

**AN INVESTIGATION INTO THE PERCEPTIONS OF THAI  
INTERNATIONAL TERTIARY STUDENTS TOWARDS  
THE OUTWARD ETHNIC LOOKING APPEARANCE  
OF THEIR EFL TEACHERS IN THAILAND**

**Yuth Thongcharoen**

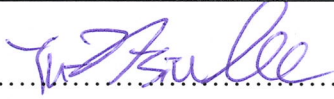
**A Dissertation Submitted in Partial  
Fulfillment of the Requirements for the Degree of  
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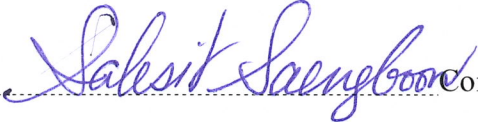
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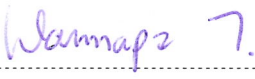
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## ABSTRACT

<b>Title of Dissertation</b>	An Investigation into the Perceptions of Thai International Tertiary Students towards the Outward Ethnic Looking Appearance of Their EFL Teachers in Thailand
<b>Author</b>	Mr. Yuth Thongcharoen
<b>Degree</b>	Doctor of Philosophy (Language and Communication)
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English Language Teaching is a field of research with a vast body of knowledge which has cultivated a plethora of related subjects of interest such as: ELF, World Englishes, Native-ness, ESL/EFL etc... However one topic which can still benefit from more research in ELT is the perception of the language students about their teachers and how it pertains to their outward appearance, ethnicity and teachers' competency. The thesis will explore these attitudes in the context of Thailand in order to confirm or debunk their accuracy.

Key research objectives will be to generate and contribute empirical data on the Thai EFL students' perceptions, specifically towards their EFL teachers' ethnicity and how this relates to their teachers' competency. A further aim will be to view Critical Race Theory and explore its relationship to concepts of Whiteness and White Privilege and how it's perceived in the EFL context of Thailand including: students, teachers and their respective academic institutions.

Research was undertaken at three different universities in Thailand with international curriculums (all classes taught in English) from seven different teachers of different ethnic backgrounds. A multi-modal approach of data collection was utilized including: pilot study, surveys, and observations in order to ensure validity and reliability through concurrent data collection and triangulation.

Relevant findings of the study include Thai student's perceptions of their EFL teachers including their teaching competencies and their empathy towards their students. Respondents surveyed agreed that non-white English speakers can attain native status and that non-white teachers and teach just as effectively as their white counterparts. Students surveyed also agreed that 'farang' or white teachers are not always the easiest to understand; however white teachers remain preferable to non-white teachers as their skin color affords them intrinsic status of being a native English speaker and; therefore, they possess ownership of the language and the 'real' accent to aspire to as an EFL learner. This 'whiteness' also extends into the student's perception of 'white privilege' whereby 'farang' teachers receive preferential treatment in terms of employment opportunities and higher financial compensation because hiring them increases the positive image of the institution. This proliferation of structural racism in academia should be actively mitigated by all stakeholders involved in order to provide an equal and unbiased environment which stimulates sharing and teaching of ideas.

In summary, there is a significant amount of respondents who acknowledge that teaching competency has nothing to do with the teacher's ethnicity or skin color. Non-white EFL teachers have the ability to teach just as effectively as white EFL teachers and non-white English speakers can possess native-ness. That being said, there are also a significant number of respondents who see the value and benefits of an EFL teacher who has the ability to switch between the learner's L1 language and the target language, when explaining concepts in class. This leads to a paradox for those who claim to prefer white teachers but demand code-switching in class. The 'ideal teacher' then equates to a native speaker, preferably white, with effective teaching competency and who is able to explain concepts in Thai. In order to bridge this gap, additional training must be established for white teachers to attain a sufficient level of Thai language usage for the classroom or a suitable alternative instructor should be provided perhaps excluding the 'whiteness'.

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## ABBREVIATIONS

### Abbreviations

### Equivalence

AEC	ASEAN Economic Community
ASEAN	Association of Southeast Asian Nations
CBEI	Content Based English Instruction
CLT	Communicative Language Teaching
CRT	Critical Race Theory
EFL	English as a Foreign Language
EIL	English as an international language
ELF	English as a Lingua Franca
ELT	English language teaching
ESL	English as a second language
FAS	Foreign-accented speech
FL	Foreign language
L1	English speakers from Inner circle countries
L2	English speakers from the Outer Circle countries
LSE	Local Standard English
NES/NS	Native English speakers
NNES /NNS	Non-native English speakers
RELC	Regional Language Center in Singapore
RP	Received Pronunciation
SA	Standard American
SAT	Scholastic Aptitude Test
SLA	Second language acquisition
TCEI	Teaching Competency and Effectiveness Index
TESOL	Teachers of English to Speakers of Other Languages
QUITA	The International Teaching Assistants Questionnaire
WE	World Englishes

# CHAPTER 1

## INTRODUCTION

### 1.1 Justification for the Study

There currently exists substantial lack of research-based knowledge regarding why Thai English as a Foreign Language (henceforth EFL) students consider outward ethnic looking appearance (manifested by the skin color and the ethnic name that inherently indicate ones' country of origin) of EFL teachers to be one of the most significant factors on which to judge teaching competency and English language proficiency of their EFL teachers (own fieldwork, 2010-2015). According to (Amin, 1997), English as a second language students (henceforth ESL) perceive that the 'ideal' teacher model would be a white, native-English- speaking Caucasian male and this attitude towards 'whiteness' brings forth further conflicts with identities and legitimacy and even forms of racism; "The idea of race, racialization, and racism are inescapable topics that arise in the contact zones created by teaching English worldwide and thus are valid topics to explore in the field", (Kubota & Lin, 2006). Therefore the importance of this study pertained to contextual factors relevant to creating academic environments conducive to the learning of the English language among tertiary level international university students in Thailand as they are the generation that will be most directly and immediately affected given that they need to apply the English language on a regular basis either at school or in the workplace. This project was then undertaken with the anticipation of generating valuable conclusions and recommendations for future institutional implementation or may even be suitable for national or regional applicability.

Traditional mindsets concerning the "Ideal EFL teacher" have always presumed that the native speaker was the only 'correct' choice. According to Llurda (2007), the Communicative Language Teaching Method (henceforth CLT) appeared

as the dominant theoretical paradigm in second and foreign language teaching, thereby an implicit rule was that native English speakers (henceforth NES) were ideal for promoting natural and spontaneous English communications (as opposed to non-native speakers or NNES) and therefore when available they should naturally be preferred over non-natives. In a number of countries, this perception had assimilated into education at the university level and numerous EFL teachers were hired solely as a result of their outward-looking appearances (e.g., skin colors and ethnic names) as a key indicator for potential EFL job applicants; this constitutes racism manifested by white privilege. Rao (2010) stated that to compensate for the shortage of English teachers in university endeavors and to attract more NES teachers to occupy EFL teaching vacancies in their schools, the only qualifications frequently expected and required is that the front-line personnel be natives of one of the traditional English-speaking countries.

In a study by Sureepong Phothongsunan and Kasma Suwanarak (2008), it was found that, in the Thai context, NES qualifications were not even required to focus on English language teaching but were given employment as language teachers regardless of this fact because of their NES status. That being said, it's the perceptions of EFL tertiary Thai students are at the core of this empirical research endeavor. This study is aimed at explaining these students' perceptions in relation to perceived ethnicity and native-ness of their EFL teachers in Thailand at their respective international universities or tertiary level international programs.

## **1.2 Background of the Study**

Personal curiosity had catalyzed this research exploration concerning Thai EFL learners' perceptions of teaching competency as it pertains to "native speaker vs non-native speaker" (henceforth NS and NNS) EFL teachers. This had driven the genesis of this study as it strived to illuminate the truth behind this matter with aims of creating opportunities for competent teachers in the EFL community and dispelling any misconceptions of Thai EFL learners. Do teaching competencies and native-ness come from cultural heritage and language fluency or is it to be judged by the outward appearances such as skin colors and ethnic names of the speaker alone? According to

Medgyes (1994), if the ‘ideal’ teacher is the native speaker model, then that ‘ideal’ teacher would be a monolingual native speaker but logic has suggested that this may not always be the case, especially when considering ESL/EFL contexts in Asia.

With the dawn of the ASEAN (Association of Southeast Asian Nations) economic community (henceforth AEC) already in its infancy, it had become our obligation and commitment to understand the Thai EFL learners’ perceptions and preferences in relation to those who would facilitate their knowledge transfer of the English language. This research endeavor had grown out of intrinsic motivation which stems from first-hand experiences of the researcher as to the existence of a double standard and an unofficial notion, held by EFL learners’ and some educational institutions alike, that one of the essential qualifications of an EFL teacher was an outward looking appearance which would suggest an ethnic origin from a native English speaking country a.k.a. ‘Whiteness’ and thereby had led to marginalization of non-white counterparts in a form of ‘institutional racism’. In fact interview data collected in a Thai educational context by Sureepong Phothongsunan and Kasma Suwanarak (2008) stated that:

Non-white teachers will have an extremely hard time finding employment in most schools, even if they speak perfect English and have all the required degrees.

Moreover, non-native English speaking teachers were regarded as “second class” as compared to NES and were less likely to be hired.

### **1.3 Statement of the Problem**

There was a rather antiquated generalization among young Thai EFL learners’ and their parents that they must learn only with an EFL teacher which comes from Caucasian ethnicity – white-looking EFL teachers (own fieldwork, 2010-2015). Suffice it to say that someone’s outward looking appearance and/or full ethnic name alone should not be the premise on which to base an EFL teacher’s competency or English language proficiency. As stated by Rampton (1990), “Being born into a

language does not mean that one inherently speaks it well". In fact, as we have reached a new era of ASEAN cooperation, English in the region has become more important in numerous facets of multi-cultural communications and the demand for EFL teachers, especially those who are multilingual and who come from intercultural contexts, has increased accordingly. As this demand increased, an influx occurred of both native and non-native English speaking teachers to help fill the void and, according to Davies (1991, 2003), it had been found that non-native speakers of English had abilities to master the intuition, grammar, spontaneity, creativity, pragmatic control, and interpreting qualities of 'born' native speakers. Modiano (1999) also observed that many non-native speakers of English had better 'communicative efficiency' with English when engaged in multicultural contexts as compared to native English speakers and some scholars had found that 'mutual intelligibility' of NES was not always better than that of NNEST, (Kirkpatrick, 2007b).

This study had strived to explore and understand:

RQ1: To what extent does the ethnic outward looking appearance (including color of skin and ethnic origin of names) of EFL teachers in Thailand affect the perceptions of their Thai EFL learners?

RQ2: What relationship exists between EFL teachers' outward ethnic appearance and their teaching competency?

Null Hypothesis:

H<sub>0</sub>: NO relationship exists between Thai L2 learner's perceptions and the ethnicity of their EFL teachers

H<sub>02</sub>: NO relationship exists between Thai L2 learner's perceptions of their EFL teacher's competency and ethnicity

Alternative Hypothesis:

H<sub>1</sub>: A relationship exists between Thai L2 learner's perceptions and the ethnicity of their EFL teachers

H<sub>2</sub>: A relationship exists between Thai L2 learner's perceptions of their EFL teacher's competency and ethnicity

Research Purposes:

1) To explore Thai university students' perceptions of EFL teachers in regards to their outward looking appearances (of skin colors and ethnic names).

2) To identify the relationship between EFL teachers' outward looking appearances (of skin colors and ethnic names) and their English teaching competency.

3) To identify the relationship between EFL teachers' outward looking appearances (of skin colors and ethnic names) and teacher empathy towards their students. (\*note Teacher's Empathy is a subcategory of Teacher's Competency)

#### **1.4 Purpose of the Study**

This research had the aim of investigating perceptions of Thai EFL learners (university - undergrad) non-native speakers (henceforth NNSs) toward the outward looking appearance of their of EFL teachers. The reason for selecting this demographic segmentation of participants was because this target population were higher (tertiary)-level EFL students who were called upon to apply their language skills in an increasingly competitive economy where English proficiency was in higher demand than ever before. The investigation was particularly interested in drawing comparative perceptions of EFL students which consisted of a sample taken from the Bangkok Metropolitan Area who were learning university level academic subjects in English in universities that employed both white- and non-white looking EFL teachers. Bangkok has a significant resource pool of competent and proficient EFL teachers which is ethnically diverse and should not be judged, rewarded or marginalized by the color of their skin or the ethnic origin of their names. In an attempt to debunk the preconceived notion that only the "blond hair, blue eyed" EFL teachers can pass on proper English to their students, we should begin to afford equal employment and compensation opportunities to our current EFL teachers, thereby, allowing them the chance to gain more EFL teaching experiences. Clark and Paran (2007) observed that many outer circle and expanding circle, Kachru (1985), countries require that only native speaker teachers were given employment because this was the preference of the L2 students therefore non-native speaker teachers are not even considered for ELT jobs.

It was hopeful that this research and other similar studies would do much to attract those who have a passion for teaching but, because of difficulties stemming from their ethnic origin, never thought that becoming an EFL teacher could be a

lucrative career in which one could grow and self-actualize, Simultaneously, these project results could also reinvigorate those who have had their share of suffering and difficulties in trying to survive as an NNS or ‘NNS looking’ EFL teacher. These types of EFL teachers have an empathy with their students that could never be experienced by a “native” speaker void of the challenges of learning English as a foreign language. “Native speakers know the destination, but not the terrain that has to be crossed to get there; they themselves have not travelled the same route”, Seidlhofer (1999). This whole cyclical process was conducive to producing more competent EFL teachers and therefore produced generations of more proficient users of English in the Thai workforce which could only be viewed as advantageous and beneficial in the next dynamics step towards globalization and global communication.

### **1.5 White Privileges in the Thai EFL Sector: Issues, Challenges and Opportunities**

One of the defining characteristics of the contemporary EFL teaching/learning practices in Thailand was that white-looking or Caucasian EFL teachers are more in demand than non-white EFL teachers as they are regarded as highly competent and perceived to be the epitome of the perfect English language user (own fieldwork, 2010-2015). ‘Just being a native speaker of English will get better pay’ was a common perception among respondents in a study by Phothongsunan and Suwanarak (2008). This preconceived notion had led to some widely accepted but unofficial employment practices by schools and educational institutes in Thailand to which most Thais turn a blind eye:

- 1) White-looking, (Anglo-Saxon) Caucasian, EFL teachers are more likely to receive EFL teaching jobs as compared to their non-white looking counterparts in Thailand.

- 2) White-looking, (Anglo-Saxon) Caucasian, EFL teachers are perceived in a ‘superior’ standard and therefore are viewed as more preferential to their non-white looking counterparts in Thailand; a double standard whereby White EFL teachers holding passports issued from inner circle English-speaking countries receive a higher fee for services rendered.

These common but unsaid procedural criteria for hiring practices of EFL teachers has created a negative perception for students towards non-white EFL teachers as they recognized that their own institutions only employed white-looking EFL teachers and afforded them preferential treatment. According to Nanchanok Wongsamuth (2015), it was uncovered in an interview with a Filipino EFL teacher in Thailand that said teacher was initially offered a monthly salary 15,000 baht by her employment agency, the entry level wage for state workers with a bachelor's degree. However that teacher later discovered that for a white European teacher from a non-English speaking country, that monthly wage at the same school would start at double the amount or 30,000 baht. "Our salary was dictated by our skin colour and not our ability to deliver, or the credentials we worked so hard for. White Europeans only have fair skin". Kubota & Lin (2006) had a similar experience after a Caucasian colleague with fewer qualifications was given preferential treatment. "I agonized that all my years of training and research to develop expertise in language education had only earned me a second class status in my profession. The belief held by my program leader was that he had the perceived superiority of White native speakers and exercised its power and therefore was unaware (or refused to be aware) of the injustice done to me through reproducing this ideology". This was absolutely marginalization due to factors of race; race which invokes phenotypical features such as skin color, eye shape, hair texture, facial features or in other words categorization of different races which cannot be verified by biological constructs such as genetic characteristics, Kubota & Lin, (2006).

This double standard has also made seeking an EFL teaching career for the non-white EFL teacher very unattractive therefore prospective EFL teachers who were aware of such practices would shy away from the profession, while competent teachers who were treated unfairly have given up on their passion and opted for a more lucrative career change. In fact, Nanchanok Wongsamuth (2015) had identified a three-tiered pay scale in Thai schools, with Filipinos at the lower end, Thais in the middle and Westerners at the top; the justification for this hierarchy being that Westerner's skin color makes them the 'ideal' model English teacher and so they should be paid more to entice them for employment. This form of inconsistent treatment of qualified applicants for EFL teaching is synonymous of 'racism' and

according to Kubuta and Lin (2006) should not exist in TESOL as this field creates numerous contact zones for diverse groups of people all over the world, zones in which questions and tensions related to the idea of race are inescapable and constitute valid topics for critical exploration.

Initial misconceptions of the English language proficiency were not only derived from the ethnic looking appearance of the EFL teacher, but also stemmed from the ethnic origin of said person's name; names that sound Thai or Asian in origin were stereotypically classified as being a non-white EFL teacher and; thereby, less fluent, less competent and subsequently given lower compensation. However it must be recognized that with the AEC upon us, there will be a huge surge in the demand for proficient English language users across most, if not all, industries and it will be the non-white EFL teachers that will emerge to provide for this insufficiency. According to Medgyes (1994), all things being equal, if native and non-native English-speaking teachers had similar levels of language proficiencies, they could both have equal chance for professional competence and success. In fact, with the experience of non-white EFL teachers having dealt with multi-lingual contexts all their lives and also possibly having the advantages of bilingualism and the ability for spontaneous code-switching, they should be better equipped to empathize with their EFL students. Some of the non-white EFL teachers themselves will have had their own plethora of trials and tribulations that they needed to overcome in order to achieve the levels of proficiency they have today and these hardships can be shared with their students and incorporated into their teaching strategies in a unique and compassionate manner that could not be understood by someone lacking the experience of their own second language acquisition.

## **1.6 Sites and Samples for the Pilot Study: An Overview**

This research study took place over two academic years according to the Thai academic calendar semester 1/2013- 2/2015 which translated into August 2014- May 2015. Data collection during this period occurred on 3 university campuses situated with the Bangkok Metropolitan area. Samples were selected from students that attended these universities and was undertaken during one of the aforementioned

semesters. Data collection was executed on site during regularly scheduled class times and classrooms in order to mitigate anything non-routine which helped maintain integrity of the site and data collection procedures. Please see chapter 3 (methodology section) for a fuller and detailed account of the site and the sample studied.

## 1.7 Definitions of Terms

1) Code-switching: “the way a speaker changes back and forth between two language varieties particularly in a single conversation as “code”- switching” (Blom & Gumperz, 1972).

2) Critical Race Theory (CRT) investigates and transforms the relationship among race ideas, racism, and power (Delgado & Stefancic, 2001).

3) ‘Farang’ is defined by the Royal Institute Dictionary (2011) as a ‘person of white race’.

4) ‘Ethnicity’ is defined by Webster’s New World dictionary as classification or affiliation designating or of any the basic groups or divisions of mankind or of a heterogeneous population as distinguished by customs, characteristics, language, common history etc. ). It is often used as a category to distinguish groups based on sociocultural characteristics, such as ancestry, language, religion, custom and lifestyle (Thompson & Hickey, 1994). A concept related to race is ethnicity, which is sometimes used as a politically correct code word for race (Miles & Brown 2003).

5) Native English Speaker Teacher: NS teachers’ English is thought to be superior to that of non-native speakers; the reasons being that NS teachers’ pronunciation conforms to accepted norms, use of vocabulary is more effective and appropriate, and the lack of grammatical mistakes, Todd (2006).

6) Non-Native English Speaker Teachers: can be defined as someone who is not regarded by him/herself or by native speakers as a native speaker" (Davies, 1991). Unique characteristics of non-native English speakers in EFL settings described below. Medgyes (1994)

(1) They provide a good learner model for imitation.

(2) They teach language learning strategies more effectively.

(3) They supply learners with most information about the English language.

(4) They anticipate and prevent language difficulties better.

(5) They are more empathetic to the needs and problems of learners.

(6) They make use of the learners' mother tongue.

7) Racism excludes racially defined others or promotes or secures or sustains such exclusion" (Goldberg, 1993)

8) Teacher Competency (Empathy): two informative characteristics that make a good English language teacher; regardless of their accent, factors that make good English teachers are: 1) the quality of help students get from the teacher and 2) their relationship with the teacher. Both of these factors stem from 1) the teacher's expertise, which includes knowledge and training as well as teaching techniques, and 2) the teacher's intercultural personality, which directly influences the teacher-student relationship. Teachers should be sought according to their competency and empathy of the journey of their students in order to foresee, avoid or overcome the inevitable or common difficulties associated with learning English as a foreign language (Ling & Braine, 2007; Lee, 2000).

9) Whiteness: 1) Whiteness being synonymous with the 'norm', Ellsworth (1989). 2) Maintains a more superior status or is even considered to be the 'norm', the 'ideal' or the 'correct' version and it maintains its power through silence and invisibility, Gordon (2005).

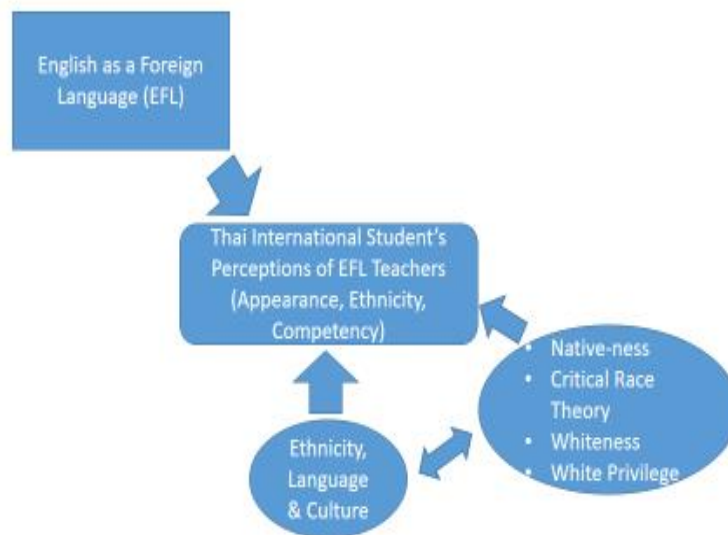
10) White privilege: Privilege is defined by McIntosh (1997) as cited from Warren (1999) as "an invisible weightless [unearned] knapsack of special provisions, assurances, tools, maps, guides, codebooks, passports, visas, clothes, compass, emergency gear and blank checks... which I can count on cashing in each day" or in other words, whiteness research refers to white racial identity in terms of racial privilege.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Overview**

In collecting secondary data for this ELT/EFL study, there were a few primary issues to investigate further intertwined with related secondary concepts and various points of view to account for. Also, as the expanse of this field of study remains extensive, it was important to retrace some its origins (English as a Foreign Language or EFL and English as a Lingua Franca or ELF and World Englishes or WE); followed by an overview of related teaching methods and their various paradigmatic shifts (Grammar –Translation Method vs Audio-Lingualism vs Communicative Language Teaching); before further delving into the niches and nuances which make up the theoretical framework of this investigation. More specifically, the pinpoint focus of issues for illumination here are ‘Whiteness’, ‘White Privilege’ and ‘Racism’ and how they pertained to EFL in Thailand. In leading into the convergence of ELT and ‘Whiteness’ it was essential to focus on the significance Critical Race Theory (henceforth CRT) and its application to English language teaching in a Thai context today. For visual representation of theoretical framework see Figure 1.1:



**Figure 2.1** Cognitive Map of Theoretical Framework

### 2.1.1 English Language Teaching (ELT) on a Global Scale

According to (Zhao & Campbell, 1995), the goals of primary and secondary ELT are defined as: 1) helping students acquire an essential knowledge of English and development of basic communicative competence through training in listening, speaking, reading, and writing; 2) helping students develop good study habits and master basic language learning methods so as to lay a solid foundation for their further study and use of English; 3) fostering interest in learning English and inculcating the correct purposes for learning English; and 4) developing students' abilities to memorize, observe, think, and imagine.

To successfully attain these goals of individual student development, ELT instructors must strive to stimulate students' interest in learning, assist students in building up efficacy in overcoming obstacles, encourage effective independent study habits, implement effective learning strategies, and provide tutelage in managing and planning their academic paths. Additionally, ELT instructors need to assist in the development of students' cognitive skills in terms of: observation, memorization,

reasoning, imagination, and creativity. In relation to linguistic outcomes, ELT facilitators should assist students in mastering the fundamentals of linguistic knowledge and fundamental language skills so that they may utilize the English language in order to interpret, decode and assimilate information which would all become conducive to effective communication.

Currently English in fact does not possess any clear cut ownership in relation to any nation or culture. A language that is truly international is not owned by any group of speakers, Widdowson (1994) and competence is based on the capacity to use language forms that are intelligible for the global community, Modiano (1999). What has also been generalized by the establishment today is that all “ethnic” looking (Anglo-Saxon) Caucasian English speaking teachers are easily and clearly understandable in the same way. Some misconceptions about English currently shared by many are a myopic focus on American and British cultural aspects while simultaneously forgetting or just simply ignoring the factual truth that English is a first language of other ‘Inner Circle’ nations besides America and the U.K such as Australia, Canada, Ireland and, New Zealand. There also exists an inaccurate portrayal and belief of an standard consistency or a homogeneous ‘native English’ that naturally exists among all those that come from these ‘Inner Circle’ countries however the truth of the matter is while there surely exist some similarities in the form and function of their ‘Englishes’, native speakers are far from being identical in the way they think, speak, and act (Sardi, 2002).

The ‘English’ language is synonymous with people from the ‘Inner Circle’ countries, Kachru (1992), where English is the mother tongue such as: America, Britain, Canada, Australia and New Zealand. But we also need to accept that English is now utilized on a global scale and therefore its teaching and instruction is valued and practiced worldwide. Crystal (1997) postulates a conservative estimate of the current number of English speakers with a native or native-like level of proficiency would equate to around 670 million people. He says: If we go to the opposite extreme, and use a criterion of ‘reasonable competence’ rather than ‘native-like fluency’, we shall end up with a grand total of 1,800 million. A ‘middle of the road’ estimate would be 1,200-1,500 million, and this is now commonly encountered. (Crystal 1997, p. 61)

Consequently English, many propose, has evolved into dialects or idiolects shared by a huge number of nations, cultures and societies and can now also be known as ‘World Englishes, international English, global English or the lingua franca’, and as such, ownership of English could not legitimately belong solely to the native English speaker; in fact, it should belong to all those who fall into today’s realm of English users. As McArthur (2004, p. 5) put it: ‘since 1967, World Englishes has meant all English: standard and non-standard, mother-tongue and other tongue, dialect, pidgin, creole, lingua franca, and, importantly, such “Anglo-hybrids” as Hindlish and Spanglish,...World Englishes is both shorthand for English as a world language and a superordinate term for Australian English, British English, Irish English, Nigerian English, and the like.

Kachru (1992) has theorized that the present sociolinguistic profiling of English can be categorized into three concentric circles which are differentiated by English usage. The circles are representative of the diaspora, the patterns and trends of English learning, and the applied functional presence the English language in a diversity of multi-cultural contexts. The Inner Circle is representative of the native speakers whose mother tongue is English and contains the traditional cultural and linguistic bases of English. The Outer Circle is representative of those who learn English as an official or unofficial second language of their nation (henceforth ESL); this non-native English can normally found in formally colonized regions that have become heavily influenced by western language and culture. The Expanding Circle is representative of such regions where ‘Englishes’ are utilized as a foreign language (henceforth EFL) in such contexts as industry and commerce. The Three Concentric Circles are shown in the figure below:

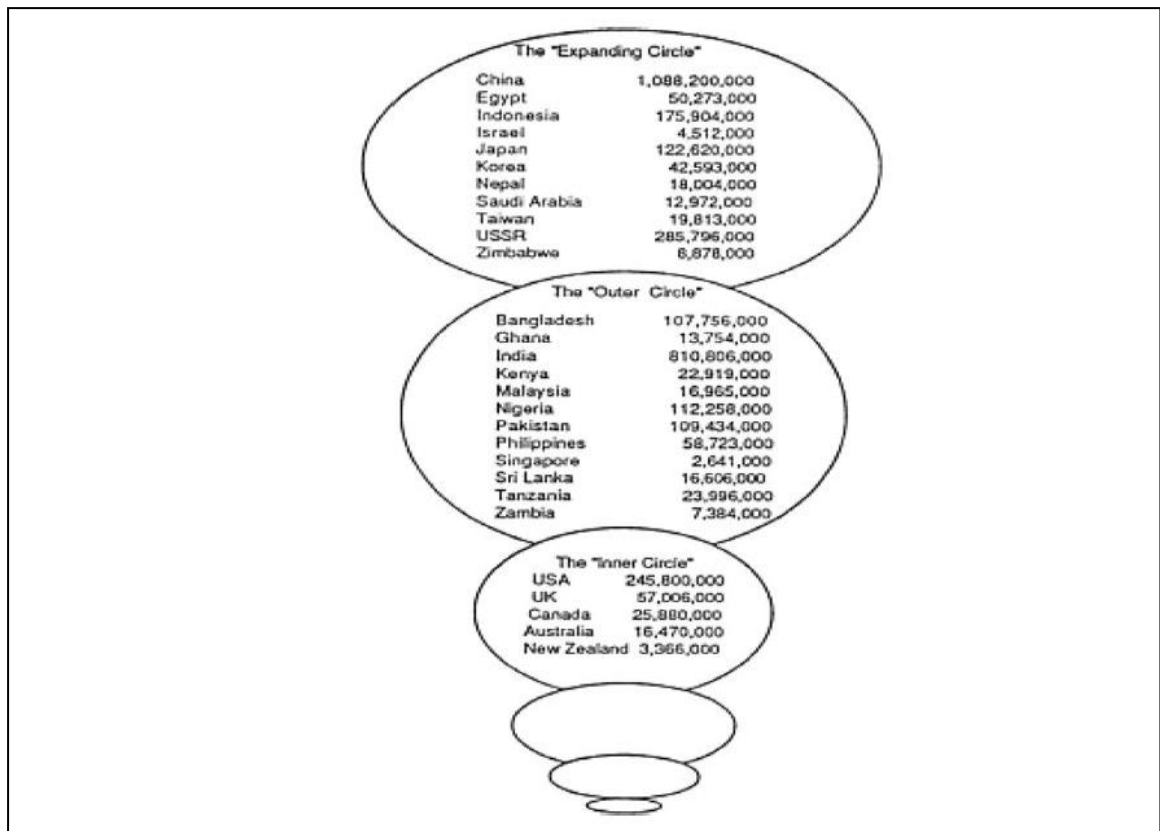


Figure 1. Kachru's Three Concentric Circles (1992, 356).

### Figure 2.2 KACHRU'S 3 CONCENTRIC CIRCLES

From Kachru's concentric circles, the Inner Circle is the smallest, containing only the aforementioned five countries, totaling a population around 350 million, while the population from the Outer and Expanding Circles far exceed this number. As McArthur put it (2003, p. 2): India and China, 2 of the largest economies in Asia, already account for at least half a billion users and learners of English, a figure that could, demographically, make the Asian continent the no.1 'consumer' of English in the world. Kachru (1992) thinks the term 'English' does not capture the sociolinguistic reality, whereas the term 'Englishes' has a higher level of appropriateness.

Kachru (1985) segmented the spread of English into a few chronological stages. In the first stage, during the 16<sup>th</sup> and 17<sup>th</sup> centuries, English spread throughout the British Isles, including Wales, Scotland, and Ireland. The second stage came soon thereafter, and English migrated to some other Inner Circle countries such as North America, Australia, and New Zealand, the vector of which were English-speaking

immigrants. Kachru cited third stage or, the Raj phase, as having the greatest effect on the sociolinguistic profile of English. It was in the Raj phase when English had been adopted into regions where no English-speaking communities had existed before; this included such countries as South Asia, Southeast Asia, South, West and East Africa. Kachru stated that this Raj phase was catalyst for the rise of a significant blending of cross-linguistic and cross-cultural traits, which led to a transition of English to evolve into a ‘pluricentric’ language. Kachru’s ‘pluricentricity’, “is not merely demographic, it entails cultural, linguistic, and literary reincarnations on the English language” (Kachru, 2004). Bhatt (2001) supported this idea, and further recognized the evolution of “regional-contact varieties of English” stemming from its contact with diverse languages in these disparate sociocultural contexts. Bhatt went on to describe this stage of English diaspora as responsible for creating “a new ecology for the teaching of English ...in terms of linguistic input, methodology, norms, and identity” (Bhatt, 2001, p. 529).

Bhatt (2001) gave his interpretation concerning the spread of English in Kachru’s (1985) Three Concentric Circles as follows: a) the Inner Circle, represents those countries where English is spoken as a first or native language (L1) in countries including English-speaking Canada, USA, UK, Australia, and New Zealand; b) the Outer Circle, represents countries wherein English is institutionalized as an additional language and learned as a second language (L2), such as Malaysia, Singapore, the Philippines, India, and Kenya; and c) the Expanding Circle, represents countries such as Norway, Brazil, China, Korea, and Japan, where English is a foreign language (EFL). Kachru (1985) captured English’s pluri-centric profile in a useful diagram which he himself referred to as the Three Concentric Circles of English. The three circles, which include the Inner Circle, the Outer Circle and the Expanding Circle, “represent three distinct types of speech fellowship of English, phases of the spread of the language, and particular characteristics of the uses of the language and its acquisition and linguistic innovations” (Kachru, 1985, p. 122).

### **2.1.2 World Englishes and English as a Lingua Franca**

The phenomenon of English as lingua franca spawned from the dynamism the language provides in its sociolinguistic and sociocultural functions and its widespread

penetration as the primary medium of international communication. This holds true regardless of whether we are quantifying the number of English language users or if we are gauging its rate of diaspora into the global context (geographical and functional). In fact, few would argue that there now exists more non-native users of English than there are native English speakers, which would pose the question who is now the true ‘owner’ of English and who’s English should be taught to whom. Now is an era marked by the significant spread of English worldwide, with speakers of English as a second, foreign or other language outnumbering native speakers (McKay, 2003a; Jenkins, 2006).

In contrast to World Englishes (henceforth WE), English as a Lingua Franca (henceforth ELF) is considered a contact language utilized among the gamut of multicultural users who do not share a first language and therefore is generally accepted as a second or subsequent language of the language user, Jenkins (2007). Jenkins (2007) also recognized that ELF focusses on the English language as a medium of communication between users from different L1s; ELF also focusses on commonalities of the language user rather than their differences and therefore recognizes that the retention of certain characteristics of the L1 such as accents should not be seen as a hindrance. Kirkpatrick (2011) has stated that English language today is in fact the emergence of a lingua franca; this stems from the fact that the majority of English language users are multi-linguals who have studied English as a second or subsequent language.

World Englishes mainly focuses on describing the characteristics of different Englishes while ELF stresses freedom of expression through the use of the English language without conformity to language rules and norms representative of other socio-cultural identities (Jenkins, 2007). According to Kachru (1985), the English used in the inner circle is considered “norm-providing”; in other words, orthodoxy of the English language is measured against speakers of English as a native language such as the native speakers of English in the U.S.A., the United Kingdom, Canada, Australia, and New Zealand. Clearly English has an essential role when communication occurs among NS of English and NNS of English consequently there is a manifestation of several varieties of English spoken by a diverse range of users that differ in linguistic and socio-cultural backgrounds.

Recent studies estimate that the number of non-native speakers of English has effectively doubled, Kachru (1985), tripled, Pakir (1991), or, some have found, even quadrupled, Kachru (1996) over the number of native speakers in the global context. With this spread projected to continue, Graddol (1997), English language teachers must consider the implications for teaching and learning (Yano, 2001; Jenkins, 2006). Even though there is widespread recognition of this ELF phenomenon and it has sparked numerous scientific studies and explorations, the transfer to English language classrooms worldwide has been lagging or absent (Kachru, 1996; Bhatt, 2001; Seidlhofer, 2001; McKay, 2003a; Jenkins, 2006). For the required transition in the classroom level context to take place, ELT instructors and their institutions must learn to accept and embrace English's impact on English language teaching and learning; this may seem especially difficult for the NEST who could feel natural resistance towards the notion of losing ownership of their mother tongue. Consequently there is a surplus of interrelated concepts to be mutually understood and clearly defined such as the presence of World Englishes (WE), English as a lingua franca (ELF), and English as an international language (henceforth EIL). In addition, complementary to the comprehension of such concepts will require an evaluation of pedagogical practices and assumptions in relation to their suitability to handle today's English. Also some archetypes of adaptation to this new ELF exist today and will be used as examples of how countries in the Expanding circle, like Japan, China and Taiwan, have accommodated for this new age of English language learning and teaching.

In addition Graddol (1997) also voiced some extensive discussions in regards to galvanization and acceleration of the spread of English. Graddol cites two prevalent historical factors leading up to the current diaspora of English:

First, the colonial expansion of Britain directly attributed to the immigration of English speakers in numerous parts of the world which unknowingly laid a foundation for the future expansion of English the language. It is these fragmentations of English speaking settlements which eventually led to the adoption of a language as a lingua franca. However in the 20<sup>th</sup> century, the US has seemingly been the major contributor to this phenomenon as compared to Britain. America has managed to position English at the forefront of scientific and technical knowledge and, with the additional

strength and global influence of the entertainment industry, has also saturated the consumer culture on a worldwide scale.

Bhatt (2001) also cited some similar ideas to Graddol (1997, p. 533) in attributing the success of the spread of English to “the economic conditions that created the commercial supremacy of the United Kingdom and the United States”. Bhatt then continued by mentioning the “econocultural model” as the name of this concept which successfully transported English to all corners of the globe. Similarly, Brutt-Griffler (1999, p. 386) explained that the world econocultural model is “the center of gravity around which the varieties of world Englishes revolve”, with the evolution of English as a global language paralleling the development of this world econocultural system. Subsequently, English has essentially, though inadvertently, emerged as the preferred medium of communication in a web of global networking and, thusly, has risen with power and authority which has then been projected upon all those with the skills to wield it.

Fant (2002) has also supported the notion that after the decline of British Empire in the early part of the 20<sup>th</sup> century, the US gained massive influence of the economic, political, military and cultural factors which all played a major role in the expansion of English across the world (also see Crystal, 1997; Graddol et al., 1999). Bayard et al. (2000, p. 41) referred to ‘the inexorable pressure of the American global hegemony in all its guises: fast food, pop music, films, middle-class TV sitcoms...’, and, in particular, the globalization of world media based on American TV models (Fant, 2002). Worldwide consumers are constantly bombarded with the undeniable fact that the USA is the predominant economic and military power of the world today and, in fact, the assimilation of America is so strong that the process of globalization is even referred to as Americanization by some authors (Ritzer, 1995). In EFL, several authors have suggested how Standard American (Henceforth SA) is increasingly taking over from Received Pronunciation (Henceforth RP) as the norm (Crystal, 1997; Graddol, 1999; Fant, 2002b).

Currently, English is synonymous with many coined terms such as, an international language, a lingua franca, a global language, and a world language (McArthur, 2004; Erling, 2005; Jenkins, 2006). Additionally, successful attempts to identify varieties of English have been given emphasis by many scholars such as

Kachru, who has designated World Englishes, (WE); this term which identifies with the plurality and inclusivity from which comes the conception of English (Bhatt, 2001; Bolton, 2005; Jenkins, 2006; Kachru, 1996). Erling (2005, p. 40) emphasized the importance of this new terminology by stating that: ‘These proposals place emphasis on functional uses of language instead of geographical varieties and recognize that English can be used as a language of communication without necessarily being a language of identification’. Furthermore, since English has experienced a paradigm shift, a concurrent shift needs also to be addressed in the teaching/learning of English (ELT). Erling identified the needs in ELT practice as follows:

More important than finding an appropriate name for English is ensuring that ELT professionals around the world move their practice away from an ideology that privileges L1 (‘inner circle’) varieties. The language must be taught as a means of intercultural communication and critical analysis, Erling (2005).

Phillipson (1992) hypothesized the concept of ‘linguistic imperialism’ and steered away from the ‘native speaker fallacy’ or, in other words, the notion that ‘the ideal English teacher is a native speaker’. Medgyes (1994) later explored the idea that the non-native speaker of English, despite their potential linguistic barriers, has certain characteristics that NES do not. Canagarajah (1999) also explored how the concept of ‘native speaker’ has become obsolete in the present day where there exist native speakers of multiple languages and/or varieties of a language, and without any distinctive linguistic boundaries.

Contributing to this school of thought, Braine (1999) and Kamhi-Stein (2004) additionally said that both NS and NNS teachers were mandatory and invaluable in contexts which could nurture and promote the use such multi-lingual skills and competencies. Canagarajah (2005) further tried to establish a deeper comprehension between native and non-native speakers and finally hypothesized that in fact the distinction was no longer clear cut. This belief stemming from the outdated definition of the words and with the onset of globalized communication systems and the present multi-cultural global society in which we live today. He further explains that these users of such ‘global English’ will require more communication and negotiation in contrast to when there were clearer distinctions of native and non-native speakers.

Trying to judge EFL teachers' pedagogical and linguistic skills with paradigms which can no longer be definitively applicable has led to a new approach which views English-proficiency as a 'plural system' that dispels the notion of native versus non-native speakers and instead attempts to more accurately explain the level of distinction, for example, 'novice and expert' teachers (Tsui, 2003; Canagarajah, 2005). This might mean that a 'good language teacher' would need to be knowledgeable in a combination of linguistics, pedagogical, and methodological skills and; in addition, would also require 1<sup>st</sup> hand experience of learning and applying a foreign language in order to understand their EFL students' learning process and experiences (Ellis 2006).

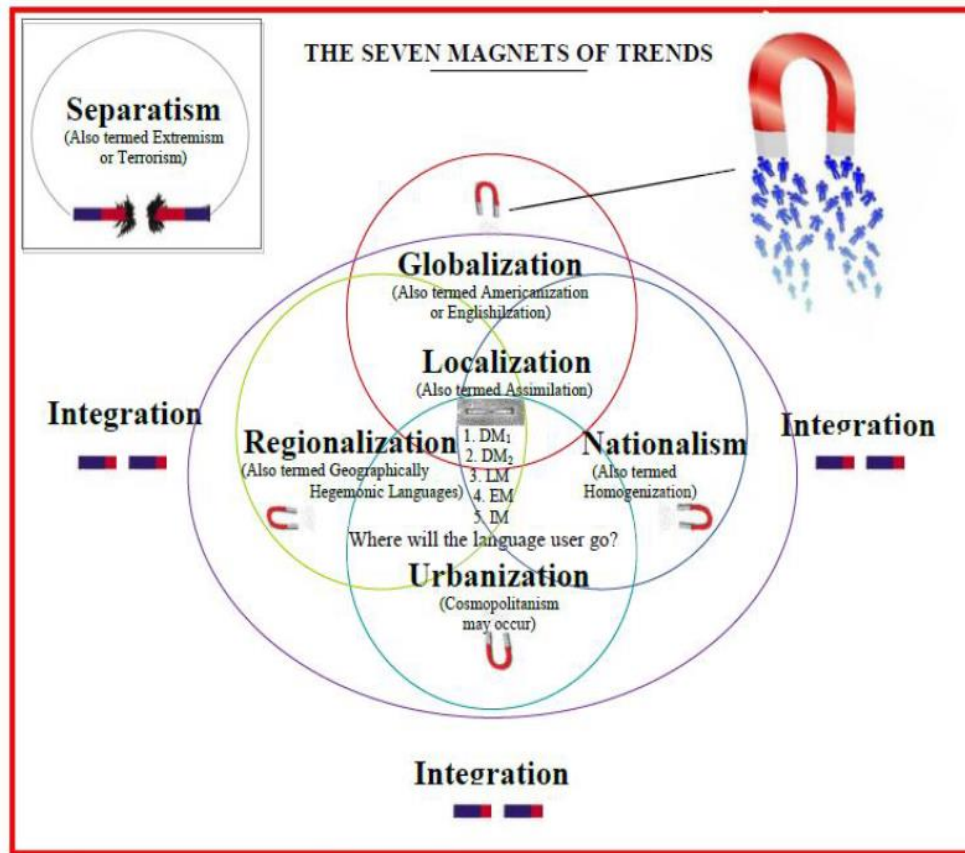
Another observation stated by Berns, de Bot & Hasebrink (2007) tells us about how youth plays an integral role in the expansion of globalization and, by extension, the spread of 'global English'. It's a fact that English is influencing the lives of our youth and young adults alike to face a global society where the economy, educational reforms, politics and culture are molded and adaptable to their knowledge of the English language or lack thereof. However this knowledge of English will not be restricted to one single form of English but, rather a form of Englishes with words, expressions, accents, sociolinguistic rules, and even grammatical rules transformed and adjusted to fit the different contexts. (Kachru, 1992; Modiano 1999; Seidlhofer 1999; Jenkins, 2000; Mesthrie 2006; Berns, et al. 2007; Jenkins, 2007) So it is evident from the aforementioned examples that ESL/EFL teaching should not be limited to one single accent or model. On the contrary, the English language must be facilitated to ESL/EFL students with a gamut of Englishes which are representational of the different cultural and linguistic backgrounds of its teachers (Jenkins, 2000, 2007). Bentahila & Davies (1989) further explain that ESL/EFL students need to decide for themselves which is most relevant and applicable to their specific uses and context.

### 2.1.3 English and ELT in Thailand

In order to attain a clear understanding of Thailand's language contact and language use it is necessary to delve into Thailand's history of involvement with other nation states. From the inception of first Thai states in the 13th century, The Kingdom of Thailand had been in contact with foreign language users but not as a result of colonization but rather through business/economic, political and religious contacts expansion, Chirasombutti (2007). Historically Thailand's language-contact with foreign and second languages can be traced back for a millennium (e.g., Khmer, P.li and Sanskrit languages were in contact with the Thai language during the Sukhothai period (1292-1536); Burmese, Tamil, Lao, Vietnamese, Chinese, Dutch, French, Japanese, Khmer, Malay, Mon, Persian, Arabic and Portuguese languages were in contact with the Thai language during the Ayutthaya period (1350-1781); and the English, French and Russian languages were in contact with the Thai language during the Bangkok period (1782-present).

Taken from Lee (2014) there are certain stages of language contact which are involved, in the evolution of increased use of said languages in different parts of the world and, in this case, Thailand specifically and these influences of language adoption are explained in THE TREND MAGNET Model (Figure 1.3) which explains the trends involving sociopolitical power influence language contact and language use among and across majority-majority, majority-minority and minority-minority interactions in Thailand and elsewhere. adapted from Kaku (2012); Kosonen (2008); Fishman (1998/1999).

It has been postulated that much of the Thai speech community interactions revolved around six macro-level trends to which DM, LM and IM speakers (see figure 1.3) have involvement. The magnet of trends model pertains to the idea that there exists four intersecting circles (representing the four concurrent trends of globalization, regionalization, nationalism and urbanization) and one circle representing the trend of separatism which does not overlap with the other four.



**Figure 2.3 Trend Magnet Model**

**Sources:** Expanded from Kosonen, 2008, informed by Kaku, 2012, p. 171; Fishman, 1998/1999; modified from Lee, 2015)

**Note:** 1) Dominant-language-speaking minority speech communities and language – user groups 2) Local minority speech communities and language-user groups and 3) Immigrant minority speech communities and language-user groups

Internal factor or domestic causes, such as nationalism, are as salient in understanding language contact and language use in Thailand, as are external factors, such as globalization. The trend of localization, which is the core of this model, is overlapped by all four of the previously mentioned circles, portraying the minority communities of DM, LM and IM speakers, experiencing a natural shift from their ethnic language domains by external forces (the six identified trends) and their reactions to all of these forces. Localization falls at the center of this visual model in order to emphasize that LM languages and its speakers are in essence in a constant

state of flux affected by their immediate national or official state language, which tends to create a hegemonic overshadowing over the less spoken local dialects.

It must not be forgotten that these trends act as forces on the DM, LM and IM language users effectively pushing them in different directions. This model assumes that these trends can act as joint forces, since there are nine overlapping shapes depicting tendencies that reinforce each other (e.g., nationalism and urbanization jointly promote the use of the official state language) however there also exists a mutually incompatibility or conflicts between the different trends as well. From this level of incompatibility, or mutual resistance, stems the primary arguments behind a long-continuing ethnolinguistic and sociolinguistic crises (e.g., globalization through English versus nationalistic dominance of the official state language). Current language policy and language-in-education programs, which attempt a top-down effort to somehow integrate all of these 6 trends has not seen success.

The first trend, which is Globalization, stems from the current realization of a de facto “planetary civilization” (Kaku, 2012, pp. 327-352). Based on statistical compilations in Google Scholar, the annual number of scholarly publications studying the topics relating to “globalization” has been steadily increasing for the last 15-20 years, and the concept of globalization has become more and more prominent since early in the 21st century, Lee (2015). The aforementioned trend has strong correlations to “Westernization” or “Americanization”, meaning to act more like Americans, (Kubota, 2002). Scholars have identified three of the most salient contributing factors of globalization which are: First, the ever-increasing global mobility of transnational migration (expatriates working in a foreign country communicating in English); Second, the broad spread of English as a lingua franca (people with different mother tongues using English as their mutual language for communicating); Third, the evolution of a planetary civilization as witnessed by phenomena which unite the entire planet (e.g., entertainment industries, fashion, airline and industry, fusion cuisine and the virtually complete internationalization of major sports competition, such as the Olympics and World Cup Football).

Meanwhile, English or ‘globish’ has niched its way into some special but not exclusive facets of urban life in Thailand such as academia/education, business/trade, media, science/technology and social networking (Lee, 2010-2014) but this

globalization has not yet seen a widespread saturation of English use, this despite English is the official language of ASEAN (Association of Southeast Asian Nations) of which Thailand is a core member. Most Thais citizens that use English fluently exist within small circles of executive administrators in airline, business, educational, journalism, political and other sectors. For the most part, English ability of the general Thai population remains quite poor; in fact, Thailand was ranked 116th (n=163 countries) in TOEFL scores in 2010 and it was ranked 53rd (n=54 countries) on the Education First English Proficiency Index (EF EPI) in 2012.

As far as English speaking IM, and DM communities, the concerns for English use and its integration are quite varied: (a) the educational sector (increased use of both Thai and English languages has occurred as a strategy for the ASEAN and since English has become the first foreign language studied in Thai academia, the importance of LM languages has been marginalized and dwarfed by focus on the English language.) (Kirkpatrick, 2012, p. 339); (b) in the tourism sector (English has long assimilated into Thailand's unofficial language of the tourism industry and this has sparked a new Thai entrepreneurship/middle class (the more successful LM bargirls speak English, the more money they earn from tourists), Lee (2013); and (c) the social-work sector (the learning of English has the potential to assist DM and LM orphans overcome the depredations of poverty (Lee, 2012), to help DM and LM street children sell garlands of flowers to foreign tourists (Thani et al, 2011) and to help IM asylum seekers and urban refugees resettle in a more receptive country (Lee, 2011a, 2011b).

When considering the future of globalized English in Thailand, it can be considered to be floating in a period of crisis which stems from a few significant factors. Firstly, the use of English in Thailand remains with only a small handful of the members of higher social classes. Secondly, the majority of the members of the moderate social class do not possess a high demand for the use of English because they exclusively use the Thai language across their regular communicative domains for work and socializing. Thirdly, Thailand's collectivistic culture creates a vacuum in which members of certain communicative domains bond with one another using the Thai language (For Thailand's communicative cultures in business and public domains, Holmes and Tangtongtavy, 2003) That being said, in regards to intra-ethnic

communication, the use of English can be a barrier to Thais' pragmatics and, by extension, a disruption of harmonious social relationships for example, they use their Thai language (particularly titles and pronouns in addressing others) for the sake of smoother relationships (Lee, 2010-2014). Fourthly, in academia in Thailand, English is primarily studied in preparation of AEC (ASEAN Economic Community) however there is still a significant portion of the moderate social classes that remains highly resistant to English.

The first fact to consider when tracing development of English in Thailand is that it has never experienced formal colonization unlike many of its ASEAN neighbors. This dearth of formal colonial influence has led to a linguistic 'melting pot' out of which came the conception of a novel and distinctive form of English. Watkhaolarm (2005), who studied English fiction written by Thai authors, identified that the Thai English 'dialect' is early in its stage of development and that it "is not influential in the Thai identity. It has never been needed as a lingua franca...It is not associated with the experience of colonialism. Thus, the English language, to Thais, is the language of 'others'", Watkhaolarm (2005, p. 155).

That being said, this does not mean that English has previously been absent from Thai society, on the contrary, it has been taught in Thai classrooms for generations, beginning in 1921, Wongsathorn (2000), Foley (2005). Later in 1996, English was even approved to become a required subject starting in primary school in government-run state schools. Such a government initiative is testament that Thailand was embracing and taking an adaptive approach to the importance of English on a global scale it essential use as a tool for communication with other native and non-native speakers of the language. Additionally, in 2006, even more intensive focus was placed on writing in English, evidence of which was evident when English writing was incorporated as an optional facet of the national entrance examination which is equivalent to the US Scholastic Aptitude Test (SAT) and the initial qualification for acceptance into Thai public universities.

Pholsward (1993, p. 91) investigated the English language deficiencies of computing professionals in Thailand and she found that managers of Thai employees felt their employees' English reading skills were adequate but there was a clear weakness concerning their English writing skills. However managers gave less

emphasis on the importance of English because they held writing as a “secondary skill” and when problems occurred “the subjects could seek assistance from others” to complete writing tasks, contrary to speaking which was viewed as ‘real time’ communication and a spontaneous skill each employee had to grasp at least at a level of adequacy. Some contrasts between Pholsward’s (1993) study and others are that her survey investigated English needs in general but did not focus specifically on English writing needs, and she sampled computing professionals only which is a specialization which would not be representative of the gamut of other fields present in the Thai economic context.

Whether or not English in Thailand is EFL or ELF, the primary issue should ascertain the prioritization between native and non-native teachers. Todd (2006) further explains that in his previous review he found that some consider NS teachers’ English to be superior to that of non-native speakers; the reasons being that NS teachers’ pronunciation conforms to accepted norms, use of vocabulary is more effective and appropriate, and the lack of grammatical mistakes, Todd (2006). Concerning English accents, Jenkins (2007) distributed questionnaires surveying 326 respondents (300 of which were NNSs of English) to identify and rank English accents. The study’s findings showed that UK and US English accents were ranked first and second “best” respectively by a significant majority of respondents. That being said there are; however unique characteristics of non-native English speakers in EFL settings described below. Medgyes (1994)

- 1) They provide a good learner model for imitation.
- 2) They teach language learning strategies more effectively.
- 3) They supply learners with most information about the English language.
- 4) They anticipate and prevent language difficulties better.
- 5) They are more empathetic to the needs and problems of learners.
- 6) They make use of the learners’ mother tongue.

Research concerning accents by Jenkins (2007) also found that all non-native accents suffer unavoidable influence from its mother tongue. It was concluded that NNS from Asian countries have problems with pronunciation however the more highly educated they are, the more acceptable their English accent tends to be.

Interestingly it was also found that all NNSs possess the potential to speak with native-like accents. Another conclusive idea Jenkins (2007) found was that contrary to the massive expansion in the use and users of the English language in recent decades, the majority of EFL/ELF teachers within expanding circle countries still agree with the notion that “proper” English is still inherent in that of the “ancestral homes” of English, notably the UK and the US.

Being that Standard American (henceforth SA) and/or British English are predominately considered to be the standard for learning in EFL, Jenkins (2006), there should logically be an emphasis focused on studying the EFL instructors knowledge of the language and their teaching competencies as perceived by their EFL students. In many expanding circle countries, Thailand included, the increase of multilingualism in local communities actually creates speech situations counter to the idea of English as a shared language and because there is a plethora of non-English-speakers crossing national borders in hopes of employment opportunities, the major lingua franca is usually the dominant language of the host country, McKay (2003).

A 2008 survey identifying the enrollment of foreign students into Thai higher educational institutions showed that there were 16,361 foreign students from 87 countries attending 96 Thai higher educational institutions; Assumption University was concluded to be one of the top five. These statistics represent the challenges faced by the English language teachers as they need two main qualifications to be effective at the university level which are the language proficiency factor and teaching skills. In relation to these two required factors, numerous studies concluded that indeed accents and dialects do have an influence on listeners’ perceptions of speakers, Butler (2007). Butler’s investigations also explain that Korean elementary school students’ perceptions between American-accented English and Korean-accented English had a large disparity concerning two primary factors which were the teachers’ use of English (i.e., pronunciation and confidence) and the teaching strategies applied (i.e., focus on fluency and use of Korean in class). The attitudes towards EFL and the comprehension of students’ perceptions towards various English accents and teaching practices could lead to many beneficial improvements for universities and its stakeholders. Since many universities’ EFL teachings models are influenced by students’ attitudes (Starks and Paltridge, 1996, cited in McKenzie, 2008) , it is

hopeful that exploring the views of students who are from the outer and expanding circle countries will lead to such improvements. Concerning administrators, such studies should assist in adapting their recruitment policy so as to focus specifically on EFL students' needs. Concerning teachers, these results should lead to self-empowerment and a better understanding of students' perceptions. Ultimately students should of course feel benefits from improvements in both administrative policies and EFL teachers' strategies.

A recent study that had focused on English writing by a sector of the Thai population was that of Pupipat, (1998), who explored Thai scientists' self-perception of publishing articles in English journals. It was found that in Thailand there exists a variety of locally published but internationally recognized, peer-reviewed scientific journals; yet, Thai scientists feel a professional 'need to be published internationally, in international journals, in order to be considered for promotion, and to communicate with international colleagues for collaborative projects and/or funding, [leading] to the importance of writing in English' Pupipat's (1998) study had discovered that in Thailand, English is "the international language of science" and, one important reason for this, is that it is perceived to be more precise than Thai, especially when using of technical terms in English as compared to in Thai (1998, p. 151).

The phenomenon mentioned above has direct correlation with Kachru's idea that "English has interactional uses with (mostly) other non-native speakers" (2005: 123, emphasis in original). Furthermore, according to Smith (1983), it was stated that the "majority of uses of English as a second language around the world today involve interactions of one non-native speaker with another rather than the prototypical situation of a native and a non-native speaker assumed in the ESL textbooks" (Sridhar and Sridhar 1992, pp. 94-95).

