. *N = 56.*

Question 23 enabled me to inspect what kinds of characteristics Thai students think good teachers have. This is an open-response question, and their answers were placed into several categories according to the words that students utilized to express their opinions. Some students wrote more than two characteristics of good teachers in their responses. In this case, the sentences were broken down and put into different categories. From their answers, it was observed that students had similar ideas about good teachers. First, 20 students in the pre-course survey and 17 students in the post-course survey claimed that good teachers can understand students individually and care about them. If their answers included words or phrases such as “understand students individually”, “concern about students”, “care about students”, “take care of students”, “get along with students”, and “have good relationships with students,” they were placed in this category. The second most common answer was that good teachers can explain clearly and help students understand the lessons (answered by 12 students in the pre-course survey and 11 students in the post-course survey). These students used expressions such as “can explain well/clearly,” “can use easy words,” “Students can understand easily,” “It is easy to understand.” Third, six students in the pre-course survey and seven students in the post-course survey insisted that good teachers have sound methods, techniques, and skills. If they used words such as “methods,” “ways,” “techniques,” “skills,” and “activities,” their answers belonged to

this category. There were a few exceptions to these agreed upon phrases. For example, good teachers have “many experiences,” “English and content knowledge,” “good preparation,” and so forth.

Question 24 enabled me to observe whether Thai students wished their English teachers spoke Thai, and their reasons for their answers. In the pre-course survey, 37 out of 57 students agreed that they wished their teachers spoke Thai while the rest disagreed. In the post-course survey, 41 out of 57 students hoped their teachers could speak Thai, while 15 did not, and one did not respond to the question. For both pre- and post-course surveys, almost all students regardless of proficiencies wished their teachers could speak Thai and had the same reasons. The two most common reasons were that students want their teachers to explain in Thai when they cannot understand the lessons (10 students in the pre, and nine students in the post) and that teachers would be able to communicate with Thai people to build relationships (10 students in both in pre- and post-course surveys). On the other hand, the most notable reason for why students did not want their teachers to speak Thai was that they wanted to speak English all the time with their teachers in order to improve their English (15 students in the pre-course survey and 11 students in the post-course survey).

Question 25 illustrated what language skills students think BE teachers teach best, and question 26 asked what English skills students wanted most to improve. These two questions enabled me to observe whether students thought their teachers would meet their needs. Tables 6a and 6b show the summary of all the 57 participants. Students were allowed to circle all that applied. As can be seen in Table 6a, in the pre-course survey, the top three highest skills students marked were 47 in writing (b), 44 in reading (a), and 43 in vocabulary (f), respectively. In the post-course survey, the top three highest skills they circled were 49 in writing and 38 in both reading and speaking (d). According to the results for question 26 (see Table 6b), in the

pre-course survey, 32 students selected writing skills (b) and 31 students selected speaking skills (d). Similar to this, in the post-course survey, the highest numbers were 34 for writing and 30 for speaking, respectively.

Table 6a

Students’ Perceptions of BE Teachers’ English Skills

Q25	a	b	c	d	e	f	g	h	i	j	k
Pre	44	47	28	40	29	43	28	21	32	0	2
Post	38	49	33	38	34	33	28	19	27	0	1

Note: N = 57

Table 6b

English Skills Students Wanted Most to Improve

Q 26	a	b	c	d	e	f	g	h	i	j	k
Pre	11	32	17	31	24	13	15	2	2	0	1
Post	13	34	21	30	20	12	8	6	3	1	0

Note: N = 57.

Question 27 asks how students think about their teachers. This is an open-response question, and their answers were divided into four groups based on their positive, neutral, negative, and no responses. A total of 49 students in the pre-course survey and 46 students in the post-course survey regarded their teachers positively. Four students (pre) and eight students (post) were placed in neutral group because they were pleased with their teachers; however, they pointed out areas they wanted teachers to improve. Three students (pre) and one student (post) gave negative feedback. There was one non-responder pre and two non-responders post.

Interviewing Students

At the end of the course, randomly selected students (a total of eight) from each class were interviewed. There were four interview questions: (a) *Before you learned English from BE*

teachers, what did you think of them? What do you think of BE teachers now? (b) What are the strengths of BE teachers? (c) What are the weaknesses of BE teachers? (d) Do you want to learn English from BE teachers again?

At first, students had different opinions about BE teachers before they learned English from BE teachers; however, after learning from them, they all had positive perceptions of BE teachers. For example, a student liked learning from BE teachers even before she learned from UH BE teachers. She learned English from BE teachers in her high school and always had good learning experiences with them. After learning from UH teachers, her positive perception of BE teachers remained the same. Another student felt that it was sometimes difficult for her to learn from BE teachers because they often have different accents. However, she was pleased with her present BE teacher because her teacher did not have a strong accent. Two other students generally felt that BE teachers' Englishes were easy to understand because they speak more slowly and clearly. Another pair had always thought BE teachers were as good as NS teachers before and after they learned from BE teachers. The final two students (third year and fourth year students) commented that they used to wonder why they had to learn English from BE teachers when they were first year students. However, the more they learned from BE teachers, the more they began to understand BE teachers' strengths. They explained that they realized that BE teachers are also good.

The interviewees also shared their views on the various strengths of BE teachers. Four students had a common opinion about the strengths of BE teachers: they felt that BE teachers understand students' difficulties because they are also learners of English. Two students claimed that BE teachers are good at teaching grammar rules. One student remarked that the advantage of BE teachers is that they know two languages and two cultures. Finally, one student said it seemed that BE teachers encourage students to participate.

In conclusion, the weakness of BE teachers that five out of eight interviewees noticed was pronunciation, which they sometimes found difficult to understand. Two students found no weaknesses in BE teachers. One student mentioned BE teachers' strictness as a weakness. Finally, regardless of these weaknesses, when they were asked if they wanted to learn from BE teachers again, every interviewee strongly agreed.

