

**What are English Language Learners' attitudes to NNES teachers and what are the advantages and disadvantages of NNES teachers?**

by

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CERTIFICATION OF THESIS/PROJECT CAPSTONE WORK

We, the undersigned, certify that this project entitled **What are English Language Learners' attitudes to NNES teachers and what are the advantages and disadvantages of NNES teachers?** by **Qiang Guo**. Candidate for the Degree of Master of Arts, Teaching English to Speakers of Other Languages (TESOL), is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

  
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### **ABSTRACT**

With the Chinese economy developing, the relationship between China and the world has become stronger and stronger. English as a Second Language (ESL) education plays an important role in China now. There are millions Chinese English Language Learners (ELLs), and their attitudes toward non-Native English Speaking (NNES) teachers influences the prospects of NNES teachers. In this study, I interviewed 10 Chinese ELLs to explore their attitudes toward NNES teachers and the advantages and disadvantages they think regarding studying with NNES teachers. Some of my participants were university students and the rest of them were studying in a private institute. However, all participants had studied with Native English Speaking (NES) for teachers over 3 months. This point is the most distinctive factor of this study. During the interviews, most participants expressed positive attitudes to NNES teachers; nonetheless, when comparing NNES teachers with NES teachers, they chose to study with NES teachers? I used a number of graphic displays to show students' attitudes toward NNES teachers and the advantages and disadvantages they found through their experiences that studying with NNES teachers. I hope that, through this study, NNES teachers can get an idea of their real status in students' minds. Moreover, NNES teachers also can get a sense of the kinds of improvements they should try to make during the teaching practice.

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### **Introduction**

English language learners (ELLs) have greatly increased in the past several decades, especially in China. In the past 30 years, the Chinese economy has built a strong relationship with the world. Because English is the dominant world language, therefore English education has become more and more important in China. English is the basic class for Chinese students to study. Chang (2016) described English competence as viewed as a developmental aid, not only for the nation to build relations with political powers and to maintain national economic competitiveness, but also for an individual to succeed in higher education and in the job market. More and more Chinese students choose to study English abroad in an English-speaking country. Depending on the situation, it is necessary to pay more attention to ELLs and non-native English-speaking (NNES) teachers. Both NNES teachers and native English speaking (NES) teachers are very important for ELLs and there are a large number for both of them. Some students have studied with NNES teachers and NES teachers; however, more students have just studied with NNES teachers. Much students didn't study with NES teachers. Some people believe that most students would choose to study with NES teachers if they have the choice. Therefore, it is very important to investigate the attitude of students toward NNES teachers and NES teachers. In the following chapter, I will detail the significance of the problem identified above and introduce some important studies. Moreover, I will briefly state the differences between my study with others' researches.

### **Literature Review**

According to the current research, a teacher's mother language is not the most important factor in influencing students' attitudes. Most students have a positive attitude toward their NNES teachers if they have enough English language ability. A researcher found that NNES teachers have their own advantages; these are detailed in Table 1 below (Ma & Ping, 2012 p. 287):

Table 1: Advantage of NNES Teachers

Advantages	Reported by groups	Disadvantages	Reported by groups
Use of students' first language	2, 3, 4, 5, 6, 7, 8, 9,10	Inaccurate pronunciation and grammar	1, 6, 9, 10
Understanding of student difficulties/needs	6, 7, 8, 9, 10	Teaching styles	
		–textbook bound	5
		–traditional teaching	5
Easy understanding of teachers	1, 2, 3,10	Less opportunity to practice English	1, 8
Easy communication	7, 8		
Teaching styles			
–more exercises	7		
–interesting games	9		

Closer relationship with teachers	5	
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NNES teachers are treated as equally and respectfully as NES teachers and raise awareness among the public that NNES teachers are not inferior to NES English teachers in knowledge, professional skills, and so on (Chang, 2016). This result contradicted the common opinion that NES teachers are more popular among ELLs. Chang stated that the results of the survey indicated that most of the students showed favorable and positive attitudes toward NNES English teachers as based on the NNES English teachers' teaching performance in class and their shared background with the students. It will encourage NNES teachers to work hard and to focus on improving their English education methods. Tsang (2017) said that 4-5 points in International English Language Testing System (IELTS) for teachers is higher than that for the learners one is teaching. Is there a band of minimum proficiency that teachers must pass in order to teach effectively? Band 7, as shown in this study, seems not to be adequate enough for senior secondary level in Hong Kong (Tsang). Tsang gave us the suggestion that the IELTS can be a measurable way to identify the ability of an English teacher. There is a problem that some NNES teachers just have very limited English ability. This reality is not only destroying the reputation of NNES teachers, but also students will get the wrong information from those NNES teachers. Therefore, all NNES teachers should be required to pass the IELTS, or some other similar tests.

Ma (2012) noted that NNES teachers have experienced similar language learning processes and education systems as have their students, whereas most NES teachers acquired English as their L1 and were educated outside of Hong Kong.

**Insights**

This is a common situation for NES teachers, because most NES teachers are raised in English speaking countries; therefore, they don't know the kinds of troubles that ELLs will face in the process of studying English. The native language ability will help people to build their logical thinking; therefore, NES teachers may have more difficulties than do NNES teachers understanding their ELLs. Moreover, NNES teachers can communicate with their ELLs in their native language, if they fail to communicate with them in English. The disadvantages of NNES teachers are obvious; for example, inaccurate pronunciation and grammar, their traditional and textbook-bound teaching styles, and fewer opportunities they create to practice English. Those limitations are very harmful to ELLs. From the research cited above, it is clear that most ELLs have positive attitudes toward NNES teachers and NNES teachers have their own advantages in helping ELLs. In addition, the most important disadvantage of NNES teachers was the limited English ability. Thus, students will have positive attitudes toward NNES teachers, if their English ability is high enough.

**My Interest in This Problem**

I am a Chinese international student in the United States. My major is Teaching English to Speakers of Other Languages (TESOL). It is very probable for me to be an English teacher when I get my Master's degree and move back to China. I am strongly curious about students' attitude to NNES teachers. As mentioned before, more Chinese students didn't have the experience studying with NES teachers, this is a big reason why I want to do the survey in the United States. As a Chinese speaking ELL, I have much experience studying with Chinese NNES teachers. Actually, I preferred to study with NES teachers, because I made great progress when I studied with them. The most important reason I preferred to study with

NES teachers is that so many NNES teachers had poor pronunciation in some parts of English. However, after I studied with a Chinese doctor in the United States, I changed my mind. She was a very good teacher and her English performance was as good as that of native speakers. Most importantly, she always understood me even when I expressed my idea using incorrect grammar and pronunciation. Because we had the same first language she was able understand me very well. Therefore, I as a ELL student have a positive attitude toward NNES teachers as long as they have enough English ability.

TESOL is my major, therefore it is very possible that I will be an English teacher in the future. My native language is Mandarin Chinese and I hope that my native language can be an advantage when I teach Chinese speaking students to learn English. This is a very important reason than I want to do a research study on this issue. This issue is thus very relevant to me. I need to know the attitudes of ELLs toward NNES teachers and the advantages that NNES teachers possess when working with ELLs. The results of my study can give me some references in my future teaching.

There is another reason that I want to do a research study on this issue. Although I found some studies to investigate the attitude of ELLs to NNES teachers and NES teachers, most researchers had the freedom to choose students and perhaps some students didn't have experience studying with NES teachers. Therefore, I will determine that my participants that have had experience studying with NES teachers and NNES teachers, and I will focus on Chinese international students. I think it is unfair for NES teachers if the participants of studies don't have experience studying with them. Moreover, even for those students that had experience studying with NES teachers, it is still unfair if those students just studied with NES teachers for a few days. Students need some time to adapt to a new way to study. In the

beginning, students usually have negative attitudes toward teachers: however, they may change their idea when they adjust the new way to study. In my research, I will make sure all my participants have studied with NES teachers over two months. I think it is fair for students to study with both NNES teachers and NES teachers.

