

Attitudes of University Students towards Non-Native English Speaking International Teachers

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Abstract

English language is continuing to establish itself as a global lingua franca in a period of unprecedented globalisation. Teaching through a second language has been successful in certain educational environments. Many native and non-native English speakers are working as English teachers in the field of English language education. Beside the English language education, there are many foreign teachers who speak English as a second language and lecturing in English medium instruction in deferent subject.

This paper reports mainly on the results obtained about attitude of the University of Suwon student's in South Korea. This paper included learning, communication and advantage and discusses on why the different department has different result on attitudes, learning, and advantage in the class. The main goal of which is to evaluate the implementation of English as the medium of instruction for content courses at the University of Suwon in South Korea.

The subjects in this study include 349 undergraduate students and 5 NNESTs from five departments in the University of Suwon. The results reveal that, most of them did not show negative attitudes towards the courses, and agreed that English instruction helped them improve their English language proficiency, especially in terms of listening.

KEYWORDS: Non-Native English Speakers, ESL, Learning, Communication, Advantage

Introduction

English is becoming the dominant global language. David Crystal's informative account of the rise of English as a global language explores the history, current status and potential of English as the international language of communication. With the big demands of learning English, there is a controversy of who are the best teachers for teaching English education. Taking into consideration the fact that the majority of English teachers in the world are not native speakers of English (Matsuda & Matsuda, 2001) but almost eighty percent of the world's English-language teachers are non-native English speaker teacher (Canagarajah, 1999). Considering about the proper (Perfect) teachers in English language there are numerous paper already researched.

A study was conducted in Swedish EFL settings to investigate the role of English as an International language (Modiano, 2005). He argues that different English language teaching programs and practices can help people to learn English. He argues that NNESTs will be in a better position to teach the variety of English forms (e.g., American, British, Canadian, etc.) since they are not biased toward any one variety of English. Modiano

further argues that NNESTs can incorporate the notion of cultural diversity, cultural interaction, and biculturalism into their teaching while NESTs have limitations in going beyond their exclusive monolingual and monocultural experience. He also claims that students learn more about how English operates in diverse situations with a NNEST than with NESTs.

In this global society, English language has big demands to learn, improve on speak, listening, and writing through the medium of English in different background. There are many ways to learn English language through native English teacher, non-native English teachers and medium class in English. Taking a class in English as a medium of instruction may result in positive or negative educational outcomes.

English as the medium of learning is responsible for widespread school wastage in various continents. In some of the countries in the world, the use of a foreign language such as English as the medium of instruction in schools is directly linked to educational exclusion and failure.

Previous research in the English language education which included varieties of teaching/learning including English medium instruction area found effectiveness and negative result from the English medium classes. As such there has been successful teaching methodologies and communicative barrier between students and teachers.

This study has been undertaken in the Non-native English Speaking International Teachers (NNESTs) classes lecturing in English medium instruction in University of Suwon context. In this teaching area, there is very little research on attitude of students in University of Suwon towards NNESTs. However, there is no pedagogical evidence in this paper. Therefore, it will explore how the NNESTs teach and use the teaching methods in their given subject in English. Data are collected from the students in 1st years 2nd years 3rd and 4th years and review the studies of the teaching performance of NNESTs and conclude by presenting how students perceived the teaching effectiveness of NNESTs in University of Suwon in different setting.

This study therefore provides "The Attitude of students of University of Suwon towards NNESTs". Further, it studies the perceptions of Korean students about their learning experiences with either NNESTs. Specifically, this study addresses the following research questions.

1. What are the attitudes of University of Suwon students towards NNESTs?
2. What are the challenges and opportunities of learning from NNESTs by students?

Literature review and theoretical review and theoretical

English is necessary as it is widely used in the world and becoming global language. The global expansion of English led to an academic domain that is often called World English or English as an International Language. Many researchers conducted on English language found that, English is no longer exclusively owned by the native-speaking communities and more and more non-native speakers use English as the tool of communication and claim the right to discuss the issues affecting the language.

While comprehensive statistical data are still lacking, there is universal recognition of an accelerating trend towards English-medium instruction in higher education (Coleman, 2006). A concomitant outcome is that the number of tertiary-level students studying their subject courses through the medium of English as a second/foreign language continues to (Coleman, 2006; Evans & Green, 2007; Gómez & Fortuno, 2005).