How BE teachers' variables are related to their perceptions of BE teachers. Eight BE teachers participated in this study; the numbers were uneven when separating them into groups according to their nationalities, first languages, the length of stay in the U.S., or educational background. However, only variables in teaching experience were relatively impartial; thus, two groups were formed based on their answers about whether they had teaching experience. There were four people who had any teaching experience prior to the teaching practicum in Thailand. The lengths and places of their teaching experiences varied and are described as follow: one year in Japan; four years in Vietnam; eight months in Taiwan; and one year in Taiwan. The mean scores of the pre-course survey showed that those who had teaching experience felt comfortable teaching more language skills with exception of writing, pragmatics, and beginners, out of 12 skills (see Table 7). However, it is important to note that even one individual can influence the results greatly when the numbers of participants are small.

Table 7

Confidence of Experienced Teachers

	Reading		Writing		Listening		Speaking	
	A	B	A	B	A	B	A	B
<i>M</i>	3.50	3.50	2.75	3.25	3.50	3.25	3.25	3.00
<i>SD</i>	0.87	0.50	0.83	0.83	0.87	0.83	0.83	0.71
<i>Mode</i>	4	4	2	4	4	4	4	3

	Grammar		Vocabulary		Pronunciation		Pragmatics	
	A	B	A	B	A	B	A	B
<i>M</i>	3.50	3.00	3.75	3.00	3.50	3.25	2.50	3.00
<i>SD</i>	0.50	0.71	0.43	0.71	0.87	0.43	0.87	0.71
<i>Mode</i>	4	3	4	3	4	3	3	3

	Test Preparation		Low levels		Intermediate levels		Advanced levels	
	A	B	A	B	A	B	A	B
<i>M</i>	3.75	3.25	3.25	3.50	3.50	3.25	3.50	3.00
<i>SD</i>	0.43	0.43	0.83	0.50	0.50	0.43	0.50	0.71
<i>Mode</i>	4	3	4	3	3	3	4	3

Note: Group A: Experienced teachers ($N = 4$). Group B: Un-experienced teachers ($N = 4$).

How students' variables are related to their perceptions of BE teachers. The survey included questions that asked students' background information and their reasons for learning English. The answers of the students were examined in order to analyze how students' personal variables were related to their perceptions of BE teachers. I found no remarkable variation in each comparable group. For instance, all 57 students had Thai as their first language. There were 10 male students and 47 female students. The numbers between these two groups are so wide that it is inappropriate to generalize any differential patterns in their perceptions. In addition, there were not many differences in students' exposure to NS and BE teachers. Almost all students, except for two students, reported that they have learned English from BE teachers more

often than from NS teachers in the past. When students were asked their reasons for learning English, most students had similar answers: they marked 3 (important) or 4 (very important) in the Likert-scale for the question 5a *to get a good job in Thailand*, 5b *to live in an English-speaking country*, 5c *To communicate with people from various countries*, 5d *Because English is very important in todays' society*, 5e *Because you like English language and its culture very much*, and 5f *For fun and personal pleasure* (See Table 8).

Table 8
Students' Reasons for Learning English

	5a	5b	5c	5d	5e	5f
<i>M</i>	3.84	3.70	3.96	3.89	3.30	3.36
<i>SD</i>	0.36	0.56	0.18	0.31	0.70	0.67
<i>Mode</i>	4	4	4	4	4	4

Note: N = 57.

One notable variation is that the numbers of students were relatively spread out based on the subjects of their studies. There were three kinds of subjects: writing (1st year), reading and writing (2nd and 3rd year), and presentation skills (4th year). As shown in Table 9, for questions 3 to 22, the overall mean, standard deviation, mode, and number of students enrolled in those courses were examined. The mean decreased from the pre- to post-course survey in writing courses and presentation skills courses while it increased in reading and writing courses. However, it should be kept in mind that those three language subjects were taught by two or three teachers each, and it is not possible to make a generalization based on the language subject without considering other factors.

Table 9

Students’ Perceptions of BE teachers Based on the Subjects and Levels

	Writing courses		Reading & Writing courses		Presentation skills courses	
	Pre	Post	Pre	Post	Pre	Post
<i>M</i>	3.43	3.17	3.07	3.20	3.24	3.13
<i>SD</i>	0.15	0.18	0.17	0.15	0.16	0.21
<i>Mode</i>	4	3	3	3	3	3
<i>N</i>	17	17	26	26	14	14

How students’ perceptions compare with their teachers’ perceptions of bilingual English teachers. There were similarities found between BE teachers’ perceptions and students’ perceptions of BE teachers. First, one of the similarities was that both BE teachers and their students had positive attitudes towards BE teachers throughout the eight-week courses. BE teachers constantly had high self-esteem in teaching English to Thai students during the eight-week courses. In addition, they always looked at the positive sides of their own teaching and believed that they are also effective at helping students to grow in language skills. The results also show that the majority of students felt good about not only their BE teachers but also teachers in general. Second, both teachers and students had common ideas when they described the characteristics of “good teachers.” They believe that good teachers establish an effective relationship with their students by caring, understanding students’ needs, and helping them. Good teachers also know teaching methods and techniques. A final similarity that both groups shared was the strengths and weaknesses of BE teachers. Many participants commented during the students’ interview and in the teacher questionnaires that BE teachers can understand learners’ difficulties, because they traveled down the same paths. Moreover, many of them in both groups agreed that the biggest weakness of BE teachers is their pronunciation of English. BE teachers may have strong accents that students sometimes find difficult to understand.

DISCUSSION

RQ1. Do BE Teachers' Perceptions of Themselves Change From the Beginning to the End of the Course? If They do, How Do They Change?