### **Purpose**

The purpose of the researcher in this study is to investigate the attitudes of ELLs toward NNES teachers and NES teachers. Additionally, the researcher wants to explore the perceptions of ELLs regarding the advantages and disadvantages of NNES teachers. As the competition between NES teachers and NNES teachers has become increasingly intense, it is necessary to study the advantages and disadvantages of NNES teachers; moreover, NNES teachers should know the reasons that their ELLs have positive or negative attitudes toward them. ELLs' attitudes and suggestions are a good resource for NNES teachers. In this study, I conducted face-to-face interviews with some Chinese international students. It is very important to get believable and convincing information about students' attitude toward NNES teachers, maybe that information can help NNES teachers to find their merits and defects. NNES teachers should know the reasons that their students have either positive or negative attitudes toward them. The goal of this study is to investigate those advantages and try to avoid or correct those disadvantages as an NNES teacher. In summary, the purpose of the study was investigating students' attitudes toward NNES teachers and NES teachers in fair situation. In the next chapter, I will review the relevant literature related to English language instruction. Isaac Newton once said that, "If I have seen further, it is by standing on the shoulders of giants (Newton, 1642-1727, p. 1). I will discuss the theoretical framework

that has been built by scholars in the field, as well as the gaps in the literature related to this topic.

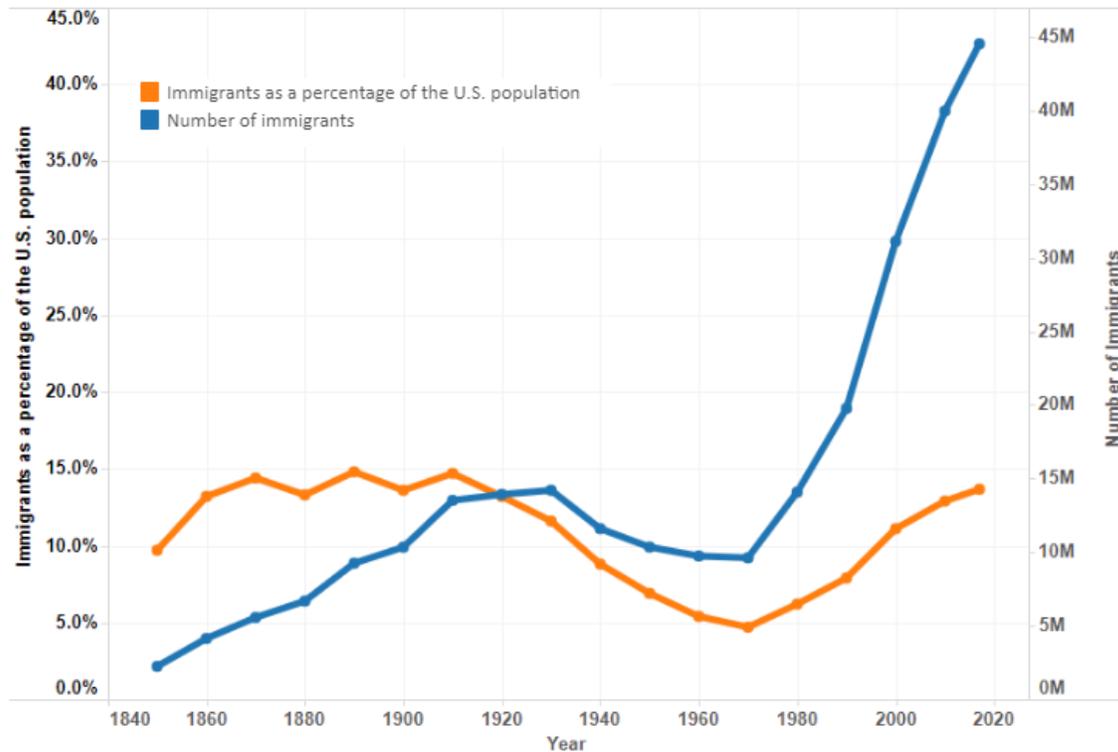
### **Review of the Literature**

In Chapter One, I detailed the purpose of my study students' attitudes toward non-native English speaking (NNES) teachers. From my perspective as a future NNES, it is very important for me to conduct this study. With more and more students studying English, they will inevitably compare their NNES teachers with native English speaking (NES) teachers. In this chapter, I will the scholarship related to this topic. The world has increasingly become connected with each other in the past several decades, and thus the literature regarding this issue is robust.

#### **The Students Attitude to Native and non-Native English Speaking Teachers**

English as a Second Language (ESL) education emerged in the decades after the World War II. With the United States emerging as the most powerful country in the world, more and more foreign students began to study English. Moreover, the immigration to the US increased quickly in those decades (Jie, Jeanne, & Micayla, 2019) collected immigration data and made a graphic. Therefore, the importance of ESL education has increased a lot. Teachers play a crucial role in language studying. Some researchers already did some good studies to investigate the relationship between English language teachers and students (Chang, 2016; Erhan & Thompson, 2016; Tsang, 2017). There are two choices for English language learners (ELLs); they can choose to study with NES teachers or NNES teachers. What are the differences and benefits for the two kinds of teachers? I will review some of the scholarship in the following section.

**Figure 1. Size and Share of the Foreign-Born Population in the United States, 1850-2017**



*Source:* Migration Policy Institute (MPI) tabulation of data from U.S. Census Bureau, 2010-17 American Community Surveys (ACS), and 1970, 1990, and 2000 Decennial Census. All other data are from Campbell J. Gibson and Emily Lennon, "Historical Census Statistics on the Foreign-Born Population of the United States: 1850 to 1990" (Working Paper no. 29., U.S. Census Bureau, Washington, DC, 1999).

The major difference between first and second language acquisition is in the degree of variation in the level of proficiency attained by learners (Spolsky, 1969). However, there are great differences for second language acquisition (SLA). Students achieve different levels of English proficiency even they study English for the same amount of time. What influences

the level of acquisition that students attaining learning English? Among the factors that have been proposed as significant are method, age, aptitude, and attitude (Spolsky). So many factors can influence students' acquisition; nonetheless some factors cannot be changed, such as age and aptitude. Of these, teaching method has generally been considered the most easily controllable. It has been considered a sufficient provision for a program in applied linguistics or language pedagogy to offer courses in methodology (Spolsky). So many teachers and college professors try to find a good way to teach their students sufficiently.

Spolsky (1969) found some factors that influenced students in their study of English. In the study, Spolsky conducted an experiment to test students' language attainment. The researcher divided students in two groups, one group was taught using an audiolingual method and the other group was taught using a traditional method. The study brought out many interesting points, but basically it showed that there were no real differences between the two except that the audiolingual students were better at speaking, and the traditional students were better at writing and translation (Spolsky, 1969, p. 2). Although Spolsky did not compare NNES teachers with NES teachers, he investigated the teaching methods that are better for students.

The most important difference between NES teachers and NNES teachers is in their teaching methods. Therefore, I think the next generations of scholars to investigate the differences between NNES and NES teachers were motivated by this article or some similar articles (Spolsky, 1969). Following Spolsky's work, Shaw (1978) carried out a study to investigate the attitude of students from Thailand, India and Singapore regarding studying and using English. It showed comprehensive overview of the ideas of these students toward English, including the reasons for studying English, the people with whom they use English,

the content and skills that they want to learn, and their overall attitudes about English.