English language education by NESTs

English led to be big controversial between native English speaker versus non-native English teacher. Since (Chomsky, 1986) described a native speaker as the idealized speaker hearer, the position of native speaker has been formulated as the only reliable source of linguistic data. The native English speakers are seen as the perfect teacher and the goal of the English language learning education. Native English speaker proficiency has been a necessary point of reference and model in language teaching theory. Therefore, interaction with a native English speaker is beneficial in enhancing L2 learning.

Focusing on communicative and oral class, Native English teacher are the perfect model of teaching in English language. (Medgyes, 1986) discussed the problems with the communicative approach teaching NNESTs (Non-native English speaking teachers) have lots of struggle on speaking. He argues that NNESTs has lots of burden in the communicative approach because it requires speaking as a native-like proficiency and sociocultural knowledge associated with the language. A communicative approach is too much of a burden to a NNEST because it requires speaking as a native-like proficiency and sociocultural knowledge associated with the language. (Medgyes, 1994) develop their argument by employing the "comparative fallacy" (Bley-Vroman, 1983) which is a comparison of the learner's language with the native speaker's norms. They state that NESTs (Native English speaking teachers) provide a better teaching and learning model and that NNESTs might not perform well without constant contact with NESTs.

While (Medgyes, 1994) specifies advantages of NNESTs based on questionnaire surveys administered to NESTs and NNESTs, he maintains that NESTs have the advantage over NNESTs in terms of the use of the language. Their findings reinforce the native speaker model in language studies. Thus, the belief that native speakers are superior models for language acquisition, the Chomskyan paradigm became more established.

The assumption of native speaker superiority has become controversial, in the ESL community over the difference between having one or the other teach language courses. Obviously, the situation varies from place to place but there are definitely pros and cons for both sides of this debate. This has been critically discussed in the field of ELT. (Braine, 1999; Brutt-Griffler, 2002; Davies, 1991; Nayar, 1997; Pennycook, 1994; Widdowson, 1994). To discuss on the non-native and native teaching on the basis of native speaker norms, (Paikeday, 1985) argues that someone who judges language grammaticality is not just a native speaker but a proficient user of a language.

English language education by NNESTs

Speaking on the challenging the unfounded notion of nativism, there are many ways to examine, NESTs and NNESTs teaching methods and various classroom practices to solve the controversy of English teaching. By examining NESTs' and NNESTs' teaching effectiveness; one can re-evaluate the worth of native versus non-native teachers in the teaching field.

Most of the native English teachers use varieties of cultural resources and implemented more structured activities by using newspaper articles, cutouts, posters, and various worksheets instead of a formal course book. But on the other hand, native English teacher often failed to give each group a fair opportunity to participate, and often drew out discussions endlessly. However, non-native English speaking teacher who follow the step-by-step teaching approach to the students based on the course book, were better at explaining language rules and they had the same experience in their L2 learning. The non-natives were more formal in terms of discipline, interaction with the students, and in meticulously checking the students' homework. Furthermore, non-native English teacher served as role models for their students and demonstrated how to make sense of English.

In contrast, NESTs taught conversational English with a higher proficiency and motivated the students to speak, the NEST serving as a perfect model for imitation.

In this Chomsky's native paradigm many scholars have challenge basis of the native speaking norm. Recently numerous studies indicated that the role of English in the world is changing, as evidenced by the changing status of non-native English speakers. Higher educator and academic internationalization has listed as one of the evaluation criteria is that many non-native English speaking countries, this emphasis on "academic internationalization" is directly linked to introduction of English-medium instruction in higher education (Coleman, 2006). So, many local Universities and top universities are introducing subject in English medium in international student market. Among the international global market Korean universities have in recent years started to offer or have increased the number of English Medium Instruction.

Another study report by (Seidlhofer, 1999) investigated the roles of non-native English teacher with the self-perception of Austrian teachers in a small-scale empirical study of the role of NNESTs. The study found that non-native English teacher are better position to identify the linguistic and non-linguistic problems that their students experience. This is because a non-native English teacher has gone through the same foreign language learning process as that of their students and can thus guide the students more effectively. The study suggested that the transfer of teaching approaches and attitudes from an inner-circle to an expanding circle should be considered in different contexts. It also indicated that teachers should be aware of this process in developing appropriate teacher education pedagogy. The authors employed close and open questionnaire for seventy-six university students. Based on this study, seventy percent of student groups mentioned that NNESTs were helpful throughout the process of learning English.

