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An Investigation of Native and Non-Native Chinese Language Teachers and Their Pedagogical Advantages

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**AN INVESTIGATION OF NATIVE AND NON-NATIVE CHINESE LANGUAGE
TEACHERS AND THEIR PEDAGOGICAL ADVANTAGES**

A Thesis Presented

by

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ABSTRACT

AN INVESTIGATION OF NATIVE AND NON-NATIVE CHINESE LANGUAGE
TEACHERS AND THEIR PEDAGOGICAL ADVANTAGES

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The motivation for this thesis stems from my own personal decade long struggle learning

Mandarin Chinese. The inherent difficulty of mastering this intricate language too often will

leave students feeling bewildered, confused, frustrated, and even hopeless. Having walked down

this path myself, I was inspired me to investigate how the Chinese language educational

landscape could be improved. What are its shortcomings? What are its strengths? How can the

journeys of future Chinese language learners be made easier?

The research investigates the ongoing discussion of native and non-native speaking

teachers. Teacher surveys, student surveys, student classwork, and classroom observations are

utilized to glean up close and firsthand insight into the advantages and disadvantages of a native

Chinese speaking teacher versus a native English speaking teacher. The research involves native

and non-native speaking Chinese language teachers in an effort to elicit organic, accurate data

about teachers' classroom habits.

The results of the experiments are not intended to "reveal the better teacher" among

native and non-native speakers, rather they aim to *contribute* to an important discourse on the

roles a native tongue plays in a foreign language classroom; a discourse that is still in its infancy. This contribution could be used by those who employ, evaluate, and administer Chinese language teachers and programs, and in turn improve the quality of Mandarin Chinese academic programs.

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CHAPTER I

INTRODUCTION

Mandarin Chinese has found its niche in American education. As China's political and

economic influence continues to wax, American schools have been quick to implement Mandarin

courses nationwide. In her 2007 article, Weise (2007) reports a 100% increase in Mandarin

Chinese courses among middle and high schools from 2005 to 2007, as well as a 51% increase at

the university level from 2002 to 2007 (Weise, 2007). With this rapid growth come concerns over

the quality and accuracy at which Chinese is being taught. Who is teaching our nation's youth

this language? Who *should* teach our nation's youth this language? How are they teaching our

sons and daughters? How are principals and superintendents evaluating and guiding our

children's Chinese teachers? These questions have been answered in regards to French, Spanish,

German, and Latin; but can the same measuring sticks be applied to a language that shares so

few linguistic similarities with European languages?

Over the last decade, the American education system has changed dramatically. George

W. Bush's signing of 2002's "No Child Left Behind" (NCLB) act spearheaded an educational

renaissance during which public schools have remodeled their procedures for instructing,

remediating, and assessing students. Although mathematics and language arts curricula have

absorbed the lion's share of this remodeling, foreign language education has seen its share of

changes too. In her 2005 article, "The No Child Left Behind Act and Teaching and Learning

Languages in U.S. Schools", Rosenbusch (2005) explains that three quarters of principals who

participated in a 2003 focus group reported, as a response to NCLB, decreases in instructional

time for foreign languages. Furthermore, in "high-minority schools", 29% of principals expect

further, large decreases in foreign language instructional time. This loss of time and focus on foreign language is a product of NCLB's "narrow the curriculum" backbone. Arts and humanities are also victims of this narrowed curriculum. This data speaks to the dire need for efficient, high quality instruction in foreign language classrooms. If future generations of Chinese learners are to make substantive contributions to the fields of government, policy, and international relations, they must possess strong foundations in the language. This thesis aims to combat the looming loss of foreign language instructional time by bringing information and answers to the questions *who should teach Chinese,* and *how should they do it?*

CHAPTER II

LITERATURE REVIEW

The question, *who should teach Chinese* refers to native speakers (ns) or non-native speakers (nns). Although the foreign language and linguistics academic communities largely agree that the ns' command of his mother tongue cannot be equaled by a nns, this does not necessarily mean that a ns possesses similar advantages in teaching his language to nns learners. This is the backbone of this thesis: what are the pedagogical advantages of a ns teacher? Exactly what is the value of learning a language via ns teachers? What advantages and disadvantages, if any, are brought to the table by nns teachers? By knowing the answers to these questions, primary schools, secondary schools, and universities can build stronger Chinese language departments and programs by equipping themselves with the appropriate teachers and appropriate teaching philosophies.

Given the relatively little amount of academic research conducted on this topic, it would be unreasonable to estimate that the majority of American schools, at any level, have implemented educated decision making in regards to the impact of a language teacher's mother tongue into their hiring procedures. In fact, the decisions that have gone into hiring foreign language teachers have disadvantaged some. In her 2007 article, "University Students' Perceptions of Native and Non-Native teachers," Üstünlüoglu (2007) claims that external motivators have influenced hiring patterns. Writing, "competition among private universities and the importance of foreign languages have led [private universities] to employ native

teachers...rather than more experienced non-native teachers in order to be different and attract more students," Üstünlüoglu makes her case against private universities' hiring habits.

These patterns exist at the elementary and secondary school levels too. In a 1998 study funded by the U.S. Department of Education, Branaman and Rhodes (1998) found that 46% of elementary schools, and 33% of secondary schools report one or more of their foreign language teachers are native speakers. Although these are not overwhelming percentages, a noteworthy observation is the question's calling for *how many native speakers* versus a simple ratio of native to non-native speaking teachers. Branaman and Rhodes go on to report that 82% of responding secondary schools claim that all their foreign language teachers are certified to teach at the secondary level, only 19% of responding elementary schools could boast the same data. Branaman and Rhodes suggest a lack of elementary foreign language teacher preparation institutions for this gap in teacher qualification, as well as some states not requiring licensure for elementary foreign language teachers. Keeping this in mind, the 46% of elementary schools who hire at least one native speaking teacher must be questioned; with a relatively low candidate pool of qualified, licensed foreign language teachers available, are elementary schools hiring native speakers by default? Or, even with an increased candidate pool, would these elementary schools continue to place their trust in native speakers due to diligent, premeditated research about the pedagogical advantages native speakers provide?

Before diving into the existing criticisms for and against native and non-native teachers, let us examine the foreign language teaching landscape as a whole. What are the assumptions about teaching in this field? What have been the obstacles and challenges faced by both native and non-native teachers? In his 2005 essay, Rajagopalan (2005) discusses the dichotomy of ns

and nns teachers. Claiming "[nns] teachers are typically treated as second class citizens in the world of language teaching," Rajagopalan argues that the skill sets brought to the profession by nns teachers have not been respectfully noted. Rajagopalan aims to analyze the reasons why nns teachers "came to be marginalized and often discriminated against," and to offer solutions to "help [nns] teachers overcome their (often unconfessed) complex of inferiority." In doing so, Rajagopalan points to a period in foreign language instruction, the 1960s through the 1980s, during which native speakers were the undisputed "monarchs" of their language. This idolization of the native speaker, in effect, shaped non-native speakers as social pariahs in the foreign language pedagogy community. Not until 1992 did scholars begin to question the validity of non-native speakers' proficiency as potentially equally valuable as native speakers'. Later, in 2003, Rajagopalan distributed a survey to 500 native Portuguese speakers in Brazil, all of whom were non-native English language teachers. After analyzing the results, he found that having had an immersion experience—a lauded feather in the cap of any non-native teacher—does not hold the scholarly weight that many believed it to. Rajagopalan's finding,

> *there is no verifiable correlation between the time spent in a native speaking environment and the teacher's own command of the language. Some of the most fluent teachers, as it turned out, had ventured out of their country, while some others who claimed having lived in English speaking environments often showed a certain amount of difficulty in expressing themselves fluently in the foreign language. Here we have a clear indication that what really counts when it comes to assessing a teacher's self-confidence is not necessarily their actual, publicly attestable knowledge of the language, but rather the way they perceive themselves and rate their own fluency.*

debunks a notion weighty enough to be taken into account during hiring processes. Research like this possesses the power to restructure, redefine, and rethink foreign language teacher hiring priorities.

Although the above research is not related to Chinese language instruction, it illustrates the tip of the iceberg researchers are now cracking. Like Rajagopalan, there are more notions to be debunked, more ideas to be conceived, more techniques to be justified in this field. This thesis aims to contribute to this very effort: what remains undiscovered in the field of Chinese language pedagogy?

II.1. Arguments Against Native Speaker Teachers

Before these questions can be answered, a standard must be established. Exactly what is a successful nns Chinese speaker? What skills should this person possess? What do we want our Chinese teachers to teach these students? Once we have a clear vision of what a Chinese learner can do, we can then take steps toward deciding who is in the better position to instruct these students. In his 2005 article, "Looking at the Perceptions, Challenges, and Contributions of the Importance of Being a Non-Native Teacher," Llurda (2005) delves into this conversation. Stating, "the goal isn't to have nns users imitate ns, rather the more achievable goal is to make students into successful L2 users. The native speaker target has been more a matter of exerting the power of the native speaker than a recognition of what students actually need," Llurda highlights the potential downfalls (intimidation, frustration) that ns teachers can bring to the table. Terrell's (1982) comment, "the lowering of affective barriers must be the overriding concern in classroom activities if acquisition is to be achieved," corroborates this notion in considering that the primary factor in successful language learning is the emotional rather than the cognitive. If this notion holds true, the advantages of a ns are yielded unhelpful; and in turn the more successful teacher is the one who can do exactly what is described above: lower the affective (or emotional) barriers and orchestrate a calmer learning environment. In other words,

if a given classroom's instructional philosophy is to create an environment where students are in efficient emotional states to practice a foreign language, where, when, and how does a native tongue become essential in this type of classroom? Llurda' s (2007) proclamation, "the native speaker teacher who does not know the first language of the students is only a model of something alien which the students can never be" suggests a debilitating danger presented by ns teachers: frustration. If teachers set the bar unreachably high, students will have been set up to fail. Are ns teachers the only ones who can expect too much from their students? Of course not. However, ns teachers' native fluency immediately introduces a proficiency level to the language learners which, according to many second language researchers, is unattainable. Llurda is not the only researcher to make arguments against the ns foreign language teacher. Todd's and Pojanapunya's (2009) research discusses this issue in depth. In their article, Todd and Pojanapunya lay out a clear argument claiming, "with the growth of English as an international language, the use of native speakers as the target for language learning becomes irrelevant with proficient non-native speakers a more attainable and relevant target." Todd's and Pojanapunya's work focuses primarily on English language teachers, but as the world's most commonly spoken language with 840,000,000 speakers[1], Mandarin fits this same description. Continuing,

> "second, a realization of the strengths of [nns teachers] and the weaknesses of [ns teachers] has led to [ns teachers] and [nns teachers] being seen as simply different rather than one being superior to the other. Third, whatever the arguments for and against [ns teachers] and [nns teachers], other issues related to professionalism, such as dedication and willingness to develop, are more important than native-speakerhood in determining effective teachers"

Todd and Pojanapunya place weight on the argument that teaching *techniques* trump teaching *knowledge*. Todd and Pojanapunya's second point—the different strengths and weaknesses of ns

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[1] Lewis, M. Paul (ed.), 2009. Ethnologue: Languages of the World, Sixteenth edition. Dallas, Texas: SIL International. Online version: http://www.ethnologue.com/16.

teachers and nns teachers leading recent thinking to the conclusion that neither group is

necessarily better than the other—changes the scope of research on this topic. If there is no "right

answer" as to who can best teach our youth Chinese, then we must examine more specific cases;

first year Chinese classrooms, intermediate and advanced Chinese classrooms, elementary,

middle, and high school classrooms, etc. to assess the pros and cons of ns and nns teachers.

II.1.2. Cultural Differences as an Obstacle

Chan (2012) of the University of Wyoming completed research about Hong Kong's use

of native and non-native speaking English teachers. In the ten years after Hong Kong was handed

over to China by Great Britain (1997), the Education Bureau increased the number of native

English speakers to teach in Hong Kong. The influx of native English speakers sparked quite a

bit of controversy in the job market as non-native English teachers now faced tougher

competition for jobs. Some of the local non-native English teachers went as far as to call the

Education Bureau's initiative "a form of discrimination and an insult to their English-teaching

competence." This research highlights an important issue in foreign language teaching today: do

native and non-native speaking teachers need to be in competition with each other? *Should*

natives and non-natives be in competition with one another? Are there simply not enough jobs to

go around? Or has the foreign language pedagogy landscape not evolved to the point where

employers and administrators can determine positions in which both types of teachers' strengths

can be equally highlighted?

In his article, Chan cites Ma (1987) who weighs in on the conversation listing the pros

and cons ns and nns teachers bring to this particular issue in Hong Kong. In Ma's commentary,

although it may be backed up with data, emerges from the much too common assumption that

native fluency means educational fluency. For example, Ma lists "[nns] teachers heavily rely on

textbook in their teacher. Therefore, students consider [nns]' teaching style old-fashioned and boring. As a result, students' participation in class decreases." This is an unwarranted assumption on Ma's part—he cannot be certain that a nns' teaching style will consistently result in decreased student engagement. Immediately after, Ma claims that students of nns teachers "have less opportunity to practice English. Although students feel more comfortable raising and answering questions in Cantonese in class, they have few chances to use English in school." Again, Ma is out of place generalizing that non-native speaking teachers cannot and do not provide the same frequency of practice opportunities for their students.

If assumptions like Ma's are even remotely common around educational settings, especially among school administrators, ns and nns language teachers hold very little hope of collaborating in harmony. These assumptions about the pedagogical potency of nns teachers must be debunked quickly, and a mindset welcoming the compatible skill sets of ns and nns teachers must be adopted.

II.2. Arguments For Non-Native Speaker Teachers

In her 2007 research, Üstünlüoglu (2007) studies college students' perceptions of ns and nns teachers. Although her research is conducted on English teachers in Turkey, many of the concepts she uncovers are applicable to other languages. Üstünlüoglu examines the teachers in her experiment in terms of *instructors* (effective language teachers, independent of their own target language proficiency level) and *informants* (models for proper language use). Üstünlüoglu's statement, in reference to teachers as *instructors*, "it seems a nns teacher of English has more advantages when 'the role of the instructor' is important because they have the experience as second language learners of English and this experience gives them the insight into the process of learning English and makes them aware of the target language" agrees with Peter

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Medgyes' (1992) research which states, "only [nns teachers] can serve as imitable models of the successful learner." By referencing the notion of nns teachers as models of L2 use, Llurda, Ustunluoglu, and Medgyes all indirectly place weight on the argument of student inspiration. If providing students with a successful learner of the target language is beneficial, the concept of how to best inspire and motivate target language learners must be visited. Anyone in the field of Second Language Acquisition can attest to the difficulty of learning a second language, but exactly how crucial is providing students with a steady stream of reassurance? Furthermore, is the opposite true: do ns teachers, by virtue of their mother tongue, immediately suggest that reaching superior-level fluency is impossible for non-native students? Continuing with "if all language teachers are native speakers the students would reach the conclusion that one has to be born in [that country] to learn to speak [that language]," Medgyes stakes a claim. Is it reasonable to say that even adult L2 learners are vulnerable to demotivation from ns teachers? Is this a disadvantage of ns teachers? Or only an advantage for nns teachers?

