

Thai students' Perspective on Native and Non-native Teachers' Pronunciations and Accents

Lalana Pathomchaiwat

Department of English Education, Nakhon Pathom Rajabhat University

Author for Correspondence: Email linchie1977@yahoo.com

Abstract

Thailand is one of the non-colonized countries with fully endeavor to educate and improve students' English proficiency at all levels. However, the English communicative skills among Thai learners are obviously considers limited. And one of the crucial questions is if the teachers' pronunciation and accent affect Thai learners' success. For the effect of teachers' intonation and accent of the Expanding Circle learner particularly in Thailand seem scattered. The research aimed to investigate how the native and non-native English instructors' pronunciations and accents affected students' English perspectives. The study has precious prove and benefit for the teaching professional education development as well as andragogy improvement. The primary consideration points to the intonations and accents as the immense influence of English learners' development. The insufficient knowledge of language pronunciation turns remarkably cause of deficient communicative production. In addition, the finding remarkably expressed learners' prospect on communicative difficulty which is worthwhile for further exploration.

Key words: World Englishes, Pronunciation and Accent, Native and Non-native English Teachers, Students' perspectives

Received: 14/09/62, **Revised:**26/09/62, **Accepted:** 29/09/62

The Introduction:

“English” has been acquired as the international language and known in the name of “*global language*” for several decades (Crystal, 2003). It plays an essential role of an international language or a medium tool of the communication among various countries therefore it was known as a “*lingua franca*” or “*common language*” for the countless number of speakers. And both Asia and Europe where English isn’t the native language the people also need the language to communicate among countries constantly.

Jennifer Jenkins (2015) points several reasons for English promotion which include historical, internal political and external economic, practical, intellectual and entertainment reasons. The historical reason referred to the imperialism of British and American influences which turns English a great significant value. And the essence of English has been increased as the role of communication means for colonized countries. And with the power of economic attraction for international business, trade, and work connection makes English the main practical language as an “inter-language”. The last are the reasons of intellectual and entertainment causes. Both bases pay a role as the international syndicate in various areas like technology, development, cultural, philosophy, religion, academic work and entertainment.

As said by David Crystal (2003) that since the economic and political power had increased, Britain and the USA had finally become the world leaders and that cause English used around the globe expeditiously. Moreover, as the World Standard English or “Received Pronunciation” [RP], the language was traditionally taught as the way it was spoken and written by native speakers, hence its focus was mainly about lexical and grammatical features of the language Jennifer Jenkins (2015) .

On the other hand, the conceptual framework of the RP model as the standard language education has altered instantly after Braj Kachru’s model of World Englishes was introduced in 1985 (Kachru:1985)(1990). This historical model released the three sessions of English users around the world. “The Inner Circle” comprised of English native-speaker’s countries where the language is used as the traditional base of English like the United Kingdom, the United States of America, Australia, New Zealand and Canada. The next part is “Outer Circle” which included countries where

they had been colonized like Bangladesh, Nigeria, Singapore and India. And the last is “Expanding Circle” where English is used as the foreign language like Saudi Arabia, Egypt, China, Japan and Indonesia.

The priority of Kachru’s propose is related to a unique cultural pluralism and a variety of speeches and due to the several English languages produced among these circle countries, the Standard English has been turned to “World Englishes”. Finally, this model of English acquisition paradigm has so much effect on the English pedagogy that it has been promoted as the era of New Englishes.

World Englishes and a variety of the language:

The term ‘World Englishes’ has been continuously discussed and investigated all over the world for the last three decades (Kingsley Bolton 2012). Since English is used both for native and non-native speakers, a number of diversity has been raised and introduced to the world significantly. The variety of the dialect has become more commonly implemented in several parts of the world and that is way English has described as “an international auxiliary language” or called “*EIAL*” (Larry Smith, 1976). The currency of “World Englishes” has a powerful impact on English teaching around the world. Due to the different aspect of “*EIAL*” pedagogy comparing to teaching English as a Native Language [ENL], English as a Second Language [ESL], English as a Foreign Language [EFL], and English as an International Language [EIL], the aim of English teaching pointed to English language usage around the world (Larry Smith 1976). As the studies of Braj Kachru and Larry Smith as well as other linguists, the word “Englishes” is being known as “a variety of English” and this topic has been become as a shift of studies (Kingsley Bolton, 2012). The diversity of New Englishes or World Englishes was diffusion for several aspects. Tom McArthur (2003) suggested that the variety of English determined as “*English Language Complex*” [ELC]. The concept of *ELC* comprises several subtypes which include “Metropolitan standards”, “Colonial standards”, “Regional dialects”, “Social dialects”, “Pidgin Englishes”, “Creole Englishes”, “English as a Second Language”, “English as a Foreign Language”, “Immigrant Englishes”, “Language-shift”, “Jargon Englishes”, and “Hybrid Englishes”.

