



English Major Students' Attitudes Toward Learning English  
with Native and Non-Native English Speaking Teachers  
ทัศนคติของนิสิตเอกภาษาอังกฤษที่มีต่อการเรียนภาษาอังกฤษระหว่าง  
ครูที่เป็นเจ้าของภาษาและครูที่เป็นคนไทย

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### Abstract

English plays an important role in the daily life of people all around the world because it is essential as an international language and is now increasingly used as a means of international and intercultural communication. In the past, English was used to have only one form, but now it has been split into a variety of English, known as World Englishes. Nowadays, schools are encouraged to establish bilingual departments where the core subjects are taught in English, and to offer intensive English language programs. In addition, school from kindergarten to university regularly hire native-speakers to help students improve their English ability. Therefore, this research investigates students' attitudes toward learning English with native English speaking teachers (NEST) and non-native English speaking teachers (NNEST) and to compare students' satisfaction between learning English with native and non-native English speaking teachers. The study was conducted with a total of 240 English major students. The data was collected by using a questionnaire and an interview. This survey's focus includes teacher competency in teaching skills, classroom atmosphere, and cultural aspects. The results of the study indicated that the students had greater positive attitudes toward learning English with NEST than with NNEST. It can be defined that the students were more satisfied with NEST than NNEST. However, the results from the interviews showed that in terms of classroom atmosphere and cultural aspects, they were inconsistent with the questionnaire.

**Keywords:** World Englishes, Attitude, Satisfaction, Native and non-native English speaking teachers

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## Introduction

Nowadays, English is recognized as "an international language" because it plays a significant part in communication in various dimensions, such as government, education, trade, and investment. However, Crystal (2003) commented on the matter: English as an international language does not focus on who or what nationality to communicate. In the past, English used to have only one form, but now it has a variety of English, known as World Englishes.

Linguist scholars such as Braj Kachru have used circles of varying sizes to describe different contexts and the status of English in each group of countries. This circle is called Kachru's Three Circles of English. Firstly, the Inner Circle represents the countries that are the origins of the English language. Secondly, the next circle is Outer Circle showing the countries that were colonized by the British Empire. Lastly, the outermost circle is the Expanding Circle, which refers to the countries in which the UK or English language does not get involved in a significant part of the governance of that country. Therefore, these countries learn English as a foreign language, including Thailand also placed in this circle. When demographic criteria are used to decide on an international language, Mandarin, Spanish, Hindi-Urdu, and Arabic should be international languages just like English. Moreover, the number of people who speak Chinese as their mother tongue is the largest in the world (Methitham, 2017).

Phothongsunan (2016) investigated EFL students who saw native English-speaking teachers as ideal models in learning English owing to the perceived "native speaker" attribute. Nonetheless, the survey of English major students who used English in the Thai context indicated that they were not worried about their English with Thai accent, and the vast majority believed that all English speakers were free to use the different accents of English (Dorkphong, Tipyasuprat, & Srinoparat, 2019). Furthermore, Rousseau (2021) showed a Korean university student feared of speaking with a native English-speaking teacher. Their anxiety has decreased and they feel more at ease with their non-native English-speaking teachers. Nevertheless, Pojanapunya and Todd (2022) surveyed students at a university who expressed a preference for native English-speaking teachers over non-native English-speaking teachers because they feel their English improves when studying with native English-speaking teachers. Besides, Saengsukkhha (2015) investigated whether EFL teachers believed in teaching English with standard English, especially in using dictionaries, teaching grammar, and teaching vocabulary. On the other hand, researchers believe that teaching without good teachers will not produce good results. In Kadha's (2019) study, students became self-confident and active contributors and participants at all stages of the teaching/learning process because they were encouraged and trained to become involved in the process.

## Literature Review

### Theoretical Framework

#### World Englishes

World Englishes is a term for emerging localized or indigenized varieties of English, especially varieties that have developed in territories influenced by the United Kingdom or the United States. The study of World Englishes consists of identifying varieties of English used in diverse sociolinguistic contexts globally (Matsuda, 2018). The growth

of English as a second language has resulted in the development of languages like World Englishes, which reflect the linguistic and cultural identities of its speakers (Buripakdi, 2012). According to Crystal (2000), language changes are brought about via language diffusion. Marlina (2014) defined that English has spread around the world, creating a complex sociolinguistic environment as well as regionalized variations of the language (Weerachairattana, Duan, and Buripakdi, 2019).

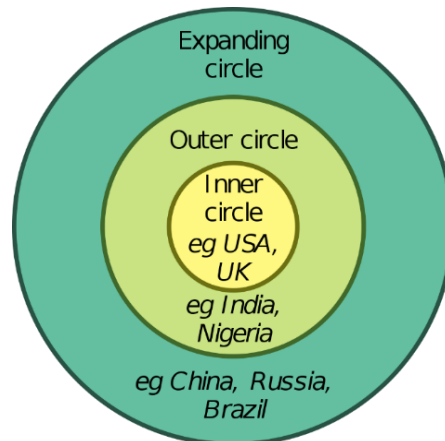


Figure 1 Kachru's Three Circles Model of World Englishes (Kachru, 1985)

Kachru (1985) initially described the idea of the World Englishes by creating a model with three concentric circles: the Inner Circle, Outer Circle, and Expanding Circle. The Outer Circle (norm developing) refers to the nations where English is widely spoken (ESL). The majority of the nations in this circle, including Singapore, India, Nigeria, the Philippines, and Hong Kong, were colonies of the United Kingdom or the United States of America. The Inner Circle (norm-setting) refers to the nations where English is spoken as a first language or as a mother tongue (i.e., the United States of America, the United Kingdom, Australia, Canada, and New Zealand). Finally, in comparison to other native variations, American English and British English are thought to be the most suited and favored versions of English. The Outer Circle is where the norm-establishing, so-called "nativized variations" are found. The consumers of other types contend that these varieties fall short of the native varieties (Kachru, 1992).

