

Students' Preference Regarding Native and Non-native Teachers of French and Italian at Yangon University of Foreign Languages

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Abstract

This paper is based on the result of a research which is aimed to investigate the students' preference on native speaker teachers and non- native speaker teachers of Italian and French Department. The study was carried out among 75 Italian and French specialization students of YUFL. To collect the data, the items in the questionnaire were designed and developed from earlier research conducted by Enchong Liaw, 2012. The questionnaire was composed of three main sections. Section 1 referred to students' preference for native and non- native teachers in different aspects of language learning. Section 2 focused on students' perception of the difference between native and non-native teachers for classroom interaction and classroom instructions. Section 3 examined students' expectation towards native speaker teachers and non-native speaker teachers of Italian and French Department. The findings revealed that the students had positive attitude towards both types of teachers. However, the students also encountered some problems during learning process with both native teachers and non-native ones. Thereby, the study points out to native teachers who come and teach Italian or French at YUFL that they should be aware of Myanmar students' difficulties regarding their teaching process. Moreover, it suggests that non-native teachers should pursue their further study.

Key words: Students' preference, native speaker teachers, non- native speaker teachers of Italian and French, learning and teaching process

Introduction

At Yangon University of Foreign Languages (YUFL), Asian languages and European languages are being taught. Some languages engage in carrying out the teaching procedures with native speakers of the respective language department. In the departments of French and Italian languages, native language trainers are assigned by Campus, the Erasmus Mundus and Erasmus Plus projects for six-month period, nine-month period or a year accordingly.

When there are native teachers in a language department, the learning atmosphere is quite different from that of the departments where there is no native teacher. It is obvious that native teachers can boost students' enthusiasm in learning foreign languages. Besides, it is not deniable that students can gain more benefits by learning with a native speaker. They can have a chance of getting correct pronunciation and can understand the appropriate use of expressions, idioms and slangs used in everyday speech which may not always be found in textbooks. Moreover, learning with a native teacher can motivate the students.

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Yet, it is still unknown whether the students have to encounter some difficulties or not when learning a foreign language from a native speaker, what students really expect from them and whether they are able to recognize the students' learning needs.

Referring the assumption of some scholars, native teachers as well as non-native teachers have their own techniques and strategies which are different from one another". For example, according to Arva and Medgyes (2000, p.464), "Native teachers seem to be more tolerant towards students' errors and non-native teachers would be more committed to teaching (2000, p.369)". In the point of view of Clark & Paran (2007, p. 10), "Non-native teachers have some advantages like being able to share students' first language and have a shared cultural background". To investigate these issues, the study examines students' preference regarding native and non-native teachers of French and Italian departments at Yangon University of Foreign Languages in different aspects of language learning. It also focuses on students' perception of the difference between native and non-native French/ Italian teachers for classroom interaction and classroom instructions as well as students' expectation towards both types of teachers. For this study, a questionnaire is prepared for the responses of 75 students from the department of French and Italian languages.

The hypothesis is that native teachers would be preferred to teach speaking, listening, pronunciation and culture while non-native teachers would be regarded as being more suitable for grammar and learning strategies, and both for vocabulary and reading. In addition, students' opinion on the differences between native and non- native French/ Italian teachers can provide valuable information on the effectiveness of teaching and learning processes.

Literature Review

In countries where a language is learned as a foreign language, the native speaker teacher is a real gift and can be students' favorite. However, native teachers may not fulfill learners' expectations in some circumstances according to the several studies. According to the extract from the volume of "Society and the Languages Classroom", by the authors Cortazzi & Jin, 1996, "In an English class in China, the students think that their native teacher did not teach writing effectively". This is because the students' perceptions of writing discourse, process, and organization were different from the teachers. In other words, the Chinese students who have been influenced by eastern tradition had different aspects although the teacher adapted her to the western tradition she is more used to not only the native teacher employed in EFL context such as the example given above, but also the native teacher in their own country teaching ESL to students from other countries may face similar difficulties.

In the point of view of Han, 2005, the author of "Korean learners' views on native-speaking teacher of English", "Korean students viewed their native teacher negatively because the teacher lacked of more concerned on their learning difficulties, and even should have knowledge in their language". It might be true that non-native teachers can have deficiency in

such circumstance. However, Brown (2007) proposed a positive acknowledgment that non-native teachers actually possess distinct advantages over native teacher”.

