

AFL Majors' Perceptions of Taiwanese English Teachers' (TETs) and Foreign Native-Speaking-English Teachers' (FNSETs) Teaching

**Ching-Huang Wang¹ Yuan-Chi Wang² Sin-Rong Li² Si-Yan Zhan²
Yi-Jie Zhuang² Yi-Fang Chen² Chih-Hsiung Fu³ Tian-You Wu⁴**

¹Professor, Applied Foreign Languages, National Formosa University

²Undergraduates, Applied Foreign Languages, National Formosa University

³Master's Student, Leisure & Recreation, National Formosa University

⁴Undergraduate, Applied Foreign Languages, National Formosa University

Abstract

The purpose of the current study was to explore Applied-Foreign-Languages (AFL) majors' perceptions of Taiwanese English teachers' (TETs) and foreign native-speaking-English teachers' (FNSETs) teaching in two national technical universities in Mid-southern Taiwan. The research question of the current study was: How did AFL majors feel about their TETs' and FNSETs' teaching in their university contexts? Data collection was an anonymous 5-point scale questionnaire, including the participants' background information, 51 items and one open-ended question. The questionnaires were distributed to 409 AFL majors of two national technical universities, and the number of the valid collected questionnaires was 374 (M: 52, F: 321, and one without clicking the gender box in the questionnaire). The main results of the current study indicated that (a) All the AFL majors' attitudes toward TETs' and FNSETs' teaching tended to be positive, but in the participants' minds, FNSETs could benefit them in English learning much more than TETs, (b) All the participants tended to hope that TETs and FNSETs could take more care of each different-English-level student than usual in class, (c) Both males' and females' participants took almost the same attitudes toward TETs' and FNSETs' teaching respectively, and (d) TETs should create a cheerful English learning environment for their students as FNSETs did.

Keywords: Applied Foreign Languages (AFL); Taiwanese English Teachers (TETs); Foreign Native-Speaking-English Teachers' (FNSETs); Taiwan

*Corresponding Author: Department of Applied Foreign Languages, National Formosa University, 64, Wen-Hua Rd., Huwei Township, Yunlin County, 63208, Taiwan
Tel: +886-5-6315814
e-mail: chinwang@nfu.edu.tw



I. Introduction

With the advent of the world as a global village and advances in technology, English is widely used, on the Internet or in economic fields, as an important international communicative language, and as a result learning English has become an inevitable thing. In early 1990s, the issue about native-English-speaking teachers (NESTs) and nonnative-English-speaking teachers (NNESTs) has been widely discussed and recorded in several literatures and journals (Pennycook 1994, 1998; Phillipson, 1992). Several studies indicated that students' doubts about NNESTs' teachings remain in their minds (Amin, 2001; Lee, 2000). As the saying goes, "the grass is always greener on the other side of the fence," people have a common concept that NESTs are better than NNESTs in teaching students English (Phillipson, 1992). Therefore, more and more schools and universities in Taiwan hire foreign native-speaking-English teachers (FNSETs) to teach students at elementary, secondary, or tertiary levels.

It has been a trend that parents want their children to be bilingual and enhance their listening and speaking abilities and thereby send their children to English-speaking environment with native speakers around mostly because they believe that NESTs would be more suitable for their children to learn English than NNESTs such as pronunciation (Clark & Paran, 2007) and interesting teaching styles (Hsu, 2015). For this can't-not-be-more-popular trend in Taiwan, many parents are likely to put their children in an English-only environment. Some children may have contacted FNSETs since they were at a very young age.

Few relative research studies recruited over four hundred AFL (Applied Foreign Languages) majors to be their participants, and even from more than one university. As such, the purpose of the current research was to uncover AFL majors'

perceptions of their Taiwanese English teachers' (TETs) and foreign native-speaking-English teachers' (FNSETs) in two national universities. Thus, the research question produced to motivate the current study was: How did AFL majors feel about their TETs' and FNSETs' teaching in their university contexts?

II. Literature Review

1.Relevant literature review

Crystal (1997) and Graddol (1997) stated that English had been used by more and more non-native English speakers in the world. Native English speakers are often seen as advantaged English teachers (Sutherland, 2012) and thereby they are given high priority in hiring (Braine, 1998; Christophersen, 1992; Cook, 2000; Forhan, 1992; Liu, 1998), even though they lack teaching experience (Sutherland, 2012).

In the globalization process, English has been taken as an international communicative language and English has been an important language for the increasing number of English learners (Tsou, 2013). As such, English teachers' English proficiency and qualification have become an important research theme, whether they are native English-speaking teachers (NESTs) or non-native English-speaking teachers (NNESTs). Regarding the superiority especially their speaking and pronunciation teaching, the NESTs outperform NNESTs (Gurkan & Yuksel, 2012), which sometimes makes students believe the former are better than the latter in every way (Ulate, 2011).

Generally speaking, people in Taiwan tend to believe that Taiwanese English teachers (TETs) are less proficient in the language (Reves & Medgyes, 1994) such as oral fluency and accuracy than foreign native-speaking-English teachers (FNSETs). Liaw (2012) mentioned that FNSETs have much more



knowledge of English contexts and accurate use of English than TETs. Furthermore, Manboob (2004) claimed that FNSETs have better oral skills and cultural knowledge. However, TETs are better than FNSETs in grammar teaching and knowledge of Taiwanese students' learning difficulties (Manboob, 2004).

