An Attitude Survey of the M5 Students, Their Parents, English Language Teachers and Administrators toward Native and Non- Native English Speaking Teachers in Khon Kaen Province
การสำรวจทัศนคติของนักเรียนชั้นมัธยมศึกษาชั้นปีที่ 5 ผู้ปกครอง ครูผู้สอนภาษาอังกฤษ และผู้บริหารที่มีต่อผู้สอนภาษาอังกฤษทั้งที่เป็นเจ้าของภาษาและไม่ใช่เจ้าของภาษาในจังหวัดขอนแก่น

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ABSTRACT

The purpose of this survey was to identify the areas of concern from the learners and other stakeholder's on native and non-native English speaking teachers in Khon Kaen Province and to document the whole exercise. In this regard we choose two sets of schools in Khon Kaen Province in the north eastern part of Thailand. One set of schools consists of large, medium and small schools which are situated in the urban area and the others are situated about 50 kilometers away in a rural area. The population was M5 students, their parents, English language teachers and administrators of the same schools. Teachers, students and their parents were asked to provide their opinion on five points rating scale through survey questionnaires, and SPSS V 11 program was used to synthesize the data. The survey questions for the teachers and parents included 20 parallel questions on NNEST / NEST, whereas, survey questionnaires for students had 44 parallel statements asking students on their opinions on NNEST / NEST. The administrators were interviewed individually for their inputs on academic and general attributes of both NESTs / NNEST as well as personal choice of the administrators. The results of the study shows that most of the teachers did not state whether they were satisfied with the performance of non-native English speaking teachers but the majority did state their dissatisfaction with native English speaking teachers. However, the majority of the students were satisfied with both NNESTs and NESTs. Similarly, the majority of the parents of the students were satisfied with both NNESTs and NESTs but, 44% were of the opinion that given a choice they prefer a NEST instead of a NNEST for their child. Finally, school administrators were satisfied with both the NNESTs and NESTs, but the majority stated that NNESTs were more qualified than the NESTs.

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บทคัดย่อ

การสำรวจครั้งนี้มีวัตถุประสงค์เพื่อศึกษาเปรียบเทียบผลการแสดงความคิดเห็นของผู้เรียนและผู้ที่มี
ส่วนเกี่ยวข้องที่มีต่อครูผู้สอนภาษาอังกฤษทั้งที่เป็นเจ้าของภาษาและไม่ใช่เจ้าของภาษาในจังหวัดขอนแก่น
กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้คือ กลุ่มโรงเรียนสองกลุ่มในจังหวัดขอนแก่น กลุ่มแรกคือโรงเรียนที่มีขนาดใหญ่
ขนาดกลาง และขนาดเล็ก ซึ่งตั้งกระจายอยู่ในตัวเมืองจังหวัดขอนแก่น กลุ่มที่สองคือ กลุ่มโรงเรียนที่อยู่ห่างจาก
ตัวเมืองไปประมาณ 50 กิโลเมตร กลุ่มประชากรที่ศึกษาคือ นักเรียนชั้นมัธยมศึกษาชั้นปีที่ 5 ในโรงเรียน
ดังกล่าว ผู้ปกครอง ครูผู้สอนภาษาอังกฤษ และผู้บริหารของโรงเรียน ในการศึกษาครั้งนี้ครูผู้สอน นักเรียน
และผู้ปกครองได้แสดงความคิดเห็นโดยการตอบแบบสอบถามที่มีมาตราส่วนการประเมินค่า 5 ระดับ และใช้
โปรแกรม SPSS เวอร์ชั่น 11 ในการวิเคราะห์ข้อมูล แบบสอบถามสำหรับครูผู้สอนและผู้ปกครองประกอบ
ไปด้วยชุดคำถามเกี่ยวกับผู้สอนภาษาอังกฤษที่เป็นเจ้าของภาษาและไม่ใช่เจ้าของภาษาจำนวน 20 คำถาม
ในขณะที่แบบสอบถามสำหรับนักเรียนมี 44 คำถาม นอกจากนี้ยังมีการใช้แบบสัมภาษณ์ผู้บริหารเป็นรายบุคคล
เพื่อให้ทราบข้อมูลทางวิชาการและเหตุผลในการคัดเลือกครูผู้สอนที่เป็นเจ้าของภาษาและไม่ใช่เจ้าของภาษา
จากการศึกษาพบว่า ครูผู้สอนส่วนใหญ่ไม่ได้แสดงความพึงพอใจต่อผู้สอนที่ไม่ใช่เจ้าของภาษา หากแต่รู้สึก
ไม่พึงพอใจกับผู้สอนชาวต่างชาติที่เป็นเจ้าของภาษา ในขณะที่กลุ่มนักเรียนและผู้ปกครองให้คำตอบในลักษณะ
เดียวกันว่า รู้สึกพึงพอใจกับผู้สอนทั้งที่ไม่ใช่เจ้าของภาษาและอาจารย์ผู้สอนชาวต่างชาติที่เป็นเจ้าของภาษา
และร้อยละ 44 ของผู้ปกครองแสดงความคิดเห็นว่า หากมีทางเลือกก็ต้องการครูผู้สอนชาวต่างชาติที่เป็น
เจ้าของภาษามากกว่าผู้สอนที่ไม่ใช่เจ้าของภาษา ส่วนกลุ่มของผู้บริหารแสดงความรู้สึกพึงพอใจกับทั้งผู้สอน
ที่ไม่ใช่เจ้าของภาษาและผู้สอนชาวต่างชาติที่เป็นเจ้าของภาษา โดยผู้บริหารส่วนใหญ่ได้แสดงความคิดเห็นว่า
ครูที่ไม่ใช่เจ้าของภาษามีคุณสมบัติเหมาะสมกว่าผู้สอนชาวต่างชาติที่เป็นเจ้าของภาษา