#### Definition of Attitude

An attitude is a set of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols. It is a very crucial factor which influences people's success or failure (Hogg & Vaughan 2005). Similarly, Eagly and Chaiken (1993) explained attitude as a psychological tendency that reveals personal agreement or disagreement with an item. Attitudes can be someone's positive or negative feeling toward the object. Attitude is a determination that is developed with the influence, behavior, and cognition. It represents an individual's degree of preference for an entity. Three important components of attitude are: cognitive, affective, and behavioral. The cognitive component is a set of beliefs about an item and its assessment is based on using paper-and-pencil tests. The affective component includes feelings about an item and its assessment is based on using psychological indices. Finally, the behavioral component relates to the way in which people act toward an item and its assessment is performed with directly observed behaviors (Srisuwan, 2013).



### **Definition of EFL**

EFL or English as a foreign language that describe student who studied and used English in their country in foreign language. English language was teaching by non-native teacher because English in their country is not used in the first language or second language. In the way, EFL can be explain in the Expanding Circle Theory of linguist Braj Kachru. The categories of this theory including the Inner, Outer, and Expanding circles. The EFL that classify of Expanding Circle Theory because all of the country in this circle never colonized by England (Nordquist, 2020). However, these individuals frequently study English in the manner in which British or American native speakers converse and called Norm-receiving or Norm-dependent (Methitham, 2017).

### **Definition of Native English Speakers**

According to Hunting (2012), a native English speaker is someone who used or studied English as a child and can be understood or professional in using English. Moreover, native speakers stated that people who understand the rules of English grammar and who can fluently use them (Medgyes, 1994). Furthermore, Native English speakers can represent and truly understand Western culture as well as how to use the English language (Braine, 1999). Graddol (1997) adds a suggestion to Kachru's Three circle of English that native speakers stayed in the Inner Circle and English as a first language was used. Besides using English as their mother tongue, they also live in the Western world, with racial, linguistic and cultural ties with England and America. The example of the countries in the Inner Circle that express the ownership of English, including England, America, Australia and Canada (Methitham, 2017).

### **Definition of Non-native English Speakers**

Non-native English speakers are those who speak English as a second or foreign language in their country. According to Kachru's Three Circles of English explanation, the Outer Circle is the country colonized by England. For political reasons, they need to learn English. The English language in this outer circle is the official language (Methitham, 2017). Similarity, English in an Expanding Circles country is not regarded as an official language alongside the mother tongue of a wider range of countries, it cannot be denied that it plays the most important role as a foreign language. English language is beneficial to the population in the country to access various important information sources (Kachru, 1985).

### **Qualities of a Proficient Language Teacher**

The achievement of learning a foreign language by students is thought to be significantly influenced by the teacher (Srisuwan, 2013). The research by Young and Shaw (1999) confirmed the concept that excellent communication, a relaxing learning environment, concern for students' learning, student motivation, and course arrangement are all factors in teachers' competence. Good teachers should therefore provide engaging lessons for their students. Likewise, strong pedagogical abilities and a good personality are required for effective teaching, according to Thompson (as cited in Srisuwan, 2013). The motivation to learn should be fostered by effective teachers because teacher quality is a key component in increasing effective learning. Additionally, teachers who want to improve themselves as good instructors might do so by understanding what learners expect of them due to these perceptions.

Borg (2006) looked into the traits of language teachers, in particular those who teach English as a foreign language. In his view, language teachers should encourage students to think critically and study the target culture



because language instruction is more difficult and diverse in terms of substance than other courses. English language teaching is more advanced than other subject areas, so the methods, techniques, activities, and materials used by English language teachers are different from those in other fields in terms of methodology. In addition, English language teachers must develop themselves to fit the advanced and progressive role of language teaching methodology. Less rigid and more adaptable, English language instructors should be able to foster a good rapport with their students. According to Hart's study (Hart, 2007), an effective English language teacher should possess academic knowledge, be able to adjust lesson plans to suit the needs of students, and motivate students to learn because students' results and academic accomplishment depend on their instructors' qualities.

In conclusion, an effective English teacher should have a proficient level of English language proficiency in pedagogical knowledge, organization and communication skills, and socio-affective skills. In addition, teachers should also have knowledge of the culture of English-speaking countries, as well as manage the classroom to create a good classroom atmosphere and to give students a positive attitude. Because if students have a positive attitude toward learning English, they will learn better.

## Previous Studies

### Related Studied

Saengsukkha (2015) stated in the survey of Thai EFL teachers' beliefs about World Englishes and found out about their implementation of World Englishes in the classroom. The results showed that all of the 30 Thai EFL English teachers believed it was to teach students in their class by using standard English and an accent to communicate like a native speaker. Nonetheless, Long (2003) investigated the teaching behaviors of non-native English speaking teachers and examined the self-perceptions of effective non-native English speaking teachers. The result of three teachers was no recipe for a perfect teacher because members of the Teaching English to Speakers of Other Language field examine their own behaviors. Perhaps it is best to avoid making categorical comparisons and instead embrace the possibilities of how individuals are defined. At the next level, Choi (2007) used the survey to investigate student attitudes towards world languages. The participants were divided into two groups as follows: students of a 2-year college who have never taken a course on World Englishes. The other consists of students at a 4-year university who have taken a course on World Englishes. The similarity of results from Rousseau (2021), who surveyed 125 participants at Korean universities about the impact of raising awareness of World Englishes, shows they were relaxed about using World Englishes to communicate. Another survey, investigated 225 university students in the expanding circle perceived and positioned themselves toward World Englishes. The participants stated that they accepted and recognized the competence of different varieties of English (Weerachairattana, Duan, and Buripakdi, 2019). However, Kadha (2009) used a questionnaire regarding perceptions and conceptions of the qualities of a good language teacher to find out the teachers' and learners' viewpoints. The participants, who were students of 90 fourth-year undergraduate students studied English in the Faculty of Education. The results showed students became self-confident and active contributors and participants at all stages in the teaching/learning process, because they were encouraged and trained to become involved in the process of finding out their instructional preferences and interests. On the other hand, the