Although both the metropolitan and colonial standards focus on the language used for native and non-native speakers, there is a slightly difference between them. The standards pay important role on language usages and represent the majority of the group whereas the regional and social dialects trends to be the creation of particular community. And the evolved language pattern like Pidgin and Creole Englishes are considered smaller group as compared to “**ESL**” and “**EFL**”. Besides the similarity of being used by non-native speakers, “ESL” seems to be well-performed for ESL speakers in both “*intra-language*” and “*inter-language*” aims. However, “EFL” is mainly produced among people who gain other language dominant which becomes an obstacle for some EFL speakers’ limitation of English fluency. For this mention of the variety of Englishes has a significant impact on the New Englishes development in diversely. And with the comprehension of the mentions encourage the extension of World Englishes works. These varieties influence a number of currents work in English language pedagogy development conduced worldwide.

In short, this is the potential change of Englishes which has been established and used in more convenient ways. And the significant diversity can be arises in every part of the world.

Englishes in Asia and Europe:

For Asia and Europe, English has been contributed as the *lingua franca* over decades. And both continents reflect sides or their own Englishes. This is the common role of changes shared between Asian and European Englishes.

The first mention is the impact of world economic movement in both Asia and Europe. In Europe, the political and economic union or called “**European Union**” [EU] is the association consisted of 28 European countries such as English, German, France, Italy, Denmark, and Finland. Whereas in Asia, a group of economic, political security, and social-cultural collaboration called “ASEAN” or the **Association of South-East Asia Nations** is comprised. Thailand, Brunei, the Philippines, Indonesia, Malaysia, Singapore, Burma, Laos, Vietnam, Cambodia are included in ASEAN association. Because of the variety of non-native countries comprise, the English has become very diverse in several aspects. As noted by Van Parijs (2011) pointed out the non-

native speakers' capacity of inventive thought on language fabrication. For example, the phonetic, grammatical and lexical rules inflected as the speakers' creation. This can be explained by the dominance of L1 that people using English as ESL or EFL in both sides of the world acquire numerous localized dialects Jennifer Jenkins (2008). And those pidgins influence the diversity of Englishes. Not only the structure of the language can be altered, the new vocabulary of Englishes is also modified. The second point is the lexicon used among the non-native speakers derived by the local language. Andy Kirkpatrick (2015) noted that in Asian countries, many coinages of words can be samples like in the Philippines, "*carnapper*" refers to "*car thief*" and "*holdupper*" means "*thief*". The other sample are called "*Hybrids*" or how a new word formed as a word compound such as "*captain ball*" is "*team captain*" and "*pulot boy*" means "*a tennis ball boy*" Andy Kirkpatrick (2015).

Asian Englishes:

According to the Three Circles of Kachru, Asian Englishes is separated into "Outer Circle" and "Expanding Circle". There are several outstanding aspects on Asian Englishes included under the dimensions of "World Englishes". For the Outer Circle model included several countries colonized by Western countries like the Philippines, Hong Kong, Singapore and India. Bolton (2012) pointed that this Outer Circle societies are remarkable for the variety of vocabulary coinage and pattern of sentences used or called "*structural nativisation*". As the ESL speakers, their capacity and fluency of English usage resemble the native; however, there is a noteworthy dissimilarity between the ESL and native speakers like the diversity of cultural backgrounds and social contexts.

Besides the significant historic variety of Asian countries, Asian Englishes was promoted in the country's education similarly. It is the same line as Crystal (2003) and Bolton (2012) shared about the education policy in many Asian countries. In Singapore English was promoted as the medium alongside Chinese and other language as a bilingual educational program. While Malaysia and the Philippines government emphasized English in the national school curricular in 2000 but the plan was reversed in 2000. Another example of English launching is in Hong Kong where English and

Chinese linkage has become close as the official. And the government policy for English promotion as the official language is used in Hong Kong nowadays. Despite Chinese dominates and the transfer of power, English still plays important role in Hong Kong education. Besides, another example is cited by Kalra and Thanavisuth (2018) and Singer (2012) who agree to the classified Vietnamese in the Austro-Astatic language family. A variety of Vietnamese English can also be explained in many aspects. Many of Vietnamese use the cross-etymological impact and the impact of L2 etymology on English speaking for example the way people produce the pitch stature of a yes-no question (Wennerstorm, 1994).

The variety of World Englishes has mostly been studied and investigated significantly in Asian regions especially in the features of phonology, vocabulary, and grammar (Bolton, 2012). The level of grammar in the Circle of Asian societies is inflected and differentiated to standard of “RP” such as the use of plural forms, the omission of third person singular -s, and the use of count and mass noun distinction.

Thailand English:

Thailand, as the country of non-native speaker and the Expanding Circle, English status is the foreign language and the English fundamental education and curriculum embarks as a compulsory subject at the grade 1 to 12. Thai language is the official language. At the higher education, English subject required as general education and taught through the native language shifted by English.

The English instructions seem to base on the RP or the standard of English form the native speakers. However, in the international university, English medium of teaching is constructed. Bolton (2008) noted that only about 10 percent of the total Thais population considered as English speakers. Although numerous studies on English proficiency have been conducted constantly, learners’ English effectiveness is considered below the standard level (Kanoksilpatham, 2016) As mentioned by Wiriyaichitra (2001) the difficulties of leaning English elaboration is noted into learners and teachers aspects. As the learners, the students should be improved like appropriate learning styles, effective self-motivations, the limitation of mother tongues influences, and proper learners’ personalities. Whereas the teachers’ obstacles in

English teaching are about teachers' heavy teaching loads, the suitable numbers of students in the class, professional development on language skills and teaching methodology, and the sufficient teaching equipment in the classroom.