BE teachers' self-perceptions did not change much throughout the eight-week courses. For example, all teachers expressed that their experiences as EFL instructors were positive throughout the course. In addition, from the beginning of the course, the teachers, with two exceptions, had high confidence in their English teaching. By the end of the course, all of them still showed high confidence in their teaching. These positive self-perceptions of BE teachers were totally opposite from the previous studies, which indicated that BE teachers had negative perceptions of themselves (Butler, 2007a; Jenkins 2005; Tang, 1997; Rajagopalan, 2005). In addition, although there were slight differences between the means of pre- and post-course surveys (as seen in Tables 2 and 3), teachers consistently described their English proficiency levels as high and felt comfortable teaching their classes.

Regarding the teachers' beliefs throughout the course, BE teachers believed that they could teach English just as well as NS English teachers and did not have difficulties responding to students' questions. Moreover, they believed that EFL instructors who speak more than one language understand students' learning difficulties better than instructors who speak only one language. In addition, they agreed that a good teacher is someone who knows students' difficulties and knows how to help them, has knowledge of what he/she is teaching, and prepares well for their course. They also indicated that the strengths of BE teachers are that they know the difficulty of learning another language and empathize with students. This finding was also reported in Saminy and Brutt-Griffler (1999). In that study, the participants also appreciated BE teachers' familiarity with the students' needs. Furthermore, BE teachers in the present study

believed that they were able to share their language learning experiences and strategies with their students.

As weaknesses of BE teachers, the eight BE teachers pointed to some limitations in language skills, for example, accuracy in grammar, pronunciation, vocabulary, pragmatic knowledge, and colloquial English. As described above, although the BE teachers described their weaknesses and limitations as BE teachers, their perceptions of BE teachers were relatively positive compared to those expressed in previous studies such as Reves and Medgyes's (1994). In that study, the BE teacher-participants felt they had linguistic deficiencies and difficulties in all areas of language use.

RQ 2. Do Thai University Students' Perceptions of BE Teachers Change From the Beginning to the End of the Course? If They Do, How Do They Change?

Students' perceptions of BE teachers did not change much throughout the course. For example, from the beginning to the end of the course, 95% (pre-course survey) and 91 % (post-course survey) of the students knew their teachers' countries of origin. Moreover, 95 % of students (for both pre- and post-course surveys) viewed their teachers as bilingual speakers of English.

Overall, students felt positively about their BE teachers throughout the eight-week courses. This finding further supported Moussu's (2002, 2006) studies. The results of her research also demonstrated that the students had positive attitudes towards BE teachers from the beginning to the end of the 14-week semester. In the present study, from question 3 to question 22, almost all mean scores were above 3.00. The exceptions were in only two questions (questions 17 and 20) which had mean scores below 3.00 in both the pre-and post-course surveys. For question 17, *I understand what my English teacher is saying without a problem*, this result may be due to the

fact that students were not used to various English accents because on question 18, the majority of students agreed that the English pronunciation of their teachers was good. Regarding question 20, as mentioned in the results section, only this question was a negative statement towards BE teachers. Perhaps this question should have been written in a different format to avoid misunderstanding.

When students were asked the characteristics of good teachers in question 23, the top three answers were the same in both pre- and post-course surveys: (a) a good teacher understands his/her students individually and cares about them, (b) a good teacher explains clearly and helps students understand the lessons, and (c) a good teacher has methods, techniques, and skills for teaching. None of them mentioned that a teacher has to be a native speaker of English in either the pre- or post-course surveys. In question 26, most students (49 students in the pre- and 46 students in the post-course survey) said that they were satisfied with their BE teachers.

Over half of the students in both pre- and post-course surveys wished that their bilingual teachers could speak the students' L1 regardless of their English proficiency. They wanted their teachers to explain in Thai when the students could not understand the lesson. In addition, students wished to communicate with their teachers in Thai to get to know them and learn languages and cultures from each other.

Finally, the top three language skills that students thought their BE teachers were good at were (a) writing, (b) reading, and (c) vocabulary in the pre-course survey, and (a) writing, (b) reading and speaking in the post-course survey. Furthermore, the language skills students would like to improve more were writing and speaking, respectively, for both pre-and post-course surveys. Thus, it was observed that students believed BE teachers can effectively teach the skills they wanted to learn the most.

RQ3. How Are Bilingual Teachers' Variables as Well as Students' Variables Related to Their Perceptions of BE Teachers?

The number of teacher participants was small; thus, it was improper to separate teachers into groups according to their nationalities, the length of stay in the U.S., or educational background because the numbers in the groups would become even smaller. However, variation in teaching experience was relatively even; thus, two groups were formed based on their answers about whether they had teaching experience. There were four teachers who had teaching experience prior to the teaching practicum in Thailand. The other four teachers taught English for the first time in Thailand. The result showed that those who previously had teaching experience felt comfortable teaching more language skills.

It is important to note that there were no useful variables found among Thai students; for instance, their first language or educational experience. A few students sometimes marked different answers from the majority in the Likert scales; however, the numbers of those students were so small that it was impossible to compare them with the other large group of students. Nevertheless, the perceptions of students who took different language courses such as writing (1st year), reading and writing (2nd and 3rd year), and presentation skills (4th year) was a variable that could be compared, because students were relatively evenly spread through these classes. However, there was not much difference in their perceptions of BE teachers; students' perceptions of their BE teachers were positive no matter which language courses they were in. This finding was different from the Moussu (2006) study, where students were found to have a preference in they language skills that they wanted or did not want to learn from BE teachers.

RQ4. How Do Students' Perceptions of BE Teachers Compare With Their BE Teachers' Perceptions?