According to Brown, “Non-native teachers may not always be able to achieve native-like oral proficiency, but they might have excellent skills in listening, reading or writing”. In view of the weakness in speaking or pronunciation, Brown assumes that non-native teachers should compensate it by means of media such as recording of native speakers’ voices along with other models of English varieties.

Difference between native and non-native teachers

In accordance with “Native and non-native teachers in the System” by the author Arva and Medgyes (2000), “There are the differences between native and non-native teachers in three aspects of teaching: use of language, general attitude, and attitude to teaching the language.

Native speaking teachers tended to set fewer tests and homework and preferred free activities, such as group work, and more flexible approaches using various material.

However, their non-native counterparts preferred more controlled activities, such as translation exercises or drills, and used a more guided approach requiring a textbook.”

“Native teachers were perceived as less committed to teaching and less empathic to student learning, whereas non-native teachers were more cautious and strict and had more realistic expectations of student learning”. Native teachers are inclined to focus on elements such as fluency, oral skills, or colloquial register, while non-native teachers emphasized more on accuracy, grammar rules, or formal register.

In the writing of Manboob (2004), “Perspective on non-native English-speaking professionals”, it suggests students praise and criticize native and non-native English teachers for different reasons. Native English speaking teachers are preferable by the students for their cultural knowledge and oral skills, but are criticized for their inadequate grammar and knowledge of student learning. Non-native speaking English teachers are preferred for their structural grammar lessons and empathy for student learning difficulties, but criticized for their poor oral skills and cultural knowledge.

Learners’ perceptions and expectations

“Providing a clear cut definition for learners’ perceptions is not as easy as it may seem” (Horwitz, 1988; Wenden, 1998; Wenden, 1999). Researchers redefine the concept according to the purposes of their studies. For this study, the definition of perceptions and beliefs will be more specific to the ideas that learners hold regarding whether native and non-native teachers should teach them a foreign language and why. Learners’ perceptions can be analyzed from different perspectives pertaining to different parts of languages learning. The pertinent perspectives for this study include the four skills (speaking, listening, reading, writing), the element of culture, as

well as grammar and vocabulary. In general, it can be seen that there are so many different perspectives regarding the preferences of native and non-native teachers.

Culture is an aspect that is interconnected with language learning. In an ESL context, according to Lazaraton (2003), “Non-native language teacher trainees were aware of the target culture and capable of teaching it by choosing materials and topics that accurately reflect the target culture”. De Oliveira and Richardson (2001) made discussion on the possibility of native and non-native teachers collaborating in language courses with the objective of using their strengths in order to help students”.

The areas of grammar and vocabulary constitute important building blocks in learning a language. A study was conducted by Ellis (2006) on teaching grammar from a Second Language Acquisition perspective and he supposed eight intriguing questions related to this topic; however, none of those questions dealt with the preferences that students had for native and non-native teachers to instruct them in this area. In dealing with the vocabulary issues, Reynolds – Case (2012) made an in-depth observation on how non-native teachers can apply the language which their students are familiar with to be used as a pedagogical tool when teaching the target language. The author also pointed out the lack of research on whether sharing a first language with students offers a potential advantage for native teachers.

The study tended to confirm suppositions made by others that students perceived native and non-native teachers as having complementary skills. For example, native teachers were usually esteemed for their oral skills, whereas non-native teachers will not so but they were more consistently praised for their expertise in teaching of literacy skills, grammar, and explaining clearly how these skills are independent of linguistic skills. Non-native teachers were also praised for their teaching methodologies, patience towards students, and their tenacity in mastering English (which made them positive role models). The study seems to suggest that once again, English Language Learners do not prefer to be taught by either native or non-native teachers rather it is the knowledge and teaching expertise the instructor possesses.

Purpose of the study

This study examines students’ perception of native and non-native teachers when learning French or Italian for different reasons. Since this study is mainly focused on students’ preferences, no treatment was conducted. The main purpose is to prove the fact that by analyzing the students’ discrepancies during learning processes with both native and non-native speaker teachers of French/ Italian departments of YUFL, both types of teachers should be aware of Myanmar students’ difficulties regarding their teaching process. Moreover, it reminds non-native teachers to pursue for their further professional development.

