

# A STUDY OF ADULT LEARNERS' ATTITUDES TOWARDS NATIVE AND NON-NATIVE CHINESE SPEAKING TEACHERS ACCORDING TO THEIR LEARNING LEVELS IN A CHINESE LANGUAGE ACADEMY IN BANGKOK, THAILAND

Shuo Xiong<sup>1</sup>  
Suwattana Eamoraphan<sup>2</sup>

**Abstract:** This study focused on adult learners' attitudes towards native and non-native Chinese speaking teachers at a Chinese language academy in Bangkok, Thailand. One hundred and twenty-four adult learners from three different learning levels of this Chinese language academy participated in this study in August 2018. The study used a questionnaire to investigate adult learners' attitudes towards native and non-native Chinese speaking teachers from three aspects: motivation, communication, teaching and learning. This study had two objectives. The first objective was to determine the level of attitudes of adult learners towards native and non-native Chinese speaking teachers in a Chinese language academy in Bangkok, Thailand. The second objective was to find out whether there was a significant difference between the attitudes of adult learners towards native and non-native Chinese speaking teachers according to their learning levels in a Chinese language academy in Bangkok, Thailand. The quantitative data acquired from the study showed that the adult learners from this Chinese language academy in Bangkok, Thailand, had no preference for either native Chinese-speaking teacher or non-native Chinese-speaking teacher, no matter if they were from beginning level, intermediate level or advanced level. An one-way ANOVA showed that attitudes of adult learners from different learning levels towards native and non-native Chinese speaking teachers were not significantly different. The study concluded with recommendations for adult Chinese language learners, native and non-native teachers and future researchers.

**Keywords:** Attitude, Native Chinese Speaking Teachers, Non-Native Chinese Speaking Teachers, Adult Learners

## Introduction

Mandarin Chinese has found its niche in Thai education. In most schools in Thailand, whether government schools or international schools, Chinese is a

---

<sup>1</sup> M.Ed. Candidate, Master of Education in Curriculum & Instruction, Assumption University, Thailand. som4805@gmail.com

<sup>2</sup> Ph.D., Associate Professor, Graduate School of Human Sciences, Assumption University, Thailand. drsuwattana@yahoo.com

mandatory subject and many students choose to take extra Chinese classes outside school in order to achieve better grades. As for adults, doing business with Chinese people and Chinese companies has become a new and attractive career path (Kanoksilpatham, 2011; Liu, 2015; (Masuntisuk, 2013).

While scholars have tried to de-emphasize the importance of nativeness in second-language teaching, there is still remarkable discrimination against non-native-speaking teachers (Holliday, 2008; Kurniawati & Riezki, 2018; Mahboob, 2010; Walkinshaw & Oanh, 2014).

Non-native-speaking teachers are often reported encountering employment discrimination (Selvi, 2010) and having lower occupational status than teachers who speak their mother tongues (Mahboob, 2010). Many schools and institutions still tend to hire native speakers to teach their mother tongues, and they claim that their students demand to learn from native-speaking teachers rather than from non-native-speaking teachers (Holliday, 2008).

Even though the language academy discussed in this study has both native Chinese speaking teachers and non-native Chinese speaking teachers, it simply arranges for teachers who can speak Thai to teach the beginning courses and the first two-three intermediate courses, and teachers who cannot speak Thai to take charge of other courses at the intermediate and advanced levels.

## **Objectives**

There are two objectives:

1. To determine the level of attitude of adult learners towards native and non-native Chinese speaking teachers in a Chinese language academy in Bangkok, Thailand.
  - 1.1 To determine the level of attitude of beginning adult learners towards native and non-native Chinese speaking teachers in a Chinese language academy in Bangkok, Thailand.
  - 1.2 To determine the level of attitude of intermediate adult learners towards native and non-native Chinese speaking teachers in a Chinese language academy in Bangkok, Thailand.
  - 1.3 To determine the level of attitude of advanced adult learners towards native and non-native Chinese speaking teachers in a Chinese language academy in Bangkok, Thailand.
2. To find out whether there is a significant difference between the attitudes of adult learners towards native and non-native Chinese

speaking teachers according to their learning levels in a Chinese language academy in Bangkok, Thailand.