There are similarities between the perceptions of students and their teachers towards BE teachers. The first similarity was that both teachers and students had positive perceptions of BE teachers from the beginning to the end of the eight-week courses. Secondly, both teachers and students had common ideas when they described the characteristics of “good teachers.” A good teacher understands students’ difficulties and knows how to help them, has knowledge of what he/she is teaching, and prepares well for a course while using various methods and techniques. Another similarity was the way teachers and students perceived the strengths and weaknesses of BE teachers. Many BE teachers and students claimed that BE teachers empathize with students’ difficulties because they went through the process of acquiring English. Both groups pointed out that BE teachers’ pronunciation as their greatest weakness. Some students found it difficult to understand BE teachers’ foreign accents.

LIMITATIONS

Two limitations of this study are that it was conducted over a short period of time with a small number of teacher-participants. These were particularly important when comparing how students’ and teachers’ perceptions of BE teachers changed. This research was carried out for only eight weeks. Hence, I would recommend that this study be replicated in a longer longitudinal. In addition, this study involved only eight BE teachers. If a larger group of teachers had participated in this study, different results or more salient outcomes might have been found.

Another limitation concerns the survey design. As mentioned in the results and discussion sections, question 20 of student questionnaire was a negative statement towards BE teachers.

When the survey was translated into Thai, the word **NATIVE** was not capitalized and not in bold. If it had been, the result might have been different.

Finally, the data analysis could be improved. There were open-response questions in the surveys. Answers were categorized into groups based on the words participants used. This was done by a researcher twice after an interval of a week. If there had been more evaluators to place the open-response answers into groups, the result might have been more accurate and objective.

Further studies are required to overcome the limitations of the current study and to produce more convincing evidence of the perceptions of BE teachers. There is a need for research studies to further explore the perceptions of BE teachers who speak both English and students' L1. In addition, it would be worthwhile to further examine the perceptions of BE teachers in various countries and even discover the perceptions of bilingual teachers who teach other foreign languages and those of their students.

CONCLUSION

This study opened new ways of looking at BE teachers' perceptions and their students' perceptions of BE teachers. This study was the first to observe BE teachers' self-perceptions in a longitudinal design. The teachers showed positive perceptions towards themselves throughout the eight-week research period. Most of them indicated they had high English proficiency and high confidence in their English teaching. They described the advantages and disadvantages of BE teachers; however, they believed they can teach English as effectively as NS English teachers. This positive attitude is important for BE teachers because, as Richards and Lockhart (1994) claimed, high self-image is essential for teachers because the way they view themselves influences how they teach.

While there are previous studies that showed students' negative perceptions of BE teachers, especially from Asian countries (Braine, 2010; Moussu 2002, 2006), this study demonstrated positive perceptions of BE teachers by Thai university students throughout the eight-week courses. It has been observed that these students understand the possible strengths and weaknesses that BE teachers may have. However, regardless of the shortcomings of BE teachers, students indicated they would like to learn from BE teachers again in the future because they know BE teachers also have their own merits.

Pedagogical Implications

It is important for learners, teachers, and administrators to understand that various Englishes and teachers are equally valuable. Both NS English teachers and BE teachers have their own strengths and weaknesses. According to Kamhi-Stein (2004), native and bilingual speakers of English “share complementary skills and competencies” (p. 3). Everyone has his/her role to play and contributions to make in the teaching field. It is necessary to learn about each other's uniqueness, support each other, and keep improving the language we are teaching as well as our teaching skills. I would like to end with words from Medgyes (1994, p.76):

Native-English-Speaking Teachers (NESTs) and non-NESTs are potentially equally effective teachers, because in the final analysis their respective strengths and weaknesses balance each other out. Different does not imply better or worse!

Medgyes (1992, pp. 348-349):

- The ideal NEST is the one who has achieved a high degree of proficiency in the learners' mother tongue.
- The ideal non-NEST is the one who has achieved near-native proficiency in English.
- In an ideal school, there should be a good balance of NESTs and non-NESTs, who

complement each other in their strengths and weaknesses.

ACKNOWLEDGEMENTS

First, I would like to offer a special thank you to the UH bilingual English Ajarns (teachers) and their Thai students for their time and participation in my research. Without them, I would not have been able to carry out this study. I would also like to express my sincere appreciation to my advisor, Dr. Richard Day, for his great support and invaluable advice at every stage of my research. His teaching practicum in Thailand opened the door for me to investigate the perceptions of BE teachers. I also want to extend my gratitude to Dr. James Dean Brown for his insightful advice when I was designing my survey questionnaires and planning the data analysis. Furthermore, I would like to thank my three Thai friends: Denduang Boutonglang, Chamamas Intarakratok, and Supanit Khamsai for kindly helping me with translation, and my colleague Gregorio Gagnon for polishing this research by proofreading. Last but not least, I am very thankful to my beloved family and friends for their love and support. Mahalo everyone.

REFERENCES

- Braine, G. (2010). *Nonnative speaker English teachers*. New York: Routledge.
- Braine, G. (Ed.) (1999). *Nonnative educators in English language teaching*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Benke, E., & Medgyes, P. (2005). Differences in teaching behavior between native and nonnative speaker teachers: As seen by the learners. In E. Llurda (Ed.), *Nonnative language teachers: Perceptions, challenges and contributions to the profession* (pp. 195-215). New York, NY: Springer.
- Butler, Y. G. (2007a). Factors associated with the notion that native speakers are the ideal language teachers: An examination of elementary school teachers in Japan. *JALT*, 29(1), 7-40.
- Butler, Y. G. (2007b). How are nonnative English speaking teachers perceived by young learners? *TESOL Quarterly*, 41, 731-755.
- Cheung, Y. L. (2002). *The attitude of university students in Hong Kong towards native and nonnative teachers of English* (Unpublished masters thesis). The Chinese University of Hong Kong, Hong Kong.
- Cheung, Y. L., & Braine, G. (2007). The attitudes of university students towards non-nativespeaker English teachers in Hong Kong. *RELC Journal*, 38, 257-277.
- Harbord, J. (1982). The use of the mother tongue in the classroom. *ELT Journal*, 46(4), 350-355.
- Jenkins, J. (2005). Implementing an international approach to English pronunciation: The role of teacher attitudes and identity. *TESOL Quarterly*, 39, 535-543.
- Kamhi-Stein, L. (Ed.) (2004). *Learning and teaching from experience: Perspectives on nonnative English-speaking professionals*. Ann Arbor, MI: University of Michigan.