One of the most significant findings here is that more of Thais who write in English are writing to other Thais as compared to people of any other nationality, Glass (2009). Once again, this coincides with Kachru's findings that there is a significant importance of the role of English "for intra-national communication" (1997, p. 226). Glass (2009), then argued that so many of these Thais write to other Thais simply because they know more Thai people, and that is true; the point here, though, is that frequently they are writing to each other not in Thai but in English.

#### **2.1.4 Critical Thoughts on ELT**

Kramsch and Sullivan (1996) have rightly pointed out: ‘an appropriate pedagogy for the EIL (English as an International Language) depends upon local ELT professionals thinking globally but acting locally’. From the global exposure of the world to American culture, and assuming there is a direct relationship between the ethnolinguistic vitality of a particular culture and its attractiveness to outgroup members (Giles & Coupland, 1991), more acceptance, or less resistance, to Standard American as compared to Received Pronunciation (henceforth RP) is to be expected in the today’s EFL classroom. Such positive attitudes towards an L2 target language group have been found to be prerequisites for successful language learning (e.g. Gardner, 1979; Gardner & Clement, 1990). Researchers have also discovered that success in second language acquisition has high correlation with students’ identification with the target language group (Giles & Coupland, 1991; Sachdev & Wright, 1996). The significance of such group identification has been modeled as part of a more general multivariate intergroup model of second language acquisition by Giles and Byrne (1982). This model elaborates on Tajfel and Turner’s (1979) Social Identity Theory by incorporating vitality (objective and subjective) in the conceptual framework. In a study by Bradac and Giles (1991), they recognized the undeniable assimilation of English and SA in the Scandinavian context and therefore made a prediction that Scandinavian EFL learners would not only accept SA more positively than RP, but would also be motivated to learn SA more than RP.

The lack of standardization in regards to professional ELT instruction has been recognized by various scholars (Luukkainen 2000; Eraut 2002; Kansanen et al. 2002). Furthermore, to ensure that implementation of such standards are conducive to the specialized needs of ELT, these standards should be developed in conjunction with a variety of sociolinguistic sectors to whom it would be served. An initial assessment of said sociolinguistic groups is required to determine the specific expectations of their ELT instructors and also, their comprehension of ELT. It would then be possible to perform a comparative analysis of the stakeholders perceptions of ELT in correlation to the theoretical conceptual ideas set forth by scholarly research; the discrepancies could be vast.

Kachru (1996) stated a need of the ‘culling of the five sacred cows’ of English, namely: the acquisitional cow, the theoretical cow, the pedagogical cow, the sociolinguistic cow, and the ideological cow. He also claimed that a significant paradigm shift would be necessary to corral these five cows into the annals of ELT history Kachru (1996). One idea in particular spoke of sacrificing the acquisitional cow which demanded that ELT professionals question the relevance and effectiveness of current language acquisition concepts that of which placed ownership of English language knowledge solely in the hands of the native speaker. The following are examples of these language acquisition concepts: a) interference errors, characterized by the application of first language knowledge to learners’ target language (henceforth TL); b) inter-language errors, a linguistic system developed by learners that incorporate first language elements into the development of their TL; and c) fossilization errors, those errors established during inter-language development which resist correction. In addressing the concepts as errors and remaining in constant conflict with trying to correct them, ELT instructors are inadvertently and simultaneously enforcing the idea that native speaker should endure as the standard for the EFL and ESL students.

Sacrificing of the acquisitional cow would afford ELT instructors the ‘right tools and mindset’ to apply culturally sensitive second language teaching methodologies appropriate to multi-sociolinguistic contexts as those seen in the approach known as ethnography of communication (Bhatt, 2001). The idea around which this approach revolves is known as ‘communicative competence’; this is defined as one’s ability to convey the intended message to the intended receiver of that message. There exists a practical and real world versatility with communicative competence as the immediate needs of language will surely vary from one context to another and so “models of teaching and learning need therefore to reflect the sociocultural ethos of the context of teaching/learning” (Bhatt, 2001). McKay (2003) had further commented: “[A]s an international language, English belongs to its’ users, and as such in its users’ cultural content and their sense of the appropriate use of English that should inform language pedagogy”. Apparent from this evidence is the fact that ELT professionals must catalyze a shift away from the traditional pedagogical methods of ELT which focus on native speakers as the ‘ideal models’ and instead involve the various sociocultural

and sociolinguistic groups at the frontlines of this phenomenon to voice their needs and expectations so that this may be incorporated into current ELT practices.

Another pioneering model which has been centric of many language studies is Kachru's (1985) three-circle model (which is a continuation of Quirk (1972, p. 3 Tripartite Model) which segments English practitioners into three categories, namely: the Inner Circle, Outer Circle and Expanding Circle. Bruthiaux (2002) is one scholar however who has noted some drawbacks of Kachru's model; it fails to clarify what it wants to categorize since it broadly refers to English language users in terms of geographic location (nations), types of speakers, and functions of English. An example of this would be an inconsistent comparison of native speakers in the Inner Circle to non-native speakers in the Outer and Expanding Circles. Additionally, the model lacks specificity in the various functions of English, mentioning only that it is used in all domains and for all communication purposes in the nations in the Inner Circle, but only intra-national functions in the Outer Circle nations. The model also claims that the Expanding Circle nations learn English as a foreign language exclusively for communicating with others the Inner and Outer Circles. Lastly, Bruthiaux (2002) says that the model only recognizes the standard-orientation of English used therefore identifying the Inner Circle nations' norm-providing' in relation to English usage but concurrently having ownership of their own varieties of English. This, in contrary to, Outer Circle nations, which are categorized as 'norm developing' or in other words are in constant development of their own varieties of the language: the 'New Englishes'. Furthermore, English practitioners in the Expanding Circle, according to Kachru, are denied the right to 'variety-development' of English, but rather are considered as 'norm-dependent', only able to learn and adapt from standard forms of the language.

Another paucity concerning Kachru's model which has receive recent controversy is the failure to recognize English as a 'global language'. English has become emergent as the most dominant and influential medium of exchange world-wide, a lingua franca co-existing encompassing and penetrating all three concentric circles, especially the Expanding Circle. Related literature on English as a lingua franca (ELF) has grown exponentially but it has yet to receive integration into the Kachru's model. However it is difficult to deny English's rise to the status of a lingua

franca and therefore a suitable definition needs to be developed; this holds especially true when considering EFL's legitimate position in the Three Concentric Circles. What follows are three controversial 'untruths' which have been addressed concerning these related issues previously discussed:

### **2.1.5 Fallacies in English Teaching in EFL Contexts**

Fallacy one: English learners in the Outer and Expanding Circles learn English essentially to communicate with people from the Inner Circle

With the current rise of ELF it is widely recognized that English is utilized by a wide array of multi-sociolinguistic communities on a global scale. These utilizations include ELF presence in world-wide academia, economics & commerce, and other professional exchanges therefore it is apparent that since English is being used within the Outer and Expanding Circles for communication exchange among themselves; there exists a need for a stronger focus on the effectiveness of current ELT contextual teaching and learning strategies. English has now become the primary language of exchange among non-native English speakers (NNEST) with distinctive multi-linguistic and sociocultural backgrounds, for example Koreans in exchange with Thais or Chinese interacting with French nationals.

Fallacy Two: A native speaker model is the only appropriate model for all learners of English

Kachru (1992) had stated that the Inner Circle native speaker is, in only a very marginal sense, a 'model provider'. Outer Circle speakers have learned ELT with institutionalized local models of English which utilized educated varieties of the language as standard models in the classroom on which they use as the benchmark. In fact, India and Singapore have implemented their own models and norms of English which have seen broad acceptance in global communication exchange. The concept 'native speaker' is not always a valid yardstick for the global uses of English (Christopherson, 1988).

English has become an international language. In defining an international language, Smith (as cited McKay, 2003) suggests that in the acquisition of an international language:

1) Learners do not need to internalize the cultural norms of native speakers of the language, the ownership of an international language becomes ‘denationalized’.

2) The educational goal of learning the language is to enable learners to communicate their ideas and culture to others.

Fallacy three: All native speakers of English can go on to teach in the Outer and Expanding Circles

It has been found in ESL and EFL nations that native speakers of English (NEST) are given preference in ELT as compared to their NNEST counterparts (Holliday, 2008; Kim, 2007). It is the perception and often misconception that NEST are ‘experts’ in the English language and that coming from one of the Inner Circle nations affords them sufficient ELT qualifications for Outer Circle and Expanding Circle teaching positions therefore they tend to be more highly compensated and given greater respect than their local NNEST colleagues. Often they don’t know how to teach and have very little knowledge of Asian culture. Regardless, the general perception still exists among influential stakeholders that employing NEST instructors from the Inner Circle nations give prestige and credibility to primary, secondary and tertiary educational curriculums, but in reality logic would suggest that one’s birthplace or fluency in the English language does not include an innate ability of teaching competence or subject competence. In fact it has been found in many Outer Circle and Expanding Circle nations that NEST motivations for teaching are simply a desire for travel or that they are underqualified for similar employment in their own country where native-ness is the norm but teaching proficiency is the main criteria for educational employment. In essence, unqualified EFL instructors would not provide any practical value to an ESL/EFL program but might only provide an environment of hirer multinational diversity.

### **2.1.6 ELT Teaching Methods in Language Classrooms**

In twentieth century we have seen an emergence of language teaching methods and approaches from the Grammar-Translation Method to the Natural Approach to the Communicative Language Teaching (henceforth CLT), Liu, J (2007). Some of these methods which have survived paradigm shifts and are presently employed in EFL contexts today will be explained accordingly.

These are the various methods which had been applied in ELT described by Nunan (1999) as cited in Rattanaphumma (2013, 2015) below:

**Table 2.1 Audio-Lingualism & CLT**

	<b>Audio-Lingualism</b>	<b>CLT</b>
Theory of language interaction	Language is a system of rule-governed structures hierarchically arranged.	Language is a system for the expression of meaning: primary function and communication.
Theory of learning	Habit formation; skills are learned more effectively if oral precedes written; analogy not analysis	Activities involving real communication, carrying out meaningful tasks and using language that is meaningful to the learner promote learning.
Objectives	Control of the structures of sound, form, and order, mastery over symbols of the language; the goal is native speaker mastery.	Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives.
Syllabus	Graded syllabus of phonology, morphology, and syntax; contrastive analysis.	Will include some or all of the following: structures, functions, notions, themes, and tasks. Ordering will be guided by learner needs.
Activities	Dialogues and drills; repetition and memorization; pattern practice	Engage learners in communication, involve processes such as information sharing, negotiation of meaning, and interaction

**Table 2.1** (Continued)

	<b>Audio-Lingualism</b>	<b>CLT</b>
Learner role	Organisms that can be directed by skilled training techniques to produce correct responses.	Learner as negotiator, interactor, giving as well as talking
Teacher role	Central and active; teacher-dominated method; provides model, control direction and pace	Facilitator of the communication process; needs analyst, counselor, process manager
Role of materials	Primarily teacher-oriented. Tapes and visuals; language lab often used.	Primary role of promoting communicative language use; task-based, authentic.

In summation, there is a recognizable shift from traditional paradigms which focuses on drills, repetition, and forms to communicative language teaching which aims to promote functions, communication, and authentic language; communicative competence now takes precedence over forms in multi-cultural contexts. It is the students' needs which ought to be taken into consideration when selecting the most appropriate method with which to apply in the classroom as well the needs of stakeholders, physical settings, nature of the course and institution, teaching resources, time, and teachers' beliefs about language, about learning and learners, and about teaching (Graves, 2000).

## **2.2 Theoretical Framework**

### **2.2.1 Ideas on Critical Race Theory, Whiteness and White Privilege in EFL**

First let's begin by stating the fact that all human beings are generally speaking biologically/genetically the same, as stated by Goldberg (1993), human beings possess a far larger proportion of genes in common than they do genes that are

supposed to differentiate them racially. Not surprisingly we are much more like each other than we are different. It has been estimated that, genetically speaking, the difference in difference – the percentage of our genes that determines our purportedly racial or primarily morphological difference- is 0.5 percent. That being said, human's phenotypical differences which are the foundational basis from racism stems are in fact imagined or perceived subjectively. Whiteness, white privilege and race are concepts of which a body of research known as Critical Race Theory has been compiled which mostly concerns issues of racial discrimination such as #blacklivesmatter in the United States or #freesouthafrica both concerning the racial divide between blacks and whites.

Research on Critical Race & Whiteness illuminates the existence of unearned privileges bestowed upon White people, simply on the basis of their skin color (Gillborn, 2005; Leonardo, 2002; McIntosh, 1990; McIntyre, 1997; Smith, 2004;). Studies in the field have recognized a disparity, namely that Blackness and Brownness are inferior relative to Whiteness, which maintains a more superior status or is even considered to be the 'norm', the 'ideal' or the 'correct' version and it maintains its power through silence and invisibility, (Gordon, 2005). Whiteness gains legitimacy by serving as an unstated norm to which racial "others" are compared (Pimentel, 2011). On the other hand it's conceivable that some don't actively partake in acts of racism or pay attention to race issues but then not actively striving to achieve racial equality then could be considered a passive form of racism in itself. Former Mayor of New York City Mayor Rudy Guiliani has even claimed that the Black Lives Matters movement is in itself, "'inherently racist' because it divides us...All lives matter: White lives, Black lives, all lives", as cited by Lim, (2016). Mayor Guiliani further adds that this type of movement just exacerbates the already explosive racial tensions in America and around the world.

Of course academia is also affected by such issues as Whiteness, White privilege, and race. One study even addressed a situation of mistaken identity where a teacher of Asian descent in an American context was often mistaken to be an African-American by her students because of her dark complexion. Chung-Constant (2012) recites, "My gender and skin color have certain sociopolitical implications that are very visible to each student sitting in the classroom. Before I even introduce myself, a

short round guy with sepia colored skin and a massive head of curls abruptly stands up and says, "I did not come to America to learn 'bad English,' and everyone knows that black people in America speak 'bad English'". Yes, in fact it wasn't just any subject but it was an ESL class in North America and students were resistant to learning the English language from a teacher with skin as dark as theirs. Chung-Constant also goes on to mention that some of her Arab students with brown skin a similar shade to hers thought that, "Their families all arrived in America by private or commercial jet whereas they assume my family came packed like sardines on a slave boat". Also in Canada, Amin (2001) has described how minority immigrant ESL teachers, mostly female, were categorized or Otherized, considered to be non-native English speakers and less qualified than Canadian-born speakers to teach ESL, effectively privileging white native-speaking teachers.

#### 2.2.1.1 Whiteness and Racism in ESL/EFL

From above we see that English Language Teaching in North America is not immune from citizens of their own nations being marginalized from teaching their own native tongue just because of the issue of skin color but this is not a localized event; such instances can be seen wherever we have ELT. Such discussions including white racial identity in ESL/EFL teaching will then naturally lead to the issue of how Whiteness endows its owners certain advantages vis-à-vis, privileges, when it relates to seeking employment in educational institutions which employs ESL/EFL teachers. Privilege, defined by McIntosh (1997) as cited from Warren (1999) as "an invisible weightless [unearned] knapsack of special provisions, assurances, tools, maps, guides, codebooks, passports, visas, clothes, compass, emergency gear and blank checks... which I can count on cashing in each day" or in other words, whiteness research refers to white racial identity in terms of racial privilege, Lorde (1984); West (1993) which has been witnessed in the context of ESL/EFL specifically when Caucasian applicants are more demand than their ethnic counterparts and in some instances the darker the skin, the less appealing an applicant they become. This then interrelates with concepts of 'Racism' which results in misconceptions concerning language proficiencies. Rubin (1992), conducted an investigation on racial images (e.g. Asian faces versus Caucasian faces) in a classroom based context. He found the Caucasian face was perceptually superior to

the Asian face thus confirming that outward looking appearance of Asian Americans who are native speakers of English are perceived as foreign, 'marked' or substandard regardless of their English language abilities often leading to such inquiries as, "Your English is excellent, How long have you been in this country?" (Tataki, 1993).

Shuck (2006) put it in other terms stating that, 'These processes construct the speakers' Whiteness and native-ness in English as unmarked and normal; mark non-native speakers of English as non-White and foreign; and naturalize connections between language, national origin, and race. Thus meaning that to be 'marked' is to be considered as an outsider, inferior and therefore non-native. Butler (2001) and Mackie (2003) also recognize that the problem is not with the non-whiteness of teachers, but with the third-world status that ESL occupies in North American institutions. To the dichotomy of the debate on race and ESL teaching identity, I add a third space, a borderland between the constructions of ESL teachers as non-native or native and non-white or white (NES=standard English speaker=white vs NNES= non-standard English speaker = non-white).

CRT investigates and transforms the relationship among race ideas, racism, and power (Delgado & Stefancic, 2001). They delineate the following basic tenets of CRT: 1) Racism is deeply ingrained in the ordinary ways in which everyday life in our societies operates and thus it cannot be fixed by color-blind policies of superficial equalities 2) because racism benefits "both White elites (materially) and working class people (psychically), large segments of society have little incentive to eradicate it" 3) "races are categories that society invents, manipulates, or retires when convenient" 4) the forms of racialization or racial discrimination are in flux, influenced by socioeconomic needs of dominant society. Concerning EFL this would then pertain to everything from textbooks, curriculum, teaching methods and content and the instructor's ethnic backgrounds, cosmetic appearance and cultural knowledge transfer.

Even the foundations of the curricula and the textbooks and materials used to conduct ESL/EFL courses around the world do much to fuel the flame of White privilege. Critical accounts by Edge (2003); Pennycook (1994a) and Phillipson (1992) show how the disciplinary framework of ELT is constituted through structures of race/whiteness, colonialism and globalization and that English language teaching is

a commercial and even colonial enterprise within a wider context of globalization as cited in Faine (2008). To be recognized as a native English speaker is to have ownership of the language including but not limited to, its social and cultural capital but Whiteness overlooks this and by default just assumes that native-ness and Whiteness go hand- in- hand. Sommers (2005b) findings supplement this belief stating, “White English teachers in Asia as ‘cultural workers’ employed in an industry that sells language as a cultural product. In this sense, there is not much difference between Chinese immigrants running restaurants in America and Western expatriates teaching English in Asia; both groups of migrants make a living by selling packaged versions of their culture.” Then the matter of ability and proficiency comes into play. Lan (2011) further states that these ‘culture workers’ are employed on the basis of cultural knowledge and native-ness as opposed to experience or certification; so then the shade of your skin becomes a key deciding factor. Ultimately, this could cultivate an environment of unprofessional or incompetent, albeit expatriate, workforce who seeks short-term or supplementary employment in a system oriented towards quantity over quality.

Faine (2008) claimed that the pedagogy positions whiteness implicitly and unquestioningly as an invisible norm. The white/non-white binary relates to the native/ non-native speaker distinction in the way that native speaker/ non-native speaker are naturalized as if they were objective categories aligned with biology, Shuck, (2006). As if somehow being born into a nationality inherently translates into ‘ownership’ of the language, in the case of English, teachers are charged with teaching and assessing the learner but they simultaneously embody the dominant group or ,in this case, White group, its values and its 'powerful language', Faine (2008). The teacher then becomes the ‘ideal’ model or citizen so the students who are trying to learn and acquire language skills according to what the teacher claims of what can be said and how it can be said; these students are trapped in a an unconscious assimilation and; thereby, acceptance of Whiteness being synonymous with the ‘norm’, Ellsworth (1989).

Lan (2011), a Taiwanese study found that parents of ESL/EFL students preferred North American English, or SA, accents for their children’s school curricula, giving Americans and Canadians an ‘invisible’ advantage over other

potential applicants. However teachers from UK, South African whites, and Australians also had success finding jobs in the industry where as applicants from other English speaking like India, Singapore and the Philippines could barely find a job in what would otherwise be considered a lucrative career choice.

Lan (2011) further found that the perception of English teachers is highly racialized in the Taiwanese ESL/EFL context. Even Black African-American native English speaking applicants are often turned down by cram-school or tutorial school, administrators because Taiwanese parents prefer white teachers. One African-American applicant spoke of his experiences recalling that he was called in for an interview after submitting his resume to a cram-school and his was greeted by a bewildered manager with the initial statement, 'You didn't tell me you are black on the phone'. To which Black applicant replied, 'Did I need to tell you that? We talked on the phone. I am from the United States. What does that matter?' The manager then informed, 'No, it doesn't really matter to me. I lived in the United States and I'd been with all kinds of people. But I have to explain to some of the parents'. Besides the managers justifications and apparent culturally tolerant attitude, the applicant has experienced many similar encounters during his 9 year tenure as an English teacher in Taiwan and has concluded that concerning ESL/EFL administrators, 'They are not looking for somebody who can teach the class; they are looking for a specific type of person'.

Similar experiences for Native English-speakers of Asian ethnicity were further mentioned by Lan (2011) in reference to a friend who was born in Taiwan but raised and educated abroad in New Zealand and although a Native English speaker, found heavy resistance from English-teaching administrators in hiring her 'because of her Asian face'. Furthermore she learned that prospects for employment were improved if she pretended that she could not speak any Chinese which would better portrayed the image of the 'authentic' foreigner. Many administrators were interested not in her merits or experience when considering employment but openly admitted that it was her skin color which was a deciding factor stating, "You are not white enough". Such a blatant favoritism for hiring only white or 'culturally authentic' looking teachers is of course a business oriented solution to providing their clientele with what they demand which stems from the restated perception (or misperception)

that real English can only be taught by the prototypical Caucasian English teacher from one of the Inner Circle countries. Most English teaching positions in Taiwan, especially those at cram schools or kindergartens, require no previous training or teaching experience; native English-speakers with a university degree in any subject will suffice for an entry-level teaching job. Their competence in the English language is recognized as native knowledge rather than an achieved skill, Lan (2011).

Some studies have gone even further into the abyss by acknowledging that in ELT, 'proficiency' is almost universally interpreted as the English of the 'native speaker', Faine (2008). The assumption then evolves into meaning that the non-native speaker will permanently remain deficient as they are forever measured against the 'ideal' native speaker and therefore are incapable of elevating from ESL learner to native speaker of English, McKay (2003); Piller (2002). The accent and pronunciation of English speech being likely the most difficult facet to master; a 'foreign' accent is an indices of having marginal status and yet it is not possible to remove further perpetuating the unattainability of native-ness for the ESL student status, Norton (2000). As cited by Shuck (2006), Schmidt (1983) argues, [A] conjunction of the hegemonic position of the dominant English language and the socially constructed normalization of Whiteness creates an ideological context within which Americans speaking languages other than English, and whose origins lie in continents other than Europe, are racialized as alien outsiders, as Others.

As cited in Shuck (2006), the following table is a compiled chart of Native vs Non-native components:

## Some Components of the Native/Nonnative Dichotomy

<i>Native Speakers</i>	<i>Nonnative Speakers</i>
Are American	Are international
Are experts in English	Are novices in English
Are White or Anglo	Are non-White or non-Anglo
Are ahead/faster	Are behind/slower
Are up to speed	Hold everyone else (native speakers) back
Are compared to parents and “normal humans”	Are compared to young children, the mentally disabled or “emotionally disturbed,” and those who don’t care
Take normal classes	Take easy classes that cater to them
Have no accent or have regional ones	Have accents
Are perfectly comprehensible	Are incomprehensible
Have little or no responsibility for communicating effectively with nonnative speakers	Have full responsibility for communicating effectively with native speakers
Have no culture	Have culture

**Figure 2.4** Components of Native/Non-native Dichotomy

Another study which took place in the ESL/EFL context of Japan described certain practices such as lower pay for non-white teachers and outright discrimination by schools and parents. “Unlike these colleagues, I was fortunate enough that the people I worked with at the company and the schools where I volunteered focused on my native English ability, but I believe that had to do more with my nationality, dialect, and ambiguous physical features than my skin color”, Chung-Constant (2012). She goes on to shed light on an important feature of English which is that languages are never “correct,” “right,” or “good” but rather standardized. Exclusion and marginalization based on gender, race, ethnicity, and sexual orientation create an uninvited environment in ESL for teachers who belong to these groups and therefore are seen as non-normative. Take another example of Buddhist prayers recited by monks or Muslims’ daily praises to Allah. They both originate from ancient languages, like Sanskrit or Arabic, which had been passed down through the oral tradition for generations. That being said those same prayers are pronounced differently from region to region, nation to nation or even from temple to temple; so which one is ‘right’ or ‘correct’? Who could be considered the ‘ideal’ native model then? It could just as easily be proposed that all of them are

‘correct’ or equally ‘incorrect’. It’s highly improbable that a monk’s Sanskrit prayers in 2016 sounds the same as thousand year old Sanskrit BUT does that make it inferior? “The Quran is traditionally written in the eastern Arabian dialect of Classical Arabic. Ironically Muhammed would have spoken the western dialect of Classical Arabic originating from Mecca, so there is already an element of translation inherent in the Quran” as quoted from [http://: www.quora.com](http://www.quora.com). Now consider Music, often equated as the ‘universal language’; Music is globally culturally diverse yet mutually exclusive and remains in a state of hybridity and constant flux however different people’s cultural music is hardly ever viewed as wrong or ‘incorrect’.

Kubota (2009) has said that, in fact, the superiority of whiteness among teachers of ESL/EFL create a common belief among white as well as non-white teachers and students as to who is the legitimate English-language teacher and so, through a process of misrecognition, it becomes somehow acceptable and legitimate to agree with the status quo which subsequently leads to discrimination against non-native professionals, many of whom are people of color. Misrecognition blinds us to the discrimination that which might be experienced by Asian or Black native English speaking ELT professionals and; additionally, it proliferates racist assumptions about language while overlooking the complex linguistic landscape of the world, Nero (2006).

As cited in Kirkpatrick (2006a), if the ultimate goal of language learners is to be native, ‘few are going to meet it; both teachers and students will become frustrated by setting for themselves an impossible target’, Cook (2002).

Kirkpatrick (2006), also cited a personal experience concerning ESL/EFL context in Hong Kong which entailed giving his students a selection of job advertisements in a local newspaper and asking them which English teaching jobs seemed most appealing for them once they had graduated as qualified English teachers. The students soon realized that although they would be graduating as linguistically highly proficient 4-year trained trilinguals, they actually did not actually qualify for many of the adverts which requested ‘native-speakers’ as a prerequisite for applying. Liu Jun (1999, p. 93a) cited a similar experience by a Tagalog-speaking ELT professional in the Philippines who reported that she felt she was an NS in terms of English competence but an NNS in term of cultural identity or; in other words, she *looked* non-native.

Blame for White privilege really should hold the entire ESL/EFL industry accountable; without a significant transformational effort to re-educate stakeholders into understanding that teachers should be hired based on attributes other than skin color or country of origin. Presently, it is evident that your outward ethnic looking appearance can be directly correlated into the hiring process for example, Kubota (2009, p.79), found a job advertisement requesting:

- 1) July 12: Native speaking, expatriate English teachers for foreign students .
- 2) July 14: Native speaking, Caucasian English teachers for foreign students.

Apparently the original version of the advert (*italics were added*) was redacted in order to clearly imply specificity of Whiteness as a job requirement. These types of ads often appeal to a large variety of English users across the world who are native speakers but untrained and therefore not the most reliable and valid users, interpreters and judges of the language. Desired applicants were not just native to the United States, Great Britain, or New Zealand; they also had to be White. Once again we see that not only race but also national origin is somehow intertwined in the perception of native-ness in English. All this leads to numerous blatant examples of racism in EFL which makes claims of the undesirability of groups ...which then leads to attempts to assimilate, exterminate, or exclude “ (Anthias & Yuval-Davis, 1992, p.12) Miles and Brown (2003) concisely define racism as ideology of inclusion and exclusion (p.104)

#### 2.2.1.2 Whiteness and White Privilege in EFL in the Thai context

Furthermore the presence of a “foreign” accent, or absence thereof, creates a ‘markedness’ of the ‘accent’ which is considered to lack the prestige of the ‘unmarked’ or native accent of English; commonly recognized to be American English, Lippi-Green (1997); Schmidt (1983). Personal experience has taught this researcher that in fact when interviewing for a teaching position, it’s better to use as much English as possible. Being an American born Thai afforded this researcher, what he thought, would be native status but several hiring interviewers elicited comments such as, “Your English is lovely but your name and your face are Thai” or “I know your English is even better than mine (interviewer was a German national)

but parents don't want Thai English teachers." Even after providing a valid US passport and a legitimate curriculum vitae, most employers would only offer a position under the Thai remuneration package which was considerably lower than expatriate wages.

Lan (2011) recorded a web article in her study that promoted teaching English in Asia as 'a rewarding way to travel abroad and see the world'. This type of has article is another example of why travelers, untrained in ELT, are attracted to this industry. Lan (2011) states that many informants said, 'I just want to do some travel and work abroad'. They classified themselves as cultural explorers driven by curiosity about the East. Teaching English also provides younger travelers with an easy source of income and flexible time to achieve a free lifestyle with financial means to travel around Asia. Another informant admitted, "I'm virtually hired here [in Asia] through my native-ness and my skin color but that would never happen back home in Canada!" Another one said, 'You could teach English everywhere. That's pretty amazing'. These traveling teachers are capitalizing on the advantage of their 'linguistic capital' as one form of cultural capital that can exist in the embodied state, i.e., in the form of long-lasting disposition through a process of education and cultivation, and in the institutionalized state, such as when certain languages are accorded recognition or dominant use by the authorities, Bourdieu (1986). This affords such teachers a 'flexible cultural capital conversion' by which "Western migrants, given their linguistic inheritance and privileged locations in the global geography of power, are able to convert their English-language capital into economic and social capital and status privilege." These teachers are welcomed as 'global talents' and perceived as 'superior others' who can benefit the economic development and cultural enrichment of the country and; thereby, given preferential treatment.

Moreover, the global economic crisis of 2008, galvanized Westerners to seek solace from the depressing economy in the West by using English teaching overseas as a 'recession-proof job' and 'a speedy way to pay off student loans back home', Lan (2011). Thailand has seen its share of the ELT explosion; this was evident even before the financial crisis in an article in the November 2005 issue of a farang magazine published in Bangkok. The story included an interview of an English speaking white female teacher conversing about White privilege she experienced

while working as an ESL/EFL teacher in Thailand. She proudly shared her ‘native English speaker’ experience with her intended farang audience saying, “Teaching English was one of those things I had thought about but never seriously considered until a few months ago, when I found myself back on Khaosan Road, tired of traveling and low on funds, but not quite ready to go home yet. I decided to respond to one of the many ads for English teachers. Bangkok is notorious for its cowboy operators and rogue dealers, so I was a little concerned that I might get whisked off and sold as a sex slave.... I had no experience or qualifications but the next day I was enthusiastically embracing my new role as Teacher Alison, strutting around with a microphone, dramatically scrawling all over a blackboard ....”

In reference to Nanchanok Wongsamuth (2015) from the introduction of this report there’s even mentioned of a three-tier wage system with ELT in Thailand with ‘Farang’ teachers at the top of the food chain followed by Thai teachers and then Filipinos and others and these 2<sup>nd</sup> tier Thai teachers then become intertwined into the intricacies of ‘privilege’ but transitioning from the oppressed to the oppressor having been classified into a higher tier than the ‘others’. The Thais then mostly become guilty of misrecognition themselves and begin viewing themselves as ‘superior’ to the Filipino and ‘other’ teachers without then taking into consideration teacher competencies or qualifications. This now leads into a discussion on ‘Brownness’, lightness and darkness of your natural complexion now coming into question: “Are you a lighter or darker shade of brown?”

Persaud (2014), further explains that Whites in Thailand enjoy the perks of their skin color resulting from their real and/or imagined proximity to the English language and the way these experiences of privilege are culturally handled or ignored. Those of European descent are empowered and privileged while non-Whites are more often than not, marginalized, excluded and sometimes treated with disdain. Patterns are also reproduced in the work of Western multinational conglomerates like Procter & Gamble and Unilever as they promote ideas of ‘White is beautiful’ through a variety of whitening creams and similar products aimed at lightening the consumers’ complexion, Persaud (2005). Similarly in Taiwan, a chain of English-language schools once ran a commercial on television, in which a homeless white man on the street was asked by a passerby, ‘Would you like to teach English in Taiwan?’,

somehow cementing the notion through mass media that when it comes to English language teaching, any White person is qualified. By the way this school boasts about the competency of their English teachers. These exercises of power are not conducive to EFL but are in fact perceived to be consistent with the goals of nations like Thailand to become competitive and modern under contemporary conditions of globalization.

This corporate message of ‘Whiter is better’ combined with racially discriminating advertisements goes far to contribute to the continual exploitation of the L2 learners who are often being taught English by uncertified, and possibly unmotivated, native speakers whom they believe they wanted because of the proliferation of Whiteness equals native-ness and that is always better. Nzai and Reeves (2014) cited that some scholars (Lee, 2000; Ling & Braine, 2007) identified two informative characteristics that make a good English language teacher; regardless of their accent, factors that make good English teachers are: 1) the quality of help students get from the teacher and 2) their relationship with the teacher. Both of these factors stem from 1) the teacher's expertise, which includes knowledge and training as well as teaching techniques, and 2) the teacher's intercultural personality, which directly influences the teacher-student relationship. Teachers should be sought according to their competency and empathy of the journey of their students in order to foresee, avoid or overcome the inevitable or common difficulties associated with learning English as a foreign language.

### **2.2.2 Native Speakers (NS) vs Non-native Speakers (NNS)**

Linguistic theory has traditionally only considered native speakers (NS) as a reliable source of linguistic data (Chomsky, 1965). It is because of this reason that only a limited number of studies focusing on non-native speakers (NNS) exists circa 1990. The first exploration to focus ‘(non)-nativism’ by testing the current and undisputed assumptions was in Paikeday’s (1985) *The Native Speaker is Dead*, in which it states that the native speaker ‘exists only as a figment of the linguist’s imagination’ (Paikeday, 1985, p. 12). Paikeday instead applied the title ‘proficient user’ of a language when referring to all successful users of a language. Not long after, Rampton (1990) applied another the term, ‘expert speaker’, when referring to successful users of a language.

Though the labeling of EFL teachers as native or non-native still remains a problem, a plethora of language teaching positions offered across many outer circle and expanding circle countries require that only NSs will be given employment opportunities and such institutions justify this specificity for NSs teachers by citing the preference by L2 learners for native speaker teachers as opposed to non-native speaker teachers so therefore many NNS teachers are not even considered for ELT jobs (Clark & Paran 2007), in spite of recent studies (Benke & Medgyes 2005; Lasagabaster & Sierra 2005; Pacek, 2005; Moussu 2006) concluding that many EFL learners can empathize with the NNS and prefer them to NSs in certain contexts. In fact, in a study by Davies (1990, 2003) it was found that L2 learners can indeed become native speakers of the target language, and master the intuition, grammar, spontaneity, creativity, pragmatic control, and interpreting qualities of ‘born’ native speakers.

Ultimately it is a speaker’s assimilation and acceptance into a speech community that is salient factor as to whether a speaker is considered to have an NS/NNS identity. Most often the primary determinant for this social recognition is the speaker’s accent as people maintain a significant affinity in noticing accented-ness in speech (Munro & Derwing 1994; Fledge, Munro & Mackay 1995; Munro & Derwing 1995). For example, when the speaker’s accent is differs from the listener’s and is not recognized as any other ‘established’ accent; the speaker, by default, is automatically tagged as NNS. That being said, making such uninformed judgments or hasty generalizations often leads to inaccurate conclusions and therefore is linguistically unacceptable, it nevertheless remains a reality in communicative contexts.

Phillipson (1992) has brought forth the idea that adult NNS would be more empathic and able to teach L2, as most NNS acquired their second language as adults as opposed to those who had learned the target language as children. Kramsch (1997) goes on to argue the notion of the “ideal” native speaker stating that oral communicative competence in foreign language teaching should be adequate and most NNS teachers aren’t interested in achieving native-ness but would rather expose their students to their own language learning experiences and their multicultural backgrounds. Whereas students can become competent in a new language, they can

never become native speakers of it. Kramersch (1997), posed the inquiry, “Why should they disregard their unique multilingual perspective on the foreign language and on its literature and culture to emulate the idealized monolingual speaker?” Perhaps Nayar, (1994) said it best when he stated that, “My own view is that in the context of the glossography of English in today’s world, the native-non-native paradigm and its implicational exclusivity of ownership is not only linguistically unsound and pedagogically irrelevant but also politically pernicious, as at best it is linguistic elitism and at worst it is an instrument of linguistic imperialism.”

Inconsistencies in the use of the term ‘native speaker’ may very well occur when children in outer circle or expanding circle countries begin to learn and use English as their first language (e.g., India, Nigeria) therefore creating a situation entailing a NS of a ‘non-native variety’. This further complicates the use of the term ‘native speaker’ as it could not generalize all non-native speakers as if they are all inclusive into one homogeneous group because of their gamut of diverse geographical, cultural and linguistic backgrounds. According to Modiano (1999), it is even possible to say that many NNS of English have better communicative efficiency with the language when engaged in multicultural contexts as compared to a great deal of NS. This holds especially true for those who speak local or substandard varieties of English; consequently these types of NSs can actually be considered less intelligible in global settings than some of the formally educated and proficient NNS of English.

‘NS and NNS’, are terms that are defined by the perceived differences among people with a diverse range of proficiencies and experiences while maintaining a dearth concerning real life contexts and various levels of fluency therefore it is often premature to claim that one group of language users has a superior level of communicative competency. Giaugue (1984) stated that even though it is essential for NNSs to attain a high level of knowledge of the target language to be become teachers, but it is equally important that NSs have good knowledge of contrastive linguistics and teaching strategies before being allowed to teach in their own language and this notion is supported by Rampton (1990), who claims, “that being born into a language does not mean that one inherently speaks it well”. Seidlhofer, (1999) similarly said, “native speakers know the destination, but not the terrain that has to be crossed to get there; they themselves have not travelled the same route”.

In the eighties, Edge (1988) voiced the significance of providing EFL/ESL students with ‘real’ models who speak the target language natively rather than aspiring to the ‘foreign’ models (NS), who did not acquire native cultural, social, and emotional experiences. In the nineties, Medgyes (1992) compared NS vs NNS English speaking teachers and concluded that:

1) The ideal NS teacher is the one who has achieved a high degree of proficiency in the learners’ mother tongue.

2) The ideal NNS teacher is the one who ‘has achieved near-native proficiency’ in English (Medgyes 1992).

Later studies by Medgyes (1994) about NNS teachers’ advantages and disadvantages identified six positive characteristics as follows: 1) they provide a good learner model to their students; 2) they can teach language strategies very effectively; 3) they are able to provide more information about the language to their students; 4) they understand the difficulties and needs of their students; 5) they are able to anticipate and predict language difficulties; and 6) in EFL settings, they can use the students’ native language to their advantage. All things being equal, if native and non-native English-speaking teachers had similar levels of language proficiencies, they could both have equal chance for professional competence. In terms of language awareness, Barratt & Kontra (2000) have concluded that NS teachers could be a cause of frustration for their students since they are frequently unable to make effective analogies with the learners’ mother tongue; in addition, NS usually lack the empathy of going through the learning process of a second or foreign language.

Arva & Medgyes (2000) reached findings which also supported those of Barratt & Kontra (2000) which concluded that NNS English teachers possess a unique advantage over NS teachers that being the empathy they have with their students’ EFL learning difficulties, as well as being homesick and experiencing culture shock in EFL contexts. NNS teachers are often admired by and inspirational to their students as they are held to be successful role models for English language usage, Lee (2000). Cook, (2005), states that NNS teachers are considered models of proficient [L2] users in action and are also examples of students themselves who achieved success as [L2] users’. NNS become archetypes to which their students can aspire and they are first hand manifestations of what is possible with second language appreciation, proficiency and culture.

In a study about NNS' self-perception, Samimy & Brutt (1999) explored how a group of NNS TESOL graduate students characterized themselves in relation to becoming future NNS instructors. The respondents all recognized that variables such as the age and level of the students, the goals and objectives of the program, and the personality and teaching skills of the teachers were of great significance in how successful a teaching /learning experience could be. These respondents perceived that there were difficulties in terms of feeling qualified and appreciated in an ESL context since their competences are often viewed with suspicion; but on a positive note, they believed it easier to view themselves as role models 'in social, cultural, emotional, or experiential terms' and to be valued and respected as professionals when teaching in their own countries.

In a similar study about self-perception, Amin (1997) interviewed five 'visible minority' women about NNS teaching experiences in Canada. The female respondents believe that their EFL students perceived that only Caucasian teachers could be native speakers of English and that only Caucasian native speakers of North American English could know 'real' and 'proper' English. As a result, those teachers felt that they were constantly being judged and compared with their native, white, colleagues (see Holliday 2008) while gender also seemed to play a role for establishing their authority at work. In conclusion, Amin (1997) found that ESL students' 'ideal' model would be a white, native-English-speaking Anglo male and this attitude towards 'whiteness' brings forth further conflicts with identities and legitimacy, Golombek & Jordan's (2005).

J. Liu (1999a, 2005) explored perceptions of university ESL faculty members as well as some graduate students responsible for the teaching of undergraduate courses. Ultimate findings discussed individual teaching experiences could be affected by: the level of students (graduate level students respected and admired NNS more than undergraduate students did), the race and accent of the teachers, the course taught by NNS instructor, and the NNS' individual teaching methods. Similar finding were stated by Tang (1997) and Moussu (2002, 2006) (see also Moussu & Braine 2006), who found that non-native ESL and EFL teachers experienced different reactions from students coming different countries.

Most professional and experienced English teachers from English-speaking countries have no desire for employment in the Outer Circle or Expanding Circle countries and so these limitations of the resource pool often leads to the employment of young NEST with little or no prior teaching experiences. Academic institutions frequently overlook the local employee workforce, failing to recognize the advantages which could only be offered by a non-native EFL instructor. Non-native speakers have lived through the process of becoming bilingual and expressing themselves in different languages. English learners will become speakers of EIL, through which they will express their own selves in a multilingual world that uses English as the means of expression and as the instrument for interaction among people from disparate cultures. Non-native-speaker teachers are the ones who are inherently endowed with better expertise in guiding this process (Kramsch, 1997).

The British Council estimates that English is spoken as the second language by about 375 million speakers and a foreign language by about 750 million speakers, as cited in Yin Ling (2007). In fact, the majority of English teachers are non-native (NNEST) because these vast numbers of ESL and EFL speakers suggests that they would have been products of their local NNEST English instructors. For example in China, which has recently approved English a compulsory subject starting from Grade 3 has yielded statistics that about 220 million students were enrolled in primary, secondary and tertiary level in China (China facts and figures 2002). Surely, a vast amount of these EFL students are products of the Chinese EFL system consisting predominately of non-native NNEST speakers of English.

#### 2.2.2.1 Native-ness and ELT

The English language has experienced a global wide diaspora and has evolved into the predominant international language or Lingua Franca. Graddol, (2011) as cited in Seidlhofer, (2011, p.1-2) supports this notion in recognizing the present global demand for English language teaching, citing the increased amount of learners and the earlier age at which they begin. This is evident when taking into account Expanding Circle countries, including ASEAN, where English language teaching has already been integrated into nationwide primary school curricula, most beginning since Primary one (Kirkpatrick, 2010). This has spawned a phenomenon in which NNS teachers, in fact, provide most of the instruction these (EFL) settings (Liu,

2009) and it is in these contexts that the advantages of the multilingual competence of EFL instructors shines through.

A study of NNS teachers by Hayes's (2009) shows that primary schools in Thailand make use of their local NNS teachers advantageously by adapting classroom practices to situational realities and sometimes using explanations in Thai for grammar and instructional confirmation. Liu (2007) explains that the majority of EFL instructors worldwide are NNS speakers and, in EFL settings, learning of English from teachers whose native language is the same as the students' has been very successful. That being said, disadvantages do also exist when utilizing NNS teachers such as when there is a lack of a codified local model or teaching materials based on the local model (Kirkpatrick, 2007b). Certain contexts, such as Japan, have found that their Japanese elementary school teachers believe that "standard English" only (British and American English) should be taught to EFL students. Liang (2002), explored the opinions of 20 ESL students towards six ESL teachers, five of whom were NNS English speakers from different language backgrounds and one of whom was a native speaker and the findings were that accents, in fact, do not negatively affect students' attitudes toward their NNS teachers. Personal and professional features such as "being interesting", "being qualified", "being professional", and "being prepared" were deemed more important.

ELF (English as a Lingua Franca) is referred to as English by those in a communicative context whose mother tongue is not the same; it offers an alternate linguistic reality in which the native-ness of the English is deemed irrelevant, as well as, standard Englishes, and the ownership of English (Kuo, 2006). Kirkpatrick (2007b: 193-194) has identified that, firstly, it should be brought to the attention of language students as to which linguistic features would most likely become barriers to mutual intelligibility. Secondly, attention should also be paid to cultural differences of the student's mother language and the target language and how this could affect cross-cultural communication. Lastly, communicative strategies conducive to successful cross-cultural communication should be taught and applied. Jenkins (2007) further adds on the importance of ESL/EFL students experiencing a variety of accents representative of EFL teachers with a diversity of cultural and linguistic heritage. Seidlhofer (2006) stated, 'Since roughly only one out of four users of English in the

world is a native speaker of the language ...most ELF interactions take place among “non-native” speakers of English’. Timmis (2002, pp 240-249) also said, ‘While it is clearly inappropriate to force native –speaker norms on students who neither want nor need them, it is scarcely more appropriate to offer students a target which manifestly does not meet their aspirations’.

TESOL (Teachers of English for speakers of other languages) has long been in conflict as to which version of native ‘English’ is considered to be the ‘ideal’ international model for pronunciation (Scales, Wennerstrom, Richard, & Wu, 2006). Recent years have seen an influx of NNS English teachers with a plethora of diverse linguistic backgrounds (Holliday & Aboshiha, 2009). Again, Thailand is one of those expanding circle countries where there is a high demand for ELT in a context where NNS teachers have been transferring their English knowledge. Todd (2006) however has stated that an initial judgment towards ELT teachers in Thailand is their native-ness and that NS teachers are perceived to be somewhat “better”, disregarding the fact that learning English in an NNS to NNS context should focus on mutual intelligibility and communicative competence rather than ‘ideal’ native-ness. Current use of the English language in Thailand is as a contact language between NNSs of English as opposed to communication by NS and NNS speakers. In 2001, English became the first foreign language to be introduced into Thailand’s National Curriculum beginning from the first grade, Sudaporn Luksaneeyanawin (2005).

Findings of a research project of Chinese students at the tertiary level (Hu Xiaoqiong 2005) show that, in general, Chinese English teachers view their strengths as ‘easier to communicate with students as we share the same culture; students find it less difficult to understand our “China English” and vice versa ; sometimes we can use Chinese in class if something is difficult to explain in English, which saves time; we know English grammar better than native speakers and we can explain it to students more easily; we can be bilingual and help students do translations, which is impossible for native speakers.’

Fu and Townsend (1998) have also explored the writing style of Chinese international students studying in American universities. It was found these Chinese students had been rigorously trained to strive for aesthetic forms of phrases as compared to other aspects of writing such as creativity and independent flow of

ideas. What followed was a realization that the Chinese EFL curricula had neglected to sufficiently emphasize the importance of writing to developing ideas or writing organizational skills. This educational deficiency became apparent in higher level English writing in Chinese international students as their critical thinking and written skills were inherently weaker than that of the standard level of writing.

It is widely accepted that in order for EFL learners to achieve fluency in a modern language, said learners must synthesize both the language and its relevant cultural context out of which emerges underlying meanings, messages and beliefs. Therefore in order to write 'as the natives do' in the English language requires an independent imperative towards a 'personal paradigm shift' necessitating the EFL student to apply a new socio-cultural perspective of the target language.

It is necessary to gauge EFL teachers according to their teaching and subject competencies as opposed to their Inner Circle heritage. At the same time, NNEST must recognize and accept their strengths and weaknesses as non-native speakers and steer away from the American or British centered strategies of English teaching; instead there should be more emphasis on the input of multi-cultural language standards and especially those of the local context.

Kachru (1992, pp. 356-362) 'In reality, the native speakers have an insignificant role in the global spread and teaching of English... They have not passed any examinations to verify their proficiency in the language, have not achieved the distinction of having learned English successfully themselves and may therefore lack a certain empathy with their learners. Moreover, those who have actually studied the language and achieved hard-won excellence in it may provide a far more constructive model for learners to aspire to'.

McKay (2003) has suggested that 'native speakers know the destination, but not the terrain that has to be crossed to get there: they themselves have not travelled the same route. Non-native speakers, on the other hand, know the target language as a foreign language.' While this is often unfortunately viewed as disadvantageous it could or should be perceived as a strength which allows the EFL teacher to better empathize with the points of view of their EFL students which would much be more difficult for the NEST to affectively understand.

Effective L2 teaching is influenced by a number of factors apart from the NEST's native speaker linguistic abilities. If EFL teachers' native-ness were the only determinant factor, then EFL students who were taught by a NEST would encounter fewer competency problems as compared to those who were taught by NNEST, and this is just not the case. It has been found that some NEST had to seek external help owing to their native-ness when problems concerning students' L1 linguistic and cultural features were encountered. In ELT and EFL contexts concerning multi-cultural exchanges, having knowledge of the native language and culture of the EFL students can be as important as sufficient proficiency of the target language.

That being said, it has been witnessed that the way many parents, in Taiwanese EFL context, evaluate a 'good' English teacher is often solely based on whether he or she speaks English fluently, Jasmine and Angel (2007) and looks like a native of the Inner Circle. Of course this attitude neglects other, possibly more important, factors of teaching competency, for example, effective teaching methods and classroom management. These parents' seem only interested in the development of their children's English oral skills, especially in terms of assimilation of SA or SB pronunciation.

It is not a surprise, then that the employment of NESTs was the preferred employment option for most Taiwanese parents because of the predominant belief in the importance of 'Standard English' (Quirk, 1990), and that the native English –speaking teachers can teach English better than the local English teachers, regardless of their professional backgrounds, e.g. some parents stated:

It is not fair that the government hired native English-speaking teachers to teach at remote areas, and we only have Taiwanese teachers here. (parent 6)

The government should hire native English –speaking teachers to teach children English in order to have a good pronunciation. (parent 11)

Some results of this study suggest that the spread of English and its' importance has penetrated into the community – e.g. parents' overemphasis on their children's learning of English both in and out of classrooms, the myth that earlier

English learning is better, their preference for NESTs rather than the local English teachers, as well as their stress on English education rather than local language education Chen (2011). These signs indicated that parents' lack of reflection on local English education policy might eventually result in a cultural crisis that marginalizes local identities, local cultures and local languages Chen (2011).

Mahboob (2003) also conducted studies on students' perceptions of NS and NNS EFL instructors in which he distributed questionnaires with open-ended questions to a sample of 32 EFL students attending an intensive English course. The resulting data found that NS teachers were perceived to possess good oral skills, large vocabulary, and cultural knowledge, but were lacking knowledge of grammar, experience as ESL learners, had difficulties in answering questions, and had weak teaching methodology. In contrast, NNS were found to empathic experiences as ESL learners, good knowledge of grammar, 'stricter methodology' hard work, better ability to answer questions, and literacy skills. A similar study by Moussu (2002) showed that NNS possessed poorer oral skills and lack of knowledge about the 'English-speaking' culture.

Kelch & Santana-Williamson (2002) implemented a study which explored whether ESL students could identify an NS accent from a NNS accent; in addition to their attitudes towards ESL teachers with these aforementioned accents. Primary data was collected using audiotape recordings of 3 NS accents of different varieties of English and 3 NNS reading the same script. A sample of 56 students categorized speakers as NSs or NNSs and then rated their accents with an attitude measurement survey regarding issues of 'teacher education and training, experience, teacher likability, teaching experience, desirability, as a teacher, empathy for students, and overall teaching ability' (Kelch & Santana-Williamson, 2002, p. 61). Findings determined that the respondents could only accurately identify accents 45% of the time; it was also found that respondents' attitudes towards their teachers was positive if they were identified as having native accents. Teachers identified as NS were perceived as likeable, educated, experienced, and overall better teachers, especially for speaking /listening skills as compared to those viewed to be NNS. That being said, respondents did recognize the importance of NNS instructors as role models, sources of motivation, and language learners that could empathize with ESL students' learning difficulties.

A study by Kim (2007) discovered that ESL students do, in fact, have more positive attitudes towards ESL teachers with a less foreign accent because it was perceived as being more easily understood, that being said, this shows results of perceived intelligibility and doesn't definitively prove whether NS accents are truly easier to understand or not. However there were 3 major weaknesses in NNS that the study had identified: foreign accent, an 'over-focusing' on grammar, and lack of self-confidence. The study further finds that these weaknesses are not detrimental to hiring NS over NNS teachers but it is more politically driven and financially viable to hire NS instructors as they are perceived by customers to be better and therefore are more in demand. In addition hiring administrators mentioned that they also look for other criteria in the hiring process such as teaching experience, degrees in language education, international experience, and native-like fluency. Holliday (2008) responded to these hiring practices by metaphorically claiming that if 'the customers' demand only native speakers, a similar discrimination would not be acceptable if 'the customers' demanded only male teachers or white teachers.

It seems that what legitimately demanded in this day and age should be a global approach to meet the special challenges of teaching language in ELT contexts. This approach should consider English, not as a language whose ownership belongs to that of the 'Anglo-Saxon' Caucasian native speaker, but on the contrary it should open up students to alternative perspective of reality in terms of English usage from around the world. This approach should condone the misconception that native speakers, particularly those from the US or UK, are the sole purveyors of 'English culture' and this, in turn would broaden learners' horizons in order to sharpen their linguistic skills and build their cultural sensitivity enabling them to effectively communicate in a whole gamut of diverse multi-cultural contextual settings which may involve other EFL users from a diverse range of races, religions and linguistic backgrounds.

An integral issue at the heart of this phenomenon is the common myth that EFL learners require the English language for the sole purpose of communicating with native English speakers. This needs to be revisited because often times when EFL/ESL speakers interact in English with others outside their speech communities, they will often encounter communicative exchanges with other non-native speakers therefore they will be in an EFL context where cultural knowledge of British or

American is of no bearing or advantage. Using the example of a Japanese person and a Singaporean communicating in English, Honna (2003) points out that if Anglo-American customs were adopted in such situations, conversations would be awkward and difficult to manage. However Asian speakers from other Asian nations will normally share some similar cultural traits so it would be more conducive for them to revert to their own pragmatic cultural and linguistic norms when communicating in such a context.

One theoretical concept called the ‘deficit approach’ holds opposite beliefs to communicative competence in that it considers learners of English who cannot perfectly replicate standard accents or employ English words without committing pragmatic or grammatical ‘errors’ as deviant or sub-standard and those who can successfully emulate and replicate AE (American English) or BE (British English) are considered to be successful learners.

Apart from ignoring the ethno-linguistic vitality of English today, the ‘deficit model’ of English consists of some other drawbacks such as: it inaccurately identifies EFL learners or speakers of non-standard Englishes as ‘sub-standard’ unless they can reproduce the native speakers’ accent. Logical cognition would already recognize a flaw in this argument for we could cite examples like Mahatma Gandhi, Mother Teresa and Albert Einstein, all of whom, according to the ‘deficit model’, would be considered as ‘sub-standard’ users of English because of their ‘foreign’ or non-native accents. These examples would suggest that when considering what constitutes successful English language usage, one should reflect upon whether the speaker can be effectively understood by others, both natives and non-natives, regardless of their received pronunciation.

Obvious there is a level of pressure and anxiety that the ‘deficit model’ causes for EFL learners and NNEST educators and therefore requires a re-examination of its application in today’s global context. Many EFL students dedicate years of study and monetary investment in with the wish of becoming native-like in their English competence, especially with high concerns on the native-ness of their accent. When they fail to achieve their goals, they may suffer from feelings of anxiety, helplessness and depression (Honna & Takeshita, 1998; Seidlhofer, 1999). The deficit models identification of native speakers as the ‘quintessentially perfect’ English teacher would then suggest that well qualified non-native English instructors

should be considered as less valuable than their NEST counterparts in terms of ELT employment. On the contrary, non-native professionals should be seen as role models for EFL/ESL students, giving them hope and motivation, yet they are routinely denied employment or their skills go unappreciated even when they do secure positions (Braine, 1999).

Jenkins (2007, p. 168) implemented survey research related to teachers' perceptions of ELF accents as compared to NS accents and he found that the UK and US English accents were ranked first and second and of the ten rated accents in the study, the US English accent had the highest intelligibility but, on the other hand, the Indian English accent was difficult to understand and the German English accent was found to be "harsh and low pitch". Swedish English accents were found to be quite "native like", with respondents describing it as: "fluent, almost mother tongue-like" and "sounds like a native speaker", whereas, China's English accent was described as "choppy", "sort of chopped", "difficulty with rhythm", and "lack of intelligibility". Finally, some interesting comments were provided which are worthy of note:

I don't think there is a so-called good accent of English. English is supposed to be a language for communication, not to be compared for values because of its different accents. People are just familiar with specific accents. It is the familiarity that matters.

It was difficult to deal with the concept of correctness as it is already filled with prejudice, to say the least. Applying it to the ever-called "native speakers" of English felt very odd and uncomfortable, which in my opinion, served to show me how much I am still attached to the idea that the English spoken by its native users still is the model to be followed.

Non-native English accents are not problems in communication. However we still try to teach them a so-called standard one like American accent because in teaching it is important to teach students to speak the language (English) that could be understood by most of the people in the world." "I think it is all right that there are a variety of accents of English language. What is important is intelligibility because the language is the tool of international communication.

Medgyes (1994) states that if the 'ideal' teacher is considered to be the native speaker model, this could severely hamper NNS local teachers as they may be required to apply a model which they themselves do not speak and this leads to the potential fallacy that if the 'ideal' speaker is the native speaker model then the 'ideal' teacher would be a monolingual native speaker (Braine 1999, cited in Kirkpatrick 2007a). This would equate to English becoming completely monopolizing the language classroom being the only language that should be used for teaching, instruction, evaluation and communication in the perfect classroom setting. Below is the observation received from Honna and Takeshita (2000), as cited in Kirkpatrick (2007a).

Japanese students have passive attitudes towards the use of this language as a means of international and intercultural communication. They are ashamed if they do not speak English as native speakers do.

The varieties of English in the future may be hard to anticipate however according to current trends, Kachru (1998) observes that non-native English speakers 'are severing their umbilical cord from the inner circle or the original native speaking countries, and are, thus making English a culturally pluralistic world language'. According to Crystal (1999a), the fact that non-native speakers of English today outnumber native speakers and are reshaping English to suit their own purposes means that:

Nobody owns English now. That is the message we have to take on board as we begin the millennium.... Once a language comes to be so widespread, it ceases to have a single center of influence. The changes taking place in the way English is used in such areas as South Africa, India, Ghana and Singapore are outside of anyone's control. Not even a World English Academy could affect them, Nault (2006).