Through this research, readers can gain a deep understanding of the attitude of those three countries' students toward English. In those three countries, students usually had a positive attitude toward English, because those three countries had deep connections with other countries and with India and Singapore, which were previously governed by the United Kingdom's. Shaw includes the following excerpts related to students' attitude:

- English is the only language which is a medium of instruction available throughout the country and many parts of the world. ---- An Indian student
- It looks impressive to know English. ----- A Thai student
- My family wanted someone in the family of Chinese educated children to speak English. ----- A Singapore student. (p. 52)

From these comments, it is clear that English plays a very important role in these three countries.

Students not only use English for international purposes but also for intranational purposes. India and Singapore have some different ethnic groups, and those groups speak different languages; therefore, English is often the mechanism among them with which to communicate. However, the international purpose is still the most important reason for students to study English. Although almost all countries use English for international purposes, the number of nations using it within their own culture is much smaller (Shaw, 1978). Shaw found that speaking skills were the worst among students from India, Thailand and Singapore and that most students wanted to develop speaking skills and thought that speaking skills were the most important among listening, reading, speaking and writing skills.

The next generation of researchers conducted some studies to investigate this problem. Hertel & Sunderman (2009) investigated students' attitudes toward native and nonnative speaking instructors of Spanish. Students thought that NES teachers and NNES teachers had their different advantages. The researchers found that students perceive native speaking instructors to possess advantages over non-native speaking instructors with regard to pronunciation and culture, but not with regard to the teaching of grammar or vocabulary. The results of this study reinforce those of other research, showing that students appreciate NNS instructors' ability to understand and teach grammar and to empathize with their language learning difficulties. (Hertel, T. J & Sunderman, G, 2009 p 479) Students had positive attitudes to NNES teachers and even preferred to study with NNES teachers in some areas. Chang Feng-Ru. (2016) tried to find the differences of students' attitudes between NNES teachers and NES teachers and to discover whether one is better for ELLs. Chang's aim was to find the differences between students' attitude toward NNES teachers and NES teachers. Chang surveyed a large sample of students and he found that different students had different attitudes toward NNES teachers and NES teachers. The sample he used was 200 undergraduate students who had had experiences with being taught by NNES teachers and NES teachers. Most participants didn't think that the language situation was a crucial factor for them in evaluating teachers. However, Chang's findings showed that students have a more active attitude toward NNES teachers than toward NES teachers if NNES English teachers have high level English abilities.

Nonetheless, most students also have positive attitudes toward NES teachers. Tsang (2017) described that, with the spread of the English language around the world, there are more and more NNES teachers. Tsang focused on teachers' English ability and found that

teachers' English ability was a crucial reason in influencing students' learning efficiency and their attitudes toward teachers. The research paid more attention to NNES teachers than to NES teachers. The conclusion of the study was that NNES teachers will have good evaluation from students if their IELTS Scores are 7 or higher. Band 7, as shown in this study, seems not adequate enough for senior secondary level in Hong Kong (Tsang, 2017, p. 112). Tsang argued that NNES teachers could seem proficient in English if they received 7 or higher on the IELTS examination. In these cases, their English level become less important to students than some other factors, such as humor and teaching skills (Tsang).

Erhan and Thompson. (2016) pointed out that the native/nonnative-English-speaking teacher (NES/NNES) both received much attention in the English language teaching profession. Therefore, their survey attempted to find the difference between NES teachers and NNES teachers in terms of student perceptions. The result of the study revealed that the NES/NNES status did not cause significant differences in students' perceptions. Burri (2015) also investigated the difference between native speakers and non-native speakers in pronunciation and the ways in which their students viewed them as a result. Burri's findings revealed that teaching the melody of the English language was seen as important as was teaching segmental. Burri commented that, "Non-native speakers' self-perceived pronunciation improvement, an increase in their awareness of their spoken English, and native/non-native collaboration played a crucial role in facilitating participants' cognition growth" (p. 78).

Jing and Junying (2016) sought to investigate the influence on student attitudes when they spoke with native English speakers. They found that lower English proficiency students felt higher anxiety level when talking with native speakers and that students felt more

comfortable when they learned English and western cultures organically and not for a specific examination. Huang and Jhuang (2015) tried to find the challenges of English-medium instruction (EMI) for students in nonnative English-speaking (NNES) contexts. Their findings showed that, although NNES teachers provided limited attention toward cultural teaching, they paid more attention to content and the language itself. Moreover, when teachers taught more content and language, students showed more interest in studying English. Thus, if teachers have higher expectations of their students, the student will perform better.

Some researchers have studied the different methods for teaching English. Koyama (2016), for example, found useful methods to teach students Japanese language attainment. The researcher successfully revealed students' attitude toward dubbing activities in Japanese language learning. According to this research, a dubbing activity can also be used for teaching English to students. Moreover, Lee (2016) asked a question "Which method is more acceptable for teachers to use in teaching students to study English?" In his study, Lee reported that, "The study showed that the in-service teachers were more oriented towards the bilingual approach, but less in agreement with the ideas centering on the monolingual approach, than their pre-service counterparts" (p. 767). Lee and Ranta (2014) found that the majority of students uses Facebook; nonetheless, simply possessing a Facebook account is unhelpful for students when attempting to improve their English skills. They need instead to connect with host nationals or other international students and to communicate with them. Lee and Ranta (2014) said that "Although the bulk of their Facebook friends were from their home countries, the fact that most of their communication was in English suggests that Facebook (and English) was used as a way to keep in touch with people who did not speak

the same first language” (p. 37). Ma and Ping (2012) aimed to find the advantages and disadvantages of learning English from their NES teachers and their NNES teachers, local English teachers (LETs). Their results show that NNES and NES teachers have their respective advantages and disadvantages and that the disadvantages of one category of teachers appear to be the reverse of the advantages of another. Therefore, utilizing the advantages of both types of teachers will be of benefit to students attempting to overcome challenges in learning English. Ma and Ping stated that, “The four main advantages of LETs perceived by students were their ability to use students’ L1, their understanding of student learning difficulties, the ease for students in understanding their teaching, and effective communication between students and teachers” (p. 298). Bano (2017) aimed at making a pedagogical exploration into listening comprehension skills and examining the problems faced by learners in the English as a Foreign Language (EFL) classroom situation in Saudi Arabia. To analyze the problems, two very important processes were considered: top-down and bottom-up processes. The top-down process works well with students because of their previous knowledge of the context to make sense of what is being said in the class. However, the bottom-up process was not as good as top-down process. Bano concluded that, “It was found that top-down process worked well as our respondents regularly used their previous learning of the context to make sense of what is being said in the class, however, the bottom-up process did not prove effective, because our respondents were well versed in English skills and in English structure after revising and memorizing it on a regular basis” (p. 26). This research revealed students’ attitudes toward two pedagogy methods. Clark-Goff and Eslami (2016) tried to investigate the influence of pre-service teachers’ attitude toward ELLs. The findings demonstrated that teachers’ beliefs about ELLs can be changed and that pre-

service teachers need evidence-based coursework in language development and language learning processes to overcome misconceptions regarding ELLs. By influencing the preservice teachers' basic notions about language learning and acquisition, ELLs, and appropriate instructional strategies, ESL teacher education courses have the potential to affect future mainstream teachers and work towards more positive future for linguistically and culturally diverse students (Clark-Goff & Eslami, 2016, p. 33).

In summary, the scholarship reviewed shows a trend toward researchers paying more attention to ELL students' attitudes toward their NES and NNES teachers and the ways that their teachers can help them. In last century, English as a Second Language education was a new concept for a lot of people. At that time, researchers tried to answer the reasons that students should study English and the places that students can use their English skills. Gradually, researchers began to care about the methods with which to teach students, and recently researchers divided teachers into NES teachers and NNES teachers in order to explore the advantages and disadvantages of them. Some researchers studied the advantages of NNES teachers and the attitudes of students toward them. All of those studied can give me some inspiration to do my study. For instance, I found that there were no researchers paid attention to students' learning experience that whether they had studied with NES teachers during at least several months.