Participants

In order to gather the students’ preference towards native and non-native teachers of French/ Italian departments, the students who have ever been taught by a native speaker were

chosen as respondents. All the students gathered were 75 in total as respondents, 63 females and 12 males. The purpose and procedures of the survey were clearly explained to the students. Their participation was also anonymous.

Methodology and Data

Quantitative approach is applied with a survey design in this research. A set of questionnaire was used as an instrument for this research to identify and measure the attitudes of the participants towards native and non-native teachers. The items in the questionnaire were designed and developed from earlier research conducted by Enchong Liaw, 2012 who conducted a research on similar topic for learning of English.

The questionnaire was composed of three main sections (see Appendix A). Section I consisted of 9-item statements which referred to students' preference for native and non-native teachers in different aspects of language learning. Students were offered three options as an answer in the block. "Native, Non-native or Both". Section II consists of 19-item statements using Linkert scale, which focuses on students' perception of the difference between native and non-native teachers for classroom interaction and classroom instructions. Section III consists of 5 questions asking students' expectation towards native speaker teachers and non-native teachers of Italian and French Department. Each item in section II is a statement in which students have to select a response from five possible options: 1 for strongly disagree (SD), 2 for disagree (D), 3 for neutral (N), 4 for agree (A), and 5 for strongly agree (SA), but for the item of negative statement, a reverse scaling is applied.

The questionnaire was conducted manually (paper-based) during a class session. The participants were asked to fill out the questionnaire distributed at the beginning of second semester and they had to complete it before the end of the semester. As regard with the response to the questionnaire, they were explained that it was a voluntary study and that they could withdraw with no penalty. The questions as well as the instructions were in English. The questionnaire took about 15 minutes to complete, being the return rate of 100%.

Descriptive analysis of the data was done on survey which involved analyzing the means and standard deviation. Besides indicating general tendencies of the data, descriptive statistics has helped the researcher to summarize the overall discussion.

Research questions

1. What are the students' perceptions of native and non-native French/ Italian teachers in different aspects of language learning?
2. How do Myanmar students perceive differently native and non-native French/Italian teachers for classroom interaction and classroom instruction?
3. What are their difficulties when they are learning French/Italian with native and non-native?
4. What are the students' expectations regarding the roles of native and non-native teachers helping them to improve their skills in French/ Italian languages?

Findings

Section I: Factors affecting students' preference towards native and non-native teacher

Table 1: Responses to survey by specific areas of language (N=75)

Language learning skills	Native teachers (NTs)		Non Native teachers (NNTs)		Both types of teachers	
	n	%	n	%	n	%
Listening Skills	20	26.7	32	42.7	23	30.6
Speaking Skills	46	61.3	5	6.7	24	32
Reading Skills	7	9.3	38	50.7	30	40
Writing Skills	8	10.7	34	45.3	33	44
Grammar	7	9.3	41	54.7	27	36
Pronunciation	48	64	4	5.3	23	30.7
Vocabulary	22	29.3	15	20	38	50.7
Cultural aspects	40	53.3	15	20	20	26.7
Trans & Inter	8	10.6	41	54.7	26	34.7

In the first section of the questionnaire, the issue related to students' preference for native and non-native teachers when learning different language skills. (Table1).