The study by Bickerton (1975) mentioned that Thai English can be classified in three language genres which are *basilect*, *mesolect* and *acrolect*. And it is ranging from non-standard to the most standard form of English. The *acrolect* or standard form and variety of English exert the successful communication of the language. There are some distinctive characters of Thai Englishes development should be noted like culture, rhetorical styles, communication norm, the transformation from the background of native language to English (Trakulkasemsuk, 2012). Thai English is inflected by several processes considered as the variety of World English for instance; transfer, translation, shift, lexical borrowing, Hybridization, Reduplication, Cohesive devices, Noun modifiers, vowel and consonant differences. These features of Thainess can be derived in many level of the language like lexicon, syntax, phonology and discourse.

The Pronunciation and Accent in English Teaching:

Teaching pronunciation and accent is very genuine essence for non-native speaker students in many reasons. Firstly, since the decades ago, pronunciation teaching has been various in methodologies such as the Audio-lingualism and the typical methods (Atar :2018). These teaching approaches inspired teaching pronunciation as the RP model that students required to use the English language and pronounced it as the native-like. Morley [1991] mentioned about the "Intelligible pronunciation" which crucially related to the communicative competence and the communicative approach. The good pronunciation provided the better communication. Nevertheless, after the 21st century, the English pedagogy has been diverse. And researchers found that the pronunciation teaching and the students' better speaking skills didn't correlate to each other. This results gained lots of change in language teaching.

Although the standard pronunciation has been declined for pedagogy recently, a number of the non-native learners especially on the teaching professional areas still flavor the RP model. Owing to the fact that, the native-liked accent supports the better job and social level, they strongly expected the label standard

accent. And for this reason, RP is the best accent for the non-native students (Atar :2018).

In ESL and EFL, the pronunciation is important for the successful oral communication as a result of the essential of transaction. English learners stand in need of the knowledge of pronunciation to get rid of their first language interference (Atar :2018). Moreover, commutation across cultures is also the salient noted for the non-native students. The pronunciation mistakes commonly bring about misunderstood for the listeners especially in the diverse cultural background. Consequently, preparing students for those varieties is the key of communicative success. And the number of language teaching studies, there are evidences of the importance pronunciation instruction emphasizing in the class. In this case, Pimwan (2012) emphasizes that English pronunciation deals with many sound and words that some unusually appear in Thai. And this also caused learners' difficulty when distinguishing the difference of the sounds and pronouncing the words. The pronunciation teaching in the classroom for Thai learners therefore becomes necessary topic as the key of the positive impression and correct message of the speakers to the students (Pimwan ,2012). As Morley (1991) stated that the pronunciation teaching in EFL and ESL is the requirement.

The Relevant Researches:

Perception is one essential areas research on World English. Due to the fact that the variety of New English is the established and communicated increasingly, it is discussed over the world for learners' interest and perception on this diversity.

Mohammed Hadj Said, Dian Al-Jamal Yarmouk (2018) investigated the students' perceptions of their native and non-native teachers' effect on their oral fluency. The 50 tenth grade students taught by native speakers and another 50 who attended non-native teachers' class were selected as the sampling of the study. Both groups completed the questionnaire of their perception as well as attitude on their teachers after the class. The interesting results were that students' perception on native speakers' pronunciation was slightly higher than those who were non-native. The same as the research conducted by Demirezen (2000) that the finding of the study showed the students' praise for native speakers' pronunciation and the deficiency of non-

native speakers' speaking was the result of the mother tongue interference. And from the study of Mohammed Hadj Said, Dian Al-Jamal Yarmouk (2018) the students' pointed that the native teachers' oral fluency was higher than those who were non-native. However, students' perception on the oval language classroom management of non-native teachers was higher than the native speakers'. Another study by Manboob (2004) also concluded that both native and non-native speaker teachers of English both benefit the students' learning in several ways. The native teachers provided speaking proficiency as well as cultural knowledge. While the non-native teachers' translation was very essential for the students' examination skills. Moreover, the students admitted for the advantage of the authentic learning sources by the native speakers as the English teachers. And the non-native speakers also praised for the aware of psychological and flexible aspects towards students' learning in the classroom (Samimy & Brutt-Griffler, 1999).