research by Dorkphong, Tipyasuprat, and Srinoparat (2018) stated that students' attitudes towards speaking English in a Thai context showed that English speakers had the freedom to use variety of English. The population consisted of 100 current and former students who studied the English for Professions Master's Degree program at the Faculty of Liberal Arts. The surveyed of attitudes of Thai university students towards native English speaking teachers and Thai English teachers explained that non-native English speakers are more frequently preferred and highly regarded because of their well-honed pedagogical techniques as a result of thorough lesson planning. This research showed non-native English teachers might have good teaching skills for students. However, Pojanapunya and Todd (2022) investigated 295 university students' attitudes towards native English speaking teachers and non-native English speaking teachers in Thailand. The results showed that student attitudes toward native English speaking teachers as well as their feelings toward them have improved, and they have a stronger preference than non-native English speaking teachers. In contrast, Alzwari (2012) investigated 180 students in a Libyan secondary school about attitudes towards learning English in terms of their behavioral, cognitive, and emotional aspects. The results suggested that the English curriculum and classroom activities should include goals tailored to students' needs and individual variations in order to foster good attitudes toward English. Nevertheless, Srisuwan (2013) investigated students in grades 10 and 11 about attitudes towards learning English with native and non-native English speaking teachers. The resulted of 100 participants in the study about attitudes, including competency in teaching skills, classroom atmosphere, and cultural aspects, showed that attitudes toward learning with native English speaking teachers are higher than non-native English-speaking teachers in all three areas.

The present study extended to the further study of Srisuwan's study (2013). To be more precise, this study collected data from 240 participants from first year to third years students from Faculty of Humanities, Department of English. With a higher number of the participants and a quantitative dataset from a questionnaire and a qualitative dataset from an interview, the findings may provide a clearer picture of Thai EFL learners' attitudes toward learning English with native and non-native English speaking teachers.

## Research Methodology

This chapter describes: (1) the participants, (2) the instruments, (3) the data collections, and (4) the data analysis.

### Participants

A total of 240 English major students in the Faculty of Humanities at Naresuan University participated in this research. They were from first year students (87), second year students (105), and third year students (102), in the academic year 2022.

### Instruments

The purpose of this research was to investigate English major students' attitudes toward learning English with native (NEST) and non-native English-speaking teachers (NNEST). This survey employed two instruments: questionnaires and interviews. The questionnaire items were adopted from Srisuwan's (2013) research. The 25-items



focused on three main keys: teacher competency in teaching skills, classroom atmosphere, and cultural aspects. The questionnaire was conducted in a form of online Google Forms.

According to responses to the questionnaires, respondents' levels of satisfaction were indicated using a 5-point Likert scale as follows:

Table 1 1 5-Point Likert Scale Chart of Respondents' Attitudes Toward Learning English with Native and Non-native English Speaking Teachers

Scale	Interpretation
5	Strongly agree (SA)
4	Agree (A)
3	Undecided (U)
2	Disagree (D)
1	Strongly disagree (SD)

Table 2 Mean of Respondents' Satisfaction Attitudes Toward Learning English with Native and Non-native English Speaking Teachers

Mean	Level of Satisfaction
4.41-5.00	Excellent, most satisfied
3.41-4.40	Very good, quite satisfied
2.41-3.40	Moderate, neither satisfied nor dissatisfied
2.00-2.40	Not very good, quite dissatisfied
1.00-1.99	Poor, most dissatisfied

The interview questions were designed to collect a qualitative dataset. Some of the interview questions are:

1. In terms of competency in effective teaching English, do you prefer native to non-native English-speaking teachers?

2. In terms of the classroom atmosphere, do you prefer native to non-native English-speaking teachers, in aspects of comfortable feeling and stimulation to be more interested in learning English in the classroom?

3. In terms of cultural aspects, do you prefer native to non-native English-speaking teachers that can compare the similarities or differences of the cultures of English-speaking countries with Thai culture better?

The researchers developed and added interview questions to reflect the views of students towards Thai English teachers and Native English teachers on the teachers' competency in teaching skills, classroom atmosphere, and cultural aspects. Furthermore, the interview was conducted in Thai, which allowed participants to express their opinions and attitudes without language barriers. The survey was carried out in person, in some cases, through telephone interviews.

#### Data Collection

A questionnaire was collected between August 31 and September 28, 2022. The interviews were conducted between October 1 and October 3, 2022. The researchers conducted an interview three days after collecting the



questionnaire. A total of 240 English major students in their first, second, and third years in the Faculty of Humanities at Naresuan University in Thailand were recruited to take part in this study. They were told that their questionnaire comments would be kept confidentially and would not have any bearing on their English test scores.

### Data Analysis

The data were analyzed statistically using the result of Excel program. The analysis of the data was follows:

1. The data covered the attitudes of English major students about learning English from teacher who is native and non-native English was re-posted by using Mean and Standard deviation.
2. The data dealt with the satisfaction of English major students about learning English from teacher who is native and non-native English was re-posted by using Mean, Standard deviation and t-test.
3. Data from the interview question were interpreted using a descriptive analysis.

### Findings

This chapter presents the findings on data collected from questionnaires by 240 respondents, including three questions of qualitative data from nine interviewees.