A more concrete advantage of the non-native speaking foreign language teacher is the method by which he learns his L2. In his 1997 article "Native English-Speaking Teachers versus Non-Native English-Speaking Teachers," University of Northern Iowa professor, Merino's (1997) description, "[nns] have learned about how the [L2] works during their own learning process. This makes them better informants than their native colleagues. Reves and Medgyes point out that [ns] may not be aware of the internal mechanisms operating in the acquisition of a second language, since for [ns teachers] language acquisition was unconscious," brings into focus the notion of conscious versus unconscious learning. For beginning level Chinese language classrooms, where students' proficiency levels are not yet at a conversational level, teachers who can quickly and accurately provide grammar and syntax support are perhaps more suitable. This

rationale ties in closely with another point made by Merino, "only [nns teachers] can benefit from sharing the learner's mother tongue." In introductory level Chinese classrooms, where lessons center around vocabulary and grammar building, L1 might be more appropriate for explaining definitions and structures rather than a potentially incomprehensible, intimidating L2 immersion.

Llurda (2005) weighs in on the advantages of a nns teacher in his research. In this literature, Llurda spells out 3 distinct advantages brought forth by nns teachers:

1) "Non-native speaker teachers provide models of proficient L2 users in action in the classroom.

2) "Non-native speaker teachers present examples of people who have become successful L2 users.

3) "Non-native speaker teachers often have more appropriate training and background."

These arguments hinge on several assumptions about foreign language instruction. Llurda's first arguments speaks to the faculty of *motivation*. Every educator is charged not only with passing on new knowledge to his students, but also motivating them in the process. Similarly, Llurda's second argument illustrates the notion of *feasibility*. Given the inherent difficulty of second language acquisition, students often reach a point of questioning the long-term value of their study. Demonstrating to students that acquiring a second language is, in fact, a feasible task promotes bilingualism. Finally, the third argument speaks to a more tangible asset, *preparation*. This asset, unlike the first two, is equally accessible by native and non-native speakers. Although Llurda phrases his argument acknowledging that nns teachers "often have" better preparation via training and background, the opportunity to prepare as an educator can be accessed by either type of Chinese teacher.

The chief takeaways from Llurda's pro-nns arguments are the intangible advantages nns teachers bring to their craft: the abilities to 1) motivate students and 2) illustrate feasibility in Chinese acquisition. Just because more nns teachers have shown appropriate training and preparation does not mean that this is an inherent advantage that ns teachers do not possess.

In Llurda's later research, he comments less on the intangible features of nns teachers mentioned above, and more on the more palpable advantages and disadvantages found during in-class instruction. Llurda's research investigates the notion of *linguistic distance* between teachers and students in regards to how well teachers can identify and diagnose students' errors. Llurda's hypothesis, "a possible disadvantage faced by the [nns teachers]...is the linguistic distance between teacher and learner. Are [ns teachers] likely to be less sensitive to their students' language needs because they have less access to their L1 and, by extension, to the way in which students process L2," illustrates a potentially damaging characteristic of ns teachers.

II.3 Arguments For Native Speaker Teachers

In her article, "Going Beyond the Native Speaker in Language Teaching," Cook (1999) quotes Stern's (1992) arguments about positives qualities possessed by native speakers. Stern lists nine qualities unique to native speakers:

a) "a subconscious knowledge of rules

b) an intuitive grasp of meanings

c) the ability to communicate within social settings

d) a range of language skills

e) creativity of language use

f) identification with a language community

g) the ability to produce fluent discourse

h) knowledge of differences between their own speech and that of the 'standard' form of the language

i) the ability to 'interpret and translate into the L1 of which she or he is a native speaker.'" Each of these skills has the potential to be useful in a classroom setting, however, they all relate to auditory skills. When examining and evaluating the potential advantages of a ns or nns Chinese teacher, one must value the instructor's ability to teach reading as much as their ability to teach speaking; in Walker's (1984) words, "in the long run, reading is probably the most important skill a learner can gain from formal instruction in Chinese." Kenyon College's Hayes (1988) dives into this discussion with his 1988 research on reading strategies of native and non-native Chinese readers. His experiments test the accuracy rate native and proficient non-native Mandarin readers have in an attempt to determine whether phonologic, graphic, or semantic strategies are relied on most heavily. The experiment includes phonological, graphic, and semantic *distractors* in sentences of which Hayes observes accuracy rates. For example, a phonologically distracted sentence might be: 湖是狡猾的动物 ("湖" is phonologically similar to "狐"). A graphically distracted sentence could be: 儿子都是另生的 ("另" is graphically similar to "男"). And finally, a semantically distracted sentence could be: 每个小孩子在早期时候有妈亲 ("妈" isn't graphically or phonologically similar to "母"). After analyzing his data, Hayes found that non-native readers did not consistently rely on one form of encoding, instead they used a mixed strategy of phonologic and graphic encoding. Native readers, however, consistently relied on phonological encoding. This research speaks to the benefit of a ns Chinese teacher in that they can provide consistent reading techniques for students. This advantage becomes essential for the long-term Chinese learner who will meet multiple teachers. Presenting these

long-term learners with streamlined reading instruction will benefit their reading levels but interrupting their reading development with varying reading instruction philosophies will slow the learners' development. This argument hinges on the idea that a Chinese language teacher, native or non-native, will teach the methods that he himself employs. Even if a semantic-reliant non-native Chinese reader attempts to teach his students phonological reading encoding, he is now attempting to teach a method he does not use himself; thus jeopardizing the ethos of his delivery. This is a problem a ns Chinese teacher would not encounter.

II.4 Arguments Against Non-Native Speaker Teachers

The initial arguments against nns teachers are easily recognizable: diminished command of the target language, no native accent, and often a hesitancy to use the target language for fear of making mistakes. These attributes can translate into classroom deficiencies in the forms of providing students inaccurate grammar instruction, and offering learners little or incorrect listening comprehension practice. However, these are surface arguments; they do not explore the deeper psychological impairments nns teachers deal with. Llurda has investigated what he describes as an inferiority complex endured by nns teachers for several decades and how this complex affects instructional performance. Llurda points to the untouchability of native-speakers as the cause for nns' second-class citizen status. Llurda puts this conundrum succinctly in stating, "what [the native speaker] speaks is the language, and the language is whatever the [native speaker] speaks."

There is no doubt that nns teachers' deficiencies can have substantial ramifications in classroom settings. Students with advanced listening comprehension skills would clearly benefit from practicing with a ns teacher. Even students with intermediate listening comprehension skills are robbed of listening opportunities by a nns teacher. Writing courses, however, would not

highlight a nns teacher's deficiencies as glaringly, assuming the teacher has advanced proficiency in reading and writing.

The problem, however, with listing disadvantages of nns Chinese teachers is that one cannot standardize the proficiency levels for all nns Chinese teachers. This is to say that a teacher with a near-native proficiency level who is formally trained and certified in Chinese language pedagogy might present different (and fewer) pedagogic deficiencies than a nns Chinese teacher who possesses a mediocre proficiency level and is not trained in teaching. One can, however, evaluate the inherent problems of nns Chinese teachers from a school's vantage point. How do administrators feel about hiring nns teachers for their foreign language classrooms? Might their opinions vary depending on the foreign language? How does hiring nns language teachers affect the attitudes of potential students?

CHAPTER III

RESEARCH QUESTIONS AND METHODOLOGY

In order to make a contribution to this discourse of native and non-native Chinese teachers, I devised five field research experiments. The purpose behind these experiments is to glean an accurate observation of where the particular strengths and weaknesses for ns and nns teachers lie. As mentioned in the previous section, in Rajagopalan's and Ma's research, blind assumptions about the quality of ns and nns teachers' pedagogical abilities can influence employers' evaluation of a candidate. If more accurate information can be provided to the people who hire and evaluate Chinese language teachers, the nationwide quality of Mandarin programs could improve.

The following five experiments were designed to answer:

1) In foreign language classrooms, what pedagogical advantages and disadvantages are possessed by a teacher whose native language is that of the students?

2) How inhibiting or advantageous is use of the target language by teachers?

3) Does a teacher's L1 affect the way his students perceive him, or his ability to maintain ethos in his language proficiency?

4) Which language skills (reading, writing, listening, speaking) do students struggle with the most? How does a teacher's L1 influence his students' progress in these skills?

5) Do biases or trends emerge when ns and nns teachers evaluate student work?

Methodology

The bulk of the data used to research the topic came from four different surveys: one for ns teachers, one for nns teachers, one for students of ns teachers, the last for students of nns teachers. The surveys were distributed to 4 ns teachers, 3 nns teachers, 37 students of ns teachers,

and 40 students of nns teachers. The ns teachers range from ages 22 to 24, and have 1 to 2 years of teaching experience. The nns teachers range from ages 24 to 51, and have 2 to 22 years of teaching experience. (The original intent was to survey an equal number of ns and nns teachers, but this became logistically impossible). Chapter VIII, Differences in Grading Standards called upon three ns teachers and three nns teachers to evaluate and grade student work as if they were the students' teachers. Only one of the teachers who participated in this section also completed a survey as well. Chapter IX, Classroom Observations involved observing 2 ns Chinese teachers and 2 nns Chinese teachers while they instructed a class. One of the observed ns and one of the nns teachers also completed survey, the other nns teacher participated in chapter VIII, Differences in Grading Standards, but did not complete a survey.

The results of the research do not produce as simplistic an answer that one type of teacher (ns or nns) is "better than" the other. The issue is much too complex and multifaceted to sum up into a greater than/less than equation. Rather, the results should be viewed as a *contribution* to the discussion rather than an *answer* to any dilemmas therein. School administrators and education employers are mentioned many times throughout the thesis because they are the intended audience. It is my hope and belief that those charged with hiring and evaluating potential and current Chinese language teachers can use the research in this thesis to improve the instructional quality of the departments they govern. And over the long term, equip future generations of Chinese language learners with skills to interact with China's arts, business, political, and educational landscapes.

CHAPTER IV
ADMINISTRATORS' ATTITUDES AND PERCEPTIONS OF NATIVE & NON-NATIVE FOREIGN LANGUAGE TEACHERS

Llurda, Walker, Medgyes, and others bring forth several convincing arguments about the advantages of nns teachers. However, their arguments speak only to the nns teacher's effect on the student performance. How do nns and ns teachers perceive a given student's performance differently? Is there a discrepancy in standards of student work? Are there biases held by one group of teachers or both? These questions are integral to school administrators and faculty employers; in order to monitor and maintain a level of academic rigor, administrators must be aware of their teachers' standards and expectations.

To shed some light on these questions, I interviewed high school and college administrators to collect their thoughts on hiring ns and nns foreign language teachers, and then compared my own standards on Chinese language student assessments with that of a native Chinese speaking teacher. The following sections aim to offer substantive information about the varying impacts ns and nns teachers make in education settings.

"It's tortured me over the years." These are the words of a private high school administrator while describing the process of evaluating ns and nns teacher candidates. "It's an issue that hasn't been given enough thought," claims a university professor of Japanese. There is no question that the issue of which language teachers to put in front of our nation's youth has beleaguered administrators. Inconveniently, these administrators and employers who sit at the heart of the nns vs ns debate, are rarely (if ever) the ones providing the research and literature on this topic. Below are the 6 questions contained in the interview, and the answers they prompted.

1) *When **hiring** a foreign language teacher, how important is the teacher's language proficiency level compared to his educational background (training, experience)?*

All interviewees agreed that language proficiency trumps experience or educational background. One university professor explained that he seeks "native fluency", which often eliminates nns candidates; however, the candidate's non-native status itself is not unattractive.

Multiple junior high and high school administrators voiced concern over a ns teacher's potential difficulty communicating with the students in English. These administrators went on to explain that, because of this the ideal candidate is a nns who has spent time immersed in the language, and boasts a thorough teaching background.

No interviewee prioritized a candidate's teaching experience over his target language proficiency.

Interestingly, one interviewee, the principal of a private 6-12 boarding school, expressed that ns teachers bring a more palpable cultural element which is not necessarily a good thing. After 3 years as the principal of a school whose student body is over 40% international boarding students, this interviewee voiced concern over the prejudice that ns teachers can potentially incite in an international classroom. He cited an example in which a ns Mandarin teacher from Taiwan could not command the respect of mainland Chinese students. When asked if cultural friction is something he takes into account when hiring language teachers, he replied "yes, very much so". This same interviewee made another comment about nns teachers' advantage in communicating with students. If a teacher struggles to communicate clearly with students, and runs the risk of igniting prejudicial tension, then the teacher's language proficiency is rendered unimportant.

2) *When **evaluating** a foreign language teacher, how important is the teacher's language proficiency level compared to his educational background (training, experience)?*

Interviewees offered similar answers to question #2 as they did to question #1. One administrator, the chairman of his private school's foreign language department, voiced that once a candidate is hired, his language proficiency becomes more important. He went on to explain that teaching background and experience should be measured while deciding whether or not to hire the candidate. After he is hired, the focus falls on to his language proficiency.

A second private high school foreign language department head simply offered "both are very important."

A college professor explained that the performance evaluation should double as the only relevant evaluation. In other words, if the teacher possesses the language proficiency sufficient to teach the language objectives of the course, no further proficiency evaluations are necessary.

3) *Do you expect the same achievement levels for students of a native speaker teacher as students of a non-native speaker teacher?*

100% of interviewees answered "yes" to this question. This unanimity illustrates the importance and priority administrators and employers place on maintaining student performance standards. Unfortunately, the unanimity of answers also speaks to the need for more investigation and research on this topic; the primary purpose of this whole thesis is to determine if the student achievement levels for one type of teacher *are* or *can be* greater than that of the other. Therefore, a more informed administrator *could*, and perhaps *should*, feel that one type of teacher, native or non-native, is capable of orchestrating higher student achievement levels for students. However, the unanimity of answers for this question is the product of blind expectations and stubborn integrity. This is not to say that school administrators are correct to relax their standards for teachers based on mother tongue; it's to say that administrators may very well be correct in

adjusting their expectations for student achievement based on the suitability of the teacher's mother tongue and proficiency levels for the course goals and objectives.

4) *Who do you hire to fill a needed position?*
    A. *Native speaker, limited (but passable) teaching background*
    B. *Non-native speaker (with limited, but passable proficiency) with substantial teaching experience?*

This question yielded various answers. Some administrators answered A, others said B. One interviewee explained that candidate A is more suitable for higher-level courses, and B is better for beginning and intermediate level courses. Another university professor answered "neither" to the question, explaining that both situations "thrust the teacher's weaknesses upon the students." This professor went on to suggest that the advanced level courses could be taught by a non-native speaker if the course curriculum focused on translation rather than conversational skills.

A different university professor replied "it doesn't matter," explaining, "the question to be asked is 'can the person teach what needs to be taught?'" Interestingly, this comment is consistent with a high school administrator's thinking that language department should define themselves in terms of which type of teacher best serves the goals of each level. In other words, until a foreign language department has determined that they, for example, wish for nns teachers to instruct the beginning and intermediate level courses and ns teachers to instruct the advanced level ones, the question remains "can the instructor teach what needs to be taught" and further questions about his or her ethnicity, native language, etc. are irrelevant.