According to Enchong Liaw (2012) study, the result found that Taiwanese students' perception on native and non-native teachers was diverse. The study comprised 206 first year university students enrolled the course and they all gained learning experience with both native and non-native teachers. The finding released students' more positive perspective on non-native speakers on the area of classroom management and focused skills learning. Despite the fluency of pronunciation, learning particular English skills like 'writing' and 'English for proficiency test' required well-explanation from the teachers. The reason for students' higher perspective for non-native teachers on the topic of classroom management was the better comprehension on teacher's instructions. As Arva and Medgyes (2000) carried the survey on students' perception of native and non-native teachers of English and the results were high rate for both groups of instructors on the topics of teaching flexibility and classroom management. However, the students praised for the native's various materials and adjustable teaching approaches rather than the non-native teachers' style e.g. drills, translation, and relying on the textbook. As the study of Shouchun Chien (2014) on the Taiwanese students' perception of variety of Englishes e.g. Australian Englishes, General American English, Indian English, Japanese English, Spanish English, and Standard Southern British English. The result released the variety of English di-

versely. And among all non-native varieties, TE or ‘Taiwanese English’ identified solidarity or in-group identity. However, as the EFL learners, students noted GAE the highest positive rates of all other native Englishes. As the study conducted in Turkey by Pinar Topal and Fatma Feyza öztürk (2018) investigated the university students and teachers’ perception about native and non-native teachers through the questionnaire and the interview. The results showed the students’ perspective on teachers’ speaking skills and cultural information differently. The native speakers gained remarkable higher students’ perspective than the others in both topics. However, Pinar Topal and Fatma Feyza öztürk (2018) noted that from the students’ interview, they insisted for essential L1 usage in the classroom to discard the students’ productive skills difficulties. In China, Kyunghie Choi (2007) studied on various level of 118 university students’ attitude towards World Englishes and non-native English teachers found that the level of students’ proficiency gains the diversity of teacher choices. The higher level of students prefers native speakers as the reason of language proficiency practices while the lower on chose non-native teachers. For the aspect of World Englishes, the lower students take significant proclivity on non-native speakers for more benefit in the classroom comparing to the native teachers because of the similar cultural a geographical background.

Additionally, the deeper investigation on the pronunciation and accent has been popular among language researches. Ahmed, Abdullah and Heng (2014) found the result of Malaysian university students’ attitudes towards six varieties of accented speech in English that the students’ bias toward in-group accent and positively evaluated to the non-native lecturers. And the students’ distinguishing on the native and the non-native accents was the result of the study. However, the students had difficulty to tell the difference between the British and the American English. Aydn and Akyuz (2017) studied about a brief comparison of the current approaches in teaching pronunciation and they found that learning environment was important for English students. The teachers were noted as the good models of English pronunciation since they relied on and imitated teachers’ accents. The students’ perspective specified that pronunciation and accent instruction considered a vital part of English teaching (Gilakjani and Ahmadi, 2011). Cox, Henrichsen, Tanner, and McMurry (2019)

confirmed the importance of pronunciation teaching that it was the major key of ESL learners' accomplishment in English communication. In this case, Derwing & Munro (2005) defined the intelligibility extent that helps listeners to comprehend the utterance was dealing with pronunciation teaching. Furthermore, Moedjito (2016) recommended that the intelligibility and pronunciation pedagogy in EFL classroom was essential as the teaching goal. Therefore it is potential to provide the teachers' professional development about knowledge of pedagogy to enrich teachers language constructions and skills (Jansem ,2014).

Methodology:

The population of the study aimed to 280 students of English education department of Nakhonpathom Rajabhat University, Thailand. The 120 English major students of the fourth and fifth year were selected as the purposive sampling of the study. They also completed all courses of the curriculum by the academic year of 2018. Since they were completed all the English course of the English Education Curriculum that meant they already attended more than twenty English subjects. They had experiences learning with both native English teachers and the non-native English teachers.

Since the study was conducted in both quantitative and qualitative methods, the data collection relied on the questionnaire and the semi-constructed interview. The quantitative instrument was a five-point Likert-type scales questionnaire. The topics of questionnaire comprised of four parts; 1) the students' background information, 2) the students' perspective toward 'Native' and 'Non-native' English Teachers' pronunciations and accents, 3) the students' perspective toward 'Native' and 'Non-native' English Teachers' teaching styles, 4) the further information.

Since the study required the qualitative discussion, the interview was developed and used for other relevant information toward the students' perspective of the native and the non-native teachers' pronunciations and accents. The interview questions included six items which both dealing with the teachers' pronunciations and accents.

The Instrument Constructions:

First of all, the relevant data about investigation of students' perspective focused on pronunciations and accents was gathered. Then the researcher concluded the precise information for drafting the questionnaire and the interview questions. The teacher's need analysis was constructed by three of the English teachers in the curriculum of English education department. And both original research tools were applied through the following stages.

In order to get the effective questionnaire for the study, the researcher used the information of topics of the experienced English teachers both the native and non-native speakers to conduct the draft of the questionnaire. And the original version instrument was examined by the expertise through the method of Item Objective Congruence (IOC). After the statements and questions were corrected and selected for the actual research instrument, it was consequently used with the non-sampling group of the students who were the third year students of English education major. The pilot questionnaire was analysed and adapted before using with the sampling of the study.

The trustworthiness of the qualitative method was done through the semi-structure interviewed to complete the study productively. First of all, the teacher's need analysis which was the pilot tool of suitable topics been the significant guideline for the interview questions. The questions pointed to the teacher's pronunciations and accents. The fifteen draft questions were composed and investigated by the experts. By the Item Objective congruence (IOC), the questions were edited and selected for six items.