Key Words : Native and Non- Native Teachers in Khon Kaen Province
คำสำคัญ : ผู้สอนภาษาอังกฤษที่เป็นเจ้าของภาษาและไม่ใช่เจ้าของภาษาในจังหวัดขอนแก่น

Introduction

With the spread of globalization and ever-expanding need to learn English, the controversial issue of native English speaking teachers (NEST's) and non-native English speaking teachers (NNEST's) has taken a center stage. Braine (1999; cited in Llurda, 2005, and reviewed by Maria del Pilar Garcia Mayo, 2005, p.161), noted that the "issue relating to being a non native English speaking teacher is now an established legitimate research area". However, there are many questions and misconceptions about non-native English speaking teachers (NNESTs) and native English speaking teachers (NESTs).

In a related development in Thailand, it was found that state schools will completely run out of experienced and qualified teachers within 10 years, and their students will have to be taught by less-experienced teachers (Bunnag, 2006). In a recent survey, it was found that state schools are now short of 99,570 teachers, while 21,784 schools do not have sufficient teachers (Bunnag, 2006). Avasadanond (2002) in his Bangkok Post article "The dark side of English language education in Thailand" has noted that latest developments throughout the world have resulted

in a dramatic increase in English language schools in Thailand. This in return has created a big job market for native and non-native English speaking teachers alike. Institutes such as Chulalongkorn University and Mahidol University offer good salaries and hire top class teacher whereas, smaller or lesser-known schools do not follow the Ministry guide lines and compromise the quantity over quality. Presently, many schools hire the services of Native or Non-Naive teachers (NESTs) of English language and this has led to the point that Thai education authorities for some time are considering to introduce regional English speaking teachers (Graddol, 2006). Graddol also pointed out that the future of English will be decided by the people who use it, and not by the people who consider owning it such as native speakers. Lucie Moussu, (2000) has cited Christophersen & McArthur, (1992, p.682) that *The Oxford Companion to the English Language* defines a native speaker as a "person who has spoken a certain language since early childhood". However, many linguists say that a "true" NS of a language has become difficult to find in today's world. In certain situations, it is becoming increasingly difficult to define native and non-native teachers. This has led to a debate in redefining the term 'native speaker'. This debate has taken into account the different varieties of the language and of its users. This argument calls for who should we consider native speaker of the language in the globalize world of today. Another point to ponder here is the nativeness of various natives and their differences. As Charles A. Ferguson in the foreword to Kachru's 'The Other Tongue' (1982) mentions that native speakers in many situations around the world may

have confidence that they 'know' the language better than others, but the differences among native speakers from different areas and the growing importance of non-native norms will increasingly affect this confidence".