5) *Do you feel the advantages/disadvantages of native and non-native speaker teachers shift for different age groups? If so, how?*

75% of administrators interviewed, claimed that higher level courses call for a native speaker more than lower level courses do. 100% of high school administrators interviewed agreed with this notion. One college professor, however, voiced nearly the opposite; saying that the advanced level translation courses could be taught by nns teachers because translation is likely the teacher's strongest area of study. Beginning, intermediate, and all conversational courses, according to this professor, are best taught with a native tongue. Another university professor commented that his department has not yet employed a nns Chinese teaching assistant to teach a language course, but is open to the possibility. Saying, "it would be an interesting experiment," this professor voiced his and his colleagues' eagerness to see how a nns graduate teaching assistant could perform in a Chinese language course. This type of "experiment" is crucial to make progress in this field. University professors have every right to deem a nns teaching assistant's language proficiency insufficient to teach an undergraduate course, but when a graduate TA comes along who possesses adequate proficiency, putting these students in to challenging instructional scenarios is an integral step in evaluating nns Chinese teachers.

6) *How important (if at all) is selling a native-speaking language teacher to prospective parents/ students? (Scale of 1 - 10)*

High school administrators' responses to this question ranged from 5 - 8, with a mean of 6.3. This data reveals an advantage for ns teaching candidates in the job market. With a mean score above 5 (6.3), high school employers lean towards valuing a native tongue over experience. This, however, is not to say that professional experience and educational background are overlooked by administrators and employers. Two thirds of participating college administrators expressed that the ideal language department contains both native and non-native teachers. This professor's

comment keenly introduces a new criteria into the evaluation: existing faculty. As important as the candidate's native language, professional experience, and ability to build rapport with children are to the hiring process, how the candidate fits in with the department's other faculty might be just as important. This professor went on to suggest that an ideal department contains both nns and ns teachers, as well as male and female teachers, insisting "students should learn to listen to both male and female voices."

By and large, these interviews produced very little support for nns teachers. Administrators from high schools voiced preference for the proficiency of ns teachers, while college administrators maintained that the mother tongue is less important than the proficiency level itself.

CHAPTER V

FIELD RESEARCH 1: EXISTING ATTITUDES

To further investigate the persistent questions among native and non-native Chinese teachers, I designed a survey to collect data for analysis. The driving motivation behind the research is to investigate what techniques are employed by ns and nns teachers naturally? In other words, what tendencies and nuances do each type of teacher bring to the classroom and how do they affect their students' learning experience? In order to come closer to answering these questions, I decided I must go straight to the source: ns teachers, nns teachers, and their students. These three sources of information provided me enough data to make interesting and substantive analyses about who should be employed to teach our nation's youth Chinese.

Method

Four different surveys were designed—one for ns teachers, one for students of ns teachers, one for nns teachers, and a final one for the students of nns teachers (copies of each survey can be found at the end of this document). Teachers were asked to fill out their own survey, and then assign their students the survey to be completed in private (to elicit honest answers without the teacher being present). Teachers were asked to explain to their students that the purpose of the survey is not to evaluate the teacher's performance, but rather to collect information about the advantages and disadvantages of a native speaking teacher. Surveys were distributed in the Fall semester, early enough to allow for return time, but late enough that students were comfortable and familiar with their teacher's methods and classroom routines.

Analysis

I have aimed to examine data related to the issues and concerns that have arisen in the literature and interviews about the topic. For example, while interviewing administrators about hiring native or non-native language teachers, multiple interviewees voiced concern over a potential ns teacher not possessing the English fluency to communicate clearly and easily with students; thus, losing rapport with students and damaging classroom culture. However, when 37 students of ns Chinese teachers surveyed were asked how much of the teacher's English they could understand, 97% responded with an amount they labeled "enough to follow along." When asked to answer *I can understand ____% of the english my teacher speaks in class*, students of ns Chinese teachers offered answers ranging from 30 to 100, with a mean of 96.2. This data suggests two things. First, with the overwhelming majority of students of ns teachers claiming no difficulty understanding their teacher's english, administrators might not need to fret over a potential ns teacher failing to explain himself to beginning and intermediate level students. Secondly, however, this data does not speak to a ns teacher's ability to build rapport outside of the classroom. Although the data indicates that students of ns teachers will not likely get lost in class, administrators might still value the teacher's skills at connecting with students on a personal level. In this regard, the ns teacher's lack of native English proficiency remains an obstacle. The overarching takeaway from this data is that administrators and employers are wise to separate these two components (in class explanations, and out of class rapport building) and apply individual values to them during the hiring or evaluation process.

This line of thinking manifested while interviewing high school administrators. All the high school administrators surveyed expressed that an ideal candidate is a nns teacher whose

target language proficiency is very high. Two thirds of university administrators, however, voiced that the instructor's mother tongue truly does not matter; rather, the suitability of the instructor's skill set. In other words, can the teacher accomplish the course goals or not?

When asked to respond on a Likert scale to the prompt: *Native speakers make the best Chinese teachers*, 59.6% of students agreed, 14% disagreed, and 26.3% responded "neutral." On the Likert scale, the students' response mean came out to .70; however, students of ns teachers recorded a 1.19 on the Likert scale while students of nns teachers recorded a mean of -0.15. The discrepancy in Likert scale averages suggests a heavy influence of a student's teacher. This data is consistent with follow up questions on the survey: *I wish my teacher was a native Chinese speaker*, and *I wish my teacher's native language was the same as my own*. Only students of nns teachers were asked the former, only students of ns teachers were asked the latter. On the Likert scale, students of nns teachers responded to *I wish my teacher was a native Chinese teacher* with a -0.11 mean. Students of ns teachers responded to *I wish my teacher's native language was the same as my own* with a -0.61 mean. This data, analyzed together, reflects consistency in the students' feelings toward their teachers; students of ns teachers, who agreed that ns teachers make the best Chinese teachers, recorded an average on the Likert scale indicating they did not wish for their teacher to share their L1 (-0.61), while students of nns teachers, who rejected the notion that native speakers make the best Chinese teachers, recorded an average slightly indicating they did not wish for their teachers to be native Chinese speakers (-0.11). See figure V-1 below.

Figure V-1: Students' responses to NS vs NNS teacher questions

	Students of NS teachers' Likert scale mean	Students of NNS teachers' Likert scale mean
Native speakers make the best Chinese teachers	1.19	0.21
I wish my teacher was a native Chinese speaker	-	-0.11
I wish my teacher's native language was the same as my own	-0.61	-

Couple this information with the teacher's perceptions of their own skill sets. In the data collection surveys, teachers were asked how they felt their students would feel about their performances if their native language and target language were swapped. For example, ns Chinese teachers were asked to respond to the prompt, "my students would have more confidence in my ability to teach reading/writing/listening/speaking if I were a native English speaker." Nns Chinese teachers, conversely, were asked to respond to "my students would have more confidence in my ability to teach reading/writing/listening/speaking if I were a native Chinese speaker." Scores were measured on the Likert scale. The table below indicates the responses:

Figure V-2: Likert Scale measures of NS and NNS teachers' responses to below questions

NS teachers' mean response to *"My students would have more confidence in my ability to teach_____ if I were a native **English** speaker"* by individual skill:				
Reading	**Writing**	**Listening**	**Speaking**	**Mean**
-0.5	0	-0.5	0.25	**-0.1875**
NNS teachers' mean response to *"My students would have more confidence in my ability to teach_____ if I were a native **Chinese** speaker"* by individual skill:				
Reading	**Writing**	**Listening**	**Speaking**	**Mean**
-0.3	0.3	-0.3	-1	**-0.325**

The immediately noticeable detail is the difference in mean Likert scales. Nns teachers, by and large, disagreed more at the notion that their native language is inadequate to teach Chinese than ns teachers did. Interestingly, ns teachers *agreed* (0.25) that their students would have more confidence in their ability to teach speaking if they were a native English speaker, and nns teachers disagreed that being a native Chinese speaker would incite more confidence from their students in teaching how to speak Chinese. This indicates that both sets of teachers feel that a native English tongue is most appropriate for teaching students spoken Chinese. The quick conclusion to draw is that nns teachers hold the advantage when it comes to teaching speaking. Keep in mind that the seven surveyed teachers teach mostly beginning and intermediate level courses. One nns teacher surveyed teaches 4th and 5th year levels, she responded "neutral" to this question, a Likert scale score of 0. Given this, the level of Chinese these teachers instruct might have influenced their responses to this question. Furthermore, if 7 teachers of advanced, conversational Chinese courses were surveyed, their responses might indicate that the native tongue is most useful for gleaning their students' confidence in teaching how to speak Chinese. Relevant to school administrators is that both sets of teachers disagreed with the notion that they could more effectively teach speaking with the opposite mother tongue—indicating that a teacher maintains a certain level of confidence in their L1 and will likely not make emulating speakers of the other L1 a priority. Given the greater level of agreement shown by students of ns teachers that a native speaking teacher provides an advantage in the classroom, and the level of disinterest in their ns teacher swapping L1s with a nns teacher, the data suggests that ns teachers more immediately provide an environment in which students can accept the language.

Given all the above information; the advantage goes to ns teachers.

CHAPTER VI

FIELD RESEARCH 2: LANGUAGE SELECTION IN THE CLASSROOM

In any foreign language classroom, teachers must decide which language to use, and under what circumstances. Presumably, teachers who teach lower level courses will likely use less of the target language due to the students' novice listening comprehension levels. Use of the target language is likely to increase as course difficulty increases. Nonetheless, the approach to target language use taken by ns and nns teachers is an important aspect for employers to consider. Teachers who use the target language too much can expect to frustrate their students and limit their progress. Teachers who use the target language too little will not provide their students enough listening comprehension practice. So, how much is too much?

Part of the surveys sent out to ns teachers, nns teachers, and their students addressed this issue. Teachers were asked to approximate the amount of time they spent speaking Chinese in class. Their students were also asked to approximate how much time their teachers spent speaking Chinese in class. The data shows that when asked, "while teaching a class, I speak Chinese ____% of the time," ns Chinese teachers responded with a mean of 89.38. When asked, "In class, my teacher speaks Chinese ____% of the time," students of ns Chinese teachers responded with a mean of 85.56. Not surprising that ns teachers would spend the majority of class time using their native language. The data for nns teachers, however, shows that when asked, "while teaching a class, I speak Chinese ____% of the time," nns Chinese teachers responded with a mean of 47.50. When asked, "In class, my teachers speaks Chinese ____% of the time," students of nns Chinese teachers responded with a mean of 60.65. This data is illustrated in the table below.

Figure VI-1: Perceptions of Target Language Use by Teachers and Students

Teachers' Question	NS Teachers	NNS Teachers
While teaching a class, I speak Chinese ____% of the time.	89.38	47.50

Students' Question	Students of NS Teachers	Students of NNS Teachers
In class, my teacher speaks Chinese ____% of the time.	85.56	60.65

One observation to be made is the difference in reported target language use by teachers; nns teachers report using Chinese approximately half as often as ns teachers. This difference makes sense given the effort it requires nns teachers, even those with high proficiency levels, to use their second language for a full class period. Another noteworthy observation is the difference in perceived target language use by students. Students of ns teachers reported only a 3.82% difference in target language use than reported by their teachers. Students of nns teachers, however, reported a 13.15% difference in spoken Chinese by their teachers. Furthermore, students of ns teachers *underestimated* their teachers' Chinese use, whereas students of nns teachers *overestimated* their teachers' Chinese use. The reason for this discrepancy might be a difference in rationale for using the target language. For example, by speaking Chinese for nearly 90% of the class period, the opposing 10% of the time, when English is spoken, becomes the exception rather than the rule. Nns teachers, who do not possess the fluency in speaking the target language, appear more selective in speaking Chinese in class. The reduced amount of spoken Chinese time coupled with the lack of native fluency makes English the norm and

Chinese the exception. In effect, students might be more likely to notice when their nns teachers are speaking Chinese, and make a more concerted effort to understand what is being said. Students of ns teachers, on the other hand, could be less likely to hold themselves accountable for understanding all the spoken Chinese due to the high volume spoken per class period.

Given this data, which mode of listening comprehension skill is most useful and necessary for Chinese language learners? The mental endurance but lower accuracy rate needed to comprehend a ns teacher use the target language for a full class period? Or the higher comprehension rate but lower stamina best suited for a nns teacher's classroom? To investigate this question, survey participants were asked to approximate the amount of time their teacher spends speaking Chinese in class, then describe that amount as "just right," "too little," or "too much." 95% of students of nns teachers described their teacher's use of spoken Chinese in class as "just right." 92% of students of ns teachers described their teacher's use of spoken Chinese in class as "just right." Keep in mind, that students of nns teachers estimated their teachers speak Chinese 60.65% of the time; students of ns teachers estimated their teachers speak Chinese 85.56% of the time. Despite nearly a 25% difference in listening comprehension time, only a 3% difference in appropriateness was reported. This data suggests students can acclimate to the teacher's mode of communication quickly. Operating under this school of thought that Chinese language students can adapt to a teacher who uses high a volume of spoken Chinese without growing frustrated, employers and administrators would be wise to higher native speakers (or teachers who can speak with native fluency for long periods of time) for their institution's conversational courses. If teachers can expose their students to a greater amount of spoken Chinese without increasing the risk of frustration, failure, and/or drop-out rates, then ns teachers

hold a sizeable advantage. Furthermore, three quarters of the students of ns teachers (92% of whom reported that the 85% of class time their teacher spoke Chinese felt "just right") are in beginning level Chinese language courses—calling into question the notion that lower volumes of spoken Chinese are more suitable for beginning level courses than advanced level courses.

Determining and advantage based on the above data depends on the values held most important to the administering body. If, like multiple administrators voiced, building rapport outside of class hours is high priority, nns teachers hold an advantage. However, if the nature of the course requires higher volume of spoken Chinese, ns teachers possess the upper hand. With each type of teacher bringing different pros and cons, no advantage emerges from this data —it's a tie.

CHAPTER VII

FIELD RESEARCH 3: CLASSROOM ACTIVITY PREFERENCES

In order to effectively help Chinese language students progress, we must first diagnose what students can and cannot do in the classroom. Time constraints are obstacles for any given teacher; therefore teachers who can efficiently use class time catapult themselves ahead of their peers. The question of native or non-native speaking teachers enters the equation after we have an accurate idea of how Chinese language students can succeed in a classroom setting. In other words, once we know what students can do well, we can then determine who to employ to help them do this.

To investigate this inquiry, I surveyed 77 students (37 of ns Chinese teachers, 40 of nns Chinese teachers) and asked them to fill in the blank of "my favorite activity to do in Chinese class is _____". After recording their answers, I categorized the responses into 4 groups: reading, writing, listening, speaking. For example, one student filled in the blank with "speak Chinese in class". This response was categorized under *speaking*. If a student's response referenced 2 skills, each skill was tallied. No student's favorite activity referenced more than 2 skills. A total of 79 responses were tallied. The figures below illustrate how students responded in terms of their favorite class activities.