- Kelch, K., & Santana-Williamson, E. (2002). ESL students' attitudes toward native-and nonnative-speaking instructors' accents. *The CATESOL Journal*, 14, 57-72.
- Liang, K. Y. (2002). *English as a second language (ESL) students' attitudes toward non-native English-speaking teachers' (NNESTs') accentedness* (Unpublished master's thesis). California State University, Los Angeles.
- Llurda, E. (Ed.) (2005). *Non-native language teachers: Perceptions, challenges, and contributions to the profession*. New York, NY: Springer.
- Mahboob, A. (2003). *Status of nonnative English-speaking teachers in the United States* (Unpublished doctoral dissertation). Indiana University, Bloomington, IN.
- Medgyes, P. (1992). Native or nonnative: Who's worth more? *ELT Journal*, 46(4), 340-349.
- Medgyes, P. (1994). *The non-native teacher*. London: Macmillan.
- Moussu, L. (2002). *English as a second language students' reactions to nonnative English-speaking teachers* (Master's thesis). Retrieved from ERIC Document Reproduction Service. (Order No. ED 468 879).
- Moussu, L. (2006). *Native and non-native English-speaking English as a second language teachers: Student attitudes, teacher self-perceptions, and intensive English program administrator beliefs and practices* (Doctoral dissertation). Retrieved from ERIC Document Reproduction Service. (Order No. ED492 599).
- Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching*, 41, 316-348.
- Rajagopalan, K. (2005). Non-native speaker teachers of English and their anxieties: Ingredients of an experiment in action research. In E. Llurda (Ed.), *Non-native language teacher: Perceptions, challenges, and contributions to the profession* (pp. 283-303). 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., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York, NY: Cambridge University.
- Samimy, K. K., & Britt-Griffler, J. (1999). To be a native or non-native speaker: Perceptions of "non-native" students in a graduate TESOL program. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp.127-144). Mahwah, NJ: Lawrence Erlbaum Associates.
- Tang, C. (1997). The identity of the nonnative ESL teacher. *TESOL Quarterly*, 31, 577-580.

APPENDIX A

Teacher Questionnaire

Name: _____

NS are Native Speakers of English (their first language is English)

BS are Bilingual Speakers of English (they learned English in addition to their first language.)

I. YOUR EXPERIENCE DURING THE TEACHING PRACTICUM.

1. My experience as an EFL instructor in this school has been positive so far.
 - 1) ___Strongly **disagree**
 - 2) ___Disagree
 - 3) ___Agree
 - 4) ___Strongly **agree**

2. I have confidence in my ability to teach English in my class.
 - 1) ___Strongly **disagree**
 - 2) ___Disagree
 - 3) ___Agree
 - 4) ___Strongly **agree**

3. Students know I am a

(a)___ **NS** English teacher. (b) ___ **BS** English teacher (c) ___Students may not know.

4. It seems that students respect teachers whether they are **NS** or **BS** of English.

(a) ___ Yes (b) ___ No

5. On a scale from 1 to 4, **1 being very low and 4 very high**, how would you describe your level of English proficiency in the following areas? (please fill in the numbers corresponding to your answers)

1. *Very LOW* 2. *Low* 3. *High* 4. *Very HIGH*

This is an example.	①	②	●	④
	Very LOW	Low	High	Very HIGH
Reading comprehension	①	②	③	④
Writing/Composition	①	②	③	④
Listening comprehension	①	②	③	④
Speaking/ Oral communication	①	②	③	④
Grammar accuracy in use	①	②	③	④
Knowledge of grammar rules	①	②	③	④
Breadth of Vocabulary	①	②	③	④
Pronunciation	①	②	③	④
Pragmatics	①	②	③	④

6. On a scale from 1 to 4, **1 being very uncomfortable to 4 being very comfortable**, how comfortable are you teaching the following skills now? (Please fill in the numbers corresponding to your answers)

1. Very **UNCOMFORTABLE** 2. *Uncomfortable* 3. *Comfortable* 4. Very **COMFORTABLE**

	Very UNCOMFORTABLE	Uncomfortable	Comfortable	Very COMFORTABLE
Reading	①	②	③	④
Writing/Composition	①	②	③	④
Listening	①	②	③	④
Speaking/ Oral communication	①	②	③	④
Grammar	①	②	③	④
Vocabulary	①	②	③	④
Pronunciation	①	②	③	④
Pragmatics	①	②	③	④
Test preparation (TOEFL, TOEIC, etc)	①	②	③	④
Low (basic) levels	①	②	③	④
Intermediate levels	①	②	③	④
Advanced levels	①	②	③	④

II. GENERAL BELIEFS ABOUT EFL TEACHING.

Please fill in the numbers corresponding to your answers.

1. strongly **DISAGREE** 2. *disagree* 3. *agree* 4. Strongly **AGREE**

	Strongly DISAGREE	<i>disagree</i>	<i>agree</i>	Strongly AGREE
7. BS EFL instructors are often perceived by their students as good role models.	①	②	③	④
8. Most EFL students think their instructors should have a native-like accent.	①	②	③	④
9. Overall, BS can teach English just as well as NS .	①	②	③	④
10. BS often has difficulties responding to students' questions.	①	②	③	④
11. EFL instructors who speak more than one language understand EFL students' learning difficulties better than instructors who speak only one language.	①	②	③	④

12. In your opinion, what makes an EFL instructor a “good” instructor?
13. What do you think are the most strength of **BS** instructors?
14. What do you think are the most weaknesses of **BS** instructors?
15. What do you think are the most strength of **NS** instructors?
16. What do you think are the most weaknesses of **NS** instructors?
17. Is there anything you would like to add?