Baker (2006) has discussed cultural context from a Thai perspective in his article "Should culture be an overt component of EFL instruction outside of English speaking countries? The Thai context. He pointed out that every language will reflect the values, beliefs, and assumptions of the culture it came from (Baker 2006). Also the difference of various varieties of English has so much influence that even the Window Millennium has four varieties of English spell check (IT & English 2000).

The new Thai Education Policy has given ample power to school administrators. Now if a school considers it is ready to teach in the English language it can do so. They can charge an extra fee for English classes and prepare their own learning materials. However, few conditions set by the ministry are not realistic, such as the improvement of Thai teachers of English language's ability to teach English for communication as native speakers (1065/2544 5). Thai education policy, which provides free secondary school education, stipulates that schools with readiness can provide teaching and learning in English from pre-primary level up to secondary level. This has given birth to English Program (EP) or Mini English Program (MEP). Therefore, in order to investigate the situation, a survey research was conducted in Northeast Thailand with the objective of identifying areas of concern for the learners as well as getting other stakeholders' opinion on NESTs / NNESTs.

Research Method

The population of this study was a major province in the north east of Thailand. The sample of the survey constituted of high school students, their parents, their English language teachers, and respective school administrators in two cities of this major northeastern province. In order to generalize the finding, three schools of different population from big city schools (BCS) and three schools of different population from smaller city schools (SCS) were chosen. BCS1 stands for the largest school in the big city having a population of more than 3000 students, BCS2 stands for the medium sized school in the big city with a population of more than 2000 students and BCS3 is the smallest school in the big city with a population of more than 800 students. Similarly, SCS1 is the largest school in the smaller city with a population of more than 2000 students, SCS2 is the medium size school with a population of 1500 students and the SCS3 is the smallest school in the smaller city with a population of 600 students. The reason for choosing two sets of school at two different locations was that we could generalize the finding on the intended group of population.

Each school had many sections for M5. Students have been assigned sections according to their academic results. Students in the M5 class of the selected school in both cities constituted the samples of the study. The reason for using the M5 was that they have had enough English learning and were going to finish their secondary school certificate soon. Therefore, a section of midlevel competency from each school was chosen at random to answer the survey questionnaire. The reason for choosing midlevel group was the

group's ability to understand the issue (NNEST / NEST), If we had chosen a low IQ level student it would have been difficult for them to understand the issue whereas, the students with higher level of IQ could have influenced the outcome of the survey. Each school in the sample of the study had four groups of stakeholders namely the students, their parents, their English teachers and the school administrators.

As the sample of the study, four groups constituted the target group namely students, their parents, their teachers, and the respective school administrators. First, the randomly selected section of M5 students from the selected schools and secondly, all the English teachers were asked for their input in regards to the survey statements and finally all the schools administrators were interviewed. Furthermore, only half the parents from one section of BCS1 and SCS1 were added in the survey as during piloting of the survey instruments it was found hard to collect the relevant information from all parents due to lack of availability.

There were four kinds of research instruments for the survey study: questionnaire for students, questionnaire for parents, questionnaire for teachers and an interview questionnaire form for school administrators in the survey. All the instruments were piloted and considerable changes were introduced in order to add as much information as possible. To make it easier all instruments were provided with Thai language translation and every group of respondent was briefed accordingly on the importance of the survey by a Thai teacher.

The survey was meant to get the opinion of all the stake holders on NEST and NNEST.

In order to do so the researcher constructed the survey research instruments asking participant their feedback on both NNESTs and NESTs. Participants were asked to express their agreement or disagreement on a rating scale of one to five. Here 'five' being strongly agreed and 'one' being strongly disagreed. The statements were built in a way that respondents could give an honest opinion on the attributes of both NNESTs and NESTs simultaneously. Questionnaire for students had 22 parallel statements on NNEST / NEST. The even numbers of questionnaire denote to the attribute of NNESTs. Whereas, odd numbers were meant to provide feedback on NESTs. The students were asked to show their agreement on a rating scale of five on the different attributes of NNESTs and NESTs. Parents are an integral part of deciding their child's educational matter. However, during piloting the research instruments it was found that most of the students in the northeast of Thailand live with one parent or no parents at all, as most of the parents were away in other cities on business. Questionnaire for parents had ten parallel statements on NNESTs' / NESTs' each. These statements are further divided into two sections, general and academic attributes. The parents were asked to provide their input on what they perceive about NNESTs' and were asked to show where they ranked NNESTs' / NESTs' on a rating scale of one to five. For example in order to check parents' satisfaction level on the teaching of NNESTs and NESTs, they were asked if they were satisfied with the teaching of NNESTs or NESTs.