Figure VII-1: Favorite classroom activities among all students surveyed:
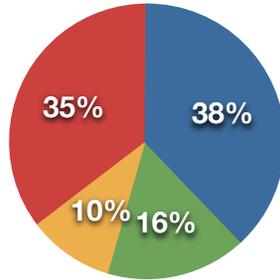

Figure VII-2: Favorite classroom activities among students of NNS teachers:
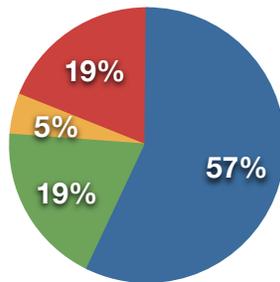
Figure VII-3: Favorite classroom activities among students of NS teachers:
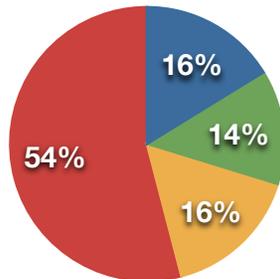
● Reading   ● Writing   ● Listening   ● Speaking

Analysis

In analyzing the data above, several patterns emerge. First, in figure VII-1, reading and speaking accounted for 73% of the surveyed students' favorite activities; over twice that of listening and writing. Interestingly, reading and speaking exist on opposite corners of the four primary language skills (illustrated below):

Figure VII-4

	Receptive	**Productive**
Auditory	Listening	Speaking
Visual	Reading	Writing

One might expect, if two of the four skills are outstanding, that students might prefer the productive skills (speaking and writing) or the auditory skills (listening and speaking). The data above, however, does not suggest this. To investigate the reason behind this peculiarity, we should examine the responses in figures VII-2 and VII-3. Figure VII-3 shows that over half the surveyed students of non-native speaking teachers selected reading activities as their favorite, and over half the students of native speaking teachers selected speaking activities as their favorite. Immediately, one can estimate that the difference in spoken Chinese in nns teachers' classrooms than ns teachers' classrooms plays a part in influencing students' responses. However, it is not fair to conclude that teachers' classroom activity selections are solely responsible for their students' attitudes toward the four primary language skills. An element of personal preference exists in the students' responses too. This begs the question, what drives students' personal preferences? Many students, naturally, gravitate to the areas they succeed in. Are success rates in a given skill the driving force behind classroom activity preferences? To answer this, surveyed students were asked to evaluate their own skill level in reading, writing,

listening, and speaking. The students recorded a 1, 2, or 3 for each of the four skills. 1 indicates

"I struggle at this skill," 2 indicates "some of my classmates are better at this skill than I am,

some are worse," and 3 indicates "I am one of the best in my class at this skill." After tabulating

the responses, the results are illustrated in the figure below.

Figure VII-5

Reading	Writing	Listening	Speaking
2.39	2.12	2.31	2.21

Figure VII-6

Students' Self Evaluation Averages (All Students)
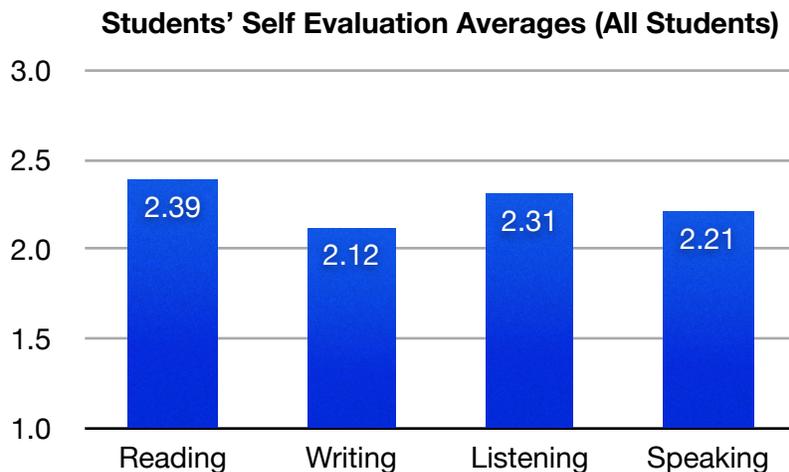
A source of error in this data could come from a disproportionate number of students rating

themselves 3 in a skill. If more than 50% of students evaluated a skill at a 3, the definition "one

of the best in my class" is now inaccurate. With only a 0.09 degree of variability, there is no

standout skill. Students reported the most confidence in reading, which was the skill preferred by

students of nns teachers. To more closely examine how influential a teacher's classroom

activities are to a student's skill preference, I have compared the self evaluation results of

students of ns teachers to the results of students of nns teachers. The data is illustrated below.

Figure VII-7

	Reading	Writing	Listening	Speaking
NS Teachers	2.53	2.19	2.42	2.33
NNS Teachers	2.26	2.05	2.21	2.10

Figure VII-8

Students' Skill Self Evaluation Averages
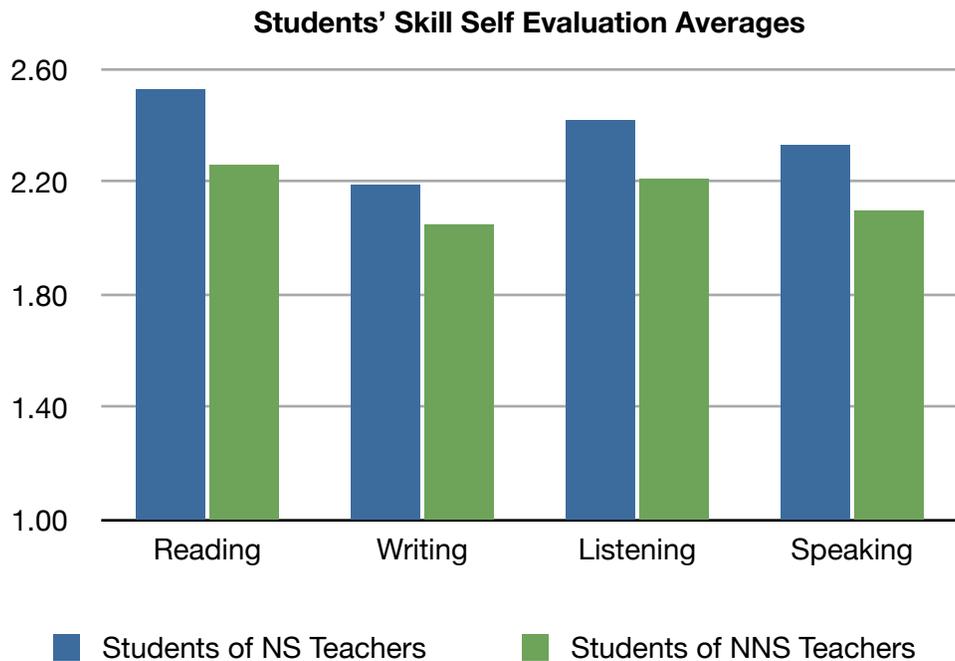
Perhaps the most glaring data emerged is that students of ns teachers rated themselves higher in all four categories than students of nns teachers did. This illustrates a higher self confidence in students who learn from a native Chinese teacher. This data *does not*, however, suggest that students of ns teachers are *actually* performing at higher levels than their counterparts of nns teachers; it only shows a higher *perceived* level of functioning throughout each of the four skills. By the same token, perceived levels of functioning and self confidence are not to be overlooked when evaluating a student's language performance. To repeat Rajagopalan above, "when it

comes to assessing a teacher's self-confidence is not necessarily their actual, publicly attestable knowledge of the language, but rather the way they perceive themselves and rate their own fluency." Therefore, let us not dismiss this data as not useful for determining a student's true proficiency levels, but acknowledge it within appropriate boundaries; concluding a clear advantage for ns teachers.

Secondly, both students of ns teachers and of nns teachers evaluated their individual skill levels in the same order: 1) reading, 2) listening, 3) speaking, 4) writing. This similarity in preference order suggests a limitation on the influence teachers have on students' favorite activities. For example, if students of nns teachers had expressed high achievement levels in reading, and students of ns teachers had expressed similarly high levels of achievement in listening, one could conclude that students mirror their teacher's skills set: listening from the native speakers versus reading from the nns teachers who learned via textual materials.

How do the students' self evaluation responses compare to students' favorite classroom activities? Are students' favorite skills motivated by how the perceive their skill level in that particular skill? In other words, do students who excel in speaking prefer speaking activities in class?

Figure VII-9

All Students' Self Evals	Students of NS Teachers: Favorite Activity	Students of NNS Teachers: Favorite Activity
1. Reading	1. Speaking	1. Reading
2. Listening	2. Reading/Listening	2. Speaking/Writing
3. Speaking		
4. Writing	4. Writing	4. Listening

For both students of ns teachers and nns teachers, a tie for second place occurred. 16% of students of ns Chinese teachers listed reading as their favorite classroom activity, and an equal 16% listed listening as their favorite. A similar pattern occurred for students of nns Chinese teachers when 19% tabbed speaking as their favorite classroom activity and another 19% selected writing. In investigating the supposition that students' favorite skills to practice are motivated by their areas of success, the data suggests otherwise. Students evaluated their writing levels as weakest and students of ns teachers listed writing as their least favorite skill, but no other skill aligns similarly. Students listed reading as their strongest skill and students of nns teachers called this their favorite skill to practice, but again, no other similarities. Therefore according to this data, students' derive more organic preferences for classroom activities than the areas where they excel. In terms of evaluating ns or nns Chinese teachers, this investigation of students' skills and preferences might offer no advantage to either type of teacher. If students' activity preferences were driven by their areas of strength, employers would be wise to utilize this data by employing ns Chinese teachers for conversation-based curricula, and nns teachers for text-based curricula. However, since the data does not suggest this, employers and administrators are best off examining other areas to evaluate teaching candidates.

Now that the data regarding students' self evaluations and students' activity preferences have been considered, how do teachers' lesson plans influence students? Specifically, do the lessons that teachers prepare more heavily influence students' activity preferences or their evaluations in a particular skill? To begin, surveyed teachers were asked to report how many minutes per week their students spent practicing a particular skill. The table below illustrates the data.

Figure VII-10: Class time spent on each skill (minutes)

	Reading	**Writing**	**Listening**	**Speaking**
NS Teachers	25.6	35	25.6	92.5
NNS Teachers	85	30	75	94.17
Totals	110.6	65	100.6	186.67

Given that all teachers do not have the same amount of time to conduct their lessons, a more honest illustration of this data is the pie graph below.

Figure VII-11: Class time spent practicing each skill vs. Students' favorite activities
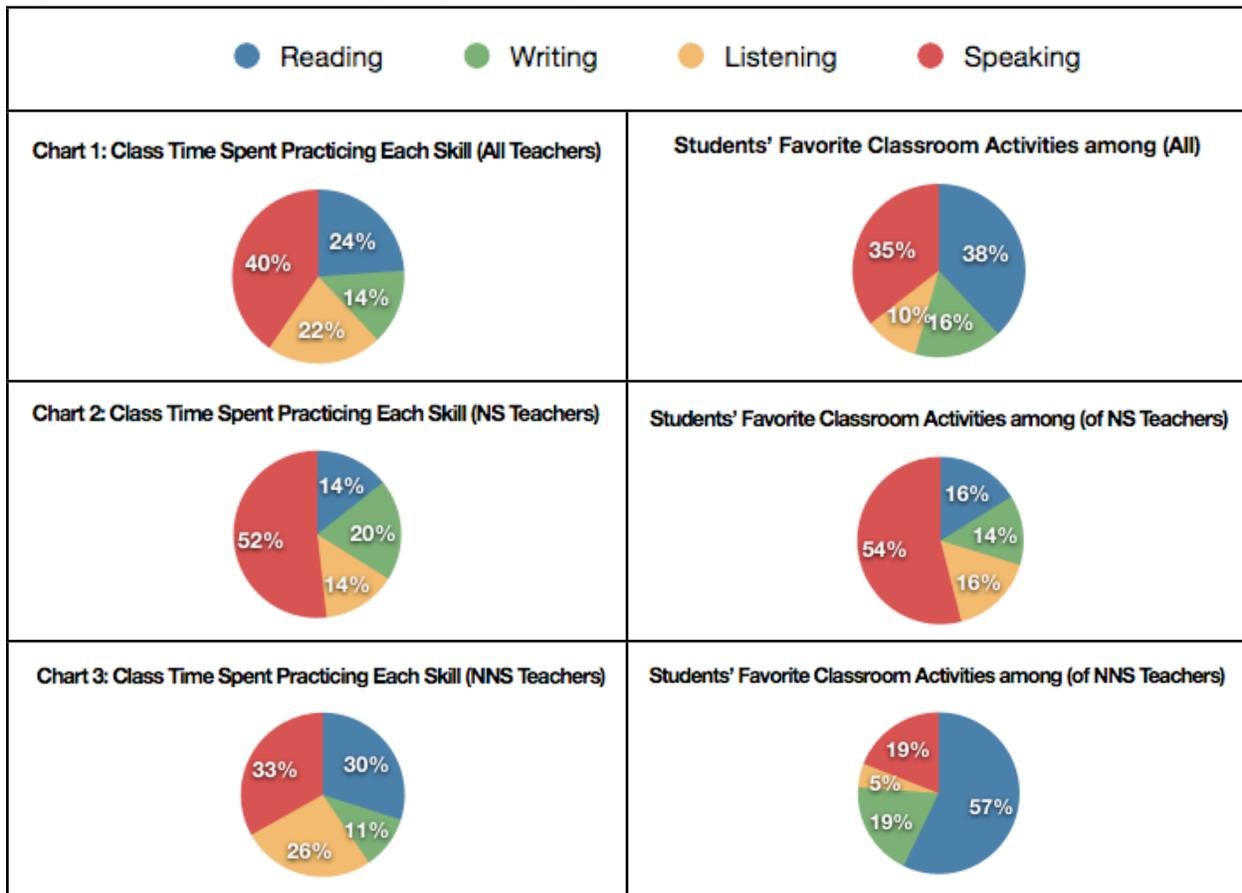
Notice that ns teachers and their students are the only ones whose students list that as their favorite skill. Ns teachers claim 52% of class time is spent practicing speaking, a similar 54% of

their students selected speaking activities as their favorite. Furthermore, ns teachers' reported time spent on the other three skills mirrors their students' favorite activities almost exactly. This strong correlation between ns teachers' lesson plans and their students' favorite activities indicates that ns teachers influence their students' activity preferences. No such pattern exists for nns teachers and their students. Nns teachers reported spending 33% of class time on speaking and 30% on reading. Their students activity preferences, however, do not reflect similar sentiments. An overwhelming majority of 57% of students of nns teachers selected reading as their favorite classroom activity despite their teachers spending barely one third of all instructional time on that skill. Inversely, the 33% of instructional time spent on speaking inspired only 19% of students of nns teachers to select it as their favorite activity.