2.Previous studies

Moussu and Braine (2006) investigated 88 international college students' perceptions of NNESTs at the English Language Center (ELC) of a main university in Utah. The research questions of this study were: (a) What are the perceptions and expectations of students in ESL towards NNESTs initially in the semester? (b) What are the factors that influence the students' attitudes toward their teachers initially in the semester? and (c) How do time and access to NNESTs affect the students' opinions? The results of the research study showed that (a) The participants tended to show appreciation and respect for their NNESTs, (b) Two variables were founded to have possible influences on the outcome: the students' first languages and those of the teachers. Since some may share the same accents, ethnic identity, and culture with the teachers and some may not, reactions of the students may differ, and (c) The change of time and exposure did not make a significant difference in this case because the participating students had held positive attitudes towards their NNESTs at the beginning of the semester in which the study was conducted.

Liu and Zhang (2007) employed a questionnaire and interviews to explore 65 (M: 12; F: 53) English-major juniors' perceptions of the differences between NESTs and NNESTs from a key national university in Southern China. The research hypotheses focused on whether (a) There is any difference between native teachers of English and

their Chinese counterparts in terms of teaching attitudes, (b) Foreign teachers are more flexible in giving instructions and use more media in classrooms, and (c) Students believe they can learn more from foreign teachers' classes. The results indicated that (a) There is no significant difference between native teachers of English and their Chinese counterparts in terms of teaching attitudes, whereas NESTs are more interactive and flexible in delivering lessons; (b) 60% of the participants tended to agree that NESTs exceeded NNESTs in instruction, whereas NNESTs used more media such as PowerPoint than NESTs in class, and (c) More than 73% of the participants agreed that they gained more knowledge from NNESTs than from NESTs.

A survey conducted by Chen (2008) researched 75 English major college students' perceptions on NESTs and NNESTs (F: 54; M: 21; the freshmen of English Translation-Interpretation: 25; the sophomores of English Literature: 25; and the juniors of English Language Education: 25), and these students had over 8 years of learning English experiences. There were three research questions: (a) Do students prefer NESTs or NNESTs in their English learning? (b) What are their views on the advantages and disadvantages in having NESTs and NNESTs? (c) Do students in different grades have different preference? Data collection included a closed 5-point-Likert-scale questionnaire and one open questionnaire for the participants to write down their opinions in English after completing the former one. The findings of this study showed that the participants tended to believe that NESTs' English-language competences (i.e., pronunciation, cultural knowledge in English speaking countries, teaching styles, listening, and speaking) were better than NNESTs', while the latter's teaching strategies, bilingualism, grammar, intelligibility, achievable model in English teaching, meeting students' needs,



and helping solve learners' difficulties were better than the former's.

Chang and Wang (2011) investigated 149 AFL-majors' (M: 25%; F: 75%) perceptions of NESTs from the perspectives of the relationships between NESTs and their students' English proficiency level, their language models, their instruction methods, and the ways of their evaluation. The source of data collection was a questionnaire. The results of the current study indicated that (a) Most of the participants preferred to be taught English by NESTs, (b) Nearly all the participants believed NESTs' English teaching model was more appropriate for them than NNESTs, (c) NESTs adopted flexible teaching approaches and used teamwork assessment as well as taking active interaction in class and preparing varieties of teaching materials, and (d) NESTs took more different ways to evaluate their students' performance.

The purpose of Ma's study (2012) aims to investigate 30 students' (M: 15; F: 15) perceptions of the NESTs' and NNESTs' teaching in three junior high schools in Hong Kong. The research questions in this study include (a) What advantages and disadvantages do Hong Kong secondary students perceive in being taught by NESTs? and (b) What advantages and disadvantages do Hong Kong secondary students perceive in being taught by NNESTs? The source of data collection was semi-structured focus group interviews. The results of the current study indicated that (a) NNESTs can use their first language (L1) in teaching English so that their students can understand and communicate with them more easily; they can understand and thereby help overcome their students' learning difficulties because they had similar English learning experience; (b) NESTs have good English proficiency to expedite their students' learning; (c)

NNESTs and NESTs' disadvantages appear contrary to both sides' advantages.

Mohammad (2012) conducted a survey to explore the influence of 40 NESTs and 30 NNESTs on 169 male Saudi university students' learning in 28 weeks in Qassim University. The data sources included questionnaires and interviews with students. The research questions were (a) What are Saudi students' perceptions of NESTs and NNESTs? (b) Do university students show a significant difference in their perceptions of either NESTs or NNESTs? (c) What is the effect of teachers' teaching strategies on the students' perceptions of their teachers? The results manifested that students tended to prefer NNESTs in that they could be aware of their students' needs (66%), different cultural backgrounds (73%) and learning difficulties (68%), and they had the same language learning experiences as their students (82%). Furthermore, the participants tended to be taught by NNESTs at lower levels of education, but by NESTs at higher levels of education. The NESTs are better using creative teaching strategies, which could help students learn better, than the NNESTs.