III. **BACKGROUND INFORMATION.** Please answer the following questions about yourself.

1. In what country were you born? _____
2. What is/are your first language(s)? _____
3. Are you a **NS** or **BS** of English? _____
4. How long have you lived in an English-speaking country (countries)? _____
5. What level of diploma(s) or degree(s) do you hold? _____
6. Had you taught ESL/EFL before you came to this teaching practicum in Thailand? If yes, in which country and how long did you teach ESL/EFL?
 (a) ___ Yes, in which country? _____ How long? _____
 (b) ___ No

THANK YOU VERY MUCH FOR YOUR PARTICIPATION! ☺

APPENDIX B

Student Questionnaire

Student Number: _____

- **NATIVE TEACHERS OF ENGLISH** are teachers whose first language is English.
- **BILINGUAL TEACHERS OF ENGLISH** are teachers who learned English in addition to their first language.

I. YOUR ENGLISH TEACHER. Please answer the following questions about your teacher in **this class**.

1. What country is your English teacher from? _____
2. Your English teacher is (please put an X in the space corresponding to your answer):
 - i. _____ a NATIVE speaker of English
 - ii. _____ a BILINGUAL speaker of English
 - iii. _____ not sure

Please answer the following questions about **YOUR ENGLISH TEACHER AND THIS CLASS** by filling in the numbers that correspond to your feelings, according to the following scale:

1: strongly **DISAGREE** 2: disagree 3: agree 4: strongly **AGREE**

This is an example.	①	②	●	④
	Strongly DISAGREE	Disagree	Agree	Strongly AGREE
3. My English teacher is a good English teacher.	①	②	③	④
4. I would encourage a friend to take a class with this English teacher.	①	②	③	④
5. My English teacher is the kind of teacher I expected to have here.	①	②	③	④
6. I am learning English a lot with this teacher.	①	②	③	④
7. I like this class because it is interesting.	①	②	③	④
8. My English teacher explains difficult concepts well.	①	②	③	④
9. My English teacher is able to simplify difficult materials so I can understand it	①	②	③	④
10. My English teacher understands my learning difficulties and helps me.	①	②	③	④
11. My English teacher motivates me to do my best to learn English.	①	②	③	④
12. My English teacher is a good example of the ideal English speaker.	①	②	③	④
13. I hope to be able to speak, listen, read, and write like my English teacher one day in the future.	①	②	③	④
14. My English teacher knows English grammar very well.	①	②	③	④
15. My English teacher explains grammar rules very clearly.	①	②	③	④
16. My English teacher rarely makes grammar mistakes when he/she speaks and writes.	①	②	③	④

17. I understand what my English teacher is saying without a problem.	①	②	③	④
18. The English pronunciation of my English teacher is good.	①	②	③	④
19. I understand my English teacher’s pronunciation easily.	①	②	③	④
20. NATIVE English speakers make the best English teachers.	①	②	③	④
21. I can learn English just as well from a BILINGUAL English teacher as from a NATIVE English teacher.	①	②	③	④
22. I don’t care where my teacher is from, as long as he/she is a good teacher for me.	①	②	③	④

23. What do you think makes a “good” English teacher? Please explain in the line below.

24. I wish my English teacher spoke Thai.

- (a) ___ Yes (b) ___ No

Why/ Why not? : _____

25. What do you think **BILINGUAL** English-speaking teachers teach best? (circle all that apply)

- (a) Reading
- (b) Writing
- (c) Listening
- (d) Speaking
- (e) Grammar
- (f) Vocabulary
- (g) Pronunciation
- (h) Culture
- (i) Test preparation classes
- (j) Nothing
- (k) Other (explain) _____

26. What language skills in the list above do you want to improve more?

27. Generally, how do you feel about your English teacher of **this class**?

II. **BACKGROUND INFORMATION.** Please answer the following questions about yourself.

1. First language(s): _____
2. Gender: (a) ___ male (b)___ female
3. Subject of this class (reading, writing, oral fluency, etc): _____
4. Including your current teachers,
 -how many **BILINGUAL (including Thai)** English teachers have you had while learning English? _____
 -how many **NATIVE** English teachers have you had while learning English? _____
5. Please answer the following questions about **your reasons for learning English** by filling in the numbers.

1. Very **UMIMPORTANT** 2. *Unimportant* 3. *Important* 4. Very **IMPORTANT**

	Very UMIMPORTANT	Unimportant	Important	Very IMPORTANT
To get a good job in Thailand.	①	②	③	④
To live in an English-speaking country.	①	②	③	④
To communicate with people from various countries.	①	②	③	④
Because English is very important in today's society.	①	②	③	④
Because you like English language and its culture very much.	①	②	③	④
For fun and personal pleasure.	①	②	③	④
For other reasons, if any. (please explain here):				

THANK YOU! ☺

Appendix C

Student Questionnaire (Translated into Thai)

แบบสอบถามการวิจัยนักศึกษา

หมายเลขประจำตัวนักศึกษา: _____

- ครูสอนภาษาอังกฤษที่เป็นเจ้าของภาษา (**Native Teachers of English**) หมายถึง ครูที่ใช้ภาษาอังกฤษเป็นภาษาที่หนึ่ง
- ครูสอนภาษาอังกฤษที่เป็นคนสองภาษา (**Bilingual Teachers of English**) หมายถึง