In the current context of global English, EFL facilitators should increase their cultural and linguistic awareness and; additionally, will need to develop curriculums with diverse multicultural exchange in mind. Crystal (1999b) speculates that teachers may soon have 'to prepare their students for a world of staggering

linguistic diversity'. Appropriate preparatory strategies should include familiarizing EFL learners 'to as many varieties of English as possible, especially those which they are most likely to encounter in their locale'. Wandel (2002, pp. 264-265) adds that if the field of ELT is to take 'the reality of English as a "world language" seriously, it must enhance its geographical scope and include non-mainstream cultures'. He goes on to explain that 'educating students to make use of English as a lingua franca also means developing their intercultural sensitivity. Students should be allowed to get to know a number of different cultural outlooks and perspectives', (Wandel, 2002). What is often overlooked when considering ELF is that it frequently occurs between ever new conversation partners, so that its discourse community is constantly in flux rather remaining stable and fixed (James 2000). English speakers must embrace this dynamism and train themselves to adapt for situations with different speakers from different levels of competence in each speech interaction.

A paradigm shift away from the native speaker model of English language proficiency has been paid significant attention in recent literature (Brutt-Griffler & Samimy, 2001; Cook, 1999; Davies, Hamp-Lyons, & Kemp, 2003; Graddol, 2006; Jenkins, 2006; Kachru, 1994; Leung, Harris & Rampton, 1997; Lowenberg, 2002; Norton, 1997; Rhedding-Jones, 2002; Seidlhofer, 1999, 2001; Yano, 2001). Evidence exists that regardless of the demand to 'redefine English proficiency in terms more suitable to Outer and Expanding Circle contexts', Jenkins (2006) has cited that current perceptions in native speaker models still predominately remain the standard: "Despite the strength of counter arguments, the belief in native speaker ownership persists among both native and non-native speakers-teachers, teacher educators and linguistics alike although it is often expressed with more subtlety than was in the past'. It is this enduring misconception of the status quo that furthers present day ELT practitioners to strive towards native-like English proficiency for their students; a near impossible ideal to aspire to and, for many, an unnecessary cause of emotional stress and mental anguish. Seidlhofer (2001) used the analogy of comparing this fallacy to being restrained in a "conceptual straightjacket". This continuation to perceive native speaker standards as the 'ideal outcome' of ELT will only fossilize language learner's status as a language outsider fated to remain sub-standard, a perceptual failure (Graddol, 2006).

Native-like English appears to be a clear status symbol, while English with a recognizable accent as well as using English “my own way” and sometimes “saying things which native speakers think are grammar mistakes” Mollin (2006) are undesirable to the students. Also, Dalton-Puffer, Kaltenboeck & Smit (1997) found negative attitudes among higher learners of ELT in Austria towards their own non-native accent, holding native-like accents as the ideal. Additionally, Murray & Dingwall (1997) surveyed Swiss ELT instructors and discovered that the non-native ELT, as compared to the NEST are more conservative with their teaching standards and refused to apply a teaching model based in European lingua franca English. Murray’s analysis of this phenomenon suggests that the non-native teachers have invested countless time and energy in attainment of near-native English competence and therefore don’t desire this achievement to be undervalued or unappreciated. That being said, years of firmly entrenched ELT strategies based on a native-speaker model has and will require significant methods of persuasion from both ELT instructors and learners for a success shift away from the established native-speaker teaching model.

Similar findings from the Euro-English project Mollin (2006) reinforce Murray’s findings; the project included a sample of over 400 academics from several sectors in Europe were researched through an electronic survey. The email electronic survey was designed to explore their attitudes in relation to Euro-English and their judgments of what constitutes ‘good English’. An example of statements used in the instrumentation were: “I am not bothered about mistakes that other learners of English make as long as I understand what they want to say.” 59.3% of participants agreed with this statement however 25.88% in fact, do mind other people’s mistakes in lingua franca conversations. One participant even added: “I agree, so long as they are not my students”, which supports the idea that replicating the native-speaker model is still considered applicable in a pedagogical setting, even if it doesn’t hold true in real communication exchanges. Another statement in the research tool was, “Schools should teach English not as the native speakers speak it, but for efficient international communication”. 43.43% of respondents disagreed with this statement; whereas, 33.10% supported it with 23.47% of neutral responses. This shows that, according to sample’s attitudes, conformity with native-speaker standards in lingua franca exchanges should follow the established native norms as the ideal teaching models.

The issue of NNEST has always been a sensitive issue and although they have a global presence, it is widely perceived that, in terms of language pedagogy, has been that NNEST instructors are inferior in language knowledge and teaching competence to NEST teachers. Although the standard of the native speaker was accepted as the norm in the Inner Circle countries, power struggles have been apparent between the expatriate NS teachers and the indigenous NNS teachers in EFL contexts (see Canagarajah 1999; Lung 1999).

One of the pioneers of NNEST studies was Medgyes, who offered three hypotheses based on the idea that NEST and NNEST instructors are “two different species” (Medgyes 1994, p. 25). Native and non-native teachers differ in terms of language proficiency and teaching practice (behavior), most of the differences in teaching practice could be attributed to the discrepancy in language proficiency, and both NS and NNS could be equally good teachers on their own terms Yin Ling (2007).

Another recent study previously mentioned was by Liang (2002), in California, USA, which involved an investigation into 20 ESL students’ attitudes towards six ESL teachers’ accents and the features of these teachers’ speech which affected the students’ preferences of those teachers. Five of the language instructors researched was NNEST from different language backgrounds and the other was NEST. Results found that, even though respondents perceived pronunciation/accent of the ESL teachers as of importance, these relevant variables did not affect the respondents’ attitudes toward their previous NNEST English instructors in their home countries. Essentially, the respondents maintained generally positive attitudes towards their local EFL instructors and realized that pronunciation/accent was not as relevant as they had first thought. It was determined that, personal and professional features, such as ‘being interesting’, ‘being prepared’, ‘being qualified’, and ‘being professional’, played a role in the students’ preference for their teachers.

On the other hand, another enduringly deceptive stereotype exists which downplays the competence of the non-native speaking English teacher in such a way that they should be considered as second rate in comparison their native counterparts. According to Braine, (1999) non-native experts in English could serve as helpful role models for EFL/ESL students, yet they are routinely denied employment of their skills

go unappreciated even when they do secure positions. This misconception is often shared by many people and institutions when however Phillipson, (1992, p. 195) labeled this notion as, “the native speaker fallacy”, and he contends that the attributes the native speaker brings to the classroom (e.g. fluency, knowledge of idiomatic expressions and cultural familiarity) can be developed through teacher training.

This brings about the new age thinking of the benefits of the NNEST (non-native English speaking teacher) and what beneficial conditions actualize from their multilingualism. It has also been found that bilingual or multilingual English speaking instructors may actually have advantages when teaching L2 learners. “Non-native” English speaking teachers are endowed with the privilege of bilingualism, as their experience of switching back and forth from their own language to the target one enhances their understanding of the demands of the learning situation. Non-native speakers have lived through the process of becoming bilingual and expressing themselves in different languages” (Kramsch, 1997).

Past studies have shown the effectiveness of non-native EFL teachers in utilizing their bilingualism in the classroom to explain concepts to their L2 learners and in fact bilingualism can be inferred as an advantage in the academic realm of second language acquisition. Samimy and Kobayashi (2004) assert that non-native English speaking teachers, through sharing linguistic and cultural backgrounds with students, are in a better position compared to native English speaking teachers because they can adapt English to suit learner’ socio-cultural situations through drawing on local experiences and taking into account students’ unique needs. Recent research on NNESTs has additionally shown that language teaching can be successfully performed by the non-native, and therefore has minimized the importance of an absolute knowledge of the standard and colloquial language forms by stressing the added value of teachers who have a shared experience of struggling to learn the language with their students (Llurda, 2007). Non-native-speaker teachers have been reported to have several advantages over native speakers, especially over those who are monolingual speakers of English. As Kramsch (1999, p. 34) stated, “it is the teaching of ESL within an assimilationist ideology that has canonized (or beautified) the native speaker around the world”.

Some other factors that benefit the NNEST and advocate against the misconception of the Caucasian EFL teacher as the “Ideal EFL teacher” are that they possess some shared experiences and difficulties with which they can empathically relate to their students and incorporate into the owned customized teaching strategies. One key dimension the in the ESL teachers’ content knowledge is the “teacher’s knowledge/experience of the acquisition of the content in formal contexts” (Ellis, 2006). It has also been shown when such students are learning in an environment which is non-threatening and this will reduce their anxiety and increase their “willingness to communicate” which leads to conducive communicative contexts for ESL learning. “Willingness to communicate” refers to an “individual’s personality based predisposition toward approaching or avoiding the initiation of communication when free to do so” (McCroskey 1992). Only at the end of the twentieth century had the language teaching profession begun to realize that the mere knowledge of the language is not enough for language teaching, and therefore being a native speaker does not need to be a requirement for the profession. In other words, we have finally come to grips with the idea that good language teaching requires a good command of the language plus the right amount of training and ability to teach a language. Successful teaching will come out of the balanced combination of these two factors. Therefore neither native nor non-native speakers can be automatically granted the condition of the ideal teachers (Llurda 2007).

#### 2.2.2.2 Code-switching

1) Code-switching: “the way a speaker changes back and forth between two language varieties particularly in a single conversation as “code”-switching” (Blom & Gumperz, 1972).

2) Code-switching can occur in or out of: “a language classroom, one language inside and outside classrooms”, Rujipat Samransamruajkit (2014).

3) “A term used to identify alternations of linguistics variations within the same conversation” (Carol, Meyers-Scotton, 1983).

Extensive analysis of transcribed EFL classroom interactions has illuminated some of the strategies employed when these EFL instructors use code-switching (CS) to facilitate knowledge transfer and classroom management. Many

researchers reserve the opinion that ‘English-only’ is a lazy rule because it fails to take advantage of a multi-sociolinguistic alternative to filling a void concerning classroom teaching strategies that are naturally applied in many non-native communication exchanges every day; the only core difference would concern CS strategic approach in a pedagogical context. While those in the establishment, in diverse multilingual pedagogical contexts, recognize the recurrent application of CS in the classroom, many argue that CS needs strict regulation by EFL instructors in classroom contexts (Ferguson, 2003).

On the contrary, there is ‘no empirical evidence to support the notion that restricting mother tongue use would necessarily improve learning efficiency, and that the majority of CS in the classroom is highly purposeful and related to pedagogic goals’ (Eldridge, 1996, p. 303; see also Macaro, 2001).

Some instances for application of CS:

- 1) Linguistic insecurity. e.g. the difficulty teachers experience in relating new concepts (also discussed by Merritt et al. 1992, pp. 112-113);
- 2) Topic switch, i.e. when the teacher switches code according to which topic is under discussion;
- 3) Affective function, e.g. spontaneous expression of emotions and emotional understanding in discourse with students;
- 4) Socializing functions, i.e. when teachers turn to the students’ first language to signal friendship and solidarity (also briefly in Merritt et al. 1992, 108-9);
- 5) Repetitive functions, i.e. when teachers convey the same message in both languages for clarity. In addition, we adapted the following function from Eldridge (1996, 306);
- 6) Metalinguistic function, i.e. where tasks were performed in the target language but comment, evaluation and talk about the task could take place in the first language; and added; and
- 7) Classroom management (and/or questions), i.e. where teachers negotiated progression of classroom activities in the students’ mother tongue.

Code-switching often occurs between Immigrants in conversations within and outside their communities. Goffman (1979, 1981), a sociologist who made

extensive observations of how people perform in everyday life, described that the functions of code-switching is similar to his footing- the positioning that an individual takes within a communication interaction. “A person can highlight any number of different roles within a single interaction”, Goffman (1981). Similarly, Paltridge (2010), hypothesized that within the realm of code-switching occurs an identity related language use: “identities will be constructed in the minds of those people”.

Code-switching is additionally applied to facilitate shifts in communicative interactions: Topic shift (discourse marker or sign post), Frame shift (move from informal socializing to formal learning) and CS can also create situations to signal social attitudes or group membership or solidarity = (Metaphorical switching).

### **2.2.3 ELF and Mutual Intelligibility**

The concept of ELF illuminates an exploration concerning mutual intelligibility which deals with the exploration of L1 speakers’ ability to effectively communicate with one another when they possess a variety of different backgrounds and L1 skills. Mutual intelligibility is a matter of great interest, especially due to the fact that English has emerged as the Lingua Franca of the ASEAN Community, and research involving mutual intelligibility commonly feature concerns about whether NNS speakers of English can effectively comprehend each other and attain a level of communicative competence in intercultural communication. Kirkpatrick (2007a) conducted a study of Expanding Circle Englishes, specifically from the ASEAN nationals attending a 2 week ELT teacher training course at Regional Language Center in Singapore (RELC). Results showed that ASEAN ELF most often used the present simple tense, as it consisted of 61% of all the tenses witnessed in the study; this was in contrast with the rare use of the present perfect passive tense, the past continuous tense and the past perfect tense. The use of predominant tense for most interactions doesn’t necessarily sway understanding.

Jenkins (2007) promotes the concept of mutual pronunciation intelligibility in ELF communication and the acceptance of English pronunciation features that are considered to be “incorrect” or non-native if they do not cause a barrier to achieving intelligibility. Jenkins (2007) further adds that these “incorrect” pronunciations are

legitimate features of the NNS speaker's local accent and therefore should be held on the same level of legitimacy as the local NS accent as both contribute to developing and shaping the evolution of ELF, (2009). Jenkins (2000) identified pronunciation features crucial for intelligibility in effective communication known as the Lingua Franca Cores (LFC). The aforementioned pronunciation features included in Jenkins' LFC include: all the consonantal sounds except /θ/ and /ð/, the initial consonant clusters, vowel length distinctions, the mid-central vowel /ɜ:/, and the placement of nuclear stress. Such pronunciation elements are potentially difficult for NNS to master, especially since certain elements may not be found in the NNS native language. According to Lado's (1957) Contrastive Analysis Theory, there was the assumption that familiar pronunciation sounds from a learners 1<sup>st</sup> language and the target language should be easier to learn however it has since been found that learners can sometimes pronounce 'new' sounds from the target language more fluently than those that may be familiar from their mother tongue as trying to incorporate these similar sound could in fact be the cause of their "foreign accent" or unintelligibility, Flege and Hillenbrand (1984) and Rogerson-Revell (2011). Nazari (2012) found that awareness of the speaker's nationality can affect attitudes of and intelligibility for the listeners.

Deterding and Kirkpatrick (2006) stated that "Intelligibility" is an 'elusive concept' which can mean different things to different people. It has also been found that the common mispronunciation of the English /r/ and /l/ sounds by Thai EFL learners has an impact on their intelligibility. In defining "intelligibility" researchers often referred to the understanding of Smith and Nelson (1985) who divide intelligibility into a three-tiered interactive construct: firstly, intelligibility, which refers to how a listener recognizes a word or utterance; secondly, comprehensibility, which refers to how the listener understands the meaning of a word or utterance; lastly, interpretability, which refers to how the speaker's meaning or intention in making a word or utterance is understood. Regarding interpretability, this surpasses word/utterance recognition and literal meanings to further include connotative and contextual understanding such as irony, puns and euphemisms.

The Smith and Nelson (1985) proposition of intelligibility is generally accepted; although it lacks clarity as to whether it is from the perspective of the

listener or speaker. Jenkins (2000) also cites confusion as to where intelligibility ends and comprehensibility begins. In light of this lack of consensus of meaning, a study on Thai speakers' overall intelligibility as understood by the listener was performed. Participants were given a comprehension test designed to measure the intelligibility of the target word (with /r/ or /l/ sounds) as a determinant for that particular utterance's meaning. It was found that participants interpreted Thai speaker's utterances not only by identifying word they actually heard, but also by interpreting what they perceived the speaker meant to convey; in other words, how well was the Thai speaker understood.

#### **2.2.4 Ethnicity, Language and Culture**

Internationalization in higher education has increasingly grown in the competitive global market, along with this emergence is a need for nurturing intercultural understanding through both policy and practice (Bodycott & Walker, 2000; Dolby, 2010). Such implementations would include: critical and creative thinking, written communication and flexibility in order to foster intercultural knowledge and capacity that can be applied and transferred across different languages, disciplines, cultures, professions and life circumstances (Stephens, 2009). Pedagogical practices to facilitate intercultural communicative versatility occurs both domestically and internationally contexts has demanded more attention in response to the challenges brought forth by today's globalization (Crabtree & Sapp, 2004; Tani, 2008; Lutz, 2010).

Kaplan (1966, 1987) conceptualized this idea, through the theory of 'contrastive rhetoric' and using the term 'cultural thought patterns' to explain the relationship between thought patterns and cultures. An English text is taught to be a clear and direct statement of the author's view and argument on a topic presented in direct, concise and accurate way. The author is then meant to provide sufficient details or supporting evidence in a logical manner to reinforce the original argument. Pedagogical institutions in Western cultures have trained their students in this type of individualistic logic and discourse in their writing. In fact, writing remains a powerful gatekeeper into academia and remains a general educational goal for 'the

educated student and citizen' but what is often overlooked is the underlying influence that sociocultural educational contexts have upon its students' writing style.

In contrary to this thinking, Kaplan (1966) researched this phenomenon by studying the logic and thought pattern of oriental students who have grown up in a non-Anglo European cultural context. It was found that Oriental students from such an educational system such as Chinese and Korean students do not generally use this cultural logic and type of Western 'rhetoric' when they write and express themselves. These writings, as explained by Kaplan (1966), were plagued with 'indirection' which may be deemed as 'illogical' or unclear from the perspective of English readers. EFL curriculum should expose its students to local cultural content and a multitude of English variants which would essentially give them the communicative versatility for all diverse multi-linguistic and socio cultural conditions.

To increase communicative versatility when interacting within international, cross cultural and multi-linguistic settings, EFL learners would need heightened cultural awareness, or 'the recognition that culture influences values, attitudes, and behaviour' (Gaston, 1992). This is contrary to the orthodox ELT practices which omit students' learning about linkages between language and culture and realizing that linguistic and cultural awareness are inseparable. Kramsch (1993) has explained that, 'Culture is often seen as mere information conveyed by the language, not as a feature of language itself: cultural awareness becomes an educational objective in itself, separate from language'. When 'language is seen as social practice' however 'culture becomes the very core of language teaching. Cultural awareness therefore should facilitate both language proficiency and as being the outcome of reflection on language proficiency'. Byram (1997) has reinforced Kramsch's idea by suggesting that 'language and culture cannot be treated separately in the discussion of language teaching theory and practice' and; furthermore, he recommended that ELT should have a significant emphasis on 'critical cultural awareness' and/or in the student's 'ability to gain a new perspective on themselves and their society and a new critique of its nature and meaning for themselves as members of it'. Additionally, according to Byram (1997), students' heightened sensitivity to other languages, culture and peoples, and of themselves as cultural beings are major contributions of language teaching to their education'.

When considering the spread of World English, the perceived superiority of the native speaker and his/her mother tongue becomes totally irrelevant; in fact, a monolingual English speaker could be rendered at a disadvantage when interacting using the English language in a global context. 'Being monolingual, they are likely to be mono-cultural and carry with them prejudices about their own "Anglo" cultures' (Kirkpatrick, 2006b).

Presently it can be claimed that the native speaker of English is no longer the ideal model for the EFL professional as this cannot be legitimately defended in the context of global English. That being said, it can still be found that EFL instructors employed in the Outer and Expanding Circles are still predominately from the Inner Circle. These EFL instructors should be viewed upon by their accolades and their professionalism, not by their place of birth or ethnic heritage. If these indigenous English teachers accept and embrace their strengths as non-native speakers, they will not focus only on American and British-oriented cultures but they will nurture the importance of the input of other cultures; in conjunction with, the input of their own culture.

It has been a widespread notion that NEST instructors are representative of "Western Culture" which has dispersed these ideals of the English language teaching methodology its culture in worldwide EFL contexts. An analysis of this native-ness may be the key to comprehension of native 'speakerism' the preconceived notion the native speaker is not intrinsically more qualified than the non-native speaker in a non-English speaking environment.

One factor that comes into play when dealing with multi-cultural English interactions is foreign-accented speech (henceforth FAS) which can create communication barriers and negative perceptions of those EFL learners. FAS can distract from meaning assimilation and cause anxiety and frustration for all parties involved, Derwing and Munro's (1997). Relevant variables which have been found to affect the perception of FAS include: sex of the speaker, speaker's intelligibility, degree of accent and comprehensibility; listener's positive or negative attitudes towards a particular accent, in association with the perceived culture of origin, and listeners' familiarity with a particular accent.

Previous studies which have yielded findings related to three primary dimensions: degree of accent, comprehensibility, and communicative ability. In terms of the three dimensions, degree of accent reflects upon how strong or 'heavy' one perceives someone's FAS to be. With regards to comprehensibility, it has been interpreted in a few different ways in previous studies (Gass & Varonis 1984,; Smith 1992); one such explanation by Derwing and Munro's (1997) defined comprehensibility as judgments on a rating scale of how difficult or easy an utterance is to understand. Finally, communicative ability can be defined as level of success a non-native speaker would experience in effectively communicating with a native speaker.

As far as 'culture' is concerned, within the cognitive orientation, it is defined as factual knowledge and cultural teaching is explained in terms of the transmission of these cultural facts. In terms of action-related orientation, "culture" is the set of skills of a social and socio-linguistic nature and the teaching aims at preparing students for future intercultural encounters and for the affective orientation, "culture" is seen as a bi-directional perspective.

So if students are striving to be so-called intercultural speakers, they will need to successfully develop skills characterized by multilingualism and the ability to see how different cultures relate to each other in terms of comparisons and contrast. They must be able to view self-reflexively from an "external" perspective when dealing with multicultural interactions with others and so, therein, exists the challenge to the EFL facilitator to assist the students in developing these skills. A precursor for this is the EFL instructor's development of their own intercultural socialization process which essentially can be viewed as a lifelong learning project. Kramsch (2004) defined the modern ELT as a linguistic/cultural expert, expert methodologist and expert professional. They must effectively play the role of 'cultural go-between', referring to the EFL instructor's role as mediator, with the understanding that language and culture should not be considered as static information but as socially semiotic.

"Culture teaching requires facilitation of facts by the teacher which further relies on the learners' cognitive skills and ability to acquire, preserve, and transfer such information into relevant knowledge applicable to a foreign cultural context ", Jaeger (1995).

Cultures as factual knowledge:

- 1) Realia, i.e. facts about the history, geography, religion and political conditions of English-speaking countries.
- 2) Cultural products in the areas of art, film, and music, i.e. what is often referred to as Capital- C culture.
- 3) Traditions and the ways of life.
- 4) Modes of thought, such as values, norms and beliefs underlying the way people live and act.

#### 2.2.4.1 Pedagogy of Information

Pedagogy of Information is applied when the main primary purpose is for knowledge transfer of facts about the culture of English-speaking countries. Valdes (1990) explained that is impossible to teach a language without cultural issues sneaking in. ‘The description of the “culture” objective states that learners should not only develop an awareness of the relationship between the practices, products, and perspectives of the target language culture but also an understanding of the concept of culture developed through comparisons and contrasts of the target language culture and their own culture with the implementation of these learned concepts in multilingual exchanges in local and international contexts’.

Kramsch (1993) has proposed that language should be taught as a cultural practice and that EFL teachers should provide students with opportunities to develop intercultural understandings and critically examine stereotypical generalizations and misconceptions by objectively analyzing the target language culture comparatively to their own. Piaget (1971) explained that when learning occurs, a student will assimilate what was learned into his or her existing ‘schemata or knowledge structure’. If newly learned experiences are not within the parameters of the existing schemata, the students will change those structures to accommodate those new experiences. Finally this leads to the culmination of these key concepts and their interrelated nature as it pertains to student’s perceptions of their EFL teachers’ ethnicity, competency and empathy. In an attempt to view this ‘through the lens’ of the L2 learner is was essential to consider (non)-native-ness as it affects the learner and as the ‘ideal’ and ‘correct’ teacher model for said L2 learner. With this then flows the natural progression into what constitutes a native English speaker; is it

‘inherent’ from one’s ‘whiteness’ or can someone not born a native speaker attain native speaker status. If native-ness is synonymous with ‘whiteness’ then does that afford certain privileges in terms of hiring potential and financial compensation whether justified or not. English is being taught for global communication and is not always used by an L2 to interact with an L1 but more often than not (expanding circle countries) L2 to L2 communication is norm concerning the use of English so then Communicative Competence may be considered more important than forms and structures; so in reference to English as a world language does ‘ideal’ model still remain as the native monolingual speaker of English do we need to consider EFL in such contexts as Thailand where English will taught by NNEST in order for their NNS students to communicate with other NNS so who better than someone who started at the grassroots as an L2 and achieved a level of fluency and proficiency to be able to teach it to others; someone who speaks both the student’s L1 and the target language so not only would they empathize with their students but, as such, they would be able to explain things in a more efficient ways and in more relevant terms.

### **2.3 Literature Gap**

Thus far, there is a lack of studies of Critical Race Theory, ‘Whiteness’ or ‘White privilege’ and how such concepts apply to the Thai EFL context and furthermore how it proliferates and disseminates into Thai student’s perceptions of native-ness and its relation to teaching competency. In terms of (non) native-ness, related research has treated NNS as a single group, as if they could all be generalized together; this most likely stems from the nature of the term NNS (i.e., non-native), which fails to identify any specific characteristic of this group but rather on their lack of native-ness. The first problem here is the use of a negative particle for an identity, or rather a ‘non-identity’. The second problem is that the ‘non-identity’ to which they refer is an elusive one which could benefit from clarification, as Paikeday (1985), Rampton (1990), J. Liu (1990a), Brutt-Griffler & Samimy (1999), Davies (1991, 2003) have mentioned. In fact, it has become a birthright from within a fairly homogeneous linguistic community which has been found as appropriate justification for one’s ‘native speaker’ identity and so simply a person’s self-classification as a

native speaker of a given community and their recognition as such by other speakers in said community leads to an overgeneralization as to what constitutes a 'native speaker'.

Holliday (2005, 2008) discussed how NNSs are categorized as the 'Other' by the dominant group of NSs, and this 'otherness' requires a necessary simplification and suppression of complexities similar to what happens in other instances such as 'culturism', or more particularly 'native speakerism' which creates a stereotype by which the 'other' (i.e., the NNS) is seen as 'uncritical, static, rigid, with affixed view of knowledge, intellectually interdependent, wishing to preserve knowledge, good at memorizing', who also needs 'to be trained, treated sensitively, understood, involved, given ownership, empowered', finds 'decision-making difficult', and prefers 'frontal teaching' as she is 'exam oriented' (Holliday 2005, p. 21). Differences do exist within the NNS group, but they have been disregarded by both NS and NNS. Research in the field demands avoidance of over-generalizing the features of NS vs NNS in order to broaden our knowledge of language teaching and expand our understanding of different factors that may affect their teachers' performance. One particular variable which is a differentiating feature among NNS teachers is the context in which they craft their professional activity; specifically, whether the target language is found in the social environment or not. When the target language is foreign and is not heard often in the social environment, this can create a substantial disparity as to the students, the resources, and even the status of teachers from one context to another.

Another relevant variable of NNS is geographical setting which delves into the idea that differences among NNSs can be based on their nationality, or rather their regional identity and/or their mother tongue, Moussu (2006). The level at which instructors are teaching is also a variant affecting NNS. Instructing at the primary, secondary or tertiary educational level will ultimately affect how teachers perform in the classroom, what recognition they obtain from it, and their ultimate status within the profession. This variable has already been considered by Llorca & Huguet (2003) in their study on primary and secondary teachers' self-perceptions on their own level of proficiency in English, their teaching ideologies, and 'political issues' regarding the role of NNS teachers and English as an international language.

An additional factor for consideration when looking at NNS abilities identified by Medgyes (1994) is namely, the amount of time spent in English speaking countries, which Medgyes found to have correlations for preferences for NS teachers. To the contrary, Llurda (2007) identified that EFL Catalan teachers who had significantly long durations of stay in English speaking countries experienced less of a confidence problem or 'inferiority complex' when comparing themselves to NS teachers and they better understand the value of promoting English as a global language. The previous factor is then interrelated with the next thing to consider which is a contrast between NNS teachers that have earned degrees in inner circle countries, (e.g. UK, the US, Canada, and Australia), compared to NNS teachers that have earned degrees elsewhere. Holliday (2005) recorded an interview in which a respondent experienced many employers in non-English speaking countries have a more positive perception of degrees earned from English speaking countries, in fact, it was deemed even more important than practical experience.

The final factor, and perhaps the most important to be discussed, are the different levels of proficiency of English of NNS teachers. This final factor is the one most often discussed as remains the primary hindrance experienced by NNS teachers with the exception of those who may be perceived by their peers as being 'near natives' (J.Liu 1999a; Moussu 2006). It more often than not an assumption that the higher the proficiency in the target language, the higher the teaching proficiency, Canagarajah (1999). That being said, language proficiency has not been scrutinized independently to determine differences in teaching proficiency among NNS teachers.

## **CHAPTER 3**

### **METHODS & PROCEDURES**

#### **3.1 Research Context**

Contained in this chapter is the research design contextualized with the procedures and methodologies implemented in this investigation. Initial explanations began with the research goal, followed by influences on the research, participants, data collection processes, coding system, validity and reliability and finally the ethics of the study. Data collection was performed at three sites which include 1 private international university and 2 international departments within private universities, all located within the Bangkok Metropolitan Area of the Kingdom of Thailand.

A multi-modal primary research instrumentation plan was devised in order to ensure retrieval of extensive, rich and in-depth data, while simultaneously developing an exploration conducive to high validity and reliability that is verifiable and repeatable. Also explained were a system of open coding and the stages for application of qualitative phenomenological data interpretation utilizing thematic categorical analysis which will attempt to interpret data by generating emergent underlying thematic variables and categorization which will be concurrently compared to quantitative data sets.

The conclusion of this chapter contained the steps taken to maintain ethical standards in all stages of the data collection and data interpretation. Sites and participants names had maintained anonymity for protection of confidentiality for all those who contributed to this research endeavor.

### 3.1.1 Research Goals

The goal of this research was to either prove or dispel the notion that outward looking appearances of an EFL teacher was the basis on which we should judge said teacher's competency and effectiveness in regards to facilitating communicative skills to their EFL students. This issue had been found to be worthy of study as, often times in South East Asia and Thailand specifically, there existed an unspoken double standard in relation to educational institutions to actively seek out Caucasian (white-looking) EFL teachers and employed them at higher rates than their local counterparts, while rejecting employment of EFL teachers with equal or more teaching experiences simply on the basis of the color of their skin or the country of origin of their ethnic origin.

Going beyond theoretical thinking and analysis of characteristics of non-native teachers, some studies took into account personal experiences and narrative accounts (e.g., Braine, 1999, 2005; Thomas, 1999; Oliveira & Richardson, 2001, 2004). Such studies became potentially inspirational for NNS seeking to achieve success in their respective fields, as they could self-reflexively relate researchers' adversity and experiences to that of their own. Narratives were very effective in explaining contextuality by giving it full internal coherence in such a way that narrated a situation of experience and developed it into a prototypical relevant model for which all readers could use to reflect on themselves (Pavlenko, 2007). Bruner (1991) described the way narratives can establish reality by stating:

“Unlike the constructions generated by logical and scientific procedures that can be weeded out by falsification, narrative constructions can only achieve ‘verisimilitude’. Narratives, then, are a version of reality whose acceptability is governed by convention and ‘narrative necessity’ rather than by empirical verification and logical requiredness although ironically we have no compunction about calling stories true or false.” (Bruner, 1991, p. 5)

This application of narratives as a research mechanism to explain NNS teachers' reality provided positive alternative options by which to understand their perspectives.

### 3.1.2 Research Influences

As previously mentioned in chapter 1, the researcher had personally experienced many of the facets involved in the conceptual framework in which this study is immersed. In fact, during the course of over 10 years of teaching in the English Language Teaching (ELT) sector, many stereotypes and double standards concerning Native English Speaking Teachers (NEST) and Non-native English Speaking Teachers (NNEST) concerning hiring practices stemming from the misconceptions derived from the NNEST ethnic outward looking appearance were witnessed. The researcher had also practically applied Communicative Competence in his teaching practices and had often used code-switching to great advantage in the EFL classroom.

Additionally, the researcher had also witnessed the saturation of English into micro and macro levels of Thai society and, having been born as a Thai / American who spent 20 years in the US and over 20 years in Thailand, he had been immersed in the evolution of English as a global language and had seen how it had become a language without concrete ownership or clear and distinctive boundaries of usage. This concept will only perpetuate with increasing clarity with the bolstering anticipation of the AEC. English today is used in many global contexts by L2 users to communicate and interact with other L2 users and who better to teach these new students of World Englishes (WE) than someone who has been in these students' positions before, someone who can empathize with them and view the struggles of the EFL through a similar lens.

In the past, primary research conducted on NS vs NNS had involved the investigations of more intrinsic characteristics in an attempt at 'describing and interpreting the characteristics of a group of professionals' as opposed to the study of a language phenomenon or a language teaching procedure, or even a particular behavior. It had been identified that there existed a need for the application of both quantitative vs qualitative methods in this field of study in order to complement the insights provided by qualitative research with the findings which resulted from analysis of groups, based on a set of previously established hypotheses and research questions. It may be over-idealistic to claim total objectivity in the social sciences even with the implementation of both processes of research however the degree of objectivity

available through quantitative process provided complementary detailed perspective when used in conjunction with a qualitative approach. Thus far there have been 5 primary types of studies dealing with non-native teachers:

- 1) Non-empirical reflections on the nature and conditions of NNS teachers
- 2) Personal experiences and narratives
- 3) Surveys
- 4) Interviews
- 5) Classroom observations

Seidlhofer (1996) states that although it is important to increase awareness of NNSs' benefits and professional self-esteem, there should be some more extensive further analysis of NNS characteristics, as well as new methods of researching them.

### **3.2 Participants of the Study**

As for the site of this research endeavor, the selected locations included 1 private international university 2 private universities with international programs (all located in the Bangkok Metropolitan Area) all of which used English as the medium of instruction in their curricula to educate its undergraduate students. Conducting data collection in this specific academic environment afforded a combination of Thai and Foreign EFL learners, dealing with a variety of subject matter, as well as a diverse variety of ethnic backgrounds of EFL teachers, thereby providing a rich context for contrast and comparisons in this study. A pilot study consisted of small sample groups from each university which were first approached for a brief interview to initially ascertain general perceptions and understanding of the relevant population and to start building a rapport for future follow ups or snowball references. Preliminary pilot study results can be found in the beginning of chapter four.

The respondents for the questionnaire in the second round of the research design were chosen using purposive sampling (all students were required to be Thai and currently enrolled in the course at the time of data collection) on site in order to ensure that only Thai EFL students from the relevant faculties were approached to complete the written survey. From this stage of data collection, a smaller sample

group was filtered out for a further extensive interview which stemmed from any emergent salient findings provided on the questionnaire. Additionally, primary data collection in terms of in-class observations took place in the respective classes of the sample group. Observation data collected then filtered out a smaller sample group to engage in a further extensive interviews according to their study behavior, or lack thereof, while in the classroom.

Another group of participants were some of the EFL teachers themselves (7 total EFL instructors who taught the respective courses). A brief interview was held with these various instructors in order to build rapport and ascertain their individual teaching philosophies/methods, educational backgrounds and multilingualism in order to further triangulate the validity and reliability of the data. This provided some background knowledge as to the diversity of the teachers' ethnicity and professional experience.

### **Access to Site and Sample**

Research was undertaken at 3 private universities within Bangkok that utilize English as their medium of instruction in their undergraduate programs. Access to the site was authorized by either the Department Chairperson or the Dean of these respective faculties. These sites were chosen because of their international curricula, their vicinity within the Bangkok Metropolitan Area and because of the researchers' current full-time or part-time employee status with these institutions making it conducive to conducting classroom based research and convenient access to participants. Another benefit provided by these sites is the diversity of its staff which, in itself, is a rich resource pool for finding both NEST and NNEST in the various EFL contexts. Additionally, the researchers' authorized presence at these sites afforded opportunities for maintaining and strengthening rapport with research participants, both EFL students and faculty member alike. This convenience was especially advantageous since the data collection period took course over a two semester period with the pilot study taking place during the 1/2012 academic semester, (June-December, 2013), and the remaining stages of data collection occurring in the following semester 2/2015 (January-June, 2016). Collecting data on site with instant processing of survey data, fresh and progressive recording of observations and

transcription of interviews provided a ‘thick and rich description’ of the interpretive data. Follow-up interviews were scheduled with the relevant research participants as needed.

Site A prides itself as the first international university in Thailand to fully integrate English into all faculties of its academia. Although it remained anonymous in this study, it is a famous university in Thailand and quite famous regionally as well. However even though, there were a plethora of nationalities represented at Site A, most of the students were predominately Thai children of more wealthy and affluent social families in Bangkok and from around the country. If Thai parents want their children to be prepared for the challenges of a global economy this is the 1<sup>st</sup> local university they think of.

Site B maintained a predominately Thai curriculum but was in fact known for its international business school which uses English as its medium of instruction providing such majors as Marketing, Management, Entrepreneurship, and International Tourism. These international departments had a more balanced ethnic representation comprised of not only Thai students in their international programs but also a high level of multi-cultural diversity from all continents around the world. As some of these students were members of Inner Circle English speaking countries and since this study focused only on Thai students’ perceptions, these other international ethnicities were not part of this project but their mere presence was a testament to the attention being paid to the importance of English language teaching and the environment in which native and non-native speakers alike were utilizing English in a global context.

Site C was another Thai university that also has an international department offering such majors as International Hotel Management and International Business Communication. The diversity of the enrollment of these programs was similar to those of Site A, students were predominately Thai belonging to more affluent families around the country who want their children to have an international education in a local university. Site C also had a strong marketing strategy targeted towards regional exchange programs and therefore also provided an environment with students from other Asian Expanding Circle nations such as China, Taiwan and Korea as well as regional nations like Singapore, Malaysia and Indonesia however only the perceptions of the Thai EFL students were relevant to this study. Similar to the other two sites, the

faculty of Site C consisted of a diverse array of NEST and NNEST as full-time retainers which offered many potentially eligible participants for the study.

### **3.3 Data Collection Methods**

It is from the researcher's personal experience and multicultural background which had catalyzed this investigation and had contributed to the selection of the data collection methods which were conducive to a research design possible of yielding fruitful and enlightening as well as accurate and valid results valuable to the field of English language teaching in the hopes that it may instigate reform in educational policy and hiring practices. The possibility of improvements in educational policy could increase the attractiveness of a career path in academia hopefully creating an influx of experienced and qualified people trying to enter or re-enter the field who may have, or have already, opted for more lucrative career choices; this is quite a sensitive issue which one might even be considered taboo in Thai society. This study engaged in a hybrid process of research and data analysis whereby validation of findings involved quantified evidence and basic statistical measures (both descriptive and inferential) which were further reinforced with interpretive analysis of qualitative data from extensive probing of participants in a pilot study, surveys and observations. In following this multi-staged process of data collection and analysis, the ultimate objective was the triangulation of findings which led to relevant and accurate results, logical and sound conclusions, and feasible recommendations.

### **3.4 Instrumentation and Measurements**

#### **3.4.1 Pilot Study**

An exploratory pilot study on a small focus group of respondents from Sites A, B and C took place initially in order to determine the samples general understanding of the relevant concepts to be investigated. "The term 'pilot studies' referred to mini versions of a full-scale study (also called 'feasibility' studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule", van Teijlingen and Hundley (2001). In utilizing this initial

research device much was ascertained in relation to the accuracy of the subsequent instruments that were applied as well as the participants' general understanding and perceptions of concepts investigated. It was crucial to explore the respondents' comprehension of such terms as "native-ness", "ethnic outward looking", "Anglo-Saxon Caucasian", and "farang" in order to ensure the accuracy of these terms in the latter stages of data collection. Some terminology necessitated an operative definition to be provided in the research tool, such as the questionnaire or the interview protocol. The preliminary analysis also helped to provide some sense of the L2 students' perceptions towards their EFL teachers and offered some insight into emergent salient findings towards the closing stages of the research design. Participants of the pilot study were also potential candidates for follow up interviews when it was deemed useful. A template of the pilot study protocol is presented below. What follows are some open-ended questions which were distributed in L2 classrooms in an attempt to comprehend awareness concerning perceptions of students who fall within the relevant target population:(See Appendix C)

- 1) Define the meaning of a "native" English speaker
- 2) Is it possible for someone who is not "farang" to be a "native" English speaker? Explain your answer
- 3) Is it ALWAYS easier to understand spoken English when it is coming from a "farang"? Explain your answer
- 4) Do you prefer to study with English speaking teachers who are "farang" or who are Asian? (eg Thai, Japanese Chinese etc...) Explain your answer
- 5) Does it help you to understand concepts more if your teacher can speak Thai and English? Explain your answer.

### **3.4.2 Questionnaire Survey**

Reves & Medgyes (1994) stated that surveys have remained a popular and invaluable instrument in gathering primary data concerning NNS teachers' self-perceptions. Many other studies ( Moussou, 2002, Llurda & Huguet, 2003; Mahboob, 2003, 2004; Llurda, 2005; Moussu, 2006), had certainly demonstrated the value of using a good survey however a general consensus of one of the disadvantages of surveys is the context surrounding the design of a questionnaire and its

implementation with ready-made group of respondents, in fact, it concerned more than just the simplicity of asking a set of pre-fabricated questions to a group of participants conveniently available to the researcher. That being said, surveys had shown their value in its capacity to record phenomena that, before, could only be recognized through reflection and reports on personal experiences. Another advantage was that surveys provided a platform by which to collect data on large numbers of respondents and increased repeatability of studies. In addition, current surveys had attempted to improve objectivity of data collected by controlling the identity of respondents in an attempt to obtain more reliable and valid results (e.g., Lasagabaster & Sierra, 2002; Maum, 2003; Benke & Medgyes, 2005) and in this endeavor to increase objectivity, there had been an influx of the inclusion of open-ended questions in surveys (e.g., Mahboob, 2003; Maum, 2003; Lasagabaster & Sierra, 2005; Moussa, 2006), which provided opportunities for participants to voice their opinions freely and without the limitations manifested by fixed-alternative questioning.

An adaptation of The International Teaching Assistants (Quita) questionnaire designed by Plakans (1997) was combined with simple dichotomous questions adapted from AuQS (2000) Teaching Competency and Effectiveness Index (TCEI) and was implemented in this project with some changes in terminology to add more relevance to the Thai EFL context (see Appendix D). The original Quita questionnaire had been designed to measure American students' attitudes toward international teaching assistants from various disciplinary and ethnic backgrounds. Use of an existing tested questionnaire helped with comparison of findings from previous studies in the field.

### **3.4.3 Observation Protocol**

A scarcity of research existed concerning what happens within the NNS classrooms however in reference to a few such studies which utilized the observation protocol, a value from this form of data collection can be justified. Arva & Medgyes (2000) conducted a comparative study consisting of 5 NS and 5 NNS instructors teaching in Hungarian secondary schools, initially using interviews to identify teachers' self-perceptions, and secondly then by observing one class facilitated by each of the 10 NS and NNS participants. Most findings compared the differential

behaviors between NS and NNS and some conclusions stated that, in fact, different members of the two groups were more conducive to teaching different kinds of classes. Cots & Diaz (2005) conducted an exploration on 4 NNS instructors in Catagonia concerning their development of social relationships and linguistic knowledge in the classroom using teacher talk. Morita (2007) applied classroom observation in conjunction with interviews and self-reports to determine NNS's perceptions of linguistic identity and participation in their English speaking classes. This dearth of research which implements classroom observation method suggested a need for more studies into NNS teachers' classroom performance, as we needed to know more about their use of the textbook, and all the many specific NNS' characteristics' conducive to the improvement of NS and NNS teaching (Medgyes, 1994; Reves & Medgyes, 1994; Tang, 1997; Seidlhofer, 1999).

The tertiary phase of primary data collection involved an observation protocol in an attempt to assess EFL students' responsiveness to EFL teachers of different ethnic backgrounds. Observation data collected provided a source of qualitative findings and helped to identify those participants who required follow-up interviews. Observations took place during normal class periods of the participants. Classes for observation were chosen with ethnicity of the teachers (white and non-white) and students (Thai) in mind. Interactions which took place in class were analyzed and any teachers and/or students were contacted for follow-up interviews for clarification or further in-depth probing.

A role of non-participant or 'complete' observer was taken when collecting observation data for this study. According to Douglas (1976) 'when one's concern is the experience of people, the way that they think, feel and act, the most truthful, reliable, complete and simple way of getting that information is to 'share their experience'. By applying the technique of complete observer, the researcher is present with the participants but without any interaction, simply recording or, in this case, transcribing what is observed. The hope is that the researcher's presences goes relatively unnoticed as to not influence or taint the data collected however by removing interactions between researcher and participant the injection of etic interpretation takes place without little or no clarification thus running the risk for potential misinterpretation of the witnessed proceedings. In order to counter and

mitigate this risk, achieving data ‘triangulation’ was done through multi-modal data collection (questionnaire, interview and observation) which, with strict adherence, should ensure accuracy of the data, Denzin (1978). Internal validity for both observations and interviews was ensured by performing ‘member checking’ whereby actual participants of the study verified the accuracy of the transcriptions Creswell (2009).

#### **3.4.4 Interview Protocol**

The interview methodology of collecting primary data had provided useful insights in research of NNS instructors. It was best put by Holliday (2005) who stated that interviews are a direct channel into the minds of the subject being studied:

I can speak and understand English, Urdu, Arabic, Punjabi, Sindhi, and French (in order of proficiency) but I can only read and write in English and Arabic. I have to struggle with Urdu but if I try I can manage to read and write it. I have studied English as a first language and Arabic as a second language; never studied Urdu in school. I don’t know myself what I am. If I’m a ‘non-native’ speaker of English then I don’t know what is my native language Yet, Im not a native speaker by many linguists’ definitions (Holliday, 2005, p. 34)

Interviews with NNS gave researchers data that was more complex and extensive than simple responses provided by questionnaires and the use of interviews, either face to face or electronic interactive, led to the ability for researchers to construct narratives based on the reports of the interviewee, which in turn machinated into a shared construction of NNS teachers’ identity in their own thoughts, words and ideas (e.g., J. Liu, 1999a, b; Tsui, 2003; Ellis, 2004; D. Liu, 2004; 2005; Morita, 2004). Contrary to the qualitative nature of interview protocols, researchers strived for a degree of objectivity with avoidance of any influence on interviewees’ responses, and guaranteeing that these said responses were freely and spontaneously collected directly from interviewees, with no conditioning restrictions by the researcher. Historically some researchers had encountered problems with applying interviews in their data collection procedures, Samimy & Brutt-Griffler’s (1999)

experienced problems with objectivity of respondents when 17 TESOL (Teachers of English to Speakers of Other Languages) NNS graduate students attending an optional seminar with the title ‘Issues and concerns related to NNS professionals’. This seminar, which was offered throughout the semester, presented a high probability of shaping students’ perceptions and therefore this could have affected the data collected, if it was collected after the students had attended the seminar as opposed to before, as materials and discussions in the course would most likely have already shaped the students’ attitudes and related responses.

In this stage of data collection, a series of follow-up interviews on those participants/respondents who yielded questionnaire responses and/or curious classroom behavior which had warranted further investigation into their attitudes and perceptions was conducted. The interview protocol was designed with an unstructured format in accordance to categorical or thematic groupings which emerged from the former stages of data collection and interpretation. The interviews took place directly after the scheduled class period in the same classroom which provided immediate opportunities for transcription.

### 3.5 Procedures & Details of Data Collection



**Figure 3.1** Procedures & Details of Data Collection

#### 3.5.1 Site A (3 Classes from Faculty of Arts, Department of Business English)

Site A1: This class was in the summer session, held in the morning 9-12pm. Class contained approximately 35-40 Thai students. Sample size attained after purposive sampling was 20 students. The teacher was of Thai ethnicity but she

educated both locally and in the US. Class lectures were almost completely in English. All textbooks, teaching materials, and assignments were only in English.

Site A2: This class was in the summer session, held in the afternoon 1300-1600. Class size was approximately 35-40 Thai students. Sample size attained after purposive sampling was 47 students. The teacher was of American/Cuban ethnicity, educated in the US, he does not speak Thai. Class lectures were completely in English. All textbooks, teaching materials, and assignments were only in English.

Site A3: This class was in the summer session, held in the afternoon 1300-1600. Class size was approximately 35-40 Thai students. Sample size attained after purposive sampling was 32 students. The teacher was of American/Cuban ethnicity, educated in the US, he does not speak Thai. Class lectures were completely in English. All textbooks, teaching materials, and assignments were only in English.

### **3.5.2 Site B (2 Classes from Faculty of Business Administration, School of Marketing and Management)**

Site B1: This class was in the summer session, held in the afternoon 9-12pm. Class size was approximately 25-30 Thai students with 10-15 other students of varying nationalities (Both Asian and Caucasian). Sample size attained after purposive sampling was 23 students. The teacher was of Thai ethnicity, educated locally, and in the UK and the US. Class lectures were almost completely in English. All textbooks, teaching materials, and assignments were only in English.

Site B2: This class was in the summer session, held in the afternoon 1300-1600. Class size was approximately 25-30 Thai students with 10-15 other students of varying nationalities (Both Asian and Caucasian). Sample size attained after purposive sampling was 33 students. The teacher was of Thai ethnicity but she was educated locally and in the US. Class lectures were almost completely in English. All textbooks, teaching materials, and assignments were only in English.

### **3.5.3 Site C (2 Classes from School of International Business Communication)**

Site C1: This class was in the summer session, held in the afternoon 9-12pm. Class size was approximately 25-30 Thai students with 5-10 other students of varying

nationalities (Both Asian and Caucasian). Sample size attained after purposive sampling was 38 students. The teacher was of European Spanish ethnicity, educated in Spain and in the UK and the US. He did not speak Thai in class. Class lectures were completely in English. All textbooks, teaching materials, and assignments were only in English.

Site C2: This class was in the summer session, held in the afternoon 1300-1600. Class size was approximately 25-30 Thai students with 5-10 other students of varying nationalities (Both Asian and Caucasian). Sample size attained after purposive sampling was 19 students. The teacher was of Indian ethnicity, but he educated in Thailand and in the UK. Class lectures were almost completely in English (he spoke fluent Thai). All textbooks, teaching materials, and assignments were only in English.

#### 1) Round 1: Pilot Study Implementation

Pilot study took place at the beginning of the semester (1/2012) at three data collection Sites (A, B & C). The researcher had attained adjunct lecturer status at all 3 sites and data was collected from his own students. Potential respondents were asked if they were Thai nationals and if they have ever studied with NNEST at the university. Only Thai students in the international programs studying in English were approached in order to guarantee that they were studying in an ELT context. Sample size in this stage consisted of 20 respondents from each of the three sites. The survey used was a simplified version of the Quita survey which was used to test its use for further application in the study. Surveys were distributed at the end of the class period and took each student approximately 5-10 min. Findings from the pilot study led to further adaptation of the Quita survey with the addition of inquiries from another survey, AuQS. All data was transcribed on paper and soft file and salient findings were revealed in chapter 4 of this report.

## 2) Round 2: Questionnaire Survey

Each site was visited in 1 week intervals, initially with Site A (June 15 & 16), then Site B (June 20), finally followed by Site C (June 28<sup>th</sup>). This timeframe allowed for concurrent data collection and analysis. Only Sites A and C required official letters of request for data collection but informed consent letters for participants were distributed at all sites. Consent letters were attached to all questionnaires (see Appendix D) and were signed and dated by researcher and respondents in order to maintain ethical standards in the research. Surveys were completed either at the middle or at the end of each class period depending on what the respective instructor deemed convenient.

The final adapted version of the questionnaire survey (see Appendix D) was distributed to students in all three research sites (7 classrooms in total) on a larger scale than that of the pilot study. Once again the potential participants were those who studied in courses with EFL content and EFL teachers. Purposive sampling was applied to select only those students who studied in appropriate faculties and departments where EFL teachers and students were found such as Business English (Site A), Business Administration (Site B) and International Business Communication (Site C). Sample size fell in the range of 30-50 respondents per site. Data remained in their original form on the survey and was then analyzed using basic descriptive statistics (Ms EXCEL) and inferential (SPSS) statistics to show means, percentages and significance of relationships between relevant variables which revealed and validated salient findings. Analyzed data was then stored on soft file and those salient findings are revealed in chapter 4 of this report.

## 3) Round 3: Observation Protocol

Observations took place in selected course at the same 3 sites (7 classes in total) in academic courses with EFL content and have EFL teachers. Furthermore a selection of these courses involved a variety of EFL teachers with different ethnicities. The focus in this stage was to observe participants responsiveness to different EFL teachers and to request some of them for follow-up interviews if deemed necessary. In this stage a selection of ELT instructors both native and non-native were chosen for interviews as well. Sample size for observation consisted of class sizes of 20-50 students per 1 ELT instructor dependent on the relevant site. Site A normally had

class sizes of 20-30 students whereas Site B and Site C had slightly larger class sizes ranging from 25-50 students. Only interesting or ambiguous classroom interactions were deemed valuable for further investigation and respective students and/or instructors were subsequently contacted for follow up interviews at the earliest possible convenience which ensured that details of the interactions remained fresh in the mind of the participants. Observation notes were first transcribed on paper and data was later be transferred to soft file, Microsoft word doc. Salient findings are revealed in chapter 4 of this report.

Observation data was first collected in relation to the individual conceptual sections of the questionnaire or namely, ‘Students’ Perceptions’ and ‘Teacher’s Competency’ and Teacher’s Empathy. Thematic Analysis, taken from Cain and Labov’s analytic strategies, Lee (2010), Riessman (2008) is when ‘data are broken down into smaller units to be classified during qualitative data analyses’. The initial concepts from the written survey were then further segmented into more specific Thematic Strata as featured below:

**Table 3.1** Thematic Codes

<b>Thematic code: (AC, B,CS, ID, IN, L, NS, NNS, TC, W, WP)</b>		
<b>AC:</b> Accent	<b>B:</b> Biliteracy/Bilingualism	<b>CS:</b> Code Switching
<b>ID:</b> Ideal Speaker Model	<b>IN:</b> Interpersonal relationship	<b>L:</b> legitimacy/Ownership
<b>NS:</b> Native Speaker	<b>NNS:</b> Non-Native Speaker	<b>TC:</b> Teacher Competency
<b>W:</b> Whiteness	<b>WP:</b> White Privilege	

Data collection occurred on 2 days within each site from 0900-1700 during which time multiple classes (1-2) were visited during their normally scheduled morning sessions and afternoon sessions. Classrooms at all visited field sites were equipped with functional electronic devices including: desktop computer, overhead projector, projector screen, and microphone /speaker system. The researcher took on the role of ‘complete’ observer, meaning that the absolute minimal amount of interaction occurred between researcher/participant. At Site A1-A3, observations were witnessed and transcribed from the front row of seats opposite of the desk &

computer (see Appendix H-J) while at Site B1-B2 and Site C1-C2, the observations were witnessed and transcribed from the instructors' desk located in front of the room (see Appendix H-J). Observations took place for one entire class period (3 hours) during which time questionnaire were also distributed and completed; interview data collection was conducted at the end of the class sessions in the identical classroom where the class was held, in absentia of the instructor or fellow students.

#### 4) Round 4: Interview Protocol

This quaternary stage was reserved for final retrospective interviews, (1-on-1 interviews and focus group interview whichever were deemed more suitable), and this was the final stage of data collection. These interviews was held on a 1-on-1 basis for those respondents whose responses on the questionnaire deemed further investigation and for those participants of the observation whose classroom behavior deemed further investigation. Also, interviews for a selected group of ELT instructors who were representative of both NEST and NNEST took place during this stage. The sample size for student participants ranged from 3-5 students from each site. Sample size for the English speaking instructors equaled 2-4 from each site. Interviews were transcribed digitally and submitted by soft file (see appendix) and in an attachment hard drive storage device (USB drive). Salient findings are discussed in chapter 4.

All interviews were conducted at the field site during the same day as the rest of the data collection; thereby allowing for concurrency and expediency. Every interview lasted 10-15min. totaling 21 interviews or 3 from each site (Site A1, A2, A3, B1, B2, C1, C2). Participants were questioned immediately after dismissal of the class after the room was clear of other people. All digital transcriptions were verified by member checking as soon as the interview was completed. Full transcriptions will be available in hardcopy (see Appendix L) and by soft file contained in an attached digital memory storage device (USB drive).

Thematic code was once again utilized (see Table 3.1) to analyze interview data transcriptions. Concurrent triangulation was then used to compare data bases of questionnaire data and observation data in order to find supporting correlations to confirm/disconfirm findings simultaneously. These comparative conclusions can be found in chapter 5. Participants approached for interviews had either been noticed during observation or from responses analyzed through the

collection of questionnaire data. Below is the unstructured interview protocol applied for this stage:

**Table 3.2** Unstructured Interview Protocol

<b>Unstructured Interview Protocol</b>
❖ Do you prefer learning with non-native or native English speaking instructors?
❖ Do you think non-native speakers can teach as effectively as native speakers?
❖ What do you think about the accent of both non-native and native speakers?
❖ Do you feel that all native or ‘farang’ accents are better?
❖ What good/bad experiences have you had with non-native, native or ‘farang’ instructors?
❖ Do you like to learn with ‘farang’ teachers?
❖ Do you like to learn with ‘non-native’ teachers?
❖ Which teachers are easier for you to talk to when you have problems?
❖ Which teachers do you prefer and why?
❖ Are native or ‘farang’ teachers more effective than non-native teachers in class?
❖ Do you have good relationships with non-native and native teachers?
❖ What do you do when you can’t understand something in class with non-native and native teachers?

### **3.5.4 Validity and Reliability**

In terms of maintaining validity and reliability, the research in all stages of the multi-modal data collection was standardized in relation to the pilot study and written surveys; and all interviews and observations were accurately recorded and transcribed. Additionally, implementation of progressive research design was meant to provide a “thick description” of what is taking place in this phenomenon both through the eyes of the researched, emic interpretation, and by what was witnessed by the researcher, the etic interpretation. ‘The qualitative researcher attempts to understand the world from the subjects’ point of view, to unfold the meaning of people’s experiences, to uncover their lived world prior to scientific explanations’ (Kvale, 1966, p. 1); this

encapsulates the intended outcome of this study. Although this was a hybrid research project whereby both qualitative and quantitative data received concurrent analysis, the main focus was on the qualitative findings although data collection previously described was labeled in rounds, this was misleading as it suggests a sequential form of step by step process when in fact data collection of three methods took place more simultaneously or ‘concurrently’.