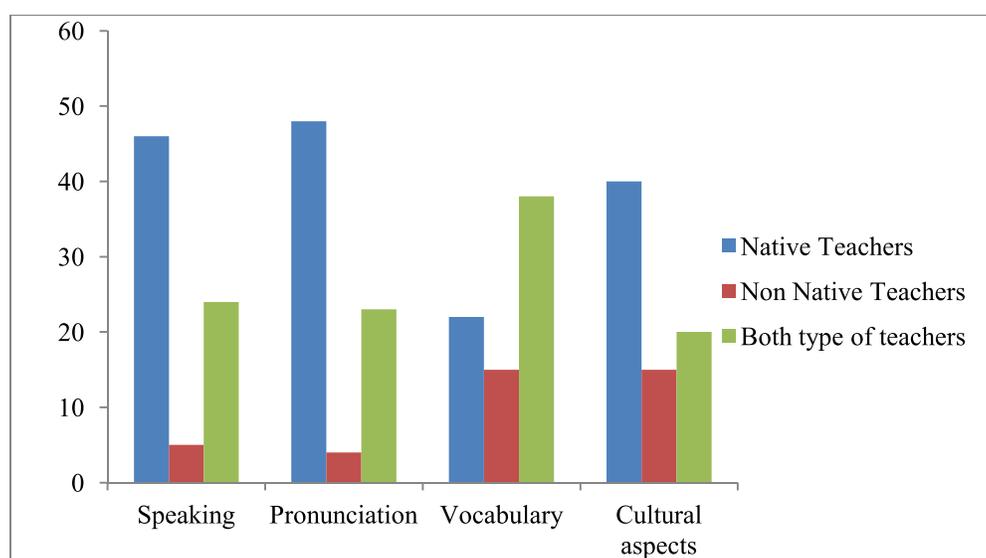


Figure 1: Areas in which participants prefer a native teacher (N=75)

Data showed that students prefer native teachers in learning speaking skills (NTs = 61.3%) 46 responses and learning pronunciation skills (NTs =64%) 48 responses. Moreover, native teachers are favored for their cultural knowledge (NTs = 53.3%) 40 responses. Regarding the teaching of vocabulary, students prefer being taught by both types of teachers (Both=50.7 %) 38 responses, (Figure 1).

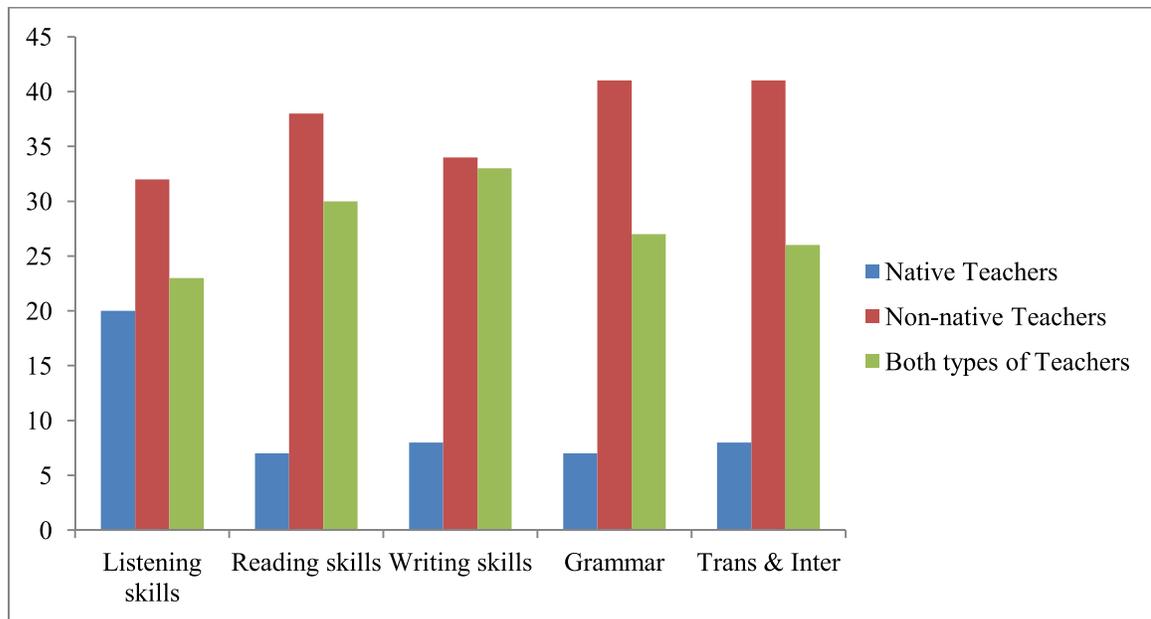


Figure 2. Areas in which participants prefer a non-native teacher (N=75)