### **Conclusion**

The purpose of my study was to investigate students' attitude to non-native English speaking teachers and the advantages and disadvantages of non-native English speaking teachers? Although some researchers did some similar studies, I found that most researchers just freedom to choose students and maybe some students didn't have experiences studying

with NES teachers. Moreover, there are very few studies that were focused on mainland Chinese students. Therefore, I will focus my study on participants that have experience studying with NES teachers and NNES teachers and have studied with NES teachers for at least 3 months. The primary research question for my study is – “what are the students’ attitudes to NNES and NES teachers?” In next chapter, I will describe how the study was conducted, the method to choose participants, setting and a description of the data collection and procedures to analyze.

### **Methodology**

In the last chapter, I reviewed the scholarship surrounding the perceptions of English Language Learners (ELLs) regarding teachers of English (e.g., Chang, 2016; Tsang, 2017). For those students who do not speak English as their first language, English as a second or foreign language education is very important for them. There are two kinds of teachers from which these students can choose – Native English Speaking (NES) teachers and non-Native English Speaking (NNES) teachers. My study focused on the question – what are students' attitude to NNES and NES teachers are very important not only for students but also for teachers. In order to pursue this line of inquiry, I conducted face-to-face interviews as my primary data collection method. In this chapter, I will introduce the methods with which I conducted my study, detail the procedures, discuss the means with which I chose my participants, and detail the data collection and analysis process. In addition, I will state my research framework and some other details about my study.

### **Research Frameworks**

Due to the research problem described above, the investigation that I wanted to pursue is a qualitative research project. Johnson and Christensen (2016) described qualitative research as “research relying primarily on the collection of qualitative data (no numerical data, such as words and pictures)” (p. 417). My research has the basic characteristics of qualitative research, including narrative inquiry. Narrative inquiry is the study of experience when it is understood through lived and told stories. As defined by Johnson and Christensen, “It is a collaboration between researcher and participants, over time, in a place or series of places and in social interaction with their social milieus” (p. 425). This study is thus a narrative inquiry in which I interviewed Chinese ELLs in order to explore their own

experiences studying with NNES teachers and NES teachers. This step involved the investigation of the stories lived and told by participants. My participants stated their real experiences and their real attitudes to me. Nonetheless, I was careful to avoid personal justifications, because I plan to be an NNES teacher, so my attitude might otherwise have influenced my participants' attitudes. As Johnson and Christensen (2016) stated, researchers cannot engage in a narrative inquiry without addressing all three justifications at the outset of the inquiry, throughout the inquiry, and at the end of the inquiry. After I listening to my participants' stories, the next step I took was encouraging the retelling of stories. I got my interim data when I finished this step. The last step entailed reliving stories. At this step, I summarized and narrated my study in my thesis. After this step, I finished this study and completed my final research texts.

### **Research Setting and Participants**

Because I am an international student in a university in the United States, I have experience with the two kinds of teachers – NNES and NES teachers, I would like to do interviews with my peers that have the similar experiences to mine. Moreover, my university has a private English language academy attached to it. I graduated from the language academy, I saw a lot of Chinese ELLs who had studied with those NES teachers and some of them achieved great progress. I know it is very hard for ELLs to study with NES teachers in the first two or three months. However, some of students began to adapt to the teaching style and got progress very quick after the beginning period. Their opinions regarding NNES and NES teachers are very important and have significant value for NNES teachers to consult. Moreover, as I mentioned before, I have some friends that came from China and studied in United States. Some of them have already graduated from English courses and are studying

in the university now. I think they have a diversity of experiences studying with NES teachers, because they are not only learning English from NES teachers, they are also using English as an agency to learn other knowledge. I am very interested to explore the differences of attitudes toward NNES teachers. In my literature review, I found one of the problems that previous researchers had encountered was that they hadn't made sure that all of their participants had experienced studying with both NNES teachers and NES teachers. As a consequence, I focused my work on participants who had experienced studying with NNES and NES teachers and had at least three months of studying with NNES teachers.

### **Data Collection**

In order to answer the research questions detailed above, I conducted interviews with the Chinese students enrolled in the English academy and with my friends individually. Every interview was approximately 15 minutes to 20 minutes in length. My interview method was face-to-face interview with participants (see Interview Protocol in Appendix A). Participants were asked to sign an informed consent form voluntary in order to participant in the study (see Informed Consent form in Appendix B). I used my interview protocol to ask questions; most questions were open-ended questions. Graphics and diagrams were used to analyze the data. Graphics show the number of students that have positive attitude to NNES teachers and the number that have negative views. Diagrams were used to analyze the advantages and disadvantages of NNES teachers, and the influences of those advantages and disadvantages. All findings are showed in the next chapter.

### **Date Analysis**

Forms and sector diagrams were a good way to analyze data that I collected from the data collection process detailed above, as I have seen from the scholarship. These made the

findings more visible and easier for readers to understand the meaning of the data (Ma & Ping, 2012).

<b>Advantages</b>	<b>Reported by groups</b>	<b>Disadvantages</b>	<b>Reported by groups</b>
Use of students' first language	2, 3, 4, 5, 6, 7, 8, 9,10	Inaccurate pronunciation and grammar	1, 6, 9, 10
Understanding of student difficulties/needs	6, 7, 8, 9, 10	Teaching styles	
		–textbook bound	5
		–traditional teaching	5
Easy understanding of teachers	1, 2, 3,10	Less opportunity to practice English	1, 8
Easy communication	7, 8		
Teaching styles			
–more exercises	7		
–interesting games	9		
Closer relationship with teachers	5		

\*Groups 1 and 2 were Year 9 students from a Band 2 Chinese-medium school. Groups 3–6 were Year 8 students from a Band 1 English-medium school. Groups 7–10 were Year 11 students from a Band 1 English-medium school.

I completed three forms and two diagrams in order to analyze the data I collected. For the first form, I used the form above as a template and just change the group to students. Because I will not collect students' private information, I will use numbers instead of students' names as indicated in the form above. This form will display the advantages and disadvantages of NNES teachers. Because my study is focused on NNES teachers, I will not include a form to show the advantages and disadvantages of NES teachers.

In the next stage of my study, I will complete a form to show whether allowing students to choose the kind of teachers that they want is an effective approach. This form is relatively simple, as it just has the two choices on the top of form and the students' number on the vertical axis. Moreover, I included a sector diagram based on the data in order to show the percentage of students who chose to study with NNES teachers and those who chose to study with NES teachers. The sector diagram showed these results more visibly. In the last stage of my study, I completed a form in order to show the attitudes of students to NNES teachers, according to the ways that they think about their NNES teachers and whether their attitudes are positive or negative. I then used this information to create a sector diagram in order to show the attitudes of students.

### **Alternative Approaches**

When I first planned to do interviews with Chinese ELLs, I initially wanted to go to the University at Buffalo (UB), because it is a big university and it has so many Chinese ELLs. I think if I had gone to UB, I could have conducted more interviews with Chinese

ELLs and I would have had more diverse choices in which to choose my participants. That would have increased the degree of the reliability of my research, because if I had been able to conduct more interviews, my data would be richer. Nevertheless, I abandoned this idea ultimately, because I didn't know any of the teachers and I didn't have any friends at UB. Therefore, I could not get access to or help from any other people at UB. I needed to find individual Chinese students by myself and to get their permission as a stranger. Actually, I thought it would be too hard for me and that I would spend too much time on that process; moreover, might ultimately not have been able to get permission many Chinese students. Thus, I chose the English academy as the main setting for my study.

### **Conclusions**

In summary, given the steps that I have listed in this essay, I was able to finish my research study successfully and to gain important data to answer the questions that drive my qualitative inquiry. Based on my research, I have gained some important insights into Chinese students' attitudes toward their NNES and NES teachers. I hope it will help NNES teachers to understand the attitudes of ELLs toward them, what ELLs wish them to do and their advantages and disadvantages compared with NES teachers.