Questionnaire for teacher was constructed after thorough discussions with Thai teachers of the English language. It was important to know how the teachers respond to the questionnaire as regards to NNESTs' as the teachers will be directly affected if NNESTs' are introduced indiscriminately in Thai school system. Therefore, the researcher constructed a questionnaire with parallel statement for both NNESTs' and NESTs'. There were twenty parallel statements for both NESTs and NNESTs. Furthermore, these statements are divided into two sections; general attributes and academic attributes of the NNESTs and NESTs.

Interview format for the administrators consisted of eighteen open-ended questions on different aspects of NNESTs/NESTs from administrators' perspective, as they are the one who hire the teachers. All the questions reflected the issues faced by students, their parents or the teachers. In order to streamline the finding the questions are categorized into three segments; general attributes of NNESTs academic attributes of NNESTs and personal choice of the administrators.

All the above-mentioned instruments were tested on the subjects having similar backgrounds before using them to the target group. First, a group of ten students of a M5 class from another school was chosen on the recommendation of an English language teacher due to their previous knowledge with survey activities, and was asked to answer the questions meant to be answered by the sample group later on. In the first questionnaire all the questions were in YES / NO format. Furthermore, the researcher was initially investigating the opinion on non-native English speaking teacher's attributes (NNESTs). However, in order to develop a comparison the researcher introduced native teacher's attributes as well and new questionnaire were built with parallel statements for both NNESTs and NESTs. Secondly, five

randomly selected parents from a local school were asked for their input on the questionnaire format to be used for target group's parents input on a later stage. Similarly, teachers' survey format was piloted by asking five teachers from another school for their input. Finally, an assistant administrator from SCS3 was asked to help pilot questionnaire format meant for school administrators by acting as a school administrator. After a mock up interview a small revision was made and a final format was developed to interview the administrators.

Findings

Teachers' opinion on NNESTs / NESTs

It is assumed that Thai teachers of the English language would be the worst hit people if the influx of non-native English speaking teachers were freely allowed to come and teach English language in Thailand. In order to find an answer to the research question *"What is the opinion of the Thai (local) English language teachers towards an NNEST"* the researcher asked twenty questions on the different aspects of NNESTs / NESTs from all the teachers of BCSs and SCSs.

Teachers from almost all schools except SCS3 have had some experience working with NNESTs and NESTs. However, many respondents did not state whether they are satisfied or dissatisfied while commenting on NNEST. There is a very strong likelihood that still many teachers have a very little interaction with an NNEST. However, almost all the teachers understood the difference between an NNEST and NEST's. Therefore, many used their personal experiences while commenting on the issue.

Students' opinion on NNESTs / NESTs

Students play an important role in the success of a teacher. If the students are receptive and eager to learn, it makes things easier for a teacher. School administrators make it a point to get their feed back on new teachers or new curriculum from the students. Similarly, students are very keen to discuss their teachers with their peer groups. Hence, a considerable amount of the research findings is based on the input provided by the students of six schools. A total of two hundred and eleven students were asked for their feed back on NNESTs / NESTs.

Even though a five point rating scale was used, we have taken into account only the highest frequency scores in order to highlight the trend in responses. Most of the respondents were satisfied with all the statements on NNESTs / NESTs. Only they did not state whether they were satisfied or dissatisfied with the statement number 39 and 40. These particular items deal with learning other subjects with NNEST / NEST. Similarly, the majority of the respondents were satisfied with the communication skills of NNESTs (43.54% strongly agree on item no. 15), on the other hand, the majority of the respondents were also satisfied with the same item when it comes to NESTs (43.69% agree on item no. 16). Overall, almost all of the students of small city and big city schools seem to be satisfied with the teaching of both NNESTs and NESTs.