However, students prefer non-native teachers when learning listening skills (NNTs = 42.7 %) 32 responses and reading skills (NNTs = 50.7%) 38 responses. For the writing skills, a total of (45.3%) 34 responses of the participants show a preference being taught by NNTs and (44%) 33 responses of the participants prefer being taught by both types of teachers. As regard with the teaching of grammar, students prefer being taught by non-native teachers (NNTs = 54.7 %) 41 responses. Similarly, for the translation and interpretation skills, non-native teachers are favored (NNTs = 54.7%) 41 responses (Figure 2)

Section II: (A) The followings describe the interaction between teachers and students
Table 2: Students' Preference on the differences between NTs and NNTs of French and Italian Department of YUFL for classroom interaction (NTs/NNTs)

Questionnaires	Strongly disagree/Disagree (%)	Neutral (%)	Strongly agree/agree (%)	Mean	Std. deviation
1. Friendliness between teachers and students	2.7/2.7	29.3/21.3	68/76	3.92/4.07	0.78/0.77
2. Teachers are easily communicable	9.3/8	42.7/14.7	48/77.3	3.53/4.11	0.67/0.92
3. Teachers are patient.	4/-	41.3/21.3	54.7/78.7	3.68/4.04	0.72/0.69
4. Teachers understand how Myanmar students learn French/Italian.	25.3/4	37.3/17.3	37.3/78.7	3.13/4.23	0.89/0.83
5. Teachers can be assumed as my learning model.	9.3/12	42.7/32	48/56	3.55/3.65	0.79/0.91
6. Teachers understand my difficulties in learning.	26.7/14.7	44/2	29.3/65.3	3.09/3.89	1.04/1.06
7. Teachers can easily respond my questions.	30.67/2.6	32/24	37.3/73.3	3.06/4.06	0.92/0.75
8. Teachers can inspire learning French/Italian.	4/6.7	26.7/26.7	69.3/66.7	3.96/3.81	0.71/0.77

Note. Mean scores range from 1=strongly disagree to 5=strongly agree.

Number/number = (the respond to the statement for NTs) / (the response to the statement for NNTs)

According to the results from item no.1, table 2, both NTs and NNTs are believed to be friendly with students. However, students seem to favor NNTs over NTs in some aspects. For example, as data showed, NNTs are more patient and it is very easy to communicate with them. The descriptive statistics shows that the highest mean was gained by item number 4 for NNTs (M= 4.23). It means that NNTs can understand better how Myanmar students learn French/ Italian. The standard deviation of this item was also not very high (SD =0.83), which implies that most respondents have similar opinion on the item.

Another positive perception towards NNTs is that they can quickly react learning difficulties of students than NTs. In other words, they can provide solutions more effectively. However, the majority of the students respect their NNTs as much as they respect their NTs items 5 and 8). In

general, regarding the students' preference towards NTs, the mean for all variables shows the scores below 4, which indicates that the opinions fall slightly from "agree" to "neutral".

Section II: (B) The followings describe the types of instruction.

Table 3: Students' Preference on the differences between NTs and NNTs of French and Italian department of YUFL for classroom instruction (NTs/NNTs)

Questionnaires	Strongly disagree/ Disagree (%)	Neutral (%)	Strongly agree/ agree (%)	Mean	Std. deviation
1. Teachers are lenient and humorous.	4/5.3	24/24	72/70.7	3.77/3.89	0.69/0.83
2. Teachers often use group work.	6.7/9.3	10.7/29.3	82.7/61.3	4.16/3.61	0.87/0.85
3. Teachers use various types of teaching aids.	9.3/18.7	16/32	74.7/49	4.01/3.29	0.89/0.96
4. Teachers use few tests and homework.	9.3/33.3	20/30.7	70.6/36	3.93/3.09	1.02/1.13
5. Teachers explain better about Western culture.	2.7/13.3	30.6/40	66.7/46.7	3.95/3.4	0.91/0.96
6. Teachers are strict.	20/13.3	46.7/26.7	33.3/60	3.11/3.65	0.91/0.98
7. Teachers prefer the use of textbooks.	52/0	30.7/17.3	17.3/82.6	2.71/4.25	0.98/0.79
8. Teachers can explain grammar more clearly.	26.7/6.7	45.3/16	28/77.3	3.09/4.08	0.86/1.01
9. Teachers focus on tests/ examinations.	42.7/1.3	36/8	21.3/90.7	2.76/4.37	0.89/0.83
10. Teachers use exercises and drills more in the classroom.	14.7/6.6	33.3/17.3	52/76	3.43/3.89	0.79/0.71
11. Teachers explain not only the meaning of a word but also its usage in context.	30.7/2.6	21.3/29.3	48/68	3.24/3.24	1.10/0.72

Note. Mean scores range from 1=strongly disagree to 5=strongly agree.