In the next chapter, I will state and analyze the results of my study of 8-10 Chinese students' attitudes toward NNES and NES teachers. From their data presented, I will draw conclusions about whether they have generally positive attitudes toward NNES teachers and I will use the method I mentioned above to analyze their answers and summarize the advantages and disadvantages of NNES teachers.

## **Results**

In the previous chapter, I stated the method that I used to conduct my study of the perceptions of English language academy students. During the study, I interviewed 10 Chinese students. 6 of these were students from the Private English Institution (PEI) and the rest of them from an American university. The average English level of all participants was acceptable; that is, all of them had ability to understand their native English speaking (NES) teachers. Although the English abilities of those participants that from the American university was higher than that of the PEI participants, that distinction was not judged to be very important for this study. All of my participants were Chinese international students, some of them graduate students and the rest undergraduate students, and no participants were younger than 18 years old. In the following chapter, I will detail the data that I collected from my participants.

## **Interviews**

During the data collection stage of my investigation, I conducted individual interviews with all of my participants, as detailed in Chapter 3. There were five main questions included on my interview protocol (see Interview Protocol in Appendix). I asked my participants about the experiences that they had had from working with non-Native English Speaking (NNES) teachers and the attributes that make these teachers impressive. One of the purposes of this study was investigating the advantages and disadvantages of NNES teachers; therefore, I asked my participants about the advantages and disadvantages of NNES and the most important merits and the worst defects of these instructors. Further, I asked my participants to discuss their attitudes toward NNES teachers and the kind of teachers that they prefer to study with. In order to protect my participants' privacy, in the

following discussion, I will use the pronoun “he” for all participants, regardless of their gender.

Participant A is a PEI student, who finished his Bachelor degree in China and has been living in the United States for nearly four months. During our interview, he stated that, “Although I began to study English in elementary Grade 1, I didn't even know how to pronounce English phonetic symbols until middle school, the experience of my learning experience of elementary for English is terrible.” In contrast, there was an English teacher that really helped him a lot in high school. The teaching skills of the teacher included humor and the use of vivid examples. The teacher would give students some examples and let students do exercises in order to practice new grammar. Moreover, Participant A told me that “The teacher was very kind to most students and that I liked her.” In his opinion, NNES teachers have some advantages, such as sharing the same first language with students, understanding students' difficulties, and studying with NNES teachers, which helps students to improve their test scores quickly. In addition, he said that, “It is easier to follow along with the NNES teachers' processes for English language learners (ELLs).” The disadvantages of studying with NNES teachers, according to this Participant include no language environment and too much focus on reading and writing skills, at the sacrifice of conversational practice. At the end of interview, I asked him his attitude toward NNES teachers was, whether positive or negative. He said that he had positive attitudes toward most NNES teachers, unless those teachers had insufficient English ability. For the last question, he thought that he would choose studying with NES teachers for now; nonetheless, if he were to drop back to high school, he would choose studying with NNES teachers. Improving his speaking and listening

skills is the first goal, and studying with NES teachers is better in terms of improving those skills.

Participant B is also a PEI student. He came to the United States last year, and has studied with NES teachers in an English-speaking immersion environment for almost 8 months. He reported that “Studying with NES teachers is very helpful for me in terms of improving my English ability, in the first five months, it was very hard for me to follow along with my NES teachers and I was very stressed because I needed to take an English test every four weeks.” Since then, his English ability has improved a lot and it is not so hard for him to catch the main ideas of his NES teachers. Participant B said that, “I didn’t have any fun or helpful experience studying with NNES teachers; rather, I just finished my high school classes in China and did not pay attention in English classes until I decided to come to the United States to continue my Bachelor degree studies.” From his perspective, Chinese language ability and focusing on the textbook (which is easy to follow with teachers) are the advantages of NNES teachers; ignoring the bad scores’ of students, no language environment and less speaking practice are the disadvantages of NNES teachers. His attitudes toward NNES teachers are not good and not bad, in his word – neutral. As he said that he did not do study hard with NNES teachers in China, he did not want to say negative words toward NNES teachers. He chose to study with NES teachers, because he thought it was more helpful for him to study English in that context.

The next student I interviewed was Participant C from the PEI. He came to United States in August 2018; however, he did not stay in America to study English the entire academic, as he went back to China for one month. Therefore, he has studied in the United States for a total of 7 months. Participant C told me that “I am a graduate student and that I

came to America to seek a Master's degree, I think that the experience studying with NNES teachers is good: however, my English improved quite slowly in that time." Using students' first language to help students understand the knowledge of course content is easier for NNES teachers, and easy communication and building closer relationships are the advantages of NNES teachers, in his opinion. Participant C reported that "Inaccurate accents when speaking English, occasional bad grammar especially in speaking and no language environment are the disadvantages of NNES teachers." His elementary and middle school's NNES English teachers were not good; he said that, "The pronunciation of some words they taught me was wrong." However, his high school and university English teachers were very good, and therefore he has positive attitudes toward NNES teachers in general. He would choose to study with NES teachers rather than with NNES teachers, because he thought that studying with NES teachers is a memorable and useful experience for him.

Participant D studied in the PEI for three months and is still studying there now. He finished his Bachelor's degree classes in China and came to America in order to continue his studies. He reported that, "Studying with NNES teachers has been a good experience for me, I remembered that I kept practicing English in high school and talking with my English teacher about practicing in private, those memories are a treasure for me." In his opinion, the closer relationships, the ability to follow along with teachers more easily, the focus on the textbook, and sharing a first language with students are the advantages of studying with NNES teachers. The disadvantages of studying with NNES teachers, according to Participant D include less English speaking practice, heavy writing homework and no language environment. The participant concluded: "I has positive attitudes toward NNES teachers, and

I think that, if NNES teachers were able to use English in order to teach, thereby creating an English language environment, I would want to study with NNES teachers.”

The fifth student that I interviewed was Participant E. He studied in the PEI for about 7 months and plans to enter university in order to get a Bachelor degree. He told me that “I was really terrible when I started to learn with NES teachers in the United States in the first three or four months of I studies in this country, there were no interesting or impressive memories to experiences studying with NNES teachers for me.” Nonetheless, he regretted that he had not studied harder in English classes in China, because NES teachers were paying only a little attention to grammar, and the English tests usually involved a lot of grammar testing. During the interview, he said that sharing the Chinese language, paying attention to grammar and testing, and textbook bound instruction are the advantages of studying with NNES teachers, whereas no language environment and the lack of speaking practice are the disadvantages of studying with them. The participant concluded: “I have positive attitudes toward NNES teachers, if I could choose, I would like to study with both NES and NNES teachers, if I were only able to study with one kind of teacher, maybe NNES teachers would be better for me.”

The last PEI student that arrived was Participant F. He has studied in the PEI for almost four months and he already passed every English test and ready to enter the university next semester. He is a graduate student and his speaking ability is higher than that of his peers. During the interview, he told me that “I participated in some English summer camps and speaking focused classes in China, I think students play a more important role in studying English than do their teachers, no matter which kind of teachers are available, if students don't strive to improve their English skills, it is very hard for students to improve.”

In his perspective, grammar and testing practices, sharing the same first language with students, and easy communication with NNES teachers are the advantages of studying with NNES teachers. The disadvantages of studying with NNES teachers are the poor accents and incorrect pronunciation, disfluency in speaking, and textbook bound approaches. The participant concluded: "I have positive attitudes toward NNES teachers and I would choose to study with NES teachers, because I think NES teachers' teaching styles are diverse and vivid."