## **Literature Review**

### *Difference Between Adult and Children Learning*

When talking about the difference between adult and children learning, it is important to refer to Krashen's acquisition-learning hypothesis (Krashen, 1988). According to Krashen, there are two independent systems during a language learning process: acquired system and learned system. Acquiring language is a subconscious process which requires meaningful interaction, speakers focus on communicative actions and this is similar to the process when children are trying to acquire their first language. On the other hand, learning is more conscious, it is the result of formal instruction and focus on the knowledge about the target language. This process had the similarity with methods that adult learners will use when they are trying to learn a second language.

McDonough (2013) summarized that both of adults and children need to be immersed in the new learning and then actively participate in the learning process. They also need motivation, an environment that they feel safe and comfortable to use the language, and opportunity of employ the new learning. Responsibility for themselves and feedbacks are also very important.

In another aspect, an adult learner has more prior knowledge from a lot of life experiences than the child learner, therefore, an adult may need less time to transfer and internalize the new knowledge than a child. Children also make connections between new knowledge and their prior life, but that are unconscious ones and are natural process of learning. Moreover, according to McDonough, adults are self-directed and autonomous, that is to say, adult learners make conscious decisions for themselves, whereas a child is consciously immersed in the new learning and receives demonstrations by significant others, for example, their parents (McDonough, 2013).

### *ABC Model of Attitudes*

Motivation and attitudes are often believed to play an important role in facilitating language learning. According to Gardner (1985), there are three components of motivation which are people's effort, their desire to accomplish learning objectives and their positive attitudes towards the target language. This shows that attitude are components of motivation.

According to McLeod (2009), attitudes structures include three components, known as the ABC model of attitudes which tries to explain the attitudes of individuals, and help us to have a better understanding of certain behaviors.

The ABC model includes:

1. Affective component: this includes people's feelings or emotions about an object or situation. For example: "I like my Chinese teacher and I enjoy learning the language."
2. Behavioral component: this refers to how people act or behave towards the object. For example: "I take my Chinese learning seriously and am willing to communicate with Chinese people." Attitudes often have a strong impact on people's behavior, and understanding people's attitudes helps us to predict their possible behaviors (Katz, 1960).
3. Cognitive component: this component involves people's knowledge and beliefs about an object. For example: "I believe Chinese learning is useful."

### *Willingness to Communicate*

Willingness to communicate (WTC) is a concept in first and second language learning defined by MacIntyre (1994). It refers to an individual's readiness to initiate discourse in a certain L2 with people from the L2 community. Research showed that when the level of WTC increases, language fluency and communication participation also increase; as a result, language performance improves.

Many factors have an impact on WTC, such as gender, attitude, anxiety, and other variables like time, place and the situation of communication (MacIntyre et al, 1996). According to Clement, Baker and MacIntyre (2003), there are three variables that have an impact on WTC: L2 anxiety, communication apprehension and self-perceived competence. This means the lower the level of anxiety and apprehension of L2 learners, and the more they perceive themselves as competitive communicators, the higher their level of WTC.

The social context also influences learners' WTC. Wen (2003) found that Chinese students have a low average WTC, and this is due to two reasons. Firstly, Chinese culture is strongly influenced by Confucianism, which emphasizes recitation and teacher-centered learning. In many Chinese classrooms today, teachers still simply give lectures to students and leave few chances for students to practice by themselves. Secondly, according to Wen, there is a culture of "the other-directed self" in China and many other Asian countries. This culture puts much importance on family and community, and does not regard individuals as single entities; instead, "only in the presence of

the other, will the self be significant” (Chai & Chai, 1965; as cited in Wen & Clément, 2003, p.20).

Thai L2 learners have similar characteristics. Hofstede’s (2001) survey showed that Thailand is a collectivist society, characterized by the intention to establish personal networks and the need to keep the hierarchical system embedded (Wichaijarote, 1973). This suggests that in a L2 classroom, learners’ WTC varies according to their evaluation of others’ attitudes to themselves, which may result in “losing face” (Pattapong, 2015). Pattapong (2015) also found that the role of interlocutors impacts learners WTC to a great extent. Influenced by their hierarchical culture, Thai learners will regard themselves as “inferior” and teachers are “superior”, which will increase their L2 anxiety, and decrease their communicative self-confidence and their desire to communicate with the teachers at the same time (MacIntyre, 1998).