The participants were recruited and introduced the information of the study; 1) the aims of the study, 2) the stages of the data collection, 3) the further information appointment for the interviews. Namely the researcher explained the students about the how to complete the questionnaire and also answer students' questions about the tool. Then the students were working on the questionnaire individually. After all data of the questionnaire was entirely done, the random of students for the interview was organized. Each student was interviewed discretely in the separated area. Thai language was used through the procedure in order to get the most effec-

tive and best descriptive information from the students. The frame work of the data collection was completed through both effectual quantitative and qualitative methods. And the data analysis was adapted by SPSS program for the questionnaire and the ethnographic description for the qualitative way.

The Findings:

As the quantitative method is applied, the questionnaire was produced for the major data collection for the student's background information and the students' perspective toward "native and non-native English teachers' intonation and accents

The total of students attended in this study is 123 persons. And a number of students are female (74.7%) while the male are a smaller size (25.2%). And all of them gained more than 12 years of English learning experience. They are from mostly in the centre part of the country. All of them are studying in the curriculum of English Education, Nakhonpathom Rajabhat University. The fourth year students completed the core course and they are getting themselves ready for the practice professional training in the coming academic year (1/2019). While the fifth year students have already achieved the training course. Both groups are willing to provide the information and perspective of the native teachers and the non-native teachers' pronunciations and accents.

No.	Topics	NS		NNS		df	
		X	SD	X	SD.	X	SD.
1	I have the comprehension on overall English language in the classroom	3.82	0.53	4.56	0.56	0.74	0.03
2	I have the comprehension on the teacher's pronunciation	4.15	0.63	4.61	0.41	0.47	0.22
3	I have the comprehension on the teacher's accents	3.92	0.40	4.50	0.31	0.58	0.09
4	I have the difficulty of English used in the classroom	4.33	0.33	4.02	0.50	0.31	0.17
5	It is easy to communicate to the teacher in the classroom	3.52	0.56	3.85	0.18	0.33	0.38
6	The teacher is considered as the model of English pronunciation and accent	4.98	0.20	3.93	0.53	1.05	0.33
7	I feel the teacher's explanation about the lesson is easy to understand.	4.65	0.06	3.72	0.55	0.93	0.49
8	I think it is easy to follow the lesson and comprehend the lesson while studying.	3.88	0.55	4.12	0.57	0.24	0.02

No.	Topics	NS		NNS		df	
		X	SD	X	SD.	X	SD.
9	I would like to sound like the teacher.	4.65	0.38	4.02	0.59	0.63	0.21
10	I have the difficulty of the teacher's vocabulary and language used in the classroom	4.13	0.80	3.88	0.56	0.25	0.24
11	I think the teacher's English language used is suitable to non-native students	4.59	0.20	3.81	0.58	0.78	0.38
12	The teacher's intonation and accents are accepted	4.95	0.22	4.22	0.80	0.73	0.58
13	I think the teacher's mistake on English speaking while teaching in the classroom	0.81	0.15	1.25	0.56	0.44	0.06
14	I think the position of attitude on the teacher's English	4.86	0.30	4.35	0.51	0.51	0.21

Figure 1 the table of the students' perspective toward 'Native' and 'Non-native' English Teachers' Intonations and Accents

According to the above figure, the students' perspective of "The comprehension on overall English language in the classroom" for the native speaker teachers is 3.82 (SD is 0.53). While the non-native speaker's one is 4.56 (SD is 0.56). Moreover, the highest students' perspective for native English teacher is the topic of "The teacher is considered as the model of English pronunciation and accent" with the average 4.98 (SD is 0.20). The lowest is the topic of "The teachers' mistake on English speaking while teaching in the classroom with the average 0.81 (SD is 0.15). On the other hand, the non-native speaker English teacher gains the students' perspective on the topic of "The comprehension on the teacher's intonations" with the average 4.61 (SD is 0.41). And the lowest of students' perspective is the topic of "The teachers' mistake on English speaking while teaching in the classroom" with the average 1.25 (SD is 0.56).

Apart from the average of students' perspective rating, the significant difference for the students' perspective toward 'Native' and 'Non-native' English Teachers' Intonations and Accents is noted. In this case, the highest different rating turns to the topic of "The teacher is considered as the model of English pronunciation and accent" with the different value "1.05". However, the lowest different value is on the topic of "It is easy to follow the lesson and comprehend the lesson while studying"

with the different value “0.24”.

The qualitative data was collected as the last part of the questionnaire, some students attached important to learn intonation and accent with the native speakers rather than the non-native. And they noted that they prefer the native-like accent than Thai accent, nonetheless they admitted that the local intonation and accent is acceptable and confident in the real-world communication.

The qualitative method was conducted to make research data intelligible. In this case, the researcher composed 8 interview questions for the semi-constructed interview.

Question 1: ***“Who is the better model of English pronunciations and accents the native teacher or the non-native teacher?”***

This question reflected the interviewees’ perspective that the native English speakers were better model. All of them said that they were going to be an English teacher in the future so they expected to know the native’s accent as much as possible. Even though, they didn’t expect to have a native-like accent, they wanted to know how the native speakers’ pronounce words so they could teach their students this too.