Participant G is a first year graduate student in a university. During our interview, he stated that, "Studying with NNES teachers helped me a lot, and I learned a lot of grammar and writing skills from them, that knowledge is very helpful for me to write English papers in university." He reported that he thinks that the advantages of studying with NNES teaching are sharing the same first language with students, the extensive grammar and writing skills practice, and the ability for students to understand teachers more easily. On the other hand, no language environment, the lack of speaking and listening training, and textbook bound teaching methods are the disadvantages of NNES teachers. He said that "I would choose to study with NNES teachers in the future, because it is far easier for me to do so." So many English assignments are a heavy burden for him, as he did not write so many homework assignments when he entered university in China. Although he wants to choose studying with NNES teachers, it is not because he thought NNES teachers are better for him.

Participant H is also a university student, and he is taking the second year graduate classes this semester. He reported that "I think studying with NNES teachers was useful and helpful for me, that I learned a lot grammar and syntax with my NNES teachers, and NNES teachers usually understand the difficulties that their students' are facing and they can give

their students assistance in order to solve those problems.” Easy communication, sharing the Chinese language, and understanding students’ difficulties are the advantages of NNES teachers, according to Participant H. No language environment, poor English language accents and textbook bound strategies are the disadvantages of NNES teachers. He thought studying with NNES teachers was good; nevertheless, he wants to study with NES teachers, because the language environment is really helpful for students in improving their listening and speaking skills.

The penultimate participant in my is Participant I. He is a graduate student in the United States, and he will graduate this May. During our interview, he said that, “I didn’t have exciting or terrible experiences studying with NNES teachers. NES and NNES teachers have their own merits and defects, it is hard to say which one is better.” In his view, students’ first language, the ability to understand NNES teachers more easily, and the easy communication with them are all advantages of studying with NNES teacher, while the textbook bound lessons, no language environment and disfluency speaking or poor English accents are all disadvantages for studying with NNES teachers. He would like to study with NES teachers, if he were to choose just one kind of teachers to study. NES teachers really helped him a lot in improving his English ability, especially in speaking and listening skills. Therefore, he thought that, “Studying with NES teachers was more efficient for me; nonetheless I have positive attitudes toward NNES teachers as well.”

The last participant I interviewed was Participant J. He is an undergraduate student and he has studied in the United States for almost three years, including pre-university classes. He finished his high school and college classes in China. He wants to get a Bachelor’s degree in the United States. In his opinion, “Studying with NNES teachers was a

happy and relaxed experience, it is easy for students to follow with teachers' steps and students still can learn by themselves if they do not understand their teachers." He reported that he thinks that the textbook bound methods, sharing the same first language with students, understanding students' difficulties and the ability to catch up with teachers more easily are the advantages of studying with NNES teachers. Conversely, no language environment, disfluency in speaking and bad pronunciation, and the lack speaking and listening training are the disadvantages of NNES teachers, according to Participant J. The participant concluded: "I would like to study with NES teachers, because my English improved very quick in recent years, it is more helpful to study with NES teachers." In his opinion, as it helps him to improve his English ability. In addition, he thinks that NNES teachers are good, but just that NES teachers are better.

### **Conclusion**

In my study of 9 English language learners, I found that my participants all had positive attitudes toward Non-Native English Speaking (NNES) teachers; however just 3 of them chose to study with NNES teachers when they compared them with Native English Speaking (NES) teachers. This is a very interesting result. Individual differences played an important role in judging NNES teachers. When it came to judging the textbook bound teaching approaches, some participants thought it was an advantage for them as students, while for others, it was a disadvantage. In summary, most students had positive attitudes toward NNES teachers, nonetheless most of them also think that NES teachers are better than NNES teachers in general. Different individuals have different opinions about the advantages and disadvantages of NNES teachers; nevertheless, some merits and defects have general a consensus among my participants. Using students' first language and easy to catch up with

teachers are the general advantages and no language environment and lacking speaking and listening training are the general disadvantages for NNES teachers. For the rest advantages and disadvantages, there is lacking general consensus.

In the next chapter, I will detail and discuss the significance and limitations of my results. These data collected through interviews showing students' attitudes and the reasons that they have those attitudes toward NNES teachers contribute a great deal to my investigation. It is good news that most students have positive attitude to NNES teachers; nonetheless, NNES teachers also should pay attention to the fact that less than one-third of the students interviewed chose to study with NNES teachers when compared with NES teachers. I will give my conclusions, using charts and tables to analyze the data and comparing my results with some other scholars' studies to see the similarities and differences between my results and theirs.

## Discussion

In the previous chapters of this thesis, I stated the reasons that I chose to investigate English Language Learners' (ELLs) attitudes toward NNES teachers as my research project. Because I am a Teaching English to Students of Other Languages (TESOL) student and I plan to be a English teacher when I return to China, this project is very important for me. In the chapter 2, I reviewed relevant scholarship on the topic (e.g., Burri, 2015; Chang, 2016; Huang & Jhuang, 2015) these studies gave me inspiration to conduct my study. In Chapter 3, I detailed the methodology of my study; for example, I chose interviews to collect data and using charts and graphics to analyze the data.

In the previous chapter, I presented the data that emerged from the investigation of the participants' attitude to NNES teachers. They expressed their ideas regarding NNES teachers about their attitudes to NNES teachers and the advantages and disadvantages that they saw with studying with each type of teacher. In this chapter, I will explore the significance of the data that I showed in Chapter 4, comparing my results with that of other researchers in order to examine the similarities and differences with their work.

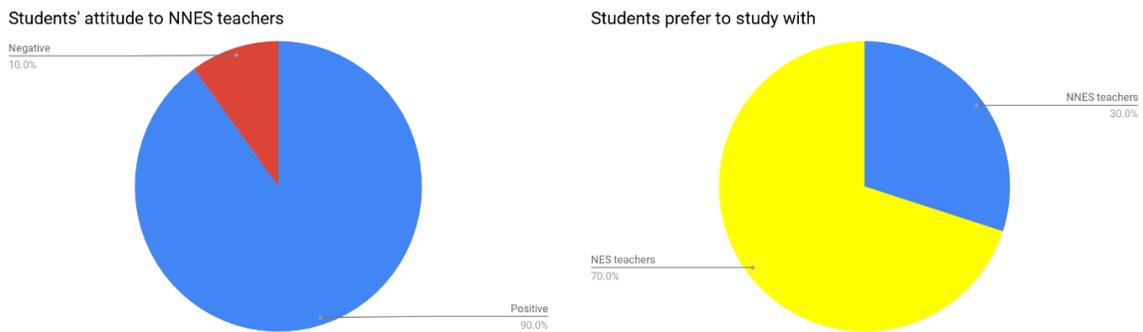
### Significance

As the data that I showed in Chapter 4, there were 9 participants out of a total participant sample of 10 (90%) who had positive attitudes toward NNES teachers and three participants (30%) who wanted to study with NNES teachers rather than with NES teachers. Obviously, most students had positive views of NNES teachers. This is a good news for NNES teachers, as most students thought that studying with NNES teachers was helpful or useful to them. Nonetheless, there were only three students who chose to study with NNES teachers when compared with NES teachers. I think NNES teachers should pay attention to these results.

They should not be satisfied with most students' positive attitudes; NNES teachers have to find out the differences and even gaps that they face when compared with NES teachers. I have included two pie charts and one table in Figure 1 below displaying the main results from my study.

**Figure 1.**

The results also indicated the advantages and disadvantages of NNES teachers. There is a general consensus regarding the advantages and disadvantages, while some advantages and disadvantages were specific to some individuals. In some cases, the advantages that some people indicated were are disadvantages for others. Table 1 below shows the advantages and disadvantages of NNES according to the data collecting by interviews.