#### Quantitative Data Findings

Table 3 answers the first research question (*What are the students' attitudes toward English with native and non-native English speaking teachers?*). This information was gathered from the questionnaire, which investigated respondents' attitudes toward learning English with native and non-native English speaking teachers in terms of teachers' competency in language teaching skills (Items 1-16), classroom atmosphere (Items 17-22) and cultural aspects (Items 23-25). Each participant used a 5-point Likert scale to indicate their choices. The findings from Table 3 are shown in the sections below in the forms of Mean, Standard Deviation (S.D.), and t-test.

Table 3 The comparison between the students' attitudes in learning English with native and non-native English speaking teachers in terms of teachers' competency in language teaching skills, classroom atmosphere and cultural aspects

Items	Native		Nonnative		t	p-value
	Mean	S.D.	Mean	S.D.		
1. A fluent speaker of English.	4.77	0.27	4.33	0.45	9.29	4.76
2. An ideal model for pronunciation.	4.62	0.37	4.11	0.61	9.26	6.04
3. Ability to teach pronunciation effectively.	4.51	0.47	4.14	0.53	6.55	1.74
4. Ability to teach speaking and listening skills effectively.	4.48	0.52	4.18	0.61	5.06	4.16
5. Ability to teach reading skills effectively.	4.41	0.55	4.26	0.54	2.42	0.01
6. Ability to teach writing skills effectively.	4.15	0.82	4.34	0.49	-2.93	0.00
7. Ability to teach grammar effectively.	4.10	0.78	4.46	0.53	-5.10	3.41
8. Ability to explain vocabulary effectively.	4.38	0.67	4.38	0.48	0.13	0.45
9. Ability to teach and explain the lesson effectively.	4.41	0.46	4.40	0.47	0.32	0.38
10. Ability to stimulate students' interest before the start of the lesson.	4.25	0.83	3.90	0.81	4.99	5.80





Items	Native		Nonnative		t	p-value
	Mean	S.D.	Mean	S.D.		
11. Ability to answer students' questions fluently.	4.52	0.54	4.29	0.56	4.18	2.04
12. Giving quizzes or exams in class.	3.32	1.27	3.96	1.02	-7.91	4.68
13. Employing modern teaching methods and techniques	4.33	0.57	4.09	0.72	4.01	4.01
14. Using various materials, other than textbooks, in class.	4.46	0.58	3.94	0.78	7.39	1.26
15. Assigning group/pair activities in class.	4.34	0.56	3.93	0.88	6.53	1.91
16. Using interesting teaching and learning activities.	4.38	0.63	3.91	0.75	7.13	5.75
17. Ability to make students feel comfortable and flexible.	4.75	0.31	4.11	0.77	11.48	6.89
18. Treating students equally and fairly.	4.67	0.42	4.33	0.66	5.73	1.51
19. Ability to encourage students to speak more English in class.	4.33	0.59	3.85	1.02	7.24	3.13
20. Ability to stimulate students to pay attention to the lesson.	4.54	0.47	3.98	0.91	8.15	1.00
21. Ability to enhance students' positive attitudes in learning English.	4.44	0.47	4.16	0.74	4.91	8.31
22. Ability to manage the classroom appropriately.	4.55	0.47	4.30	0.60	4.18	20.5
23. Knowledgeable about the cultures of English speaking countries.	4.41	0.54	4.20	0.57	3.71	0.00
24. Teaching about the cultures of English speaking countries.	4.28	0.66	4.22	0.63	1.09	0.14
25. Ability to compare and contrast the similarities and the differences between Thai culture and the cultures of English speaking countries.	4.51	0.47	4.35	0.52	3.10	0.00

Note. A significant difference at a probability of  $p \leq 0.05$ .

Based on Table 3, the overall students' attitudes in learning English with native and non-native English speaking teachers revealed significant differences on 4 Items, including item 5, "Ability to teach reading skills effectively", item 6, "Ability to teach writing skills effectively", item 23, "Knowledgeable about the cultures of English speaking countries" and item 25, "ability to compare and contrast the similarities and the differences between Thai culture and the cultures of English speaking countries".

However, the 21 items other than the 4 items mentioned above, there were no significant differences native and non-native English speaking teachers.



### Qualitative Data Findings

To answer the second research question (What is the level of students' satisfaction between learning English with native and non-native English speaking teachers?), interview questions were employed to elicit participants' reactions.

The interview questions are as follows:

1. In terms of competency in effective teaching English, do you prefer native to non-native English-speaking teachers more?

2. In terms of the classroom atmosphere, do you prefer native to non-native English-speaking teachers more? In aspects of comfortable feeling and stimulation to be more interested in learning English in the classroom?

3. In terms of cultural aspects, do you prefer native to non-native English-speaking teachers that can compare the similarities or differences of the cultures of English-speaking countries with Thai culture better?

#### In Question 1

According to the interview findings, most interviewees responded positively to the native-English speaking teachers. They believed that native-English speaking teachers are effective at teaching English.

*"As a native speaker, he knows a lot of grammar, teaching, various spellings, even if we don't understand, he tries to teach, speak, explain and make gestures for us."*

Answers from 1st, 2nd, 3rd years interviewees

#### In Question 2

According to the interview findings, most interviewees responded positively to the NNESTs. They believed that non-native English-speaking teachers can make a good classroom atmosphere.

*"Because it's more comfortable, when students speak Thai or can't think of English words or can't explain them, Thai teachers can understand and teach or tell students."*

Answers from 1st, 2nd, 3rd years interviewees

#### In Question 3

According to the interview findings, all interviewees responded positively to NNESTs. They believed that NNESTs can demonstrate and compare the similarities or differences of the cultures of English-speaking countries with Thai culture.