#### *Learners’ Attitudes Towards Teaching and Learning*

Moussus conducted a study at Brigham Young University, Utah to investigate the first impressions of L2 learners of their NNS teachers, and other possible variables that could influence this. Besides that, he also wanted to understand student differences in attitudes towards their NNS English teacher on the first and last days learning with them. The results showed that students had a positive view towards their NNS teacher in the first lesson, and that although these attitudes might change during teaching and learning, this change was due to other reasons such as students’ first language or the curriculum itself rather than the teacher’s nationality. Moreover, L2 learners reported an increasingly positive view of their NNS teacher over time.

Liang (2002) also studied students’ attitudes towards NNS English teachers. Twenty L2 learners from a university in California were asked to listen to audio recordings from six NNS teachers, and then given a questionnaire about their attitudes towards those teachers’ accents. The results surprisingly showed that although the L2 learners put importance on teachers’ pronunciation, this did not affect their preferences for those NNS teachers. Instead, the L2 learners marked other features such as the teachers’ personality, preparedness and professionalism as more desirable factors when choosing an L2 teacher.

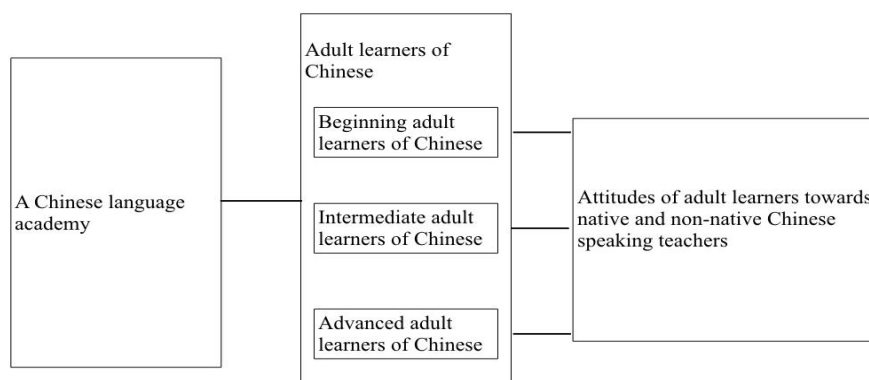
Cheung (2002) investigated both students’ and teachers’ attitudes towards NS and NNS in a single study. She collected her data from 430 students and 22 teachers from different universities in Hong Kong through instruments including questionnaires, interviews and classroom observation. Cheung (2002) found that both the students and teachers had different requirements for NS and NNS teachers. For example, NS teachers were expected to have a

higher language proficiency and aptitude, be able to use the language functionally, and be able to offer information related to cultural issues. On the other hand, the students and teachers regarded NNS teachers as models of successful second language learners who were assumed to have more empathy and awareness of grammatical structure.

There have not been many studies carried out in the Chinese-teaching field. Thomas (2014), as a Chinese learner himself, did research to examine the differences between NCSTs and NNCSTs, along with the advantages and disadvantages of each group. He devised five field research experiments which use different instruments including teacher and student surveys, student classwork and classroom observation. The results showed that while students only see NCSTs and NNCSTs as slightly different, more NNCSTs than NCSTs think nativeness is not a necessary factor for good instruction. According to the data Thomas (2014) collected, NCSTs speak Chinese (88% of the time) more than their NNS counterparts (72% of the time), so he suggested that, for certain courses, such as listening and conversation, an NS teacher is more suitable and could also be a better teacher for high-level students. 57% of students of NNCSTs reported that reading activities were their favorite, and all students self-evaluated reading as their highest skill.

### Conceptual Framework

The main purpose of this research was to find out the attitudes of adult learners towards native and non-native Chinese speaking teachers in a Chinese language academy in Bangkok, Thailand and to identify whether there is a significant difference among the attitudes of adult learners towards native and non-native Chinese speaking teachers according to their different learning levels. The researcher implemented this study at three different learning levels of Chinese course at the Chinese language academy in Bangkok, Thailand. Figure 1 shows the conceptual framework.