Parents' opinion on NNESTs / NESTs

Parents are the one who want best for their children and pay for it as well. Now-a-days most of the parents are well educated to know what is best for their child. It was deemed necessary for the

researchers to find exactly what goes on in the mind of the parents. Therefore, the researcher surveyed two groups of parents from two different locations. Not surprisingly, almost all the parents showed satisfaction on almost all the statements pertaining to NNESTs /NESTs. Only they did not state whether they were satisfied or dissatisfied on two statements, EOT (End of Term Test) results by NNEST and NEST (48% neutral on item 3 and 52% neutral on item 4) and If NNEST / NEST can fill up the cultural gap (56% neutral on item 11 and 52% neutral on item 12). That could be attributed to the fact that parents still have not been able to actually compare, the EOT result of their children by both NNEST / NEST. However on the statement of choosing a teacher for their child, provided there was a choice, the majority did not state whether they will choose NNESTs over NESTs (32% neutral on item 19) whereas, a majority stated they will choose NEST over NNEST (44% agree on item 20) if given a choice.

Administrators' opinion on NESTs and NNESTs

The fourth research question had eighteen open-ended questions. It is understood that everyone likes to speak English as a native person, and a lot of stress or importance is given to the accent. One of the major reasons why NNESTs are not accepted by the teaching schools and students alike is they lack a native like accent. Other than accent, many believe there is a huge gap in the kind of knowledge an NNEST or an NEST can bring. Also during piloting stage, it was found out that sometime more attention is required by NNESTs / NESTs; also, some people believe that it might affect the job market if foreigners are

allowed to come and teach here. Hence, the interviewees were asked to comment on these issues.

Almost all respondents were of the views that NNESTs were better trained, could teach other subjects, often came with an MA degree and were cheaper and easier to hire. On the other hand, NESTs were not as qualified, not easy to hire and were not as professionally sound as NNESTs. Only the director of the BCS1 had a clear answer i.e. for English language classes' only native speaking teachers and for other subjects non-native could be consider.

Discussion

Overall, the opinion of the teachers on an NNEST in the survey can best be described as *"undecided"*. There is a strong possibility that most of the teachers still have not worked with an NNEST and were not willing to comment and preferred to stay neutral. However, the position of most of the teachers on an NEST in the survey can be viewed as *"unsatisfactory"*. This opinion reflects that the teachers have had work with an NEST and are certain with their responses.

The position of students from all the schools on NNESTs / NESTs can be described as *"satisfying*, Even though the students from small city schools did not have much interaction with NNESTs / NESTs. Similarly, students' parents were quite satisfied with both NNESTs and NESTs.

Most school administrators expressed their satisfaction on the general attributes of both NNESTs and NESTs. As for academic attributes of NNESTs or NESTs, all respondents were of the view that NNESTs were better trained and qualified for the

job as compared to NESTs. However, their personal choice for a teacher, all agreed that their first choice for an English language teacher could not be less than an NEST; however, if an NNEST was more qualified and could also teach other subjects along with English such as science or math, they will reconsider their decision. Considering the shortage of non-Thai English teachers in the time when the country needs to expand and improve the teaching of English and limited budget, schools should not limit themselves to just hiring NESTs. Qualified NNESTs should be considered for employment as well. However, there is a need to establish a system for hiring qualified NNESTs as well as NESTs. Once employed both groups of teachers should undergo a training workshop to familiarize them to the Thai school context. A look east approach is required for the Thai education policy makers in order to explore the potential of regional English speaking teachers as well as exchange student / teachers programs with Asian countries could help enhance the understanding among students and teachers alike.

The findings of an attitude survey of this small scale can not be generalized country wide. This survey is just an entry-level effort to look for some very initial attitude responses from different individuals involved in receiving and providing English language in Khon Kaen Province. There is a need for a countrywide survey research of the same type in order to find the pros and cons of both using NESTs and NNESTs in Thai school system from teachers, students, their parents and school administrators' perspectives.

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Teacher's Questionnaire

Name of School ....

Name of Teacher ....