One reason for this contrast might be the difference in ethos between both types of teachers. Students might respond eagerly to the authenticity of a native speaker. Furthermore, among the four primary language skills, speaking is unique in that it utilizes ns teachers' native tongue; something nns teachers cannot imitate. A non-native Chinese speaker can learn to read, write, and comprehend Chinese with professional accuracy, but imitating a native accent is nearly inaccessible for those without a native tongue. According to this school of thought, it is quite logical that students would take to speaking practice with a ns teacher. This data concludes with a clear indication that ns teachers have the power to influence their students' preferences for classroom activities. This data does not indicate the same for nns teachers, nor does it comment on how students' self evaluations of language skills influence their preferences. The following section attempts to comment on that topic: do students prefer to practice the skills in which they perceive a relative strength? To illustrate this, the following page compares bar graphs of

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students self evaluation scores (measured by the Likert Scale) with skills students listed as their favorite classroom activities to practice. Keep in mind, the graphs on the left are measured with the Liker scale, the graphs on the right are quantities of students.

Figure VII-12: Student self evaluations vs. Students' favorite activities
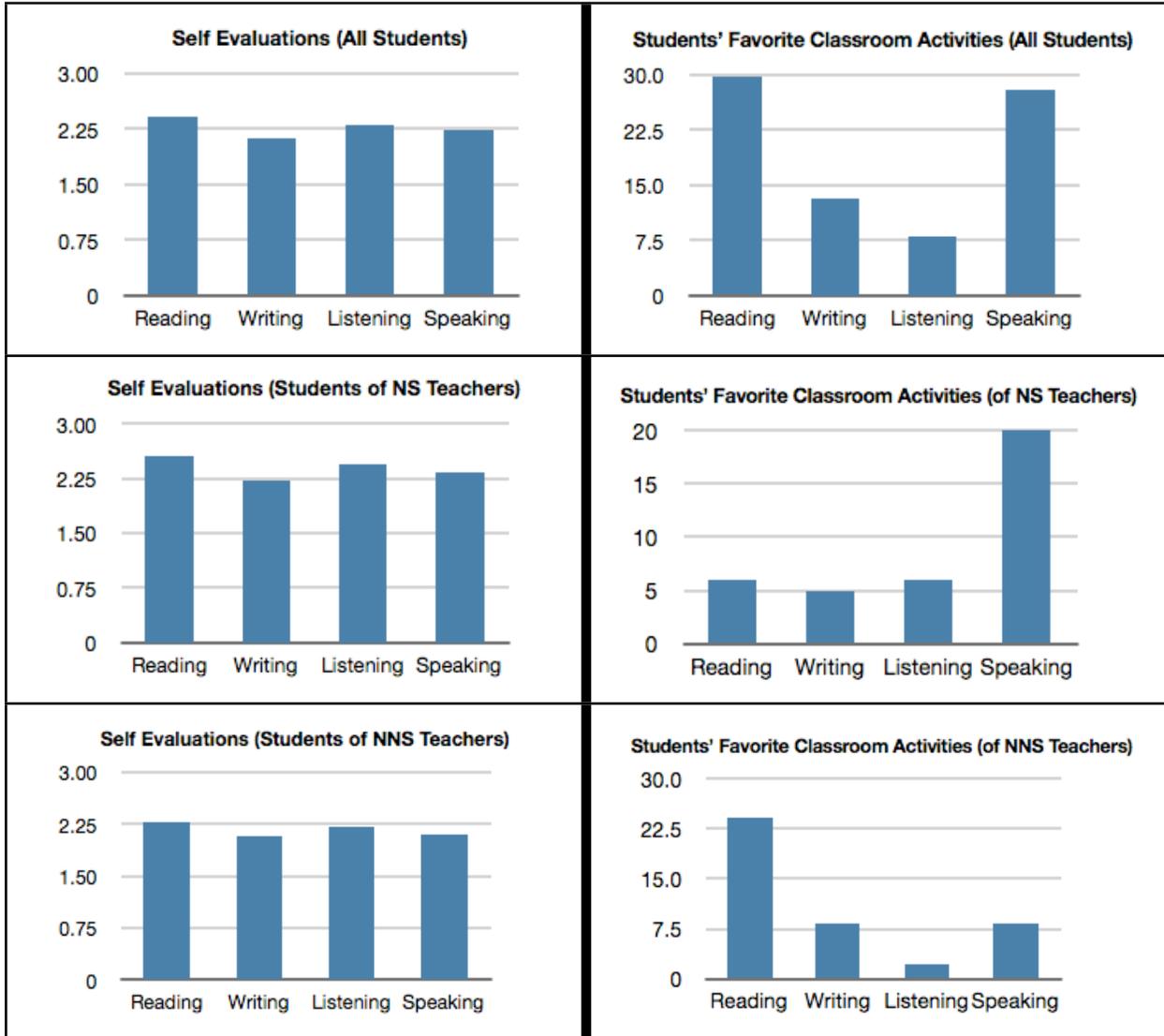
Implications of Student Motivations

Figures VII-11 and VII-12 illustrate the contrast between a) students' favorite classroom activities (categorized by language skill), b) time spent practicing each skill, and c) students' self evaluations on each skill. Again, the goal of these illustrations is to analyze and ideally conclude which plays a greater role as the driving motivation behind what Chinese language students *like to do* in class. Figure VII-11 suggests a strong correlation between the time ns teachers spend on skills in class and their students' preference of activities. The similarities in percentages in regards to speaking, listening, and reading indicate this correlation. As mentioned, a possible cause for this is the way students respond to the authenticity of a native speaker. In figure VII-12, the students' favorite activity data was reformatted to a bar graph to match the bar graphs indicating the Likert Scale measurements of students self evaluation scores per skill. Students of nns teachers, who overwhelmingly rated reading as their favorite skill (57%), also rated themselves strongest at this skill (2.26). Students of ns teachers did not share this trend. They also ranked reading as their strongest skill (2.53), but only 16% of surveyed students of ns teachers listed reading as their favorite classroom activity. Speaking is the overwhelming favorite among students of ns teachers (54%) but these students ranked speaking as their third strongest skill (2.33) behind reading and listening.

At first glance, the above data provides initial explanations behind students' classroom preferences; students of ns teachers take to the skills their teachers prioritize via instructional time, but students of nns teachers prefer skills that they perceive personal success in. However, further questions remain. Are the students who rated themselves high in reading the same

students who rank it as their favorite classroom skill? If not, then the notion of students'

classroom preferences following their strengths could be debunked.

Given that the data from this section is inconclusive and can only *suggest* the source of

influence on students, there is no clear cut winner. However, the fact that students of ns teachers

ranked their own skills higher than students of nns teachers speaks to an intangible possessed by

ns teachers: inspiring confidence.

Here, the advantage goes to ns teachers.

CHAPTER VIII

FIELD RESEARCH 4: DIFFERENCES IN GRADING STANDARDS

On the issue of national foreign language education standards, ACTFL comments, "the project continues to operate, focusing now on professional standards, and the development of programs and publications to assist in the implementation of standards nationwide.[2]" As noble and earnest as this mission appears, it highlights an unnerving truth about foreign language education: nationwide standards have not yet been fully devised. Although standardized assessments such as TOEFL and SAT subject tests aim to bring solidarity to foreign language instruction, the fact of the matter is that an A in one classroom might be a B+ in another classroom and a C- in a third. With this lack of consistency to language standards, foreign language students cannot be certain where their individual proficiency level lies. This issue balloons when a foreign language student transitions from an instructor with relatively low grading standards to an instructor with relatively high grading standards. This type of situation ups the chances of drop-out, content inaccessibility, or reduced progress. Given this, employers must ask themselves if staffing a language department with both ns and nns teachers will increase the likelihood of this scenario. Are language department administrators wiser to staff an all-ns or all-nns department so as to avoid these classroom-to-classroom standard gap conundrums? Does a teacher's mother tongue play a role in determining the grading standards found in his classroom? This section uses firsthand grading data to investigate this question more deeply.

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[2] "ACTFL." *National Standards for Foreign Language Education*. N.p., n.d. Web. 10 Mar. 2014. <http://www.actfl.org/advocacy/discover-languages/advocacy/discover-languages/advocacy/discover-languages/resources-1?pageid=3392>.

This issue exists among ns and nns language teachers as well. Crucial to administrators' hiring decisions are the academic standards a teaching candidate would bring to a position. Therefore, employers and administrators are wise to investigate the standards for grading and academic rigor that candidates might employ in the classroom. What differences, if any exist between ns and nns Chinese teachers? Are nns Chinese teachers more likely to overlook student errors? Are they more likely to be compassionate to mistakes? Or, are ns teachers the ones more likely to show compassion for students attempting to learn their language? The following experiment aims to answer these questions and delve deeper into the issue surrounding grading standards used by ns and nns Chinese language teachers.

Method

Eleven high school Chinese students submitted work to three ns Chinese teachers and three nns Chinese teachers. The work submissions consist of:

- 5 writing samples by 2nd year Chinese language students

- 3 tests by 3rd year Chinese language students

- 4 tests by 2nd year Chinese language students

Teachers were provided un-graded photocopies of the students' work submissions, and asked to evaluate the student's work and provide a percentage grade. The two test sample sets could be graded objectively, the writing samples were graded subjectively.

In order to elicit organic evaluations, all six teachers involved were intentionally given relatively little instruction on how to grade the work samples. They were told they could devise their own rubrics and scales as long as the final product is, what they feel, an accurate percentage score of the students' work. After recording the grades each teacher provided, several patterns

emerge which speak to the consistencies and inconsistencies embedded in the crucial skill of student work evaluation. The table below illustrates the data.

Figure VIII-1: Student work sample evaluation scores and averages by teacher

Test	NS 1	NS 2	NS 3	MEAN	NNS 1	NNS 2	NNS 3	MEAN
2nd yr	88.00%	95.00%	93.75%	**92.25%**	95.00%	97.50%	90.00%	**94.17%**
2nd yr	80.00%	95.00%	92.50%	**89.17%**	85.00%	91.25%	90.00%	**88.75%**
2nd yr	88.00%	95.00%	91.25%	**91.42%**	90.00%	93.75%	90.00%	**91.25%**
2nd yr	48.00%	75.00%	70.00%	**64.33%**	45.00%	68.75%	30.00%	**47.92%**
3rd yr	95.00%	95.00%	95.00%	**95.00%**	75.00%	95.00%	92.50%	**87.50%**
3rd yr	85.00%	88.00%	83.75%	**85.58%**	60.00%	88.75%	70.00%	**72.92%**
3rd yr	93.00%	92.00%	95.00%	**93.33%**	90.00%	100.00%	92.50%	**94.17%**
Writing	100.00%	95.00%	92.00%	**95.67%**	100.00%	90.00%	85.00%	**91.67%**
Writing	80.00%	95.00%	95.00%	**90.00%**	80.00%	80.00%	85.00%	**81.67%**
Writing	80.00%	95.00%	95.00%	**90.00%**	70.00%	90.00%	80.00%	**80.00%**
Writing	90.00%	95.00%	92.00%	**92.33%**	90.00%	100.00%	100.00%	**96.67%**
Writing	95.00%	95.00%	95.00%	**95.00%**	100.00%	95.00%	90.00%	**95.00%**

Results

For the 2nd year tests, the ns Chinese teachers provided an average score of 84.29% compared to the 80.52% scored by the nns teachers. This is not a significant difference and could simply be the product of incidental grading methods. However the path these teachers took to arrive at these averages is significant, and does bear weight relevant to hiring and teaching patterns.

Nearly every school—public or private, primary, secondary, or higher education—provides their educators with school and/or state standards by which student evaluations should abide. After having taught in public and private schools myself, I found that abiding by someone else's standards is a difficult and unnatural thing to do. This observation planted a seed of inquisitiveness about how quickly and easily teachers revert to their own grading standards when evaluating student work. To investigate this issue, I have examined the spread of scores provided by the ns teachers and compared that to the nns teachers for all three groups of tests. The list below illustrates the range of scores by ns and nns teachers, for each test.

Figure VIII-2: Ranges of scores provided by NS and NNS Teachers (Sample 1)

Test	NS Teacher Range	NNS Teacher Range
2nd year test #1	88% - 93.75%: **range = 5.75**	90% - 97.50%: **range = 7.50**
2nd year test #2	80% - 92.50%: **range = 12.50**	85% - 91.25%: **range = 6.25**
2nd year test #3	88% - 91.25%: **range = 3.25**	90% - 93.75%: **range = 3.75**
2nd year test #4	48% - 70%: **range = 22**	30% - 68.75%: **range = 38.75**
Range Average	**10.88**	**14.06**

Figure VIII-3: Ranges of scores provided by NS and NNS Teachers (Sample 2)

Test	NS Teacher Range	NNS Teacher Range
3rd year test #1	95% - 95%: **range = 0**	75% - 95%: **range = 20**
3rd year test #2	83.75% - 88%: **range = 4.25**	60% - 88.75%: **range = 28.75**
3rd year test #3	92% - 95%: **range = 3**	90% - 100%: **range = 10**
Range Average	**2.42**	**19.58**

Figure VIII-4: Ranges of scores provided by NS and NNS Teachers (Sample 3)

Test	NS Teacher Range	NNS Teacher Range
Writing sample #1	92% - 100%: **range = 8**	85% - 100%: **range = 15**
Writing sample #2	80% - 95%: **range = 15**	80% - 85%: **range = 5**
Writing sample #3	80% - 95%: **range = 15**	70% - 90%: **range = 20**
Writing sample #4	90% - 95%: **range = 5**	90% - 100%: **range = 10**
Writing sample #5	95% - 95%: **range = 0**	90% - 100%: **range = 10**
Range Average	**8.6**	**12**

 In all three tests, the range of scores provided by nns teachers averaged out to be greater than the range of scores provided by the ns teachers. This means that the gross average for all tests graded by nns teachers reflects a rougher average than the gross average calculated from the ns teachers' scores.

As mentioned, the 3.77% difference in gross averages between the participating ns and nns teachers does not reflect a substantial difference in inherent grading standards. However, when the average scores are compared for each group of tests, a more relevant pattern emerges. The table below breaks down the score averages for each group of tests by teacher type.

Figure VIII-5: Average Scores Provided by Each Group of Teacher for Each Test Group

Test Group	NS Teacher	NNS Teacher
2nd Year Tests	84.29%	80.52%
3rd Year Test	91.31%	84.86%
2nd Year Writing Samples	92.60%	89.00%

In all three test groups the ns teachers' scores are greater than the nns teachers' scores. Of course, with this experiment's limited sample size, only so much can be gleaned about the

overarching standards of Chinese language student work among the full ns and nns teacher communities. Nonetheless, this data indicates that the school of thought preaching ns teachers hold higher standards for their mother tongue is not necessarily correct. In fact, this data indicates the opposite; that ns teachers are more likely to forgive errors in student work. This is doubly true considering that ns teachers are more likely to notice a higher percentage of student errors than nns teachers are. But even with a finer net for catching errors, the ns teachers submitted higher test scores than the nns teachers, who may have noticed fewer errors, did.

To further investigate this notion of consistency in evaluation, let's examine the fluctuation of grades among the participating teachers. To do this, I've tallied how many times each teacher recorded the highest and lowest score among the teachers of their language, for each individual student test. The table below displays the raw data for this observation; if two or more teachers submitted the same score for a test, no data was recorded.