**Table 1.**

<i>Advantages</i>	<i>Reported by participants</i>	<i>Disadvantages</i>	<i>Reported by participants</i>
Using students' first language	A B C D E F G H I J	No language environment	A B C D E G H I J
Understanding students' difficulties	A H J	Lacking speaking and listening training	A B D E G J

Focusing on grammars and testing	A E F G	Ignoring bad scores' students	B
Easy to catch up with teachers	A C D G I J	Accent or bad pronunciation	C F H I J
Textbook bound	B D E J	Bad grammars	C
Easy communication	C F H I	Heavy homework	D
Closer relationship	C D	Disfluency speaking	F I J
		Textbook bound	F G H I

From the chart, using students' first language and the ease with which to catch up with teachers were the general advantages and no language environment and lacking speaking and listening training were the general disadvantages in regarding to working with NNES teachers. Closer relationships had the least consensus among the participants, as an advantage of NNES teachers, with only Participants C and D mentioning this. Ignoring bad scores of students, bad grammar and heavy homework respectively similarly was mentioned by only one participant as a disadvantage of NNES teachers. When it came to textbook-bound methods, there were four participants who thought it was an advantage and four participants who had the opposite view. From the results, it is clear that NNES teachers should extend their general advantages by trying to solve the general disadvantages. Different NNES teachers also had their own advantages and disadvantages, such as face-to-face talking with their students to find what they should keep and what they should reform. In addition, some teaching methods seemed to be good for some students, while those same

methods were seen as defects for others. When NNES teachers do one-to-one tutoring, they can change their methods for different students, which will make them more popular.

When compared with the results of other researchers, there are some similarities and differences with my results. For example, just as comment on, as with the results of most researchers (Burri; Chang; Hertel & Sunderman; Ma & Ping; Tsang), most of my participants (90%) had positive attitudes toward NNES teachers.

However, some of my results are different with those of other scholars. For instance, Ma and Ping (2012), in their results, found there was no person in their sample who thought that being textbook-bound in one's approach was an advantage of NNES teachers. In my study, in contrast, there were four participants who thought it was an advantage and four participants who thought it was a disadvantage. This is one contradictory result of my study. From this result, we can find individual differences making an important influence on students' attitudes toward NNES teachers. Moreover, my findings indicated far more disadvantages of NNES teachers, while Ma, and Ping found only three disadvantages of NNES, thus their participants should have more positive attitudes toward NNES teachers than my participants. Chang (2016) also investigated students' attitudes to NNES teachers. Both of us not only wanted to investigate students' attitudes toward NNES teachers, but also to find which one is perceived as better for students. However, the results of our studies were quite different. Chang found that the status of native English-speaking teachers is not an important factor in influencing students' attitude. Chang's results are the same as that one Erhan and Thompson (2016), as both of them thought that the status of native English-speaking teachers is not an important factor in influencing students' attitudes. Nonetheless, in my study, although 9 of 10 students had positive attitudes toward NNES teachers, just three of them chose to study with

NNES teachers. Obviously, the status of English teachers has a big influence on students' choice. Although Tsang (2017) did not compare students' attitude on NNES and NES teachers, he focused on investigating the influence of students' attitudes toward NNES teachers. Tsang found that NNES teachers' English ability was the crucial factor in influencing students' attitudes. Comparing his findings with mine, the results of me are similar those of Tsang. Because the top three disadvantages of NNES teachers are the lack of a language environment, the lack of speaking and listening training and a poor accent or bad pronunciation, the three disadvantages are related with teachers' English abilities. The top three disadvantages of NNES also related to English teachers' speaking skills, especially for pronunciation. Burri (2015) pointed out that English pronunciation education is as important as some other teaching segmental, such as grammar, writing and the fluency of speaking. Burri and I both found that pronunciation is very important for students, nevertheless the pronunciation problem is the third most important problem in the opinion of my participants; most of my participants still think that the language environment and speaking skills or the influence of speaking were more important than pronunciation.

In their study, Jing and Junying (2016) focused on different questions from those in my study. However, Jing and Junying found that when students talk with NES teachers, they often feel a sense of anxiety, because they can't use their first language in order to help them when they have trouble to expressing themselves. Their findings indicated that using students' first language is a great advantage of NNES teachers. Huang and Jhuang (2015) found that the higher expectations of NNES teachers toward students will make students perform better. Just like my Participant B said, his NNES teachers helped him a lot and encouraged him to overcome the problems that he faced in the processing of learned English.

Huang and Jhuang's findings were thus similar to those of the perspective of my Participant B. For Spolsky (1969) and Shaw (1978), the issues were quite different from those in my study. Although neither of them investigated students' attitude toward NNES teachers, Spolsky explored the factors that influence students' learning achievement and Shaw examined students' attitude toward English, their studies are still relevant to my study. Spolsky found that teaching method is an important factor in influencing students' learning achievement. In my results, teaching methods (e.g. textbook bound) are a reason to influencing students' attitude toward NNES teachers. For instance, if students like to study using a traditional method, a textbook bound approach is an advantage of teachers for them. However, for those who don't, the opposite is true. Shaw investigated students' attitude toward English, no matter where the students' country of origin. Most of the participants had positive attitudes toward English; nonetheless different students had different purposes when studying English. Some students wanted to develop good reading skills and perform well on tests, while some students wanted to develop good speaking skills in order to speak with different people. Some students just wanted to learn some English in order to show to others. Different purposes made them have different attitudes toward teachers. It is same with my results. Different individuals had different opinions as to the advantages and disadvantages of NNES teachers.

### **Limitations**

In reflection, there are some limitations of my study. The first one is the small sample size, because I just did a qualitative research project. Therefore, I am not sure whether the result that just three of 10 students chose to study with NNES teachers is reliable. I drew conclusions based on the results, despite most students having positive attitude to NNES

teachers. Another limitation of my study is that I focused on the problem. I just investigated the students' attitude toward NNES teachers and the advantages and disadvantages of NNES teachers; however, I did not suggest methods to overcome or solve those disadvantages. In my study, I found that the lack of language environment, lacking speaking and listening training and poor accent or bad pronunciation were the top three disadvantages of NNES teachers. I did not try to investigate the methods that might help NNES teachers to improve their teaching skills and overcome those problems. Maybe these methods would be useful for students in solving the same problem.

### **Future Investigations**

As I mentioned above, there are two main limitations of my study. For future investigations, if some researchers could do some quantitative research studies in order to confirm my results, thus making them more reliable, it would be very helpful. In another way, if some researchers got different results from those in my study, it would also be helpful. It would bring more courage and confidence to NNES teachers. Nonetheless, the future investigations should have the same preconditions as with my study. All participants should have studied with NES teachers for a period of at least 3 months, and all participants should have enough experience to study with NES teachers. In this case, the results of future investigations would be reliable and fair to both NES and NNES teachers.

I did not investigate ways to solve the disadvantages of NNES teachers; therefore, for the future investigations, researchers could investigate the kinds of methods that could help NNES teachers to overcome their disadvantages and to expand upon their advantages. Finding the problems, just is the first step, NNES teachers still have a long way to catch up with NES teachers. Some advantages of NES teachers are intrinsic and dominant. If through

the future investigations, researchers could help NNES teachers to narrow the gap between NES and NNES teachers, it would benefit not only NNES teachers, but also ELLs.

### **Conclusions**

In summary, the results of my study have revealed that most students have positive attitudes toward NNES teachers and that there are big gaps between NNES teachers and NES teachers. Moreover, all participants in my study have studied with NES teachers for at least three months, thus the results are fair for both NNES and NES teachers. This is an important difference of my study with others (e.g., Chang, 2016; Erhan & Thompson, 2016; Hertel & Sunderman, 2009; Tsang, 2017). Another important difference between my study and others is that participants were asked to choose to study with NNES teachers or NES teachers; they couldn't choose both. As I discussed above, just three of 10 students chose to study with NNES teachers, which revealed that NNES teachers have big gaps when compared with NES teachers, at least in students' minds. With the striving of generation after generation of teachers, we can find some good ways to improve NNES teachers' English and teaching abilities. The future of NNES teachers is bright.