**Figure 1. Conceptual framework**

## **Method**

This research is a comparative quantitative study which employed descriptive and inferential statistics. A questionnaire submitted to 124 adult learners from three different learning levels in a Chinese language academy was used to investigate if there is a significant difference among the attitudes of learners towards native Chinese speaking teachers and non-native Chinese speaking teachers according to their different learning levels in the language academy in Bangkok, Thailand at a significance level of .05. A one-way ANOVA test was used to determine whether such a significant difference exists.

### *Population*

The population of this study was the adult learners in the Chinese language academy in Bangkok, Thailand. The semester when this study was conducted, there were respectively 12, 15, 8 classes from the beginning level, intermediate level and advanced level, the total number of classes was 35, with a population of 574 adult learners.

### *Sample*

The study sample was 124 adult learners from three learning levels in the Chinese language academy. All of the selected learners were aged between 18 and 70. The study was conducted on the weekend of August 18<sup>th</sup> and August 19<sup>th</sup>, during the fourth term of this Chinese language academy of 2018.

### *Instrument*

The instrument of this study was the learners' Attitudes towards Native-Speaking Teachers and Non-Native-Speaking Teachers Questionnaire developed by Cakir and Demir in 2013. This is a 5-point Likert scale questionnaire made up of 31 items. The items on this questionnaire were mostly developed by Cakir and Demir (2013) and a few statements taken from Moussu (2006)'s study. This questionnaire was arranged according to three categories: "motivation" (items 1-6), "communication" (items 7-13) and "teaching/learning" (items 14-31).

### *Validity and Reliability of the Instrument*

To establish the construct validity of the instrument, the items in the questionnaire were first investigated by two assistant professors and one instructor in Turkish language and then re-checked by two assistant professors in the ELT field. The items in the questionnaire were then adapted based on the experts' feedback. In addition, to establish reliability, the reliability coefficient was found to be .83, sufficient for its use in the study (Cakir & Demir, 2013). The original questionnaire did not provide the alpha value of each subscale, in this study, the researcher used a statistical software program

to count the Cronbach's alpha value of each subscales and the total reliability coefficient, the reliability statistics are showed in Table 1.

The questionnaire was translated into Thai by a language translation agency in Bangkok, Thailand. It was then independently back-translated into English by three experts from the faculty of arts in Chulalongkorn University. Then the researcher checked the back-translations with the original version and made corrections as needed. Both the English version and Thai version were submitted to three experienced teachers in the Chinese language academy in Bangkok, Thailand.

The alpha values of each construct in this study are showed in Table 1

*Table 1: Reliability Statistics of Research Instrument*

Constructs	Numbers of items for each construct	Item numbers	Cronbach's alphas of the original instrument	Cronbach's alphas of this study
Motivation	6	1-6	—	.71
Communication	7	7-13	—	.67
Teaching and learning	18	14-31	—	.64
Total	31	1-31	.83	.76

### **Experimental Procedure**

The researcher delivered the permission letter of this study to the principal of the Chinese language academy in July 2018 and got permission to conduct the study at the same time. The data collection for this study was carried out on the weekend of August 18<sup>th</sup> and August 19<sup>th</sup> in the Chinese language academy. The research instrument was distributed to 124 adult learners from three different learning levels and 100% of the 124 learners have submitted the questionnaire. Among 124 collected questionnaires, there was one questionnaire gave 3 scores to all 31 items, considered the possibility of learner responding the questionnaire without really reading the content of items, the researcher excluded this questionnaire, and the total number of questionnaires analyzed was 123.

Descriptive statistics involving means and standard deviations were used to determine the level of attitude of adult learners towards native and non-native Chinese speaking teachers in the language academy in Bangkok, Thailand.



Inferential statistics (one-way ANOVA) was used to found the significant difference between the attitudes of adult learners towards native and non-native Chinese speaking teachers according to adult learners' different learning levels in the language academy in Bangkok, Thailand, at a significance level of .05.

## Findings

The findings of this study are showed below.

### *First Research Objective*

1. To determine the level of attitude of adult learners towards native and non-native Chinese speaking teachers in a Chinese language academy in Bangkok.
  - 1.1 To determine the level of attitude of beginning adult learners towards native and non-native Chinese speaking teachers in a Chinese language academy in Bangkok, Thailand.
  - 1.2 To determine the level of attitude of intermediate adult learners towards native and non-native Chinese speaking teachers in a Chinese language academy in Bangkok, Thailand.
  - 1.3 To determine the level of attitude of advanced adult learners towards native and non-native Chinese speaking teachers in a Chinese language academy in Bangkok, Thailand.