Please provide your answers in the space provided in front of each column to the best of your knowledge. Information contained here in will not be disclosed by the author to anyone. In this questioner an NEST stands for native English speaking teacher, for example a native of any of the five English speaking countries i.e. USA, UK, Canada, Australia and New Zealand. Similarly an NNEST stands for non-native English speaking teacher. Such as any English speaking teacher from Singapore, Malaysia, Philippines or Pakistan whose mother language is not English but who speaks English. 5-Strongly Agree 4-Agree 3-Neutral 2-Disagree 1-Strongly disagree

For each item, rate your level of agreement on a five point scale. Starting with number "five" for strongly agree to number "one" strongly disagree.

S.No.	Statement	Scale of agreement				
		5	4	3	2	1
1	I am satisfied with the academic qualification of NNEST.					
2	I am satisfied with the academic qualification of NEST.					
3	I believe in the commitment shown by NNEST.					
4	I believe in the commitment shown by NEST.					
5	I am happy with the team spirit shown by NNEST.					
6	I am happy with the team spirit shown by NEST.					
7	NNEST perks and remunerations are justified.					
8	NEST perks and remunerations are justified.					
9	I find end of term performance of NNEST class satisfying.					
10	I find end of term performance of NEST class satisfying.					
11	NNEST communicates well with all.					
12	NEST communicates well with all.					
13	NNEST works according to timetable.					
14	NEST works according to timetable.					
15	Accent of an NNEST is not a problem.					
16	Accent of an NEST is not a problem.					
17	NNEST complies with our official and cultural dress code.					
18	NEST complies with our official and cultural dress code.					
19	Hiring NNEST means less job opportunities for Thai English language teachers.					
20	Hiring NNEST means less job opportunities for Thai English language teachers.					

Students Questionnaire

Name of School...

Name of Student..

Please provide your answers in the space provided in front of each column to the best of your knowledge. Information contained here in will not be disclosed by the author to anyone. In this questioner an NEST stands for native English speaking teacher, for example a native of any of the five English speaking countries i.e. USA, UK, Canada, Australia and New Zealand. Similarly an NNEST stands for non-native English speaking teacher. Such as any English speaking teacher from Singapore, Malaysia, Philippines or Pakistan whose mother language is not English but who speaks English. 5-Strongly Agree 4-Agree 3-Neutral 2-Disagree 1-Strongly disagree For each item, rate your level of agreement on a five point scale. Starting with number "five" for strongly agree to number "one" strongly disagree.

S.no.	Statement	Scale of agreement				
		5	4	3	2	1
1	We get along well with **NNESTs.**					
2	We get along well with *NEST.*					
3	Teaching by **NNEST** is fun and play.					
4	Teaching by *NEST* is fun and play					
5	**NNESTs.** are more concerned with our learning than our behavior.					
6	*NESTs* are more concerned with our learning than our behavior.					
7	I am satisfied with the teaching of **NNESTs.**					
8	I am satisfied with the teaching of *NESTs.*					
9	I believe in the commitment shown by **NNESTs.**					
10	I believe in the commitment shown by *NESTs.*					
11	I am happy with the class room management shown by **NNESTs.**					
12	I am happy with the classroom management shown by the *NESTs.*					
13	I am happy with the end of term test result in a **NNEST** class.					
14	I am happy with the end of term test result in a *NEST* class.					
15	**NNESTs.** communicate well with all of us.					
16	*NESTs* communicate well with all of us.					
17	**NNESTs** work according to time table.					
18	NEST works according to time table.					
19	Accent of a **NNEST** is not a problem.					
20	Accent of a *NEST* is not a problem.					
21	**NNESTs.** care about their upkeep.					
22	**NESTs.** care about their upkeep.					

S.no	Statement	Scale of agreement				
		5	4	3	2	1
23	Teaching methodologies are best used by **NNEST**.					
24	Teaching methodologies are the best used by **Nest**.					
25	**NNEST** brings a special kind of feeling to our classrooms.					
26	*Nest* brings a special kind of feeling to our classrooms.					
27	Knowledge of other cultures brought by **NNEST** is worth it.					
28	knowledge of other cultures brought by *Nest* is worth it.					
29	We have enough opportunities to speak English with **NNEST**.					
30	We have enough opportunities to speak English with *Nest*.					
31	Cultural differences are not much felt with **NNEST**.					
32	Cultural differences are not much felt with *Nest*					
33	Introduction of **NNEST** will enhance interaction between Thai and other **NNEST**.					
34	Introduction of nests will enhance interaction between Thai and other *Nest.*					
35	**NNEST** can help bridge the cultural gap.					
36	*Nest* can help bridge the cultural gap.					
37	**NNEST** do not mind sitting outside their time table hours to help us understand the language					
38	*Nest* do not mind sitting outside their time table hours to help us understand the language.					
39	Learning other subjects in English is possible with *NNEST.*					
40	Learning other subjects in English is possible with *Nest.*					
41	**NNEST** is easier to understand.					
42	*Nest* is easier to understand.					
43	If I have a choice I will choose **NNEST** over *Nest.*					
44	If I have a choice I will choose *Nest* over **NNEST.**					

Parents Questionnaire

Name of Parents..