For the pilot study, the written protocol was verified by peer evaluation and the subsequent findings yielded then determined if any further adaptation was required on the Quita survey. After final alterations for best suitability to the relevant context, the Quita provided results that had been proven to be transferable and repeatable for comparison and contrast by future research. A few thematic strata that had emerged from previous use of the Quita which were as follows:

#### Categories for NNS teachers’ strengths/shortcomings

##### 1) Strengths:

- (1) Ability to use students’ mother tongue in Teaching (code-switching)
- (2) Effective pedagogical skills (teaching competency)
- (3) Knowledgeable in English Language (fluency)
- (4) Positive Personality Traits (interpersonal skills)

##### 2) Shortcomings:

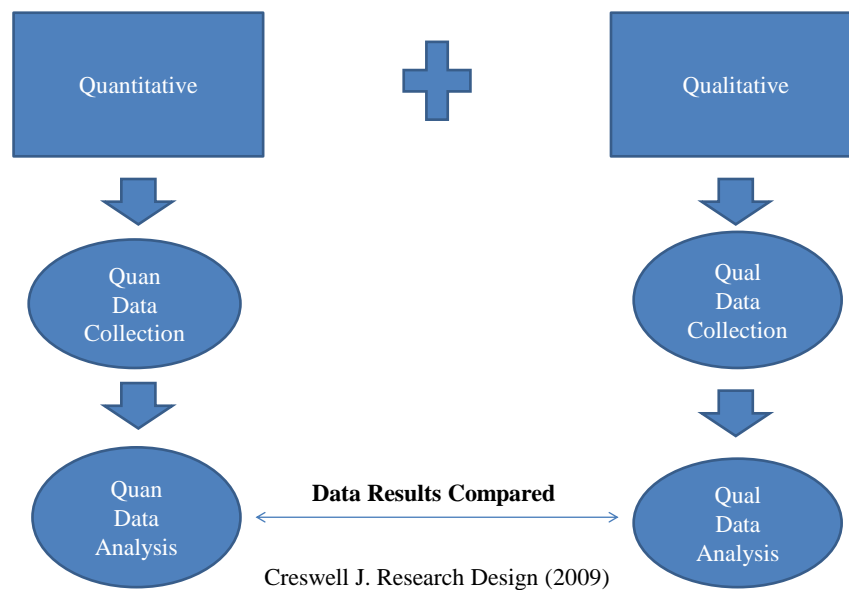
- (1) Examination oriented Teaching approach
- (2) Over-correcting students’ Work
- (3) Limited use of English

Observations and final interviews sought more in-depth data on those categorical themes provided a more extensive investigation. The implementation of the multi-modal research design created a triangulation by which to test and comprehend the phenomenon in question from many different angles. Both written surveys contained sections for additional comments and suggestions and transcribed data from observations and interviews was provided for member validation by the participants who provided the data in order to ‘strive for accuracy’ in their meanings. This clarification took place prior to the findings being recorded into the final report.

### 3.5.5 Validation and Triangulation

The mixed method of concurrent data collection applied in this study had several purposes. Quantitative data was first collected (questionnaires) which assisted in providing concrete conceptual data which also filtered out outliers or those who provided salient responses to be approached for more extensive unstructured interviews. This data was concurrently collected with observation data at the various sites which then further added ‘rich’ and ‘textured’ data to complement this methodology. As suggested by Creswell (2009), ‘When data are collected concurrently, both quantitative and qualitative data are gathered at the same time and the implementation is simultaneous’.

## Concurrent Triangulation



**Figure 3.2** Concurrent Triangulation of Databases

Internal validity in the study was maintained through the researchers attempt at understanding the participants’ construction of reality through multiple accounts investigated by interview and observations. The researcher effectively became the primary instrument for data collection and data analysis and with this emerged the inevitable realization that the data could be biased, tainted or misconstrued, Merriam

(2009). Ratcliffe (1983) offers 3 suggestions concerning validity: 1) “data do not speak for themselves; there is always an interpreter or a translator” 2) “one cannot observe or measure a phenomenon/event without changing it, even in physics where reality is no longer considered to be single-faceted” and 3) numbers, equations and words “are all abstract, symbolic representations of reality itself, but not reality itself”. Qualitative research then captures an objective ‘truth’ or ‘reality’ and the best way to increase the credibility, validity, transferability and reliability of the research then is to use multiple methods, multiple sources of data, multiple investigators or multiple theories to confirm emerging findings, Denzin (1978).

### **3.6 Ethics in the Study**

Some ethical issues needed to be addressed concerning this study. Firstly, participation of all respondents in every stage of data collection was on a voluntary basis only and all respondents were informed as to the details of the study by way of a recruitment script for the pilot study- see Appendix ‘A’, and an informed consent form which must be signed and dated for the latter stages of the data collection- see Appendix ‘B’. Formal authorization to collect data (if needed) at the various sites was in the form of a consent letter addressed to the relevant department and signed by the advising faculty member for this research project- Appendix ‘E’.

All participants had the freedom to disembark from the data collection process at any point before the final report had been published. The final report did not include the real names of any respondents, subjects or sites that had been researched; this helped to ensure anonymity and confidentiality. Respondents could also refrain from answering any written survey questions, face to face interviews and decline to be observed. In the case of observations, the researcher maintained a role of non-participating observer whereby no interaction between the observer and the participants took place with the exception of those participants who were approached for a follow-up interview. This guaranteed that no harm was done to them during the class sessions and therefore had no detrimental effects on the academic performance in the classroom or interfere with the transfer of knowledge from teacher to student in this international academic context. To remain unobtrusive, all field notes and

interviews were transcribed digitally on laptop or notebook which, along with tablets and smart phones, were ever present in every class visited in the field sites and therefore were inconspicuous and common place as opposed to if there was the presence of video or audio recording devices.

## CHAPTER 4

### RESULTS & FINDINGS

This chapter will discuss data analysis results of the previously outlined multi-modal research design. Firstly hypothesis questions were revisited, followed by discussions of questionnaire data (organized by field site and conceptual themes), then explanations of observation data (organized by field site and conceptual themes), and lastly details of interview data collected (organized by field site and conceptual themes). All data was collected and analyzed concurrently in an attempt to maintain validity, reliability and triangulation. Complete versions of instrumentation, observation field notes and full interview transcriptions will be available in the Appendices. Discussions of data collected through the relevant methodology can be found in chapter 5 of this report.

#### 4.1 Results of Research Questions

This study strives to explore and understand:

1) To what extent does the ethnic outward looking appearance (including color of skin and ethnic origin of names) of EFL teachers in Thailand affect the perceptions of their Thai EFL learners?

Null Hypothesis: REJECTED (accept alternative Hypothesis H<sub>1</sub>)

H<sub>0</sub>: NO relationship exists between Thai L2 learner's perceptions and the ethnicity of their EFL teachers

H<sub>1</sub>: A relationship exists between Thai L2 learner's perceptions and the ethnicity of their EFL teachers

(For further details see Table: 4.24)

Findings of the study revealed that, in fact, Thai EFL learners were of the belief that white or 'farang' EFL teachers are native speakers of English and are therefore more preferable to non-white or non-native English speaking teachers. A

significant determinant for preference of white teachers is the ‘real farang accent’. These learners also perceive that employing white teachers provides a better image to the university and, by extension, provides a better image to the learner as well. Some students also think that white teachers are paid more than other nationalities of teachers and that this multi-tiered style of compensation is justified since being educated abroad is more expensive. Outward looking appearance therefore affects the student’s perception of a teacher’s accented speech and native-ness; white teachers were perceived as owners of English as compared to their non-white counterparts.

2) What relationship exists between EFL teachers’ outward ethnic appearance and their teaching competency?

Null Hypothesis: ACCEPTED ( $H_{02}$ )

$H_{02}$ : NO relationship exists between Thai L2 learner’s perceptions of their EFL teacher’s competency and ethnicity

$H_2$ : A relationship exists between Thai L2 learner’s perceptions of their EFL teacher’s competency and ethnicity

(For further details see Table: 4.25)

Results of this study have shown that according to Thai EFL learners, EFL teacher’s outward looking appearance does not affect their teaching competency. Many students claim that non-white teachers can teach just as effectively as their white counterparts and, that ‘farang’ English speakers are not always easier to understand. In fact, all the EFL teachers involved in this study received highly positive results concerning Teacher’s Competency regardless of their ethnicity, skin color, or perceived native status; white does not mean necessarily mean better.

## **4.2 Preliminary Findings of Pilot Study**

### **4.2.1 Results of Pilot Study**

The following are findings yielded from the open-ended survey discussed previously in this chapter. Responses were recorded verbatim, errors were unaltered.

1) Define the meaning of a “native” English speaker

This question was designed to comprehend the students understanding of what constitutes a “native” speaker of English (NS or NES). Majority of students

had the understanding that a “native” English speaker as ‘someone who speaks English as their 1<sup>st</sup> language, uses it for communicating daily, or come from an English speaking country’. A few students interestingly, answered ‘ownership’ of the language. 5 respondents said that Native English Speakers are those born in English speaking countries. Only 4 students mentioned a cultural perspective also must be included in the definition of a “native” English speaker. Here were some interesting responses given:

Native English speaker is the people who speak English as their mother tongue, for example, American, Aussie, England. They use it in daily communication (S: 1.36)

Native English Speaker means those who speak English as their first language or live in a country where English is used as their main language so they own the language. (S: 1.7)

Native English speaker is a person who fluent in English language including Speaking, Listening, Writing, and Reading and person who come from the country that use in English language. (S: 1.19)

In my opinion, the native English speaker is the person that speaking by that language since they were born and use it to communicate in daily life with their family, friends. (S: 1.12)

2) Is it possible for someone who is not “farang” to be a “native” English speaker? Explain your answer

This inquiry was formulated to see if these respondents could accept the possibility of someone belonging to a non-white ethnicity could speak as a ‘native’ speaker. The term ‘farang’ in the Thai language means ‘white’ person. 48 out of 50 students believe that it is possible for a non-white person to be a “native” English speaker while 2 respondents claim that it is indeed impossible a non-farang to be a “native” English speaker.

Yes, because some people born or live with people who speak English when they were young, they can be a native English speaker that they can speak perfect English. (S: 1.9)

It possible for people who use English language as the first language, that can speak naturally and automatically. In the example a Thai children that born in America that can learn English language from surroundings and use it as the first language. (S: 1.17)

Yes, it is possible because in my opinion, “Farang” is a Caucasian but the native English speaker does not have to be white. It could be an Asian person because this matter had nothing to do with races. (S: 1.8)

No, the “native” English speaker means people who have English nationality s original. I means person who got English nationality from their ancestor. (S: 1.33)

I think its impossible for someone who is not farang to be a native English speaker because though they are trying to know or practice on that language, it still has same past that farang have, can clearly understand like native one such as slang which is created all the time. (S: 1.12)

3) Is it ALWAYS easier to understand spoken English when it is coming from a “farang”? Explain your answer

This question was developed to provide some insight into the general perceptions that these respondents have towards the accent and pronunciation of ‘farang’ or ‘white’ people. 5 out of 50 students believe that it is ALWAYS easier to understand a ‘farang’ English speaker as compared to a ‘non-farang’ English speaker, whereas the majority of respondents, 43 out of 50 students, felt that it is NOT ALWAYS easier to understand a ‘farang’ speaker. 2 students said that it doesn’t matter.

I can understand English language in British American because they speak clearly and word to meet everyday and I listen it everyday. (S: 1.42)

Yes because you understand the way the natives are and understand and learn the right pronunciation of words and slang from the people which English is their mother tongue. (S: 1.49)

Yes because farang has more accurate in speech English that make it easy to understand also they always express their feeling while they talk for more understand for listener. (S: 1.1)

No, because “farang” doesn’t mean only English people or American but everyone who has blond hair and looks different from Asian. So, there are farang” all over the world with lot of accents. (S:1.2)

No, it is not ALWAYS easier because as I mention earlier in number 2 (Q.2), this has nothing to do with the races but from where you were raised and educated. (S: 1.8)

No, it is not always as “farang” can be classified by their birth place and each area, the spoken English is not same due to the dialect’s difference. (S: 1.14)

4) Do you prefer to study with English speaking teachers who are “farang” or who are Asian? (eg Thai, Japanese Chinese etc...) Explain your answer

This inquiry was used to collect data concerning respondents’ preferences of ethnicity in relation to their English speaking teachers. A little over half of respondents, 29 students out of 50, prefer to study with a ‘farang’ English speaking teacher while only 13 students out of 50 prefer to study with an Asian English speaking teacher. 8 students were indifferent in regards to studying with a ‘farang’ or Asian English speaking teacher.

I prefer to study with Asian because their style of teaching is more friendly. (S: 1.9)

I would not chosen by their native but chosen by who’s can make me understand easier, maybe by thing they speak but if not known I think I would chosen to study with farang. (S: 1.7)

I prefer to study with Thai teachers because I’m Thai and I love to be native speaker but something I confuse, Thai teachers can help me with same language. That’s why it is easy to understanding. (S: 5.5)

I prefer to study with native speakers because they can give me a sense of real English and communication, but of some Asians are capable of using all English and know the right pronunciation. (S: 1.49)

I prefer to study with teachers who are ‘farang’ because I want to learn with people who has good accent then I can practice my listening skill. (S: 1.2)

I do not mind study with an English speaking teachers who are ‘farang’ or Asian because an Asian teacher may have spent most of the time in his or her life speaking English. (S: 1.8)

I prefer studying with ‘farang’ as ‘farang’ is more likely to speak clear English. The accent is also good. Unlike, Thai, Japanese, and Chinese teacher who haven’t ever had studied and stayed aboard for a long time period of time. Some Thai, Japanese, and Chinese teachers who has studied aboard are probably speak English with their language accents. (S: 1.14)

5) Does it help you to understand concepts more if your teacher can speak Thai and English? Explain your answer

This line of questioning was an attempt to uncover whether respondents recognized an advantage in bilingual teachers who could speak the students’ mother tongue and the target language. This data could help to describe if students prefer code-switching in the classroom context. 48 students out of 50 claimed to have better understanding of concepts if there teacher was bilingual, being capable of speaking both English and Thai. 1 student said that he/she did not have any advantages in understanding concepts when learning with a bilingual teacher and 1 student was indifferent.

I strongly disagree because if my teacher speak some word with my language it will be worse for me because if I want to learn all of the word must be original languages and is there some abiguiose (ambiguous) vocabulary, I prefer to listen the definition that language in order to improve my skill both indirect and direct. (S: 1.13)

It helps me to understand concepts more if my teacher can speak Thai and English because I am Thai, I am not good in English enough so I am not understand more information that teachers said but if they use both language, I can understand more that they use all English. (S: 1.20)

I prefer study with 'farang' because I should learn the accent and the native speaker's accent are better than Asian's accent. I would like to speak like native speaker and 'farang' teacher can help a lot for this. (S: 1.36)

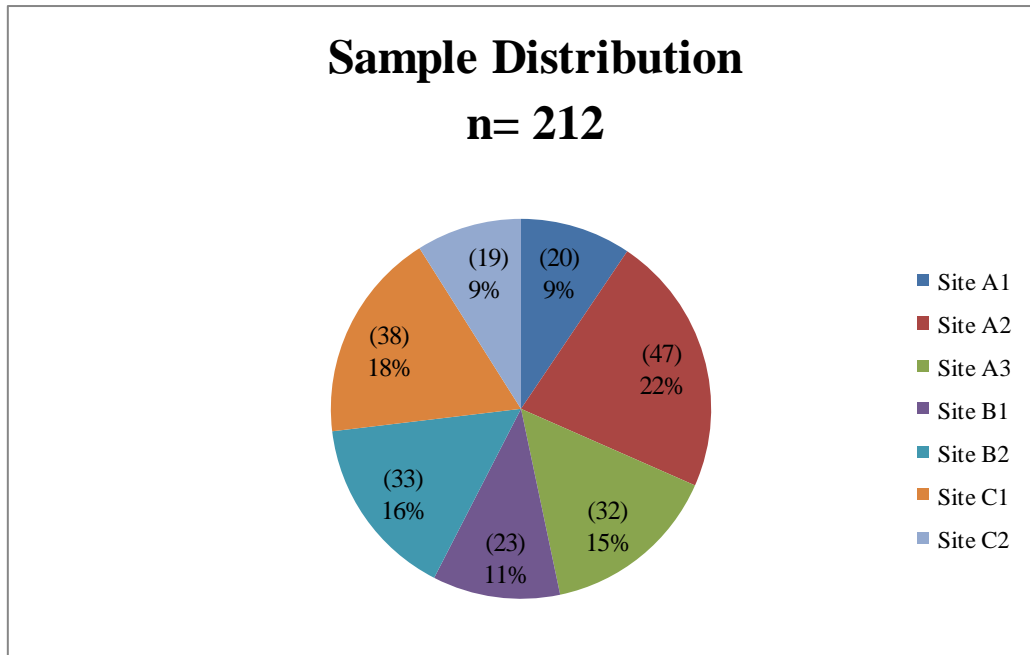
Yes, because as English is not my native language some words or idioms, slang have different meaning or hidden meaning, if the teacher can speak Thai it might be helpful sometime. (But not speak Thai all the time) (S: 1.49)

It does not really matter to me as long as the teacher knows and understand English, he or she can explain to me in simple English words and I would understand. (S: 1.8)

Yes, of course because if the teacher could speak both English and Thai and when you misunderstand some point explained I English, you could be able to ask the teacher to clarify the misunderstood point in Thai. (S: 1.14)

### **4.3 Questionnaire Results**

After the omission of certain instruments which were deemed inadmissible for this study (respondents were not Thai, more than 10% missing values, respondents who attended both morning and afternoon sessions of data collection) the researcher was left with a final sample size of 212 respondents (n=212).



**Figure 4.1** Sample Distribution Graph

Results will be organized by separate field sites and then in aggregate followed by comparison of different ethnicities of instructors and the significance to their teaching competency (SPSS output data).

**4.3.1 Site A**

4.3.1.1 Site A1: Questionnaire Data Results

**Table 4.1** Student’s Perception

	(Q1-11)	Yes	No	NA
SiteA1	Q1	0	20/20	0
= (20)			100.00%	
	Q2	3/20	17/20	0
		15.00%	85.00%	
	Q3	20/20	0	0
		100.00%		

**Table 4.1** (Continued)

(Q1-11)	Yes	No	NA
Q4	17/20 85.00%	3/20 15.00%	0
Q5	17/20 85.00%	3/20 15.00%	0
Q6	8/20 40.00%	12/20 60.00%	0
Q7	10/20 50.00%	8/20 40.00%	2/20 10.00%
Q9	13/20 65.00%	7/20 35.00%	0
Q10	9/20 45.00%	11/20 55.00%	0
Q11	13/20 65.00%	7/20 35.00%	0

Data was first collected by questionnaire (see Appendix D) from site A1 which was taught by a Thai teacher and consisted of 20 respondents. Interpretation of data began with the section on Students' Perceptions. All respondents identified their teacher as not being a 'farang' and 17 out of 20, or 85%, of respondents said that she is non-native. All respondents acknowledged that their teacher speaks Thai and English and 17 out of 20 preferred to study with a bilingual teacher who speaks Thai and English. 17 out of 20 also say that it is possible for someone who is not 'farang' to be a native English speaker and 12 out 20, or 60%, of respondents said that if they had a choice when registering for class, that they would not choose a 'farang' teacher. Interestingly, 50% of students then responded that it is easier to understand English from a 'farang' speaker while 40% disagreed and 10% had no answers (henceforth NA). An overwhelming majority, 95% or 19 out of 20 students, stated that the teacher tries different ways to overcome communication problems in class. 13 out of 20, or 65%, agreed that having 'farang' in the faculty improves its image while about

half of respondents, 11 out of 20, said that white teachers do not have a higher salary than other teachers. In the final question for this section, 13 out 20 students, or 65%, said that there are non-white teachers who teach just as effectively as white teachers.

**Table 4.2** Teacher's Competency

	(Q12-19)	Yes	No	NA
SiteA1 = (20)	Q12	20/20 100.00%	0	0
	Q13	20/20 100.00%	0	0
	Q14	20/20 100.00%	0	0
	Q15	19/20 95.00%	1/20 5.00%	0
	Q16	20/20 100.00%	0	0
	Q17	18/20 90.00%	2/20 10.00%	0
	Q18	19/20 95.00%	1/20 5.00%	0
	Q19	6/20 30.00%	14/20 70.00%	0

The following section of the research instrument (see Appendix D) explored Teacher's Competency. All Respondents in Site A1, 20 out of 20, answered that their teacher for the respective subject 'knows the subject matter well' and 'is well-prepared for class,' and 'explains the subject matter well in English'. The remaining responses on TC, scores remained significantly high at, all 18 out 20 or higher, when referring to 'using different teaching methods', giving instructions for assignments', 'giving feedback', and 'helping students to recognized and correct mistakes'. On the final question concerning 'teacher strictness', 14 out of 20 or 70% of respondents said that this teacher is not 'strict in giving grades.

**Table 4.3** Teacher's Empathy

	(Q20-30)	Yes	No	NA
SiteA1	Q20	19/20	1/20	0
= (20)		95.00%	5.00%	
	Q21	16/20	4/20	0
		80.00%	20.00%	
	Q22	19/20	1/20	0
		95.00%	5.00%	
	Q23	20/20	0	0
		100.00%		
	Q24	20/20	0	0
		100.00%		
	Q25	5/20	15/20	0
		25.00%	75.00%	
	Q26	7/20	13/20	0
		35.00%	65.00%	
	Q27	7/20	13/20	0
		35.00%	65.00%	
	Q28	12/20	8/20	0
		60.00%	40.00%	
	Q29	3/20	17/20	0
		15.00%	85.00%	
	Q30	17/20	3/20	0
		85.00%	15.00%	

The final section of the questionnaire deals with 'Teacher's Empathy' towards their students. The initial question received a high score (19/20) which asked about 'Teacher's Encouragement for participation'. This was followed by 16 out of 20 students said that the teacher 'encourages them to ask questions' and then another high score of 19 out of 20 who said that the teachers provides useful feedback to them in class. All respondents (20/20) answered 'yes' when asked if their teacher is open

to their suggestions and is ‘understanding when their English is not perfect’. 25%, or 5 out of 20, of the respondent agreed that their teacher does not expect ‘perfect grammar on written and 35%, or 7 out of 20, of students surveyed said that the teacher also ‘does not expect perfect grammar on oral assignments’ nor ‘perfect pronunciation in class.’ Finally, for the last questions in this section, respondents said that their teacher uses ‘Thai to explain concepts in class’, 12 out of 20, and 17 of out 20 students said that they prefer this code-switching to use of English only and the same number of students (17/20) said that it helps them to ‘understand concepts better if their teacher spoke both Thai and English’.

#### 4.3.1.2 Site A2: Questionnaire Data Results

**Table 4.4** Student’s Perception

	(Q1-11)	Yes	No	NA
SiteA2	Q1	0	47/47	0
= (47)			100.00%	
	Q2	11/47	33/47	3/47
		23.40%	70.21%	6.38%
	Q3	31/47	16/47	0
		65.95%	34.40%	
	Q4	32/47	15/47	0
		68.08%	31.91%	
	Q5	32/47	15/47	0
		68.08%	31.91%	
	Q6	22/47	25/47	0
		46.80%	53.19%	
	Q7	19/47	15/47	13/47
		40.42%	31.91%	27.65%
	Q8	43/47	4/47	0
		91.48%	8.51%	
	Q5	32/47	15/47	0
		68.08%	31.91%	

**Table 4.4** (Continued)

	(Q1-11)	Yes	No	NA
SiteA2	Q9	31/47	16/47	0
= (47)		65.95%	34.04%	
	Q10	17/47	30/47	0
		36.17%	63.82%	
	Q11	31/47	16/47	0
		65.95%	34.40%	

Site A2 was taught by a teacher from Myanmar and consisted of 47 respondents. Concerning students perceptions, all respondents replied that this teacher was not ‘farang’ but 26% or 11 out of 47, perceived their teacher to be a native speaker while 70% of the students surveyed or 33 out of 47, thought their teacher to be a non-native speaker and about 3% were not sure. For Q3 there was an interesting result as the teacher claimed that he couldn’t speaker Thai but 66% of respondents claim that he speaks both Thai and English while the rest said that he does not. The following question, 68% of respondents then responded that they prefer studying with a bilingual teacher and 32% do not. Next, when asked if a ‘non-farang’ teacher could be a native speaker, 68% or 32 out of 47 said yes, and 32% or 11 out of 47, did not think so. When asked if they preferred to learn with a ‘farang’ teacher, over half of these students, 53%, said that they do not while 46% said ‘yes’ but when asked if it is easier to understand ‘farang’ teachers, 19 out of 47 said, ‘yes’ while 15 out of 47 said, ‘no’ and interestingly 13 out 47 or 23% were not sure. This shows that students are not definitely saying that ‘farang’ are more understandable or not but rather that there are exceptional cases for both sides and decisions cannot be over generalized. Q8 a majority of respondents, 91%, agree that this teacher tries different ways to overcome communication difficulties in class. When further asked about whether white teachers give a better image to the faculty, 65%, said ‘yes’ but when asked whether they think white teachers get higher salaries than non-white teachers, most of them 63% or 30 out of 47, said that they don’t believe so. Finally 65%, or 31 out of 47, respondents replied that non-white teachers can teach just as effectively as ‘farang’ or white teachers.

**Table 4.5** Teacher's Competency

	(Q12-19)	Yes	No	NA
SiteA2 = (47)	Q12	46/47	1/47	0
		97.87%	2.12%	
	Q13	47/47	0	0
		100.00%		
	Q14	46/47	1/47	0
		97.87%	2.12%	
	Q15	42/47	5/47	0
		89.63%	10.63%	
	Q16	47/47	0	0
		100.00%		
	Q17	46/47	1/47	0
		97.87%	2.12%	
	Q18	45/47	2/47	0
		95.74%	4.25%	
	Q19	18/47	29/47	0
		38.29%	61.70%	

The following section of the research instrument (see Appendix D) explored Teacher's Competency. Of all the Respondents in Site A2, 46 out of 47, answered that their teacher for the respective subject 'knows the subject matter well' while 47 out of 47 said that he is 'well-prepared for class'. 97% or 46 out of 47 said that this teacher 'explains the subject clearly in English' and 89 % or 42 out of 47 said that this teacher 'uses different methods to explain concepts'. 100%, 97% and 95% also answered that this teacher 'gives guidelines for class assignments', 'provides regular feedback' and 'shows students how to correct mistakes', respectively. Regarding 'strictness in giving grades', 38% of respondents said 'yes' while 62% answered 'no'.

**Table 4.6** Teacher's Empathy

	(Q20-30)	Yes	No	NA
SiteA2	Q20	45/47	2/47	0
= (47)		95.74%	4.25%	
	Q21	46/47	1/47	0
		97.87%	2.12%	
	Q22	45/47	2/47	0
		97.74%	4.25%	
	Q23	46/47	1/47	0
		97.87%	2.12%	
	Q24	44/47	3/47	0
		93.61%	6.38%	
	Q25	38/47	9/47	0
		80.85%	19.14%	
	Q26	27/47	20/47	0
		57.44%	42.55%	
	Q27	28/47	19/47	0
		59.57%	40.42%	
	Q28	27/47	20/47	0
		57.44%	42.55%	
	Q29	23/47	24/47	0
		48.93%	51.06%	
	Q30	32/47	15/47	0
		68.80%	31.91%	

The final section of the questionnaire deals with 'Teacher's Empathy' towards their students. For initial four questions respondents agreed that the instructor of the corresponding course 'encourages students to participate', 'encourages them to ask questions' 'gives useful feedback', and 'is open to student's suggestions'. This was followed by 44 out of 47, or 93%, of respondents saying that this teacher is 'understanding when their English is not perfect'. In regards to

student's grammar in class, 38 out of 47 respondents said that their teacher expects perfect grammar on written assignments while 27 out of 47 and 28 out of 47 said that their teacher 'expects perfect grammar on oral assignments' and 'expects perfect accent' respectively. 19 out of 20 that the 'teacher is open to suggestions' and 20/20 answered 'yes' when asked if their teacher is open to their suggestions and is understanding when their English is not perfect. More than 2/3 of the respondent agreed that their teacher does not expect 'perfect grammar on written or oral assignments or perfect pronunciation in class.' Finally, 57% or 27 out of 47, said that their teacher 'sometimes uses Thai to explain concepts' and 49% or 223 out 47, 'prefer this to English only while 51% or 23 out 47, so not prefer the teacher to use any Thai in class. For the last question in this section, 68% Or 32 out of 47, respondents said that when the teacher uses Thai in class, 'it helps them to understand concepts better'.

#### 4.3.1.3 Site A3: Questionnaire Data Results

**Table 4.7** Student's Perception

	(Q1-11)	Yes	No	NA
SiteA3	Q1	32/32	0	0
= (32)		100.00%		
	Q2	28/32	2/32	2/32
		87.50%	6.25%	6.25%
	Q3	12/32	20/32	0
		37.50%	62.50%	
	Q4	19/32	12/32	0
		59.37%	37.50%	
	Q5	24/32	7/32	1/32
		75.00%	21.57%	3.13%
	Q6	18/32	14/32	0
		56.25%	43.75%	

**Table 4.7** (Continued)

	(Q1-11)	Yes	No	NA
SiteA3	Q7	25/32	7/32	0
= (32)		78.12%	21.87%	
	Q8	28/32	4/32	0
		87.50%	12.50%	
	Q9	21/32	11/32	0
		65.62%	34.37%	
	Q10	8/32	23/32	1/32
		25.00%	71.87%	
				3.13%
	Q11	29/32	3/32	0
		90.62%	9.37%	

Site A3 was taught by a Cuban/American instructor and consisted of 32 respondents. Concerning student's perceptions, all respondents replied that this teacher is a 'farang', while only 87% or 28 out of 32, perceived their teacher to be a native speaker; also 6% said he is non-native another 6% answered NA. 12 out 32 students said this teacher spoke both Thai and English while 20 out of 32 said that he did not although the instructor himself said that he cannot speak Thai. For following question, 59%, or 19 out of 32, of respondents responded that they prefer studying with a bilingual teacher and 37%, or 12 out of 32, do not. Next, when asked if a 'non-farang' teacher could be a native speaker, 75% or 24 out 32 said yes, while 21%, or 7 out of 32, did not think so and 3% were NA. When asked if they preferred to learn with a 'farang' teacher, over half of these students, 56%, or 18 out of 32, said that they, while 43%, or 14 out 32, said 'no' and when asked if it is easier to understand 'farang' teachers, 78%, 25 out of 32 said, 'yes' while only 21%, or 7 out of 32 said, 'no'. Q8 a majority of respondents, 87%, agree that this teacher tries different ways to overcome communication difficulties in class while 12% disagreed. When asked about whether white teachers give a better image to the faculty, 65%, or 21 out of 32, said 'yes' while 34%, or 11 out 32, said 'no' but when asked whether they think

white teachers get higher salaries than non-white teachers, most of them 71% or 23 out of 32, said that they don't believe so while 25%, or 8 out of 32 said 'yes'. Finally, the majority of students, 90%, or 29 out of 32, respondents replied that non-white teachers can teach just as effectively as 'farang' or white teachers while only 9%, or 3 out of 32 said 'no'.

**Table 4.8** Teacher's Competency

	(Q12-19)	Yes	No	NA
SiteA3	Q12	31/32	1/32	0
= (32)		96.87%	3.12%	
	Q13	32/32	0	0
		100%		
	Q14	28/32	14/32	0
		87.50%	43.75%	
	Q15	25/32	7/32	0
		78.13%	21.87%	
	Q16	32/32	0	0
		100%		
	Q17	31/32	1/32	0
		96.75%	3.13%	
	Q18	31/32	1/32	0
		96.75%	3.13%	
	Q19	15/32	14/32	3/32
		46.87%	43.75%	9.37%

The following section of the research instrument (see Appendix D) explored Teacher's Competency. All Respondents in Site A3, 19 out of 32, or 96%, answered that their teacher for this subject 'knows the subject matter well' and 100% said he is 'is well-prepared for class,' and 87% or 23 out of 32 'explains the subject matter well in English'. When respondents were asked about their teacher 'using different methods to explain concepts, 78% or 25 out of 32 said 'yes' while 29% or 7

out of 32 said 'no'. This may have to do with the subject matter of the course which deals mostly with reading comprehension of English newspaper articles. All of the respondents, 32 out of 32, answered that this teachers 'gives guidelines for assignments' and 96% or 31 out of 32 said that he 'provides feedback in class' and that he 'shows students how to correct mistakes' while 46% responded that this teacher is 'strict in giving grades', 43% said he is not 'strict in giving grades' and 9% answered NA.

**Table 4.9** Teacher's Empathy

	(Q20-30)	Yes	No	NA
SiteA3	Q20	28/32	4/32	0
= (32)		87.5%	12.50%	
	Q21	31/32	1/32	0
		96.87%	3.13%	
	Q22	30/32	2/32	0
		93.75%	6.25%	
	Q23	29/32	3/32	0
		90.62%	9.37%	
	Q24	31/32	1/32	0
		96.87%	3.13%	
	Q25	17/32	15/32	0
		53.12%	46.87%	
	Q26	16/32	16/32	0
		50.00%	50.00%	
	Q27	13/32	19/32	0
		40.62%	59.37%	
	Q28	4/32	28/32	0
		12.50%	87.50%	
	Q29	6/32	3/32	23/32
		18.75%	9.37%	71.87%
	Q30	21/32	11/32	0
		65.62%	34.37%	

The final section of the questionnaire deals with 'Teacher's Empathy' towards their students. Initially respondents were if their 'teacher encourages them to participate in class' to which 87%, or 28 out of 32, said 'yes'. It seems the subject matter in this class may not have involved many group activities or discussions but could have been more monotonous tasks combined with the intensive nature of the summer session at Site A, that made only 78% of this group of respondents to answer 'yes' when asked about whether their teacher 'used different methods in teaching concepts in class' from the previous section.

96%, or 31 out of 32, answered 'yes' to the question concerning whether their 'teacher wanted them to ask questions in class' and 93%, or 30 out of 32, said that their teacher 'gives them useful feedback. This was followed by tallies of 90% and 96% who said 'yes' when asked if their teacher 'is open to comments' and 'is understanding when their English is not perfect' respectively. Regarding the questions concerning student's grammar and spoken language, these respondents answered 53%, or 17 out of 32, 50% and 40%, or 13 out of 32, when asked if their teacher 'expected perfect grammar on written assignment and oral assignments' and 'expected perfect pronunciation' respectively.

Only 12, or 4 out 32, answered that their teacher 'used both Thai and English in class' but this was expected as the teacher had informed earlier that he did not speak Thai. For the following question concerning whether students 'prefer it when teachers use both Thai and English' 18% said 'yes' while 9 % said 'no' and 71% answered 'NA'. This next question apparently had some accuracy errors with this group's results as it was meant to filter out any 'no' or 'NA' responses from the previous question. Lastly 65%, or 21 out of 32, responded 'yes' and 34%, or 11 out of 32, answered 'no' when asked 'if it helped them to understand concepts more if their teacher were to speak both Thai and English'.

Total number of all respondents from Site A was 99 from a total sample of 212. Overall the Student's Perceptions of Site A (A1, A2, A3) showed that all three teachers showed some level of bilingual ability and although this is not surprising for Site A1 whose teacher was Thai, this result was quite interesting for Site A2, 65%, and SiteA3, 37%, since their teachers had each stated to the researcher at the beginning of the class that they did not speak Thai. Although only 32 respondents studied with a 'farang' teacher, 42 out 99 respondents said that there

teacher is a 'native' English speaker. An average of 81%, or 81 out of 99 of the respondents answered 'yes' when asked if 'someone who is not 'farang' can be a native English speaker', while 75%, or 75 out of 99, of respondents replied that they 'prefer to learn with a 'farang' teacher; even though, 73% agreed that non-native teachers can teach just as effectively as 'farang' teachers. 54% of total respondents from Site A also think that it's 'easier to understand English from a 'farang' speaker'. All teachers from Site A received highly positive responses, 90%, in regards their attempts at 'trying different methods in overcoming communication problems in class.', but in regards to whiteness, 65%, or 65 out of 99, of respondents agreed that 'having white teachers provides better image for the university' but only 34% think that 'white teachers make more salary than other nationalities of teachers'.

Significantly high scores were also found in Teacher's Competency throughout Site A, especially in terms of the teachers' 'knowledge of the subject matter', the teachers being 'well-prepared for class' and their ability 'to explain subject clearly in English' receiving 'yes' responses of 97%, 100%, 94% respectively. There were also high percentages of positive responses in terms of the teachers' 'ability to use different teaching methods' at 86%, or 86 out of 99, and 100% of respondents replied that their teachers 'give guidelines for assignments in the class,' and 95% said that their teacher 'gives them useful feedback' and 'show students their mistakes and how to correct them'. Less than half of the respondents, 43%, replied that their teacher is strict with grades.

Concerning Teacher's Empathy, all teachers at Site A received significantly high scores when respondents were asked whether their teacher 'encouraged students to participate in class', 'wanted students to ask questions', gives useful feedback', and is 'open to students' comments and suggestions' at 91%, 93%, 94%, and 95% respectively. Most respondents also think their teachers are 'understanding when their English is not perfect' at 95%, or 95 out 99. When asked about whether their teachers expected 'perfect grammar on written assignments', 'on oral assignments' or 'perfect pronunciation in class', respondents answer 'no', 98% and 98% respectively, while 51% said that their teachers expect 'perfect pronunciation in class' meaning that these teachers probably emphasize highly on oral skills like presentation and/or conversation. 93% of all Site A respondents said that their teacher 'uses Thai and English to explain concepts in class' although, 44% of

these students do not ‘prefer their teacher to use Thai and English in class’ although 70% of them agreed that ‘learning with both Thai and English helps them to understand better.

### 4.3.2 Site B

#### 4.3.2.1 Site B1: Questionnaire Data Results

**Table 4.10** Student’s Perception

	(Q1-11)	Yes	No	NA
SiteB1	Q1	0	23/23	0
= (23)			100.00%	
	Q2	11/23 47.82%	11/23 47.82%	1/23 4.34%
	Q3	23/23 100.00%	0	0
	Q4	22/23 95.65%	1/23 4.34%	0
	Q5	19/23 82.60%	3/23 13.04%	1/23 4.34%
	Q6	10/23 43.47%	13/23 56.52%	0
	Q7	8/23 34.78%	12/23 52.17%	3/23 13.04%
	Q8	22/23 95.65%	1/23 4.34%	0
	Q9	21/23 91.30%	2/23 8.69%	0
	Q10	18/23 78.26%	5/23 21.73%	0
	Q11	20/23 86.95%	3/23 13.04%	0

Data was collected from site B1 which was taught by a Thai teacher and consisted of 23 respondents. Interpretation of data began with the section on Students' Perceptions (see [Appendix N](#)). All respondents identified their teacher as not being a 'farang' and 23 out of 23, but 47% or, exactly 11 out of 23, answered both 'yes' and 'no' and with 1 'NA' response. All respondents, 100%, acknowledged that their teacher speaks Thai and English and 95%, or 22 out of 23 preferred to study with a bilingual teacher who speaks Thai and English. Next 82%, or 19 out of 23 say that it is possible for someone who is not 'farang' to be a native English speaker and 13%, or 13 out 23, of respondents said that it is not possible. 43%, or 10 out of 23, answered 'yes', while 56%, or 13 out of 23, answered 'no' when asked whether they would to 'choose to register with a "farang" teacher.' Interestingly, 34%, or 8 out of 23, respondents replied 'yes' when asked if it is easier to understand English from a 'farang' speaker while 52% or 23 out 23, answered 'no'.

95%, or 22 out of 23, said that their teacher 'will try different ways to overcome communication problems in class and 91%, or 21 out of 23, responded that 'having 'white teachers provides a better image for the faculty and 78%, or 18 out of 23, also think that 'white' teachers make more salary than other nationality teachers. Lastly for this section, when students were asked whether there are 'non-white teachers who teach just as effectively as white or "farang" teachers', 86% or 20 out of 23 said 'yes' while 13%, or 3 out of 23 said 'no'.

**Table 4.11** Teacher's Competency

	(Q12-19)	Yes	No	NA
SiteB1	Q12	19/23	4/23	0
= (23)		82.60%	17.36%	
	Q13	17/23	6/23	0
		73.91%	26.08%	
	Q14	16/23	7/23	0
		69.56%	30.43%	
	Q15	13/23	9/23	1/23
		56.52%	39.13%	4.34%

**Table 4.11** (Continued)

	(Q12-19)	Yes	No	NA
SiteB1	Q16	14/23	9/23	0
= (23)		60.86%	39.13%	
	Q17	12/23	11/23	0
		52.17%	47.82%	
	Q18	14/23	9/23	0
		60.86%	39.13%	
	Q19	11/23	10/23	2/23
		47.82%	43.47%	8.69%

The following section of the research instrument (see Appendix D) explored Teacher's Competency. 82% of Respondents in Site B1, or 19 out of 20, answered their teacher for the relevant course 'knows the subject matter well' and 73%, or 17 out of 23 'is well-prepared for class'. 73% answered 'yes' that this teacher 'is well-prepared for class' and 69%, or 16 out of 23, answered 'yes' that their teacher 'explains the subject matter in English clearly'. The remaining responses on in this section were relatively lower, falling at 56%, or 13 out of 23, when the students were asked 'if their teacher used different methods of teaching' and 60%, or 13 out of 23 when they were asked 'if the teacher explained concepts clearly in English. Around half of the respondents, 52%, or 12 out of 23, said that their teacher gives guidelines for assignments and 60%, or 14 out of 23 said 'yes' when asked if their teacher 'shows students their mistakes and how to correct them'. Responses for the last questions showed that 47%, or 11 out of 23, say that this teacher 'is very strict in giving grades'.

**Table 4.12** Teacher's Empathy

	(Q20-30)	Yes	No	NA
SiteB1 = (23)	Q20	18/23	5/23	0
		56.25%	21.73%	
	Q21	14/23	9/23	0
		60.86%	39.13%	
	Q22	15/23	8/23	0
		65.21%	34.78%	
	Q23	19/23	4/23	0
		82.60%	17.39%	
	Q24	21/23	2/23	0
		91.30%	8.69%	
	Q25	11/23	12/23	0
		47.82%	52.17%	
	Q26	8/20	15/20	0
		40.00%	75.00%	
	Q27	8/23	15/23	0
		34.78%	65.21%	
	Q28	23/23	0	0
		100%		
	Q29	19/23	4/23	0
		82.60%	17.39%	
	Q30	21/23	2/23	0
		91.30%	8.69%	

The final section of the questionnaire deals with 'Teacher's Empathy' towards their students. For the initial question, 56% of respondents from Site B1 or 18 out of 23, answered 'yes' when asked whether their teacher for this subject 'encourages them to participate'. Concerning whether the teacher 'wants them to ask questions' and 'provides them with useful feedback', 60% or 14 out of 23, of the respondents and 65 %, or 8 out of 23, of the respondents answered 'yes' respectively.

19 out of 23 or 82% of respondents also answered ‘yes’ when asked ‘if their teacher is open to suggestions’ and 91%, or 21 out of 23 said ‘yes’ when asked if their teacher is ‘understanding when their English is not perfect’.

47 %, or 11 out of 23 and 40% or 8 out of 23, and respondents answered ‘yes’ when asked if their teacher ‘expects perfect grammar on written and oral assignments’ and ‘perfect pronunciation in class’, respectively. Finally, for the last questions in this section, 23 out of 23 or all respondents said ‘yes’ that their teacher uses ‘Thai to explain concepts in class’, and 82% or 19 out of 23, prefer this to English only and 91% or 21 out 23, agree that ‘it helps them to understand concepts better if their teacher spoke both Thai and English’.

#### 4.3.2.2 Site B2: Questionnaire Data Results

**Table 4.13** Student’s Perception

	(Q1-11)	Yes	No	NA
SiteB2	Q1	0	33/33	0
= (33)			100.00%	
	Q2	26/33	7/33	0
		78.78%	21.21%	
	Q3	33/33	0	0
		100.00%		
	Q4	33/33	0	0
		100.00%		
	Q5	25/33	6/33	2/33
		75.75%	18.18%	%
	Q6	2/33	31/33	0
		6.06%	93.93%	
	Q7	8/33	24/33	1/33
		24.24%	63.63%	%
	Q8	32/33	1/33	0
		96.96%	3.03%	

**Table 4.13** (Continued)

(Q1-11)	Yes	No	NA
Q9	32/33 96.96%	1/33 3.03%	0
Q10	21/33 63.63%	12/33 36.36%	0
Q11	28/33 84.84%	5/33 15.15%	0

Data was collected from site B2 which was taught by a Thai teacher and consisted of 33 respondents. Interpretation of data began with the section on Students' Perceptions (see appendix). All respondents (100%) identified their teacher as 'not being a "farang"' but 78%, or 26 out of 33, said that their 'teacher is native speaker'. 100%, or 33 out of 33 students, also answered that 'their teacher speaks both Thai and English' and, interestingly 100%, or 33 out of 33 respondents replied that they 'prefer to study with a bilingual teacher who speaks both Thai and English, this was the highest result for this question followed by Site B1 at 95%, or 22 out of 23. 25 out of 33 or 75% responded 'yes' that it 'is possible for a non-white person to be a native English speaker' and only 6%, or 2 out of 33, said that they 'prefer to register for classes with "farang" teachers while 93%, or 31 out of 33 said 'no'.

Next, respondents were asked if it 'is easier to understand English from a "farang" speaker to which 24%, or 8 out of 33 said 'yes' and 63%, or 24 out of 33 said 'no'. A significant majority of 96% or 19 out of 20 students, stated that 'their teacher tries different ways to overcome communication problems in class'. 96% also said that 'having white teachers in their faculty provides a better image for the university, while 63%, or 21 out of 33, said that 'white teachers make more salary than other nationality of teachers'. Lastly for this section, 84%, or 28 out of 33 answered that there are 'non-white teachers who teach just as effectively as white or "farang" teachers.

**Table 4.14** Teacher's Competency

	(Q12-19)	Yes	No	NA
SiteB2 = (33)	Q12	32/33	1/33	0
		96.96%	3.03%	
	Q13	32/33	1/33	0
		96.96%	3.03%	
	Q14	31/33	2/33	0
		93.93%	6.06%	
	Q15	31/33	2/33	0
		93.93%	6.06%	
	Q16	31/33	2/33	0
		93.93%	6.06%	
	Q17	30/33	3/33	0
		90.90%	9.09%	
	Q18	30/33	3/33	0
		90.90%	9.09%	
	Q19	27/33	6/33	0
		81.81%	18.18%	

The following section of the research instrument (see Appendix D) explored Teacher's Competency. 96% of Respondents in Site B2, or 32 out of 33, answered their teacher for the relevant course 'knows the subject matter well' and 96% also said that the 'teacher is well-prepared for class'. 93% answered 'yes' when asked if the teacher 'explains the subject matter in English clearly' and to the next question which asked whether 'the teacher 'gives guidelines for assignment'.90%, or 30 out of 33, answered 'yes' when asked if their teacher 'regularly provides students with feedback' and if the teacher 'shows them their mistakes and how to correct them'. 81%, or 27 out of 33, also said that this teacher 'is very strict in giving grades'.

**Table 4.15** Teacher's Empathy

	(Q20-30)	Yes	No	NA
SiteB2	Q20	32/33	0	1/33
= (33)		96.96%		3.03%
	Q21	32/33	1/33	0
		96.96%	3.03%	
	Q22	31/33	2/33	0
		93.93%	6.06%	
	Q23	31/33	2/33	0
		93.93%	6.06%	
	Q24	30/33	3/33	0
		90.90%	9.09%	
	Q25	18/33	15/33	0
		54.54%	45.45%	
	Q26	17/33	16/33	0
		51.51%	48.48%	
	Q27	9/33	24/33	0
		27.27%	72.72%	
	Q28	30/33	0	0
		90.90%		
	Q29	32/33	1/33	0
		96.96%	3.03%	
	Q30	33/33	0	0
		100.00%		

The final section of the questionnaire deals with 'Teacher's Empathy' towards their students. For the initial question, 96% of respondents from Site B2, or 32 out of 33, answered 'yes' when asked whether their teacher for this subject 'encourages them to participate in class'. Concerning whether the teacher 'wants them to ask questions' and 'provides them with useful feedback', 96% or 32 out of 33, of the respondents and 93 %, or 31 out of 33, of the respondents answered 'yes'

respectively. 31 out of 33, or 93% of respondents also answered 'yes' when asked 'if their teacher is open to suggestions' and 90%, or 30 out of 33 said 'yes' when asked if their teacher is 'understanding when their English is not perfect'. Scores for this set of questions was relatively higher when compared to Site B1.

Approximately half of the respondents, 54 %, or 18 out of 33 and 51% or 17 out of 33, respondents answered 'yes' when asked if their teacher 'expects perfect grammar on written and oral assignments', respectively, but 72% or 24 out of 33, said 'no' when asked if the teacher 'expects perfect pronunciation in class. 90%, or 30 out of 33 of respondents, replied that their teacher 'uses both Thai and English to explain concept in class' and 96% or 32 out of 33, prefer this to English only as well as 91% or 21 out 23, agreeing that 'it helps them to understand concepts better if their teacher spoke both Thai and English'.

Total number of all respondents from Site B (B1 and B2) was 56 from a total sample of 212. Overall the Student's Perceptions of Site B found that 56 out of 56 acknowledged that their teacher spoke both Thai and English, both teachers were Thai, and 66% or 37 out of 56, of respondents at this site agreed that their teacher is a 'native' English speaker and 98% of respondents said that they 'prefer to study with bilingual teachers who speak both Thai and English.' 78%, or 44 out of 56, of the respondents answered 'yes' when asked if 'someone who is not 'farang' can be a native English speaker' and 78% also said they 'prefer to learn from 'farang' teachers' and 64% agreed it is 'easier to understand English from a 'farang' speaker'. An almost perfect result, 54 out of 56 respondents answer that their teachers 'try different methods to overcome communication problems in class.' Additionally, 85% of respondents at Site B think that non-native teachers can teach just as effectively as 'farang' teachers but in regards to whiteness, 94%, or 53 out of 56, of respondents agreed that 'having white teachers provides better image for the university' and 69%, or 39 out 56, think that 'white teachers make more salary than other nationalities of teachers'.

Both teachers from Site B received highly positive responses, 54 out of 56 or 96%, in regards their efforts at 'trying different methods in overcoming communication problems in class.' Significantly high scores were also found in Teacher's Competency throughout Site B, especially in terms of the teachers'

'knowledge of the subject matter', the teachers being 'well-prepared for class' and their ability 'to explain subject clearly in English' receiving 'yes' responses of 91%, 87%, 87% respectively. 78%, or 44 out of 56, of respondents answered 'yes' when asked whether their teacher 'used different teaching methods' 80% or 45 out of 56, of respondents replied that their teachers 'give guidelines for assignments in the class,' and 78%, or 44 out of 56, said that their teacher 'gives them useful feedback' and also 'show students their mistakes and how to correct them'. 67%, or 38 out of 56 of respondents at Site B, replied that their teacher is 'very strict with grades.'

Concerning Teacher's Empathy, all teachers at Site B received rather high scores when respondents were asked whether their teacher 'encouraged students to participate in class', 'wanted students to ask questions', 'gives useful feedback', and is 'open to students' comments and suggestions' at 89%, 82%, 82%, and 89% respectively. Most respondents also think their teachers are 'understanding when their English is not perfect' at 91%, or 51 out 56. When asked about whether their teachers expected 'perfect grammar on written assignments', 'on oral assignments' or 'perfect pronunciation in class', respondents answer 'no', 51%, or 29 out 56, and 44%, or 25 out of 56, respectively although 30% said that their teachers expect 'perfect pronunciation in class'. These findings are odd though it could mean that these teachers are more critical of students when presenting as opposed to when they are discussing in class or asking questions in class. All respondents at Site B said that their teacher 'uses Thai and English to explain concepts in class' and 91% of these students 'prefer their teacher to use Thai and English in class'. Lastly, 96% of students surveyed at Site B agreed that 'learning with both Thai and English helps them to understand better.

### 4.3.1 Site C

#### 4.3.3.1 Site C1: Questionnaire Data Results

**Table 4.16** Student's Perception

	(Q1-11)	Yes	No	NA
SiteC1	Q1	38/38	0	0
= (38)		100.00%		
	Q2	29/38	7/38	2/38
		76.31%	18.42%	5.26%
	Q3	16/38	22/38	0
		42.10%	57.89%	
	Q4	22/38	16/38	0
		57.89%	42.10%	
	Q5	28/38	9/38	1/38
		73.68%	23.68%	2.63%
	Q6	34/38	4/38	0
		89.47%	10.52%	
	Q7	30/38	6/38	2/38
		78.94%	15.78%	5.26%
	Q8	32/38	2/38	4/38
		84.21%	52.63%	10.52%
	Q9	38/38	6/38	0
		100.00%	15.78%	
	Q10	24/38	13/38	1/38
		63.15%	34.21%	2.63%
	Q11	19/38	19/38	0
		50.00%	50.00%	

Data was collected from Site C1 which was taught by a European Spanish teacher and consisted of 38 respondents. Interpretation of data began with the section on Students' Perceptions (see Appendix D). All respondents, 38 out of 38,

identified their teacher as being a 'farang' but only 29 out of 38, or 76%, of respondents said that their teacher is 'a native English speaker'. Interestingly, 42%, or 16 out of 38, of respondents said that their teacher 'speaks both Thai and English; even though, he said that he cannot speak Thai. Only 57%, or 22 out of 38, of respondents answered that they 'preferred to study with a bilingual teacher who speaks Thai and English' and 73%, or 28 out of 38, of respondents answered that they 'it is possible for someone who is not 'farang' to be a 'native' English speaker'. 89%, or 34 out of 38, of respondents also replied that 'when registering for classes they prefer to learn with 'farang' teachers' and 78, or 30 out 38, of respondents said that 'it is easier to understand English from a 'farang' speaker.

84%, or 32 out 38, of students survey then responded that their teacher 'tries different methods to overcome communication problems' but interestingly, all respondents, 38 out of 38, said that 'having white teachers in the faculty provides better image for the university', while 63%, or 24 out 38, perceived 'that white teachers more salary than other nationalities of teachers'. Lastly, exactly half of the students surveyed from Site B1 said that 'non-white teachers can teach just as effectively as white or 'farang' teachers'.

**Table 4.17** Teacher's Competency

	(Q12-19)	Yes	No	NA
SiteC1	Q12	38/38	0	0
= (38)		100.00%		
	Q13	38/38	0	0
		100.00%		
	Q14	38/38	0	0
		100.00%		
	Q15	36/38	2/38	0
		94.73%	5.26%	
	Q16	36/38	2/38	0
		94.73%	5.26%	

**Table 4.17** (Continued)

	(Q12-19)	Yes	No	NA
SiteC1	Q17	34/38	4/38	0
= (38)		89.47%	10.52%	
	Q18	32/38	6/38	0
		84.21%	15.78%	
	Q19	15/38	2/38	21/38
		39.47%	5.26%	55.26%

The following section of the research instrument (see Appendix D) explored Teacher's Competency. All of Respondents, 38 out of 38, in Site C1 answered that their teacher for the relevant course 'knows the subject matter well', is 'well prepared for class', and 'explains subject matter in English clearly'. 94%, or 36 out of 38, of respondents answered that this teacher 'using different teaching methods to explain concepts in class' and 'gives students guidelines for assignments'. 89%, or 34 out of 38 also said that this teacher 'provides useful feedback' and 84%, or 32 out of 38, of respondents answered that this teacher 'shows students their mistakes and how to correct them'. Lastly, 39% or 15 out of 38, of respondents answered that their teacher 'is very strict in giving grades' and 5%, or 2 out of 38, of respondents answer 'no' to this question while, interestingly, 55%, or 21 out of 38 answered NA. It was revealed later in the interview (see Appendix L ) session that some students felt that the summer session had just begun and they could not yet judge the strictness of the relevant instructor.

**Table 4.18** Teacher's Empathy

	(Q20-30)	Yes	No	NA
SiteC1	Q20	36/38	1/38	1/38
= (38)		94.73%	2.63%	2.63%
	Q21	38/38	0	0
		100.00%		
	Q22	36/38	2/38	0
		94.73%	5.26%	

**Table 4.18** (Continued)

	(Q20-30)	Yes	No	NA
SiteC1	Q23	37/38	1/38	0
= (38)		97.36%	2.63%	
	Q24	33/38	5/38	0
		86.84%	13.15%	
	Q25	17/38	11/38	0
		44.73%	28.94%	
	Q26	26/38	12/38	0
		68.42%	31.57%	
	Q27	33/38	5/38	0
		86.84%	13.15%	
	Q28	18/38	20/38	0
		47.36%	52.63%	
	Q29	28/38	5/38	5/38
		73.68%	13.15%	13.15%
	Q30	16/38	21/38	1/38
		42.10%	55.26%	2.63%

The final section of the questionnaire deals with ‘Teacher’s Empathy’ towards their students. The initially 94%, or 36 out of 38, or respondents answered ‘yes’ when asked about whether their teacher gives ‘encouragement for participation’ and all respondents (38/38) said that their ‘teacher wants them to ask questions in class’ while 94%, or 36 out of 38, of students surveyed said that their teacher ‘provides useful feedback to them in class’. 97% or 37 out of 38 of respondents also answered that the ‘teacher is open to suggestions’ and 86%, or 33 out of 38, of students surveyed answered ‘yes’ when asked if their teacher is understanding when their English is not perfect.

44%, or 17 out of 38, of the respondents agreed that their teacher does not expect ‘perfect grammar on written assignments’ but 68%, or 26 out of 38, answered ‘yes’ in reference to their teacher expecting ‘perfect grammar on oral assignments’. 86%, or 33 out of 38, of students surveyed said that this teacher expect perfect accent/pronunciation in class’. It seems the respondents in Site C1 have the perception that their teacher expects more oral proficiency as compared to writing skills. 47%, or 18 out of 38, of respondents replied that this teacher ‘uses both Thai

and English to explain concepts in class’ but this was surprising as the instructor claimed that he did not speak Thai. 73%, or 28 out of 38, then answered that they ‘prefer use of Thai and English in class,’ but only 42%, or 16 out of 38 said they ‘understand concepts more if their teacher used both Thai and English in class.’