The abovementioned studies showed that both TETs and FNSETs had their superiority. Generally speaking, people tended to believe that FNSETs, as native speakers, had higher capability than TETs, including pronunciation, speaking, listening, encouraging teaching styles, and active interaction in class, whereas they tended to believe that TETs were superior to FNSETs in their bilingual teaching, the same language learning experiences, English grammar teaching, and the understanding of students' needs.

3. Definitions of key terms

Because of technological developments and globalization, the term or the notion, native English



speakers, has become more difficult to define (Lee, 2005). As such, for the current study, the researchers employed Taiwanese English teachers (TETs) and foreign native-speaking-English teachers (FNSETs) to replace NNESTs and NESTs respectively. Drawn from the abovementioned literature review and for the current study, TETs are referred to the teachers who had been born in Taiwan and majored in English or had studied for Master’s degree or PhD in English-speaking countries, while FNSETs are regarded as the teachers who had been born in English-speaking countries and had Master’s degree or PhD.

III. Methodology

Table 1. Demographics of Participants: Year and Gender

Year	Sophomore		Junior		Senior		Other		All		
	*M	*F	M	F	M	F	M	F	M	F	Other
**NU1	89		80		82		0		251		
	16	73	7	73	18	64			41	210	0
NU2	37		54		67		1***		158		
	4	33	11	43	11	55			26	131	1
Total	126		134		149		1		409		
	20	106	18	116	29	119			67	341	1

*M: Male; F:Female
 **NU: National University
 *** One NU2 student did not click the gender box in the questionnaire.

2.Data Collection: Questionnaire

The anonymous 5-point-Likert-scale Chinese questionnaire (see Appendix) was designed by the researchers of the current study through several group meetings and discussions. The questionnaire consists of three parts. Part one includes the participants’ demographics. Part two includes 51 items, with 25 items for the participants’ perceptions of TETs and FNSETs respectively as well as one invalid item (item 26: Please do not circle this item, or the questionnaire is invalid) to prevent the participants from randomly rating the questionnaire, which could ensure the reliability of the whole questionnaire. Part three includes one open-ended

1.Participants

The participants were 409 Applied-Foreign-Languages (AFL) majors (M: 67; F: 341; an unclear gender) from two national technical universities in the mid-south of Taiwan: National University 1 (NU1) and National University 2 (NU2) (see Table 1). More specifically, the participants of NU1 were 251 (M: 41; F: 210), including 89 sophomores, 80 juniors, and 82 seniors, whereas those of NU2 were 158 (M: 26; F: 131), including 37 sophomores, 54 juniors, 67 seniors, and 1 student whose gender was not clear. Freshmen were excluded in the current study since no FNSETs offered any course for them in NU1.

question. Furthermore, the value of Cronbach's Alpha for TETs’ teaching was the same as that for FNSETs’ teaching, that is, 0.946, which guaranteed the high reliability of the questionnaire.

It was from May 3 to 11 in 2016 that the questionnaires were distributed to AFL-majored students in two national universities of science and technology in Mid-Southern Taiwan. The 409 collected questionnaires (NU1: 251, NU2: 158) included 374 valid and 35 invalid (see Table 2). Furthermore, the total return rate reached 95% (409/430), which made the data collection authentic; the total valid rate was 91% (374/409), and the rate could make the current study reliable (see Table 3).



Comparatively speaking, the return rate and the valid rate from NU1 did not differ greatly from those from

NU2 (96% vs. 93% and 93% vs. 88% respectively).

Table 2. The valid and invalid questionnaires from two National Universities

*NU1	Valid			Invalid			All	
	**M	**F		M	F			
	34	200		7	10			
Total	234			17			251	
*NU2	Valid			Invalid				All
	M	F	Other***	M	F	Other		
	18	121	1	8	10	0		
Total	140			18			158	
NU1&NU2	Valid			Invalid				All
	M	F	Other	M	F	Other		
	52	321	1	15	20	0		
Total	374			35			409	
*NU: National University								
**M: male; F: female								
***Other: One NU2 student did not click the gender box in the questionnaire.								

Originally, the researchers collected questionnaires from 2 national universities and 2 private universities in the mid-south of Taiwan. However, the participant size of the two private universities was 64 only (M: 22; F: 42). Furthermore, high ratio of absence and many invalid

questionnaires made the researchers decide to exclude the questionnaires collected from the two private universities. That is the reason why the researchers focused on the analysis of the questionnaires from the two national universities only.

Table 3. Distribution date, return numbers, valid numbers, and valid rates of the questionnaires

University	National University 1 (NU1)	National University 2 (NU2)
Distribution Date	May 3-9	May 4-11
Total Number	260	170
	430	
Return Number	251	158
	409	
Return Rate	96%	93%
	95%	
Valid Number	234	140
	374	
Valid Rate	93%	88%
	91%	

IV. Results and Discussion

Data analysis in this current study involved the quantitatively descriptive statistics of the questionnaires and the qualitative data from the participants' responses to one open-ended question

in the questionnaire: What TETs/FNSETs' English teaching deeply impressed you in your department? The qualitative and quantitative data echoed each other.