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## Appendices

### Appendix A: Interview Protocol

#### Interview Protocol

1. What is your experience to study with NNES teachers? Such as your NNES teachers teaching methods, homework, and interactive with students. (5 minutes)  
Try to let participant to remember the experience that they have studied with the best and the worst NNES teachers
2. What are the advantages of NNES teachers do you think? (5 minutes) What are the most helpful for students and what is the most important advantage of NNES teachers?
3. What are the disadvantages of NNES teachers? (5 minutes) What do you think is the most serious problem of NNES teachers and what is the most common problem?
4. Do you think studying with NNES teachers is helpful to your English or does it worth to study with NNES teachers?
5. If let you to choose, which kind of teachers do you want to study with, NES teachers or NNES teachers?

## Appendix B: Consent Form

**Informed Consent**

Protocol Title: What are English Language Learners' attitudes toward non-native English speaking teachers?

*Please read this consent document carefully before you decide to participate in this study.*

Purpose of the research study:

The purpose of the researcher in this study is to investigate the attitudes of English Language Learners (ELLs) toward non-native English speaking (NNES) teachers. Additionally, the researcher wants to explore the perceptions of ELLs regarding the advantages or benefits and disadvantages or defects of NNES teachers. As the competition between native English Speaking (NES) teachers and NNES teachers has become increasingly intense, it is necessary to study the advantages and disadvantages of NNES teachers; moreover, NNES teachers should know the reasons that their ELLs have positive or negative attitude to them. ELLs' attitudes and suggestions are a good resource for NNES teachers to learn. If I can talk in depth with some ELLs, maybe I can find some useful information to help to improve NNES teachers' abilities and a little benefit to ELLs that learn English with NNES teachers.

What you will be asked to do in the study:

During the interview, you will be asked to speak to some experience that you have had studying with NNES teachers and some open-ended questions about your ideas about NNES teachers.

**Time Required:**

The time required to complete the interview is individual to each participant. However, interviews will be approximately 20 minutes in length.

**Compensation:**

There is no compensation for participating in the study.

**Confidentiality:**

Researcher will not ask your identity and nobody can leak your identity. Your identity will be kept confidential to the extent provided by the law. Participant answers may be used in the final paper.

**Voluntary participation:**

Your participation in this study is completely voluntary. There is no penalty for not participating.

**Right to withdraw from the study:**

You have the right to withdraw from the study at any time without consequence. During the interview, you do not have to answer any questions that you do not want to answer.

**Potential Benefits and Risks:** Participants will be asked to speak about their experiences at EC English. If participants' NNES teachers know that these students have negative attitude toward NNES teachers, that might change their NNES teachers' attitude toward those participants and may be little awkward for participants to get along with their NNES teachers in the future. There is no obvious benefit for participants. However, if the investigator gets some helpful information for NNES teachers, the study will help NNES teachers to improve the quality of their classes. The interviews will be conducted anonymously. Even the investigator will not know the name of participants. No identification or address information

will be recorded. Moreover, all information collected from participants will be kept strictly confidential.

Whom to contact if you have questions about the study:

Mr. Qiang Guo

Email: guo3212@fredonia.edu

Whom to contact about your rights as a research participant in the study:

Dr. Judith Horowitz

Associate Provost for Graduate Studies, Sponsored Research and Faculty

Development

Maytum Hall 805

Judith.horowitz@fredonia.edu

(716) 673-4708

I have read the procedure outlined above. I voluntarily agree to participate in this study and have received a copy of this description.

---

*Participant's signature*

---

*Date*

---

*Principal investigator's signatures*

---

*Date*

## Appendix C: IRB Human Subjects Approval



19 January 2019

Qiang Guo  
c/o Robert Dahlgren, Ph.D.  
Curriculum and Instruction  
College of Education  
Thompson Hall  
The State University of New York at Fredonia

Re: Guo — What are English Language Learners' Attitudes Toward Non-Native English Speaking Teachers?

Your research project using human subjects has been determined Category 1, Exempt, under the United States Department of Health and Human Services Code of Federal Regulations Title 45 Public Welfare, Part 46 Protection of Human Subjects, 46.101, Subpart A (b) (1) and/or (2). This document is your approval and your study titled "What are English Language Learners' Attitudes Toward Non-Native English Speaking Teachers?" may proceed as described, beginning on **January 19, 2019 and ending May 15, 2019**.

Thank you for keeping the high standards relating to research and the protection of human subjects under the auspices of the State University of New York at Fredonia.

Sincerely,

A handwritten signature in blue ink that reads "Judith M. Horowitz".

Judith M. Horowitz, Ph.D.  
Associate Provost, Graduate Studies, Sponsored Programs  
and Faculty Development  
Human Subjects Administrator

## Appendix D: CITI Human Subjects Training

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)****COMPLETION REPORT - PART 1 OF 2  
COURSEWORK REQUIREMENTS\***

\* NOTE: Scores on this [Requirements Report](#) reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Qiang Guo (ID: 6601482)
- **Institution Affiliation:** SUNY - College at Fredonia (ID: 273)
- **Institution Email:** guo3212@fredonia.edu
- **Institution Unit:** Education
- **Phone:** 7169519049
  
- **Curriculum Group:** Social and Behavioral Responsible Conduct of Research
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.
  
- **Record ID:** 28944341
- **Completion Date:** 04-Oct-2018
- **Expiration Date:** N/A
- **Minimum Passing:** 75
- **Reported Score\*:** 89

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Research Misconduct (RCR-Basic) (ID: 16604)	04-Oct-2018	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	04-Oct-2018	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	04-Oct-2018	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	04-Oct-2018	5/5 (100%)
Mentoring (RCR-Basic) (ID: 16602)	04-Oct-2018	5/5 (100%)
Using Animal Subjects in Research (RCR-Basic) (ID: 13301)	04-Oct-2018	5/5 (100%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	04-Oct-2018	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	04-Oct-2018	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	04-Oct-2018	0/5 (0%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: [www.citiprogram.org/verify/?kef0f0944-0977-4b2e-818d-f1424eb05ea7-28944341](http://www.citiprogram.org/verify/?kef0f0944-0977-4b2e-818d-f1424eb05ea7-28944341)

Collaborative Institutional Training Initiative (CITI Program)

Email: [support@citiprogram.org](mailto:support@citiprogram.org)

Phone: 888-529-5929

Web: <https://www.citiprogram.org>

## COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

### COMPLETION REPORT - PART 2 OF 2 COURSEWORK TRANSCRIPT\*\*

\*\* NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Qiang Guo (ID: 6601482)
- **Institution Affiliation:** SUNY - College at Fredonia (ID: 273)
- **Institution Email:** guo3212@fredonia.edu
- **Institution Unit:** Education
- **Phone:** 7169519049
  
- **Curriculum Group:** Social and Behavioral Responsible Conduct of Research
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.
  
- **Record ID:** 28944341
- **Report Date:** 04-Oct-2018
- **Current Score\*\*:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Using Animal Subjects in Research (RCR-Basic) (ID: 13301)	04-Oct-2018	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	04-Oct-2018	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	04-Oct-2018	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	04-Oct-2018	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	04-Oct-2018	5/5 (100%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	04-Oct-2018	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	04-Oct-2018	5/5 (100%)
Mentoring (RCR-Basic) (ID: 16602)	04-Oct-2018	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	04-Oct-2018	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	04-Oct-2018	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: [www.citiprogram.org/verify/?kef0f0944-0977-4b2e-818d-f1424eb05ea7-28944341](http://www.citiprogram.org/verify/?kef0f0944-0977-4b2e-818d-f1424eb05ea7-28944341)

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