Number/number = (the respond to the statement for NTs) / (the response to the statement for NNTs)

As regard with classroom instruction including activity design, teaching material selection, and teaching methods (Table 3), majority of the students strongly agree that their NTs use various types of teaching aids (M= 4.01) and often use group work (M= 4.16). By contrast, Students particularly favor NNTs in the class for their clear presentation and summary of grammar rules (M= 4.08). NNTs are also believed that they always focus on test/ examination (M= 4.37) and prefer using text book (M= 4.25). However, lectures are usually followed by more homework, exercises and drill practices. Therefore, a serious and inflexible learning atmosphere is often experienced when learning with NNTs. From students' point of view, NTs supplement textbooks with information from magazines, news, or anecdotes. Additionally, NTs connect issues presented in textbooks with information from Western society. According to item no.11, students in this study confirmed that NNTs explain better the meaning and usage of words in contexts.

Section III: students' expectation towards native teachers (NTs) and non-native teachers (NNTs) of Italian and French Department

The difficulty of students in understanding native speaker becomes the major concern because students sometimes think a native speaker speaks too fast for them to understand. Regarding the first question of this section III, most of the students (69%) 52 responses expect that native teachers should speak slower or they should be bilingual (Italian/ French and English) in teaching in the classroom. Otherwise, the students may like the non-native teachers to use half Italian/ half French and half Myanmar (their mother tongue). There are only (29.3%) 22 students who prefer teaching single specialized language (using only target language).

In response to question no.2, more than half of the students prefer using textbook with some other resources, activities in the class and Group work.

As regard with the questions no, 3 and 4, majority of the students (84.2%, 59 responses) expect that native teachers should learn how to speak Myanmar and (89.3%, 67 responses) prefer that they should understand Myanmar customs and cultures. It seems to be reasonable as the explanation by native speaker is not often understood by students.

As to question 5 which is an open question, listening can be assumed as the biggest problem when learning with the native teachers because they think that the students can understand the large extent of listening. But it isn't so.

Most of the students answering the questionnaires have experienced the teaching of more than two native teachers.

Discussion

As an Asian, a Myanmar student has some difficulties when learning French or Italian which is a European language. There are limitations in understanding the languages especially in listening and speaking skills. The linguistic nature between a European language and Asian one is quite different. As any language is closely related to its culture and tradition, the wide gap between a European language and an Asian one becomes an obstacle to a learner. For such reasons, in this paper, there are interesting findings on the different aspects of students when learning the languages with NTs and NNTs.

This study addresses 4 research questions on students' perceptions towards NTs and NNT in different aspects of language learning, classroom interaction and classroom instruction, their difficulties in learning with them and their expectations from them.

Regarding the different aspects of language learning, majority of the students prefer being taught by NTs in speaking skills, pronunciation, vocabulary and cultural aspects. On the other hand, NNTs are preferred for listening, reading, writing, grammar and translation and interpretation skills. This point that NTs are preferable for listening skills is different from the finding stated in the hypothesis. Myanmar students wish their teacher explained what they hear from listening grammatically or interpreting word by word, therefore NNTs are preferred in learning listening skills. The possible reason behind the preference is that participants identify better with the NNTs as they come from the same language background and they can adapt and comprehend each other. These results suggest that NNTs are learners before they become teachers and it is an important role. Their experience in learning a foreign language and completing different tests grant them such privilege among students.

As regard with classroom interaction and classroom instruction, the main positive perception towards NNTs is about their ability in predicting student's "learning difficulties". In other words, they understand very well how Myanmar students learn French or Italian and they always try to give them solution based on their previous experience as learners. Besides, NNTs are believed to understand the "habits and behaviors" of the students more easily because they come from the same cultural background. However, many students still doubt whether NNTs are capable of using learning strategy more effectively. Moreover, the students expect that their NNTs shouldn't focus on teaching grammar only and that they should use more teaching activities to motivate the interest of their students in language learning. NNTs are also criticized for teaching speaking and pronunciation skills as well as cultural knowledge.