Question 2: ***“Do you have different attitude for the native speaker and the non-native speakers’ English pronunciations and accents?”***

Many of them gained diverse attitude for the two groups of English teachers. They were separated in three mains reasons. For the Chinese English teacher was the most difficult to understand. They also preferred speaking Thai instead of English with them but they appreciated the class because of the teacher’s kindness and patient. They also noted that the most different between the native speakers and the non-native speakers were the language activities in the classroom and the teacher’s disciplines. The non-native speakers made them feel more calm and easier convince than the native speakers. They felt less confident to speak English to the native teachers than they did to the non-native. This was because they thought that they felt losing face when making mistake to the native speakers but with the non-native, they were more comfort to talk. In this case, one of them mention about the reason was the similarity of other the non-native countries and Thai culture.

Question 3: *“Which is more advantage learning English with the native speaker or with the non-native speakers?”*

The interviewees clearly mentioned that learning English with the native speakers was more advantages. In this case, the focused on the authenticity and the native speakers’ culture. Almost all of them relieved that it was more difficult to understand the native’s accents but they realized that it was important to overcome this learning obstacles. They also added that some non-native teachers for example the Vietnamese and Thai teachers’ intonation and accents sound similar to the native and that caused them felt appreciated to learn with them as well. On the contrary, two of the expressed that there was a benefit of the non-native teachers’ accent like learning with the Chinese teacher. Because they had an experience to know how the Chinese speak English and they thought without this, they would have had misunderstood the Chinese English accent.

Question 4: *“Do you want to have the native-like pronunciations and accents?”*

Students were diverse on this topic. Some of them would like to have the native speakers’ accents because they wanted to use the Standard English and also expected to teach their students in the future in the same way. While the other group didn’t mind have Thai accent and from their experience with the non-native teachers of English, they felt the local intonation was acceptable also.

Question 5: *“Why does the teacher’s intonation and accent effect on your English learning?”*

From this question, the interviewee intelligibly expressed their perspective on the native speaker and the non-native speakers’ accent. Firstly, students’ comprehension is affected directly from teachers’ English accent. And they pointed in the same way that Thai teacher gained less complicated. Secondly, they preferred the native’s accent as the perfect model. Finally, apart from the imitating, the attractiveness of real accent attached the great learners’ motivation.

Question 6: *“Who do you feel more comfortable to study with the native or the non-native speaker?”*

The last question is very benefit for teachers. Since the university students’

perspective on the teaching pedagogy reflects their expectation of teachers' knowledge and preparation. From the interview, students focused that the teacher's attention and warm-welcoming characteristic was the first impact of their learning condition. Consequently, almost all participants noted that the teachers' teaching style was a precious impact for them. Due to the fact that, many participants were the overseas exchanging students, they perceived various teaching pedagogy and they prefer well-prepared teachers. The last focus displayed students' perspective on the curriculum management for the appropriateness of the teacher on the course. For more description, students were rather merit for the native teachers teaching on the communicative course however, for the academic courses, they declined toward the non-native speaker.

The Discussion and Implication:

The findings of the research have manifested several dimensions of the Thai undergraduates on the native and the non-native English teachers' pronunciations and accents.

Initially, the students on the interview all agreed that the native English teachers praised as the better model of the intonation and accent for them in several reasons. This is the same line as the provided questionnaire (no.6) result that pointed to the model of English pronunciation and accent. Seeing that English learners concerned on the real-world used of English, the standard of English made them feel more confident when communicating to others (Liaw :2012) (Farrell and Martin 2009). Moreover, the low proficiency English has effected students' poor language production as less confident and experiences (Bruthiaux, 2010)(Derwing and Munro, 2005).

Secondly the students' perspective on the "English as the Global language" (Crystal: 2003) both on the interview and the questionnaire about the World Englishes was diverse. On one hand, it is very benefit for English learners because students gain not only the language ability but also strategic and intercultural competence skills (Farrell and Martin :2009). Moreover, the standard of English has been the foundation of English learning all over the world, the students' perspective is very significant on the important of the native English teachers as a result of the actual accent

and cultural knowledge (Liaw: 2012)(Rubin 1990).Vocabulary teaching is one vital example of the teacher's cultural knowledge that the native speakers trend to be very effective (Jansem,2014). On the other hand, the participants' interview, more than half of them prefer Thai English for many reasons. As the expanding circle location, university students realized the real-world communication as the main goal. Therefore the outside world English as well as the English teaching pedagogy should be noted as the importance impact of language learning (Bruthiaux,2010).

Furthermore, the participants' perspective on the questionnaire as well as the interview indicated that the English teachers' accent and intonation precisely related to the learners' comprehension, intercultural aspect and language accuracy. First of all, when learners are not familiar with the teachers' accent or intonation, they trended to be in troubles with the lesson comprehension undoubtedly. They need time and practice to cope with the problems. In this case students mentioned that they preferred the near-native English proficiency teachers not the native speaker for the high-level of academic or communicative writing skills. Moreover, for the comprehension, the Intercultural varieties has become the require knowledge for students (Kachru and Nelso, 2006). Jenkins (2006) pays particular attention to the vocabulary and idiom background limitation that basically caused the communication breakdown. And the root of the difficulty for the expanding circle English learners is the sufficient knowledge of cultural diversity.