#### 4.3.3.2 Site C2: Questionnaire Data Results

**Table 4.19** Student’s Perception

	(Q1-11)	Yes	No	NA
SiteC2	Q1	0	19/19	0
= (19)			100.00%	
	Q2	8/19	11/19	0
		42.10%	57.89%	
	Q3	18/19	1/19	0
		94.73%	5.26%	
	Q4	16/19	3/19	0
		84.21%	15.78%	
	Q5	16/19	2/19	1/19
		84.21%	10.52%	5.26%
	Q6	13/19	5/19	1/19
		68.42%	26.31%	5.26%
	Q7	12/19	3/19	4/20
		63.15%	15.78%	21.05%
	Q8	16/19	2/19	1/19
		84.21%	10.52%	5.26%
	Q9	18/19	1/19	0
		94.73%	5.26%	

**Table 4.19** (Continued)

(Q1-11)	Yes	No	NA
Q10	8/19 42.10%	10/19 52.63%	1/19 5.26%
Q11	11/19 57.89%	8/19 42.10%	0

Data was collected from Site C2 which was taught by an Indian teacher who was born and educated in Thailand, the first generation of his family to be born outside of India after his parents immigrated to Thailand. Site C1 consisted of 38 respondents and interpretation of data began with the section on Students' Perceptions (see Appendix D). All respondents, 19 out of 19, identified their teacher as being non 'farang' and 42%, or 8 out 19 students surveyed said the this teacher was a 'native speaker' while 57%, or 11 out of 19, answered that he is 'non-native'. 84%, or 16 out of 19, of respondents said that they 'preferred to study with a bilingual teacher who speaks Thai and English' and that they 'it is possible for someone who is not 'farang' to be a 'native' English speaker' 68%, or 13 out of 19, of respondents replied that 'when registering for classes they prefer to learn with 'farang' teachers' while 78%, or 30 out 38, of respondents said that 'it is easier to understand English from a 'farang' speaker.

84%, or 16 out of 19, of students surveyed then responded that their teacher 'tries different methods to overcome communication problems' but interestingly, 94% or 18 out of 19, said that 'having white teachers in the faculty provides better image for the university'. Results from Site C1 were also significantly high for this inquiry. 42%, or 8 out 19, of respondents perceived 'that white teachers make more salary than other nationalities of teachers' and 57%, or 11 out 19, of the students surveyed said that 'non-white teachers can teach just as effectively as white or 'farang' teachers'.

**Table 4.20** Teacher's Competency

	(Q12-19)	Yes	No	NA
SiteC2 = (19)	Q12	16/19	3/19	0
		84.21%	15.78%	
	Q13	17/19	2/19	0
		89.47%	10.52%	
	Q14	16/19	3/19	0
		84.21%	15.78%	
	Q15	17/19	2/19	0
		89.47%	10.52%	
	Q16	18/19	1/19	0
		94.73%	5.26%	
	Q17	14/19	5/19	0
		73.68%	26.31%	
	Q18	15/19	4/19	0
		78.94%	21.05%	
	Q19	2/19	1/19	16/19
		10.52%	5.26%	84.21%

The following section of the research instrument (see Appendix D) explored Teacher's Competency. 84%, or 16 out of 19, of respondents in Site C2 answered that their teacher for the relevant course 'knows the subject matter well' and 89%, or 17 out of 19 answered that this teacher is 'well prepared for class'. 84%, or 16 out 19 of students surveyed also said their teacher 'explains subject matter in English clearly' while 89% said that this teacher 'uses different teaching methods to explain concepts in class'. A significant number, 18 out of 19, said the their teacher 'gives students guidelines for assignments' while only 73%, or 14 out 19 and 78%, or 15 out of 19, of respondents said that this teacher 'provides useful feedback' and 'shows students their mistakes and how to correct them', respectively. Lastly, 10%, 2 out of 19 respondents answered that their teacher 'is very strict in giving grades' and 5%, or 1 out of 19, of respondents answer 'no' to this question while, 84%, or 16 out

of 19 answered NA. It was revealed later in the interview (see Appendix G) session that some students felt similarly to those respondents in Site C1 that the summer session had just begun and they could not yet judge the strictness of the relevant instructor.

**Table 4.21** Teacher's Empathy

	(Q20-30)	Yes	No	NA
SiteC2	Q20	18/19	0	1/19
= (19)		94.73%		5.26%
	Q21	19/19	0	0
		100.00%		
	Q22	17/19	1/19	1/19
		89.47%	5.26%	5.26%
	Q23	19/19	0	0
		100.00%		
	Q24	18/19	1/19	0
		94.73%	5.26%	
	Q25	12/19	6/19	1/19
		63.15%	31.57%	5.26%
	Q26	9/19	10/19	0
		47.36%	52.63%	
	Q27	12/19	7/19	0
		63.15%	36.84%	
	Q28	14/19	4/19	1/19
		73.68%	21.05%	5.26%
	Q29	9/19	7/19	3/19
		47.36%	36.84%	15.78%
	Q30	15/19	4/19	0
		78.94%	21.05%	

The final section of the questionnaire deals with 'Teacher's Empathy' towards their students. The initially 94%, or 18 out of 19, of respondents answered 'yes' when asked about whether their teacher gives 'encouragement for participation' and all respondents (19/19) said that their 'teacher wants them to ask questions in class' while 89%, or 17 out of 19, of students surveyed said that their teacher 'provides useful feedback to them in class'. Additionally, all respondents said their teacher 'is open to comment and suggestions' and 94 % or 18 out of 19, of respondents answered 'yes' when asked if their teacher is understanding when their English is not perfect.

63%, or 12 out of 19, of the respondents agreed that their teacher does not expect 'perfect grammar on written and 47%, or 9 out 19, replied that their teacher expects, 'perfect grammar on oral assignments', while 63%, or 12 out of 19, answered 'yes' in reference to their teacher expecting 'perfect accent/pronunciation in class'. 73%, or 14 out of 19, of respondents replied that this teacher 'uses both Thai and English to explain concepts in class' but this was expected as it was previously revealed by the teacher at the beginning of the class. Finally, 47%, 9 out of 19, of respondent answered that they 'prefer both Thai and English when used in class', and 78%, or 15 out 19, of respondents acknowledge that they 'understand more when their teachers speak both Thai and English.'

Total number of all respondents from Site C (C1 and C2) was 57 from a total sample of 212. Overall the Student's Perceptions of Site C findings showed that 33 out of 57, or 57%, said that their teacher was a 'native' English speaker, in spite of the fact that 38 out of 57 from Site C were learning with a 'farang' teacher. In fact 9 out 38 from Site C1 answered that their teacher was non-native; whereas, 11 out 19 at Site C2 said the same of their teacher. 59%, or 34 out 57, answered that their teacher spoke both Thai and English; even though the teacher at Site C1 claimed at the beginning of class that he does not speak Thai. 66%, or 38 out of 57, of respondents at this site agreed they 'prefer to study with bilingual teachers who speak both Thai and English' and 77%, 44 out of 57, of respondents answered 'yes' when asked if 'someone who is not 'farang' can be a native English speaker'. Additionally, 82%, or 47 out 57, also said that they 'prefer to learn from 'farang' teachers' and 73%, or 42 out of 57, agreed that it is 'easier to understand English from a 'farang' speaker'.

82%, or 47 out of 57 respondents answer that their teachers ‘try different methods to overcome communication problems in class.’; this question yielded highly positive results across all sites. Additionally, 52%, or 32 out of 57, of respondents at Site C think that non-native teachers can teach just as effectively as ‘farang’ teachers but, in regards to whiteness, 87%, or 50 out of 57, of respondents agreed that ‘having white teachers provides better image for the university’ and 56%, or 32 out 57, think that ‘white teachers make more salary than other nationalities of teachers’.

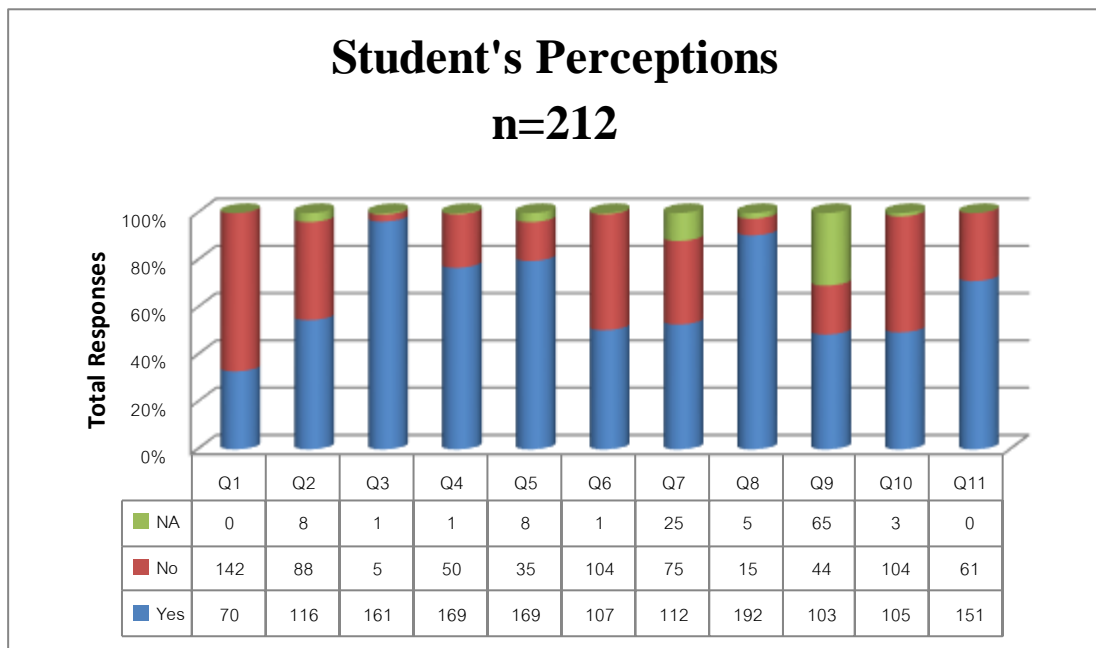
Significantly high scores were also found in Teacher’s Competency throughout Site C, especially in terms of the teachers’ ‘knowledge of the subject matter’, the teachers being ‘well-prepared for class’ and their ability ‘to explain subject clearly in English’ receiving ‘yes’ responses of 94%, 96% and 94% respectively. 92%, or 53 out of 57, of respondents answered ‘yes’ when asked whether their teacher ‘used different teaching methods’ 94% or 54 out of 57, of respondents replied that their teachers ‘give guidelines for assignments in the class,’ and 84%, or 48 out of 57, said that their teacher ‘gives them useful feedback’ and 82%, or 47 out of 57, also said that their teacher ‘shows students their mistakes and how to correct them’. 29%, or 17 out of 57, of respondents at Site B, replied that their teacher is ‘very strict with grades’ but with NA answers reaching 37 out 57; it seems students at Site C1 and C2 felt that it was too early in the summer session to confidently answer this question.

Concerning Teacher’s Empathy, all teachers at Site c received rather high scores when respondents were asked whether their teacher ‘encouraged students to participate in class’, ‘wanted students to ask questions’, gives useful feedback’, and is ‘open to students’ comments and suggestions’ at 94%, 100%, 92%, and 98% respectively. Most respondents also think their teachers are ‘understanding when their English is not perfect’ at 89%, or 51 out 57. When asked about whether their teachers expected ‘perfect grammar on written assignments’, ‘on oral assignments’ or ‘perfect pronunciation in class’, respondents answer ‘no’, 68%, or 39 out 56, and 61%, or 35 out of 57, respectively. 78%, or 45 out of 57, also said that their teachers expect ‘perfect pronunciation in class’; these findings were higher than other sites visited meaning students feel that their teachers have high expectations in regards to perfect grammar and accent but the strictness in giving grades fell into similar range

relational to other sites. 56%, or 32 out of 57, of respondents at Site C said that their teacher ‘uses Thai and English to explain concepts in class’ and 64% of them ‘prefer their teacher to use Thai and English in class’. Lastly, 54%, or 31 out of 57, of students surveyed at Site C agreed that ‘learning with both Thai and English helps them to understand better.’

### 4.3.2 Comparison of Total Sample

The complete sample of this study consisted of 212 (n= 212) Thai tertiary students studying in international programs in the Bangkok Metropolitan Area. Sample distribution included 3 primary field sites (Site A, B, and C) which were then further spliced into separate academic courses where data was collected at each field site ultimately equaling 7 sub-sites (Site A1, A2, A3, Site B1, B2 and Site C1 and C2).



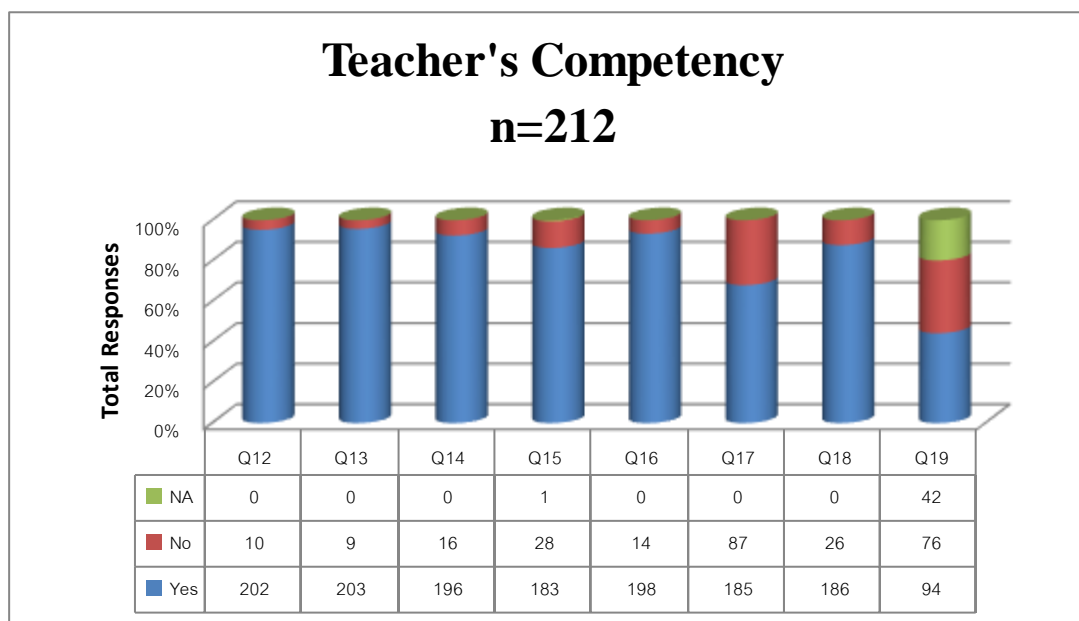
**Figure 4.2** Student’s Perceptions (All Sites)

Of the 212 respondents surveyed, 70 out of 212, or 33% of them studied with ‘farang’ teachers while 142 out of 212, or 67% of them did not however 54% of the total sample, or 116 out of 212, said that their teacher is a ‘native’ English speaker.

This shows that although only 1/3 of the students studied with ‘farang’ teachers, more than half of total respondents perceived that they were studying with a ‘native’ English speaker. 153 out of 212, or 72%, said that their teachers spoke both Thai and English meaning that since there are only 76 respondents learning with Thai teachers, a large portion of the non-Thai (American, European Spanish, Burmese and Indian) teachers must be bilingual in English and Thai or at least have learned some Thai vocabulary during their years of teaching to help them to explain concepts in class. 75% of the total sample also responded that they ‘prefer to study with bilingual teachers’ and 79% said that ‘it is possible for someone who is not ‘farang’ to be a ‘native’ English speaker’. Although a large number of respondents acknowledge that they believe a ‘non-farang’ can be a ‘native’ English speaker, 51%, or 107 out of 212, admit that when they register for classes, they would ‘prefer to learn with a ‘farang’ or white teacher’ and; in addition, 52% percent responded that it is ‘easier to understand English from a ‘farang’ teacher’, possibly attributable to the L1 accent, but in fact 71% of respondents agreed that non-white teachers can teach just as effectively as white teachers. So about half of respondents believe that a non-white person can be NES and a significant number of respondents said that a non-white teacher can be just as effective as white teachers but their perception is that 1 of every 2 students still prefer to learn with a ‘farang’ teacher. Furthermore, 79%, or 168 out of 212, of the respondents said ‘having white teachers in the faculty provides a better image for the university and 50% of these respondents perceive that white teachers ‘make more salary than other nationalities of teachers.’

Throughout the gamut of this investigation, all three sites received highly positive scores in regards to Teacher’s Competency (see Figure 4.3) so whether there does exist a double or triple tiered compensation structure, rest assured that the hiring practices of the institutions who cooperated with this study are discovering talented and skilled faculty members indeed. That being said, 95%, or 202 out of 212, of respondents said that their ‘knows the subject matter well’ 95%, 92%, and 86% said ‘yes’ when asked if their teachers are ‘well-prepared for class’, ‘have the ability to explain subject matter clearly in English’ and ‘use different teaching methods’, respectively. 93 %, 87% and 87% off respondents replied that their teachers ‘give guidelines for assignments in the class,’ ‘gives them useful feedback’ and ‘shows

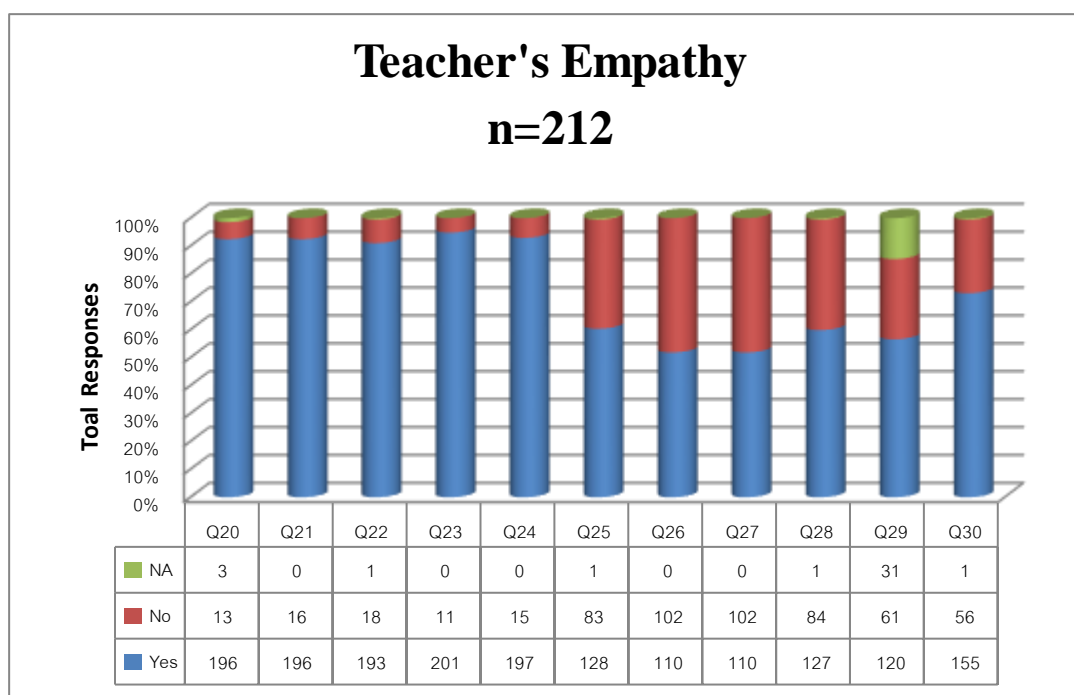
students their mistakes and how to correct them’, respectively. Only 44% of respondents replied that their teacher is ‘very strict with grades’ but with 19% NA answers as it seems many students at Site C1 and C2 felt that it was too early in the summer session to confidently answer this question.



**Figure 4.3** Teacher’s Competency (All Sites)

Concerning Teacher’s Empathy, (see Figure 4.4), teachers at all sites received rather high scores overall. 92% or 196 of 212, of respondents answered ‘yes’ when asked whether their teacher ‘encouraged students to participate in class. 92%, 91%, and 94% of respondents answered positively when asked whether their teachers ‘wanted students to ask questions’, gives useful feedback’, is ‘open to students’ comments and suggestions’ and are ‘understanding when their English is not perfect’, respectively. When asked about whether their teachers expected ‘perfect grammar on written assignments’, ‘on oral assignments’ or ‘perfect pronunciation in class’, respondents who answered ‘yes’ were 60%, or 128 out 212, and 51%, or 110 out of 212, respectively. One interesting find was that 127 out of 212, or 59% said that their teachers ‘use both Thai and English to explain concepts in class’ of those respondents who learn with ‘farang’ teachers, 22 out of 70, said that their teacher is bilingual

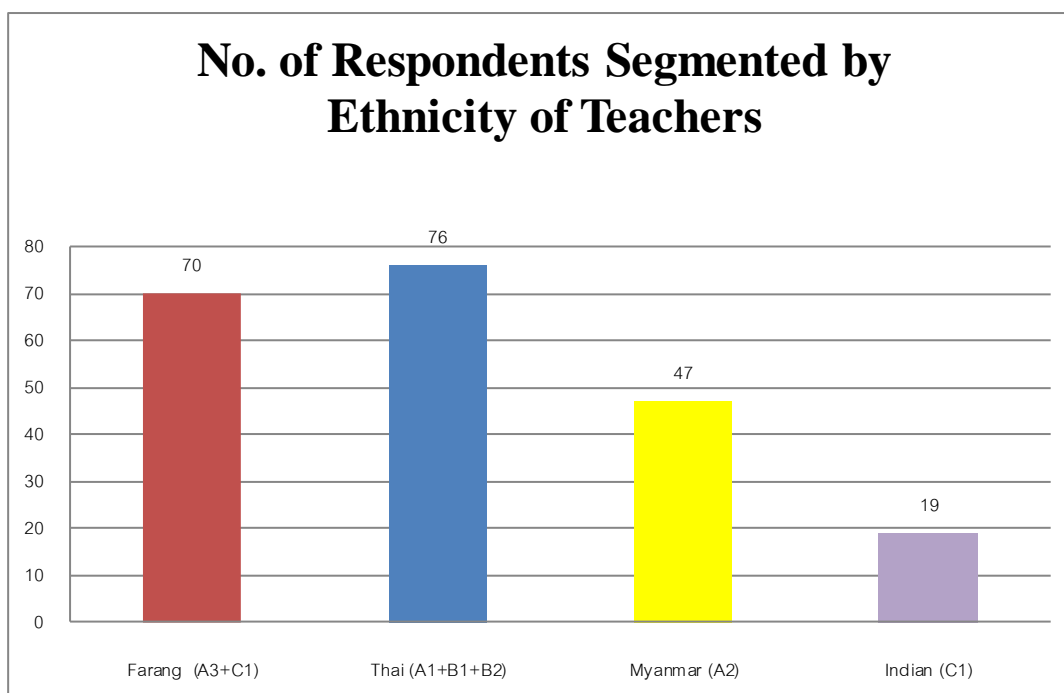
although they claimed not to be. Another interesting find was, 56% or 120 out of 212, of respondents said that they ‘prefer when teachers use both Thai and English in class’ with 73%, or 155 out 212, also saying that they ‘understand concepts more when their teachers use both Thai and English.’



**Figure 4.4** Teacher’s Empathy (All Sites)

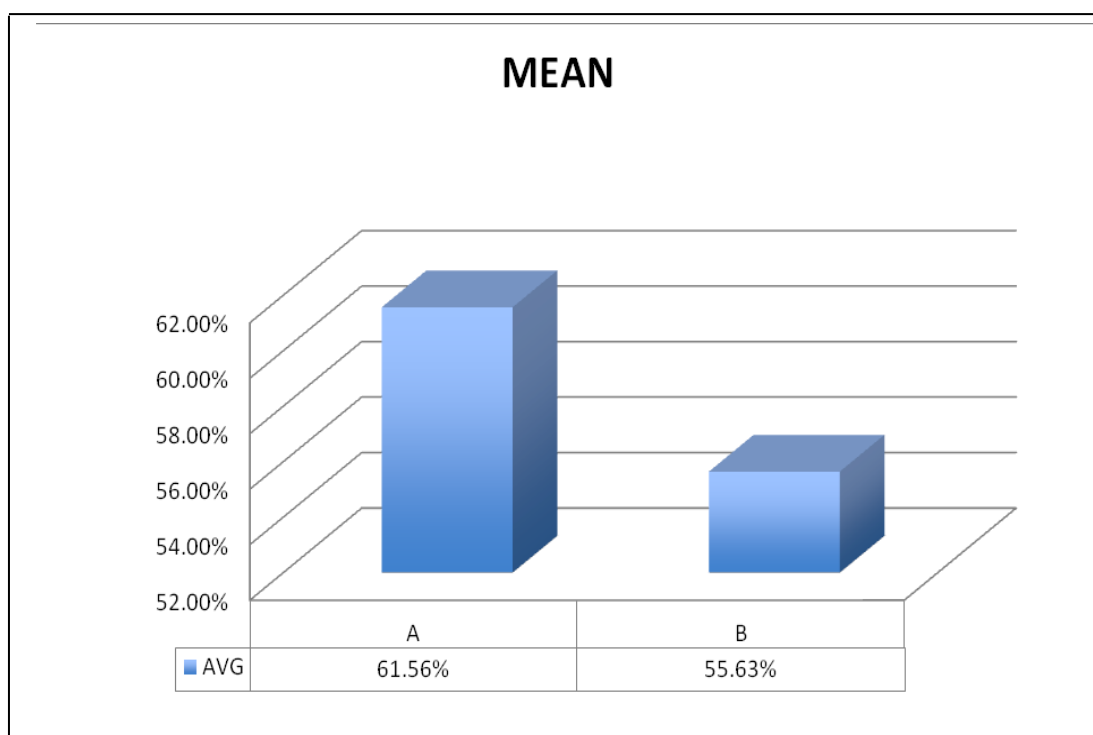
#### 4.3.5 Comparison of Ethnicity

This section is dedicated to content analysis related to the perceptions of students learning with white or ‘farang’ teachers (Site A3+Site C1= 70) and non-white or non-‘farang’ teachers (SitesA1+A2+B1+ B2 +C2= 142).



**Figure 4.5** Teacher's Ethnicity

Although the questionnaire protocol excluded asking about the specific ethnicity of the instructors who were observed, their ethnicities' were established in the beginning of 4.4 Observation Section of this report (see Table 4.28). For the relevant findings revealed in this section, separate strata were formed namely, "White" (farang), which included a Cuban/ American and a European Spaniard, and "Non-White" (non-farang) which included 3 Thai teachers, 1 Indian teacher and 1 teacher from Myanmar, all of which received undergraduate degrees or higher from abroad (U.S., U.K., AUS., FR).



**Figure 4.6** Comparison of Means of Group A (farang) and Group B (non-farang) of Perception of Teacher Ethnicity

Results yielded for Student's Perceptions (Q1-11) were as follows: 41% of respondents studying with non-white teachers said that their teacher 'is a native English speaker' while interestingly only 81%, or 57 out of 70, of respondents said the same for their 'farang' teachers. 88% of the respondents learning with non-white teachers said that their 'spoke Thai and English, 40% of respondents answered that their 'farang' teachers spoke Thai and English. Both groups scored highly positive when respondents were asked if 'their teachers try to overcome communication problems in class' with 92% and 85% for non-white and white respectively. Interestingly, 75%-80% of respondents from both groups also responded that 'having white teachers in the faculty provides better image for the university' and 75% and 68% of respondents learning with non-white and white teachers respectively, said they perceived 'white teachers as making more salary than other nationalities of teachers'. Additionally, 75% of respondents with non-white teachers and 68% of respondents with 'farang' teachers believe that 'there non-white teachers who teach just as effectively as white or 'farang' teachers'

**Table 4.22** Independent Sample t-test for Means of Group A and Group B of Perceptions of Teacher Ethnicity

**Group Statistics**

Group Name		N	Mean	Std. Deviation	Std. Error Mean
Percent	Farang Teacher	70	.6169	.15460	.01848
	Non Farang Teachers	142	.5574	.11763	.00987

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Percentage	Equal variances assumed	7.494	.007	3.110	210	.002	.05946	.01912	.02177	.09716
	Equal variances not assumed			2.838	109.633	.005	.05946	.02095	.01794	.10098

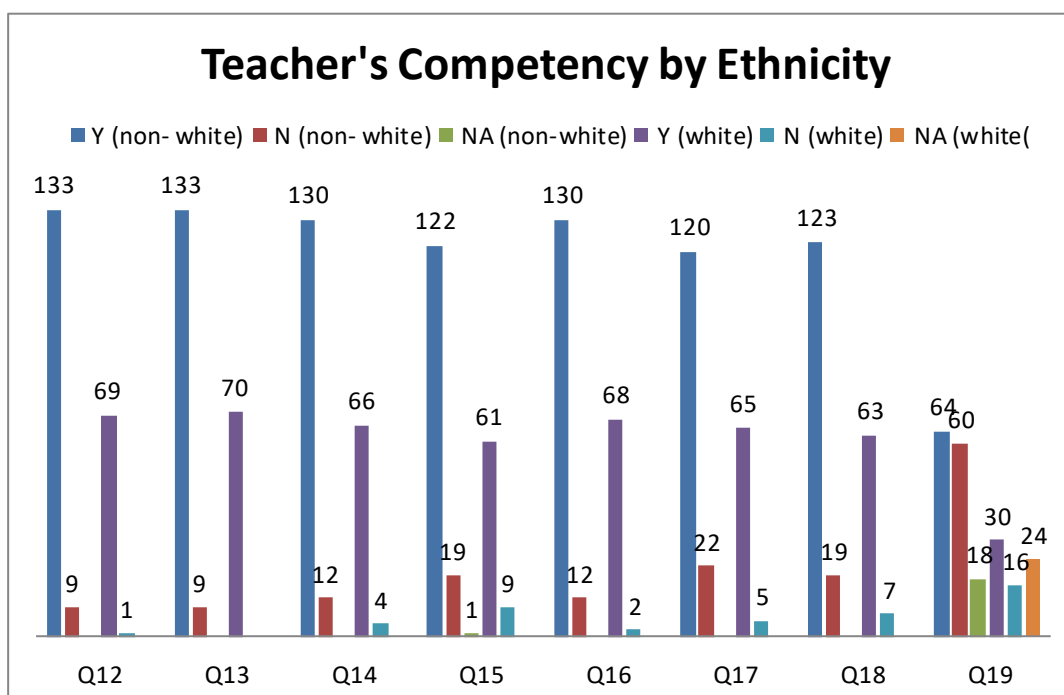
4.3.5.1 SPSS Data Interpretation:

The Independent Sample t-test is designed to compare means of the same variables between groups. In this case we have Group A (70) which is the total number of students that were learning with a 'farang' teacher and Group B (142) consisted of those learning with 'non-farang' teachers. Confidence level was predetermined at the standard 95% with probability error of .05.

From above Group A has a mean of .6169 with Group B at a mean of .5574. From Levene's Test for Equality of Variance there is a sig. value of .007 which is lower than the .05 probability error meaning the variability of the two groups is significantly different so this leads to a focus on the Equal Variance not assumed (bottom row) where the Equality of Means sig. (2-tailed) value is .005. This value is less than the .05 probability error meaning that there is a statistical difference between the means of Group A and Group B so therefore we reject the null hypothesis and accept the alternative hypothesis ( $H_1$ ):

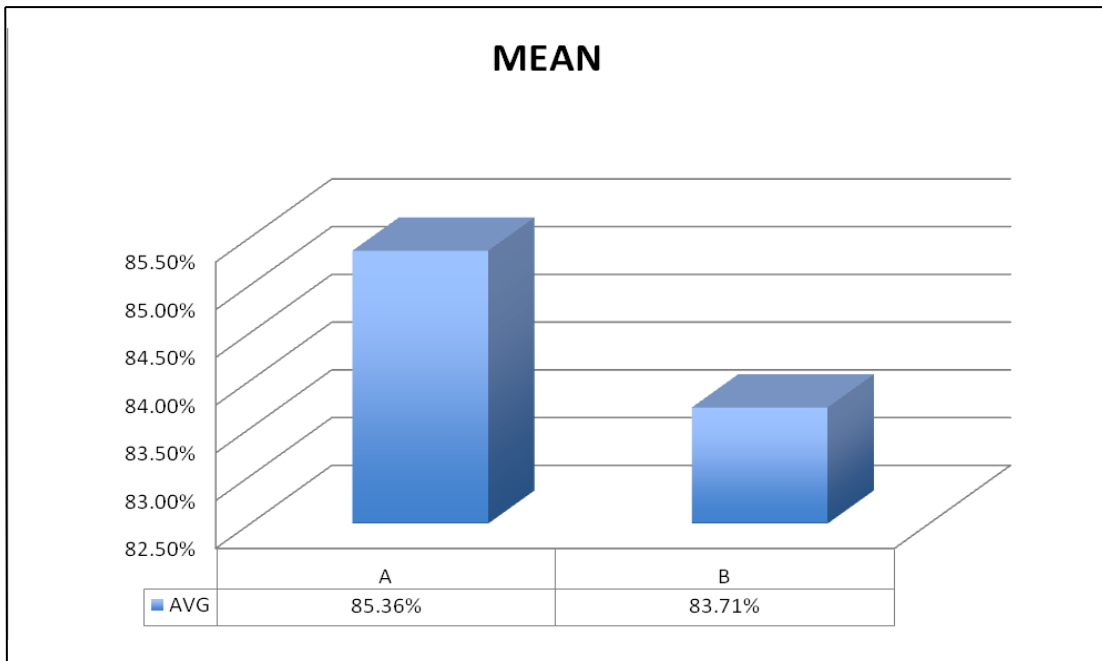
$H_0$ : NO relationship exists between Thai L2 learner's perceptions and the ethnicity of their EFL teachers

H<sub>1</sub>: A relationship exists between Thai L2 learner's perceptions and the ethnicity of their EFL teachers



**Figure 4.7** Teacher's Competency (Ethnicity)

In terms of Teacher's Competency, all students' perceptions for both groups were highly positive, most falling above the 90% percentile and without significant deviation among both groups, the teachers were skilled and with moderate strictness in giving grades, 45% and 42% for non-white and white respectively.



**Figure 4.8** Comparison of Means of Group A (farang) and Group B (non-farang) of Perception of Teacher Competency

**Table 4.23** Independent sample t-test for Means of Group A and Group B of Perceptions of Teacher Competency

**Group Statistics**

Group Name		N	Mean	Std. Deviation	Std. Error Mean
Percent	Farang Teacher	70	.8564	.11265	.01346
	Non Farang Teachers	142	.8399	.20215	.01696

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Percentage									Lower	Upper
	Equal variances assumed	8.927	.003	.635	210	.526	.01650	.02596	-.03468	.06768
	Equal variances not assumed			.762	206.854	.447	.01650	.02166	-.02620	.05920

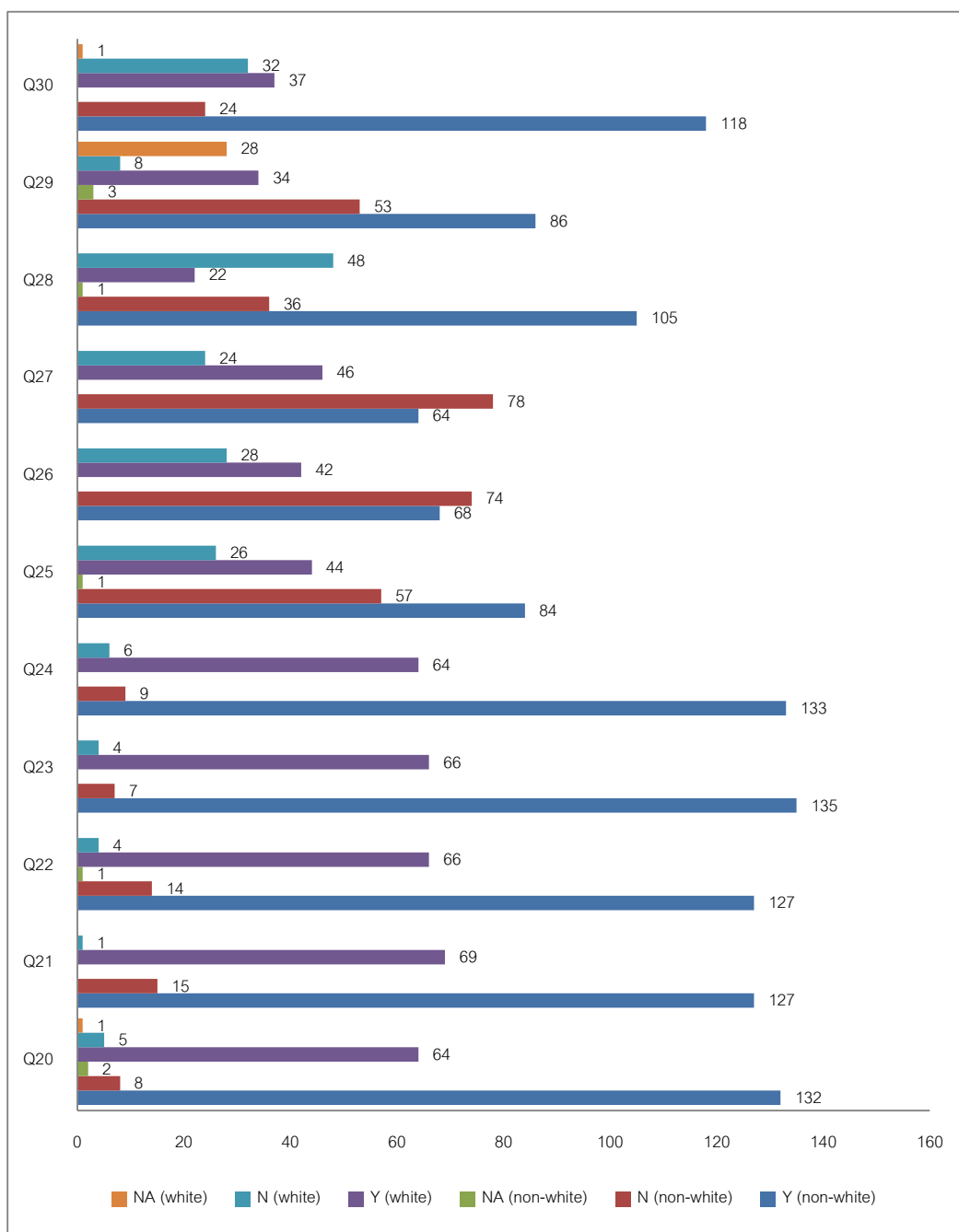
#### 4.3.5.2 SPSS Data Interpretation:

The Independent Sample t-test is designed to compare means of the same variables between groups. In this case we have Group A (70) which is the total number of students that were learning with a 'farang' teacher and Group B (142) consisted of those learning with 'non-farang' teachers. Confidence level was predetermined at the standard 95% with probability error of .05.

From above Group A has a mean of .8564 with Group B at a mean of .8399. From Levene's Test for Equality of Variance there is a *sig.* value of .003 which is lower than the .05 probability error meaning the variability of the two groups is significantly different so this leads to a focus on the Equal Variance not assumed (bottom row) where the Equality of Means *sig. (2-tailed)* value is .447. This value is greater than the .05 probability error meaning that there is no statistical difference between the means of Group A and Group B so therefore we accept the null hypothesis ( $H_0$ ):

$H_0$ : NO relationship exists between Thai L2 learner's perceptions of their EFL teacher's competency and ethnicity

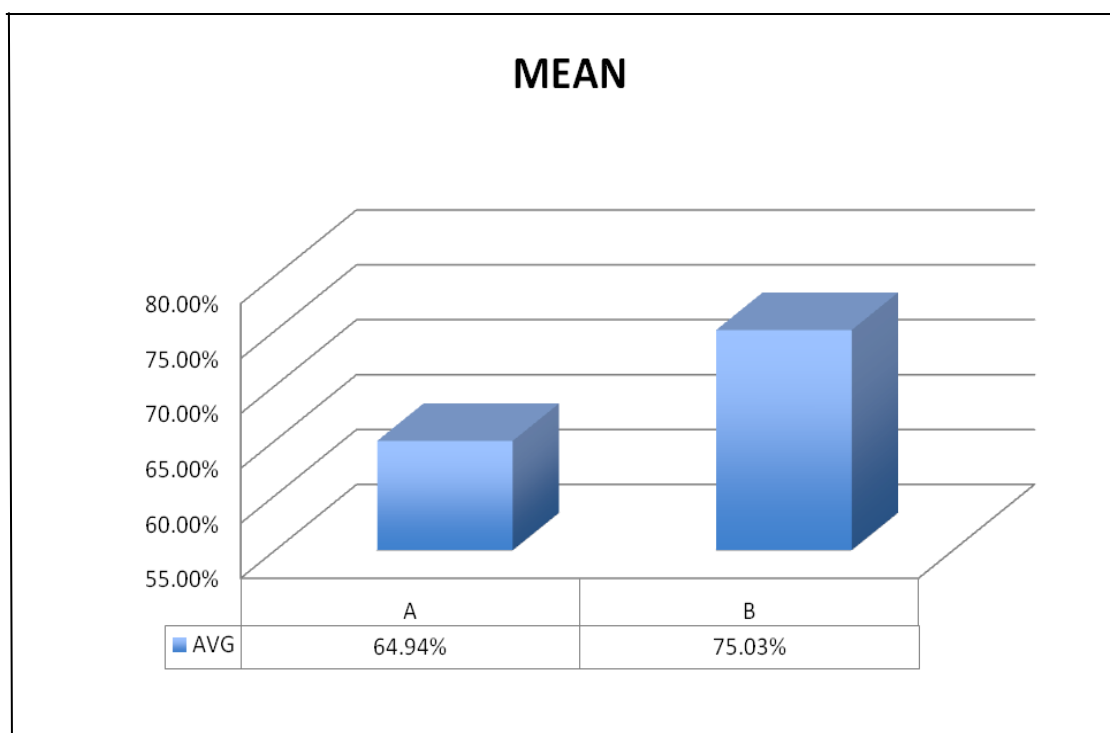
$H_2$ : A relationship exists between Thai L2 learner's perceptions of their EFL teacher's competency and ethnicity



**Figure 4.9** Teacher's Empathy (Ethnicity)

In regards to Teacher's Empathy, all students surveyed from each group had highly positive perceptions for both groups, most falling above the 89% percentile and without much deviation among both groups. The teachers involved with the project were encouraging to their students to participate and ask to questions

while providing useful guidelines and feedback. In addition, teachers in the study were empathic with their expectations of perfect grammar and pronunciation in class and on assignments. 73% of white group said that their ‘teacher uses Thai and English in class’ while 33% of non-white group said the same of their teacher. 60% of the non-white group responded that they ‘prefer use of Thai and English in class’ and 83% of them said that ‘it helps them to understand concepts better if their teacher can speak Thai and English’, while the white group answered 48% and 52% respectively, this shows significantly more positive responses from the non-white group concerning whether they prefer learning with Thai and English and believe it to be beneficial to better comprehension of the relevant subject matter.



**Figure 4.10** Comparison of Means of Group A (farang) and Group B (non-farang) of Perception of Teacher Empathy

**Table 4.24** Independent sample t-test for Means of Group A and Group B of Perceptions of Teacher Empathy

**Group Statistics**

Group Name	N	Mean	Std. Deviation	Std. Error
				Mean
Farang Teacher	70	.6517	.14174	.01694
Non Farang Teachers	142	.7524	.14886	.01249

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Percentage	Equal variances assumed	.229	.633	-4.704	210	.000	-.10068	.02140	-.14287	-.05849
	Equal variances not assumed			-4.783	143.651	.000	-.10068	.02105	-.14229	-.05908

**4.3.5.3 SPSS Data Interpretation:**

The Independent Sample t-test is designed to compare means of the same variables between groups. In this case we have Group A (70) which is the total number of students that were learning with a 'farang' teacher and Group B (142) consisted of those learning with 'non-farang' teachers. Confidence level was predetermined at standard 95% with probability error of .05.

From above Group A has a mean of .6517 with Group B at a mean of .7524. From Levene's Test for Equality of Variance there is a *sig.* value of .663 which is greater than the .05 probability error meaning the variability of the two groups is not significantly different so this leads to a focus on the Equal Variance assumed (top row) where the Equality of Means *sig. (2-tailed)* value is .000. This value is less than the .05 probability error meaning that there is a statistical difference

between the means of Group A and Group B so therefore we reject the null hypothesis and accept the alternative hypothesis (H<sub>2</sub>):

H<sub>02</sub>: NO relationship exists between Thai L2 learner's perceptions of their EFL teacher's empathy and ethnicity

H<sub>2</sub>: A relationship exists between Thai L2 learner's perceptions of their EFL teacher's empathy and ethnicity

Although RQ2 refers to the relationship between teacher competency and ethnicity, teacher empathy has been identified as a relevant variable in overall teaching competency. Data Analysis for teacher empathy was implemented separately from teaching skills for clarity and to maintain integrity of the data.

## 4.4 Observations

### 4.4.1 Thematic Analysis in Observations

(See Table 4.1) Thematic Codes

**Table 4.25** Thematic code

<b>Thematic code: (AC, B,CS, ID, IN, L, NS, NNS, TC, W, WP)</b>		
<b>AC:</b> Accent	<b>B:</b> Biliteracy/Bilingualism	<b>CS:</b> Code Switching
<b>ID:</b> Ideal Speaker Model	<b>IN:</b> Interpersonal relationship	<b>L:</b> legitimacy/Ownership
<b>NS:</b> Native Speaker	<b>NNS:</b> Non-Native Speaker	<b>TC:</b> Teacher Competency
<b>W:</b> Whiteness	<b>WP:</b> White Privilege	

### 4.4.2 Site A

#### 4.4.2.1 Site A1

This class was a held in the morning from 0900-1200 on Mondays, Wednesdays and Fridays during the summer session (academic calendar) 3/2015. On the morning of June 15, 2016 the researcher entered the classroom and was introduced by the respective teacher, or 'gatekeeper', as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up

interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site A1 was an L2 educated in Thailand and in the US. She had earned a PhD and her accent was very clear as was her knowledge of the subject, she had been teaching this subject for several years. She claimed to use some code-switching in class but usually for clarification or feedback. All course materials and evaluation methods were all in English. Although the summer semesters were known for being a little more relaxed as compared the normal semesters, most students for this class arrived promptly with only a handful of tardy students, but all entered the room with a Thai 'Wai' greeting for the instructor and attendance was full by 0910. (IN) No students sat in the front row (see Appendix H-J ), while a few foreign Asian students and a group of four Thai girls congregated in the middle rows. The rest of the predominately Thai students gravitated toward the rear rows of the room.

The first 45min.-60min. consisted of instruction utilizing power point slides, a compilation textbook and periodicals. The subject during this session focused on techniques concerning effective listening and notetaking skills in English. Audio recordings were also used as an academic tool in this course and the examination evaluation methods include timed audio sections with subject matter such as financial stock reports and current news articles including world events and sociopolitical issues. Although this was a 3hrs block class, the teacher did not provide breaks but rather let students take their own breaks during allotted time for assignments, the deadline for submission of which, being the end of the morning class session. (TC) Assignments were done individually but communication between students was encouraged. In addition to the semi-autonomous nature in terms of the students' time management, most students would leave very briefly, 10-15 min., most likely for restroom visits but some students were seen conversing on their phones just outside the class and some returned with snacks and drinks. From the tired complexions on some of their faces, they probably slept late, awoke early to battle traffic and had managed to skip their morning sustenance to arrive to class on time. Summer sessions also afforded these students the privilege of wearing civilian attire

to class as opposed to the formal uniform which was required during the conventional semester. Students from other subjects who were on break would also drop by to socialize outside briefly. (IN) Throughout this time communication was saturated throughout the room in all direction but help at a polite volume level so as not to disturb neighboring classrooms. Interactions were mostly in pairs and in groups, very few students worked alone except a few foreign Asian students (Chinese, Taiwanese, Korean, etc.).

As for code-switching, the teacher only seemed to switch to her L1 (Thai) in order to get her students attention and answer some one-on-one questions but all instruction was in English. An interesting phenomenon was the code-switching going on with the students. As soon as instruction from the teacher was complete and students were free to work they would immediately switch to their L1, some explaining the assignment again and others were listening. English used between students at this point was only to ask or respond to the foreign Asian students. One Thai female student with a red hair clip had made a lone effort to seek clarification from the teacher who seamlessly switched to L1, clearly and concisely responded and the student immediately understood and relayed the clarification to her eagerly awaiting group members. (CS) This student, henceforth known as Ms. Red, would later be approached for an interview concerning this interaction.

Another interesting interaction was when the teacher would use her L1 to gain attention from the class, she would often call, "Loog or loog" or "Dekdek" which is the equivalent of saying, "My children" or "children" and then would continue with instructions often with the microphone. (IN) Referring to your students in these terms and in their L1 would most likely invoke feelings of familiarity, comfort and possibly even a familial relationship as in a mother and her children; thereby, also portraying the teachers level of concern, affection and caring for her students. The class was always more or less at ease.

With an hour left in the class, the 'gatekeeper' then called her students attention, "Loog loog, listen here first, stop what you doing and take 15-20min. to complete this questionnaire and then you can continue your work". After the instructor exited the room, the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive

sampling was applied here and surveys were only distributed to Thai students in the class. Students were then left to fill out their surveys. Any questions asked by respondents received the reply, “Answer to the best of your ability, answer as you understand”. A few inquiries concerning the meaning of native-ness were asked. One student also stated, (WP) “How can I know the teacher’s salary?” and another student added, (IN) “I won’t know about the teacher’s strictness until I get my final grade”. Eventually all respondents submitted their surveys.

The remainder of the class was spent coding and tallying the questionnaires as they were submitted. Rejected questionnaires were omitted. As the surveys were scrutinized, 3 students were selected and approached for interviews, namely Ms. Red (for her earlier interaction) and 2 others [Coded as T1, T2, & T3] based on their written answers in the additional comments sections. Their willingness to provide additional information in those sections as well as the comments written such as, (CS) “Because I’m Thais when I can’t get someword I want to know [explanations] in Thai word to make me understand more can [then] can do well”. Another response read, (BI) “Because the level of perception of everyone is different, to make everyone understand sometimes using Thai and English both [will help] to make students understand the concept that is needed”. Finally another participant responded, (CS) “Because teacher can express in Thai if it [ideas] is too hard to understand”. These open-ended responses led to the correct assumption that these 3 would be more privy to a follow-up interview to take place before leaving this class.

#### 4.4.2.2 Site A2

This class was a held in the afternoon from 1300-1600 on Mondays, Wednesdays and Fridays during the summer session (academic calendar) 3/2015. On the afternoon of June 15, 2016 the researcher entered the classroom and was introduced by the respective teacher, or ‘gatekeeper’, as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site A2 is an L2 educated in Myanmar (Burma) and in the UK. His accent was clear and he has over 15 years of experience teaching this subject. He claimed not to speak Thai and therefore did not engage in code-switching [his L1] as there were no Burmese students present in class. All course materials and evaluation methods for this subject were all in English. Although the summer sessions were known for being more relaxed as compared to the normal semesters, this particular class seemed less relaxed when compared to Site A1. (IN) Most students were already seated when the researcher arrived at 1300 and the few who arrived later were only 5 minutes but entered cautiously and humbly with a bow of the head and a raise or 'Wai' of the hands, the typical Thai greeting showing respect to those of seniority and/or status. Students were more evenly dispersed around the room with students in the front, back, center and periphery (see Appendix H-J), and a single foreign Asian student who sat in the middle row.

The relevant subject consisted of critical reading and analytical thinking and interpretation skills. In the first hour of the class consisted of lecture with a power point presentation used with an additional compilation of reading passages and then time was allotted for a writing a critical interpretation of the reading passages while applying the relevant concepts. (TC) During this time students worked in pairs or small groups but assignments were submitted on an individual basis. (CS) Communication and cooperation was allowed and students primarily reverted back to L1 as they discussed among themselves but all inquiries and responses involving the instructor were all in English and clarification was handled succinctly and smoothly as if routinely professional. (TC) The instructor occasionally used the microphone when giving assignment instructions or answering questions.

After a short break (1215-1235) students returned for another lecture on new concepts for an hour and then preceding their allotted time for their new assignment, the 'gatekeeper' gave me temporary reign of the class. He stated, "Students! Students! Now take this time to complete this short questionnaire and then you will get time work on the previous assignment and the next assignment. Please listen to instructions first". (IN) The students promptly settled down and the instructor exited the room. The researcher then proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion.

Purposive sampling was applied here and surveys were only distributed to the Thai students in the class which subsequently categorized the foreign Asian student as well as 3 students who had already completed it during the morning session were resistant to repeating the process and were also omitted. Students were then left to fill out their surveys.

The remainder of the class was spent coding and tallying of questionnaires which began as soon as surveys were submitted. Rejected questionnaires were omitted. As the surveys were scrutinized, 3 students were selected and approached for interviews. They also provided interesting answers which created intrigue for further inquiry such as, (CS) “Because if [the] teacher are Thai, I can ask them for clarify answer or explain what I don’t understand [in Thai]” or another respondent who said, (CS) “Because after class I can ask teacher with Thai language which makes me more clearly”. Another respondent stated, (AC) “If the teachers’ pronunciation is clear, I will ask questions in English but if the accent is not clear or if I don’t understand some difficult ideas, will ask in Thai and this will make me understand more clearly”. All three of these participants agreed to a short interview after class they had completed their classwork [Coded as B21, B22, B23].

#### 4.4.2.3 Site A3

This class was held in the afternoon from 1300-1600 on Tuesdays, Thursdays and Saturdays during the summer session (academic calendar) 3/2015. On the afternoon of June 16, 2016 the researcher entered the classroom and was introduced by the respective teacher, or ‘gatekeeper’, as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site A3 was an L1, he was an American/Cuban educated in the US but has worked in the region as a corporate and EFL professional for over 10 years. His accent was clear and this was his 2<sup>nd</sup> year teaching this subject. He claimed not to speak Thai and therefore did not engage in code-switching during

the class. All course materials and evaluation methods for this subject were all in English. This summer sessions seemed more relaxed as compared to the normal semesters. (IN) Most students were already seated when the researcher arrived at 1300 and the few who arrived later were only 5 minutes but entered cautiously and humbly with a bow of the head and a raise or 'Wai' of the hands, the typical Thai greeting showing respect to those of seniority and/or status. The instructor would single out the tardy students by name and tease them by saying, "Hey I see you sneaking into my class. Don't be late anymore it's a bad habit no matter where you come from. As a boss would you hire someone if they showed up late for their job interview?" Then he laughed non-threateningly and the student, though mildly embarrassed, replied with a bowed head and a half guilty smile, "Sorry Ajarn".

Students were distributed towards the front half of the room (see Appendix H-J) with the last row reserved for the surrounding students' purses, backpacks and other personal effects. Situated around the center of the room were also two small groups (3-4 members) of foreign Asian students who would ultimately receive omission from the study.

The subject in question was another reading comprehension and analysis class but focusing on business oriented English newspaper articles. The initial 1.5 hours (1300-1430) was dedicated to lecture complemented by power point slides and teaching materials including a local English newspaper which every student was armed with upon entry. The second half of the class (1430-1600) was allotted to writing summary assignments applying the relevant course concepts to date. Students were informed to complete the survey instrument before beginning work on their individual assignments. The instructor gained the classes' attention by announcing, (IN) "Hey guys! It's time for you guys to listen to instructions and fill out this questionnaire. Take your time and when you're done you can start working on your assignments". For the duration of the session, the instructor spoke electronically unaided.

After the instructor exited the room the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to the Thai students in the class led to the omission of the 7-8 foreign

Asian students. (CS) Students were then left to fill out their surveys. The atmosphere in the class was now more relaxed with students socializing and completing the survey together predominately using their L1 to communicate now.

The remainder of the class was spent on coding and tallying which began as soon as the surveys were submitted. Rejected questionnaires were omitted. After participants submitted their completed surveys many exited the room for a brief break and later returned to continue their work, most without drinks or food which was more plentiful in the morning session. As the surveys were scrutinized, 3 students were selected and approached for interviews. They also provided interesting answers triggered a desire for further probing. Such responses as, (CS) “Because Im Thai, if the teacher speak Thai sometime I will understanding it more clearly” or another respondent who said, (BI) “When the explanations are in Thai and English, it makes me understand somethings more clearly”. A third respondent expanded by saying, (CS) “In some context, it’s quite difficult to understand [English] and sometimes my teacher speak so fast because of limited time so explain in Thai can help me understand clearer and faster”. All three of these participants agreed to a short interview after class they had completed their classwork [Coded as F72, F74, F75].

### **4.4.3 Site B**

#### **4.4.3.1 Site B**

This class was held in the morning from 0900-1200 on Mondays & Wednesdays during the summer session (academic calendar) 3/2015. On the morning of June 20, 2016 the researcher entered the classroom and was introduced by the respective teacher, or ‘gatekeeper’, as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site B1 was an L2 Thai national, born in Thailand and educated in Thailand as well the US and the UK. Her accent was clear and she had 3

years of experience teaching this subject. She claimed to use some code-switching in class but usually just for assignment instruction or clarification or feedback. All course materials and evaluation methods for this subject were all in English.

Although the summer sessions were known for being more relaxed in academic atmosphere and dress code as compared to the normal semesters, students at Site B1 opted to wear their physical education outfits in class, consisting of track suits with their respective university logo and school colors. Most students were already loitering outside the classroom when the researcher arrived at 0900 and they entered the room with the instructor and researcher. The few who arrived later were no more than 15 min later but (IN) entered room quietly and cautiously and humbly with a bow of the head in an attempt to remain respectful yet inconspicuous. Students were sparsely but evenly dispersed around the room with students in the front, back, center and periphery (see appendix H-J). The amount of students in the class was about half the capacity of the room; thereby, allowing niches of groups to congregate together in their own 'circle' of friends. Most students enrolled were Thai with 2 small groups of foreign Asian students (Taiwanese, Chinese, Korean and Japanese) as well as intermittent pairs of 'farang' students. Students tended to stick to their own cliques during the lecture portion of the session.