The researcher used the data collected from the experimental period to address the first research objective. *Thailand*. As noted previously, the attitudes of adult learners were examined in three subscales: motivation, communication, and teaching and learning.

Table 2: *Means, Standard Deviations and Interpretation of the Level of Attitudes of Adult learners Towards Native and Non-Native Chinese Speaking Teachers*

Subscale	<i>M</i>	<i>SD</i>	Interpretation
Motivation	3.34	.80	No preference
Communication	3.19	.45	No preference
Teaching and learning	3.40	.54	No preference
Total	3.34	.51	No preference

Table 2 presents the mean of attitudes of adult learners towards native and non-native Chinese speaking teachers. It shows that adult learners in the Chinese language academy has no preference for either NCST or NNCST. The mean of attitudes is 3.34 with a standard deviation of .51. For each subscale, the mean of attitudes is respectively 3.34, 3.19, 3.40, which present that

learners have no preference for either NCST or NNCST in motivation, communication and teaching and learning subscale.

The researcher also investigated attitudes of adult learners from difference learning levels. As showed in Table 3 to Table 5.

Table 3: *Means, Standard Deviations and Interpretation of the Level of Attitude of Beginning Adult learners Towards Native and Non-Native Chinese Speaking Teachers*

Subscale	<i>M</i>	<i>SD</i>	Interpretation
Motivation	3.22	.82	No preference
Communication	3.16	.47	No preference
Teaching and learning	3.32	.57	No preference
Total	3.26	.54	No preference

Table 3 presents the mean of attitude of beginning adult learners towards native and non-native Chinese speaking teachers. It shows that beginning adult learners in the Chinese language academy has no preference for either NCST or NNCST. The mean of attitudes is 3.26 with a standard deviation of .54. For each subscale, the mean of attitudes is respectively 3.22, 3.16, 3.32, which present that learners have no preference for either NCST or NNCST in motivation, communication and teaching and learning subscale.

Table 4: *Means, Standard Deviations and Interpretation of the Level of Attitude of Intermediate Adult learners Towards Native and Non-Native Chinese Speaking Teachers*

Subscale	<i>M</i>	<i>SD</i>	Interpretation
Motivation	3.25	.80	No preference
Communication	3.17	.45	No preference
Teaching and learning	3.33	.56	No preference
Total	3.28	.53	No preference

Table 4 presents the mean of attitudes of intermediate adult learners towards native and non-native Chinese speaking teachers. It shows that intermediate adult learners in the Chinese language academy has no preference for either NCST or NNCST. The mean of attitudes is 3.28 with a standard deviation of .53. For each subscale, the mean of attitudes is respectively 3.25, 3.17, 3.33, which present that learners have no preference for either NCST or NNCST in motivation, communication and teaching and learning subscale.

Table 5: *Means, Standard Deviations and Interpretation of the Level of Attitude of Advanced Adult learners Towards Native and Non-Native Chinese Speaking Teachers*

Subscale	<i>M</i>	<i>SD</i>	Interpretation
Motivation	3.55	.73	Slight preference
Communication	3.25	.43	No preference
Teaching and learning	3.57	.44	Slight preference
Total	3.49	.43	No preference

Table 5 presents the mean of attitudes of advanced adult learners towards native and non-native Chinese speaking teachers. It shows that advanced adult learners in the Chinese language academy has no preference for either NCST or NNCST. The mean of attitudes is 3.49 with a standard deviation of .43. For each subscale, the mean of attitudes is respectively 3.55, 3.25, 3.57, which present that learners have no preference for either NCST or NNCST in communication subscale but have slight preference for NCST in motivation and teaching and learning subscales.

### *Second Research Objective*

2. To find out whether there is a significant difference among the level of attitudes of adult learners towards native and non-native Chinese speaking teachers according to their learning levels in a Chinese language academy in Bangkok, Thailand.

The researcher used the data collected from the experimental period to address the second research objective. The levels of attitude were calculated and the results concluded that there was no significant difference among the attitudes of adult learners towards native and non-native Chinese speaking teachers according to their learning levels. The researcher used the one-way ANOVA because there are three independent groups.