English medium subject by NNESTs

Despite the unceasing global debates on English as the international lingua franca or as "killer language" (Coleman, 2006), the adoption of English as the medium of

instruction has been contributing a big challenge to improving (teaching English field) student communication in English and sweeping across the higher education landscape worldwide. There are many obvious and predictable problems that might be caused by English-medium instruction; one may wonder why higher education decision makers still opt for such a policy. Certainly, this trend of Englishization of higher education is inseparable from globalization (Brumfit, 2004; Gardt & Hüppauf, 2004).

Some scholars study on the effectiveness of such English medium instruction. However, in the literature of English for Academic Purposes (EAP), there are more studies on various aspects of academic English lectures on socio-cultural aspects of academic English lectures in EFL contexts; on various discoursal features of academic English lectures given by native and non-native English speaking lecturers.

The above list seems to suggest that the majority of English for Academic Purposes (EAP) scholars seem to hold a position of pragmatic conformism, remaining largely uncritical of the implementation of this English-medium instruction policy. The few available studies on English-medium instruction focused mostly on students' perceptions, problems and strategies in courses taught in English (Evans & Green, 2007; Flowerdew & Miller, 1992; Flowerdew, Miller, & Li, 2000; Kırkgöz, 2005; Littlewood & Liu, 1996). Very few EAP studies have been conducted to investigate the effectiveness of English-medium instruction of content courses in EFL contexts, not to mention large-scale surveys.

Another major driving force behind this English-medium instruction policy is a common belief that teaching subject courses in English can promote students' interest and motivation in learning the English language, and hence improve their proficiency, while at the same time facilitating their academic performance and increasing their competitiveness in the job market. This common belief might stem from research in the traditions of North American content-based instruction (CBI) and European Content and language integrated learning (CLIL).

However, the above positive results were all based on well-designed experiments or selected individual courses, rather than based on large-scale surveys of regular subject courses taught in English medium in different education setting. Given that there often exists a gap between the careful design of a policy and its implementation in real classrooms (Evans, 2009), we cannot be so certain that English-medium instruction can really bring the aforementioned "payoffs" to tertiary students studying their subject courses in a variety of acquisition contexts. In fact, negative results were reported in one large-scale survey conducted in Hong Kong on how language of instruction (English compared with Chinese) influences secondary students' academic self-concept and academic achievement (Marsh, Hau, & Kong, 2002).

Methodology

Samples were collected directly during the classes from many departments such as Economics and Business department, Physical Education Department, Engineering department, Science department, Humanities department, and Music department etc. The Questionnaire of Undergraduates, about International Teaching Assistants (QUITA) questionnaire designed by (Fox, 1991), and later modified as The

International Teaching Assistants (Plakans, 1997) was used in this study with some modifications. The original questionnaire had been designed to measure American students' attitudes towards international teaching assistants from various disciplinary backgrounds. The questionnaire was adapted with terminology more appropriate to the students of University of Suwon to investigate their attitudes towards the NNESITs context.

QUITA was used to collect background information about undergraduate students enrolled in courses taught by the NNESITs in English, inquired about the students' depth of experience with NNESITs, and examined their attitudes towards courses conducted by the NNESITs, their cross-cultural awareness, and their willingness to take the responsibility for the interaction in classes taught in English as a medium of lecture by NNESITs. One of the main changes in the questionnaire for use in University of Suwon was 'international teaching assistant' to 'NNESITs'. Another change was the use of wording more appropriate to the University of Suwon context, with foreign teacher teaching major subjects in English as a medium of lecturing.

349 undergraduates completed the QUITA. Many teachers offered 20 minutes of their class periods for students to answer the survey. Sections were selected to ensure that certain strata would be proportionally represented: year of enrollment (freshman, sophomore, etc.); the university's different academic colleges; sex; and age groups, from traditional (17- to 20-year-old) students to adults (33 years and older).