1. Qualitative Analysis



The qualitative data showed that the advantages of TETs' teaching included a) creative usage of teaching materials such as picture books and the instruction of toothpastes, b) respecting students' opinions and c) the implementation of daily news or events into the class. On the other hand, the advantages of FNSETs' teaching included a) usage of multimedia and novels, b) humorous and interesting teaching styles, c) the management of teaching tempo, timing, and schedule, and d) employing various teaching methods. One disadvantage of TETs' teaching was the assignments offered by the TETs were boring. The following Chinese excerpts from the participants' responses to the open-ended question in the questionnaire were numbered serially with the English translation in the braces.

Female NU1 student 1:

台師：繪本、桌遊。外師：多媒體、電影。
{TETs use picture books and board games.
FNSETs use multimedia and movies.}

Female NU1 student 2:

外師的教學節奏和時間、進度都抓得很好。
{FNSETs are good at handling the whole
teaching tempo, timing, and schedule.}

Female NU1 student 3:

台師上課尊重學生的想法，不會有對錯問題，教材利用創新、雖然困難但很有成就感 ex:翻譯牙膏、比較歌曲.....。外師利用英文軟體操作，英文版的軟體架設網站，製作動畫、製作手機版網頁。
{TETs respect their students' ideas, whether right or wrong. They creatively employ teaching materials which were difficult but make us have sense of achievement, such as translating the instruction of toothpastes and

comparing songs.... One FNSET uses English multimedia software techniques to teach us to build up online websites to create animations and make smartphone apps.}

Female NU1 student 4:

我喜歡外師用故事方式上課，讓學生會想參與課程。

{I like the way FNSETs teach courses by using stories, which can make students want to involve themselves in the class.}

Female NU1 student 5:

[XXX] 的教學模式很棒。(小說、電影+討論)

{One FNSET's teaching styles were wonderful. (novels, films + discussion) }

Female NU1 student 6:

期末上台報告時：外師會 1) 提出疑問，針對學生的報告(會好奇學生的觀點，希望學生多闡述) 2) 不批評觀點，若有做不足的地方，外師鼓勵學生居多(台師也會，但沒那麼普遍)。

{When we did our presentation at the end of the semester, FNSETs a) would ask us questions related to our presentation (They were curious about our opinions and would like us to elaborate more) and b) tended to encourage us (Some but not many TETs may do the same thing) more than criticize if our presentation was not good enough. }

Female NU2 student 1:

台師上課會融入些生活時事較能引起學生共鳴，外師傾向談諧的方式。

{TETs will implement daily news/events into teaching and this could cause students' attraction, whereas FNSETs tend to use



humorous teaching styles. }

Female NU2 student 2:

外師教法活潑，多角色扮演及語調變化，常變換教學法；台師教法較固定，很愛要學生分組報告。

{FNSETs' teaching styles make class interesting; they can play various roles in different voices; they often change teaching methods. However, TETs use a set of teaching methods, having students present in small groups. }

Female NU2 student 3:

較多台師的作業較一般無趣，而外師的作業或課堂活動就多元有趣許多！
印象最深刻的是外師帶全班校外參訪，回程後寫成一本旅遊書。

{Many TETs' assignments are uninteresting while FNSETs' assignments or course activities are much more interesting and diverse. The most impressive assignment was that one FNSET let us write a travel book after an off-campus visit. }

2. Quantitative Analysis

The quantitative data were analyzed from the perspectives of all the participants and gender as follows:

i. Perspective from all the participants

In terms of TETs' teaching, all the participants tended to believe that the first top three advantages of TETs' teaching in items 19 (M=3.59; It is easy to

realize TETs' reading teaching.), 04 (M=3.56; TETs' English teaching is easy to realize.), and 23 (M=3.55; TETs correct properly students' learning mistakes.). However, the last three disadvantages of TETs' teaching are items 08 (M=3.01; TETs can create a cheerful English learning environment), 11 (M=3.10; TETs can take care of each different level student in class), and 02 (M=3.21; TETs love the courses they offer) (see Table 4). In a word, the mean values of all the items for TETs were lower than 3.60, and this means that TETs need to promote themselves in many ways, especially the creating of a cheerful English learning environment (item 8; M=3.01) and the caring of each different level student in class (item 11; M=3.10).

In terms of FNSETs' teaching, all the participants tended to believe the first top three advantages of FNSETs' teaching in items 25 (M=4.46; FNSETs can use English precisely.), 10 (M=4.27; FNSETs make students use English appropriately in the class.), and 02 (M=4.26; FNSETs love the courses they offer.). The last three disadvantages of FNSETs' teaching are items 11 (M=3.38; FNSETs can take care of each different level student in class.), 12 (M=3.61; FNSETs' teaching methods are suitable for students' level and ability.), and 22 (M=3.67; FNSETs can help solve my problems during my learning process.) (see Table 4). Therefore, FNSETs need to promote themselves particularly in the caring of each different-level student in class (item 11; M=3.38) and so do TETs (item 11; M=3.10) as discussed in the previous passage.