*"Because the teacher grew up in Thailand absorb Thai culture. Many professors have to study abroad to understand the context and foreign cultures. With the understanding of both cultures, it makes it possible to understand and explain in the Thai context well and understand more."*

Answers from 1st, 2nd, 3rd years interviewees

Moreover, interviewee 8 said, *"The non-native English speaking teachers can explain and compare more clearly because most of NNESTs used to study abroad before"*. It can emphasize that non-native English speaking teachers are better able to compare the similarities or differences of cultures of English-speaking countries with Thai culture than native English speaking teachers.



## Summary and Discussions

### Summary of Findings

According to the result from the t-test, Table 3 shows significant differences on item 5, “Ability to teach reading skills effectively” ( $p < 0.05$ ), item 6, “Ability to teach writing skills effectively” ( $p < 0.05$ ), item 23, “Knowledgeable about the cultures of English speaking countries” ( $p < 0.05$ ) and item 25, “Ability to compare and contrast the similarities and the differences between Thai culture and the cultures of English speaking countries” ( $p < 0.05$ ).

In sum, in Table 3, the findings reveal that the value at a significant level in four items (item 5, 6, 23 and 25) that mentioned above were lower than 0.05, so there were significant differences between native and non-native English speaking teachers. In simple terms, respondents believe that one group is better than the other group. That is, Thai English teachers did better than the counter-part in item 6 (Ability to teach writing skills effectively). In the other three items, namely items 5, 23, and 25, English native speaking teachers performed better than the Thai English teachers. In other words, the students believed that the English speaking teachers were better than the Thai teachers in ability to teach reading skills effectively, knowledgeable about the cultures of English speaking countries, and ability to compare and contrast the similarities and the differences between Thai culture and the cultures of English speaking countries. But the rest of the other 21 items showed no difference between the two groups. That means Thai students did not think that one group of teachers performed better than the other group of teachers.

### Interview Results

The data was collected from nine respondents to investigate in-depth data opinions about studying English with NESTs and NNESTs.

The interview findings revealed that most interviewees responded positively to the NESTs under interview question 1. This interview data supported the questionnaire because they believed that NESTs were more effective at teaching English than NNESTs. In contrast, as regards interview question 2, most interviewees responded positively to the NNESTs under this question, but this interview data did not support the questionnaire. They claimed that NNESTs make a classroom atmosphere better than NESTs. Moreover, all interviewees responded positively to NNESTs in the interview question 3, but this interview data also did not support the questionnaire. They indicated that NNESTs could demonstrate and compare the similarities or differences of the cultures of English-speaking countries with Thai culture better than NESTs.

### Discussion

At the begin of the study, it was presumed that most English major students of Naresuan University would be more satisfied with NESTs than NNESTs. According to this study, the results revealed that students were more satisfied with NESTs than NNESTs in some aspects. Nevertheless, some results were surprising.

From the findings of the study, the majority of participants agreed that NESTs were more competent than NNESTs in terms of teachers' ability to teach reading skills effectively. The students believed that their NESTs were more competent in teaching oral skills and pronunciation than NNESTs. This findings are compatible with Dorkphong, Tipyasuprat, and Srinoparat (2018) and Srisuwan's (2013). Moreover, the interview results of the interview question 1

was related to the questionnaire in terms of teachers' competency in teaching language skill which revealed that students' attitudes toward NESTs were more positive than their attitudes towards NNESTs in this aspect.

However, the findings of the current study did not support the previous research in some aspects. In terms of classroom atmosphere, Srisuwan's (2013) study shows that there were significant differences between NESTs and NNESTs which differ from this study. From the data collection of this research, there were no p-value that lower than 0.05 ( $p > 0.05$ ) which mean there were not different in the aspect of classroom atmosphere. Nevertheless, these results differed from those in the interview in terms of classroom atmosphere that shown the respondents preferred NNESTs to NESTs. The possible cause might be the interviewees randomly assigned from 240 students may have happened to have accidentally preferred non-native teachers to non-native teachers. Because the results showed that out of the nine interviewees, four preferred native-speaking teachers, but five preferred non-native-native teachers. It can be indicated that the number of preferences between NNESTs and NESTs was not very different, meaning it was very likely that the result was a coincidence.

In terms of cultural considerations, the research also revealed that NESTs were more effective in educating people about the cultures of other English-speaking countries and drawing comparisons and contrasts between Thai culture and those of other nations. This finding was compatible with Srisuwan's (2013) and Phothongsunan's (2016) findings which showed that the students preferred NESTs to NNESTs. However, the interview question 3 of the current study did not support the previous research because the interviewees were more satisfied with NNESTs than NESTs in 100 percent, which went to the opposite direction from the results of questionnaire. A possible explanation for this might be as follows. First, in the process of interviewing, there may be an interview with students who already like non-native teachers, which is very unlikely. Secondly, the interviewees may not understand the questions from the questionnaire. This is because most interviewees do not understand the interview question 3 and they ask for better understanding in the interview. Finally, all interviewees were Thai and had studied with mostly Thai teachers, so they preferred NNESTs all of them. Moreover, they could ask questions in Thai and get answers back in Thai which was easy to understand in any contexts.

### Conclusion

In this paper, the majority of students expressed massive positive attitudes toward their NESTs over NNESTs regarding teacher competence in teaching language skills, classroom atmosphere, and cultural aspects.

The results of the study indicated that the attitudes of students studying English with native and non-native English speakers were significantly different only in four items as follows: "Ability to teach reading skills effectively", "Ability to teach writing skills effectively", "Knowledgeable about the cultures of English speaking countries" and "Ability to compare and contrast the similarities and the differences between Thai culture and the cultures of English speaking countries". It can be concluded that the students were most satisfied with NESTs because the average means are at the same level of satisfaction; moreover, the number of items showing p-value of NESTs was greater than NNESTs, and the overall average means for each item of NESTs was significantly higher than NNESTs. Therefore, they preferred NESTs to NNESTs. The findings can be highly beneficial in improving and developing NNESTs' capacity to teach English.