Scale of preferences

The original survey instrument used by (Fox, 1991) contained 37 statements reflecting positive or negative attitudes, referred to as Attitudes Toward ITAs (ATITA). Each statement represented one of three constructs: that students with generally positive attitudes toward NNESITs would (a) have an interest in and openness toward other cultures and intercultural experiences, (b) believe NNESITs could be effective instructors, and (c) recognize and accept some personal responsibility for facilitating communication between themselves and NNESITs. At University of Suwon, the survey included only 21 statements to reduce the time required to complete the survey, keep respondents from becoming inattentive, and make scoring simpler by having seven statements represent each of the three constructs. The questionnaire was adapted with terminology more appropriate to the University of Suwon to investigate the attitudes towards the NNESITs context using a 5-point Likert scale that ranged from strongly disagree (1) to uncertain (3) to strongly agree (5). A total score for the 21 statements was calculated by reversing responses to negatively worded items and weighting each construct equally. Total raw scores could range from 21 to 105. Proportional scores were derived by dividing a respondent's total raw score by 3, thus yielding a score of 1.00, the score that would result if an uncertain response had been given to each statement. Thus, the potential range of proportional NNESITs scores was from 0.33 (low/negative) to 1.67 (high/positive) with a neutral midpoint of 1.00.

Interviews

The purpose of interviewing is "to have the participant reconstruct his or her experience within the topic under the study". Keeping the purpose of the interview in

mind, all participants were interviewed individually on the same topic for thirty to sixty-minute sessions. Four formal interviews with NNETSs took place for around thirty to sixty minutes, respectively.

The interviews were conducted in English and Korean with few students and some teacher's participants from University of Suwon, who had expressed their willingness during the questionnaire survey to be interviewed for this study. These interviews served to confirm and broaden the data from the questionnaire surveys. Because in-depth responses were needed, few questions were asked, including the favorite classroom activity and other activities that are helpful to improve English skills over the semester. All interviews conducted in English and Korean are audio taped, and transcribed. Later some of the interviews in Korean were translated from Korean to English.

Analysis & discussion

Preliminary data analyses

The study was investigated in two phases; a questionnaire survey involving more than 400 students in University of Suwon in Korea and interviews with students and teachers' participants. Samples were collected from classes that were conducted in English by the foreign teachers who speak English as second language. The students were undergraduates in their first years, second years, third year, and fourth years of study, and were chosen on the classes where the lecture was done in English. Out of 400 questionnaires distributed, a total of 349 questionnaires were received from the students. Out of these 349 questionnaires received, 40 are found to be incomplete. These incomplete questionnaires are excluded in the analysis. 309 completed responses were used for the statistical analysis

Almost all the students are Korean (97.41%) and most of the students who participated in the studies are from the Economic and Business administration department and Physical education department. Most students were aged between 21 and 24 with Korean as their first language. More than quarter of the students had studied English for more than 10 years. Almost all learned English in Korea and had been taught by both NS and NNS English teachers. For the follow-up interviews, some students who consented for the interview were interviewed. The duration of the interviews ranged from 30 to 60 minutes.

The Survey involving interviews with teacher's participants from different department used "Questionnaire of Undergraduates, about International Teaching Assistants (QUITA)" (Fox, 1991). Data were analysed using the thematic analysis method (Gubrium & Holstein, 1997) and present the result in descriptive statistics form. The potential range of proportional NNETSs scores was from 0.33 (low/negative) to 1.67 (high/positive) with a neutral midpoint of 1.00.

Overall attitude

Results from Table 1 shows mean of attitudes of male, female, departments, grades, and age. The results show the mean value greater than 1, which shows that overall the students have positive attitudes towards the NNETSs. Overall, the attitudes of the male students are slightly higher than the female students. Female students show

greater means in advantage compared to male students and while the rest variables, communication and learning, male has higher means. Figure 4.1 also shows the comparison of the gender-wise overall attitude, advantage, communication and learning.

Department wise, students of the Economics and Business department has higher positive towards the NNESITs compared to other departments. This may because most of the subject taught are more English oriented compared to other subjects and different teaching methods. While in others (Physical Education), the "advantage" scores the highest mean compared to "communication" and "learning". This may be because, students of PE may have the advantage of learning varieties of the subject related from the NNESITs.

Less than 1=low/negative, Equals to 1.00=neutral midpoint, Greater than 1=high/positive

The data analysis also revealed that attitudes of the students varied according to the student's year of study. As the students progressed from their first to fourth (final) year, their positive attitudes towards NNESITs appeared to increase.

Classification of the results

The data from the questionnaires is presented below under three broad themes of communication with NNESITs Table 2, learning from NNESITs Table 3, and advantage from NNESITs Table 4.