Table 6: *One-Way ANOVA of the Attitudes of Adult learners Towards Native and Non-Native Chinese Speaking Teachers According to Their Learning Levels*

Level of learners	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>
Beginning learners	3.26	.54	2.57	.08
Intermediate learners	3.28	.53		
Advanced learners	3.49	.43		

Note.  $p < .05$

The mean of attitudes of beginning learners were 3.26 and standard deviation was .54. Whereas, the mean of attitudes of intermediate learners were 3.28 and standard deviation was .53. As for the advanced learners, the mean of attitudes were 3.49 and the standard deviation was .43. An one-way ANOVA comparing the attitudes among learners according to their different learning levels was carried out, the results are displayed in Table 12. The result showed that there was no significant difference among the attitudes of adult learners towards native and non-native Chinese speaking teachers according to their learning levels since the significance level was .08 which is bigger than .05.

## Discussion

### *Adult learners' attitudes towards native and non-native speaking teachers*

The results of this study indicate that adult learners have no preference for either NCST or NNCST, no matter in motivation, communication and teaching and learning orientations. The finding is not consistent with the traditional norm that native-speaking teachers are ideal teachers to teach their mother language mentioned by Kurniawati and Riezki (2018), Mahboob (2010, 2013), and Walkinshaw and Oanh (2014). However, this finding is consistent with some previous research such as Liang (2002), Carkir and Demirs (2013), Thomas (2014) studies. The statistics show that in communication subscale, adult learners show less preference for NCST than they do in motivation and teaching and learning subscales. It may related to learners lower WTC when they are learning with NCST. Native-speaking teachers are considered being more sensitive to learners' needs, more empathetic and they can make a connection between the first language and second language by teaching in learners' mother tongue (Arva & Medgyes, 2000; Brutt-Griffler & Samimy, 2001; Mahboob, 2003). These factors may increase learners' intergroup motivation, communicative self-confidence and decrease their communicative anxiety, which will increase their WTC (MacIntyre, 1994; Chueng, 2002; Mahboob, 2003). Moreover, considering the collective and hierarchical culture of Thailand, talking to a native-speaking teacher will have a bigger influence on learners' evaluation of others on themselves (Pattapong, 2011).

For beginning learners, the results of this research indicate that they have no preference for either NCST or NNCST. This can be explained by Mahboob's (2003) finding that adult learners have positive views of native-speaking teachers' accents and non-native-speaking teachers' knowledge about grammar as well as they being more understanding. According to Brutt-Griffler and Samimy (2001), non-native-speaking teachers tend to make a connection between the first and second language by giving instruction in the first language, and they have more realistic expectations of students (Arva & Medgyes, 2000). These characteristics make the beginners feel comfortable.

For intermediate learners, the results of this research indicate that they have no preference for either NCST or NNCST. They have no preference for either NCST or NNCST in all three subscales. This can be explained by Mahboob's (2003) finding that non-native speaking teachers teach grammar more effectively and that the strengths of native speaking teachers are their accent and cultural knowledge. Since the intermediate learners in this Chinese language academy had been learning Chinese for more than a year, they may have had fewer requirements regarding teachers' accents, focusing more on the grammar, and also having a lower expectation of teachers' cultural instruction than the advanced learners. This is also shown by the collected data, in which the intermediate group has a higher mean in two items related to grammar (item no.17 and item no.24) than the other two groups, while the means of two items related to accent (item no. 13 and item no. 27) and three items related to cultural instruction (item no. 19, item no.23 and item no.31) are not the highest.

For the advanced learners, the results of this research indicate that they have no preference for either NCST or NNCST. The mean of attitudes is 3.49, which closes to the boundary between the interpretations of no preference and slight preference. This is consistent with Liang (2002), Cheung (2002) and Mahboob (2003)'s findings that native-speaking teachers are expected to have higher proficiency and culture knowledge. This is also consistent with Thomas's (2014) finding that adult learners see slight difference between NCST and NNCST, and his suggestion that NCST are more suitable for higher level classes.