Table 4. Participants' Perceptions of TETs and FNSETs' Teaching (N=374)

item	1	2	3	4	5	6	7	8	9
TETs	3.36	3.21	3.36	3.56	3.28	3.46	3.44	3.01	3.30
FNSETs	4.23	4.26	3.89	3.82	4.08	3.94	4.05	4.22	4.13



Item	10	11	12	13	14	15	16	17	18
TETs	3.40	3.10	3.31	3.23	3.48	3.37	3.31	3.45	3.42
FNSETs	4.27	3.38	3.61	4.02	3.76	3.79	3.96	4.01	4.05
Item	19	20	21	22	23	24	25		
TETs	3.59	3.43	3.49	3.46	3.55	3.46	3.44		
FNSETs	3.80	3.68	3.74	3.67	3.98	4.18	4.46		

In general, Table 4 showed that all the participants tended to agree with all the questionnaire items (TET: 3.01–3.59; FNSET: 3.38–4.46). Comparatively speaking, all the participants believed that FNSETs could benefit them much more than TETs in all the questionnaire items. That is to say, all the participants preferred FNSETs' English teaching to TETs'. Such a result corresponds to some previous studies (Chang & Wang, 2011; Chen, 2008; Liu & Zhang, 2007), which indicated that FNSETs had higher capability as native speakers than TETs, including their pronunciation, speaking, listening, anxiety-free teaching styles, and active interaction in class.

Interestingly enough, the highest mean value of TETs (item 19; $M=3.59$) was still lower than the mean values of all the items of FNSETs except for that ($M=3.38$) of item 11 (FNSETs can take care of each different level student in class). Moreover, the results of item 11 indicated that both TETs and FNSETs were expected to pay more attention to the students' different English proficiency levels.

ii. Perspective from gender

Table 5 showed that both males' and females' perceptions of TETs' teaching were the same or almost the same, with the mean value differences from 0.00 (item 10: TETs make students use English appropriately in class) to 0.24 (item 2: TETs love the courses they offer).

Moreover, the first three highest mean values of

item 23 ($M=3.69$), item 21 ($M=3.62$), and items 4, 24, and 25 ($M=3.54$) from males indicated that, in their minds, TETs did their best in correcting properly their learning mistakes (item 23), using moderate-level teaching materials (item 21), making them understand what they taught (item 4), correcting their own teaching mistakes (item 24), and using precise English (item 25). According to the last three lowest mean values of items 11, 8, and 20 ($M_s= 3.12, 3.19, \text{ and } 3.27$ respectively), males thought that TETs could promote themselves much more in taking care of each different level student in class (item 11), creating a cheerful English learning environment (item 8), and making writing teaching understandable (item 20).

On the other hand, the first three highest mean values of item 19 ($M=3.60$), item 4 ($M=3.56$), and item 23 ($M=3.53$) from females indicated that, in their minds, TETs did the best in making their reading lesson understandable (item 19), making their English teaching understandable (item 4), and properly correcting their students' learning mistakes (item 23). According to the last three lowest mean values of items 8, 11, and 2 ($M_s= 2.99, 3.10, \text{ and } 3.18$ respectively), females thought that TETs could promote themselves much more in creating a cheerful English learning environment (item 8), taking care of each different level student in class (item 11), and loving the courses they offer (item 2).

Table 5. Males' and Females' Perceptions of TETs' Teaching (M: 52; F: 321)

Item	1	2	3	4	5	6	7	8	9
Male	3.35	3.42	3.44	3.54	3.37	3.40	3.50	3.19	3.38



Female	3.36	3.18	3.35	3.56	3.27	3.47	3.43	2.99	3.29
Difference	0.01	0.24	0.09	0.02	0.10	0.07	0.07	0.20	0.09
Item	10	11	12	13	14	15	16	17	18
Male	3.40	3.12	3.38	3.40	3.40	3.33	3.29	3.52	3.40
Female	3.40	3.10	3.29	3.21	3.49	3.38	3.32	3.45	3.42
Difference	0.00	0.02	0.09	0.19	0.09	0.05	0.03	0.07	0.02
Item	19	20	21	22	23	24	25		
Male	3.48	3.27	3.62	3.50	3.69	3.54	3.54		
Female	3.60	3.46	3.47	3.45	3.53	3.46	3.43		
Difference	0.12	0.19	0.15	0.05	0.16	0.08	0.11		
One NU2 student did not click the gender box in the questionnaire.									

Table 6 presented that both males' and females' perceptions of FNSETs' teaching were almost the same, with the mean value differences from 0.01 (items 4, 9, 14, and 17) to 0.26 (item 23).

Moreover, the first three highest mean values of item 25 (M=4.56), item 10 (M=4.40), and items 2 and 8 (M= 4.31) from males indicated that, in their minds, FNSETs did the best in using English precisely (item 25), making students use English appropriately in the class (item 10), loving the courses they offer (item 2), and creating a cheerful English learning environment (item 8). According to the last three lowest mean values of items 11 (M=3.45), 12 (M=3.52), and 21 (M=3.73), males thought that FNSETs could promote themselves much more in taking care of each different level student in class (item 11), employing teaching methods suitable for students' level and ability (item

12), and selecting teaching materials suitable for students (item 21).

On the other hand, the first three highest mean values of item 25 (M=4.44), item 2 (M=4.25), and item 10 (M= 4.24) from females indicated that, in their minds, FNSETs did the best in using English precisely (item 25), loving the courses they offer (item 2), and making students use English appropriately in the class (item 10). According to the last three lowest mean values of items 11 (M= 3.38), 12 (M= 3.63), and 22 (M=3.64), females thought that FNSETs could promote themselves much more in taking care of each different level student in class (item 11), using teaching methods suitable for students' level and ability (item 12), and helping solve students' problems during their learning process (item 22).