The subject in question was a Sales Management class utilizing all communication skills (reading, writing, listening and speaking). The initial hour (0900-1000) consisted of a lecture complemented by power point slides and teaching materials including a business textbook. The second portion of the class (1000-1200) was allotted to analyzing a case study which included with a group presentation of the findings to take place at the end of the class. Before the students were authorized to begin their assignments, they were requested by the 'gatekeeper' to complete the survey instrument. The instructor gained the classes' attention by announcing, (IN) "Students! Please listen to instructions and fill out this questionnaire before you start working on your assignments/presentations". (CS) The instructor mostly spoke with the aid of the microphone as the classroom was large and switching to the learners L1 only took place with one-on-one questions and without use of the microphone. Any answers that were directed at the entire class were conveyed by through the microphone and only English was used.

After the instructor exited the room the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to the Thai students in the class which led to the omission of the 9-10 foreign Asian students and 4-5 farang students. (CS) Students were then left to fill out their surveys. (IN) The atmosphere in the class was now more relaxed with students socializing within their own groups and completing the survey together predominately using their L1 to communicate now. Each individual group seems to stick together as they conversed and worked.

The remainder of the class was spent on coding and tallying which began as soon as the surveys were submitted. Rejected questionnaires were omitted. During this work period participants were free to leave the room as they please to autonomously manage their own breaks time. Most submitted their completed surveys before exiting the room for a brief break and later returned to continue their work, some of them even returning with outside classmates from neighboring classes. As the surveys were scrutinized, 3 students were selected and approached for interviews. They also provided interesting answers triggered a desire for further probing. Such responses as, (NS) “It depends on student accent as well. Communication is a two way thing” or another respondent who said, (TC) “It is not about being native or non-native English speaker but it about how well their English is and how they make us understand what they are teaching”. A third respondent expanded by saying, (NNS) “For me is doesn’t matter if it’s a non-native instructor or not”. All three of these participants agreed to a short interview after class they had completed their classwork [Coded as T100, T102, T103].

#### 4.4.3.2 Site B2

This class was held in the afternoon from 1300-1600 on Mondays & Wednesdays during the summer session (academic calendar) 3/2015. On the afternoon of June 20, 2016 the researcher entered the classroom and was introduced by the respective teacher, or ‘gatekeeper’, as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the

research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site B2 was a Thai national who was born in Thailand. She was an L2 educated in Thailand and in the US. Her accent was clear and she had over 5 years of experience teaching this subject. She claimed to use some code-switching in class but usually just for assignment clarification or feedback. All course materials and evaluation methods for this subject were all in English.

Although the summer sessions are known for being more relaxed in academic atmosphere and dress code as compared to the normal semesters, students at Site B2 opted to wear their physical education outfits in class, consisting of track suits with their respective university logo and school colors. Most students already arrived at 1500 and entered the classroom with the teacher and researcher. No students arrived late as it was later revealed that there was to be a quiz at the end of class. Students were sparsely but evenly dispersed around the room with students in the front, back, center and periphery (see appendix H-J). The amount of students in the class was about 2/3 the capacity of the room; thereby, allowing niches of groups to congregate together in their own 'circle' of friends. Most students enrolled were Thai with 4 small groups of foreign Asian students (Taiwanese, Chinese, Korean and Japanese) as well as 3 small groups of 'farang' students. Students tended to stick to their own clicks during the lecture portion of the session.

The subject in question was a Principles Management class utilizing all communication skills (reading, writing, listening and speaking). The initial 1.5 hours (1300-1430) consisted of a lecture complemented by power point slides and teaching materials including a business textbook. The second portion of the class (1430-1600) was allotted to analyzing a case study with a written assignment to be submitted by email and preparation for the in class quiz to take place at the end of the class. Before the students were authorized to begin their assignments, they were requested by the 'gatekeeper' to complete the survey instrument. The instructor gained the classes' attention by announcing, (IN) "Dek! Dek! Make sure you complete the questionnaire for this PhD research before you start work on anything else". (CS) The instructor mostly spoke with the aid of the microphone as the classroom was large and switching to the learners L1 only took place with one-on-one questions and without use of the

microphone. Any answers that were directed at the entire class were conveyed by through the microphone and only English was used.

After the instructor exited the room the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to the Thai students in the class which led to the omission of the 12-15 foreign Asian students and 8-10 farang students. Students were then left to fill out their surveys. (IN) The atmosphere in the class was now more relaxed with students socializing within their own groups and completing the survey together (CS) predominately using their L1 to communicate now. Each individual group seems to stick together as they conversed and worked. Students seemed preoccupied with the impending quiz and many were transitioning between studying in their groups and completing the survey.

The remainder of the class was spent on coding and tallying which began as soon as the surveys were submitted. Rejected questionnaires were omitted. During this work period participants were free to leave the room as they pleased to autonomously manage their own breaks time. However most stayed in the classroom and submitted their completed surveys then immediately opted to prepare for their quiz. As the surveys were scrutinized, 3 students were selected and approached for interviews. They also provided interesting answers which warranted further investigation such as, (NS) "I cannot make friends with native English instructors. They not friendly to students" or another respondent who said, (IN) "I would choose a course depending on the reputation of the instructor and if my friends know and like that instructor". A third respondent also answered, (AC) "Not many non-native instructors will teach effectively just because of the accent but if I have Australia or New Zealand or UK teachers I have also had problems with the accent". All three of these participants agreed to a short interview after class they had completed their classwork [Coded as T123, T124, T125].

#### 4.4.4 Site C

##### 4.4.4.1 Site C

This class was held in the morning from 0900-1200 on Tuesdays & Thursdays during the summer session (academic calendar) 3/2015. On the morning of June 28, 2016 the researcher entered the classroom and was introduced by the respective teacher, or ‘gatekeeper’, as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site C1 was an L2 with European Spanish (España) ethnicity. He was educated in Spain and in the UK and France. His accent was clear and he had over 12 years of experience teaching this subject. He claimed not to speak Thai and therefore did not engage in code-switching. All course materials and evaluation methods for this subject were all in English. Although the summer sessions were known for being more relaxed as compared to the normal semesters, the students in this particular class seemed overly attentive so early in the morning and all students arrived early or on-time. When the researcher exited the elevator to the relevant classroom, a few students were seen darting out of the elevator and straight towards Site C1. Students greeted the instructor with salutations such as, “Hello teacher or Good Morning teacher”, still with the bowed heads and smiles but notably with an absence of the ‘wai’. It was later discovered that the instructor was known for closing the door promptly at 0905 and entrance into the class was rejected after this time.

The layout of Site C1& C2 classrooms resembled concert hall or stadium seating with 3 elevated rows of curved tables oriented as if focused on center stage (see Appendix H-J). Students were evenly dispersed among the 3 rows but the seating arrangement had a very teacher-centric feel as it took a lot of effort for students to work in groups; a bit reminiscent of musical chairs so conversations seemed limited to their immediate neighbors. The group consisted mainly of Thai students with 1 small group of foreign Asian students all in the front row and 1 small

group of 'farang' students all in the last row. The summer sessions are usually known for being more relaxed in academic atmosphere and dress code as compared to the normal semesters, students at Site C1 opted to wear their physical education outfits in class, consisting of track suits with their respective university logo and school colors (similar to Site B1&B2).

The subject in question was a Tourism Management class utilizing all communication skills (reading, writing, listening and speaking). The initial 2 hours (0900-1100) consisted of a lecture complemented by power point slides and teaching materials including a business textbook. The second portion of the class (1100-1600) was allotted to a writing assignment to be submitted individually by the end of class. Before the students were authorized to begin their assignments, they were requested by the 'gatekeeper' to complete the survey instrument. The instructor gained the classes' attention by announcing, (IN) "Ladies and Gentlemen, please listen up. Before you take your 15 min break you need to fill out this doctoral questionnaire. Then you can take your break and start your writing assignments". The instructor facilitated the class without a microphone for the entire duration.

After the instructor exited the room the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to the Thai students in the class which led to the omission of the 4-5 foreign Asian students and 4-5 'farang' students. Students were then left to fill out their surveys. (IN) The atmosphere in the class was now more relaxed with students socializing within their own groups and completing the survey together (CS) predominately using their L1 to communicate now. Each individual group seems to stick together as they conversed and worked. A few students took their breaks before completing the survey and then quickly returned and completed it.

The remainder of the class was spent on coding and tallying which began as soon as the surveys were submitted. Rejected questionnaires were omitted. During this work period participants were meant to be working on their individual writing assignments and when they had questions they would approach the instructor; both inquiry and responses were in English. As the surveys were scrutinized, 3 students were selected and approached for interviews. They also provided interesting

answers which warranted further investigation such as, (NS) “I enjoy learning with non-native English speakers, they are more helpful and understanding. They answer questions more directly and can answer [ask] in Thai language” or another respondent who said, (IN) “if I can choose, I will choose a teacher who is non-native because they know how it feels to be a student ‘like’ me”. A third respondent also answered, (TC) “I think that native English teachers are more effective in class but non-native can be good too”. All three of these participants agreed to a short interview after class they had completed their classwork [Coded as F158, F159, F160].

#### 4.4.4.2 Site C2

This class was held in the afternoon from 1300-1600 on Tuesdays & Thursdays during the summer session (academic calendar) 3/2015. On the afternoon of June 20, 2016 the researcher entered the classroom and was introduced by the respective teacher, or ‘gatekeeper’, as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site C2 was an L1 born in Thailand but of Indian ethnicity. He was educated in international schools in Thailand as well as in the UK. He was fluent in Hindi, Thai and English. His accent was clear and he has over 15 years of experience teaching this subject. His ability to speak Thai allows for code-switching but he claimed to only use the students’ L1 to give clarification of feedback. All course materials and evaluation methods for this subject were all in English.

Although the summer sessions were known for being more relaxed in academic atmosphere and dress code as compared to the normal semesters, students at Site C2 opted to wear their physical education outfits in class, consisting of track suits with their respective university logo and school colors (similar to Site B1&B2&C1). Most students were already seated when the researcher arrived at 1300 and the few who arrived later entered cautiously and humbly with a bow of the head and a raise or ‘Wai’ of the hands, the typical Thai greeting showing respect to those of seniority

and/or status . Students were evenly dispersed among the 3 rows (see Appendix H-J) but the seating arrangement had a very teacher-centric feel as it took a lot of effort for students to work in groups so conversations seemed limited to their immediate neighbors. Most students were Thai but there was 1 small group of Indian students, 1 small group of foreign Asian students and 1 small group of 'farang' students.

The subject in question was a Hospitality Management class utilizing mostly reading & writing skills. The initial 1.5 hours (1300-1430) consisted of a lecture complemented by power point slides and teaching materials including a business textbook. The second portion of the class (1430-1600) was allotted to a case study writing assignment to be presented in pairs and discussed during the last 30min of the class. Before the students were authorized to begin their assignments, they were requested by the 'gatekeeper' to complete the survey instrument. The instructor gained the classes' attention by announcing, (IN) "Boys and Girls, we have a researcher here today who needs your attention. Follow his instructions and fill out the questionnaire, then you can take a break and prepare your case study". The instructor facilitated the class without a microphone for the entire duration.

After the instructor exited the room the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to the Thai students in the class which led to the omission of the 3-5 Indian students, 3-5 foreign Asian students and 3-5 'farang' students. Students were then left to fill out their surveys. (IN) The atmosphere in the class was now more relaxed with students socializing within their own groups and completing the survey together (CS) predominately using their L1 to communicate now. Each individual group seems to stick together as they conversed and worked. A few students took their breaks before completing the survey and then quickly returned and completed it.

The remainder of the class was spent on coding and tallying which began as soon as the surveys were submitted. Rejected questionnaires were omitted. During this work period participants were meant to be working on their paired case analysis and when they had questions they would raise their hand from their seats and ask the instructor. Interestingly the Indian students would code-switch with the instructor using Hindi, English and Thai, while the Thai students would use Thai and

the remaining foreign students would use English. The instructor's responses were usually reciprocated in the same language as the pertaining inquiry.

As the surveys were scrutinized, 3 students were selected and approached for interviews. They also provided interesting answers which warranted further investigation such as, (NS) "Students can explain to the non-native instructors better because they listen and understand. This make them more comfortable" or another respondent who said, (IN) "If I have problems in class I prefer to have non-native teachers so I talk to them after class because I am shy. I can ask them in Thai and we can speak Thai". A third respondent also answered, (TC) "I think teaching depends on how effectively they explain the course. English speaking is crucial for international students but the more important thing is how well they interact with the students. (NS) Native or non-native is fine". All three of these participants agreed to a short interview after class they had completed their classwork [Coded as I194, I195, I196].

## **4.5 Interview Data**

All interviews were conducted at the field site during the same day as the rest of the data collection; thereby allowing for concurrency and expediency. Every interview lasted 10-15min. totaling 21 interviews or 3 from each site (Site A1, A2, A3, B1, B2, C1, C2). Participants were questioned immediately after dismissal of the class after the room was clear of other people. All digital transcriptions were verified by member checking as soon as the interview was completed. Full transcriptions will be available in hardcopy (see Appendix L) and by soft file contained in an attached digital memory storage device (USB drive).

### **4.5.1 Thematic Analysis in Interview Data**

Thematic code was once again utilized (see Table 4.1) to analyze interview data transcriptions. Concurrent triangulation was then used to compare data bases of questionnaire data and observation data in order to find supporting correlations to confirm/disconfirm findings simultaneously. These comparative conclusions can be found in chapter 6. Participants approached for interviews had either been noticed

during observation or from responses analyzed through the collection of questionnaire data. Below are tables of relevant responses transcribed and coded with thematic concepts:

(See Table 4.2) Unstructured Interview Protocol

- ❖ Do you prefer learning with non-native or native English speaking instructors?
- ❖ Do you think non-native speakers can teach as effectively as native speakers?
- ❖ What do you think about the accent of both non-native and native speakers?
- ❖ Do you feel that all native or 'farang' accents are better?
- ❖ What good/bad experiences have you had with non-native, native or 'farang' instructors?
- ❖ Do you like to learn with 'farang' teachers?
- ❖ Do you like to learn with 'non-native' teachers?
- ❖ Which teachers are easier for you to talk to when you have problems?
- ❖ Which teachers do you prefer and why?
- ❖ Are native or 'farang' teachers more effective than non-native teachers in class?
- ❖ Do you have good relationships with non-native and native teachers?
- ❖ What do you do when you can't understand something in class with non-native and native teachers?
- ❖ How do you feel when your teachers use Thai language in class?
- ❖ Do you feel comfortable talking to non-native, native or 'farang' teachers when you have a problem?

## 4.5.2 Site A

### 4.5.2.1 Site A1

**Table 4.26** Site A1 Interview Data

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>T1</b>	<b>A1</b>	<b>IN</b>	“I would talk to the instructor but I will not complain about the trouble of her English language. Maybe I will ask her more information from the lesson”
		<b>NS</b>	“I think some instructors is not native speaker, so it’s hard to communicate effectively in the classroom”
<b>T1</b>	<b>A1</b>	<b>NS</b>	“I will make friends with both (NS/NNS) of my instructors”
		<b>TC</b>	“I think I can do something to improve the situation such as used easy word, draw a picture or make some action”
		<b>IN</b>	“I feel comfortable if I consult with people in my family or friends because it quiet private information”
<b>T2</b>	<b>A1</b>	<b>NS/W</b>	“I can study with both of ‘farang’ and non-native instructor”
		<b>IN</b>	“yes I would actually talk to the teacher after the class is over so I have the undivided attention to the understand better”
		<b>NNS</b>	“No since I myself are non-native, I prefer being acquaintanced by non-native but it depends on the instructor too”
		<b>TC</b>	“They could by asking the teacher again or maybe taking help from their peers”

**Table 4.26** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
		<b>IN</b>	“No I don’t feel comfortable talking about my problems to anyone”
		<b>IN</b>	“It’s the same but again it also depends on the instructor to how they respond”
		<b>NS/NNS</b>	“I would prefer a non-native teacher, yes but I have a few native ‘farang’ teachers that I happen to like”
		<b>CS</b>	“I would actually recommend they do, they could help better”
		<b>NS/W</b>	“It depends on the instructors and how responsive they are. Doesn’t matter native or non-native, farang or not farang”
<b>T3</b>	<b>A1</b>	<b>NNS</b>	“No, I make friends with non-native English more than my native English teachers”
		<b>NS</b>	“Yes, because native English instructors can different thinking”
		<b>AC</b>	“If I got non-native English instructor with weak foreign accent ill transfer to another course”
		<b>AC</b>	“Yes but sometimes I don’t understand them”
<b>T3</b>	<b>A1</b>	<b>IN/W</b>	“No, I wanna make friends with all people, I like ‘farang’”
		<b>NS/AC</b>	“No ill try to get them [native speaker] but if I really can’t understand them ill change”
		<b>NNS</b>	“I could choose both non-native English and native English teacher”
		<b>NS/L/ID</b>	“Yes I think is good for students to learn language from native English teacher. It is their mother tongue”

**Table 4.26** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>T3</b>		<b>NNS</b>	“Some non-native English can teach well same as native English teacher. It depends on which nation of them. Every teacher can teach well”

Data collected from the three participants [T1, T2, T3] from Site A1 revealed much about their thoughts on teachers' native-ness, whiteness, interpersonal relationships and accents. T1 explains that she sometimes found NNS teachers harder to communicate with but overall was comfortable learning with both NS and NNS teachers. “I can study with both ‘farang’ and non-native instructor instructor...but I find some non-native instructors cannot communicate effectively in class”. A subtle substitute occurred in her statement as she replaces ‘native’ with the word ‘farang’. She also found it equally possible to have good interpersonal relationships with both NS and NNS but would not consult with them on personal issues. She says, “I will make friends with both (NS/NNS) of my instructors...but I feel more comfortable if I consult with my family or friends about quite private matters”. If she needed clarification about class materials she would most likely approach the teacher in private after class.

T2 said that he in fact preferred NNS teachers because of their (CS) ability and because of their empathy which comes from their L2 status. “No since I myself are non-native, I prefer being acquaintanced by non-native but it depends on the instructor too...I actually recommend they do [use Thai], it will help them better”. He then mentioned that he would not discuss his problems with the teacher but would approach them after class if he had subject related inquiries. For the most part T2 prefers NNS but would not mind learning with an NS instructor with effective teaching skills. “I would prefer a non-native teacher, yes but I have a few native teachers that I happen to like...it depends on the instructors and how responsive they are. Doesn't matter native or non-native, farang or not farang”

T3 claims that she had an easier time making friends with NNS instructors. “No, I make friends with non-native English more than my native English teachers...but no, I really wanna make friends with all people, I like ‘farang’”. So although she wants to make friends, it seems NNS were more easily approachable or there was a sense of familiarity or similarity. She felt comfortable with NNS teachers but can learn with either if they have effective teaching skills, she further states, “I could choose both non-native English and native English teacher”. (AC) is an important factor when learning with NNS teachers but she had encountered some that she preferred to NS teachers. In terms of (AC) she then added, “I think is good for students to learn language from native English teacher. It is their mother tongue”. When speaking in terms of (TC) however she further explains, “Some non-native English can teach well, same as native English teacher. It depends on which nation of them. Every teacher can teach well”. It seemed not just accent but the ethnic origin of the English accent also played an important a role in her opinion.

#### 4.5.2.2 Site A2

**Table 4.27** Site A2 Interview Data

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>B21</b>	<b>A2</b>	<b>IN</b>	“Yes, this is what everyone should do but It’s not Thai culture, you will rarely see Thai students do this”
		<b>NNS</b>	“Only some non-native English speakers can communicate effectively”
		<b>NNS</b>	“I make friends with non-native [speakers] more than ‘farang’ since they understand me better”
		<b>NS</b>	“No I would choose a course taught by a native teacher. I can tell by their name. It should sound ‘farang’ and foreign”
		<b>NS</b>	“I think only some of them speak effectively but not that many”

**Table 4.27** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
		<b>TC/NNS</b>	“I think whether native English instructors or non-native, this factor is not the only factor to determine the quality of teaching”
<b>B22</b>	<b>A2</b>	<b>AC/W</b>	“Sometimes they can communicate effectively. It depends on their pronunciation. I like UK and US accents. Its REAL”
		<b>NNS</b>	“No, I make friends only with non-native [Thai] English teachers because we use the same language in our lives”
		<b>CS</b>	“Yes because if I didn’t understand ill use Thai to ask him”
		<b>TC</b>	“No I choose the course depends on data that I can use it to do business not because of teachers”
		<b>NNS</b>	“No native English speakers are harder to talk to when I have problems in class”
		<b>CS</b>	“Yes non-native English teachers can be better because I can ask my question directly and to the point [in Thai]”
		<b>NNS</b>	“The ability of study and learn is mostly up to the student but non-native teacher matches better with non-native student”
<b>B23</b>	<b>A2</b>	<b>TC</b>	“I normally have no problem with instructors who are fluent in English since I have a great background in the language unless the instructor has poor English skills I would ignore him/her completely”
		<b>TC</b>	“If it not too complexed and English skills are low it is absolutely true”

**Table 4.27** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
		<b>TC/L</b>	“It depends on the instructors past experience it would be better to train abroad before teaching, learn from Europe or America”
		<b>TC</b>	“I would not do it as it is a very long process instead I would just ignore the instructor while coming regularly to class”
		<b>ID/L</b>	“Yes I love to learn with a foreign instructor with a great native accent”
		<b>AC</b>	“Yes it is best for native instructor to teach to get the better accent “
		<b>ID/NNS</b>	“Yes but they are the ones who have been living abroad or at least abroad before”

Data collected from the three participants [B21, B22, B23] from Site A2 revealed much about their thoughts on teachers’ native-ness, whiteness, interpersonal relationships, teacher competency and accents. B21 explained that she sometimes found NNS teachers harder to communicate with and preferred to learn with NS but also mentioned that some NNS could be just as effective teachers but they were harder to come by. She states’ “Only some non-native speakers communicate effectively...but if I didn’t know the teacher I would choose a native speaker teacher, I can tell by their name. It should sound ‘farang’ and foreign”. She was comfortable learning with both NS and NNS teachers as long as they have adequate teaching competency. In regards to (IN) she said that Thai students would not form friendships with NS teachers as, “This is not the Thai culture or the ‘Thai’ way” and “I make more friends with non-native speakers sometimes, they understand me better”.

B22 had the impression that NNS teachers were better suited to instruct class with NNS students. He felt that stronger relationships could be formed and a clearer understanding of the student’s problems and needs could be attained because

“we speak the same language in our lives” and “non-native teacher matches better with non-native students”. However he also stated that pronunciation played an important role by mentioning, “Sometimes they [NNS] can communicate effectively. It depends on their pronunciation. I like UK and US accents. It’s REAL”. It seemed that only the empathic ability of NNS teachers was appealing to him and also having the option to revert back to his L1 with the teacher when in need of clarification, “non-native teachers can be better because I can ask directly and to the point [in Thai]...if I have problems I can ask him in Thai. It is harder to make friends with native teachers”.

B23 said that the preference of learning with different teachers was all down to English proficiency and teaching skills. She says, “I have a great English background so if the teacher had poor skills I would come to class but completely ignore them...Its great if non-native teachers have good accents...they should get training from abroad to improve their teaching skills”. She then added, “A foreign teacher with a native accent would be great! It depends on the instructors past experience it would be better to train abroad before teaching, learn from Europe or America”. This implied that to become proficient in English and teaching, one must live, learn and train abroad to gain a sufficient level; knowledge and culture will be transferred from the ‘legitimate’ language users.

#### 4.5.2.3 Site A3

**Table 4.28** Site A3 Interview Data

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>F72</b>	<b>A3</b>	<b>NS/W</b>	“I think native speaker usually communicate more effectively than non-native speaker. Native speakers are mostly ‘farang’ but not always ”
		<b>NS</b>	“I understand native speaker more than non-native speaker”
		<b>NNS</b>	“I’m cool with some non-native speakers only if they have western accents”

**Table 4.28** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>F72</b>	<b>A3</b>	<b>IN</b>	“Foreign teachers feel they are not supposed to be our friends”
		<b>IN</b>	“Like I said we are not friends so we cannot talk about problems with foreign teachers. Thai teachers are more comfortable”
		<b>NNS/AC</b>	“If non-native speakers don’t give up they can have fluent accents as good as native instructors. Don’t give up”
<b>F74</b>	<b>A3</b>	<b>NS/W</b>	“I think sometimes non-native instructors, especially Asian, are shy to explain things in class but ‘farang’ native speakers are confident”
		<b>NS/NNS</b>	“I can make friends with both native and non-native teachers”
		<b>NNS</b>	“Some non-native speaker teachers are just as good as native but some are not but native teachers are not good either”
		<b>IN/NNS</b>	“I never talk about personal concerns with native teachers, only with non-native”
		<b>NS/NNS</b>	“I can learn more with native speakers than from non-native speakers but native speakers are strict with grades”
		<b>IN/BI</b>	“I think non-native teachers can know more than 3 languages so they know how I feel, how difficult for me to study”
<b>F75</b>	<b>A3</b>	<b>NNS/IN</b>	“Maybe some native speaker instructors are not friendly with students so I feel awkward to talk to them. Afraid to approach them. They can be strict.”

**Table 4.28** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>F75</b>	<b>A3</b>	<b>TC</b>	“Yes but sometimes instructors attitude is that they don’t care if students understand their teaching or not, they speak too fast and answer questions still too fast”
		<b>TC/W</b>	“I don’t mind native or non-native teachers or ‘farang’. For me it’s the attitude of good instructor who can make me understand or not”
		<b>TC</b>	“Native or non-native doesn’t matter it depends on the person if they are good at teaching or not”
		<b>NNS/AC</b>	“Some teachers have lots of training and experience. Some non-native teachers have spent a lot of time abroad so the accent can be good”

Data collected from the three participants [F72, F74, F75] from Site A3 revealed much about their thoughts on teachers’ native-ness, whiteness, interpersonal relationships, teacher competency and accents. F72 explained that he normally equated the term ‘native’ to mean ‘farang’, “I think native speaker usually communicate more effectively than non-native speaker. Native speakers are mostly ‘farang’ but not always”. He also was open to learning with non-native speakers but (AC) is important, “I’m cool with some non-native speakers only if they have western accents”. Regarding (IN), the respondent stated, “Foreign teachers feel they are not supposed to be our friends...Like I said we are not friends so we cannot talk about problems with foreign teachers. Thai teachers are more comfortable”. Again, there was a feeling of familiarity and similarity between NNS teachers and their NNS students.

Respondent F74 felt that ‘native’ or farang’ teachers portrayed a higher level of confidence when facilitating classroom instruction, “I think sometimes non-native instructors, especially Asian, are shy to explain things in class but ‘farang’

native speakers are confident”. He further explained that his preference of teachers came from the individual instructor’s skill, “Some non-native speaker teachers are just as good as native but some are not but native teachers are not good either” and it is not determined by the NS/NNS status of the teacher. Interestingly, he added that NNS teachers tended to be (BI) and this leads to a sensitivity to his study needs which would be absent from the NS teacher. “I think non-native teachers can know more than 3 languages so they know how I feel, how difficult for me to study” but then he goes on the mention that “native teachers are strict with grades”.

In speaking with respondent F75, she gave the overall feeling that she had no preference of teacher as long as the (TC) was at an acceptable level, “I don’t mind native or non-native teachers or ‘farang’. For me it’s the attitude of good instructor who can make me understand or not”. She also was open to the idea that NNS teachers could be just as effective in class as NS teachers and in spending time abroad, could also develop a good (AC). “Native or non-native doesn’t matter it depends on the person if they are good at teaching or not...some teachers have lots of training and experience. Some non-native teachers have spent a lot of time abroad so the accent can be good”. There was also mention of a higher level of strictness and (IN) distance with NNS teachers and compared to NNS teachers a stated, “Maybe some native speaker instructors are not friendly with students so I feel awkward to talk to them. [I’m] afraid to approach them. They can be strict.”

### 4.5.3 Site B

#### 4.5.3.1 Site B1

**Table 4.29** Site B1 Interview

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>T100</b>	<b>B1</b>	<b>IN</b>	“Firstly, I would ask my friend, if they are also not understand. I would ask him/her in the class. It’s easier”

**Table 4.29** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>T100</b>	<b>B1</b>	<b>AC</b>	“Nope, some of instructors[ non-native] have a bad accent or low in English skill”
		<b>TC</b>	“It depends on the subject as well, if the subject is significant, I would consider to move to native teacher’s class”
		<b>NS</b>	“Depend on their teaching skill, some of non-native teacher I come to study [with] which has a great teaching skills”
		<b>AC</b>	“It depends on student accent as well. Communication is a two way thing”
		<b>NNS/W</b>	“I think it is more of individual skill more than non-native or native instructors I had met many bad native speaker instructors before, ‘farang’ too, so I don’t judge by that”
<b>T101</b>	<b>B1</b>	<b>AC</b>	“Yes, some native speaker instructors it is hard to understand him or her was talking about, it from Aussie or some other ‘farang’ accents”
		<b>NS/W</b>	“Yes but some ‘farang’ native instructors have problems talking to non-native students”
		<b>TC</b>	“Yes if that instructor can make me understand what they are talking about”
		<b>NS/ID/CS</b>	“I would choose a native English instructor over a non-native instructor but would be best if they speak some Thai”
		<b>NNS/TC</b>	“It is not about being native or non-native English speaker but it about how well their English is and how they make us understand what they are teaching”

**Table 4.29** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>T102</b>	<b>B1</b>	<b>NS</b>	“It is always easier to learn from a native speaker”
		<b>ID/L</b>	“It would probably be better if they [non-native speakers] didn’t teach ESL classes. If they have weak English language skills themselves, what and how can they teach us then?”
		<b>NNS/AC</b>	“Anyways it feels good to realize that your English is not that bad, when you meet non-native English instructors just as you are yourself. Plus this helps to learn different accents”
		<b>TC/NNS</b>	“If I can’t understand a non-native instructor I will just read the lecture. Even I complain they won’t change the instructor”
		<b>NNS/W</b>	“For me it doesn’t matter if it’s a non-native instructor or ‘farang’”
		<b>NNS</b>	“Yes, since I am a non-native speaker I understand better when I learn from non-native speaker”
		<b>NNS</b>	“No I think all my teachers both native and non-native understand students’ questions and can help them”
		<b>AC</b>	“No I don’t think so because for some students it’s easier to understand with local accent”

Data collected from the three participants [T100, T101, T102] from Site B1 revealed much about their thoughts on teachers’ native-ness, whiteness, interpersonal relationships, teacher competency and accents. T100 explained that he had bad experiences with NNS teachers in regards to both (TC) and (AC), “Nope, some of instructors [non-native] have a bad accent or low in English skill”. Later

however he responded that, “[It] depend on their teaching skill, some of non-native teacher I come to study [with] which has a great teaching skills”. This showed a level of acceptance to NNS having effective teaching skills (TC) as compared to NS. His feelings on the matter were further amplified by the statement, “I think it is more of individual skill more than non-native or native instructors I had met many bad native speaker instructors before, ‘farang’ too, so I don’t judge by that”. It seemed he had experiences with effective teachers who were both NS and NNS.

Respondent T101 also had some negative experiences with white NS teachers saying, “Yes, some native speaker instructors it is hard to understand him or her was talking about, it from Aussie or some other ‘farang’ accents can be difficult”. He also mentioned some other problems he has encountered in class, “Yes but some ‘farang’ native instructors have problems talking to non-native students... it is not about being native or non-native English speaker but it about how well their English is and how they make us understand what they are teaching”. Again this showed that (TC) plays an important role as to how this respondent perceives effective teaching skills. He likes native (AC) but not all white teachers have clear AC.

Respondent T102 held NS teachers in high regards saying that, “It is always easier to learn from a native speaker” and further adding that ‘it would probably be better if they [non-native speakers] didn’t teach ESL classes. If they have weak English language skills themselves, what and how can they teach us then?’ When asked about any positive experiences with NNS teachers, he replied, “Anyways it feels good to realize that your English is not that bad, when you meet non-native English instructors just as you are yourself. Plus this helps to learn different accents”. The perception of this statement showed that he related to the NNS status and also recognized the advantage of being exposed to different (AC) in English as we many NNS do not have ‘farang’ (AC) but he also mentioned, “For me is doesn’t matter if it’s a non-native instructor or ‘farang’” so (TC) was also significant.

## 4.5.3.2 Site B2

**Table 4.30** Site B2 Interview Data

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>T123</b>	<b>B2</b>	<b>TC/AC</b>	“I only have problems if the teacher is bad at teaching and has a bad accent as well. Not all ‘farang’ have good accents”
		<b>NNS/ID/L</b>	“Non-native speaker can probably not teach as well since English is not their primary language”
		<b>NS/CS</b>	“Sometimes speaking with native speaker is frustrating because they cannot explain in local language”
		<b>NS/ID/L</b>	“Native ‘farang’ speaker is better for teaching ESL as it is better to learn with the ‘real’ language”
		<b>NS/IN</b>	“I cannot make friends with native English instructors. They not friendly to students”
		<b>NS/IN</b>	“I don’t really think native speaker instructors give extra time after class”
		<b>TC/NNS/WP</b>	“I don’t think that non-native instructors are better than native but they are cheaper for the university expense because the salary should vary with the cost of the teacher’s degree. Graduating abroad costs more so it should pay more.”
		<b>NNS/AC</b>	“Sometimes I feel like [they] is not teaching us good English because the non-native instructors don’t teach with correct accent”

**Table 4.30** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>T124</b>	<b>B2</b>	<b>IN/NNS</b>	“Both native and non-native speakers can be effective in teaching. If they are friendly I will go and talk to them after class when they have free time”
		<b>IN</b>	“To become friends with instructors has more to do with their personality and openness, their nationality doesn’t matter”
		<b>NNS</b>	“Some non-native instructors have problems to keep class effective.”
		<b>IN</b>	“I would choose a course depending on the reputation of the instructor and if my friends know and like that instructor”
		<b>NNS/CS/W</b>	“Sometimes non-native instructors have problems and difficulties explaining to students but sometimes it’s the students fault because they cannot layout the question properly to the ‘farang’ teacher. At the end they have to communicate in Thai, it’s easier”
		<b>NNS/IN</b>	“There are some non-native instructors that are even more effective than native instructors. I feel comfortable to learn with them”
<b>T125</b>	<b>B2</b>	<b>NS/AC/L</b>	“Not many non-native teachers can teach as effectively as native teachers because of language and accent”
		<b>IN</b>	“It can be easier or hard to make friends with both [native & non-native] kinds of teachers. It comes from their personality and attitude”

**Table 4.30** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>T125</b>	<b>B2</b>	<b>NS/W</b>	“I do not feel comfortable talking about personal problems with ‘farang’ instructors”
		<b>NNS/AC</b>	“Non-native speaking instructors can teach just as well as native but sometimes it’s a problem because their accent, such as Phillipine instructors or India instructors, they might have more problems teaching to the international students”
		<b>NS/CS</b>	“If I could choose I would [choose] native English speaking teacher who can speak my own language too”
		<b>NNS/AC/ID</b>	“Not many non-native instructors will teach effectively just because of the accent but if I have Australia or New Zealand or UK teachers I have also had problems with the accent”

Data collected from the three participants [T123, T124, T125] from Site B2 revealed much about their thoughts on teachers’ native-ness, whiteness, interpersonal relationships, teacher competency and accents. Respondent T123 spoke about her experiences with NS and NNS teachers. She mentioned, “I only have problems if the teacher is bad at teaching and has a bad accent as well. Not all ‘farang’ have good accents”, this means that (TC) and (AC) were important when considering effective teachers who were NS or NNS. Another interesting comment concerning (WP) was, “I don’t think that non-native instructors are better than native but they are cheaper for the university expense...because the salary should vary with the cost of the teacher’s degree, graduating abroad costs more so it should pay more”. This was definitely an interesting point as she has the perception that NS teachers are, in fact, more costly for the university to hire (WP) when compared to NNS and

legitimately so. When asked about her feelings on the issue of (TC) of NNS and NS she responded contradictorily, “Native ‘farang’ speaker is better for teaching ESL as it is better to learn with the ‘real’ language”; this meaning the (L/ID) of English belongs to NS.

Respondent T124 discussed some matters concerning (IN) of NNS and NS teachers. “To become friends with instructors has more to do with their personality and openness, their nationality doesn’t matter”. She had experiences befriending both NNS and NS teachers at her university. She later added however that, “Some non-native instructors have problems to keep class effective”, which speaks of the (TC) of some of her NNS teachers in terms of subject knowledge and class management techniques. “Sometimes non-native instructors have problems and difficulties explaining to students... sometimes it’s the students fault because they cannot layout the question properly to the ‘farang’ teacher. At the end they have to communicate in Thai, it’s easier”. This statement seemed to admit that NNS teachers may have had a hindrance in terms of language skills and further elaborates that when an L2 is learning from another L2 the language barrier was accentuated and one way to solve this problem was through (CS).

Respondent T125 claimed that language proficiency and accent make NS instructors more appealing to study with than NNS, “Not many non-native teachers can teach as effectively as native teachers because of language and accent”. However in terms of (TC) he acknowledged that the teaching skills of the NNS instructors were comparable but it’s merely the (AC) which posed the biggest problem. “Non-native speaking instructors can teach just as well as native but sometimes it’s a problem because their accent, such as Phillipine instructors or India instructors, they might have more problems teaching to the international students”. Interestingly, this respondent, T125, portrayed signs of empathy and sensitivity for international students who have to learn from NNS teachers and the problems that those students faced when listening to (AC) that is not NS. Then he went on to mention that not all NS teachers, in fact, are (ID) but some NS teachers’ (AC) could even be difficult to understand so NS was not always the best. “Not many non-native instructors will teach effectively just because of the accent but if I have Australia or New Zealand or UK teachers I have also had problems with the accent”.

#### 4.5.4 Site C

##### 4.5.4.1 Site C1

**Table 4.31** Site C1 Interview Data

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>F158</b>	<b>C1</b>	<b>NNS/W</b>	“I enjoy learning with non-native English speakers, they are more helpful and understanding. They answer questions more directly than ‘farang’ and can answer in Thai language”
		<b>NNS/AC</b>	“I think non-native speaker can teach well even if the accent is not good”
		<b>NNS/AC</b>	“I think that some non-native English instructors are more understanding with the students. It’s not about the accent as long as they can communicate together”
		<b>CS</b>	”Yes it’s easier to learn and understand if they use my own language”
		<b>TC/NNS</b>	“Being native speaker doesn’t mean that you are intelligent or clever compared to a non-native speaker. It has nothing to do with good teaching”
		<b>NNS</b>	“I think it’s easier to talk about my problems with non-native instructors. I can explain things in my language and this will give a higher level of education”
		<b>NNS/AC/TC</b>	“Well some non-native speakers can have a fluent accent. Institutes have to choose them wisely, don’t just look at the face and name”

**Table 4.30** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>F159</b>	<b>C1</b>	<b>NS</b>	“It is easier for me to communicate with native English instructors”
		<b>ID/L</b>	“There’s no point in learning with an instructor of they don’t even know the English language”
		<b>TC/AC</b>	“I don’t care if they are native or non-native as long as they can speak and explain clearly”
		<b>TC</b>	“I think if students learn and understand, it doesn’t matter if teachers are native or non-native”
		<b>NS/CS</b>	“I try to understand native speakers but sometimes I don’t understand some words and they can’t explain in Thai, only in English”
		<b>NS</b>	“I feel more comfortable discussing my problems with native instructors”
		<b>IN/NNS</b>	“If I can choose I will choose a teacher who is non-native because they know how it feels to be a student ‘like’ me”
		<b>TC/W</b>	“I don’t think it matters about native or non-native or ‘farang’ instructors but must look at each individual teacher. They are all different”
<b>F160</b>	<b>C1</b>	<b>NNS/AC/W</b>	“I think that non-native speakers explain more slowly and help me to understand but some teachers with bad accent can’t teach because nobody understands. Sometimes white teachers also have bad accents”
		<b>NS/TC</b>	“I think that native English teachers are more effective in class but non-native can be good too”

**Table 4.30** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
		<b>NNS/IN</b>	“I think I can make friends with non-native speakers easier than native speakers. I feel more comfortable”
		<b>NNS</b>	“Yes I think that non-native English speakers can show the same level as native English speakers”
		<b>NNS/IN/W</b>	“Students’ attitudes effects learning in class and I think attitudes about non-native speakers are better because they are same as us. ‘Farang’ teachers can be strict and make students afraid to ask anything if they have some problems”
		<b>NS</b>	“I think sometimes native teachers have problems understanding students questions and students have problems understanding teachers answers”
		<b>NNS/TC</b>	“Nowadays non-native teachers can be just as effective as native speakers”

Data collected from the three participants [F158, F159, F160] from Site C1 revealed much about their thoughts on teachers’ native-ness, whiteness, interpersonal relationships, teacher competency and accents. Respondent F158 tended to prefer NNS instructors compared to NS instructors. He stated, “I enjoy learning with non-native English speakers, they are more helpful and understanding. They answer questions more directly than ‘farang’ and can answer in Thai language”. He also later stated that it’s not (AC) that determines the teacher’s ability, “I think that some non-native English instructors are more understanding with the students. It’s not about the accent as long as they can communicate together...I think it’s easier to talk about my problems with non-native instructors. I can explain things in my

language and this will give a higher level of education”. Lastly, another interesting reply referred to the integrity of university’s hiring practices, “Well some non-native speakers can have a fluent accent. Institutes have to choose them wisely, don’t just look at the face and name”.

Respondent F159 remarked about learning with some NNS teachers saying, “There’s no point in learning with an instructor if they don’t even know the English language. I don’t care if they are native or non-native as long as they can speak and explain clearly”. Preference then was more determined by the teacher’s (TC) as opposed to their status as NNS or NS. She also felt that she could relate to NNS teachers more than NS and is more comfortable studying with them, “If I can choose I will choose a teacher who is non-native because they know how it feels to be a student ‘like’ me”. Later in the interview however she acknowledged that native-ness should not be the determinant factor for choosing a teacher, “I don’t think it matters about native or non-native or ‘farang’ instructors but must look at each individual teacher. They are all different”. In other words she felt that all instructors were meant to be judged on their individual merit and skill.

Respondent F160 had controversial reply about NNS instructors saying, “I think that non-native speakers explain more slowly and help me to understand but some teachers with bad accent can’t teach because nobody understands. Sometimes white teachers also have bad accents”. He continued speaking of his opinions concerning IN by mentioning that, “Students’ attitudes effects learning in class and I think attitudes about non-native speakers are better because they are same as us. ‘Farang’ teachers can be strict and make students afraid to ask anything if they have some problems”. This familiarity and ability to relate to the NNS instructors made them seem more sensitive to the students’ needs whereas ‘farang’ teachers were seen as strict and unapproachable. Finally he also included some thoughts about (TC) of NNS and NS instructors being on an even keel, “Nowadays non-native teachers can be just as effective as native speakers”. This implied that the perception of some of today’s students was one of acceptance when learning with NNS teachers and their confidence in their (TC) abilities.

## 4.5.4.2 Site C2

**Table 4.32** Site C2 Interview Data

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
<b>I194</b>	<b>C2</b>	<b>NNS/CS</b>	“Students and non-native instructors can communicate effectively in class because they have to use English everyday and they can speak Thai too”
		<b>NS/IN/W</b>	“I cannot make friends with my native ‘farang’ teachers because I’m shy and my English is not very good. I don’t wanna make mistakes”
		<b>TC</b>	“It depends on the ability of the teacher, native or non-native doesn’t matter”
		<b>NNS/CS/TC</b>	“Yes student should be communicate to teacher with English and Thai so non-native instructors are very effective in the classroom”
		<b>IN/NNS</b>	“Students can explain their problems to the non-native instructors better because they listen and understand. This make them more comfortable”
		<b>NNS/AC</b>	“Some non-native instructors when speaking English are hard to understand”
<b>I195</b>	<b>C2</b>	<b>NNS/IN/CS</b>	“If I have problems in class I prefer to have non-native teachers so I talk to them after class because I am shy. I can ask them in Thai and we can speak Thai”
		<b>NNS/TC</b>	“Some non-native English instructors have potential in explaining which makes students have a better understanding even if their [student’s] English is not good”

**Table 4.32** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
		<b>TC/W</b>	“I am ok with both native and non-native English instructors as long as they can provide the information I am looking for. Many of my professional tutors are not ‘farang’ and they teach good and help me to study on my own”
		<b>TC/AC</b>	“It depends on the teacher, if they want the best outcome for their students then they will teach effectively. Native accent doesn’t matter because they will find a way to help students understand and learn”
		<b>TC</b>	“As long as the course and the teacher are interesting I don’t care who teaches”
		<b>TC</b>	“Most teachers here are qualified so I haven’t met anyone who has difficulty in answering or responding to students problems”
		<b>L/NNS/W</b>	“The only benefit I see from learning with native ‘farang’ speaker if they have the cultural knowledge but some non-native instructors graduated from abroad so their knowledge and skills can have the same potential to be as effective as native teachers”
		<b>TC</b>	“Students should be able to choose between native and non-native teachers so that they can choose the more professional one for them”
<b>I196</b>	<b>C2</b>	<b>NNS/IN</b>	“Most non-native teachers I see have one-way communication with students, less interaction with students”

**Table 4.32** (Continued)

<b>Respondent</b>	<b>Site</b>	<b>Thematic Code</b>	<b>Discussion</b>
		<b>TC</b>	“It depends on teacher’s lecture style. Sometimes they explain things to individual students and sometimes they have group projects where your friends can also help to explain things too”
		<b>IN/CS</b>	“I’ve never experienced a non-native teacher that couldn’t teach. Sometimes they use Thai but I like it. If there are many ‘farang’ kids in class then teachers will use less Thai but then I can talk to them [teachers] after class”
		<b>TC/IN/W</b>	“I think teaching depends on how effectively they explain the course. Native or non-native or ‘farang’ is fine”

Data collected from the three participants [I194, I195, I196] from Site C2 revealed much about their thoughts on teachers’ native-ness, whiteness, interpersonal relationships, teacher competency and accents. Respondent T123 recognized an advantage in NNS teachers having to use their L2 everyday but being able to (CS) as well, “Students and non-native instructors can communicate effectively in class because they have to use English everyday and they can speak Thai too”. She also explained that she was more comfortable when communicating with NNS teachers because she was shy about her own English proficiency as opposed to the language skills of her teacher. “I cannot make friends with my native ‘farang’ teachers because I’m shy and my English is not very good. I don’t wanna make mistakes”. When it came to actual preference of NNS or NS teachers, she states that (TC) was more significant but followed up by mentioning that some NNS teachers were at a disadvantage, “It depends on the ability of the teacher, native or

non-native doesn't matter...some non-native instructors when speaking English are hard to understand".

Respondent I195 stated that, in relation to NNS and NS instructors, (TC) is a more important factor than native-ness, "I am ok with both native and non-native English instructors as long as they can provide the information I am looking for. Many of my professional tutors are not 'farang' and they teach good and help me to study on my own". He said it's also about the (IN) and the attitude of the more so than the NS status which can help students to learn. "It depends on the teacher; if they want the best outcome for their students, then they will teach effectively. Native accent doesn't matter because they will find a way to help students understand and learn". When he responded to issues of (L) and (ID) it seems that he acknowledged that some cultural knowledge could be a strength of learning with 'farang' teachers but that NNS do also possess the affinity for gaining such contextual knowledge and passing it on to their students, "The only benefit I see from learning with native 'farang' speaker if they have the cultural knowledge but some non-native instructors graduated from abroad so their knowledge and skills can have the same potential to be as effective as native teachers".

Respondent I196 explained that (IN) and teacher's style (TC) are factors that determine effective learning with NNS and NS teachers, "It depends on teacher's lecture style. Sometimes they explain things to individual students and sometimes they have group projects where your friends can also help to explain things too". She also believes that NNS teachers can achieve the same (TC) as NS teachers with the additional advantage of (CS), "I've never experienced a non-native teacher that couldn't teach. Sometimes they use Thai but I like it. If there are many 'farang' kids in class then teachers will use less Thai but then I can talk to them [teachers] after class". She further strengthened her position by saying, "I think teaching depends on how effectively they explain the course. English speaking is crucial for international students but the more important thing is how well they interact with the students. Native or non-native or 'farang' is fine". This shows that the NS status is not the most significant determinant for successful L2 teaching but it's the (TC) and (IN) which should be focused on; NS, NNS and 'farang' teachers should all have interaction with students in order to achieve effective knowledge transfer.

## **CHAPTER 5**

### **DISCUSSIONS**

#### **5.1 NS vs NNS Dichotomy**

Spawned from the genesis of this endeavor were fundamental issues necessary to understanding the perceptions of Thai university students who must learn, understand and execute usage of the English language [L2] in practicum and the instructors who are best equipped to provide this tertiary level of knowledge transfer. During the investigation into the dichotomy of the NS vs NNS emerged a heightened degree of uncertainty in relation to who would be most appropriate EFL teacher for the Thai context and is this conducive to the preferences of the students who could be considered the ultimate if not most important of stakeholders in the context of this study. Underlying issues then began to surface which at first seemed not to warrant undo attention but with the controversial nature of its importance eventually could not be ignored, namely the relationship between native-ness and ethnicity and whiteness furthermore to understand how this affected student's perception and whether this had taken place amidst an academic environment of bias, privilege and preferential treatment. This eventually led us to the issues of Critical Race Theory and its application to a Thai EFL context. Bottom line: the NS vs NNS is antiquated and is not applicable to today's context of multi-cultural English usage. Furthermore evidence from this study has shown that native-ness and ethnicity of the EFL instructors had no correlation to Teacher Competency and yet 'farang' or white teachers are perceived to have higher status as the 'ideal' or 'real' speakers of English and therefore are justifiably placed at the top of a multi-tiered rate of compensation. If accent is the main factor for the 'racialization' of ethnic looking EFL instructors then training should be provided to improve their accents or if the 'ideal' EFL teacher

model is the white instructor who has code-switching abilities then training should then support the transfer of such skills.

First and foremost with regards to student's understanding of NES, it was found that they viewed this as someone who uses English as their [L1] mother tongue but also included factors such as accent and ethnicity. 50% of total respondents surveyed believed that a non-white teacher can have native status and 79% said that 'it is possible for someone who is not 'farang' to be a NES'. This complements Medgyes (1992) who compared NS vs NNS English speaking teachers and concluded that:

1) The ideal NS teacher is the one who has achieved a high degree of proficiency in the learners' mother tongue.

2) The ideal NNS teacher is the one who 'has achieved near-native proficiency' in English.

All things being equal, if native and non-native English-speaking teachers had similar levels of language proficiencies, they could both have equal chance for professional competence (Mahboob, 2003). This was apparent in this study as all the respective instructors (Sites A1, A2, A3, B1, B2, C1, C2) received high (TC) scores regardless of their ethnicity or (non)native status with 71% or 151 out of 212 respondents agreeing that non-white teachers teach as effectively as white teachers. Interviews were also conducive to these findings eliciting responses such as, "I have not had any problems. They are both good. I can study with both of 'farang' [native] and non-native instructor." Or "I don't mind native or non-native teachers or 'farang'. For me it's the attitude of good instructor who can make me understand or not...native or non-native doesn't matter it depends on the person if they are good at teaching or not."

## **5.2 Perceptions of Accented English**

The challenges faced by the English language teachers are that they need two main qualifications to be effective at the university level which are the language proficiency factor and teaching skills. This study has also found an appropriate level of language skills combined with effective teaching capability does indeed trump native status alone with the exception of accent (native-like accents of Inner Circle

countries are preferential). Numerous studies have concluded that indeed accents and dialects do have an influence on listeners' perceptions of speakers, Butler (2007). 107 out of 212 students said that they prefer to learn with white or 'farang' teachers because the accent is 'real'. This mirrors Todd (2006) who found that some consider NS teachers' English to be superior to that of non-native speakers; the reasons being that NS teachers' pronunciation conforms to accepted norms, use of vocabulary is more effective and appropriate, and the lack of grammatical mistakes. Some respondents of this study also replied, "If I got non-native English instructor with weak foreign accent I'll transfer to another course. Teacher's English is important for understanding... yes I think is good for students to learn language from native English teachers. It is their mother tongue" and "I think only some of them (non-white) speak effectively but not that many. They have accents" or "Sometimes they [both] can communicate effectively. It depends on their pronunciation. I like UK and US accents. It's REAL." Essentially we find that the perceptions of these students empowers the NES giving them ownership/legitimacy to the language or at least to the accent of English.

Although students surveyed agreed that ethnicity doesn't affect teacher's competency, 51%, or 107 out of 212, still admitted that when they register for classes, they would 'prefer to learn with a 'farang' or white teacher' and; in addition, 52% percent responded that it is 'easier to understand English from a 'farang' teacher', possibly attributable to the expectation of an [L1] accent. One factor that comes into play when dealing with multi-cultural English interactions is foreign accented English (FAS) which can create communication barriers and negative perceptions of those EFL learners. A study by Moussu (2002) showed that NNS possessed poorer oral skills and lack of knowledge about the 'English-speaking' culture. Kelch & Santana-Williamsom (2002) found that teachers identified as NS were perceived as likeable, educated, experienced, and overall better teachers, especially for speaking /listening skills as compared to those viewed to be NNS.

The listener's positive or negative attitudes towards a particular accent, in association with the perceived culture of origin, and listeners' familiarity with a particular accent, Derwing and Munro's (1997). Jenkins (2007) found that that the UK and US English accents were ranked first and second "best" respectively by a

significant majority of his respondents. He also found that all non-native accents suffer unavoidable influence from its mother tongue. It was concluded that NNS from Asian countries have problems with pronunciation however the more highly educated they are, the more acceptable their English accent tends to be. Interestingly it was also found that all NNSs possess the potential to speak with native-like accents.

### **5.3 Views on Code-switching and Teacher Empathy**

Code-switching is another important issue which warranted investigation when considering NS vs NNS and the 'ideal' teacher model. Amin (1997), claims that the 'ideal' teacher model would be a white, native-English-speaking Caucasian male and Medgyes (1994) extends the meaning by stating then that 'ideal' teacher would be a monolingual native speaker. However this investigation has found that the majority of students, 75%, prefer if they're EFL instructors spoke both Thai and English at least at a level that they have learned some Thai vocabulary during their years of teaching to help them to explain concepts in class. Some students explained, "Sometimes speaking with native speaker is frustrating because they cannot explain in local language" or "Students' attitudes effects learning in class and I think attitudes about non-native speakers are better because they are same as us. 'Farang' teachers can be strict and make students afraid to ask anything if they have some problems...I think sometimes native teachers have problems understanding student's questions and students have problems understanding teacher's answers".

Observations also were conducive to these positive acceptance of (CS) in classroom management. When students and teachers engaged in Q&A or instructional clarification in their [L1] there was sense of comfort and security. Students were more likely to ask questions, especially in groups, and generally looked more relaxed whereas students learning with EFL instructors who could not engage in (CS) looked more reserved and cautious normally sending individual representatives to go to the front of the class gather information in English then relaying the message to the other students in the back. It seemed that usually those representatives were the students with a better grasp of English sometimes Thai, Chinese, Korean or Indian. A few teachers would also use (CS) to get the attention of their students when changing

assignments or topics and students seemed more responsive to this subtle language switch.

That being said, there is ‘no empirical evidence to support the notion that restricting mother tongue use would necessarily improve learning efficiency, and that, in fact, the majority of CS in the classroom is highly purposeful and related to pedagogic goals’ (Eldridge 1996, 303: see also Macaro 2001). Some instances for application of (CS) which were observed in this study were Topic switch, Affective function, Socializing functions, Repetitive functions, Metalinguistic function and Classroom management (and/or questions).

Goffman (1981), a sociologist who made extensive observations of how people perform in everyday life, described that the functions of code-switching is similar to his footing- the positioning that an individual takes within a communication interaction. “a person can highlight any number of different roles within a single interaction.” Similarly, Paltridge (2010), hypothesized that within the realm of code-switching occurs an identity related language use: “identities will be constructed in the minds of those people”; findings in this supported these claims as (CS) created a safe learning forum for these students to learn and make mistakes without criticism or ridicule. “Students and non-native instructors can communicate effectively in class because they have to use English every day and they can speak Thai too...students can explain their problems to the non-native instructors better because they listen and understand. This make them more comfortable.”

#### **5.4 Issues of CRT, Race, Ethnicity, Whiteness and White Privilege**

However there was a majority of students who believe 79%, or 168 out of 212, of the respondents said ‘having white teachers in the faculty provides a better image for the university and 50% of these respondents perceive that white teachers ‘make more salary than other nationalities of teachers.’ The attitudes of these students illuminate an underlying level of structural racism and a recognition of Whiteness and the privileges which is bestows. Race, ethnicity, and culture are ideas that sort and divide human beings based in perceived or discursively constructed phenotypical and cultural characteristics (Kubota & Lin, 2006) which leads to Racialization or racial

categorization, “a dialectical process by which meaning is attributed to particular biological features of human beings as a result of which individuals may be assigned to a general category of persons reproduces itself biologically”. (Miles & Brown, 2003, p. 102). The mere presence of white teachers in the faculty having such a positive boost to the university’s prestige would then possibly justify a multi-hierarchical pay scale.

Holliday (2008) found that hiring practices were such that if ‘the customers’ demand only native speakers, a similar discrimination would not be acceptable if ‘the customers’ demanded only male teachers or white teachers but hiring NS over NNS teachers but it is more politically driven and financially viable as NS are perceived by customers to be better and therefore are more in demand. This once again delves into the controversial issues of ‘race’ which addresses vital issues of power, identity, and social (in)justice; is a concept which signifies and symbolizes social conflicts and interests by referring to different types of human bodies”, (Omi and Winant, 1994). As a matter of fact, many NNS teachers are not even considered for ELT jobs (Clark & Paran 2007; Kubota & Lin, 2006), in spite of recent studies (Benke & Medgyes 2005; Lasagabaster & Sierra, 2005; Moussu, 2006; Pacek, 2005) concluding that many EFL learners can empathize with the NNS and prefer them to NSs in certain contexts.

It has been found that the perceptions of institutional stakeholders such as students and their parents effectively permeates and perpetuates racism which can be viewed as both discourse and social practice that promote unequal relations of power through inferiorization of some ethnicities or those perceived as ‘marked’. However since many universities’ EFL teaching models are influenced by students’ attitudes (Starks and Paltridge, 1996, cited in McKenzie, 2008), it is hopeful that exploring the views of students who are from the outer and expanding circle countries will lead to such improvements. This study had shown that (TC) is not determinant of ethnicity and although students surveyed stated that they prefer white teachers, this possible came from the lack of successful experiences with non-white teachers who ultimately should be viewed the ‘ideal’ model of EFL as some students claimed, “They [native speakers] speak more clearly... yes but I’m cool with some non-native speakers only if they have western accents. Non-native accents can be difficult to understand” and “I only have problems if the teacher is bad at teaching and has a bad accent as well.