It was interesting to see from the finding that both in motivation and teaching and learning, advanced learners have a slight preference for NCST; while in communication, learners have no preference for either NCST or NNCST. It is consistent with Cakir and Demir (2014)'s finding that learners feel more motivated with native-speaking teachers, and native-speaking teachers will have positive effects on learning.

*Difference between the attitudes of adult learners towards native and non-native Chinese speaking teachers according to their different learning levels*

The finding of this study also showed that there was no significant difference between the attitudes of adult learners towards native and non-native Chinese speaking teachers according to their different learning levels in this Chinese language academy. This finding contradicts with the study of Liaw (2012) but agrees with what Moussus (2002), Liang (2002) and Cheung (2002)'s studies mentioned that there are many factors which will have impact on adult learners' attitudes towards their teachers. Compare to teachers' nationalities, teachers' personalities and their professional qualities play a more important

role, whether they are well-informed about the language or whether they can create a good classroom atmosphere are also important when considering who are adult learners' favorite teachers.

### **Recommendations**

Based on the findings, this study recommends the following.

For teachers in this Chinese language academy, NCST could show more empathy to their students and pay more attention to their needs in order to increase their WTC. The researcher recommends reading the research done by Pattipong about the factors influence Thai learners' WTC.

For the Chinese Language Academy, during recruitment, the academy can pay more attention to teachers other features such as their professionalism and personality rather than their nationalities. The findings of this study could also be useful when arrange teachers to different learning levels. More NNCSTs could be arranged in teaching beginning learners, and more NCSTs could teach the intermediate level and advance level. This study also brought about a possibility to arrange NNCSTs to teach the advanced level.

For future researchers, in order to get more precise information on learners' attitudes towards native and non-native Chinese speaking teachers, a larger sample size is needed. Moreover, for future research the researcher recommends to take learner's gender and previous NCST experience into consideration. The researcher also recommends to carry out a survey on learners' attitudes towards native and non-native Chinese speaking teachers in separate categories such as listening and speaking, grammar, and culture. Lastly, the researcher recommends other instruments such as interview or classroom observation can be used to gain more detailed information.

### **REFERENCES**

- Árva, V., & Medgyes, P. (2000). Native and non-native teachers in the classroom. *System*, 28 (3), 355-372. DOI: 10.1016/S0346-251X(00)00017-8
- Brutt-Griffler, J. & Samimy, K. (2001). Transcending the nativeness paradigm. *World Englishes*, 20(1), 99–106. DOI: 10.1111/1467-971X.00199
- Çakir, H., & Demir, Y. (2013). A comparative analysis between NESTs and NNESTs based on perceptions of students in preparation classes. *The International Journal of Social Sciences*, 14(1), 36-47. Retrieved from <https://www.tijoss.com/TIJOSS%2014th%20Volume/4yusuf.pdf>

- Cheung, Y. L. (2002). The attitude of university students in Hong Kong towards native and nonnative teachers of English. *RELC Journal*, 38 (3), 257-277. DOI: 10.1177/0033688207085847
- Clement, R., Baker, C. S., & MacIntyre, P. D. (2003). Illingness to Communicate in a Second Language The Effects of Context, Norms, and Vitality. *Journal of Language and Social Psychology* 22(2):190-209. DOI:10.1177/0261927X03022002003
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold Publishers.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviours, institutions, and organisations across nations*. Thousands Oaks, CA: Sage.
- Katz, D. (1960) The functional approach to the study of attitudes. *Public Opinion Quarterly*, 24(2),163–204. DOI: 10.1086/266945
- Holliday, A. (2008). Standards of English and politics of inclusion. *Language Teaching*, 41(1), 121–132. DOI: 10.1017/S0261444807004776
- Kanoksilpatham, B. (2011). National survey of teaching Chinese as a foreign language in Thailand. Retrieved from [https://www.researchgate.net/publication/283712679\\_National\\_survey\\_of\\_teaching\\_Chinese\\_as\\_a\\_foreign\\_language\\_in\\_Thailand/download](https://www.researchgate.net/publication/283712679_National_survey_of_teaching_Chinese_as_a_foreign_language_in_Thailand/download)
- Krashen, Stephen D. *Second language acquisition and second language learning*. Prentice-Hall International
- Kurniawati, & Riezki, D. (2018) Native vs. non-native EFL teachers: who are better? Retrieved from [https://www.researchgate.net/publication/324306816\\_Native\\_vs\\_non-native\\_EFL\\_teachers\\_Who\\_are\\_better](https://www.researchgate.net/publication/324306816_Native_vs_non-native_EFL_teachers_Who_are_better)
- Liang, K. (2002). *English as a second language (ESL) students' attitudes towards nonnative English speaking teachers' accentedness* (Unpublished master's thesis). California State University, Los Angeles, USA.
- Liaw, E. (2012). Examining student perspectives on the differences between native and non-native language teachers. *The Journal of Asia TEFL*, 9(3), 27-50. Retrieved from <https://www.researchgate.net/publication>
- Liu, R., & Ye, Y. (2015). A study of parents' satisfaction towards Chinese subjects in Nantawan International School Thailand. *Scholar: Human Science*, 7(2), 189–190. Retrieved from <http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/1516/1309>