Additionally, aside from the comprehension and cultural issues, many participants who answered the survey were aware of the teachers' mistake while teaching particularly speaking accents. They praised for the native speakers for the accuracy accent rather than the non-native teachers. Because of the qualified pronunciation, a number of the native speakers are noted for the English teachers. The participants also relieved that some had experience with the non-native speakers who used wrong accent and pronunciation. And they didn't want to be like them. Daftari and Tavit (2017) mention that the qualified English is important for the non-native English teachers. Although many non-native English teachers are recruited for the English learning classroom, "a global prejudice" against them is still found when hiring. The answer of this discrimination is the effective English teacher production

process and the productive professional development.

In conclusion, this brief survey and interview revealed information both sides of quantitative and qualitative method to reaffirm English teaching and students communicative capacity are connected significantly. And the crucial factor of learners' achievement is "the instructor". This is because the students' initially comprehensible input for English teaching is "teacher's pronunciation and accent". It is the first gate of knowledge that encourages students' English experience and communicative practice. The variety of teachers' pronunciation and accents affects students' learning both for in the classroom and the authentic language communication. Therefore it is recommended that the non-native teachers' practice knowledge of English pronunciation and accent be promoted continuously to serve for the ESL and EFL student's proficiency practice and experience.

References:

- Anchalee Jansem (2014). *"Exploring Non-Native EFL Teachers' Knowledge Base: Practices and Perceptions"*. International Journal of Applied Linguistics & English Literature. Vol.3 [6]. p.23
- Arva and Medgyes (2000) *"Native and non-native teachers in the classroom"*. System, 28[3], pp.355-372
- Andy Kirkpatrick (2015) *"World Englishes: Implication for International communication and English language Teaching"*. Cambridge; Cambridge University Press] p.132
- Arunee Wiriyachitra (2001) *"A Thai University English Scenario in the Coming Decade"* Thai TESOL, [14] p.4
- Budsaba Kanoksilpatham. (2016). *"Promoting Global English while Forging Young Northeastern Thai Learners' Identity"*, The Southeast Asian Journal of English Language Studies; 22[3]. p.128
- Cihat Atar. (2018). *"Should We Teach Pronunciation Explicitly in L2/EFL Classrooms?"* Accessed on 10 May 2019. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1207520.pdf>

- David Crystal, (2003). *“English as a global language”*. 2nd ed. Cambridge: Cambridge University Press. p1
- Donald Rubin and Kim A. Smith. (1990). *“Effects of Accent, Ethnicity, and Lecture Topic on Undergraduates’ Perceptions of Nonnative English-Speaking Teaching Assistants.”* International Journal of Intercultural Relations, vol.14. Pergamon Press plc.
- Demirezen. (2000). *“The ‘Foreign accent’ problem in the pronunciation of non-native foreign language teachers.”* In Confernece Proceedings –Challenges for language teachers towards the millennium Çanakkale Onsekiz Mart University-[Ed. DinÇay Köksal ve Hakki erten] Çanakkale. p.172
- Enchong Liaw. (2012). *“Examining Students Perspective on the Differences between Native and Non-native Language Teachers”*. The journal of Asia TEFL. Vol.9, No.3, , Autumn 2012. pp.27-50, p.42
- Farrell and Martin. (2009). *“To Teach Standard English or World Englishes? A balanced Approach to Instruction”* English Teaching Forum.
- Gilakjani, A. P., & Ahmadi, M.R. (2011). *Why is pronunciation so difficult to learn? English Language Teaching*. 4[3], pp74-83.
- Giti Ehtesham Daftari and Zekiye Muge Tavit. (2017). *“The impact of non-native English teachers’ linguistic insecurity on the learners ‘productive skills”* Journal of Language and Linguistic Studies, 13[1], pp.379-398; 2012.
- Jenelle L. Cox, Lynn E. Henrichsen, Mark W. Tanner and Benjamin L. McMurry. (2019). *“ The Needs Analysis, Design, Development, and Evaluation of the English Pronunciation Guide: An ESL Teachers’ Guide to Pronunciation Teaching Using online Resources”*. Accessed on 10 May, 2019. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1204566.pdf>
- Jennifer Jenkins. (2015). *“Global Englishes”*: a Resource Book for Students. Great Britain: TJ International. p.45
- Jennifer Jenkins. (2009). *“English as a lingual franca: interpretations and attitudes”* World Englishes. Vol.28 [2] pp.200-207.
- Kachru, B.B. (1997). *“English is an Asian language. In English”* is an Asian Language: the Philippine Context [Proceedings of the conference held in Manila