Not all ‘farang’ have good accent.” That being said respective administrators, such studies should assist in adapting their recruitment policy so as to focus specifically on EFL students’ needs which in this study implied that the preference of these respondents were white teachers with the high (TC) and with (CS) capabilities. Various scholars have critically examined (CRT) how educational policies, including curriculum, instruction, and funding, are related to racial inequity and relations of power (eg Kubota & Lin, 2006; Ladson-Billings, 1990; Ladson-Billings & Tate, 1995; Parker, 2003).

Studies in the field have also clearly recognized a disparity, namely that Blackness and Brownness are inferior relative to Whiteness, which then maintains a more superior status or is even considered to be the ‘norm’, the ‘ideal’ or the ‘correct’ version and it maintains its power through silence and invisibility, Gordon (2005). Along with this perceived status comes ‘privilege’ (McIntosh, 1997) which has been witnessed in the context of ESL/EFL specifically when Caucasian applicants are more demand than their ethnic counterparts and in some instances the darker the skin, the less appealing an applicant they become (West, 1993). To be recognized as a native English speaker is to have ownership of the language including but not limited to, its social and cultural capital but Whiteness overlooks this and by default just assumes that native-ness and Whiteness go hand- in- hand, Faine (2008), and their competence in the English language is recognized as native knowledge rather than an achieved skill, Lan (2011) but studies such as this one have shown that cultural may be more readily found in NES but not limited to them as stated by some respondents, “The only benefit I see from learning with native ‘farang’ speaker if they have the cultural knowledge but some non-native instructors graduated from abroad so their knowledge and skills can have the same potential to be as effective as native teachers” and another student stated “some teachers have lots of training and experience. Some non-native teachers have spent a lot of time abroad so the accent can be good...some teachers have lots of training and experience”.

The misconception also exists that the non-native speaker will permanently remain deficient as they are forever measured against the ‘ideal’ native speaker and therefore are incapable of elevating from ESL learner to native speaker of English, McKay (2003); Piller (2002). Most likely the culprit used to make such a comparison

is accent and pronunciation of English speech which is the most difficult facet to master; a 'foreign' accent is an indices of having marginal status and yet it is not possible to remove further perpetuating the unattainability of native-ness for the ESL student status, Norton (2000). Additionally 'misrecognition' blinds us to the discrimination that which might be experienced by Asian or Black native English speaking ELT professionals and; additionally, it proliferates racist assumptions about language while overlooking the complex linguistic landscape of the world, Nero (2006).

This perpetuation also manifests through media in corporate messages of 'Whiter is better' combined with racially discriminating advertisements which goes far to contribute to the continual exploitation of the L2 learners who are often being taught English by uncertified, and possibly unmotivated, native speakers whom they believe they wanted because of the proliferation of Whiteness equals native-ness and that is always better. This investigation found that teacher's ethnicity has no bearing on teacher's competency and this is complementary to Davies (1991, 2003) who was found that L2 learners can indeed become native speakers of the target language, and master the intuition, grammar, spontaneity, creativity, pragmatic control, and interpreting qualities of 'born' native speakers. In other words, we have finally come to grips with the idea that good language teaching (EFL) requires a good command of the language plus the right amount of training and ability to teach a language; successful teaching will come out of the balanced combination of these two factors. Personal and professional features such as "being interesting", "being qualified", "being professional", and "being prepared" were deemed more important than native-ness. "I am ok with both native and non-native English instructors as long as they can provide the information I am looking for. Many of my professional tutors [instructors] are not 'farang' and they teach good and help me to study on my own...it depends on the teacher, if they want the best outcome for their students then they will teach effectively. Native accent doesn't matter because they will find a way to help students understand and learn" responded one student while another stated, "English speaking is crucial for international students but the more important thing is how well they interact with the students. Native or non-native or 'farang' is fine". In fact,

neither native nor non-native speakers can be automatically granted the condition of the ideal teachers (Llurda 2007).

### **5.5 Teacher Empathy and Teacher Competency**

Nzai and Reeves (2014) cited that some scholars (Ling and Braine, 2007; Lee, 2000) identified two informative characteristics that make a good English language teacher; regardless of their accent, which are: (a) the quality of help students get from the teacher and (b) their relationship with the teacher. Both of these factors stem from (a) the teacher's expertise, which includes knowledge and training as well as teaching techniques, and (b) the teacher's intercultural personality, which directly influences the teacher-student relationship (Teacher Empathy). Teachers should be sought according to their competency and empathy of the journey of their students in order to foresee, avoid or overcome the inevitable or common difficulties associated with learning English as a foreign language. A certain level of comfort and relationship was sensed by the researcher while observing these participants in the classroom especially when instructors used salutatory expressions in the student's [L1] to address them such as 'Dek Dek' or 'Loog Loog' which translates into terms of endearment and even a familial closeness meaning 'kids' or 'children'.

Regarding teacher's empathy, scores for all instructors were also high across the board but scores for non-white teachers were slightly higher. This probably comes from the relationship that students form with their NNS teachers when they (CS) inside and outside of class. It also seems white teachers have higher expectations from their L2 learners which was perceived by the students as higher level of strictness when compared to their Thai counterparts. Students responded, "Only some non-native English speakers can communicate effectively. They can be less strict though" and "Farang' teachers can be strict and make students afraid to ask anything if they have some problems". Observations had also shown that a level of student's anxiety with 'farang' instructors was also attributed to the fact they prefer to facilitate their classes with a high volume of electronically unaided voice while their counterparts opted to use amplified microphones which had a calming effect on

students as opposed to when they feel they are being shouted/yelled at in the classroom.

Apart from the anxiety that the students in study may have experienced from perceived strictness of the instructor, it was also recognized that they appreciated the hardships that the NNS instructors must have endured in order to attain their level of English language proficiency, “If I can choose I will choose a teacher who is non-native because they know how it feels to be a student ‘like’ me” responded one student and another claimed, “: I enjoy learning with non-native English speakers, they are more helpful and understanding. They answer questions more directly than ‘farang’ and can answer in Thai language”. Seidlhofer, (1999) said, “native speakers know the destination, but not the terrain that has to be crossed to get there; they themselves have not travelled the same route” and Giaugue (1984) stated that even though it is essential for NNSs to attain a high level of knowledge of the target language to be become teachers, it is equally important that NSs have good knowledge of contrastive linguistics and teaching strategies before being allowed to teach in their own language and this notion is supported by Rampton (1990), who claims, “that being born into a language does not mean that one inherently speaks it well”.

It’s often been witnessed that NNS teachers are admired by and inspirational to their students as they are held to be successful role models for English language usage, Lee (2000). Cook, (2005), stated that NNS teachers are considered models of proficient [L2] users in action and are also examples of students themselves who achieved success as [L2] users’. Phillipson (1992) has brought forth the idea that adult NNSs would be more empathic and able to teach L2, as most NNSs acquired their second language as adults as opposed to those who had learned the target language as children. NNS become archetypes to which their students can aspire and they are first hand manifestations of what is possible with second language appreciation, proficiency and culture.

Findings within this study have shown that; even though students prefer to study with white or ‘farang’ teachers, non-white or non-‘farang’ teachers can be native speakers and can teach just as well as their white counterparts. If this is the case then there must be some strength to the proposition that since the majority of

English usage in Expanding Circle contexts, such as Thailand, involve NNS communicating with other NNS, then the NNEST may have something to offer which would be distinctly different than that of the monolingual NEST. Kramsch (1997) goes on to argue the notion of the “ideal” native speaker stating that oral communicative competence in foreign language teaching should be adequate and most NNS teachers aren’t interested in achieving native-ness but would rather expose their students to their own language learning experiences and their multicultural backgrounds.

## **CHAPTER 6**

### **CONCLUSIONS**

This chapter contains the final synthesized interpretations of what was learned in this investigation. Conclusions of all facets of the multi-modal research design will be presented in addition to the project's support or contradiction with the existing body of knowledge in the field. Through concurrent triangulation of all data bases, relationships discovered from chapter 4 in support of confirming (or debunking) relevant conceptual themes will be explained in detail. The following conclusions will be directly applicable to the scope of this research and may be found conducive for future institutional application in the field.

#### **6.1 Non-white English Speakers Can be 'Native' English Speakers**

Preliminary findings of the study had shown that most of the respondents did not include factors such as "ownership" or cultural upbringing as significant in being considered a "Native" English speaker. That is to say that according to the perceptions of the Thai students surveyed, it would be possible to consider a person who learned English as their first language as a "Native" English speaker even if they have zero knowledge of any western English speaking culture and/or even if they have never set foot in a country which utilizes English as its official language and this consistent throughout the findings so this indicates that fluency in the English language takes precedence over cultural knowledge when defining someone as a "Native" English speaker in the perception of these respondents. These findings also express to us that someone who learned English as a child, speaks English as their first language and has linguistic cognition in English, meaning that they communicate without any back translation into any other language, could then be considered as "native" English speaker regardless of geographical upbringing or cultural awareness.

Although it can be said that respondents agree that non-white teachers can possess NES status, there are several mentions of how accents and accented English is closely related to students' perceptions of native-ness. That being said, there are mentions not only of Asian English accents (Thai, Filipino, Indian, etc.) but there were also some 'farang' English accents were also deemed difficult to understand (such as Aus., NZ., and U.K.). All of these findings consistently led to the belief that the dichotomy of the NS vs NNS is outdated, ineffective and inapplicable to the present global status of English usage; native doesn't always equal white and doesn't always mean better. This racialization produces and legitimates difference among social groups based on perceived biological characteristics (Kubota & Lin, 2006) and race is not a biologically determined construct while ethnicity does not denote innate or inherent attributes of human beings. In fact, Miles (1987) argued that: like nations, races too are imagined, in the dual sense that they have no real biological foundation and that all those are included by the signification can never know each other and are imagined as communities in the sense of a common feeling of fellowship. Moreover they are also imagined as limited in the sense that a boundary is perceived, beyond which lie other 'races'. This is further supported by The Human Genome project which discovered that human beings share 99.9% of their genes, leaving only 0.1% for potential racial difference in a biological sense (Hutchinson, 2005); we humans are more alike than we are different.

## **6.2 Non-white Teachers Can be Just as Effective as White Teachers; Non-native Teachers Can be Just as Effective as Native Teachers**

There has been evidence revealed within the scope of this research study which suggests that Thai tertiary students accept that non-white teachers can teach just as effectively as non-white teachers. A significantly high percentage of respondents answered positively of the Teachers' Competency and Teachers' Empathy of all the instructors involved in in this study regardless of their ethnicity or their (non)-native-ness. This project included instructors from a variety of ethnicities and backgrounds in terms of culture, education and English Language Teaching. The fact that all of these (7) instructors and the (n= 212) respondents came from 3

different field sites yet yielded such positive scores is a testament to the fact that ethnic looking appearance and ‘native-ness’ does not have a bearing on a teacher’s ability to transfer knowledge to students and understand and anticipate student’s problems in the classroom.

From the various datasets collected, it was found that students perceptions consistently agreed that non-white EFL instructors can provide a good learner model to their students, provide more information about the language to their students, understand the difficulties and needs of their students, anticipate and predict language difficulties and can use the students’ native language to their advantage (Medgyes 1994). All things being equal, if native and non-native English-speaking teachers had similar levels of language proficiencies, they could both have equal chance for professional competence however “whiteness as a privileged signifier has become global” (Leonardo, 2002). This then leads to a conflict concerning institutional hiring practices; all teachers should be hired based on experience, abilities and merit NOT ethnicity and/or skin color and should be compensated fairly and without bias or special privilege.

The findings from the various data bases collected strongly supported this belief that ethnicity, skin color and native-ness are not accurate determinants of one’s teaching ability and therefore should not be considered as a deciding factor in Thai EFL hiring practices but rather the merits and skills of EFL applicants must be carefully scrutinized on a case by case basis which is conducive to providing an academic environment consistent with quality education and fair/equal treatment for both students and faculty.

### **6.3 It’s Not Always Easier to Understand ‘Farang’ Teachers But Students Still Do Prefer to Learn with ‘Farang’ or White Teachers because of the Accent**

According to results of this study, a majority of students surveyed agree that it is not always easier to understand English from a ‘farang’ teacher; there are some ‘farang’ accents that Thai students find difficult: “Not many non-native instructors will teach effectively just because of the accent but if I have Australia or New

Zealand or UK teachers I have also had problems with the accent” however they still prefer to learn with white or ‘farang’ teachers anyhow because the accent is ‘real’, one student even stated, “Sometimes they both [NS/NNS] can communicate effectively. It depends on their pronunciation. I like UK and US accents. It’s REAL”.

A study by Kim (2007) discovered that ESL students do, in fact, have more positive attitudes towards ESL teachers with a less foreign accent (FAS) because it was perceived as being more easily understood, that being said, this shows results of perceived intelligibility and doesn’t definitively prove whether NS accents are truly easier to understand or not. Most often the primary determinant for this social recognition is the speaker’s accent as people maintain a significant affinity in noticing accented-ness in speech (Munro & Derwing 1994; Fledge, Munro & Mackay 1995; Munro & Derwing 1995b).

Observation data witnessed also found that both Teacher’s Competency and Teacher’s Empathy were highly positive among all the (7) field sites. In Sites with Thai teachers (Sites A1, B1, B2), (CS) was more prominent and there was a sense that the students were more relaxed and more willing to ask questions to the teacher during class because they was an ‘unspoken’ acceptance to reverting back to their [L1] when dealing with Q&A sessions in class, especially when it was a one on one interaction between student and teacher. So if Thai EFL students prefer white instructors because of the accent but they also prefer instructors who can code-switch then they are searching for a rare breed indeed; in order to bridge the gap institutions ought to initiate teacher training programs for improvement of accented English and teaching of the student’s [L1], in this case Thai, at least at a simplified yet functional level for application in the classroom.

#### **6.4 Employing White EFL Teachers Provides Better Image for the University and Students Think That White Teachers Receive Higher Financial Compensation Than Teachers of Other Nationalities.**

The issues of ‘race’, ‘whiteness’ and ‘white privilege’ which are controversially at the heart of this study, are sensitive topics indeed. Whiteness research refers to white racial identity in terms of racial privilege, Lorde (1984); West (1993) which has

been witnessed in the context of ESL/EFL specifically when Caucasian applicants are more in demand than their ethnic counterparts and in some instances the darker the skin, the less appealing an applicant they become. This is what was experienced by the researcher and supported by the findings which suggested that students prefer learning white teachers even when they accepted that teaching proficiency levels were comparable. A plethora of language teaching positions offered across many outer circle and expanding circle countries require that only NS will be given employment opportunities and such institutions justify this specificity for NS teachers by citing the preference by [L2] learners for native speaker teachers as opposed to non-native speaker teachers; and, since native-ness is synonymous with 'whiteness', many NNS teachers are not even considered for ELT jobs due to ethnicity (Clark & Paran, 2007), in spite of recent studies (Benke & Medgyes, 2005; Lasagabaster & Sierra, 2005; Moussu, 2006; Pacek, 2005) concluding that many EFL learners can empathize with the NNS and prefer them to NS in certain contexts. Research in the field of EFL has also shown that these white teachers are considered 'culture workers' and are employed on the basis of cultural knowledge and native-ness as opposed to experience or certification; so then the shade of your skin becomes a key deciding factor like hiring Chinese staff to work in a Chinese restaurant just because their 'authentic' appearance, Lan (2011).

That being said, this study has shown existence in preferential treatment, or at least the perception of such treatment, concerning the hiring of EFL teachers in the Thai context with some respondents even justifying it by saying that a white teacher's education abroad was more costly than a locally educated teacher and it provides a better image for the university so therefore they should get paid more. Studies in the field have recognized a disparity, namely that Blackness and Brownness are inferior relative to Whiteness, which maintains a more superior status or even is considered to be the 'norm', the 'ideal' or the 'correct' version and it maintains its power through silence and invisibility, Gordon (2005). Some go further by stating that to be recognized as a native English speaker is to have ownership of the language including but not limited to, its social and cultural capital but Whiteness overlooks this and by default just assumes that native-ness and Whiteness go hand- in- hand. Sommers (2005b) findings supplement this belief stating, "White English teachers in Asia as

'cultural workers' employed in an industry that sells language as a cultural product. Kubota (2009) has also said that, in fact, the superiority of whiteness among teachers of ESL/EFL create a common belief among white as well as non-white teachers and students as to who is the legitimate English-language teacher and so, through a process of misrecognition, it becomes somehow acceptable and legitimate to agree with the status quo which subsequently leads to discrimination (racism) against non-native / non-white professionals.

A study in Thailand by Persaud (2014) explained that Whites in Thailand enjoy the perks of their skin color resulting from their real and/or imagined proximity to the English language and the way these experiences of privilege are culturally handled or ignored while Lan (2011) has stated from his investigations in the Taiwanese EFL context that 'parents in Taiwan prefer white teachers'. Another study by Liu Jun (1999) cited a Filipina native English teacher who claimed to experience employment difficulties as she 'looked non-native'. Academia in Thailand needs to mitigate such 'racialized' hiring practices in order promote those potential applicants with the sufficient capabilities and skills who would or have already shied away from a profession where they could be effective in paving the way for tomorrow's youth as a successful facilitator and/or role model.

### **6.5 Lastly, Students Want a Native Speaker, Preferably 'Farang' Who Can Also Explain Concepts in Thai.**

Perhaps teaching competency, accent, and ability for code-switching would be more effective grounds for evaluating potential applicants in Thai EFL hiring practices. "Non-native" English speaking teachers are endowed with the privilege of bilingualism, as their experience of switching back and forth from their own language to the target language one enhances their understanding of the demands of the learning situation. Non-native speakers have lived through the process of becoming bilingual and expressing themselves in different languages" Kramersch, (1997). Non-native-speaker teachers have been reported to have several advantages over native speakers, especially over those who are monolingual speakers of English. As Kramersch (1999, p. 34) stated, "it is the teaching of ESL within an assimilationist ideology that has

canonized (or beautified) the native speaker around the world”. An instructor with the ability for code-switching strengthened Teacher Empathy and was thereby preferred by students but since they also prefer the ‘farang’ teacher there should be a way train them in the Thai language while concurrently hiring capable non-farang instructors to provide these students a successful [L2] learner model which can help reshape their perceptions and biases against the ethnic looking EFL instructor.

Although it was found that Thai tertiary EFL students prefer ‘farang’ teachers, it seems that it is the native accent that is appealing as opposed to the skin color of the teacher and students’ seem to want the best of both worlds by stating that they also prefer a teacher who can explain concepts in their own [L1]. This would culminate into the ‘ideal teacher’ being a native English speaker with a clear accent with the ability to code-switch in class. The preference of said teacher being white is a perception whose genesis lies within the hiring practices of stakeholders and unofficial policies which proliferate and strengthen the ‘invisible’ judgement of status and legitimacy known as ‘whiteness’ or ‘white privilege’ and proliferates ‘racism’ in the realm of EFL.

## **CHAPTER 7**

### **LIMITATIONS, IMPLICATIONS & FUTURE RESEARCH**

#### **7.1 Limitations**

English departments of all relevant sites only hired ‘farang’ EFL teachers, this would have led to a lack L2 teachers’ contextuality necessary for such a diversity of the instructors studied and sampling at tertiary level international universities ensured a more standard quality of language proficiency of the sample as well as maintaining the integrity of the instructors level of teaching competence, possibly even more so than if local language institutions were studied. Although ESP instructors were used, they all possessed 3-5 years of EFL teaching experience and some 10-15 years or more of ongoing EFL teaching. ESP falls under the umbrella of EFL and is a type of EFL, Fiorito (2005). Instructors in ESP usually require higher level degrees and/or higher specialization than General English instructors as ESP is usually designed for advanced learners and taught at the tertiary level, Dudley-Evans (1997). Anthony (1997) also states ‘clearly the line where General English courses stop and ESP courses start has become vague indeed’.

Additionally all the participants sampled were enrolled in major subjects with prerequisites of English Level 2-3 as a determinant for registering for each of the courses studied. This means that these students have progressed to the more advanced levels of their respective English programs; many have even repeated multiple levels in their EFL journey to earn the right to enroll in these subjects. This is to say that both the instructors and students have years of familiarity with EFL, especially those L2 whose journey began decades before this investigation began. There exists generalizability and transferability to teachers throughout the field pertaining to the salient and emergent findings this study has yielded thus far.

Additionally, the research design (data collection protocols) were adapted to ‘peer through the conceptual lens’ of the relevant theoretical framework and did not attempt to investigate specific concepts which would apply only to General English teaching.

Although the results yielded came from the concurrently analyzed multi-modal data collection from 3 different field sites, it should be recognized that the full version of the questionnaire was not tested in the pilot study. However that being said, there is hopes that the field can find value in the study and find it applicable at least to respective variables which were under investigation here. As for observation and interviews, time frame was a factor; only 3 hours per classroom and only about 1 hour for interviews per class as students had other engagements or distractions (quizzes, assignments, presentations, lunch, etc.) or some may have been sleepy and hungry in the morning sessions and sleepy and full in the afternoon.

The fact that it was summer session could also have affected the atmosphere of the class; students being able to attend class in more fashionable attire than their normal uniforms could make students more comfortable and relaxed. Grading and strictness may also vary during the summer sessions as classes are intensive and on a more truncated timetable than the normal academic semesters. Lastly, the fact that transcription was used, interview data could concurrently recorded and analyzed for immediate verification (member checking) however the act of transcribing the data itself may have caused some distraction, though there was not mention of this from any participants. Admittedly, the pace at which interviews were conducted suffered slightly but all interviews from opening to verification lasted approximately 15-20min.

The language proficiency of the respondents may also have played a factor. It’s likely that possible that some of them didn’t completely understand the questions provided or the instructions on how to answer them. This was evident when, after data was analyzed, there were a number of ‘missing’ values signified by ‘NA’ in the coding sequence. Additionally Q28 was a contingency question whereby if the respondents answered ‘yes’ then they continue with the sub-question that immediately followed. However many students who answered ‘no’ to question 28 then,

incorrectly, proceeded to answer the sub-question as well. This also brings the accuracy of the survey's wording and instructions into play.

## **7.2 Implications**

Any sound and logical conclusion would ultimately culminate to this: EFL instructors, as well as all English speaking teachers need to be considered on an individual basis; teaching competency and language proficiency cannot be assumed through superficial misconceptions (race, nationality etc.). No two people are exactly the same, even identical twins who are genetically 'the same' down to a molecular level (DNA), can never really be 'the same' in terms of knowledge and skills. They will always possess their own unique set of contextual experiences, events, and relationships which will forever distinctively differentiate each and every entity on this planet from one another so then how can we generalize potentially competent applicants in any field and judge them according to ethnicity or skin color or name? This point should have been evident without the reinforcement of empirical research but yet it exists in educational institutions, in the realm of academia, the very place where one should be received with understanding, tolerance, patience and wisdom. So then as researchers and teachers, our participation in this cycle leads to our involuntary perpetuation of this endless endeavor to realize uniqueness through labeling, generalizing and correlating it to what little we understand of 'our space', this microscopic thing called 'Life', to remain a student of Life and to positively impact others while creating a legacy and a providing a voice for the oppressed.

## **7.3 Future Research**

As there were a number of emerging issues revealed during the course of the study which were not thoroughly discussed chapter 2 of this report, some of those concepts remain possibilities for future investigation. Such topics as English for Specific Purposes, Received Pronunciation, Accent, and Foreign Accented speech could all help to complement additional knowledge in this field. It is the hope of the researcher that this exploratory investigation is and will continue to be a valuable

resource towards understanding the perceptions of Thai international tertiary students and what they need, want and expect from their EFL instructors and their respective institutions.

Some other concepts which could be further explored are communicative competence as well as the language and teaching competency of different ethnicities and backgrounds of English speaking teachers. Such a research study could help to expand and illuminate upon ELT concepts such as native-ness, communicative competency, mutual intelligibility, whiteness, and ELF and how they pertain to the field of English language teaching.

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## **APPENDICES**

## **Appendix A**

### **Recruitment Script**

You have been invited to be a participant in a pilot research study entitled, **“ Exploration of Thai university students’ perceptions of non-Anglo Saxon ‘native’ English speakers”**.

This study aims to explore the perceptions of Thai university students towards Asian and Caucasian English speakers and to identify Thai university students’ learning preferences. If the study is deemed helpful, further research will follow.

This study acknowledges that different cultural perceptions have influence on what people consider to be a “Native” English speaker and what is considered to be a comfortable accent for a facilitator to have in an academic setting. It specifically focuses on ThaiUniversity students and how they respond to English speaking teachers of both Caucasian and Asian decent. It also explores the facet of one’s culture and how it is interrelated to one’s first language.

Participation in this study requires at least a 90 minute time commitment during which time you will be required to answer an exploratory survey instrument with honesty and accuracy. Respondents will complete questionnaire individually and a researcher will be on site to clarify any inquires or discrepancies with the survey. Each questionnaire session will last a maximum of 90 minutes with the potential for follow-up interviews when more extensive probing is deemed necessary for the most reliable and valid data.

The questionnaires are about your experiences as an L2 learner and your experiences and perceptions studying at the university level using the English language as the medium of communication. You may decide to stop participating in this study at any time. It is your right to refrain from answering any question you do not want to answer on either the questionnaire or during a follow-up interview.

There are many potential benefits of your participation. First, you will have an opportunity to reflect on your experiences as a learner in an L2 academic environment. This reflection may help you to identify possible areas of improvement for your institution to implement in order to provide you with an environment conducive to gaining academic knowledge and personal growth necessary to become a valuable member of society on a communal, national and global scale. Secondly, this study will also help to clarify their perceptions that you may have as to what constitutes a “Native” English speaker or if this term needs to be redefined for Thai culture. Lastly, your participation may benefit other individuals who have the same background as you and to help them to seek out learning environments and institutions that will fit their needs.

The potential risks of this study are experiencing discomfort as you address issues related to your daily interaction experienced with being an L2 learner. If you are interested in being interviewed as a part of this study, please contact:

YuthThongcharoen

email: [acharnyuth@gmail.com](mailto:acharnyuth@gmail.com) Phone number: 661+875+5175

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## **Appendix B**

### **Informed Consent Statement**

#### **“A Lighter Shade of Brown: A Study into the Perceptions of Thai EFL Students towards the Outward Ethnic Looking Appearance of their EFL Teachers in Thailand”**

You are invited to participate in a research study of exploring perceptions of Thai university students in relation to the definition of a “Native” English speaker and what preferences you have in facilitating L2 learning contexts. You have been asked to participate, because this study focuses on perspectives of L2 students who experience learning in environments including both Caucasian and Asian English speaking lecturers. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

The study is being conducted by YuthThongcharoen for the Graduate School of Language and Communication at the National Institute of Development Administration (NIDA).

#### **STUDY PURPOSE**

The intent of this study is to explore daily interaction with L2 learners and what experiences you have accrued while studying with both Caucasian and Asian English speaking lecturers. It particularly aims to examine what kind of English speaking lecturers you prefer to study with in your university. In other words, it investigates how your L2 learning experiences affect your ability to grasp and understand concepts.

**NUMBER OF PEOPLE TAKING PART IN THE STUDY:**

If you agree to participate, you will be one of fifty subjects who will be participating in this research. You and other Thai students in this field site represent both male and female gender Thai L2 university students with ages ranging from the late teens to mid twenties.

**PROCEDURES FOR THE STUDY:**

If you agree to be in the study, you will do the following things:

You will meet Yuth Thongcharoen privately for an interview, one-on-one, in a classroom at this field site without any other teachers or students present.

This session is scheduled for one and a half hours in length.

Survey sessions should be scheduled to avoid times participants would have the normal academic responsibilities such as classes or exams. So, the procedure of your individual session will not be given to you, until an appointment time and place has been arranged and mutually agreed upon between Yuth Thongcharoen and you in this field site.

**RISKS OF TAKING PART IN THE STUDY:**

Any participation in this research study might risk the loss of privacy. Thus, to protect the privacy of you and to minimize any external influences on your responses, survey sessions will be conducted individually in a classroom separated from other members involved in this study at this field site. After the completion of the questionnaire sessions, follow-up interviews may be conducted and will take place in a private setting only between me and you. For your privacy protection, we will make an appointment for individual follow-up interviews in order to create an atmosphere where you can express your feelings freely and clarify what you meant during completion of the questionnaire. Before an interview begins, Yuth Thongcharoen will confirm that you understand your confidentiality is protected.

Another potential risk of this study could be experiencing discomfort as you address issues related to your daily interaction as an L2 learner.

### **BENEFITS OF TAKING PART IN THE STUDY:**

The potential benefits of your participation are several. First, you will have an opportunity to reflect on your experiences in an L2 academic environment. This reflection may help you to identify possible areas of improvement for your institution to implement in order to provide you with an environment conducive to gaining academic knowledge and personal growth necessary to become a valuable member of society on a communal, national and global scale. Secondly, this study will also help to clarify and misconceptions that you may have as to what constitutes a “Native” English speaker or if this term needs to be redefined for Thai culture. Lastly, your participation may benefit other individuals who have the same background as you and to help them to seek out learning environments and institutions that will fit their needs.

### **CONFIDENTIALITY**

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Collected survey data will be stored securely. Only Yuth Thongcharoen, the primary researcher, will have access to it. Real names will not be used, when survey data is transcribed and analyzed. You will be identified by a pseudonym, a fictitious name, in this study. Yuth Thongcharoen will keep documents in a locked case. Yuth Thongcharoen will never permit the documents to be out of his possession, while he is at the site. Your administrator and university teachers in this institution WILL NOT have access to your individual data.

Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the IUB Institutional Review Board or its designees, and ( as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP).

## **CONTACTS FOR QUESTIONS OR PROBLEMS**

You may ask any questions about this study at any time. If you have questions about the study, you should contact:

YuthThongcharoen

email: [acharnyuth@gmail.com](mailto:acharnyuth@gmail.com) Phone number: 661+875+5175

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592/3 SoiRamkhamhaeng 24,

Huamak, Bangkok, Bangkok, Thailand 10240

## **VOLUNTARY NATURE OF STUDY**

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty or loss of benefits to which you are entitled. Your decision whether or not to participate in this study will not affect your current or future relations with the researcher(s).

## **SUBJECT'S CONSENT**

In consideration of all of the above, I give my consent to participate in this research study. I will be given a copy of this informed consent document to keep for my records. I understand that my involvement in this study is strictly voluntary and I can choose not to take part at anytime.

**Subject's Printed**

**Name:** \_\_\_\_\_

**Subject's**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

—

**(must be dated by subject)**

**Person Obtaining Consent's Printed**

**Name:** \_\_\_\_\_

**Person Obtaining Consent's**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix C

### Exploration of Thai University Students' Perceptions of Non-Farang 'Native' English Speakers

This study aims to explore the perceptions of Thai university students towards Asian and Caucasian English speakers and to identify Thai university student's learning preferences. The data provided on this survey will be used for the purposes the research study only and will be handled with the utmost confidentiality. Real names and other personal information will be excluded from the final report.

'Farang' is defined by the Royal Institute Dictionary 1999 as a 'person of white race'.

1. Define the meaning of a "native" English speaker
2. Is it possible for someone who is not "farang" (Caucasian) to be a "native" English speaker? Explain your answer
3. Is it ALWAYS easier to understand spoken English when it is coming from a "farang" (Caucasian)? Explain your answer
4. Do you prefer to study with English speaking teachers who are "farang" (Caucasian) or who are Asian? (eg Thai, Japanese Chinese etc... ) Explain your answer
5. Does it help you to understand concepts more if your teacher can speak Thai and English? Explain your answer

## Appendix D

### Questionnaire Survey



Adapted from AuQS 2000 (Teaching Competency and Effectiveness Index) and The International Teaching Assistants (Quita) questionnaire by Plakans (1997)

**This survey has been developed to collect data for a research project entitled, “A Lighter Shade of Brown: A Study into the Perceptions of Thai EFL Students towards the Outward Ethnic Looking Appearance of their EFL Teachers in Thailand”. All the data collected will be used only for academic purposes for partial completion of a Doctoral Degree from the School of Language and Communication, National Institute of Development Administration. Your information will be kept with the strictest confidentiality and omission of all names of individuals and institutions is guaranteed in the final report and presentation of this project.**

**Section 1: Student Profile**

Name: \_\_\_\_\_ Email: \_\_\_\_\_

1) Are you registering for summer subjects? \_\_\_\_yes\_\_\_\_no

If yes, for which subjects have you enrolled?

1<sup>st</sup>Subject: \_\_\_\_\_ Section: \_\_\_\_\_2<sup>nd</sup>Subject: \_\_\_\_\_ Section: \_\_\_\_\_3<sup>rd</sup> Subject: \_\_\_\_\_ Section: \_\_\_\_\_2) I would be willing to provide additional data through an interview  
(individual/group)

\_\_\_\_yes\_\_\_\_no

3) I would be willing to provide additional data through email

\_\_\_\_yes\_\_\_\_no

Researcher's signature (x) \_\_\_\_\_ Date

(m/d/y): \_\_\_\_\_

Respondent's signature (x) \_\_\_\_\_ Date

(m/d/y): \_\_\_\_\_

**(must be dated by respondent)****Section 2: Student's Perceptions**

('Farang' is defined by the Royal Institute Dictionary 1999 as a 'person of white race'.)

1) My teacher for this subject is a 'farang' (white person)?  Yes  No2) My teacher for this subject is a "native" English speaker?  Yes  No

\*Not Sure

\*If you are **not sure** please explain why

\_\_\_\_\_

\_\_\_\_\_

3) My teacher for this class can speak Thai and English?  Yes  No

4) I prefer to study with bilingual teachers who speak both Thai and English?  
 Yes  No

5) Is it possible for someone who is not “farang” (white) to be a “native” English speaker?

Yes  No  \*Not Sure

\*If you are **not sure** please explain why

---



---

When I register for subjects taught in English, I prefer to learn with ‘farang’ or white teachers?

Yes  No

7) It is easier to understand English from a ‘farang’ speaker?  
 Yes  No

\*Not Sure

\*If you are **not sure** please explain why

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8) When I have communication problems with my teacher, he/she will try different ways to overcome this problem?  
 Yes  No

9) Having white teachers in my faculty provides a better image for the university?  
 Yes  No

10) White teachers make more salary than other nationalities of teachers?  
 Yes  No

11) There are non-white teachers who teach just as effectively as white or ‘farang’ teachers?

Yes  No

**Section 3: Teaching Competency****(Please circle 'Y' for yes and 'N' for no)**

12) My teacher for this subject knows the subject matter very well	Y/N
13) My teacher for this subject is well-prepared for class (e.g. ppt. hand-outs, etc.).	Y/N
14) My teacher for this subject explains the subject matter in English clearly.	Y/N
15) My teacher for this subject uses different teaching methods to explain concepts and topics.	Y/N
16) My teacher for this subject gives guidelines for assignments, class activities, presentations and explains how the students would be graded.	Y/N
17) My teacher for this subject regularly provides students feedback on their work and performance.	Y/N
18) My teacher for this subject shows students their mistakes and how to correct them.	Y/N
19) My teacher for this subject is very strict in giving marks.	Y/N

**Section 4: Teacher's empathy towards student's L2 context**

20) My teacher for this subject encourages students to participate and share their thoughts, ideas and experiences?  Yes  No

21) My teacher for this subject wants me to ask questions when I don't understand?

Yes  No

22) My teacher for this subject gives useful comments/feedback that help me to improve my performance?  Yes  No

23) My teacher for this subject is open to students' comments and suggestions?

Yes  No

- 24) My teacher for this subject is understanding when my English is not perfect?  
 Yes  No
- 25) My teacher expects perfect grammar on my written assignments? (papers, reports, exams, etc...)  
 Yes  No
- 26) My teacher expects perfect grammar on oral assignments? (presentations & discussions etc...)  
 Yes  No
- 27) My teacher for this subject expects perfect pronunciation/accent from me in class?  
 Yes  No
- 28) My teacher for this subject sometimes uses Thai to explain concepts in class?  
 Yes  No
- If yes, do you prefer this to using **English only**?  Yes  No
- 29) Does it help you to understand concepts more if your teacher can speak Thai and English?  
 Yes  No

\*If you are **YES** please explain why

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## Appendix E

### Request Letter for Data Collection A



Re: Request for permission to conduct research on campus

Attn: Department Chairperson of Business English, Faculty of Arts, Assumption University

Attachment: Questionnaire for data collection

Dear Dr. Korakote Natiladdanon,

Yuth Thongcharoen is currently enrolled in the doctoral program at the National Institute of Development Administration (NIDA) in the School of Language and Communication. He is currently conducting a research study on the topic of '**A Lighter Shade of Brown: A Study into the Perceptions of Thai Tertiary EFL Students towards the Outward Ethnic Looking Appearance of their EFL Teachers in Thailand**' as part of the program's requirements. The research study will analyze the attitudes of students learning subjects using the English language as a medium with both 'white' and 'non-white' instructors using surveys and classroom observations.

I am hereby seeking your permission for Yuth Thongcharoen to distribute questionnaires on your campus as well as conduct interviews and classroom observations with Thai students in your department at a time convenient to you. Please find the questionnaire to be used for this research project enclosed with this

letter. All information collected during this study shall remain anonymous and be used for educational purposes only. Final results will be submitted to you after completion of the entire research project.

Your permission to conduct this study would be greatly appreciated.

Sincerely yours,

Dr. Hugo Yu-Hsiu Lee

## Appendix F

### Request Letter for Data Collection B



Re: Request for permission to conduct research on campus

Attn: Director of Sripatum International College, Sripatum University

Attachment: Questionnaire

Dear Dr. Khosak Achawakorn,

Yuth Thongcharoen is currently enrolled in the doctoral program at the National Institute of Development Administration (NIDA) in the School of Language and Communication. He is currently conducting a research study on the topic of ‘**A Lighter Shade of Brown: A Study into the Perceptions of Thai Tertiary EFL Students towards the Outward Ethnic Looking Appearance of their EFL Teachers in Thailand**’ as part of the program’s requirements. The research study will analyze the attitudes of students learning subjects using the English language as a medium with both ‘white’ and ‘non-white’ instructors using surveys and classroom observations.

I am hereby seeking your permission for Yuth Thongcharoen to distribute questionnaires on your campus as well as conduct interviews and classroom observations with Thai students in your department at a time convenient to you. Please find the questionnaire to be used for this research project enclosed with this letter. All information collected during this study shall remain anonymous and be

used for educational purposes only. Final results will be submitted to you after completion of the entire research project.

Should you require any further information, please feel free to contact Yuth Thongcharoen either by phone (081-875-5175) or by email ([yucifer129@hotmail.com](mailto:yucifer129@hotmail.com)).

Your permission to conduct this study would be greatly appreciated.

Sincerely yours,

Dr. Hugo Yu-Hsiu Lee

# Appendix G

## Thematic Codes for Analysis

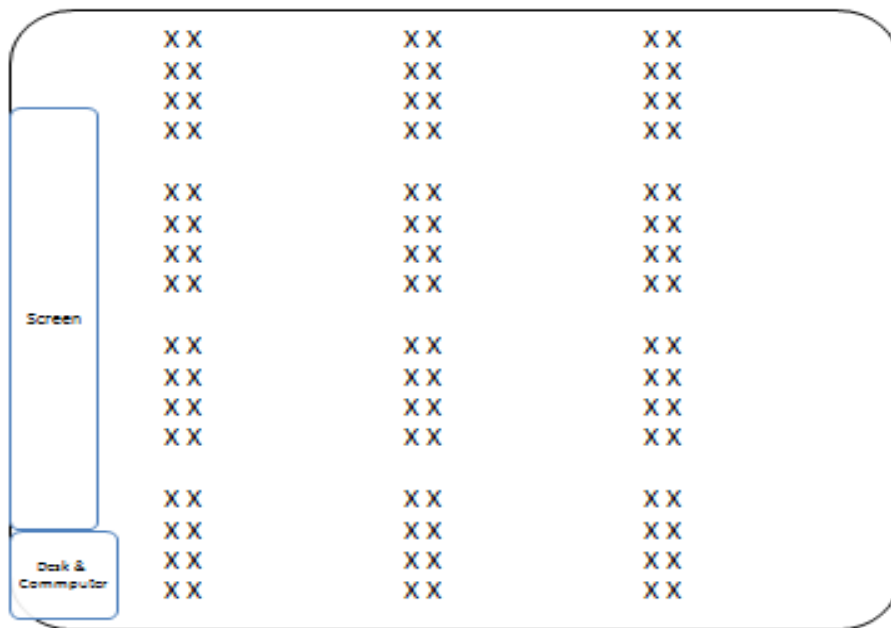
Thematic code: W, NS, NNS, CS, B, AC, IN, TC, ID, L, WP	A1: Site A Teacher 1	F: Farang	Yes : W: 1	Yes : NS: 1	Yes : B, CS, I, L: 1	Yes : B, CS: 1	Yes: W, NS :
W:White	A2: Site A Teacher 2	T: Thai	No : 0	No : NNS : 0	No : NNS: 0	No : 0	No: NNS : 0
NS:Native Speaker	A3: SiteA Teacher 3	B : Burmese	NA : Not Sure	NA : Not Sure	NA : Not Sure	NA : Not Sure	NA : Not Sur
NNS:Non Native Speaker	B1: Site B Teacher 1	I : Indian					
CS:Code Switching	B2: Site B Teacher 2						
B:Biliteracy	C1: Site C Teacher 1						
AC:Accent	C2: Site C Teacehr 2						
IN:Interpersonal							
TC:Teacher Competency							
ID:Ideal							
L:legitimacy							
	W:White		W				W
	NS, NNS, AC			NS, NNS, AC			NS, NNS,
WP:White Privilege	Respondent+site	teacher	Q1	Q2	Q3	Q4	Q5
1	A1	T	0	0	1	1	1
2	A1	T	0	0	1	1	1
3	A1	T	0	0	1	1	1
4	A1	T	0	0	1	1	1
5	A1	T	0	1	1	1	0
6	A1	T	0	0	1	1	1
7	A1	T	0	0	1	1	1
8	A1	T	0	0	1	0	1

	Question & Thematic code	Respondent+site	Site+teacher	Thematic code key	Response (yes/no/*)
Question 1	My teacher for this subject is a 'farang' (white person)? (W)	A1:ABAC Student 1	F : Foreigner	W:White	Yes : 1
Question 2	My teacher for this subject is a "native" English speaker? (NS/NNS)	A2:ABAC Student 2	T: Thai	NS:Native Speaker	No : 0
Question 3	My teacher for this class can speak Thai and English? (BI/CS)	A3:ABAC Student 3	B : Burmese	NNS:Non Native Speaker	
Question 4	I prefer to study with bilingual teachers who speak both Thai and English? (B/CS)	B1:Bangkok Student 1	I : Indian	CS:Code Switching	
Question 5	Is it possible for someone who is not "farang" (white) to be a "native" English speaker? (W/NS/NNS)	B2:Bangkok Student 2		BI:BIlliteracy	
Question 6	When I register for subjects taught in English, I prefer to learn with 'farang' or white teachers? (W/NS/NNS/IN/L)	B3:Bangkok Student 3		AC:Accent	
Question 7	It is easier to understand English from a 'farang' speaker? (AC/W/NS/NNS/I/L)	C1:Sripatum Student 1		IN:Interpersonal	
Question 8	When I have communication problems with my teacher, he/she will try different ways to overcome this problem? (IN/W)	C2:Sripatum Student 2		TC:Teacher Competency	
Question 9	Having white teachers in my faculty provides a better image for the university? (I/L/W/NP)	C3:Sripatum Student 3		I:Ideal	
Question 10	White teachers make more salary than other nationalities of teachers? (I/L/W/NP/TC)			L:Legitimacy	
Question 11	There are non-white teachers who teach just as effectively as white or 'farang' teachers? (TC/I/NS/NNS)			WP:White Privilege	
Question 12	My teacher for this subject knows the subject matter very well (TC/I)				
Question 13	My teacher for this subject is well-prepared for class (e.g. ppt. hand-outs, etc...) (TC)				
Question 14	My teacher for this subject explains the subject matter in English clearly. (TC/AC)				
Question 15	My teacher for this subject uses different teaching methods to explain concepts and topics. (TC)				
Question 16	My teacher for this subject gives guidelines for assignments, class activities, presentations and explains how the students would be graded. (TC)				
Question 17	My teacher for this subject regularly provides students feedback on their work and performance. (TC/IN)				
Question 18	My teacher for this subject shows students their mistakes and how to correct them. (TC/IN)				
Question 19	My teacher for this subject is very strict in giving marks. (TC/IN/W)				
Question 20	My teacher for this subject encourages students to participate and share their thoughts, ideas and experiences. (TC/IN/W)				
Question 21	My teacher for this subject wants me to ask questions when I don't understand (IN)				
Question 22	My teacher for this subject gives useful comments/feedback that help me to improve my performance. (IN/W)				
Question 23	My teacher for this subject is open to students' comments and suggestions. (IN/W)				
Question 24	My teacher for this subject is understanding when my English is not perfect. (IN/W/BI)				
Question 25	My teacher expects perfect grammar on my written assignments? (papers, reports, exams, etc...) (W/BI/L)				
Question 26	My teacher expects perfect grammar on oral assignments? (presentations & discussions etc...) (W/BI/L)				
Question 27	My teacher for this subject expects perfect pronunciation/accent from me in class. (W/BI/AC/L)				
Question 28	My teacher for this subject sometimes uses Thai to explain concepts in class. (CS/BI)				
Question 29	Do you prefer this? (CS/BI)				
Question 30	Does it help you to understand concepts more if your teacher can speak Thai and English? (CS/BI)				

# Appendix H

## Classroom Layout Site A

### Classroom Layout: Site A1, A2, A3

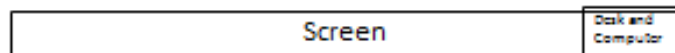
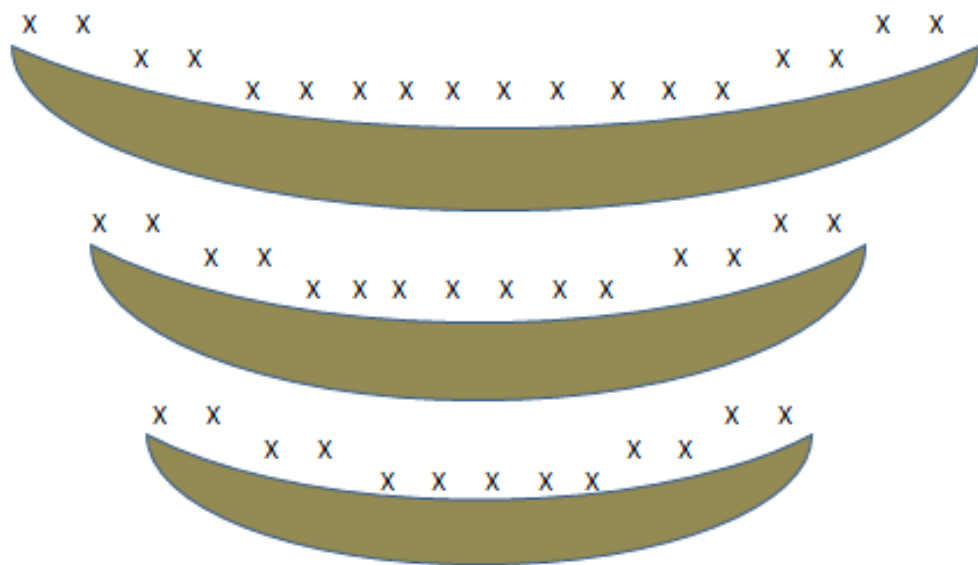




# Appendix J

## Classroom Layout Site C

### Classroom Layout: Site C1 & C2



## **Appendix K**

### **Observation Field Notes**

#### **Site A1:**

**June 15, 2016**

**0900-1200**

Class was in the summer session, from 0900-1200. Class contained approximately 25-30 Thai & a few foreign students. The teacher was of Thai ethnicity but she educated both locally and in the US. Class lectures were almost completely in English. All textbooks, teaching materials, and assignments were only in English.

This class is held in the morning from 0900-1200 on Mondays, Wednesdays and Fridays during the summer session (academic calendar) 3/2015. On the morning of June 15, 2016 the researcher entered the classroom and was introduced by the respective teacher, or 'gatekeeper', as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site A1 is an L2 educated in Thailand and in the US. She has earned a PhD and her accent is very clear as is her knowledge of the subject, she has been teaching this subject for several years. She claims to use some code-switching in class but usually for clarification or feedback. All course materials and evaluation methods are all in English.

Although the summer semesters are known for being a little more relaxed as compared to the normal semesters, most students for this class arrived promptly with

only a handful of tardy students, but all entered the room with a Thai 'Wai' greeting for the instructor and attendance was full by 0910.

The first 45min-60min consisted of instruction utilizing power point slides, a compilation textbook and periodicals. The subject during this session focused on techniques concerning effective listening and notetaking skills in English. Audio recordings are also used as an academic tool in this course and the examination evaluation methods include timed audio sections with subject matter such as financial stock reports and current news articles such as world and sociopolitical issues. Although this was a 3hrs block class, the teacher did not provide breaks but rather let students take their own breaks during allotted time for assignments, the deadline for submission being the end of the morning class. In addition to the semi-autonomous nature in terms of the students' time management, most students would leave very briefly, 10-15 min. , most likely restroom visits but some students were seen conversing on their phones just outside the class and some returned with snacks and drinks. From the tired complexions on some of their faces, they probably slept late, woke early to battle traffic and had managed to skip their morning sustenance to arrive on time. Summer session also affords these students the privilege of wearing civilian attire to class as opposed to the formal uniform which is required during the conventional semester. Students from other subjects who were on break would also drop by to socialize outside briefly. Interactions were mostly in pairs and in groups, very few students worked alone except a few foreign Asian students ( Chinese, Taiwanese, Korean, etc.).

As for code-switching, the teacher only seemed to switch to her L1 (Thai) in order to get her students attention and answer some one-on-one questions but all instruction was in English. An interesting phenomenon was the code-switching going on with the students. As soon as instruction from the teacher was complete and students were free to work they would immediately switch to their L1, some explaining the assignment again and others were listening. English used between students at this point was only to ask or respond to the foreign Asian students. One Thai female student with a red hair clip had made a lone effort to seek clarification from the teacher who seamlessly switched to L1, clearly and concisely responded and

the student immediately understand and relayed the clarification to her eagerly awaiting group members.

Another interesting interaction is when the teacher would use her L1 to gain attention from the class, she would often call, “Loog or loog” or “Dekdek” which is the equivalent of saying, “My children” or “children” and then would continue with instructions often with the microphone. With an hour left in the class, the ‘gatekeeper’ then called her students attention, “Loogloog, listen here first, stop what you doing and take 15-20min. to complete this questionnaire and then you can continue your work”. After the instructor exited the room, the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to Thai students in the class. Students were then left to fill out their surveys. Any questions asked by respondents received the reply, “Answer to the best of your ability, answer as you understand”. A few inquiries concerning the meaning of native-ness were asked. Eventually all respondents submitted their surveys.

The remainder of the class was spent coding and tallying the questionnaires as they submissions began. Rejected questionnaires were omitted. As the surveys were scrutinized, 3 students were selected and approached for interviews, namely Ms. Red (for her earlier interaction) and 2 others [Coded as T1, T2, & T3] based on answers written answers in the additional comments sections. These open-ended responses led to the correct assumption that these 3 would be more privy to a follow-up interview to take place before leaving this class.

**Site A2:**

**June 15, 2016**

**1300-1600**

Class was in the summer session, from 1300-1600. Class size was approximately 40-45 Thai & a single foreign student. The teacher was from Myanmar and educated in Myanmar and the UK. He does not speak Thai. Class lectures were completely in English. All textbooks, teaching materials, and assignments were only in English.

This class is held in the afternoon from 1300-1600 on Mondays, Wednesdays and Fridays during the summer session (academic calendar) 3/2015. On the afternoon of June 15, 2016 the researcher entered the classroom and was introduced by the respective teacher, or ‘gatekeeper’, as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site A2 is an L2 educated in Myanmar (Burma) and in the UK. His accent is clear and he has over 15 years of experience teaching this subject. He does not speak Thai and; therefore, did not engage in code-switching as there were no Burmese students present in class. All course materials and evaluation methods for this subject are all in English. Although the summer sessions are known for being more relaxed as compared to the normal semesters, this particular class seemed less relaxed when compared to Site A1.

The relevant subject consisted of critical reading and analytical thinking and interpretation skills. In the first hour of the class consisted of lecture with a power point presentation used with an additional compilation of reading passages and then time was allotted for a writing a critical interpretation of the reading passages while applying the relevant concepts.

After a short break (1215-1235) students returned for another lecture on new concepts for an hour and then preceding their allotted time for their new assignment, the ‘gatekeeper’ gave me temporary reign of the class. He stated, “ Students! Students! Now take this time to complete this short questionnaire and then you will get time work on the previous assignment and the next assignment. Please listen to instructions first. The researcher then proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to the Thai students in the class which subsequently categorized the foreign Asian student as well as 3 students who had already completed it during the morning session were resistant to

repeating the process and were also omitted. Students were then left to fill out their surveys.

The remainder of the class was spent coding and tallying of questionnaires which began as soon as surveys were submitted. Rejected questionnaires were omitted. As the surveys were scrutinized, 3 students were selected and approached for interviews. They also provided interesting answers which created intrigue for further inquiry such as. All three of these participants agreed to a short interview after class they had completed their classwork [Coded as B21, B22, B23].

### **Site A3:**

**June 16, 2016**

**1300-1600**

Class was in the summer session, from 1300-1600. Class size was approximately 35-40 Thai & a few foreign students. The teacher was of American/Cuban ethnicity, educated in the US, he does not speak Thai. Class lectures were completely in English. All textbooks, teaching materials, and assignments were only in English.

This class is held in the afternoon from 1300-1600 on Tuesdays, Thursdays and Saturdays during the summer session (academic calendar) 3/2015. On the afternoon of June 16, 2016 the researcher entered the classroom and was introduced by the respective teacher, or 'gatekeeper', as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site A3 is an L1, he is an American/Cuban educated in the US but has worked in the region as a corporate and EFL professional for over 10 years. His accent is clear and this is his 2<sup>nd</sup> year teaching this subject. He does not speak Thai and; therefore, did not engage in code-switching during the class. All

course materials and evaluation methods for this subject are all in English. This summer sessions seemed more relaxed as compared to the normal semesters.

Students were distributed towards the front half of the room with the last row reserved for the surrounding students' purses, backpacks and other personal effects. Situated around the center of the room were also two small groups (3-4 members) of foreign Asian students who would ultimately receive omission from the study.

The subject in question was another reading comprehension and analysis class but focusing on business oriented English newspaper articles. The initial 1.5 hours (1300-1430) was dedicated to lecture complemented by power point slides and teaching materials including a local English newspaper which every student was armed with upon entry. The second half of the class (1430-1600) was allotted to writing summary assignments applying the relevant course concepts to date. Students were informed to complete the survey instrument before beginning work on their individual assignments. The instructor gained the classes' attention by announcing, "Hey guys! It's time for you guys to listen to instructions and fill out this questionnaire. Take your time and when you're done you can start working on your assignments". For the duration of the session, the instructor spoke electronically unaided.

After the instructor exited the room the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to the Thai students in the class led to the omission of the 7-8 foreign Asian students. Students were then left to fill out their surveys. The atmosphere in the class was now more relaxed with students socializing and completing the survey together predominately using their L1 to communicate now.

The remainder of the class was spent on coding and tallying which began as soon as the surveys were submitted. Rejected questionnaires were omitted. After participants submitted their completed surveys many exited the room for a brief break and later returned to continue their work, most without drinks or food which was more plentiful in the morning session. As the surveys were scrutinized, 3 students were selected and approached for interviews. They also provided interesting answers

triggered a desire for further probing. All three of these participants agreed to a short interview after class they had completed their classwork [Coded as F72, F74, F75].

**Site B1:**

**June 20, 2016**

**0900-1200**

Class was in the summer session, from 0900-1200. Class size was approximately 25-30 Thai students with 10-15 other students of varying nationalities (Both Asian and Caucasian). The teacher was of Thai ethnicity, educated locally, and in the UK and the US. Class lectures were almost completely in English. All textbooks, teaching materials, and assignments were only in English.

This class is held in the morning from 0900-1200 on Mondays & Wednesdays during the summer session (academic calendar) 3/2015. On the morning of June 20, 2016 the researcher entered the classroom and was introduced by the respective teacher, or 'gatekeeper', as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site B1 is an L2 Thai national, born in Thailand and educated in Thailand as well the US and the UK. Her accent is clear and she has 3 years of experience teaching this subject. She claims to use some code-switching in class but usually just for assignment instruction or clarification or feedback. All course materials and evaluation methods for this subject are all in English.

Although the summer sessions are known for being more relaxed in academic atmosphere and dress code as compared to the normal semesters, students at Site B1 opted to wear their physical education outfits in class, consisting of track suits with their respective university logo and school colors. Most students were already loitering outside the classroom when the researcher arrived at 0900 and they entered the room with the instructor and researcher. The few who arrived later were no more

than 15 min later but entered room quietly and cautiously and humbly with a bow of the head in an attempt to remain respectful yet inconspicuous. Students were sparsely but evenly dispersed around the room with students in the front, back, center and periphery. The amount of students in the class was about half the capacity of the room; thereby, allowing niches of groups to congregate together in their own 'circle' of friends. Most students enrolled were Thai with 2 small groups of foreign Asian students (Taiwanese, Chinese, Korean and Japanese) as well as intermittent pairs of 'farang' students. Students tended to stick to their own clicks during the lecture portion of the session.

The subject in question was a Sales Management class utilizing all communication skills (reading, writing, listening and speaking). The initial hour (0900-1000) consisted of a lecture complemented by power point slides and teaching materials including a business textbook. The second portion of the class (1000-1200) was allotted to analyzing a case study which included with a group presentation of the findings to take place at the end of the class. Before the students were authorized to begin their assignments, they were requested by the 'gatekeeper' to complete the survey instrument. The instructor gained the classes attention by announcing, "Students! Please listen to instructions and fill out this questionnaire before you start working on your assignments/presentations". The instructor mostly spoke with the aid of the microphone as the classroom was large and switching to the learners L1 only took place with one-on-one questions and without use of the microphone. Any answers that were directed at the entire class were conveyed by through the microphone and only English was used.

After the instructor exited the room the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to the Thai students in the class which led to the omission of the 9-10 foreign Asian students and 4-5 farang students. Students were then left to fill out their surveys. The atmosphere in the class was now more relaxed with students socializing within their own groups and completing the survey together predominately using their L1 to communicate now. Each individual group seems to stick together as they conversed and worked.