In addition, the idea that non-native English speaking teachers are second-class educators and fundamentally inferior to NESTs is one that is still pervasive in Asia, and these findings constitute yet another blow to that idea.



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## Appendix A

## Questionnaire in Thai

ส่วนที่ 1 ทศนคติของนิสิตที่มีต่อการเรียนภาษาอังกฤษกับครูเจ้าของภาษา (Native English Speaking Teachers)

คำชี้แจง : โปรดทำเครื่องหมาย  ลงใน  ตามความเป็นจริง

5 = เห็นด้วยอย่างยิ่ง

4 = เห็นด้วย

3 = ปานกลาง

2 = ไม่เห็นด้วย

1 = ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
ความสามารถในการสอนของครูผู้สอน					
1. ครูเจ้าของภาษาเป็นคนที่พูดภาษาอังกฤษได้อย่างคล่องแคล่ว					
2. ครูเจ้าของภาษาเป็นแบบอย่างที่ดีในการออกเสียง					
3. ครูเจ้าของภาษาสามารถสอนวิธีการออกเสียงได้อย่างมีประสิทธิภาพ					
4. ครูเจ้าของภาษาสามารถสอนทักษะการฟัง - พูด ได้อย่างมีประสิทธิภาพ					
5. ครูเจ้าของภาษาสามารถสอนทักษะการอ่านได้อย่างมีประสิทธิภาพ					
6. ครูเจ้าของภาษาสามารถสอนทักษะการเขียนได้อย่างมีประสิทธิภาพ					
7. ครูเจ้าของภาษาสามารถสอนไวยากรณ์ภาษาอังกฤษได้อย่างมีประสิทธิภาพ					
8. ครูเจ้าของภาษาสามารถอธิบายคำศัพท์ได้อย่างมีประสิทธิภาพ					
9. ครูเจ้าของภาษาสามารถสอนและอธิบายบทเรียนได้อย่างมีประสิทธิภาพ					
10. ครูเจ้าของภาษาสามารถกระตุ้นความสนใจของนักเรียนก่อนเริ่มบทเรียน					
11. ครูเจ้าของภาษาสามารถตอบคำถามของนักเรียนได้อย่างคล่องแคล่ว					
12. ครูเจ้าของภาษาจัดให้มีการทดสอบย่อยในชั้นเรียนบ่อยครั้ง					
13. ครูเจ้าของภาษาใช้เทคนิคและวิธีการสอนที่ทันสมัย					
14. ครูเจ้าของภาษาใช้สื่อการสอนที่หลากหลายมากกว่าการใช้ตำราเรียนในชั้นเรียน					
15. ครูเจ้าของภาษาจัดให้มีการทำกิจกรรมคู่/กลุ่มในชั้นเรียน					
16. ครูเจ้าของภาษาใช้กิจกรรมการเรียนการสอนที่น่าสนใจ					



ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
<b>บรรยากาศในชั้นเรียน</b>					
17. ครูเจ้าของภาษาสามารถสร้างบรรยากาศให้ผู้เรียนรู้สึกสบายใจและมีความยืดหยุ่น					
18. ครูเจ้าของภาษาปฏิบัติต่อนักเรียนอย่างเท่าเทียมและยุติธรรม					
19. ครูเจ้าของภาษาสามารถกระตุ้นให้นักเรียนพูดภาษาอังกฤษมากขึ้น					
20. ครูเจ้าของภาษาสามารถกระตุ้นให้นักเรียนตั้งใจเรียน					
21. ครูเจ้าของภาษาสามารถกระตุ้นให้นักเรียนเกิดทัศนคติเชิงบวกในการเรียนภาษาอังกฤษ					
22. ครูเจ้าของภาษาสามารถจัดการชั้นเรียนได้อย่างเหมาะสม					
<b>ด้านวัฒนธรรม</b>					
23. ครูเจ้าของภาษามีความรู้เกี่ยวกับวัฒนธรรมของประเทศที่ใช้ภาษาอังกฤษในการสื่อสาร					
24. ครูเจ้าของภาษาสามารถสอนเกี่ยวกับวัฒนธรรมของประเทศที่ใช้ภาษาอังกฤษในการสื่อสาร					
25. ครูเจ้าของภาษาสามารถเปรียบเทียบความเหมือนและความแตกต่างระหว่างวัฒนธรรมของประเทศที่ใช้ภาษาอังกฤษในการสื่อสารกับวัฒนธรรมไทยได้					



ส่วนที่ 2 ทศนคติของนิสิตที่มีต่อการเรียนภาษาอังกฤษกับครูไทย (Non-Native English Speaking Teachers)