- on August 2-3, 1996], M.L.S. Bautista [ed], pp.1-23. North Ryde NSW: Macquarie Library.
- Kachru B. Bjad. (1988). *"The sacred cows of English"*. English Today. Cambridge University Press. Vol.4 pp.2-8.
- Kachru B. Bjad. (1990). *"World English and Applied Linguistics"*. Accessed on 2 April 2019. Retrieved from <https://files.eric.ed.gov/fulltext/ED347805.pdf> /
- Kachru B. Bjad. (1985). *"Standards, codification and sociolinguistic realism: the English language in the outer circle"*. English in the world: Teaching and learning the language and literature. Britain; Cambridge University Press.
- Karchru. Y. & Nelson, C.L. (2006). *"The World English in Asian Contexts"*. Hong Kong.: Hong Kong University Press. pp.11-12, 20-21
- Kachru B. Bjad. (2008). *"World Englishes: the Study of New Linguistic Varieties"*. Cambridge University Press.
- Kingsley Bolton. (2012). *"English as an International Language in Asia: Implications for language Education"* p.13
- Kyunghee Choi. (2007). *"Study on Students' Attitude towards World Englishes and Non-native English Teachers"*. Accessed from http://journal.kate.or.kr/wp-content/uploads/2015/02/kate_62_4_3.pdf
- Kanlayanee Pimwan. (2012). *The Effect of Teaching English Pronunciation through Songs of Prathomsuksa 4 students at Watratchaphatigaram School*. Accessed on 10 May 2019. Retrieved from http://thesis.swu.ac.th/swuthesis/Tea_Eng_For_Lan%28M.A.%29/Kanlayanee_P.pdf
- Larry Smith. (1976) *"English as an international auxiliary language"*. RELC Journal 7: pp.38-42
- Mohammed Hadj Said. (2018). *"Students' Perceptions of their Native and Non-Native Teachers' Effect on their Oral Fluency EFL Context as an Example"*. Cambridge Journals: Cambridge University Press. Accessed from https://repositori.udl.cat/bitstream/handle/10459.1/31325/_LTA_LTA41_03_S0261444808005028a.pdf?sequence=1&isAllowed=y
- Manboob. (2004). *"Native or non-native: What do students enrolled in an intensive English program think? In Kamhi-Stein"* [Ed.], Learning and teaching

- from experience: Perspective on non-native English-speaking professionals. Ann Arbor, MI: The University of Michigan Press. pp.121-149
- Moedjito. (2016). *“The Teaching of English Pronunciation: Perceptions of Indonesian School Teachers and University Students”*. Accessed on 10 May 2019. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1101214.pdf>
- Morley.J. (1991). *“The pronunciation component in teaching English to speakers of other languages”*. TESOL Quarterly. 25 pp.481-520.
- Nha T.T. Vu and Anne Burns. (2014). *“English as a Medium of Instruction: Challenges for Vietnamese Tertiary Lecturers”*. The Journal of Asia TEFL. Vol.11 [3] p.1-31.
- Paul Bruthiaux. (2010). *“World Englishes and the Classroom: An EFL perspective”* TESOL Quarterly. Vol.44. No.2, June 2010. p.366
- Pinar Topal and Fatma Feyza öztürk . (2018). *“Student and Teacher Perceptions about Native and Non-Native Speaker Teachers of English”*. Accessed from https://www.researchgate.net/publication/323174926_Student_and_Teacher_Perceptions_about_Native_and_Non-Native_Speaker_Teachers_of_English
- Rusma Kalra and Chayada Thanavisuth. (2018). *“Do you like My English? Thai Students’ Attitudes towards Five Different Asian Accents”* Arab Society of English Language Studies: From the selected Works of Arab World English Journal AWEJ. Winter December 15, 2018. p.284
- Samimy & Brutt-Griffler. (1999). *“To be a Native Speaker: Perceptions of non-native students in a graduate TESOL program.”* In. G. Braine [Ed.], Non-native educators in English language teaching. New Jersey: Lawrence Erlbaum Associates, Inc. pp.127-145
- Selami Aydin and Serhat Akyuz. (2017). *“A Brief Comparison of the Current Approaches in Teaching Pronunciation”*. Accessed on 10 May 2019. Retrieved from <https://files.eric.ed.gov/fulltext/ED581298.pdf>
- Shouchun Chien. (2014). *“Varieties of English: Taiwanese Attitudes and Perceptions”* Newcastle and Northumbria Working Papers in Linguistics 20. Accessed from <https://www.ncl.ac.uk/media/wwwnclacuk/crills/files/vol21-chien.pdf>

- Singer, E. (2012). *Vietnamese Accent*. Accessed from http://www.yorku.ca/earmstro/asia/Vietnamese_accent.pdf
- Tracey M. Derwing and Murray J. Munro. (2005). “*Second language accent and pronunciation teaching: A research-based approach*”. TESOL QUARTERLY vol.39 [3], September.
- Tom McArthur. (2002). “*The Oxford Guide to World English*”. Oxford: Oxford University Press.
- Van, H.V. (2008). “*Factors affecting the quality of English education for non-major students at Vietnam National University-Hanoi*.” 24[1], pp.22-37.
- Van Parijs. (2011). “*Linguistic Justice for Europe and for the World*”. Oxford: Oxford University Press.
- Ann Wennerstorm. (1994). “*Intonational meaning in English discourse: A study of non-native speakers*.” Applied Linguistics, 15. pp.399-420.
- Wannapa Trakulkasemsuk. (2012). “*Thai English*”. In “English in Southeast Asia: features, policy and language in use. Amsterdam/Philadelphia: John Benjamins Publishing Company. p.103
- Zainab Thamer Ahmed, Ain Nadzimah Abdullah and Chan Swee Heng. (2014). *Malaysian University Students’ Attitudes towards Six Varieties of Accented Speech in English*. Accessed on 10 May 2019. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1128821.pdf>