Table 6. Males' and female's perceptions of FNSETs' teaching (M: 52; F: 321)

Item	1	2	3	4	5	6	7	8	9
Male	4.27	4.31	3.98	3.81	4.04	4.02	4.12	4.31	4.12
Female	4.22	4.25	3.87	3.82	4.09	3.92	4.04	4.21	4.13
Difference	0.05	0.06	0.11	0.01	0.05	0.10	0.08	0.10	0.01
Item	10	11	12	13	14	15	16	17	18
Male	4.40	3.45	3.52	4.12	3.77	3.77	3.98	4.02	4.10
Female	4.24	3.38	3.63	4.01	3.76	3.79	3.96	4.01	4.04
Difference	0.16	0.07	0.09	0.11	0.01	0.02	0.02	0.01	0.06
Item	19	20	21	22	23	24	25		
Male	3.96	3.87	3.73	3.87	4.21	4.29	4.56		
Female	3.77	3.66	3.75	3.64	3.95	4.16	4.44		
Difference	0.19	0.21	0.02	0.23	0.26	0.13	0.02		
One NU2 student did not click the gender box in the questionnaire.									



V. Conclusion, Limitation, and Implication

In short, the results of the current study showed the advantages of TETs' and FNSETs' teachings and the room for both to improve. The qualitative data of the current study showed that the advantages of TETs' teaching included creative usage of teaching materials, respecting students' opinions, and implementing daily news or events in teaching; those of FNSETs' teaching included usage of multimedia and novels, humorous and cheerful teaching styles, varieties of teaching methods, and appropriate teaching tempo, timing, and schedule. However, one disadvantage of TETs was the assignments offered by the TETs were not interesting.

The results of the quantitative data indicated that all the AFL majors' attitudes toward TETs' and FNSETs' instruction tended to be positive, but the latter could benefit them still more than the former in their minds, which echoed one result of Liu' and Zhang's (2007) study and the results of Chang' and Wang's (2011) study. From the gender perspective, male participants' attitude toward TETs' and FNSETs' teachings was the same or almost the same as females' respectively. However, TETs still had much room to improve in many ways, such as pronunciation and class interaction boost. On the other hand, what all the participants would like TETs and FNSETs to do most was the looking after of different-English-level students. As such, it is very important for instructors to pay more attention to each student's learning process and English proficiency and thereby offer appropriate help or support for him/her with learning difficulties.

The number of returning and valid questionnaires from the students of two private technical universities was so small that their

questionnaires were not used. Thus, the results of the current study could not address private university students' perceptions of TETs' and FNSETs' teachings. Also, the results of the current study could not be generalizable to the AFL majors of any other universities, national or private. On the other hand, the gender ratio was severely imbalanced (M: 52, 14%; F: 321, 86%), which could skew the results of the comparison between male and female participants' perceptions of TETs' and FNSETs' teachings.

Much more AFL majors from different universities, national or private, can be recruited to be the participants for future studies to make relevant studies richer. Further, future studies may investigate the voices of TETs' and FNSETs' teachings from the students with different majors, ages, English proficiency, and/or careers.

The current study aimed to reveal AFL majors' opinions about TETs' and FNSETs' teachings, and such responses could be taken into account by TETs and FNSETs to make their courses more intriguing and meaningful as well as anxiety-free. This will make students' learning more effective.

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Appendix

中南部科技大學應外系臺師/外師英語教學問卷調查表 (Chinese version)

同學您好：

我們是 XXX 的學生，我們目前正在做一份與臺師(以中文為母語)/外師(以英文為母語)相關的專題，本問卷的目的是為了要了解中南部科技大學應外系學生對於系上臺師/外師英語教學之看法，所有的回答均不記名，結果僅為學術研究之用。您的意見將是本研究最重要的依據。感謝您撥冗填寫問卷。

XXXXX, XXX
XXX、XXX、XXX、XXX、XXX

以下有 51 道題目，請依您的看法及意見，圈選最適合的答案。請輕鬆作答。

一、基本資料

1. 性別： 男 女
2. 學校： XXX XXX XXX XXX
3. 年級： 一 二 三 四 其他
4. 大學期間曾上過幾位英語外師的課？ 一 二 三 四 五位
5. 大學期間曾上過幾門英語外師的課？ 共_____門

二、問卷內容(5=非常同意 4=同意 3=普通 2=不同意 1=非常不同意)