Figure VIII-5: Number of times a teacher submitted the highest and lowest score for a test

	# of times submitted highest score for a test	# of times submitted lowest score for a test
NS Teacher 1	0	7
NS Teacher 2	7	1
NS Teacher 3	1	2
NNS Teacher 1	2	5
NNS Teacher 2	8	0
NNS Teacher 3	1	5

A takeaway from this table comes from the difference in disagreement levels between the two groups of teachers. On the ns teacher side, the teacher responsible for submitting the greatest

number of high scores, ns teacher 2, submitted a test's sole highest score 7 of 8 times (87.5%).

On the nns teacher side, the leading high score contributor, nns teacher 2, submitted the

equivalent 8 of 11 times (72.7%) . A similar pattern occurs on the right half of the table for

lowest scores submitted. Ns teacher 1 makes up 7 of 10 low marks (70%), where as no nns

teacher is responsible for more than 50% of the low marks scored. This data augments the claim

that there is less agreement, as far as student work evaluation goes, among nns teachers than

among ns teachers.

Analysis

In analyzing these three sets of data, an emerging trend is the greater level of consistency

in grading student work among ns teachers than among nns teachers. The data indicates that the

participating ns teachers evaluated the student work with a tighter range of standards, but nns

teachers showed wider ranges of grades and more fluctuation among themselves when grading

students' work. These trends point to indecision in nns Chinese teachers' grading. In reference to

the situation described above—students' progress potentially slowing due to abrupt shifts in

standards—this data suggests that nns teachers are more prone to contribute to this problem.

None of this data, however, assures doom for the nns-teacher staffed Chinese department. Rather,

it means that explicitly clear grading standards and academic rigor levels should be established

before the students walk into the classrooms on day one. If establishing these standards as a

cohesive group is not possible, a ns-teacher staffed department is a safer option.

This data indicates an advantage for ns teachers.

CHAPTER IX
FIELD RESEARCH 5: CLASSROOM OBSERVATIONS

The final observational piece of this thesis is applying the investigations in a live classroom setting. Given the multifaceted nature of a Chinese language classroom, this section focuses on investigating conversational pieces classes taught by ns and nns Chinese teachers. This section aims to analyze the nature of in-class conversation between teachers and their students; and then determine relevant differences between ns and nns teachers. This research could be potentially useful to school administrators in their work of aligning teacher candidates to the most appropriate courses and students.

Purpose

Section four discusses which language Chinese teachers opt to use in the classroom and how their students perceive these selections. Here, I have observed ns and nns teachers in an effort to determine 1) *how* they orchestrate classroom conversation practice, and 2) *what type* of conversation their students engage in. This means I've aimed to determine which language, Chinese or English, teachers use to prompt students to engage in conversation; then, I've looked at which language students respond in—Chinese or English. On top of that, I've examined whether a student's choice of language was a voluntary selection, or if the rules of the activity or classroom determined their language selection. These piece of information, in combination with each other, paint a vivid picture of what a Chinese language student's spoken practice looks like. For example, a beginning Chinese student might grow frustrated or unable to respond correctly to a ns teacher's Chinese prompt—an English prompt might be more useful for building this student's basic conversational skills and confidence. Or, on the contrary, perhaps the fluently spoken Chinese prompt from a ns teacher activates a student's listening comprehension more

effectively, thus engaging the student in conversation more easily. Before an employer or administrator can precisely decide which type of teacher, ns or nns, best suits a classroom, he would be wise to consider these issues.

Method

To collect the research, I devised a table to complete while observing a class period.

Figure IX-1: Classroom Observation Data Collection Sheet

Student response 1 Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 2** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 3** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese
Student response 4 Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 5** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 6** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese
Student response 7 Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 8** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 9** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese
Student response 10 Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 11** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 12** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese

This table allows for students' spoken responses to be categorized. Whenever a student spoke in class, two checkmarks are placed in a box in the table above. If the students' response was prompted by English, a checkmark next to "English" under "Teacher's Prompt" was recorded. If the teacher prompted the student's response with Chinese, a checkmark was placed in the "Chinese" blank under "Teacher's Prompt:". A second checkmark was recored to categorize the student's language choice. If the student elected to respond to the teacher's prompt in Chinese, the "Voluntary Chinese" blank was checked. However, if the activity or teacher instructed the student to respond in Chinese, the "Elicited Chinese" blank was checked. The same goes for when students responded in English.

There are 12 boxes per table, I brought four tables to each classroom observation. When the teacher changed from one activity to another, I began using a new table. This allows me to observe which types of activity produced which types of student responses. I chose to limit the table to 12 boxes for two reasons; 1) to preserve fairness in every observation, and 2) to prevent inaccurate data due to devolved activities. For example, I anticipated (from my own experience as a nns Chinese language teacher) that sometimes activities designed to be only spoken Chinese devolve into spoken English activities due to the nns teacher's insufficient Chinese proficiency, the students' growing frustration level, or both. The inverse can be equally true for ns teachers. To prevent collecting data from situations like these, I limited the data to 12 responses per activity. The data comes from observations of two ns teachers and two nns teachers, some classroom activities produced fewer than 12 responses.

Results

Based on the method for collecting data, there are a total of eight types possible student responses. They are listed below to the format TEACHER'S PROMPT:STUDENT'S RESPONSE:

1. English:Voluntary English (E:VE) -
Teacher uses English prompt:student chooses to respond in English

2. English:Voluntary Chinese (E:VC) -
Teacher uses English prompt:student chooses to respond in Chinese

3. English:Elicited English (E:EE) -
Teacher uses English prompt:student instructed to respond in English

4. English:Elicited Chinese (E:EC) -
Teacher uses English prompt:student instructed to respond in Chinese

5. Chinese:Voluntary English (C:VE) -
Teacher uses Chinese prompt:student chooses to respond in English

6. Chinese:Voluntary Chinese (C:VC) -
Teacher uses Chinese prompt:student chooses to respond in Chinese

7. Chinese:Elicited English (C:EE) -
Teacher uses Chinese prompt:student instructed to respond in English

8. Chinese:Elicited Chinese (C:EC) -
Teacher uses Chinese prompt:student instructed to respond in Chinese

Below are the graphs illustrating the combined data for each type of teacher observed.

Figure IX-2: NS Teachers: Number of Spoken Responses by Type (Bar)
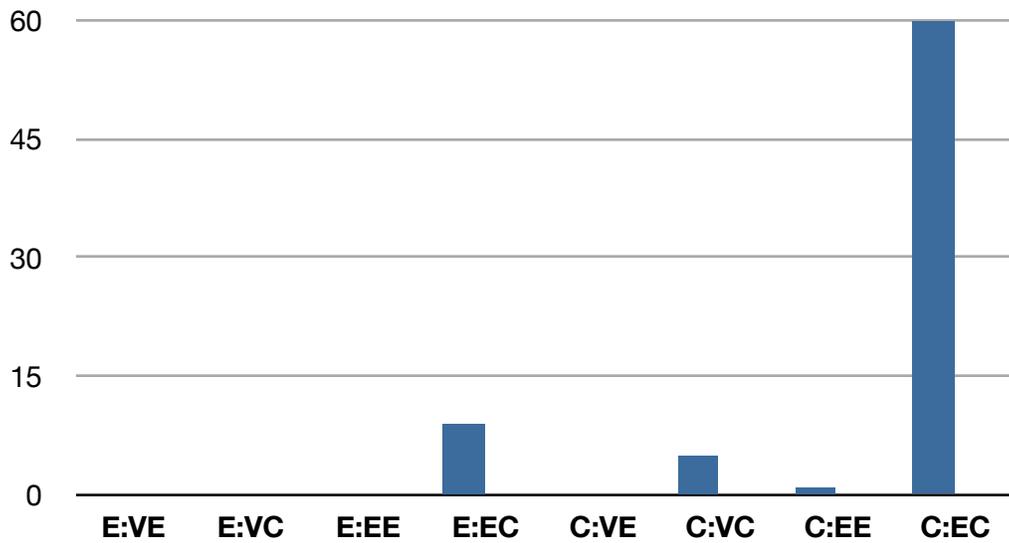
Figure IX-3: NNS Teachers: Number of Spoken Responses by Type (Bar)
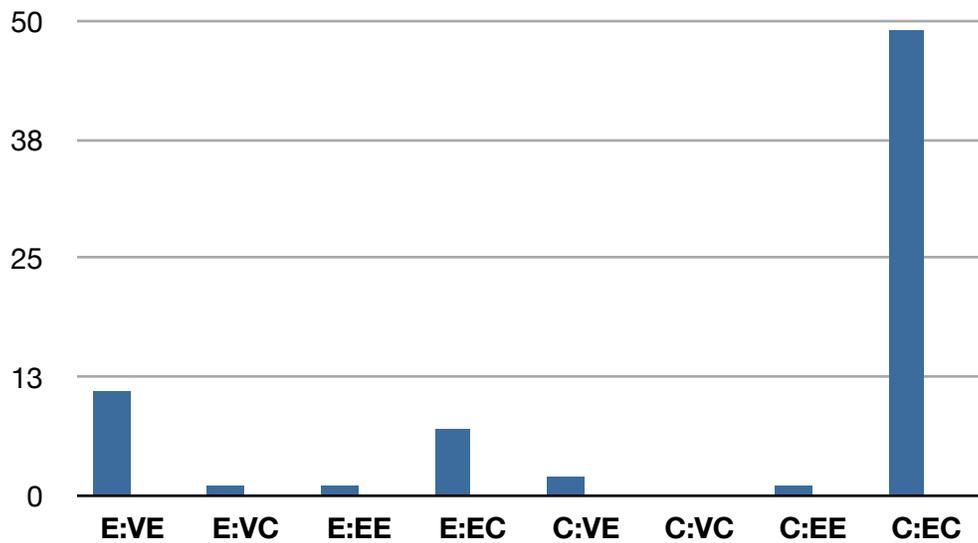
Figure IX-4: NS Teachers: Number of Spoken Responses by Type (Pie)
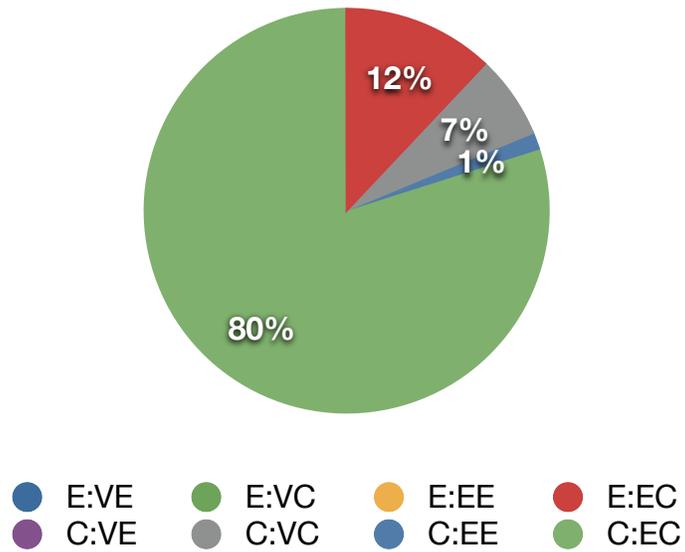
Figure IX-5: NNS Teachers: Number of Spoken Responses by Type (Pie)
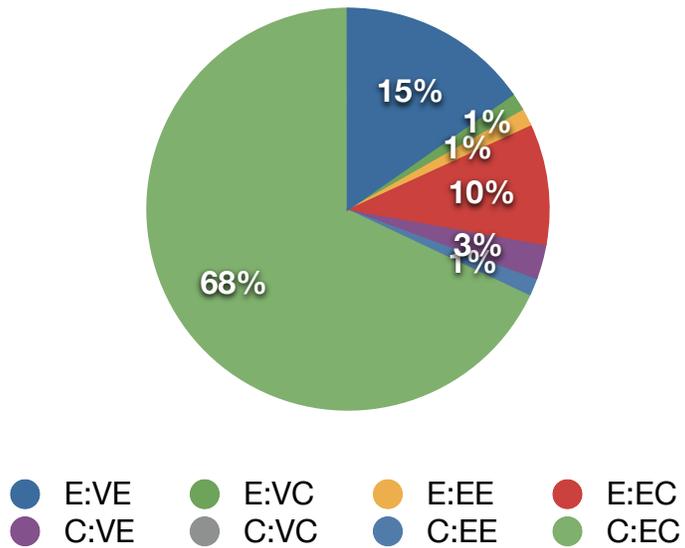
Very noticeable is the overwhelming majority, for both sets of teachers, of C:EC responses. This should not come as a shock considering this is precisely the object of a Chinese language classroom—to provide students opportunities to practice speaking and listening to Chinese. C:EC responses accounted for 68% of nns teachers' observed classes, and 80% of ns teachers' observed classes. Also noteworthy is the difference in distribution of responses: students of nns teachers recorded at least one of seven of the eight types of potential responses (C:VC did not occur). Students of ns teachers, however, only recored instances of four of the potential eight types of responses. Three of these four responses were prompted by Chinese, the other is E:EC— when teachers switch to English to elicit the correct Chinese response. 27% of nns teachers' student responses were prompted by English, where as only 12% of ns teachers' student responses were prompted by English (all E:EC). 99% of responses by ns teachers' students were spoken in Chinese, while 79% responses from students of nns students were spoken in the target language.

Analysis

Naturally, the data shows teachers will opt to use their first language, but what might come as more of a shock is how a teacher's native language influences the responses of their students. An employer charged with the task of staffing a beginning level Chinese language conversational class would be wise to consider the above data before employing a teacher, specifically the data showing ns Chinese teachers elicit spoken Chinese responses from their students 99% of the time, while their nns counterparts produce the same at a 20% lower clip. If conversational practice is the goal of the course, ns teachers hold a decided advantage. The question for further research is how do the prompt and the response correlate? In other words, do

ns teachers actually put forth an advantage in prompting their students in Chinese 15% more often than nns teachers do (88% vs. 73%)? Or, would students actually improve their conversational fluency and accuracy if more English is integrated into the practice time? As valuable as the experiments and data may be, equally valuable are the interpretations afterward. Until hard data emerges in regards to student performance on standardized Chinese language tests, employers and administrators are left to their own devices in interpreting this type of data.

With only a 12% decrease in the crucial Chinese:Elicited Chinese category between ns teachers and nns teachers, coupled with nns teachers' English proficiency for explaining vocabulary and grammar structures, the data suggests nns teachers bring an added skill to beginning and intermediate level courses.

Here, the nns teachers hold the advantage.

CHAPTER X
CONCLUSION

Mentioned earlier, the research in this thesis aims to make a useful contribution to the Chinese foreign language education field. The potentially useful and relevant findings from this thesis are listed below.

1) From existing literature: One of the more interesting item from the literature review is Kanavillil Rajagopalan's 2005 research about non-native speaking English teachers in Brazil. His discovery that immersion experiences do not necessarily correlate to high proficiency level debunked a long standing belief that went as far as to influence these non-native English teachers' qualifications.