On the other hand, majority of Myanmar students feel nervous when they practise the language skills that they are learning with NTs because they are afraid if the native speaker does not understand them. They add the opening question that because of their cultural gap, there are sometimes inconveniences in the learning atmosphere between NTs and students. For such reasons, students expect that NTs should also understand the customs and culture of Myanmar people to some extent in order to have an easier access in dealing with them in the class. It is also very helpful to better teaching atmosphere. To be in such a better situation between students and

NTs, there should be the orientation program for the NTs which include local culture and language learning during their stay in Myanmar. Moreover, NTs can also learn it from NNTs. In this way NTs may be more and more aware of students' culture background and their limited ability of French or Italian language learning.

Using mother tongue to some extent while teaching particularly in explaining difficult terms or bilingual teaching in the classroom has also been expressed in the open questions by several students and the reason is that it can help students' understanding more easily and students' translation and interpretation skills can be more developed.

One of the major points of this paper is to highlight the importance of having well trained language teachers who are able to teach almost all aspects of the language that students are expecting to be fulfilled. This purpose can be achieved by conducting training programs for NNTs in the University or in other Universities signed for the MoU. From the results of the study, these programs are supposed to be focused especially on speaking, vocabulary, and culture. These are the aspects in which the students showed preference for NTs probably because the students perceived the NNTs having less expertise.

Conclusion

The definition of the role of NTs and NNTs remains always important in the teaching and learning process. Regarding the learning of English with NTs and NNTs, scholars had already made several surveys and various conclusions were made.

In this study, students' preference regarding native and non-native teachers of French and Italian are examined. From the results of the survey of this paper, it can be assumed that the most important aspect to consider is teachers' qualifications, rather than, teachers' native status in language learning. Students do have preferences depending on their teachers' skills. The reason depends on the fact in which specific aspects of the language teaching NTs will be better than NNTs and vice versa.

For the reasons discussed above, NNTs do need to try to improve the skills: speaking skills, pronunciation skills, vocabulary skills and cultural aspect that their students criticized them as their weak points. As for NTs, they do need to find the better ways how to teach grammar, listening, reading and writing skills to the students.

In my conclusion, NTs and NNTs should create a harmonious cooperation to have an ideal teaching atmosphere for the sake of the students in respective teaching levels.

Future Studies

Based on the current results of this article, to fulfill the students' expectation towards native teachers and non-native teachers, there should be further studies as to the possibilities of creating better and better teaching atmosphere by NTs and NNTs.

Limitation of the current study

There are limitations due to unclear response in data collection as some students are hesitant to make a definite answer. The weak point of the questionnaire having the choice for “Neutral” made the students give such a response.

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Appendix A

Dear students:

Thank you for participating in this study. The purpose of this study is to understand your French/ Italian learning experience with native and non-native speaking teachers.

Please carefully answer the questions in this survey because your precious opinions will be beneficial to the collaboration between native and non-native teachers at Yangon University of Foreign Languages (YUFL) in the future.

Section I

The followings questions describe the students' preference to native or non- native teachers in **different aspects of language learning skills**. Please respond based on your experience.

1. Whom do you prefer when you learn French/ Italian listening skills?

Native teachers Non-native teachers Both types of teachers

2. Whom do you prefer when you learn French/ Italian speaking skills?

Native teachers Non-native teachers Both types of teachers

3. Whom do you prefer when you learn French/ Italian reading skills?

Native teachers Non-native teachers Both types of teachers

4. Whom do you prefer when you learn French/ Italian writing skills?

Native teachers Non-native teachers Both types of teachers

5. Whom do you prefer when you learn French/ Italian grammar?

Native teachers Non-native teachers Both types of teachers

6. Whom do you prefer when you learn French/ Italian pronunciation?

Native teachers Non-native teachers Both types of teachers

7. Whom do you prefer when you learn French/ Italian vocabulary?

Native teachers Non-native teachers Both types of teachers

8. Whom do you prefer when you learn cultural aspects of French/ Italian?

Native teachers Non-native teachers Both types of teachers

9. Whom do you prefer when you learn translation and interpretation skills?

Native teachers Non-native teachers Both types of teachers

Section II

The followings describe **the interaction between teachers and students**. Please respond based on your experience and indicate to what extent you would agree with these statements based on 5-point scale as following.