1)Communication

Results from Table 2 shows that there was significance positive response from students regarding communication with NNESITs. That means, students have no difficulties communicating with the NNESITs in the class. Most of the students approach the NNESITs when they have difficulties or trouble understanding the subjects taught in the class. The students also felt that the NNESITs make sincere effort to communicate effectively in the classroom like individual explanations after the class. On the contrary Medgyes (1986) discussed the problems with the communicative approach teaching NNESTs have lots of struggle on speaking. He argues that NNESTs has lots of burden in the communicative approach because it requires speaking as a native-like proficiency and sociocultural knowledge associated with the language a communicative approach is too much of a burden to a NNEST because it requires speaking as a native-like proficiency and sociocultural knowledge associated with the language. According to the above analysis it is found that there are no difficulties communications between students and NNESITs.

2) Learning

The students' attitudes towards learning from NNESITs were positive. Table 3 shows that, students had no difficulties learning from the NNESITs. The students felt that, there was no different in learning from native English speaking (NES) and NNESITs.

3)Advantage

Table 4 shows the overall advantage of the students for learning from NNESITs. The students got the advantage from learning from NNESITs as they can experience

different cultural backgrounds and also felt the importance of learning from different teachers from different countries. They felt learning from NNESITs is an opportunity to develop cross-cultural communication skills.

Interview

Student participants:

A student: *NNESITs teach more detail in their subject and NESTs depends on the book.*

B student: *She doesn't care about NESTs or NNESITs.*

Teacher participants:

C Teacher: *Beginning of the semester they have lots of problem to communicate in the classroom as well as negative attitudes from the student. At that time teacher has lots of stressful but over the semester they have better communication.*

D Teacher: *Prepare class in advance and student when they have communication problem in the class. Teachers deal with different approach to teach. Like face expression or body movements to understand them in the subject stated by one of teacher in physical education department.*

E Teacher: *Mention about his teaching experience, he has good time with student. It is good opportunity to interact with students from different subject background. Even student has different level of English teacher encourage group learning and peer-to-peer learning. Teacher makes Power Point to understand easily in the class. Students like to improve respective subject skills and enhance their technical English skills. Group discussion and individual presentation is a big factor to improve English for the students.*

F Teacher: *Comment on improving English skill for the students. Increase number of core subjects oriented English classes. Conduct wide variety of extracurricular activities to improve their subject skills in English. Mention about student who don't reply in the class or not well organize the class equipment like computer for Power Point.*

G Teacher: *Another Physical Education department teacher mention that most of the students are not interested in speaking English at all in the class but to communicate and teach in English medium teacher try to make students develop a variety of skill include listening, speaking reading as well as writing through an essay and research in English. Teacher mention about how they can develop skills in English and it is useful in global society and encourage the student to speak English in the class. Teacher design classes with quizzes. The methods of quizzes class are most successful experiment to increase student's participation. In the quizzes, class students are confident answering a word or two in English but hard to make a sentence. However, even they are not speaking well in the class teacher encourage them to speak a word or two rather than making a long sentence to answer.*

Conclusion and suggestions

The purpose of this research was to investigate the University of Suwon students' attitudes towards the Non-Native English Speaking International Teachers (NNESITs) and whether there is significant difference among students age wise, grades (years) wise and different departments.

It is found that overall the students have positive attitude towards the NNESITs and found some significant difference among different departments and grades.

After the investigation through questionnaire and face to face pilot interviews, most of the students were satisfied with the English medium instruction by NNESITs but few are not. Students state that they could learn varieties of English with different culture. NNESITs are more concern about home works and teach more detail in the class. One of the biggest positive factors for the NNESITs considered by the students could be the language diversity of the teachers and their cultural backgrounds.

Some of the physical education teachers mentioned that teacher encouraged to speak English through quiz program related with the subject. Other department teachers also mentioned that they conduct indoor and outdoor classes activities besides the books. Since I have personally through all the investigation. I found that most of the students have an interest in and openness toward intercultural experience. They believe that NNESITs could be effective instructors and recognize their (students') personal responsibility for facilitating communication between teachers and students. On the other side, few students are having a trouble understanding through English medium instruction. It could be because "academic internationalization" is directly linked to introduction of English-medium instruction in higher education without certified English level for attending classes. Other reason could be students are forced to take the English medium classes, because they have no choice to take other courses and some students attend the English medium class only for advantage of job hunting.

Finally, the overall results show that 4year students who have more experienced with NNESITs are more positive, because they have more understanding between teachers and students than the first-year students. Overall, male attitudes are slightly higher than female. Female students show greater mean in advantage compare with male and while the rest variables, communication and learning, male has higher means. Department wise Humanities and Business Administrative students has higher positive attitudes towards the NNESITs compare to other departments. This may be because, most of the subjects taught in Humanities and Business Department are more English oriented compared to other subjects and it may be attributed to the nature of the subjects.