2) From Field Research 1: This data indicated that students of nns teachers, ever so slightly preferred that their teacher be a native speaker even though they slightly agreed that ns teachers are advantageous. This loyalty and acceptance students place in their teachers could be useful for administrators to consider throughout the hiring process. Also from the teachers' perspective, nns teachers disagree more to the notion that a native tongue is necessary for effective classroom instruction than ns teachers disagreed that a native English tongue is necessary for instruction.

3) From Field Research 2: Ns teachers report speaking approximately twice as much Chinese in class than nns teachers reported. This can hold enormous implications for administrators when deciding how to staff a class. If the course calls for high levels of teacher to student conversation, a native speaker holds an advantage.

4) From Field Research 3: The data in this section suggests that ns and nns teachers influence their students differently. 54% of students of ns teachers reported they prefer classroom

activities which target speaking proficiency. Ns teachers report spending 52% of instructional time practicing speaking. 57% of students of nns teachers, however, reported reading activities were their favorite which does not mirror the 30% of instructional time reportedly spent on reading practice by their nns teachers. A more likely source of influence is that students of nns teachers (in fact, all students) self-evaluated their reading skills as highest (compared to their writing, listening, and speaking skills). Granted, the data does not provide concrete proof about where students' classroom preferences lie, it does provide a suggestion that ns teachers can orchestrate enjoyment in classroom activities more so than their nns counterparts.

5) From Field Research 4: The student work evaluations completed by the six teachers illustrates a streamlined approach from the ns teachers. According to the data, the grey area between correct and incorrect is slimmer for ns teachers than it is for nns teachers. Nns teachers showed more fluctuation in test scores. An Chinese language department administrator might see this as a potentially greater problem for a department staffed by both ns and nns teachers, but not a problem for an individual classroom.

6) From Field Research 5: After observing both ns and nns teachers in action, the difference in spoken Chinese frequency manifested. Ns teachers used Chinese to elicit responses from students 88% of the time compared to nns teachers' 72% of the time. Again, this plays a role in the nature of certain Chinese courses. If a course aims to improve students listening and conversational skills, a ns teacher fits the bill more than a nns teacher.

Statistical Analysis

      The analytical research conducted in this thesis aimed to provide insight into the advantageous and disadvantageous pedagogical habits of ns and nns teachers. The surveys, although they were complete and asked integral, useful questions about each teacher's classroom habits, did not reach a large enough audience to elicit substantially meaningful results. The limited sample size is the thesis' most inhibiting component. Nonetheless, the data collected has revealed a number of useful trends about teachers. The -0.11 Likert scale mean that students of nns teachers responded to the statement, *I wish my teachers was a native Chinese speaker* begins to indicate an interesting perception students of nns teachers hold, especially in conjunction with the 0.21 Liker scale mean the same students indicated to *Native speakers make the best Chinese teachers*. With a larger sample size, the data would be more telling, especially if recorded in terms of percentage who agreed or strongly agreed compared to percentage who disagreed or strongly disagreed. Again, with the limited sample size, percentages of agree and disagree would not have yielded significant data.

      Furthermore, because this data was recorded in a social science field, the numbers are inherently nebulous. Quantities such as student English responses, student Chinese responses, teacher prompts, estimated percentages of Chinese spoken in class, and individual skill evaluation all contain inescapable elements of variability. For example, was a student's response truly the product of his teacher's prompt, or just a voluntary choice to speak aloud? Are some teachers' estimations of spoken Chinese in class more accurate than others'? If so, how much did this skew the data? The data found here does provide worthwhile superficial insight on the

impact ns and nns teachers bring to their classrooms, but lacks the means to provide in-depth insight.

Future Research

1. Sample Size

As more research about Chinese language takes place, an important notion to be conscious of is sample size. Sample size was one of the logistical difficulties this thesis encountered. For example, if I had the opportunity to begin this thesis again, I'd like to collect a larger group of Chinese language teachers to survey. The four ns and four nns teachers I surveyed were very helpful, but I'd like to see data from a group of 60 to 70 teachers comprised of 30 to 35 of each type. A group this size would have presented more earnest insight into items such as language selection while teaching, and confidence in teaching individual language skills.

This is even more true for the classroom observations in section VIII. A chance to observe 10 ns and 10 nns teachers would have provided better data for examining conversational trends and patterns. Logistical and time frame issues prevented this thesis from more classroom observations.

2. Geographical Breadth

In addition to limited sample sizes, this thesis extracts its research almost exclusively from the Northeast (except for one teacher survey from Louisville, KY). If the opportunity to collect data from different parts of the country, and perhaps overseas as well, had presented itself, the data could appear quite different than it does now. A problem with this thesis' research is that it does not account for regional differences in pedagogical techniques. Perhaps on the west

coast, where Chinese American populations are much greater than in Massachusetts and Connecticut, the rate of spoken Chinese responses would turn out different. These situations are worth investigating before conclusions are made in the name of who to employ to teach Chinese courses.

3. Student Test Scores

Future research should include data from students' tests. If I had the resources available to me, I would have liked to conduct an experiment in which 10 ns Chinese teachers and 10 nns Chinese teachers teach an identical lesson to their students ending with an assessment. The assessments could then be analyzed to examine which group of teacher produced higher test scores. Furthermore, this experiment could be repeated across students of different grades, ages, and proficiency levels. Introducing student test scores would provide keen insight into the results of ns and nns teacher production.

Mandarin Chinese pedagogy is still in its infancy in the United States, making the research conducted around it is vital for its development. Anticlimactically, there truly is no simple answer to the ns or nns teacher debate. Chinese language pedagogy is much too complex, much to multifaceted a world for one set of skills to reign supreme. Rather, the most accurate conclusion is that both of these teachers bring a different and unique set of skills to the profession. The differences in caliber between ns and nns teachers extends only as far as the situation they teach in. Therefore, ns and nns Chinese teachers have no obligation to emulate each other, rather the onus falls on school administrators to familiarize themselves with the skill sets possessed by each type of teacher so that they can effectively utilize the skills necessary for the course content. The discussion of native or non-native teachers is nothing to shy away from;

it is a natural part of the language's evolution. Vital to this evolution is the willingness for employers and administrators to welcome nns teachers without judgement about how their L1 might influence their pedagogical abilities. Nns teachers have the potential to drive the innovation behind Chinese language instruction.

APPENDIX
SURVEYS AND DOCUMENTS

SURVEY: Students of Non-Native Chinese Teacher

1) Your name:_____

2) Your age:_____

3) Your grade in school:_____

4) How many years have you studied Chinese? _____

5) What is your native language?
  ___Chinese
  ___English
  ___Other:_____

6) Each week, my teacher plans _____ listening comprehension activities.
  a. too many
  b. enough
  c. not enough

7) My favorite activity to do with a listening comprehension activity is_____
  a. Write what I heard
  b. Respond to what I heard
  c. Repeat what I heard
  d. Ask a question about what I heard
  e. Memorize what I heard

8) I would prefer that my teacher was a native Chinese speaker
  ___Strongly Agree
  ___Agree
  ___Neutral
  ___Disagree
  ___Strongly Disagree
  ___(Not Applicable: My teacher and I already share the same native language)

9) In class, my teacher usually speaks Chinese _____% of the time.

9a) I feel this is:
   ____ Too much
   ____ Just right
   ____ Too little

10) I can understand approximately _____% of the Chinese my teacher speaks in class.

10a) This is ___enough to understand what's going on in class
   ___not enough to understand what's going on in class; often I feel lost.

11) Each week, my teacher plans _____ reading activities.
        a. too many
        b. enough
        c. not enough

12) My favorite activity to do with a reading activity is_____
        a. Write a response to what I read
        b. Orally repeat what I read
        c. Ask a question about what I read
        d. Memorize what I read
        e. Other:_____

13) Even though my teacher isn't a native Chinese speaker, I'm confident he/she can help me **understand spoken** Chinese.
        ___Strongly Agree
        ___Agree
        ___Neutral
        ___Disagree
        ___Strongly Disagree

14) Even though my teacher isn't a native Chinese speaker, I'm confident he/she can help me learn to **read** in Chinese.
        ___Strongly Agree
        ___Agree
        ___Neutral
        ___Disagree
        ___Strongly Disagree

15) Even though my teacher isn't a native Chinese speaker, I'm confident he/she can help me **write** in Chinese.
        ___Strongly Agree
        ___Agree
        ___Neutral
        ___Disagree
        ___Strongly Disagree

16) Even though my teacher isn't a native Chinese speaker, I'm confident he/she can help me **speak** Chinese.
        ___Strongly Agree
        ___Agree
        ___Neutral
        ___Disagree
        ___Strongly Disagree

17) Each week, my teacher plans _____ speaking activities.
        a. too many
        b. enough
        c. not enough

18) My favorite activity to do with a speaking activity is_____
      a. Have a conversation with a classmate
      b. Respond to a prompt
      c. Listen and repeat
      e. Memorize and recite
      f. Other:_____

19) My favorite activity to do with a writing activity is_____
      a. Write what I heard
      b. Respond to what I heard
      d. Write a question about what I heard
      e. Memorize something to write
      f. Other_____

20) Each week, my teacher plans _____ writing activities.
      a. too many
      b. enough
      c. not enough

21) My favorite activity to do with a listening comprehension activity is_____
      a. Write what I heard
      b. Respond to what I heard
      c. Repeat what I heard
      d. Ask a question about what I heard
      e. Memorize what I heard
      f. Other:_____

22) I understand approximately _____% of the Chinese my teacher speaks in class.

23) *Agree or disagree*: Native speakers of the target language make the best language teachers.
      ___Strongly Agree
      ___Agree
      ___Neutral
      ___Disagree
      ___Strongly Disagree

24) Rate yourself 1-3 on the following skills
      1 = I struggle at this skill
      2 = Some of my classmates are better at this skill than I am, some are worse
      3 = I am one of the best in my class at this skill

      Reading: 1   2   3

      Writing: 1   2   3

Listening: 1   2   3

Speaking: 1   2   3

25) My very favorite activity to do in Chinese class is_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SURVEY: Non-Native Chinese Teacher

1) Your Name:_____

2) Your Age:_____

3) What level(s) of Chinese do you teach this school year? (check all that apply)
        ___1st year
        ___2nd year
        ___3rd year
        ___4th year
        ___5th year

4) What is the average age of your students?_____

5) How many years have you been a teacher? _____

6) How many years have you taught Chinese?_____

7) What is your native language?
        A. ___Chinese
        B. ___English
        C. ___Other:_____

8) If you selected **B** or **C** above, how many years have you studied Chinese?_____

        8a) What is your proficiency level of Chinese?
            ___near native
            ___Superior,
            ___Advanced,
            ___intermediate,
            ___beginning level

        8b)What is your primary academic field of study?_____

        8c) What is your secondary academic field of study?_____

9) Do you use technology to advance your students' listening levels?   Yes   No

10) If yes, what kinds (check all that apply):
        ___Podcasts
        ___CDs
        ___Videos
        ___Movies
        ___Music
        ___Other:_____

11) How often do you plan a listening comprehension activity?
        ___Daily

___2-3 times per week
___Once per week
___Other:_____

12) How do you teach *Listening*? (Please include the activities your students do)

_____
_____
_____
_____

13) Before, during, or immediately after a listening comprehension activity, are students asked to: (Check all that apply. Please elaborate.)

☐ Transcribe:_____
_____

☐ Compose a spoken/written response:_____
_____

☐ Repeat what they heard:_____
_____

☐ Ask a question about what they heard:_____
_____

☐ Memorize what they heard:_____
_____

14) How many minutes per **class period** are spent practicing listening comprehension?_____

15) How many minutes per **week** are spent practicing listening comprehension? _____

16) Based upon your observations as a teacher, to what extent is a student's listening comprehension ability correlated to his/her reading ability?
___Strongly correlated
___Somewhat correlated
___Weakly correlated
___Not correlated

17) My students would feel more confident in my ability to teach listening if I were a native speaker.
___Strongly Agree
___Agree

___Neutral
___Disagree
___Strongly Disagree

18) Do you use technology to advance your students' reading levels?   Yes   No

19) If yes, what kinds (check all that apply):
     ___Podcasts
     ___CDs
     ___Videos
     ___Movies
     ___Music
     ___Other:_____

20) How often do you plan a reading activity?
     ___Daily
     ___2-3 times per week
     ___Once per week
     ___Other:_____

21) How do you teach *reading*? (Please include the activities your students do)

_____

_____

_____

22) Before, during, or immediately after a reading activity, are students asked to:
   (Check all that apply. Please elaborate.)

☐ Translate:_____

_____

☐ Compose a spoken/written response:_____

_____

☐ Repeat what they read:_____

_____

☐ Ask a question about what they read:_____

_____

☐ Memorize what they read:_____

_____

23) How many minutes per **class period** are spent practicing reading?_____

24) How many minutes per **week** are spent practicing reading? _____

25) My students would have more confidence in my ability to teach reading if I were a native Chinese speaker.

       ___Strongly Agree
       ___Agree
       ___Neutral
       ___Disagree
       ___Strongly Disagree

26) Do you use technology to advance your students' speaking levels?   Yes   No

27) If yes, what kinds (check all that apply):

       ___Podcasts
       ___CDs
       ___Videos
       ___Movies
       ___Music
       ___Other:_____

28) Was this material originally designed for classroom use?   Yes   No

29) How often do you plan a speaking activity?
       ___Daily
       ___2-3 times per week
       ___Once per week
       ___Other:_____

30) How do you teach *speaking*? (Please include the activities your students do)

_____

_____

_____

_____

31) Before, during, or immediately after a speaking activity, are students asked to:
   (Check all that apply. Please elaborate.)

❑ Translate what they said:_____
_____

❑ Compose a spoken/written response:_____
_____

❑ Memorize what they said:_____
_____

32) When you speak Chinese in class, what do you do if your students can't understand you?

_____

_____

_____

33) Approximately how many minutes per **class period** are spent practicing speaking?_____

34) Approximately how many minutes per **week** are spent practicing speaking? _____

35) My students would have more confidence in my ability to teach speaking if I were a native Chinese speaker.
     ___Strongly Agree
     ___Agree
     ___Neutral
     ___Disagree
     ___Strongly Disagree

36) While teaching a class, I speak Chinese approximately _____ % of the time.

37) Generally speaking, being a native English speaker is **advantageous** or **disadvantageous** to my teaching. Please explain why:

_____

_____

_____

_____

_____

_____

38) Do you use technology to advance your students' writing levels?   Yes   No

If yes, what kinds (check all that apply):
     ___Podcasts
     ___CDs
     ___Videos
     ___Movies
     ___Music
     ___Other:_____

39) How often do you plan a writing activity?

___Daily
___2-3 times per week
___Once per week
___Other:_____

40) How do you teach *writing*? (Please include the activities your students do)

_____

_____

_____

_____

41) Before, during, or immediately after a writing activity, are students asked to:
   (Check all that apply. Please elaborate.)