- MacIntyre, P. D. (1994) Variables underlying willingness to communicate: A causal analysis. *Communication Research Reports*, 11, 135-142. DOI: 10.1080/08824099409359951
- MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 5, 3-26. DOI: 10.1177/0261927X960151001
- MacIntyre, P. D., Clement, R., Dörnyei, Z., & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal*, 82, 545-562. DOI: 10.1111/j.1540-4780.998.tb05543.x
- Mahboob, A. (2003). *Status of nonnative English-speaking teachers in the United States* (Unpublished Ph.D. dissertation). Indiana University, Bloomington, USA.
- Mahboob, A. (2010). *The NNEST lens: Nonnative English speakers in TESOL*. Newcastle: Cambridge Scholar Press.
- Masuntisuk, R. (2013). Chinese language teaching in Thailand at the primary and secondary education levels: Report of Thai World Affairs Center. Retrieved from [http://www.thaiworld.org/upload/question/file\\_827.pdf](http://www.thaiworld.org/upload/question/file_827.pdf)
- McDonough, D. (2013). Similarities and differences between adult and child learners as participants in the natural learning process. *Scientific Research*, 4 (3), 345-348. DOI: 10.4236/psych.2013.43A050
- McLeod, S. A. (2009). Attitudes and behavior - simply psychology. Retrieved from <http://www.simplypsychology.org/attitudes.html>
- Moussu, L. (2002). *English as a second language students' reactions to nonnative English-speaking teachers* (Unpublished master's thesis). Purdue University, West Lafayette, USA. Retrieved from <https://files.eric.ed.gov/fulltext/ED468879.pdf>
- Moussu, L. (2006). *Native and nonnative English-speaking English as a second language teachers: student attitudes, teacher self-perceptions, and intensive English administrator beliefs and practices* (Unpublished Ph.D. dissertation). Purdue University, West Lafayette, USA. Retrieved from <https://files.eric.ed.gov/fulltext/ED492599.pdf>
- Pattapong, K. (2015). Complex interactions of factors underlying Thai EFL learners' willingness to communicate in English. *PASAA: Journal of Language Teaching and Learning in Thailand*, 49, 105-136. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1077915.pdf>
- Selvi, A.F. (2010). All teachers are equal, but some teachers are more equal than others: trend analysis of job advertisements in English language



- teaching. *WATESOL NNEST Caucus Annual Review*, 1, 81-156.  
Retrieved from  
<https://sites.google.com/site/watesolnnestcaucus/caucus-annual-review>
- Thomas, B. (2014). *An investigation of native and non-native Chinese language teachers and their pedagogical advantages* (Unpublished master's thesis). University of Massachusetts Amherst, Amherst, USA. Retrieved from  
[https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1076&context=masters\\_theses\\_2](https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1076&context=masters_theses_2)
- Walkinshaw, I., & Oanh, D. H. (2014). Native and non-native English language teachers student perceptions in Vietnam and Japan. *SAGE Open*, 4(2), 1-9. Retrieved from  
<http://journals.sagepub.com/doi/abs/10.1177/2158244014534451>
- Wen, W., & Clément, R. (2003). A conceptualization of willingness to communicate in ESL. *Language Culture and Curriculum*, 16, 18-38. DOI: 10.1080/07908310308666654
- Wichiarajote, W. (1973). *The theory of affiliative society*. Bangkok: College of Education, Prasanmitr.