Please provide your answers in the space provided in front of each column. In this questioner an NEST stands for native English speaking teacher, for example a native of any of the five English speaking countries i.e. USA, UK, Canada, Australia and New Zealand. Similarly an NNEST stands for non-native English speaking teacher. Such as any English speaking teacher from Singapore, Malaysia, Philippines or Pakistan whose mother language is not English but who speaks English. 5-Strongly Agree 4-Agree 3-Neutral 2-Disagree 1-Strongly disagree For each item, rate your level of agreement on a five point scale. Starting with number "five" for strongly agree to number "one" strongly disagree.

S.no.	Statement	Scale of agreement				
		5	4	3	2	1
1	We are satisfied with the teaching of **NNESTs.**					
2	We are satisfied with the teaching of *NESTs.*					
3	We are happy with the end of term test result by a **NNEST.**					
4	We are happy with the end of term test result by a *NEST.*					
5	**NNESTs.** communicate well with all of us.					
6	*NESTs* communicate well with all of us.					
7	Accent of a **NNEST** is not a problem.					
8	Accent of a *NEST* is not a problem.					
9	Knowledge of other cultures brought by **NNEST** is worth it.					
10	Knowledge of other cultures brought by *Nest* is worth it.					
11	**NNEST** can help bridge the cultural gap.					
12	*Nest* can help bridge the cultural gap.					
13	Our children have enough opportunities to speak English with **NNEST.**					
14	Our children have enough opportunities to speak English with *Nest.*					
15	Learning other subjects in English is possible with **NNEST.**					
16	Learning *other subjects* in English is possible with *Nest.*					
17	**NNEST** is easier to understand.					
18	*Nest* is easier to understand.					
19	If I have a choice I will choose **NNEST** over *Nest.*					
20	If I have a choice I will choose *Nest* over **NNEST**					

Administrator Interview Questions

Name of School...

Name of the Director of the School..

1- End of term results

Do you rate NNESTs on their end of term exam results or their ability to impart teaching?

2- Commitment / Loyalty

Do you feel satisfied with the commitment or loyalty shown by NNESTs in general?

3-Team Spirit

Are NNESTs good team players when it comes to meeting deadlines?

4- Perks & Remuneration

Do you think the perks offered by you or demanded by NNESTs are satisfactory to all sides?

5- Interpersonal Skills

Are NNESTs accepted and involved in parent / teacher meetings as demanded?

6- Academic Qualification

Is there anything suggesting that NNESTs are better trained for teaching as a role model of the language being taught? They are the learners of the language themselves.

7- Time Table

Do NNESTs fit in the busy teaching timetables of our Thai English teaching system?

8- Accent

Do you have any feedback on NNESTs' accent from all sides concern?

9- Dress Code

How do you find the dress code of NNESTs or NESTs? Any comments?

10- Attention

What level of attention you have to give to NNESTs or NESTs?

11- Teaching Methodologies

Are NNESTs or NESTs somewhat different in their teaching methods?

12- Professionalism

How do you rate the professionalism of NNESTs and NESTs?

13- Diverse Knowledge

In your opinion do NNESTs or NESTs bring any specialized knowledge with them?

14- Opportunities

Do you think the introduction of NNESTs in the Thai education system will cause loss of opportunities for Thai English speaking teachers?

15- Official Support

Are you given or offered any official help in hiring NNESTs?

16- Logistic Support

Do you find it hard to provide any logistic support you normally do not render to other teachers under general circumstances?

17- Training

How do you train the new NNESTs or NESTs? Does it occur on the job or you set aside different times for training?

18- Choice

If you had a choice, who would you choose and why?