☐Translate:_____

_____

☐ Compose a written response:_____

_____

☐ Repeat what they've written:_____

_____

☐ Ask a question about what they've written:_____

_____

☐ Memorize what they've written:_____

_____

42) Approximately how many minutes per **class period** are spent practicing writing?_____

43) Approximately how many minutes per **week** are spent practicing writing? _____

44) My students would have more confidence in my ability to teach writing if I were a native Chinese
   speaker.
           ___Strongly Agree
           ___Agree
           ___Neutral
           ___Disagree
           ___Strongly Disagree

45) Agree or disagree: Native speakers make the best language teachers.
           ___Strongly Agree
           ___Agree
           ___Neutral

___Disagree
___Strongly Disagree

46)
Reading   Writing   Listening   Speaking

The skill I feel <u>most</u> confident teaching is_____.

The skill I feel <u>2nd</u> most confident teaching is_____.

The skill I feel <u>3rd</u> most confident teaching is_____.

The skill I feel <u>least</u> confident teaching is_____.

47) Describe an ideal class period:

_____

_____

_____

_____

_____

_____

_____

_____

48) What textbook(s) do you use? _____

49) Do you feel the textbook is effective? Why or why not?

_____

_____

_____

_____

50) I describe my classroom as:

___Teacher-Centered   ___Task-based   ___ Communicative teaching

___Student-Centered   ___Content-based   ___ Other: _____

    Explain your choice: _____

_____

_____

_____

SURVEY: Student of Native Chinese Teacher

1) Your name:_____

2) Your age:_____

3) Your grade in school:_____

4) How many years have you studied Chinese? _____

5) What is your native language?
     ___Chinese
     ___English
     ___Other:_____

6) Each week, my teacher plans _____ listening comprehension activities.
     a. too many
     b. enough
     c. not enough

7) My favorite activity to do with a listening comprehension activity is_____
     a. Write what I heard
     b. Respond to what I heard
     c. Repeat what I heard
     d. Ask a question about what I heard
     e. Memorize what I heard
     f. Other:_____

8) I would prefer that my teacher's native language was the same as mine.
     ___Strongly Agree
     ___Agree
     ___Neutral
     ___Disagree
     ___Strongly Disagree
     ___(Not Applicable: My teacher and I already share the same native language)

9) In class, my teacher speaks Chinese approximately _____% of the time.
     I feel this is:
               ____ Too much
               ____ Just right
               ____ Too little

10) I can understand approximately _____% of the Chinese my teacher speaks in class.

10a) This is ___enough to understand what's going on in class
        ___not enough to understand what's going on in class; often I feel lost.

11) I understand approximately _____% of the English my teacher speaks in class.

11a) This is ___enough to understand what's going on in class
        ___not enough to understand what's going on in class; often I feel lost.

12) Each week, my teacher plans _____ reading activities.
      a. too many
      b. enough
      c. not enough

13) My favorite activity to do with a reading activity is_____
      a. Write a response to what I read
      b. Orally repeat what I read
      c. Ask a question about what I read
      d. Memorize what I read
      e. Other:_____

14) Each week, my teacher plans _____ speaking activities.
      a. too many
      b. enough
      c. not enough
15) My favorite activity to do with a speaking activity is_____
      a. Write what I hear
      b. Repeat what I write
      c. Ask a question about what I write
      d. Memorize what I write
      e. Other:_____

16) Each week, my teacher plans _____ writing activities.
      a. too many
      b. enough
      c. not enough

17) My favorite activity to do with a writing activity is_____
      a. Write what I hear
      b. Repeat what I write
      c. Ask a question about what I write
      d. Memorize what I write
      e. Other:_____

18) *Agree or disagree*: Native speakers make the best language teachers.
        ___Strongly Agree
        ___Agree
        ___Neutral
        ___Disagree
        ___Strongly Disagree

19) Rate yourself 1-3 on the following skills
     1 = I struggle at this skill
     2 = Some of my classmates are better at this skill than I am, some are worse
     3 = I am one of the best in my class at this skill

   Reading: 1   2   3

   Writing: 1   2   3

   Listening: 1   2   3

   Speaking: 1   2   3

20) My very favorite activity to do in Chinese class is_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SURVEY: Native Chinese Teacher

1) Name:_____

2) Your Age:_____

3) What level(s) of Chinese do you teach this school year? (check all that apply)
      ___1st year
      ___2nd year
      ___3rd year
      ___4th year
      ___5th year

4) What is the average age of your students?_____

5) How many years have you been a teacher? _____

6) How many years have you taught Chinese?_____

7) What is your native language?
      A. ___Chinese
      B. ___English
      C. ___Other:_____

8) If you selected **B** or **C** above, how many years have you studied Chinese?_____

9) Agree or disagree: Native speakers of the target language make the best language teachers.
      ___Strongly Agree
      ___Agree
      ___Neutral
      ___Disagree
      ___Strongly Disagree

10) What is your primary academic field of study?_____

11) What is your secondary academic field of study?_____

12) Do you use technology to advance your students' listening levels?   Yes   No

13) If yes, what kinds (check all that apply):
      ___Podcasts
      ___CDs
      ___Videos
      ___Movies
      ___Music
      ___Other:_____

14) How often do you plan a listening comprehension activity?
     ___Daily
     ___2-3 times per week
     ___Once per week
     ___Other:_____

15) How do you teach *Listening*? (Please include the activities your students do)

_____

_____

_____

_____

16) Before, during, or immediately after a listening comprehension activity, are students asked to:
    (Check all that apply. Please elaborate.)

☐ Transcribe:_____

_____

☐ Compose a spoken/written response:_____

_____

☐ Repeat what they heard:_____

_____

☐ Ask a question about what they heard:_____

_____

☐ Memorize what they heard:_____

_____

17) How many minutes per **class period** are spent practicing listening?_____

18) How many minutes per **week** are spent practicing listening? _____

19) What do you do if your students don't understand your spoken Chinese?

_____

_____

_____

_____

20) What do you do if your students understand your spoken English?

_____

_____

_____

_____

21) My students would feel more confident in my ability to teach listening if I were a native English
    speaker.
        ___Strongly Agree
        ___Agree
        ___Neutral
        ___Disagree
        ___Strongly Disagree

22) Do you use technology to advance your students' reading levels?   Yes   No

23) If yes, what kinds (check all that apply):
        ___Podcasts
        ___CDs
        ___Videos
        ___Movies
        ___Music
        ___Other:_____

24) How often do you plan a reading activity?
        ___Daily
        ___2-3 times per week
        ___Once per week
        ___Other:_____

25) How do you teach *reading*? (Please include the activities your students do)

_____

_____

_____

_____

26) Before, during, or immediately after a reading activity, are students asked to:
   (Check all that apply. Please elaborate.)

☐ Translate:_____

_____

☐ Compose a spoken/written response:_____

_____

(More options on next page)

☐ Repeat what they read:_____

_____

☐ Ask a question about what they read:_____

_____

☐ Memorize what they read:_____

_____

27) Approximately how many minutes per **class period** are spent practicing reading?_____

28) Approximately how many minutes per **week** are spent practicing reading? _____

29) My students would have more confidence in my ability to teach reading if I were a native English speaker.
      ___Strongly Agree
      ___Agree
      ___Neutral
      ___Disagree
      ___Strongly Disagree

30) Do you use technology to advance your students' speaking levels?   Yes   No

31) If yes, what kinds (check all that apply):
      ___Podcasts
      ___CDs
      ___Videos
      ___Movies
      ___Music
      ___Other:_____

32) How often do you plan a speaking activity?
      ___Daily
      ___2-3 times per week
      ___Once per week
      ___Other:_____

33) How do you teach *speaking*? (Please include the activities your students do)

_____

_____

_____

_____

_____

_____

34) Before, during, or immediately after a speaking activity, are students asked to:
   (Check all that apply. Please elaborate.)

☐ Translate what they said:_____
_____

☐ Compose a spoken/written response:_____
_____

☐ Memorize what they said:_____
_____

35) Approximately how many minutes per **class period** are spent practicing speaking?_____

36) Approximately how many minutes per **week** are spent practicing speaking? _____

37) My students would have more confidence in my ability to teach speaking if I were a native English
   speaker.
       ___Strongly Agree
       ___Agree
       ___Neutral
       ___Disagree
       ___Strongly Disagree

38) While teaching a class, I speak Chinese approximately _____ % of the time.

39) Generally speaking, being a native Chinese speaker is **advantageous** or **disadvantageous** to my
   teaching. Please explain why:
_____
_____
_____
_____
_____
_____
_____
_____

40) Do you use technology to advance your students' writing levels?   Yes   No

    If yes, what kinds (check all that apply):

        ___Podcasts
        ___CDs
        ___Videos
        ___Movies
        ___Music
        ___Other:_____

41) How often do you plan a writing activity?
        ___Daily
        ___2-3 times per week
        ___Once per week
        ___Other:_____

42) How do you teach *writing*? (Please include the activities your students do)
_____
_____
_____
_____

43) Before, during, or immediately after a writing activity, are students asked to:
    (Check all that apply. Please elaborate.)

☐Translate:_____
_____

☐ Compose a written response:_____
_____

☐ Repeat what they've written:_____
_____

☐ Ask a question about what they've written:_____
_____

☐ Memorize what they've written:_____
_____

44) Approximately how many minutes per **class period** are spent practicing writing?_____

45) How many minutes per **week** are spent practicing writing? _____

46) My students would have more confidence in my ability to teach writing if I were a native English speaker.

        ___Strongly Agree
        ___Agree
        ___Neutral
        ___Disagree
        ___Strongly Disagree

48)   **Reading**   **Writing**   **Listening**   **Speaking**

The skill I feel <u>most</u> confident teaching is_____.

The skill I feel <u>2nd</u> most confident teaching is_____.

The skill I feel <u>3rd</u> most confident teaching is_____.

The skill I feel <u>least</u> confident teaching is_____.

49) What textbook(s) do you use? _____

50) Do you feel the textbook is effective? Why or why not?

_____

_____

_____

_____

51) Describe an ideal class period:

_____

_____

_____

_____

_____

_____

_____

_____

_____

52) I describe my classroom as:

___Teacher-Centered   ___Task-based   ___ Communicative teaching

___Student-Centered   ___Content-based   ___ Other: _____

      Explain your choice: _____

_____

_____

_____

DOCUMENT: Administrator Interview -

Native vs. Non-Native Language Teachers

1. When **hiring** a foreign language teacher, how important is the teacher's language proficiency level compared to his educational background (training, experience)?

2. When **evaluating** a foreign language teacher's performance, how important is the teacher's language proficiency level compared to his educational background (training, experience)?

3. Do you expect the same achievement levels for students of a native speaker teacher as students of a non-native speaker teacher

4. Who do you hire to fill a needed position?
    a. Native speaker, limited teaching background
    b. Non-native speaker with limited proficiency, superb teaching background

5. Do you feel the advantages/disadvantages of native and non-native speaker teachers shift for different age groups? If so, how?

6. How important (if at all) is *selling* a native-speaking language teacher to prospective parents/ students? **Scale 1 - 10**

DOCUMENT: Classroom Observation Form
Date:
Teacher:
Number of students:
Chinese level:
Length of period:

Activity 1

<table>
<tr>
<td>

Student response 1
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
<td>

Student response 2
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
<td>

Student response 3
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
</tr>
<tr>
<td>

Student response 4
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
<td>

Student response 5
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
<td>

Student response 6
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
</tr>
<tr>
<td>

Student response 7
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
<td>

Student response 8
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
<td>

Student response 9
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
</tr>
<tr>
<td>

Student response 10
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
<td>

Student response 11
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
<td>

Student response 12
Student's Response:
___ Voluntary English
___ Voluntary Chinese
___ Elicited English
___ Elicited Chinese
Teacher's Prompt:
___ English
___ Chinese

</td>
</tr>
</table>

Student response 1 Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 2** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 3** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese
Student response 4 Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 5** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 6** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese
Student response 7 Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 8** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 9** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese
Student response 10 Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 11** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese	**Student response 12** Student's Response: ___ Voluntary English ___ Voluntary Chinese ___ Elicited English ___ Elicited Chinese Teacher's Prompt: ___ English ___ Chinese

Student response 1
Student's Response:
   ___ Voluntary English
   ___ Voluntary Chinese
   ___ Elicited English
   ___ Elicited Chinese
Teacher's Prompt:
   ___ English
   ___ Chinese
	Student response 2
	Student's Response:
	   ___ Voluntary English
	   ___ Voluntary Chinese
	   ___ Elicited English
	   ___ Elicited Chinese
	Teacher's Prompt:
	   ___ English
	   ___ Chinese
		Student response 3
		Student's Response:
		   ___ Voluntary English
		   ___ Voluntary Chinese
		   ___ Elicited English
		   ___ Elicited Chinese
		Teacher's Prompt:
		   ___ English
		   ___ Chinese

Student response 4
Student's Response:
   ___ Voluntary English
   ___ Voluntary Chinese
   ___ Elicited English
   ___ Elicited Chinese
Teacher's Prompt:
   ___ English
   ___ Chinese
	Student response 5
	Student's Response:
	   ___ Voluntary English
	   ___ Voluntary Chinese
	   ___ Elicited English
	   ___ Elicited Chinese
	Teacher's Prompt:
	   ___ English
	   ___ Chinese
		Student response 6
		Student's Response:
		   ___ Voluntary English
		   ___ Voluntary Chinese
		   ___ Elicited English
		   ___ Elicited Chinese
		Teacher's Prompt:
		   ___ English
		   ___ Chinese

Student response 7
Student's Response:
   ___ Voluntary English
   ___ Voluntary Chinese
   ___ Elicited English
   ___ Elicited Chinese
Teacher's Prompt:
   ___ English
   ___ Chinese
	Student response 8
	Student's Response:
	   ___ Voluntary English
	   ___ Voluntary Chinese
	   ___ Elicited English
	   ___ Elicited Chinese
	Teacher's Prompt:
	   ___ English
	   ___ Chinese
		Student response 9
		Student's Response:
		   ___ Voluntary English
		   ___ Voluntary Chinese
		   ___ Elicited English
		   ___ Elicited Chinese
		Teacher's Prompt:
		   ___ English
		   ___ Chinese

Student response 10
Student's Response:
   ___ Voluntary English
   ___ Voluntary Chinese
   ___ Elicited English
   ___ Elicited Chinese
Teacher's Prompt:
   ___ English
   ___ Chinese
	Student response 11
	Student's Response:
	   ___ Voluntary English
	   ___ Voluntary Chinese
	   ___ Elicited English
	   ___ Elicited Chinese
	Teacher's Prompt:
	   ___ English
	   ___ Chinese
		Student response 12
		Student's Response:
		   ___ Voluntary English
		   ___ Voluntary Chinese
		   ___ Elicited English
		   ___ Elicited Chinese
		Teacher's Prompt:
		   ___ English
		   ___ Chinese

Student response 1 Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese	**Student response 2** Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese	**Student response 3** Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese
Student response 4 Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese	**Student response 5** Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese	**Student response 6** Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese
Student response 7 Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese	**Student response 8** Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese	**Student response 9** Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese
Student response 10 Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese	**Student response 11** Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese	**Student response 12** Student's Response: ____ Voluntary English ____ Voluntary Chinese ____ Elicited English ____ Elicited Chinese Teacher's Prompt: ____ English ____ Chinese

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