臺師部分					
01. 我喜歡上臺師的課。	5	4	3	2	1
02. 臺師熱愛自己所教的課。	5	4	3	2	1
03. 臺師上課節奏適當平穩。	5	4	3	2	1
04. 臺師的英文教學容易理解。	5	4	3	2	1
05. 臺師在備課方面準備充足。	5	4	3	2	1
06. 臺師的教學方式能使我輕易融入課程。	5	4	3	2	1
07. 臺師能掌握教學主題與內容。	5	4	3	2	1
08. 臺師能營造生動活潑的英語學習氣氛。	5	4	3	2	1
09. 臺師會鼓勵學生參與課堂活動。	5	4	3	2	1
10. 臺師在課堂上會適當地讓學生使用英語。	5	4	3	2	1
11. 臺師能照顧到班上不同程度的學生。	5	4	3	2	1
12. 臺師的教學方法適合學生平均程度及能力。	5	4	3	2	1
13. 臺師以口試評量能使我獲益。	5	4	3	2	1
14. 臺師以筆試評量能使我獲益。	5	4	3	2	1
15. 臺師以作業評量能使我獲益。	5	4	3	2	1
16. 臺師以參與度評量能使我獲益。	5	4	3	2	1
17. 臺師的聽力教學容易理解。	5	4	3	2	1
18. 臺師的口說教學容易理解。	5	4	3	2	1
19. 臺師的閱讀教學容易理解。	5	4	3	2	1
20. 臺師的寫作教學容易理解。	5	4	3	2	1
21. 臺師挑選的教材難易度適中。	5	4	3	2	1
22. 臺師能排解我在學習過程中的困難。	5	4	3	2	1
23. 臺師會適當地糾正學生的學習錯誤。	5	4	3	2	1
24. 臺師發覺自己講錯時，會自我更正。	5	4	3	2	1



25. 臺師能準確的使用英語。	5	4	3	2	1
外師部分					
01. 我喜歡上外師的課。	5	4	3	2	1
02. 外師熱愛自己所教的課。	5	4	3	2	1
03. 外師上課節奏適當平穩。	5	4	3	2	1
04. 外師的英文教學容易理解。	5	4	3	2	1
05. 外師在備課方面準備充足。	5	4	3	2	1
06. 外師的教學方式能使我輕易融入課程。	5	4	3	2	1
07. 外師能掌握教學主題與內容。	5	4	3	2	1
08. 外師能營造生動活潑的英語學習氣氛。	5	4	3	2	1
09. 外師會鼓勵學生參與課堂活動。	5	4	3	2	1
10. 外師在課堂上會適當地讓學生使用英語。	5	4	3	2	1
11. 外師能照顧到班上不同程度的學生。	5	4	3	2	1
12. 外師的教學方法適合學生平均程度及能力。	5	4	3	2	1
13. 外師以口試評量能使我獲益。	5	4	3	2	1
14. 外師以筆試評量能使我獲益。	5	4	3	2	1
15. 外師以作業評量能使我獲益。	5	4	3	2	1
16. 外師以參與度評量能使我獲益。	5	4	3	2	1
17. 外師的聽力教學容易理解。	5	4	3	2	1
18. 外師的口說教學容易理解。	5	4	3	2	1
19. 外師的閱讀教學容易理解。	5	4	3	2	1
20. 外師的寫作教學容易理解。	5	4	3	2	1
21. 外師挑選的教材難易度適中。	5	4	3	2	1
22. 外師能排解我在學習過程中的困難。	5	4	3	2	1
23. 外師會適當地糾正學生的學習錯誤。	5	4	3	2	1
24. 外師發覺自己講錯時，會自我更正。	5	4	3	2	1
25. 外師能準確的使用英語。	5	4	3	2	1
26. 請勿圈選本題，否則本問卷無效。	5	4	3	2	1

三、整體

系上臺師/外師的英語教學使你印象深刻的有哪些？請舉例說明。任何其他想法都歡迎寫下，下面空白部分不敷使用時，請利用本問卷背面。

本問卷到此結束，如做完此問卷請交給負責的同學或老師，感謝您抽空填寫問卷。



English Questionnaire on AFL-majors’ Perceptions of Taiwanese English and Foreign Native-Speaking-English Instructors’ Teaching in Mid-Southern Taiwan (English version)

Dear Participants,

We the researchers are from the Department of Applied Foreign Language of XXX. We are currently carrying out a research on the differences between Taiwanese English instructors (TEIs) and Foreign native-speaking-English instructors (FNSEIs). The questionnaire is designed to understand AFL-majors’ perceptions of TELs and FNSEIs’ teaching. The questionnaire is anonymous and the results would be only for the use of our academic research. Your answers are vital for the successful completion of my paper. Thanks a lot.

XXX, XXX, XXX, XXX, XXX, and XXX

XXX, XXX

Directions: Please answer each statement item by circling one of the numbers (5 to 1) that can best indicate your opinion. (5=strongly agree, 4=agree, 3=neither agree nor disagree, 2=disagree, 1=strongly disagree)

A. Profiles

1. Gender: male female
2. School:
 - National XXX University
 - National XXX University of Science and Technology
 - XXX University
 - XXX University
3. Grade: freshman Sophomore junior senior others
4. By how many foreign native-speaking-English teachers have you been taught during university? 1 2 3 4 5
5. How many foreign native-speaking-English teachers’ courses you have taken during university? Total courses.