ครูผู้ซึ่งเรียนภาษาอังกฤษเนื่องจากเป็นภาษาแรกของตนเอง

(ก) คำถามเกี่ยวกับครูภาษาอังกฤษของท่าน กรุณาตอบคำถามด้านล่างเกี่ยวกับครูภาษาอังกฤษของท่านในวิชานี้

1. ครูของท่านมาจากประเทศอะไร _____
2. ครูภาษาอังกฤษของท่านคือ (กรุณาทำเครื่องหมายกากบาท X ในช่องว่างที่ตรงกับคำตอบของท่าน)
 - 2.1 _____ ครูสอนภาษาอังกฤษที่เป็นเจ้าของภาษา
 - 2.2 _____ ครูสอนภาษาอังกฤษที่เป็นคนสองภาษา
 - 2.3 _____ ไม่แน่ใจ

กรุณาตอบคำถามด้านล่างเกี่ยวกับครูภาษาอังกฤษของท่าน _____ และห้องเรียนนี้ _____ ด้วยการเติมหมายเลขที่แสดงออกถึงความรู้สึกของท่านตามคำอธิบายด้านล่างนี้

1: **ไม่เห็นด้วยอย่างมาก** 2: **ไม่เห็นด้วย** 3: **เห็นด้วย** 4: **เห็นด้วยอย่างมาก**

ตัวอย่าง	①	②	●	④
		ไม่เห็นด้วยอย่างมาก	ไม่เห็นด้วย	เห็นด้วยอย่างมาก
3. ครูภาษาอังกฤษของฉันเป็นครูภาษาอังกฤษที่ดี	①	②	③	④
4. ฉันอยากสนับสนุนให้เพื่อนเรียนกับครูภาษาอังกฤษคนนี้	①	②	③	④
5. ครูภาษาอังกฤษคือครูในแบบที่ฉันคาดหวังว่าจะให้มีที่นี่	①	②	③	④
6. ฉันกำลังเรียนภาษาอังกฤษอย่างมากกับครูท่านนี้	①	②	③	④
7. ฉันชอบเรียนวิชานี้เพราะมันน่าสนใจ	①	②	③	④
8. ครูภาษาอังกฤษของฉันอธิบายความคิดรวบยอดยาก ๆ ให้เข้าใจได้ดี.	①	②	③	④
9. ครูภาษาอังกฤษของฉันสามารถอธิบายเนื้อหายาก ๆ ที่ทำให้ฉันสามารถเข้าใจได้ง่ายขึ้น	①	②	③	④
10. ครูภาษาอังกฤษของฉันเข้าใจความยากในการเรียนรู้ของฉัน และช่วยฉัน	①	②	③	④
11. ครูภาษาอังกฤษของฉันกระตุ้นให้ฉันทำดีที่สุดในการเรียนรู้ภาษาอังกฤษ	①	②	③	④
12. ครูภาษาอังกฤษของฉันเป็นตัวอย่างที่ดีของคนพูดภาษาอังกฤษ	①	②	③	④
13. ในอนาคตฉันหวังว่าฉันสามารถพูด ฟัง อ่าน และเขียน ภาษาอังกฤษได้เหมือนครูของฉัน	①	②	③	④

14. ครูภาษาอังกฤษของฉันรู้เรื่องเกี่ยวกับ ไวยากรณ์ภาษาอังกฤษ ได้ดีมาก	①	②	③	④
15. ครูภาษาอังกฤษของฉันอธิบายกฎของไวยากรณ์ได้อย่างชัดเจนมาก	①	②	③	④
16. ครูภาษาอังกฤษของฉันแทบจะไม่ทำผิดพลาด เมื่อเขาหรือเธอพูดและเขียนภาษาอังกฤษ	①	②	③	④
17. ฉันเข้าใจสิ่งที่ครูภาษาอังกฤษของฉันกำลังพูดได้อย่างไม่มีปัญหา	①	②	③	④
18. สำเนียงการออกเสียงภาษาอังกฤษของครูภาษาอังกฤษของฉันดี	①	②	③	④
19. ฉันเข้าใจสำเนียงการพูดภาษาอังกฤษของครูภาษาอังกฤษของฉันได้อย่างง่ายดาย	①	②	③	④
20. คนที่พูดภาษาอังกฤษเป็นภาษาดั้งเดิมสามารถเป็นครูภาษาอังกฤษที่ดีที่สุด.	①	②	③	④
21. ฉันสามารถเรียนภาษาอังกฤษจากครูสองภาษา ^๑ ซึ่งสอนภาษาอังกฤษ ได้ดีเท่ากับเรียนภาษาอังกฤษจากครูเจ้าของภาษา	①	②	③	④
22. ฉันไม่สนใจว่าครูของฉันมาจากที่ใด ตราบใดที่เขาหรือเธอเป็นครูที่ดีสำหรับฉัน	①	②	③	④

23. คุณคิดว่าอะไรคือตัวช่วยสร้าง ครูภาษาอังกฤษ “ที่ดี”? กรุณาเขียนอธิบายในบรรทัดด้านล่างนี้

24. ฉันปรารถนาให้ครูภาษาอังกฤษของฉันพูดภาษาไทย

(ก) _____ ใช่ (ข) _____ ไม่ใช่

เพราะอะไร? : _____

25. ท่านคิดว่าทักษะใดที่ครูภาษาอังกฤษที่เป็น**คนสองภาษา**สอนได้ดีที่สุด (จงทำเครื่องหมายวงกลม O ตามข้อที่ท่านคิดว่าเหมาะสม และท่านสามารถเลือกได้มากกว่าหนึ่งข้อ)

- (a) การอ่าน
- (b) การเขียน
- (c) การฟัง
- (d) การพูด
- (e) ไวยากรณ์
- (f) คำศัพท์
- (g) การออกเสียง
- (h) วัฒนธรรม
- (i) การเตรียมการสอนและสอบ
- (j) ไม่มีข้อใดเหมาะสม
- (k) อื่น ๆ (โปรดระบุ) _____