คำชี้แจง : โปรดทำเครื่องหมาย  ลงใน  ตามความเป็นจริง

5 = เห็นด้วยอย่างยิ่ง

4 = เห็นด้วย

3 = ปานกลาง

2 = ไม่เห็นด้วย

1 = ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
<b>ความสามารถในการสอนของครูผู้สอน</b>					
1. ครูไทยเป็นคนที่พูดภาษาอังกฤษได้อย่างคล่องแคล่ว					
2. ครูไทยเป็นแบบอย่างที่ดีในการออกเสียง					
3. ครูไทยสามารถสอนวิธีการออกเสียงได้อย่างมีประสิทธิภาพ					
4. ครูไทยสามารถสอนทักษะการฟัง - พูด อย่างมีประสิทธิภาพ					
5. ครูไทยสามารถสอนทักษะการอ่านได้อย่างมีประสิทธิภาพ					
6. ครูไทยสามารถสอนทักษะการเขียนได้อย่างมีประสิทธิภาพ					
7. ครูไทยสามารถสอนไวยากรณ์ภาษาอังกฤษได้อย่างมีประสิทธิภาพ					
8. ครูไทยสามารถอธิบายคำศัพท์ได้อย่างมีประสิทธิภาพ					
9. ครูไทยสามารถสอนและอธิบายบทเรียนได้อย่างมีประสิทธิภาพ					
10. ครูไทยสามารถกระตุ้นความสนใจของนักเรียนก่อนเริ่มบทเรียน					
11. ครูไทยสามารถตอบคำถามของนักเรียนได้อย่างคล่องแคล่ว					
12. ครูไทยจัดให้มีการทดสอบย่อยในชั้นเรียนบ่อยครั้ง					
13. ครูไทยใช้เทคนิคและวิธีการสอนที่ทันสมัย					
14. ครูไทยใช้สื่อการสอนที่หลากหลายมากกว่าการใช้ตำราเรียนในชั้นเรียน					
15. ครูไทยจัดให้มีการทำกิจกรรมคู่/กลุ่มในชั้นเรียน					
16. ครูไทยใช้กิจกรรมการเรียนการสอนที่น่าสนใจ					



ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
<b>บรรยากาศในชั้นเรียน</b>					
17. ครูไทยสามารถสร้างบรรยากาศให้ผู้เรียนรู้สึกสบายใจและมีความยืดหยุ่น					
18. ครูไทยปฏิบัติต่อนักเรียนอย่างเท่าเทียมและยุติธรรม					
19. ครูไทยสามารถกระตุ้นให้นักเรียนพูดภาษาอังกฤษมากขึ้น					
20. ครูไทยสามารถกระตุ้นให้นักเรียนตั้งใจเรียน					
21. ครูไทยสามารถกระตุ้นให้นักเรียนเกิดทัศนคติเชิงบวกในการเรียนภาษาอังกฤษ					
22. ครูไทยสามารถจัดการชั้นเรียนได้อย่างเหมาะสม					
<b>ด้านวัฒนธรรม</b>					
23. ครูไทยมีความรู้เกี่ยวกับวัฒนธรรมของประเทศที่ใช้ภาษาอังกฤษในการสื่อสาร					
24. ครูไทยสามารถสอนเกี่ยวกับวัฒนธรรมของประเทศที่ใช้ภาษาอังกฤษในการสื่อสาร					
25. ครูไทยสามารถเปรียบเทียบความเหมือนและความแตกต่างระหว่างวัฒนธรรมของประเทศที่ใช้ภาษาอังกฤษในการสื่อสารกับวัฒนธรรมไทยได้					



Appendix B

Interview in Thai

1. คุณคิดว่าอาจารย์ที่เป็นเจ้าของภาษา (Native English Speaking Teachers) หรืออาจารย์คนไทย (Non-native English Speaking Teachers) สอนภาษาอังกฤษได้มีประสิทธิภาพมากกว่ากัน และเพราะอะไร

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2. คุณมีความชื่นชอบอาจารย์ที่เป็นเจ้าของภาษา (Native English Speaking Teachers) หรืออาจารย์ที่เป็นคนไทย (Non-native English Speaking Teachers) มากกว่ากันในด้านบรรยากาศในห้องเรียนที่ก่อให้เกิดความสบายใจและกระตุ้นให้เกิดความสนใจในการเรียนภาษาอังกฤษ และเพราะอะไร

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3. คุณคิดว่าอาจารย์เจ้าของภาษา (Native English Speaking Teachers) หรืออาจารย์ไทย (Non-native English Speaking Teachers) มีความสามารถในการเปรียบเทียบความเหมือนและความต่างของวัฒนธรรมไทยกับวัฒนธรรมที่ใช้ภาษาอังกฤษเป็นภาษาแม่ได้ชัดเจนและเห็นภาพมากกว่ากัน และเพราะอะไร

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## Appendix C

Table 4 Students' Attitudes Toward Learning English with Native English Speaking Teachers in Terms of Teacher's Competency in Teaching Language Skills

Items	Strongly Agree n (%)	Agree n (%)	Undecided n (%)	Disagree n (%)	Strongly Disagree n (%)	Mean	S.D.
Teachers' Competency in Teaching Language Skills						4.34	0.48
1. My native English speaking teacher is a fluent speaker of English.	193	42	3	1	1	4.77	0.53
2. My native English speaking teacher is an ideal model for pronunciation.	161	68	10	0	1	4.62	0.61
3. My native English speaking teacher is able to teach pronunciation effectively.	145	74	20	0	1	4.51	0.69
4. My native English speaking teacher is able to teach speaking and listening skills effectively.	140	79	17	3	1	4.48	0.72
5. My native English speaking teacher is able to teach reading skills effectively.	130	82	25	2	1	4.41	0.74
6. My native English speaking teacher is able to teach writing skills effectively.	101	88	38	11	2	4.15	0.91
7. My native English speaking teacher is able to teach grammar effectively.	94	86	50	9	1	4.10	0.88
8. My native English speaking teacher is able to explain vocabulary effectively.	135	70	28	6	1	4.38	0.82
9. My native English speaking teacher is able to teach and explain the lesson effectively.	122	98	17	3	0	4.41	0.68
10. My native English speaking teacher is able to stimulate students' interest before the start of the lesson.	119	77	34	6	4	4.25	0.74
11. My native English speaking teacher is able to answer students' questions fluently.	151	68	17	2	2	4.52	1.13
12. My native English speaking teacher often gives quizzes or exams in class.	40	64	86	32	18	3.32	0.76
13. My native English speaking teacher employs modern teaching methods and techniques.	118	88	30	4	0	4.33	0.79
14. My native English speaking teacher uses various materials, other than textbooks, in class.	128	73	35	4	0	4.35	0.76
15. My native English speaking teacher assigns group/pair activities in class.	143	72	19	5	1	4.46	0.75
16. My native English speaking teacher uses interesting teaching and learning activities.	118	89	31	1	1	4.34	0.74