The remainder of the class was spent on coding and tallying which began as soon as the surveys were submitted. Rejected questionnaires were omitted. During this work period participants were free to leave the room as they please to autonomously manage their own breaks time. Most submitted their completed surveys before exiting the room for a brief break and later returned to continue their work, some of them even returning with outside classmates from neighboring classes. As the surveys were scrutinized, 3 students were selected and approached for interviews. They also provided interesting answers triggered a desire for further probing. All three of these participants agreed to a short interview after class they had completed their classwork [Coded as T100, T102, T103].

**Site B2:****June 20, 2016****1300-1600**

Class was in the summer session, from 1300-1600. Class size was approximately 35-40 Thai students with 10-15 other students of varying nationalities (Both Asian and Caucasian). The teacher was of Thai ethnicity but she was educated locally and in the US. Class lectures were almost completely in English. All textbooks, teaching materials, and assignments were only in English.

This class is held in the afternoon from 1300-1600 on Mondays & Wednesdays during the summer session (academic calendar) 3/ 2015. On the afternoon of June 20, 2016 the researcher entered the classroom and was introduced by the respective teacher, or 'gatekeeper', as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site B2 is a Thai national who was born in Thailand. She is an L2 educated in Thailand and in the US. Her accent is clear and she has over 5 years of experience teaching this subject. She claims to use some code-switching in

class but usually just for assignment clarification or feedback. All course materials and evaluation methods for this subject are all in English.

Although the summer sessions are known for being more relaxed in academic atmosphere and dress code as compared to the normal semesters, students at Site B2 opted to wear their physical education outfits in class, consisting of track suits with their respective university logo and school colors. Most students already arrived at 1500 and entered the classroom with the teacher and researcher. No students arrived late as it was later revealed that there was to be a quiz at the end of class. Students were sparsely but evenly dispersed around the room with students in the front, back, center and periphery. The amount of students in the class was about 2/3 the capacity of the room; thereby, allowing niches of groups to congregate together in their own 'circle' of friends. Most students enrolled were Thai with 4 small groups of foreign Asian students (Taiwanese, Chinese, Korean and Japanese) as well as 3 small groups of 'farang' students. Students tended to stick to their own clicks during the lecture portion of the session.

The subject in question was a Principles Management class utilizing all communication skills (reading, writing, listening and speaking). The initial 1.5 hours (1300-1430) consisted of a lecture complemented by power point slides and teaching materials including a business textbook. The second portion of the class (1430-1600) was allotted to analyzing a case study with a written assignment to be submitted by email and preparation for the in class quiz to take place at the end of the class. Before the students were authorized to begin their assignments, they were requested by the 'gatekeeper' to complete the survey instrument. The instructor gained the classes' attention by announcing, "Dek! Dek! Make sure you complete the questionnaire for this PhD research before you start work on anything else". The instructor mostly spoke with the aid of the microphone as the classroom was large and switching to the learners L1 only took place with one-on-one questions and without use of the microphone. Any answers that were directed at the entire class were conveyed by through the microphone and only English was used.

After the instructor exited the room the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to

the Thai students in the class which led to the omission of the 12-15 foreign Asian students and 8-10 farang students. Students were then left to fill out their surveys. The atmosphere in the class was now more relaxed with students socializing within their own groups and completing the survey together predominately using their L1 to communicate now. Each individual group seems to stick together as they conversed and worked. Students seemed preoccupied with the impending quiz and many were transitioning between studying in their groups and completing the survey.

The remainder of the class was spent on coding and tallying which began as soon as the surveys were submitted. Rejected questionnaires were omitted. During this work period participants were free to leave the room as they pleased to autonomously manage their own breaks time. However most stayed in the classroom and submitted their completed surveys then immediately opted to prepare for their quiz. As the surveys were scrutinized, 3 students were selected and approached for interviews. All three of these participants agreed to a short interview after class they had completed their classwork [Coded as T123, T124, T125].

### **Site C1:**

**June 28, 2016**

**0900-1200**

Class was in the summer session, from 0900-1200. Class size was approximately 35-40 Thai students with 5-10 other students of varying nationalities (Both Asian and Caucasian. The teacher was of European Spanish ethnicity, educated in Spain and in the UK and France. He did not speak Thai in class. Class lectures were completely in English. All textbooks, teaching materials, and assignments were only in English.

This class is held in the morning from 0900-1200 on Tuesdays & Thursdays during the summer session (academic calendar) 3/2015. On the morning of June 28, 2016 the researcher entered the classroom and was introduced by the respective teacher, or 'gatekeeper', as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic

and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site C1 is an L2 with Spanish (España) ethnicity. He was educated in Spain and in the UK and France. His accent is clear and he has over 12 years of experience teaching this subject. He does not speak Thai and; therefore, did not engage in code-switching. All course materials and evaluation methods for this subject are all in English. Although the summer sessions are known for being more relaxed as compared to the normal semesters, the students in this particular class seemed overly attentive so early in the morning and all students arrived early or on-time. When the researcher exited the elevator to the relevant classroom, a few students were seen darting out of the elevator and straight towards Site B1. Students greeted the instructor with salutations such as, “ Hello teacher or Good Morning teacher”, still with the bowed heads and smiles but notably with an absence of the ‘wai’. It was later discovered that the instructor was known for closing the door promptly at 0905 and entrance into the class was rejected after this time.

The layout of Site B1& B2 classrooms resembled concert hall or stadium seating with 3 elevated rows of curved tables oriented as if focused on center stage. Students were evenly dispersed among the 3 rows but the seating arrangement had a very teacher-centric feel as it took a lot of effort for students to work in groups; a bit reminiscent of musical chairs so conversations seemed limited to their immediate neighbors. The group consisted mainly of Thai students with 1 small group of foreign Asian students all in the front row and 1 small group of ‘farang’ students all in the last row. The summer sessions are usually known for being more relaxed in academic atmosphere and dress code as compared to the normal semesters, students at Site C1 opted to wear their physical education outfits in class, consisting of track suits with their respective university logo and school colors (similar to Site B1&B2).

The subject in question was a Tourism Management class utilizing all communication skills (reading, writing, listening and speaking). The initial 2 hours (0900-1100) consisted of a lecture complemented by power point slides and teaching materials including a business textbook. The second portion of the class (1100-1600) was allotted to a writing assignment to be submitted individually by the end of class. Before the students were authorized to begin their assignments, they were requested

by the ‘gatekeeper’ to complete the survey instrument. The instructor gained the classes’ attention by announcing, “Ladies and Gentlemen, please listen up. Before you take your 15 min break you need to fill out this doctoral questionnaire. Then you can take your break and start your writing assignments”. The instructor facilitated the class without a microphone for the entire duration.

After the instructor exited the room the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to the Thai students in the class which led to the omission of the 4-5 foreign Asian students and 4-5 ‘farang’ students. Students were then left to fill out their surveys. The atmosphere in the class was now more relaxed with students socializing within their own groups and completing the survey together predominately using their L1 to communicate now. Each individual group seems to stick together as they conversed and worked. A few students took their breaks before completing the survey and then quickly returned and completed it.

The remainder of the class was spent on coding and tallying which began as soon as the surveys were submitted. Rejected questionnaires were omitted. During this work period participants were meant to be working on their individual writing assignments and when they had questions they would approach the instructor; both inquiry and responses were in English. As the surveys were scrutinized, 3 students were selected and approached for interviews. All three of these participants agreed to a short interview after class they had completed their classwork [ Coded as F158, F159, F160].

**Site C2:**

**June 28, 2016**

**1300-1600**

Class was in the summer session, from 1300-1600. Class size was approximately 15-20 Thai students with 5-10 other students of varying nationalities (Both Asian and Caucasian). The teacher was of Indian ethnicity, but he educated in

Thailand and in the UK. Class lectures were almost completely in English (he spoke fluent Thai). All textbooks, teaching materials, and assignments were only in English.

This class is held in the afternoon from 1300-1600 on Tuesdays & Thursdays during the summer session (academic calendar) 3/2015. On the afternoon of June 20, 2016 the researcher entered the classroom and was introduced by the respective teacher, or ‘gatekeeper’, as a teacher/doctoral student collecting data to be used in a dissertation report. Students were informed that the researcher would be observing the class and distribution of a questionnaire (with a possible follow-up interview) would occur at the end of class. There was not yet any mention of the research topic and the researcher did not partake in any interactions with the participants (complete observer) before the survey distribution had taken place.

The instructor of Site C2 is an L1 born in Thailand but of Indian ethnicity. He was educated in international schools in Thailand as well as in the UK. He is fluent in Hindi, Thai and English. His accent is clear and he has over 15 years of experience teaching this subject. His ability to speak Thai allows for code-switching but he claims to only use the students’ L1 to give clarification of feedback. All course materials and evaluation methods for this subject are all in English.

Although the summer sessions are known for being more relaxed in academic atmosphere and dress code as compared to the normal semesters, students at Site C2 opted to wear their physical education outfits in class, consisting of track suits with their respective university logo and school colors (similar to Site B1&B2). Most students were already seated when the researcher arrived at 1300 and the few who arrived later entered cautiously and humbly with a bow of the head and a raise or ‘Wai’ of the hands, the typical Thai greeting showing respect to those of seniority and/or status. Students were evenly dispersed among the 3 rows but the seating arrangement had a very teacher-centric feel as it took a lot of effort for students to work in groups so conversations seemed limited to their immediate neighbors. Most students were Thai but there was 1 small group of Indian students, 1 small group of foreign Asian students and 1 small group of ‘farang’ students.

The subject in question was a Hospitality Management class utilizing mostly reading & writing skills. The initial 1.5 hours (1300-1430) consisted of a lecture complemented by power point slides and teaching materials including a business

textbook. The second portion of the class (1430-1600) was allotted to a case study writing assignment to be presented in pairs and discussed during the last 30min of the class. Before the students were authorized to begin their assignments, they were requested by the ‘gatekeeper’ to complete the survey instrument. The instructor gained the classes’ attention by announcing, “Boys and Girls, we a researcher here today who needs your attention. Follow his instructions and fill out the questionnaire, then you can take a break and prepare your case study”. The instructor facilitated the class without a microphone for the entire duration.

After the instructor exited the room the researcher proceeded to give a brief introduction to the research topic and brought their attention to the informed consent portion. Purposive sampling was applied here and surveys were only distributed to the Thai students in the class which led to the omission of the 3-5 Indian students, 3-5 foreign Asian students and 3-5 ‘farang’ students. Students were then left to fill out their surveys. The atmosphere in the class was now more relaxed with students socializing within their own groups and completing the survey together predominately using their L1 to communicate now. Each individual group seems to stick together as they conversed and worked. A few students took their breaks before completing the survey and then quickly returned and completed it.

The remainder of the class was spent on coding and tallying which began as soon as the surveys were submitted. Rejected questionnaires were omitted. During this work period participants were meant to be working on their paired case analysis and when they had questions they would raise their hand from their seats and ask the instructor. Interestingly the Indian students would code-switch with the instructor using Hindi, English and Thai, while the Thai students would use Thai and the remaining foreign students would use English. The instructor’s responses were usually reciprocated in the same language as the pertaining inquiry.

As the surveys were scrutinized, 3 students were selected and approached for interviews. All three of these participants agreed to a short interview after class they had completed their classwork [Coded as I194, I195, I196].

**FINAL SUMMARY OF OBSERVATION NOTES:**

All observation data was collected during the summer semester at each of the respective universities. Summer session seems to have a more relaxed atmosphere for Thai university students as they are authorized to attend classes in regular attire as opposed to the uniforms they must wear during the normal Spring and Fall semesters. Classes in Summer session are also 3 hours periods, which is different from the shorter interval classed during the regular semesters (Site A has 1.5 hrs periods and Site B and Site C have 2hrs-3 hrs periods). This could affect results concerning teachers' strictness.

Also teachers' attitudes seemed less strict as well; this is Summer for teachers too. Teachers allowed students to come and go as they pleased so long as they didn't disturb the class. Many students at all sites were able to enter and leave the classroom quite freely, mostly to visit the restroom or to converse with friends outside class or on the phone. Students from other classes were also frequently entering classrooms to socialize with their friends in the respective rooms where data collection was taking place. This relaxed attitude could have affected how carefully they tried to read and understand the questionnaire survey and how honestly and accurately they responded. All classes at Site A had group work towards the middle of class and students were allowed to leave the room for short breaks (usually 1030-1045am) and so this could have easily been a distraction from providing data to the best of their ability. Site B1 had a similar style of group work and then a short break while Site B2 actually saw students preparing for a pop quiz which was to be administered during the final 30min. of the class session. Both classes at Site C also had group work and these students preferred to perform their group work outside the class and then return to submit the assignment and make a 5 min. presentation on what they learned; most of them also took the questionnaire with them when they left the class and returned it before their presentations.

## Appendix L

### Full Interview Transcriptions

#### Site A1:

#### Interview Transcription of Respondent T1:

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. T1: Yes.

4. ME: How would you handle problems in class with non-native and native teachers?

5. T1: I would talk to the instructor but I will not complain about the trouble of her [non-native] English language. Maybe I will ask her more information from the lesson. We can speak in Thai.

6. ME: How do you feel about learning with non-native, native instructors?

7. T1: I think some instructors is not native speaker, so it's hard to communicate effectively in the classroom. They understand the subject when they teach but the language sometimes is hard to understand so I can read the book.

8. ME: How are your relationships with non-native and native teachers?

9. T1: It's fine. Will make friends with both (non-native, native) of my instructors and if it's bad I think I can do something to improve the situation such as used easy word, draw a picture or make some action.

10. ME: Do you feel comfortable talking to non-native, native or 'farang' teachers when you have a problem?

11. T1: I feel comfortable if I consult with people in my family or my friends because it quite private information. I would not speak to any of those teachers.

12. ME: What good or bad experiences have you had with non-native, native or 'farang' instructors?

13. T1: I have not had any problems. They are both good. I can study with both of 'farang' [native] and non-native instructor. That's all.

14. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Interview Transcription of Respondent T2:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. T2: Yes.

4. ME: What do you do when you can't understand something in class with non-native and native teachers?

5. T2: yes I would actually talk to the teacher after the class is over so I have the undivided attention to understand better. 'Farang' or not 'farang', teachers here will help me.

6. ME: Do you have good relationships with non-native and native teachers?

7. T2: No since I myself are non-native, I prefer being acquainted by non-native but it depends on the instructor too. Some are nice and some are not friendly both native and non-native and 'farang'.

8. ME: What do you do when you can't understand something in class with non-native and native teachers?

9. T2: Well me and my friends, they could be by asking the teacher again or maybe taking help from their peers. Me and my friends can ask the teacher or talk each other.

10. ME: Do you feel comfortable talking to non-native, native or 'farang' teachers when you have a problem?

11. T2: No I don't feel comfortable talking about my problems to anyone. I would not talk to my teacher. Anyways I have lots of senior friends and good friends to listen to me.

12. ME: How do you feel about learning with non-native, native instructors?

13. T2: It's the same but again it also depends on the instructor to how they respond. Some teachers have more time to listen to the students.

14. ME: Do you think non-native speakers can teach as good as native speakers?

15. T2: I would prefer a non-native teacher, yes but I have a few native 'farang' teachers that I happen to like. The non-natives help me more understand.

16. ME: How do you feel when your teachers use Thai language in class?

17. T2: I would actually recommend they [teachers] do, they could help better. Sometimes it's easier to understand in Thai.

18. ME: What good/bad experiences have you had with non-native, native or 'farang' instructors?

19. T2: It depends on the instructors and how responsive they are. Doesn't matter native or non-native, 'farang' or not 'farang'. I have good and bad experiences with all teachers.

20. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Interview Transcription of Respondent T3:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. T3: Yes.

4. ME: Do you have good relationships with non-native and native teachers?

5. T3: No, I make friends with non-native English teachers more than my native English teachers. They're easier to talk to and they smile more.

6. ME: You can't ask native teachers questions?
7. T3: Yes, because native English instructors can different thinking. Don't understand me.
8. ME: What do you think about the accent of both non-native and native speakers?
9. T3: If I got non-native English instructor with weak foreign accent ill transfer to another course. Teacher's English is important for understanding.
10. ME: Do you think non-native speakers can teach as good as native speakers?
11. T3: Yes but sometimes I don't understand them.
12. ME: Do you like to learn with 'farang' teachers?
13. T3: No, I wanna make friends with all people, I like 'farang' too.
14. ME: Are native or 'farang' teachers more effective in class?
15. T3: No ill try to get them [native speaker] but if I [cant] get them or really can't understand them ill change.
16. ME: Do you prefer learning with non-native or native English speaking instructors?
17. T3: I could choose both non-native English and native English teacher. Both are good.
18. ME: So native or 'farang' teachers have better accent in class?
19. T3: Yes I think is good for students to learn language from native English teachers. It is their mother tongue.
20. ME: Do you feel that all native or 'farang' accents are better?
21. T3: Some non-native English can teach well same as native English teacher. It depends on which nation of them. Every teacher can teach well.
22. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

**Site A2:****Interview Transcription of Respondent B21:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. B21: Yes.

4. ME: What do you do when you can't understand something in class with non-native and native teachers?

5. B21: I will usually raise my hand and ask, yes, this is what everyone should do but it's not Thai culture, you will rarely see Thai students do this. They will wait until after class.

6. ME: Do you prefer learning with non-native or native English speaking instructors?

7. B21: Only some non-native English speakers can communicate effectively. They can be less strict though.

8. ME: Do you have good relationships with non-native and native teachers?

9. B21: I make friends with non-native [speakers] more than 'farang' since they understand me better. They speak Thai and understand my problems.

10. ME: Would you prefer to study with non-native or 'farang' teachers?

11. B21: No, I would choose a course taught by a native teacher. I can tell by their [registration] name. It should sound 'farang' and foreign.

12. ME: What do you think about the accent of non-native teachers compared to native teachers?

13. B21: I think only some of them speak effectively but not that many. They have accents.

14. ME: Do you think non-native speakers can teach as effectively as native speakers?

15. B21: I think whether native English instructors or non-native, this factor is not the only factor to determine the quality of teaching

16. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

**Interview Transcription of Respondent B22:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. B22: Yes.

4. ME: Do you think non-native speakers can teach as effectively as native speakers?

5. B22: Sometimes they [both] can communicate effectively. It depends on their pronunciation. I like UK and US accents. It's REAL.

6. ME: Do you have good relationships with non-native and native teachers?

7. B22: No, I make friends only with non-native [Thai] English teachers because we use the same language in our lives.

8. ME: Do you prefer it when your teachers use Thai language in class?

9. B22: Yes because if I didn't understand [in class] I'll use Thai to ask him.

10. ME: Do you prefer learning with non-native or native English speaking instructors?

11. B22 It doesn't matter, no I choose the course depends on data that I can use it to do business not because of teachers.

12. ME: Do you feel comfortable talking to non-native, native or 'farang' teachers when you have a problem?

13. B22: Not native English speakers [they] are harder to talk to when I have problems in class.

14. ME: Non-native teachers are more helpful when you don't understand something in class?

15. B22: Yes non-native English teachers can be better because I can ask my question directly and to the point [in Thai].

16. ME: Do you prefer learning with non-native or native English speaking instructors?

17. B22: Well, the ability of study and learn is mostly up to the student but non-native teacher matches better with non-native student.

18. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Interview Transcription of Respondent B23:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. B23: Yes.

4. ME: Do you prefer learning with non-native or native English speaking instructors?

5. B23: I normally have no problem with instructors who are fluent in English since I have a great background in the language unless the instructor has poor English skills I would ignore him/her completely.

6. ME: Do you think non-native speakers can teach as effectively as native speakers?

7. B23: If it [the subject] not too complexed and English skills are [not] low it is absolutely true.

8. ME: What do you think about the accent of both non-native and native speakers?

9. B23: It depends on the instructors past experience it would be better to train abroad before teaching, learn from Europe or America.

10. ME: Would you change instructors if their accent was poor?

11. B23: I would not do it as it is a very long process instead I would just ignore the instructor while coming regularly to class.

12. ME: Do you feel that all native or 'farang' accents are better?

13. B23: Yes I love to learn with a foreign instructor with a great native accent.

14. ME: So you prefer ‘farang’ teachers only because teaching skills or accent?

15. B23: Yes it is best for native instructor to teach to get the better accent. Both [native and non-native] can be good at teaching.

16. ME: Can non-native teachers have good accents?

17. B23: Yes but they are the ones who have been living abroad or at least been abroad before.

18. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Site A3:**

#### **Interview Transcription of Respondent F72:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. F72: Yes.

4. ME: Do you think non-native speakers can teach as effectively as native speakers?

5. F72: I think native speaker usually communicate more effectively than non-native speaker. Native speakers are mostly ‘farang’ but not always.

6. ME: What do you think about the accent of both non-native and native speakers?

7. F72: I understand native speaker(s) more than non-native speaker(s). They speak more clearly.

8. ME: Do you like to learn with ‘farang’ teachers?

9. F72: Yes but I’m cool with some non-native speakers only if they have western accents. Non-native accents can be difficult to understand.

10. ME: Do you have good relationships with non-native and native teachers?

11. F72: It's easier to talk to non-native teachers. Foreign teachers feel they are not supposed to be our friends.

12. ME: Do you feel comfortable talking to non-native, native or 'farang' teachers when you have a problem?

13. F72: Like I said we are not friends so we cannot talk about problems with foreign teachers. Thai teachers are more comfortable.

14. ME: Do you feel that all native or 'farang' accents are better?

15. F72: If non-native speakers don't give up they can have fluent accents as good as native instructors. Don't give up. Good accent and teaching skills are most important.

16. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

#### **Interview Transcription of Respondent F74:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. F74: Yes.

4. ME: Do you prefer learning with non-native or native English speaking instructors?

5. F74: I think sometimes non-native instructors, especially Asian, are shy to explain things in class but 'farang' native speakers are confident.

6. ME: Do you have good relationships with non-native and native teachers?

7. F74: I can make friends with both native and non-native teachers but like I said, sometimes they [non-native] are shy.

8. ME: Do you think non-native speakers can teach as effectively as native speakers?

9. F74: Some non-native speaker teachers are just as good as native but some are not but native teachers are not good either.

10. ME: Do you feel comfortable talking to non-native, native or 'farang' teachers when you have a problem?

11. F74: I never talk about personal concerns with native teachers, only with non-native. I'm closer to them.

12. ME: Which teachers do you prefer and why?

13. F74: I can learn more with native speakers than from non-native speakers but native speakers are strict with grades.

14. ME: Which teachers are easier for you to talk to when you have problems?

15. F74: I think non-native teachers can know more than 3 languages so they know how I feel, how difficult for me to study.

16. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Interview Transcription of Respondent F75:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. F75: Yes.

4. ME: Do you prefer learning with non-native or native English speaking instructors?

5. F75: Maybe some native speaker instructors are not friendly with students so I feel awkward to talk to them. Afraid to approach them. They can be strict. I like non-native.

6. ME: Do you feel comfortable talking to non-native, native or 'farang' teachers when you have a problem?

7. F75: Yes but sometimes instructors attitude is that they don't care if students understand their teaching or not, they speak too fast and answer questions still too fast.

8. ME: Which teachers do you prefer and why?

9. F75: I don't mind native or non-native teachers or 'farang'. For me it's the attitude of good instructor who can make me understand or not.

10. ME: Do you think non-native speakers can teach as effectively as native speakers?

11. F75: Native or non-native doesn't matter it depends on the person if they are good at teaching or not.

12. ME: What do you think about the accent of both non-native and native speakers?

13. F75: Some teachers have lots of training and experience. Some non-native teachers have spent a lot of time abroad so the accent can be good.

14. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Site B1:**

#### **Interview Transcription of Respondent T100:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. T100: Yes.

4. ME: What do you do when you can't understand something in class with non-native and native teachers?

5. T100: Firstly, I would ask my friend, if they are also not understand. I would ask him/her in the class. It's easier.

6. ME: Do you think non-native speakers can teach as effectively as native speakers?

7. T100: Nope, some of instructors [non-native] have a bad accent or low in English skill.
8. ME: Which teachers do you prefer and why?
9. T100: It depends on the subject as well, if the subject is significant, I would consider to move to native teacher's class.
10. ME: Do you like to learn with 'farang' teachers?
11. T100: Depend on their teaching skill, some of non-native teacher I come to study [with] which has a great teaching skills.
12. ME: Do you feel that all native or 'farang' accents are better?
13. T100: It depends on student accent as well. Communication is a two way thing.
14. ME: Do you prefer learning with non-native or native English speaking instructors?
15. T100: I think it is more of individual skill more than non-native or native instructors I had met many bad native speaker instructors before, farang too, so I don't judge by that.
16. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Interview Transcription of Respondent T101:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.
2. ME: Do you understand the details concerning this interview?
3. T101: Yes.
4. ME: What do you think about the accent of both non-native and native speakers?
5. T101: Yes, some native speaker instructors it is hard to understand him or her was talking about, it from Aussie or some other 'farang' accents.
6. ME: Do you like to learn with 'farang' teachers?

7. T101: Yes but some 'farang' native instructors have problems talking to non-native students.

8. ME: So do you prefer to study with native teachers?

9. T101: Yes if that instructor can make me understand what they are talking about.

10. ME: If you had a choice which teacher would you choose?

11. T101: I would choose a native English instructor over a non-native instructor but would be best if they speak some Thai.

12. ME: Do you think non-native speakers can teach as effectively as native speakers?

13. T101: It is not about being native or non-native English speaker but it about how well their English is and how they make us understand what they are teaching.

14. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Interview Transcription of Respondent T102:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. T102: Yes.

4. ME: Do you prefer learning with non-native or native English speaking instructors?

5. T102: It is always easier to learn from a native speaker.

6. ME: What do you think about the accent of both non-native and native speakers?

7. T102: It would probably be better if they [non-native speakers] didn't teach ESL classes. If they have weak English language skills themselves, what and how can they teach us then?

8. ME: Which teachers are easier for you to talk to when you have problems?
9. T102: Anyways it feels good to realize that your English is not that bad, when you meet non-native English instructors just as you are yourself. Plus this helps to learn different accents.
10. ME: What do you do when you can't understand something in class with non-native and native teachers?
11. T102: If I can't understand a non-native instructor I will just read the lecture. Even I complain they won't change the instructor.
12. ME: Are native or 'farang' teachers more effective than non-native teachers in class?
13. T102: For me it doesn't matter if it's a non-native instructor or 'farang'.
14. ME: Which teachers do you prefer and why?
15. T102: Yes, since I am a non-native speaker I understand better when I learn from non-native speaker.
16. ME: Do you feel comfortable talking to non-native when you have a problem?
17. T102: No I think all my teachers both native and non-native understand students' questions and can help them.
18. ME: Do you feel that all native or 'farang' accents are better?
19. T102: No I don't think so because for some students it's easier to understand with local accent.
20. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

## **Site B2:**

### **Interview Transcription of Respondent T123:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.
2. ME: Do you understand the details concerning this interview?

3. T123: Yes.
4. ME: What do you think about the accent of both non-native and native speakers?
5. T123: I only have problems if the teacher is bad at teaching and has a bad accent as well. Not all 'farang' have good accents.
6. ME: Are native or 'farang' teachers more effective than non-native teachers in class?
7. T123: Non-native speaker can probably not teach as well since English is not their primary language.
8. ME: Which teachers are easier for you to talk to when you have problems?
9. T123: Sometimes speaking with native speaker is frustrating because they cannot explain in local language.
10. ME: Do you feel that all native or 'farang' accents are better?
11. T123: Native 'farang' speaker is better for teaching ESL as it is better to learn with the 'real' language.
12. ME: Do you have good relationships with non-native and native teachers?
13. T123: I cannot make friends with native English instructors. They not friendly to students.
14. ME: What do you do when you can't understand something in class with non-native and native teachers?
15. T123: I don't really think native speaker instructors give extra time after class.
16. ME: Do you prefer to learn with 'non-native' teachers?
17. T123: I don't think that non-native instructors are better than native but they are cheaper for the university expense.
18. ME: How does it save on university expense?
19. T123: Because the salary should vary with the cost of the teacher's degree. Graduating abroad costs more so it should pay more.
20. How about the non-native teachers with a lot of experience?
21. T123: Sometimes I feel like [they] is not teaching us good English because the non-native instructors don't teach with correct accent.

22. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

**Interview Transcription of Respondent T124:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. T124: Yes.

4. ME: Do you prefer learning with non-native or native English speaking instructors?

5. T124: Both native and non-native speakers can be effective in teaching. If they are friendly I will go and talk to them after class when they have free time.

6. ME: Do you have good relationships with non-native and native teachers?

7. T124: To become friends with instructors has more to do with their personality and openness, their nationality doesn't matter.

8. ME: Are native or 'farang' teachers more effective than non-native teachers in class?

9. T124: Some non-native instructors have problems to keep class effective.

10. ME: How do you know which ones are good?

11. T124: I would choose a course depending on the reputation of the instructor and if my friends know and like that instructor.

12. ME: What do you do when you can't understand something in class with non-native and native teachers?

13. T124: Sometimes non-native instructors have problems and difficulties explaining to students but sometimes it's the students fault because they cannot layout the question properly to the 'farang' teacher. At the end they have to communicate in Thai, it's easier.

14. ME: Which teachers are easier for you to talk to when you have problems?

15. T124: There are some non-native instructors that are even more effective than native instructors. I feel comfortable to learn with them.

16. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Interview Transcription of Respondent T125:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. T125: Yes.

4. ME: Do you prefer learning with non-native or native English speaking instructors?

5. T125: Not many non-native teachers can teach as effectively as native teachers because of language and accent.

6. ME: Do you have good relationships with non-native and native teachers?

7. T125: It can be easier or hard to make friends with both [native & non-native] kinds of teachers. It comes from their personality and attitude.

8. ME: Do you feel comfortable talking to non-native, native or 'farang' teachers when you have a problem?

9. T125: I do not feel comfortable talking about personal problems with 'farang' instructors.

10. ME: Do you think non-native speakers can teach as effectively as native speakers?

11. T125: Non-native speaking instructors can teach just as well as native but sometimes it's a problem because their accent, such as Phillipine instructors or India instructors, they might have more problems teaching to the international students.

12. ME: Which teachers do you prefer and why?

13. T125: If I could choose I would [choose] native English speaking teacher who can speak my own language too.

14. ME: Do you feel that all native or 'farang' accents are better?

15. T125: Not many non-native instructors will teach effectively just because of the accent but if I have Australia or New Zealand or UK teachers I have also had problems with the accent.

16. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Site C1:**

#### **Interview Transcription of Respondent F158:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. F158: Yes.

4. ME: Do you prefer learning with non-native or native English speaking instructors?

5. F158: I enjoy learning with non-native English speakers, they are more helpful and understanding. They answer questions more directly than 'farang' and can answer in Thai language.

6. ME: What do you think about the accent of both non-native and native speakers?

7. F158: I think non-native speaker can teach well even if the accent is not good.

8. ME: Do you think non-native speakers can teach as effectively as native speakers?

9. F158: I think that some non-native English instructors are more understanding with the students. It's not about the accent as long as they can communicate together.

10. ME: How do you feel when your teachers use Thai language in class?

11. F158: Yes it's easier to learn and understand if they use my own language.

12. ME: What do you feel about native speakers teachers?

13. F158: Being native speaker doesn't mean that you are intelligent or clever compared to a non-native speaker. It has nothing to do with good teaching.

14. ME: Do you feel comfortable talking to non-native, native or 'farang' teachers when you have a problem?

15. F158: I think it's easier to talk about my problems with non-native instructors. I can explain things in my language and this will give a higher level of education.

16. ME: Do you feel that all native or 'farang' accents are better?

17. F158: Well some non-native speakers can have a fluent accent. Institutes have to choose them wisely, don't just look at the face and name.

18. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Interview Transcription of Respondent F159:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. F159: Yes.

4. ME: Do you prefer learning with non-native or native English speaking instructors?

5. F159: It is easier for me to communicate with native English instructors.

6. ME: Do you feel that all native or 'farang' accents are better?

7. F159: There's no point in learning with an instructor if they don't even know the English language.

8. ME: Do you think non-native speakers can teach as effectively as native speakers?

9. F159: I don't care if they are native or non-native as long as they can speak and explain clearly.

10. ME: Do you like to learn with 'non-native' teachers?

11. F159: I think if students learn and understand, it doesn't matter if teachers are native or non-native.

12. ME: What do you do when you can't understand something in class with non-native and native teachers?

13. F159: I try to understand native speakers but sometimes I don't understand some words and they can't explain in Thai, only in English.

14. ME: Do you feel comfortable talking to non-native, native or 'farang' teachers when you have a problem?

15. F159: I feel more comfortable discussing my problems with native instructors.

16. ME: So you prefer to learn with a native that can speak Thai?

17. F159: If I can choose I will choose a teacher who is non-native because they know how it feels to be a student 'like' me.

18. ME: Are 'farang' teachers more effective than non-native teachers in class?

19. F159: I don't think it matters about native or non-native or 'farang' instructors but must look at each individual teacher. They are all different.

20. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Interview Transcription of Respondent F160:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. F160: Yes.

4. ME: What good/bad experiences have you had with non-native, native or 'farang' instructors?

5. F160: I think that non-native speakers explain more slowly and help me to understand but some teachers with bad accent can't teach because nobody understands. Sometimes white teachers also have bad accents.

6. ME: Do you think non-native speakers can teach as effectively as native speakers?

7. F160: I think that native English teachers are more effective in class but non-native can be good too.

8. ME: Do you have good relationships with non-native and native teachers?

9. F160: I think I can make friends with non-native speakers easier than native speakers. I feel more comfortable.

10. ME: Do you think non-native speakers can teach as effectively as native speakers?

11. F160: Yes I think that non-native English speakers can show the same level as native English speakers.

12. ME: Do you feel comfortable talking to non-native, native or 'farang' teachers when you have a problem?

13. F160: Students' attitudes effects learning in class and I think attitudes about non-native speakers are better because they are same as us. 'Farang' teachers can be strict and make students afraid to ask anything if they have some problems.

14. ME: Which teachers are easier for you to talk to when you have problems?

15. F160: I think sometimes native teachers have problems understanding students questions and students have problems understanding teachers answers.

16. ME: Do you like to learn with 'non-native' teachers?

17. F160: Nowadays non-native teachers can be just as effective as native speakers.

18. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

**Site C2:****Interview Transcription of Respondent I194:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. I194: Yes.

4. ME: Do you prefer learning with non-native or native English speaking instructors?

5. I194: Students and non-native instructors can communicate effectively in class because they have to use English everyday and they can speak Thai too.

6. ME: Which teachers are easier for you to talk to when you have problems?

7. I194: I cannot make friends with my native 'farang' teachers because I'm shy and my English is not very good. I don't wanna make mistakes.

8. ME: Do you think non-native speakers can teach as effectively as native speakers?

9. I194: It depends on the ability of the teacher, native or non-native doesn't matter.

10. ME: What do you do when you can't understand something in class with non-native and native teachers?

11. I194: Yes student should be communicate to teacher with English and Thai so non-native instructors are very effective in the classroom.

12. ME: How do you feel when your teachers use Thai language in class?

13. I194: Students can explain their problems to the non-native instructors better because they listen and understand. This make them more comfortable.

14. ME: What do you think about the accent of both non-native and native speakers?

15. I194: Some non-native instructors when speaking English are hard to understand.

16. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

### **Interview Transcription of Respondent I195:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. I195: Yes.

4. ME: Do you feel comfortable talking to non-native, native or ‘farang’ teachers when you have a problem?

5. I195: If I have problems in class I prefer to have non-native teachers so I talk to them after class because I am shy. I can ask them in Thai and we can speak Thai.

6. ME: Do you like to learn with ‘non-native’ teachers?

7. I195: Some non-native English instructors have potential in explaining which makes students have a better understanding even if their [student’s] English is not good.

8. ME: Do you think non-native speakers can teach as effectively as native speakers?

9. I195: I am ok with both native and non-native English instructors as long as they can provide the information I am looking for. Many of my professional tutors are not ‘farang’ and they teach good and help me to study on my own.

10. ME: What do you think about the accent of both non-native and native speakers?

11. I195: It depends on the teacher, if they want the best outcome for their students then they will teach effectively. Native accent doesn’t matter because they will find a way to help students understand and learn.

12. ME: Do you like to learn with ‘non-native’ teachers?

13. I195: As long as the course and the teacher are interesting I don’t care who teaches.

14. ME: Which teachers are easier for you to talk to when you have problems?

15. I195: Most teachers here are qualified so I haven't met anyone who has difficulty in answering or responding to students problems.

16. ME: What would be some benefits of learning with a native teacher?

17. I195: The only benefit I see from learning with native 'farang' speaker if they have the cultural knowledge but some non-native instructors graduated from abroad so their knowledge and skills can have the same potential to be as effective as native teachers.

18. ME: What do you do when you can't understand something in class with non-native and native teachers?

19. I195: Students should be able to choose between native and non-native teachers so that they can choose the more professional one for them.

20. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

#### **Interview Transcription of Respondent I196:**

1. ME: Please confirm that this is your questionnaire which has been selected. This interview is an extension of the topics covered in the questionnaire. It will take about 5-10min and your responses will be recorded in Microsoft Word on laptop. You will need to read your responses immediately after the interview to confirm that your answers were recorded accurately.

2. ME: Do you understand the details concerning this interview?

3. I196: Yes.

4. ME: Do you prefer learning with non-native or native English speaking instructors?

5. I196: Most non-native teachers I see have one-way communication with students, less interaction with student.

6. ME: Do you like to learn with 'farang' teachers?

7. I196: It depends on teacher's lecture style. Sometimes they explain things to individual students and sometimes they have group projects where your friends can also help to explain things too.

8. ME: How do you feel when your teachers use Thai language in class?

9. I196: I've never experienced a non-native teacher that couldn't teach. Sometimes they use Thai but I like it. If there are many 'farang' kids in class then teachers will use less Thai but then I can talk to them [teachers] after class.

10. ME: Are native or 'farang' teachers more effective than non-native teachers in class?

11. I196: I think teaching depends on how effectively they explain the course. English speaking is crucial for international students but the more important thing is how well they interact with the students. Native or non-native or 'farang' is fine.

12. ME: Ok, thank you very much for taking part in this study. Please verify that this transcription is accurate and true.

## Appendix M

### Response Tally Site A1 & A2

#### Response Tally Site A1- A2

A1= 20 A2= 47 A3= 32 total= 99

SiteA1	Question#	YES	NO	NA	SiteA2	Question#	YES	NO	NA
SiteA1	Q1	T	T	T	SiteA2	Q1	B	B	B
SiteA1	Q2	3	17	0	SiteA2	Q2	11	33	3
SiteA1	Q3	20	0	0	SiteA2	Q3	31	16	0
SiteA1	Q4	17	3	0	SiteA2	Q4	32	15	0
SiteA1	Q5	17	3	0	SiteA2	Q5	32	15	0
SiteA1	Q6	8	12	0	SiteA2	Q6	22	25	0
SiteA1	Q7	10	8	2	SiteA2	Q7	19	15	13
SiteA1	Q8	19	1	0	SiteA2	Q8	43	4	0
SiteA1	Q9	13	7	0	SiteA2	Q9	31	16	0
SiteA1	Q10	9	11	0	SiteA2	Q10	17	30	0
SiteA1	Q11	13	7	0	SiteA2	Q11	31	16	0
SiteA1	Q12	20	0	0	SiteA2	Q12	46	1	0
SiteA1	Q13	20	0	0	SiteA2	Q13	47	0	0
SiteA1	Q14	20	0	0	SiteA2	Q14	46	1	0
SiteA1	Q15	19	1	0	SiteA2	Q15	42	5	0
SiteA1	Q16	20	0	0	SiteA2	Q16	47	0	0
SiteA1	Q17	18	2	0	SiteA2	Q17	46	1	0
SiteA1	Q18	19	1	0	SiteA2	Q18	45	2	0
SiteA1	Q19	6	14	0	SiteA2	Q19	18	29	0
SiteA1	Q20	19	1	0	SiteA2	Q20	45	2	0
SiteA1	Q21	16	4	0	SiteA2	Q21	46	1	0
SiteA1	Q22	19	1	0	SiteA2	Q22	45	2	0
SiteA1	Q23	20	0	0	SiteA2	Q23	46	1	0
SiteA1	Q24	20	0	0	SiteA2	Q24	44	3	0
SiteA1	Q25	5	15	0	SiteA2	Q25	38	9	0
SiteA1	Q26	7	13	0	SiteA2	Q26	27	20	0
SiteA1	Q27	7	13	0	SiteA2	Q27	28	19	0
SiteA1	Q28	12	8	0	SiteA2	Q28	27	20	0
SiteA1	Q29	3	17	0	SiteA2	Q29	23	24	0
SiteA1	Q30	17	3	0	SiteA2	Q30	32	15	0

## Appendix N

### Response Tally Site A3

Questionnaire data analysis

A3= 32

Total = 212

SiteA3	Question#	YES	NO	NA	All sites	Question#	YES	NO	NA
SiteA3	<b>Q1</b>	<u>F</u>	<u>F</u>	<u>F</u>	All sites	<b>Q1</b>	<u>70</u>	<u>142</u>	<u>0</u>
SiteA3	<b>Q2</b>	28	2	2	All sites	<b>Q2</b>	<u>116</u>	<u>88</u>	<u>8</u>
SiteA3	<b>Q3</b>	12	20	0	All sites	<b>Q3</b>	<u>161</u>	<u>5</u>	<u>1</u>
SiteA3	<b>Q4</b>	19	12	0	All sites	<b>Q4</b>	<u>169</u>	<u>50</u>	<u>1</u>
SiteA3	<b>Q5</b>	24	7	1	All sites	<b>Q5</b>	<u>169</u>	<u>35</u>	<u>8</u>
SiteA3	<b>Q6</b>	18	14	0	All sites	<b>Q6</b>	<u>107</u>	<u>104</u>	<u>1</u>
SiteA3	<b>Q7</b>	25	7	0	All sites	<b>Q7</b>	<u>112</u>	<u>75</u>	<u>25</u>
SiteA3	<b>Q8</b>	28	4	0	All sites	<b>Q8</b>	<u>192</u>	<u>15</u>	<u>5</u>
SiteA3	<b>Q9</b>	21	11	0	All sites	<b>Q9</b>	<u>103</u>	<u>44</u>	<u>65</u>
SiteA3	<b>Q10</b>	8	23	1	All sites	<b>Q10</b>	<u>105</u>	<u>104</u>	<u>3</u>
SiteA3	<b>Q11</b>	29	3	0	All sites	<b>Q11</b>	<u>151</u>	<u>61</u>	<u>0</u>
SiteA3	<b>Q12</b>	31	1	0	All sites	<b>Q12</b>	<u>202</u>	<u>10</u>	<u>0</u>
SiteA3	<b>Q13</b>	32	0	0	All sites	<b>Q13</b>	<u>203</u>	<u>9</u>	<u>0</u>
SiteA3	<b>Q14</b>	28	14	0	All sites	<b>Q14</b>	<u>196</u>	<u>16</u>	<u>0</u>
SiteA3	<b>Q15</b>	25	7	0	All sites	<b>Q15</b>	<u>183</u>	<u>28</u>	<u>1</u>

SiteA3	Question#	YES	NO	NA	All sites	Question#	YES	NO	NA
SiteA3	<b>Q16</b>	32	0	0	All sites	<b>Q16</b>	<u>198</u>	<u>14</u>	<u>0</u>
SiteA3	<b>Q17</b>	31	1	0	All sites	<b>Q17</b>	<u>185</u>	<u>87</u>	<u>0</u>
SiteA3	<b>Q18</b>	31	1	0	All sites	<b>Q18</b>	<u>186</u>	<u>26</u>	<u>0</u>
SiteA3	<b>Q19</b>	15	14	3	All sites	<b>Q19</b>	<u>94</u>	<u>76</u>	<u>42</u>
SiteA3	<b>Q20</b>	28	4	0	All sites	<b>Q20</b>	<u>196</u>	<u>13</u>	<u>3</u>
SiteA3	<b>Q21</b>	31	1	0	All sites	<b>Q21</b>	<u>196</u>	<u>16</u>	<u>0</u>
SiteA3	<b>Q22</b>	30	2	0	All sites	<b>Q22</b>	<u>193</u>	<u>18</u>	<u>1</u>
SiteA3	<b>Q23</b>	29	3	0	All sites	<b>Q23</b>	<u>201</u>	<u>11</u>	<u>0</u>
SiteA3	<b>Q24</b>	31	1	0	All sites	<b>Q24</b>	<u>197</u>	<u>15</u>	<u>0</u>
SiteA3	<b>Q25</b>	17	15	0	All sites	<b>Q25</b>	<u>128</u>	<u>83</u>	<u>1</u>
SiteA3	<b>Q26</b>	16	16	0	All sites	<b>Q26</b>	<u>110</u>	<u>102</u>	<u>0</u>
SiteA3	<b>Q27</b>	13	19	0	All sites	<b>Q27</b>	<u>110</u>	<u>102</u>	<u>0</u>
SiteA3	<b>Q28</b>	4	28	0	All sites	<b>Q28</b>	<u>127</u>	<u>84</u>	<u>1</u>
SiteA3	<b>Q29</b>	6	3	23	All sites	<b>Q29</b>	<u>120</u>	<u>61</u>	<u>31</u>
SiteA3	<b>Q30</b>	21	11	0		<b>Q30</b>	<u>155</u>	<u>56</u>	<u>1</u>

## Appendix O

### Response Tally Site B1 & B2

#### Questionnaire data analysis

B1 (23) + B2 (33) = 56

SiteB1	Question#	YES	NO	NA	SiteB2	Question#	YES	NO	NA
SiteB1	Q1	T	T	T	SiteB2	Q1	T	T	T
SiteB1	Q2	11	11	1	SiteB2	Q2	26	7	0
SiteB1	Q3	23	0	0	SiteB2	Q3	33	0	0
SiteB1	Q4	22	1	0	SiteB2	Q4	33	0	0
SiteB1	Q5	19	3	1	SiteB2	Q5	25	6	2
SiteB1	Q6	10	13	0	SiteB2	Q6	2	31	0
SiteB1	Q7	8	12	3	SiteB2	Q7	8	24	1
SiteB1	Q8	22	1	0	SiteB2	Q8	32	1	0
SiteB1	Q9	21	2	0	SiteB2	Q9	32	1	0
SiteB1	Q10	18	5	0	SiteB2	Q10	21	12	0
SiteB1	Q11	20	3	0	SiteB2	Q11	28	5	0
SiteB1	Q12	19	4	0	SiteB2	Q12	32	1	0
SiteB1	Q13	17	6	0	SiteB2	Q13	32	1	0
SiteB1	Q14	16	7	0	SiteB2	Q14	31	2	0
SiteB1	Q15	13	9	1	SiteB2	Q15	31	2	0
SiteB1	Q16	14	9	0	SiteB2	Q16	31	2	0
SiteB1	Q17	12	11	0	SiteB2	Q17	30	3	0
SiteB1	Q18	14	9	0	SiteB2	Q18	30	3	0
SiteB1	Q19	11	10	2	SiteB2	Q19	27	6	0
SiteB1	Q20	18	5	0	SiteB2	Q20	32	0	1
SiteB1	Q21	14	9	0	SiteB2	Q21	32	1	0
SiteB1	Q22	15	8	0	SiteB2	Q22	31	2	0
SiteB1	Q23	19	4	0	SiteB2	Q23	31	2	0
SiteB1	Q24	21	2	0	SiteB2	Q24	30	3	0
SiteB1	Q25	11	12	0	SiteB2	Q25	18	15	0
SiteB1	Q26	8	15	0	SiteB2	Q26	17	16	0
SiteB1	Q27	8	15	0	SiteB2	Q27	9	24	0
SiteB1	Q28	23	0	0	SiteB2	Q28	30	0	0
SiteB1	Q29	19	4	0	SiteB2	Q29	33	1	0
SiteB1	Q30	21	2	0	SiteB2	Q30	33	0	0

## Appendix P

### Response Tally Site C1 & C2

**Questionnaire data analysis**

**C1 (38)+C2 (19)= 57**

SiteC1	Question#	YES	NO	NA	SiteC2	Question#	YES	NO	NA
SiteC1	Q1	F	F	F	SiteC2	Q1	I	I	I
SiteC1	Q2	29	7	2	SiteC2	Q2	8	11	0
SiteC1	Q3	16	22	0	SiteC2	Q3	18	9	0
SiteC1	Q4	22	16	0	SiteC2	Q4	16	3	0
SiteC1	Q5	28	9	1	SiteC2	Q5	16	2	1
SiteC1	Q6	34	4	0	SiteC2	Q6	13	5	1
SiteC1	Q7	30	6	2	SiteC2	Q7	12	3	4
SiteC1	Q8	32	2	4	SiteC2	Q8	16	2	1
SiteC1	Q9	38	6	0	SiteC2	Q9	18	1	0
SiteC1	Q10	24	13	1	SiteC2	Q10	8	10	1
SiteC1	Q11	19	19	0	SiteC2	Q11	11	8	0
SiteC1	Q12	38	0	0	SiteC2	Q12	16	3	0
SiteC1	Q13	38	0	0	SiteC2	Q13	17	2	0
SiteC1	Q14	38	0	0	SiteC2	Q14	16	3	0
SiteC1	Q15	36	2	0	SiteC2	Q15	17	2	0
SiteC1	Q16	36	2	0	SiteC2	Q16	18	1	0
SiteC1	Q17	34	4	0	SiteC2	Q17	14	5	0
SiteC1	Q18	32	6	0	SiteC2	Q18	15	4	0
SiteC1	Q19	15	2	21	SiteC2	Q19	2	1	16
SiteC1	Q20	36	1	1	SiteC2	Q20	18	0	1
SiteC1	Q21	38	0	0	SiteC2	Q21	19	0	0

SiteC1	Question#	YES	NO	NA	SiteC2	Question#	YES	NO	NA
SiteC1	Q22	36	2	0	SiteC2	Q22	17	1	1
SiteC1	Q23	37	1	0	SiteC2	Q23	19	0	0
SiteC1	Q24	33	5	0	SiteC2	Q24	18	1	0
SiteC1	Q25	17	11	0	SiteC2	Q25	12	6	1
SiteC1	Q26	26	12	0	SiteC2	Q26	9	10	0
SiteC1	Q27	33	5	0	SiteC2	Q27	12	7	0
SiteC1	Q28	18	20	0	SiteC2	Q28	14	4	1
SiteC1	Q29	28	5	5	SiteC2	Q29	9	7	3
SiteC1	Q30	16	21	1	SiteC2	Q30	15	4	0

## Appendix Q

### Response Tally by Ethnicity

Questionnaire data analysis

Farang [A3 (32) + C1 (38)] = 70

Thai [A1 (20) + B1 (23) + B2 (33)] = 76

Ethnicity	Question#	YES	NO	NA	Ethnicity	Question#	YES	NO	NA
Thai	Q1				Farang	Q1			
Thai	Q2	40	35	1	Farang	Q2	57	9	4
Thai	Q3	76	0	0	Farang	Q3	28	42	0
Thai	Q4	72	4	0	Farang	Q4	41	28	1
Thai	Q5	61	12	3	Farang	Q5	52	16	2
Thai	Q6	20	56	0	Farang	Q6	52	18	0
Thai	Q7	26	44	6	Farang	Q7	55	13	2
Thai	Q8	73	3	0	Farang	Q8	60	6	4
Thai	Q9	66	10	0	Farang	Q9	53	17	0
Thai	Q10	48	28	0	Farang	Q10	32	36	2
Thai	Q11	61	15	0	Farang	Q11	48	22	0
Thai	Q12	71	5	0	Farang	Q12	69	1	0
Thai	Q13	69	7	0	Farang	Q13	70	0	0
Thai	Q14	68	8	0	Farang	Q14	66	4	0
Thai	Q15	63	12	1	Farang	Q15	61	9	0
Thai	Q16	65	11	0	Farang	Q16	68	2	0
Thai	Q17	60	16	0	Farang	Q17	65	5	0
Thai	Q18	63	13	0	Farang	Q18	63	7	0
Thai	Q19	44	30	2	Farang	Q19	30	16	24
Thai	Q20	69	6	1	Farang	Q20	64	5	1

<b>Ethnicity</b>	<b>Question#</b>	<b>YES</b>	<b>NO</b>	<b>NA</b>	<b>Ethnicity</b>	<b>Question#</b>	<b>YES</b>	<b>NO</b>	<b>NA</b>
<b>Thai</b>	<b>Q21</b>	<b>62</b>	<b>14</b>	<b>0</b>	<b>Farang</b>	<b>Q21</b>	<b>69</b>	<b>1</b>	<b>0</b>
<b>Thai</b>	<b>Q22</b>	<b>65</b>	<b>11</b>	<b>0</b>	<b>Farang</b>	<b>Q22</b>	<b>66</b>	<b>4</b>	<b>0</b>
<b>Thai</b>	<b>Q23</b>	<b>70</b>	<b>6</b>	<b>0</b>	<b>Farang</b>	<b>Q23</b>	<b>66</b>	<b>4</b>	<b>0</b>
<b>Thai</b>	<b>Q24</b>	<b>71</b>	<b>5</b>	<b>0</b>	<b>Farang</b>	<b>Q24</b>	<b>64</b>	<b>6</b>	<b>0</b>
<b>Thai</b>	<b>Q25</b>	<b>34</b>	<b>42</b>	<b>0</b>	<b>Farang</b>	<b>Q25</b>	<b>44</b>	<b>26</b>	<b>0</b>
<b>Thai</b>	<b>Q26</b>	<b>32</b>	<b>44</b>	<b>0</b>	<b>Farang</b>	<b>Q26</b>	<b>42</b>	<b>28</b>	<b>0</b>
<b>Thai</b>	<b>Q27</b>	<b>24</b>	<b>52</b>	<b>0</b>	<b>Farang</b>	<b>Q27</b>	<b>46</b>	<b>24</b>	<b>0</b>
<b>Thai</b>	<b>Q28</b>	<b>64</b>	<b>12</b>	<b>0</b>	<b>Farang</b>	<b>Q28</b>	<b>22</b>	<b>48</b>	<b>0</b>
<b>Thai</b>	<b>Q29</b>	<b>54</b>	<b>22</b>	<b>0</b>	<b>Farang</b>	<b>Q29</b>	<b>34</b>	<b>8</b>	<b>28</b>
<b>Thai</b>	<b>Q30</b>	<b>71</b>	<b>5</b>	<b>0</b>	<b>Farang</b>	<b>Q30</b>	<b>37</b>	<b>32</b>	<b>1</b>

## Appendix R

### Response Tally by Ethnicity con't

#### Questionnaire data analysis

Burmese A2 (47); Indian C2 (19)

Ethnicity	Question#	YES	NO	NA	Ethnicity	Question#	YES	NO	NA
Burmese	Q1				Indian	Q1			
Burmese	Q2	11	33	3	Indian	Q2	8	11	0
Burmese	Q3	31	16	0	Indian	Q3	18	1	0
Burmese	Q4	32	15	0	Indian	Q4	16	3	0
Burmese	Q5	40	5	2	Indian	Q5	16	2	1
Burmese	Q6	22	25	0	Indian	Q6	13	5	1
Burmese	Q7	19	15	13	Indian	Q7	12	3	4
Burmese	Q8	43	4	0	Indian	Q8	16	2	1
Burmese	Q9	31	16	0	Indian	Q9	18	1	0
Burmese	Q10	17	30	0	Indian	Q10	8	10	7
Burmese	Q11	31	16	0	Indian	Q11	11	8	0
Burmese	Q12	46	1	0	Indian	Q12	16	3	0
Burmese	Q13	47	0	0	Indian	Q13	17	2	0
Burmese	Q14	46	1	0	Indian	Q14	16	3	0
Burmese	Q15	42	5	0	Indian	Q15	17	2	0
Burmese	Q16	47	0	0	Indian	Q16	17	1	0
Burmese	Q17	46	1	0	Indian	Q17	14	5	0
Burmese	Q18	45	2	0	Indian	Q18	15	4	0
Burmese	Q19	18	29	0	Indian	Q19	2	1	16
Burmese	Q20	45	2	0	Indian	Q20	18	1	0
Burmese	Q21	46	1	0	Indian	Q21	19	0	0

<b>Ethnicity</b>	<b>Question#</b>	<b>YES</b>	<b>NO</b>	<b>NA</b>	<b>Ethnicity</b>	<b>Question#</b>	<b>YES</b>	<b>NO</b>	<b>NA</b>
<b>Burmese</b>	<b>Q22</b>	<b>45</b>	<b>2</b>	<b>0</b>	<b>Indian</b>	<b>Q22</b>	<b>17</b>	<b>1</b>	<b>1</b>
<b>Burmese</b>	<b>Q23</b>	<b>46</b>	<b>1</b>	<b>0</b>	<b>Indian</b>	<b>Q23</b>	<b>19</b>	<b>0</b>	<b>0</b>
<b>Burmese</b>	<b>Q24</b>	<b>44</b>	<b>3</b>	<b>0</b>	<b>Indian</b>	<b>Q24</b>	<b>18</b>	<b>1</b>	<b>0</b>
<b>Burmese</b>	<b>Q25</b>	<b>38</b>	<b>9</b>	<b>0</b>	<b>Indian</b>	<b>Q25</b>	<b>12</b>	<b>6</b>	<b>1</b>
<b>Burmese</b>	<b>Q26</b>	<b>27</b>	<b>20</b>	<b>0</b>	<b>Indian</b>	<b>Q26</b>	<b>9</b>	<b>10</b>	<b>0</b>
<b>Burmese</b>	<b>Q27</b>	<b>28</b>	<b>19</b>	<b>0</b>	<b>Indian</b>	<b>Q27</b>	<b>12</b>	<b>7</b>	<b>0</b>
<b>Burmese</b>	<b>Q28</b>	<b>27</b>	<b>20</b>	<b>0</b>	<b>Indian</b>	<b>Q28</b>	<b>14</b>	<b>4</b>	<b>1</b>
<b>Burmese</b>	<b>Q29</b>	<b>23</b>	<b>24</b>	<b>0</b>	<b>Indian</b>	<b>Q29</b>	<b>9</b>	<b>7</b>	<b>3</b>
<b>Burmese</b>	<b>Q30</b>	<b>32</b>	<b>15</b>	<b>0</b>	<b>Indian</b>	<b>Q30</b>	<b>15</b>	<b>4</b>	<b>0</b>

## **BIOGRAPHY**

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2010-Present Ph.D. candidate in the Graduate School of Language and Communication, National Institute for Development Administration, Bangkok, Thailand

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