26. ทักษะทางภาษาด้านใดจากตัวเลือกด้านบนที่ท่านต้องการพัฒนามากขึ้น

27. โดยทั่วไป ท่านรู้สึกอย่างไรเกี่ยวกับครูภาษาอังกฤษของห้องนี้

(๗) **ข้อมูลพื้นฐาน** กรุณาตอบคำถามเกี่ยวกับตัวท่านเองด้านล่างนี้

1. ภาษาที่ใช้ติดต่อสื่อสารในชีวิตประจำวันเป็นภาษาแรกที่พูด: _____
2. เพศ: (ก) ____ชาย (ข) ____ หญิง
3. วิชาที่ท่านเรียนอยู่ (การอ่าน การเขียน ความคล่องแคล่วในการออกเสียง เป็นต้น): _____
4. รวมถึงครูภาษาอังกฤษของท่านคนปัจจุบัน
 - ท่านเคยเรียนภาษาอังกฤษกับ**ครูสองภาษาที่สอนวิชาภาษาอังกฤษ (รวมทั้งครูไทยที่สอนภาษาอังกฤษ)** จำนวนกี่คน? _____
 - ท่านเคยเรียนภาษาอังกฤษกับ**ครูที่เป็นเจ้าของภาษาที่สอนวิชาภาษาอังกฤษ** จำนวนกี่คน ? _____
5. กรุณาตอบคำถามด้านล่างเกี่ยวกับ**เหตุผลของท่านในการเรียนภาษาอังกฤษ** โดยการเติมหมายเลขต่อไปนี้

1. **ไม่สำคัญ**มาก 2. ไม่สำคัญ 3. สำคัญ 4. **สำคัญ**มาก

	ไม่สำคัญมาก	ไม่สำคัญ	สำคัญ	สำคัญมาก
เพื่อจะได้งานที่ดีในประเทศไทย	①	②	③	④
เพื่อที่ได้อาศัยอยู่ในประเทศที่ใช้ภาษาอังกฤษ	①	②	③	④
ใช้ติดต่อสื่อสารกับผู้คนจากหลาย ๆ ประเทศ	①	②	③	④
เพราะภาษาอังกฤษเป็นภาษาที่สำคัญมากในสังคมปัจจุบัน	①	②	③	④
เพราะฉันชอบภาษาอังกฤษและวัฒนธรรมของเขามาก ๆ	①	②	③	④
เพื่อความสนุกและความพอใจส่วนตัว	①	②	③	④
เพื่อเหตุผลอื่น ๆ ถ้ามี (กรุณาอธิบายเพิ่มเติม):				

ขอบคุณ! ☺

Appendix D

Descriptions 5-7

Descriptions 5. Ideal teacher described by BE teachers.

Pre-course survey

- T1: No response.
- T2: As a good role model, BE teacher can encourage students to study more.
- T3: An EFL teacher who knows his or her students needs.
- T4: Know the subject, enjoy teaching, be able to explain and teach the lesson, and good lesson plan preparation.
- T5: When he knows what he is teaching and how he should teach it.
- T6: Well prepared for the course. Take care of students' learning difficulties.
- T7: Good teachers are not just about being native or not.
- T8: No response.

Post-course survey

- T1: No response.
- T2: Knowing the local language.
- T3: Knows how the L2 learning process is like.
- T4: Good depth of knowledge of what he/she is teaching, good at explaining, at communicating with students, prepare lesson plan well, meet the students' needs.
- T5: If he understands his students' needs and knows how to meet them.
- T6: Know students' learning difficulties and be patient to explain students' questions.
- T7: No response.
- T8: Content knowledge, learning experience as an EFL learner, and teaching skills.

Descriptions 6. Strengths of BE teachers described by BE teachers.

Pre-course survey

- T1: BE instructors know students' needs and their difficulties in learning English.
- T2: BE teachers can empathize with their students in a sense that learning another language is difficult.
- T3: BE teachers know the difficulty in learning another language.
- T4: Knows the idea that different languages have different linguistic aspects. Knows the difficulties of the learners, has the experience of how to learn a language. Shares the experiences with the learners.
- T5: They can help students by telling strategies they used themselves when they learned the

languages.

T6: Know more about students' learning difficulties. Have better ideas of how to improve students' learning outcomes.

T7: Empathy, knowing the rules of another language. (the language we are teaching.)

T8: Learning experience of English.

Post-course survey

T1: BE instructors can understand students' learning needs and difficulties.

T2: Linguistic analytical skill.

T3: Language-teaching skill.

T4: Know the difficulty of the students in learning a new lang. Be able to explain the language.

T5: Knowing more than one language, and sometimes the language of the students that makes it easier to explain.

T6: Know students' learning difficulties more than NS teachers.

T7: Role model

T8: Knowledge and experience as an EFL learner.

Descriptions 7. Weakness of BE teachers described by BE teachers.

Pre-course survey

T1: Native-like (?) speaking.

T2: Accuracy in grammar in writing and speaking.

T3: Pronunciation, grammar, vocab.

T4: The accent, pragmatic knowledge, and vocab. Knowledge are limited comparing with NS.

T5: Can't help students a lot in pragmatics as being a non-native themselves.

T6: May not know every English word. May not use very colloquial English as NS instructors.

T7: We don't have a passport from an English speaking country.

T8: Accuracy

Post-course survey

T1: A native-like accuracy/ fluency.

T2: Accuracy of speech and writing English.

T3: Language nature knowledge.

T4: Accent and pronunciation might not be perfect. Limited vocabulary knowledge

T5: Don't know pragmatics a lot. Sometimes mispronounce.

T6: May not know colloquial English more than NS teachers.

T7: General misconceptions about BE instructors being non-professional.

T8: Minor grammatical errors.