Table 5 Students' Attitudes Toward Learning English with Native English Speaking Teachers in Terms of Classroom Atmosphere

Items	Strongly Agree n (%)	Agree n (%)	Undecided n (%)	Disagree n (%)	Strongly Disagree n (%)	Mean	S.D.
Classroom Atmosphere						4.52	0.52
17. My native English speaking teacher is able to make students feel comfortable and flexible.	128	83	23	4	2	4.38	0.79
18. My native English speaking teacher treats students equally and fairly.	192	38	8	2	0	4.75	0.55
19. My native English speaking teacher is able to encourage students to speak more English in class.	178	48	11	2	1	4.67	0.65
20. My native English speaking teacher is able to stimulate students to pay attention to the lesson.	116	94	26	2	2	4.33	0.77
21. My native English speaking teacher is able to enhance students' positive attitudes in learning English.	151	72	14	2	1	4.54	0.68
22. My native English speaking teacher is able to manage the classroom appropriately.	132	83	24	1	0	4.44	0.69

Table 6 Students' Attitudes Toward Learning English with Native English Speaking Teachers in Terms of Cultural Aspects

Items	Strongly Agree n (%)	Agree n (%)	Undecided n (%)	Disagree n (%)	Strongly Disagree n (%)	Mean	S.D.
Cultural Aspects						4.41	0.60
23. My native English speaking teacher is knowledgeable about the cultures of English speaking countries.	154	67	17	1	1	4.55	0.68
24. My native English speaking teacher often teaches about the cultures of English speaking countries.	430	81	26	3	0	4.41	0.73
25. My native English speaking teacher is able to compare and contrast the similarities and differences between Thai culture and the cultures of English speaking countries.	116	82	37	4	1	4.28	0.82



Table 7 Students' Attitudes Toward Learning English with Non-native English Speaking Teachers in Terms of Teacher's Competency in Teaching Language Skill

Items	Strongly Agree n (%)	Agree n (%)	Undecided n (%)	Disagree n (%)	Strongly Disagree n (%)	Mean	S.D.
Teachers' Competency in Teaching Language Skills						4.16	0.53
1. My non-native English speaking teacher is a fluent speaker of English.	107	107	25	1	0	4.33	0.68
2. My non-native English speaking teacher is my ideal model for pronunciation.	84	102	52	1	1	4.11	0.78
3. My non-native English speaking teacher is able to teach pronunciation effectively.	82	111	46	1	0	4.14	0.73
4. My non-native English speaking teacher is able to teach speaking and listening skills effectively.	96	93	49	2	0	4.18	0.78
5. My native English speaking teacher is able to teach reading skills effectively.	101	103	33	3	0	4.26	0.73
6. My non-native English speaking teacher is able to teach writing skills effectively.	113	97	29	1	0	4.34	0.78
7. My non-native English speaking teacher is able to teach grammar effectively.	138	78	22	0	2	4.46	0.73
8. My non-native English speaking teacher is able to explain vocabulary effectively.	118	95	26	1	0	4.38	0.69
9. My non-native English speaking teacher is able to teach and explain the lesson effectively.	121	94	24	1	0	4.40	0.68
10. My non-native English speaking teacher is able to stimulate students' interest before the start of the lesson.	70	91	65	13	1	3.90	0.90
11. My non-native English speaking teacher is able to answer students' questions fluently.	109	93	36	2	0	4.29	0.75
12. My non-native English speaking teacher often gives quizzes or exams in class.	92	68	61	16	3	3.96	1.01
13. My non-native English speaking teacher employs modern teaching methods and techniques	91	87	55	7	0	4.09	0.85
14. My non-native English speaking teacher uses various materials, other than textbooks, in class.	72	93	65	8	2	3.94	0.88
15. My non-native English speaking teacher assigns group/pair activities in class.	78	85	63	11	3	3.93	0.94
16. My non-native English speaking teacher uses interesting teaching and learning activities.	65	101	63	9	2	3.91	0.87



Table 8 Students' Attitudes Toward Learning English with Non-native English Speaking Teachers in Terms of Classroom Atmosphere

Items	Strongly Agree n (%)	Agree n (%)	Undecided n (%)	Disagree n (%)	Strongly Disagree n (%)	Mean	S.D.
Classroom Atmosphere						4.12	0.70
17. My non-native English speaking teacher is able to make students feel comfortable and flexible.	91	97	41	9	2	4.11	0.88
18. My non-native English speaking teacher treats students equally and fairly.	122	82	28	8	0	4.32	0.81
19. My non-native English speaking teacher is able to encourage students to speak more English in class.	74	82	64	14	6	3.85	1.01
20. My non-native English speaking teacher is able to stimulate students to pay attention to the lesson.	83	88	54	11	4	3.98	0.95
21. My non-native English speaking teacher is able to enhance students' positive attitudes in learning English.	99	91	40	9	1	4.16	0.56
22. My non-native English speaking teacher is able to manage the classroom appropriately.	113	93	28	6	0	4.3	0.77

Table 9 Students' Attitudes Toward Learning English with Non-native English Speaking Teachers in Terms of Cultural Aspects

Items	Strongly Agree n (%)	Agree n (%)	Undecided n (%)	Disagree n (%)	Strongly Disagree n (%)	Mean	S.D.
Cultural Aspects						4.25	0.65
23. My non-native English speaking teacher is knowledgeable about the cultures of English speaking countries.	89	116	28	7	0	4.20	0.75
24. My non-native English speaking teacher often teaches about the culture of English speaking countries.	97	106	31	4	2	4.22	0.79
25. My non-native English speaking teacher is able to compare and contrast the similarities and differences between Thai culture and the cultures of English speaking countries	116	95	26	3	0	4.35	0.72