1= strongly disagree, 2= disagree, 3=neutral, 4= agree, 5= strongly agree

No.	Statements	1	2	3	4	5
1	Native teachers are friendly...					
2	Native teachers are easily communicable.					
3	Native teachers are patient.					
4	Native teachers understand how Myanmar students learn French/Italian.					
5	Native teachers can be assumed as my learning model.					
6	Native teachers understand my difficulties in learning.					
7	Native teachers can easily respond my questions.					
8	Native teachers can inspire learning French/Italian.					

The followings describe **the interaction** between teachers and students. Please respond based on your experience and indicate to what extent you would agree with these statements based on 5-point scale as following.

1= strongly disagree, 2= disagree, 3=neutral, 4= agree, 5= strongly agree

No.	Statements	1	2	3	4	5
1	Non-native teachers are friendly...					
2	Non-native teachers are easily communicable.					
3	Non-native teachers are patient.					
4	Non-native teachers understand how Myanmar students learn French/Italian.					
5	Non-native teachers can be assumed as my learning model.					
6	Non-native teachers understand my difficulty in learning.					
7	Non-native teachers can easily respond my questions.					
8	Non-native teachers can inspire learning French / Italian.					

The followings describe **types of instruction**. Please respond based on your experience and indicate to what extent you would agree with these statements based on 5-point scale as following.

1= strongly disagree, 2= disagree, 3=neutral, 4= agree, 5= strongly agree

No.	Statements	1	2	3	4	5
1.	Native teachers are lenient and humorous.					
2.	Native teachers often use group works.					
3.	Native teachers use various types of teaching aids.					
4.	Native teachers use few tests and homework.					
5.	Native teachers explain better about Western culture.					
6.	Native teachers are strict.					
7.	Native teachers prefer the use of textbooks.					
8.	Native teachers can explain grammar more clearly.					
9.	Native teachers focus on tests/examination.					
10.	Native teachers use exercises and drills more in the classroom.					
11.	Native teachers explain not only the meaning of a word but also its usage in context.					

The followings describe **types of instruction**. Please respond based on your experience and indicate to what extent you would agree with these statements based on 5-point scale as following.

1= strongly disagree, 2= disagree, 3=neutral, 4= agree, 5= strongly agree

No.	Statements	1	2	3	4	5
1.	Non-native teachers are lenient and humorous.					
2.	Non-native teachers often use group works.					
3.	Non-native teachers use various types of teaching aids.					
4.	Non-native teachers use few tests and homework.					
5.	Non-native teachers explain better about Western culture.					
6.	Non-native teachers are strict.					
7.	Non-native teachers prefer the use of textbooks.					
8.	Non-native teachers can explain grammar more clearly.					

No.	Statements	1	2	3	4	5
9.	Non-native teachers focus on tests/examination.					
10.	Non-native teachers use exercises and drills more in the classroom.					
11.	Non-native teachers explain not only the meaning of a word but also its usage in context.					

Section III

1. What do you prefer teaching in:

- Single specialized language (French/ Italian only)
- Bilingual language (Half French/Italian and half Myanmar / Half English)

2. How do you like to learn French/ Italian in the classroom? (May choose more than one)

- Use textbooks as the primarily resources
- Use textbook with some other recourses in the class
- Activities in the class
- Group works
- Individual works
- Reading and grammar exercise
- Others:

3. Should native speaking teachers learn how to speak Myanmar?

- Yes, they should.
- No, they should not.

4. Should native speaking teachers be familiar with Myanmar culture?

- Yes, they should.
- No, they should not.

5. What are the other things you expect from native teachers and non-native teachers?

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Background Information:

Major/Year: _____ / _____ Gender: _____

Experience with native speaking teacher(s):

- No.
- Yes, (a) One to two teachers
 (b) Three to four teachers
 (c) Above four teachers