In conclusion, this study contributes to understanding the reality in the current English lecture classroom as taught by NNESITs and then to reconsidering what would be needed for a better course of English education in terms of viability and efficiency.

Research limitation

This research was conducted quantitatively by distributing questionnaires to the students of different departments in University of Suwon. Although the questionnaire was carefully distributed and prevent misleading and confusion, there were few limitations regarding the topic and the sample. There were more students from Economics and Business department and Physical Education department and this reach could not cover students from all the departments. The answers may be fractional or superficial due to feelings of embarrassment, inadequacy, lack of knowledge on the topic, confusion, or miss understanding. Thus, validity and

reliability of the questionnaire data may be influenced by those potential factors.

Future research suggestions

This study supported much of the research cited earlier in this article. Students with English experience had a more positive attitude toward them than students without the experience, and males and older students had a more positive attitude than females and traditional (17- to 20-year-old) students.

This study's sample only addressed students from few departments in University of Suwon; therefore, it is also recommended that the participants for the further research possibly include the comparison between NNESTs and NESTs in the English medium instruction class.

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Appendix:

Table 1 mean comparison

		Mean			
Gender	<i>n</i>	Overall	Overall	Overall	Overall
Male	173	1.13	1.10	1.09	1.18
Female	136	1.11	1.05	1.04	1.21
Department	<i>n</i>	Overall	Overall	Overall	Overall
Economics and	85	1.15	1.10	1.10	1.23
Engineering	29	1.08	1.05	1.02	1.16
Humanities	52	1.11	1.05	1.02	1.22
Science	14	1.11	1.08	1.05	1.19
Others (Physical	129	1.11	1.07	1.08	1.17
Grade/Year	<i>n</i>	Overall	Overall	Overall	Overall
1st Year	49	1.11	1.09	1.03	1.19
2nd Year	72	1.12	1.06	1.08	1.20
3rd Year	111	1.12	1.07	1.07	1.19

4th Year	77	1.13	1.09	1.08	1.20
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Table 2 communication with NNESITs

Communication	Disagree	Agree
NNESITs usually make a sincere effort to communicate effectively in the classroom.	7.77%	65.05%
On the whole, NNESITs show about the same level of concern for students as do Native English speakers (Teachers).	7.77%	58.58%
I feel comfortable talking about personal concerns with NNESITs.	37.22%	28.80%
When there are communication problems between students and NNESITs, students can do very little to improve the situation.	37.54%	28.80%
I make friends with my native English teachers more than my NNESITs.	21.04%	45.95%
If I had trouble understanding with Non-native English Speaking International Teachers (NNESIT), I would talk with him or her about it during office hours.	20.39%	60.52%

Table 3 learning from NNESITs

Learning	Disagree	Agree
It would be better if NNESITs were not allowed to teach in their given subject in English at the University of Suwon.	64.40%	14.89%
Many NNESITs have difficulty understanding and answering students' questions.	47.25%	26.54%
If I could choose the section of a course myself, one of my main criteria would be to get into a section taught by Native English Teachers.	33.01%	37.22%
Students' attitudes affect their ability to understand the classes in English taught by NNESITs.	12.62%	55.34%
I can learn just as well from NNESITs as I can from English Native Speaker Teachers).	33.01%	33.66%
If I got NNESITs with a strong foreign accent, I would try to transfer to a different section of the course.	33.01%	38.51%
Many NNESITs teach just as effectively as Native English Speakers (Teachers).	28.80%	37.22%

Table 4 advantage from NNESITs

Advantage	Disagree	Agree
Interacting with people of different cultural backgrounds will not be part of my planned career.	72.82%	11.97%
It is not reasonable to expect students to make listening and/or speaking adjustments in order to communicate with NNESITs.	32.36%	27.83%

The intercultural communication that occurs in a class with NNESITs has little relationship to the "real world."	8.41%	53.07%
The skills involved in intercultural communication are becoming increasingly important in today's society.	2.91%	87.38%
I am interested in international news and issues.	9.71%	63.43%
Having a class with NNESITs is an opportunity for developing cross-cultural communication skills.	9.71%	67.31%
As a student, I would be willing to make adjustments in my speaking and listening styles in order to communicate better with NNESITs.	11.97%	68.61%
In the future, I hope to travel and/or live abroad.	14.56%	65.37%