B. Questionnaire Items

Taiwanese English Teachers (TETs)					
01. I like to attend TETs’ class.	5	4	3	2	1
02. TETs love the courses they offer.	5	4	3	2	1
03. TETs’ teaching pace is smooth.	5	4	3	2	1
04. TETs’ English teaching is easy to realize.	5	4	3	2	1
05. TETs’ teaching preparation is enough.	5	4	3	2	1
06. TETs’ teaching methods make me participate easily in the course.	5	4	3	2	1
07. TETs can handle teaching topics and contents.	5	4	3	2	1
08. TETs can create a cheerful English learning environment.	5	4	3	2	1
09. TETs encourage students to get involved in the class.	5	4	3	2	1
10. TETs make students use English appropriately in class.	5	4	3	2	1
11. TETs can take care of each different level student in class.	5	4	3	2	1



12. TETs' teaching methods are suitable for students' level and ability.	5	4	3	2	1
13. I can benefit from TETs' oral exam.	5	4	3	2	1
14. I can benefit from TETs' written exam.	5	4	3	2	1
15. I can benefit from TETs' homework assessment.	5	4	3	2	1
16. I can benefit from TETs' participation assessment.	5	4	3	2	1
17. It is easy to realize TETs' listening teaching	5	4	3	2	1
18. It is easy to realize TETs' oral teaching	5	4	3	2	1
19. It is easy to realize TETs' reading teaching	5	4	3	2	1
20. It is easy to realize TETs' writing teaching	5	4	3	2	1
21. The difficulty of TETs' teaching materials is moderate.	5	4	3	2	1
22. TETs can help solve my problems during my learning process.	5	4	3	2	1
23. TETs correct properly students' learning mistakes.	5	4	3	2	1
24. TETs correct their own teaching mistakes.	5	4	3	2	1
25. TETs can use English precisely.	5	4	3	2	1
Foreign Native-Speaking-English Teachers (FNSETs)					
01. I like to attend FNSETs' class.	5	4	3	2	1
02. FNSETs love the courses they offer	5	4	3	2	1
03. FNSETs' teaching pace is smooth.	5	4	3	2	1
04. FNSETs' English teaching is easy to realize.	5	4	3	2	1
05. FNSETs' teaching preparation is enough.	5	4	3	2	1
06. FNSETs' teaching methods makes me participate easily in the course.	5	4	3	2	1
07. FNSETs can handle teaching topics and contents.	5	4	3	2	1
08. FNSETs can create a cheerful English learning environment.	5	4	3	2	1
09. FNSETs encourage students to get involved in the class.	5	4	3	2	1
10. FNSETs make students use English appropriately in the class.	5	4	3	2	1
11. FNSETs can take care of each different level student in class.	5	4	3	2	1
12. FNSETs' teaching methods are suitable for students' level and ability.	5	4	3	2	1
13. I can benefit from FNSETs' oral exam.	5	4	3	2	1
14. I can benefit from FNSETs' written exam.	5	4	3	2	1
15. I can benefit from FNSETs' homework assessment.	5	4	3	2	1
16. I can benefit from FNSETs' participation assessment.	5	4	3	2	1
17. It is easy to realize FNSETs' listening teaching	5	4	3	2	1
18. It is easy to realize FNSETs' oral teaching	5	4	3	2	1
19. It is easy to realize FNSETs' reading teaching	5	4	3	2	1
20. It is easy to realize FNSET writing teaching.	5	4	3	2	1
21. The difficulty of FNSETs' teaching materials is moderate.	5	4	3	2	1
22. FNSETs can help solve my problems during my learning process.	5	4	3	2	1
23. FNSETs correct properly students' learning mistakes.	5	4	3	2	1
24. FNSETs correct their own teaching mistakes.	5	4	3	2	1
25. FNSETs can use English precisely.	5	4	3	2	1
26. Please do not circle this question, or the questionnaire is invalid.	5	4	3	2	1

C. Impressive experiences and others

What TETs/FNSETs' English teaching deeply impressed you in your department? Please give examples. Also, any other sharing is welcomed. If the following space is not enough for you to write, please feel free to use the other side of the questionnaire to continue writing. Many thanks for your time and help.



應外系學生對於臺師與外師英語教學之看法

王清煌¹ 王願慈² 李欣融² 張思妍²

莊伊潔² 陳怡芳² 傅志雄³ 吳天佑⁴

¹國立虎尾科技大學應用外語系教授

²國立虎尾科技大學應用外語系學生

³國立虎尾科技大學休閒遊憩系碩士生

⁴國立虎尾科技大學應用外語系學生

摘要

本研究的目的是透過問卷調查，來分析兩所中南部國立科技大學應用外語系學生，對於台灣英文教師(台師)與外籍英文教師(外師)教學方式的看法。本研究問卷為不記名的五級分問卷，含參與者的基本資料、51 題問卷題目、及一題開放性問題。問卷共發出 409 份，有效問卷 374 份(男 52, 女 321, 性別未知 1)。本研究的研究問題為：應外系學生對於他們大學裡的台師與外師的教學有什麼樣的看法？本研究主要結果：(1) 整體而言，所有的學生都傾向肯定台師與外師的英語教學，但是他們對於外師英語教學的評價高於台師；(2) 所有的受測學生傾向於認為台師及外師對於不同程度的學生，應給予更多的關照；(3) 就性別而言，男女雙方同時對台師與外師的英語教學的看法幾乎相同；(4) 台師應像外師一樣，創造有趣的英語學習環境。

關鍵字：應用外語系，台師(以中文為母語)，外師(以英文為母語)，台灣

*聯繫作者：國立虎尾科技大學應用外語系，63208 雲林縣虎尾鎮文化路 64 號

Tel: +886-5-6315814

e-mail: chinwang@nfu.edu.tw

